

## The Art of Steiner Whole-School Development



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## Who I Am



**Dr David Liknaitzky** has had decades of experience empowering people to think creatively about individual and organisation development, to build ethical and collaborative workplaces and to flourish at work. He has a Master of Arts in Professional and Applied Ethics and a PhD from the University of Melbourne. David is a Professional Support Panel Member of *Steiner Education Australia*. He runs **spiritatwork**, a consultancy with a strong anthroposophical foundation, and works with Steiner schools and related organisations around the country on customised approaches to addressing their needs. Areas of focus include self-transformation, interpersonal skills, social development, inter-faculty cooperation, leadership skills, strategic planning and organisation development. The workshops and processes described on the following pages are some examples, each facilitated using a lively mix of methodologies such as lecturesses and group discussions, small group work, self-reflection, storytelling, experiential learning, and other artistic and creative processes.

### Schools and organisations that David has worked with

For many years, David consulted to a wide range of organisations in commerce and industry. In recent years, he has focused almost exclusively on Steiner schools, other anthroposophical initiatives, and community organisations, including the following: **NSW:** Shearwater, Chrysalis, Kamaroi, The Extra Lesson Institute, Asia Pacific Extra Lesson Association; **WA:** Silver Tree, Perth, Leaning Tree; **SA:** Willunga; **VIC:** Castlemaine, Little Sophia Kindergarten, Sophia Mundi, Mansfield, Ballarat, Freshwater Creek, as well as Revillaging Project and Wild Ridge Farm; **QLD:** Noosa Pengari, Birali, Cairns Hinterland; **ACT:** Orana; **South Africa:** Michael Mount, Michael Oak.

### Some testimonials

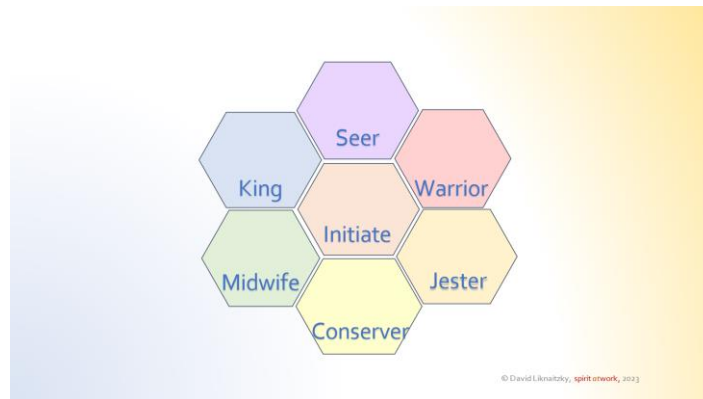
- *With practical exercises and many opportunities for artistic expression, David's course was holistic, enlightening and affirming.*
- *At the end of this workshop there was a sense of empowerment, personal development and insightful tools that could be used in our own processes. There was a sense that we were all changed and enriched through the journey that we took together.*
- *Thanks for all the passion and work you have put into this course. I've found it incredibly helpful, and it has really changed the way I work.*
- *I found it one of the most enriching and educational courses that I have done.*
- *It has been a productive, positive and engaging few days. I have thoroughly enjoyed your approach. It has been a marvel to have sensitive matters gently raised to the surface in the way you have facilitated it.*

**Contact** David to discuss your school's needs:

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# Everyone a Leader - The Art of Shared Leadership

A comprehensive foundation course that explores creative and empowering ways of leading, including the art of *Distributed Leadership*, based on a foundation of interpersonal trust that encourages individual responsibility, autonomy and initiative-taking



The 3-day workshop explores inspiring ways of leading, aimed at:

- Creating energised and purposeful workplaces based on individual responsibility and autonomy, communal support and continuous learning
- Developing individual capacity for initiative-taking and shared leadership that enables each person to flourish
- Building dynamic and resilient communities that are alive and responsive, through proactively engaging with emerging futures

Topics explored on the workshop include:

## **New leadership perspectives**

- The difference between managing and leading
- The evolution of leadership; New models of leadership
- Dynamic leadership qualities: The Planetary Model

