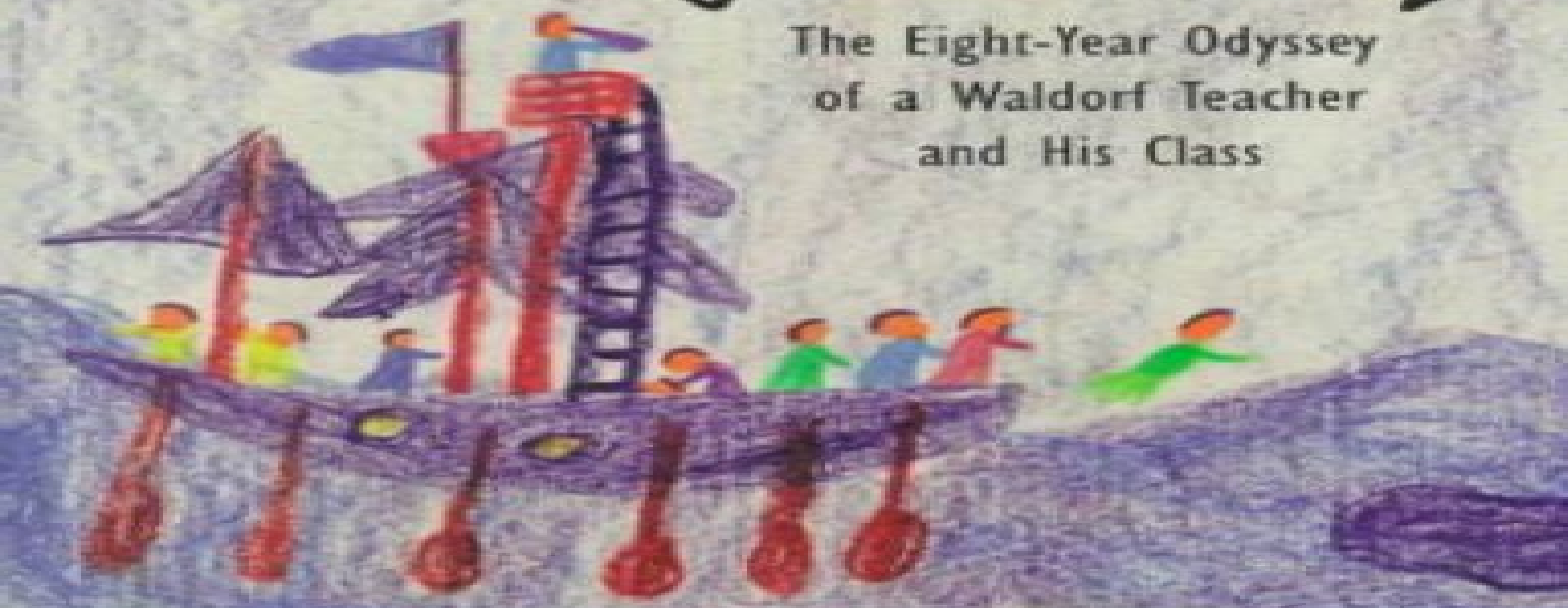


*Celebrating 75 years of Waldorf Education  
1919—1994*

# *School as a Journey*

The Eight-Year Odyssey  
of a Waldorf Teacher  
and His Class



*Torin M. Finser*

# School As A Journey The Eight Year Odyssey Of A Waldorf Teacher And His Class

**Torin M. Finser**



## **School As A Journey The Eight Year Odyssey Of A Waldorf Teacher And His Class:**

**School as a Journey** Torin M. Finser, 1994 School as a Journey is a lively colorful absorbing account of one Waldorf s teacher s journey with his class through the curriculum from first through eighth grades A moving story told in a straightforward anecdotal humorous style it is and excellent introduction to what goes on inside the classroom of a Waldorf school School as a journey was written with both parents and educators in mind Filled with pedagogical gems it will be an invaluable resource for understanding the practical implications of Rudolf Steiner s in sight into child development Extensively documented it can serve as a study text for anyone wishing to go deeper into the works of Rudolf Steiner and others experienced in Waldorf education

