

Waikato Waldorf School

Parent Handbook 2021



Welcome to the Waikato Waldorf School Community

Principal Sue Bradley principal@waikatowaldorf.school.nz

BoT Chair James Herbert chairbot.wws@gmail.com

Teachers 2021:

Class 1 Maria Revell
Class 2 Meredith Alderton
Class 3 Rene Vogel
Class 4 Elizabeth Swanepoel
Class 5 Carl Saunders/Charlotte Goddard
Class 6 Sharon Cleaver
Class 7 Rob Shirlow/Natalie Read
Class 8 Melanie Lints/Kerryn Barr
Class 9 Melanie Lints/Kerryn Barr

Specialist Teachers:

Anna Blackler – Eurythmy Movement/Handcraft
Charlotte Goddard – Maori / Cultural Responsive Practice
Rob Shirlow – Maths, Library
Clive Lamdin – Music
Susanne McNair - Pianist
Natalie Read – Enviro Science/ Gardening
Jody Helliwell – ORS Teacher, Handwork, Art
Karen Howell – Learning Support Coordinator

Support Staff:

Chris Allott – Movement & Sound Therapist
Rochelle Depledge – TA & Violin
Marion Genevray - TA
Lisa Lye – TA /Environment/Hand technology
Nicola Sale- TA
Diane Geurtjens-Davies – TA
Emily Bradley - TA

Administration:

Monika Sullivan

Property Manager:

David Browne

Rudolf Steiner

Rudolf Steiner (1861 – 1925) was born in Kraljevec, once part of the Austro-Hungarian Empire and now part of Croatia, to Austrian parents. His early years were spent in a rural setting where he was free to explore the natural environment. At age 11 he attended the Realschule in Wiener-Neustadt, South west of Vienna. On attaining his school leaving certificate at age 18, Rudolf Steiner attended the Technical College in Vienna where he studied biology, chemistry, physics and mathematics. During this period he furthered his interest in natural science and developed an interest in philosophy. Between 1882 and 1897 he was active in teaching and writing, including the editing of Goethe's natural-scientific writings, and he worked at the Goethe-Schiller Institute in Weimar. In 1891 he submitted his Ph.D. thesis on Philosophy at Rostock University, the content of which later appeared in his book "The Philosophy of Freedom".

As a scientist, artist and philosopher, looking at the problems facing the 20th Century, Rudolf Steiner observed that science, religion and art had diverged on separate paths. Science was becoming coldly factual, art too personal and religion too academic. He realised that if a new and positive culture was to arise, then science, art and spiritual experience must be renewed and reunited. When operating holistically, their unique qualities enhance each field, creating a forum in which science becomes morally creative, art more universal and spiritual experience more 'real' and accessible to the individual. The outcome of this would impact Society, as the individual's concern and care for the welfare of others would develop in a beneficial manner.

Through his own insight coupled with dedicated, intense and disciplined research into the spiritual nature of Man and the Universe, Rudolf Steiner spent the last 25 years of his life bringing a new understanding of man to the world. This understanding of Spiritual Science was the foundation of the formation of the study of Anthroposophy (the Wisdom of Man). Through his living experience he shared this world view with thousands of others through lectures, books, conversations, paintings, sculpture and architecture. In response to requests from his contemporaries, he also brought forth new impulses to the fields of drama, speech and movement, architecture, sculpture, painting and music as well as education, the sciences, medicine, agriculture, astronomy, politics and sociology.

The Waldorf School movement, with its unique curriculum based on the needs of the developing child, was born out of the impulse to allow children to develop integrated personal capacities that would nurture strength, integrity, awareness and hope in order to work for a positive personal, political, economic and spiritual future. There are now more than 1100 Waldorf Schools worldwide.

The Context of ‘Special Character’

As an Integrated School, Waikato Waldorf School has a defined ‘Special Character’ described by the Ministry of Education as:

Education within a framework of a particular or general religious or philosophical belief, and associated with observances or traditions appropriate to that belief.

The Special Character of the school is based on the educational principles of Rudolf Steiner, founder of the Waldorf School movement. This Special Character, which permeates all aspects of the school, encompasses Waldorf education as a whole.

