

Waiheke Island Steiner School

Educating the head, the heart and the hands

Welcome

Dear Parents,

Welcome to the Waiheke Island Rudolf Steiner School (the school). The school is a member of the Federation of Rudolf Steiner Schools in New Zealand and our approach is based on the philosophy of Rudolf Steiner.

We encourage people to learn more about Steiner philosophy. On joining the school you will have had an opportunity to meet with your child's teacher and to hear more about our educational approach. We also have a small library of books on Steiner Education in the office which is available to everyone. You are invited to learn more through discussions with the Teachers, particularly through attendance at parent information evenings.

Waiheke Island Steiner School is at present a self-funded school. Fundraising by the school community plays a crucial role in the success of the school, and all families are expected to make their contribution.

This handbook provides an overview of the curriculum but also gives practical information concerning schedules, policies, lines of communication, and parent involvement in our school. Please take time to read this handbook carefully. If you have any questions, suggestions, or concerns, please let us know so that we are all working together for the good of each child and the good of the whole community.

Who we are:

We are a community of teachers, parents, and whānau here on Waiheke Island who are committed to creating a better future through the education of our children. We are passionate about Steiner-based education; an approach that provides holistic education, helping to develop well-rounded people who can think creatively, compassionately and independently.

Special Character

“Receive the child in reverence

Educate him in love

Let him go forth in freedom”

Rudolf Steiner (1861 – 1925)

Steiner/Waldorf Schools are founded on the anthroposophical understanding of each human being as a being of body, soul, and spirit in a gradual and purposeful process of development.

The Steiner curriculum aims to support and enhance the healthiest possible development for each student.

The curriculum aims to nurture the physical, emotional, and intellectual aspects of the child, requiring specific learning experiences to be brought to students at particular times and in certain ways. Steiner/Waldorf Education aims to support the development of the whole child and this principle guides teaching and learning in every class. The active study and observation of children is at the heart of teacher development and is, therefore, at the heart of curriculum development and delivery.

Our school:

- Embraces the whole child through educating the head, the heart and the hands.
- Embeds a culture of collaboration, while honouring the child's autonomy and individuality.
- Encourages children to be resilient, imagine new ideas, solve problems in creative ways and see the world in a fresh light.
- Values the cultural and artistic expression of music, art, drama, literature, creativity and innovation.
- Embodies Waiheke Island's special character and embraces te reo and tikanga Māori.
- Utilises Waiheke's unique environment as a stimulating and rich outdoor classroom experience, and a place to learn about kaitiakitanga/guardianship.
- Cultivates learning from real experiences and integrates learning from the many talented people on Waiheke.
- Supports children to develop into well-balanced young adults, who have a strong sense of who they are and their place within the community, as well as the wider world.
- Is available to all families who show a commitment to our special character, regardless of their financial situation.

Our purpose is to create and sustain a nurturing environment of inspired children, teachers and parents in order to provide a modern anthroposophical based education in a physical and emotional environment that facilitates the unfolding of each child's full potential. The community will be built on strong values, clear communication and respectful partnership.

*"Our highest endeavour must be to develop
free human beings who are able of themselves
to impart purpose and direction to their lives" - Rudolf Steiner*

Curriculum

All subjects are seen to have equal importance within the curriculum, and all contribute to a complete and balanced education. Content in each subject is tailored to meet the developmental stages of the children at each year level. High value is placed on teaching and learning through the arts and movement, not only as stand-alone subjects but also as an integral part of all learning experiences. These activities activate the will and feeling life of the child and support the development of flexible and creative thinking. All subjects, as far as possible, are brought in an artistic way, or through practical experience where doing precedes understanding. Wherever possible, practical activity paves the way for discovery and enquiry, which in turn leads to the formation of concepts. An essential aspect of our Special Character is the use of ICT. There is

no digital technology at Waiheke Island Steiner School.

