



ASTEA

Association for Steiner Teacher Education Australia

Primary Steiner Teacher Education

A certificate course to
prepare teachers for the
education of the whole human being

2027 - 2028

MELBOURNE
RUDOLF
STEINER
SEMINAR



50 years of teacher training
& adult education



Table of Contents

About the Melbourne Rudolf Steiner Seminar	1
Pathway to Steiner / Waldorf Teaching	2
ASTEA	3
Primary Teacher Education Certificate Course	4
Who is the Course for	5
Entry Requirements	5
Assessment, Certification and RPL	6
Practicum	6
Attendance	7
Flexible Study Options	7
The Faculty	8
Modules 1- 18	9 - 26
Modules at a Glance	27
Courses Endorsed by ASTEA	28





About the Melbourne Rudolf Steiner Seminar



"Our vision is to support healthy human development through education informed by anthroposophical insights, contributing to ethical social renewal and a sustainable future."

For more than fifty years, the Melbourne Rudolf Steiner Seminar has been a provider of Steiner/Waldorf teacher education and professional learning, serving educators in Australia and internationally. We offer comprehensive teacher education programmes, specialised short courses, and professional development opportunities that support both personal and professional growth.

In addition to our certificate and professional learning courses, we work directly with schools and educational organisations, delivering in-school professional development for teachers, principals, parents, and school communities throughout Australia and the Asia-Pacific region.

The Seminar is a member of the Association of Steiner Teacher Education Australia (ASTEА) and Steiner Education Australia (SEA) and collaborates with a broad network of Steiner/Waldorf educators, schools, and teacher education providers.

Our tutors are experienced Steiner/Waldorf educators, school leaders, and adult learning practitioners who bring extensive classroom experience, professional qualifications, and a deep commitment to educational renewal. Through ongoing participation in national and international conferences, research, and teacher education initiatives, they remain actively engaged in the contemporary development of Steiner/Waldorf education.

Together, they bring a wealth of practical experience, educational insight, and a shared commitment to nurturing the next generation of Steiner/Waldorf educators.

Pathway to Steiner / Waldorf Teaching



The pathway to becoming a Steiner/Waldorf teacher in Australia—whether in Early Childhood, Primary, or High School education—typically begins with an accredited teaching qualification, such as a Bachelor of Education or Master of Teaching, together with teacher registration in the relevant state or territory.

In addition to these requirements, Steiner/Waldorf schools highly value specialised preparation in Steiner pedagogy, child development, and curriculum.

There are three such sequenced, quality assured preparation courses in Australia endorsed by the Association for Steiner Teacher Education Australia (ASTEIA):

- Early Childhood Teacher Education Certificate course – offered by Parsifal College
- Primary Steiner Teacher Education Certificate course – offered by Melbourne Rudolf Steiner Seminar
- High School Teacher Education – offered by Parsifal College

Upon completion of any of these courses, participants receive a certificate of completion widely recognised and highly regarded by Steiner/Waldorf schools throughout Australia.





ASTEA

Association for Steiner Teacher Education Australia



The Melbourne Rudolf Steiner Seminar and Parsifal College, formerly known as Sydney Rudolf Steiner College, have established a new umbrella organisation for teacher education: the Association for Steiner Teacher Education Australia (ASTEA).

A central commitment of the Association is to create, foster and promote high-quality teacher education that is deeply grounded in the educational insights of Rudolf Steiner, while also responding thoughtfully and practically to the realities of contemporary schools, teachers, children, and communities.

Course programmes endorsed by ASTEA are quality assured in the following ways:

1. Each course is carefully mapped against three complementary frameworks:
 - the Steiner Education Australia (SEA) Proficient Steiner Teacher education standards
 - the Australian Institute for Teaching and School Leadership's (AITSL) Professional Standards for Teachers
 - the Hague Circle International Guidelines for Steiner and Waldorf Teacher Education
2. Tutors of these endorsed courses are experienced Steiner/Waldorf educators, school leaders, and adult learning practitioners who bring extensive classroom experience, professional qualifications, and a deep commitment to educational renewal.
3. We teach artistically and we teach all subjects through the arts stimulating rich soul development and a love of learning.
4. The well-developed curriculum ensures a sequenced and coherent course, offering the student consistent, thorough and artistic delivery of the course materials and skills development. It is also developed to be consistent with the ACARA-approved Australian Steiner Curriculum Framework.
5. The course design includes a balance of academic, artistic, reflective and experiential/practical work and activities.
6. The marked assessments, evaluation and student support ensure that the student can apply the learnings to the teaching environment.

For more information about ASTEA, endorsed courses, or detailed standards, see astea.edu.au.

Primary Teacher Education Certificate Course



The Primary Steiner Teacher Education provides a comprehensive pathway into Steiner education. The programme comprises eighteen modules, including three residential intensives and a school-based practicum, and is generally completed part-time over two to three years, with flexible study options available.

The programme has been designed for current and prospective teachers who wish to deepen their understanding of Steiner Education while continuing to balance professional, family and financial commitments. Its flexible modular structure allows participants to undertake individual areas of study or to work progressively towards completion of the full programme over several years.

The curriculum explores the foundations of Steiner education, child and adolescent development, the primary curriculum from classes 1-6, artistic and practical teaching methods, phenomenological observation and child study, inclusive education, communication, collegial leadership, and the inner development of the teacher.

The course is delivered through a blend of live online learning, residential intensives, and school-based experience. Participants learn alongside experienced Steiner educators through lectures and presentations, collaborative dialogue, practical workshops, artistic activities, school-based learning, and assessment tasks designed to support the integration of theory and practice. A distinctive feature of the course is its emphasis on careful observation, self-enquiry, and reflective practice. These capacities are central to Steiner/Waldorf education and support the ongoing development of the teacher as an educator, colleague, and lifelong learner. The professional standards and guidelines addressed are identified within each course and module description.