**School as a Journey** Torin M. Finser, 1995-10 School as a Journey is a lively colorful absorbing account of one Waldorf s teacher s journey with his class through the curriculum from first through eighth grades A moving story told in a straightforward anecdotal humorous style it is and excellent introduction to what goes on inside the classroom of a Waldorf school School as a journey was written with both parents and educators in mind Filled with pedagogical gems it will be an invaluable resource for understanding the practical implications of Rudolf Steiner s in sight into child development Extensively documented it can serve as a study text for anyone wishing to go deeper into the works of Rudolf Steiner and others experienced in Waldorf education

### Waldorf Schools and the History of Steiner Education

Thomas Stehlik, 2019-10-31 This book marks the centenary of the first Waldorf School established by Rudolf Steiner in Stuttgart in 1919 With around 1 150 Waldorf Schools and over 1 800 Waldorf Kindergartens established in over 60 countries this book examines and analyses how the initial impulse of Steiner education has grown over the last century to become a worldwide alternative movement in education The author documents and compares the growth and development of Waldorf schools and Steiner inspired educational institutions around the world and determines the extent to which the original underpinning philosophy has been maintained against the contexts and challenges of contemporary global trends in education Within such diverse international contexts it is significant that the schools retain such a distinctive identity and clearly redefine how alternative education can be viewed This comprehensive volume will be of interest and value to scholars of Steiner education and Waldorf schools as well as alternative education more widely

**A Second Classroom** Torin M. Finser, 2014-08-26 What does a healthy successful school look like Is it all about measurable outcomes test scores and pass fail grades set by the government Can learning be quantified in short term measurements or does real learning take years to manifest in a career or biography All seem to agree that a healthy school is also a community and that community depends on the quality of relationships chiefly the relationships among students teachers and parents This book features a comprehensive examination of the parent teacher relationship in all its dimensions from parent evenings and conferences to communication conflict and the life cycle of parent involvement in their school In between the chapters on practical advice are sections that consider the issues from a deeper spiritual dimension This book is intended to stimulate conversation self

reflection and relational practices that awaken community life in and around our schools      *The Spirit of the Waldorf School*  
Rudolf Steiner, 1995-09 9 lectures September 15 22 1920 and October 15 16 1923 CW 302a Speaking to the teachers at the first Waldorf school in Stuttgart Steiner asserts that the unfortunate presence of dishonesty and alienation in society today cannot be addressed without a completely renewed and holistic education He states fact that successful teaching requires a living synthesis of the spiritual gymnast the ensouled rhetorician and the intellectual professor Of these the formative effect of the rhetorician's cultivation of artistic speech is the most important It's impossible for true teaching to be boring declares Steiner and he offers several examples of how teachers can observe a natural phenomenon so intimately that its creative life can flow into the children through a teacher's own words in the classroom He also describes in spiritual scientific depth how the actions of teachers directly affect the physiological chemistry of their students From this perspective education is really therapy transformed to a higher level and should be seen as closely related to the healing arts Steiner also shows how the perception of hidden relationships between education and the processes of human development can kindle a heartfelt enthusiasm and a sense of responsibility in teachers for the far reaching health effects that educational activities can produce German source Erziehung und Unterricht aus Menschenerkenntnis GA 302a Previous edition published in English as two volumes Balance in Teaching and Deeper Insights into Education      Writing to Reading the Steiner Waldorf Way Abi Allanson, 2020-05-03 This is both a theoretical and practical book giving a complete pathway to teaching children how to write and read in Classes 1 and 2 This book provides teachers with appealing easy to use plans and practical activities for immediate use It also sets out fundamental principles of Steiner Waldorf pedagogy It shows how this dovetails with the best of both mainstream primary approaches and specialist dyslexia friendly methods Teachers can use these principles to become confident in creating their own activities and resources The book showcases the holistic creative aspects of the Steiner Waldorf literacy approach The teaching of writing before reading is prioritized so as to engage children's creativity in learning Developing the child's own voice through writing and storytelling to lead over into reading is highly effective for motivation and success      Practical Advice to Teachers Rudolf Steiner, 2000-06 A seer sees more than meets the eye using the eyes of the soul along with the physical eyes As all seeing is a form of cognition higher seeing is the key to higher cognition or knowing For human beings the spiritual world is hidden deep within the disguise of the world available to the senses and deep within the human psyche and human consciousness enmeshed as it usually is in the physical senses cannot easily be aware of both worlds The human soul is the link between the physical sense imbued body and direct experience of the spirit because it has the latent ability to focus consciousness into any number of levels The ability to determine the focus of awareness is our great gift and our great challenge In this practical and accessible guidebook Dennis Klocek building on the alchemical tradition and the Western path of initiation developed by Rudolf Steiner shows how the soul's latent ability can be awakened by conscious acts of will and rhythmical practices The practices begin wherever we are in our everyday

