



STEP TOGETHER

Training Center

*Recognized by
Section for Inclusive Social Development, Dornach*

*Training in
Anthroposophical Approaches to
Supportive Education
&
Inclusive Social Development*



Designed for educators and community-based practitioners

Step Together Training Center

Anthroposophical Supportive Education and Inclusive Social Development are vital fields dedicated to the holistic development and social integration of individuals with special needs. This **three-year program** is designed to provide educators with a comprehensive understanding of the theoretical foundations, practical methodologies, and ethical considerations essential for effective practice in these areas.

Through an in-depth exploration of Rudolf Steiner's principles alongside contemporary approaches, participants will gain insight into the multidimensional aspects of inclusive social development. The program emphasizes the importance of empathy, creativity, and adaptability in responding to diverse needs, fostering personal growth, and enhancing quality of life. The training curriculum is structured to offer a balanced combination of theory, practice, and artistic work. Participants will engage in reflective practices, collaborative projects, case studies, and real-world applications to develop the skills necessary to support individuals with special needs. By the end of the program, participants will be equipped to design and implement effective strategies in supportive education and social pedagogy, advocate for inclusive social development, and contribute meaningfully to the betterment of society.



Self-Development/ Foundation Courses

Year I

Course Title	Course Description	Sessions
Understanding Human Development	This course introduces participants to Rudolf Steiner's anthroposophical understanding of human development. It explores the physical, soul, and spiritual dimensions of the human being, offering insights into education, self-development, and social understanding.	6 Sessions
Therapeutic Work on the Twelve Senses	In this course, the twelve senses include not only the five traditional senses (sight, hearing, touch, taste, and smell) but also the senses of movement, balance, and life, as well as the more spiritual sense of thought, word, and ego. These senses are understood to form the basis of our perception and interaction with the world, influencing our physical, emotional, and spiritual experiences.	6 Sessions
The six Fundamental Exercises	The course focuses on developing focused thinking as a foundation for spiritual development. It provides exercises and techniques to strengthen concentration, clarity, and the ability to consciously direct thoughts. It emphasizes open-mindedness, positivity, and equanimity.	6 Sessions
Understanding Holistic Biography Work	This course delves into biographical self-exploration and karma, explaining how past actions shape present circumstances and future potential. It offers insights into recognizing and working with one's biography to foster spiritual growth and self-awareness.	6 Sessions
Holistic Nutrition	In this course, Rudolf Steiner's perspective on the human microbiome is explored, highlighting its significance for both physical and spiritual health. Participants learn how fostering balanced nutrition aligns with anthroposophical principles, promoting holistic well-being.	6 Sessions

Self-Development/ Foundation Courses

Year II

Course Title	Course Description	Sessions
The Healing Pathways	In this course, Steiner's Five Healing Pathways are presented as ways to address illness and imbalance through different approaches: artistic, rhythmical, meditative, social, and pharmaceutical. These pathways aim to harmonize the physical, emotional, and spiritual aspects of the individual in order to promote healing and well-being.	6 Sessions
The Threefold, Fourfold, and Sevenfold Nature of the Human Being	In this course, Steiner's anthroposophy presents the human being as consisting of three interconnected yet distinct aspects: the physical body, the soul, and the spirit. This threefold nature is central to his educational philosophy, which aims to nurture all aspects of the human being in a balanced and harmonious way. The course also explores the four bodies and the seven-year cycles of human development.	6 Sessions
Philosophy of Freedom I	In this course, Steiner's Philosophy of Freedom is explored as a foundational work on the nature of freedom as a core aspect of human experience and existence. The course examines Steiner's view that true freedom arises from inner spiritual activity, in which individuals act out of self-derived motives rather than external influences.	6 Sessions
The Four Temperaments	In this course, Steiner's concept of the four temperaments (choleric, sanguine, phlegmatic, and melancholic) is explored as a way of understanding different personality types based on the dominance of bodily fluids. Each temperament is associated with specific traits and tendencies, and the course shows how this understanding can help tailor educational and personal development approaches to individual needs.	6 Sessions
The Microbiome and Nourishment of the Whole Human Being	In this course, the human microbiome is viewed as a reflection of the cosmos, with the microorganisms within us mirroring the macrocosmic forces at work in the universe. Understanding and working with these relationships can lead to a deeper understanding of health, illness, and the human condition.	6 Sessions

