Steiner-based Academic Research and Tertiary Education in Australia

Research Data Compiled by Jennifer M Gidley (June, 2008)

Commissioned by the Rudolf Steiner Schools of Australia: An Association (RSSA)

PART A: STEINER-BASED ACADEMIC RESEARCH
(Substantially informed by Steiner philosophy or pedagogy)

1. PhD research

1.1 PhD Research completed
(Listed in chronological order of completion)

1.1.1 Steiner Education/Pedagogy

Dr. Hoffmann, N R (1998), University of Newcastle, NSW, Australia

Title: Goethean phenomenology as the unity of science and art: An educational pathway towards 'living thinking'.

Abstract: This thesis has two main themes: the first is the estrangement of art from science in contemporary culture and the destructive effects of this separation on both nature and culture. The second theme is the question of what constitutes a 'living thinking', a thinking which can be said to be responsible for living things. What becomes the focus of the discussion is the German Naturphilosophie movement, in particular the approach of Johann von Goethe to the study of nature. There are also two principal sub-themes: the first is that the four traditional Elements can be understood as a pathway of Goethean phenomenological research. Such a pathway was pointed to by Rudolf Steiner - he named the stages of thinking: 'physical cognition', Imagination, Inspiration and Intuition, corresponding to Earth, Water, Air and Fire respectively. Following an elucidation of the 'Elemental stages of cognition', the kingdoms of nature are discussed in terms of insights derived from imaginative and intuitive forms of cognition. Goethe's understanding of the process of natural evolution is compared to that of Darwin as well as to ideas coming from the contemporary 'complexity sciences'. This exploration of the kingdoms leads on to a presentation of an original Goethean phenomenological study of several features which occur together in a particular Australian environment - a mineral, a plant, an animal, and a series of Aboriginal rock-engravings. The second main sub-thesis is the proposition that Goethean phenomenology could become a significant educational method in the future, at both the school and the university levels. This subject is entered
into by way of a discussion of the traditional notion of the curriculum as the path towards universal knowledge and an exploration of the meaning of wisdom as it relates to the process of formal education. The holistic pedagogy of Rudolf Steiner is discussed as an example of a twentieth-century educational impulse which is founded upon a Goethean approach in the teaching of both the sciences and the arts. In the final sections, on the transformation of university education through a Goethean phenomenological approach, the study of medicine, singing and architectural design are considered as aspects of an all-embracing ecological discipline.

**Dr. Mazzone, Alduino (1999), University of Adelaide, SA, Australia**

**Title:** Waldorf teacher education: the implications for teacher education of Rudolf Steiner’s educational philosophy and its practice in Waldorf schools.

**Abstract:** This study is a critical analysis of Waldorf teacher education in Australia. Beginning with an exposition of the central tenets of Rudolf Steiner's philosophy and educational theory, and his lectures to teachers, the author identifies what he sees as the requirements and characteristics of an ideal Waldorf teacher education program. The study next investigates the development of Waldorf teacher education provision in Australia, and surveys a wide cross-section of teachers and teacher educators in Australian Waldorf schools, to ascertain the type of preparation they received or have contributed to, and elicit their views as to its strengths and weaknesses. These findings are then critically analysed, making comparisons with Waldorf teacher education programs in other countries. The feasibility and implications of including a Waldorf course in a main-stream teacher education Faculty in Australian universities are discussed, in relation to current prevailing government policies regarding schooling and the values and emphases which these impose upon state university courses. The study concludes with proposals for change and improvement in Waldorf teacher education provision in Australia to make Waldorf teachers better prepared to educate Australian children for the 21st century, still in keeping with the essential values of Steiner education.


**Dr. Stehlik, Tom (2001), University of New England, NSW, Australia**

**Title:** Each parent carries the flame: Waldorf Schools as sites for promoting lifelong learning, creating community and educating for social renewal.

**Abstract:** This study explores the notion of the adult learning community in the context of Steiner Education in Australia by focusing on the community associated with one particular school - the Mt Barker Waldorf School for Rudolf Steiner Education. The research question was framed as: To what extent is the Mt. Barker Waldorf School a learning community for adults, and in what ways does such a community encourage and facilitate lifelong learning for adults involved with the school, particularly parents? In the text that follows the voice of the researcher and the discourse of the school community provide a narrative account of the ways in which a community of practice is created and sustained through informal learning situations that become legitimised by the context described: that of an intentional learning
community based around shared values and beliefs. Waldorf Schools are based on the educational philosophies of Rudolf Steiner, which include recognition of the human being as a spiritual as well as a physical and intellectual entity. This thesis proposes that Steiner/Waldorf Schools function in a much broader sense than just pedagogical institutions; that they represent not only an alternative educational system but create the possibility for social and spiritual renewal for the wider school community and ultimately society as a whole through the promotion of lifelong learning. The findings suggest that parents who choose a commitment to Steiner Education embark upon a learning journey that can be symbolised by the image of 'carrying the flame', and that the Waldorf School community nurtures this flame through: practical activities associated with maintaining the physical, social and spiritual fabric of the community; providing a context for personal meaning-making and reflection on values; legitimising the role of parenting as a vocation and promoting parenting education; and inspiring individuals to acknowledge and explore their own destiny learning.

Ward G C (2002), University of Notre Dame, Australia, 2002

Title: Narrative, meaning making and personal development: Teachers' storied experience in Montessori, Steiner and other primary classrooms.

Abstract: This study explored how narrative was being used to foster meaning-making in Montessori, Steiner, Government and Catholic schools. In-depth interviews of twelve teachers from the four educational settings were used to collect teachers' stories that comprised the data on narrative use. NUD*IST software was employed to organise data and to focus on emerging concepts through data analysis. A wide spectrum of narrative uses related to meaning making was revealed. These varied understandings support using narrative to foster insight on three levels relating to several theoretical views of narrative and its importance. Firstly, narrative was recognised by the interviewees as a powerful linguistic structure essential for decoding and encoding oral and literary communications. The importance of oracy was highlighted by several interviewees, and most effectively demonstrated in the Steiner classrooms. From the teachers' storied data, it became apparent that an integrated or balanced language approach evolving from whole language strategies is widely valued in the Government and Catholic schools to foster the development of literary skills. Montessorians varied in how they have adopted this balanced language approach. In a second pattern, teachers indicated ways that narrative is used in their schools to deepen children's understanding of their personal journey in the context of their community and culture. Means of making children aware of the human journey include exposure to life rhythms, festivals, rituals, and the stories of their communities representing various cultures and generations. Multiple approaches used to nurture an authentic voice in the classroom include collaborative literary explorations, sharing sessions, multi-level questioning, and biographical and autobiographical studies. On a third level, some interviewees revealed that they used narrative to foster transformation by motivating students through experiences of wonder, encouraging reflection and journaling, and introducing virtue and value education through literary and personal narrative. Montessori, Steiner and some contemporary pedagogies
support the view that a strong cultural identity and exposure to archetypes and universal themes contributes to spiritual transformation by celebrating an individual's uniqueness as well as his/her role in an interdependent universe. There is evidence that 'big stories', 'themes' or questions presented in narrative form contribute to integrating the disciplines of a curriculum and thus make it more meaningful.

