

# In School Professional Development Workshops

MELBOURNE  
RUDOLF  
STEINER  
SEMINAR

50 years of teacher training



## INDEX

# Table of Contents

02

Introduction

03

Foundations to Inspired  
Steiner Teaching

---

12

Bringing Creative Teaching  
to Life

---

18

Inner Development,  
Organisation Structure, The  
College, and Community  
Building

---

25

The Facilitators



01

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## INTRODUCTION

# Who we are

For over 50 years, the Melbourne Rudolf Steiner Seminar has been offering full-time and part-time teacher training, as well as parent and adult courses in Rudolf Steiner education. Our two-year full-time Advanced Diploma course – delivered in person or online -- is accredited and is an approved pathway to a Bachelor of Education. Our part-time courses vary from one term in length to two years. We also offer in-person short courses and intensives. Our courses are presented in such a way as to bring both the theoretical and the practical to participants.

We are a member of Steiner Education Australia, the national association of Steiner education providers, as well as a Registered Training Organisation (RTO 3948 CRICOS Provider 01812M) approved to deliver qualification courses to both local and international students.



# What we can offer your school

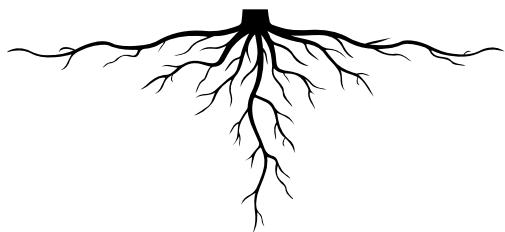
In addition to our on-campus and online programs, we provide in-service professional development tailored to your school community. This can include sessions for teachers, school leaders, staff members, board members or parents.

This brochure outlines a range of topics we have previously addressed, and we are pleased to customize our offerings to align with your school's current priorities and needs.

Please call +61 3 9876 5199 or email to Robin at [office@steinerseminar.edu.au](mailto:office@steinerseminar.edu.au) to organise times and courses to fit your school staff development days or term breaks.

## FOUNDATIONS OF STEINER EDUCATION

# The Ground Work



The following courses are highly recommended as fundamental and essential for those interested in Steiner-inspired education.

1. Human / Child Development
2. Steiner's Unique Insights into Child Development
3. Thinking Freely And Developing Confidence in our Independent Faculty to Judge - The Adolescent
4. The Four Temperaments
5. Exploring the 12 Senses through Form Drawing
6. Goethean Observation: a Path to Deeper Understanding
7. Essentials for Inspired Teaching 1
8. Essentials for Inspired Teaching 2

The above units / themes are suitable for:

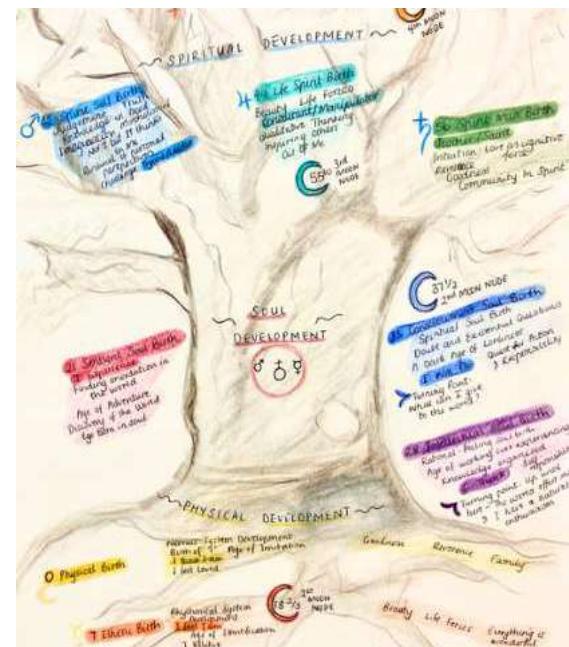
- mainstream teachers working in Steiner schools
- teachers who wish for more background review
- CRTs
- staff
- parents

# Human Development

A human development course based on the 7-year phases, inspired by Rudolf Steiner's philosophy, offers a profound journey of (self)-discovery.

