Tarremah Steiner School

JUNE 6 | ISSUE 8, 2025

Tarremah Times

Parade of Lights

> 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 9 June
Public Holiday

Thurs 12 June
Steiner Education – online talk

Thurs 19 June
ECC Winter Festival

Fri 20 June
Winter Spiral

Tues 24 & Wed 25 June
Class 10 Drama Performances

Thurs 26 June
Class 7 Medieval Banquet

Fri 27 June
Last Day of Term 2

Mon 21 July
Student Free Day

Tues 22 July
First Day of Term 3

Thurs 31 July
Class 8 Independent Project Presentations

Student Support at Tarremah

Reflecting on our role, and our Teaching Assistant Professional Development Weekend

For some years now, Tarremah has been able and willing to employ classroom assistants throughout the school. In a nutshell, our task is to assist the teacher as well as we can in delivering the best educational outcomes (bearing in mind that our mission is to deliver an education for life, not tests) for as many students as possible - *all* students being the ultimate goal. Classrooms are very busy spaces, and time for communication between teacher and assistant is precious - and I think I speak for all of us when I say that the last thing we want to be is a burden on "our" teacher.

The moments when we engage with children are many. We are often required to act on the child's requests out of our observations, our knowledge and our insights, in harmony with the stated objectives and directives the teacher has communicated with us. To take the ability to assist students and teachers to the next level, the school recently enabled 8 assistants - from the Early Childhood through to the High school - to participate in the first ever Assistant Training Course, offered by Steiner Education Australia and presented by two veterans and giants in the field of learning support, Barabara Baldwin and Jackie Cox-Taylor.

While the course will be a year-long online commitment, we met in Sydney for the inaugural weekend: over 70 assistants, learning support practitioners and even some teachers from all around Australia.

The goal for this weekend was to create a network (as teachers do at their professional development opportunities at conferences and intensives) and to let us experience some important fundamentals which will enable us to sharpen our perception - not only of the students in our rooms, but also of ourselves. When the bell rang for us to return to our seats - how many of us were still engaged in conversations, took the time for a toilet break and enjoyed the sunshine, behaviour very commonly observed in children after recess, during transitions! We had to listen to instructions to do our exercises. How many of us were able to listen and execute the full task? How patient were we in listening to colleagues - some of whom had a great deal to share and elaborate on? In this way we had a significant experience of life as a student.

The group reflected on how we consider the children and our interactions with them. We can recognise that in each observation we make, it is not only the behaviour, but a part of *us* that determines how we act. Children *sense* very acutely how open we are to perceiving them, or has our judgement already put them into the proverbial 'box'?

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The Gaga Ball Court : Class 10 2025 Legacy Project

A "legacy" : to pass something on to future generations.

Class 10 Leavers of 2025 decided that they wanted to pass on something that reflects their sense of fun and also something that would encourage community, so a GaGa Ball Court seemed a fitting choice.

Gaga Ball is a super fun game that involves throwing, dodging, and lots of laughter. It's a great team builder, and really fun to play!

The game Gaga Ball is similar to dodgeball; everyone participating is inside a 6-8 walled shape, and players hit the ball at each other's legs with their hands, and if the ball touches their legs, then they're out for the round. Players defend their legs with their hands, and there are lots of different tactics (though only some of them work!). It is an incredibly fun and fast-paced game, and we all love it.

There are lots of steps to making a Gaga Ball Pit.

Firstly, some Year 10s needed a team to design the pit with Matt (our School Chair). The design was worked out on a 4-D Cad programme by one of the students and then the design team, working with Matt, did some maths to figure out the costings.

After that, another group of students worked with their Guardian Sharon to put together a proposal which was presented to the Secondary Faculty and then on to the Executive for approval. The proposal included: the design, costings and a suggestion for the site.

Approval obtained, the students started measuring and cutting the wood and once that was done they put it together as a test run, without screwing it together or anything. This was just to test if it fit neatly.

An excavator was booked to dig out an area outside the Art/Science lab.

They dismantled the 'test' pit, and moved the wood to the area that was excavated. So far, that's where they're up to. There are still a number of steps before the GaGa Ball Court will be ready and the Class 10's will do this in between preparing for Macbeth which is the play they are doing at the end of term 2.

We're all super excited for this wonderful project to be finished, and we can't wait to use it!

Miri & Juliet
Class 9 Students

New EV Chargers

The Susteinerbles are pleased to announce that our new EV chargers are up and running, apropos of their research last year.

