

Association for a Healing Education

www.healingeducation.org



Healing Education Association Remedial Training

EDUCATIONAL SUPPORT TEACHER PROGRAM

Overview of the three year curriculum

In this new AHE Teacher Development program in North America, participants can select Kimberton or Chicago as their regional training site, and choose 1, 2 or 3 years. Each year will consist of four long weekends and two weeks in the summer. The course begins in November, 2009.

The path of this program is to learn more ways to observe the children, to examine how they form a relationship to learning and health and, finally, to build a repertoire of practical activities that can be applied immediately to address their needs. A few of the topics are included in the lists below.

As in the past, the complete program, leading to an Educational Support certificate, runs for three years. However, we have redesigned the traditional format in order to serve class teachers who may be seeking a one year intensive program for working with individual needs in a whole class environment, but might not choose certification.

Year One: Enriching Class Teaching

Sessions with Mary Jo Oresti

Chicago – November 6–8, 2009 • Kimberton, PA – Nov. 20–22, 2009

THEORY

Child of Today
Renewal of the culture of education
Challenges to the threefold nature of the human being:
overload with sensory impressions, screens, nutrition
Sensory development, muscle development, and
differentiation (Karl König)
Defining the stages of early movement patterns, symmetry,
bilateral integration, crossing, dominance
Development of thinking from imagination to
comprehension (Hannaford, Steiner, Ratey)
Bodily senses with a concentration on balance
Introduction of fourfold schemata as a tool of observation
Constitutional types

ACTIVITIES

Body geography through the grades (Schneider, McAllen
and Medical Section publication)
“Touching games,” wool wind - including Early Childhood
games
Walking forms with different movements to bring flexibility
to thinking – and drawing the forms
Introduction to Dynamic Drawing; straight
line/lemniscate; counting star
Awakening the senses for multi-sensory impact in reading
and writing
Balance work: static and moving balance observation,
activities for healing vestibular system, moving the head
lower than waist, rolling, “astronaut training” (will
include Early Childhood work)

MENTOR WORK

Mentors will be assigned for phone consultation

HEART Year One: Enriching Class Teaching (continued)

Sessions with Jeff Tunkey

Chicago – February 26–28, 2010 • Kimberton, PA – April 23–25, 2010

THEORY

Overview of 12 senses
 Multiple Intelligences
 16 Keys to Development
 General view of early movement patterns
 Brain development through movement; rough and tumble play

ACTIVITIES

Floor exercises – “Zoorobics,” rolling, resisted crawling
 Tumbling without spotting

Clay ball progression
 Shaded drawing
 Copper rods for the classroom – hands, catching, jumping etc.
 Painting handwriting
 Spiral painting series
 Games and movement for Gr. 1,2,3, including stone games, jumping rope
 Bean bag exercises from “Take Time” and “Games Children Play”

Sessions with Gerry LoDolce and Dr. Balazs Tarnai

Chicago – March 26–28, 2010 • Kimberton PA – February 26–28, 2010

THEORY

Spatial orientation – the three dimensions of space; knowing and experiencing the space around us, which is necessary for understanding two dimensions with paper/pen tasks
 Breathing and the rhythmic system – necessary and ecological body states for learning
 Posture as an indicator of undifferentiated movement or lack of free movement
 Deepening the observation of the four energy bodies: physical, life/growth, consciousness/feeling and self/organization
 Teacher-made tests

ACTIVITIES

Hand clap games
 String games
 More balancing activities
 Circle activities
 Review “Take Time”
 Ball bouncing games
 Improving handwriting and posture with foot work
 Marbles, writing, rod rolling – including Early Childhood work
 Board and beam balance work

Sessions with Peter Chin and Mary Jo Oresti

Chicago – April 23–25, 2010 • Kimberton, PA – March 26–28, 2010

THEORY

Principles of creating exercises drawn from curriculum themes in specific grades
 Evaluating learning difficulties in the classroom
 Parent communication – record keeping, building a support team
 Developing a home program
 Effective practices with child observation, child study and interventions

Surveying approaches and developing various formats for individualizing practice within groups: small groups, stations

ACTIVITIES

Activities for the “stations “ approach
 Practicing exercises that coincide with curriculum themes
 Creating observation charts and practices; child observation presentations

HEART Year One: Enriching Class Teaching (continued)

SUMMER SESSION

Dr. Bruno Callegaro, Dr. Ross Rentea, Dr. Andrea Rentea, and others
Chicago, July 13 – 24, 2010

THEORY

Constitutional types. Six expressions of learning types and their counterparts in mainstream

The curriculum in relationship to child development and a child's changing consciousness.