Teachers in a Steiner School strive to recognise and work with the unique individuality of each child, to foster their abilities and to help them overcome their difficulties. In a mixed ability class, children learn from each others' contributions, and the curriculum subjects offer great scope for extension of the individual child's abilities.

Steiner schools recognize three broad phases of development in childhood, 0-7 years, 7-14 years and 14-21 years. The curriculum and teaching methods are designed accordingly. The themes that underlie these phases are 'Goodness' (0-7 years), 'Beauty' (7-14 years), and 'Truth' (14-21 years). We carry a loving respect for the individuality of each child and a recognition of each child as a being of intellect, feeling and will. These three soul faculties manifest in different degrees in the different phases of child development and the Steiner curriculum is designed to address this process. The understanding of the child as a being of body, soul and spirit in a gradual process of incarnation is a core principle on which Steiner Education is built.

Steiner Education on Waiheke Island

Children can enter the Playcircle at the Fossil Bay Kindergarten at birth which caters to young children and their parents. Children then spend around three years in the kindergarten laying the foundation, preparation and enthusiasm for learning at school. Although the school is only in its first year of operation, we offer classes from Class 1 up to a blended 4/5 class. It is intended that the school will offer education for the primary years up to the end of class 7. This takes them to the end of their intermediate years, to a stage when they are ready to enrol at the High School.

As there is no Steiner High School on Waiheke, children may make the transition to the local High School at this stage. Some families may choose their children to be further education at Michael Park school in Auckland or even to move from Waiheke Island to other areas in New Zealand with Steiner High Schools.

The Waiheke Island Steiner School Curriculum is based on the Te Rā Curriculum. The curriculum is not, nor ever was intended to be, fixed and unalterable. Instead it relies on each teacher's curriculum knowledge, teaching skills, creative faculties, and love and understanding of the children. For the teacher, the curriculum is a vehicle for an unfolding of capacities in a timely way so that each child develops harmoniously to her or his fullest potential capacities.

Accompanying the Steiner Curriculum is He Reo Puawai, a Te Reo Maori Curriculum that gives guidelines with suggested approaches and tools for application of te reo and kaupapa Maori teaching in Rudolf Steiner schools in Aotearoa. The school follows a traditional Steiner School structure to the day which may look something like this:

Mornings - Morning Circle and Main Lesson

Mid Session – Practice lesson - literacy and numeracy, music, languages and arts lessons.

Afternoons - Handwork, Games, Physical education, Gardening, Instrumental Music, Art.

Seasonal Events and Festivals are also part of the special nature of Steiner Education and is an integral part of the school's curriculum. The school's festivals include seasonal celebrations, Christian festivals, Māori

festivals, and other significant points of the year. This is done through drama presentations, concerts, shared meals and other community activities. Festivals in the year involving the parent community may include the Harvest Festival in term 1, the Lantern Festival and Matariki in term 2, Spring Festival in Term 3 and Advent and Christmas in Term 4.

Dates for these events are advertised in the school newsletter and on the website.

The education of the whole child through daily intellectual, artistic and physical activities is the aim of the school curriculum. The indications of Rudolf Steiner for each year are used as the basis of the teachers' planning.

Main Lesson Themes and Overview for Class 1-7

Class 1 Overview

Story Curriculum: Fairy Tales; Folk Tales; Nature Stories

Kaupapa Māori: Te reo; Waiata; Waiata-a-ringa; Karakia; Pakiwaitara

Main Lessons: Form Drawing: Straight Lines and Curves; Simple Vertical Symmetry

English Language: Speaking, Writing, Reading – Letters, Sentences

Mathematics: Numbers; 4 Processes

Science: Home Surroundings

Subject Lessons: Movement: Body Geography & Coordination Exercises; Circle

Dances & Games; Balance, Lifting & Stretching Exercises; Skipping; Gross- and Fine Motor Skills Exercises; Beanbag / Ball Exercises

Music: Within the Pentatonic Scale - Singing; Introduction to Pentatonic Flutes

Art: Guided Drawing; Wet-On-Wet Painting; Crafts

Drama: Informal Plays

Maori: Waiata; Karakia; Basic Greetings and Introductions; Parts of the Body; Colours; Numbers 1-20