lives and take the seeker through the levels of concentration the ability to create and hold an inner image contemplation the ability to transform the image and make it dynamic and meditation the ability to reverse the image or think it backward into inner silence After presenting the practical exercises along with commentary that identify and lay out the steps Klocek shows us how the path can be followed through to an understanding of a seemingly impenetrable alchemical image of the soul's journey as he guides us up the Alchemical Mountain to heartfelt thinking Through such a journey it becomes possible for human beings to live as spiritual beings among other spiritual beings For those who are serious about developing faculties of higher knowing and seeing The Seer's Handbook is a unique practical and friendly handbook of exercises meditations and insightful commentary that will guide both beginners and more advanced students along the path to higher worlds

**Evidence-Based Design of Elementary and Secondary Schools** Peter C. Lippman, 2010-08-05 An in depth evidence based design approach to the design of elementary and secondary schools The contemporary school must be a vibrant living extension of its community Evidence Based Design of Elementary and Secondary Schools instructs design professionals on how to successfully achieve this goal With assistance from research intensive principles grounded in theories concepts and research methodologies and with roots in the behavioral sciences this book examines and provides strategies for pooling streams of information to establish a holistic design approach that is responsive to the changing needs of educators and their students This book Delivers an overview of the current research and learning theories in education and how they apply to contemporary school design Explores the history of school design in the United States Examines the role of information technology in education Includes case studies of more than twenty exemplary school designs based on research of the best physical environments for learning and education Considers what learning environments may be in the near future Evidence Based Design of Elementary and Secondary Schools analyzes the current shift toward a modern architectural paradigm that balances physical beauty and social awareness and building technologies with functionality to create buildings that optimize the educational experience for all learners Enlightening as well as informative this forward thinking guide provides educational facility planners designers and architects with the tools they need to confidently approach their next school building project In addition this guide provides administrators educators and researchers with design options for rethinking and creating innovative learning environments

Millennial Child Eugene Schwartz, 1999 Today's children are an endangered species As a result of the reductionism spawned by Freud and the homogenization of the stages of human life that followed many children seem to have lost their childhood and been thrust into the confusing and chaotic world of adults Eugene Schwartz presents an incisive analysis of the ways in which the errors of the first third of our century have come back to haunt us at the century's end After carefully examining Sigmund Freud's tragic misunderstanding of childhood and tracing its consequences for today's parents and educators the author points to the radically new paradigm of childhood development offered by Rudolf Steiner and embodied in Waldorf education Parents teachers and child psychologists will find

