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"The Art of Teaching" – a Presentation of the Waldorf Teacher Education Study Programme at Rudolf Steiner University College in Oslo, Norway

„Sztuka nauczania" – prezentacja programu kształcenia nauczycieli Waldorf w Rudolf Steiner University College w Oslo, Norwegia

Waldorf pedagogy is characterized by a broad view on knowledge, the aim being to develop the pupils' intellectual, artistic, and practical skills in a holistic way. The teaching has a phenomenological approach, and dialogic teaching and storytelling often takes the place of textbook teaching. The pupils deepen their insight through independent and artistic adaptations of the subject matter. Drawing, writing, painting, music, and drama plays a central role in the learning process. The teaching at Waldorf schools varies in many ways from Norwegian public schools. Still, there are numerous parallels between the tasks of a Waldorf teacher and a public-school teacher: Regardless of school type, the teacher profession is extremely complex. It demands an array of different skills that often must be carried out simultaneously. As a teacher you need a thorough understanding of your teaching subjects, as well as strong relationship skills, in order to encourage and help every pupil in your class, and to cooperate well with parents and colleagues. Furthermore, you must be a well prepared, and engaging educator, a facilitator of learning, a great organizer, and a warm and empathetic leader. In addition, you

DOI: 10.17951/PE/2022.6.197-200

must be able to continuously reflect on and develop your own teaching practice over time. In brief: teachers need to be able to combine knowledge, analytic skills, and theoretical understanding on the one hand, while managing the unpredictable here and now, the ever-changing classroom situation, on the other.

Doyle describes the classroom setting as "multidimensional" (Doyle, 1986, p. 394). In a classroom setting, several events occur at the same time, teachers must react instantly to the changing circumstances as things happen quickly, and the outcome of situations is highly unpredictable.

> The responsibilities, not only of instructions, but of maintaining the required order in the room as a whole, are most trying. It is almost impossible for an old teacher who has acquired the requisite skill of doing two or three distinct things simultaneously – skill to see the room as a whole while hearing one individual in one class recite, of keeping the program of the day and, yes, of the week and of the month in the fringe of consciousness while the work of the hour is in its center – it is almost impossible for such a teacher to realise all the difficulties that confront the average beginner. (Dewey, 1904, p. 148)

The following presentation gives a short overview of the teacher education programmes at Rudolf Steiner University College (RSUC) in Oslo, Norway. The university college offers both a bachelor's degree in Waldorf pedagogy and a master's degree in pedagogy, in cooperation with Oslo Metropolitan University. While the bachelor students graduate after three years, the master students continue for two more years, taking some of their courses at RSUC and the rest at Oslo Metropolitan University. The master's programme enables students to work in either public schools or Waldorf schools.

As teacher educators at RSUC, we continuously ask ourselves how we can give our teacher students the necessary knowledge and skills during their years of education to be able to perform the multidimensional work of a teacher. As a guiding principle in our education, we practice a three-parted teaching, where we offer the students three different approaches to learning: 1. Inspiring, didactically-oriented lectures; 2. Self-study, reading of syllabus literature, theoretical studies; 3. Didactic exercises, methodical presentations, and reflections in groups.

The founder of Waldorf pedagogy, Rudolf Steiner, regarded teaching as an art (Steiner, 2000, p 5). At RSUC arts are included as an integral part of all subjects and make up nearly half of the total study. The art lessons include storytelling, visual arts, music, eurythmics and drama among other subjects. Since Waldorf pedagogy includes art at all levels and in all classes, it requires that the teacher students are trained in different art forms. Consequently, the art lessons have a didactic justification. But art is also included in the education because of the intrinsic value of the artwork in and for itself. Art plays an important role in the formation process of the students. Working artistically is a way of practicing awareness and reflection in action, and it helps the students to develop their creative powers. The self-de-

velopment and the ability to reflect upon your own practice is essential in teacher training because it enables pedagogical and personal growth. Being a teacher is not something achieved once and for all, it is an ongoing process. As an artist you are always developing further. The students' practice in schools is another important part of the teacher training. Here, the students learn to plan, carry out and evaluate teaching. The students also get the opportunity to observe and experience the practical and relational sides of being a teacher. Their newly acquired knowledge is given relevance as the students get the chance to practice in a classroom setting. The practical training gives the students crucial real-life experiences and a better understanding of the teacher profession.

	AUTUMN SEMESTER				SPRING SEMESTER			
3RD YEAR	PEDAGOGY 1.4 (15 ects) Teaching profession - teacher identity ARTS	PRACTICE IN WALDORF SCHOOLS	PEDAGOGY 1.5 (15 ects) Knowledge theory and research method. R&D task ARTS		SOCIAL STUDIES 1.2 (15 ects) Religion, philosophy, ethics. Social Studies in 8. - 10th grade ARTS	PRACTICE IN WALDORF SCHOOLS	NATURAL SCIENCE 1.2 (15 ects) Physics, technology, astronomy. Chemistry, biology and geography 8th - 10th grade ARTS	
2ND YEAR	SOCIAL STUDIES 1.1 (15 ects) History, social studies didactics 1st - 7th grade ARTS		NATURAL SCIENCE 1.1 Science didactics and sustainable development. Biology and geography 1st - 7th grade ARTS		PEDAGOGY 1.3 (10 ects) Special education ARTS		MATHEMATICS 1.3 (10 ects) Mathematics 6th – 10th grade. ARTS	NORWEGIAN 1.3 (10 ects) Norwegian 5th – 7th grade Norwegian 8th – 10th grade ARTS
1ST YEAR	PEDAGOGY 1.1 (10 ects) Learning and development. Teaching as an art ARTS		MATHEMATICS 1.1 (10 ects) Mathematical basic elements ARTS	NORWEGIAN 1.1 (10 ects) Language, thinking, learning and communication ARTS	PEDAGOGY 1.2 (10 ects) The teacher and classroom diversity. Beginner training. ARTS		MATHEMATICS 1.2 (10 ects) Beginner training. Mathematics 1st - 6th grade ARTS	NORWEGIAN 1.2 (10 ects) Beginner training. Norwegian 1st – 4th grade ARTS

Source: Author's own study.

The above illustration gives a schematic overview of the bachelor's programme. The master students follow the same progression in their two first years of study. In the autumn of the third year, the master students leave for Oslo Metropolitan University for one semester to do courses in either Norwegian or mathematics. They come back to join the rest of the student group in the spring semester. The bachelor students graduate after three years, while the master students continue for two more years, partly at Oslo Metropolitan University, and partly at RSUC.

The goal of both the teacher education study programmes is to give the students the necessary knowledge, tools, and experiences to begin their journey as teachers and enable them to master the multidimensional, demanding, but truly rewarding art of teaching.

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