The course consists of 18 modules and includes 166 hours of online learning, 120 hours of face-to-face residential intensives, and 120 hours of in-school practicum comprising over 400 hours of learning.





Who Is the Course For?

The course is designed for a wide range of participants, including:

- qualified teachers and those preparing to become Steiner/Waldorf teachers
- educators transitioning from government or independent schools into Steiner education
- school leaders, including Heads of School and members of leadership teams
- specialist teachers and other staff working in Steiner/Waldorf schools
- professional development
- parents seeking a deeper understanding of Steiner education and child development
- anyone with an interest in the development of the human being, well-being, education, and the educational insights of Rudolf Steiner.

The course is particularly valuable as a bridging programme for registered teachers wishing to develop a thorough understanding of Steiner/Waldorf pedagogy and practice. At the same time, it offers a rich and engaging educational experience for people from diverse professional and personal backgrounds who are interested in the renewal of education and the development of the human being.



Entry Requirements

No previous teaching experience is required to enrol in the course.

Participants will:

- have completed secondary education (or an equivalent qualification)
- be proficient in spoken and written English
- have access to a computer (desktop or laptop) capable of running Microsoft Teams, together with a reliable internet connection for the online components of the course. As the course involves active participation, access to resources, and the completion of assessment tasks, phones and tablets are not suitable as primary devices.
- if undertaking the full Certificate Course, hold (or obtain) a current volunteer Working with Children Check (or equivalent clearance, such as the Blue Card in Queensland) for the state or territory in which the practicum will be completed.
- Purchase the required materials for each module.



Assessment, Certification and Recognition of Prior Learning

Each module includes assessment activities designed to support participants in integrating theory, practice, and reflection.

Upon successful completion of a module, participants receive a Professional Development Certificate detailing:

- the module completed
- the learning outcomes and content covered
- the professional standards addressed
- the hours of professional learning completed.

Participants who successfully complete all 18 modules, including the practicum, are awarded the Certificate of Course Completion in Primary Rudolf Steiner Education.

The Melbourne Rudolf Steiner Seminar may recognise prior learning for previously completed modules with comparable assessments from an approved provider.

Practicum

The final module of the Certificate Course is a 120-hour supervised practicum undertaken in a registered Steiner/Waldorf school. Participants may complete the practicum in one school or divide the placement between two schools, with approval.

The practicum provides the opportunity to integrate the knowledge, skills, and understanding developed throughout the course into authentic classroom practice through observation, teaching, and reflective engagement.

The practicum module is available only to participants enrolled in the full Certificate Course and is undertaken after the successful completion of the first 17 modules.





Attendance

The online modules are delivered live, and participants are strongly encouraged to attend each session. Live participation provides valuable opportunities for discussion, collaboration, artistic activities, and engagement with tutors and fellow participants, all of which enrich the learning experience.

We understand that occasional circumstances may prevent attendance. For this reason, live sessions are recorded and made available for the duration of the term to enrolled participants, enabling them to catch up on missed content and continue their learning.

The three in-person residential retreats are an essential component of the course, and full attendance is expected. These immersive experiences provide practical, artistic, and collaborative learning that cannot be replicated online and form an integral part of the development of Steiner/Waldorf teaching practice.



Flexible Study Options

While the modules have been designed as a carefully sequenced programme, they may also be undertaken individually as professional development.

Participants who enrol in individual modules receive a Professional Development Certificate for each module successfully completed. The certificate includes:

- the module completed
- the learning outcomes and content covered
- the professional standards addressed
- the hours of professional learning completed.

Participants who later decide to undertake the full Certificate Course may be eligible to have previously completed modules recognised towards the certificate course, subject to the Seminar's Recognition of Prior Learning policy and course requirements.



The Faculty

Tania Hungerford



Educated at a Waldorf school in Germany, Tania has maintained a lifelong connection to Steiner Education and Anthroposophy. She is both a course designer and a tutor, having taught adults in the Advanced Diploma of Rudolf Steiner Education for over 30 years. She draws on a background in sculpture, social science, biography work, counselling and art therapy. Areas of teaching include working with trauma, inclusive teaching practices, communication and conflict resolution. Other units and part-time courses she teaches are: Sculpture, Form Drawing, the Twelve Senses, Human Development, and the Four Temperaments. Tania also delivers professional development programs to Waldorf teachers in schools across Australia and Asia.

Tom Hungerford



Tom encountered and started his Anthroposophy studies while working on a biodynamic farm, followed by further training in Bothmer gymnastics in Germany and in Steiner Education through the Advanced Diploma. He was a founding member of the Armadale Steiner School, and for over 25 years, he taught Bothmer gymnastics, Physical Education and hard crafts in Steiner schools. Tom was a primary class teacher at Sophia Mundi Steiner School. A tutor and Practical Placement Coordinator with 30 years of adult education experience, Tom specializes in Anthroposophical Studies, Pedagogy, Epochs, Pedagogical Drama, Hard Crafts, Festivals, and Physical Education. He also presents professional development programs throughout Australia and Asia.

Rod Tomlinson



Rod encountered Anthroposophy while studying classical and modern languages at university. He has since been involved in Steiner education in Australia as a primary class teacher, a high school teacher in English, Literature, History, and a high school Class Guardian. He helped establish Tarremah Steiner School in Tasmania and spent time as the Head of School there. He has given lectures and professional development to teachers across all curriculum areas around Australia, and has taught the Advanced Diploma and the part-time Primary certificate course. He has worked extensively in and consults to schools in the areas of management and governance.

