

UPCOMING EVENTS		MEETINGS	
Friday 4 July	Last day of Term Lantern Walk Proprietors Party	Thurs 19 th June 7.00pm	Proprietors Meeting At school
		Thursday 3 rd July 7.30pm	KMC At School

FROM THE OFFICE

Midwinter Lantern Walk and Party

The Lantern Walk will be held on the last day of this term – Friday 4 July.

There will be a school performance in the early evening followed by the lantern walk.

The Proprietors would then like to invite all families in our community to a party at the school:

Please come and help us to celebrate a year of wonderful growth and development.

Update on Yurts

Yurts are to be shipped on 22 June. It will take 6 days for them to reach the coast. They are expected at Port Chalmers at the end of July. Start of term 4 should be the time for the older children to move their new class room and for the playgroup to find a permanent home.

Roll cap group

The work of this group was presented to a meeting on 12 June. Thank you to everyone who attended and contributed ideas. Kirsten, Clare and Brenda will be working hard to finish the presentation to Chris Carter, Minister of Education on 25 June.

Message from the Board

The Board would like to request that everyone in the school community does what they can to support Brenda in this period while Alex is away with her broken wrist. If people can help with handwork in the afternoons or covering break times this would be welcome. Please speak to Brenda directly or leave a message for her at the office. Thank you to those who have helped so far.

Donations

A reminder that all parents must pay! We are a community that needs to work together to ensure this school thrives. We have been able to ask for contributions by way of donation because in the past everyone paid up the recommended amount – and more in some cases. We do not want poor payments to mean that we have to charge attendance dues instead of asking for donations. We would have to charge GST on the charges and you would not be able to recover tax on it, so everyone would lose out. Please remember to give what we need and to show respect for what the school is providing.

If you are confused about payments then here are the details:

1. School donations

The Proprietors donations have been set as follows for the 2008 school year:

One child	\$40 per week or \$1600 per annum
Second child receives a 25% discount	\$30 per week or \$1200 per annum
Third child receives a 50% discount	\$20 per week or \$800 per annum

(The discounts are applied to the older child – if a family has a five or six year old in kindergarten then that youngest child pays the full amount to the kindergarten).

School donations are payable to Rudolf Steiner School Trust Otago : Westpac 03-1726-0004961-00

2. Kindergarten fees

For five and six year olds and for other children where this is not covered by 20 hours free ECE then please pay your fees to Dunedin Rudolf Steiner Kindergarten 03-0903-0458928-00

3. Kindergarten donations

For three and four year olds at kindy please pay the \$1 per hour donation to the Rudolf Steiner School Trust Otago :
Westpac 03-1726-0004961-00

SCHOOL NEWS

Please take the time to read Lee's very interesting report on Phys-Ed which you will find at the end of this newsletter.

Parent-Teacher Interviews

This Thursday

Children are to be picked up at 12.30 pm

Interview times are available between 12.40 and 5 pm. Please see your teacher if you can't make these times and arrange an alternative interview time at your mutual convenience. These interviews are the mid-year report. A written report is issued at the end of the year.

Class 1/2/3

We will be making tin lanterns next week for the winter festival. Please make sure that your child has brought a can to school. You can check the size in the classroom. We will need some hammers (small size please) to make the designs. After a week spent under the care of Fussy Mrs Multiply our dwarves are very competent at sorting, counting and computing their piles of gold. This week we meet the bold Sir Divide and his games. We welcomed a visit from Remi, a young Frenchman this morning and, after some amusement at his conversation with Zoe, we thanked him with a little concert of French song, verse and recorder playing.

The children are being introduced to the cursive letter forms as they create a beautiful winter poem. Work continues on our spatial orientation, body awareness and rhythmic sense through our Extra Lesson work.

A big thank you to those helping out. It is greatly appreciated.

After a wonderful mathematics main lesson on area and perimeter spent mapping our whole school, the Class 4 children venture into the exciting times of Auld Otago, Early Settlers and GOLD!

A special request:

Please keep the work that Kirsten and Clare are preparing for the Ministry alive in your thoughts, prayers and meditations over these two weeks. Our school growth and viability rests with their clear thinking, eloquence and commitment. Your work is valued greatly by us all.

