

The paradigm of Twelve senses in relation to Behavioural and Learning Difficulties

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Having completed a few formal qualifications on arts (History and Sociology), Laws and Training Management, I became amazed by the inner wisdom of human beings themselves. The difficulties encountered by my daughter in the conventional school inspired me on my path of alternative disciplines. I started studying NLP in mid 90s and is a qualified Master Practitioner. I was qualified as a Brain Gym® instructor in 2000 and re-certified in 2001. Being introduced to Waldorf (Rudolf Steiner) education, I am amazed to see how this pedagogy founded in early 20th Century being proven by the recent brain researches. I quitted my government job in 2001 to pursue a new life path and completed my two years study in Australia on Waldorf Education. Currently teaching in a primary school developing a new module on Rhythm & Movement, Craft and Form Drawing, I also conduct individual/group sessions with children of special needs.



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SYNOPSIS

In his lecture cycle Study of Man at Stuttgart in 1919, Rudolf Steiner gave to the teachers a description of the twelve human senses and their functions. He spoke of the necessity of cultivating the senses in education. This is 60 years before the Sensory Integration approach was pioneered and developed by Dr. Jean Ayres who defined sensory integration as 'the organization of sensory input for use. The 'use' may be a perception of the body or the world, or an adaptive response, or a learning process, or the development of some neural functions' (Ayres, 1979).

Steiner pictured man as a sense being in order to gain the necessary insights to develop properly the sense-organism of young children through the various educational measures. He brought forth the ultimate sense – Ego which possesses a will-nature moves in the 'circumference of the twelve senses, as the sun moves in the circumferences of the twelve constellations' [R. Steiner].

Sense impressions work into the physical organization, directly as well as through the feeling. However, their consequences are far too little considered, especially with regard educational activity. This paper serves as an initial discussion of how the sense in relation to learning and behavioral difficulties.