

Anthroposophy and Its Pedagogy: A Qualitative Approach



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Abstract

Anthroposophy is a human centered transcendent ideology. This belief focused on some spiritual issues i.e. what is humanity? What is our basic needs to live quality life? What are our spiritual needs which develop a sense of humanity embedded with scientific attitude? What is the relationship of human being across the word without losing individuality? The present study has emphasis on anthroposophy & Waldorf education of Rudolf Steiner. This study is based only on secondary data. Secondary data are collected from the books, periodicals, research publications, web sites. In this study researcher wants to know that what is anthroposophy & how differ from other philosophy? The present study also focuses on Waldorf education of Rudolf Steiner. Is Waldorf education actually beneficial for the Indian scenario or not? Researcher also made an attempt to analyze does Waldorf Education actually give the importance on self-Education or not. After qualitative analysis the researcher concluded that the Waldorf education is a unified, inclusive school model spanning all ages from preschool to the end of the upper school/high school. Within the curriculum framework of the various class levels, the subjects are connected to each other. As the subjects are oriented to the developmental phases of the children and adolescents, they enable multi-faceted, age-related possibilities of developing the individual.

Keywords: Anthroposophy, Waldorf Education.

Introduction

Anthroposophy is philosophy which based on the experiences of Rudolf Steiner (1861–1925). It shows a path of knowledge as well as spiritual research which is rooted in the philosophies of Aristotle, Plato, and Thomas Aquinas. It can be also known by spiritual science. Firstly, it can be defined by method of research and then the possible knowledge or experiences this leads to. The present study is trying to focus on the anthroposophy & Waldorf education.

This paper is focusing the following objectives:

1. To study the meaning & concept of Anthroposophy.
2. To study the central idea of Rudolf Steiner work.
3. To study the Waldorf Education of Rudolf Steiner.

Methodology of The Study

The present study was based on secondary data collected from articles, publications, and websites.

Meaning of Anthroposophy

The word “anthroposophy” comes from the Greek language ‘anthropos’ meaning man and ‘shopia’ meaning wisdom that means “wisdom of human being” or “awareness of one’s humanity”. The wisdom ultimately leads to the connection of the spiritual in the human being to the spiritual, which pervades the universe. Anthroposophy as a world-view is not confined to the purely conceptual, but expresses itself in all realms of life on earth. Various disciplines like science, education, architecture and medicine etc. can be renovated and transformed by using the pedagogy of anthroposophy. It has potential to appeal all human beings to cultivate thinking, feeling and doing, in other words; the head, the heart and the limbs.

According to Rudolf Steiner, Anthroposophy is a path of knowledge aiming to guide the spiritual element in the human being to the spiritual in the universe.

A system of beliefs and practices based on the philosophy of Rudolf Steiner; it claims to integrate the practical and psychological in child-centered education

Pioneer of Anthroposophy

Anthroposophy was founded by Dr. Rudolf Joseph Lorenz Steiner, an Austrian philosopher, author, scientist, social reformer architect and esotericist. Steiner was born on February 27, 1861 at Krelyevac, in what is today Croatia, and died on March 30, 1925 in Dornach, Switzerland. Although Steiner was born in the West, his philosophy is universal. He had the ability to combine modern, scientific thinking with his own inwardly experienced spiritual vision, similar to that of a Rishi. He was convinced that human perception went beyond the physical and the material to reach the realm of the super sensible, which in turn can be perceived by pure thought. His entire work developed independently, based upon genuine spiritual research, which he made known through his many books and public lectures.

