



November 3 - 8, 2024 / Haus Altenberg, Odenthal-Altenberg

Theme: Reconsidering Language Teaching in the Light of Artificial Intelligence (AI)

Morning working groups

Minimum number of a working group is **8 participants** -

For these working groups you either register online or sign up on arrival when you check in - provided that the courses of your choice aren't fully booked yet.

lower school / middle school / classes 7/8 + upper school / upper school

<p><u>Working group I.</u> (10 - 11.30 am) <i>Intensive working groups</i></p>	<p><u>Working group II</u> (11.45 - 1 pm) either an intensive work with 4 sessions or 2 short working groups (<u>Monday+Tuesday</u>, another course <u>Wednesday+Thursday</u>) depending on how the course is offered</p>	
<p><u>Monday to Thursday (4 sessions)</u></p>	<p><u>2a + 2b:</u> <u>Monday and Tuesday (2 sessions)</u></p>	<p><u>2c + 2d:</u> <u>Wednesday and Thursday (2 sessions)</u></p>
<p>1. <u>MUSIC with Juanita Bredenhann</u> <u>Songs for the lower and middle school</u> No prior musical knowledge or singing experience is needed to attend these workshops. <u>Singing for enjoyable learning:</u> Singing songs with your class has tremendous benefits for language learning as singing engages the language centres of the brain, creating new neural pathways and improving connectivity between the regions responsible for language development and processing. Singing also brings a life-giving force to lesson content and enhances social community between the children in class. In these workshops you will receive a variety</p>	<p>1. <u>Juanita Bredenhann</u> <u>Songs for the lower and middle school</u> No prior musical knowledge or singing experience is needed to attend these workshops. <u>Singing for sequencing:</u> Sequencing is a crucial part of language as it enables us to place words and sentences together in a manner that makes them understandable to ourselves and to others. Through singing, children can learn new words and phrases in a meaningful context, making it easier for them to remember and use these words in an appropriate sequence in everyday situations. In these workshops you will</p>	<p>1. <u>Juanita Bredenhann</u> <u>Songs for the lower and middle school</u> No prior musical knowledge or singing experience is needed to attend these workshops. <u>Experiencing language through singing - Bringing words to life through song:</u> "The human being is a musical being, and the making of music is essential in experiencing what it is to be fully human." - Steiner. Like singing, language acquisition is a whole-body experience. Words have meaning and sound and our voices as well as our bodies are the instruments that plays an important role when communicating our</p>

<p>of English songs for lower and middle school containing fun and engaging elements to entice the children to sing and learn in the English language with a light-hearted enthusiasm. You will learn how to approach teaching these songs as well as creative ways to incorporate them into your English lessons, how to adapt the songs to fit the age group which you are working with and how these songs will help your class with learning English. Additionally, we will also look at how to incorporate rhythm while singing as rhythm assists with verbal working memory. You will learn, move, communicate and be creative through the medium of song and take this with you to your classroom. Most important of all, we will have lots of fun</p>	<p>receive English songs for the lower and middle school that specifically focus on teaching English language sequencing in context. These songs will also be accompanied by pictures, props, and movement to assist with the sequencing process and to make singing sessions enjoyable and engaging.</p>	<p>feelings and messages. Playing with the voice through singing and movement to teach language expression offer valuable opportunities for language and the meaning of that language to be imbedded within the entire being of the child. In these workshops you will receive English songs specifically focused on assisting with the embodiment, expression, and communication of the English language for lower up to middle school by creating vocal and movement awareness within the children. We will also look at how vocal awareness changes throughout the different age groups and how this will affect the method of teaching our English songs.</p>
<p>2. <u>Christoph Jaffke</u> <i>Moving, Speaking, Singing, Playing: Learning by Doing in the Lower School (classes 1-4)</i> This compact seminar is intended for beginning as well as for experienced teachers. We'll practise new material from my recently published manual and also look at ways of 'empowering' children to speak and act individually thereby raising their self-confidence from the first few lessons in grade 1.</p>	<p>2. <u>Christoph Jaffke</u> <i>From Doing to Understanding: The Transition from the Lower to the Middle School (Classes 3 to 5)</i> We'll look at ways of introducing writing, study different approaches to reading, vocabulary work, first grammar and what we can do with the first middle school readers.</p>	
<p>3. <u>Peter Lutzker</u> <u>Working with Literature & Creative Writing in the Upper School</u> In working on these two 'cornerstones' of Waldorf language teaching, we will be exploring different contents and methods for pupils in grades 9-12. In literature, the focus will be on literature of the 21st century and in creative writing in including a broad spectrum of the senses as a starting point, for instance, in using music, pictures and films.</p>	<p>3. <u>Peter Lutzker</u> <i>Performative Approaches to Language Teaching in the Light of Artificial Intelligence</i> In light of all the possibilities which artificial intelligence offers, performative methods of teaching and learning in the classroom can be seen as more important than ever. In this course we will explore different performative approaches to working with fiction, chamber theatre and poetry in high school.</p>	<p>3. <u>Peter Lutzker</u> <i>Practical Applications of the First Teachers Course ("The Study of Man") for foreign language teaching</i> The first teachers' course has provided the anthropological basis of Waldorf education from 1919 until today. In this course, we will explore how it can become a fruitful basis for different aspects of language teaching including the methodology of teaching literature, grammar and vocabulary.</p>
<p>4. <u>Martyn Rawson - Middle & Upper School</u> <i>Working with literature in English from Africa, India and the Caribbean</i></p>	<p>4. <u>Martyn Rawson - Middle & Upper School</u> <i>Working with the history and literature of Indigenous people in North America.</i> In this workshop we will gain background information about the history and current situation of Native North</p>	

