

POSTGRADUATE DIPLOMA IN WALDORF EDUCATION (with PGCE and QTS)

A part-time, employed-route, graduate teacher education course for Steiner Waldorf employees.

This course consists of two parts:

Year 1: A Postgraduate Certificate in Waldorf Education (worth 60 credits at Masters level), delivered by Emerson College, plus

Year 2: A Postgraduate Teaching Apprenticeship, with PGCE (worth 60 credits at Masters level) and QTS, delivered by the University of Buckingham.

Completing both elements of the course comprises a Postgraduate Diploma in Waldorf Education. An additional 60 credits at Masters level can be gained through the additional completion of a Masters dissertation, and students can be awarded an MA in Education by the University of Buckingham.

Overview

This course is run by Emerson College in collaboration with the University of Buckingham. Classes are online with two residential, immersive weekends taking place throughout the year. It is designed for class teachers, subject teachers and/or upper school teachers.

- Students on the course must be employed by a Steiner Waldorf school, or Waldorf-inspired school.
 - The first year of the course is designed for those new to teaching, employed as teaching assistants, learning mentors, or cover teachers.
 - For the second year of the course, students will have a minimum of 13 hours teaching per week, rising to a maximum 80% teaching timetable by the end of the course.
- On successful completion of the first year PG Certificate modules, the student teacher will apply to the University of Buckingham to move on to the postgraduate teaching apprenticeship, adding the PGCE and QTS components to the course/qualification.
- On completion of the PGCE component (and having accrued 120 credits at master's level), candidates may choose to self-fund a final research module to be awarded an MA in Education (Steiner Waldorf).

Please note that any school wishing to put forward a candidate for the PGCE with QTS must have met all the Independent School Standards at its most recent inspection and cannot have an inspection grade of 'inadequate'.

Student Entry Requirements

- UK Bachelor's degree (in an appropriate subject for secondary specialism)*
- GCSE in English language and Mathematics at grade C/4 or above*

- GCSE in a science subject at grade C/4 or above* is required for class teacher trainees, and science or outdoor specialists

*or recognised equivalent qualifications.

Costs:

Tuition Fees (see also 'Help with Funding' below):

- PG Certificate in Waldorf Education course fee: **£4,500**
- Postgraduate apprenticeship with QTS: **£1050** (£450 apprenticeship levy, plus £600 for PGCE element)
- MA in Waldorf Education (optional): £2000

Additional Costs:

Residential weekends: accommodation, board and travel expenses for two weekends to be met by the school or the student.

Every attempt will be made to provide low cost options for accommodation and meals.

School and Student Teacher Commitments

Mentor: The school will need to provide a suitable mentor to support the student - ideally the same person through both parts of the programme. For the first year, the mentor will need to attend an introduction to the course, and will need to meet with the student weekly. For the second year (PGCE with QTS element) the mentor must have a PGCE or equivalent teaching qualification, and will receive training through the University of Buckingham. [See detail here.](#)

Timetabling: Student teachers will need time to meet with mentors weekly. In the first year, teaching is on Thursday from 4pm. In the second year, student teachers will need to be released on most term-time Thursday afternoons for online attendance at university sessions. The school will also need to release the student teacher during this year for one three-week (minimum) placement in a different non-Steiner Waldorf school.

Early Career Framework: On completion of the PGCE with QTS, English student teachers will require additional support to complete the Early Career Framework, and Scottish trainees will have to complete their probationary period for full registration with the GTCS. Emerson College can advise English schools on how to support ECF teachers, and the costs involved.

Help with Funding

The course is not eligible for the government's Postgraduate Student Loan scheme, but other funding options are available:

- The Godparents Anthroposophical Training Fund (GATF) is kindly offering an interest free loan to schools of up to the full cost of the course, subject to a maximum of 5 teachers at any one school. It is repayable over 60 months from September following the completion of the first year. Typical repayments would be £75 per month.
- Under a separate scheme, GATF can provide very low interest loans to schools of up to £5000 for teacher training. This can be loaned directly to the school or to the individual with the school acting as guarantor. It is likely that a school can only apply for one of these options.
- The GATF also offers loans to students for up to 2/3rds of the cost of the course, also interest-free and repayable over 5 years.

Course Structure:

The **PG Certificate in Waldorf Education** (Year 1) consists of two modules:

Module 1: Philosophy, Principles, and 21st Century Practice in Waldorf Education (40 credits)

This module will guide students to acquire and demonstrate knowledge of the philosophy, principles, and contemporary practice of Waldorf education.

Twelve directed weekly sessions (online), will include:

- The aims of education in different pedagogical approaches
- Steiner Waldorf pedagogy in context (relating to other educational theorists and philosophers)
- Potentialities, heuristics, and the differentiated human being
- Anthropology of childhood (phases of development)
- Introduction to the Waldorf curriculum, including the vertical and the horizontal curriculum
- Exploring leadership, management, and organisational structures

Students will develop understanding of the significant impact of differing models of child development and evaluate this in the context of Waldorf schools' educational aims and intended outcomes. They will apply this knowledge to identify how their own school environment has been influenced by this history.