Each phase highlights key milestones and transformations in personal growth, shedding light on how we learn at different stages of life and the challenges that may be universal. By exploring these stages, participants gain a deeper understanding of human behaviour and development, fostering empathy and stronger connections with themselves and others.

This course is especially valuable for teachers and staff, serving as a guide to navigating life's complexities and relationships with greater awareness and compassion.



**Time required: 7x1 hour sessions**

**Facilitator: Tania Hungerford**

## Recent feedback

*The course was EXCELLENT! It is so relevant to educators to see where they came from and their (own) upbringing and influences throughout life to engage more deeply with students through a deeper sense of understanding the complexities that each individual has in their sphere.*

*I enjoyed the depth of information and I felt that it was presented in a very clear and expansive way that activated deep reflection.*

*I loved the energy that Tania delivered the work - open, inviting, curious. I was fascinated by the journey and found it enlightening.*

# Steiner's Unique Insights Into Child Development

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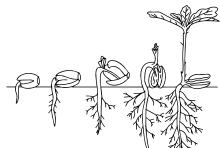
Steiner repeatedly returns to discussions of the nature of the human being, as this understanding is foundational to Anthroposophy and to our work with children. After introducing Steiner's indications of the human being, we will consider its relevance to the seven-year phases of human life, the pedagogical 'law' and the specific relationship of various arts to different aspects of the child's being.

Consideration of these insights serves to contribute to the mental health and social hygiene both of ourselves and of the children in our care.

This workshop consists of:

- I. A morning lecture (1 hour and fifteen minutes)  
*(Morning Tea)*
- II. Questions, comments and discussion of the morning lecture (1 hour and fifteen minutes)  
*(Lunch)*
- III. Workshopping scenarios through drama and enactments from the day's content  
(1 hour and fifteen minutes)

**Facilitator: Rod Tomlinson**



# Thinking Freely and Developing Confidence in Our Independent Faculty to Judge - The Adolescent

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Children between the ages of 12-14 experience an acute tension between their longing to find authorities whose judgements they feel they can trust and their inner imperative to develop and exercise their own power of judgement. This generally takes the form of opinionated statements often intended to shock and provoke. We do well to acknowledge and engage with these expressions of opinion, and to challenge, extend and develop their thinking about all the points of view and evidence to hand which have a bearing on this matter which will then allow them to form sound, independent judgements.

This phenomenon is one which humanity is experiencing collectively at this time -- an imperative to develop and exercise the power of judgement for the future and an anachronistic longing to find authorities we can believe in, experts we can trust. Much of the turmoil and conflicts of our time can be understood as expressions of these oscillating forces in our souls. How do we develop our confidence in our capacity to form independent, sound judgements to self-direct responsibly, and how do we promote, cultivate and engender the same in our 12 year olds and throughout their adolescence?



Consideration of these insights serves to contribute to the mental health and social hygiene both of ourselves and of the children in our care.

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(1 hour and fifteen minutes)

**Facilitator: Rod Tomlinson**

# The Four Temperaments

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Steiner's theory of the four temperaments is based on his understanding of human nature and personality. Each temperament reflects different qualities and tendencies in how people experience and interact with the world.

This theory, while flexible, provides valuable insight into human behaviour and personality. It provides a framework for understanding the different ways people experience and interact with the world, highlighting natural tendencies that can guide personal growth, improve communication, and foster empathy in relationships. By recognising the temperaments, individuals can better navigate their strengths and challenges, all while allowing for the fluidity and growth of their unique character. This workshop is especially important for teachers, as different personality types require distinct qualities from their educators to thrive.



**Time required: 4x1 hour sessions**

**Facilitator: Tania Hungerford**



# Exploring the 12 Senses through Form Drawing

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Unlock a deeper and very practical understanding of the 12 senses and their profound impact on human development through the dynamic and versatile practice of Form Drawing.

This hands-on course explores how sensory development shapes thinking, feeling, and willing and nurtures sensory integration -- key to both personal growth and effective teaching.

Through loosening and ordering movement in Form Drawing, we will explore how artistic practice not only strengthens sensory awareness but also brings equilibrium to our thinking, feeling, and willing.