**Dr. Nielsen, Thomas (2003), La Trobe University, Victoria, Australia.**

**Title:** Rudolf Steiner’s Pedagogy of Imagination: A hermeneutic phenomenological case study.

**Abstract:** In this doctorate study of Rudolf Steiner's notion of imaginative teaching, seven original imaginative teaching methods (drama, exploration, storytelling, routine, arts, discussion and empathy) are introduced via phenomenological moments, followed by analysis and discussion. The thesis concludes with the argument that, whether or not the quality of these methods depends on the ethnographic context in which they were identified (Steiner schools), the methods might nonetheless inspire modification of existing efforts in mainstream education to cater for the imagination.

**1.1.2 Steiner Philosophy as Broader Context for Pedagogical Understanding**

**Dr. Bignell, Barry (2000).** University of Western Sydney, NSW, Australia

**Title:** Musical utterance as a way of knowing: A contemporary epistemology of music.

**Abstract:** This thesis takes its start from the identification of a gap in knowledge between the act of musical utterance and its significance for human being. Based on the proposition that music education could benefit from what it most appears to lack, a deep epistemology, the study first examines the knowledge gap as an epistemological omission in music curriculum and discourse, and then argues the case for retrieval of a logos epistemology to rectify the omission. The recovery of the meaning of the musical act, it is argued, is an ethical, biographical initiative taken up by the individual who senses the need to strive towards freedom of moral decision.

Recovery consists in developing an epistemology specific to human utterance, namely, a logos epistemology. Since the logos is an original form-bestowing power whose sanctuary is the human being, it seeks and finds expression in uttered forms, and it is through fully conscious observation of one's own contribution to the emergence of these forms that one can find oneself as knower. It is significant that it is characteristic of the logos in the current era, however, that it is hidden from the (dual) perspective which humanity has taken up in its cognitive evolution. The condition of its recovery, then, is that it must be 'unconcealed' for it is obscured by its own forms, and consequently, by aesthetic and linguistic theory derived, not from efforts made towards enhanced musical experience, but inferred from the sense-perceptible elements of experience.

It is argued that it is educationally responsible to cultivate the individual's latent epistemic resources, namely, self-observed, consciously directed intentionally, so that
the meaning of the original experience of musical phenomena, tone and interval, can
be raised to awareness, and musical culture renewed.

Dr. Anderson, Adrian (2005), Monash University, Victoria, Australia

Title: Dramatic Anthroposophy: Identification and contextualization of primary
features of Rudolf Steiner’s ‘anthroposophy’ as expressed in his 'Mystery Drama', Die
Pforte der Einweihung (The Portal of Initiation)

Abstract: Dramatic Anthroposophy is published by Otago University and is the
first academic assessment, world-wide, of Rudolf Steiner's spiritual-esoteric
worldview. This thesis is also the first doctorate to critique a Steiner literary work,
namely one of his 'mystery dramas', The Portal of Initiation, which is itself a
dramatization of an esoteric fairy tale by Johann W. von Goethe, Das Märchen.
Academic involvement with Rudolf Steiner's worldview is rare; in recent years
however, there have been some academic papers on the practical application of
Steiner's teachings, such as in education or in social theories. The identification and
contextualizing of the primary elements of Steiner's 'anthroposophy' has not been
previously attempted academically; this is in part because Steiner's works were viewed
as too mystical, and partly because they comprise some 360 volumes in German.
Steiner's drama The Portal of Initiation presents the experiences which befall a student
seeking spiritual development, and as such incorporates all of his ‘anthroposophical'
teachings.

Dr. Steele, Robin, (2005), Edith Cowan University, WA, Australia

Title: A hermeneutic phenomenological study of/in transformation: An embodied
and creative exploration of therapeutic change, through psychophonetics psychotherapy

Abstract: A review of recent literature on therapeutic change reveals a growing
body of research which focuses on what works from the client’s point of view in
facilitating positive change. This longitudinal study addresses the need for further
research into the meanings of therapeutic change itself, especially as lived from the
client’s perspective.

A phenomenological and hermeneutic approach is used to capture the rich
complexity and holistic nature of therapeutic change through psychophonetics
psychotherapy. It centres on the individual meanings of therapeutic change, from the
client’s perspective, as a consequence of participating in (and out of) psychophonetics
(previously called Philophonetics) psychotherapy, over a period of about one year. In
the therapy sessions, the client’s experiences of change were explored within and
beyond talk therapy, using a range of creative and expressive non-verbal modes of
knowing, such as body awareness, gesture, movement, visualisation and sound
therapy, as well as drawings, paintings, poetry, and clay-work.

Six men and women completed a total of four open-ended, semi-structured in-
depth interviews during, and after completion of therapy. The general research
question asked participants to describe in as much detail as possible how they
perceived their experience of therapeutic change. The interview transcripts were
studied, using an experiential/expressive and intuitive empathy-in-action research
method. Activities and soul processes (as transformed life processes) were identified and portrayed with in-depth thick descriptions, and with creative artistic expressions, of four participants’ stories of change over time.

Through hermeneutic interpretation, the research process develops as a transformatory process revealing and creating an holistic understanding of the meanings and mystery of therapeutic change. It incorporates the complex, multidimensional perspectives of the human being, as body, soul and spirit. The evolving nature of the study forms into three main parts: “Discovering the way-bodying forth,” comprises four participants’ stories of change over time; “Crossing a threshold” reveals the central importance of the “I am” and how we respond to experience, to make meaning from this; and the third part, “The unfolding of enfolding” shows how the “I” can awaken through thinking, feeling and willing. This comes from the participants’ stories, where three types of therapeutic issues – orientation, resourcefulness, and empowerment – are identified and described, as interweaving with each other and leading to a more authentic expression of the “I am” in relationship to self, others and the world.

