L4b) Design and Documentation by Dr Robert Rose

In this section, the main goal is to explore the nature of a school's ***documentation*** and how this reflects its curriculum ***design***. There are two basic perspectives which play into this design and documentation:

1) The Philosophy of Steiner / Waldorf Education,

2) The Educational Law and Regulations of a country.

As has been discussed, in the UK, Steiner Waldorf Schools are assessed by Ofsted. In other countries there will probably be similar arrangements, especially those signed up to the ***Universal Declaration of Human Rights or similar Ethical Principles***. What we aim to do here is understand how this can flow together with the philosophy of Steiner / Waldorf education and the eventual effect of these on Design and Documentation.

Ofsted instructs its inspectors to use what it calls the "Education Inspection Framework" when making judgements to assess schools (see "The education inspection framework for inspections carried out, respectively, under section 5 of the Education Act 2005 (as amended), section 109 of the Education and Skills Act 2008, the Education and Inspections Act 2006 and the Childcare Act 2006").

In relationship to independent schools, such as Steiner Waldorf Schools, the judgements made by Ofsted inspectors are also done in relationship to the Statutory Instruments 2014 No. 3283, Education, England, and the Education (Independent School Standards) Regulations 2014. From these the "The Independent School Standards - Guidance for Independent schools" are derived.

What we wish to do here is to introduce a pattern for the Design and Documentation that may enable teachers and schools to set up their own systems that can be a part of the assessment by Ofsted or other similar bodies around the World.

Quality of Education

In the UK, one of the main categories of the assessment of schools is the "Quality of Education". In this respect, the Ofsted assessment of Steiner / Waldorf schools is considerably dependent on the school's ***documentation which represents its education philosophy and curriculum design***. As a preliminary to an official visit to a school, this also enables inspectors to make judgements about the implementation of the curriculum in the school setting. In addition to what we have seen in previous slides, the documentation is how the curriculum is set down in the school's records. For this purpose, the curriculum needs to include the following, as per Lıb summary:

1) **Aims** of the philosophy of education of the school,

2) **Policies, Plans, Schemes of Work,**

3) **Scope** of the curriculum subjects,

4) **Depth** of the curriculum:

- ***Knowledge*** and ***cultural capital*** the students need to succeed in *life*.
- ***Coherently*** planned
- ***Sequenced***
- ***Cumulatively*** sufficient knowledge and skills
- ***Integrated*** new knowledge into ***larger concepts***

5) **Progress** in learning through systematic assessment.

6) Respect British values (universal human values)

7) Have regard to protected characteristics.

In terms of a school's documentation, these parameters may be included in the format for the design of the overall curriculum. This format can include:

- *1) Year Group and Stage*
- *2) Duration*
- *3) Teacher Name*
- *4) Main Lesson Title*
- *5) Learning objectives*
- *6) Main lesson content and Pedagogical Method*
- *7) Schedule*
- *8) Assessment*
- *9) Learning materials*

Schools are becoming increasingly in need of having a full set of records that cover the educational content of the whole school. The above is intended as one possible way to achieve this. These records are assessed by OFSTED and the schools are judged in terms of their "Quality of Education" partially on these grounds and then how they are ***implemented*** in reality.

As discussed in previous power points, there will need to be clear documentation for each main lesson for each year of schooling. This would need schools to design the equivalent of six or more main lessons a year for the equivalent of six week long main lesson blocks of ten hours duration per week. This could also be done as three or four week sub-blocks depending on the insight of the teacher. Obviously, this would be multiplied by eight for each year of the lower school, thus making a total of forty eight main lesson block "descriptors" across this time period for the school as a whole.

