



Cranes Club Education Conference

Seebenstein, Austria

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Booklet

Information on the speakers and their talks

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Je-ok Presser

- Graduate of Public Policy and Human Development with a specialization in migration
- internship with UN Women in the Civil Society Section in New York
- currently assisting Mrs. Carolyn Handschin, Director, WFWPI UN Office, International Vice President for Europe



“Peace curriculum”

The WFWP is creating a Peace Curriculum for young women. The idea came at the 21st Annual Women’s Conference for Peace in the Middle East, held in Vienna, and suggests a peace curriculum to be built with an added value for others, e.g. NGO’s in the Middle East. It is aimed to create a general outline of a curriculum, which would be adapted to various target groups. The goal is to uplift young women by e.g. educating them in building a character to tackle life’s issues, training them in reconciliation, etc. The Peace Curriculum will focus on areas as “Myself”, “My family” and “The world around me”. The curriculum is still in process and ideas on content, teaching methods and where (target group) it could be used are appreciated.

Maria Neuberger-Schmidt

- Studies of French, Psychology and Ethnology in Paris (Université Paris III & Paris VII, 1976-82)
- Systemic Counseling for children, youngsters and their parents (IFI and VPA, Vienna)
- Parents effectivity trainings and train the trainer programs
- Has 4 children & 2 step-children, grandmother
- Author of education concepts, articles and books
- Founder of parents association « Elternwerkstatt », Vienna (www.elternwerkstatt.at, www.marianeubergerschmidt.at)



“Education towards Responsibility”

And the psycho-emotional-triangle

- What are the basic psychological needs? How do they interact?
- What values, support and challenges do children need in order to develop a good sense of responsibility?
- What should the contribution of family, school and society be?

Maria Pammer

- 1976 Joined the Unification Movement, different missions in Austria, Belgium and Germany (“Neue Mitte-Integral”, “Kolibri-Project”)
- 1977 Master’s degree in Physics, Mathematics and Chemistry (Teaching post)
- 1986-1992 Teaching in Kollegium Kalksburg and BRG 1 Schottenbastei/Wien
- In the 90s Finished the Montessori-training and made efforts to start a private school in Vienna and in Steyr; homeschooling her first son
- 1998 Moved to Steyr (different missions: Hometown Department Austria, Treasure of Heaven Ministry Europe, UPF Upper Austria)
- 2006-2009 3rd effort to build a private school together with another family in their house (Montessori-room)
- Has 4 children and 1 grandchild



“Homeschooling and School-Project”

From my own experience, I realised that a lot of time that children spend sitting in the school is wasted. Instead, this time could be used for experiences with God’s nature and the nature of God or maybe to learn another language (e.g. Korean). Nowadays, education is about comparing oneself with others (like the Archangel compared God’s love for A&E with the love for him), about studying for school marks and about gaining superficial knowledge in order to be prepared for our existing society, but it’s not about becoming owners of CIG (education of heart). Think about how much time per day children are influenced by the fallen world, compared with how much time parents can invest in speaking really deeply with them!

“Montessori education”

Maria Montessori was born in 1870 in Italy and died in 1952 in the Netherlands. She was one of the first women who studied medicine. Her belief was that education, not medicine, could help children with disability. She emphasized that it is cheaper for society to correct faults than to relieve consequences. In 1907 the first “Casa dei Bambini” opened in Rome. In 1910 the first Montessori Association was founded. She finished her medical practice and dedicated herself to Montessori education workshops and international congresses. The Montessori principles include: having an attitude of love, helping children to accomplish things themselves, acknowledging the sensitive periods of a child’s development, freedom and order, mindfulness to people, nature and material and more.

Richard Vereš

- Lecturer in the Old Catholic Church in Slovakia
- 9 years of experiences as a volunteer in NGO „Knight’s Order of st. Gorazd“, working with adolescents
- Main focus is on character education, risk identification and addressing issues related to the “modern” lifestyle
- has 4 daughters



“Free Teens”

Character education is the key in the whole process of education and training. Without its application, it is not possible to expect changes in political, economic, social, health, ecological, or other areas of human activity. In our practice we teach young people two types of programs. 1)“Free Teens”’: sexual education aimed at prevention of AIDS and other sexually transmitted diseases. This program helps young people to understand the value of purity. 2)“Freedom and/or Responsibility”’: strive to contribute to the upbringing of the young generation through the realization of their uniqueness and value and its application to the benefit of society.

Zita Kiedler

- Middle-school teacher in Vienna, subjects: English and General Music
- Degrees: Bachelor of Education, Master of Science in Educational Supervision



“Universal Design for Learning”

Universal Design for Learning (UDL) is an educational framework. It was developed to improve and optimize teaching and learning for all people and is based on research in the learning sciences. It guides the development of flexible learning environments that can accommodate individual learning differences. The guidelines of UDL state that there need to be multiple means of engagement, representation and expression.

