



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
About the Course	3
Who is the Course for	4
Entry Requirements	5
Course Modules	5
Practicum	6
Assessment and Certification	6
Flexible Study Options	7
Attendance	7
Modules 1- 18	8-25
Modules at a Glance	26
Appendixes 1-3	27-33





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 (ASTEa) 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.

The Certificate Course for 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.

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

This certification is widely recognised and highly regarded by Steiner/Waldorf schools throughout Australia.

Professional Development in Primary Steiner Teacher Education

For those seeking professional learning rather than the full certificate, individual modules may be undertaken independently. Recognition of Prior Learning (RPL) may be available for relevant studies previously completed through the Seminar or other recognised education provider where the learning outcomes are comparable.

Participants receive a Professional Development Certificate following the successful completion of each module, detailing the module content, professional standards addressed, and hours completed.





About the Course

The Certificate Course for Primary Steiner Teacher Education offers a rich and comprehensive pathway into Steiner/Waldorf teaching.

Delivered through a blend of live online learning, residential intensives, and school-based experience, the programme integrates human development, curriculum studies, artistic practice. Participants learn alongside experienced Steiner educators through lectures and presentations, collaborative dialogue, practical workshops, artistic activities, observation, reflective practice, 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 programme has been designed to align with the Higher Education Accreditation Standards for Teacher Education (HASTA), the requirements of Steiner Education Australia (SEA), the International Teacher Education Course Content Guidelines of the Hague Circle, and the Australian Professional Standards for Teachers developed by the Australian Institute for Teaching and School Leadership (AITSL).



The professional standards and guidelines addressed are identified within each 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. In total, the course comprises 376 hours of learning.

Who Is the Course For?

The course is suitable 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 should:

- 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.

Course Modules

The Certificate Course comprises 18 modules, carefully sequenced to provide a comprehensive and coherent foundation in Steiner/Waldorf education.

- Fourteen modules are delivered live online, allowing participants in Australia and overseas to engage in interactive learning with experienced tutors and fellow participants.
- Three residential intensive modules provide opportunities for participants to immerse themselves in the artistic, practical, and community aspects of Steiner/Waldorf education. They are held in various Australian locations, including Melbourne and the Northern Rivers, allowing participants to experience different school communities and learning environments.
- The final practicum module enables participants to bring together the knowledge, skills, and insights gained throughout the course through supervised observation, participation, teaching practice, and reflective engagement within a Steiner/Waldorf school.





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, 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 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.