A reflective dialogical process is engaged with, through supervisory team meetings. These conversations were tape-recorded, transcribed with extracts included in the study, to show how we all can contribute as participants in the activity of researching change. In addition, reflective summaries written by the supervisors are included in the epilogue. Re-searching self, is an integral part of the study, as an ongoing embodied and ensouled parallel processing, showing how attentiveness to the transformative power of the inner life, becomes a source for a “living thinking” and “living methodology,” in which the whole human being participates.

This in-depth inquiry leads to a greater understanding of the meanings of interpersonal change and intrapersonal change processes, which offers an increased integrative and holistic understanding into the essential meanings and creative possibilities of therapeutic change.

1.2 PhD Research in Progress
(Listed in alphabetical order)

1.2.1 Steiner Education/Pedagogy

Gidley, Jennifer M, (2008) Southern Cross University, Lismore, NSW, Australia

Title: *Evolving Education: A Postformal-integral-planetary Gaze at the Evolution of Consciousness and the Educational Imperatives.*

Abstract: This conceptual dissertation is both a study of, and an enactment of, the evolution of consciousness for the purpose of evolving education. The research draws attention to and situates itself within four complex, interlinked challenges: the current planetary crisis; the epistemological crisis underpinning it; the global youth *problematique*; and the inadequacy of the modernist, formal education model to meet these challenges. The research aims to identify and elucidate a new movement of
consciousness through integrating and cohering literature on postformal, integral and planetary consciousness in conversation with literature from a variety of postformal pedagogies. It does so through what I refer to as postformal research, which I distinguish from formal research in numerous ways. The most obvious ways in which this dissertation differs from a standard social sciences dissertation is that it interweaves three different types of text throughout the dissertation, each visibly distinguished by a colour-coded facing sheet.

The five main chapters are academic publications, developed and published as part of the research process. The key research focii of the dissertation are addressed in each of these five chapters. Chapter One identifies features of the youth problematique and the broad cultural pedagogical context surrounding it, through a layered analysis of causal factors. Chapter Two provides a macrohistorical context for understanding the relationships among education, evolution of consciousness and culture. Chapter Three undertakes a broadening and deepening of the evolution of consciousness discourse through incorporating integral theoretic approaches including heterodox evolutionary narratives that offer alternative interpretations to classical Darwinism. In this chapter, I engage in an integral hermeneutic analysis of the evolutionary writings of Rudolf Steiner and Ken Wilber in the light of Jean Gebser’s structures of consciousness. I weave an epic but pluralist narrative tapestry created from an interweaving of these three alternative views of evolution. Chapter Four draws out significant features of the new consciousness and distils new understandings of evolution in a form suitable for engaging the current education discourse. Chapter Five contributes significant new perspectives to educational philosophy. This final chapter offers an aesthetic-philosophic alternative to scientism for present and future cultural pedagogical practice by identifying four core values that are seeds for evolving education in line with emerging shifts in consciousness.

In addition to the five chapters, the Prologue introduces the research, provides an overview of the dissertation and a preliminary discussion of my substantive content, the evolution of consciousness, and my pragmatic interest in cultural pedagogical practice. The Metalogue discusses my integral evolutionary philosophy, my transdisciplinary epistemology, my complex methodology of theoretic bricolage and my role as researcher. Finally the Epilogue summarises the significance and limitations of my research, evaluates it, and offers some suggestions for further research and closing reflections. It is proposed that a more conscious evolution of cultural pedagogical practice informed by postformal-integral-planetary consciousness may be more responsive to addressing the crises and complexities of the future.

Haralambous, Bronwen Gail, University of Canberra, ACT, Australia.
Working Title: Building Bridges: A re-evaluation of Steiner and the future direction of teacher training courses in a postmodern context

Rushton, Stuart, Macquarie University, NSW, Australia.
Working Title: Problematising Change: Steiner/Waldorf education and ICT.
Research Focus: The research looks at complex technology in
Steiner/Waldorf education settings with a particular focus on young learners. The study is situated within the broader context of technology and is viewed through the lens of educational change. Major themes include: the nature of young learners in a Steiner/Waldorf setting, technology as techné, ethics and educational change, and conversations with Steiner/Waldorf teachers.

1.2.2 Steiner Philosophy as Broader Context for Pedagogical Understanding

Ginges, Hal Jon, University of Western Sydney, NSW, Australia

**Working Title:** The Act of Knowing: Intuition and Archetype in the Epistemology of Rudolf Steiner

**Research Focus:** Steiner's early, specifically philosophical writings - his Goethe studies, Truth and Knowledge and Philosophy of Freedom

Killian-O'Callaghan, Danaé, School of Music, VCA, The University of Melbourne

**Working Title:** The Music of Wandering Stars: Virginia Woolf's The Waves and the New Experience of the Spheres'-Harmony

**Research Focus:** The thesis is epistemologically informed by Rudolf Steiner's anthroposophy.

Therkleson, Tessa, Edith Cowan University, WA, Australia

**Working Title:** A phenomenological study of the experience of the ginger compress with people who have osteoarthritis – research study in Australasia.

**Research Focus:** A research study is currently in progress in New Zealand and Australia involving five anthroposophic doctors, nine anthroposophic nurses and ten participants with osteoarthritis who are receiving a series of ginger compress treatments. The ginger compress is reputed to have universal application due to its warming qualities which lead to a corresponding relaxation and strengthening in both the physical and emotional bodies. This is a PhD study, which began with a trip to traditional clinics in China as well as European anthroposophic hospitals.

2. Masters Research

2.1 Masters Research completed
(Listed in chronological order of completion)

2.1.1 Steiner Education/Pedagogy

Mullins, Darrell K (1983) Monash University, Vic, Australia

**Master of Education**

**Title:** The educational theory and practice of Rudolf Steiner.

**Abstract:** This thesis examines the educational theory and practice of Rudolf
Steiner (1861 - 1925). The thesis considers the place of Steiner as a legitimate contributor to educational theory and practice. As there are over 250 Steiner schools both for normal and handicapped children the main argument developed is that the existence of these schools warrants more than a passing investigation. The thesis is divided into two sections, where the first concerns the philosophy of Rudolf Steiner and the second relates to the educational practice. By selecting the concepts of development, curriculum and teaching, a general comparison is possible between what Steiner intended in the original school and today's interpretations observed in the modern Steiner Schools. A detailed explanation of the growth and development of the first Steiner School in Stuttgart in 1919 and of the three Australian Steiner Schools is presented with the intention to provide a comprehensive view of curriculum both in the original school and the modern schools. The features of pedagogy are discussed in terms of their relevance for today's education.

