Some countries, particularly in south-east Asia and South America, seem to have festivals every other day. Every culture in the world has a tradition of seasonal celebrations and this is reflected in Steiner school education. Festivals have always played a large part in Steiner schools and there are several reasons for this. The first is that they are an expression of the deep connections between the changes happening in our environment and the potential intensification of our own consciousness. It is hard to imagine now, with our reverse cycle air conditioning, artificial lighting and modern transport, how dominating seasons have been in the past. The Viking culture, perhaps, illustrates how extreme this could be. During their summers they were intensely active. The herds were taken to the high mountains and the women were constantly preserving food and preparing for the long winter ahead. The men too were constantly active: building, harvesting, fishing and always plundering. But, during the winters, the mood changed completely. Now they could spend days talking, eating, drinking, making craft and listening to sagas. These stories, as was common in many parts of the world, could take two or three days to complete. Winters really were an inward time and a major focus was on connecting with the others in the group.

Another important aspect of festivals is that they require preparing for. I have read one commentator noting how wonderful November and December are in the USA. There they have Halloween, Thanksgiving and Christmas, each separated by just enough time to prepare for the next. This preparation is just as important as the festival itself, especially from the child’s point of view. The preparation brings the opportunity to build a sense of wonder and reverence for the ceremony to come.
In two weeks’ time, our school will be celebrating midwinter. Right now the school is preparing for this festival by making lanterns, practising songs and collecting firewood. It is a joy to see the enthusiasm our students, year after year, put into making these preparations.

On the night we will be asking all parents and children to take part in the process as well as the event. Winter gives a picture of this process as our world gets colder and asks us to become more still and quiet. Then, after midwinter, life becomes more active and communal again. In our festival we will come together for a communal sharing, including a story and songs, followed by the lantern walk and completed with a feast of soup and dessert and good conversation.

The lantern walk is our equivalent to midwinter. This is the part where we give the participants the opportunity to experience stillness in community. It can be a magic time, especially for the children. If we observe it from their point of view, there is a natural sense of excitement and wonder. We ask that parents use this opportunity to quietly observe the children rather than bring the later part of the festival into “midwinter”. After the lantern walk there will be plenty of time to enjoy being with the rest of our community. We extend the invitation to everyone associated with our school to enjoy our midwinter festival and enjoy both the experience of inner quiet and community. If we get it right, the experience of the festivals will live within our children, fostering reverence through the acknowledgement of something greater than themselves, allowing trust to grow and gratitude and harmony to be more deeply experienced. Through the sense of being embedded in the great cycles of life our students gain security and trust which is a counter to the ever changing challenges of daily life.

Robert Gillman

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I feel a foreign power bearing fruit---ever-strengthening---to lead my self back to me.

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I have perceived that ripening seed, and now my intuition, full of light, weaves within me the power of my own self.

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Violin News

Congratulations to Jasmine Boaden, Grace Piercy, Chenoa Thrupp-Prost, Tia Paterson, Emil Davey, Molly Clarke, Olive Collins, Imogen Lacey, Izabella Margio, Odhran O’Sullivan, Namuh Martin-Gordon, Caer O’Sullivan, Yamika Jackson and Chloe Paterson for their performances at the Albany Eisteddfod on the 22nd of May 2014. They had all polished their pieces to a high standard and performed them with confidence. Well done!! Kind Regards, Jude

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Congratulations on your Festival of Voice performances Cl.2-7. You all sounded awesome!
Our Winter Festival is almost upon us! It will be held on the 19th June, two days before the winter solstice, the longest night of the year. Now, after the frenzy of the autumn dance comes the hibernal sleep. Exhausted and spent, Mother Earth rests in the peace of a ‘little death’. But is this death, or the spell of enchantment? Has the ground beneath our feet been turned to stone? Perhaps the earth, like one of its hibernating creatures, is alert even in sleep—listening, waiting for the coming of the sun prince for the loving salutation which will quicken the lifeless. Here and there, a little blossom opens; like an eye of the world, it spies on the turning heavens, watching for the star-coded runes that will lift the spell of darkness.