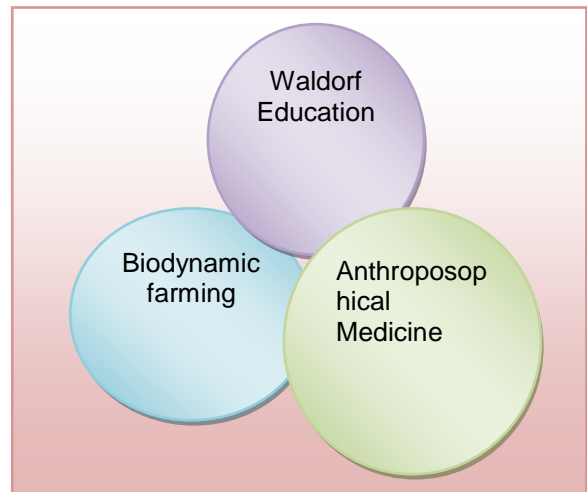
Figure 1 Pioneer of Anthroposophy



Four Basic Aspects Of Rudolf Steiner Philosophy

1. In the beginning of 20th century Rudolf Steiner (1861-1925) developed a innovative philosophy which was rooted in the ideologies of Aristotle, Plato, and Thomas Aquinas. According to him, it is way of the knowledge or spiritual research. This philosophy of Rudolf Steiner created new concept as philosophy of freedom, living at the core of anthroposophy.
2. This concept can be defined as it is the method of research and then it can be explained as the possible *knowledge* or experiences.
3. Anthroposophy is advocated to respect the nature of the soul of individual as well as society. This philosophy urges to respect of others interests that may be their independent views.
4. Freedom is the base of this philosophy, which has been developed a method of spiritual research and an instinct to nature a virtuously human interest in other people, it also possesses practical implications for example daughter movements. Daughter movements of anthroposophy are biodynamic farming, Waldorf schools and Anthroposophical medicine.

Figure 2 Daughter movements of Anthroposophy



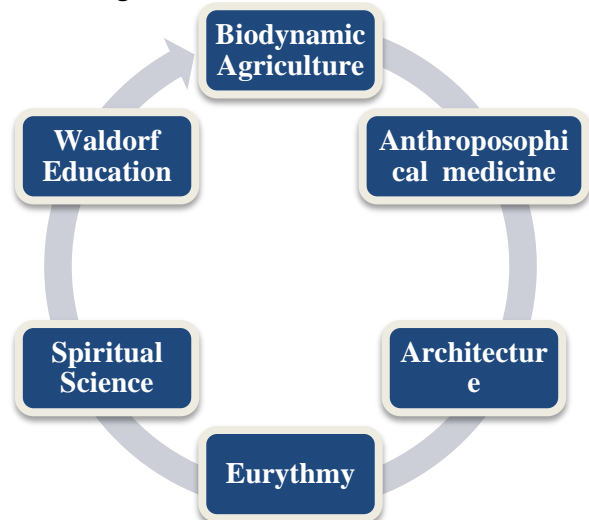
Central Ideas of Rudolf Steiner

Rudolf Steiner's ideology embedded on following-

1. Spiritual knowledge and freedom
2. Nature of the human being
3. Evolution
4. Ethics

Areas of The Rudolf Steiner

Fig 3 Areas of Rudolf Steiner work



Waldorf Education

This innovative approach has been pioneered by Rudolf Steiner in 1919, Human development is the fundamental notion of Waldorf Education that focuses on the needs of the growing child. The school of Waldorf educators attempts to transform education into liberal art that edifies the child for holistic development- the heart and the hands, as well as the head.

Figure 4 Development of Head, Heart and Hands of the child through Waldorf Education



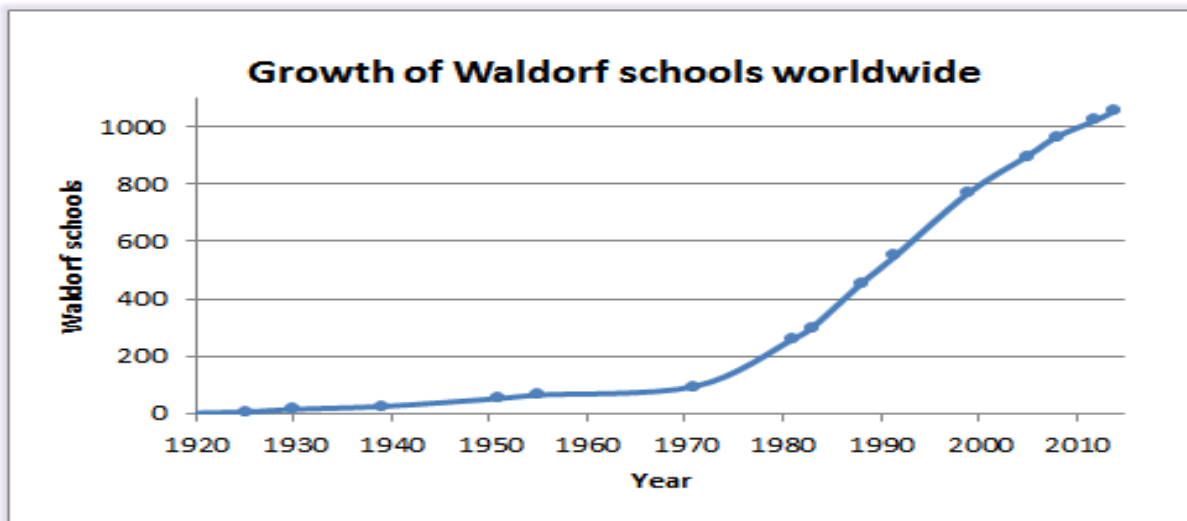
According to Steiner's philosophy, human being is gifted by three innate virtues sprit, soul and body these potentialities unfold in three developmental stages on the journey of adulthood: early childhood, middle childhood, and adolescence.