This workshop will provide you with tools and ideas for creating meaningful learning experiences based on the UDL framework.

Limi Bauer

- Wife & mother of three, living in Upper Austria
- Owner of Enjoyable English
- Lecturer of English Language at the University of Applied Sciences Upper Austria: Wels Campus
- Lecturer of Communicative English at Wels-Grieskirchen Hospital & Nursing School
- Currently working on a Master’s of Science in Applied Linguistics at the University of Oxford
- Voluntarily teaches German to refugee children
- Blogger & Global Ambassador for Mogul (a women’s empowerment and education platform)



What's Your Teaching Style?

In this session, we will look at the theories of learning that are the backbone of the teaching methods we use. I'll share my own experiences of having had an American educational experience but working in Germany, Korea, and Austria, and how those experiences have shaped my teaching style.

This session is an opportunity to discuss your beliefs about effective teaching and share stories of your teaching experiences, be they in a classroom or another setting.

Alfred Waldmann

- Joined the Unification Movement in Graz, Austria. From 1973 until 1993 various activities in different European countries, USA, Japan and Korea.
- After returning to the hometown St. Paul im Lavanttal, working as music teacher and attending the Pedagogics Academy in Klagenfurt.
- From Sept. 1996 working in the field of special needs education.
- Blessed with Janine Hougron from France in 1982
- 3 children: Doreen, Nathalie and Nora
- 4 grandchildren: Kai, Leon, Yuna Viktoria and Ji Hoon Samuel



“Challenges in dealing with behavioural Disorders at School”

At the beginning of this presentation I will share a bit about my personal background and teaching experience. Then, I will move on to the topic of internal preparation for dealing with children with behavioural disorders, which makes up the main part of the talk. And finally, I am happy to invite you for some short discourses in the fields of teaching science and positive psychology relating to educational challenges.

Barbara Stacey

- Master degrees in English Philology and Religious Education (Student at UTS)
- Blessed in 1982, has 4 children.
- 10 years underground missionary in Communist Poland, working a teacher in a primary school for 6 years
- Home town mission in Poland, President of Polish chapter of WFWP
- 1997 – Moved to Finland with her family as a missionary
- In 2000 became the owner and manager of a licenced early years education and care centre (English language Kindergarten).
- Participated in two EU Comenius projects (2009 – 2012) related to pedagogy in pre-primary and primary education.



“The Principles of Early Years Education and Care (EEC)”

1. My approach to early years pedagogy
2. Implementing the EEC principles in my curriculum
3. Using the Principle to guide my educational and self-monitoring goals
4. Lessons learned while working in Finland
5. Questions and discussion

William Haines

- Married, 4 children, 1 grandchild
- Read philosophy at the University of Manchester, Divinity at UTS, Education at UCL London and Jewish Christian Relations at the University of Cambridge
- Qualified teacher of religious education
- Taught in secondary schools in London for 7 years
- Former director of curriculum development for the International Educational Foundation in Russia, co-authored several books for spiritual and moral education
- Former Sunday school teacher and youth pastor (for 10 years)
- Director of education for FFWPU-UK



“Translating the Principle into a Course for Schools”

From 1992 to 1999 I was the director of curriculum development of the International Educational Foundation in Russia, producing a series of school books for the spiritual and moral education of young people in a post-communist society. The books were translated and published in Russian, Azeri, Mongolian and other languages and used in many schools throughout the former Soviet Union. I want to explain the project and how we were able to produce books that expressed the Principle and its vision in a way that could enthusiastically be accepted and used by school teachers of any faith or none.

Tim Atkinson

- 1971-1975 - trained as a drama teacher at Durham University (Bachelor of Education)
- 1976 - joined the Unification Church in London
- 1979 -1984 teaching blessed children at Cleeve House School
- 1982 - Blessing in Korea, 4 children
- 1985 - travelled to Oregon to work with CAUSA
- 1986-1988 Masters of Religious Education (UTS)
- 1992 - moved to Sweden, teaching in English schools in the Stockholm area for the last 25 years
- 1992-2016 - developed and completed a Sunday school curriculum for blessed children ages 3-14



“Sunday School Curriculum”

Blessed children are precious in the sight of God. They are the future and we must take good care of them. Children need to know their identity as sons and daughters of God. Without proper education, they can easily be influenced to go the wrong way. What we invest in the early years makes all the difference. Sunday school is an essential part of this process. The curriculum that I have developed is a 12-year programme of education, containing over 300 detailed lesson plans that are ready to use. In this presentation I will explain how the curriculum developed, some teaching strategies and an overview of the entire contents.