Class 2 Overview

Story Curriculum: Fables; King of Ireland's Son; Stories of the Saints

Kaupapa Māori: Te reo; Waiata; Waiata-a-rings; Karakia; Pakiwaitara, Patupaiarehe

Main Lessons: Form Drawing: Symmetry and Reflection; Forms in Transformation; Running and Rhythmical Forms

English Language: Speaking, Writing, Reading – Simple Spellings; Short Compositions

Mathematics: 4 Processes; Place Value; Multiplication and Division

Science: Home Surroundings

Subject Lessons: Movement: Body Geography & Coordination Exercises; Integrating the Vertical Midline;

Circle Dances & Games; Skipping; Gross- and Fine Motor Skills Exercises; Beanbag / Ball Exercises

Music: Within the Octave - Singing; Introduction to Diatonic Recorders; String and Percussion Instruments

Art: Guided Drawing; Wet-On-Wet Painting; Crafts

Drama: Class Play to School; Puppets; Informal Plays

Maori: Waiata; Karakia; Classroom Language and -Objects; Extended Mihimihi; Vocabulary of the Living World Around Us; Numbers 1-100

Class 3 Overview

Story Curriculum: The Old Testament (Hebrew Creation Stories); Maori Creation Stories

Kaupapa Māori: Te reo; Waiata; Waiata-a-rings; Karakia; the Whare and Kainga; Mātauranga Māori – farming, fishing, astronomy

Main Lessons: Form Drawing: Circle Divisions; Expansion and Contraction; Complex Forms

English Language: Speaking, Writing, Reading; Grammar: The Parts of Speech; Reading

Mathematics: 4 Operations; Measurement: Length, Weight, Volume, Time; Money

Science/Technology/Social Studies: Farming; House Building; People at Work

Subject Lessons Movement: Expansion and Contraction; Circle Dances & Games;

Skipping; Beanbag / Ball Exercises; Bothmer Gym

Music: Simple Rounds – Singing and Recorder; String Programme (if available)

Art: Drawing – Illustrations; Wet-On-Wet Painting; Crafts

Drama: Class Play to School; Puppets; Informal Plays

Maori: Extended Mihimihi; Simple Dialogue; Te Pāmu; Te Wharenuī; Vocabulary of Time and Money; Prepositions and Pronouns

Class 4 Overview

Story Curriculum: Norse Myths; Māori Stories of Maui-Tikitiki-a-Taranga

Kaupapa Māori: Whakapapa; Turangawaewae

Main Lessons: Form Drawing: Woven Forms

English Language: Grammar: Parts of Speech; Tenses; Research Project

Mathematics: 4 Operations; Number Patterns; Common Fractions

Science: Human and Animal

Local Geography, Local History, History of Writing

Subject Lessons: Music: Part songs – voice and instruments

Art: Drawing, Painting, Sculpting – Animal Studies, Geographical Features, Main Lesson Illustrations

Drama: Class Play to School

Maori: Extended Mihimihi; Pepeha; Whakapapa; Māori Place Names; Tenses; Animals

Class 5 Overview

Story Curriculum: Selected stories from ancient civilisations

Kaupapa Māori: Tapu and Noa; Geography; Botany

Main Lessons: Ancient History

English Language: Grammar; Direct & Indirect Speech; Active & Passive Voice

NB: The English lessons can be integrated into the history and/or geography lessons

Mathematics: Common Fractions; Decimal Fractions; Freehand Geometry; Life & Times of Numbers

Science: Human and Animal; Human and Plant (Botany)

Geography: Aotearoa New Zealand

Subject Lessons Form Drawing: Designs and patterns from history lesson cultures;

geometry

Music: Part songs – voice and instruments; reading notation

Art: Drawing, Painting, Sculpting

Drama: Class Play to School; solo parts; Greek chorus

Maori: Mihimihi; whakapapa; karakia; ti rakau; outdoor games; prepositions (sentence structure); Māori medicinal plants; complex kowhaiwhai designs

