News from the School Coordinator

At the beginning of the 20th Century, there was just as much debate about what an ideal education would look like as there is today. With very low levels of social security, the importance of earning a living was possibly even more critical than it is now and a range of public and private options emerged with their own perspectives on this debate. While Steiner was studying at university in Vienna, he was engaged as a private tutor and this gave him the opportunity to become well-versed with these arguments already in his early 20’s.

When lecturing about education, the most critical thing for Steiner was to have adults who could take their place in the world as individuals who were grateful for their upbringing but not determined by it. These adults would have a strong moral compass—a compass based on the “small, quiet voice within” rather than any societal expectation. The first step in achieving this, in Steiner’s view, was a deep study of the development of the child as a whole being. Then the education could be adapted to the current needs of the child.

Steiner observed that a physical change always accompanied development in other areas and he pointed to three events in childhood that have fundamental meaning for the whole of one’s life. The first is the closing of the fontanels by the age of around 2 yrs. This, for Steiner, was the closing off of a direct connection with the spiritual world. Before the fontanel closes, one could say that for babies, “sleep is their work time too”.

The second major physical event is the changing of the teeth. This is a sign that our children have worked through every part of their bodies to re-create them into their desired forms. The teeth are the last to be changed. Before then, the “work” is to build the most suitable body from top to toe, with internal organs like the brain, the heart and the liver needing the longest attention. The next most important “work” is to actively engage with society and that, at this stage, means imitating the significant adults as closely as possible. Our work, as the significant adults in their world, is to be someone worthy of imitating and to help our children to develop strong physical bodies.
News from the School Coordinator cont.

Once these physical bodies are as close to “perfection” as they can make them, we can observe that our children naturally begin working on the habits they will carry with them for the rest of their lives. It is during this time they are developing their work habits, their cravings and their level of interest in the world. During this time too, they are inspired by the passion (either negative or positive) they see expressed in the significant adults around them. Our work is to help them develop positive habits by taking time to enjoy ourselves in Nature, with hobbies and with being with people. At the same time we need to encourage them to always do things beautifully and with care.

Then puberty arrives as the third major physical change and their focus/work switches to developing emotional intelligence. At the same time, their bones have matured to the point where thinking in the abstract is possible. The greatest gift we can foster in teenagers is the skill of judgment. Now it is possible for the children to make meaning for their own lives out of studying such things as the causes of the World Wars or the real intentions of Aboriginal art.

Given this as a background, it will now be possible to discuss the virtues or otherwise of teaching reading to kindergarten children or other issues that arise when talking to other people about why we send our children to a Steiner school. I intend to take some of these questions up over the following weeks and look forward to your input about what questions you would like answered.

Robert Gillman

We are collecting resources for numeracy development. If you have any of the following items languishing at home please think about donating them to the school!

◊ Pop sticks/craft sticks
◊ Russian dolls or nesting toys
◊ Die (Dice) of all shapes and sizes
◊ Packs of playing cards
◊ Wooden number/alphabet puzzles
◊ Cuisenaire rods or similar
◊ Maths games/puzzles

Please bring items to the front office for Shiralee (Literacy and Numeracy Teacher)

Many Thanks!

Calendar of the Soul—Week 21

I feel my own force is bearing fruit  
---
 strengthening me as a gift to the world.

I feel my own being  
filled with forces,  
turning me toward enlightenment,  
in the weaving destiny of life.

Class Three woodwork creations
News from Playgroup

This week we have heard a story about how the starfish came to live in the sea, and done some beautiful red and yellow paintings at Playgroup.

We still have plenty of room left in our Tuesday and Thursday playgroups and our parents and babies group on Wednesday.

Come and join us for a cup of tea, singing, baking, painting and craft. If you know anyone with children who are playgroup age, please advertise our groups by word of mouth—the best form of marketing!

Warm wishes,
Theda, Clare and Jade

News from Silver Birch Kindergarten

This week has been one of finding old friends and making new ones. We are anticipating what comes next as we step through our morning. Snacks are eaten with enjoyment.

I need a family willing to take home a dolls’ house. It was a gift to us over the holidays. It needs a general clean up.

