



November 10 - November 15, 2019 / Haus Altenberg, Odenthal-Altenberg

Theme: . .100 Years of Waldorf Foreign Language Teaching - What have we learnt and where do we go from here?

Morning working groups

Minimum number of a working group is 7 participants -

<p><u>Working group I.</u> (10 - 11.30 am) Intensive working groups</p>	<p><u>Working group II</u> (11.45 - 1 pm) Short working groups, but for some a choice of 2 in this slot Please <u>sign up on arrival</u> - see lists on our notice board</p>	
<p><u>Monday to Thursday (4 sessions)</u></p>	<p><u>2a + 2b: Monday and Tuesday (2 sessions)</u></p>	<p><u>2c + 2d: Wednesday and Thursday (2 sessions)</u></p>
<p>1. <u>Music with Michael Rose</u> The soul of a people - and a language - lives in its songs. In these sessions we will learn a range of songs suitable for middle school drawn from the British Isles and also further afield in the English speaking world. Some more complex part-singing will be included but ability to read music is not essential.</p>	<p>1. <u>Music with Michael Rose</u> In these sessions we will learn some songs to enrich your middle school English lessons, as far as possible adapted to the interests and voices of the group. The songs will be taught orally, so ability to read music is not essential.</p>	<p>1. <u>Music with Michael Rose</u> In these sessions we will learn some songs to enrich your middle school English lessons, as far as possible adapted to the interests and voices of the group. The songs will be taught orally, so ability to read music is not essential.</p>
<p>2. <u>Christoph Jaffke</u> <u>Moving, Speaking, Singing and Playing in the Lower School</u></p>	<p>2. <u>Christoph Jaffke:</u> <u>From Doing to Understanding:</u> The Transition to the Middle School (classes 4/5) - Writing, Reading, Grammar, Vocabulary, Games etc.</p>	
<p>3. <u>Peter Lutzker</u> <u>Literature & Creative Writing in the Upper School</u> In working on these two 'cornerstones' of Waldorf language teaching, we will be exploring contents and methods for pupils in grades 9-12.</p>	<p>3. <u>Peter Lutzker</u> <u>Dramatizing Prose Fiction: Chamber Theatre and its Possible Uses in Grades 10-12</u></p>	<p>3. <u>Peter Lutzker</u> <u>Before Reading Shakespeare: Preparing Teachers and Pupils for a Shakespeare Drama</u></p>
<p>4. <u>Martyn Rawson / middle & upper school</u> The spoken language is the basis of good literate language skills: getting ALL students to speak English in the lessons in middle and upper school.</p>	<p>4. <u>Martyn Rawson</u> How much anthroposophy does an English teacher in a Waldorf school need and how to get it?</p>	<p>4. <u>Martyn Rawson</u> Exploring alternative models of teaching English in Waldorf schools. Are there any?</p>

<p>5. <u>Alec Templeton</u> <u>How to square the circle between (1) Steiner/ Waldorf reader-and-discussion method with (2) whatever use of commercially produced teaching materials.</u> We shall be conducting practical hands-on consideration of pros and cons of various teaching/learning strategies in everyday classroom work (class 4-8). "</p>	<p>5. <u>Alec Templeton</u> <u>Learning English through drama. Setting up, reading and writing scenes or sketches</u> (class 6-8)</p>	<p>5. <u>Alec Templeton</u> <u>Learning English through drama. Setting up, reading and writing scenes or sketches</u> (class 6-8)</p>
<p>6. <u>Susan Wehner</u> <u>The African American Experience in Short Stories and Poems for the Upper School</u> We'll be looking at some outstanding fiction and ways of making it come to life for 9th - 12th graders.</p>	<p>6. <u>Silvia Albert-Jahn, Doris Schlott / middle school</u> <u>A bunch of activities to spark the teachers' and the students' imagination:</u> Exercises addressing all ability levels within the context of dealing with grammar, literature and vocabulary.</p>	<p>6. <u>Silvia Albert-Jahn, Doris Schlott / middle school</u></p>
<p>7. <u>Erhard Dahl / all levels</u> <u>The relevance of the student's breathing rhythm to foreign language learning</u> If we want students of the middle and upper school to learn easily and effectively, we should let them experience things strongly, profoundly, empathetically - putting them almost in a state of being excited. In such moments the breathing rhythm penetrates deeply into their organism helping them to be attentive, curious, and prepared to learn.</p>	<p>7. <u>Erhard Dahl/ all levels</u> <u>Learning a foreign language like the mother tongue</u> To what extent can distinctive features of naturalistic language learning be made use of in the classroom from class 1 to 12? Newcomers and colleagues with little experience in Waldorf foreign language teaching are most welcome.</p>	
<p>8. <u>Ulrike Sievers</u> <u>Media usage and media literacy (all levels)</u> Helping pupils to learn to understand different media - analog (cl 1-6)as well as digital (cl 7-12) - and use them as tools for creative language acquisition, in order to take different perspectives on the world, to develop their power of judgement and find their own voices.</p>	<p>8. <u>Conrad Kellet</u> <u>Task based learning for Waldorf schools</u> (classes 4 -8) This workshop will look at how to incorporate Task Based Learning into our English lessons. We will participate in our own TBL activities, after all doing is the best way of learning. I will also share TBL activities suitable for grades from 4-8. TBL activities are built around a central task (without a pre-determined language point to be studied) the</p>	<p>8. <u>Conrad Kellet</u> <u>Task based learning for Waldorf schools</u> (classes 4 -8) This workshop will look at how to incorporate Task Based Learning into our English lessons. We will participate in our own TBL activities, after all doing is the best way of learning. I will also share TBL activities suitable for grades from 4-8. TBL activities are built around a central task (without a pre-determined language point to be studied) the direction of language to be worked on is then based upon how the students complete</p>