a wealth of insight concerning such diverse subjects as the nature of play the causes of ADHD computers as teachers and the power that love and imagination will have in the education of the Millennial Child      **The Four Most Baffling Challenges for Teachers and how to Solve Them** Sheryn Spencer Waterman,2006 First Published in 2006 Routledge is an imprint of Taylor Francis an informa company      **What Is Waldorf Education?** Rudolf Steiner,2004-11 The soul s immortality and its repeated earthly births are not new ideas in Western thought They are implicit in the Pythagorean and Platonic traditions as well as in some branches of esoteric Judaism and Cabbala But it was not until the early years of this century that the West was given a detailed modern evolutionary philosophy of human life based on the reality of reincarnation and karma This turning point occurred when Rudolf Steiner began to make public the results of his spiritual scientific researches He viewed the revelation of reincarnation and karma as one of his most important life tasks Steiner s contribution however remains unique in its understanding of the human being as an evolving developing being of body soul and spirit On the basis of his researches presented in numerous books and lectures we begin to understand how the complex interaction of human lives between birth and death and between death and a new birth gives new meaning not only to individual lives lived on Earth in community with others but also to human history and evolution and to earthly and cosmic events This book collects many of Steiner s major statements on reincarnation and karma The primary purpose of this volume is to help readers meet the challenge of spiritual research in the area of individual evolution of the soul and spirit in the context of cultural and universal evolution Such a study can be tremendously revealing and provide spiritual understanding in a time of increasing intellectual confusion and spiritual poverty The notion of reincarnation and karma is generally associated in most minds with spiritual traditions of the East especially Hinduism and Buddhism Ren Querido s in depth sixty page introduction however places these concepts within the context of Western spiritual development and esoteric tradition showing us a panoramic view of how such ideas have developed over the centuries in the West      **Jsl Vol 14-N6 JOURNAL OF SCHOOL LEADERSHIP**,2005-01-26 The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts We welcome manuscripts based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations The editorial team is particularly interested in working with international authors authors from traditionally marginalized populations and in work that is relevant to practitioners around the world Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement      *Discussions with Teachers* Rudolf Steiner,1997-03 For two weeks prior to the opening of the first Waldorf school in Stuttgart Rudolf Steiner intensively prepared the individuals he had chosen to become the first Waldorf teachers At 9 00 a m he gave the course now translated as Foundations of Human Experience at 11 00 a m Practical Advice to Teachers and then after lunch from 3 00 p m to 6 00 p m he held the informal

discussions published in this book The tone is spontaneous and relaxed Steiner does not prescribe specific methods but introduces topics and situations giving guidelines and allocating practical assignments that are taken up and discussed in the next session In this way the discussions are filled with insights and indications in many different areas of teaching history geography botany zoology form drawing mathematics Speech exercises are included This edition also includes for the first time in English three very important lectures on the curriculum given on the day before the school opened These fifteen discussions constitute an essential part of the basic training material for Waldorf teachers German source *Erziehungskunst* GA 295 Guided Self-Study Torin Finser, 2015-08-01 First one might ask Why not just read the first three books After all

Rudolf Steiner wrote them in such a way that the very act of reading them can awaken new faculties Who could ever duplicate that It might even seem presumptuous to select passages from books that were constructed by an initiate To those who have these and other objections I have the following response My hope is that the pages in this book serve as an invitation so that those who work with this material will then be motivated to go to the original texts and work with them more intensively Torin Finser *Smart, Fast, Efficient* Leanna Isaacson, 2013-10-02 For a newly appointed principal or

assistant principal this book describes the skills and talents necessary to meet the demands on today's school leaders It provides step by step details about what to do when to do it and how to do it Each chapter includes Survival Tips practical savvy advice When Do I Begin to help principals plan and schedule practical advice based on the realities of school leadership and more A Modern Art of Education Rudolf Steiner, 2001-03-15 In this fine introduction to Waldorf education

written out of a series of lectures given in 1924 Steiner provides one of the most comprehensive introductions to his pedagogical philosophy psychology and practice Steiner begins by describing the union of science art religion and morality which was the aim of all his work and underlies his concept of education Against this background many of the lectures describe a new developmental psychology On this basis having established how children's consciousness develops Steiner discusses how different subjects should be presented so that individuals can grow and flourish inwardly Only if the child absorbs the right subject in the right way at the right time can the inner freedom so necessary for life in the modern world become second nature **Revisiting "The Culture of the School and the Problem of Change"** Seymour B.