Terri McMillan



Terri McMillan is a teacher of 35 years in Steiner schools and 5 years in the State system. She co-founded the Maindample Steiner School (now Mansfield) as the early childhood teacher and later at the Carnegie Rudolf Steiner Preschool (now Taraleigh Steiner Kindergarten). Terri was a class teacher at the Melbourne Rudolf Steiner School (MRSS) taking two classes through their 8-year journey and as a high school Geography teacher for over 10 years before retiring from teaching young people. She has been involved in teacher education as a tutor in the Advanced Diploma course, in the part time courses, and at Steiner conferences for nearly 30 years. Terri co-authored the Steiner Geography Curriculum for the Australian Steiner Curriculum Framework and continues to be involved in the ASCF development.

Pauline Lucas



Pauline began her career teaching English Literature and History in secondary and TAFE settings. Her interest in Anthroposophy led her to train in Steiner education and Eurythmy, after which she became a Primary Class Teacher for 21 years. She has also taught adults in the Advanced Diploma of Rudolf Steiner Education and is teaching in the Seminar's part-time Primary certificate course. She has taught science, Human Society and Environment, English, storytelling and painting and is involved in teacher mentorship and professional development training.



Dates: 9 February – 23 March 2027

Term: 1

Duration: 7 weeks | **Live Online:** 2 hours per week

Tutors: Tania Hungerford and Tom Hungerford

Module 1: Foundations of Steiner Education I

Overview

This foundational module introduces Rudolf Steiner's understanding of the human being and explores how this picture informs Steiner/Waldorf education.

Drawing on Steiner's Theosophy and other foundational works, the module combines theoretical study with artistic exploration, reflection, and professional application.

Key Learning Areas

- The seven-year phases of human development
- Child development and the Steiner/Waldorf curriculum
- Introduction to Rudolf Steiner and Anthroposophy
- The threefold, fourfold, and ninefold human being
- Thinking, feeling, and willing
- The four temperaments
- Rudolf Steiner's Theosophy

Assessment

- Artistic representation of the seven-year phases with narration
- Artistic diagram of the threefold and fourfold human being
- Short reflection on the four temperaments

Module	SEA -HASTA Standards	Hague Circle Course Content Guidelines	AITSL Standards
Foundations of Steiner Education I	1.1, 1.2, 1.4, 4.3	Yes	1.1, 1.2, 3.3, 4.3



Dates: 4 May - 15 June 2027
Term: 2
Duration: 7 weeks | **Live Online:** 2 hours per week
Tutors: Tania Hungerford and Rod Tomlinson

Module 2: Foundations of Steiner Education II

Overview

This module illuminates how children perceive, experience, and engage with the world, providing a foundation for educational practice that supports healthy development.

Alongside the theoretical study, participants explore form drawing as an artistic and pedagogical discipline that cultivates observation, movement, balance, coordination, and sensory integration.

Key Learning Areas

- Rudolf Steiner's *Foundations of Human Experience* and relevance to contemporary educational practice
- The Twelve Senses and their significance in child development
- The relationship between the lower, middle, and higher senses
- Sensory strengths, challenges, and healthy development
- Practical approaches to supporting sensory integration
- Form drawing as an artistic and educational practice
- Movement, rhythm, perception, and learning

Assessment

- Artistic workbook demonstrating a range of form drawing skills and reflective annotations
- Artistic and informative poster illustrating the Twelve Senses, annotated with the sense's description and ways to nurture and support.
- Creative written reflection exploring selected themes from *Foundations of Human Experience*

Module	SEA -HASTA Standards	Hague Circle Course Content Guidelines	AITSL Standards
Foundations of Steiner Education II	1.2, 1.4, 2.7	Yes	1.1, 1.5



Dates: 20 July – 7 September 2027
Term: 3
Duration: 8 weeks | **Live Online:** 2 hours per week
Tutor: Terri McMillan

Module 3: Class 1

Wonder and the Beginning of School Life

Overview

This module explores the unique educational journey of Class 1 and the child's transition from early childhood into formal schooling. Participants examine how the principles of Steiner education find expression in the Class 1 curriculum and learn how to create lessons that awaken wonder, imagination, enthusiasm, and a love of learning.

Drawing on the developmental needs of the six- to seven-year-old child, the module explores the role of rhythm, story, movement, artistic activity, and practical experience in establishing the foundations for future learning.

Assessment

Compile a portfolio demonstrating your learning throughout the module. The portfolio will include curriculum planning, lesson development, artistic work, and reflective documentation of activities undertaken during the course.

Key Learning Areas

- The developmental characteristics of the Class 1 child
- The educational aims of Class 1
- The transition from Kindergarten to Class 1
- The structure and rhythm of the Main Lesson
- Planning and sequencing lessons
- The Class 1 curriculum and main lesson blocks
- Storytelling as a foundation for learning
- Integrating literacy, numeracy, movement, music, and the arts
- Creating healthy classroom rhythms and routines
- Observation as Assessment practice

Module	SEA -HASTA Standards	Hague Circle Course Content Guidelines	AITSL Standards
Class 1 Wonder and the Beginning of School Life	1.1, 1.2, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 6.1	Yes	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2, 6.4



Dates: 5 October – 16 November 2027
Term: 4
Duration: 7 weeks | Live Online: 2 hours per week
Tutor: Terri McMillan

Module 4: Class 2

Story, Imagination and Moral Development

Overview

Class 2 is a year in which the child's imaginative life continues to flourish while a growing awareness of human qualities and relationships begins to emerge. This module explores how the Steiner/Waldorf curriculum responds to this stage of development through stories, artistic activities, and experiential learning that nurture imagination, moral feeling, and a sense of connection to the world.