Manassen, Charlotte M (1991), University of New England, NSW, Australia

Master of Education

Title: Rudolf Steiner and the pedagogy of reading and writing: Study of a holistic model.

Abstract: Contemporary research in linguistic and cognitive developmental areas has provided a wealth of information which is highly relevant to the planning of a curriculum for reading and writing, there is little evidence that this knowledge is constructively used. In general, pedagogical strategies do not rest on solid theoretical foundations. The present thesis focuses on a model in which theory and practice are fully interwoven and in which findings from many disciplines are incorporated. The model referred to was founded by Rudolf Steiner in the early decades of this century. For about seventy years it has adhered to a system of instruction that includes philosophical, cosmological, historical, biological, orthographic, linguistic and cognitive perspectives claimed by its founder to have been derived from a non classical type of research. The aim of the thesis is to throw some light on the principles on which Steiner's model is based, on the strength of his theories, on theory practice cohesion and on the model's practical functioning. It is not intended to present a comprehensive critical analysis of Steiner's model. The thesis first examines Rudolf Steiner's theoretical postulates, appraising them against relevant contemporary information from various disciplines: palaeontology, neurophysiology, linguistic and neurolinguistic research, Piaget's genetic epistemology and 'New Physics'. The salient features are then examined in their applied form, as designed and presented by Rudolf Steiner. They are then further appraised against relevant contemporary findings from linguistic studies and cognitive developmental research. It will be argued that Rudolf Steiner's system of teaching reading and writing offers a complete and holistic philosophy of education. The theory is compatible with progressive trends of inquiry and with some findings from mentioned disciplines. The model presents a consistent theory practice cohesion and continuity. The curricular design is fully concordant with contemporary information in the fields of child development and linguistics. The system is fully child centred. A visit to the first Rudolf Steiner school in Australia
indicated that the model is also highly practicable, with students producing a high standard of work. It is concluded that Rudolf Steiner's pedagogy of reading and writing is a viable model justifying recognition.

Irving, Dale Meredith S (1991), Murdoch University, WA, Australia

Master of Education

Title: Steiner and wholistic education: Alternatives for mainstream education?

Abstract: The thesis postulated in this dissertation is that holistic education is important to and feasible within mainstream education systems. A more balanced curriculum (including the affective and spiritual domains), smaller sized schools and greater teacher participation in decision making could promote the attainment of full human potential for students. Appropriate methodologies for the study are found in feminist and action research. The literature review considers the concept of the ideal human as an attainable goal and aspects of Rudolf Steiner’s ideas are presented to enlarge the description of an example of holistic education, Waldorf education. The study describes the climate of the Perth Waldorf School as an embodiment of Steiner's educational ideas. The experiences of teachers, parents and students are used to develop an overview of holistic education and it is compared with the public education system. Some dissatisfaction with mainstream education is evident in the questionnaire and interview responses of the teachers, parents and students at two state schools. Thus the effectiveness of the large scale educational organisation is considered in relation to the small, human scale approach of the Waldorf School. Yet it may not be relevant for all schools and students. Thus it is suggested that the minischool concept could provide a range of options to cater for and permit diversity. Balance may thus be possible for both the individual and the organisation.

Bignell, Barry (1994). University of Melbourne, Vic, Australia

Master of Education

Title: Active participation in the emergence of musical phenomena: A commentary and guide.

Abstract: It is intended that this work be used by students of music, and specifically, by students of conducting. For that reason, it is both epistemological commentary and development guide.

Part A of the study identifies a perceived deficiency of artistic feeling in contemporary musical life. It argues that human consciousness is a continuum which, as it evolves, develops modes of thinking which it believes to be appropriate for human existence in the world at this time, and further, that the history of humankind is, at the same time, a contraction of consciousness rather than, as is commonly thought to be the case, an expansion.

The commentary argues, correlative, that in seeking freedom from dependence, consciousness has not only developed thinking which it believes to be applicable to all human endeavour, but has unwittingly accommodated modes of thinking which are singularly inappropriate for the creation of artistic as distinct from acoustic phenomena.
The discussion centres around the cognitive confusion in formal education and in musical life generally, a situation which, it is contended, has grown out of failure firstly, to recognize the above mentioned cognitive distinction, and secondly, to formulate epistemological questions in a manner which might lead to the explication of musical knowing, or that which enables us to be musical prior to any speculation about what music is.

Part B of the study, which grew out of a period of phenomenological research, takes the form of a corrective to the hidden presupposition that musical artistry is an expression of self dependent or unconscious inspiration rather than a liberation of potentially perfect, and therefore, objective tone-forms, whose actualization in sound is reliant on conscious acts of imagination leading to intuition.

For musical purposes, the retrieval of this lost but essential mode of thinking is possible only through the acknowledgement of a more capacious, qualitative concept of knowing, and in the systematic education of previously neglected inner faculties.

As a method, Part B of the study is an experiential response to the questions, “How does a musician know a musical tone?” and “Can this knowledge be drawn on to enhance performance?”

McMurtry, M A (1994), University of Sydney. Sydney Conservatorium of Music, NSW, Australia

Master of Music—Music Education

Title: The effect of skill specific training in the use of audiation, enactive reflection, and tonal chroma concepts, on written dictation and sight-singing skills and some emergent relationships.

Abstract: This study investigated the effects of different types of training on the acquisition of sight-singing and written dictation skills of forty eight adolescent students at varying levels of musical development. The subjects of the study were Year 8 students attending a middle class, coeducational, suburban, Steiner School, who were randomly assigned to three groups, two treatment groups and a control group. Two ten-minute training lessons were administered to the treatment groups each week over a period of thirteen weeks. Subjects in the sight-singing treatment group were taught to sing from traditional notation using solfa syllables, and subjects in the written dictation group were given experience in listening and translating sounds into solfa syllables before attempting to notate them. In both groups tonal chroma concepts, audiation skills and reflective thinking were emphasised. Rhythm was used as a device to group the pitch notes into tonal patterns within melodies. At the end of the treatment period all three groups were tested on three researcher-designed tests; a multiple choice audio-visual group test, a group written dictation test with open-ended answers, and an individual sight-singing test. Importantly, treatment differences accounted for 30% of the variance on the sight-singing test (p < .000). A subsequent factor analysis of the criterion variables isolated two factors, namely, a common musical attributes factor, Factor 1, with factor loadings of .83 on the open-ended test and .88 on the sight-singing test, and an audio-visual factor, Factor 2, with a loading of .96 on the original audio-visual test. A subsequent analysis of covariance...
demonstrated that group treatment had a significant effect (p < .000) on Factor 1 and, in fact, accounted for 24% of the variance explained by Factor 1, but not Factor 2. The training given to the sight-singing group allowed for more successful and faster skills development than the training given to the written dictation group. However, both types of training allowed subjects to achieve better results than those subjects in the control group who received no specific training in either skill. Correlation coefficients among the control variables of prior experience, tonal imagery aptitude, sex, and age indicated varying degrees of influence on subjects' test results. Results of this study imply that the sight-singing and written dictation skills require skill specific training, and that skills required for written dictation are best acquired after some skill in sight-singing is accrued. Both skills ultimately rest on the ability to audiate, and to reflect on performance, while at the same time drawing on a cognitive construct built from the interaction of perception and concept formation. Written dictation skills, however, appear to require even more, and thus represent the pinnacle of notational skills.