## Topics & Experience

- The 12 Senses – Gain insights into each sense and its role in human experience.
- Sensory Challenges & Growth – Understand what happens when a sense is underdeveloped and the imbalances or disorders that may arise.
- Nurturing the Senses – Learn practical ways to support and enhance sensory development.
- Art as Therapy – Experience the transformative power of movement, rhythm, and form in balancing the senses and fostering inner harmony.

**Time required: 7x1 hour**

**Facilitator: Tania Hungerford**



# Goethean Observation: A Path to Deeper Understanding

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Goethean Observation is a transformative phenomenological method named after the work of Johann Wolfgang von Goethe. It is a way of seeing that goes beyond objective analysis, promoting a holistic, qualitative approach, focusing on deep attention, sensory awareness, and intuitive engagement. This method fosters active participation, enabling new insights to emerge through a dynamic connection between observer and observed. By integrating this practice, educators and caregivers can foster a soulful, holistic approach to learning, developing a deeper connection with both children and the world around them.

Rooted in Waldorf education, this hands-on, interactive workshop will guide participants through the principles and practice of Goethean Observation, emphasising its application in education and child development.

## Course Overview

- **Holistic Child Development:** Learning to perceive children's unique qualities and developmental rhythms with fresh eyes.
- **Observation as a Pedagogical Tool:** Cultivating patience, openness, and presence in educational practice.
- **Nature-Based Learning & Sensory Awareness:** Engaging deeply with the natural world as a foundation for learning.
- **Artistic & Phenomenological Approaches:** Exploring movement, storytelling, and creative expression as tools for deeper perception.
- **Teacher as Researcher:** Developing an intuitive and adaptive approach to teaching through continuous observation and reflection.



**Time required: 6x1 hour**  
**Facilitator: Tania Hungerford**

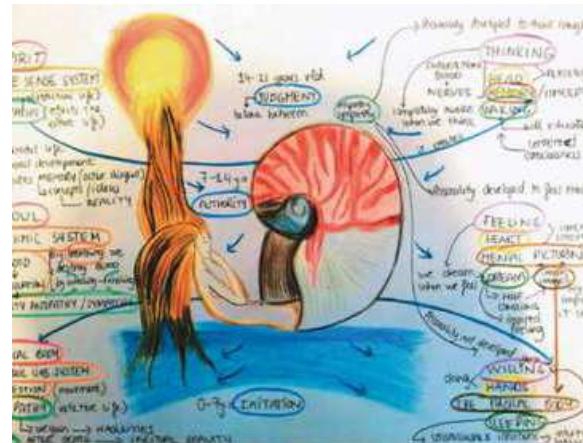
# Essentials for Inspired Teaching - 1

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Through discussions, artistic exploration, poetry, drawing, and roleplay, participants will gain a comprehensive understanding of the foundational principles of Steiner pedagogy.

In clear and contemporary language, our tutor will take you through Rudolf Steiner's thought provoking, deep pictures of the human being from his indications in four of his key works for teachers:

- Theosophy
- The Foundations of Human Experience
- Essential Guidance from "Discussions with Teachers"
- Practical Advice to Teachers



## Exploring the Human Being in Steiner Education

Key themes covered:

- Exploring the Human Being in Steiner Education.
- The Threefold Human Being – Understanding head, heart, and hands in education.
- The Fourfold and Ninefold Human Being – Expanding our perspective on child development.
- Understanding the Will – How the will manifests within the individual.
- Sympathy & Antipathy – Understanding how sympathy and antipathy inform our consciousness

**Time required: 6x1 hour**

**Facilitator: Tom Hungerford**

### Optional Artistic Programme

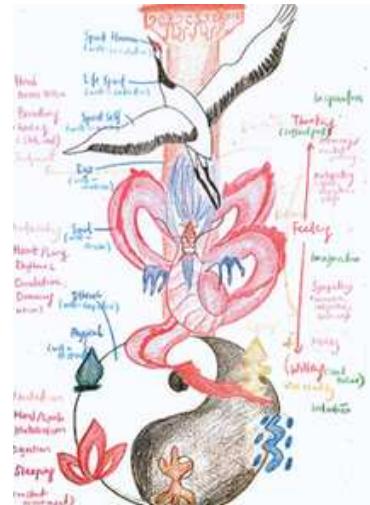
Tom Hungerford is available to add an artistic component(s) such as Bothmer Gymnastics, hard craft, games etc. to complement his training, depending on your requirement.