Frosty dew covers the slumbering earth, human beings ‘wrap up’ and hug themselves to keep warm, withdrawing into their houses. Retreating from the cold we move ever more inwards, eking a warm hearth. It can be a surprise to find that the most sustaining warmth comes from that inner ‘fire’ which seems to burn more brightly during this time of the year. We discover a fiery enthusiasm for projects to be done, we bask in the glow of flickering imaginations as we curl up with a good book. We find our mind ablaze with new ideas, for winter clears the head too, allowing thoughts to rise in clarity, like the sparkling stars in our frosty, dark southern skies.

In the depths of winter, when the lower kingdoms of nature have withdrawn, it is possible for us to awaken to a rich experience of the world, to raise our hearts to the glory of God on high, and to celebrate that spiritual revelation. At GHSS, the spiral walk and lantern walk are the two highlights of our Winter Festival.

In various mythologies the spiral is a globally positive symbol. Some consider the spiral to represent the human spiritual journey, as indeed the path of life seems to more closely resemble a spiral rather than a linear straight line. We pass the same point over and over again, but from a different perspective. To walk and then stand in the centre of a spiral can be seen as a psycho-spiritual exercise for centring the consciousness. The spiral stands for coming into being. As the children and adults reach the centre of the spiral, a candle is lit from the flame in the centre, which is then carried back out around the spiral. This symbolises finding light in the darkness, or a journey to an inner place, where we can find a light to carry back into the world to help us in our journey.

The lantern walk is essentially a celebration of Martinmas, which in some Waldorf schools is held as a separate festival. St. Martin recognised the divine spark in the poor man of Amiens, and gave it the protection of his own cloak. When we make a paper lantern, we, too, may feel that we are giving protection to our own little “flame” that was beginning to shine at Michaelmas (the Autumn Festival), so that we may carry it safely through the dark world. It may only be a small and fragile light—but every light brings relief to the darkness.

We hope to see everyone at the Winter Festival and that you all enjoy the transition to this magical time of the year—a time for dreaming, scheming, planning, and allowing our inner flames to burn with warmth and brightness.

Regards, Eliza
News from Silver Birch Kindergarten

Dear Families,

Our story today begins: “One cold day an old woman sat knitting by her kitchen stove when a young mouse came out of her hole by her stove...” a warming tale for the children.

As we move into the colder and wetter days we come closer to our Winter festival. Early Childhood will be celebrating with a lantern walk and bonfire. So reserve Thursday evening the 26th of June, 4.45pm to 7pm. We will be sending further notes to you. However, you might like to begin making a simple lantern to walk with you and your child. This is a very special time for our little ones. For some of you with older children this will give a few weeks in which to organise care for them so that you will be able to share this festival with your young one and enjoy this magical time together. Lantern ideas—come and talk with us.

Stay warm,

Sophia and Christine

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News from Playgroup

We have been using golden autumn leaves for painting, pressing and sewing onto string to make necklaces with beads and felt.

The weather has been mostly dry so we have enjoyed playing outside in the sandpit and exploring the garden. This week we move into winter and will celebrate with seasonal crafts, songs, baking and walking a winter spiral.

On Thursday the 12th of June we will be visiting the Silver Birch Kindergarten. Information about the visit has been sent home this week. We look forward to sharing the day with you.

Warmly, Clare, Theda and Jade

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Dear fellow parents,

I’m a new parent to the Steiner school community. My daughter Bridget currently attends Silver Birch Kindergarten for two half-days a week (Wed. and Thurs). As I do not drive because of a physical disability, I would appreciate help with transport. My current driver, a family member, is willing to take turns with this chore if that is a help to anyone who is willing to assist me. Please contact the school office if you can help.
Hello everyone,

Cl. 1 will be finishing off the capital letters main lesson next week. The children have now been introduced to all the letters in a pictorial way. Next term we will be moving on to words and phrases. One of the things I love about Steiner education is the concept of main lesson where the children are immersed in a topic for a couple of weeks and then move onto something else. I have found that the children develop a deep love and understanding of the subject during the main lesson period and remember everything when we come back to it.

We had a wonderful walk in Harewood Forest where we saw many beautiful fungi and mosses. It was a delight to play our flutes in such a beautiful forest. Amazingly we didn’t get a single drop of rain on us.

Thank you to Gerald from the Wood Turners’ Association who has created a wonderful class set of spindles and Kathy who has been busily teaching us to spin. It isn’t as easy as it looks and the children have been learning not to spin too many times or to hold the wool too tight. Spinning is a nice addition to knitting and is developing the persistence in us all.

Kylie has helped us sew some beautiful felted flowers to place around our picture of the butterfly alphabet which was donated by Jennifer.