Maeder G, (1995) University of Newcastle, NSW, Australia
Master of Early Childhood Education
Title: Parents' reasons in the Hunter area for choosing a Montessori school, Steiner school or home schooling for the early schooling of their children.

Abstract: This is a report of a small study concerned with parental choice of non-mainstream schooling. The study focused on mothers in Newcastle, whose children, under eight years of age, are registered as home schoolers, or enrolled either in a Montessori or a Rudolf Steiner preschool. The intention was to investigate in an essentially qualitative way, parents reasons' for choosing one of these types of private schooling for the early schooling of their children. Results show that three types of schooling are partly chosen because of the particular alternative educational approaches they present: the Montessori method because it encourages individual learning in an harmonic environment, the Steiner school because of the integration of arts and nature, and home schooling because of its 'family orientation'. There are characteristics that are shared by all samples: most participants indicated an interest in a strongly child centred and holistic approach, values that differ from the average and mothers' own school experiences showed as further relevant factors. The personal construct grids demonstrated the connection of early authority figures and the meaning given to education and schooling. While generalisations have to consider the small sample and the scarcity of literature, the study nevertheless provided a broad picture of the process of choosing a type of private schooling in regard to individual choices, which raised questions of schooling and education relevant to everyone concerned with education.

Judd, Mariane (1996), University of Canberra, ACT, Australia
Master of Education
Title: The efficacy of a reading recovery program or an extra lesson program in comparison to no intervention for children having difficulty reading in their second year at school.
Abstract: The purpose of the study was to investigate the efficacy of a 'Reading Recovery' or an 'Extra Lesson' program in comparison to no intervention for children having difficulty reading in their second year at school. 'Reading Recovery' is an intervention program developed by Marie Clay to assist children who are showing signs of having difficulty learning to read after the first year at school. 'Reading Recovery' uses a whole language approach. The assumption is that given a second chance in a 1:1 structured learning environment, with a trained Reading Recovery teacher, the child will learn to read at an age appropriate level. The 'Extra Lesson' intervention is based on the paradigm of Rudolf Steiner's concept of education, which is a holistic developmental approach. The assumption is that there is a relationship between learning and development in the first seven years of the child's life. The 'Extra Lesson' assessment tests for and identifies developmental difficulties within the first seven years of the child's life and skills testing clarifies if the child has any significant learning difficulty. The 'Extra Lesson' intervention is a 1:1 program, based on a holistic developmental perspective of Rudolf Steiner, to work with the child's difficulties. The efficacy of both interventions was evaluated by using a case study design with embedded forms of analysis and a pre-test post-test non equivalent control group quasi-experimental design to measure the changes in the children's reading skills, processing speed, short term auditory memory and awareness of body geography. Follow up tests were administered 10 months after the post-tests. Case studies have been used to present the data collated for individual subjects and graphs were used for the analysis of group data. All the subjects showed an improvement in reading skills from the pre to the post-test. At follow up all the subjects tested continued to show an improvement in reading skills. Both interventions were shown to affect the subjects reading skills. A comparison of groups showed a slight measurable difference between the 'Reading Recovery', 'Extra Lesson' and Control group, with the 'Extra Lesson' showing a slightly larger improvement in sight word recognition. The treatment and Control groups' Writing Vocabulary increased from the pre to the post-test. The 'Reading Recovery' and Control groups' Writing Vocabulary decreased and the Extra Lesson group continued to improve at follow up. All the groups showed an improvement in short term auditory memory at the post-test and the Control and 'Extra lesson' groups continued to increase slightly at follow up and the 'Reading Recovery' group remained relatively constant. All the groups had relatively constant scores on Processing Speed from the pre to the post-test and at follow up. Neither intervention showed a measurable effect on Processing Speed. All the groups showed an improvement in graphical representation of body geography at the post-test and at follow up. The 'Extra Lesson' group showed the largest improvement at the post-test and long-term. The 'Extra Lesson' intervention had a positive and measurable effect on graphical representation of body geography after the intervention and long-term.

Gidley, Jennifer M (1997), Southern Cross University, Lismore, NSW, Australia
Master of Arts in Education (Research)
Title: Imagination and Will in Youth Visions of their Futures: Prospectivity and Empowerment in Steiner Educated Adolescents

Jennifer M Gidley © June 2008
Abstract: This study reports research which investigated the views and visions of the future of adolescents educated within the Rudolf Steiner educational approach. These visions were examined for evidence of prospectivity and personal empowerment. Theoretically contextualised within alternative educational paradigms, Steiner education is unique in that it has strong imaginative, holistic and aesthetic components.

Working within the transdisciplinary field of futures studies research, the methods used included quantitative and qualitative, as well as visioning and dialogue processes to actively engage the participants. A questionnaire was completed by 128 senior secondary students of three Steiner schools eliciting data on the students’ views of the ‘probable future.’ In addition, open-ended questions to the whole group and visioning workshops with the Year 12 students from one school elicited qualitative data on the students’ visions of their ‘preferred futures.’

Consistent with the literature on youth views of the future, the students expressed many concerns about the future in terms of environmental and social problems and conflict. What has emerged, however, that is unique, is that these students also demonstrated a self confidence that they can do something to change things. It was found that the Steiner students’ visions of their preferred futures had a prospective quality, demonstrating rich images of futures different from the past and present, and which they feel activated towards creating. This proactivity, combined with their sense of active personal optimism indicated that the students felt empowered to create their preferred futures.

