Tarremah Steiner School

AUGUST 2 | ISSUE 10 | 2024

Tarremah Times

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:

Wed 7 August
School Tour & Heartwarmers Café

Wed 7 August
Heartwarmers Cafe

Thurs 15 August
Class 7 Medieval Banquet

Thurs 15 August
The Human Journey Through Art Pt3 online talk

Mon 19 August
Student Free Day

Thurs 22 August
The Geometry Journey online talk

Fri 23 August
Book Week Assembly

Fri 23 August
Biodynamic Movie Night

Wed 28 August
Class 8 Project Presentations

Thurs 28 August
The Human Journey Through Art Pt4 online talk

Apricity

The Vital Years Conference, 9 – 14 July 2024, Tarremah Steiner School, muwinina country.

Tarremah early childhood and primary staff gathered together in the school holidays to attend and host the Vital Years conference, a biennial conference with a focus on early childhood. The theme of the conference was 'Imitation as Phenomenon' – developing the eyes to see and the ears to hear.

Around 160 early childhood kindergarten teachers, assistants and specialists from around the country, travelled to lutruwita for 5 days of lectures, workshops, panels, marketplace and singing with delicious meals and entertainment provided by local members of the community (and some high school students).

There were three keynote speakers Dr Lakshmi Prasanna- a paediatrician and anthroposophical practiotioner and lecturer. Dr Phillip Reubke – head of the Pedagogical Section at the Goetheanum. Sylvia Jensen- long time kindergarten teacher from Brazil & ASWECE representative for 14 years.

The speakers shared world views and ideas, with time for discussion and interest groups to come together, giving the participants a deeper understanding of pedagogy, mentoring , training and resources. The conference reminds educators and carers of children, of the importance of truly embodying a sense of wonder, reverence and interest in the world and how we work with them. We were further reminded to observe nature, absorb it and share our picture of the plants, animals and people. That Truth, Beauty and Goodness are three noble gifts we must share with children, so they feel safe in the world. And finally, a reminder that we can slow down, look, listen and give thanks to the Winter sun!

Carmen Nielsen
Class 1 Teacher Assistant

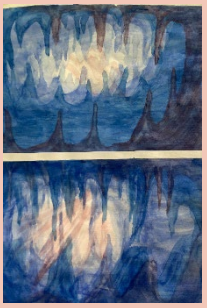
Class 6 Explore Ancient Rome

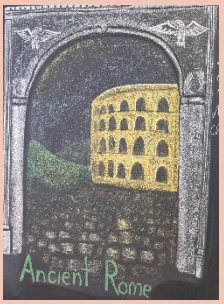
The Roman impulse is about power and dominance over others and the main lesson comes at a time when the children are at the very top of the primary school 'food chain' (their words). The children are given the opportunity to experience what it is like to be a leader and begin to understand the complexities of different forms of governance and leadership - consul, king, pope, dictator, republic or democracy. They are inspired through stories of great leaders such as Julius Caesar and Hannibal and courageous fighters like Horatius.

Laws were extremely important to the Romans and Class Six explore why we have school rules. But we also recognised the subtleties and nuances of catering for individuals and being inclusive within this framework.

The Romans were incredible engineers and the children love hearing about their inventions - plumbing, underfloor heating, roads, arenas, baths, arches and domed buildings. They were fascinated and horrified by the cruelty of Roman entertainment, such as the gladiators in the Colosseum, and the soldiers' ruthlessness during war.

The main lesson is completed with the Fall of Rome. In anthroposophical circles, adolescence is often referred to as 'the Fall', referring to the loss of the dreamy consciousness of childhood. A biblical picture is given to us of Adam and Eve's Fall from Paradise and the pain and grief surrounding their descent into earthly life. The picture of the Fall of Rome is also significant





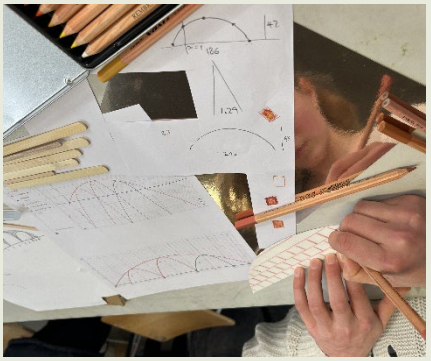
at this age; the attraction to power and domination falls away and love emerges as a new way forward. This is what we intend to bring to children at this time and so you can see how important this threshold is. Now how do we support this as adults?