History of Waldorf Education

Rudolf Steiner visited the Waldorf Astoria cigarette factory in Stuttgart, Germany, in 1919 when Germany defeated in war. In that time the nation was struggling with economic, social, and political chaos. They felt the need for social rejuvenation of workers to renovation of society and its political and cultural living style.

Emil Molt, the owner of the factory, requested to do the needful for the welfare of the

Figure 5 Growth in the number of accredited Waldorf Schools from 1919- 2014



Source: en.wikipedia.org

Developmental Approach

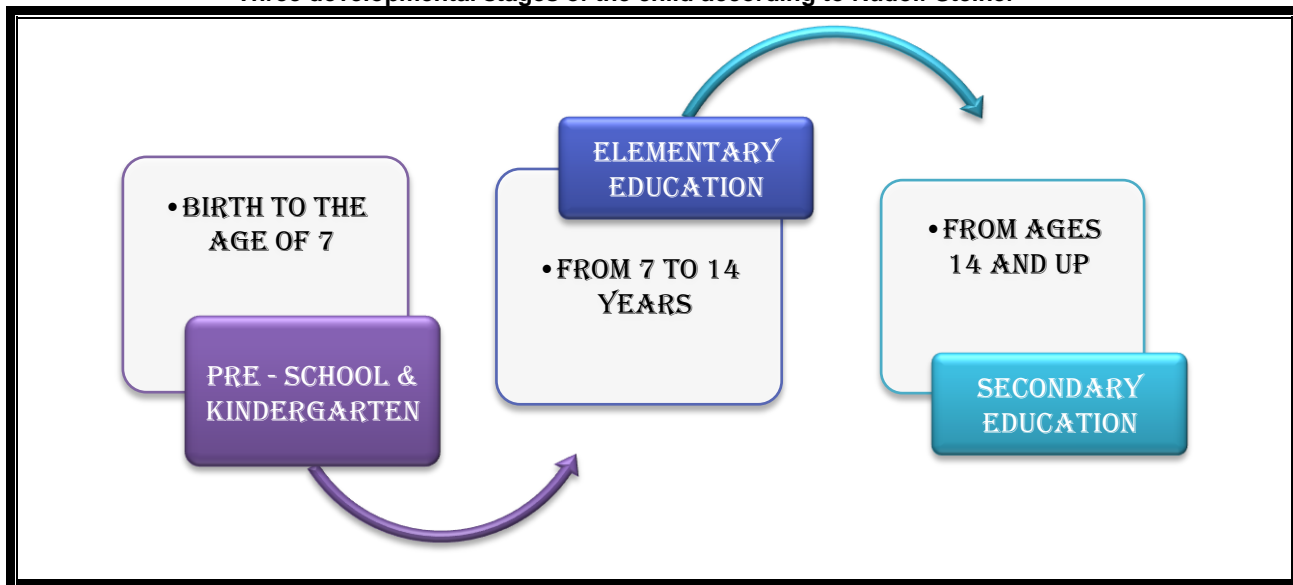
The structure of Waldorf education follows Steiner's theory of child development, which divides childhood into three developmental stages, and describes learning strategies appropriate to each stage. These stages, each of which lasts

employees' children. They ask him to establish a school for them and Steiner agreed but set four conditions, as follows:

1. School will be accessible to all children. It means school will be open to all children.
2. School will be coeducational.
3. School will be integrated for twelve years.
4. School will have the right to regulate teachers and children with minimum interference of state.

