Tarremah Steiner School

JUNE7 | ISSUE 8 , 2024

Tarremah Times

CLASS 2 ARTWORK

Our highest endeavor must be to develop free human beings who are able of themselves to impart purpose and direction to their lives. The need for imagination, a sense of truth, and a feeling of responsibility—these three forces are the very nerve of education. *Rudolf Steiner*

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Diary Dates:

Mon 10 June
Public Holiday

Wed 12 June
The Future of Biodynamic at Tarremah chat

Wed 12 June
P&F Meeting

Wed 12 & Thurs 13 June
Car Park Closed for Bike Education

Thurs 13 June
Screens online talk

Thurs 13 & Tues 18 June
Secondary School Parent/Teacher Meetings

Fri 21 June
Winter Spiral

Wed 26 June
'Our Highest Endeavour' Talk

Thurs 27 June
Class 10 Drama Performance

Fri 28 June
Last Day of Term

Hearing your child read

We thank you for being part of the journey in helping your child develop and grow as a reader.

We are keen not only that you listen to their reading, but also share literature together. This might involve books to do with interests or hobbies, books well beyond current reading ability; pattern books, how to books, etc - all will help foster vocabulary development, listening, spelling and understanding.

Home reading involves guiding – not telling or correcting straight away. If you tell your child every word they get stuck on, they wont learn to use the reading strategies that they are learning at school. It is recommended that you pause and wait for 5 seconds to allow time to decode. Sometimes hiding some of the final letters in longer words and encouraging letter by letter decoding can support and make the word less daunting. Otherwise, they will either come to expect you to tell them every time, or they will guess at words just relying on the highly visible letters. Should the word pose a challenge after attempts to decode it, just quietly tell them the word and get them to read the sentence again. If a word has been mispronounced, something as simple as 'hmm, did that sound right? Will encourage meaning for reading.

The experiences of home guided reading can help turn our children into life long readers. We are keen to mostly send material home that has been read several times at school already so that we hope your child can read it smoothly. We are adopting sending these specific 'instructional level' books or material home on the weekend, where time might be more possible to find to share in an undistracted time.

It is so worth the effort to find time in the early years, and especially important to ensure the experiences are enjoyable. Sometimes this may take a bit of creativity - sharing the read if necessary, taking on character 'voices', occasionally outsourcing the responsibility to older siblings (though this can have mixed results). If you encounter problems with this task, communication is often the key. Please let the teacher know – often a little log book comes home in which we welcome your comment in; or just write a sticky note to attach to the book etc, remembering these need to be written positively as often they are read aloud when the teacher next listens to reading. This will ensure we are all working together to best benefit your child's reading journey.

Perhaps you can also encourage reading while out and about in those early and emerging stages of reading. Perhaps you can read shop signs, road signs, spot letters in the early days of learning letter sounds, read the menu together. Encourage your child to send a short note or postcard to a relative, write the shopping list for the week... things that encourage sounding words out, using knowledge already held and celebrate approximations and effort to build your child's confidence in the written word.

Sue Bottrill
Primary Learning Support

Our Visiting Drama Intensive Teacher – Class 10 Work with James

James Daley is currently taking the Class 10 Drama Intensive, creating and directing the play with the students. James has spent seven years teaching in a Waldorf education setting as both a classroom teacher and Speech and Drama specialist. The last two years this work has taken him to China, where he ran a teacher training program specializing in Drama education from Kindergarten through to Grade 12 in Waldorf schools. During this time he also worked with many schools across the country where he directed and produced over 50 children's theatrical performances specialising in contemporary traditional storytelling.

James is drawn to drama in Steiner education particularly, with the demand to fully meet the whole human being, and take inspirations from our developing relationships. He has been in an interesting process with the class already, developing the production from the whole to its parts. He believes that 'the play is often already there and is sitting above the consciousness of the group'. His sees his role as bringing it to fruition.

