

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

**Morning working groups SLOT I.** (10 - 11.30 pm)  
**Monday to Thursday (4 sessions)**

Minimum number of a working group is **8 participants** -  
 (Please keep a record of your choices).

1. **MUSIC: Juanna Grace Ladaga**  
Sing For Joy: Bringing the joy of singing into our work in the classroom adds many benefits, including our own enthusiasm to share language through the joy of making beautiful music together! These sessions are playful, productive, collaborative and will hopefully enthuse you!
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 & Julie Vandamme**  
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 20<sup>th</sup> and 21<sup>st</sup> 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 & Mario Radisic**  
Take a risk- do Shakespeare!  
 Working with Shakespeare in the classroom. How to teach Shakespeare in a way that engages all the students.
5. **Ivone Greene**  
Giving students a voice  
 In this workshop, we will explore engaging exercises, primarily drawn from Upper School foreign language teaching, that empower students to find and express their own voice. Through hands-on activities and collaborative discussion, we will examine strategies that promote student agency, resilience, and self-confidence. Central questions include: "How can I create meaningful, student-centered content?" and "How can I support students in taking ownership of their learning?"
6. **Alec Templeton**  
Going all in on speaking as basis for clear writing and reading  
 From about class 4 on, quite a few pupils seem to start losing their general enthusiasm, curiosity and creativity; don't even seem so keen on learning a foreign language any longer!  
 In this workshop we will focus on Speaking as the core activity into class 8, especially where writing and reading haven't seemed to work so well as we might have expected from our own learning experiences when we were at school. Turns out that feeling stressed and anxious about having to do things they think they can't do, fear of being exposed, lack of success etc. can easily discourage pupils from making a real effort. Through careful planning of language games, role-play, giving talks, having classroom discussion etc. vocabulary will be expanded, correct writing and reading hugely enhanced. In this Talk Workshop we will explore ways in which often messy classroom 'talk work' can be avoided through all sorts of opportunities to speak. We may even manage to get the youngsters feeling they are learning 'real' English!
7. **Kavita Desai**  
Creating a space for learning - Classroom management and more revisited  
 Two years ago fifteen English week participants worked together on how to create a space for fruitful learning in English lessons. We left with open, practical research questions and the idea that it was a topic worth revisiting.  
**This course is for anyone:** those who were there last time, and those who feel it would benefit them to join.  
 Although I will offer some tried and tested tips from many years of teaching practice, the course is based on the understanding that we are all teacher-researchers in our various settings. We will work together using movement, group work and role play to share ideas, practice handling difficult situations, and develop new strategies. We will also have fun, and make this sometimes challenging side to teaching less scary and more enjoyable!

**8. Alexandra Spencer**

**"Herding Cats!" Structuring Lower School Lessons.**

Lower school lessons should provide enough repetition for the children to feel secure and enough variety for them to stay engaged. It isn't easy to find that balance! We will be learning how to bring different parts of a typical lower school lesson together in a way that supports the learning of the children and keeps things interesting for you!

**9. Susan Wehner**

**Working with Dystopian Short Stories in the Upper School (grades 11-12)**

What better way is there to encourage interaction between students and work on the social aspects of foreign language learning than working with short stories together in class? And dystopian stories offer an excellent opportunity to reflect on our world and lives. They give us ample topics for discussion and food for thought. It may seem counter indicative, but focusing on dystopian worlds can give us hope and encourage our sense of agency. If you've never worked with dystopian literature, now is a good time to start!

**10. Miriam Watson-Kastell**

**Creative tasks for the lower and middle school**

From short activities to extensive projects - creative tasks are a great way to make vocabulary and grammar fun, to engage the pupil's interest and switch from teaching English to teaching IN English. We will look at little group activities and art projects for lower school as well as reading and writing tasks, theatre exercises and more for middle school.

**12. 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.