For the purposes of design exercises, on the basis of the pedagogical and curriculum sequences derived from the Steiner / Waldorf philosophy discussed in L2 & L3, let us assume there are six main lessons in the school year each taking approximately six weeks plus a Spiritual, Moral, Social and Cultural (SMSC) element:

Main Lesson	Number of Weeks	Number of Contact Hours	Term
1) English	6	60	1.1
2) Mathematics	6	60	1.2
3) Nature Studies:			
3a) Human and Animal Physiology	3	30	2.1a
3b) Plants and Biogeography	3	30	2.1b
4) Physical Sciences: Physics and Chemistry	6	60	2.2
5) History	6	60	3.1
6) Geography	6	60	3.2
7) SMSC Education			Integrated throughout

Levels of Description

In the following, a philosophical terminology is used to describe the aims and content of the curriculum overall and for the individual subjects. This is not intended to be used for classroom practice or presentation, i.e. it is not for the students in your class. The aim of this terminology is to identify general concepts for teachers, educators and trainee teachers which they may then interpret for classroom practice. For each of the sub-phases, this will mean the appropriate imaginative pedagogy in its three distinct modes: imaginative anthropomorphisms, imaginative living facts and imaginative concepts (imaginative cause and effect).

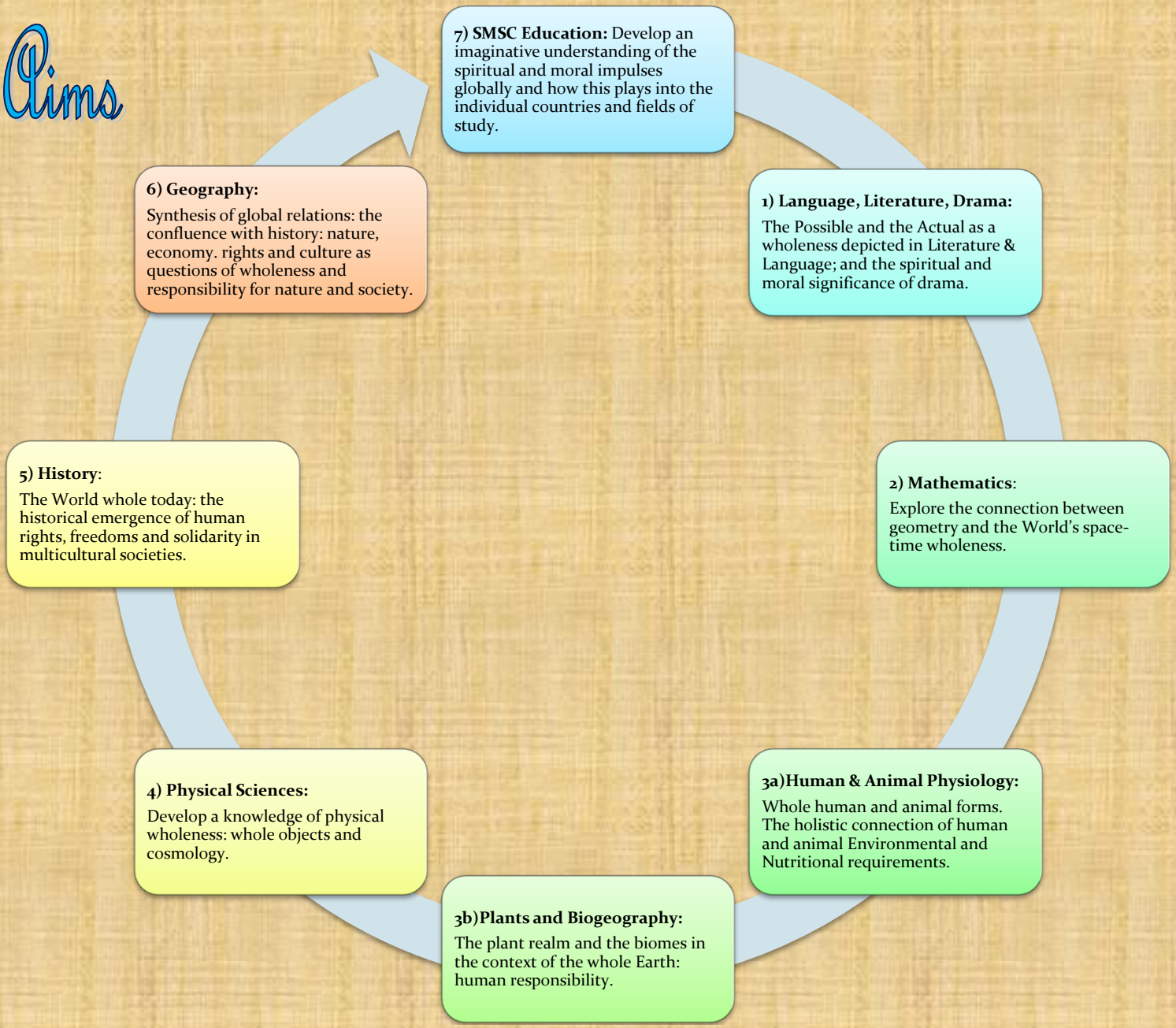
Aims for Class 8 and Reverse Designing the Curriculum