Molt accepted his conditions eagerly and in 1919, the independent Waldorf School opened its doors. The concept of this innovative approach is started in small scale but now it has been accepted in wide scale as shown in given figure-5. At present, there are more than 900 Waldorf schools in 83 countries across the world. In North America, there are extensive number of Waldorf schools since 1928. These schools are spread in across North America from large cities and small towns, suburbs and rural enclaves. Each school has unique identity in academic and administrative way. Nevertheless, a visitor would recognize many characteristics common to them all.

Figure 6
Three developmental stages of the child according to Rudolf Steiner



The stated purpose of this approach is to awaken the "physical, behavioral, emotional, cognitive, social, and spiritual" aspects of each individual, fostering creative as well as analytic thinking. Waldorf schools successfully develop creative, social and other capabilities important in the holistic growth of the person.

The Essential Phases of Child Development

The First Seven Years: Imitation

In very early years, infant seems incompetent of learning but in reality, the infant is at the most receptive phase and ready to get external influences. From birth, the infant starts to learn step wise step i.e. to stand, to talk, to think etc. after getting these remarkable developmental abilities, a child can able to imitate. Imitation is the distinctability that characterizes the period up to the age of six or seven. The young children can replicate everything in their surroundings which includes attitudes, beliefs and values of parents and peers.

The Second Seven Years: Imagination

Toward the end of the child's first seven years, various changes take place. Teachers in Waldorf Education consider the most prominent physical change being the loss of the milk teeth. It is a fact well known by biologists that it takes seven years for the transformation of every inherited cell in the body. In this stage of development, children can able to realize their individuality in changing form. They can extent

their world of imagination in vivid form. They also keen to more engage in formal learning. In this phase, they express feelings and emotions and moves towards logical and sequential thinking. They need to careful rearing for nurturing cognitive and emotional abilities.

The Third Seven Years: Truth, Discrimination And Judgement

In this developmental stage, a child moves to become an adolescence. This is a transitional phase between childhood to adolescence. In this phase, children involve on a search for truth, and perceive the potential of their own thinking. They have two distinct features: an idealistic world and a vulnerable sensitivity about their own experiences and insecure senses. This is more the sensitive phase of development and adolescents need protection and care so they can use their energy in positive sense. The adolescent psyche needs protection, and many youngsters from puberty onwards are energetic in disguising their inner condition. Girls may become coquettish, daring and defiant. Boys' defenses may take the form of sullen or introverted behavior, apparent unwillingness to communicate, or a withdrawal into a "cocoon." In any case, they often erect barriers for self-protection. The adolescent behind the barrier is constantly seeking a role model with qualities to emulate.

Table 1 Phases of Child Development, according to Waldorf founder Rudolf Steiner

Physical Body Birth to 7 years	"Etheric" Body Ages 7-14	"Astral" body Ages 14-21
the period of childhood lasting till the cutting of the permanent teeth	the period between second dentition and puberty	the period from puberty to the beginning of the twenties.
This physical body of man, in its form a product of the ego organization, is the bearer of inorganically active forces	The ether body is an organism that preserves the physical body from dissolution every moment during life. In order to see this body, to perceive it in another being, the awakened spiritual eye is required. Without this ability its existence as a fact can still	the bearer of instincts, drives, passions, desires, and of the ever-changing content of sensation and thought "the astral body is the intermediary between the activity of the ego-organization and the etheric and