## **Interpersonal skills**

- Social and antisocial forces
- Building trust and working collaboratively
- Establishing healthy and vibrant group dynamics, cooperation and collaboration
- Decision making, problem solving and conflict management in a diverse group

## **Leading change**

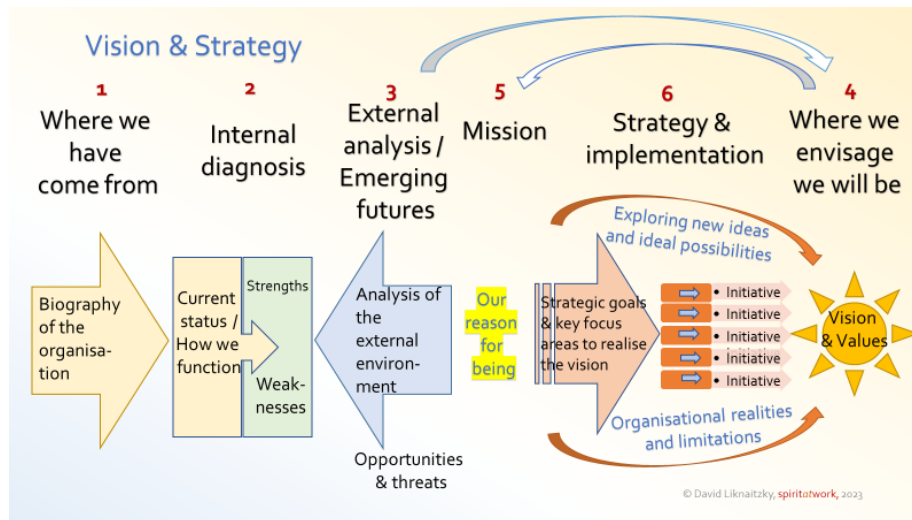
- Organisational development phases and organisation diagnosis
- Managing organisational transitions
- Strategic leadership; The beacons of change; The Initiative Organisation

## **The inner path of the leader**

- Personal biography work in relation to leadership
- Building confidence and assertiveness and discovering your personal power
- Emotional Intelligence: Dealing with emotions and managing stress
- Facing personal transitions and crossing thresholds; Transforming your shadow
- Charting your path of personal growth as a leader

# Visioning and Strategic Planning

Finding the balance between an inspiring picture of the future and a practically implementable strategic plan



The **Visioning and Strategic Planning** process is typically, a 2.5-day workshop (with some pre- and post-work), including as many stakeholders as feasible (College, Staff, Board members and P&F representatives), that covers the following aspects:

- The Biography / History of the school
- Internal diagnosis of how the school functions, including strengths and weaknesses
- External environmental scan and analysis of the potential factors that could impact on the school in the coming years, including opportunities and threats
- The school's Vision for the coming years, including Values we choose to live by and work out of
- Understanding the Being of the school and what it wants to become
- Renewing the Mission Statement
- Identifying strategic goals and key focus areas to realise the Vision
- Clarifying roles, responsibilities and initiatives to achieve this
- Managing change and transitions
- Agreeing the way forward / next steps

The process produces an inspiring and practical path and focus into the future, enabling all stakeholders to enhance their accountability and align their efforts in pursuit of common goals. Better resource utilisation and increased engagement and commitment of teachers, parents, and community members lead to a more effective and efficient school, improved educational outcomes for students, and greater satisfaction among stakeholders.

# Starting and Nurturing a New Initiative



Starting a new initiative can be exciting and energising, with optimism and enthusiasm driving the journey toward a shared goal. However, establishing the groundwork, formulating strategies, and implementing necessary steps can be both challenging and daunting. A well-managed process can lead to enriching and fruitful outcomes, while poor management may result in conflicts and undermined intentions. This structured outline provides a roadmap to minimise pitfalls and optimise the potential of ideas, aspirations, and intentions.

## Phase 1: Build Relationships and Community & Recognise the Need

Form a concerned network, assess community needs and map existing networks and resources.

## Phase 2: Gain Perspective and Orientation

Explore appropriate governance and leadership models, and understand the phases of development that initiatives typically go through.

