



Continuing Education for Trainers

Developing an International Peer to Peer Process

A Strategic Partnership for Exchange of Good Practice (2020-2023)

Methodical-Didactic Lab II: Holding the Void – Acting in Radical Uncertainty
May 4-7, 2022, in Kassel and online

Exchange of Methodical-Didactic Experience (Friday, May 6, 2022)
(Participant contributions summarized by Terje Erlandsen)

Key Topics Discussed

- What do we want the students to learn?
- What can we do methodically and didactically to improve the learning processes for the students in our programs?

Theoretical Foundations

Anthroposophical curative education has a theoretical basis in Rudolf Steiner's view of the human being. Some of the basic theoretical concepts are, for instance, the three-fold and four-fold human being, as well as the constitutional descriptions in the Curative Education Course.

This material needs to be "translated" because the language and concepts were articulated 100 years ago. Some of the concepts can easily be misunderstood in the context of today.

Some new material has been published. Andreas Fischer's [Introduction to Curative Education](#) is a good example, now also translated into Danish, used in the Scandinavian trainings. In 2024, a new edition of the Curative Education Course will also be published. It is important that we continue to publish new literature for the trainings, translate the material and share it.

Didactics and Methods

Curative education training traditionally uses methods that affect the students' thinking, feeling and will. The intention is to support the student's personal and professional development.

The aim is to develop the ability to discover what is under the surface, the other person's healthy core and potentials, and how to develop them. In the training, we must use methodical-didactic approaches that expand the student's perception of the world, of themselves, and of the persons they are going to support.

Rudolf Steiner proposes that pedagogy is art. To develop the art of pedagogy, esthetical learning processes play a major role. Use of movement, music, art, and meditation/observation exercises in the training are important methodical-didactic approaches.

It will be useful if we describe and share methods for esthetical learning processes that we can use worldwide in different cultures and contexts.

Supported by



Use and Dissemination

This summary is presented here as internal working material for the further development of the Strategic Partnership for the Exchange of Good Practice ‘Continuing Education for Trainers – Developing an International Peer-to-Peer Process’ (Peer2Peer-CET). It will be made available in the ‘Results’ section on the project website: <https://inclusivesocial.org/en/peer2peer-cet/>.

Project participants are invited to discuss these findings in their professional education centers, with faculty colleagues and with other stakeholders, and in preparation for Methodical-Didactic Lab III (April 26-29, 2023). It is not intended for distribution beyond the network of participating organizations.

Dr. Jan C. Goeschel
Project Manager
j.goeschel@inclusivesocial.org

Version December 1, 2022