# Essentials for Inspired Teaching - 2

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This course is designed to deepen your understanding of Steiner Education in a dynamic and immersive way. Whether you're a new teacher or an experienced educator, you'll leave with practical insights and renewed inspiration for your teaching journey. Together we will explore the following topics in immersive and engaging sessions.

## Exploring the Human Being in Steiner Education



Key themes covered:

- Thinking, Feeling & Willing – Unpacking waking, dreaming, and sleeping in the learning process.
- Imitation, Authority & Judgment – Guiding children through different developmental stages.
- Imagination, Inspiration and Intuition-Making clear the three separate processes.

**Time required: 6x1 hour**

**Facilitator: Tom Hungerford**

### Optional Artistic Programme

Tom Hungerford is available to add an artistic component(s) such as Bothmer Gymnastics, hard craft, games etc. to complement his training, depending on your requirement.



## TOOLS TO APPLY CREATIVE TEACHING

# Bringing it to life



The following is an array of courses to support children and adults developmentally and to inspire creative teaching.

- Cultivating Imagination: a Pathway to Inspired Teaching
- Form and Flow: the Principle of Creativity in Steiner Education
- Educating the Will through Clay
- Wellbeing through the Arts
- Harmonising Trauma & Stress Disorder
- Steiner's Perspective on Student Behaviour and Classroom Management

# Cultivating Imagination: A Pathway to Inspired Teaching

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Imagination is the foundation of creativity, critical thinking, and deep learning. In this interactive and engaging course, we will explore the essential role of imagination in child development and Steiner education. Through discussions, Bothmer Gymnastics, artistic exploration, poetry, drawing, and roleplay, you will gain a deeper understanding of how imagination shapes both teaching and learning.



## Key Areas of Exploration:

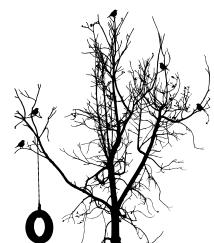
- Fantasy vs. Imagination – Clarifying the distinction and its significance in education.
- The Environment's Influence – Understanding how surroundings nurture or hinder imagination.
- Imagination, Inspiration & Intuition – Exploring these higher faculties and their role in learning.
- Supporting Healthy Child Development – How fantasy and imagination contribute to emotional and cognitive growth.
- Experiential Learning – Engage in individual and group exercises to embody these concepts and strengthen your teaching practice.

**Time required: 6x1 hour**

**Facilitator: Tom Hungerford**

### Optional Artistic Programme

Tom Hungerford is available to add an artistic component(s) such as Bothmer Gymnastics, hard craft, games etc. to complement his training, depending on your requirement.



# Form and Flow: The Principle of Creativity in Steiner Education

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The cultivation of creativity has become of increasing interest in all spheres of human endeavour in our time. What is it, and what factors support it and what inhibits it? We may not express it as being for 'competitive advantage' or as an either/or proposition, but Albert Einstein raised this question's burning relevance for us as educators when he said, *"A society's competitive advantage will come not from how well its schools teach the multiplication and periodic tables, but from how well they stimulate imagination and creativity."* [Quoted in *Einstein: His Life and Universe* by Walter Isaacson]



What were Steiner's intentions for teachers in regard to creativity and freedom in the classroom? Can they be realised in our time when we already feel overwhelmed by the burden of statutory compliance and all of life's other demands on our energy and time?

What impact does extrinsic motivation, as opposed to intrinsic motivation, have for energy levels and time management? What are the typical coping strategies we employ when we feel overwhelmed? How can we learn to recognise them and how do they impact our capacity for creativity? And how do we unshackle ourselves from all these inner and outer constraints that obstruct our creativity?

What can Rudolf Steiner offer in the way of insight into these external and internal constraints?