Thank you to all our families for your cooperation. The children are wearing their hats and generally shoes are easily removed by the children themselves. I continue to admire your commitment to dressing your child in colours that carry no logo. This is often a challenging task I know. How easy it is to greet your child when there is little distraction from a logo which can draw the eyes down and away from eye to eye contact.

Happy week ahead.
Kind Regards,
Christine and Sophia

News from Karri Kindergarten

Missing from Karri Kindergarten
"Curly Top's" twin sister has been missing from her cradle for about two weeks. She is about 15cm high and has lived in our kindergarten for many years. I believe she is one of the original dollies made by Julie Robins in the early days of Golden Hill. She is wearing a blue frock made of vintage fabric from Merveena’s mum’s collection. Her identical twin sister and other friends in the dollies’ corner miss her very much.

If she has somehow come to visit your home, please send her back to us.

Thankyou!
Denise, Merveena, Clare and the children
Hello everyone,

Class One is beginning an epic journey following the travels of an aboriginal man Myeah and his two children Yanko and Marrina as they set out together to ‘create’ the world. During this journey many folk tales will be told and letters of the alphabet will be discovered.

We have planned two excursions to the beach on Thursday 13th and 20th from 10:30 – 12:30, if any Cl.1 parents would like to come along. These excursions will give us a chance to really live into the experience of going on a journey and discovering letters in the natural world. We also hope to pick up some driftwood for sanding.

Is there anyone who would like to help with our woodworking projects? We want to do some simple sanding, whittling, sawing and oiling and it is helpful to have extra help. Let me know if you are interested and we can negotiate the best time. Our ribbon sticks have come out beautifully and it was a pleasure to watch the children tackle the sanding and oiling with gusto. They were all disappointed when I told them they couldn’t take them home.

The children have really enjoyed learning to play the Native American Flute and it is a very popular activity during free time. Class One is a very musical class and I love being able to share my flutes with them.

Once a week, the children are reciting their birthday verses and gaining confidence in speaking in front of the class. It has been amazing to see their confidence grow. It would be most helpful if you could help them memorize their verses at home because some of the poems are rather long.

The snack time nuts have been a big success and I haven’t had one child say they are hungry all week. It has also sped up the snack time. Definitely a win/win.

Cheers, Karen

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**News from Karri Kindergarten cont.**

You may have seen some of the children in our kindergarten wearing lovely colourful inside shoes ... they are " Sunshadow Slippers", perfect for keeping feet cosy in classrooms (or at home). We will be placing an order soon and invite parents of children in other classes to add to our order. If we can get to 20 pairs, we will pay wholesale prices. Please come and take an order form from our notice board and return it to us by Friday this week.

Karri Kindergarten parents, please return your parent/teacher meeting survey slips to me by Friday, so I can start planning for future gatherings. I'd really like to make them relevant and meaningful, please tell me what you'd like!

Today a colleague from Bern, Switzerland arrived as I was beginning preparations for the day. Nina has taken a year's leave from teaching kindergarten to travel and happened upon Golden Hill. It was great to make a connection, for her to sit in (and wind balls of wool) and to have a little chat over lunch about similarities and differences in Steiner kindergartens here and there.

All their kindergartens are mixed-age (4, 5 and 6 year olds in one room), with up to 24 children in a group (but the children don't attend every day so they don't have all 24 at once.) They don't have education assistants, and the children go home at 12 noon.

Warm wishes, Denise

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**News from Class 1**

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The snack time nuts have been a big success and I haven’t had one child say they are hungry all week. It has also sped up the snack time. Definitely a win/win.

Cheers, Karen
News from Class 2

We completed our English Fables Main Lesson with a short, well spoken and acted play (the Ant and the Dove) at the assembly. Over the coming weeks, we will be exploring times tables and number patterns. The children are asking for homework, it is optional. Also, my internet is not reliable, so please forgive me if I haven’t been on e-mail. It is best to see me in person. Please keep bringing recorders on Wednesdays and lots of snack foods.

Thank you :-)
Sonja

News from Class 3

Family and friends,

Cl. 3 has been learning to crochet this week. I am impressed at how the children are working through the frustrations that can come with learning something so technical.

We have heard stories about all the seven days of creation and this week we have started hearing creation stories from different cultures.

I hope you had a lovely long weekend.

