



Education

Dunedin Rudolf Steiner

Learning with head, heart and hands

Parent Handbook Kindergarten and Primary School



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1. Welcome

Dear Parents,

Welcome to the Dunedin Rudolf Steiner School. The Dunedin Rudolf Steiner School is a member of the Federation of Rudolf Steiner Schools in New Zealand and our approach is based on the philosophy of Rudolf Steiner. Congratulations on choosing this educational pathway for your child.

We encourage people to learn more about Steiner philosophy and our educational approach. On joining the school you will have had an opportunity to meet with your child's teacher and the Principal and to hear more about our educational approach. We also have a small library of books on Steiner Education in reception which is available to everyone. You are invited to learn more through discussions with the Teachers. Attendance at parent information evenings is also expected as part of your commitment to the special character of the school.

This handbook provides an overview of the curriculum but also gives practical information concerning schedules, policies, lines of communication, and parent involvement in our school. Please take time to read this handbook carefully. If you have any questions, suggestions, or concerns, please let us know so that we are all working together for the good of each child and the good of the whole community.

Pene Johnstone
Primary School Principal

Clare Ridout
Executive Officer

Julie MacLeod
Kindergarten Head Teacher

The Management Team

2. Our School's Mission Statement¹

Steiner education will enable each pupil to become a free, responsible and caring individual with purpose and direction in life, with an awareness of the environment, an individual who as a citizen can contribute to the future.

“The healthy social life is found when in the mirror of each human soul the whole community finds its reflection, and when in the community the virtue of each one is living.”

Rudolf Steiner

Values

- Education of the whole child – head, heart and hands.
- Nurturing the child through an age appropriate curriculum that brings content and skills at optimal developmental times.
- Provision of an age-appropriate arts-based approach to the full curriculum.
- Protection of childhood.
- Recognition of the humanity in each individual and the need for community.
- We acknowledge our place in the runaka o Kai Tahu and we support the principles established by the Tiriti ō Waitangi which are participation, protection and partnership.
- Anthroposophy informs our endeavours and our understanding of the human as a being of body, soul and spirit.

Vision

- Children who are creative thinkers, socially aware and reaching their academic and artistic potential. All children are provided with the full Steiner curriculum, linked to the New Zealand Curriculum, and assessed where appropriate against National Standards
- A financially and pedagogically viable Primary school offering Steiner education up to the start of High School accommodating separate classes at each age level.
- The development of a healthy social community, respecting the many cultures of Aotearoa New Zealand, and honouring its bicultural foundation in the Treaty of Waitangi.

¹ This is from the school charter.

3. An overview of Steiner Waldorf Education

Steiner/Waldorf Schools are founded on the Anthroposophical understanding of each human being as a being of body, soul, and spirit in a gradual and purposeful process of development, often described as the process of incarnation. The educational indications given by Rudolf Steiner form the basis for the Special Character of New Zealand integrated schools.

Anthroposophy is both a world view and a path of knowledge that, in Rudolf Steiner's words, "seeks to lead the spiritual in the human being to the spiritual in the universe." Steiner/Waldorf Education has the healthy development of the individual child as its central impulse. The curriculum supports and enhances the healthiest possible development.

The curriculum gives equal importance to nurturing the physical, emotional, and intellectual aspects of the child, requiring different learning experiences to be brought to students at specific ages and times and in certain ways. Steiner/Waldorf Education aims to support the development of the whole child and this principle guides teaching and learning in every class. The study and observation of children is at the heart of teacher development and is, therefore, at the heart of curriculum development and delivery.

Special Character is not confined to any single aspect of a school's activity. It is expressed in educational aims, curriculum content and delivery, teaching methods, and organisational structures, as well as in the social and physical environment of the school. It is essentially an integrated approach with all aspects interconnected in a mutually supportive way. The education is Christian in its broadest sense, free of dogma or sectarianism, and includes the celebration of Christian and seasonal festivals. Anthroposophy is part of the school ethos. Although it inspires teacher development and informs teaching practice, it is not taught to the children.

All subjects are seen to have equal importance within the curriculum, and all move toward a complete and balanced education. As far as practicable, every area of human activity and endeavour will be entered into. Content in each subject meets the developmental stages of the children and is informed by the different soul needs of children at each age. The focus is on the engagement and learning experiences of the children rather than driven by assessment.

High value is placed on teaching and learning through the arts and movement, not only as stand-alone subjects but also as an integral part of all learning experiences. These activities stimulate the will and feeling life of the child and support the development of flexible and creative thinking. All subjects, as far as possible, are brought in an artistic way or through practical experience where "doing" precedes understanding. Wherever possible, practical activity paves the way for discovery and enquiry, which in turn leads to the formation of concepts.