As the insight emerges that creative freedom and the organisational structure of the school are integral to one another and to an anthroposophical community's well being, we begin to appreciate the deep wisdom in the structure of the first school in Stuttgart and the community and creativity it was intended to engender.

This workshop consists of:

- I. A morning lecture (1 hour and fifteen minutes)  
*(Morning Tea)*
- II. Questions, comments and discussion of the morning lecture (1 hour and fifteen minutes)  
*(Lunch)*
- III. Workshopping scenarios through drama and enactments of the day's content (1 hour and fifteen minutes)

**Facilitator: Rod Tomlinson**

# The Development of the Will – Clay in the Primary Years

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Join us for a hands-on, joyful exploration of clay and its profound role in child development! In this engaging workshop, we will dive into creative clay activities while uncovering the deeper significance of clay modelling in the primary years.

Together, we will explore:

- How to align clay work with a child's developmental stage
- Practical teaching methods, classroom management and clay work as a powerful tool for deep engagement
- The essential role of clay in supporting sensory integration and will development
- The grounding, balancing, and therapeutic qualities of working with clay
- How clay modelling nurtures thinking, feeling, and willing while strengthening both fine and gross motor skills
- The development of imagination
- The integration of the arts into the curriculum

We will also delve into practical teaching methods, discovering how clay modelling can be a powerful tool for classroom engagement and management. Come ready to create, reflect, and leave inspired with new insights and hands-on experience!

**Time required: 6x1 hour**  
**Facilitator: Tania Hungerford**



# Understanding and Working with Trauma: An Anthroposophical Perspective

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How can we truly understand trauma and its impact on the developing child?

Trauma can deeply disrupt cognitive, emotional, and physical well-being, often leaving children feeling disconnected from themselves and the world. Trauma affects not only the brain but the entire human organisation, disrupting the development of thinking, feeling and willing as well as the twelve senses, life forces and sense of self.



The role of the educator and therapist is to support reintegration and help restore balance, self-esteem and a sense of wholeness. Recognising these effects through an anthroposophical lens and recent scientific research, this course explores ways to build resilience and support healing in children and adults who have experienced trauma.

Participants will engage in artistic exercises using clay modelling and other artistic forms, a therapeutic approach that fosters grounding and reintegration.

## Key Areas Covered

- The impact of trauma on the fourfold and threefold human being and on human development
- How trauma manifests in the nervous system, the 12 senses, and emotional life
- Recognising dissociation and fostering reconnection
- Supportive and practical strategies
- Essential attitudes and approaches for educators and caregivers
- Activities and therapeutic tools that promote resilience and healing

This course is for those with prior anthroposophical understanding. For those without a foundation in anthroposophy, a preliminary course is recommended, covering human development, the twelve senses, and the threefold and fourfold aspects of the human being.

**Time required: 2x6 hours**

**Facilitator: Tania Hungerford**



# Steiner's Perspective on Student Behaviour and Classroom Management

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Steiner's thoughts on questions of discipline and tone in the classroom emerge as a remarkably comprehensive set of responses to the sorts of questions that arise for all teachers in Waldorf classrooms. When considered in conjunction with one another, they reveal themselves to be part of a consistent and integrated approach.

Steiner's advice is at once startling and compelling and yet immediately familiar like something you have always known but somehow forgotten. Teachers whose time is precious often do not feel they have the time to devote to Steiner's original lecture courses to teachers, but in my experience any time spent with Steiner's original lectures is amply vindicated by the fresh force and life they bring to our teaching.



This workshop consists of:

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- III. Workshopping scenarios through drama and enactments of the day's content (1 hour and fifteen minutes)

**Facilitator: Rod Tomlinson**

Questions of discipline and classroom management are always a sensitive area to discuss with colleagues but knowing what Steiner's views were and possessing the possibility of referencing them, can assist in maintaining impartial and balanced discussions. Steiner understood our natural reluctance to discuss such matters in college meetings well enough to remark on one occasion that, "We cannot have the attitude that we do not want to discuss the question of discipline in our meetings simply because it is unpleasant. That is exactly why we do need to discuss it."