Assessment and Certification

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

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

Flexible Study Options

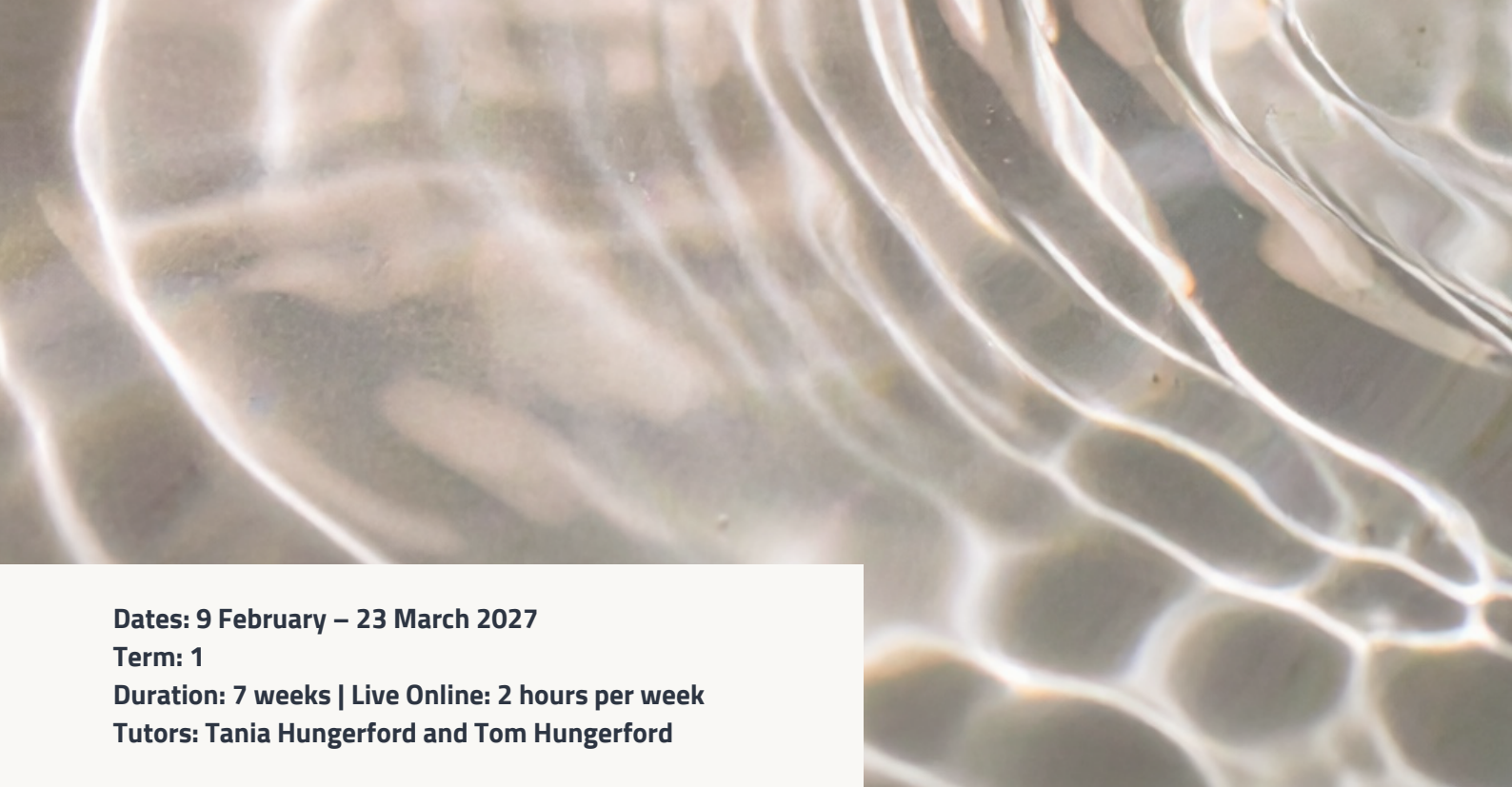
While the modules have been designed as a carefully sequenced programme, for those seeking professional learning rather than the full certificate, individual modules may be taken independently.

Participants who successfully complete individual modules receive a Professional Development Certificate for each module detailing:

- 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, Recognition of Prior Learning (RPL) may be available for relevant studies previously completed through the Seminar or another recognised education provider where the learning outcomes are comparable.





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 techniques
- Artistic and informative presentation illustrating the Twelve Senses and the relationship between the lower, middle, and higher senses
- 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.