Students will develop skills in researching literature, and in considering primary sources within their own, and other settings. They will employ critical analysis in understanding the influences – past and present - that shape current provision.

The aims of the module are to enable students to:

- Research and critically analyse relevant sources, both primary and secondary
- Identify significant perspectives, events, and trends within Waldorf education
- Evaluate the influence of educational philosophies and principles on contemporary practice, particularly around understandings of how children and young people learn

- Evaluate the influence of social, educational, and political change on contemporary Waldorf practice, particularly in relation to curriculum and pedagogy
- Synthesise relevant sources to gain an understanding of the context of Waldorf education in the wider educational landscape
- Understand the emergence and position of Waldorf Education within society

Assessment of module:

The module will culminate with an assignment demonstrating clear understanding of a range of influences on contemporary Waldorf education. This will also analyse the ways in which students' own schools have been directly shaped by historical, social, and political change. The assignment will demonstrate mastery of a wide body of relevant knowledge and skills, the capacity to understand current practice within this context, and the ability to search appropriate literature.

The module will also be assessed by monthly reflections, including on short tasks and observations of practice.

Module 2: Waldorf Artistic and Creative Practice (20 credits)

This module will guide students to acquire and demonstrate knowledge and skill in personal, professional and practical artistic practice in Waldorf education. The use and development of artistic and creative practice in Waldorf education will be introduced through four approaches.

Waldorf teacher toolkit: developing relationship to practices such as storytelling, blackboard drawing, singing, recorder playing, games and movement.

Art and craft in the curriculum: developing relationship to practices such as painting, drawing, clay modelling, and form drawing.

Art and craft as transformative practice: introduction to practices such as woodwork and felting.

The Art of Teaching:

- Soul economy
- Building a learning community
- Active learning and learning through discovery
- Teacher dispositions, teacher presence and teacher identity.

Students will develop understanding of the significant impact of artistic and creative practice, both in the classroom and as a means for personal transformation and evaluate this in the context of Waldorf schools' educational aims and intended outcomes, identifying how their own classroom practice has been influenced.

Students will continue to develop skills in researching literature, and in considering primary sources within their own, and other settings. They will employ critical analysis in understanding the influences – past and present - that shape current provision.

The aims of the module are to enable students to:

- Research and critically analyse relevant sources, both primary and secondary
- Identify significant perspectives, events, and trends within Waldorf education
- Evaluate the influence of educational philosophies and principles on contemporary Waldorf education, particularly around the impact of artistic work on teacher identity and classroom practice
- Synthesise relevant sources to gain an understanding of the context of Waldorf education in the wider educational landscape
- Understand the role of artistic and creative practice in Waldorf education
- Understand the emergence and position of Waldorf education within society

Assessment of module:

The module will culminate with an assignment which draws upon reflective accounts, a learning journal, and portfolio collection of artistic and/or craft work, presenting a transformational experience of personal and professional development. Students will reflect critically on their own roles as learners, teachers, and artists/craftspeople. The assignment will demonstrate mastery of a wide body of relevant knowledge and skills, the capacity to understand current practice within this context, and the ability to search appropriate literature.

We recommend the purchase of some of the key texts from the reading list.

In Year 2, the **Postgraduate Teacher Apprenticeship with QTS plus PGCE** will include:

Apprentice teachers will work under the guidance of a mentor in their school and a University of Buckingham tutor. They will have weekly meetings in school to review their progress and to set targets; termly visits from their University of Buckingham tutor to assess progress and guide their development; as well as regular meetings and reviews via an online platform.

Trainees will gradually take on a teaching role (up to 50-80% timetable), with one afternoon a week of taught content (online), run by Buckingham University.

They will also complete a minimum three-week placement (between Nov and Mar) at a second 'mainstream' school, which will be arranged in conjunction with Buckingham University. Assessment is carried out by the University via graded observations, reflections, and three academic written assignments.

Full details of the apprenticeship are available at:

<https://www.buckingham.ac.uk/courses/apprenticeship/postgraduate-teacher-apprenticeship-with-qts>

(Optional) MA in Education (Steiner Waldorf) - dissertation at L7, 60 master's credits (Sep '26 - May '27):

Student teachers can also graduate with an MA in Education (Waldorf Education) by taking an extra self-funded module which involves completing a master's dissertation, under the guidance of a research supervisor. Taught content will include a module on research methods.

Schedule Summary

Oct 2024 – Jul 2025

Online training sessions will take place in twelve sessions during term-time on a Thursday 4:00 – 7:00pm. Additional individual and small group tutorials may also be organised as needed.

Two weekend residentials (Friday evening to Sunday lunchtime) – dates TBC.

