

THE FRIDAY FLIER



KOTAHITANGA

Waikato Waldorf School, Kindergartens and Playcircle

No: 12

3 May 2019

Kia ora tatou

Well here we are at the start of Term 2 and we look forward to another happy and productive term. During the break our staff participated in the Waldorf 100 Conference where they listened to inspiring lectures and were involved in a wide range of practical workshops ranging from music, speech, sculpture, raku glazing, chalk pastels, seminaria, mindfulness, and the outdoor classroom. We are continuing our learning journeys through personal reading and practice and our weekly pedagogical meetings.

We have been planning the forthcoming term (please see term dates) and have brought forward our parent teacher meetings to week 4 this year. The mid-year report will be sent home at the end of the term as normal. Please fill in the appointment request forms, which were sent via email and a hard copy, and return to the teacher of your oldest child by Monday 6th May and you will receive your appointment time/s by the end of next week.

Before the parent interviews we are holding a meeting for parents of students in Classes 6, 7 and 8 to look at what our school is offering for Class 8 & 9 students in 2020 and 2021. This is particularly helpful when looking at your options for high school. This will not only be an opportunity to hear more about the curriculum but also to ask questions.

Next week straight after school on Wednesday we have our working bee to support our kindergarten whanau. Please read the reminder below to see what you need to bring if you are able to participate.

Finally, a reminder that in Term 2 students no longer have to wear sun hats but they need to wear shoes, trainers or boots to school. During PE, gardening or food technology students are required to wear footwear that covers their toes so please check which days these are.

Ngā mihi

Sue

REMINDER WORKING BEE

Wednesday 8th May 3.00 – 5.30pm

Improving the frontage of the kindergarten

This includes:

- Trimming the plants (secateurs required)
- Water blasting and brushing fence (water blasters and brooms/brushes required)
- Sweeping and weeding of driveway (outdoor brooms required)

It would be great if you could help out for all or part of the working bee.

UPCOMING EVENTS

Dates for Term 2

Wednesday 8th May	Working Bee 3.00pm – 5.30pm	Friday 31st May	School Closed - Teacher Only Day
Tuesday 14th May	Parent Meeting for Cl. 6, 7 & 8 @ 7pm 'Options for Cl. 8/9 2020 & 2021'	Monday 3rd June	School Closed – Queen's Birthday
Thursday 16th May	Class 6 Play 1.40 and 6.30pm	Tuesday 25th June	Winter Festival 5.15.- 6.30pm
Tuesday 21st May	Class 7 trip to Hobbiton	Thursday 27th June	Matariki Festival (time to be confirmed)
Wednesday 22nd May	Parent Interviews 1.30 – 5.00pm Classes 1,3,4 & 5 3.15 – 5.00pm Classes 2,6,7,8 and 9	Thursday 4th July	Last day of Term – School Closes 2pm
Thursday 23rd May	Parent Interviews 1.30 – 7.00pm Classes 2,6,7,8 & 9 3.15—7.00pm Classes 1,3,4 & 5		

Anthroposophic Reading Group

Dear school community and friends

Steiner's lectures cover an array of topics. Last term we read lectures given to the workers during the construction of the Goetheanum and prior to that we indulged in some experiential exercises based around the senses. Some of this has been thoroughly entertaining!

We meet on the 2nd and 4th Monday evenings each month during term time and usually read one lecture, pausing now and then for questions and discussion. Please join us at any time. Our next meeting will be on Monday 13th May. We usually meet at Waikato Waldorf School, but it is important to check in or join my email list as the venue can change occasionally.

Please contact me if you are interested in hearing more or would like to come along. Sarah Oliver (parent) 027 805 0850, sarah@spheres.co.nz

CLASSROOM CORNER

CLASS 1

Welcomed with a heart-warming powhiri in term one, Class One began their new journey as a part of our Waikato Waldorf School Whanau.

We entered into a world of fairy tales which brought to life our first main lesson, “the alphabet.” Through creativity and imagination, the consonants were learned by associating a letter with a pictogram from the fairy tales.

Softened and warmed, sweetly scented bees wax carefully shaped into the letters provided a practical and sensory connection to the letters and their sounds.

With the help of Clive, Class One took on the challenge of learning to play the recorder. Although somewhat squeaky at first, they now play with a beautiful tone, and their little fingers dance nimbly on their recorders.