Anthroposophy, as a world conception, its description of the universe and the human being, is the basis of the art of education and of all endeavours in the school.

The Proprietors’ Trust, together with the Faculty of Teachers, is responsible for defining and fostering the Special Character of the School and the Anthroposophical Impulse, which are inherent in all aspects of school life. The Board of Trustees, the Principal and the Teaching Faculty share responsibility for upholding the Special Character of the education provided by the school.

Rudolf Steiner’s Educational Approach

Below are listed some fundamental characteristics of Rudolf Steiner Waldorf education. These touchstones inspire and shape the vision for our school. They include:

- An education based on spiritual-scientific insight into child development
- Reverence for the uniquely individual nature and pathway of each child
- A commitment to educate and develop the whole child towards balance and roundedness; that they will experience Wellbeing/Hauora in Body, Soul and Spirit.
- A broad curriculum through to graduation that presents the whole panorama of human development up to the present time, in a form that is accessible, engaging and imaginative.
- A pedagogy that brings content, methods and skills in a creative manner to students at optimal times, based on the understanding that child development happens in stages which reflect developing soul faculties.
- An understanding that the relationship between teacher and student is of primary importance.
- A recognition of the destiny connection that exists between the teacher and the students in the class, and between the students themselves.
- A realisation that the best education of the child requires a close, mutually respectful working together of parents, teachers, staff and others in the community.
- A preparedness on the part of teachers to take on their own path of inner development, which includes a willingness to deepen their knowledge of Rudolf Steiner’s work on child development and education.

The Waldorf Curriculum originates from indications given by Rudolf Steiner to the teachers of the first Waldorf School in Germany in 1919. Teachers working with these indications interpret them according to the needs and disposition of their class and for children living in the Waikato, New Zealand, in the twenty-first century. The curriculum is not, nor ever was, intended to be fixed or unalterable. Instead it relies on each teacher's curriculum knowledge, teaching skill, creative faculties, love and understanding of the children. For the teacher, the curriculum is a vehicle for an unfolding of capacities in a timely way so that each child develops harmoniously to her or his fullest potential.

The School day

8.50 – 9.00	Greeting, Roll, Morning Verse
9.00 – 10.50	Main Lesson 3 -4 weeks on one subject theme
10.50 – 11.10	Morning Tea
11.10 – 11.55 11.55 – 12.40	Practice Lessons 1 & 2 (Maths, English, Eurythmy, Maori, Foreign Languages, Form Drawing)
12.40 - 12.50 12.50 - 1.30	Lunch (sitting and eating supervised) Lunch Play
1.30 - 2.10 2.10 - 2.50	Reading, Handwriting, Library Practical Block lesson PE, Technology, Painting, Craft, Gardening, Handwork, Art, Games, Music
2.50 - 3.00	Home room

Parents are responsible for the safe arrival of children, preferably by 8:30am and the collection of children by 3:15 pm. The school takes responsibility for children between these hours only.

If you anticipate being unavoidably delayed, please phone the office as soon as possible.

DESCRIPTION OF OUR SCHOOL AND COMMUNITY

Founding Aspirations

Waikato Waldorf School was established out of the will of parents and wider community members in 1996. The school's founders aspired to the vision of the development toward a full Waldorf (Rudolf Steiner) School, providing education to children from Kindergarten to Class 12. One of the key founding principles was a commitment to community partnership. This sense of community is expressed in the following verse:

The Motto of the Social Ethic

*The healthy social life is found
When in the mirror of each human soul
The whole community finds its expression,
And when in the community,
The virtue of each one is living.*

Rudolf Steiner

Vision Statement

To help each and every student progress towards becoming free, responsible and caring individuals, able to impart purpose and direction to their own lives, and as citizens, able to contribute in manifold, as well as unique ways, to human society.

*“Receive the child in reverence
Educate him in love
Let him go forth in freedom”*

Rudolf Steiner (1861 – 1925)

GOVERNANCE AND MANAGEMENT STRUCTURE

The Board of Trustees

The Board's role is that of **governance** - it ensures that the school is well led and managed. The Board is ultimately responsible for all aspects of the school's operations and is legally accountable for the running of the school. It creates the vision for the school's future, develops the school's policy framework, makes high-level resourcing decisions and monitors the work of the Principal towards the achievement of the school's goals and objectives.