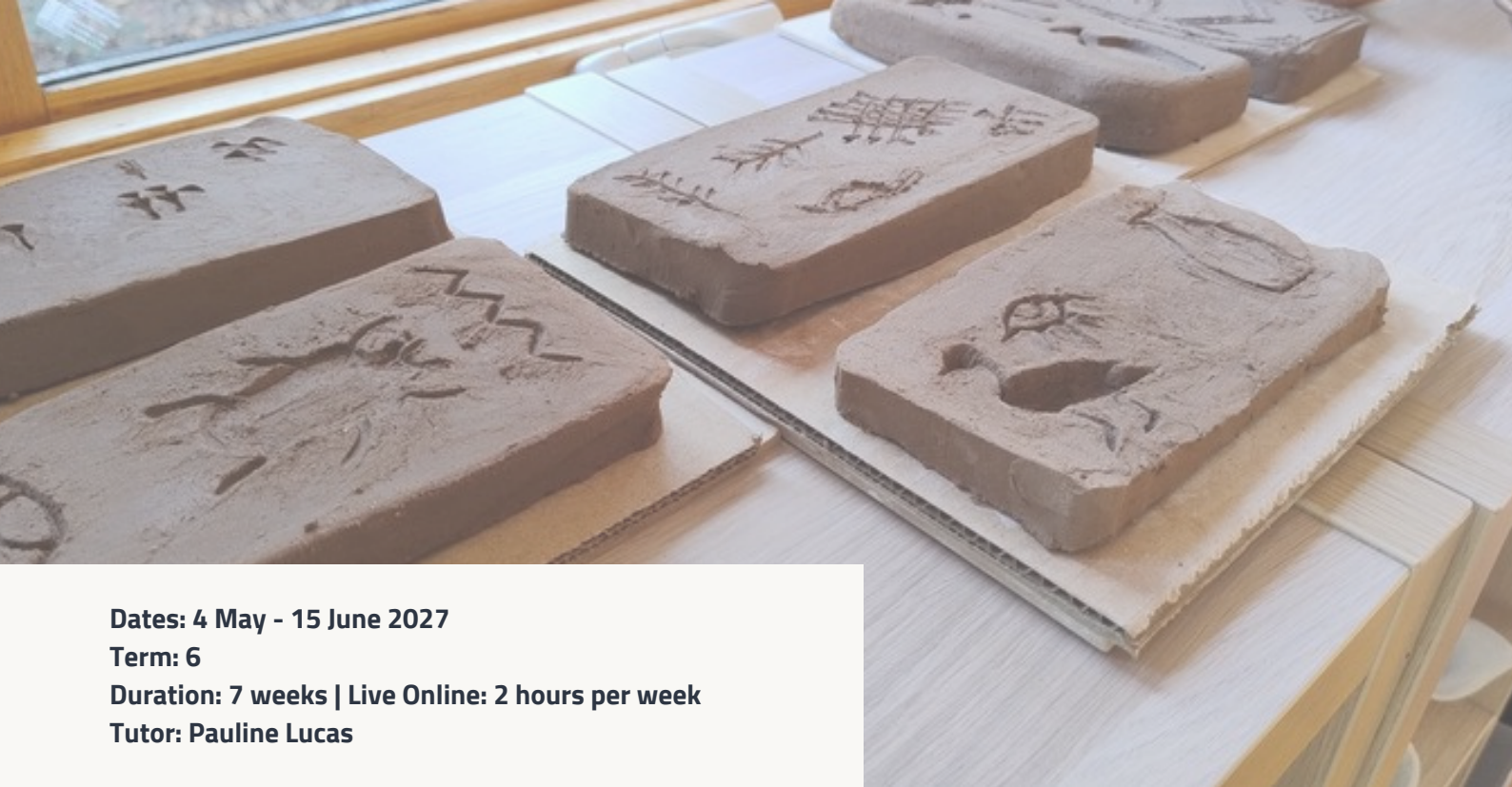
Key Learning Areas

- 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.