Developing the will is an important aspect of Class One. Handwork is an excellent means to develop the will, as well as fine motor skills, and foundational concepts such as sequencing and patterning, which underpin further learning. It has been beautiful to watch the children teaching, and learning from each other, and generously using their skills to lovingly support their peers.



Rene Vogel

CLASS 2: MULTICULTURAL FESTIVALS

In our class we have children from many different cultures: Russian, Dutch, Chinese, Afrikaans, Swiss, Hungarian, Indian, Welsh, Samoan, and Maori! This term Class Two celebrated two festivals from our cultural heritage:

On Wednesday 13 February we celebrated Chinese New Year with Jenny, David's mother. Jenny told us about the significance of the Chinese lunar new year, and she told us the story of the twelve animals of the Chinese Zodiac. We heard how Chinese people celebrate their new year and about the lovely red lanterns that they hang up as part of the celebrations. Red is a colour of good luck and therefore features prominently in the new year celebrations. Jenny made delicious vegetarian dumplings which we enjoyed eating!

On Tuesday 5 March we celebrated The Russian Spring/Butter Festival. Alina, Adelina's mother, came in to tell us about the Butter/Spring Festival taking place in Russia at this time. She and Adelina had made pancakes the previous evening to share with the class. She also told us a lovely story associated with the Butter Festival and told the children about the 40-day preparation for Easter during which the people of Russia fast and eat very simple foods. During the week of the Spring Festival preceding the 40-day preparation for Easter, the people therefore eat scrumptious food, including the delicious round pancakes spread with creamy butter! The round pancakes are symbolic of the sun, and the start of spring in Russia.

During the next 40 days the people ask each other for forgiveness for anything they might have said or done in the past year which might have caused any harm or hurt.

We also drew big yellow suns to celebrate the Russian Spring Festival.



Elizabeth Swanepoel



Thinking about warmth for children under seven years of age?

An extract from MIRO HOUSE NEWSLETTER

Warmth is probably one of the greatest gifts we can give our children. Not only the warmth of our love but also keeping their physical body warm. Children are developing their bodies especially during the first 7 years of their lives. An infant and a young child will always feel warm unless they are on the verge of hypothermia because they have an accelerated metabolic rate. If we don't provide them with the layers of cotton, silk, and wool to insulate their bodies, then they must use some of their potential "growth" energy to heat their bodies.

This same energy would be better utilised in further developing their brain, heart, liver, lungs etc. In addition, being cold decreases immunity. We are all more susceptible to the germs and viruses that are always around us when we are wet and cold. When our body has to expend extra energy to keep warm then less energy is available to "fight" off infections.

So the question becomes, how do we get our children to wear jackets? One can develop the habit of always having children put on a hat and coat when they go outside during cool weather. One can also try telling children that they will actually run faster and have much more energy to play if they wear a coat. If they don't wear a coat then their body has to expend a lot of energy just warming them up, and they will have less energy to build muscles and less energy to play.

Finally, the type of clothing our children wear also makes a big difference. Polyester pajamas don't breathe and children will often wake up sweating. Even polyester jackets will not insulate a child from the cold as well as layers of cotton, silk, or wool. When children sweat while wearing polyester that sweat is trapped against their body and they eventually become chilled.

So why do children rarely complain that they are cold? Children often are not connected with their body before the age of 7 to even acknowledge or communicate that they are cold. They live in the moment and are so excited and stimulated by all that they see that they don't have the capacity to sense the coldness of their body. This is why children often will play in a swimming pool or ocean until they are literally "blue" denying that they are cold or that they need to come out of the water. So as parents, we have to help our children develop their sense of warmth. By helping them develop this sense of warmth, we are actually strengthening their immunity and laying the foundation for a healthy body and healthy organs in their adult life.

Keeping Children Warm- Why is it so important

From the moment a new baby is born, they are carefully put in a hat, warm clothes and swaddled. Keeping babies warm is something most parents and caregivers just know to do. But as children age and begin to dress themselves, they seem to get progressively less bundled up than when parents did the dressing and swaddling. Many people might say that it's no big deal for a child to run around in a t-shirt and a nappy, or on hard floors without slippers, or outside on a brisk day with no hat. However, keeping young children's bodies covered and warm is really quite important.

When children are not properly warm, energy from food that is otherwise used to learn, grow and move is automatically diverted to keeping the internal core of our body warm. Children have an accelerated metabolic rate, which is why they often do not feel cold themselves. Parents know those icy hands and feet, though. Cold hands and feet are the body's way of keeping the essential organs at our core warm enough, and their limbs experience this diversion of warm blood to the chest and brain. They are also a big flag that a child needs warmer clothes.