Self-Development/ Foundation Courses

Year III

Course Title	Course Description	Sessions
Destiny Learning and Learning Processes	In this course, destiny learning refers to understanding and fulfilling one's individual life purpose through seven learning processes: breathing, warming, nourishing, secreting, maintaining, growing, and reproducing. These processes are understood as interconnected stages that guide personal growth and self-realization, explaining how adults learn and develop.	6 Sessions
The Philosophy of Freedom II	In this course, the nature of human freedom helps participants explore the relationship between freedom and the individual's perception of the world. It emphasizes the importance of developing one's own moral intuition and independent thinking in order to act freely and responsibly in the world.	6 Sessions
The Seven Conditions of Self Development	This course guides participants through the seven essential conditions for conscious personal growth, based on principles of anthroposophy and experiential learning. Through reflective exercises, dialogue, and practical activities, participants explore self-awareness, emotional balance, ethical development, and inner resilience, supporting both personal and professional transformation.	6 Sessions
The Three-Fold Social Organism	In this course, the concept of the Threefold Social Organism, developed by Rudolf Steiner, is explored as a model in which society is structured into three autonomous yet interrelated spheres: the cultural, the political, and the economic. Each sphere is understood to function independently while cooperating harmoniously to ensure a balanced and just social order.	6 Sessions
Man's Consciousness and the Evolution of the World	The course explores the interconnectedness of human spiritual growth with the larger evolution of the universe, highlighting the significance of both individual and collective transformation.	6 Sessions

Methodic Didactic Courses

Year I

Course Title	Course Description	Sessions
Assessment Approaches and Individualized Learning Plan I	This course introduces educators to ways of perceiving and understanding learners' strengths, needs, and developmental pathways. Participants learn to design and implement individualized learning plans (ILPs) that respect diverse learning styles, support inclusion, and nurture academic, social, emotional, and holistic development. Practical exercises and case studies provide hands-on experience in creating responsive, learner-centered plans from a Steiner-inspired perspective.	6 Sessions
Classroom Management and Positive Discipline	This course explores classroom management and positive behavioral approaches aligned with students' developmental stages. It focuses on creating a supportive, structured, and nurturing learning environment that honors each learner's individuality. Through practical strategies and reflective practice, participants learn to guide behavior with empathy, rhythm, and consistency, fostering self-regulation, social responsibility, and meaningful engagement.	6 Sessions
Neurodevelopmental Disorders	This course offers an overview of conditions affecting brain development, including Autism Spectrum Disorder, ADHD, and learning disabilities. It examines key characteristics, contributing factors, diagnostic processes, and supportive intervention approaches. Emphasis is placed on understanding the impact on cognitive, emotional, social, and behavioral development while promoting inclusive and respectful educational and therapeutic practices.	6 Sessions
Child Observation	This course provides guidance in observing and understanding children's behavior, development, and learning processes. It introduces methods for conducting precise and detailed observations and emphasizes how these observations can be thoughtfully interpreted and used to inform educational practice. The course supports the development of individualized learning and developmental plans grounded in careful perception, reflection, and respect for each child's unique developmental path.	6 Sessions
Introduction to Waldorf Curriculum I	This course introduces the developmentally aligned educational approach developed by Rudolf Steiner. It explores the integration of academic, artistic, and practical activities that nurture creativity, critical thinking, and social responsibility, while supporting balanced intellectual, emotional, and social development.	6 Sessions