Warm wishes,

Chrystal

News from Class 4/5

Back to school after the nice break of a long weekend. We hope everyone spent some time in nature and exploring their local surrounds because it is time for our class to begin our new main lesson on Geography. We start off by learning the elements of a map and how to locate features. Soon we will be giving directions, creating our own maps and learning about the food and water needs of our local animals.

Last Monday we had our parent meeting where we discussed many different issues in the classroom. We spoke about how parents can support their child’s education by listening to them read out loud and helping them practice their multiplication tables. Each week a single sheet of revision work will be sent home to be completed over the weekend. These sheets will not take long to complete, but simply revise all of the concepts taught that week. Given that much of the curriculum is sequential, by completing these sheets it will ensure that your child can continue to make solid academic progress.

Alex
News from Class 6/7

Class 6/7 have moved onto their Geology and Mineralogy main lesson this week. This study of the physical body of the Earth mirrors the physical changes students are experiencing in their own bodies. Over the forthcoming few weeks, Class 6/7 will study the Earth through geological time, fossils, coal, oil and gas. We will also look at the structure of the Earth from surface to centre and activities related to this structure: tectonic plates and their movement; the building activity of volcanoes; and erosion on the surface. The origin and composition of the 3 types of rock are studied: sedimentary, igneous and metamorphic. Seven metals are also studied, based on their ability to conduct heat, electricity and sound, to reflect light and their malleability: iron, tin, copper, gold, silver, mercury and lead. The overall approach is to bring students to a view of the Earth as a whole.

A reminder that students need a hat at school EVERY day, as they will be unable to participate in Gardening classes without one.

Regards, Eliza

Gardening News

What a great start to the school year we’re having in the garden. The first 2 weeks saw much munching on juicy nectarines and flavoursome tomatoes (black krim and Italian beefsteak).

Class 4/5 are watching their melons and pumpkins swell while keeping the patch free of kikuyu. They made a huge compost pile that will be used later to grow a big garlic crop.

Class 6/7 made gazpacho (cold tomato soup) from their own tomatoes. Not to everyone’s liking, but certainly refreshing on a hot day. Class 2 have been busy planting flowers around the edge of the main vegetable patch. Blue salvias, Snapdragons, Stock and Calendula will make great cut flowers as Autumn draws closer.

Class 1 have begun their school garden lessons with seed saving. They peeled broad beans, stored the seed and then painted their own seed packets to take home and try out growing broad beans at home.

Class 3 have delved into their farming year by preparing a large patch for potatoes. They covered the area with silage, added Organic 2000 and then covered the whole lot with weed mat to kill off the kike.

In the meantime they are “opening up new ground” near the Playgroup, establishing pathways and preparing beds for rosemary, lavender, thyme and other oily herbs that will be used later in the kitchen.

This year we will continue to grow as much produce as we can to supplement hungry tummies and to sell through the school markets.

Happy Gardening, Neal

Violin News

Thank you to the violinists who played with the Denmark Fiddlers at the markets on Saturday. I received many positive comments from the crowd.

Regards, Jude

Thank You!

Many thanks to Lydia Kenyon and Kylie Collyer for making our beautiful school stall happen at Saturday’s Denmark Arts Markets.

Kylie and Lydia did set-up and pack-up, manned the stall and told puppet plays all day.

A big thank you also to Annette Carmichael, Belinda Chappell and Silvia Lehmann who volunteered some hours at the stall.

The school stall is wonderful publicity for us, and it wouldn’t have happened without you beautiful people—thank you!

From the Office

Parents—please let Silvia know before 10am if your child is not at school, and before 2pm if there is a change in bus/pick-up arrangements.

Office phone: 9848 1811

Thanks for your help with this.
### News from the Parent Involvement Coordinator

As mentioned in the last newsletter, the new information booklet for the Parent Involvement is just around the corner and I would like to say thank you to all the parents who have helped me with their feedback and helpful thoughts to create it.

Some general info:

Justin has got a fortnightly Woodwork rotation system for the boys’ group and the girls’ group. Could one parent help him on a fortnightly basis on Fridays from 11.15 – 12.45 / 1.30 – 2.30? No experience necessary. Maybe one parent with a boy from class 4/5 and one parent with a boy from class 6/7? Please let Justin know if you are interested.