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<p>9. <u>Paul Matthews</u> <u>LOVING LANGUAGE: Some serious word play.</u></p> <p>English Grammar has nine parts of speech. Noun, adjective, verb provide the basic fabric, but the nimble words between them - such as Why, If, Under, The, We and Wow - stitch the pieces together and bring life into our language. Through guided writing tasks (both individual and in response to each other) we will give loving attention to the words that arise between us and ask how these nine powers and graces can be activated in our classrooms.</p>	<p>9. <u>Miriam Watson-Kastell</u> <u>Drama in the middle school</u></p> <p>We will look at ideas for two different ways of working with drama in the middle school: integrating drama elements into the English lessons from class 3 onwards and offering a voluntary English drama workshop for pupils of classes 5 - 7. There will be a mixture of exchanging and experiencing.</p>	<p>9. <u>Miriam Watson-Kastell</u> <u>Drama in the middle school</u></p> <p>We will look at ideas for two different ways of working with drama in the middle school: integrating drama elements into the English lessons from class 3 onwards and offering a voluntary English drama workshop for pupils of classes 5 - 7. There will be a mixture of exchanging and experiencing.</p>
<p>10. <u>Norman Skillen</u> <u>Imagining a context - working creatively with vocabulary.</u></p> <p>Words are largely defined by their contexts, and it is important in learning a language to know, or rather, feel this, and to develop the habit of looking to the whole context for the meaning, rather than getting stuck on individual words. So getting hold of vocabulary has a lot to do with developing a feeling for the power of context. We will do a range of exercises that will take us in this direction and hopefully stimulate further ideas of our own.</p>	<p>10. <u>Mario Radisic & Christina Döring</u> <u>Readers in the MIDDLE school</u></p> <p>We'll introduce our favourite readers for the different age groups and present tasks that worked along with them and can possibly be transferred to other readers. Our main goal with readers is to make the pupils enjoy reading and understanding the stories. The tasks are ways of enabling the pupils to actively use and enjoy the language of the readers (pronunciation as well as vocabulary and grammar). The tasks include written- as well as oral ones.</p>	<p>10. <u>Mario Radisic & Christina Döring</u> <u>Readers in the UPPER school</u></p> <p>We'll introduce our favourite readers for the different age groups and present tasks that worked along with them and can possibly be transferred to other readers. Our main goal with readers is to make the pupils enjoy reading and understanding the stories. The tasks are ways of enabling the pupils to actively use and enjoy the language of the readers (pronunciation as well as vocabulary and grammar). The tasks include written- as well as oral ones.</p>
<p>11. <u>Thorsten Hakansson</u> <u>Playing with Fire: Ideas, Songs and Methods for working in classes 1-4/5. On Thursday we'll look ahead at grades 5-8</u></p>	<p>11. <u>Thorsten Hakansson - lower school</u> <u>title to come soon</u></p>	<p>11. <u>Thorsten Hakansson - lower school</u> <u>title to come soon</u></p>