One of the ways in which a curriculum can design ***progress***, ***coherence*** and ***integration*** into itself is to consider its long term aims. In the case of Steiner Waldorf Education, this might include the primary aims for class 8, that is, the lower school. The earlier years could then be reverse designed to see what previous knowledge would be required in order to achieve those aims. That way, the progress, coherence and integration would be built into the design of the total curriculum from class 1. We have seen the goals for class 8 before:

Subject	Aims for Class 8
1)Literature/Language/Literacy	Understand Syntax and the Linguistic / Conceptual command of Language. Developing conditionals and subjunctives in the context of greater wholes such as poems and dramas.
2) Mathematics	Understand geometry as an integration of the elements of mathematics: counting, arithmetic, algebra, leading up to spherical geometry.
3) Nature Studies: **a) Human – Animals,** **b) Plants & Bio-Geography, Mineralogy.**	Understand the holistic connection between humans, animals, plants and soils / minerals. Extending the understanding of plant & soil/mineral types in local contexts to that of the global context.
4) Physical Sciences: Physics and Chemistry.	Understand the unity of the physical and chemical processes in relationship to individual whole objects or physical reality as a whole. Learn about the physical world through imaginative ideas, cause-effect learning.
5) History	Understand the unity of the streams of history in so far as they play into World events today. Symptomatology, concepts, ideas, impulses in history, causes and effects.
6) Geography: from Natural to Human	Understand Systematic Geography of national & global places, processes and events. Understand the unified connection between the natural World and the human social life in economics, political/rights and cultural/spiritual.
7) Spiritual, Moral, Social and Cultural.	Develop an imaginative understanding of SMSC through imaginative ideas integrated in the above.

We could also represent the class 8 aims in a more dynamic form using different expressions (reading from 1 to 7):

Class 8 Aims


7) SMSC Education: Develop an imaginative understanding of the spiritual and moral impulses globally and how this plays into the individual countries and fields of study.
1) Language, Literature, Drama:
The Possible and the Actual as a wholeness depicted in Literature & Language; and the spiritual and moral significance of drama.
2) Mathematics:
Explore the connection between geometry and the World's space-time wholeness.
3a)Human & Animal Physiology:
Whole human and animal forms. The holistic connection of human and animal Environmental and Nutritional requirements.
3b)Plants and Biogeography:
The plant realm and the biomes in the context of the whole Earth: human responsibility.
4) Physical Sciences:
Develop a knowledge of physical wholeness: whole objects and cosmology.
5) History:
The World whole today: the historical emergence of human rights, freedoms and solidarity in multicultural societies.
6) Geography:
Synthesis of global relations: the confluence with history: nature, economy. rights and culture as questions of wholeness and responsibility for nature and society.