	be accepted on logical grounds, but it can be seen with the spiritual eye just as color can be seen with the physical eye. The etheric body is more or less luminous and fluidic. Instead of organs there are currents of diverse colours, the heart being a veritable vortex of forces and streaming currents. The etheric body is the 'etheric double' of the material body	physical bodies. The astral body [is] the bearer of joy and sorrow, of desire and passion. the astral body can take on all the colours of the rainbow, according to the passion by which it is animated. Each passion has its astral colour.
Where the physical body predominates, we have to deal with <i>amelancholic</i> temperament.	Where the etheric or life-body predominates, we speak of <i>aphlegmatic</i> temperament.	Where the astral body predominates, we find a <i>sanguinet</i> temperament
The physical body as such expresses itself only in itself"	The etheric body expresses itself in the glandular system	The astral body expresses itself physically in the nervous system
"The forces which place the etheric body in the world come from the Cosmos <i>around</i> the Earth"	"[The forces] for the physical body radiate from the <i>centre</i> of the Earth. activity of cosmic Beings, who, in their combined working, shape the etheric body of man	World-impulses... work in the astral body of man.
What happens occultly, when a person sleeps? ...The physical and etheric bodies remain in bed.	What happens occultly, when a person sleeps? ...The physical and etheric bodies remain in bed.	The astral body, together with the ego, rises out and floats over them in the form of a ring, When the person is awake, the astral body penetrates and interweaves the physical body.
After death the physical body dissolves into the mineral world.	After death ...the ether body [dissolves] into the life-world.	

Stage 1: Preschool and Kindergarten in The Waldorf School

In Waldorf school, the early childhood teacher needs to create warm, beautiful and fearless environment like home. In this type of protective environment, learners feel secure and where things happen in a anticipated, regular manner.

Stage 2: Elementary Education: Age 7 TO 14

Pedagogy of Waldorf reflects that *readiness for formal learning* lies on enhanced freedom of character, temperament, habits, and memory, one of the markers of which is the loss of the baby teeth. Formal instruction in reading, writing and learning can be introduced only when students enter the elementary school around seven years of age. Steiner believed that engaging young children in abstract intellectual activity too early would adversely affect their growth and development.

Waldorf elementary schools (ages 7–14) emphasize nurturing children's emotional life and imagination. To enhance the emotional resilience and imagination ability it is essential to connect them more deeply with the subject matter. Pedagogy should be artistic work that includes story-telling, visual arts, drama, movement, vocal and instrumental music, and crafts. The core curriculum includes language arts, mythology, history, geography, geology, algebra, geometry, mineralogy, biology, astronomy, physics,

chemistry, and nutrition. The school duration should be one to two hours for cognitive oriented academic lessons that focuses on a single theme over the course of about a month's time. Introductory activities can be interlaced that may be singing, instrumental music, and recitations of poetry, generally including a verse written by Steiner for the start of a school day. There is little reliance on standardized textbooks.

Waldorf elementary education considers individuality and allows the learners to keep the pace of learning. In this way, children can comprehend a concept or achieve a skill what they want to learn. Competition should be healthy and based on co-operation. This approach can apply across the all discipline. The duration of a class-teacher should be flexible and serve a valuable role as personal mentors, establishing "lasting relationships with pupils," .

Four Temperaments

Steiner considered children's cognitive, emotional and behavioral development to be interlinked. Waldorf school focuses not only academic abilities of learners but also adopted the idea of the classic four temperaments – melancholic, sanguine, phlegmatic and choleric – for pedagogical applications in the elementary years. Steiner believed that should be fulfil the different needs of learners.

The Four Temperments			
Sanguine	Choleric	Melancholic	Phlegmatic
1. Light-hearted, fun loving, confident 2. Cocky, arrogant, indulgent 3. Day-dreamers, off task often, act on whims.	1. A doer-ambition, energy. 2. Dominate people of other temperaments. 3. Easily angered or bad tempered.	1. Ponderer, very kind, considerate. 2. Highly creative. 3. Pre-occupied with tragedy-depressed. 4. Perfectionists, loners.	1. Self-content, kind but shy. 2. Enthusiasm inhibited, lazy, resistant to change. 3. Relaxed, rational, curious, & observant. 4. Many friends, more dependable.

Table 2. Pedagogical use in the elementary the classic four temperaments

Stage 3 Secondary Educations: Ages 14 And Up

In the high school, from grade nine through grade twelve, a new image of the adult stands in the young person's mind as an ideal. Truthfulness, thoughtfulness, self-possession, consideration, strong-mindedness, warm-heartedness-these are the qualities the adolescent holds as ideals. From around age fourteen, the student looks for such qualities in his teachers. No longer blindly accepting authority, he looks to a mentor who inspires him and who is clearly worthy of emulation.