Further, the Steiner students identified the solutions to the local and global challenges we face to be firmly in the area of human development and action, including such factors as activism, more awareness, attitude and values changes, future care and more spirituality. The findings were linked to aspects of the Steiner approach and lend considerable support to the critical pedagogical speculations of education futures researchers. In conclusion, implications for the futures of education and suggestions for additional research were explored.

Perrow, Susan (2001), Southern Cross University, Lismore, NSW, Australia
Master of Arts in Education (Research)

Title: Storytelling in African Educare Training: A Cross-Cultural Study

Abstract: This study explores processes that will help me as a white Australian in post-apartheid South Africa to collaboratively develop storytelling courses for black South African Educare teachers. It was undertaken to change and improve skills in a cross-cultural work situation, a direction that is becoming more and more prominent in my life as a teacher of storytelling.

The study is an action research project that documents, in narrative style, my processes of learning and change as a teacher-trainer in the African townships of Capetown from 1994 until 1999 - processes of shifting a teaching paradigm from one of ‘consultant’ to one of ‘collaborator’.

In the literature review, to inform and justify the cycles of storytelling courses, the importance of storytelling as a teaching and learning tool has been researched, and the
effects of South African history on the storytelling culture of the African people has been investigated. Existing approaches to storytelling courses in Capetown have also been reviewed. To help understand my own ‘way of being’ in a different culture, components of working and communicating in cross-cultural situations have been explored, as well as reflection on myself, my ‘whiteness’ and aspects of whiteness.

The research journey has involved two main cycles of planning, acting, observing and reflecting, the first one retrospective. Qualitative data has been collected from indepth interviewing, open-ended questionnaires, reflexive journals and feedback from critical friends and course participants. The data has confirmed and added to the literature, and created a display of new ‘notes’ to help construct the song of collaboration. Strengths and weaknesses in both course content and teaching approach have been documented, along with related complexities and contradictions of working in post-apartheid South Africa.

The study does not complete the ‘journey’, but at the end of Cycle Two acknowledges a faint ‘melody’ of collaboration. In conclusion, several suggestions for further research are made, leaving the process open to more roads to travel, and more ‘notes’ to explore and strengthen.

Mowday, Glennis A (2004), University of Sydney, NSW, Australia

Master of Education

Title: Steiner education in Australia: Maintaining an educational theory given the necessity of practice: Glenaeon Rudolf Steiner School, Sydney, 1957-2000.

Abstract: This study is a critical analysis of the foundation and development of Glenaeon Rudolf Steiner school in relation to the philosophy of Rudolf Steiner. The study examines literature relating to progressive schooling and Steiner education. The background of Rudolf Steiner including the development of his philosophy is explained. The author identifies the principles of Steiner education by examining the instructions given by Steiner to the first Waldorf teachers in the first school in Stuttgart, 1919. An outline of the Australian origins of Steiner education proceeds, including the foundation of the first Steiner school in Australia in 1957. The following periods of the school's history reveal the attempted implementation of Steiner's theory. The school has struggled with many challenges and issues and has had some successes and failures. An ongoing challenge has been attracting parents and teachers who are willing to devote time and energy to understanding Anthroposophy and have a commitment to the school's philosophy. Connected to the promotion and maintenance of Glenaeon as a Steiner school is the issue of the compromises required as the school has struggled to maintain economic viability, and to meet the requirements of the state through the regulatory frameworks of the New South Wales Board of Studies. Despite the compromises the study shows that the Steiner goals continue to guide the government of the school and its pedagogic practice. The school governance has not been without difficulties. The Steiner theory is that all teachers, as part of the College of Teachers, play a major role in the running of the school. This ideal has never been realised and the issues arising have not been addressed successfully. The challenge for the future is to show Steiner's philosophy to be relevant to the continuing needs of...
parents and children in the twenty-first century.

Richards, Ross (2005), University of Melbourne, Vic, Australia
Master of Education

Title: How leadership is manifested in Steiner schools.

Abstract: Steiner schools are schools with no principal or formal leadership structure. An intensive study of leadership was conducted of one independent, fee-paying Australian Steiner school catering for children aged 5 to 18. A descriptive case study methodology was used employing individual interviews with 10 staff members of the school, and document analysis. The administrative structure of the school was found to be much more complicated than that of a traditional school, although similar to Steiner schools in general. There were 21 mandated groups that existed in order to administer the school, the most notable being the College Of Teachers. The operation of the school was best described as a democracy. Benefits of the school structure included a feeling of inclusion in the leadership and management of the school, the opportunities for many staff to assume roles of responsibility in mandated groups and an adaptability of the organisation. Problems found included a lack of clarity of roles, resistance to leadership and the time to make decisions. Leadership was found to be highly democratic, with no official leader in the organisation. However, there was found to be an unofficial leadership structure based on merit and experience, with several prominent individuals identified, and one in particular. The research is significant in that it has explored an alternative school leadership structure — one that is problematic but also has significant benefits.

Tatum, Diane (2007), University of Technology Sydney (UTS), NSW, Australia
Masters in Creative Arts Education

Title: Developing ‘Pedagogical Imagination’ Creating a Professional Learning Manual for Exploring Eurythmical Principles with Class 4 in a Steiner School.

Abstract: The art of Eurythmy, founded in 1912 by the Austrian philosopher Rudolf Steiner, is valued within the worldwide Waldorf / Steiner School movement for its ability to integrate artistic experiences with academic learning. Educational Eurythmy, taught K-12 in weekly or biweekly sessions in all Waldorf / Steiner Schools, is often referred to as the ‘quintessential Waldorf subject’. Although there is a growing body of research confirming the efficacy of the holistic, arts-based methods employed in Steiner Schools, there are no current studies on Educational Eurythmy.

This research project examines a range of Educational Eurythmy principles as applied to Class 4 in a Steiner School. After a brief history of the background of Eurythmy as an art form, the literature on Educational Eurythmy in German and English is discussed. Central to the theoretical background of the study is a treatment of the “Nine-year Change”, the way children 8-10 years old awaken to a new experience of themselves as individuals.

The heart of the study is framed around the task of creating a professional learning manual for Class Teachers and Eurythmists to prepare for the Norse Literature Main Lesson in Class 4. The manual is designed as an experiential resource
and coordinates the use of printed text and drawings with sheet music, audio CD’s and video clips. It details and documents practical exercises in Applied Eurythmy, integrating language arts, number skills, geometry, visual art, movement, music, spatial awareness and social awareness. It analyses the integrative process through using aspects of Gardner’s Multiple Intelligence Theory. The manual also explores the process of developing “Pedagogical Imagination”, a teacher’s creative capacity for addressing children’s developmental challenges by employing a specific angle of ‘educating as an art’.