A huge thank you to all of my wonderful parents for sharing all of their gifts and talents. Once our lyres are finished I promise there will be no more big projects for Cl.1 for the rest of the year.

Cheers,

Karen

News from Class 1

The Cl.1 Harewood Forest excursion

Playing American Indian flutes in the forest!
News from Class 2
Cl.2 is beginning a main lesson on place value this week, with a little pixie who has way too many precious stones to keep count of! We are also practicing our Winter Festival songs (attached) and are looking forward to making lanterns. Please bring a glass jar into class so we can start ASAP :-)

With winter here, please also bring in a pair of warm slippers, raincoat and waterproof shoes to keep at school. Fruit break snacks are well appreciated by the children, though could you please remember to cut them into pieces, as sometimes half apples etc. get composted! Our Parent/Teacher Meeting is on the 10th of June at 3-4.30pm in the Cl.2 room. I look forward to seeing you all again then. Warm Regards, Sonja

News from Class 3
Kia Ora friends and family,
Cl.3 is in the second week of our Time Main Lesson. I was amazed to see the ‘time’ vocabulary list the class compiled on day one. The list (filling the blackboard) included words like seasons, sun, moon and tides and animal/plant lifecycle. During week one we heard stories about the history of time, which began simply with just nature. It was fun for us to imagine the world before clocks, when people used the sun, moon, stars, and lifecycles of nature to know what time of day/year it was. We learned that the first clocks invented were sundials, shadow clocks, water clocks, candle clocks, and sand clocks. It was interesting to find out that the first accurate clock was made in 1540 in England. It wasn’t until 1884 that a conference was held in Greenwich to agree on a global time measurement, Greenwich Mean Time (GMT). Cl.3 are looking forward making their own analogue clocks this week.

I was very proud of our schools performance at Festival of Voice! Thank you all for getting your children to the Civic Centre on time. They looked and sounded divine! Thanks also to Bruce for coordinating the music, and playing on stage with them.

All children in Cl.3 need to bring a medium sized glass jar for their Winter Festival lantern. It would be most helpful if the label were peeled off before they bring it in. Have a lovely week, Chrystal

Time Rhyme
Sixty seconds make a minute,
Put a lot of kindness in it.
Sixty minutes make an hour,
Work with all your might and power.
Twelve bright hours make a day,
Time enough for work and play.
Twelve dark hours through the night,
Give us sleep till morning light.
Seven days a week have we,
During which there’s sights to see.
Four to five weeks make the months,
Remember this or be a dunce.
Twelve long months will make a year,
In one of them your birthday, dear.

From Council
The School has a Grievance Policy which outlines what you should do if you, as a parent are concerned about any aspect of your child’s schooling. The first thing to do is to take up the issue with your child’s teacher. If for any reason you find this a little daunting you can ask for help and support from the Parent Advocate who has been appointed by the school especially for this purpose. The parent advocate is Ilan Trom (Asher from Cl.6 dad) and you can call him on 0421 784 187. All conversations will be treated as confidential. A copy of the Grievance Policy and flow chart showing what to do are available in the office.

House Concert
Fiddlers Jude Iddison, Andrew Clermont (Totally Gorgeous), Charlie McCarthy (The Seals) and guitarist Steve Scanlon will play a selection of wild and gentle fiddle tunes this Saturday, 7th of June, from 2.30pm at Jude’s place, 103 Knapp Head Rd, Lowlands.

Bookings essential: 9845 1370 or 0409 110 645.
Adults $15, Children $5 (if you’re playing you can come for free!)
News from Class 4/5

Hi everyone,

Our Human Physiology main lesson is going well and I have been pleasantly surprised by the children’s levels of maturity and broad-mindedness. We spent a few lessons last week discussing relationship rights and responsibilities and what it means to be in a ‘relationship’ - whether it be with a partner, parent, sibling, teacher, even your bus driver! We have also been studying the digestive system and are currently looking at dietary requirements and food groups. Tomorrow we will spend the main lesson examining food ingredients and additives (“What exactly are those numbers, anyway?” was an interesting question that arose in class today) and open a discussion on food miles. As a reading assignment, the children will have a few newspaper articles to look into on the currently hot topic of Marsh vs. Baxter - maybe an opportunity for a healthy class debate?