Assessment

Prepare a reflective portfolio documenting your learning throughout the module. This may be organised as weekly reflections or thematic studies and should include:

- reflective summaries of key learning
- photographs or samples of artistic work, including cross-stitch, form drawing, and painting
- annotations explaining the educational purpose and developmental significance of each activity

Key Learning Areas

- The developmental characteristics of the Class 2 child
- The educational aims of Class 2
- The Class 2 curriculum and main lesson blocks
- Fables and saint legends as developmental curriculum
- Lesson planning and classroom rhythm
- Form drawing and artistic development
- Painting, handwork, music, and movement within the curriculum
- Integrating literacy, numeracy, and artistic learning
- Assessment Practices in class 2

Module	SEA -HASTA Standards	Hague Circle Course Content Guidelines	AITSL Standards
Class 2 Story, Imagination and Moral Development	1.1, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5	Yes	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2, 6.4



Dates: 9 February– 23 March 2027

Term: 5

Duration: 7 weeks | Live Online: 2 hours per week

Tutor: Terri McMillan

Module 5: Class 3

The Nine-Year Change and Practical Learning

Overview

Class 3 centres on one of the most significant transitions of childhood: the nine-year change. During this period, children begin to experience themselves as more separate from the world around them and seek greater certainty, capability, and connection to practical life.

Key Learning Areas

- The developmental characteristics of the Class 3 child and the nine-year change
- The educational aims of Class 3
- The structure and rhythm of the Main Lesson
- The Class 3 curriculum and main lesson blocks
- Practical activities, crafts, farming, gardening, building, and measurement
- Old Testament stories and their developmental significance
- Literacy and numeracy within the Class 3 curriculum
- Planning integrated and developmentally appropriate lessons

Assessment

Compile a portfolio demonstrating your understanding of the Class 3 curriculum. This may include lesson plans, artistic and practical work, curriculum reflections, and a written commentary explaining how the selected activities support the developmental needs of the Class 3 child.

Module	SEA -HASTA Standards	Hague Circle Course Content Guidelines	AITSL Standards
Class 3 – The Nine-Year Change and practical Learning	1.1, 2.1, 2.2, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 5.2, 5.3	Yes	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2, 5.1, 5.2, 5.3, 6.4



Dates: 4 May - 15 June 2027

Term: 6

Duration: 7 weeks | **Live Online:** 2 hours per week

Tutor: Pauline Lucas

Module 6: Class 4

Growing Individuality and Relationship to the World

Overview

As children approach their tenth year, they begin to engage with the world in new ways, developing greater powers of observation, comparison, and the beginnings of a rudimentary/nascent objective thinking. They seek a deeper understanding of their relationship to the natural, social, and cultural world around them.

Key Learning Areas

- The developmental characteristics of the Class 4 child
- Growing individuality and relationship to the world
- The aims and structure of the Class 4 curriculum
- Norse mythology and its developmental significance
- Local geography, local history and the child's relationship to place
- Human and animal studies as an exploration of the relationship between human beings and the natural world
- Grammar, writing, mathematics, and artistic development
- Lesson planning and the integration of artistic, practical, and academic learning
- Assessment Practices in class 4

Assessment

- Create a summary of the developmental aspects of the Class 4 child
- Form drawings with commentary
- Provide photos of completed artistic exercises: two craft examples, clay work and runes, paintings from main lesson and a map of local surroundings or a compass rose
- Artistic representation of the 9 Worlds and Tree of Yggdrasil

Identify how the main lessons meet the developmental needs of the Class 4 child

Module	SEA -HASTA Standards	Hague Circle Course Content Guidelines	AITSL Standards
Class 4 - growing Individuality and Relationship to the World	1.1, 2.1, 2.2, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 5.2, 5.3	Yes	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2, 6.4



Dates: 20 July - 31 August 2027

Term: 7

Duration: 7 weeks | Live Online: 2 hours per week

Tutor: Pauline Lucas

Module 7: Class 5

Harmony, Beauty and Expanding Horizons

Overview

Class 5 is often regarded as a time of balance and harmony in childhood. At this stage, children demonstrate growing confidence, curiosity, and independence while retaining a strong connection to imagination and wonder. They begin to look beyond their immediate surroundings and develop a deeper interest in both the natural world and the achievements of human cultures. There is a movement away from myth and legend towards history and biography.

Key Learning Areas

- The developmental characteristics of the Class 5 child
- The educational aims of Class 5
- The Class 5 curriculum and Main Lesson blocks
- Ancient civilisations and their significance within the Steiner/Waldorf curriculum
- Plants and the study of the living world
- Geometry as an artistic and mathematical discipline
- Mathematics, language, history, and artistic integration
- Lesson planning and the development of engaging Main Lessons
- Assessment Practices in Class 5

Assessment

- Choose two main lessons and create a small portfolio including written text and artworks
- Write a reflection on the how the main lesson meets the developmental stage of the Class 5 child
- Create a coloured compass drawing for Class 5
- Provide a photograph of your handwork task

Module	SEA -HASTA Standards	Hague Circle Course Content Guidelines	AITSL Standards
Class 5 – Harmony, Beauty and Expanding Horizons	1.1, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5	Yes	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 6.4



Dates: 5 October - 16 November 2027

Term: 8

Duration: 7 weeks | Live Online: 2 hours per week

Tutor: Pauline Lucas

Module 8: Class 6

Observation, Reasoning and Scientific Enquiry

Overview

Class 6 marks the beginning of a new phase of development as children move towards adolescence. At this stage, they demonstrate an increasing capacity for objective observation, precision, causal thinking, cause-and-effect reasoning, and a disciplined, systematic approach to physical activity and practice work. They seek greater accuracy in their understanding of the world and are increasingly interested in how things work and why they happen.