In my experience, if we can offer the advice to colleagues which we can imagine Rudolf Steiner himself giving, it is the best advice, but if we do not familiarise ourselves with the advice Steiner did give, then our advice can all too often be ill-informed even though well-intentioned.

Surveying all that Steiner said on these questions assists us in acquiring an appreciation of the whole and perhaps in consequence to arrive at the heart of his approach.

TO SUPPORT TEACHERS, COLLEGE & COMMUNITY

# Inner Development & Working with Colleagues, Parents & Community



The Seminar can offer your teachers, leadership staff and parents other courses in inner development and in working together for building a health, highly functioning school community.

- The Seven Virtues for Teachers: Inspiration, Motivation & Stress Management
- The 12 Virtues: A Path of Inner Development for Teachers
- The Art of Communication
- Form And Flow: Steiner's Emphasis on Organisational Structure and Its Relation to Cultural Life in Schools
- The Nature and Role of The College and Why It Matters

# The Seven Virtues for Teachers: Inspiration, Motivation & Stress Management

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Rudolf Steiner outlined seven essential virtues to guide teachers in developing imagination, inspiration and intuition, resilience, and balance. The Seven Virtues also offer practical tools for motivation, stress management, and personal growth. These virtues nurture both inner development and professional practice, supporting teachers in their relationships with students and colleagues.



## The Three Core Virtues:

1. Imbue Yourself with Imagination –  
Cultivate imaginative thinking to enrich teaching and problem-solving.
2. Have Courage for the Truth –  
Strengthen your sense of truth and moral clarity.
3. Sharpen Your Feeling for Responsibility – Deepen your awareness of soul responsibility and willpower.

**Time required: 2x1.5 hours**

**Facilitator: Tania Hungerford**

## The Four Virtues Related to the Human Constitution:

Steiner linked the following virtues to the four aspects of human nature:

1. Initiative (I-Organisation / Choleric) –  
Strengthen willpower and decisive action.
2. Vibrant Interest (Astral / Sanguine) – Cultivate curiosity and engagement with the world.
3. Inner Integrity (Etheric / Phlegmatic) –  
Maintain truthfulness and authenticity in thought and deed.
4. Humour & Renewal (Physical / Melancholic) –  
Stay adaptable, light-hearted, and resilient in the face of challenges.

# The 12 Virtues: A Path of Inner Development for Teachers

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Rudolf Steiner outlined 12 virtues as a path for inner growth, guiding teachers to cultivate balance, clarity, and moral strength in their work. These virtues not only enhance teaching practice but also serve as tools for personal transformation, helping educators navigate challenges with wisdom and resilience.



## The 12 Virtues and Their Transformative Qualities:

Each virtue corresponds to a deeper capacity that emerges through conscious practice:

- |                 |                                    |
|-----------------|------------------------------------|
| 1. Courage      | 7. Selflessness                    |
| 2. Discretion   | 8. Compassion                      |
| 3. Magnanimity  | 9. Courtesy                        |
| 4. Devotion     | 10. Contentment                    |
| 5. Equilibrium  | 11. Patience                       |
| 6. Perseverance | 12. Control of speech and thinking |

A dynamic and experiential course that engages discussion and the arts to deepen our understanding and practical application of these virtues.

**Time required: 12x45 minutes**

**Facilitator: Tania Hungerford**



# The Art of Communication: a Creative Exploration

Communication is the 'Art of Arts'—a dynamic and transformative force that shapes our relationships, work, and inner growth. This course offers fresh insights and practical skills to enrich the way we connect with others.

Together, we will explore various communication skills including anthroposophical considerations:

- Communication in different contexts—personal, professional, and across relationship stages.
- Preparing ourselves inwardly and outwardly for meaningful conversations.
- The art of speaking, listening, and the responsibilities of both speaker and listener.
- Goethean conversation.
- Conflict as a call for development—practical approaches to navigating challenges.
- Engaging artistic exercises—including drawing, poetry, clay work, journaling, and reflective practice—to deepen our understanding of communication.

Open to all, this course requires no prior experience. Whether you're an educator, counsellor, or simply seeking to bring more depth and connection into your daily life, this journey will inspire and equip you with tools to communicate with clarity, empathy, and creativity.