Methodic Didactic Courses

Year II

Course Title	Course Description	Sessions
Assessment Approaches and Individualized Learning Plan II	This course builds on foundational assessment practices to deepen educators' capacity to design and implement individualized learning plans (ILPs) for diverse learners. As a second-level course, it introduces more advanced approaches to assessment, careful observation, documentation, and progress monitoring, supporting a deeper understanding of each learner's developmental process. Emphasis is placed on integrating social and emotional development, differentiated instruction, and inclusive practices into ILPs. Through reflective practice and applied work, participants strengthen their ability to support individual growth, respond to complex educational contexts, and lead individualized learning processes with confidence and professional insight.	6 Sessions
Supportive Education for Special Needs I	This course explores Rudolf Steiner's insights and methods for working with individuals with special needs. It is based on Lectures 1 through 6 of his book Curative Education and covers foundational concepts such as the threefold nature of the human being, child development, therapeutic approaches, and the role of the educator or therapist.	6 Sessions
Waldorf Curriculum II	The Level 2 course offers a deeper and more applied exploration of the Waldorf educational approach. Through detailed case studies, participants develop a richer understanding of individual developmental processes and how curriculum content can be adapted to meet diverse needs. The course also works with the point and circle meditation as a tool for inner development and pedagogical insight. Building on foundational knowledge, the pedagogical law is explored in a practical way, supporting educators in translating developmental principles into conscious, responsive classroom practice.	6 Sessions
Methods of Teaching in Inclusive Settings	This course focuses on practical methods to teach and support learners through developmentally appropriate, experiential, and holistic approaches. Participants explore concrete teaching strategies, artistic and movement-based activities, rhythm and structure, and differentiated methods that respond to individual needs. Emphasis is placed on translating pedagogical principles into daily practice, fostering engagement, self-regulation, and meaningful learning experiences within inclusive educational settings.	6 Sessions
Harmonizing Home and School	This course, based on The Second Classroom book, explores the essential partnership between educators and families in supporting the healthy development of the child. Participants explore practical ways to strengthen communication and collaboration between parents and educators, while gaining insight into the child's developmental needs within both environments. The course highlights how aligned rhythms, meaningful boundaries, and supportive relationships between home and school contribute to emotional security, learning readiness, and social development. Through reflection, discussion, and practical examples, educators develop tools to foster harmony between home and school, creating a coherent and nurturing framework for the child's overall development.	6 Sessions

Methodic Didactic Courses

Year III

Course Title	Course Description	Sessions
Supporting Developmental Foundations for Learning	This course based on The Extra Lesson by Audrey McAllen, focuses on understanding key developmental milestones that form the foundation for learning readiness, particularly in relation to movement, sensory integration, and neuromotor development. The course explores how early developmental processes influence academic, emotional, and behavioral capacities later in life. Participants learn to recognize signs of developmental gaps and are introduced to practical movement-based activities and exercises that support integration and maturation. Emphasis is placed on observing the child's developmental journey with sensitivity and using supportive, developmentally appropriate interventions to strengthen the foundations necessary for learning, attention, and self-regulation.	6 Sessions
Practical Advice to Supportive Curative Education	This course provides hands-on techniques and practical strategies for educators working with children with special needs. It includes case studies and therapeutic exercises, with the aim of creating supportive and tailored learning environments that foster holistic development.	6 Sessions
Multidisciplinary Work and Coteaching	This course explores collaborative teaching methods in which two or more educators work together as a team to plan, instruct, and assess a group of students. It emphasizes teamwork, effective communication, and shared responsibilities, supporting coordinated practice that enhances inclusive learning environments and improves student learning outcomes.	6 Sessions
Supportive Education for Special Needs II	This course continues the study of Rudolf Steiner's Curative Education, focusing on Lectures 7–12. Participants deepen their understanding of anthroposophical approaches to supporting children and adults with diverse developmental needs. The course explores practical strategies for observation, individualized interventions, therapeutic exercises, and pedagogical approaches that nurture physical, emotional, and cognitive development. Through discussion, reflective practice, and case studies, participants also engage with key themes such as polarities and the point and circle meditation, strengthening both professional practice and inner pedagogical awareness.	6 Sessions
Inclusive Educational Frameworks	This course explores the integration of the Waldorf curriculum with inclusive educational frameworks such as the Multi-Tiered System of Supports (MTSS) and Universal Design for Learning (UDL). It examines how evidence-based strategies can be thoughtfully aligned with Waldorf pedagogy to respond to diverse developmental needs while honoring the whole child. The course emphasizes supportive approaches to learning and behavior, differentiated instruction, and inclusive practices that strengthen academic, social, and emotional outcomes within a holistic Waldorf educational framework.	6 Sessions

