Steiner Education Diploma

A Creative Research Approach to Teacher Training

Continuing Professional Development Modules

By Dr Robert Rose Diploma Director

“The great aim at the Waldorf School is to bring up free human beings who know how to direct their own lives” (Steiner 1923/81, A Modern Art of Education, p. 201)

“A real education takes care that body, soul and spirit will be intrinsically free and independent”. (Steiner 1919/95, The Spirit of the Waldorf School, p. 63)
In Brief:

The qualification consists of two parts:

- 1) A Steiner Education Certificate for the eight taught modules outlined below.
- 2) A Steiner Education Diploma which includes the Certificate plus a School Experience module.

These involve:

- A Creative Research Approach to Steiner / Waldorf Teacher Training and Continuing Professional Development.
- Sixteen weekend seminars over two years, eight modules, based at the South Devon Steiner School.
- Twenty four weeks school experience module at a school of your choice spread over a number of years or an extensive education related project.
- Distance & Flexible learning options.
- Fees: £300 per module, £2400 total for the Diploma.
- Learning materials: study guides, power point presentations, videos, module summaries and reading literature.
- Practical artistic, philosophical and educational exercises for each module.
- Contact: robertrose9@hotmail.com
Rationale and Aim

Steiner or Waldorf Education is arguably the largest independent schools movement in the World. With school initiatives and kindergartens, of varying sizes and stages of development, on every major continent, in 60 different countries, it is arguably the most culturally diverse form of education on the planet. As well as there being Steiner Schools and settings in Britain, USA and Europe, there are schools and initiatives in Brazil, South Africa, Columbia, Serbia, Israel, China, Kyrgyzstan, Russia and Kenya, just to mention a few. According to the “World Waldorf List” there are 1848 Steiner / Waldorf kindergartens and 1048 Steiner / Waldorf schools around the World. As such, Steiner / Waldorf schools are in continuous need of well-trained teachers and the ongoing development of existing teachers. Due to the special nature of this form of education, this requires its own type of teacher education.

Potential Participants:

- Continuing Professional Development
- New Teacher Training

Due to this global growth of Steiner/Waldorf schools, there is an increasing need for new and practicing teachers to engage in ongoing research in their field of practice. This growth of schools brings with it new relationships with many rich cultures and therewith the need to research the global interconnection and relevance of Steiner Education. Also, with the increasing changes occurring on a national level, new approaches to curricula require research. It also has to be mentioned that the emergence of the inspection of Steiner / Waldorf schools by government bodies in Britain calls up the requirement to research the connectivity
between the philosophy of Steiner and the philosophy of Mainstream education.

Due to this, the Diploma aims to meet the need to train new teachers as well as provide the ground for continuing professional development of existing teachers interested in researching their practice. This is done by having a research approach to Steiner Education, something that is of value to potential as well as practicing teachers. The Diploma is also open to those who are simply interested in this type of education or who may be parents, assistants or administrators, etc. Some may wish to participate in the whole Diploma or one or a few Modules from it.

**The Qualification Design: The Teacher as a Creative Researcher**

The idea of “The Teacher as a Creative Researcher” might conjure up the image of the lonely researcher exploring dry old text books in a library. The idea in the context of this Diploma is very different. Research is meant here as a creative activity which can happen in any kind of media, such as in practicing arts, music, designing curricula or in philosophical ideas, moral virtues, meditation and personal transformation. The aim of this Diploma is to engage participants in this diversity of media and expand the notion of research particularly in the context of Steiner Education.

It also has to be noted that one of the most significant of Steiner’s ideas about teaching in a Steiner / Waldorf School is that there is no fixed curriculum. Consequently, the teacher is called upon to be creative in researching and producing their own. This research then becomes the basis of all educational creativity in Steiner Education at whatever level. The Diploma provides a foundation in this by introducing the rich variety of research methods proposed by Steiner and how they are applied educationally, artistically and philosophically. It compares and contrasts these research methods with mainstream and alternative approaches
and explores them in the context of curricula, child development and pedagogy.

The design of the Diploma also aims to increase participation in a new approach to Steiner / Waldorf Teacher Training. It does this by:

1) Having a more flexible structure that will appeal to more than those wishing to become class teachers; it will also include a provision for prospective upper school teachers. It also gives learning opportunities for teaching assistants.