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<table>
<thead>
<tr>
<th><strong>Location</strong></th>
<th><strong>Description</strong></th>
<th><strong>Date</strong></th>
<th><strong>Time</strong></th>
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</thead>
<tbody>
<tr>
<td>Office</td>
<td>Help with getting Newsletter ready to give out</td>
<td>Fortnightly Wed</td>
<td>1.30 – 2.30 pm</td>
</tr>
<tr>
<td>Biodynamic</td>
<td>Please contact Neal:</td>
<td>Mon – Cl. 6/7</td>
<td>11:15 – 12:00</td>
</tr>
<tr>
<td>Gardening</td>
<td>Phone: 9848 1942</td>
<td>Mon – Cl. 3</td>
<td>12:00 – 12:45</td>
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<td></td>
<td>Email: <a href="mailto:nealcollins@westnet.com.au">nealcollins@westnet.com.au</a></td>
<td>Mon – Cl. 4/5</td>
<td>01:30 – 02:30</td>
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<td></td>
<td>Everybody welcome</td>
<td>Tue – Cl. 4/5</td>
<td>11:15 – 12:00</td>
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<td>Wed – Cl.3</td>
<td>01:30 – 02:30</td>
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<tr>
<td>Woodwork</td>
<td>Please contact Justin: Everybody welcome</td>
<td>Fri – Cl. 6/7</td>
<td>11:15 – 12:45</td>
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<td></td>
<td>Phone: 0419 020 176</td>
<td>Fri – Cl. 4/5</td>
<td>1:30 – 2:30</td>
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<td></td>
<td>Email: <a href="mailto:brumbysrun@equinediscovery.com.au">brumbysrun@equinediscovery.com.au</a></td>
<td></td>
<td>No experience necessary</td>
</tr>
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<td>P&amp;F Meeting</td>
<td>Meet fortnightly in Playgroup Building</td>
<td>Tue – 11/03/14</td>
<td>1 – 2.40 pm</td>
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<tr>
<td></td>
<td>Finalise Autumn Festival</td>
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<td></td>
<td>Contact Miranda 0447 820 468</td>
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<tr>
<td>Playgroup</td>
<td>Make knitted / felted farm animals for PG</td>
<td>any day</td>
<td>Ask Silvia</td>
</tr>
<tr>
<td></td>
<td>make story props</td>
<td>any day</td>
<td>at office</td>
</tr>
<tr>
<td>Karri Kindy</td>
<td>Help to keep weeds out of veggie garden</td>
<td>any day</td>
<td>10 min +</td>
</tr>
<tr>
<td>Class 3</td>
<td>Help with crochet projects</td>
<td>Thursdays</td>
<td>2 – 2.45 pm</td>
</tr>
</tbody>
</table>
| Busy Bee       | mulching, pressure cleaning, sort out storage room

P.S. Volunteers do not necessarily have the time; they just have the heart. (Liz Andrew)
The Role of Purposeful Work in a Waldorf Kindergarten
by KAREN SMITH, published in Waldorf Today, January 2014

As Waldorf early childhood educators, one of our primary goals is to teach by example. Through our work, the children learn important lessons to prepare them for the academics they will begin in grade one. This teaching method is quite different from the trend in mainstream education today, where out-of-context abstract concepts provide the basis for all learning, and opportunities for shared work activity with adults are not available.

There is much work to be done in a Waldorf kindergarten. As the calm and steady focal point, the teacher places herself in the centre of all the activity, projecting an attitude of purpose and enthusiasm for her work. Preparing the food, dusting, polishing, repairing toys, folding the laundry, washing the dishes, sewing, and mending are all jobs the children can learn to accomplish.

In all aspects, an important requirement of a Waldorf teacher is that her actions be worthy of imitation and filled with purposeful joy. The care with which an item is placed on a shelf, a door closed, or a chair moved is noticed and replicated by our young students. We must be consciously aware of the quality of our movements, for whether we like it or not, we will see the children mirror for us what we have presented to them as it emerges in their actions and play.

'The joy of the child in and with his environment must be reckoned among the forces that build and mould the physical organs. He needs people around him with happy looks and manner and, above all, with an honest unaffected love.

