What is Associative Leadership?

Rudolf Steiner left no template for the organisation of Waldorf schools. Like the curriculum, his indications on the governance of the schools were just that: suggestions for development. Much was left to the initiative of each school and the evolving group of teachers. Since then the social and political space we all have to occupy has become more diverse and complexly crowded and self-polluting. Legislation, regulation and expectation pour into the social environment, often contradictory and often with unsustained results.

Associative Leadership builds on best practice in Steiner Waldorf collegial management and governance. It provides those who take part in the workshops with thinking tools and increased awareness of what colleagues need to consider in school organisation. It recognises there is no one model, but aims to enable the greatest clarity as to where responsibilities rest and how appropriate accountability can be built into the structure. The workshops address each level of the school organisation from competencies and ethics to planning meetings and making sustainable decisions.

During the past 7 years this approach has been increasingly and usefully applied to a number of member schools and Early Years settings.

Associative Leadership has been principally carried forward by Jonathan Wolf-Philips under the auspices and with support from the Steiner Waldorf Advisory Service. In addition, the ‘toolkit’ involved has found its way into the Steiner classrooms by way of an innovative ‘toolkit’ offered one-to-one workshops for Time and Technology throughout the school and the recognition for a Steiner school.

It makes Ringwood the only new complex contains a hall, theatre space, 130 Steiner Teachers from Waldorf Steiner education. Teachers took the training workshops. They are looking for “Steiner teachers see this as part of their own emotions and respond to the emotions of pupils who spend their days disrupting that school towards becoming an emotionally intelligent community.

The school in Folly Farm Lane was only able to host the conference following the opening in 2006 of a £200,000 hall complex, in great part to energetic parental fund-raising. It makes finding funds for the new complex contains a hall, theatre space, movement and games area, kitchen, staff room and administrative offices.

STEWARDSHIP - ARIADNE'S THREAD

JOHN HALL - HARDENGE SCHOOL

JOHN WOLF-PHILIPS - STEINER WALDORF ADVISORY SERVICE

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STATE RECOGNITION FOR STEINER SCHOOLS IN IRELAND

Court determined that it was reasonable for the state to expect that teachers in a Steiner school should be qualified at the same level as teachers in other recognised schools i.e. Bachelor of Education (Honours) degree and we have undertaken to employ such teachers in the recognised schools.

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The bulk of the document is a presentation of how the curriculum could be developed and both schools and teachers are encouraged to adopt a flexible and creative approach.

We informed the Department that we would be adopting a ‘Steiner approach to the curriculum and described six key characteristics of this approach. Most of these characteristics are aspirated to in the Department’s own curriculum.

We deal with the aspiration for the ‘Integration of Curricular Material’ by describing the Main Lesson and we have much experience of how to respond to the wish for less reliance on text books by using Main Lesson books. Other characteristics of the ‘Steiner Approach’ such as the children’s right to a healthy school and home and the emphasis on empathy in the early years are aspects of good practice acknowledged in the national curriculum. There will be points of tension such as the expectation of the use of information technology throughout the school and the requirement for a school principal, however each school can develop its own policies in these areas with the backing of parents and each will present a creative and innovative response to the authorities. We are aware that compromises will be made in dealing directly with the State but no more, perhaps, than we have been making over the years in schools that have become inaccessible to parents on moderate incomes.

FEARSE O SHEEL - RANEW WOOD STEINER NATIONAL SCHOOL

WOW-DAY PROJECT FOR CHECHEN CHILDREN

Hearing this we knew we just had to do something so we made it into a WOW-day project. Since then we have managed to buy a house in Kaunas and send them 1000 euros every month. All this money comes from the WOW-day activities of the European Waldorf pupils.

It is encouraging to see how the children are developing; they go to school, have learned and others.” We can all agree with these. We have to renovate the house and keep the debt we have incurred for the house. Then we have to collect some money to fully pay back that we keep on with this project and we still have to collect some money to fully pay back the debt we have incurred for the house. Then we have to collect some money to fully pay back the debt we have incurred for the house.

For the sake of the children it is important it that we keep on with this project and we still have to collect some money to fully pay back the debt we have incurred for the house. Then we have to collect some money to fully pay back the debt we have incurred for the house.

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golden hair, she usually called them before a grade, and the students could not be disturbed. When she entered the classroom, the students were already seated in their places. She would greet them, and then start the lesson. After the lesson, she would stay and talk to the students, answering their questions. She was known for her kindness and patience, and her students always felt comfortable in her classroom. She never raised her voice, and her lessons were always interesting. She was a great teacher, and she will be missed by everyone who knew her.