<p>Through colonialism the English language became the literary language in many countries across the world. The positive side of this historic development is the emergence of global and local literature in English. In this group we will look at (mainly) short stories from around the world and poetry and how to work with this literature in creative ways that enable our students to develop intercultural awareness.</p>	<p>American people and discover some of their literature. Martyn will be visiting Six Nations Grand River festival in July this year and will bring back new material for teaching about indigenous people.</p>	
<p>5. <u>Ulrike Sievers</u> <i>Participation and differentiation</i> How can we meet each pupil's needs as well as enhance each pupil's abilities in mixed ability classrooms? We will work on this central question by looking at a range of material as well as different methods and task-formats which can be used for teaching / learning English from grade 7 onwards. On the one hand, creative elements as well as cooperative working and learning methods will be important aspects. On the other hand, we will focus on diverse and authentic material which speaks to our pupils and invites them to discover the world, the other and themselves. This will include an awareness of diversity as well as a post-colonial attitude towards literature.</p>	<p>5. <u>Ulrike Sievers</u> <i>Corrections and assessment for learning</i> It is one of our central tasks as teachers to get to know and assess our pupils with regard to their needs, interests and capabilities in order to plan and conduct our lessons in a way that gives them the feeling that they are seen, listened to and understood. Moreover, we need this understanding of our pupils in order to design lessons in which each pupil can experience their work and learning processes as understandable, manageable and meaningful. Most teachers spend a lot of time correcting their pupils work and assessing their achievements, which sometimes keeps them from planning lessons with fun and enthusiasm. In this workshop we will ask how correcting can be supportive for the students' learning processes and at the same time become manageable for the teacher. We will also get to know various forms of assessment which aim at helping students to take responsibility for their learning process rather than judging and often frustrating pupils and hence rather hindering motivated learning attitudes.</p>	
<p>6. <u>Alec Templeton</u> -Classes 5 - 6 - 7</p> <ul style="list-style-type: none"> - In a decade of rapidly developing artificial intelligence we will be looking at practical ways of teaching grammar (based on the repertoire from classes 1 - 3 and natural intelligence!) - Dealing with different levels of ability within the class - Roleplay, sketch-writing and performing play-scenes even with restless / disruptive pupils in danger of switching off - The problem of homework and tests; efficient correction and assessment - Various aspects of 'Memory'. Ways towards building a 	<p>6. <u>Alec Templeton</u> - Classes 4 - 5 - 6</p> <ul style="list-style-type: none"> - The transition from aural-oral English to spelling, writing and first steps into grammar awareness - Learning English from Stories, Storytelling and Reading Texts (reading aloud, silent reading) as an important parallel to possible coursebook work later - Choosing reading material. Please feel free to bring readers you are working with 	<p>6. <u>Alec Templeton</u> - Classes 4 - 5 - 6</p> <ul style="list-style-type: none"> - The transition from aural-oral English to spelling, writing and first steps into grammar awareness - Learning English from Stories, Storytelling and Reading Texts (reading aloud, silent reading) as an important parallel to possible coursebook work later - Choosing reading material. Please feel free to bring readers you are working with