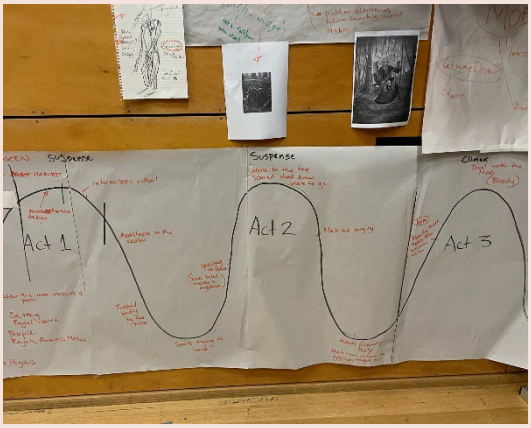
It has been fascinating to see his work with the class this week. When he works, script is last – as he feels it is important to avoid handing a 'finished product' to students he is not yet in relationship to. At the end of this first week, his goal is to really see the students as individuals, drawing out who they are through a lot of drama games. He sees that the drama magic is born out of the common threads that emerge – working from the whole to the parts.

The class will have eight scenes and a storyline out by Friday! They will have embodied the story as a whole, finding that each scene has a shape. The students will find that shape – a bit like a form drawing, with its movement quality. Together they will explore rhythm, time, tempo, allowing the feeling quality to emerge.

James has been getting the students familiar with the stage, and out of their heads. They have been playing the characters out, and through all of this movement, embodiment, and experimentation, the story is emerging. The final layer will be the script, music, lighting and visuals. By tapping into the imaginative pictures of the students, James is working with their individual impulses and inspirations.

Class 10s production will be performed for the community on Thursday 27th June 2024 – exact time TBC.

Mandy Silversides
Education Facilitator



Parents & Friends Association Committee Meeting

Wednesday 12 June
6:30pm
Honeysuckle Room

Agenda:

Welcome & Acknowledgement of Country
Confirmation of Previous Minutes
Report from the School Executive
Update on Previous Actions
Treasury Report
Constitution
Winter Spiral
Other Business
Confirmation of next meeting
Close

Tarremah Parents Social Futsal

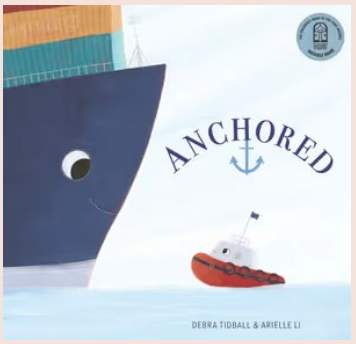
A group of parents have started a mixed social futsal game and any Tarremah parents are welcome to join us.

It is a regular game each Thursday night from 6:30pm in the Hall.

It will be fun, social, a bit of exercise and a way to bring different Tarremah parents together.

If you are interested, please send Craig a message at craigtipping07@gmail.com.

Book review -*Anchored*



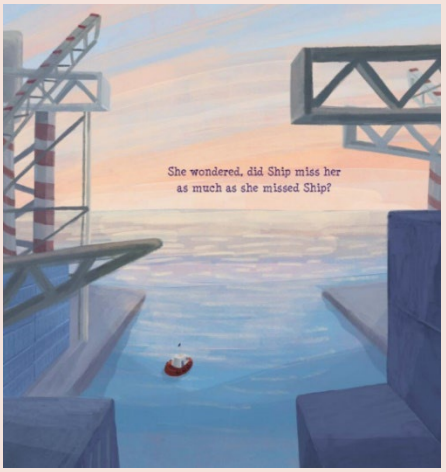
Words by Debra Tidball and illustrations by Arielle Li

This new picture book is a gentle tale of the difficulties of separation and how this can be troubling for a small one. Tug watches on as Ship pulls away which makes Tugs day a little grey. When the two are reunited, Ship can share all the experiences with Tug and how she could overcome the harsh weather with thoughts of Tug. "You were in my heart" Ship tells Tug, which signifies Ship could overcome the loneliness and be brave in the face of strong winds.

A sweet subtle analogy for separation anxiety between child and parent. Hopefully children can relate to feeling sad that their parents are not with them, but can still enjoy their time at school or elsewhere knowing that they are always carried in each other's hearts.

This book is a part of our Primary picture book collection and can be borrowed from the Library.

Abbey Vincent
Library Technician



Car Park Closed for Bike Education in June

Classes 3 - 6 will participate in Bike Education on **Wednesday 12 and Thursday 13 June** in the top bitumen car park. Therefore, we will close the area and put cones up following the last bus arriving each morning and remove these barriers again around 2:45pm to allow buses back in and parents to park for pick up. The quick drop area will still be open, as will access to the staff car park and the gravel parking area outside the fence.