What we need to do is to fill these out and connect them to some fundamental design parameters as we will present below in the form of a ***"Main Lesson Descriptor"***. There are a number of different levels at which the design of the curriculum can occur and which can be documented, the below is but one example of the basic principles of the design process of one main lesson block:

General Elements of the Main Lesson Descriptor
1) Year Group and Stage: Such as "Class 2, the first Main Lesson". **2) Duration:** Such as 3 weeks 2 hours per day or 6 weeks over the school year. **3) Teacher:** Teacher Name **4) Main Lesson Title:** such as "Introduction to literacy through imaginative learning….." **5) Learning Objectives:** This is the part where you will need to think about what your goals are for this specific main lesson. This needs to be done from the point of view of Steiner Education principles as outlined in earlier power points and in previous modules. It will require: identifying the child development principle of this age phase as well as the associated pedagogical method. Consider also the learning process from the perspective of the threefold human being. You will need to identify the main content of the lesson. It could also include a consideration of the spiritual and moral education aspect for the teacher and the pupil.

6) Main Lesson Content: Here you will need to introduce the content of what you are going to teach as well as how you are going to teach it. You might, for example in class 1, look at a possible story you would like to work around and where it could be placed in the types of main lesson that are recommended for Steiner Education. For example, in class 1, there are only three main types of main lesson: Literature/literacy, Home & Environment and Mathematics.

From the point of view of method, consider the appropriate "method" for the age phase you are considering, such as imaginative anthropomorphisms for sub-phase 1; imaginative descriptions for sub-phase 2; and imaginative concepts for sub-phase 3. To revise your understanding of these read module 3.

7) Schedule: Here you might outline a timetable for the main lesson block of up to six weeks. Also contemplate how you would work the three stage learning process into this over the individual days, the week and up to the end of the many week main lessons (Avison and Rawson 2014). This would include what you aim to do each week and possible day. It is also important that this is not considered in a fixed way. This will allow "emergent teaching" to occur in the moment. This will enable the creativity of both teacher and pupil.

8) Assessment. In light of L1b, consider here how you would assess the pupils in the class concerned. You will need to contemplate the content of what you teach in relationship to the three levels (thinking, feeling and willing) of the human being in this as well as the moral/social dimension. This would involve seeing "assessment" as being more than just in the cognitive sphere where understanding is evaluated, but also moral sensitivity, artistic creativity and practical capacity.

You might like to consider also the frequency of how you would assess in a practical teaching situation such as continuous, daily, weekly, end of main lesson block (3/4/6 weeks).

You may also consider any potential differentiation due to special educational needs, ranging from having learning difficulties to being gifted and talented. This may translate into tasks and assessment for the whole range of abilities. Bear in mind also the "Protected Characteristics" indicated in earlier power points. You might also like to read:

"Assessment Theory and Practice Characterisations and processes, Martyn Rawson and Kath Bransby (UK, Germany) (2021), with a practical appendix by Sven Saar"; attached here on this website.

9) Learning Materials and Activities: There are two basic types: 1) Teacher materials; 2) Student materials. Here you will need to identify the types of materials you will need for the main lesson design concerned. It could include the teacher's own study materials. This might include the students' self-created books and what is needed to make them, musical instruments, paper and paints, clay, etc; it would also include what is needed for the learning activities.

We can extend this to the design of the year goals. In the following, we will consider examples for class 8 as the goals to aim for throughout the lower school. These can then be used to reverse design the earlier years:

Example 1: Class 8 English, Literature, Drama and Poetry

1) Year Group and Stage: Class 8

2) Duration: 6 Weeks either as a whole or as 2 x 3 week blocks

3) Teacher: TBA

4) Main Lesson Title: English, Literature, Drama and Poetry

5) Learning Objectives: The aim of this main lesson is to explore the language & literature connection between the ***Actual*** and ***Possible.*** The goal is to help students on the cusp of the change in consciousness that occurs at around 14 years of age. To aid this, the main lesson will strive to integrate linguistic and literature knowledge towards deepening Syntax and the Linguistic / Conceptual command of Language. Develop conditionals and subjunctives in the context of greater wholes such as poems and dramas showing how language not only describes what is, or was, but also what might have been or could be, etc; to do some practical activities in relationship to the literature and language; to consider how drama and literature embraces an understanding of human beings' responsibility to each other.