Assessment

- Prepare an artistically presented portfolio for three different main lessons with appropriate content and artworks
- Written reflection on the ways in which the Science Main Lesson meets the developing consciousness of the Class 6 child

Key Learning Areas

- The developmental characteristics of the Class 6 child
- The educational aims of Class 6
- The Class 6 curriculum and Main Lesson blocks
- Physics and the phenomenological approach to science
- Geology, mineralogy, and the study of the Earth
- Roman history and its developmental significance
- Geometry and practical mathematics
- Lesson planning and the integration of artistic and academic learning
- Assessment practices in a Waldorf setting

Module	SEA -HASTA Standards	Hague Circle Course Content Guidelines	AITSL Standards
Class 6 – Observation, Reasoning, and Scientific Enquiry	1.1, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 5.2, 5.3	Yes	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2, 5.1, 5.2, 5.3, 6.4



Dates: 27 September – 1 October 2027 (to be confirmed)
Duration: 5 days (Residential) | 40 hours
Tutors: Various specialist tutors

Module 9: Residential Intensive I - Classes 1 & 2

A Pathway to Inspired Teaching

Overview

Focusing on the developmental needs of the Class 1 and Class 2 child, participants will deepen their understanding of the Steiner/Waldorf curriculum through artistic practice, collaborative learning, and shared community life.

At the heart of the retreat is the cultivation of imagination—an essential capacity for every Steiner/Waldorf teacher. Through painting, drawing, modelling, storytelling, music, movement, drama, and festival work, participants will experience how artistic activity awakens creativity, strengthens presence, and enriches educational practice.

Assessment

Assessment is based on active participation.

Key Learning Areas

- The artistic foundations of Steiner/Waldorf education
- Cultivating imagination as a foundation for teaching
- Painting, drawing, modelling, and craft
- Storytelling and the oral tradition
- Music, singing, movement, rhythm, and dance
- Drama and creative expression
- Festivals and seasonal celebrations appropriate to Classes 1 and 2
- Creating beautiful and nourishing learning environments

Module	SEA -HASTA Standards	Hague Circle Course Content Guidelines	AITSL Standards
Intensive 1 – Classes 1 & 2	2.1, 2.2, 2.3, 2.4, 2.7, 2.8, 3.5	Yes	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 3.5, 3.6, 4.2, 4.3, 6.4



Dates: 5 - 9 April 2027

Duration: 5 days (Residential) | 40 hours

Tutors: Various specialist tutors

Module 10: Residential Intensive II - Class 3 & 4

Bringing the Curriculum to Life

Overview

This five-day residential intensive focuses on the developmental journey of the Class 3 and Class 4 children who are moving through significant stages of growing independence, self-awareness, and relationship to the world.

Participants will experience how curriculum content can be transformed into living, engaging, and developmentally appropriate learning experiences. The intensive provides opportunities to deepen both artistic capacities and pedagogical understanding while strengthening confidence in bringing the curriculum to life in the classroom.

Assessment

Assessment is based on active participation throughout the intensive.

Key Learning Areas

- Artistic approaches to the Class 3 and Class 4 curriculum
- Painting, drawing, modelling, and craft
- Storytelling and dramatic presentation
- Music, singing, movement, rhythm, and folk dance
- Festivals and seasonal celebrations appropriate to Classes 3 and 4
- Transforming curriculum content into living classroom experiences
- The relationship between artistic activity, child development, and curriculum

Module	SEA -HASTA Standards	Hague Circle Course Content Guidelines	AITSL Standards
Intensive 2 – Classes 3 & 4	2.1, 2.2, 2.3, 2.4, 2.7, 2.8, 3.5	Yes	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 3.5, 3.6, 4.2, 4.3, 6.4



Dates: To be confirmed
Duration: 5 days (Residential) | 40 hours
Tutors: Various specialist tutors

Module 11: Residential Intensive III - Class 5 & 6

Teaching with Presence and Purpose

Overview

As the Class 5 and 6 children approach adolescence, they develop increasing capacities for observation, reasoning, independent thinking, and a deeper understanding of the world. This retreat examines how the Steiner/Waldorf curriculum responds to these emerging capacities while continuing to nourish imagination, creativity, and a sense of wonder.

Through immersive artistic workshops, collaborative learning, and practical curriculum exploration, participants will strengthen their confidence in presenting curriculum content with clarity, creativity, and purpose. The intensive also provides opportunities for renewal, collegial exchange, and reflection on the teacher's role as both artist and educator.

Assessment

Assessment is based on active participation throughout the intensive.

Key Learning Areas

- Creating a main lesson
- Geometry for Classes 5 and 6
- Sculpture with soapstone,
- Artistic approaches integrated into the main lessons
- Craft
- Storytelling and dramatic presentation
- Music, singing, movement, rhythm, and dance
- Festivals and seasonal celebrations appropriate to Classes 5 and 6
- Science experiments

Module	SEA -HASTA Standards	Hague Circle Course Content Guidelines	AITSL Standards
Intensive 3 – Classes 5 & 6	2.1, 2.2, 2.3, 2.4, 2.7, 2.8, 3.5	Yes	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 3.5, 3.6, 4.2, 4.3, 6.4



Dates: 15 February - 22 March 2027

Duration: 6 weeks | Live Online: 1.5 hours per week

Tutor: Tania Hungerford

Module 12: Goethean Observation and Child Study

Overview

How do we come to know another human being, a natural phenomenon, or the world around us? Rather than relying solely on analysis, categorisation, or preconceived ideas, Goethean observation cultivates careful attention, sensory awareness, openness, and a living relationship with what is being observed.

Participants will explore observation as both a pedagogical practice and a path of enquiry. The module also explores the teacher's role as researcher and the importance of developing perceptive, responsive, and reflective educational practice.

Assessment

Create an artistic portfolio from your observation study notes taken during our sessions. Included will be an overview, observational records, artistic work, reflective commentary, insights arising from the observation process, and consideration on how to apply this method to other phenomena.

