

Mollet Learning Academy (MLA)

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Synopsis 5 The Whole Child Curriculum

Five videos describe various areas of pedagogy that we recommend. Our approach is eclectic in nature; partly based on over forty years of experience by its author who has worked in education on three continents; partly based on a Waldorf-inspired curriculum relevant to the state sector; partly based on content and methodology used in Finland and New Zealand (students in both these countries outperform UK and USA students); and partly based on current research.

Video 5 The Whole Child Curriculum was created many years ago when Dr. David Mollet was involved with Waldorf Education in New Zealand. Because of his considerable reservations with private Waldorf education he now has no contact with any Waldorf institution or person. Descriptions of his experience with Waldorf/Steiner people are available. After negative experiences covering forty years it is understandable that David no longer wishes to have contact.

However, he does believe that many aspects of the Waldorf approach are relevant and appropriate for any education process and indeed Steiner himself explicitly stated that this was the case, *“Moreover, I should like to point out to you that the real aim and object of our Anthroposophical education is not to found as many Anthroposophical schools as possible. It is, of course, necessary that there should be certain model schools where the methods are carried out in detail. It is a crying need of our days that there should be such schools. But our education concerns itself with the methods of teaching, and is essentially a new way and art of education, so every teacher can bring it into this work, in whatever kind of school he/she happens to be. There can be no question of creating revolutions in existing institutions. Our task is rather to give indications of a way of teaching arising out of our anthroposophical knowledge of man.”*

As his followers, in many cases, are implementing the opposite to what Steiner recommends, David authors his own approach and gives reference to sources where relevant. As stated above, David has over forty years experience on three continents and the approach he recommends includes content and methodology from such involvement and the results of his considerable research and his experience with education in New Zealand where he was able to make a significant contribution.

The video covers Introduction, **1. The Aims of the Curriculum** - a) Breadth in Learning b) Content and Children's Inner Experience c) Needs and Interests, d) Stages of Development, **2. Content and Stages of Development** - 6+ to 8+, 9+, 10+/11+, 12+/13+, **3. Content of Different Subject Areas** - 6+ to 8+: Grades 1 to 3, 9+: Grade 4, 10+/11+: Grades 5/6, 12+/13+: Grades 7/8, Other Subject Areas, Conclusion.

We send our children to school to learn. In the past almost the total emphasis was on content. In recent times the emphasis has started to change and many would now consider that education is not only concerned with the transmission of knowledge but should also help children to develop in a number of other areas. These areas would include the social and psychological, but also the development of the affective, creative and imaginative. In modern terminology, many of the descriptions given to this growth would refer to right (now commonly named emotional intelligence) as well as left hand brain activity.

Teachers who base their teaching on nurturing the creative, artistic and imaginative appreciate this holistic approach when dealing with various areas of childrens' development. The result of these determinants means that curricula should be formulated so that it relates to these different aspects of growth.

The video covers detailed descriptions of our curriculum as follows. The determinants of curriculum. Why it is crucial that curriculum relates to the mindset of students according to different stages of development. The nature of curriculum in specific subject areas (arithmetic, form drawing, English, thematic subjects in history and geography). The dynamic relationship and the adaptation of content and methodology in order to optimize students' learning.

As we shall see, our curriculum possesses unique structures which offer child-centred content and methodology. It should also be emphasized that the formulation of detailed curriculum will obviously depend, to a lesser or greater extent, on the present culture in whatever country it is taught.