Class 6 Overview

Story Curriculum: Stories of Ancient Rome; Stories of the Pacific and Australia; Stories of the Middle Ages and Tales of Chivalry

Kaupapa Māori: Geography – biographies of Māori voyagers around the Pacific; Geology and the importance of pounamu; Taiaha, kapa haka

Main Lessons: History: Rome, Middle Ages

English Language: Grammar; Poetry; Research/Inquiry

NB: The English lessons can be integrated into the history and/or geography lessons

Mathematics: Common and Decimal Fractions; Percentage

Fractions & Simple Interest; Geometry;

Science: Geology; Physics

Geography: Australia and the Pacific

Subject Lessons Music: Part songs – voice and instruments; reading notation

Art: Drawing – black and white; Painting; Sculpting; Mosaics

Drama: Class Play to School; solo parts;

Maori: Taiaha; Haka powhiri; Pakiwaitara; Extended use of te reo; Whakatauki; Role plays, group performance

Class 7 Overview

Story Curriculum: Biographies of explorers in all realms of human endeavour

Kaupapa Māori: Voyages – migration myths and contemporary voyagers; navigation; astronomy; stories of chivalry in Māori context; ta moko as right of passage

Main Lessons: History: Journeys of Exploration; the Renaissance; the Reformation

English Language: Creative writing - Wish, Wonder and Surprise

Mathematics: Number; Algebra; Geometry;

Science: Astronomy; Physics; Chemistry

Geography: The Lands Explored (the World) Technology: Mechanics

Health and Nutrition: Growing Up

Drama: Class Play

Subject Lessons Music: Ensemble musical performances; part songs

Art: Perspective drawing; portraits, (appropriate) life drawing; reproduction of the art of the great masters

Drama: Class Play to School; solo parts;

Maori: He mihihi hou; waiata-a-rohe; te whānau; whanaunga project; ta moko; te tinana; whakatauki; sentence structures

Class Structure at Waiheke Island Steiner School

Based on current and projected student numbers, children will be taught in two-year composite classes. In 2017, the school offered two classes - Class 1-2 for children in their 7th and 8th years, and Class 3-4 for children in their 9th and 10th years. In 2019, we will run 3 classes - Class 1-2, Class 3-4, and Class 5-6. 2018 will be a transitional year; the existing classes will become Class 2-3 and Class 4-5. They will be joined by new Class 1 students who will be taught separately for some classes, and for others will join with the Class 2-3 children and teacher.

The class teacher progresses with the class from one year to the next. Specialist teachers support the work of the class teachers by delivering certain aspects of the curriculum. It is envisaged that class sizes will be between 15-18 children, with not more than 20 children per class.

Parent / Guardian Commitment

There are a number of commitments required from parents/caregivers:

- Ongoing demonstration of a connection with the Special Character, aims and purposes of the school.

- Prompt payment of fees, either in lump sum payment at the beginning of each term, or by weekly automatic payment.
- Attendance at parent/teacher evenings, to be held once per term.
- Attendance at working bees, to be held once per term.
- Commitment to supporting your child's education in the home by recognising the adverse developmental impact inherent in exposing young children to the range of electronic technologies (TV, computer, ipad, smartphone, etc.)
- Help with fundraising events - our school relies on regular fundraising events to be able to provide children with smaller class numbers and excellent resources. All families are expected to help out at our fundraising events.

School Attendance Fees

Waiheke Island Steiner School is operating initially as an independent school. For the first year, it is completely self-funded, with no financial assistance from the Ministry of Education. Please ask for an enrolment package to

The prompt payment of fees is critical to the success of the school.

The Attendance Fees will be reassessed for the beginning of Term 1, Year 2 (2018), and re-assessed again once the school is fully registered, pending an audit by the Education Review Office in 2018. Once the school is granted full registration as a private school, it will be able to access a limited amount of Ministry of Education funding.