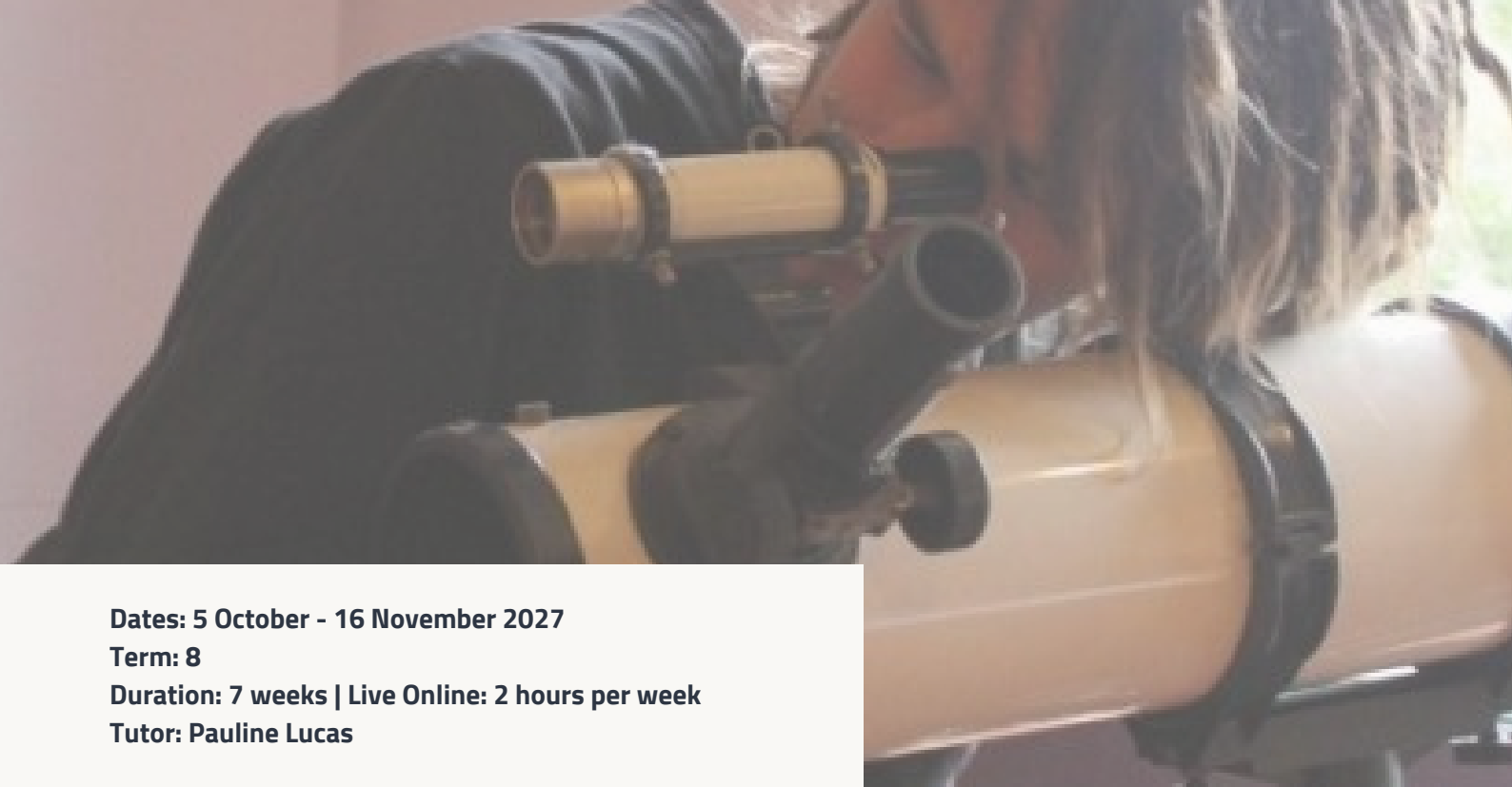
Key Learning Areas

- 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 - Class 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.