Key Learning Areas

- How do we come to know? An introduction to epistemology
- Goethean observation and phenomenological enquiry
- Observation as a pedagogical tool
- From experience to concept
- Artistic approaches to observation
- The teacher as researcher
- The learner as researcher
- Child study and collaborative enquiry
- Observation, reflection, and educational practice

Module	SEA -HASTA Standards	Hague Circle Course Content Guidelines	AITSL Standards
Intensive 3 – Classes 5 & 6	2.1, 2.2, 2.3, 2.4, 2.7, 2.8, 3.5	Yes	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 3.5, 3.6, 4.2, 4.3, 6.4



Dates: 14 February - 20 March 2028
Duration: 6 weeks | **Live Online:** 1.5 hours per week
Tutor: Tania Hungerford

Module 13: The Art of Meeting and Working Together

Communication and Conflict Transformation

Overview

This module explores how communication and conflict serve as opportunities for understanding, growth, and transformation within healthy educational communities. Participants will practice meaningful dialogue, speaker-listener responsibilities, and Goethean conversation to cultivate deeper perception and shared understanding. Ultimately, the course uses practical exercises and reflective enquiry to reframe conflict as a source of insight and renewal, equipping participants to build trust and navigate complexity.

Key Learning Areas

- Personal, professional, and relationship-based communication
- Preparing for meaningful and productive conversations
- The responsibilities of the speaker and the listener – engaging the witness
- Goethean conversation and collaborative enquiry
- Understanding the nature and dynamics of conflict
- Conflict resolution and conflict transformation
- Difficult conversations and courageous communication
- Building healthy relationships through communication
- Communication as a pathway for personal and professional growth

Assessment

Create an informative and artistic booklet, poster, or reflective presentation exploring the key themes of the module, including communication, listening, speaking, Goethean conversation, relationship building, and conflict transformation.

Accompany your work with a brief written reflection demonstrating your understanding of the concepts explored and their relevance to educational, professional, or community life.

Module	SEA -HASTA Standards	Hague Circle Course Content Guidelines	AITSL Standards
The art of meeting and working together - Communication and Conflict Transformation	7.1	Yes	6.4, 7.1, 7.3



Dates: 3 May - 14 June 2027

Duration: 7 weeks | **Live Online:** 1.5 hours per week

Tutor: Tania Hungerford

Module 14: Inclusive Teaching – Seeing and Supporting the Individual Child

This module requires the Foundation 1 & 2 modules as pre-requisite

Overview

How do we learn to truly see the child before us, and how do we respond in ways that support healthy development?

Using trauma as a starting point, participants will explore how challenges and disruptions can affect the whole human being—not only cognition and behaviour, but also emotional life, sensory experience, relationships, self-image, and the capacity to learn. Drawing on both anthroposophical and contemporary perspectives, we will investigate different ways of observing and understanding children and consider how these insights can inform practical and compassionate educational responses.

Assessment

Create an informative and reflective presentation, poster, or written submission exploring an aspect of inclusive teaching. Drawing on the concepts studied, demonstrate how inclusive practices can support the participation, wellbeing, and learning of diverse students within a contemporary educational setting.

Key Learning Areas

- Understanding learner diversity through multiple lenses of observation
- Anthroposophical and contemporary perspectives on human development
- Trauma and its impact on learning, behaviour, relationships, and wellbeing
- Neurodiversity and diverse learner profiles
- Observation as the foundation of effective support
- Developing practical educational responses
- The role of the teacher in supporting resilience, belonging, and growth
- Creating inclusive classroom environments
- Differentiation and responsive teaching practices
- Collaborative approaches involving families, colleagues, and support professionals
- Inclusion within the context of Steiner/Waldorf education

Module	SEA -HASTA Standards	Hague Circle Course Content Guidelines	AITSL Standards
Inclusive Teaching-Seeing and Supporting the Individual Child	1.2, 1.3, 1.4, 1.5, 2.7, 4.1	Yes	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 3.3, 3.5, 4.1, 4.2, 4.3, 4.4, 6.3, 6.4, 7.2



Dates: 31 July - 4 September 2028
Duration: 6 weeks | **Live Online:** 1.5 hours per week
Tutors: Rod Tomlinson

Module 15: The College of Teachers and the Life of the School

Overview

The College of Teachers lies at the heart of many Steiner/Waldorf schools, providing a forum for collaboration, professional development, shared responsibility, and pedagogical leadership.

Participants will examine how collegial processes foster insight, professional growth, and a deeper understanding of the children entrusted to our care. Through discussion, observation, and practical exercises, the module explores how healthy collaboration contributes to a thriving school culture.

Key Learning Areas

- The purpose and role of the College of Teachers
- The College as a centre for ongoing professional development and pedagogical enquiry
- The cultural and social life of a Steiner/Waldorf school
- Collegial decision-making and shared responsibility
- Working effectively within a College
- Building healthy professional relationships and collaborative practice

Assessment

Create a reflective presentation, poster, or written submission exploring the role of the College of Teachers within a Steiner/Waldorf school. The assessment should demonstrate an understanding of collegial practice, child study, shared responsibility, and the contribution of the College to the educational and cultural life of the school.

Module	SEA -HASTA Standards	Hague Circle Course Content Guidelines	AITSL Standards
The College of Teachers and the Life of the School	6.2, 6.3, 7.1, 7.2	Yes	1.6, 6.4, 7.1



Dates: 26 July - 30 August 2027

Duration: 6 weeks | **Live Online:** 1.5 hours per week

Tutors: Rod Tomlinson

Module 16: From Chaos to Chorus

Student Behaviour and Classroom Culture

Overview

This module explores student behaviour through the lens of child development, relationships, classroom culture, and educational practice. Participants will develop practical strategies for understanding the needs that often lie beneath behaviour, while learning approaches that foster engagement, responsibility, cooperation, and a positive learning environment.

Key Learning Areas

- Understanding the developmental roots of behaviour
- The relationship between behaviour, learning, and wellbeing
- Building positive classroom culture
- Establishing rhythms, routines, and expectations
- Boundaries, authority, and healthy relationships
- Supporting self-regulation and social development
- Understanding challenging and disruptive behaviours
- Practical approaches to classroom management
- Working with individuals while supporting the whole class
- Restorative and relationship-based approaches

Assessment

Create a practical and reflective classroom management resource that demonstrates your understanding of the principles explored in the module. This may take the form of an illustrated poster, behaviour-support framework, case study analysis, classroom culture plan, or reflective presentation, accompanied by a brief written rationale explaining how the approach supports healthy individual and group development.