The Attendance Fees are outlined in the enrolment information pack, which is available on request. In order to assist families to join the school, who otherwise cannot afford to send their children, a special fund has been set up for financial assistance. An application may be made for assistance. Please contact the office to pick up an application form.

Health

Dental Service

A free service is offered through Te Huruhi School. Please call 3721033 to make an appointment if your child needs treatment.

Vaccination

The school respects the right of parents to choose, but we are required by law to maintain a register with evidence of vaccination or non vaccination for children in the school.

Head lice

This is a recurring problem at every school. Please check your child's head regularly for nits or lice and if detected do not send your child to school until the head lice have been treated. If lice or nits are discovered at school, the parents will be called in to take their child home for treatment. The following treatments are effective:

- Condition hair and comb through with a nit comb, weekly;
- 2 drops of Olbas Oil behind the ears at night is preventative.
- Oil Pack - soak the head in a 50/50 mixture of vegetable oil and vinegar for 1 hour and comb out the dead lice.
- Many of the chemical-based treatments are toxic and able to be absorbed through the scalp. Health food shops have effective, natural alternatives.
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Illness and Absence

Please do not send unwell children to school. It is unfair both to the child and to the other class children. Please notify the school on the morning when your child will not be attending by texting 021 174 2445 or ringing the kindy/school office on 372 2152. Leave a message on the answer phone if needed.

The School needs current and correct phone numbers so that we can reach you in the event of an illness or emergency. When a child has had diarrhoea, conjunctivitis, vomiting or other contagious illness parents are asked to ensure that their child does not return to the School for at least 48 hours after the symptoms have ceased.

Medication

Please inform your child's teacher if she/he is on medication. Any medication must be given to the teacher and a form needs to be completed to give permission to the teacher to administer it to the child.

Home and School

This section deals with aspects of life both at home and at school that are necessary for the children's happiness and the smooth daily functioning of school life.

Clothing

Many parts of the School day involve the children in movement, dance and exercise, so functional and comfortable clothes that allow for active play are required. We recommend that children wear clothing made of natural fibres such as wool and cotton for warmth and breathability. Wet weather gear such as raincoats are required in poor weather. In winter children need to be warm, providing soft warm close fitting slippers for indoor wear in winter helps achieve this.

Please avoid clothing with slogans or inappropriate media images (advertisements, violence, cartoons, and horror). A change of clothing may be useful in your child's bag.

The following are not considered acceptable for School: nail polish, makeup, face paint, hair dyes, body glitter, tattoo stickers, platform shoes, commercial dress-ups, slippers with lights and strong smelling perfumes.

Sunhats are compulsory in terms 1 and 4.

Lunches and Snacks

Children's bodies need wholesome, nourishing foods. Foods such as wholemeal or wholegrain bread, fruit,

vegetables, nuts and seeds, dried fruit, homemade cakes and biscuits form a good basis for lunches. Please avoid commercially pre wrapped foods including chocolate, chips, sticky fruit roll-ups, muesli bars and sweet drinks. Children need to bring a full water bottle every day.

A labelled, sealable lunch box is needed to keep your child's lunch in a palatable state. Please remember that we do not refrigerate lunches so everything provided will be stored at room temperature until lunchtime.

Toys

At times children may wish to bring marbles or skipping ropes to School. All other toys should be left at home.

Family Lifestyle

Children are happiest and do best when their lives are ordered and rhythmic. In school we follow an established daily, weekly and seasonal rhythm, which builds security and inner strength in the child. At home regular times for rest, play, meals, bath, and sleep help the child to relax, feel secure and be less inclined to argue and refuse to comply. Your child's teacher can advise and recommend reading material on this subject.

Rest and Sleep

Children expend tremendous energy during the school day. A period of quiet time after school and an early bedtime provide the child with adequate rest to ensure a happy day at school. Children require 10 to 12 hours sleep a night. Overtiredness is a major cause of poor performance, unhappiness and uncooperativeness. One overtired child can affect the mood of the entire class. Because of the children's need for rest and rhythm it is in their best interest to save parties and sleepovers for the weekends. These generate much excitement and it is difficult for the child to come down from the heights of their excitement. They need a quiet day at home to recover.