It is now cooling down in Class 6/7 and the hum of the heater is becoming a familiar sound in the mornings. I have encouraged the children to wear slippers in the classroom as the weather cools down, although at this year level it is not something I will be enforcing. If your child could have a pair of slippers handy at school, that would be great.

Our Winter Festival is fast approaching and many helping hands are needed to help pull it off - please speak to Miranda, Gillian or Kylie Collier if you are interested in signing up for a job. In class, we will soon commence making our lanterns and are planning on having lots of fun creating gnome homes and fairy houses for the younger children on the lantern walk.

Have a great week! Regards, Eliza Allan

Parents Singing Group

Mondays 9am-10am

This is a lovely, heart-warming way to start the week. We are a fun and supportive group. No experience necessary, just bring your voice.
Gardening News

It’s been a productive month in our school vegetable patches and in the orchard.

After 1 year of being weed-matted the orchard is now mostly kikuyu free and Cl. 6/7 are now weed-matting around the whole orchard to effectively create a ‘kike-free island’. They will then cover the inside with woodchips and fertilise the trees with pig mulch.

Cl. 4/5 have converted the old pumpkin patch into a beautiful patch of garlic, leeks, potatoes, and green manure crops. Look out for some of these goodies at the Kwoorabup Community Markets in Spring.

Cl. 3 continue to develop their new patch and have completed a very rustic pea trellis. They have also planted perennial herbs and learnt about root division.

Cl. 2 are busy in the main patch growing fennel, broccoli, cabbages, and carrots. Looks like some nice stir-fry’s coming up!

Cl.1 have a great patch of beetroots and carrots and have raised many broad beans from seed, saved last year.

With the Winter Solstice now imminent, we will tend our crops, make compost, and weed, weed, weed.

Cheers, Neal

P.S. Don’t forget to buy your local produce at this Week’s Kwoorabup Community Market, Friday 6 June from 3-5pm. This week it’s Cl.4/5 providing yummy treats for afternoon tea. There’s heaps of stalls selling fresh produce, honey, kefir, home-made soaps, up-cycled clothes, all sorts of things — See you at the markets!

Craft Group

Wednesdays 12.30pm until pick up time

Come along, bring your own projects or let us help you pick one. Have a cuppa and a chat, we would love for you to join us!
News from P&F

The Winter Festival is fast approaching. All parents are asked to contribute to the wonderful event in the following ways...

**SPiral WALK**

By bringing in greenery, gnomes, crystals and flowers for the spiral walk or the lantern walk. There will be a box in your office to drop off your treasures if you do not feel comfortable leaving them outside the hall. Gillian would love some volunteers to help set up the spiral. If you would like to be part of this team they will meet on Tuesday, the 17th of June at 3.00pm. This forum will be held to pass on the information needed to create and facilitate the spiral walk. Please label any items you contribute to the spiral walk and would like returned to you.

All greenery must be dropped off from Tuesday afternoon, 17/6 until Wednesday morning 18/6. It would helpful if flowers etc. were left in buckets of water.

**Lantern Walk**

Please bring in any spare lanterns (labelled) you have to contribute to the lantern walk. These can be dropped off at the office any time from now. We need volunteers to help set up too! If you have time on the day of the festival could you please muster at the hall from 2pm on Thursday 19th June.

**Bonfire**

Please bring in any wood to contribute for the bonfire from now on. It can be stored under the Cl.3 room. Please contact Conrad Kenyon if you would like to help set up the bonfire.

**Soup and Crumble**

Everyone needs to bring labelled soup cups and spoons to the festival. Could each family please contribute the following food:

- A pot of pumpkin soup: class 1, 2, 6/7
- A loaf of healthy bread: class 4/5
- A tray of apple crumble: class 3

Thank you ever so much for all of your contributions!

Your P&F Team

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Regi’s music students will begin the Winter Festival at 4.45pm by playing music in front of the hall before the story!
Sean Burke Review

By Jessica Heller-Bhatt

Parent education workshops are a great opportunity for the GHSS community to increase the level of knowledge and understanding with regards to the Steiner philosophy. It is also a wonderful way to inspire some healthy reflection and critical consideration of the many aspects within anthroposophy, many of which continue to be valid and some, which may require amendment and change.

The Sean Burke talk on the child’s temperaments provided this opportunity. Although Sean used a considerable amount of time to explain the really quite basic, yet essentially important concepts of the four temperamental character traits (i.e., choleric, sanguine, melancholic and phlegmatic), the audience was provided with a useful approach to enhance their understanding of a person’s inherent tendencies.