## Phase 3: Understand the Realities

Clarify how things currently stand with the initiative, and conduct a SWOT analysis.

## Phase 4: Involve the Community

Identify stakeholders and involve the community.

## Phase 5: Establish the Initiative's Mission, Values, and Vision

Articulate the initiative's purpose, philosophy, and values; Align aspirations and ensure clarity of purpose among stakeholders Create a detailed future vision.

## Phase 6: Formulate the Strategy for Achieving the Vision

Determine strategic goals and focus areas; Create a Carrying Group; Develop action plans.

## Phase 7: Foster Cooperation and Collaboration

Clarify roles and responsibilities; Build trust and commitment; Ensure effective communication and cooperation.

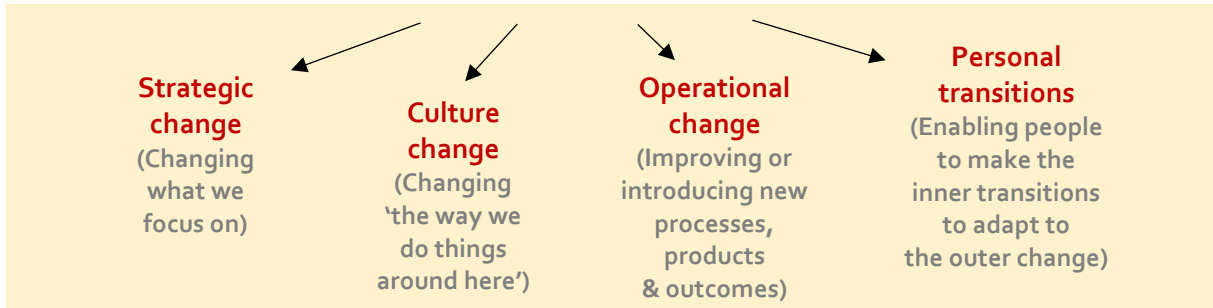
## Phase 8: Implement and Monitor Progress

Launch the initiative; Monitor and evaluate; Celebrate milestones.

This structured process ensures that social initiatives are grounded in a clear vision, supported by community involvement, and guided by effective strategies, fostering both short-term success and long-term sustainability.

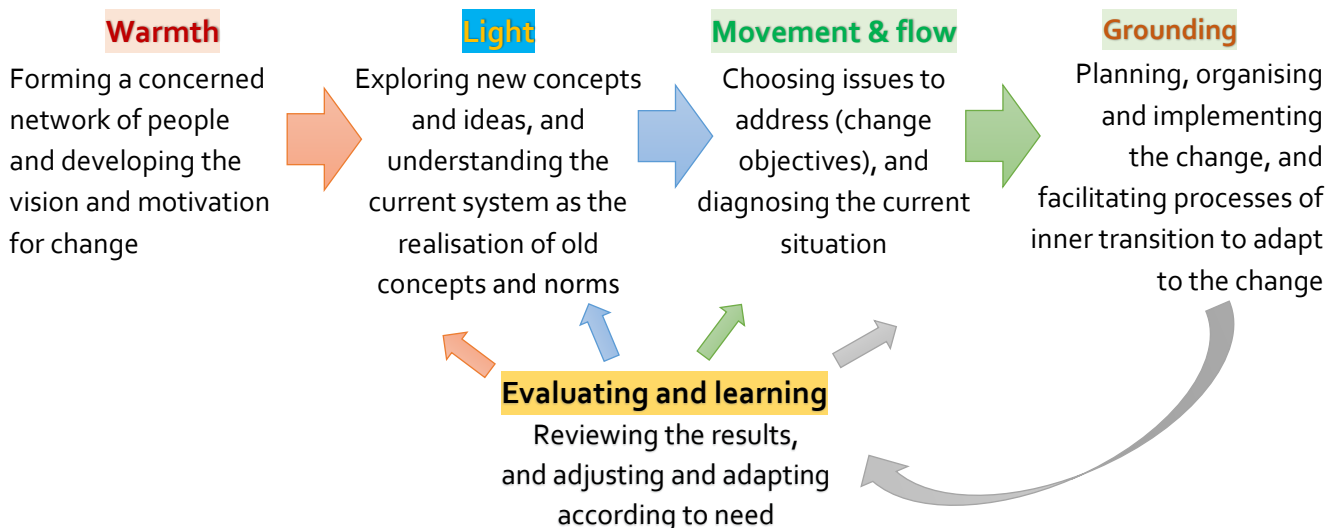
# Leading & Managing Change and Transitions