The research project also examines the NSW Board of Studies Learning Outcomes for English, PDHPE and Creative Arts, and concludes with recommendations for future developments, including piloting aspects of Applied Eurythmy in mainstream schools.

2.1.2 Steiner Philosophy as Broader Context for Pedagogical Understanding

Hoffmann, Nigel (1994), University of Western Sydney, NSW, Australia

Title: Goethe’s notion of ‘theory’: Goethean phenomenology as a new ecological discipline

Abstract: Around two hundred years ago Goethe made the statement: ‘Let us not seek for something behind the phenomena – they themselves are the theory’. This would appear to be the antithesis of the claim of certain contemporary schools of epistemological thought, that a ‘theory’ is a construction of the human mind. Yet Goethe’s scientific aims are resonant with a present day ecological need: to find a form of ‘nature study’ which springs from a desire to care for things rather than merely to explain them, which can help to create a harmony between human and non-human nature. Goethe’s approach is phenomenological in that it seeks to uncover things ‘on their own terms’; it is integral in that it embraces both art and science. A Goethean methodology is used to study four Australian native plants: Grevillea buxifolia, Scaevola remosissima, Banksia integrifolia and Kunzea ambigua. It is suggested that Goethe’s way of ‘nature study’ fulfils the contemporary need for a participatory knowing which is responsible for the thing being researched, and various possibilities are indicated for further research and application – in the biological sciences and in disciplines such as architecture, landscape design and environmental education.

Lovett, Julie (1997), University of New England, Armidale, NSW, Australia

Master of Arts (Research)

Title: Art as a Way of Knowing

Abstract: This thesis involves looking at Steiner’s indications for artistic practice. (Full abstract to be added)

Therkleson, Tessa (2003), Edith Cowan University, WA

Master of Arts (Social Science)
Title: A phenomenological inquiry into the patient’s experience of the external application of ginger.

Abstract: There has been considerable public debate on a range of complementary health practices throughout the western world, perhaps especially in Australia, United States and Europe. Most often, the research critique of these practices is restricted to quantitative or non-user qualitative research methodologies. Consequently, there is a significant gap in the research profile of complementary health services that needs to be addressed particularly in view of the rapid and ongoing increase in the use of complementary services, even in the face of sometimes adverse media publicity. This paper demonstrates the contribution that phenomenologically based research can make to fill this lacuna by explicating, in detail, the client experience of a complementary health practice. The paper explores patient experience of a ginger compress, as applied by anthroposophically trained nurses, to demonstrate various therapeutic effects. Four key themes emerged including an increase in warmth and internal activity in the major organs of the body, changes in thought-life and sensory perception along with a greater sense of well-being and self-focus with the perception of clearer personal boundaries. These themes, emerging from a patient sample in New Zealand, compared favourably to the Filderklinik Study completed in 1992 in a large German state hospital.

van Wilgenburg, Catherine (2004), La Trobe University, Bendigo, Vic, Australia

Master of Arts (Fine Arts)

Title: The relationship between colour and human functioning.

Abstract: This thesis consists of an exhibition of my paintings, supported by written text. The large oil paintings bring out the concrete language of colour developed through the direct experience of colour while painting. This concrete colour language is structured around the experience of the individual hues and their interplay, raising some fundamental questions about the function of colour in human physiology, neuro-physiology, psychology and spirituality [includes Goethe & Steiner]. From this experience colour theory emerges, so that the visual artist may work most effectively to make impact upon the viewer of their works.

The intention has been to make sense of individual colour experience by establishing a research method in which the elements of such colour experience can be understood as artistic research. The method is the phenomenological exploration of the individual hues of magenta, red, orange, yellow, green, blue indigo and violet and their intervals, in painting exercises and notes, creating the vocabulary to be seen in the exhibited paintings.

This thesis is a basis for validating ‘artistic’ colour research as an art of science. It reflects upon the methodologies of colour research and their usefulness to the visual artist, and suggests an appropriate method for working effectively with colour in oil paint.

The review of literature is relevant to the direct experience of colour in oil painting. It focuses on the development of colour research from the 19th century, when early visual science was carried out in artists’ studios, to the current domination of the
mathematising of colour in the twentieth and twenty first centuries. Selected artists’ writings show how this has led to the development of two separate languages of colour spoken by artists and scientists, which in the twenty first century are becoming reunited through a visual semiology of colour.

To this end, together text and paintings demonstrate the vital part colour plays in the bigger picture, especially in the way human beings function (physiology), experience (psychology) and know (philosophy).

**Killian-O’Callaghan, Danaë (2005), VCA, The University of Melbourne, Master of Music Performance (Research)**

**Title:** Unveiling the Melodic Interval: A phenomenology of the musical element in human consciousness.

**Abstract:** This phenomenology begins with an observation of a musical instrument, the piano. The piano is surrounded by an aura of lifelessness, for its sound world is dominated by tone-decay and a calcified intonation system. Therefore, a physically seamless legato rendering of melody is impossible for pianists, and the inflexible symmetry of given intervallic relations enforces a loss of tonal centre when a composer ventures into the intrinsically asymmetrical domain of chromaticism.

However, the melodic interval - the element lying between the acoustically sounding pitches - is in essence always inaudible, whatever the instrument. Through the development of listening capacities directed specifically toward unveiling the non-positive musical element in its origin, namely, within human consciousness, it is possible to overcome external instrumental limitations. Human being’s intrinsic musicality is revealed through phenomenological observation of consciousness in its qualitatively differentiated, ordinally related, temporally unfolding nature. External limitations can have no hold over living melodic expression when the essence of the melodic interval is discovered self-sufficiently within the non-positive dimension of human onticity, that is, within a consciousness in which the potential for clear spiritual cognition lies dormant. 'Tonicness' is discovered ultimately to be an inner awareness of self-voicefulness, independent from instrumental and linguistic contingencies; and the piano reveals an historical mission to awaken - from 'death' - new cognitive listening faculties. This research employs the spiritual-scientific method of Rudolf Steiner's anthroposophy, or wisdom of the human being, which involves meditation and the cultivation of sense-independent logic as well as of lucid feeling (as distinct from blinding emotion).