'A love which fills the physical environment of the child with warmth may literally be said to hatch out the forms of the physical organs. The child who lives in such an atmosphere of love and warmth and who has around him really good examples for his imitation is living in his right element. One should therefore strictly guard against anything being done in the child’s presence that he must not imitate.' —Rudolf Steiner, 'Education of the Child'

Our daily work in the classroom inspires in the children an incentive toward industrious play. The meaningful tasks that a teacher performs can be better comprehended by children when those same gestures are experienced in their play as they explore how an activity is done. In today’s mechanized world, most of the tasks that formerly were completed by humans are now done by machines. Children have little opportunity to see adults use their hands to wash dishes or bake bread. Objects that, in days long ago, would have been repaired are now thrown away and replaced.

Observing the work of the adult engaged in meaningful activity serves to boost the energy of children, developing in them an “I can do it” attitude. According to Rudolf Steiner, “If before the seventh year children see only foolish actions in their surroundings, the brain will assume the forms that adapt it to foolishness in later life.”

The life skills that the kindergarten child learns in a loving and enjoyable way are essential as a foundation for their future experiences as a capable and responsible adult.

Sometimes the activities that must be completed in a classroom are not those we prefer to do, but rather those that need to be done. When children observe the perseverence of an adult completing a mundane task with as much reverence and pleasure as any job can be a job well done.

The rhythm of our work is comforting for our students. The child who exhibits a chaotic will may gradually become more harmonious upon finding an outlet to calm him through scrubbing, sawing, shaking butter, and other forms of physically challenging work. Meaningful work is a positive cure for aggressive behaviour. Children who exhibit unfocused and uncontrollable behaviours may gradually be redirected into positively focused imitative behaviours, as the teacher’s actions strengthen a child’s emerging will. The teacher seeks opportunities to gently, but firmly, guide a child toward greater self-control and focused attention, without fear of failure. Those children who find transitions to be difficult find comfort and satisfaction in the expected repetition of a daily routine. When a teacher follows a set rhythm, the children can relax, as they have no need to focus their energy and attention on worrying about what the teacher or the class will be doing next. They are carried peacefully along by the steady stream of the teacher’s activity. When inviting a child to join in an activity, it should not be posed as a question. Simply stating ‘I need your help’, rather than ‘Would you like to help?’ builds up a child’s self-confidence which will emerge in his future impulses of play. Helpful, is a high purpose, to which a child may have limited opportunities.

Children are always aware of what the teacher is doing. Whenever a new project or work activity is begun, they eagerly offer their interest and assistance. Even if they do not take an active role in helping, a child will often contentedly play in the shadow of the teacher, occasionally checking in on the progress of the activity. The teacher must have logically thought the activity through in advance, including tidying up the work place, so as to have all the materials needed for the children to be easily integrated. She must remain calm and purposeful as she guides them in the task. It is not important that work be completed quickly with as little mess or effort as possible. What is important is that the child be surrounded with a sense of pleasure and respect for the work they have contributed. By allowing a child to participate in real and practical work, the child gains satisfaction and a sense of purpose as an essential and needed member of the group.
Adults are responsible for setting the mood of the children’s play each day. When adults are engaged in meaningful and purposeful work, the children play in a much more imaginative, content, and focused manner. When we instead take an onlooker stance, the children feel the adult’s eyes focused upon them, and as a result, they often become more agitated and chaotic in their play. When adults chat idly among themselves, the children also become idle and fussy.

The challenge many teachers experience is finding a balance between purposeful work and the need to keep constant supervision over the children while outside. It is indeed important that we always know what is going on with the children in our care, but at the same time, it is also important that the children not feel as if they are always being watched. Children take comfort in knowing their teacher is accessibly nearby, and when a teacher has the courage to trust that all will be well, the universe and the angels help make it so. Taking up a meaningful task which still allows the teacher to keep a watchful eye over the play ground maybe best for the salutogenic health of the children.

I have found that in my own work, on the days that I have not brought a project of some kind outside, the children continually run to me to settle their minor conflicts. Conversely, on the days when I am intent on a task of my own, they more frequently find ways to work out difficulties among themselves. Although I am busily working, I am always available, and I readily stop whatever I am doing to come to a child in need.