There have been many parent talks, and there is a lot written about this support, see your child's Class Teacher for more information.

Through speech work, drama, writing, song and drawing we enliven the children's feelings and appreciation for poetry. The children develop their technical skills in charcoal drawing, veil painting, mosaics, building clay arches and wax modelling. At the end of last term, the class was in midst of mosaic madness (another layer to studies of Ancient Rome). The children loved cracking crockery and tiles, and making designs. The process is like creating an intricate jigsaw puzzle.

Elise Blacher
Class 6 Teacher

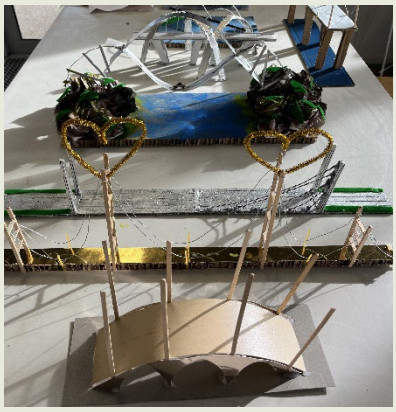
Parabolic Bridge Design Project



Suspension bridges hang the road from large cables that are suspended above it. The forces of tension and compression create a parabolic shape in the cable. These cables are strong enough to hold tonnes of weight of the bridge as well as the cars and trucks that drive across it. A famous example of a suspension bridge is the Golden Gate bridge in San Francisco. Sydney Harbour Bridge also has parabolas in its design. Two steel arches create an arch truss structure which holds the bridge up.

The class 9 group were tasked with designing and building a scale model bridge that could span the distance between Dennes Point on Bruny Island and Tinderbox. The bridges needed to use two parabolas which the students had been exploring in their Maths main lesson.

Each team of two had the opportunity to design and build a bridge which they then reported on in their main lesson books.



In the design phase the students were able to research bridges around the world for inspiration. These ideas were then finetuned on an online graphing calculator in order to sketch and find the equations of their parabolas.

Following the design phase the students were provided with several materials to build a scale model of their bridge. This produced some spectacular results in a short space of time with many students realising how their scale may impact how wide their bridge needed to be.

The students brought all their work together in their main lesson books as a final report. Overall the students found a deeper understanding of the aspects of parabolas and how they might be used in a real world context.

Lauren Matthews
Secondary Mathematics Teacher

Bike Education Program

Each year we invite Australian Cycling into the school, funded by Sporting Schools Australia, to run a Bike Education program with our students in classes 3, 4, 5 and 6. Andy, our instructor, who has now worked with the school for 4 years, leads the students through how to safely use their bikes, helmets and interact with other road users, developing students ability to be alert and reactive when riding. This culminates in a tour around Huntingfield with class 4, 5 and 6, putting into practice what they have learnt and building their confidence to use the road on their bikes.

Self Defence

As part of our HPE program, class 9 head down to the Trojan Jujitsu Academy in Huntingfield each year to learn self-defence with their instructors. The program focuses on fundamental concepts of self-defence, groundwork, and techniques for getting yourself out of sticky situations. It raises many great questions for the students to consider and discuss in health classes and is a lot of fun as well!

Kayaking

In mid may Fin of Class 8 competed at the TAS Wild Water Kayaking Championships

She had a wildly successful weekend, winning Gold in the downriver race; paddling a 4km stretch of white water solo, Gold in the downriver sprint and K1 Slalom, Silver in the C2 slalom and Bronze in the under 18 kayak X (extreme slalom). Because of her many wins, she was awarded the Female Junior Champion as well.

Well done Fin!

Greg Orr
PE Teacher

Class 5 Artwork

Empowering Student Leaders: the Susteinerbles take on emissions at Tarremah

Taremah's sustainability group, the Susteinerbles, is embarking on an exciting new project to reduce the school's transport emissions.