Art

Year I

Course Title	Course Description	Sessions
Painting I	Inspired by Color Dynamics by Angela Lord, this introductory course invites participant educators to experience color as a living and expressive element. Through simple watercolor exercises and basic color encounters, participants develop sensitivity to color mood, movement, and atmosphere. The focus is on process rather than product, supporting inner calm, perceptual awareness, and a foundational relationship with color that can inform pedagogical practice.	6 Sessions
Form Drawing I	Based on Creative Form Drawing by Angela Lord, this introductory course invites participant educators to experience form drawing as a foundational artistic and developmental practice. Through simple straight and curved forms, participants cultivate fine motor control, spatial awareness, rhythm, and focused attention. Emphasis is placed on process, presence, and the relationship between movement and form, laying the groundwork for both personal development and pedagogical application.	6 Sessions
Eurythmy 1	This introductory course offers participant educators a first experience of eurythmy as an art of visible speech and music. Through simple movements connected to sounds, rhythms, and gestures, participants develop body awareness, coordination, and a sense of inner rhythm. The course supports presence, attentiveness, and an initial understanding of eurythmy as a holistic practice that harmonizes body, soul, and spirit and can be brought into educational contexts.	6 Sessions
Clay	In this course, participants work with the natural material of clay to shape and model expressive three-dimensional forms. Through this hands-on artistic process, educators cultivate creativity, tactile sensitivity, and a deeper sense of form. The practice supports the development of fine motor skills, spatial awareness, and a grounded connection to the earth and its elements, while offering experiential insight that can inform artistic and pedagogical work with learners.	6 Sessions
Music I	This introductory course invites participant educators to experience music as a living pedagogical and developmental art. Through singing, conscious breathing, rhythmic movement, and simple percussion, participants develop listening skills, coordination, and inner rhythm. The course emphasizes music as a means of supporting emotional expression, social connection, and educator presence within holistic learning environments.	6 Sessions

Art

Year II

Course Title	Course Description	Sessions
Form Drawing II	Building on foundational work, this Level 2 course deepens participants' engagement with form drawing through more complex geometric and organic forms. Inspired by Creative Form Drawing by Angela Lord, the course strengthens concentration, perceptual clarity, and inner balance. Educators explore form sequences and transformations, gaining insight into how form drawing can support emotional regulation, thinking, and developmental learning in educational settings.	6 Sessions
Painting II	Building on foundational experiences, this Level 2 course deepens participants' exploration of color relationships and transitions through more intentional watercolor work. Educators engage with contrasts, harmonies, and the dynamic interaction of colors, strengthening emotional awareness and aesthetic sensitivity. The course supports reflective practice and encourages a more conscious use of color as a pedagogical and developmental tool.	6 Sessions
Eurythmy II	Building on foundational work, this Level 2 course deepens participants' engagement with eurythmy through more differentiated movement sequences linked to music and speech. Educators strengthen spatial awareness, expressiveness, and social attunement while exploring the relationship between inner experience and outer movement. The course supports greater flexibility, balance, and pedagogical insight, enabling a more conscious integration of eurythmy into educational practice.	6 Sessions
Felting	This course offers a lived experience of slow, purposeful, and sensory-rich learning. Through working directly with natural materials, educators cultivate patience, presence, and fine motor awareness, while deepening their sensitivity to process-based learning. This experiential understanding supports educators in designing meaningful handwork activities, modeling calm and focused engagement, and creating learning environments that honor rhythm, creativity, and the developmental needs of their students.	6 Sessions
Music II	Building on foundational musical experience, this Level 2 course deepens participants' engagement with music through more nuanced vocal work, rhythmic complexity, and group music-making. Educators strengthen musical awareness, confidence, and social attunement, while exploring music as a formative force for cognitive development, emotional balance, and group harmony. The course supports the conscious integration of music into educational practice as a tool for inclusion, rhythm, and community building.	6 Sessions