Undertaking a project that has a long time before completion teaches by example the value of perseverance and a job well done. This year, my long-term outside project was to carve a wooden spoon. At the beginning of the school year, I began carving a seasoned branch from an apple tree. Throughout the months as the shape of the spoon slowly emerged, I never directly answered the children when I was asked what it would become. Because it is much more interesting for a child to ponder the outcome of a project, “What do you think it might be?” was my reply. Their answers were always quite charming. Some thought it might be a paddle for a boat, a sword, a hammer, a fork, or a walking stick. My response to their ponderings was, “Perhaps, but I am not sure yet what this tree wants to become.” Only in the spring did a few children think it might become a spoon. At the end of the project, as it was becoming a real spoon before their eyes, the children were eager to have me finish it to use to serve our porridge. I was delighted in their excitement when we were finally able to utilize the spoon in the last weeks of class, completing the lesson that diligent work does indeed have purpose.

The children have regularly wanted to help me work on my project, which I allowed them to do using a safe 4-in-1 rasp. In our class each year, the children themselves work for many months to make a wooden sword of their own, so they are familiar with the use of a rasping tool. They were quick to say that the rasping work on my project was more difficult, which was due to the very hard apple wood I chose for this spoon. They also watched me struggle with a carving tool, which only I used. By observing an adult engaged in work on a difficult activity all year long, the children witness the effort and the rewards from persevering to complete a project. For a child to understand self-discipline and self-control, he must have first experienced and observed it in the striving adults around him.

It is very beneficial for children to see something made from nothing. The children have regularly wanted to help me work on my project, which I allowed them to do using a safe 4-in-1 rasp. In our class each year, the children themselves work for many months to make a wooden sword of their own, so they are familiar with the use of a rasping tool. They were quick to say that the rasping work on my project was more difficult, which was due to the very hard apple wood I chose for this spoon. They also watched me struggle with a carving tool, which only I used. By observing an adult engaged in work on a difficult activity all year long, the children witness the effort and the rewards from persevering to complete a project. For a child to understand self-discipline and self-control, he must have first experienced and observed it in the striving adults around him.

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Reflective Conclusion

After having spent the past year engaging in purposeful work outside (alongside and with the children) I am even more convinced of the critical importance of our activities throughout the day. As an experiment, some days toward the end of the year, I brought nothing outside to occupy my time. I stood around watching the children as I had done daily the previous year. I noted that the level of whining increased, as did the requests for me to settle differences among the children. I was used as a base in games, whereas when I was working on a project, the children respected the space I needed to accomplish my task.

Next year, I plan to carve another spoon. I had considered working with a machined rectangle of softer butternut wood that I purchased from a woodworker store. However, upon reflection it seemed that the real blessing that I gave to the students was not the end product of the spoon, but rather the notion that a common bark-covered stick with no real purpose could become a useful item. Imagination and the will to act on it and follow through is an invaluable life ability. It enables a person to confront obstacles and propose solutions, however fanciful, that he can then execute. This nurturing of creativity and execution is a central pillar of the Waldorf philosophy. The hardness of the wood was not a hurdle, but instead very advantageous, for it showed that difficult tasks can be overcome by carving away at the problem at little bit every day.

Karen Smith is a kindergarten teacher at The Waldorf School of Atlanta, located in Decatur, Georgia, United Sates of America. She obtained her early childhood teaching certificate from Sunbridge College in 2004, and this article was her final paper presented at the completion of her training.

(Karen Smith's full article is available at the Online Waldorf Library. The OWL is a great resource for parents and teachers and has an extensive selection of articles, books and journals about Waldorf Education.)
What are Busy Bee Days?

Busy Bees provide an opportunity for families to work together to maintain and repair the school grounds.

- Busy Bees are scheduled on Saturdays before each Festival
- Families are asked to attend a minimum of 2 Busy Bees per year
- It is essential that all families make every possible effort to attend
- It is possible to make arrangements to undertake tasks at a time suitable for you if you cannot attend scheduled Busy Bees.

Busy Bees are invaluable economically
- They reduce our costs of maintenance and repair
- They free up our financial resources for elsewhere

Busy Bees are invaluable socially
- They provide a practical expression of commitment to nurturing the school
- They strengthen our social fabric by working together
- They are another opportunity to meet parents beyond your child’s class.