## Recent Feedback

*"Very relevant in my role as a class teacher with colleagues, parents and students."*

*"It is so great to have this at the start of the term as we all work so tightly under sometimes difficult circumstances."*

*"I enjoyed great balance of lecture, engaging activities and discussions. Also the depth of content, accessibility of big anthroposophical ideas, and practicality of content."*

**Time required: 7x2 hour**

**Facilitator: Tania Hungerford**

# Form And Flow: Steiner's Emphasis on Organisational Structure and Its Relation to Cultural Life in Schools

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Our times can be said to be characterised by each individual's striving to self-actualise, to realise their full individuality, to become self aware. This inevitably fractures our previous sense of belonging to groups defined by class, religion, vocation, ethnicity, nationality, gender etc. And yet we cannot thrive – perhaps not even survive – without meaningful association with others. How can we strive to harmonise the individual's need for community and the community's needs of the individual? We seem caught between these apparently irreconcilable demands, and our well-being rests in the balance.

What does Steiner have to offer us in this regard? How can we develop the capacities to achieve mutual understanding and social health in our time? And what do these have to do with the innovative organisational structure of the first Waldorf school? *"I could recognize [the school] they want to form in Paris as being in the spirit of the Waldorf School, only if they organise the school in exactly the same way that we organised the Free Waldorf School..."*<sup>[1]</sup>

Why did the organisational structure figure so prominently in Steiner's readiness to grant his endorsement to schools, or not? To what degree can we still realise the republican ideals and the new social impulse he sought to instigate and cultivate with this structure?

This workshop consists of:

- I. A morning lecture (1 hour and fifteen minutes)  
*(Morning Tea)*
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*(Lunch)*
- III. Workshopping scenarios through drama and enactments from the day's content (1 hour and fifteen minutes)



**Facilitator: Rod Tomlinson**

[1] "...wenn es ganz genau ebenso eingerichtet würde, wie die Waldorfschule eingerichtet ist." Konferenzen mit den Lehrern der Freien Waldorfschule in Stuttgart 1919 bis 1924 Erster Band, Konferenz vom Samstag 24. Juli 1920, 18 Uhr (GA 300a).

# The Nature and Role of The College and Why It Matters

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What is the College and what role was it mandated to fulfill in the original Free Waldorf School? Has its role changed significantly over that last one hundred years? How might we characterize this remarkable new way of working together on the College and how can we effectively strive to work in this new way? Steiner provided an extensive and integrated body of indications to support this endeavor in the first Waldorf School, which we do well to familiarize ourselves with.

This workshop is directed to achieving this and encouraging a strong commitment to implementing Steiner's indications on how we should work together on a College.

*"These College meetings are really a living 'higher education', since the College of Teachers is a kind of permanent training academy. This is because the teachers' every practical experience in school becomes part of their own education. Teachers will always find something new for themselves and for the College of Teachers if they educate themselves through their teaching, gaining a profound psychological insight into the practical side of education on the one hand, and on the other, insights into the children's qualities, characters, and temperaments. All the experiences and knowledge acquired from the teaching are pooled at these meetings. Thus, in spirit and in soul, the College of Teachers becomes a whole, in which each member knows what the others are doing, what experience has taught them, and what progress they have made as the result of their work in the classroom with the children. In effect, the College of Teachers becomes a central organ from which the whole life of practical teaching flows."*<sup>[2]</sup>

This workshop consists of:

- I. A morning lecture (1 hour and fifteen minutes)  
*(Morning Tea)*
- II. Questions, Comments and Discussion of the morning lecture (1 hour and fifteen minutes)  
*(Lunch)*
- III. Workshopping Dramatic Scenarios and Enactments of the day's content (1 hour and fifteen minutes)



**Facilitator: Rod Tomlinson**

[2] Steiner, R., A Modern Art Of Education, Lecture 12, 17.VIII.1923, Ilkley (GA 307).

# Social Life And Anthroposophical Community Building

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***"We Cannot Expect Perfection; We Can Only Strive Toward The Best Possible Situation"<sup>[3]</sup>  
– What Hinders Us Coming Together In Healthy, Fruitful Ways?***

How can we work together harmoniously, self-directing and self-responsible without the imposition of authority? How can we restore trust amongst staff in an institution where it has been damaged or lost?