<p>repertoire of idiomatic expressions / vocabulary.</p>		
<p>7. <u>Beate Langer</u> <u>The Waldorf English Language Curriculum from a practical point of view</u> How can we make both ends meet? Considering the variety of a language lesson we often wonder how to fulfil the demands of the grammar curriculum. This workshop will have a look at the curriculum from class 1 to 8 - how to connect what we have learned, how to build up knowledge, self-confidence and independent learning, as well as showing a way to the pupils' creativity. From the last years' experience, tried and tested material for the rhythmical part as well as examples for grammar and reading exercises will be offered.</p>	<p>7. <u>Silvia Albert-Jahn, Doris Schlott / middle school</u> In this workshop, we would like to address all performance levels in grades 5 to 8. Poems, songs, stories, but also lively grammar and vocabulary work in the context of working with texts and literature are the foundations of healthy and balanced language teaching that enables all pupils to connect with the target language. We will certainly also respond to the challenges we face with the increasing use of AI. What new lesson formats, exercises and tests in the middle school might be useful? Where do we not want to compromise on the basics and principles of Waldorf education?</p>	
<p>8. <u>Kavita Desai</u> <i>Creating a space for learning - Classroom management and more</i> It would all be okay - if you could just get the class to be quiet and listen! If your lessons were quieter, so much more would be possible! If the class would just give your lesson a chance, it could all be so much more interesting! Haven't we all been there? This course offers tried and tested tips and strategies for classroom management and also explores the "soil" in which a good learning atmosphere can thrive: relationship, lesson content, teaching methods and an understanding of child development. We are all learners, and we all come up against new challenges. This course is a safe space where we can pool ideas and experiences. You will leave with resources to get your lessons rolling in the direction you want them to.</p>	<p>8. <u>Kavita Desai</u> <i>Getting the most out of games in classes 1-5</i> On this course we will explore how playing games in English lessons can be both enjoyable and effective. We will look at how to introduce and scaffold games so that they work, with many hands-on examples. We will also see how we can get a lot of mileage out of games by linking them to other activities. Get ready to have fun.</p>	
<p>9. <u>Alexandra Spencer</u> <i>Sing a Song of Sixpence: Using Nursery Rhymes in the lower school.</i></p>	<p>9. <u>Alexandra Spencer</u> <i>Staying Sane: Developing Tools for Better (Mental) Health as a Teacher.</i> Middle schoolers driving you round the bend? Arduous meetings with colleagues? Rude emails from parents? It's no joke keeping your sanity in this current climate but when you are engaged in working with many different</p>	

<p>Nursery Rhymes - the ancient songs from the British Isle, sung to children over many centuries - carry many treasures to be discovered. Bringing them into our lessons in the lower school adds a particular depth, quality and joy to the lessons with the little ones. We will learn and practice lots of famous and not so famous Nursery Rhymes, find fitting gestures and figure out how best to introduce them.</p>	<p>people all day long, it is even more important to have some tools to keep yourself grounded. I will share what I have learnt and we can pool our resources!</p>	
<p>10. <u>Susan Wehner</u> <i>Sources of Meaning: Working with Short Stories in the Upper School</i> Short stories offer a wonderful opportunity to practice and experience deep reading as a remedy for a hectic, superficial lifestyle. Aside from getting to know some outstanding short stories, we'll find time to address topics such as possible assignments and effective corrections.</p>	<p>10. <u>Miriam Watson-Kastell</u> <i>Media projects in middle school</i> The world we live in seems to be run by media and it is becoming increasingly difficult to understand and to handle. As schools are faced with the new demand for media education, we have to find ways to incorporate this subject into our lessons. In this course we will try to see this challenge as a chance to focus our language lessons in a new way and to enjoy new creative possibilities. I can give ideas for book projects in classes 4-6 and a radio play in class 5 or 6, but these examples are easily adaptable to other middle school classes, too.</p>	<p>10. <u>Miriam Watson-Kastell</u> <i>Media projects in middle school</i> The world we live in seems to be run by media and it is becoming increasingly difficult to understand and to handle. As schools are faced with the new demand for media education, we have to find ways to incorporate this subject into our lessons. In this course we will try to see this challenge as a chance to focus our language lessons in a new way and to enjoy new creative possibilities. I can give ideas for book projects in classes 4-6 and a radio play in class 5 or 6, but these examples are easily adaptable to other middle school classes, too.</p>
<p>11. <u>sorry, no offer</u></p>	<p>11. <u>Mario Radisic</u> <i>Literature activities in the upper school</i> We'll discuss a few favourite readers for the upper school and the focus will be on the transition from class 8 to the upper school with basic tasks that work with different readers. The 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).</p>	<p>11. <u>Mario Radisic</u> <i>Literature activities in the upper school</i> We'll discuss a few favourite readers for the upper school and the focus will be on the transition from class 8 to the upper school with basic tasks that work with different readers. The 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).</p>
<p>12. <u>Douglas Kennedy</u> <i>Speaking and Writing from Classes Four to Nine</i> This course will move quickly through classes four to nine with a focus on developing speaking and writing skills. How can we use speaking and writing tasks to</p>	<p><u>Douglas Kennedy</u> <i>Imagery in Language Teaching in the middle and upper school</i> Imagery is everywhere...at least if we look for it. So, how can we move away from language teaching as (only) the transmission of information and skills? Can we develop a more lively approach that engages the young imagination in all sorts of ways? The focus here is not on "creative tasks", but rather on taking a view of teaching that bases itself on the imagination as a "living power and an agent of human perception" - to loosely</p>	

reinforce learning and development in each other? How can we use activities to develop a 'culture of listening', helping pupils to teach each other, while developing social harmony within a class? Can we move away from a (perceived) need for tests to replace this with the intelligent use of texts in the wider sense? How can we set up middle school pupils to be confident speakers and independent writers in the upper-school? In passing, we will be talking about performative approaches, imagery, expression, creativity and more within the bounds of the particular age groups.

quote Coleridge. Starting with imagery in words and phrases and heading off into directions such as classroom management, we will try to develop our own perceptive abilities in this area. Perhaps surprisingly, this is quite a practically oriented workshop...