2) Having a more simple delivery pattern that will also improve recruitment of part-time students; thus enabling them to work and study.

3) More crucially the Diploma strives to approach Steiner Education from a research perspective but which at the same time is central to the creative practice of the teacher.

The Diploma aims to provide a general and specialist training in Steiner / Waldorf Education. Whilst the Diploma is not validated by a University, it is designed to be similar to the level of a mainstream PGCE, which requires the successful completion of a minimum of 120 points at levels 6 & 7. As such it is of a similar design to a PGCE, using the University module concept, but moulded to meet the needs of the content and methodology of Steiner / Waldorf education.

The principles will be introduced on a general level, but also the specialisms will also be included on a foundational level. The specialist element is partially provided through School Experience module. Those wanting to be class teachers will spend their time in the context of that level of schooling. A prospective upper school teacher will participate in their specialist lessons for their subject. The other aspect of specialisation is in the way a participant can focus their assignments on their pathway.
Pathways
The Diploma will involve an integrated holistic approach to Steiner Education Principles covering all the years. There are two basic pathways through the Diploma:

1) Lower School
2) Upper School

Participants may wish to decide from the beginning of the course which primary pathway they wish to follow in terms of their intended professional direction. On the other hand, students may wish to have a broad study across all pathways. The taught modules will be common to all pathways, but students may wish to form their specialism by focussing their assignments on one of the above pathways. This would give them the eight taught modules through which they could focus their interest in order to follow their professional goals. The other aspect of the Diploma which would significantly contribute to specialisation would be the practical School Experience module. In this way the equivalent of 24 weeks full time in school settings would complement the 8 substantial specialised module assignments. These two elements would provide an opportunity for considerable specialisation in the intended pathway. There would also be other options for more specialised pathways, such as special needs education, crafts, arts etc. This can be discussed with the Diploma tutors and we will always do our best to provide an individual pathway to suit your needs. In all cases, we can facilitate possibilities through the specialised assessment and school experience pathways as described above.
**Module Tutors:**
The tutors for the Diploma are: Dr Robert Rose (Philosophy and Anthroposophy, Diploma Director); Cathy Day (Curriculum), Anne-Marie Stibbe (Arts and Crafts), Oliver Mason (Music Education), John Burnett (Specialist Curriculum and Pedagogy topics). Many of the team worked together from between 10 and 20 years on the BA (Hons) in Steiner Education at the University of Plymouth. There may also be contributions from the Staff at the South Devon Steiner School in special topics and School Experience.

Robert Rose originally trained as an electrical engineer and went on to obtain PhD in the philosophy of creativity in evolution. He studied and was a co-worker in natural science at the Goetheanum, Switzerland where he focussed on Steiner’s approach to natural science. He worked as a trainer of science teachers in Steiner Schools before becoming the modules leader for philosophy and anthroposophy on the BA in Steiner Education at Plymouth University as well as on the MA in Steiner’s Educational philosophy at Canterbury Christchurch University. He has written three books, the latest defending Steiner Education against its critics. This has been translated into German and is supported by the German Union of Steiner / Waldorf Schools.

Cathy Day spent twenty years as a class teacher at the South Devon Steiner school and has worked many years with one to one tutoring and has an interest in the twelve senses and learning difficulties. She has an in-depth knowledge of Steiner Education and was a trustee of the school with responsibility for School Policy.

Anne-Marie Stibbe has a long established career as an artist and art therapist. She has helped train the artistic skills of young teachers for many years and runs her own art studio at her home. She taught art on the BA in Steiner education for over ten years and enabled prospective teachers to achieve the artistic potential that is much valued in Steiner / Waldorf Schools and which is central to its practice.
Oliver Mason is the music tutor for the Diploma. He has around 30 years teaching experience in Steiner / Waldorf Schools, working at Wynstones Steiner School, Gloucester and Hereford Steiner School. He currently teaches music at the South Devon Steiner School. He has taught music to children and young students of all ages and has directed many performances both within schools as well as in public spaces such as Gloucester Cathedral. Recently he has tutored music to practicing and potential Steiner teachers in the growing Steiner Schools movement in China.

There will also be a number of other visiting tutors where the occasion allows and mentors at the school where you chose to do school experience and who will provide opportunities for you to observe, reflect, review and practice Steiner Education.

