



Alliance

FOR PUBLIC WALDORFSM EDUCATION

Teacher Preparation Recommendations

The Alliance recognizes the importance of ongoing teacher development as an essential element toward high-quality Public Waldorf Education. The Pedagogical Committee, a working committee of the Alliance Board, has developed these ***Recommendations for Core Components for Teacher Preparation in Alliance Member Schools*** as a guide for teachers, administration, and governing school bodies.

The ***Recommendations*** assist in evaluating whether or not teacher preparation is sufficient to enable teachers to reach the high expectations embodied in the Core Principles of Public Waldorf Education and best meet the needs of their students. The ***Recommendations*** also form a basis for determining if teacher preparation is meeting the expectations of the Alliance for Public Waldorf Education membership and self-study process.

The Pedagogical Committee of the Alliance has identified eight major areas that are considered essential components of any teacher preparation program for teachers in an Alliance member school. Fieldwork is the ninth component; it is described separately below. Effective preparation is aligned with the Core Principles of Public Waldorf education.

This outline is offered as a guide for individual or institutional reference; the Alliance does not certify, endorse, or approve teacher preparation programs, individual trainers or consultants, or institutions.

Major Areas of Teacher Preparation

Philosophy:

- Anthroposophy in the context of modern thought
- Rudolf Steiner's life and works
- History and Philosophy of education

Child Development:

- Models of child development: Steiner and others
- Phases of child development
- Developmentally appropriate curriculum and education

Curriculum and Instruction:

- Early childhood: child and curriculum
- Grades: child and curriculum (main lesson scope and sequence includes: language arts, math development, science, and social studies.
 - And "special subjects"
- High school: child and curriculum (includes main lesson scope and sequence, plus skills development)
- Multi-cultural adaptations: teaching who is in the room
- Methods
- Reading instruction (note that this is typically an area of special emphasis in teacher education)
- Technology in the classroom
- STEAM instruction
- Classroom management
- Planning and record keeping

Development of the Teacher:

- Teaching Presence: inner development, mindfulness, presence
- Arts for inner development
- Social, collegial, and group work
- Communication

- Leadership

Policy and Contemporary Issues:

- Issues in Education
- Diversity and multi-cultural perspectives
- Equity and social justice
- Accountability
- Professional responsibilities, rights, and expectations
- School structure and culture

The Individual Learner:

- Assessment
- Child Study
- Archetypes and Polarities
- Trauma education
- Educational support – including remedial work
- Special education/special needs

Arts in education:

- Role of the arts
- Teacher as Artist
- Arts curriculum

Research:

- Independent reading and study
- Research methodologies
- Independent project/capstone/action research/ thesis (determined by program requirements, ideally linked to practice)

Core Components, Length, and Weighting

(does not include field experience; see below for recommendations)

A range of clock hours or percentages of time has been allotted to each key component, allowing flexible design based on the strengths and needs of individual programs.

Note: this means that percentages do not add to 100%.

Overall length is given in classroom contact hours; although traditional higher education is assessed in units or credit hours, this does not translate well across academic, practical arts, inner work, and arts classes.

Foundation Studies

A common feature of traditional Waldorf teacher preparation programs, this is not specified as a stand-alone requirement, although its important role is acknowledged.

Options for fulfillment include but are not limited to:

- Applicants demonstrate prior knowledge of Steiner's work and artistic activity;
- the program offers coursework in the fundamentals of anthroposophy;
- embedded in a program.

Recommended guide: 100 hours

Teacher Education, overall length requirements

Core components are embedded in the following areas:

- Inner work and self-development, 10-15% of the total program (may be partly covered in "foundation" studies)
- Human/Child Development, 10-25% of full program
- Pedagogical development/art of teaching, 25-40% of full program
- Social/organizational/administrative aspects, 15-25% of full program
- Arts and Teacher as Artist, 10-15%
- Additional Topics (e.g. Assessment, Child Study, trauma-informed education, educational support, archetypes and polarities, 8-15%)
- Independent Research, e.g. capstone or another project, 5-16%

Recommended guide: 400-500 hours:

Online Learning

A number of aspects of Public Waldorf teacher preparation may be delivered online. These include more academic subjects (e.g. human development, educational philosophy) and seminar classes. We encourage programs to include in-person learning.

Field Experience: Pre-service teachers

(trainee teachers with no prior training or teaching experience)

12 weeks to 2 full semesters (standard in many conventional teacher education programs):

- Programs are responsible for ensuring that placements take place with an experienced, trained Waldorf teacher in an established school.
- Combination of observing (class and child), assisting, participating in the full life of the school, solo teaching, and mentoring.
- Must include experience in an Alliance member school.

Field Experience: In-service

(students with prior non-Waldorf teacher training and teaching experience)

6 weeks to a semester.

- It may be fulfilled through traditional, internship, or apprenticeship models.
- Includes observations in a range of grades;
- On-site mentoring by a master teacher;
- Observations, mentoring and coaching from the program.
- Demonstrate participation in the full life of the school.
- Supported by seminar, practice-based classes (can be online).

Mentoring, Evaluation, and Professional Development

These are essential elements for adequate teacher preparation.

- For trainees, mentoring is a shared responsibility of the host school (must be able to provide an experienced supervising teacher) and program (must be able to provide observation, mentoring, coaching, and evaluation).
- An evaluation must include feedback on the placement from the supervising teacher plus a program-based evaluation.

Mentoring and support are essential during the first years of teaching; this is a responsibility of schools. Ongoing professional development is an expectation. It is anticipated that this

may be achieved through a combination of on-site faculty study, workshops and conferences, and summer enrichment or certificate courses.

Many years of experience demonstrate that the development of a teacher continues well beyond the completion of any certificate or qualification. Any preparation program is inevitably introductory in many areas. New teachers continue to develop their skills in the classroom and need support in order to do so.

Whole-school trainings

- Must meet the minimum core requirements.
- Must include additional emphasis on leadership, school structure, faculty meetings, school culture, governance, etc. in an Alliance member context.

Resources and Texts

The selection of resources is the responsibility of each program. Resources and texts must include core knowledge, demonstrate an understanding of contemporary issues in education, the needs of teachers, students, and schools, and an awareness of the requirements of public education.

Ongoing professional development and support are essential to the deepening of teaching.