Community Talk Sharing – Melanie Deefholt's visit to Tarremah

Several weeks ago, we enjoyed hosting Melanie Deefholts at Tarremah for the week. Melanie worked with classes, staff and a series of evening talks for the broader community. Over the last 15 years, Melanie has specialised in understanding child development through observations of daily life and how to work with this in a living way within the home and the classroom. She is part of a team of facilitators striving to support healthy community life in light of anthroposophy.

A snippet from Sarah Hingston who attended the ECC-Class Two talk:
Melanie Deefholts talk last week about child development was as always, an insightful reminder of where our children are in their growth. As parents, it is essential that we ensure our children are well fed, rested and are warm. It is not until children are much older that they can do this adequately for themselves. As the child turns 8 years old, we can see an awakening of their awareness, and this can come with self-criticism and self-awareness. Senses may become heightened, such as feeling that the classroom is extra noisy and feelings of not being able to do it or I am bad at it. They may feel that your voice is louder and that you are yelling at them when you just using a firm voice. This developmental milestone is quite evident in the classroom amongst the children and is also quite age appropriate. Helping them to feel okay about where they are at could come with stories of their achievements as babies and toddlers, learning to crawl and walk. Their first day of school and other stories of their younger years may help to balance their feelings. The children still need help with what you are asking of them and to say what is true such as 'we use our hands to care' rather than 'don't push' is showing them how to care.

A snippet from me, reflecting on the Class 6/7/8 talk:
Our young people are needing increasing strength to meet the world, and there are things we can do as their parents and community, to support this. At this age, the children experience that their feelings are independent of other people, and that we all experience life differently. If our relationship is sturdy, we can support them to have agency in their life, make good on their mistakes and enable them to reflect and grow.

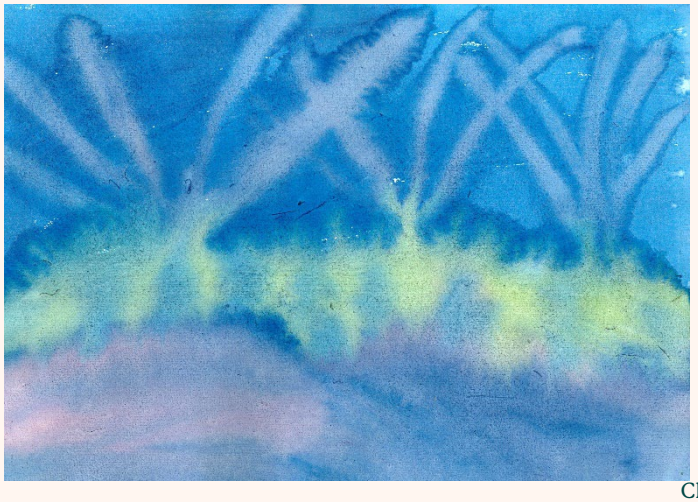
The children are learning that what they do in the world has an effect, and they feel that effect. Melanie talks to the children about junk words, just like junk food – what is the effect of these words? She also attempts to cultivate the feeling that no matter what mistake we have made in the world, you can put your efforts towards resolving them. This is where a restorative process is important, and we can ask the children to reflect 'what did you feel was appropriate in what you just did?'

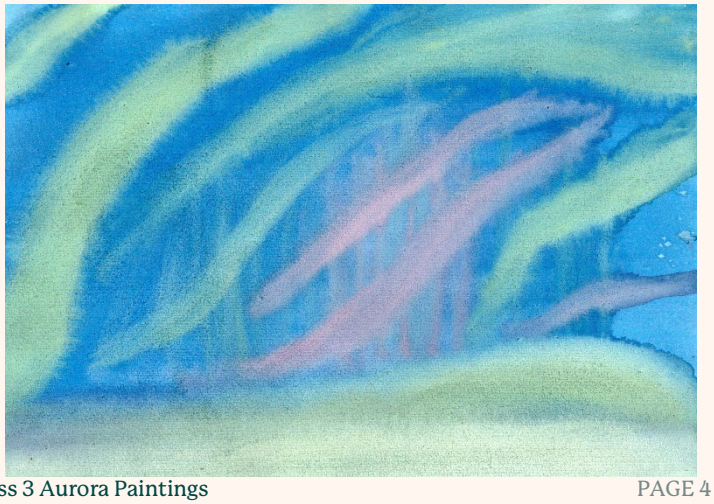
We should aim to keep shame and blame away from our children's short-comings, making it possible to learn from their mistakes. When debriefing tricky situations we might discuss with them' when I use words like that, it means this to me…what does it mean you?' In this gesture, we seek to understand the children, rather than presume their intent or moralise the situation. Children often share with Melanie that they fear getting told off or losing privileges, and in this case, we are losing an opportunity to deepen our relationships and support their growth. If they take the family ipad when they shouldn't have, we can ask them what the consequence should be. We need to ensure that our children can safely tell us what they have done.