The first assignment will be due in June.

Students will need to apply (with their school's support) for the Postgraduate Teaching Apprenticeship with PGCE and QTS through the University of Buckingham.

Aug 2025 – Sept 2026

The second assignment will be due in August.

There will be a compulsory on-line induction and onboarding day run by Buckingham University, prior to the beginning of the teacher apprenticeship component, in early September 2025

The PGCE/QTS part of the course lasts 13-15 months (teaching ends in June 2026 followed by the end-point-assessment period).

Full details of the apprenticeship are available at:

<https://www.buckingham.ac.uk/courses/apprenticeship/postgraduate-teacher-apprenticeship-wi-th-qts>

These course dates and times are subject to change.

For any further questions please email pgdip@yorksteinerschool.org.

Frequently Asked Questions

What happens if a student cannot commit to commencing the PGCE component at this stage?

It is expected that at the outset, all students intend to study for the PgDip in its entirety. If the student needs to “cash-in” after the initial two modules, they will be awarded a PG Cert as they will have gained 60 credits. On completion of the PGCE component, which is also equivalent to another 60 credits, they are then awarded the diploma by the awarding body, the University of Buckingham.

Our school is in Scotland/Wales/Northern Ireland - can one of our teachers/teaching assistants apply?

The rules, funding and registration requirements are very different in the four nations. All applications for the PG Cert in Waldorf Education are welcome, however please contact Kath Bransby (kath.bransby@waldorfeducation.uk) for further information on the PGCE aspect.

What level of support is required by the school team to support the student on their journey?

Each trainee will need a school based mentor. For the first year of the course (pre PGCE), this will need to be someone with a background in Waldorf teaching. For the PGCE element, this will need to be someone with a validated teaching qualification (e.g. PGCE or equivalent). The trainee will need to meet with their mentor for approximately 1 hour per week, and will need to be observed once a week by their mentor during the PGCE element of the course.

You will need to release the trainee to complete a three-week placement in another school during the PGCE element of the course (usually in the Spring term), and they will need the opportunity to teach in different year groups (Classes) during the course.

In terms of the effect on curriculum provision, how much free time does the student need to attend classes and complete coursework?

For both parts of the course, online teaching will be on a Thursday afternoon. For the first year this will be from 4pm - 7pm. For the PGCE, schools will need to expect to cover the whole afternoon.

For the first year of the course, trainees can work as a teaching assistant / learning support assistant or in other classroom-based support roles. For the second year, the trainee must have a minimum teaching load of 12 hours, and a maximum teaching load of 80% of a full-time teaching timetable. The minimum required teaching time will increase to 80% over the course.

What level of commitment is required of the mentor and can two qualified teachers share this role?

Each trainee will need a school-based mentor. For the first year of the course this will need to be someone with a background in Waldorf teaching. For the PGCE with QTS element, this will need to be someone with a validated teaching qualification (e.g. PGCE or equivalent). Exceptions can be made through negotiation with the University of Buckingham. The trainee will need to meet with their mentor for approximately 1 hour per week, and will need to be observed once a week by their mentor during the PGCE element of the course. The first year Waldorf mentor and the second year PGCE mentor can be the same person, or two separate colleagues. However, two people cannot share one role, e.g. the second year PGCE mentor.

A potential student has qualifications awarded outside the UK. How can we determine that they meet the minimum entry requirements?

The University of Buckingham has an existing rigorous process to determine equivalence. Any potential students should contact Valerie on pgdipsupport@vorksteinerschool.org if this is the case and she will work with you to try to meet their criteria.

Is there a discount for sending two or more students from the one school?

Unfortunately, we cannot offer any discounts at this time. If the number of students exceeds our expectations, we may be able to offer a small discount in the future.

What is the process for applying for funding from GATF?

Please go to the website of the GATF: <https://gatf.org.uk/> to download a funding application form, and send this along with the student application form to pgdipsupport@vorksteinerschool.org. Valerie will send all funding applications to GATF - please see below for timelines.

A letter of offer will then be sent to the borrowing school which will need to be signed by the Chair of the Board of Trustees (or equivalent) and the school's Bursar/Finance Manager. This will need to be posted and emailed to the GATF office. Funds will be released to the course provider on receipt of the emailed document.

Who do we contact to find out more about the academic content of the course?

You are encouraged to contact Fiona Sharpe, Course Director, if you have any additional questions on the academic side of the programme. She can be reached on pgdip@yorksteinerschool.org.

When is the deadline for applications?

In order to ensure the application is assessed for suitability and to coordinate the funding application to GATF (if required), we encourage all applications by Friday 14th June, 2024. Please send ALL completed student application forms to pgdipsupport@yorksteinerschool.org at your earliest convenience. Valerie will also coordinate all funding applications to GATF and send them as a package to their office. This deadline is June 30th. This reduces the workload on Charlotte, from GATF.