During the school holidays, This is Electric installed two chargers in the staff car park as a way for Tarremah to effectively use the excess power that we generate through our exceptional solar power system. In addition to giving staff an inexpensive and convenient way to charge their cars, our hope is that they will serve as an incentive to those looking to make the change from petrol to electric vehicles in their future purchases.

The system can easily be expanded to include up to seven chargers, to match potential demand in the future.

We are always striving to promote more sustainable ways of interacting with our world, and are proud to have made this contribution.

Rosie Barry
On behalf of the Susteinerbles

A Nurturing Community

There is an invisible but palpable strength in our community. It is a 'substance', which is perhaps indescribable yet for many it is felt in the smiles and warmth shared so often around the school between the adults, whom all share the common goal of nurturing the education of our children. Did I say 'our' children? Yes, as a teacher here I do use that term as do the staff who share the enfolding care of their development.

As a staff we often mention this 'enfolding', which when visualised, sees our attention to 'holding' the class group in a striving to deliver unconditional positive regard; a protective care with each individual's development at the centre. We all carry this blanket of attention which enfolds the children.

The enfolding is also a shield from exposure to influences, which do not nurture the mind, body and soul of the children. We have learnt these only retard and often harm the natural development of the authenticity of each individual. While the natural Drama in the child plays out many roles, Steiner students when they become teenagers, commonly have little need to 'try on' the personas' delivered through modern media. They grow to be content with themselves.

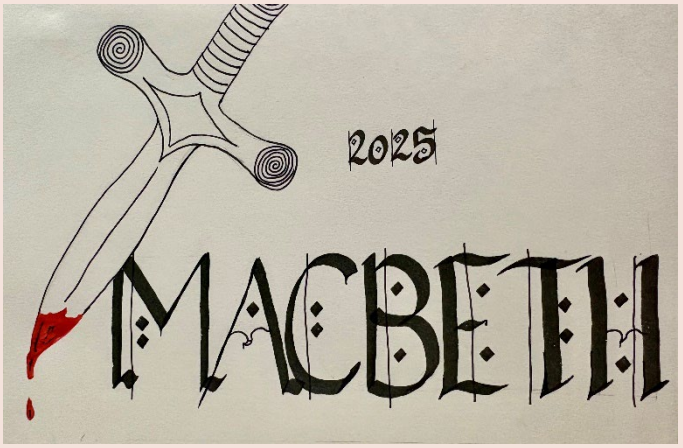
However, it is larger than this. Within the school community there is something greater going on at a deeper level. Every act of community participation by the adults be it attending the festivals, a working bee, helping in the garden or a craft group, a study group or parent information evening; all of these are acts of focus and interest, which assist in 'holding' and 'enfolding' the school, the staff and ultimately the children. There is imbibed in these acts an energetic force of positive intention, which binds the community. Conscious acts carrying an unconscious by-product, which strengthens and builds our community. Dr Steiner observed at a spiritual level our Angels interact, working with higher beings to guide our lives in ways we might not realise.

People who attend the Tarremah Spring Fair so often say how much they are touched by the 'vibe' of the place; a palpable joy shared by enthusiastic children and positive interchanges in the buzz of adult conversation in this sharing community.

I perceive the Tarremah community as three concentric circles; the inner circle being the children; around them the teachers and other staff and then surrounding all are the Parents and Carers. We are thus 'held' by the Parent body as we 'hold the children. Simply thinking positively about the work the whole community carries out nurtures our children and strengthens the enfolding force which protects and nourishes them.

We are privileged to have these children, each day rewarded by their growth and development and warmed by their laughter and joy. Something I find remarkable and yet understandable is, that the same 'vibe' exists in every other Steiner school I have visited. Tarremah students are authentic; individuals whom have been held and nourished to be themselves and I want to acknowledge, they are a credit to their parents.

Michael Rowland
Gardening & Woodcraft Teacher



"Something wicked this way comes..."

In Shakespeare's *Macbeth*, the supernatural weaves a tapestry of foreboding and fate. The play opens with the enigmatic witches, whose cryptic prophecies ignite ambition and set the tragic events in motion. Their presence, along with haunting apparitions, blur the line between reality and the supernatural, creating an atmosphere charged with tension and moral ambiguity.

Class 10 students are set to bring Shakespeare's *Macbeth* to life in a compelling production that delves into themes of ambition, power, and moral conflict. Through their dedication, they've embraced the play's rich language and intense emotional depth, delivering a performance that is both haunting and powerful.

Join us for this captivating production on Tuesday and Wednesday, 24 and 25 June, 6pm for 6:30pm start in the Hall. Please note, due to the mature content, attendance is restricted to Secondary School students only.

