

Working with Rhythm and Movement in the Curriculum

Exploring the positive influences on healthy child development and how the teacher can use this information in the classroom

Deepening our understanding of how children learn, based on Steiner pedagogy and child development

Methodology

1 Activity - Structured Rhythmic Movement

In the workshop, participants will experience themselves learning something completely new for the first time, just as children must do every day. They will also have the opportunity to observe each other during this group process, watching the various learning styles.

The Ta Ke Ti Na circle crafts cycles of instruction and freedom, phases of order and chaos to transition to a higher levels of challenge and complexity. This interplay of freedom and boundaries supports individualised embodied learning.

2 Open Feedback session

Here the teachers are invited to speak freely about the movement experience raising questions/discussion about themselves, children and the curriculum.

3 Presentation

(some or all of these themes depending on time/need)

- How Rudolf Steiner described the importance of rhythm and movement for sensory-motor learning and healthy development. The therapeutic and pedagogical foundations behind the Waldorf curriculum.
- application for teachers in the classroom and in learning support.
- the connection between outer rhythms (eg in morning circle) and the inner physiological rhythms of the child at different ages.
- What is occurring in the child's physical development, which indicates what is taught in the primary school Steiner curriculum 1-6 ?
- What is occurring in the child's emotional/soul development which influences engagement with the curriculum.
- understanding the metamorphosis of soul forces in the growing child

feedback from previous workshops

This workshop has been delivered at Shearwater, Noosa Pengari, Rainbow Ridge and Candlenut Schools as well as teacher training in India and Australia with very good outcomes:

Hi Michael

thank you very much for the activity you brought to our workshop with Lakshmi.

It was enjoyable, inspiring, relevant, challenging and unifying - everything one looks for in good professional development activities!

Your way of facilitating was considerate and engaging.

The teachers expressed how much they enjoyed and were nourished by the activity and the way it reflected the topic of the workshop

Thanks again and enjoy your travels

Catherine Durnham (Rainbow Ridge School PD co-ordinator)

"once we go into these rhythms there is an underlying simplicity.. that is exactly what we are trying to bring for the children."

"thats the kind of workshop i need as a teacher. Sometimes in PD its all too much information..hearing things over and over...its like i know that, i know that... but it doesnt help me, doesnt feed me , doesn't give to me any more. I need to do more of that rhythmic work.. because thats what i need to bring to the children.. and to know how i can bring it to the children is where my questions always lie now.

for me i dont just want to do rhythmic work with the children because they said at Steiner training "do this.. or do that".. i want to find what my children require..what rhythms my children need..the rhythms that suit these children now.

I felt revitalised and energised by it..but more than that.. that it took me to a place of understanding on a deep level."

The body rhythms are going on all the time.. thats is in our physiology..and when i connect to that..then i connect to the bodily wisdom.. which is related to the spirituality of the human being..it helped me to be able to observe that in the other...that is a deep and subtle thing which is difficult to put into words.. I am interested being able to observe children in their movements.and this helped with that because we observed ourselves!.. "

(comments are from class teachers)