The children need adults around them that believe they have the capacity to overcome their short-comings, and that there is always a part of us to grow – adults and children alike. A community of supportive adults around the children, who are in relationship to them in different ways is important, and the Class Eight project is a critical part of this.

One of Melanie's favoured supports for the children is the lemon footbath. This is an incredibly harmonising experience for the children – please see the flyer in this issue of the Tarremah Times for more information about the lemon footbath.

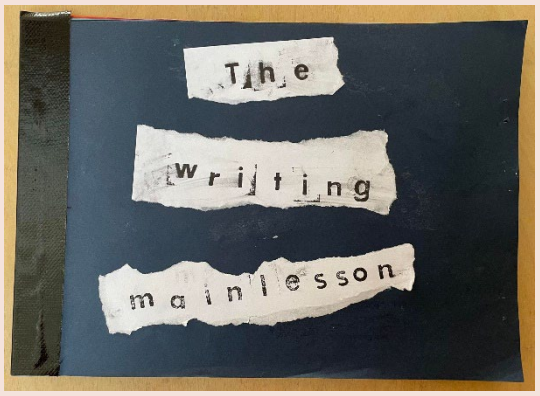
Mandy Silversides
Education Facilitator

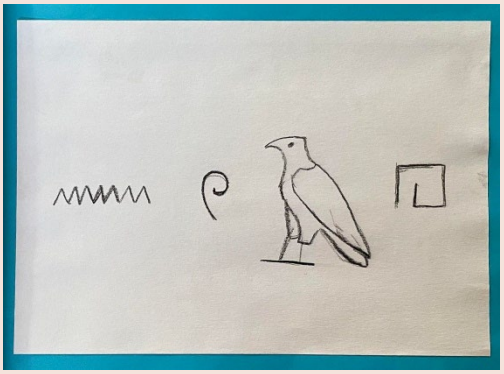




Class 3 Aurora Paintings

Class 4 Writing Main Lesson





The Future of Biodynamics at Tarremah

Following the 100 year celebration of Steiner's Biodynamics teaching, on May 8-10, we invite you to join us for a cuppa to discuss how we further integrate Biodynamics at Tarremah.

Wednesday 12th June, 9-11am, Hall Foyer

Winter Spiral 2024

Dear Parents,

One of cornerstones of Steiner education is the acknowledgement of the connection between human beings and the rhythm of natural life. To celebrate the winter season, Tarremah will hold its traditional Winter Spiral.

We welcome families to join us at the Winter Spiral, on Friday, June 21. We consider this event important for all children to attend, especially when young children are looking forward to pairing up with their older buddies. Please take your child directly to their class at 5:00pm, before proceeding to the hall ready for a 5:20pm start. Please dress your child appropriately for a cold evening walking close to candles. Also please be mindful of the distracting nature of flash photography, torches, neon glow sticks and mobile phones.

It is a night of reverence and beauty, as the children spiral into the circle in darkness building a spiral of light as they walk out. At the conclusion of this event, please collect your children as soon as they leave the Hall and make your way directly to your vehicle in order to maintain the mood of quiet reverence.

We look forward to seeing you at this special occasion.

The soul will most effectively find itself when it lives in association and contact with the year in its course, when the change from one week to another exerts some influence on it…the soul should feel itself healthily at one with the course of nature. Rudolf Steiner

Kind Regards,

The School Executive and Winter Spiral Committee

ANTHROPOSOPHIC HOME HEALTH CARE

Lemon Footbath

A lemon footbath can be used daily as preventative healthcare or in some acute illnesses such as a headache or over stimulation. It helps a person to ground and re-centre by harmonising the distribution of warmth, easing built up emotions and promoting healthy rhythms. It is very beneficial to support transitions such as when children transfer between parent's homes, return from holidays, prepare for school or need help to wind down.

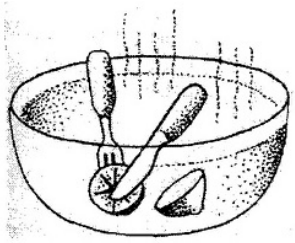
Instructions

Fill the bowl with warm to hot water. In general the water should reach over the ankles towards the calves and be very warm and comfortable but not burn.