Admission Qualifications

Each applicant will be treated as an individual and we will do our best to help everyone to find their own pathway independently of normal qualifications. Every application will be considered on an individual basis. But this depends to some degree on what level the prospective teacher intends to teach on:

**Lower School:** If you intend to teach in the Lower School, normally a degree would be preferred, but a minimum of two A-levels in any subject, plus GCSE’s across a wide range of subjects may also be a possible entrance point. Other qualifications and experience may also be considered such as HNDs and HNCs or other NVQ 3 or 4 qualifications will be considered on their merit.

**Upper School:** If you intend to teach in the Upper School, normally a BA / BSc (Hons) degree in the subject you expect to teach in. For example, a prospective history teacher will be expected to have a history degree or closely allied subject.
**DBS:** All participants will be required to obtain for themselves a DBS check (formally CRB) before they can do the School Experience module or enter a teaching position. It is the responsibility of the school where the placement is to take place to make sure that the participant has had the check done.

**The Qualification Structure:**

The qualification is designed around two basic requirements: to meet the needs for well trained Steiner / Waldorf Teachers and the need for professional status similar to a mainstream PGCE and QTS (see appendices 1 & 2). As such it will incorporate the “benchmarks” of the Association of Steiner Waldorf Teacher Educators as well as the basic conditions similar to those of a PGCE.

In the below, the modules are described in terms of points. These points are not transferable to institutions of Higher Learning they are simply described in this way in order to give the participant an understanding of what the modules are similar to in terms of work load and level.

There are two levels to the qualification:

1) **The Steiner Education Certificate:** provides the underlying principles of the education and can be seen as a form of initial teacher training and provides opportunities for those wishing to be teaching assistants in Steiner contexts. This may also be a stepping point for those aiming to be qualified as Steiner Teachers by proceeding to Diploma level.

2) **The Steiner Education Diploma:** gives the opportunity to become professional teachers in Steiner settings by gaining extended school experience.
The qualification will be organised around eight themed modules (the Certificate) with a ninth School Experience Module (with the Certificate this makes up the Diploma) being a kind of integration of the whole. The qualification is structured around three learning fields:

1) Philosophical: the Philosophy of Steiner Education – the question of why? This field carries the theme for the weekends and explores Rudolf Steiner’s Philosophy of Education. We will, for example, consider the research principles he introduced and their applicability to the education. The themes of the eight modules will be explored and how they inform the education.

2) Educational Curriculum and Pedagogy: the essential practical curriculum across all years: the questions of what and how? Over the two years, this field will concentrate on systematically introducing each of the lower school years from the perspectives of what can be taught and how it can be taught. The first year covers largely classes 1 to 4 and the second year classes 5 to 8. Examples are given of educational possibilities rather than as a fixed curriculum, of what can be done rather than must be done. There will be a basic introduction to early years as well as upper school.

3) Artistic/Musical: the essential artistic / musical abilities required of a teacher in a Steiner School. In this, participants will be introduced to fundamental artistic and musical skills and then proceed to learn how to apply these in the context of Steiner Education. There will be wide opportunities to practice these in the seminars and explore them further at home.

As will be seen, there will be an opportunity to integrate these three learning fields in the assignments. These can be seen as a preparation for the natural activity of a Steiner / Waldorf Teacher.
The modules are:

1) The Teacher as a Creative Researcher: Methods and Beings 1 (20 pts).

2) The Teacher as a Creative Researcher: Methods and Beings 2 (20 pts).

3) Child Development and the Principles of Learning (20 pts).

4) Teacher Self Development and Education (20 pts).

5) Curriculum Philosophy and Practice: Humanities, Culture and Society (20 pts).


8) Curriculum Philosophy and Practice: From Educational Philosophy to Curriculum Design (20 pts)

9) School Experience (60 pts).

The modules will be supported by individual study and assignments; typically this may mean around 12-20 hours per week for those wishing to complete in two years. Alternatively, it is possible to extend the Diploma over a number of years thereby reducing the time spent on weekly study. The 60 point School Experience module requires the equivalent of 24 weeks full time in a school.
The Certificate has 160 points and the Diploma has 220 points similar to Higher Education learning at level 6 and 7 on the National Qualifications Framework (NQF). In this sense, the Diploma has similarities to a PGCE.