6) Main Lesson Content: Review and expand on classes 6 & 7. Reading and enacting dramas and epics as an example of the possible and the actual. An example of a drama might be the play "Romeo and Juliet", through which conditionals and subjunctives are explored in particular relationship to emotion, thought and action language. Consideration of the drama as a confluence, a "whole-creation", of the arts such as prop-making, painting, music & singing, acting as well as the language theme. Exploration of drama as a preparation for life wholeness.

7) Schedule (module):

Week 1: Revise and develop conditionals and subjunctives in the context of Romeo and Juliet. Consider language as bridging the relationship between the actual and the possible in the context of the drama. What does the "possible" mean for human life and mutual responsibility? Staging requirements of the drama.

Week 2: Explore the roles of emotion, thought and action language in the context of the drama. Begin to consider the enactment of the drama and begin preparation. Staging requirements.

Week 3: Develop the plot and how actors may express emotion, thought and action language. Staging requirements.

Week 4: Start to enact some of the scenes of the drama and develop the foregoing. Staging requirements.

Week 5: Continue acting practice and language understanding. Staging requirements.

Week 6: Practice the enactment and give public presentation (could be at end of year with ongoing practice). Language wholeness and the spiritual and moral significance of drama.

8) Assessment. Please do as an exercise (Use L1a and possibly use the Rawson, Bransby & Saar article above)

9) Learning Materials. Please do as an exercise

Example 2: Class 8 Mathematics

1) Year Group and Stage: Class 8, weeks 7 to 12

2) Duration: 6 Weeks either as a whole or as 2 x 3 week blocks

3) Teacher: TBA

4) Main Lesson Title: Mathematics: integration of mathematical processes.

5) Learning Objectives: The aim of this main lesson is to provide opportunities to integrate the mathematical processes introduced since class 1 whilst at the same time progressing to more complicated mathematics. Use spherical geometry as a means to expand student consciousness to beyond the known parameters of standard knowledge; to do some practical activities in relationship to the mathematical understanding; explore mathematical awareness in connection to human responsibility.

6) Main Lesson Content: Using the mathematical proof method, this could involve a continuance of algebra, powers, roots, positive and negative numbers and practical applications. Calculating areas and volumes. Geometric Loci. Geometry as far as possible. Taking Pythagoras's theorem as a paradigm case, the dependencies of the theorem in its various solutions will be connected to numeric processes, algebra (including rearranging equations), positive and negative equations, powers and roots. Practical examples to be taught such as in building calculations. Introduce spherical geometry.

7) Schedule (module):

Week 1: Revise, develop and expand on algebra, powers & roots, negative and positive numbers.

Week 2: Develop geometry with the calculations of areas and volumes.

Week 3: Explore Pythagoras's theorem in its various forms. Show connection to week 1.

Week 4: Begin practical examples of Pythagoras's theorem in building and surveying.

Week 5: Introduce spherical geometry and its differences from plane geometry.

Week 6: Explore the connection between spherical geometry and the World's space-time wholeness; and make a connection to the geometrics of global geography and space - time wholeness.

8) Assessment. Please do as an exercise

9) Learning Materials. Please do as an exercise

Example 3a: Human and Animal Physiology

1) Year Group and Stage: Class 8,

2) Duration: 3 weeks.

3) Teacher: TBA

4) Main Lesson Title: Human and Animal Physiology.

5) Learning Objectives: The aim of this main lesson is to explore the wholeness of the human body in relationship to that of animals; to explore the connection between whole organisms and the whole environment; to do some practical activities in relationship to human and animal knowledge; to explore human relationship to other sentient beings.

