

Waiheke Island Steiner School

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Upcoming Events

End of term celebration

June 29 from 12.30pm

Working Bees

July 15 9am - 2pm

July 22 9am - finish

Term 3 starts

July 24

Term 3 parents' evening

August 2

'Simply by sailing in a new direction

You could enlarge the world . . .'

Allen Curnow

Kia ora e te whanau

Thanks to everyone's contribution, we have succeeded in making a pioneering Steiner school a reality on this motu. It is appropriate at this time of Matariki, to reflect on the past and plan for the future. From our opening ceremony on May 15, to the Lantern Festival with the kindergarten, it has been a magical and rewarding term. The children have settled into daily and weekly rhythms of learning in and out of the classroom. We have held parent teacher interviews and a successful open day. Work made by the Class 3/4 children is included in the Matariki exhibition at the Waiheke Community Art Gallery. We look forward to hosting whanau for lunch on Thursday June 29 and sharing and celebrating our learning so far.

Lantern Festival

Always a highlight of the Steiner calendar, the annual Fossil Bay Lantern Festival was held on June 16. In the days leading up, much effort went into the building of gnome grottoes and the making of lanterns. On the night, after a story telling in the yurt, the school children made an arch with their lanterns to mark the start of the lantern walk around the gnome grottoes. This was followed by singing around the bonfire and the sharing of soup and bread – a great community event. Here are some comments from the children.

Working Bees

Saturday 15 July 9am – 2pm

Gardening and cleaning

All hands needed to show our aroha and appreciation for our beautiful Fossil Bay site.

Saturday 22 July 9am – finish

Building 'Outdoor Classroom' structure

Under the guidance of Luis (thanks Luis!!!), we will build a bamboo and canvas structure to enable the children to work outdoors in (almost) any weather – a space for forging, whittling, clay modelling and firing, and more. Jobs for children at the working bee too ☺

I liked making the gnome grottoes. It was the most fun for me. I also like the fire a lot. It was fun doing the arch.

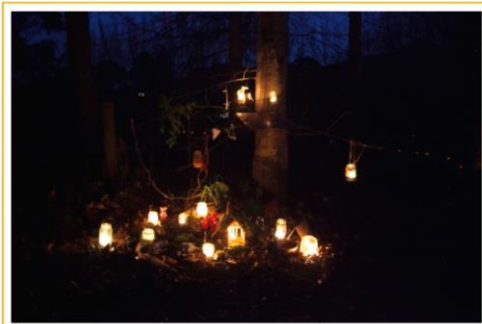
My favourite bit was designing and making my own gnome grotto.

The gnome grottoes were really cool.

I liked making and building and setting up the gnome grottoes. I liked the fire.

I liked how the candles showed up the gnome grottoes. I liked the soup. I liked the sparks from the fire.

I liked that there were lots of different types of soup and bread. I liked it when all the kindy kids walked through the lanterns and they were so cute and happy.



Reminders

Shared morning tea

Please send a piece of fruit to share each day.

From Term 3, other snacks (nuts, seeds, etc) will be purchased in bulk. Thanks Robert for offering to take this one.

Cleaning

A friendly reminder to check the cleaning roster so you know which dates you're on ☺

Lost property

Please have a good check before the holidays. All unclaimed items will be put to the left of the doors to the kitchen area.

Fundraising

We are running a huge clothing sale on Saturday 8th July 10-3pm - nothing over \$20 - new designer clothing + good quality pre-loved clothing. Also a pop up café. Morra Hall - cash + eftpos. Please share with everyone you know - whanau and friends - huge bargain discounts on clothing. Money raised will help with the running of our school.

The development of the spirit in childhood - discovering the self

Extract from 'A Passionate Schooling - Key Ideas Behind Steiner Waldorf Education' by A. Mazzone with S Laing (2010)

The development of the spirit is to be found in the development of the child's consciousness, firstly in relation to awareness of interiority - of 'self' as a separate individual with an inner world, (of who one is and what is one's destiny,) and secondly in relation to the world and 'other'. The development of self awareness, while a gradual process, also has nodal points at certain specific times in childhood.

At the beginning of the time when the growth forces are concentrated in the chest and heart we see a special 'awakening to self', a reflection of the spirit's manifestation in childhood. These nodal points occur in the third year (between age 2 / 3), tenth year (age 9 / 10), and seventeenth year (age 16 / 17). Bernard Lievegoed, a Dutch psychiatrist and student of Steiner, elaborated Steiner's development theory further, and commented that he called these three nodal points 'ego (or 'I') consciousness' and said they indicate transitions in the child's experience. He summarised their significance as: 'self-awareness, self-experience, self-realisation'.

From birth until about three, children live in/ with a 'holistic' consciousness, where the world is still largely experienced as 'all one', with only gradual learning that the world is separate from self. Finally, children of about 2 ½



In the Community

Matariki Nga Kura

Exhibition at the Waiheke Community Art Gallery Te Whare Taonga o Waiheke until July 24

Treating Fevers - Naturally

Wanting to learn how to support your family naturally when they have a fever? Come along to a 2 hour workshop and empower yourself with tools to support fevers in a natural way, using homeopathic remedies combined with other home-care treatments. Booklets will be provided to take home and remedies will be available for purchase.

Date: Saturday 22nd July
1.00 – 3.00pm

Waiheke Island Steiner School
Cost: \$25.00 Bookings are important as there is limited space

Tania Aroha-Twentyman
Dip Hom (NZ)

Tania is a qualified Homeopath with over 17 years' experience using Homeopathy. She has a private practice on Waiheke and is also a lecturer at the College of Natural Health & Homeopathy 027 688 9204 www.holistic.homeopathy.nz

years become aware of themselves as *separate* in their *physical body* from others, particularly their major carer. This '*self-awareness*' experience is often accompanied by a period of insecurity, fears and nightmares while children learn to trust that their parent/carer will not abandon them and will come back. Gradually in language and concept the children learn that 'I am I'. The use and understanding of the word 'I' becomes consolidated.

Children then gradually move into a more '*participatory consciousness*' (age 3 to 9 years) where they gradually learn to separate their own feelings from those of others. At this stage children still have difficulty sorting out what is real or 'pretend', what is their own, what belongs to others. Even a 7 year old can enter so deeply into another person's experience that the child may tell of the experience as if the child had had that experience him or herself.

The major learning modes of the child in *holistic* and early *participatory consciousness* are through *imitation*, because they relate so fully and easily to the experience of others and the world.

At the nodal point between 9 and 10 years, children feel their self separation on a *soul* level. They are more certain that their feelings and thoughts and intentions can be different from those of others. They no longer will necessarily assume others are just like them. They have a '*self experience*'. They move into *sceptical consciousness* between 9 to 14 years, where they begin to think for themselves in a new way. Children at this age and a little earlier seek teachers who have a reassuring strong '*inner authority*', who are in fact the '*authors*' of their own lives and knowledge. Such teachers give children a feeling of security at this time of growing scepticism.

At 14 they reach a stage of *detached* thinking, with a stronger than ever sense of the separation of the 'I' from the world. They need teachers who can recognise and respect this growing sense of autonomy and who can help them increasingly to take responsibility for themselves, as they grow towards freedom. By the next nodal point at 16, they experience themselves on a *spiritual* level as a separate 'I', indicating what Lievegoed called '*self realisation*'.

Thus the consciousness of the child and young person changes as the ego or spiritual individuality gradually incarnates into the physical body and soul.