TV and Computers

Childhood is a time for learning through activity - a time for playing, for interacting with others, for experiencing the wonders of nature, for using the imagination to create all kinds of wonderful worlds, and for using bodies to become strong and adept. When these activities are replaced by the passive act of watching, the child's ability for creativity and imagination is markedly diminished. Television, DVDs and computer games create a passive response to the environment in your child.

Their natural instinct to actively seek knowledge is stunted. The child experiences a programmed response instead of being able to create a unique, imaginative response. The School's ideal is for the young child to see no television and take part in no computer games; parents are asked to censor and strongly limit their child's exposure to television and computer games. Parent evenings are a place where you may wish to explore how to make the transition to a more media-free home life.

Before School

To help your child have a happy, successful day please ensure they have a good breakfast and no TV or computer games! Waking your child up early enough so they do not have to rush and having a set morning rhythm will help create smooth, hassle-free mornings.

Extra-curricular Activities

The curriculum in the Steiner school is rich and varied. The children are involved daily in academic, physical and artistic activities. After school time to simply "be", to internalise the day's experience, is important. Please support your child's need for balance by limiting the number of extra-curricular activities.

Enrolment Procedure

Families considering enrolment of children into the school are encouraged to read and discover the principles which rest at the heart of the Waldorf/Steiner curriculum and the methodology.

If Steiner education seems like the right option for your child(ren), please contact the school on office@waiheke.steiner.school.nz to receive an information pack. When a space becomes available in the school, the parents / caregivers will be contacted for an interview with a teacher to talk about this education and the child's biography and readiness. The enrolment process for children entering the school is managed by the Principal and Teachers.

Please bring official identification for your child eg Passport or Birth certificate to be sighted.

Withdrawal

When withdrawing your child from the school, whatever the reason, it is good for us to have feedback and an understanding of your decision. Acknowledgement of the departure is an important process for both the child leaving and also the friends they are leaving behind, and will be marked in an appropriate way for the child.

Please pay all outstanding contributions at the time of notice or make arrangements to pay them.

Long term absences

If parents intend to remove their child for an extended time, the school requires advanced notice and that the absence is discussed with the child's teacher or Principal. Fees are payable despite the extended absence.

Parking and road safety

Parking around the school is limited. There is no school parking in the Kindergarten carpark. School teachers park on the roadside outside the school/kindergarten premises, as do parents. Care must be taken when parking and turning in this area. Parents must supervise whenever children in their care are crossing the road.

School entrance ways must be kept clear at all times to allow access by emergency vehicles.

School Policies

The Waiheke Island Steiner School is still in development and its progress on Policies and Procedures reflects this. The policies that have been drafted and approved by the Waiheke Island Rudolf Steiner Education Trust (the Trust), include:

- Child Protection Policy and Procedures for Reporting Suspected Abuse or Neglect
- Health and Safety Policy
- Curriculum Policy
- Education Outside the Classroom Policy and Consent Forms
- Complaints Policy and Procedure
- Privacy Policy

Policy on Child Abuse

The school has policies and procedures that reflect a caring, thoughtful and safe environment. We are aware that child abuse does occur. Please ask to see the Child Protection Policy for more details including handling and reporting of suspected child abuse.

Concerns and Complaints

The health of our community depends on establishing and practising open lines of communication. This involves trust and taking care that issues come in a constructive way for discussion. We strongly encourage all parents to approach their teacher first with a concern or complaint. It is normal for issues to arise from time to time, and very often a quiet chat, at a time when the teacher can listen fully without responsibilities for the care of the class, is all that is needed to set minds at ease. If you feel that no progress has been made, then your concerns should be communicated in writing to the Principal who will meet with the college of teachers to discuss the issue. The complete Complaints Procedure can be found on the school website.