The art of the Child observation and child study – which is the heart of the faculty meeting. Percept and concept, phenomena based diagnosis, organization of child study in the faculty meeting, how Rudolf Steiner observed.

Introduction to Extra Lesson

Eurythmy: adaptations for the classroom, Eurythmy for strengthening life forces of teachers, Eurythmy for constitutional types, the Zodiac

Challenges of assessment – making mainstream work while maintaining a commitment to Waldorf education

Establishing effective Educational Support programs in schools

Early childhood education - sensory nourishment, especially the four bodily senses. Adaptions to the Balzar Martin developmental survey, home support

HEART Year Two: Foundations of Remedial Work, Introduction to Educational Support

TOPICS

The archetype and the extreme – working with polarities

Understanding the human being through the constitution and the structure

Foundations of Extra Lesson: Core exercises, supplementary exercises.

Earth currents, mirroring, archetypes in human movements, imprinting

Developing an Extra Lesson assessment and creating lesson plans from observations.

Report writing, recording, procedures and policies

The living diagnosis: simple assessments; second grade; rising first grade; spot checks; reading surveys; auditory and visual classroom checks; eye tracking; dominance; Extra Lesson

Balance in Teaching: “too much in” and “not enough in”

Introduction to Chirophonetics

The incarnation process: from cosmic ether to etheric forces, planetary influences

The human form as an expression of spirit, its origins.

The three gifts of standing, speaking and thinking. From cosmic influence to independent, and as an expression of a life's gesture

Sleep – its influence on learning

Nutrition, health and learning

Deepening our work with the four sheaths

Community resources for intervention: cranial sacral, anthroposophical medicine, homeopathy

Pedagogical stories.

Eurythmy for individual work

Visual Arts – primarily for working with children in a therapeutic environment

Speech

Dynamic drawing – a method for therapy

MENTOR WORK

We will begin the mentored practicums and guided practice for those committed to years two and three. The practicum includes a site visit to a master teacher or a visit by an Educational Support teacher. Continue phone mentoring.

HEART Year Three: Advanced Studies; Healing Practices and Therapeutic Work

TOPICS

The four organs and their influences on behavior and learning

Mainstream testing: grade referenced, informal, standardized etc.

Deeper aspects of Extra Lesson

School programs, private practice

Education for special needs: the circle/point meditation, the medical types, the children in the curative course, inner and outer forces

Brain research and Waldorf Education

Children with special needs. Constitutional and medical illnesses in our time: contact disturbances, allergies, ADD and ADHD

Case Study development and presentation

Research presentation

Image creating and the influence of etheric and astral forces

Biography and group work from a planetary perspective

Memory as a constitutional condition

Eurythmy: the soul gestures, the planets

Painting: The moral color series, colors in front of and behind light

Some of the instructors for Year One will be:

Mary Jo Oresti - Coordinator and instructor in teacher development programs, Educational Support teacher

Gerry LoDolce - Grades and high school teacher, Kimberton Waldorf School

Peter Chin - Grades teacher, Sarasota Waldorf School

Jeff Tunkey – Gym and Extra Lesson Teacher, Aurora Waldorf School

Dr. Bruno Callegaro - School doctor for special needs children; instructor, teacher development programs

Balazs Tarnai PhD. – Chirophontic practitioner, Sunbridge College faculty, professor at Seton Hill

Dr. Ross Rentea, M.D. – Private practice, cofounder of True Botanica, advisor to AHE

Dr. Andrea Rentea, M.D. – Private practice, school doctor, advisor to AHE

... and others to be announced

About AHE Courses and Programs

We are in our 20th year of offering professional development programs worldwide, and have certified 10 program cycles with over 400 participants. These teacher education programs were initiated by AHE as a direct response to educators who wished to understand and assist students with different learning styles in their classrooms. The curriculum is based on developing our observational capacities and increasing our understanding of the causes and challenges that children meet as they find their place in life. Course content is primarily derived from the works and influences of Dr. Rudolf Steiner, together with current research that promotes a developmental curriculum. The Association for a Healing Education is currently involved in four world wide certificate programs for Educational Support teachers and parents. We also sponsor numerous workshops and conferences. As much as possible these programs are organized in conjunction with local organizations or institutions. Current programs are being offered in the United States of America, Canada, Ireland, Brazil and Spain.

Tuition is \$2,000 for Year One. Scholarship applications are available upon request, and consideration will be made for travel and for schools that have limited professional development budgets. There is a \$200 discount if you register and pay in full before 9/15/09.

For more information, or to register -

Administration Office - Mary Jo Oresti
admin@healingeducation.org
 24228 Edgemont, Southfield, MI 48034

Membership & Publications - Joan Treadaway
office@healingeducation.org
 1920 Thumb Butte Rd., Prescott, AZ 86305