

Inner Guidance in the Field of Teaching, using Psychophonetics (2014)

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After all the experience and exposure to working in the field with teachers and teacher trainees, I can now with certainty claim, that the inner realities and outer social demands by modern society put enormous pressure on the work performance and all-round health of a teacher. To resist or deny these realities would be counter-productive, however, to take hold of the issues arising and use them as an enrichment to the work and training field in form of direct life experience, offers a possibility to deepen the lessons given by the teachers on the one hand, and also infuse the human interaction between teacher and pupil with meaning. To call this potential a side effect or culture within the framework of Waldorf education is premature and exercised effectively by few. This research study explores ways for teachers to engage in self care with Psychophonetics in order to be able to stand above complicating, worsening or reacting to situations that need maybe no more than an empathic ear and simple guidance.

This research study describes a number of case studies as well as personal development programs using Psychophonetics which were included as part of the teacher training course. The findings show that the inclusion of self-development programs can have a positive effect in addressing self-awareness and the personal development of the teacher; and in improving the teaching capacities of teachers.