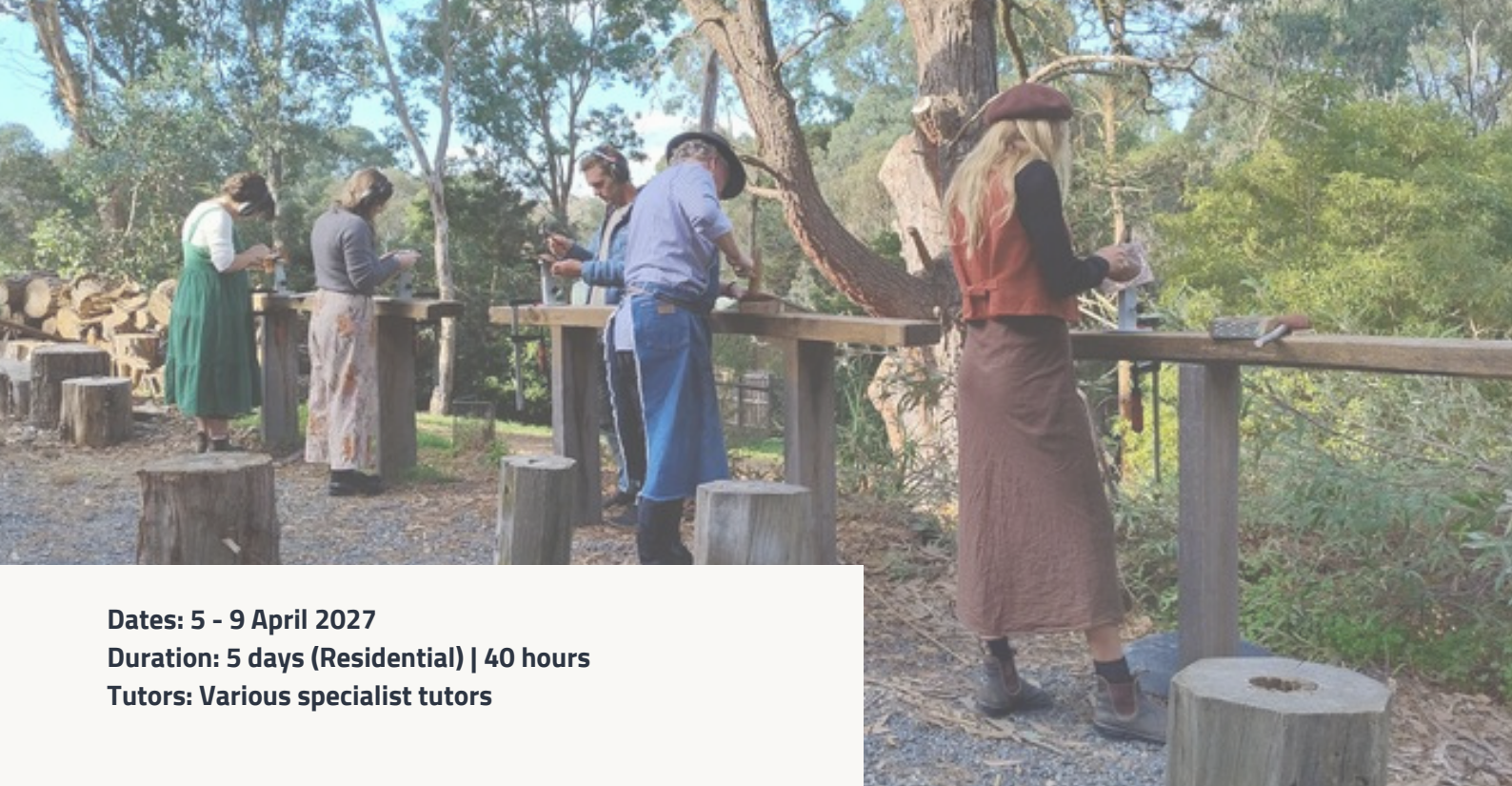
Assessment

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 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: 17 - 21 January 2027
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
- Painting, drawing, modelling, 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 - 22 February 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 observation study that demonstrates the principles of Goethean observation. The study may focus on a child, natural phenomenon, plant, artwork, or educational process and should include:
observational records | artistic work | reflective commentary | insights arising from the observation process

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
- From observation to intervention: 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 - 23 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.

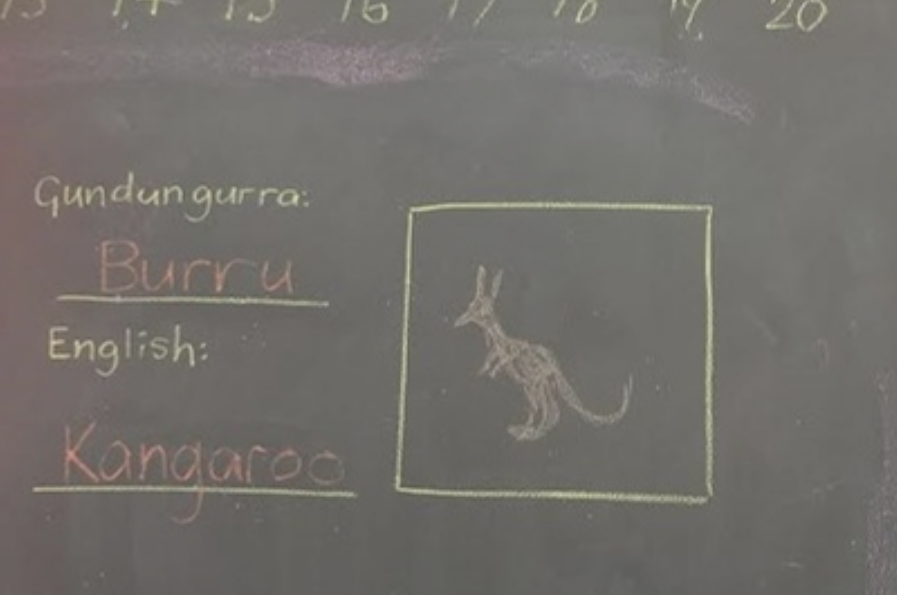
Assessment

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: 90 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 90 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
	18	<i>Professional Practicum: The Art of Teaching in Practice</i>	Steiner/Waldorf school



Appendix 1 – Proficient Steiner Teacher Accreditation

(SEA's HASTA Programme)

Standard One: Professional Knowledge

Know the students and how they learn

1.1: Child development

Demonstrate comprehensive knowledge of child development stages by delivering content and teaching strategies that meet the developmental stage of the class, including the link with key cultural epochs.

Evidence: written rationale statements for a sample of main lessons that demonstrate how the content meets the child development profiles embedded in the lesson programs, including the link with the cultural epochs.

1.2: Human Senses and Constitutional Lenses

Demonstrate awareness of a variety of "lenses" for understanding the growing child, including the human senses and constitutional types.

Evidence: written/artistic overview that links anthroposophical lenses (e.g. temperaments, senses) to relevant planned learning experiences.

1.3: Diverse Cultures

Demonstrate the ability to deliver teaching programs that recognise and address the diverse cultural backgrounds of students in the class and the local community.

Evidence: Examples of how cultural diversity is communicated with parents, approached with the children and integrated into learning experiences.