Sean presented the many ways in which a given temperament is seen to be expressed in the child. He emphasised that there are always more than one temperament at play and although the child is likely to have stronger tendencies based upon a certain temperament, all aspects of all characteristics are essentially contained in everyone. The choleric child tends to be sure of themselves and up for any challenge, the sanguine type is friendly and sociable, the melancholic enjoys to observe and form close, but few friendships, and the phlegmatic likes to take things slowly and deliberately.

Apart from the various physical and non-physical expressions that point to the predominant type of a temperament (i.e., posture, walking and eating style etc.), it surprised me that Sean cited the actual physique of a child as indicator of their temperament. Surely, this needs to be recognised as an outdated approach developed within the historical constraints of Steiner’s time. It strikes me as very much akin to phrenology, a former pseudoscience that contributed the individual’s skull shape to character traits in the late 1800s. Whilst we most probably all agree that the work of Rudolf Steiner has left a legacy of invaluable treasures for our children and society as a whole, it appears critically important to maintain a level of scepticism, that allows us to continually improve his work as is relevant now and in the times to come.

Thank you to Sean Burke for coming to visit our school and giving two talks on Rudolf Steiner’s concept of the temperaments, on Friday 30th of May, and Saturday 1st of June 2014. If you’ve missed the talks, you can pick up a hand-out from the office.

Dress Code

College of Teachers would like to remind parents that the clothing children wear has an effect on everybody’s well-being at school.

The dress code is:

Plain coloured or patterned (e.g. spots, stripes, floral or checked) clothing. No sleeveless tops, no clothing with slogans, logos, or illustrations that are larger than the child’s fist. No clothing which is torn or in disrepair. Please avoid black clothing and short shorts. More details are in the parent handbook, or talk to your child’s teacher.

From the Office

The new entrance and exit to the school are now complete and ready to be used. Please remember that the entrance is by the hall, and the exit is the one closer to town. Follow the signs!

There have been quite a few complaints about speeding in the car park lately—could you please adhere to the 40kmh speed limit prior to entering the school driveway (the school zone on the road). And then slow down to 10kmh when driving into the school’s car park. We all know the feeling of running late, but it’s not worth our children’s safety. Please slow down!

Also— please note that rainbow looms and plastic animal shaped elastic bands are banned at school. Please make sure the children keep those items at home.

Thank you! Silvia
Kindergarten has become the new first grade as schools sideline creative play and learning for a heightened focus on academic skills, particularly literacy. NAPLAN assessments and international rankings are being partly blamed for increased academic pressures that are cascading into early primary years, teachers say.

The downside, teachers complain, is that there is less time to embed fundamental learning skills among slower or alternative learners. As teachers spend more time on academic content, the type of learning that inspires creativity and social interactions drops off. And among academics, the tide is beginning to turn away from the simple mantra that “earlier is better”.

Academic Sebastian Suggate has warned that policy makers may be engaging in a “dangerous game with children's futures” by pushing early academic skills when playful or experimental learning is equally important for good physical, language, social, motor, explorative, cognitive and intellectual development.

The phenomenon of “push down”, where outcome-based curricula require educators to teach their students skills at an earlier age, is part of an international trend, according to Robyn Cox, associate professor of literacy education at the Australian Catholic University. International rankings that routinely place Australia below Singapore and Hong Kong drew attention to debates about the quality of teaching, Dr Cox said, often resulting in a more academic focus in primary school.

Dr Cox said Australia has not developed a high stakes culture of competitiveness such as that in Singapore, where children in year 4, as young as seven, may sit entrance tests to stream them into schools which offer a pathway to a vocational job or university.

As president of the Primary English Teachers Association, however, Ms Cox is concerned that NAPLAN assessments in years 3 and 5 are increasingly being seen as a test for teacher quality and skill.

With children attending preschool and long day care, experienced early childhood educators say formal reading and math instruction is beginning before kindergarten. Children are coming to kindergarten knowing how to write their name, count and are familiar with the alphabet. In kindergarten, children are being taught their letters at twice the rate they were a decade ago, and are learning to count to 50 and in multiples.