Unlike a PGCE, the Diploma requires 220 points rather than 120 points. The extended character of the Diploma is due to the special nature of Steiner Education and the need for its teachers to have particular knowledge and abilities. A Steiner teacher needs to acquire knowledge and learn about subjects that have distinctive characteristics. This is partly due to the fact that Steiner Schools have no “National Curriculum” and are encouraged to be creative in producing their own. A part of this is also the teachers own path of self-development and an extended knowledge of world views and contemporary culture and society.

**Diploma Format and Delivery:**

**Taught Modules**

The taught modules happen over a two year period part time. Where there is interest, there may also be a local regular guided study session on the central texts of Steiner / Waldorf Education. There will be two weekends per module for the taught courses. The two year timetable is as follows:
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<thead>
<tr>
<th>Year 1</th>
<th>Module</th>
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<tbody>
<tr>
<td>Weekend 1</td>
<td>The Teacher as a Creative Researcher (1) 1.</td>
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<tr>
<td>Weekend 2</td>
<td>The Teacher as a Creative Researcher (1) 2.</td>
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<tr>
<td>Weekend 3</td>
<td>The Teacher as a Creative Researcher (2) 1.</td>
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<tr>
<td>Weekend 4</td>
<td>The Teacher as a Creative Researcher (2) 2.</td>
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<tr>
<td>Weekend 5</td>
<td>Child Development and the Principles of Learning 1.</td>
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<tr>
<td>Weekend 6</td>
<td>Child Development and the Principles of Learning 2.</td>
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<td>Weekend 7</td>
<td>Teacher Self Development and Education 1.</td>
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<tr>
<td>Weekend 8</td>
<td>Teacher Self Development and Education 2.</td>
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<td>Year 2</td>
<td>Module</td>
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<tr>
<td>Weekend 9</td>
<td>Curriculum Philosophy and Practice: Humanities, Culture and Society 1</td>
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<tr>
<td>Weekend 10</td>
<td>Curriculum Philosophy and Practice: Humanities, Culture and Society 2</td>
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<tr>
<td>Weekend 13</td>
<td>Curriculum Philosophy and Practice: Spiritual, Moral, Social and Cultural Education (SMSC) 1.</td>
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<tr>
<td>Weekend 14</td>
<td>Curriculum Philosophy and Practice: Spiritual, Moral, Social and Cultural Education (SMSC) 2.</td>
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<tr>
<td>Weekend 15</td>
<td>Curriculum Philosophy and Practice: From Educational Philosophy to Curriculum Design 1</td>
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<tr>
<td>Weekend 16</td>
<td>Curriculum Philosophy and Practice: From Educational Philosophy to Curriculum Design 2</td>
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School Experience Module

For the School Experience Module: about 12 weeks full time equivalent in a school or educational environment each year with intensive involvement. Over the two years of the Diploma this will add up to 24 weeks in a school, similar to a PGCE.

There may also be the option to complete the School Experience modules in a third year. This may be done by having a 24 week placement in a school. Alternatively this can be done over a number of years.

The Study Modes, Delivery Styles and Module Descriptions:

The modules will also be open to participants who may not be intending to do the whole Diploma.

- 1) Of these, one option is to participate in the modules complete with assessment or merely be present at the weekend(s) of their choosing.

- 2) The other option is through distance learning, for which materials will be provided such as videos, power point presentations, module summaries and reading literature. It is also possible to carry out an assignment.

- 3) It is also possible to do the Diploma by distance learning but which would also include 24 weeks of School Experience in a location of your choice. As in 2) study materials will be provided.
• 4) Should there be insufficient participants for a given module, those wishing to do the whole Diploma will do the taught module through private study as by distance learners. As in all cases though, 24 weeks of School Experience will need to be done in a location of your choice.

• 5) There is a further option for those who wish to replace their school experience module with a project. This may involve some participation in the life of a school but may be more of a self-study nature.

