

THE WALDORF APPROACH APPLIED IN THE PUBLIC SCHOOL CLASSROOM

SUMMER INSTITUTE AT
RUDOLF STEINER COLLEGE
JULY 11-22, 2011



SUMMER INSTITUTE 2011



Early Morning Electives: Participants danced to singing games from around the world, toned up hand/eye coordination and concentration skills in a challenging juggling class—learned to play the recorder—and knit. Handwork is an important part of the Waldorf curriculum; the knitting class included an enthusiastic group of men.

Movement, Movement, Movement makes our classes active and fun, and will enhance learning for our students, said one teacher. Standing behind all of these truly hands-on activities, integral to the Waldorf curriculum, is cutting-edge research supporting their importance for brain development, attention-building, and in-depth learning.

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A Course for Teachers of all Faiths and Backgrounds. “We can take from our own cultures and traditions and integrate them into Waldorf methodology.” Diversity marked the 2011 institute, bringing together Native Americans, Latinas from a San Jose charter school where Spanish is the primary language, Muslims, including an Arab teacher from the only Arab school in Israel and, of course, many teachers from California and the western US.

The Institute Day. After a lively whole-group singing class, following electives, teachers heard talks on child development and curriculum, brain development and learning, and strengthening the inner life. They then divided into grade-level tracks focusing on academics—language arts, math, science, and history—brought to life by the arts.

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Native Americans into the Waldorf Experience



Gifts to Share: (top left) *Marquita Bullock*, (Mission Band of Pauma Indians, Southern California), *Glorianna Under Baggage*, (Lakota, Pine Ridge Reservation, South Dakota), *Rochelle Barton-Silver*, (Dilcon Navajo School, Arizona), and *Loren Silver* (Navajo Nation, Arizona) were enthusiastic participants in the 2011 Institute, sharing their native traditions with the group.

Gifts to Take Back to Their Schools: Painting, Puppetry, Geometry, Movement, Storytelling—Glorianna: Waldorf incorporates music, movement and song. It can be Lakota music, Lakota movement, Lakota song with the Waldorf curriculum that honors the whole child. “For Lakota, the child is sacred.” **Rochelle:** Rediscovering herself as an educator and person, with the love of teaching, energy, enthusiasm she had 15 years ago. Seeing the excitement of her students. **Loren:** Taking skills he has just learned—in the arts, storytelling and movement—back to Navajo young people. **Marquita:** Truly enjoying a renewal of her inner spirit. Planning to utilize storytelling, singing games, movement to enrich children’s learning and development in her K-5 charter school classes.