Principal

The Principal's role is that of **management and school leadership** - the day-to-day implementation of the Board's policies and plans. The Principal is primarily concerned with operational matters of the school as a whole. The Principal is the Chief Executive to the Board, and is responsible to ensure that the Board's vision is upheld. The Principal manages and assesses delivery of the curriculum and is the staff team leader.

The Proprietors' Trust

The Proprietors' Trust has the responsibility to promote and support the **Special Character** of the education provided by the school, and to determine what is necessary to preserve and safeguard it. The Proprietors' Trust is also the legal owner of the school premises, i.e. the land and buildings.

Waikato Waldorf Parent Association (PA)

The Parents Association represents the parent body of the school; it assists with raising funds for the School, Kindergartens and Play-circles, through the Medieval Carnival and Advent Fair.

All parents who have children at the school, kindergarten or playgroups, are members of the PA. You are invited to join the committee; please read our newsletter for their meeting schedules.

PARENT INVOLVEMENT: the Key to a Child's School Success

Waldorf schools are created and sustained through the partnership of parents and teachers. Our community is drawn from a wide cross-section of society; our strength lies in the common desire to provide Waldorf education for the children. *Parents are the first teachers and most significant adults in children's lives. Their actions form the attitudes and outlook toward learning that their children will carry throughout their lives.*

We encourage parents to be involved by learning what is happening in the classroom and developing an in-depth understanding of the Anthroposophical picture of child development. This picture of the child as an incarnating being of body, soul and spirit, whose individual capacities are supported by the teacher and the parents to unfold in an unhurried manner, is at the core of the Waldorf Curriculum. The more parents are informed about the School's intentions, the more effective their support will be for both their children and their teachers.

Parent Evenings are held at least twice a term. It is an expectation that all families in a class will be represented at a Parent Evening. If you are unable to attend, please send your apologies and make sure that you catch up on the meeting content from another parent. These evenings are important for teacher-parent communication, keeping up to date with curriculum development, being informed as to what is happening in the class and what is planned. It also provides an opportunity to build a class community.

In term two, **parent/teacher interviews** are held. These meetings provide an opportunity for parents and teachers to discuss a child's development and progress, to raise concerns and to celebrate success.

When bringing children to school in the morning, please limit discussions with the class teacher to immediate or specific concerns which they need to know before school begins. For all other issues/concerns, please arrange a suitable time to meet with the teacher after school.

How can parents best support teachers and the classroom experience?

- Learn about and embrace the principles of Steiner education.
- Attend all class meetings, Festivals, and parent education sessions.
- Attend working bees
- Assist with fundraising ventures such as Medieval Carnival and Advent Fair
- Communicate with teachers regularly if you have concerns or if you wish to acknowledge positive matters
- Create a home environment that supports what is taking place at school by encouraging children to play imaginatively
- Ensure that children arrive at school on time and are properly dressed for the weather
- Volunteer to assist with special activities such as class trips, plays, sports events and camps.
- Assist with classroom projects such as handwork and craft.

- Inform the teacher if anything special is occurring with your child, or if your child is going to be absent from school
- Provide a regular time and space for homework and musical instrument practice
- Coach a sports team

Your active interest in all subjects will communicate their importance to your child.

BEHAVIOUR MANAGEMENT

Waikato Waldorf School follows the principles of Steiner Education. This special character education creates a culture of respect and care. We acknowledge children as individuals and encourage all students to grow as human beings. The core values of our school as set out in the Charter are:

- Goodness
- Beauty
- Truth
- Reverence

Staff

- receive every child in reverence
- create a relationship in which each child is honoured as an individual
- affirm each student in a supportive and inclusive manner

Within School these core values are regularly supported and strengthened through:

- a child centred, age appropriate Waldorf Curriculum
- the New Zealand Key Competencies
- school assemblies
- a caring classroom culture
- positive learning environments
- clearly articulated school wide expectations
- age appropriate classroom guidelines and treaties
- building strong personal relationships
- good role modelling
- monitoring of behaviour in class and play areas
- consistently applied and appropriate behaviour interventions and restorative justice process
- age appropriate social skills lessons focusing on self-awareness, self-management, social awareness, relationship skills and responsible decision making.
- class buddying
- the KiVA Bullying Prevention Programme
- the Senior School Leadership Programme

Staff strive to use:

- pre-emptive strategies, (Planning to prevent problems from arising) e.g. seating arrangements, planned breaks, games, reminders of rules, warning of / countdown to change over times, visual timetables, flexible approach to changing activities to suit mood of class, differentiating activities, nutrition breaks, tactical ignoring
- operative strategies, (Using the teacher/student communication as well as building relationships with students and parents to dissolve potential difficulties) before resorting to consequences as laid out in this document e.g. pre-emptive meetings with student and/or parents, monitoring meetings with students and/or parents, home/school communication book.

School and Community:

- We make a clear statement of acceptable and unacceptable behaviour known to all staff, parents, and students.
- These behaviour goals are applicable during the school day, coming to and going from school, on school trips and at all events organised by the school.
- Pre-emptive meetings are conducted with student and/or parents/caregivers where necessary, when behaviour causing concern.
- The school actions the procedures outlined by the Ministry of Education for the [stand-down, suspension, or exclusion](#) of students, in cases of extreme and persistent behaviour.
- Individual programmes and strategies for students with particular behaviour difficulties are devised with parents and staff, and outside agencies if necessary, and these students may be dealt with outside the school's behaviour plan.
- Where deemed appropriate, further assistance will be sought with external agencies e.g. R.T.L.B. or Ministry of Education Special Education.

Parents' concerns about student behaviour

If a parent has a concern about an incident at school, the parent should contact the school and the school will deal with the concern. The school believes that parents should not approach other students or parents about school behaviour incidents. If a parent has a concern about bullying then a referral can be made to the Kiva Team.

OUR SPECIAL CHARACTER COMMITMENT: EXPECTATIONS OF OUR WALDORF COMMUNITY

Television/Electronic Games/Computer Use

Steiner schools, globally, seek to preserve innocence and a sense of wonder for the younger children by creating a special atmosphere of play and learning. In order that home and family life can work most consistently to help nurture the child's imaginative and creative capacities we strongly recommend that exposure to these technologies is avoided or at least restricted.

Ideally, our kindergarten and school children should be engaged in active play, interacting with real people and experiencing the world through all their senses rather than being immersed in 'cyber' reality. Electronic technologies are now well-embedded in most homes. We ask that you delay their use by your children for as long as possible, and that, when they are introduced, use is well-monitored and rationed, as these activities are considered detrimental to the development and aims of Waldorf Education, especially in the kindergarten and lower school years.

Parental support and understanding of these issues strengthens the partnership between home and school and benefits the development and education of the children.

Various articles/books describing research into the harmful effects of television and computers on children:

"The Plug-in Drug"	Marie Winn
"Who's Bringing Them Up"	Martin Large
"Remotely Controlled"	Dr. Aric Sigman

Use of Cameras, Videos and Phone Cameras

Camera phones are now an accessory for many people, and with them comes the opinion that every event is ripe for "capturing". Where parents once asked for permission to take photos of special events, they now assume that anything can be photographed anywhere.

There are significant privacy issues inherent in this. As a school we are required to have parental permission before publishing photographs of the children. It is important, if you are photographing, that both parents and students, as well as teachers, feel comfortable with this.

We ask that Plays, Festivals, Sharing Assemblies and other class performances held indoors not be photographed or videoed at all. Clicking and/or flashing cameras can be intrusive and distracting both for players and audiences and detract from the performance.

We wish everyone to enter into the participatory mood of a live performance and the experience we are trying to cultivate, rather than seeing it as a photo opportunity. A play comes alive in the imagination of a child, their experience of being in a role, and in the dynamic generated between cast and audience.

Please check with teachers when it is appropriate to take photos. You will find many opportunities at outdoor festivals, camps and class activities where you can photograph the life of the school without it being intrusive.