The New Zealand Steiner/Waldorf Schools are part of a global education movement. There are currently over 1,000 Steiner/Waldorf Schools and 1,600 Kindergartens in 60 countries worldwide. The principles that are fundamental to Steiner/Waldorf Education are accessible to, and are able to be adapted to, the needs of different ethnicities, cultures, and religions. Curriculum content allows for the exploration of a wide variety of cultural traditions and world views.

Each school is autonomous and reflects the unique qualities of the culture and place in which it has developed. Steiner/Waldorf Schools in Aotearoa/New Zealand strive to imbue their curricula with the unique spirit and history of this land and its peoples.

4. Steiner Waldorf Education in Dunedin

Children can join the Steiner school at birth through Playgroup which caters to young children and their parents. Children can enter the kindergarten at 3 staying for 3 years laying the foundation, preparation and enthusiasm for learning at school, followed by classes one to seven in the primary school. This takes them to the end of their intermediate years, to a stage when they are ready to enroll at High School. As there is no Steiner High School in Dunedin, children often make the successful transition to a local High School at this stage.

Teachers in a Steiner School strive to recognize and work with the unique individuality of each child, to foster their abilities and to help them overcome their difficulties. In a mixed ability class, children learn from each other's contributions, and the curriculum subjects offer great scope for extension of the individual child's abilities.

The content of the curriculum given in the handbook is a guideline only. Teachers in each school work with the underlying principles and with the needs of the children themselves. The curriculum itself is a dynamic entity. There are different questions in every country, different treasures in literature, arts and crafts etc. Every school and every teacher confronts these questions anew.

Steiner schools recognize three broad phases of development in childhood, 0-7 years, 7-14 years and 14-21 years. The curriculum and teaching methods are designed accordingly. The themes that underly these phases are 'Goodness' (0-7 years), 'Beauty' (7-14 years), and 'Truth' (14-21 years). We carry a loving respect for the individuality of each child and a recognition of each child as a being of intellect, feeling and will. These three soul faculties unfold in the different phases of child development and the Steiner curriculum is designed to address this process. The understanding of the child as a being of body, soul and spirit in a gradual process of incarnation is a core principle on which Steiner Education is built.

5. Kindergarten Philosophy Statement

The Kindergarten Programme is based on the understanding of child development derived from the philosophy of Rudolf Steiner known as Anthroposophy. Steiner Waldorf pedagogy holds at its centre the question of what it means to be human, and strives to recognise the unique developmental pathway of each child.

At the Dunedin Rudolf Steiner Kindergarten we protect the children's right to an unhurried childhood. Through self-directed play children are able to meet the world at their own pace. Self-directed imaginative play is the child's primary focus. Natural resources, the teacher's guiding presence, and a harmonious daily rhythm provide an environment where creative free play can flourish. The seasons guide us through the year and are reflected in the stories, songs, festivals and natural environment of the kindergarten. Teaching and learning are supported by the arts through singing, storytelling, poems, drawing and painting.

Human development can be thought of in terms of cognitive (hinengaro), physical (tinana), emotional (whatumanawa), spiritual (wairua), and social and cultural dimensions, but these dimensions need to be viewed holistically, as closely interwoven and interdependent. For Māori, the spiritual dimension is fundamental to holistic development because it connects to other dimensions across time and space. (Te Whariki; Ministry of Education, 2017, p.19)

We recognise the Māori model of health and wellbeing, Te Whare Tapa Wha (the four cornerstones/walls) as aligning with the principles of Steiner/Waldorf education.

6. Kindergarten Curriculum

The curriculum is founded on the premise that in a child's first seven years, it is the physical body which is the focus of growth and development. Positive nurturing of this results in healthy, holistic development of the whole individual.

Importance of play

Play is important for the creative and emotional as well as physical growth of the child. It also forms the foundation for later intellectual growth - for reading, writing, maths, problem-solving and critical thinking. This period in the young child's life should be valued and not cut short. As Rudolf Steiner says:

“It is highly necessary, in view of the nature of our modern civilization, that a child should be allowed to remain as long as possible in the peaceful, dreamlike condition of pictorial imagination in which the early years are passed. For, if we allow the organism to grow strong in this way, it will, in later life, develop the intellectuality needed in the world today.”

Natural materials

Natural materials are used, both in their original state, and as simple toys, in the Steiner Kindergarten. Hard, lifeless materials such as plastics are not used. The child is free to use his or her imagination to bring function and life to the natural objects in the Kindergarten. The child projects fantasy and imagination into the toy. Its use therefore is limited only by the child's imagination and creativity.

Kindergarten Life and Rhythms

The Kindergarten programme runs for five mornings a week, from 9am to 1pm with afternoon sessions to 3pm for those children already attending in the morning. Children can arrive from 8.45 am for a 9am start.