Introducing changes and shaping the school culture to maximise organisational effectiveness and personal flourishing



Change is external and situational – new processes, new management structure, new locations, new organisational culture. Transition, on the other hand, is the *inner* psychological adjustment that people have to make to adapt to the changing circumstances, and to make the change stick. There can be no meaningful change without the appropriate inner transitions.

Strategic change, cultural change and operational change each involve specific processes aimed at achieving a desired result. Managing the different kinds of changes and the personal transitions associated with them is an art. The art is in steering the change through different phases:



*Management paves the path, keeps the troops on schedule and on the road; Leadership invokes and invites spirit to lay down new footprints.* – Harrison Owen

*Management is doing things right; Leadership is doing the right things.* - Warren Bennis

# Building the Social Fabric of the Organisation

## Transforming Relationships and Energising Work Life



Interpersonal collaboration is a crucial foundation for building a resilient organisation. In our interactions with work colleagues, we often encounter barriers, within ourselves and between people, to working productively together. Misunderstandings, disagreements and conflicting styles of working can all lead to blockages and dysfunction in the workplace. Yet, when people appreciate and support each other, and work constructively together, then even conflict can open up opportunities for growth and innovation.

The workshop develops real insights, social sensitivity and people skills around the following topics:

### **Group and team development**

- The development phases of groups
- Creating a culture of co-operation and trust, which fosters open communication, feedback and the constructive exchange of perceptions, insights and ideas
- Working cooperatively in a way that empowers and releases the potential of each individual
- Creative group discussion: Working practically with the Planetary Model of Group Dynamics
- Enlivened decision making and problem solving
- Building the fabric of social life: Interest, empathy and cooperation
- Facilitating Inter-Group Conversations - Overcoming 'silos' and aligning the different organs of the school

### **Interpersonal skills**

- Building relationships and strengthening the community
- Facilitating healthy dialogue and the mature expression of personal views
- Fostering tolerance of diversity, trust and individual freedom
- Enhancing interpersonal understanding
- Dealing constructively with conflicts and interacting sensitively in your work with others
- Listening skills, deep democracy and giving each person a voice
- Communication blockages and how to overcome them; Giving and receiving feedback

### **Inner development**

- Enhancing your self-development, and building personal confidence and emotional maturity
- Understanding how antisocial forces manifest; Overcoming egotism

# A Deeper Approach to Coaching and Mentoring

## A Spiritual, Transformative Pathway



*Conversation - Mai Thu*

Teachers who have worked in a Steiner school for many years invariably have a range of skills and a wealth of knowledge that may be lost when they move on. This could be invaluable to younger colleagues who are still finding their feet in Steiner pedagogy, and who in turn could also offer fresh and new perspectives to teaching practice. **Mentoring** is a highly effective way of transmitting capacity and wisdom through generations of teachers and can be a mutually edifying experience for those involved.

Further, to have someone with whom we can share and work through our strivings, needs, aspirations, fears and challenges can be a great blessing. Through enhanced empathy, listening, reflecting and questioning, **Coaching** (which may focus on performance, career transition, dealing with conflict or personal transformation) is a means of guiding others to develop their insight, knowledge and skills to become more rounded, accomplished and aware educators and colleagues.

The program is conducted over 3 days and provides participants with deep insight and skills in Coaching and Mentoring, enabling them to work with coachees to transform stuck patterns, and build their emotional and spiritual intelligence, personal effectiveness and personal confidence.