Further below is a brief description of the different types of module intended for the Diploma as per the above design. Each module will comprise of Three Learning Fields: Philosophical, Educational and Artistic. This is reflected in the day structure of each weekend (the content may vary from year to year):
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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Topic</th>
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<tbody>
<tr>
<td>9 to 10:30</td>
<td>Session 1</td>
<td>Philosophy of Steiner / Waldorf Education</td>
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<tr>
<td>11 to 12:30</td>
<td>Session 2</td>
<td>Philosophy of Steiner / Waldorf Education</td>
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<tr>
<td>13:30 to 15:30</td>
<td>Session 3</td>
<td>Art &amp; Music for Steiner / Waldorf Education</td>
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<tr>
<td>16:00 to 17:30</td>
<td>Session 4</td>
<td>Art &amp; Music for Steiner / Waldorf Education</td>
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<tr>
<td>Session 1</td>
<td>9 to 10-30</td>
<td>Educational Studies: Curriculum and Pedagogy</td>
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<tr>
<td>Session 2</td>
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<td>16-00 to 17-30</td>
<td>Art &amp; Music for Steiner / Waldorf Education</td>
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</table>
Module 1) The Teacher as a Creative Researcher: Methods and Beings 1 (20 pts).

This module will introduce the idea of the teacher as a creative researcher. The module provides a beginning of this from the perspectives of educational principles, educational philosophy and art. This and the following module provide a kind of foundation for all the coming modules and will introduce the idea of the “research circle”. We will begin in this module with looking at the importance of human nature, openmindedness, observation and thinking as education research activities.

Module 2) The Teacher as a Creative Researcher: Methods and Beings 2 (20 pts).

In this module, we will consider this idea further and look at the wide variety of methods available in contemporary research and Steiner’s own ideas about research methods. The diverse research methods suggested by Steiner have a direct affect on how the curriculum can be implemented and justified in the context of modern society. These methods provide a ground for the creative activity of the teacher and include cultural, artistic, organic and inorganic modes of research in education. By this point, we will have considered five of the seven modes of research described by Steiner.

Module 3) Child Development and the Principles of Learning (20 pts).

A central concept in Steiner Education is that of Child Development. In fact, it would be fair to say that without Steiner’s distinctive interpretation of this that there could be no Steiner Education. This module introduces and researches the different ideas of human nature and child development philosophically, educationally and artistically. This will include some implications of Steiner’s child development concept for the nature of the curriculum.

Module 4) Teacher Self Development and Education (20 pts).

Fundamental to the whole of Steiner education is the notion that teachers are on a path of Self-Development cognitively and morally. This plays a central part in the educational process and how we relate to children, other teachers and parents. We will consider, for example, the practice and role of personal qualities such as openmindedness, equanimity, positivity, focus, will power, etc. We will also research the role of meditation for an educator. These qualities, as well as others, are also much discussed in contemporary society but rarely seen as central in the context of schools and as essential aspects of a teacher’s profession. In Steiner settings, however, these qualities are considered to be central to the education as well as to the healthy development of the child and society generally.
Module 5) Curriculum Philosophy and Practice: Humanities, Culture and Society (20 pts).

This module considers those areas of the curriculum that are to do with the Humanities, Culture and Society. Generally, these topics concern themselves with the creative dimension of the human being. Consequently, this module researches topics such as the principles of: language learning, history education, human geography, culture and social education. We will consider Steiner’s ideas of social renewal, their relevance today and their connection to education.


One of the most fundamental areas of a teacher’s professional research is the Nature and Science curriculum. Steiner had many ideas about how to approach these in relationship to child development and suggested distinctive methods according to the age phase of the child and particular being of nature. This module considers these as well as researches them in the context of other modern views. Contrasts will be made with the national curriculum and asks the question: are these ideas about nature and science studies complementary or conflicting paradigms?


Steiner once described moral education as being the pinnacle of all education. This aim puts Steiner Education in stark contrast with those types of education which see the aim of education as preparing the child for the global “market place”. The module considers Steiner’s own distinctive views on moral education as well as connects to the religion, spirituality and philosophy curriculum. We will look at the teacher’s role in spiritual and moral education and how their own path of self-development interlinks with the different phases of child development. This module will try to show how Steiner Education can make a unique contribution to the ongoing discussion about moral and spiritual education and that it is not a mere adjunct to education generally but is constitutive of a good education as a whole and could positively permeate all subject areas.