Sydney University’s professor of teacher education and the arts, Robyn Ewing, is worried the first year of school is being characterised by pressure to learn to read as early as possible, and heightened levels of stress that risks burnout among students in later life. Such a focus could only mean a drop-off in the time spent on imaginative and creative play, physical education, art, drama, dance, music, science and social studies, when children should be exposed to all sorts of learning experiences.

The trend is being driven in part, Professor Ewing said, by government pressure for Australia to do better on international literacy and numeracy benchmarks as well as societal shifts. As parents become more invested in their children, they are keen for them to excel. Some kindergarten children are even required to practise NAPLAN tests at home because their parents are keen to secure them an advantage.

Others must learn sight words for homework. Yet in most Scandinavian classes, reading instruction does not begin until the age of seven, Professor Ewing said. Dr Suggate, of the University of Regensburg in Germany, said no study had convincingly shown that early reading instruction leads to long-term advantage in reading or academic success.

“Regardless of whether the research uses international data, or looks at different approaches such as play-based preschools, Montessori or Steiner, the balance of the evidence clearly indicates that early reading advantages wash out in the first years of primary school,” he said.

“Of course, on average, children who learn to read in kindergarten can have a small advantage later, but this is not likely due to their having learnt to read earlier.

“Instead, it seems that they enjoy some natural ability or perhaps a home environment that fosters educational achievement. Because these factors remain throughout childhood, they, not early reading, lead to both better earlier and later success.”

Dr Suggate said authors of a recent study from the Netherlands suggested that a reason for the decline in Dutch reading skill among 5 year-olds was too much early literacy.

“Such a focus characterised by an over emphasis on academic literacy, especially at the expense of imaginative play, may be producing children who are experts at reading but who are not necessarily equipped for life as a fully rounded and creative individual,” he said.

“Indeed, it seems that children who are given more time with imaginative and creative play are often the ones who go on to be more creative themselves later in life. This is in line with research showing that early childhood play is a better predictor of later success than early academic learning.”

Dr Suggate said he could only speculate that policy makers had an overly simplistic understanding of child development, with a focus on short-term measurable outcomes as opposed to what is really important. Reading skills were far easier to instruct and measure than well-being, pro-social behaviour, or innovative problem solving skills.

“Yet it would seem that it is precisely these broader skills that a stimulating play-based kindergarten could foster to better equip children for later success,” he said.
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.

Mums Raising Teen Boys @ The Dome Café Albany
Wed 4 Jun 9:00 am to 12:00 pm Fee: $15 p/p
As Mothers we need to have some knowledge of our son’s world

Fly In Fly Out (FIFO) & Other Jobs @ Family House - North Rd
Fri 6 Jun 9:00 am to 11:30 am Fee: $15 p/p (Concessions Avail.)
Tue 16 Jun 9:00 am to 11:30 am @ The Dome Café Albany
Explore the strengths and challenges of a FIFO relationship.

Term 2 in Denmark
Mums Raising Teen Boys @ Denmark Youth Centre
Wednesday 28 May, 2014 9:30 am to 12:00 am
Fee: $20 p/p (Concessions Avail.)
As Mothers we need to have some knowledge of our son’s world, appropriate knowledge of modern technology, allow decision making, risk taking and the steps to independence.

Mums Raising Boys (0-12 yo) @ Denmark Library Meeting Room
Wednesday 11 June, 2014 9:30 am to 12:00 am
Fee: $20 p/p (Concessions Avail.)
However well-prepared mothers are logically, the emotional response to having a boy is often still, ‘Wow! This is unknown territory.’ It is true that for many mothers, the idea of raising a son carries its own set of worries

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For Sale
Two lovely silky roosters to a happy home. One grey, one white.
$5 each, please call Zephyr on 0408 031 615

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Challenge of the feminine... Women’s group 2014

Yaari Self is running a closed group for women of all ages and backgrounds which is confidential, safe and supportive. Every woman will have the opportunity to work on individual issues while we all learnt from the group process.

When: 10 Saturday afternoons, 2-5pm commencing June 7th.

Where: to be advised, in Denmark

Cost: $40 per week. Medicare rebates may apply with referral from a doctor.

Commitment: 10 weeks with an open heart and willingness to share.

Maximum of 15 participants.

Yaari Self is a clinical psychologist with over 25 years experience who specialises in women’s mental health. She has a passion for inner growth work and brings a gentle and loving approach to her work.

To book and enquire call 0477 920 895
Early bird discount if you pay for all 10 sessions.