**Haralambous, Bronwen Gail (2006), University of Canberra, ACT, Australia Masters in Educational Leadership (Coursework with Dissertation)**

**Title:** Building Bridges: Translating, updating and critiquing Rudolf Steiner’s “The Philosophy of Freedom.”

**Abstract:** The main points of Steiner’s thesis are outlined and the question of Steiner as an unacknowledged but noteworthy thinker is discussed. Some brief biographical information is presented that places Steiner in the context of his life and times. The creative response to the following section (which surveys some competing
epistemological perspectives) traces an imagined conversation between John McDowell and Rudolf Steiner. The current debate about values in education is explored in relation to Steiner’s “ethical individualism.” Some practical educational implications arising out of the discussion are investigated. The final sections deal with questions relating to educational leadership and educational futures. Tables which provide outlines of Steiner’s main arguments in relation to free will and the nature of subjective and objective reality, as well as a synopsis of “The Philosophy of Freedom” are included as appendices.

2.2 Masters Research in Progress
(Listed in alphabetical order)

2.2.1 Steiner Education/Pedagogy

Chodkiewicz, Marek, University of New England, NSW, Australia
Master of Education
Research Focus: How can the methodology and rationale, that informs music teaching in the Class Teacher period, in Steiner/Waldorf Schools in Australia, be improved so as to help teachers become both more confident and competent in their craft?

Klugman, Lynne, La Trobe University, Victoria, Australia
Master of Education
Working Title: Working at the coal face of Consciousness: An exploration of Rudolf Steiner’s theory of the evolution of consciousness and its relevance in education today.

McKeachie, Velma, University of Canberra, ACT, Australia
Master of Education
Working Title: Movement and the Foundations of Thought Rudolf Steiner’s pedagogical theory of spiritual physiology and cognitive development through movement activities, illuminated by modern neurological research: Implications for educational theory and practice in primary schools.

2.2.2 Steiner Philosophy as Broader Context for Pedagogical Understanding
3. Academic Books
(Listed in alphabetical order)

3.1 Steiner Education/Pedagogy

Stehlik, Tom, 2002, *Each parent carries the flame: Waldorf Schools as sites for promoting lifelong learning, creating community and educating for social renewal*, Post Pressed, Flaxton, Qld. (Based on Doctoral research)


3.2 Steiner Philosophy as Broader Context for Pedagogical Understanding

Anderson, Adrian (2005) *Dramatic Anthroposophy: Identification and contextualization of primary features of Rudolf Steiner’s 'anthroposophy' as expressed in his 'Mystery Drama', Die Pforte der Einweihung (The Portal of Initiation).* Dunedin: University of Otago. (Based on Doctoral research)


4. Articles Published in Refereed Academic Journals
(Listed in alphabetical order)

4.1 Steiner Education/Pedagogy


### 4.2 Steiner Philosophy as Broader Context for Pedagogical Understanding


### 5. Chapters Published in Academic Books

(Listed in alphabetical order)

#### 5.1 Steiner Education/Pedagogy

Gidley, Jennifer (2001) 'Education for All' or Education for Wisdom, in Manish Jain, *Unfolding Learning Societies: Deepening the Dialogues*, Vimukt Shiksha,
5.2 Steiner Philosophy as Broader Context for Pedagogical Understanding


Gidley, Jennifer (2006) Spiritual Epistemologies and Integral Cosmologies: Transforming Thinking and Culture, in Integral Learning and Action: A Call to Wholeness, (Eds), Awbrey, Susan, Dana, Diane, Miller, Vachel, Robinson, Phyllis
Ryan, Merle M, Scott, David K Peter Lang Publishing.


6. Conference Presentations at Academic Conferences
(Listed in alphabetical order)

6.1 Steiner Education/Pedagogy


Gidley, Jennifer, (2005) The Evolution of Consciousness – Honouring the Inner Dimensions of Future Education. The Global Soul, Global Mind, Global Action: Futuring From Survival To Thrival, November 5-7, Tamsui Campus, Tamkang University, Taiwan. (Keynote address - published in refereed conference proceedings)

Gidley, Jennifer, and Hampson, Gary, (2005) Integral Education—An Integrative Perspective: Divining for the ‘Leading Edge’ in Education, Seminar on New Epistemologies and Contemplative Practice, Community for Integrative Learning and Action (CILA), Amherst, MA. (Keynote address)

Haralambous, Bronwen (2008) A Re-evaluation of the "Big Three": the Good, the True and the Beautiful as significant signposts on the journey away from flatland and towards imaginative education. The 6th International Conference on Imagination and Education, Canberra, ACT, Australia, 29-31 January.

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6.2 Steiner Philosophy as Broader Context for Pedagogical Understanding


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I would particularly like to thank Rosemary Gentle and the other members of the
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PART B: STEINER-BASED TERTIARY EDUCATION

1. Tertiary Education in Steiner Pedagogy

1.1 Accredited Degree Courses
None in Australia at present

1.2 Subjects in Accredited Degrees
Course: Introduction to Steiner Education and Waldorf Schools (EDUC 3012)
Course Details: General aims and outcomes of Waldorf Schools; Steiner’s metaphysics and epistemology; Steiner’s social theory, educational theory, and theory of the psyche; the physical structure of the school; the organisation of the curriculum, the classroom, the day; independent supporting views and critiques. (Third year Bachelor of Education subject)
Course Coordinator: Dr Tom Stehlik, Education School, University of South Australia

1.3 Accredited Non-Degree Courses
Advanced Diploma in Rudolf Steiner Education (Two Year Full-time Course)
Certificate III in Children’s Services (One Year Part-time Course)
Certificate IV in Steiner Early Childhood Education (One Year Part-time Course)
Parsifal College, Sydney, NSW, Australia

Advanced Diploma of Rudolf Steiner Education (Two Year Full-time Course)
Certificate Course in Rudolf Steiner Education (Three Year Part-time Course)
Rudolf Steiner High School Education (One Year Part-time Course)
Melbourne Rudolf Steiner Seminar, Warranwood, Vic, Australia

2. Tertiary Education in Steiner Philosophy as Broader Context for Pedagogical Understanding

2.1 Accredited Degree Courses
(None in Australia at present)

2.2 Subjects in Accredited Degrees
(None in Australia at present)

2.3 Accredited non-Degree Courses
Certificate IV in Anthroposophical Studies (One Year Full-time Course)
Parsifal College, Sydney, NSW, Australia
Certificate IV in Anthroposophical Studies (One Year Full-time Course)
Melbourne Rudolf Steiner Seminar, Warranwood, Vic, Australia