Now that we recognize the importance of keeping warm to a child's body and mental development, how can we get the children, who don't feel cold, to wear those extra layers? One suggestion is to tell your child that being warm will help them to run faster and play longer, and it will! Cold children run out of steam more quickly as their cold muscles tire far more quickly than those who are all bundled up. Another suggestion is to teach and model good winter habits. The whole family should make examples of wearing house slippers indoors and having a warm, dry house during winter months, and wearing warm layers, hats, scarves and boots outdoors.

A third suggestion is to make sure that whenever possible, layer children in clothing items of natural fibres. Rayon and polyesters make children sweaty and when they are hot they get uncomfortable, shed clothing and then get cold. Breathable new performance fibres, silk and wool make great warm layers for active children as these natural and engineered fibres are moisture wicking and insulating, rather than simply covering.

Wool is sometimes hard to find and can be a bit pricey, but lined wool hats provide all the insulation and are significantly less sweat inducing than acrylic yarn or microfibre. Wool also wins in the durability department. It should last through years of washing and wearing to pass down to a sibling when the oldest child has outgrown things. So long as it is properly cared for, wool items are an investment. Save wool outerwear for the second child, and beyond. Cotton "is rotten" as winter outerwear as it does not trap heat but it does trap moisture-it is okay as undergarments. During the winter months, avoid cotton warmth layers; especially gloves and hats. Silk is fantastic, especially for singlets and long johns under winter outfits. Wear tights or leggings under skirts or dresses to keep legs warm. The motto be like an onion is helpful here- lots of layers which can be shed.

House slippers are an easy way to make sure kids are keeping warm at home. Getting kids to wear their slippers is another matter. Again, the microfibre and faux fur linings of many slippers may make little feet too hot and itchy. Opt for thick wool socks, or leather soled slippers. The school office currently has slippers on offer.

Our Kindergarteners and Waldorf teachers are mindful that it is healthy for young children to be going outside to play and learn most days of the year; hot, warm, or cold; so long as it is not raining. Our teachers are always attentive to what children are wearing when they come to school, and when they go out to play in the playground. Ensuring that kids are wearing a hat and gloves in addition to appropriate footwear and jackets when it is cold outside makes a BIG difference to whether they are comfortable and sufficiently warm in their body core.

Maree Smith Anthroposophical RN

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Waikato Waldorf School

...developing the whole child



Dear Community,

Waikato Waldorf School Board of Trustees, Triennial Elections

Nominations are invited for the election of *three* parent representatives to the board of trustees.

A nomination form and a notice calling for nominations will be posted to all eligible voters.

You can nominate another person to stand as a candidate, or you can nominate yourself. Both parts of the form must be signed.

Additional nomination forms can be obtained from the school office.

Nominations close at noon on 24 May 2019 and may be accompanied by a signed candidate statement and photograph.

The voting roll is open for inspection at the school and can be viewed during normal school hours.

There will also be a list of candidates' names, as they come to hand, for inspection at the school.

Voting closes at noon on *7 June 2019*.

Monika Sullivan
Returning Officer



NZ Biodynamic Association

Biodynamics (“biological-dynamics”) is a method of organic agriculture that can be applied to any farm, garden or horticultural enterprise by following a series of practical steps. It is based on the teachings of scientist and philosopher, Rudolf Steiner.

Biodynamics is a systems approach, where the farm, vineyard, orchard or garden is viewed as a living whole and each activity affects everything else. One of the most easily-seen and dramatic benefits of biodynamic practice is the exceptional quality of the produce: flavour, appearance and keeping quality are all enhanced.

The steps in the BD approach emphasise building soil fertility and are carefully tailored to the particular property. They include:

- Using biodynamic sprays to stimulate biological activity in the soil and improve retention of nutrients.
- Stocking with several different animal species to vary grazing patterns and reduce pasture-borne parasites
- Widening the range of pasture species
- Planting trees for multiple purposes
- Crop rotation designs including the use of green manures to enhance soil fertility and control weeds and plant pests in the garden or pasture
- Recycling organic wastes through composting
- Changing from chemical pest control to prevention strategies based on good plant and animal nutrition and careful cultivar selection

You can order BD preps if you are a member of the NZ Biodynamic Association. When you join the invaluable booklet *Using the biodynamic preparations* is sent as part of your initial pack.

To Join go to <http://www.biodynamic.org.nz>