Module 8) Curriculum Philosophy and Practice: From Educational Philosophy to Curriculum Design (20 points)

To begin with, this module will review the holistic dimensions of the previous modules and explore how to design a curriculum. Through a practical approach, this module addresses how the underlying philosophy of Steiner Education unfolds into the design of the curriculum and its practical pedagogy. The main task in this module will be to consider how the fundamental principles translate into a curriculum design and how assessment can occur in a corresponding threefold way based on human nature development.
Module 9) School Experience and / or Research Project (60 pts)

The primary option for this module is essentially practical and involves actual engagement, observation and practice in Steiner Waldorf schools. The larger part of this module focuses on gaining experience in Steiner Waldorf schools or similar educational settings. Study sessions may be included in here, focusing on aspects of pedagogy and analyzing classroom experience. Practice normally involves a substantial placement in a Steiner Waldorf School eventually leading to taking increasing responsibility for Main Lesson (block) teaching. Successful completion of teaching practice is an essential requirement for the student intending to teach in a Steiner Waldorf school. A professional reference from an in context and experienced teacher is produced on the basis of your classroom work, identifying strengths and weaknesses and indicating directions for further development. Another option for this module could also involve a project which could also include a significant school experience component. This may also provide a specialised pathway for upper school teachers such as English, science, mathematics and class teachers. These modules would enable the students to gain experience in lower School (7-14) and Upper School (14-18) and provide a specialised pathway for those requiring it.

Normally, this module will take place during the two years of the taught modules and accompany them. As mentioned, there is also the option to do these modules in a third year placement. This would involve placement in a school with an experienced teacher as a mentor. Please note that with this option the Diploma will only be granted on the successful completion of this module.

Assessment and its Modes

Assignments set by tutors provide the principal means for assessment of student performance in relation to each of the modules.

The assessments are one of the primary means by which the participant will obtain their specialism, the other being the School Experience module. As will be seen in the module descriptors, which the student will receive once accepted on the course and in
time with each module presentation (seminar), generic assignment questions will be set by the course tutor, but each student will need to specialise the questions in accordance with the level of teaching which they intend to work in (lower school, upper school). An intending lower school teacher would need to specialise the generic question to cover their specialist field. For instance, in an assignment on child development, the student would need to concentrate more on the second seven years, such as discussing the role of imagination as a principle for the development of literacy and how it is derived from the underlying principles of child development. In contrast, an intending upper school physics teacher would need to focus on the developmental phase of adolescence and how the foundational ontology of physics relates to this. There would be all other possibilities corresponding to the prospective teacher’s aspirations.

The Diploma is assessed according to three distinct but inter-related assessment modes:

1. **Conceptual / Cognitive Mode**
2. **Aesthetic / Artistic Mode**
3. **Practical Mode**

Different aspects of the work on the Diploma lend themselves to assessment according to one or other of the above modes. Traditionally, academic work in Higher Education tends to be assessed in the form of essays and written submissions. This lends itself to be assessed in the conceptual-cognitive mode which is most commonly used as it is the easiest to quantify in terms of marks and grades. At the same time, there are viable student experience and forms of learning which need to be assessed in different ways; for example, the ability to work effectively and practically in a group context or the learning associated with development in an artistic activity: these can be better assessed through one of the other modes. Although it is far more of a
challenge to realise such assessment in terms of raw marks, the use of alternative assessment modes is an aspect of the Diploma which is invaluable to the education of a prospective teacher. Exploring and researching new forms of assessment are an important part of the Diploma.

Each 20 point module will have an assessment comprising the equivalent of 6,000 words. This does not mean that this is the number of words produced but that the amount of work needed to complete the assignment. Each assignment will have three equal components: Educational, Philosophical and Artistic. The module is only completed by each student when the assignment has been successfully completed.

The 60 point School Experience module will be assessed according to the three modes of assessment and will require a documented report by an identified and experienced teacher.

All of this will be explained in the Module Descriptors you will receive just before the beginning of the Diploma.

Steiner Education Certificate or Diploma

In order to obtain the Steiner Education Certificate, the participant will need to obtain passes in all the taught modules. To obtain the Diploma, they will also need to pass the School Experience module(s). Only the whole Diploma has similarity to Qualified Educator/Teacher Status for Steiner Schools.

For those who do not wish to do assignments they may receive an Attendance Certificate for the modules they attend.