1.4: Individual Needs

Demonstrate ability to support individual needs including application of anthroposophical concepts, e.g. senses, temperaments.

Evidence: Present Student Support Plan to colleagues at a teachers meeting. (links to standard 7)

1.5: Child study

Apply Child Study principles and methods for targeted student support

Evidence: Prepare and present a Child Study to colleagues (in faculty or College) which looks at the individuality of the child and is able to demonstrate characterisation without judgement.

Standard Two: Professional Knowledge

Know the Content and How to Teach it

NOTE: All points below are directly related to and based on delivery of the ASCF

2.1: Storytelling

Demonstrate free narration of storytelling as robust and sustained in daily teaching practice.

Evidence: direct observation of storytelling in class.

2.2: Speech and Drama

Demonstrate practice in choral speech and working with the class play.

Evidence: adapting and writing a play/ casting a play/ directing or co-directing a play, working with the children musically for the play; regular choral speech in Morning Circle



2.3: Visual Arts

Demonstrate classroom practice of chalkboard, crayon and shaded drawing, painting, and main lesson bookwork.

Evidence: Guiding technical and creative skills and abilities in the students' visual artwork.

2.4: Music

Demonstrate preparation and delivery of daily music activities to the class.

Evidence: direct observation of daily singing and recorder work with a class including a portfolio of songs and recorder pieces.

2.5: Content Preparation

Demonstrate in-depth preparation and delivery of content for main lessons including an understanding of curriculum rationale, content appropriate to class level, class activities and resources.

Evidence: teaching and learning programs including appropriate use of relevant background resources.

2.6: Content Preparation and strategies for delivering Literacy and Numeracy

Demonstrate approaches to teaching Literacy and Numeracy specific to Steiner pedagogy

Evidence: Teaching and learning programs

2.7: Differentiate teaching to meet the specific learning needs of students across the full range of abilities

Demonstrate differentiation of teaching and learning programs to meet the range of abilities in a class

Evidence: teaching and learning programs that scaffold learning differentiated for specific needs of students across the range of learning abilities.

2.8: Indigenous perspectives

Demonstrate inclusion of Australian First Nations perspectives in age-appropriate ways in main lesson and other class activities.

Evidence: Inclusion of First Nations perspectives in programs and teaching activities as per the ASCF and local community input.

Standard Three: Professional Practice

Plan for and Implement Effective Teaching and Learning in the Light of Steiner Education Indications and Child Development

3.1: Establish challenging learning goals

Develop a culture of high expectations for all students by modelling and setting standards of participation, engagement and quality work in students.

Evidence: Demonstrated ability to establish quality standards of student work through written programs and classroom observation.

3.2: Plan, structure and evaluate learning programs

Demonstrate the planning/ research/evaluation process with modifications of learning programs that adapt to ensure productive learning for all students.

Evidence: Reflection on issues such as cultural/gender bias in stories, reviewing crayon drawing, reviewing scope and sequences.

3.3: Use teaching strategies and resources

Select and apply effective Steiner-based teaching strategies and resources to develop knowledge, skills, problem solving and critical and creative thinking among students.

Evidence: Direct observation of application of Steiner based teaching strategies



3.4: Use effective classroom communication

Demonstrate a wide range of verbal and non-verbal communication strategies to support students understanding, engagement and achievement in a Steiner school setting.

Evidence: Observed use of transitional songs, start and end of day verses; controlled use of voice, tone, and gestures; artistic use of classroom rhythms and transitions

3.5: Festival preparation

Work consciously and artistically towards annual festivals through inner preparation, class preparation and contribution to the whole school celebration.

Evidence: Written and observed practice of festival preparation

Standard Four: Professional Practice

Create and Maintain Supportive and Safe Learning Environments within a Steiner School context, demonstrating strategies from an anthroposophical view of the child.

4.1 Support student participation

Demonstrate and share with colleagues practices that implement inclusive strategies that engage and support all students

Evidence: Written program and observed practice

4.2 Manage classroom activities

Demonstrate a flexible repertoire of classroom management strategies that ensure all students are engaged in purposeful activities.

Evidence: Written program and observed practice of e.g. room set up, rhythm, transitions

4.3 Manage challenging behaviour

Demonstrate a flexible repertoire of behaviour management strategies that draw on Steiner-based perspectives and workplace experience.

Evidence: Written program and observed practice

Standard Five Professional Practice:

Assess, Provide Feedback and Report on Student Learning

5.1: Assess student learning

Demonstrate assessment and recording of student progress (both formative and summative) which engages objective measures and professional teacher judgement.