The high school student also needs teachers who have devoted themselves to and mastered particular subjects or skills-the logic in mathematics, the control of the hand and sharpening of eye in metal-work and wood-carving or the development of bodily grace, control and expression in eurythmy and gymnastics. Students will gravitate towards particular people and areas of study according to their individual preferences and talents. At the same time each student should continue to accept the discipline each subject demands and also appreciate the insights and broader perspective that an interdisciplinary approach makes possible.

The Purpose of Waldorf Education

1. To develop balance, coordination, rhythm feeling, and spatial orientation (Physical activities).
2. To make physical, art and academics assignment complete depending on age.
3. To deepen feelings (Drama, drawing and story activities).
4. To improve from simple concrete sorting to abstract thought.
5. To inform about historical and cultural development of humanity & wonders of nature.
6. To determine the children's interests.
7. To gain moral and ethical rules which includes mutual respect and cooperative helpfulness.
8. To prepare children to today's world and gain them knowledge and ability as to today's conditions which are based on time and environment.

Teacher's Role in Waldorf Education

1. To be a nurturer, partner and guide to their students.
2. To create beautiful classrooms in calm, pleasing colors.
3. To have a performance role in the classroom by leading stories or plays involving the integration of the academic and the artistic with a notion of the spiritual as well.

4. To be didactic moral leader, seeking to provide an intimate classroom atmosphere permeated with a sense of harmony and full of themes about caring for the community and for the natural and living worlds.
5. To support a classroom in which the individual needs of each student are considered, including their own unique personalities and temperaments.

Waldorf Teacher Education Program

The Rudolf Steiner Centre offers a one year training for Waldorf Early Childhood and Grade Schoolteachers. This program has been running since 1985.

Parent Involvement in Waldorf Education

1. Helping out with after school activities.
2. Heeling out in handwork, and other special subject classes, sharing special knowledge.
3. Participating in monthly assemblies.
4. Assisting with festivals and fairs, etc.
5. Cleaning up at the school
6. Serving on committees
7. Preparing art supplies, etc.
8. Each child's birthday is celebrated with this child's mother or father who brings gift for child in school
9. Preparing mailings

Atmosphere in Waldorf Education

1. Entering a Waldorf kindergarten one would first notice the warm and joyful atmosphere, the rich colors and the large play area.
2. One would see many baskets with different natural materials and objects for play, perhaps baskets with wood pieces of all sizes and shapes to be used for building.
3. Baskets with shells, chestnuts, wool, and colored cloth are there to stimulate the child's imagination for play but also to give a multi-sensory experience.
4. There would be play houses with furniture, dolls, dishes, etc., and wooden stands used as walls or dividers for castles or stables, stores or houses, or anything else the children might want to create.
5. Everything invites them to enter into imaginative symbolic play.
6. In Waldorf education, play takes an important role that in play child makes friends with the world and begins to understand it.
7. Play is an activity into which children enter with their whole being.

8. Therefore, play is self-healing, it is therapy as the child is not in touch with the world but at the same time with his/her own creative potential with her own self.
9. The more practical activities center around the kitchen where everyday a meal is prepared. Children help with cleaning and cutting of vegetables or fruit, and with baking of bread. Snacks are prepared, tables cleaned and floors swept.
10. Through these, the child's motor sensory development is developed. Motor sensory, creative imaging and language development are key aspects of the Waldorf kindergartens.
11. In Waldorf kindergarten, instead of using plastic and electronic materials, children use natural materials such as wooden blocks, wools, pine cones and stones.
12. Natural materials make children improve their imaginative thinking and creativity.

Teaching methods in Waldorf Education

Singing

1. According to the Steiner: The young child learns primarily through example and imitation, with an emphasis on the importance of movement, rhythm, fairy tales and oral language.
2. At the beginning of the day after tidying up their materials in class they have ring time and in this time they sing and they vocalize the lines in a rhythmic way.
3. Children use singing when they start and activity and after the activity in order to show transition the next activity. For example, they use tidy up song after an activity.
4. To use of music to transition from one activity to the next improves an aesthetic environment. In this way children feel secure and they know which activity they will do.
5. Teacher can use different music materials and children learn to flute. Children use singing while they are enfolding blankets or are getting ready to go garden and they use their hands and body while they are singing.