Art

Year III

Course Title	Course Description	Sessions
Painting III	Inspired by Color Dynamics by Angela Lord, this advanced course offers an in-depth experiential study of color as a dynamic and formative force. Through refined watercolor techniques and focused observation, participant educators explore the movement, inner qualities, and transformative effects of color. Emphasis is placed on heightened perception, inner balance, and imaginative insight, supporting both personal development and a deeper pedagogical relationship to color within educational practice.	6 Sessions
Form Drawing III	Drawing on Creative Form Drawing by Angela Lord, this advanced course offers an in-depth exploration of form as a dynamic and formative force. Participants work with intricate form progressions that challenge precision, endurance, and inner discipline. The course supports heightened spatial awareness, refined motor skills, and deepened pedagogical sensitivity, enabling educators to experience form drawing as both an inner developmental practice and a conscious educational tool.	6 Sessions
Eurythmy III	This advanced course offers an in-depth exploration of eurythmy as a transformative and pedagogical art. Participants engage with more complex musical and speech elements, refined movement forms, and group configurations. The course deepens coordination, expressiveness, and inner discipline, while supporting heightened awareness of gesture, space, and social dynamics. Educators experience eurythmy as a practice that strengthens professional presence, inner development, and the capacity to consciously guide movement-based learning in educational settings.	6 Sessions
Speech Formation	This introductory course offers participant educators a first experience of eurythmy as an art of visible speech and music. Through simple movements connected to sounds, rhythms, and gestures, participants develop body awareness, coordination, and a sense of inner rhythm. The course supports presence, attentiveness, and an initial understanding of eurythmy as a holistic practice that harmonizes body, soul, and spirit and can be brought into educational contexts.	6 Sessions
Gardening as an Art	This course approaches gardening as a living artistic practice that cultivates relationship, responsibility, and rhythm. Participant educators engage with soil, plants, and seasonal processes, experiencing gardening as a formative activity that integrates thinking, feeling, and will. The course emphasizes observation, care, and patience, fostering ecological awareness, sensory engagement, and a deeper connection to nature. Gardening is explored not only as a practical activity, but as an artistic and educational process that can enrich learning environments and support holistic development.	6 Sessions

Complementary Workshops

These are complementary workshops that can be offered as part of the training program. It is important to note that all workshops are adapted to the specific needs, context, and priorities of the institution where the training is delivered.

Course Title	Course Description	Sessions
Way of Serving	This course refers to the approach of teachers and educators in serving the needs of students, the community, and the wider world. It emphasizes selfless dedication, empathy, and a deep understanding of human development, with the aim of cultivating individuals who are motivated by a sense of purpose and a desire to contribute positively to society.	6 Sessions
Community Appraisal	This course focuses on assessing the needs, strengths, and resources of a community to inform practices and initiatives. It involves gathering input from community members, analyzing qualitative and quantitative data, and using these insights to design programs that respond to the community's unique characteristics, priorities, and aspirations.	6 Sessions
Community Induction	This course refers to the process of integrating individuals into a new community or learning environment. Within a school or educational setting, it involves welcoming new students, parents, and staff and supporting them in becoming familiar with the community's values, norms, and practices. This process may include orientation activities, mentorship, and guided participation, all designed to foster a sense of belonging, connection, and active engagement within the community.	6 Sessions
Professional Crisis Management	This course involves strategies and protocols for responding to emergencies, conflicts, and challenging situations within educational settings. It includes measures to ensure the safety and well-being of students and staff, as well as clear communication and coordinated responses that help manage crises effectively and minimize negative impacts on the learning community.	6 Sessions
Practical Skills	This course focuses on equipping educators with strategies to help students develop essential competencies for personal and professional life. It addresses areas such as time management, communication, problem-solving, and decision-making, providing practical tools and approaches that educators can apply to support students in building independence, responsibility, and effective life skills across learning and real-life contexts.	6 Sessions

Local Lead Trainers

This program is led by a team of local main trainers responsible for the design and delivery of the core curriculum. Selected courses are complemented by contributions from international trainers and graduates who have completed their certification, bringing additional perspectives and specialized expertise.