The Kindergarten provides a nurturing environment based on an understanding of the young child's special developmental needs before the age of seven. Until this age the child is a naturally imitative being. The teachers must be worthy of imitation in all that they think, say and do. The children undertake the real household tasks of baking, cleaning, gardening and handcrafts, by imitating the adults around them. The focus is on the cultivation of the physical body, and the education of the will and the senses.

In the Kindergarten we have activities that build a strong foundation for the more formal teaching in the School. The child is able to take in the world through his or her senses and to participate in the world through play, through making things, through rhyme, movement and song.

Much time, thought and effort go into creating a room that is warm and appealing to the child, so that beauty and attention to detail will be reflected in the children's play. The Kindergarten is a warm, loving home bringing security to the young child by its repetitive rhythm of daily activities. As well as playing, the children participate in artistic activities such as painting, drawing, modelling, sewing, singing and dancing.

The day, the week and the year in kindergarten have their rhythms. The daily rhythm varies between the kindergarten classes but follow this kind of pattern:

9am Daily activity and by free play

10.15 Tidy up time

10.30 Circle time

10.45 Morning Tea

11.15 am Outside play

12.20 Story

12.30 Lunch time

1pm Ready for home/ end of session

Children who stay in the afternoon then rest for half an hour, have a story and outside play or a walk until 3pm.

The Weekly Rhythm may include the following:

Monday – Making bread buns
Tuesday – Preparing vegetable soup
Wednesday – Water colour painting
Thursday – Preparing fruit crumble
Friday – Drawing/craft

These activities will be interspersed with others that may reflect the seasons or other events in the year.

Settling in at Kindergarten

In the kindergarten an individualized approach is taken whereby the child is allowed to gradually adjust to the new environment with the assistance of the kindergarten teacher. Sometimes parents stay with their child for the first few sessions, your child may not require this. Parents are welcome to discuss the best approach with the teacher. Parents are always welcome to speak to their child's teacher on any matter of concern.

7. Kindergarten Session times

The Kindergarten day begins at 9am, and children are welcome to arrive from 8.45 a.m. with the expectation that all enrolled children are present from 9 a.m. to ensure a smooth beginning to the day. This is an important time for the small child, as social groups form for morning play at this time and children who are late often have difficulty joining in the play. Parents should be at the Kindergarten by 1pm to meet their children if they are not staying for the afternoon. It is important to remember that at the 1pm pick up time children need to leave promptly in order to let the other children, who stay for the afternoon, have their rest. At the end of the day children must be picked up promptly at 3pm. This ensures the child's wellbeing as waiting creates anxiety. You are welcome to stay to speak to your child's teacher at the end of any session.

Kindergarten children are expected to be enrolled for a minimum of three mornings a week, although this may be less at the start of enrolment. By law they are expected to be here five days a week once they are six.

8. How the kindergarten meets the needs of the older child

Rudolf Steiner describes the development and learning of children in terms of processes of transformative growth, where at each juncture of maturation new capacities, abilities and competencies begin to emerge.

The pedagogical approach to learning and teaching in the Kindergarten of children aged 6 arises from an understanding of these transformative growth processes and responsiveness to the development of new inner faculties. Development in this

context refers not only to the physical body and physiological processes in the body, but also to the soul life (willing, feeling and thinking) of the child. The child spends the first period of seven years building and forming a strong healthy body. When this stage has been completed, some of the life forces are liberated to allow a new kind of building – that of the world of thoughts. The fantasy of earlier childhood makes way for this development.

Readiness for formal learning means that children have the skills necessary for their first year in school. These skills form the foundations for the key competencies identified in the school curriculum.

- Social and emotional readiness for school includes being able to socialise confidently with the others, play and share in cooperative ways and generally adapt behaviour to suit the occasion.
- Children aged 6-7 are gradually shifting from group consciousness to an individual consciousness. The child must be on the way to being able to work independently and cooperatively within large and small groups. This means following rules and routines and working within time constraints.
- Skills include gross motor and fine motor skills requiring hand eye coordination, e.g. Scissors, needles, and crayons.

Confidence, risk taking, perseverance and a willingness to try new things will all help the child be successful at school.

In the year in which the kindergarten child turns six, they are distinguished from the younger children by the term ‘Tuakana’. Correspondingly, the younger children are referred to as ‘Teina’. Activities that may be more specific to the Tuakana in session time include bush walks, whittling, stilt walking, cooperative games, weaving, drama, storytelling, knot tying, te reo Māori me ona tikanga and music.

9. School Readiness

When is a child ready for class 1?

