

**Theme:** Moving Language: Encouraging Deep Listening, Agency and Hope in Foreign Language Learning

**Morning working groups** (Minimum number of a working group is **8 participants**)

**SLOT 1: Working groups I.** (10 - 11.30 am) Intensive working groups / **Monday to Thursday (4 sessions)**  
lower school / upper school

1. **MUSIC: Singing For Joy:**

Songs for children from classes 5-8. These songs carry some elements of the musicianship curriculum embedded in them, making them interesting as well as helping the students to come closer the spirit of the language. All taught by ear.

2. **Christoph Jaffke**

**Moving, Speaking, Singing, Playing: Learning by Doing in the Lower School (classes 1-4)**

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.

3. **Peter Lutzker**

**Working with Literature & Creative Writing in the Upper School**

In working on these two 'cornerstones' of Waldorf language teaching, we will be exploring different contents and methods for working with pupils in grades 9-12. In literature, the focus will be on ways to work with short stories from the 21st century. In creative writing, we will explore different ways of using stories, music, pictures, and films as impulses for pupils to personally and creatively engage with the foreign language.

4. **Martyn Rawson & Tatjana Pavlov-West**

**Diversity and inclusion (DEI) are not a dirty words.** Working with students with diverse abilities and interests with diverse and inclusive content in classes 8 to 13, such as gender inequality, indigenous cultures, Black Lives Matter, Queer themes, woke and cancel cultures ... the Disunited States of America.

5. **Ulrike Sievers**

**Working with theatre play, storytelling and drama from classes 5/6 upwards**

Using dialogue as a form of scaffolding; exploring various ways of using stories, of telling stories, of inviting pupils to engage with Story; working with drama as one form of storytelling.

6. **Alec Templeton - middle school**

**Ups and Downs, Highlights and Pitfalls of Grammar (role of thinking?) in Language Learning.**

Ways of getting classes to cooperate through more challenge (with texts, reading aloud, playacting, even tests?), more exciting things to do (with writing and reading?), more sense of achievement ('Hey, I can actually say things in English!').

7. **Kavita Desai**

**Using pictures in English lessons: grades 1-6+**

Pictures speak a language of their own. They are a means of (self) expression which is independent of verbal competence. As such, pictures can provide an inclusive space in language lessons. On this course we will look at how drawing in English lessons can promote language acquisition, and we will also explore the additional benefits which accompany drawing as a shared creative activity. A range of ideas and exercises will illustrate how blackboard drawings and other pictures such as paintings, sketches, postcards and photos can support language learning and improve the lesson climate. Please bring wax crayons and colour pencils, as we will

enjoy some hands-on experimentation. No previous ability or experience is necessary beyond openness and curiosity!

8. Alexandra Spencer lower school

Creating an English Space: Bringing songs and rhymes to life through gesture in the lower school.

We will be exploring ways to bring different songs and rhymes together to create tiny English scenes for the children to speak and play in. We'll be looking at the importance of gesture when introducing new songs and rhymes to the lower school. How can we show what we mean, so that the movements flow together and are fun to do? We will be expanding our repertoire with lots of new and old nursery rhymes and developing our own lexicon of gestures to use in classes 1 all the way to 4.

9. Susan Wehner

Working with Short Stories in the Upper School

Helping our students remain hopeful and courageous in these anxious times. We'll be reading and discussing short stories that indirectly address what it means to be human in the most positive and meaningful sense.

10. Miriam Watson-Kastell

Welcome to the wonderful world of words - learning to read and write in class 4

It is a great responsibility to introduce reading and writing in class 4 because it poses a challenge to the increasing number of children who already struggle with these skills in their mother tongue. I want to show how a careful and creative approach can turn this year into an uplifting and entertaining experience for all pupils. We will talk about a first reader, a book project and possible literature for this class as well as tried and tested gems for the rhythmical part of the lesson.

11. Douglas Kennedy

Speaking and Writing from Classes Four to Nine

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 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 fostering social harmony within the classroom? Can we move away from a (perceived) need for tests and replace them with the intelligent use of texts in a broader sense? How can we prepare middle school pupils to become confident speakers and independent writers in the upper school? In passing, we will discuss performative approaches, imagery, expression, creativity, and more, all within the bounds of the respective age groups.