Clothing

There are no uniforms required at the school. Students are expected to present a neat, well-groomed appearance. We have endeavoured to match this dress code with our view of the growing consciousness of the child from 5 years to 15 years in keeping with our Special Character. Clothes should be age and school appropriate, and comfortable for the weather and activity / function. Clothing should not restrict movement. Some lessons require sports clothes, or other subject-specific clothing for safety or practical reasons.

If a student arrives at school and is clearly in breach of the dress code, students will be given a warning and a note will be sent home to parents. If inappropriate logos, pictures or wording on clothes is worn, students may be asked to wear the article of clothing inside out for that day. Further non-compliance may result in parents being contacted and asked to bring a change of clothes or to collect the student to rectify the problem.

Requirements:

These requirements must be adhered to for all lessons, unless subject specific clothes are endorsed by the teacher:

1. Tops must cover the shoulders for sun safety.
2. Tops must cover the mid-riff.
3. Shorts and trousers should be properly held up around the waist.
4. Skirts and shorts should not be shorter than mid-thigh.
5. Hats are required for sun protection in Terms 1 and 4 during break times with a full brim or legionnaire style for Classes 1-4. From Class 5 upwards caps are also allowed.

Allowed:

- Patterned fabric, e.g. striped, spotted, geometric designs, multi-coloured. The pattern must not be offensive.
- Small logos (words or designs). Small means smaller than a standard playing card. The logos must not be offensive.

Not Allowed

- Words or Pictures on clothing (other than described above)
- Designs or logos larger than a standard playing card
- Designs considered to be offensive
- Advertising of any sort or anything deemed offensive which is defined as anything which depicts demonic themes, violence, death, skull bones or skeletons, gore, drugs.
- Narrow strapped tops and singlets are not allowed. (With the exception of sports singlets for PE/sports events)
- Clothing that restricts movement and /or are revealing are not allowed.
- Transparent or see-through tops are not acceptable unless worn as an over-garment.
- Clothing should not be ripped or torn.
- Clothing should not be entirely black
- Hats and hoods are not to be worn indoors.
- No jewellery except for sleepers stud earrings with butterfly backs and cultural/religious symbols.
- In classes 1 – 7 makeup is not permitted. From Class 8 students are permitted to wear light, subtle makeup.

Hair

Hair should be kept clean and tidy and off the face. Long hair must be tied back or held in place for safety reasons in practical lessons. (eg PE, Craft, Science, Cooking) Lower School: No dyed or coloured hair or extreme styles. From Class 8 dyed hair is permitted.

Rhythm in the Home Life

For children, daily, weekly, and seasonal rhythms enhance physical, emotional, and spiritual growth. Regular meal-times and bedtimes, family rituals and customs, provide a sense of certainty and a stable environment.

The School Rhythm

A Waldorf School pays close attention to the value of rhythm throughout the day, the week and the seasons of the year. There are regular events which lay the foundations for the school year. The school newsletter regularly updates the community about current events and any date changes as and when they occur.

Lateness and absenteeism

Please ensure that your children are on time and have a proper start to their school day. Children arriving late create disruptions for the beginning of Main Lessons and Morning Circle. This is an important time of the day where the verse is said and a positive mood is established.

At the start of the day the teachers send written notification to the office of the day's absentees. The office will ring each parent/caregiver if no notification of the absence has been received. It is very helpful when parents phone early (preferably before 8.30am) and leave a message on the answerphone regarding the absence.

If a child is late, he/she must come to the office to report before going to class. All students arriving late or leaving for any length of time during school hours must be signed out and in by the parent, at the office, every time they arrive or depart. For prolonged absences a medical certificate may be required. When a short absence is planned or known about in advance, please notify the teacher and the office beforehand.

Procedure for anticipated Long-Term Absence

Applications for pupil absence (not sickness) for long periods must be made in the following manner: An application in writing must be received by the Principal at least 4 weeks before the intended absence. The application will include acceptable reasons for the pupil's absence and the date of the expected return to school. Please note that the Principal is authorised to give permission for absence up to 5 days only.