Gabriele Zöhler

- Blessing in 1982, 4 children
- Professional education as pharmaceutical technical assistant
- 1974 joining the Unification Church
- Teaching the Divine Principle
- From 2001 to 2003 course in youth and education counselling at the Family Counselling Centre, Innsbruck
- Initiating the “Forum for Value Centred Education”: regular presentations introducing the content of the IEF (International Education Foundation) lecture material.
- Giving presentations on “character development and family values” at UN conferences in Vienna,
- Conferences organised by the Woman’s Federation for World Peace in Vienna, Prague and Moscow



“The paramount importance of character education”

We are living in an age of profound changes where astonishing advances in science and technology are upsetting established traditions and values. In addition, we observe strong forces that dismantle basic moral and ethical values by promoting individualistic, self-centred lifestyles. These destructive trends cause the need for Pedagogues that can contribute to healthier societies, free from violence and exploitation of all kinds. By giving priority to the cultivation of heart and character educators will profoundly influence their students to achieve non- material goals that provide lasting fulfilment and happiness – finally leading to a better society.

Kurt Sattlberger

- Joined the movement in 1973, Blessing 1982 with Bernadette Bellay (F), 2 children
- Trained in value based development of organizations, Parent-Effectiveness Training, Non-Violent Communication, Emotion Code
- Working as a Parent and Teachers Effectiveness Trainer, Personality and Communication Trainer, Coach, and Energetic Practitioner
- Designed the Constellation of Heart-centered Inner Processes (Heart CHIP) and the Original Energy Code



“Aligning Communication with the Divine Principle”

Communication is essential for any kind of relationship. Sticking to patterns developed in fallen history would lead to continuous misunderstandings, disappointment, to distance, quarrels and fights. This is true especially when our needs are not met and we find ourselves overwhelmed by “negative” emotions. What does it practically mean to communicate in line with the Divine Principle? How can we develop the suitable attitude and helpful ways of listening and expressing ourselves? Why could training in DP-based Communication be essential for educators, people in leadership position and parents? In the 1st workshop the focus lies on presentation and brief discussion, in the 2nd there is a chance for practical exercises and experiences.

Océane Haider

- Blessed for 12 years, 1 daughter, Naémi
- Working in the field of education since 2012
- Currently employed at a kindergarten in the 23rd district, Vienna
- Since March 2012, started the Pikler formation training and planning to start the Montessori training in November 2017



“Prenatal Education”

Our time on earth is our preparation for our time in the spirit world, right? Well, what is the preparation we need to do for our time on earth? Prenatal education has answers for that! The entire pregnancy time (and even before) and birth influence who we are after we are born. Nourishment, for example, is a part of it, but that’s not what I want to share here. The focus of this talk is the connection between the ‘growing baby’ and its parents with the environment, the special role of the mother during the pregnancy. I will share information that will hopefully make you curious to know more. You won’t leave my talk with everything you need to know about that huge topic but hopefully enough for you to want to know more and a wish not to forget what you learned.

“Pikler”

Many people have heard of M. Montessori; however, only few have heard of Emmi Pikler. She was a paediatrician who realized what babies need in so many aspects. Babies have the blueprint in them on how to reach the movements and positions of an adult without needing to be taught. They have full value, need to be talked to and explained things, cooperative... It is important that they have a prepared environment for the appropriate age, a strong relation to the ones taking care of them to grow to their full potential as they are so dependent on adults in every way. That environment is crucial to help them develop, get to know themselves and the way their world works.

Heidi Mayr

- Responsible for BFD Austria
6000 Couples Blessing, blessed with Manfred Mayr, 5 Children
- Diploma for counseling of families, partnership and education
- Has been working in a social association which is connected to the governmental Youth and Family Office for 9 years



“Daily education through the way a family lives”

Sun Myung Moon said: *“The family is the starting point where God’s ideal can be manifested, as well as the happiness of humanity. It is the place where all individuals can have their efforts brought to fruition, and where all of God’s work is fulfilled. Why is the family good? It is because the family is the base for all free activities based on parental love.”*

The content of my lecture will be about the following three points:

- Circumstances of our life
- Expression of our values through our lifestyle
- The often unseen influence on the character of our children

Ernst Hauseder

- Blessing in 1982, 2 children, 1 grandchild
- Together with his wife Ingrid, who is a still active, a professional Elementary School teacher, involved in education work in their mission fields (Hungary, Russia)
- Practicing pre-learning (Frühes lernen) in their own family
- About 4 Years ago, he came across the LAIS Idea and followed an invitation to experience the practical education in Klagenfurt.
- This experience motivated him to attend two of the four basic education manuals of the LAIS schooling. Ingrid also attended two manuals and tries to implement certain ideas in her work.



“LAISING – natural and native way of learning!”

This presentation will include a short history of Laising, followed by an explanation of the main elements of this teaching approach. This elements are: 1) specific learning environment: anxiety and stress-free; in small and across age groups, 2) inclusion and respect of the different interest and speed of the pupils, and 3) learning (exploring) in nature, practical knowledge. The presentation will include pictograms and graphs and will also outline the development and goals of the Lais program.