6) Main Lesson Content: The human body will be introduced as an integrated wholeness of Brain/Nerve, Heart/Lung and Metabolic/Digestive systems. The connection of these to the different kinds of animals is to be shown with regard to these systems. The Environmental and the Nutritional requirements of human and animals to show the holistic connections.

7) Schedule (module):

Week 1: Introduce the human body as a whole with the integrated Brain/Nerve, Heart/Lung and Metabolic/Digestive systems. Human environmental needs.

Week 2: The human form and the various animal forms: Birds, Ungulates and big Cats. Animals, living creatures and their environments.

Week 3: Humans, Animals: nutritional and environmental needs: whole beings in context and moral

responsibility.

8) Assessment. Please do as an exercise

9) Learning Materials. Please do as an exercise

Example 3b: Class 8 Plants and Bio-Geography

1) Year Group and Stage: Class 8

2) Duration: 3 Weeks

3) Teacher: TBA

4) Main Lesson Title: Plants and Bio-Geography.

5) Learning Objectives: The aim of this main lesson is to help the pupils to develop imaginative concepts and a global awareness of the relationship between plant life and its distribution around the World; to do some practical activities in relationship to the plants, soils and minerals; to consider ethical questions in connection with the life World.

6) Main Lesson Content: As a further development of classes 6 & 7, the nature of plant and mineral / soil conditions will be expanded to a picture of the World's biomes. This will encompass an imaginative understanding of the relationship of the Earth to the Sun in terms of the light and warmth conditions in time and space and how these influence the climatic conditions of life. The seven major plant types will be considered in their locations around the globe and how these affect animal and human life.

7) Schedule (module):

Week 1: Revise, develop and consolidate the 7 major plant types and their climate and soil conditions.

Week 2: Consider the Earth in the solar system in respect of solar radiation, planetary inclination and

place. How these influence the climates and soils around the World and which plants can grow where.

Week 3; The World's biomes in respect of the major plant types and their soil and mineral base. Give indications about the connection to animal and human life. Life and the biomes in the context of the whole Earth: human responsibility.

8) Assessment. Please do as an exercise.

9) Learning Materials. Please do this as an exercise.

Example 4: Class 8 Physical Sciences

1) Year Group and Stage: Class 8,

2) Duration: 6 Weeks either as a whole or as 2 x 3 week blocks

3) Teacher: TBA

4) Main Lesson Title: The Physical sciences: physics and chemistry as whole processes and objects.

5) Learning Objectives: The aim of this main lesson is to develop an imaginative understanding of the main physical & chemical concepts through holistic understanding of cause – effect relationships; to do some practical activities in relationship to the physical sciences; to explore the physical sciences and technology in relationship to human responsibility.

6) Main Lesson Content: To develop the physical sciences as introduced in classes 6 & 7. To continue to develop a holistic understanding of the relationships between physical and chemical reality. Examples of this might be by using everyday whole objects which contain both processes, such as battery operated drills, electric cars and the energy system of a country. Through the analytic – synthetic method to arrive at greater wholes through discrete objects leading to a basic understanding of the whole physical-chemical world. This could then be expanded to an introduction to astronomy and cosmology.

7) Schedule (module):

Week 1: Revise and develop basic mechanics, optics, acoustics, heat, electricity and magnetism and

chemical processes. Link to the mathematics main lesson block as ways of describing physical processes.

Week 2: Case study of an electric drill showing the integral operation of electricity-magnetism, dynamics and rotational force and well as the importance of the chemical processes in the battery.

Week 3: Case study of an electric car in contrast to one with an internal combustion engine.

Week 4: Case study of the UK (or some other country's) energy system showing the physico-chemical processes involved. Develop an imaginative understanding of the unity of physics and the totality of the chemical elements as in the periodic table. The global energy challenges and ethical questions.

Week 5: Using what has been learned about physical-chemical principles from the previous weeks; develop a pictorial understanding of the solar system as a whole. This is to include the Sun and how its radiation flows to the Earth and the other planets.