<p>Rim N. Mouawad</p>	<p>Dr. Rim N. Mouawad is the Chairperson and Executive Director of Step Together Association. She is a lecturer in education at the American University of Beirut (AUB) and a Training Council member of the Anthroposophic Council for Inclusive Social Development. Dr. Mouawad is an international expert in professional development for trainers and educators and has served as a consultant to numerous governmental and non-governmental organizations.</p>
<p>Sandra Rouhana</p>	<p>Ms. Sandra Rouhana is the Educational Coordinator and Cross-Section Coordinator at Step Together Association, with over 15 years of experience in special education. She is certified in Curative Education and Emergency Pedagogy and serves as a delegate member of the Section for Inclusive Social Development. Sandra oversees the implementation and development of the Waldorf curriculum, works closely with multidisciplinary teams, and plays a key role in training educators and fostering collaborative initiatives locally and internationally.</p>
<p>Abeer Hammoud</p>	<p>Ms. Abeer Hammoud is the Community Residential Lead at Step Together Association. She is a certified Rhythmical Massage Therapist, a member of the Rhythmical Massage Association in the UK, and a certified School Health Practitioner. Abeer is also certified in Emergency Pedagogy and serves as a delegate member of the Section for Inclusive Social Development. She is responsible for implementing community action plans and training caregivers in holistic health practices.</p>
<p>Samar Boulos</p>	<p>Ms. Samar Boulos is the Vocational Coordinator at Step Together Association and is certified in Curative Education and Emergency Pedagogy. She leads curriculum development and oversees its implementation with a focus on functional and vocational skills. Samar has participated in anthroposophical lectures, craft workshops, and specialized trainings, and serves as a local trainer providing professional development for educators.</p>
<p>Carole Tedy</p>	<p>Ms. Carole Tedy is the Coordinator and Lead Waldorf Teacher at Waldorf Beirut. She is certified in Early Childhood Education and trained in art-based and nature-based educational approaches that support holistic child development. Carole has attended lectures and workshops at the Goetheanum in Switzerland and serves as a local trainer at Step Together Association.</p>

Certification Pathways

An in-service practicum is a mandatory component of the training and is required for certification. Participants must be actively engaged in real teaching or professional practice. All modules are grounded in lived classroom or community experiences and require reflective engagement based on participants' practical work.

Certification Pathways

<p>Certificate of Completion</p>	<p>Participants who successfully complete all required modules and the in-service practicum will receive a Certificate of Completion.</p>
<p>Certificate of Competency</p>	<p>Participants seeking a Certificate of Competency must fulfill additional requirements, including:</p> <ul style="list-style-type: none"> • Submission of a professional portfolio • Delivery of a final presentation
	<p>Portfolio Requirements: The portfolio documents the participant's learning journey and professional growth throughout the three-year training. It includes, but is not limited to:</p> <ul style="list-style-type: none"> • A personal biography highlighting key life events influencing personal and professional development (written from the present and moving backward) • A current resume or CV with academic qualifications • A personal teaching philosophy and reflections on inclusive education • Completed assignments for all 30 courses, emphasizing reflection and practical application • A child observation document • Samples of artistic work • Self-written reflections on key training themes • An overall evaluation of the training and its impact on personal and professional growth <p>Final Presentation Requirements: Participants deliver a 20-minute presentation, followed by 10 minutes of questions and discussion, on a topic explored from the perspective of Rudolf Steiner.</p>
<p>Certification Award</p>	<p>Upon successful completion of all requirements, participants will receive one of the following:</p> <ul style="list-style-type: none"> • Certificate of Competency in <i>Anthroposophical Approaches to Supportive Education</i> (for participants working with children) • Certificate of Competency in <i>Anthroposophical Approaches to Inclusive Social Development</i> (for participants working with adults)

All certificates bear the **Step Together Association logo** and the logo of the **Section for Inclusive Social Development**.