"Our contemporaries do indeed want social ties, but they want them to have an individual character like that experienced in personal friendships. An endless amount of what goes on between human beings in contemporary life can be traced to a craving for such human communities."<sup>[4]</sup> "This is one of the most important tasks for humankind today and into the future: that human beings should learn to live together and understand one another. If this human fellowship is not achieved, all talk of spiritual development is empty."<sup>[5]</sup> "The true content of the social demands of the present time consists in calling forth mutual understanding among human beings."<sup>[6]</sup>

This Workshop consists of:

- I. A morning lecture (1 hour and fifteen minutes)  
*(Morning Tea)*
- II. Questions, comments and discussion of the morning lecture (1 hour and fifteen minutes)  
*(Lunch)*
- III. Workshopping scenarios through drama and enactments of the day's content (1 hour and fifteen minutes)

**Facilitator: Rod Tomlinson**



[3] Rudolf Steiner, from his Preface to the Fourth German Edition, 1920 of *Basic Issues of the Social Question* (GA 23).

[4] Steiner, R. *Awakening to Community*, Lecture VIII, 2.III.1923, Dornach (GA 257).

[5] "Das aber ist eine der wichtigsten Aufgaben der Menschheit heute und in der Zukunft: dieses Mit-den-andern-Leben, dieses Einanderverstehen. Und solange diese menschliche Gemeinschaftsstimmung sich nicht entwickelt, kann von einer okkulten Entwicklung nicht die Rede sein." Vor dem Tore der Theosophie (GA 95). Steiner's final remarks, Stuttgart, 1.IX.1906, Lecture 11.

[6] *The Fundamental Social Demand Of Our Times*, Lecture V, 'Understand One-Another', 21 December 1918, Christiania (GA 186).

# The Facilitators

## Tania Hungerford



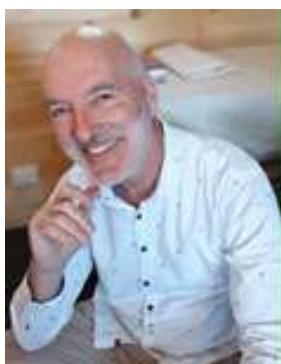
Drawing on a background in sculpture, social science, biography work, counselling and art therapy, Tania Hungerford has been teaching adults and working with Anthroposophy for 25 years. She teaches units including Sculpture, Form Drawing, the Twelve Senses, Human Development, the Four Temperaments, Professional Communication and Conflict Resolution, understanding and working with trauma, and developing inclusive teaching practices for working with children with individual learning needs. Tania has offered many professional development programs to Waldorf teachers in schools around Australia and Asia.

## Tom Hungerford



Tom Hungerford has been teaching at the Seminar for 30 years. He has taught in Steiner Schools for over 25 years as a Class Teacher, Bothmer Gymnast and Physical Education Teacher, and taught extensively in the high school in the Hard Crafts. He teaches Anthroposophical Studies, Pedagogy, Epochs, Pedagogical Drama, Hard Crafts, Festivals, Physical Education. He continues to offer teaching to schools with artisan programs.

## Rod Tomlinson



Rod grew up in Tasmania, encountering Anthroposophy while at the University of Tasmania studying classical and modern European languages. He helped establish Tarremah, the first Steiner school in Tasmania and has since been involved in a number of other Australian Steiner schools over the past forty years as a Primary Class Teacher, a High School Class Guardian and English, Literature and History teacher. Rod has also worked in school management and governance roles in NSW, Tasmania, Western Australia and Victoria. In the course of his work, Rod is frequently invited to deliver talks to parents, colleagues and teacher trainings across Australia. Rod's devotion to Steiner education is characterised by a close reading of Steiner's original indications to teachers and educators, as a foundation for teachers to seek out fresh, meaningful, individualised expressions of Steiner's thinking for today.

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For more information on bringing these or other courses to your school, please email Robin at [office@steinerseminar.edu.au](mailto:office@steinerseminar.edu.au) or call on (03) 9876 5199 to discuss your needs.

