



Announcing a part-time course starting in February 2011 for practicing Waldorf educators on the teaching of science in the 6th-8th grades

A course for new and experienced Waldorf teachers who wish to deepen their practice and understanding of

TEACHING SENSIBLE SCIENCE

Teachers who have taken this course rave about it (you can read some testimonials on the next pages).

Teachers who did not take it are asking, "When will the next cycle begin?"

*Answer: Starting in February 2011,
at the Chicago Waldorf School
1300 W. Loyola
Chicago, Illinois*

Register now by filling out the form and returning it promptly to:

*Michael D'Aleo
Teaching Sensible Science
23 Hutchins Street
Saratoga Springs
NY 12866-2601*

Phone: (518) 587-0457 e-mail: spalight@verizon.net

*Sponsored by the Research Institute for Waldorf Education,
SENSRI, and the Chicago Waldorf School*

TEACHING SENSIBLE SCIENCE

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and the Chicago Waldorf School**

Of the many subjects taught in the eight-year cycle of a class teacher, few are more challenging than the science main lessons of the 6th, 7th, and 8th grades. These main lessons arise at a time when pupils are developing a much stronger ability to perceive the world as being separate from them; this capacity is crucial for scientific enquiry.

To help cultivate in their pupils these powers of perception in a healthy way, Waldorf teachers approach science by means of a method different from what is typically used in more traditional schools. Said simply, this method is “phenomena centered” rather than based on the testing and application of theories. While most Waldorf teachers will have heard of this approach, few will have experienced this method themselves as school children, and many may have made only fleeting acquaintance with this approach during their teacher training. As a result, teaching science in Waldorf grade school classes is not always sufficiently strong or rigorous to satisfy the needs of young adolescents.

Once again a part-time course -- entitled “Teaching Sensible Science” -- will be offered during this coming school year to help teachers develop a deeper understanding and experience of phenomena-based science so that they can feel more confident using this method in their own classrooms. The course will consist of:

- Workshops and discussions on the foundations of a phenomenological approach to science (primarily the physical sciences)
- Practical sessions with experienced class teachers who will demonstrate these methods and help participants prepare class experiments and demonstrations for use in their own classrooms
- Artistic classes: drawing for the main lesson book, eurythmy
- Daily question and answer sessions to review the day’s work

The intention of this course is to give the teacher a living connection to science so that this same enthusiasm, understanding, and interest can be shared when the teacher is working with the students in the classroom. All practicing grade school teachers or those who are slated to teach upper grade school science are strongly encouraged to attend this program.

For descriptions of “phenomena centered science” see Michael D’Aleo’s “What Is Phenomenology?” and David Mitchell’s “The Teaching of Science” at www.waldorflibrary.org. For a more detailed description of this course, see the articles by Bob Amis and Michael D’Aleo in the *Research Bulletin* (Volumes XII & XIII) or at www.waldorfresearchinstitute.org.

Comments by participants in the most recent cycle of this course:

"The Teaching Sensible Science course has revolutionized my consciousness of how the world reveals itself to my senses, and this in turn has thoroughly enlivened my work in the classroom as well as my personal development. . . . As with all quality courses in teaching, this course gives both practical tools and methods for the classroom and stimulating food for our own inner growth and education."

--- Tim Morrissey, Olympia Waldorf School (former engineer, now class teacher)

"The course has been meaningful to me in terms of how I teach, yet more importantly, how I perceive the world around me. Although I consider what I have gained thus far to be a life-long practice, I have on many occasions enjoyed the keen insights that have come to me, and the lack of assumptions I would normally create in my less-than-awake thinking. I have thoroughly enjoyed working with fellow colleagues from many regions of the country, as we grappled with new ways of seeing the world, as well as growing in our other sense faculties. . . . I highly recommend this course for those seeking to expand their awareness of the world around them, and hoping to facilitate the same level of growth and awareness in their students."

--- Gail Lescher, Live Oak Waldorf School (class teacher)

The course will be divided into three week-long sessions:

SESSION 1: Friday evening 18 – Thursday morning 24 February 2011

(The Great Lakes Regional Conference begins Thursday evening)

SESSION 2: Saturday evening 18 – Friday morning 24 June 2011

(The AWSNA Summer Conference begins Friday evening)

SESSION 3: Wednesday 5 – Monday 10 October 2011

(Columbus Day in the U.S. and Thanksgiving in Canada)

Presenters:

Lylli Anthon has been a grades teacher at the Halton Waldorf School near Toronto, Canada for over 20 years. She has taken one class from grades 1 to 8, but now concentrates on grades 6, 7, and 8, having graduated three such groups. She continues as a class teacher to this age group, offering chemistry blocks in grades 7 and 8. Lylli's professional interest is focused on the art of teaching, especially in mathematics and the sciences.

Gary Banks worked as a research engineer on the NASA Space Station project before entering teaching. He took a class through eight grades at the Denver Waldorf School, then worked as high school science at High Mowing and class teacher at Pine Hill Waldorf School before moving to Michigan, where he teaches chemistry and biology at the Rudolf Steiner School of Ann Arbor.

Michael D'Aleo left a career in engineering to become an upper grades class teacher before helping to found the high school at the Waldorf School of Saratoga Springs, where he teaches physics. Co-author of *Sensible Physics Teaching*, a guide for teaching physics in the 6th, 7th, and 8th grades, Michael is Director of Research at the Saratoga Experiential Natural Science Research Institute (SENSRI); he is also on the faculty of the Center for Anthroposophy's Waldorf High School Teacher Education Program.

Barbara Richardson, who specializes in eurythmy in the workplace, has led artistic classes for many different adult professionals including chemists, doctors, nurses, farmers, and teachers. Formerly at Arcturus Rudolf Steiner Education Program, Barbara is now teacher and Coordinator of Foundation Studies at the Center for Anthroposophy.

Registration

Prompt registration is crucial since sign-up for this course will be limited to 25 people to ensure sufficient individual attention.

Cost

Registration fee for entire three weeks of the program (payable to "Research Institute for Waldorf Education") (non-refundable deposit of \$250 due with application) (late registration fee of \$300 added after 15 October 2010)	\$ 1,650
Housing (shared room) w/ breakfast: 17 nights @ \$30 per night	\$ 425
Housing (private room) w/ breakfast: 17 nights @ \$40 per night	\$ 680
Lunch/Snacks (Participants will be on their own for dinner)	\$ 225

Limited financial aid is available to those who send letter of request before the registration deadline.

For further information or to register, contact:

Michael D'Aleo

SENSRI

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To register, complete form below and submit with \$250 deposit, payable to "Research Institute for Waldorf Education," to address above.

Your Name: _____

Your School: _____

Home address: _____

Home phone number: _____ E-mail address: _____

Housing Request:

Shared room _____ Private Room _____ None needed _____

Meals:

Lunch/Snacks (circle one) Yes No Special dietary needs _____