### Key topics that will be addressed include:

- The nature and purpose of mentoring and coaching
- Building trust and rapport
- Identifying the needs of the mentee; Negotiating expectations and managing the relationship
- Principles of adult education
- Phases of human development
- Observation and reflection
- Mentee-centred, non-directive mentoring and coaching
- Deep listening: Allowing the being of the other to be revealed to you
- Conducting fruitful conversations
- Giving and receiving feedback
- Powerful questions
- The Planetary Model as a framework for mentoring and coaching
- Helpful tools for a mentor/coach
- Building dependable strengths in the mentee and encouraging initiative and autonomy
- Personal development: The inner path of the mentor/coach



# Healing Hearts, Bridging Differences

## A Path to Conflict Resolution, Relationship Building & Cooperation



*Amoureux de Vence - Marc Chagall*

### Why is it needed?

In situations in which trust has broken down, and misunderstandings and divisions have arisen between people (for example, between colleagues or between the school and parents), there is a need to meet each other anew, to reconcile and to find ways of fostering understanding and cooperation in a constructive way. Conflicts can burden and hinder us, yet they can also be opportunities for deep transformation and renewal.

### What is it?

Think of it as a guided journey, a safe space where everyone involved can share their story and be heard without judgment. A neutral facilitator will help guide the conversation and keep things respectful, so everyone can move beyond blame and find common ground. The goal is to build mutual understanding, repair relationships, and find fair and sustainable solutions. The approach builds on and synthesises a range of methodologies, including Conflict Resolution, Conflict Coaching, Truth & Reconciliation processes, Non-Violent Communication, Relationship Building and Healing Conversations.

### Aims of the process

- Build mutual understanding, empathy, tolerance, respect and trust
- Foster individual healing and promote self-awareness, self-regulation and accountability
- Resolve differences / conflicts and repair and strengthen relationships
- Negotiate agreed solutions to intractable issues
- Build community and promote a culture of tolerance, respect and supportiveness

### Here's what you can expect in the process:

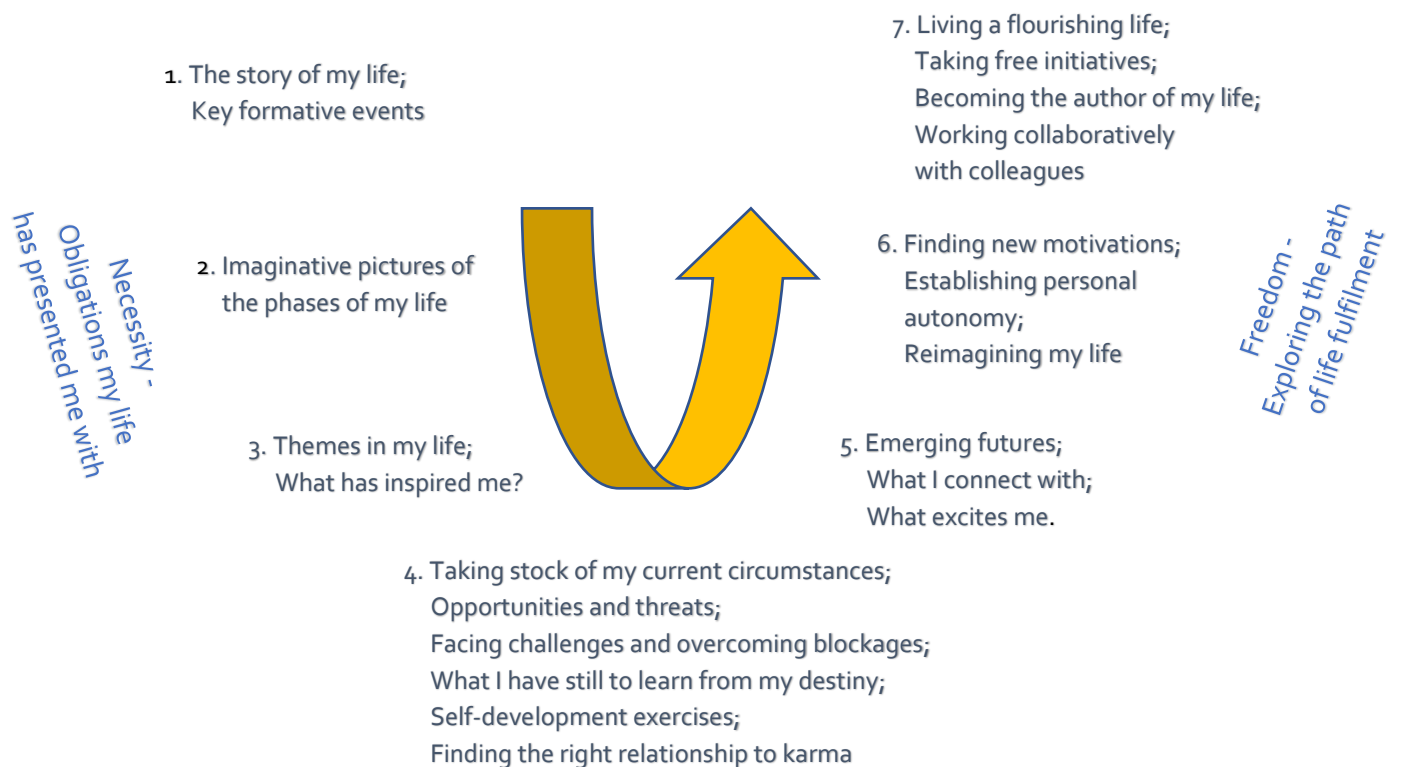
- Sharing your story and having your experiences recognised
- Understanding each other's thoughts, feelings, and concerns
- Finding creative ways to build trust and resolve differences; Examining personal responsibilities
- Considering healing and compensatory measures, if necessary, as well as organisational reforms and promoting healing and forgiveness through reconciliation initiatives; Keeping track of progress with a follow-up plan