Supported by Tarremah teacher Rosie Barry and also Phil O'Neill and Sarah Bury from local electrical social enterprise This is Electric, this initiative is empowering students to take an active role in making their school more sustainable and support the transition to clean energy.

The Susteinerbles' transport emissions project

The Susteinerbles are investigating the current emissions generated by transport to and from the school each day.

As a first step, the Susteinerbles conducted a classroom survey of 177 students in the last week of term 2. We wanted to find out how students travelled to and from school that day. We also looked at information from the National Transport Commission which estimates the carbon emissions per kilometer for different types of vehicles.

We found that 5 students walked to school, 38 students caught a bus, but most students traveled to school in a car (139). We also found that an average petrol or diesel car emits around 200 grams of carbon per kilometer.

Using this information and making some broad assumptions, we calculated that the school community is emitting around 800 kg of carbon into the atmosphere every school day.

Our next step is exploring innovative ways that we can work as a school community to reduce these emissions.

We are also planning to run a more detailed survey of the whole school community, including staff and parents, to collect some more detailed data so we can develop some more accurate estimates.

Continuing a legacy of impact

This project builds on the success of the Susteinerbles' solar project, which led to installation of a large solar system on the school hall in 2019. Along with so many other benefits, the solar project has significantly reduced the school's energy bills each quarter.

Following on from the solar project, the current Susteinerbles students are now examining the school's solar power generation. We are interested to see how much solar energy is being produced by the school, how and when the power is currently being used, and what is happening to excess power on sunny days.

The students are exploring ideas for optimising the use of excess solar energy.

With some more targeted actions in this space, Tarremah has an exciting opportunity to become one of the first (or only) completely net zero schools in Tasmania!

Stay tuned

We're only just getting started! The school community can look forward to hearing updates directly from the students as they work on this project.

The students plan to share findings, progress, and the exciting steps they are taking with the school community to make change.

The enthusiasm and dedication of these young climate leaders has already made a positive impact on our school, and we are excited to support them on this new endeavour.

We can't wait to support them to explore solutions to some of these real world problems and challenges. We love the power of hands-on learning to drive meaningful change.

Stay tuned to learn more about the Susteinerbles' journey.

Sarah Bury
Parent & founder of This is Electric

Book Week Assembly

August is the month we celebrate Book Week! The Book Week Dress-Up Assembly has been a Tarremah tradition for many years, and brings students, staff and families together to celebrate books and reading.

Friday 23 August will be our Book Week Dress-Up Assembly. More information will be circulated closer to the date. We look forward to seeing many of you there.

Save the Date

The Great Tarremah Quiz Night

Saturday 7 September from 6pm

Amazing prizes, fun questions, silly games!!! Make up a table with your class, friends and family and dress up in your choice of theme. Prizes awarded to the best dressed and most coordinated table!

Food platters included, snack hot food and simple dessert, drinks for sale.

Tickets on sale soon!

Book Review: How to be the new person – Anna Branford

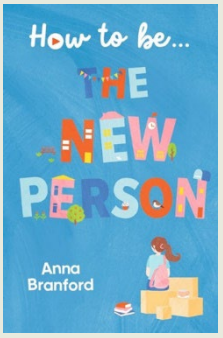
Hazel is ten and a half, lives with her Mum and Dad, sister Tess and enjoys being at school with her best friend Gina. When things start going wrong for Tess the family decide they need to move. Hazel must navigate the upheaval of moving to a new home and school, embarking on the challenge of starting anew. Hazel struggles with the change and finds it hard to make new friends, until she meets her elderly neighbour, Veronica. Veronica invites Hazel over for tea in her garden and gives her some advice about being 'the new person'. This gives Hazel some resilience and helps her look for the good in people and the importance of being oneself.

This relatable and heartwarming book is a great tool for children who might be facing similar transitions, providing them with a sense of comfort and inspiration. This is a wonderful book for children 10 and up and can be found in the 5/6 collection of our Library.

Anna Branford is an Australian writer who has also penned the *Violet Mackerel* series which is for younger readers. If you wish to borrow any of the books by Anna Branford please come in to the Library or email library@tarremah.tas.edu.au with your request.

