



## COURSE OUTLINE

# EDU781 Contemporary Issues in Steiner Education

**Course Coordinator:** Shelley Davidow (sdavidow@usc.edu.au) **School:** School of Education and Tertiary Access

2022 | Semester 1

USC Sunshine Coast

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

**ONLINE**

You can do this course without coming onto campus.

*Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

This course provides you with an introduction and overview of Steiner Education. It is designed for both new and experienced educators in Steiner Education and offers you the opportunity to develop an indepth understanding of Steiner educational theory and practice and evaluate its relationship to 21st century educational reforms and policy developments.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – You are required to engage with online pre-recorded presentations and asynchronous materials and activities prior to attending the workshop tutorial.	1hr	Week 1	6 times
<b>Learning materials</b> – Learning material 2 relates to workshop 2 and includes further independent study.	1hr	Week 6	7 times
<b>Tutorial/Workshop 1</b> – The live Zoom tutorial/workshop happens in real time but will be recorded for those who cannot make the session.	1hr	Week 1	6 times
<b>Tutorial/Workshop 2</b> – A two day intensive at the end of week 6/beginning of week 7 will be delivered face-to-face on campus at Sippy Downs synchronously and asynchronously supported by technology-enabled learning and teaching including zoom.	7hrs	Week 6	2 times
<b>Seminar</b> – Online	2hrs	Week 8	3 times
<b>ONLINE</b>			
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<b>Tutorial/Workshop 1</b> – The live Zoom tutorial/workshop happens in real time but will be recorded for those who cannot make the session.	1hr	Week 1	6 times
<b>Tutorial/Workshop 2</b> – A two day intensive at the end of week 6/beginning of week 7 will be delivered online synchronously and asynchronously supported by technology-enabled learning and teaching including zoom.	7hrs	Week 6	2 times
<b>Seminar</b> – Online	2hrs	Week 8	3 times

1.3. Course Topics

1. Early childhood and primary education: Steiner’s pedagogical framework. Weeks 1-2
2. Primary education: Steiner’s pedagogical framework. Weeks 3-4
3. Secondary education: Steiner’s pedagogical framework. Weeks 5-6
4. Contemporary issues in Steiner Education: Intensive Week 7

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

12 units

#### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
1 Critically analyse Steiner's pedagogical framework	Knowledgeable Creative and critical thinker	1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn
2 Critically evaluate a contemporary Steiner educational issue.	Knowledgeable Creative and critical thinker	6.2 - Engage in professional learning and improve practice
3 Apply Steiner educational theory to respond to contemporary educational issues.	Creative and critical thinker Empowered	6 - Engage in professional learning

#### 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of "pre-requisites, co-requisites and anti-requisites".

##### 5.1. Pre-requisites

ED510 or ED705

##### 5.2. Co-requisites

Not applicable

##### 5.3. Anti-requisites

Not applicable

##### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

#### 6. How am I going to be assessed?

##### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

##### 6.2. Details of early feedback on progress

In part A of Task 1 students will submit a short response on the features of Steiner Education which will allow for formative feedback that can be taken into account for part B. This portion of the task is not graded and is used only to provide early feedback on the ideas presented.

##### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Oral and Written Piece	Individual	50%	Part A: 500 words (formative) Part B: 8 minute digital media presentation or 'video essay.'	Refer to Format	Online Submission
All	2	Portfolio	Individual	50%	3000 words	Week 12	Online Assignment Submission with plagiarism check

### All - Assessment Task 1: Analysis of Steiner educational theory

<b>GOAL:</b>	The goal of this task is to develop and demonstrate an indepth understanding of Steiner educational theory and practice and evaluate its relationship to 21st century educational reforms and policy developments. It is critical to place your future teaching practice and philosophy within a socio-historical policy framework. You may focus on a particular area of schooling such as early childhood, primary or secondary years.	
<b>PRODUCT:</b>	Oral and Written Piece	
<b>FORMAT:</b>	There will be TWO sections to this task. Part A: you will identify 5 core principles you believe underpin Steiner Education – taking your readings thus far into account, and submit this in week 4. You will identify one element you wish to explore through the lens of a particular area of schooling. Part B: You will then analyse and evaluate current research in educational practice relevant to your chosen area of schooling in a Steiner context. Submission: Part A Week 4, Friday; Part B week 7 Friday.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Knowledge and understanding of Steiner’s developmental pedagogy and principles ①
	2	Critical analysis and evaluation of Steiner’s pedagogical indications within a contemporary educational context. ②
	3	Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions. ②
	4	Assessment criteria are mapped to the course learning outcomes. ① ② ③

### All - Assessment Task 2: Educational Theory Specialisation

<b>GOAL:</b>	The goal of this task is to create a portfolio by building on the previous task and responding to the Learning Materials from the intensive, your research, and the readings. You will draw on your knowledge of contemporary educational issues in Steiner/Waldorf Education, placing your theory and insights within the socio-historical, pedagogical and contemporary educational context.	
<b>PRODUCT:</b>	Portfolio	
<b>FORMAT:</b>	This is a portfolio divided into sections that enable you to respond to the different focus areas of the intensive. A template and task sheet will be provided.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Knowledge and understanding of Steiner’s developmental pedagogy and philosophy ①
	2	Critical analysis and evaluation of Steiner’s pedagogical indications within a contemporary educational context ① ③
	3	Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions. ③

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

## 7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Weeks 1-2: Topic: EC and primary education	Read Child's Changing Consciousness assigned chapters; watch lecture
Weeks 3-4: Topic: primary education	Reach Child's Changing Consciousness assigned chapters; read Education for Adolescents assigned chapters; watch lectures
Weeks 5-6: Topic: secondary education	Read Education for Adolescents assigned chapters
Week 7 Intensive: Contemporary Issues in Steiner Education	Read assigned chapters and articles

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

It is expected that you will require: Internet access and a personal computer (recommendations from information and technology services are available at the following link [https://usc.custhelp.com/app/answers/detail/a\\_id/1371](https://usc.custhelp.com/app/answers/detail/a_id/1371)).

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

#### 10.4. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

#### 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

#### 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

#### 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

#### 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

#### 10.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

#### 10.10. General Enquiries

##### **In person:**

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)