Lunch, Morning Tea and Snacks

Food

We ask parents to support us in this matter as far as possible:

- Lunches should be wholesome and nutritious.
- We aim to have zero waste so food should be stored in washable containers with no packaging where possible
- No sweets
- Water only to drink.

GENERAL

Car park

Please drive at very low speeds (15kph) in the parking area and with extreme care and attention, being aware that very young children are on the grounds. You are asked to role model safe behaviour by using the footpaths when walking to your car. Please respect spaces for disabled parking at all times. There are drop off zones in force between 8.30 – 9.30am and 2.30 – 3.20pm.

*Please Note: The Car Park on the right and behind the school are for **teachers only** and children may not be dropped off nor picked up from this area. Please also respect our neighbours' driveways and the road markings when parking on the street.*

Cycling

If you wish your child to cycle to and from school then they need a current cycling permission form from the school outline yours and your child's responsibilities. Bicycle racks are situated at the side of the netball courts.

School Telephone

As a general rule the school telephone is not available for pupil use. Permission will be given by any staff member to contact parents by telephone if necessary.

Mobile Phones

In general, we request that students not be provided with mobile phones unless there are exceptional circumstances where a strong case can be made on the grounds of parental communication only. In such circumstances, the school will fully consult with parents before any permission is given.

Note that the use of mobile phones is not permitted on campus during the school day. Should a student have permission to bring a cell phone to school, it needs to be given to the class teacher until the end of the school day and then not used on site.

We ask parents to be conscious of their mobile phone use coming onto campus. As adults we model behaviour for our children, we ask that parents refrain from using mobile phones whilst on school grounds and that phones be turned off when attending school events during school week/hours.

HEALTH SERVICES

Dental Health

Visits by the mobile Dental Service occur periodically for dental examinations. If your child needs urgent dental treatment please contact the area school Dental Clinic listed in the white pages.

Hearing Tests

A Hearing and Vision technician visits the school 2-3 times per year. If you have any concerns with regards to vision or hearing they can be checked by the technician at these times. The school Flier will notify when the technician will visit. Further enquiries can be made at the school office.

Health and Hygiene

If head lice are evident, please treat your child immediately and keep him/her at home until treated adequately. Most importantly, inform your Class Teacher.

If your child is experiencing a contagious or infectious illness, please notify your Class Teacher.

Immunization and vaccination of the children is a parental decision. A list of Anthroposophical Doctors is available from www.anthroposophy.org.nz and these doctors are available for consultation and conversation on the question of vaccination.

Legally, it is required that for children born after 1st January, 1995 the school and/or Kindergarten receive a current certificate signed by a registered Doctor upon enrolment.

Medications

With your consent at enrolment we administer homeopathic remedies only. Other medication will only be administered if parents explicitly ask us to do so.

Civil Defense

By law, during and after an emergency evacuation or civil defense alert, your child will remain in the care of the school or Kindergarten until such time as Management sees fit to release them into the care of an authorized person. Please ensure that your enrolment form has included such an authorized person's details and update this if necessary.

Working Bees

Working Bees contribute in a real and essential way towards the overall maintenance of the property and land owned by the Trust. Lists are created of some of the simple maintenance tasks that need to be done. It is possible to make arrangements to undertake tasks at a time that suits you if you are unable to make the Working Bee times.

Adult Education

The School runs termly adult education events, all with an Anthroposophical focus, which enable parents to more fully understand the principles of Waldorf education and the Special Character of the school. Parents who avail themselves of this service are better able to support their child's learning in harmony with the school's philosophy.

Participating in this aspect of school life is richly rewarding for parents and for the whole school community.



*In the heart - the loom of feeling,
In the head - the light of thinking,
In the limbs - the strength of will.
Weaving of radiant light,
Strength of the weaving,
Light of the surging strength:
Lo, this is Man!*

Rudolf Steiner

Woodwork group: Monday evenings. No experience needed. Tools supplied in cabinet making workshop. All welcome. Please contact the office for more information.

Craft group: Learn new skills or pass on craft experience and create items to be sold at our Advent Fair and Medieval Carnival. Please bring your own needle, scissors and threads. All welcome.

The group meets during the term in the Community Room on Wednesday mornings from 9am to 1pm.