KINDERGARTEN NEWS

We are enjoying our very active life in the kindergarten. We sometimes enjoy a morning walk and our circle has lots of movement- jumping and clapping to help the children 'get into their bodies'.

I would appreciate it if you could keep an eye out for baskets. We have some new indoor planks which need a home- a large basket and smaller baskets are needed also.

Thank you to Junko for the beautiful new family we have in the kinder - a set of felt dolls- mum, dad, a baby and two children, they are beautiful and the children love them.

Thank you to Colin for the planks, they are appreciated.

PLAYGROUP NEWS

Playgroup sessions will rest for the remainder of this term so we can all have a break over winter. We look forward to springing up again next term with sessions being held at the Ravensbourne Hall on Wednesdays 10.30 – 12.30 am. We are grateful to have the use of the Ravensbourne hall until our yurt is up and running! Sleep well little baby, sleep well.

Calling for Pre-loved and used clothing:

Following last year's advent fair it was decided that the playgroup would once again organise a stall selling children's pre-loved and used clothing. We are asking for natural fibre clothing that is still in reasonable condition. Jackets and wet weather gear will also be warmly received. So as your children grow throughout the year please drop into the office any suitable clothing that you have. Many thanks for your support.
Pamala Walrond

CRAFT GROUP NEWS

Dear all, thank you so much for turning up on Sunday for the Candle making workshop. We were so busy and made so many candles! A special thank you to the helpers: Christophe, Junko, Catherine and Lea-Ann. Thank you to John and Leigh for their offer of help for the Midwinter Carnival, this Saturday, 21st June, 4 to 8pm. Thanks to Tracy, Linda and Liselle, who will run the stall at the Farmer's Market (Saturday 28th June 7.30 to 12.30.)

Tuesday 17 th June	9am to 1pm Ravensbourne hall	Wet Felting with Junko Make another merino scarf and a bag or purse. Bring two bath towels and soap.
Saturday 21 st June	Set up 4pm Pack up 8pm	Stall in the Octagon (Mid-winter Carnival)
Saturday 28 th June	7am to 12am	Stall at the Farmers' Market Selling our craft and promoting Steiner education
Tuesday 1 st July	9am to 1pm Ravensbourne hall	Make a Felt Needlebook with Paula Bring your lunch
Sunday 3 rd August	10am to 3pm	Doll making Workshop with Cecil

Community Notices

Community notices in our newsletter will appear for one week only and may be edited to accommodate space. If you wish to place a notice please email your notice to office@dunedin.steiner.school.nz

Marie is always looking for glass jars with lids, large or small, please let her know by ringing 471-2181.

Would you like to be involved in knitting some farm toys for the kindergarten?

If so please speak to Catherine, 473 8302

This is a great way to learn/improve your knitting!

Community Choir – adjourned until the first Wednesday of next term.

Contact person: Linda Miles 472 7646

Stephne Bennett, our anthroposophical nurse, is back in town and available for therapeutic treatments on Thursdays and Fridays. (tel) 488 5617 (cell) 021 296 8074

Taikura Rudolf Steiner School, Hastings

Relief English teacher required for Terms 3 & 4, 2008 and possibly Terms 1 & 2, 2009. Some History background preferred. Must have an interest and/or experience in Steiner Education.

Applications close Friday 13 June. Please send a CV and names of two referees to: The Associate Principal, Taikura Rudolf Steiner School, PO Box 888, Hastings 4156 or email: office@taikurasteiner.school.nz

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DUNEDIN MIDWINTER CARNIVAL 2008

Saturday 21 June 5.30pm The Octagon

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Dunedin Medieval Society Workshops

10.00 -11.00 Early instruments (talk and demonstration)

11.00 – 12.30 Renaissance dancing (basses dances and galliards; beginners welcome)

12.30 – 1.00 Finger-loop braiding (making decorative cords)

2.00 – 3.00 How to make a commonplace book (period scrap booking)

3.00 – 4.00 Reading and singing Gregorian chant

Saturday 21 June , Salisbury house Gallery, 5 Smith St

Gold coin entry each session

Enquiries: Jonathan ph 453 1947 or email: seneschal@castelburn.sca.org.nz

Health and Physical Education in the Dunedin Rudolf Steiner School

Report to Bot

Term 2 2008

Health and P.E. in the New Zealand Curriculum is divided into four strands; these being:

- Strand A – Personal Health and Physical Development
- Strand B – Movement Concepts and Motor Skills
- Strand C – Relationships with Other People
- Strand D – Healthy Communities and Environments

The Dunedin Rudolf Steiner School uses the Steiner Curriculum as the foundation for all learning in the school. This is a rich and integrated curriculum, meaning that Health and PE learning outcomes, like those of any other learning area are woven into the very fabric of the full learning programme, be it in the daily and weekly rhythms or in the block lessons across the year.

The Steiner Curriculum is based on the principle of the seven year cycles as outlined by Rudolf Steiner, which assert that in the period 0-7 years children are working out of the will and learn most naturally through imitation; that in the period 7-14 years children are most fully engaged through their feeling (hence the artistic/narrative quality of the school learning) and only later, from ages 14-21 is learning engaged primarily through the intellect.

This principle means that certain expectations, found even at lower levels of the state curriculum may not be addressed to avoid early intellectualisation of younger children's experiential learning. Expectations embedded in outcomes in the Health/P.E. curriculum through such language as 'describe', 'identify' and 'compare' indicate a level of intellectual analysis that is not cultivated at the Class 1-5 level, though will be addressed in time, consistent with the maturation of the children as outlined above.

The following is an indication of where learning outcomes related to Health and PE occur at DRSS and the degree to which children are progressing.

Strand A: Personal Health and Physical Development

Children in classes 1-6 at the Steiner school are being taught primarily through the feeling-life, whilst teachers also strive to make use of the imitative element that is still strong in children of this age.

Experiences had through story, movement, artistic activity (modelling/painting/music/language) are intended to work through this feeling-life of the children as an experience they take in and digest, with teachers and adults there to model behaviours around personal health, self-care and personal interactions.

Children at DRSS are expected from classes one to five take on increasing responsibility for their appearance, cleanliness and care for each other and the classroom space – elements which are built into the daily routines. This includes:

- greetings and basic manners modelled and expected at all times;
- hands washed before mealtimes;
- children are responsible for cleaning the classroom each day on a roster of tasks (e.g. emptying compost, washing cups, tidying shelves etc)
- children and teacher wait until all are present and ready before beginning any activity

Children at DRSS are well-aware of expectations in this regard and, furthermore, feel they have a stake in maintaining these norms through a feeling that the class is learning and growing together. At all times teachers are expected to engage children in as much conversation as possible with humour and enthusiasm meaning children can and do speak freely among peers and come to teachers should they have any concerns or issues that they are unable to solve by themselves.

Strand B – Movement Concepts and Motor Skills

In classes 1-6 movement is engaged in every day at morning circle, often integrating verse, song and story content. Many songs and verses in the lower class involve meaningful and purposeful movement; other content (for example, times tables) are taught through dance. Movement in classes 1-3 is not 'taught' as such, but modelled by the teacher. 'Extra Lesson' activities – movement exercises addressing co-ordination, spatial-orientation/awareness and dominance are engaged in regularly, and are intended to ensure children experience developmentally significant milestones in the incarnation process that is 'childhood'. Examples include rolling, crawling, catching and passing beanbags, much to the delight of this group of children.

It is usually in C3 that the Bothmer Gymnastics curriculum is introduced; this year however it is being taught from C4 and up due to the current structure of the two classes. Bothmer is currently taught formally every week, with breath and balance elements used several times daily as centering exercises marking transitions before meal-blessings and the end-of-day verse.

The intent behind the formally taught elements is described thus:

"It was a fundamental principle of Bothmer's pedagogical striving to bring to the growing child a real experience of [the] spiritual quality of space, wherein the ideal picture of man and of his bodily movements is to be found. "Man stands, in the balance of his forces, between gravity, which would draw him downward, and the sphere he bears on his shoulders; he stands upright in the vertical, reaching out and spanned into breadth and width in the horizontal". Space as Bothmer experiences it, is not merely outer form. "Height", "Depth" and "the Horizontal" are also forces. Man is to be in control of these forces which pull him downward and of those which draw him upward; he shall live in the balance between them. Through a kind of gymnastic movement which is in accord with the more living and spiritual connection of how the human being is incarnated into space, the child is learning to live in three dimensional earthly space, without becoming imprisoned in the physical, material world".