Evidence: Written assessments and recording practices

5.2 Provide feedback to students on their learning

Demonstrate the ability to select from a range of sensitive strategies to provide specific feedback to students based on professional judgements

Evidence: Classroom observation of formative assessment strategies

5.3 Report on student achievement

Provide student reports to families that recognises the balance of potentialities, gifts and strengths with soul challenges or learning deficiencies that applies across the range of academic, artistic, social and emotional development.

Evidence: Written and oral reports to families



Standard Six: Professional Engagement

Engage in anthroposophically based professional learning

6.1: Identify and plan professional learning needs

Plan professional development based on a self and mentor assessment of learning goals to enhance classroom practice.

Evidence: Preparation of a self-reflective and annotated journal.

6.2: Engage with colleagues and improve practice

Demonstrated participation in regular College of Teachers meetings

Evidence: Regular participation in College and faculty work

6.3: Apply professional learning and improve student learning

Engage with colleagues to evaluate the application of professional learning activities to address student learning needs

Evidence: Written documentation of collaborative work with colleagues

6.4: Engage with contemplative practices to enhance student learning and wellbeing

Practice inner contemplative work directed to support student learning and wellbeing

Evidence: Reflective engagement with mentor on the development of personal contemplative practice.

Standard Seven: Professional Engagement

Engage Professionally with colleagues, parent/ carer and the community

7.1 Meet professional ethical standards and responsibilities

Maintain high ethical standards and exercise sound judgement in all school and community contexts.

Evidence: Principal's endorsement

7.2 Comply with legislative, administrative and organisational requirements

Model for colleagues the ability to understand and work with all relevant legislative, administrative and organisational requirements, policies and procedures.

Evidence: Principal's endorsement

7.3 Engagement with Parents/Carers

Demonstrate responsive and high quality engagement with individual families and the collective parent body.

Evidence: Regular parent communication; preparation and observation of a class parent meeting; parent-teacher interview

7.4 Engagement in Steiner education networks

Demonstrate engagement with the Steiner community to enhance professional and personal practice

Evidence: Participation in wider networks of Steiner educators and Australian Steiner education communities.

7.5: Capacity to work collaboratively with colleagues, parents, external professionals

Demonstrate ability to work constructively with and contribute to whole school services in the support of student learning and wellbeing.

Evidence: Quality communication and collaboration with wellbeing support, learning support, and leadership teams.



Appendix 2 – Conditions for developing good practice in Steiner Waldorf Teacher Education Programmes

Introduction

To be a teacher in a Waldorf or Rudolf Steiner school is a marvellous and challenging profession. You need to be well prepared for the subject you teach. You will need to be able to develop faculties and capacities in building and maintaining good relationships with children and young people parents and colleagues. You will need to be adept and sensitive in observing children and young people. You will have a deep interest and sufficient knowledge in child and human development. You will express a commitment to explore anthroposophy as a path of knowledge and enquiry. Last, but certainly not least, you will need to nurture some artistic skills and the gift of improvisation.

Structural Context

In many countries there are training centres, seminars or academic courses that offer a grounding and a preparation for this profession. After all, the quality of the education offered in the schools depends largely on the quality of the teacher education.

In countries where there is a national body – it is the responsibility and the task of the federation to formulate standards for Steiner Waldorf teacher education, and to support and develop the quality of teacher education. According to the context and conditions, a variety of different forms of teacher education have developed.

Being aware of the fact that one of the most important factors for the development of quality is the readiness of teacher educators to continue to learn and share their practice with colleagues in different contexts, the Pedagogical Section at the Goetheanum initiated the International Teacher Education Project (ITEP). This research project offers the possibility for regular exchange between teacher educators.

In countries without a national association or federation, Steiner Waldorf teacher education needs a set of basic requirements and good practice guidelines, in order to be included on the Steiner Waldorf World List. The following text adopted by the International Council for Steiner Waldorf Education (Hague Circle), describes these requirements and guidelines. Ideally, they will serve as a tool for self-assessment, or in a recognition process, when assessors chosen by the Hague Circle will write an 'expert opinion' and make a recommendation as to whether a teacher education centre should figure in the Steiner Waldorf World List, or not.