Module	SEA -HASTA Standards	Hague Circle Course Content Guidelines	AITSL Standards
From Chaos to Chorus: Student behaviours and classroom management:	1.3, 3.3, 4.1, 4.2, 4.3, 5.2, 5.3	Yes	1.1, 1.2, 1.5, 3.2, 3.3, 3.5, 4.1, 4.2, 4.3, 4.4, 6.4



Dates: 15 May - 19 June 2028
Duration: 6 weeks | **Live Online:** 1.5 hours per week
Tutor: Tania Hungerford

Module 17: The Inner Life of the Teacher

Cultivating Resilience, Presence and Renewal

Overview

Teaching asks much of us—intellectually, emotionally, socially, and spiritually. How do we remain present amidst increasing demands? How do we sustain enthusiasm, creativity, and purpose over a lifetime in education? Who does the teacher need to become in order to meet the evolving needs of the child?

This module explores the teacher's path of self-development through Rudolf Steiner's insights into the qualities and capacities of the educator. Central to the module are the Seven Virtues of the Teacher, which provide practical pathways for cultivating presence, authenticity, resilience, balance, and educational wisdom.

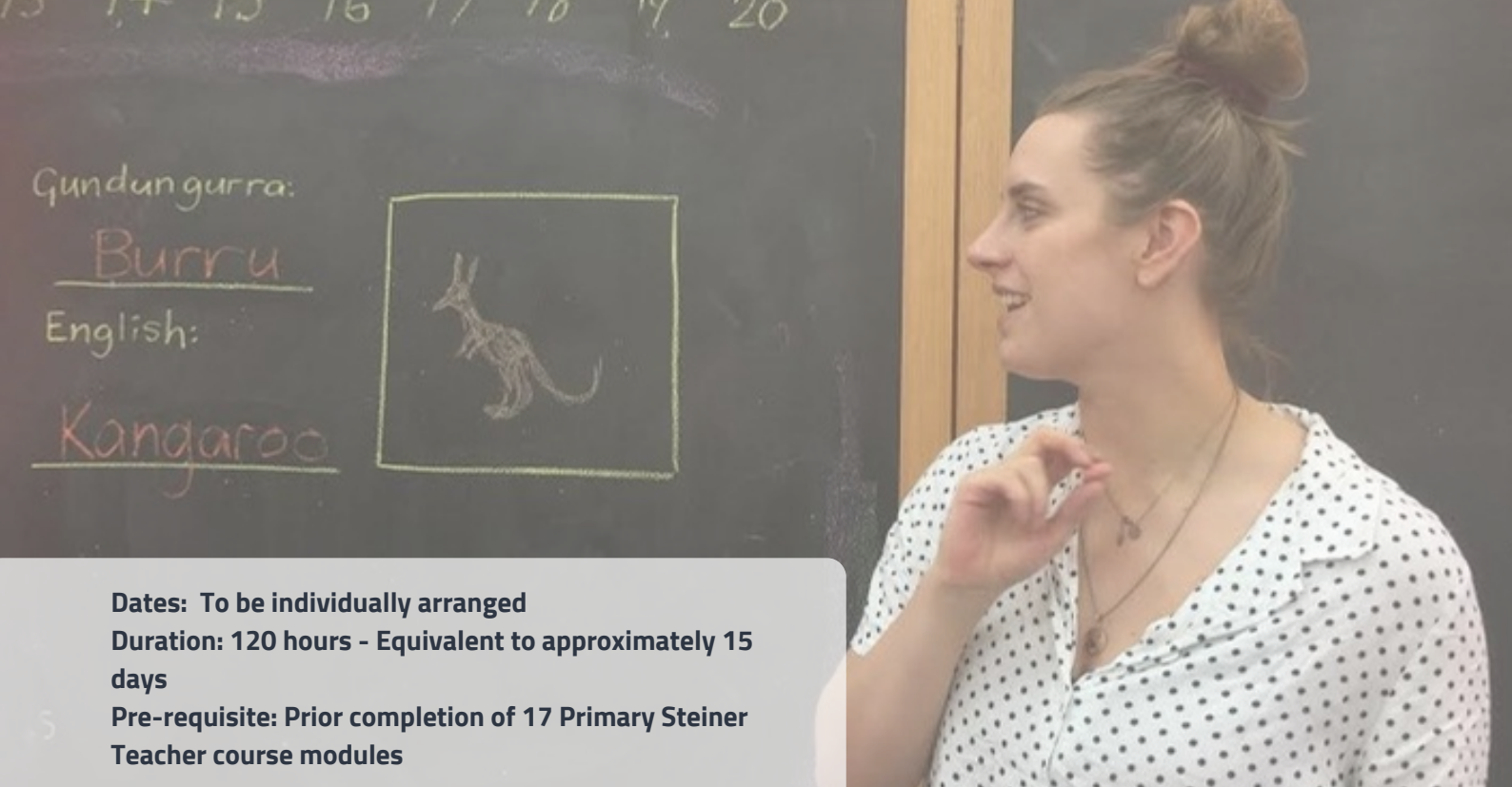
Assessment

Create a reflective and artistic piece exploring one or more themes from the module. This may take the form of a visual presentation, poster, journal reflection, artistic work, or combination of media. Accompany the submission with a brief written reflection demonstrating how the concepts explored may contribute to personal wellbeing, professional growth, and sustainable educational practice.

