

	9:00 – 11:00	11:00 – 11:30	11:30 – 12:30	12:30 – 1:30	1:30 – 2:30	2:30 – 5:00
Day 1	<p>Iris: <i>Devil's Grandmother</i></p> <p>Three war-weary soldiers abscond; its either starvation or the gallows. In comes the Devil: sign here, you'll get seven years of plenty, I'll get your souls, unless you solve a riddle. The Devil's Grandmother offers a cunning way forward, but it takes courage & the answers to the unanswerable riddle must come from all of us. We'll explore what 'War Economy' is & why it determines the basis of all competitive economics.</p> <p>Gillian: Steiner's educational approach is healing & harmonising in its capacity to manifest awakening consciousness of individual & collective destiny. In the cultivation & unfolding of willing, feeling & thinking, Steiner's indications for education place the development of individual freedom, ethical individuality, & critical & creative thinking, as central in shaping a better future.</p>	Tea break	Hamish: Intro to Threefolding, Economic life	Hamish & Iris Playing the Game: Landlord's Game & Monopoly	Lunch	<p>Hamish, Gillian & Iris (conversation over three days drawing on the experiences, insights and ideas gained through games and stories).</p> <p>The <i>Fundamental Sociological Law</i> separates the idea of working for the wellbeing of others from the idea of income.</p> <p>Working for income means: we suffer a 'clouding of our karma'. We cannot find a way to perceive and live out our destiny, because our sacred task is distorted measured, calculated and enumerated.</p>
Day 2	<p>Iris: <i>The Man in the Bearskin Coat</i></p> <p>Exploring powerful images of social isolation & what it means to lose human connection, & how social justice, compassion, generosity, conscious care for the other & community are the essence of what makes us human.</p> <p>Gillian: What does 'collaborative nature of Steiner education' mean? We'll explore this through the function of the College of teachers, the heart & soul of the school, & the impact of republican & democratic methods that have found their way into current school constitutions & organisations.</p>	Tea break	Hamish: Intro to Threefolding, Rights life	Hamish & Iris New Games – New Communities <i>CoQuest, CoQuest Threat</i> , developed by Michael Howard, are about working together to achieve outcomes we all need.	Lunch	<p>The <i>Fundamental Social Law</i> is an economic law. It applies and works in social life with the same necessity laws work in nature. Rudolf Steiner speaks in this context deliberately of 'health' and 'well-being', because our current economic system is sick. It is based on people being forced to work for wages that have no relationship to their real needs nor do they - or can they ever - reflect the true value of our individual labour. We work to survive, driving increasing competitiveness, greed, and egotism into social structures. In this toxic system, no one can freely inquire of themselves: what have I come to do here on this earth out of love and devotion to humanity? How do we work out of Threefolding to create a humane future?</p>
Day 3	<p>Iris: <i>The Woman with the Silver Hands</i></p> <p>Folktales offer dilemma, questions & contradictions, constantly question our collective ethics to develop our individual, autonomous & conscious Self. This gives us the courage to say: I'm going to do what I choose to do in freedom - not out of fear of reprisals.</p> <p>Gillian: Why did Steiner consistently emphasise the value of social threefolding as a foundational aspect of education? The emancipation of education - what needs to be done & why there is an imperative to build individuals & communities who share values & a collective vision for the future.</p>	Tea break	Hamish: Intro to Threefolding, Cultural-Spiritual life	Hamish & Iris Putting Our World Back Together: The <i>Social Puzzle</i> creates an experience of how to solve the 'Social Puzzle'.	Lunch	