# Becoming the Author of Your Own Life

Discovering the unrealised potential of your personal biography



The workshop is a transformative process taking place over three days in a group setting. It enables individuals to strengthen their personal sense of identity and purpose, and, in the context of their unique life path, to identify their strengths and challenges, and strategise how to overcome hindrances to living a full life. Further, it builds group cohesion through developing understanding and empathy for each other, as a foundation for mature relationships.



# Organisation diagnosis

An **organisation diagnosis** is essential for understanding how well a school or institution is functioning and identifying areas for improvement. It is valuable because it can: Identify root causes of issues, not just symptoms; Improve decision making; Align strategy with reality; Enhance employee engagement; Boost performance and efficiency; Support change and transformation; Strengthen leadership and team dynamics, and identify market and customer misalignments.

The diagnosis is conducted across four interconnected dimensions, as outlined below. Phenomena are identified and described, the state of health of each dimension is analysed, highlighting key issues that need to be addressed, and the kinds of interventions appropriate in each case.



## **Identity (The Ego or guiding spirit of the organisation)**

Who we are - our purpose or mission and spiritual impulse  
Our vision for the future and our strategy and initiatives for realising this  
The philosophy, principles and values that we live by, and the constitution, policies and leadership structure that reflect these values  
School culture  
Our position and reputation in the broader community



## **Interpersonal relations (The astral body of the organisation)**

Operational and support structures  
People and networks / Cooperation & collaboration / Organisation climate  
Management & leadership style  
Organisation, functions, tasks, powers, roles & responsibilities  
The character, personality and soul of the community  
Relationships with students, staff, parents, governing body and broader community  
Dealing with power, authority, regulations and other relationships in the sector  
Alignment between roles, skills, and personal fulfillment  
Motivation of employees, and meeting their intrinsic needs



## **Processes (The etheric body of the organisation)**

Primary & support programs, processes, systems, procedures & methods  
Project management: planning, implementing and evaluating  
Clarity and efficiency of workflows, rhythms and time management  
The life of the school



## Physical resources (The physical body of the organisation)

Finances  
Land, buildings & infrastructure  
Equipment & materials

In addition, the **Planetary Model** is used as a diagnostic tool, employing Pathfinding questions, Perspective questions, Challenging questions, Encouraging questions, Grounding & Enlivening questions, Reflecting questions and Integrating questions, ensuring that diagnosis is not just analysing problems but **awakening potential, fostering engagement, and catalysing transformation.**

The **Planetary Model** provides a **holistic, dynamic, and interconnected** way of understanding an organisation. It moves beyond linear problem-solving to a more **organic, systemic perspective**, seeing the organisation as a **living system** rather than just a structure or machine.

