

Association for a Healing Education

Working to strengthen Waldorf Schools and to serve the foundational needs of children today -

presents...

A Practical Course for Class Teachers, and/or Teachers Who Want to Become Their School's "Enrichment Teacher"

**Session 1: Oct. 22 to 24, 2021
at Green Meadow Waldorf School**

**Session 2: mid-January 2022
online reports and check-in**

**Session 3: Apr. 1 to 3, 2022
at Green Meadow Waldorf School**

**Additional information at
www.healingeducation.org**

Whole-Class Enrichment • *Rethinking the Elements of a Balanced Day*

This course will guide participants to personal mastery of a broad repertoire of methods for strengthening student capacities; to return to their schools ready to provide an innovative and effective whole-class or even whole-school approach. The ultimate goal is to prepare attendees to inspire and support a school-wide culture in which all teachers know the reasons for and practicalities of developmental activities for the whole class; to learn the activities themselves and then to help other teachers become inspired. This could be as simple as setting a personal example in one's class, or as extensive as adding a formal position for Enrichment Classes to the school's program. The course will focus on hands-on learning, devoting more than 20 hours to classroom activities participants can take back to their schools ready to work with and research.



A unifying goal for every Waldorf School, big or small, anywhere in the world, is to provide a progression of challenging academic content for which the students in a given class are (or are just about to be) emotionally and physiologically ready. Waldorf teachers know that all true learning requires inner composure and mobility, and that what can be seen and developed through outer movement is vital for inner health and acuity at school and throughout life.

However, recent experience shows that more can yet be done in our schools. Teaching can become more economical, and children can be more engaged, when important parts of the historical repertoire of developmental movement, drawing and painting are brought in as program cornerstones. All children (and probably more now than ever before) need a rich diet of the particular kinds of developmental exercises that have been indicated by Rudolf Steiner, Audrey McAllen, Karl König, Olive Whicher, and others.

Physical and artistic activities not only fuel the brain with oxygen and decrease stress, but also create and strengthen connections within the brain and in nerve pathways throughout the body. They strongly promote:

- **Foundations for literacy** - developmental capacities for all aspects of language.
- **Foundations for numeracy** - the math/logical and spatial intelligences.
- **Readiness for desk-work** - enhancing focus and attention, and strengthening the will can set the stage for harmonious receptivity to new material.
- **Bodily/kinesthetic and spatial integration** - class time spent on building up such learning foundations as postural control, focus, spatial orientation, movement coordination, and body geography will make teaching more economical.

Holistic, enriched student observation tools will become an integral part of such a program.

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Enriching every school day, strengthening every student

Artistic activities will include:

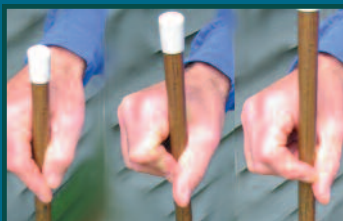
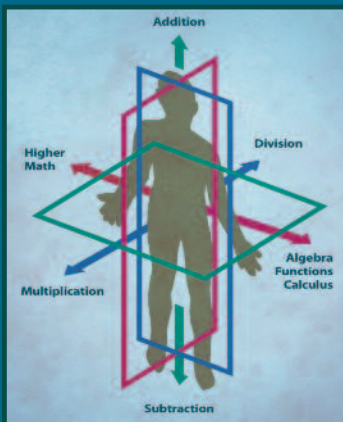
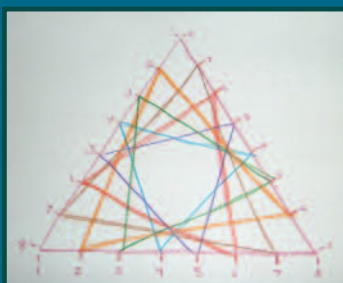
- Rhythmic drawing exercises
- Shaded drawing
- Painting handwriting
- Form drawings and paintings from *The Extra Lesson*

Movement activities will include:

- Copper rods routines
- Ball twirling exercise
- Group & partner ball activities
- Threefold spiral
- Jumping rope
- Clay concentration exercises
- And many other activities from *The Extra Lesson* and *Take Time*

Math foundations activities will include:

- Counting and subitizing games
- Vestibular wakeup breaks
- Stones in hands & toes
- String games
- Tracing and coloring hands and feet
- and more.



Whole-Class Enrichment

Rethinking the Elements of a Balanced Day

The developmental activities and approaches presented and practiced in this course have for decades been within the domains of Extra Lesson practitioners and Waldorf movement teachers (as well as some Class teachers). However, our experience shows that they are meant to be staples for all students, in all classes, every day. Even students who excel in most or even all academic areas will benefit from the focus-strengthening inbreath and outbreath rhythms this program can provide. The traditional “morning circle time” (and many other daily intervals) can become an even deeper preparation for each day’s academics.

Lead Instructor: Jeff Tunkey

Over a 30-year teaching career at Aurora Waldorf, he researched, developed and carried through a unique, multi-disciplinary school-wide program to address this vital aspect of education. His roles at AWS included teaching games,



tumbling and athletics; inservices for class-teachers; Extra Lesson student support; remedial math support; chairing the Educational Support Team; and creating a stand-alone “Enrichment” class for the lower grades. In addition, as an AHE faculty member he has visited dozens of Waldorf schools

as workshop provider or mentor. In 2020 he collected this approach in a book, *Educating for Balance and Resilience*. Other AHE faculty will join him in the teaching.

Timing and Sequence

The course is structured in three parts: a three-day in-person session covering half the material; next, an “in-service” period of several months, allowing time to put into classroom practice what was learned and explored, and reporting/checking in about progress via an online session; and then a final three-day in-person session during which we will review, report, and finish up.

Who Should Attend

This course is designed for experienced and new teachers in Waldorf charter or independent schools; for both class and remedial teachers, as well as program/pedagogical leaders.