Sarason, 1996 Revisiting The Culture of the School and the Problem of Change provocatively and seamlessly joins Seymour Sarason's classic landmark text on school change with his own insightful reflections on those same issues in the face of today's crisis in public schools This is an extensive monograph length revisiting Part I of this book reproduces the second edition of Sarason's ground breaking work The Culture of the School and the Problem of Change in which he detailed how change can affect a school's culturally diverse environment either through the implementation of new programs or as a result of federally imposed regulations Throughout many of the major assumptions about change in institutions are challenged Specific events and examples demonstrate that any attempt to implement change involves some existing regularity within the school Dr

Sarason also takes a close look at government involvement in change efforts in schooling and includes a detailed examination of current efforts to implement PL 94 142 into public schools He presents compelling evidence that the federal effort to change and improve schools has largely been a failure Also included are investigations into the purposes of schooling and how these purposes can be affected by change and the process by which educators and administrators formulate intended outcomes of change efforts In Part II Dr Sarason revisits the text and the issues 25 years after the original publication As he explains in his preface to him the word crisis means a point in time when a dangerous situation contains conflicting forces of an intensity or seriousness that in the near term will be dramatically altered depending on which forces win out When I wrote the book a quarter century ago I did not regard our schools as in crisis though my intuition was that a crisis would come sooner or later It has in my opinion come Believing that what happens in our cities and our schools will determine the fate of our society Dr Sarason is deeply concerned that the reform arena is being manipulated by forces that are at best untroubled by and at worst intent on the dismantling of the public school system That coupled with his fear that even the system s defenders are not focusing on the real issues has infused Dr Sarason s return to the topic of educational change with a great sense of urgency The important things he has to say will be welcomed by all who truly care about the state of the public schools that America s children attend *Lifelong Learning for Capability* Leonard Cairns, Margaret Malloch, 2024-09-01

The book offers a well grounded vision of the significant theory and application of the concept of Capability as a lifecourse and lifespan development Capability is argued to be a necessary 21st century process and outcome PROUT of all learning development and activities across formal and informal places Capability has been defined as a way of understanding people and organisations through their holistic approach which moves beyond Competence to show how potential ability self efficacy and values as basic intertwined elements lead to how Capable People and Capable Organisations offer flexibility and adaptability in action It presents the case for Capable Four Dimensional Learners who can thrive in various situations to solve unfamiliar problems and challenges These learners have developed and can demonstrate Lifelong commitment to learning In addition four dimensional learners need to experience a broad range of areas of Lifewide learning Further learners need to include learning of some aspects in depth that is Lifedeeep learning An understanding of the impact of technology as a significant element in human learning beyond being operational tools as Lifetech learning is vitally necessary How this four dimensionality relates to better sustainability awareness and application through personal and organisational Capability is outlined This book emerged from many years of theory development and research with critical examination of the Capability Concept and its application as a Learning Model It is written for students teachers and administrators at all levels of Education and everyone interested in human learning theory and application *Rhythms of Learning* Rudolf Steiner, 1998 Key lectures on children and education have been thoughtfully chosen from the vast amount of material by Steiner and presented in a context that makes them approachable and accessible In his many discussions and lectures



Steiner shared his vision of an education that considers the spirit soul and physiology in children as they grow      *Silence Is Complicity* Torin M. Finser, 2007-04 Discovery consists of seeing what everybody has seen and thinking what nobody has thought Albert Szent Gy rgyi We see only what we know Goethe Society debates legislates and regulates education more than it does any other profession It has become popular to think that democracy gives everyone an equal say in educational matters while those in other professions are relatively free to work according to standards set by their professional organizations It would be unthinkable to mandate that a dentist give patients a certain number of fillings per week with anything less being labeled a failure Yet we allow politicians to set specific standards and test scores for our children forcing teachers to endure countless commission reports and endless political debates about what should happen in our schools What if the voices of our teachers were heard equally in today s public discourse Teachers work with children everyday and have always understood intuitively the materials and curriculum needed Teacher research however allows teachers to go beyond intuitive understanding to a level of documented inquiry that can stand the light public scrutiny in publications news media workshops and town meetings In *Silence Is Complicity* Dr Finser offers teachers the tools needed to speak out and be heard empowering their advocacy for educational change With first hand experience and earned knowledge teachers have the real authority to mandate the needs of their students It s time to give teachers the necessary tools for a greater voice in educational matters Teacher research as outlined in this book can support a dynamic counter movement that empowers teachers parents and communities to say Politicians back off

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