

EDU783

# Steiner Curriculum Development and Evaluation

**School:** School of Education and Tertiary Access

2026 | Trimester 1

UniSC Sunshine Coast

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

**ONLINE**

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

*Please go to [unisc.edu.au](http://unisc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

In this course you will investigate Steiner's curriculum indications. You will critique and evaluate Steiner's pedagogical framework within a contemporary educational context.

## 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – You are required to engage with online pre-recorded presentations and asynchronous materials and activities prior to attending the workshop tutorials (both the weekly classes and the intensive).	1hr	Week 1	6 times
<b>Tutorial/Workshop 1</b> – This will be run in dual mode with a live Zoom tutorial/workshop in real-time but will be recorded for those who cannot make the session.	2hrs	Week 1	6 times
<b>Tutorial/Workshop 2</b> – A two day Intensive follows the 6 weeks of classes. It will be delivered in dual mode synchronously and asynchronously supported by technology-enabled learning and teaching including zoom.	7hrs	Week 7	2 times
<b>ONLINE</b>			
<b>Learning materials</b> – You are required to engage with online pre-recorded presentations and asynchronous materials and activities prior to attending the workshop tutorials (both the classes and the intensive).	1hr	Week 1	6 times
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## 1.3. Course Topics

- Introduction to Curriculum
- Introduction to Steiner Curriculum Indications
- Historical survey of Steiner curriculum development and research
- Curriculum evaluation models
- Child development and Child Study
- Teaching methods and strategies
- Challenges of the changing context of the Steiner curriculum
- Re-Imagining the Steiner curriculum

## 2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Critically evaluate Steiner/Waldorf curriculum principles	Creative and critical thinker Ethical Sustainability-focussed
2 Critically evaluate how to enact Steiner/Waldorf curriculum principles in contemporary educational contexts.	Creative and critical thinker Empowered Engaged
3 Create new approaches and concepts in response to Steiner/Waldorf curriculum principles.	Creative and critical thinker Sustainability-focussed
4 Written and oral communication skills, academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions.	Empowered

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Enrolled in Program ED510 or ED705

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

### 5.5. Microcredential Information

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Assessment tasks will be submitted in weeks 1 to 6

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	30%	100 to 250 words per item	Refer to Format	Online Assignment Submission with plagiarism check
All	2	Examination - not Centrally Scheduled	Individual	20%	10 minutes	Week 8	Online Assignment Submission with plagiarism check
All	3	Portfolio	Individual	50%	3000 words	Week 11	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Reflective Journal

<b>GOAL:</b>	The goal of this task is to critically evaluate the learning materials and learning activities weekly during the first six weeks		
<b>PRODUCT:</b>	Written Piece		
<b>AUTHORSHIP STATEMENT:</b>			
<b>FORMAT:</b>	One short blog submitted weekly during weeks one to six		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Critique of how to enact Steiner/Waldorf curriculum principles in contemporary educational contexts	2
	2	Demonstrated application of written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions.	4
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation		

#### All - Assessment Task 2: Enacting Steiner Curriculum

<b>GOAL:</b>	The goal of this task is to demonstrate the application of Steiner curriculum principles in a contemporary educational context.		
<b>PRODUCT:</b>	Examination - not Centrally Scheduled		
<b>AUTHORSHIP STATEMENT:</b>			
<b>FORMAT:</b>	Oral online examination (viva) due Friday Weeks 6 to 8. You will need to make a short oral presentation without the use of visual or media props after which you will be asked to respond to unknown and unprepared questions and to questions asked by your colleagues.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Demonstrated application of how to enact Steiner/Waldorf curriculum indications in contemporary educational contexts	1
	2	Demonstrated application of oral and written communication skills.	4
<b>GENERIC SKILLS:</b>	Communication, Organisation, Applying technologies		

### All - Assessment Task 3: Critical and Creative Review of Steiner Curriculum

<b>GOAL:</b>	The goal of this task is to review, in a critical and creative way, how the curriculum principles can be enacted in contemporary educational contexts.																
<b>PRODUCT:</b>	Portfolio																
<b>AUTHORSHIP STATEMENT:</b>																	
<b>FORMAT:</b>	This is a portfolio in which you will critically reflect on your record of your learning over the whole course. You will need to provide evidence of your participation and critical reflection on the learning materials, readings, weekly tutorial discussions and discussions during the Intensive in which you express your individual and unique point of view. A task sheet will be provided that identifies three main sections for your critical and creative evaluation: Steiner principles, their application and your creative response to them.																
<b>CRITERIA:</b>	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Demonstrated critique of Steiner/Waldorf curriculum principles</td><td>1</td></tr><tr><td>2</td><td>Demonstrated application of how to enact Steiner/Waldorf curriculum principles in contemporary educational contexts</td><td>2</td></tr><tr><td>3</td><td>The creation of an artefact or other form of creative response and a supporting rationale</td><td>3</td></tr><tr><td>4</td><td>Demonstrated application of written communication skills.</td><td>4</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Demonstrated critique of Steiner/Waldorf curriculum principles	1	2	Demonstrated application of how to enact Steiner/Waldorf curriculum principles in contemporary educational contexts	2	3	The creation of an artefact or other form of creative response and a supporting rationale	3	4	Demonstrated application of written communication skills.	4	
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4	Demonstrated application of written communication skills.	4															
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation																

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

For online elements access to a computer and Internet is required.

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

#### **Eligibility for Supplementary Assessment**

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

Eligibility for Supplementary Assessment Your eligibility for supplementary assessment in a course is dependent of the following conditions applying: The final mark is in the percentage range 47% to 49.4% The course is graded using the Standard Grading scale You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
- From 15 minutes to 30 minutes: 20% penalty
- More than 30 minutes: 100% penalty

### 10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

### 10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

### 10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)