O. Whicher (2001) in: *Gymnastics Education*, p.7, New York: Mercury Press

The structure of the lesson is in three parts:

1. A short warm-up activity, most often 'crab-tag', a basic tag-variation whereby children manoeuvre around on hands and feet with tummies to the ceiling. Children in this class love this game and are eager to be 'it' and to meet the challenge of capturing their peers who when tagged must stop and sit cross-legged until potentially freed by another child.
2. Warm-up is followed by formal elements of a specific set, taught for around 15-20 minutes. These are based on, for the most part, variations of strongly rhythmical movement sequences done purposefully and in full consciousness, and are worked on until mastered. The opportunity is also provided for children to work with and combine taught elements to create their own sequences and formations – a creative element the children very much appreciate that allows them to demonstrate to peers both physical prowess and skilfulness in giving feedback on each other's performance - commentary which, to date, has consistently manifested in a very respectful, wholesome and healthy way.

3. The remaining time is always made up of some form of game. Games are ideally informal, with rules open to variation so that they become a 'temporary social contract' – the freedom to create, re-create and adapt leading to development of social skills without being imposed by the teacher to the same degree as in lower grades, or preached in an overt or intellectual way. The games encompass many forms though are usually variations of tag or netball-style ball sports.

The children at DRSS have now had three full terms of the Bothmer Gymnastics. Benefits noted by this teacher have included:

- a marked improvement in physical fitness
- improved physical co-ordination and flexibility
- improved concentration and ability to stay 'on-task' in other lessons
- a more receptive and positive attitude when met by challenges not immediately mastered
- more inclusive behaviour demonstrated in unstructured play, for example at morning tea and lunch times

Strand C – Relationships with Other People

The elements of this strand encompass the areas of relationships, interpersonal skills, identity, sensitivity, and respect. As pointed out in the introduction, these elements are devotedly modeled by staff in the day to day life of the school and are held as core values in the inner-life of the teacher.

Whilst there was reason to bring peer-relations to the conscious attention of children through direct discussion in 2007 due to the influence of children much older than the core 7-10 age-group, this year no such measures have been required. It is deemed by the College that such actions are a last resort and that elements of this strand are best addressed in the realm of will-directed activity than in admonitions and discussion.

The 'class bond' alluded to above is rigorously worked at by the teachers; only at Class 5 level is this group bond consciously fragmented and individuated. Steiner stated that Class 5 was the age at which children should be encouraged to engage in activities that distinguish them from their peers (such as a personal hobby or sport). This individuation is perhaps best expressed in the verse accompanying the C5 Roundelay as part of the Bothmer Curriculum: *"This way is **my** way, that way is **your** way."*

This roundelay will be taught to the three C5 children beginning Term 3 2008.

Strand D – Healthy Communities and Environments

This strand covers Societal Attitudes and Values, Community Resources, Rights, Responsibilities, and Laws; and People and the Environment.

These elements, besides being modelled in daily interactions at the school are usually addressed through main lesson content in which children are led to an understanding of these concepts through story, allowing them to live into human activity as engaged in by adults as well as giving them ample opportunity to engage in the tasks themselves.

C3 level main lessons on farming and gardening, house-building and C4 studies on local history and local geography specifically target these broad topic outlines, specifically linked as they are to the practical engagement of humankind with the environment that supports us.

At all class levels in the school children are engaged in studying the various historical epochs: be it Celtic Folk in C2, Hebrew in C3, Norse, Maori and Polynesian in C4, or Indian, Sumerian and Greek in C5, giving children the broadest possible understanding of how societies act, acted and interact with each other and with their world.

Meanwhile, the strong emphasis at DRSS on seasonal festival and celebration holds, keeps and regularly renews a living connection, reverence and appreciation for our own community and local environment.

It can be seen then that all elements of Health and Physical Education in the New Zealand Curriculum are addressed as regularly, as deeply and as meaningfully as is possible at Dunedin Rudolf Steiner School.

Lee Noyes,
On behalf of the College of Teachers