Come witness the unraveling of ambition and the consequences of unchecked power.

Eden Byron-Thomsen
Drama Teacher

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It speaks a great deal to the skill with which the two presenters slowly unfolded the opportunities for us to notice our own reactions, our own judgements. Our dislikes or likes, our fears and our hopes should never impede a child in unfolding their unique gifts and interests. And rather than giving us a "manual" of how-to-deal-with-this-and-that-kind-of-behaviour, we are taught to look behind each outward sign and learn to truly perceive the individuality wishing to unfold, taking hold of what is offered to the best of their ability.

Familiarity with the foundations of Steiner education (like the threefold and the fourfold human being) gives us a much wider scope to understand behaviour, recognise the underlying needs and allowing us to tailor our assistance. Over the course of the year, we will delve into the understanding of the human being that is the basis of Steiner Education and the wonderful curriculum that our teachers bring to life each day. In this way the presenters are helping us to build capacities, from which we can over time develop true understanding. This is in keeping with the methodology that is used to teach children in our schools: through experience and by always moving from the whole to the part, learning becomes more than intellectual knowledge - it becomes *understanding*.

This for me is the great difference between Steiner Education and many mainstream schools: that we do not focus on transmitting knowledge as quickly and efficiently as we can, but we aim to build *capacities* in students. These capacities will then enable students to grow into adults who can take their lives into their own hands - to be the builders of their own destinies. It is not our place as educators to determine what the individual destinies will look like, but to ensure that each child receives the assistance that makes their unique path through life possible. What better way to assist children in achieving this than to be surrounded by adults who are working on their own capacities of objectivity, striving to see and understand the deeper needs of the child? These needs may be expressed in a multitude of behaviours, and outwardly are more often than not, utterly contradictory to the desired outcome.

With teachers being focussed on delivering the all-encompassing curriculum with academic, artistic and practical components to the whole class, as assistants we can work (literally) from the back of the room to assist individual children to be able to participate and receive what the teacher presents. In this way we aim to assist in balancing the needs of the class as a learning community with individual expressions of needs. The course we have embarked upon will in turn assist us to recognise even better where exactly the challenges for children are that prevent them from giving their whole attention. This will make the fabric that supports children at our school - consisting of parents, teachers, Extra-lesson, learning-support and assistants - ever stronger.

As another of my colleagues reflected – this opportunity really reflected the sense of pride we hold in the work we do, particularly in light of the healthy support of TAs we witness in the school's culture. This increasingly honours and supports our role, allowing us to grow in our capacity to act with greater intention, and care in service of the students.

And on a personal note, I would like to wholeheartedly thank the school executive for enabling us to take up this opportunity, and to say thank you for a most enjoyable weekend to the seven remarkable, utterly capable and committed women I was allowed to share it with.

We did have fun, and we learned a lot!

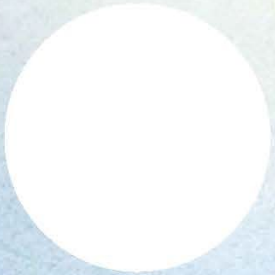
Annette Fuhr-Evitt
Teacher's Assistant

Winter Spiral 2025

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 20. 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

ENGAGING CHILDREN IN THE GARDEN

With Biodynamic gardening specialist and early childhood educator,

Sandra Frain

In our time together Sandra will address questions such as ……..

How can we enjoy making and maintaining a garden with children - balancing getting work done with playfulness and having fun

How do we engage children of different ages ?

How do we meet children's resistance ?

How do we find confidence in ourselves even if we have a 'brown thumb'?

How do we engage in 'the magic and the mystery' of nature - looking, listening, feeling, tasting, considering?
What is living in the garden? What is it telling us about itself and its neighbours?

Sandra will talk about all the things we can do in the garden:
Making soil, composting worm farms, fertilisers, rock dust, aerating, pruning, planting seeds and seedlings, pest management, mulching, harvesting & cooking.

There will be plenty of time at the end for us to bring questions of our own

Sandra Frain is a biodynamic practitioner and primarily teaches biodynamic gardening to students of all ages through Glenaeon Rudolf Steiner School and Sydney Rudolf Steiner College. Sandra is a playgroup leader and manages the family style' playgroups program at Glenaeon. Sandra obtained her Masters in Steiner Education and Certification of Biodynamic Agriculture in Chestnut Ridge, New York.

7.30pm AEST Thursday June 12 on Zoom

Booking: https://events.humanitix.com/engaging-children-in-the-garden-schools/tickets