

Bildung in einer sich wandelnden Welt /
Education in a Rapidly-Changing World

Transformations

Abstract:

Ecology and Destiny: towards a renewal of educational discourse

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This paper is a report the work in progress to contribute to the renewal and restratification of education beyond the 'hard' skills of literacy and numeracy and towards an equivalent inclusion of the 'soft' skills of teamwork and creativity. Within a postformal pedagogy, these skills of teamwork and creativity are explored in the context of social and emotional skills and in their manifestations as ecological intelligence and autonomous destiny. A question is posed as to whether social and emotional skills can effectively be addressed from within content driven and control oriented curriculum. James Macdonald's threefold classification of curricula as arising from control theory, critical theory and the mythopoetic provides a framework from which to reflect more broadly upon the role of social and emotional intelligence in education.

The study is developed alongside reflections on the classroom work of a secondary school teacher in the UK alongside masters level research involving a postmodernist appreciation of Steiner Waldorf education. Various stages are presented that detail the researcher's (my) attempts to locate the principles and practice of Steiner Waldorf education within broader pedagogical discourses (of literacy, numeracy, ecology and destiny) and to find an authentic expression of Steiner Waldorf pedagogy:

The Bard's Voice recounts the tradition of the Class VIII play in Waldorf education and the alignment of the dawning of new level of sophistication in the development of dramatic arts during the Renaissance with a similar flourishing of consciousness within early adolescence; Crochet in Court explores the themes of engagement and inclusion within mixed ability project based work in the UK's judicial system, focusing on the blending of physical dexterity and growing social conscience in early adolescence; The Magpie Parliament relates the development of Citizenship Studies within a state funded Steiner Waldorf academy and the actual enactment of creativity and teamwork recast within a postformal pedagogical context.