

Celebrating and Growing Seven Years of Extra Lesson in the Philippines

Giving Birth to the Extra Lesson

In 2018, in partnership with Shaping Sophia, the Association for a Healing Education (AHE) certified ten Extra Lesson/Educational Support Teachers in the Philippines who finished the course requirements in two years. The graduates introduced the new field in the same year by conducting public workshops. By 2019, the Anthroposophical Group in the Philippines (AGP) recognized the Extra Lesson as an initiative based on Anthroposophy and invited them as one of the presenters in their event "1 + 1 = 3 The Art of Being Human". From 2017 to the present, the Extra Lesson has been integrated as one of the topics in the yearly "Intensive Beginner's Course in Steiner Early Childhood Education" organized by the Rudolf Steiner Education in the Philippines (RStEP).

The Extra Lesson in the Philippines is implemented mainly in Waldorf Schools. Part of the Assessments is organizing parent orientation workshops so parents can be partners in better supporting their children's Extra Lesson Program.

The Extra Lesson Beyond the Waldorf Schools

Outside the schools, a practitioner has integrated the Extra Lesson in community work projects with government, non-government organizations, and orphanages, working with abused and traumatized children. In the projects, the practitioner was part of an interdisciplinary team composed of lawyers, psychologists, social workers, and an anthroposophic art therapist supporting children. Part of the work was to write a guide manual for social workers to use with children. The said manual included some of the Extra Lesson exercises. The experience of the

community projects where Extra Lesson was included was presented in the "Parent Society General Assembly" at the Austin Waldorf School, Texas, and the AHE Conference in Ann Arbor, Michigan (2018).

Continuing Education of the Extra Lesson Teachers

The Extra Lesson Teachers continue their training through the support of mentors who visit the Philippines and deepen the lessons.

Meeting the Needs of the Modern Child through the Support of the Foundational Senses
facilitated by Betty Jane Enno, President of the Association of Healing Education

July 29-30, 2017
OCCI Learning Center, 6F Emerald Building
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The practitioners also continue to consult and learn from each other.

During the pandemic, online conferences and workshops became accessible and allowed

Filipino practitioners to connect and learn with others globally.

The 2024 Classroom Enrichment Course, as a prelude to the Extra Lesson Course Cycle 2

After the pandemic, the AHE, in partnership with the Sisidlan Institute (SI), launched a one-year hybrid face-to-face and online sessions to introduce the Extra Lesson and other learning support modalities to classroom teachers and parents and provided them with practical activities they can use in their classrooms.

The Philippines participated in the Learning Support Colloquium at the Goetheanum, Dornach

Last October 25-27, the Pedagogical Section at the Goetheanum in Dornach organized a Learning Support Colloquium to gather educators who support the sensory-motor integration of children to overcome hindrances in their incarnation process affecting their learning capacity. Twenty-three representatives from across the world, from Brazil, Belgium, England, Finland, Germany, Hungary, Korea, Mexico, Philippines, Spain, Sweden, and the United States, traveled to Goetheanum to ignite the passion, call to action, understand and address the current crisis of children's learning difficulties.

There were thematic exchanges of best practices, movement sessions, and conversations on current themes and challenges in the field. To deepen the knowledge, understanding, and practice of the Extra Lesson, some of the topics discussed were the two-fold structural and constitutional physical body, experiencing and visually working with fractions on the floor, brain development and effects of retained reflexes, and foundational senses. A published case study on dyslexia was also presented.

A representative from the Medical Section, Dr. Karin Michael, graced the event and had a

dialogue with the participants, which opened doors to exploring how both fields can work together.

The conversation among the Learning Support and classroom teachers identified the themes commonly experienced: educators' diminishing understanding and recognition of the crucial role of movement in learning to the developing child significantly contributes to an unsupportive learning environment for today's children.

The impact of the pandemic, combined with the fast-paced digital world, is redefining the landscape of schools, possibly creating more blockages for children in developing and maximizing their learning capabilities.

The group mentioned challenges can proactively be addressed by building and strengthening the capacities of people directly involved in education. Collaborative work with classroom teachers can help expand the work when they can integrate some Extra Lesson exercises in their classrooms in different ways, such as transitional activities. Consequently, more children will benefit as the work is multiplied in classroom settings to supplement the individual learning support sessions with children.

By Maria Ester Samaniego, Learning Support Teacher, Holistic Approach to NeuroDevelopment Learning Efficiency Screener (HANDLE), and Biographical Consultant