

Summary of talk given to ITEF on 19.2.2025

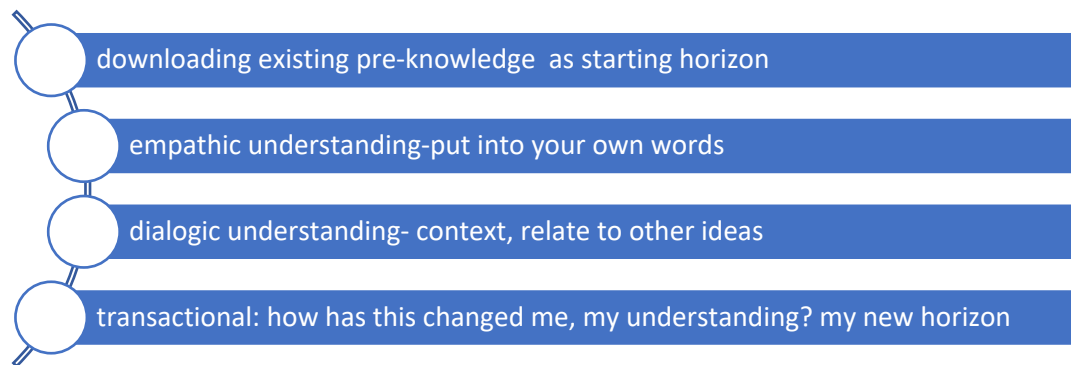
Martyn Rawson

Steiner notified the parents on 13.1.1921 (GA 298) that the teachers review their practice on a monthly basis in the light of their principles, so they should not be concerned if the teachers start doing things differently. In Ilkley on 17.08.1923 (GA 307) he told the audience that the teachers' meeting is an ongoing university for teachers, where they develop their understandings through sharing their experiences and research.

Neither of these statements reflects the reality in most cases, most of the time (see Waldorf Working Papers Nr. 4 for a discussion of the role of the teachers' meetings

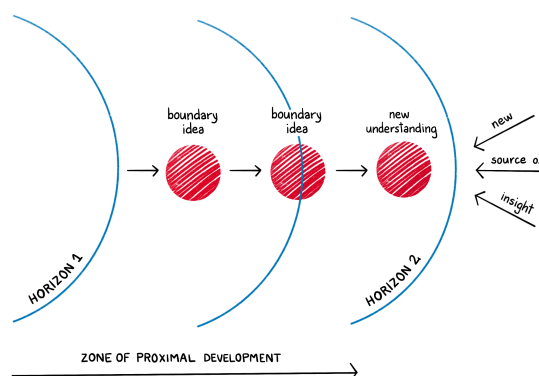
<https://e-learningwaldorf.de/wp-content/uploads/2023/08/No.4-School-leadership-and-governance-in-WS.pdf>).

Capacity building hermeneutic, interpretive method of working with Steiner's lectures



Working with anthroposophical ideas

In 1917 in the book Riddles of the Soul, Steiner mapped out the complementary relationship between the human sciences (eg. psychology, sociology, history, anthropology) and spiritual science. He used the term boundary ideas. The follow graphic shows the basic idea.



If we bring ideas from anthroposophy and use these to look at our practice and they are fruitful in shedding light on the phenomena, we can assimilate these ideas and the energy that comes with them, thus expanding the boundary of our knowledge beyond what the sense tell us. (see Johannes Kiersch: https://www.goetheanum-paedagogik.ch/fileadmin/paedagogik/PDF/12_2_25_JohannesKiersch_VerlagFreiesGeistesleben.pdf (only available in German)).

In his concept of meditatively acquired knowledge he describes a similar process:

1. Study (hermeneutic method) anthroposophical ideas about the developing human being.
2. Meditate these (i.e. internalize and assimilate them so they become new capacity)
3. Remember these ideas in situated practice (i.e. the assimilated ways of seeing have become an expanded ability, which manifest in our intuitive knowing- what to do, how to understand a given student).

We should add a fourth stage:

4. Critical reflection, since not all our intuitions are right.

The transformation of life processes into learning processes including biographical learning is the background of this method.

Some literature in which I have outlined a theory of teacher education

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