



## **To meet the world through the imagination – narrative education in the Waldorf School**

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One of the fundamental tasks of the school is to allow students to encounter and familiarize themselves with the world and existence we live in. In narrative teaching, Waldorf education has a teaching tool that allows students to encounter unknown places and distant times. In this lecture, we will examine how this approach enables students to encounter and investigate distant places and times long past.

Investigating narrative teaching as practiced in Waldorf schools reveals that it unfolds across multiple dimensions simultaneously. The teacher narrates while the student listens in the classroom. Concurrently, the teacher's storytelling and the student's attentive listening create an intimate space where external and physical surroundings fade away. Ultimately, the student can achieve a state of complete immersion in the world of the story.

In their consciousness, the student, through the interaction between the teacher's story and their own listening, has been transported to a completely different time and place. Within this experience, the student can explore the learning content that the teacher aims to convey. In this lecture, I will propose that the narrative teaching method used in Waldorf schools is a powerful pedagogical tool, enabling students to access distant places and different times. By appealing to the students' imagination, we can literally let them travel through time and space.

The teaching does, however, not end there. The content we aim to convey as teachers does not automatically transfer into the student's mind—and we do not know exactly what the student experiences during their listening. An equally important aspect of narrative teaching is the collective and individual processing of the learning content following the moment of listening.

In this lecture, I aim to take you on a journey through the three dimensions of storytelling. I will start by illustrating these three dimensions with an example from the opening of the first book about Winnie-the-Pooh. The theoretical foundation of the lecture is based on three texts I have written: my 2018 master's thesis *Berättande undervisning. Ordens, blickarnas och lyssnandets samspråk* (Master's thesis, Rudolf Steiner University College); an article



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published in ROSE 2020, Narrative Teaching: Multidimensional Aspects of Narration; and an as yet unpublished text from 2024, Berättande undervisning. Introduktion och inspiration till en waldorfpedagogisk metod.