Adult Eurythmy Class: Eurythmy is a wonderful form of movement that has many applications. The benefits of doing Eurythmy – apart from the sheer enjoyment of movement – include aspects of social, therapeutic, artistic, musical and spatial awareness; Eurythmy allows for the expression of the Soul through movement. The group meets every Monday afternoon. Please contact the school office if you are interested.

Music: Instrument Tuition, orchestra, Kapa Haka are offered during lunch breaks. Please contact the school office for more information.

Miro House Kindergartens

Miro House is often the first step into Waldorf Education for many children. We offer a play based curriculum that allows the child to develop in an unhurried manner in an environment that is designed to cater to the needs of the young child, and one that is free from technology.

“Freedom to learn” is a phrase we sometimes use, meaning removing barriers to learning, to describe both our aims and our working methodology at Miro House. Because of this, kindergarten staff employ a number of facilitation strategies including, modelling, deflecting, demonstrating, encouraging and co-constructing. Perhaps most significant and prevalent however, is the use of imaginative and artistic scaffolding interventions aimed at meeting the child at their own level. This typically Waldorf technique offers the opportunity for extension, sensitively, without compromising the integrity of the child’s own self-initiated learning endeavours. Through its use, children’s confidence, competence and enthusiasm for learning are promoted and preserved.

The opportunities for learning provided by play are highly valued in the Miro House programmes. The chance to initiate, plan, reason, create, problem-solve, negotiate, take on roles, predict, experiment, draw conclusions and develop working theories are all facilitated through play. The careful selection of quality play materials, gathered from the garden, forest and sea further enhance play through actively supporting the imagination.

During the outside playtime, experiences of the wonders of Nature, the elements and the possibility of real adventures are found in the Centre’s garden, along with the richness of the seasons are turning points of the year. Play is considered to offer rich and productive learning opportunities for children to experiment and develop in the social, intellectual and physical realms.

The Early Childhood Sector of our Waikato Waldorf Community also offers:

Rimu Cottage Play Circle.

This is primarily for parents and young children from birth to 3 years, and is a great way to find out more about Waldorf Education and Parenting.

Kowhai Childcare Centres

Kowhai Childcare is made up of Kowhai Whare and Tui Whare, these centres offer Waldorf Childcare option in a similar vein to that of Miro House, for those needing care for their young child in a *Home Away From Home* environment. We offer a warm and caring environment for children 6 months to school (6 years).

For all enquiries for Miro House, Kowhai Childcare or Rimu cottage

please contact us on 0800 492 536 – option 1

or

eceoffice@waikatowaldorf.school.nz

Useful Web Links

- www.waikatowaldorf.school.nz – school website
- www.anthroposophy.org.nz – Anthroposophical society
- www.millennialchild.com
- www.steinerwaldorf.org
- www.waldorfanswers.org
- www.waldorfinthehome.com
- www.healingeducation.org
- www.waldorftoday.com
- www.waldorflibrary.org
- www.ceres.co.nz suppliers of whole foods.
- www.chantal.co.nz suppliers of whole foods
- www.weleda.co.nz suppliers of body care and homeopathic remedies
- <http://taruna.ac.nz> providers of Waldorf adult education

Recommended Reading

Early Childhood

Childhood – A Study of the Growing Child	C. von Heydebrand
First Three Years of the Child	K. Konig
Heaven On Earth	S. Oppenheimer
What Babies Really Need	Sally Goddard Blythe
You Are Your Child’s First Teacher	Rahima Dancy

Waldorf Education Overview

Completing the Circle	T. Poplawski
Educating Through Art; the Steiner School Approach	A. Nobel
Spiritual Basis of Steiner Education	R. Wilkinson
Waldorf Education	Clouder & Rawson

Waikato Waldorf School

85 Barrington Drive

PO Box 12 127

Hamilton

Ph: 07 855 8710

Office email: office@waikatowaldorf.school.nz

Principal: Sue Bradley email: principal@waikatowaldorf.school.nz

Miro House Kindergarten

Ph: 0800 492 536

Office email: eceoffice@waikatowaldorf.school.nz