Follow the link to see all of the titles by Anna Branford. https://tinyurl.com/2qxjjwwo

Abbey Vincent
Library Technician



Class 10 Collaborative Artwork

"If a child has been able in their play to give up their whole loving being to the world around them, they will be able, in the serious tasks of later life, to devote themselve with confidence and power to the service of the world."

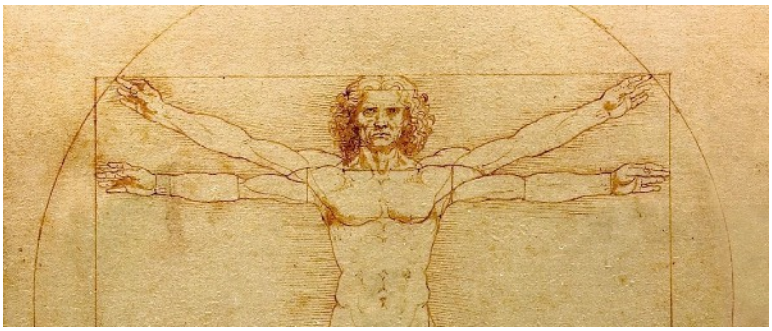
Babysitting

LUCIANA QUIROGA (LUCI)

HOLISTIC PLAY AND CARE SERVICES FOR CHILDREN AND BABIES

WWVP CARD, FIRST AID AND CPR CERTIFICATE, POLICE CHECK

CONTACT NUMBER:0426984491



THE HUMAN JOURNEY REFLECTED IN ART

Part 3: The Italian and German Renaissance (Awakening of Individual Genius)

The value of studying Art through the ages as a theme of the Steiner/ Waldorf curriculum.

'Wherever art emerges from a true artistic conviction it bears witness to the connection of the human being with the supersensible world.' Rudolf Steiner

Every cultural epoch expresses its essence in its creative manifestations, whether in architecture, sculpture or painting. By immersing ourselves in this content we can gain a deeper appreciation for the soul life and consciousness of the people involved, as well as broaden an understanding of our own times as being part of a continuum of unfolding development.

Born in South Africa, **Anthony McLeod** met the work of Rudolf Steiner at 17, then studied art teaching at Natal University RSA, majoring in painting. He has taught art in state schools in South Africa & Western Australia, as well as 3 Steiner schools & recently completed 15 years with Perth Waldorf School as the high school art teacher.
anthonymacleodart.com.au

Part 3: August 15, 7.30pm on Zoom

Booking: https://events.humanitix.com/the-human-journey-reflected-in-art-part-3-schools/tickets
Contact: steinerparented@gmail.com

The Geometry Journey

through the Steiner/ Waldorf Curriculum

with Sophia Montefiore

THURSDAY 22nd August on Zoom
7.30-9pm AEST (2 hrs earlier in W.A)

What stands behind the Waldorf / Steiner Geometry journey through the school years?

Participants will explore:

- *Freehand Form Drawing in the Lower Years*
- *Celebrating forms found in nature*
- *Working with beauty and colour*
- *Using mathematical implements*
- *Sacred Geometry and mandalas in ancient culture*

Sophia Montefiore is currently a teacher and Senior School Coordinator at the Newcastle Waldorf School in Australia. She he has taught and mentored across a range of subjects including English, History, Mathematics, Projective Geometry, Art, and Philosophy. Her enthusiasm and artistic approach to Geometry can create fresh access to the realms of Geometry for adults. Sophia is also the artist behind our Logo!

https://sophiaartperspectives.com.au/
https://www.instagram.com/sophiamontefiore_art/

REGISTER FOR FREE HERE

THE HUMAN JOURNEY REFLECTED IN ART

SESSION 4: TURNER MONET AND VAN GOGH

(Personal visions, Impressionism and Expressionism)

The value of studying Art through the ages as a theme of the Steiner/Waldorf curriculum.

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anthonymacleodart.com.au

Part 4: August 28, 7.30pm on Zoom

Booking: https://events.humanitix.com/the-human-journey-reflected-in-art-part-4-schools/tickets

Contact: steinerparented@gmail.com