BUSY BEE
Saturday 15th of March – 8.30 – 12.30pm

Please book in with Richard (0415 481 786) or Annett (0458 069 049)

Aims:
- Mulching of all garden bed areas
- Remove Agapanthus (pictured) at the office and elsewhere
- Pressure clean decks and toilets
- Organising the school’s storeroom
- Cleaning windows etc.

Can you bring the following items?
- Wheel Barrows (for the mulch)
- Shovels
- Rakes
- Window cleaning equipment

Please let Richard or Annett know if you can make it to the Busy Bee and what you can bring so we can plan the few hours as productively as possible.

P&F Class Representatives

A warm, sincere and heartfelt thanks to all the dedicated souls who served in the capacity of class rep. for 2013:

Silver Birch Kindy: Karli Hansen
Karri Kindy: Zoe Weller/Silvia Lehmann
Cl.1/2: Carol Bradbury
Cl.3/4: Lana Piercy
Cl.5/6/7: Sarah Martin

Your efforts were much appreciated!

Lots of love Gillian—Class Rep. Coordinator 2014
malatafamily@mac.com
0438 965 425

The time has come for gorgeous new faces to fulfil this role. If you feel up to the job, please sign up! We have for 2014:

Silver Birch Kindy: Alicia Nowak
Karri Kindy: ?
Cl.1: Jessica Heller-Bhatt
Cl.2: ?
Cl.3: ?
Cl. 4/5: Liz Jack
Cl.6/7: Sarah Martin

Do you have a trade/own your own business?

The school will be drawing up its own business directory so that as parents and as a school we can all support the local businesses contained within our school community.

If you are interested, please e-mail your business advertisement or bring in your business card/contact details to the school office (this is free of charge).

The school is currently searching for a qualified Tiler: if you have this skill, or know someone reliable, could you please call Richard, our grounds person, ASAP with details: 0415 481 786

Please contact Silvia in the office for a detailed job description for the Class Representative Role. All your PIP hours for the year will be covered.
Advertisements

Disclaimer: the articles, advertisements and community notices in this newsletter are provided as a service to the school community. The carrying of an article, advertisement or community notice does not imply endorsement by Golden Hill Steiner School.

Pertussis (Whooping Cough)
Disease Control Alert February 2014.
There is some increased Pertussis activity within the community including the recent notification of a confirmed case in a small child.
This information is intended to alert parents and caregivers to the signs and symptoms of Pertussis and to be aware of their child’s immunisation status.
Vaccination is the most effective way of reducing pertussis in our community.
Pertussis or whooping cough is a disease caused by and infection of the respiratory tract. Pertussis usually begins with a cold like illness. Coughing then develops, which may occur in bouts, sometimes followed by a deep gasp or “whoop”. Pertussis is very serious in young children, especially those under six months. Older children and adults tend to have a less serious illness, but they can still have a persistent cough that may continue for several weeks, regardless of treatment. It is important to have such coughs assessed by a doctor because if one person in the family has whooping cough, it is likely to spread to the rest of the family, including vulnerable young children.
It is important to double check that your child is fully up to date with his or her immunisations including whooping cough (pertussis). Free whooping cough vaccinations are recommended for 2, 4 and 6 month old babies, 3.5 - 4 year old children and from 2014 to year 8 students in high school. If you are unsure of your child’s vaccination status, please see your doctor or community immunisation provider for information and vaccination if necessary. You can also call the Australian Childhood Immunisation Register on 1800 653 809.
For further information please contact the Great Southern Public Health Unit – Jill Robinson on 98 427525 or 0427 500 608 or your school nurse on 0427922 663.

Silvia’s view on Whooping Cough
All three of my children had whooping cough two years ago. They are not vaccinated or immunised against anything. I gave them a combination of homoeopathics, vitamins and rest at home, which healed them perfectly well. In fact, they recovered quicker than children of friends of ours who had vaccinated their children against pertussis (and they still contracted the illness). My personal opinion is that vaccination is NOT always the best option. The homoeopaths working in Denmark are very well equipped to deal with local outbreaks of pertussis.