Place the bowl near a comfortable upright chair at a height that the feet will reach the base of the bowl.

Drape the smaller of the towels down the front of the chair to stop draughts entering from under the chair.

Rest the bowl onto one end of the large towel so that the towel is kept from slipping into the water and can wrap over the bowl to the thighs and then be tucked under the legs to secure it.



Put the lemon in the water and cut it under water so that the life of it's juice and oil is transferred to the water. Cut the lemon in half, scrape the skin and cross-section each half and squeeze.

Expose the feet and place them in the bath, cover the knees with the large towel and secure it under the thighs. The third towel is used to drape around the shoulders.

Maintain the water temperature while the feet are in the bath for 10 – 20 mins. It can be useful to have a pre-boiled kettle within reach of the bowl, ready if needed. Keep the rest of the body dressed and at a comfortable temperature.

Take out one foot, dry it well, apply oil (optional) and a long warm sock. Repeat with the other foot. Continue to rest for another 10 mins. The rest period is equally as important as the footbath as it is during this time that the breath comes into harmony.

Caution

Do not use a lemon footbath when fever is present or during pregnancy.

Note: Some children benefit from being told a gentle story or having marbles in the bowl to feel between their toes to keep them from becoming restless. It can also be comforting to hold a hot water bottle. In time, build towards a quiet restful space, free of unnecessary conversation and noise.

Equipment

- Juicy yellow lemon (preferably organic)
- Bowl for your feet (eg 10 litre wash basin)
- Hot Water
- Serrated knife
- Bath sheet (or large towel)
- Two bath towels
- Massage Oil
- Long warm socks

Instructions prepared by therapists for *Developing the Self Developing the World*

www.developingtheself.org

Screens

Taking them out of the 'too hard' basket

With Simplicity Parenting coach **Mary Heard**

Steiner schools are Heart and Human-centred, developing capacities in the young child to meet the rapidly changing world we live in.
How we protect our children in their formative years has profound implications as they grow up.
This workshop will cover:

* practical ways to take control of screens in our households
* how to foster and maintain the important things in our children's lives like connection, calm, culture and sensitivity
* inspire new outlooks on ways to view and understand the role of technology in family life

The age range focus will be from birth to 8 years but parents of older children will still find it useful.

Mary trained as a SImplicity Parenting coach in 2015. She worked for 11 years at Glenaeon Rudolf Steiner School and raised 2 children of her own. Mary has been studying and working with screen time since the iPhone first appeared in 2007 and has many great ideas you can easily implement in family life. Her workshops are light hearted, fun and relaxing.

Thursday June 13th, 7.30pm on Zoom

Booking: https://events.humanitix.com/taking-screens-out-of-the-too-hard-basket-avv542mk

Our Highest Endeavour: How does Steiner Education Build Meaningful Lives?

A Tarremah Community talk
with Andrew Hill

Please join us on Wednesday 26th June 2024
at 6:30pm
in the Tarremah Music Room

"Our highest endeavour is to produce young men and women who out of themselves are able to impart meaning and direction to their own lives"

From the foreword to the first edition of Rudolf Steiner's Study of Man.

How does Steiner education build meaningful lives? Over recent years there has been some fascinating research that details just what constitutes a meaningful life. Among the key elements are purpose, story-telling, belonging and transcendence. Sound familiar? Yes, these "pillars of meaningfulness" are exactly what Steiner schools aim to deliver. But we do much more. This talk will draw together the elements of Steiner education that deliver a meaningful education and form the "pillars" of a lifelong meaningful journey for our students.

Biography

Andrew Hill, CEO Steiner Education Australia

Andrew Hill trained in Anthropology at the University of Sydney. He lived for a year in the rainforest completing a study of the culture of one of the First Nations people of Malaysia, is fluent in their language, and has maintained a lifelong connection with his adopted family.

He taught Behavioural Science in Medicine at the Universities of Sydney and Newcastle before becoming a Steiner teacher. He was involved in founding and establishing the first ten years of the Newcastle Waldorf School where he took his first Class Teacher cycle.

At Glenaeon Rudolf Steiner School, Sydney, he took two more class teacher cycles, and taught high school up to Year 12. He was Collegiate Chair and Head of School at Glenaeon for 14 years, and has been involved in teacher training for many years.