Storytelling

1. That imagination is the heart of learning permeates all of elements of the Waldorf teaching method is storytelling. Storytelling is another artistic activity and teaching technique in Waldorf Education.
2. Teacher prefers telling rather than reading. She/he tells story in an expressive voice and children imitate their teacher and they use storytelling to their friends. Storytelling includes poems, fictions and stories which are related to the weather.

Scheduling

Waldorf education includes theme-based education, block scheduling. Scheduling in Waldorf schools includes:

1. Language artistry activities and it consists of storytelling and different creative movements the Morning
2. Main activity there are art activities and practical activities.

3. Free play time and cleaning time after the main activity.
4. Meal time and having free time in the outside.
5. Lunch time and sleeping.

Modelling

1. During the early childhood, physical surroundings are important for them, in this stage they understand the world primarily through their senses and try to imitate.
2. Imitation is an ability to identify oneself with one's close surrounding through one's active motivation
3. All Senses like anger, love, joy may speak to the tone of voice, the physical touch, bodily gesture. These senses affect the body for whole life.
4. In Waldorf education, the kindergarten teachers have a responsibility to create a worthy environment for the child's absolute imitation and be an ideal for these children (Barnes, 2002).
5. In this thought of philosophy, the classroom should be fearless homely environment for the children and the teachers should be play the role of the parents at school.
6. The teacher may able to communicate, solve problems and relate to others form a powerful model for how children and others will behave.

Questioning

1. In Waldorf classrooms, the teacher asking students questions, engaging them in discussions, and participating in the daily review creates a sort of 'Socratic dialogue' between teacher and students (Nicholson, 2000).
2. In Rudolf Steiner's education the curriculum and the creative methodology aim to address the developing child in such a way as to 'unlock' the true potential living in each child, the true self.
3. One of the main goals of the questioning technique is encouraging children to question themselves, others.
4. Part of the morning in the Waldorf kindergarten is dedicated to an experience of oral language. The children hear nature and seasonal stories which connect them with their natural environment. One of the main goals of the questioning technique is extend children's communication and language skills, including their ability to create their own stories.

Recalling

1. Repetition and a deliberate sense of rhythmic pattern are part of the curriculum and of the daily classroom routine in a Waldorf school.
2. While using storytelling teaching technique each story is introduced by a review, when the teacher asked students recall questions, followed by more probing questions seeking elaboration.
3. The teacher intends the review to be part of the on-going story, for instance, ceased. Student questions are received a reply which refocused attention on the aspect of the story at hand.
4. She/he also had them recall earlier learning which pertained to the lesson, often from units taught to the children prior lessons.