Sometimes, points are formulated by employing intended ambiguity and a degree of open-ness – in order to cover a broad range of situations. Whether the teacher education course confers a state diploma, or is hosted by university, whether it is accessible only with prior academic learning, whether well-developed Waldorf schools exist in the country or not, all these elements and many others will influence and modify the training course. The following text is intended as a formulation of a series of fundamental recommended elements and practices, which can and should be adapted according to the cultural context, and especially with regards to the existing legal context for adult education.



Essential ingredients in a Steiner Waldorf Teacher Education Programme

A fundamental characteristic of any Waldorf institution – a nursery, a kindergarten, a school, or a teacher education programme – is the commitment to exploring and developing Steiner’s educational insights and indications. A deep interest in Steiner’s picture of the developing human being, along with an interest in individual and collaborative pedagogical research, will enable students and tutors to develop new forms adapted to the time and the place in which they are active.

The Hague Circle/ International Council for Steiner Waldorf Education, in partnership with the Pedagogical Section, has drawn up a list of required elements and features, as part of a recognition process for Steiner Waldorf Teacher Education Programmes, either by a national association, or an international professional body. The elements and features are based on work done by colleagues in the “International Teacher Education Project” and the IASWECE working group on training.

The education programme and faculty

1. A teacher education programme is based on continuing research and practice into Waldorf education, while taking an active interest in the wider educational discourse and a range of approaches to pedagogy and adult education.
2. The person responsible for the teacher education programme (e.g. the programme director) has some years of teaching experience, both in a Waldorf school and in adult education, including programme review, assessment and evaluation, and curriculum research and development.
3. Members of the teaching faculty are qualified for their positions and responsibilities by virtue of their teaching experience in a Waldorf school and have a teacher diploma (Waldorf or other).
4. The training programme employs effective practices in adult education that take into account the learning styles of adults and support the development of creative and independent thinking.
5. The faculty and staff are committed to ongoing professional and personal development (participation in conferences, courses, action research groups, participation in the ITEP zoom meetings).
6. The training course content includes a balance of academic, artistic, reflexive and experiential/practical work and activities.
7. Courses make provision for mentored teaching, placements and internships for student teachers in Steiner Waldorf schools and early childhood settings.
8. The programme provides appropriate individual student support, feedback and assessment, and maintains records of attendance, course completion and other relevant documentation.
9. Curriculum and course content include a range of topics and themes that are brought in a variety of ways. See the section on Curriculum and Course Content below for a listing of specific themes and topics. The training course should include a minimum of 500 directed learning hours, plus mentored teaching practice / school experiences / practicum. (A directed learning hour embraces lectures, seminars and tutorials, discussions among students, artistic and craft activities. If a course offered has a substantial online element, a minimum of 200 hours should be in-person contact and learning.)
10. The programme leaders and/or faculty members are encouraged to become involved in the broader movement of Steiner Waldorf institutions and activities in their country, their region and the rest of the world, to cultivate connections with other educational professionals in their country, to participate in activities such as trainers’ meetings and conferences, to undertake collaborative research groups, and working group activities on a regional, continental, and international level.



Course content to include:

- Anthroposophy as a path of knowledge and practice, to enliven relationships to the world, each other and oneself, and to deepen a sense of enquiry and responsibility.
- Steiner's lectures on education.
- Child development.
- Waldorf approaches to curriculum, and pedagogical methods.
- Artistic practices.
- Aesthetic appreciation as a pedagogical tool.
- Theory, art and practice of context sensitivity and cultural diversity.
- Knowledge practices and the importance of self-development.
- General knowledge and specific professional knowledge.
- Theory, art and practice of individual and collaborative research (the teacher as researcher & artist; the teachers meeting at the heart of the school's educational work).
- History and philosophy of education and societal change.
- Meeting and working with parents in the school community.
- Collaborative governance, shared leadership, clear and effective management.
- Relevant legal responsibilities, including the duty to protect children from harm and promote their well-being, financial probity and public regulations.

Programme Organization

1. The programme recognizes and complies with relevant legal regulations and does not discriminate against any person based on ethnicity, faith, gender or culture.
2. The programme, as an expression of the free cultural life, has an appropriate legal body and operates as a not-for-profit organisation.
3. The programme has a clearly defined organizational structure, effectively implemented.
4. The programme has clearly articulated policies and procedures for admissions, enrolment, tuition, and programme completion.
5. Effective policies and procedures are in place covering concerns and complaints and health & safety.

Appendix 3 – Australian Institute for Teaching and School Leadership's Australian Professional Standards for Teachers

Available at the AITSL website <https://www.aitsl.edu.au/standards>

