

THE INCLUSIVE AND MUSICAL PRACTICES OF PROFESSOR WALDORF

Francisca Maria Barbosa Cavalcanti, lagustalague@gmail.com
Regina Finck Schambeck, regina.finck@udesc.br

This poster has resulted from the Master's dissertation (CAVALCANTI, 2014) in Music (PPGMUS/UDESC). On the basis of the pedagogical guidelines of the Waldorf School in Florianópolis (Santa Catarina), the main issue was to understand how musical pedagogical practice takes place in the particular context of a second year classroom teacher at a basic level.

RESEARCH QUESTION

The aim of the investigation was to understand the musical practices of the teacher from the standpoint of inclusion, by determining the following:

- the nature of the teaching knowledge deployed in pedagogical practices;
- the conceptions this teacher has about the question of inclusion;
- the musical practices carried out and;
- the musical education procedures that are followed.

METHODOLOGY

The basic concepts of Anthroposophy, founded by Rudolf Steiner (1861-1925) and on which the Waldorf Education is grounded, are employed as an underlying theoretical framework.

The research was carried out by a qualitative approach and used observations derived from the concepts of Estrela (1994).

An attempt was made to identify the concepts, knowledge basis and inclusive practices applied in a class including a student suffering from cerebral palsy.



Figure 1 – Musical practices (photo: author's collection)

RESULTS

The results showed the following:

- an inclusive context fostered musical and educational practices;
- by acting as a social organism, the school was able to encourage an exchange between teachers, parents and support groups;
- the importance of finding a balance between different types of content and being aware of the different stages of development with a view of improving the overall health of the students.

It was possible to confirm that the teacher inclusive practices, making use of teaching in subject periods and not only non-quantitative assessment, establish a welcoming environment which facilitates the overcoming of student's learning difficulties.

REFERENCES

- CAVALCANTI, Francisca. *Saberes do professor de classe de uma escola Waldorf: práticas musicais em contexto inclusivo*. (dissertação). Mestrado em Educação, UDESC. Florianópolis, 2014.
- ESTRELA, Albano. *Teoria e prática de observação de classe: uma estratégia de formação de professores*. 4a. ed., Portugal: Porto, 1994.
- STEINER, Rudolf. *A arte da educação: o estudo geral do homem, uma base para a pedagogia Waldorf*. GA 293, vol. 1. São Paulo: Antroposófica, 2007.