House Concert featuring:
*Katie J White and Laura the Mermaid.*
Saturday 8th March.
Concert to begin at 7.30pm.
Robyn’s house, 324 Lights Rd. (Look for balloons at driveway)
Light supper included - $15.
For more info. ring Robyn 9848 3110

Netball Registrations
For girls and boys interested in playing netball during terms 2 and 3, Denmark Netball Association is holding its junior registration day on Monday, 10th March from 4.00-6.00pm at the Denmark Recreation Centre.
For children aged 6 to 9 years (born 2005 to 2008) we offer a NetSetGo program which will be run on Monday afternoons where students learn the game of netball in a fun environment, developing ball throwing and footwork skills as well as game strategies.
Children aged 10-12 years (born 2002 to 2004) are welcome to join our sub-junior competition on Wednesday afternoons where teams are formed and there is weekly match play.
For any queries, please contact Amie McHenry (NetSetGo) on 0429 029 017, Linda McWilliams (Sub-juniors) on 0428 380 001, or Jenny Findlay on 0448 399 129.
Come and join in the fun!

Denmark Junior Soccer Registration Days 2014
WED 12th MARCH 3pm TO 4.45pm, SAT 15th MARCH 10am TO 12mid-day
Denmark Rec Centre Function Room

Learn to Juggle
Fridays 5.30pm
SEA Studio: 77 Sanford Rd Albany
Enrolments: 08 9841 6002 or check out our website southernedge.org.au

House Sitter Available
Responsible Teacher would like to house-sit your house. Please ring Ben on 0481 122 515

Help Wanted
2x strong persons wanted to help with moving furniture. BYO ute or trailer. Please call 0408 122 515

HOME WANTED
Shared preferred. Please call Sonja on 0408 122 515
Class Two Teacher
Advertisements

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FREE Two day Workshop and Information Sessions for PARENTS/CARERS of school age students on the autism spectrum

When: Tuesday 11th & Wednesday 12th March
Where: Albany Entertainment Centre

The Positive Partnerships initiatives have been developed and delivered by Partnerships between Education and the Autism Community (PEAC) and funded by the Australian Government Department of Education, Employment and Workplace Relations through the Helping Children with Autism package.

What will PARENTS/CARERS LEARN?

- a greater understanding of the impact of autism both at school and at home
- knowledge about how to develop effective parent, school and teacher partnerships
- information about local school system’s processes
- opportunities to network and share strategies with other parents/carers and key community members
- opportunities for discussion around a range of topics relevant to students with an ASD and their families

Some key community representatives that support families living with autism will be identified and invited to participate in the workshop with a view to supporting a community focus beyond the workshop. To register for this unique opportunity go to www.positivepartnerships.com.au. If you are not able to attend a workshop the website has FREE resources, interactive modules and information about autism. For more information call Kim on: 0407 897 368

Kindergym Classes

Suitable for 4/5 year olds

FRIDAY 11-12

DENMARK RECREATION CENTRE

$7 a session – MUST BE PAID AS A TERM FEE ($42 for the remainder of Term 1)

Please register and pay at the Recreation Centre
All enquiries to Katy 0422 520 188

More instruction than Toddler gym, with lots of fun activities and challenges. Qualified Instructor.

French girl looking for family to stay with

I am hereby looking for an Australian family who could use help for two months – June and July 2014 – from a 16-years-old French girl. I would like to improve my knowledge of English and spend some quality time with a family, helping children or any other kind of work that may suit my skills – help with homework, baby-sitting, drama or French lessons, taking care of a person, etc.

I believe that my natural qualities may facilitate my integration to the family: I am dynamic, pleasant, open-minded, serious and reliable. Combined to a fairly good level of understanding and speaking English, I would be very pleased to experience life in an Australian family.

Finally, I have spent two weeks in Sydney, and I really do love Australia and Australian people.

Yours sincerely: Emma BOUCHIAT
(mother) natella.bouchiat@gmail.com

Theda has more information 0413908143

Contact Kylie Collyer at www.naturesnest.com.au
For Steiner inspired gifts, toys, books, and small children’s clothing

Recorders and Ukulele Lessons

Recorders and Ukulele Lessons are available from Regi Peppin in 2014.
School Lessons are available mainly on a Wednesday.
For info and enrolments please call Regi on 9840 9084