Waldorf Education is Differ From Montessori Schools

Area	Waldorf Education	Montessori
Curriculum	Academic subjects are kept from children in Waldorf schools until a much later age than Montessori. They are thought to be, as in traditional schools, something necessary but not especially enjoyable, and best put off as long as possible. The day is filled with make-believe, fairies, art, music and generally the arts, putting off reading, writing and math until age seven or so.	Dr. Montessori on the other hand, filled her first school of 3-6-year-olds with dolls and other traditional make-believe toys but found that when children were given the opportunity to do real work such as cooking, cleaning, caring for themselves, each other, and the environment, they completely lost interest in make-believe and preferred real work.
Method	In the early years the activities are most often taught and carried out in groups with the teacher leading. When academic subjects are studied they are taught in a more traditional way, the teacher talking, the children at desks being taught in a group. Children are kept together with a group of children their own age with the teacher ideally moving up each year with the children and so getting to know and working with the same group of children for six years. Arts are ideally always a part of the academic studies.	Social development is more like that of real life because children are not kept in a group of same-age students, but are grouped in 3-6 year age span (3-6; 6-12, 12-15). The teacher gives lessons individually to one child at a time, and often lessons are given to one child by another child. The choice of what to study or work on at any one time is left to the child, with guidance whenever necessary by the teacher.
Fantasy and Imagination	In Waldorf philosophy, play is viewed as the work of the young child and the magic of fantasy, so alive in the young child, is an integral part of how the teacher works with the child. The teacher incorporates storytelling and fantasy into the curriculum. The child can use for the most part any of the materials in any way.	In Montessori fantasy and imagination are very much a part of the creative process. However, since the real world is seen as a wonderful creation as it is, children are introduced to the real world in all its variations in the first six years, and then use these experiences to create for the rest of their lives. The word "work" is used to describe the child's activities instead of "play" because they are respected as adult activities.
Teaching Style	Waldorf uses a teacher-directed approach in the classroom.	Montessori believes in following the child. So the child chooses what he wants to learn and the teacher guides the learning
Spirituality	Waldorf is rooted in anthroposophy. This philosophy believes that in order to understand the workings of the universe, people must first have an understanding of humanity.	Montessori has no set spirituality. It is very flexible and adaptable to individual needs and beliefs
Use of Computers and TV	Waldorf is generally not supporter to exposed media devices by adolescents. They argue that learners should be imaginative and able to create their own world. In these schools, computer can be used only evaluation work.	Montessori suggests that media can be used only parents' permission. Duration of TV, a child can watch as per decided hours and mobile phone also be permitted for limited hours.

Advantages of Waldorf Education

1. Academics are de-emphasized in the early years of schooling.
2. There is no formal academic content in the Waldorf kindergarten experience.
3. A concept used by Steiner educators to describe their approach is "education as an art."
4. There are no 'textbooks' as such used in the Lower (Primary) School.
5. The kindergarten class remains together through to the eight grade with the same teacher from 1-8. A strong set of relationships and sense of community is formed.
6. The Main Lesson in a Waldorf school is the first two hours of the morning session, when the class teacher is always with her group of children
7. There are, no end of term examinations, no grades are given, and assessment is continuous and based on a wide variety of intelligences,

projects and portfolios. The Class teacher writes a detailed holistic evaluation of the child at the end of each school year.

Disadvantages Of Waldorf Education

1. Some people find for various reasons that they have not been informed enough about and understood the nature and basis of Waldorf education, when putting their child or children in a Waldorf school.
2. This has been a problem especially to some parents with an outspoken secular humanist orientation, who have felt their philosophical world view challenged by Waldorf education, with anthroposophy as its spiritual philosophical basis, and to some parents with a fundamentalist Christian orientation.
3. Anthroposophy as such, as the philosophical basis for Waldorf education, is not taught in a theoretical sense, nor as a subject, at the

overwhelming majority of Waldorf schools worldwide.

Conclusion

1. In the present study researcher found that the Waldorf School is a unified, inclusive school model spanning all ages from preschool to the end of the upper school/high school. Within the curriculum framework of the various class levels, the subjects are connected to each other. As the subjects are oriented to the developmental phases of the children and adolescents, they enable multi-faceted, age-related possibilities of developing the individual.
2. Rudolf Steiner gave a detailed description of the human being's physical, psychological, and spiritual development from pre-natal existence through old age, death, and beyond. This view of the evolving human being provides a cornerstone for the unfolding of the curriculum in Waldorf schools around the world.
3. Recognizing and honoring the stages of child development as elaborated by Rudolf Steiner and Anthroposophy to ensure that these stages inform our pedagogy and curriculum so teachers will bring appropriate educational content through appropriate educational methods to their students at the right time.
4. An understanding of child development according to the principles of anthroposophy is at the core and heart of Steiner education.
5. Rudolf Steiner emphasis on self-education and experiential study, and the sharing of classroom experiences, has been largely taken over by the Teachers' Meeting attended by the whole faculty of teachers on Thursday afternoons. At the moment we are working through Steiner's 'Study of Man' to deepen our understanding of child development. Parents too take part in this deepening of their understanding with weekly study groups and weekend events.
6. An integral feature of Steiner schooling is the importance attached to family support for the education of the child, and the importance of

adult learning and development in the wider school community. The schools need to explain their distinctive philosophy to parents and do so through means such as evening lectures.

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