Week 6: Start to develop a pictorial understanding of the evolution of the Universe (Cosmology) on the basis of the previous. Consider spiritual and moral questions in relationship to cosmology: the anthropic principle.

8) Assessment. Please do as an exercise

9) Learning Materials. Please do as an exercise

Example 5: Class 8 History

1) Year Group and Stage: Class 8,

2) Duration: 6 Weeks either as a whole or as 2 x 3 week blocks

3) Teacher: TBA

4) Main Lesson Title:

5) Learning Objectives: The aim of this main lesson is to cultivate a historical awareness of the how the streams of history flow into the wholeness of the present; to consider ethical impulses in history.

6) Main Lesson Content: The main topic of this is modern history. By this, the period from the age of revolutions up to the present is meant. The goal is to show how over the millennia various streams of history flow into and affect the present; to do some practical activities in relationship to the historical understanding.

7) Schedule (module):

Week 1: Revise and develop the key themes in the flows of history: ancient India, Persia, Egypt, Rome - Greece, the Middle ages; the Renaissance. Indicate connections to the present.

Week 2: Begin the Age of Revolutions: the Enlightenment; the agricultural revolution.

Week 3: The scientific and industrial revolutions.

Week 4: Political revolutions: the transformation from the ancient regimes to modern societies.

Week 5: Global conflicts as the World in social transformations: authoritarianism, libertarianism and democracy (World Wars 1 & 2).

Week 6: The World whole today: the rise of human rights, freedoms and solidarity in multicultural societies.

8) Assessment. Please do as an exercise

9) Learning Materials. Please do as an exercise

Example 6: Class 8 Geography

1) Year Group and Stage: Class 8, weeks 24 to 32.

2) Duration: 6 Weeks either as a whole or as 2 x 3 week blocks

3) Teacher: TBA

4) Main Lesson Title: Global Geography: from nature to human societies

5) Learning Objectives: The aim of this main lesson is to help the pupils to develop imaginative concepts and a global awareness of the relationship between nature and human societies including economic, rights and cultural / spiritual perspectives; to do some practical activities in relationship to the geographic knowledge.

6) Main Lesson Content: As a further development of the main lesson on plant life and biogeography, the states and conditions of nature will be explored in their connections with local and global economies, the rights life and culture. The impact and responsibility of human beings in relationship to the environment will be investigated. Integrations of topics will be sought at important points.

7) Schedule (module):

Week 1: Introduce the dimensions of Geography: Sun and land, seas and oceans; climate – weather; rivers; plants, animals and habitats; human societies: the World as a whole. The continents and the global plates. The global distribution of nature reserves and economies.

Week 2: Case studies in World geographies based on continent distribution:

Africa: Nature, economy, rights and culture.

Week 3: Case study on Europe and Eurasia: Nature, economy, rights and culture.

Week 4: Case study on Asia: Nature, economy, rights and culture.

Week 5: Case studies on North and South America: nature, economy, rights and culture.

Week 6: Synthesis of global relations: the confluence with history: nature, economy, rights and culture as questions of wholeness and responsibility for nature and society.

8) Assessment. Please do as an exercise.

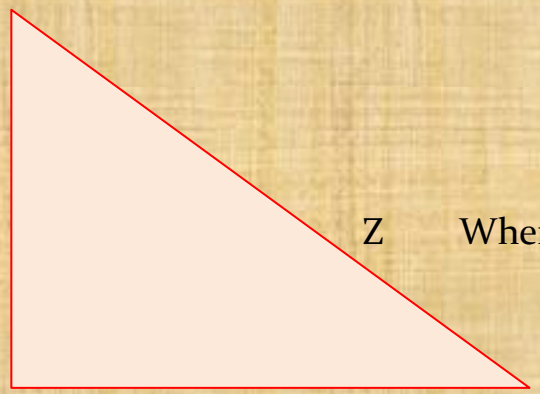
9) Learning Materials. Please do this as an exercise.