Key Learning Areas

- The Seven Virtues of the Teacher
- The teacher's path of self-development
- Presence, authenticity, and educational leadership
- Stress management, self-care, and wellbeing
- Motivation, inspiration, and resilience
- Reflective and restorative practices for educators
- Collegial support and the role of Goethean conversation
- Artistic practices that support renewal and balance
- Sustaining a long and healthy life in education

Module	SEA -HASTA Standards	Hague Circle Course Content Guidelines	AITSL Standards
The Inner Life of the Teacher: Cultivating Resilience, Presence and Renewal	4.1, 4.3, 6.1, 6.2, 6.4, 7.1, 7.5	Yes	6.2, 6.4, 7.1



Dates: To be individually arranged
Duration: 120 hours - Equivalent to approximately 15 days
Pre-requisite: Prior completion of 17 Primary Steiner Teacher course modules

Module 18: Professional Practicum

The Art of Teaching in Practice

Overview

The Practicum is the culminating experience of the Certificate Course, providing participants with the opportunity to bring theory, observation, artistic practice, and educational understanding into the living reality of a Steiner/Waldorf school.

Through participation in the daily life of a classroom and school community, participants will deepen their understanding of child development, curriculum, teaching practice, and collegial collaboration. Working alongside experienced Steiner/Waldorf teachers, they will observe, assist, plan, and teach while reflecting on their own growth as educators.

More than a teaching placement, the practicum is an opportunity to experience Steiner/Waldorf education as a living practice. It invites participants to integrate the knowledge, skills, insights, and capacities developed throughout the course while beginning the transition from student to teacher.

Key Learning Areas

- Observation of Steiner/Waldorf teaching practice
- Child development in practice
- Curriculum implementation and lesson preparation
- Classroom participation and teaching experiences
- Classroom leadership and learning environments
- Artistic and practical elements of teaching
- Professional relationships and collegial collaboration
- Reflective practice and self-development
- Understanding the culture, rhythms, and life of a Steiner/Waldorf school

Assessment

- Assessment is based on:
- successful completion of 120 practicum hours
 - a practicum portfolio, including observation notes and reflective documentation
 - mentor feedback from the supervising teacher(s)
 - evidence of participation in classroom and 4 planned teaching activities
 - a final reflective summary demonstrating learning, growth, and professional development throughout the practicum

Module	SEA -HASTA Standards	Hague Circle Course Content Guidelines	AITSL Standards
Professional Practicum - The Art of Teaching in Practice	1.1, 1.3, 2.7, 3.1, 3.2, 3.3,4.1, 4.2, 6.4, 7.1, 7.5	Yes	1.1, 1.3, 3.1, 3.2, 3.3, 4.1, 4.2, 6.4, 7.1,

Modules at a glance

To receive a Certificate of Course Completion all modules must be completed. However, for professional development, modules can be done individually, with the exception of the practicum which is only open to students completing the entire course.

Date	Module		Delivery format
9/2/27 - 23/3/27	1	Foundations of Steiner Education I	Online
4/5/27 - 15/6/27	2	Foundations of Anthroposophy for Education II	Online
20/7/27 - 7/9/27	3	Class 1 – Wonder and the Beginning of School Life	Online
5/10/27 - 16/11/27	4	Class 2 – Story, Imagination and Moral Development	Online
9/2/27 - 23/3/27	5	Class 3 – The Nine-Year Change and Practical Learning	Online
4/5/27 - 15/6/27	6	Class 4 – Growing Individuality and Relationship to the World	Online
20/7/27 - 31/8/27	7	Class 5 – Harmony, Beauty and Expanding Horizons	Online
5/10/27 - 16/11/27	8	Class 6 – Observation, Reasoning and Scientific Enquiry	Online
27/9/27 - 1/10/27	9	<i>Residential Intensive 1 – Classes 1 & 2</i>	In person
5/4/27 - 9/4/27	10	<i>Residential Intensive 2 – Classes 3 & 4</i>	In person
17/1/27 - 21/1/27	11	<i>Residential Intensive 3 – Classes 5 & 6</i>	In person
15/2/27 - 22/2/27	12	Goethean Observation and Child Study	Online
14/2/28 - 20/3/28	13	The Art of Meeting and Working Together -Communication and Conflict management	Online
3/5/27 - 14/6/27	14	Inclusive Teaching: Seeing and Supporting the Individual Child	Online
31/6/28 - 4/9/28	15	The College of Teachers and the Life of the School	Online
26/7/27 - 23/8/27	16	From Chaos to Chorus Student Behaviour and Classroom Culture	Online
15/5/28 - 19/6/28	17	The Inner Life of the Teacher Cultivating Resilience, Presence and Renewal	Online
To be arranged	18	<i>Professional Practicum: The Art of Teaching in Practice</i>	Steiner/Waldorf school

Courses endorsed by ASTEA



EARLY CHILDHOOD

Steiner Early Childhood Certificate Programme

9 online modules
4 5-day intensives
200 contact hours

Delivered by Parsifal College

PRIMARY EDUCATION

Steiner Primary Certificate Programme

14 online modules
3 5-day intensives
Practicum
410 contact hours

**Delivered by Melbourne
Rudolf Steiner Seminar**

HIGH SCHOOL

Steiner High School Certificate Programme

Weekly 90 minute online sessions
4 5-day intensives
90 contact hours

Delivered by Parsifal College

Together the three programmes provide a coherent and connected approach to Steiner teacher education across pedagogical expertise, and established relationships with schools and educators.

Course delivery includes:

- Live online learning
- In-person artistic and pedagogical intensives
- Mentoring and collegial dialogue
- Flexible and modular pathways

ASTEA is committed to:

- Thoughtfully designed courses
- Capable and relevant tutors
- Meaningful assessment
- Continuing dialogue with schools

www.astea.edu.au



ASTEA warmly welcomes conversations with schools and teacher education organisations, both within Australia and internationally. We would be pleased to explore meaningful partnerships with colleagues who share our commitment to high-quality Steiner/Waldorf teacher education.

Contact ASTEA at
astea.edu.au