Reverse Designing: Progress, Coherent Sequencing and Integration:

Mathematics and Geography as Paradigm Cases

Now that we have considered the goals for class 8, we can now begin to indicate the reverse design process. The method here is to consider what the ***epistemic dependencies*** of those goals are. This is meant in the sense of the level of knowledge and skills required for achieving class 8 goals. These can then be built into the design of the previous years; each year in turn having their epistemic dependencies; and so on backwards to class 1. In doing so, the progress, coherent sequencing and integration will be designed into the Lower School from the beginning. We will consider two examples drawn from mathematics and geography. The other subjects will be left for personal exercise.

Mathematics: One of the goals for class 8 is that the children develop a good understanding of Pythagoras's theorem in its different forms:



Where $Z = \sqrt{(X^2 + Y^2)}$

In order to develop an understanding of this, the prerequisites are:

1) Numbers and numeric processes

2) Basic algebra and the re-arrangement of equations and the change of positive to negative expressions

3) Powers and roots for numbers and for algebraic equations.

4) Basic plane geometry / trigonometry and how to express in equations.

Each of these can be related to earlier classes and designed into them with the intent of attaining the goals for class 8:

1) Numbers and numeric processes: Classes 1 to 3, plus 7.

2) Basic algebra and the re-arrangement of equations and the change of positive to negative expressions: Class 7

3) Powers and roots for numbers and for algebraic equations: Class 7

4) Basic plane geometry / trigonometry and how to express this in equations: Classes 4 to 7

Geography and Bio-Geography: One of the main goals for class 8 is an understanding of the global distribution of plant life and their associated environments, often known as **global biomes** proceeding to a holistic understanding of the transformation into human societies in terms of economies, politics and cultures. To get to that point there are the following prerequisites needed:

1) An understanding of individual plants, their development and local environments including soils and climate. Classes 4 & 5

2) An understanding of plants in their environment of Sun and climate, classes 5 & 6.

3) An understanding of the national plant and geographic world of the country at hand. Begin economies, polities and cultures, Class 6.

4) An understanding of the seven major plant types, class 7.

Design Exercises

As we have seen throughout this course, in Steiner's concept of child development, as the children approach the ages of 7, nine onwards and nearly twelve, changes occur in their learning capacities. This is indicated in the developmental shift from **imaginative anthropomorphisms**, **Image – Fact** understanding to a growing awareness in the understanding of **causal relationships in image form; or Image – Concept** understanding. Teachers may wish to represent this in their

documentation to indicate the ideal progress in the pupils' ***capacities***. This can also be coupled in the documentation with the progress in the ***content*** of the taught curriculum. To do these exercises you might like to re-read L4c, L4d, L4e:

1) Choose a particular year other than class 8 and design and document all the subjects to be taught in accordance with the above schemes and indications. It isn't necessary for this exercise to analyse the subjects into weekly sub-divisions. Remember to include the pedagogical method for the age range you chose. Include your own innovations in content and documentation.

2) Design and document an individual main lesson block and devise the weekly schedules in accordance with the indications given here. For example, consider what you might teach for class 6 history. Think about the content to be introduced over a 6 week main lesson block. What pedagogical method would you use? How would you assess the students' understanding? How would you sub-divide the subject into weekly elements and arrange this according to the human nature based principles? How would you divide the week into daily lessons?

3) Consider the complete set of aims for the end of sub-phase 1 or 2 and which are ***coherent*** with the aims for the end of sub-phase 3.

4) Reverse design the physical science education prerequisites for prior years in light of the goals for class 8.

5) If it isn't too much of a mammoth task, design all the classes 1 to 8: i.e. 48 main lesson block descriptors!! Collate these documents into year packs.

6) Design a class 1 literature-language-literacy main lesson 6 week block. Devise the weekly schedule as well as the form of each individual day.

7) Develop an assessment scheme of a self-chosen subject that shows: ***coherent sequencing***, ***progress*** and ***integration*** across the lower school, classes 1 to 8.

Good luck for the future!