Often the success a child experiences during their school life is closely tied to their readiness to begin school and academic learning. In partnership with the parents, Steiner teachers look at common indicators of school readiness:

1. Is the child ready to stand on its own and meet the world?
A young child enters into an activity through observation and imitation of others, whereas a child ready to be taught will ask for instruction - "Show me how you do that."
2. Has the child's play begun to go through a transition?
Whereas the younger child's play flows from toys, props and situations at hand, the older child shows a more directed will. He or she gets an idea and carries it out.

3. Have physical changes begun to show the move from early into middle childhood?

The maturation of the physical organism may be indicated by the loss of baby teeth. The child begins to develop a distinctive waistline and to grow in the limbs. The face develops more individualised features.

The Steiner curriculum is carefully devised to meet the needs of the child at specific developmental stages and our intake of children to Class 1 reflects this aspect of our special character. Children turn 6 in their Tuakana year and enter Class 1 in the year they turn 7.

10. School Curriculum for Classes 1 – 7

The Primary School caters for children aged 6 to 12, in classes one to seven. We follow a Steiner Curriculum adopted for this school and teach the New Zealand National Curriculum in this Steiner context. The school follows a traditional Steiner School structure to the day which may look something like this:

Mornings - Morning Circle and Main Lesson.

Mid Session – Practice lesson - literacy and numeracy, music, languages and arts lessons.

Afternoons - Handwork, other crafts, games, physical education, gardening, instrumental music, art.

The education of the whole child through daily intellectual, artistic and physical activities is the aim of the school curriculum. The indications of Rudolf Steiner for each year are used as the basis of the teachers' planning, along with curriculum requirements of the New Zealand Curriculum Framework.



Class One: "I Am"

The seven-year-old wishes to know that the word is beautiful and that the adults know what is right and good and will look after their needs. Children of this age can love easily and will wish to please those they love.

The task: Learning to become social, to 'do' with others, to experience themselves as part of a group, to take turns and to respect others' needs and abilities. To look into their immediate environment and, through imaginative pictures, begin to develop a respect for, and understanding of the world of nature. Through the imagination they make a feeling connection with the more abstract concepts that accompany our daily lives – beginning with writing, early reading skills and number recognition and computation.

Fairy Tales are pre-earth history, human psychology, human development and a bridge between heaven and earth. All lessons are linked with these stories and the children are encouraged to live and learn imaginatively.

Story Curriculum: Fairy Tales

Main Lessons: Form drawing
Speaking, Writing, Reading
Mathematics
Home Surroundings
Festivals

Other Lessons: Visual Art - Drawing, Painting, and Crafts
Music - Singing, Recorders, Rhythm making
Drama - Puppets, Plays
Movement - Ring Games, Skipping, Ball Skills, Balance
Handwork - Finger Knitting, Knitting
Māori - Waiata, Te Reo



Class Two: "I Am – You Are"

The children will be turning eight during this year. Their development is moving towards self identity and encompasses a growing awareness of others as different identities with their own needs and abilities. The world as it affects them is still the basis of the children's primary social response. The eight year olds are now in the final stages of imitation; they will still be influenced by others actions however and adults must continue to be worthy role-models and to set the standards for all social interactions. The will is still predominant and the healthy eight-year-old will wish to act out all experiences. The children wish to please those they love and to know the world as a good and beautiful place and they implicitly trust that adults know what is right and good for them.

The task: To deepen awareness of their own needs and abilities and those of others. To integrate the children's movement between heaven and earth, to allow them opportunities to heighten their understanding of themselves and others and to inspire them to look towards and experience a feeling for their higher purpose. We must also continue to encourage the children's sense for the beauty of the world and their reverence for all life.

Story Fables, King of Ireland's Son & The Saints
Curriculum:

Main Lessons: Form drawing
 Speaking, Writing, Reading
 Mathematics
 Science
 Festivals

Other Lessons: Visual Art - Drawing, Painting, and Crafts
 Music - Singing, Recorders, Rhythm making
 Drama - Puppets, Plays
 Movement - Ring Games, Skipping, Ball Skills, Balance
 Handwork – Knitting continues
 Māori - Waiata, Te Reo



Class Three: "I Am, Who Are You"?

The children will turn nine in this year, and the developmental stage known as the 'nine-year-old crisis' occurs around this time. The children find they are now 'on the earth', there is a perception of individuality and 'aloneness', and they no longer experience themselves as one with the world. The children will question those things that previously went unquestioned: "Who are you to tell me?", "What is my real name?", "Am I adopted?" They will push boundaries, venture forth fearlessly when you wish they wouldn't and shrivel up fearfully where once they were confident. This year there comes an important stage in the development of the growing child, and this should be carefully watched and considered in teaching and education. It is the age when the child first really feels separate from the surroundings, which formerly were taken so much for granted. Self-consciousness becomes noticeably stronger and the soul-life more inward and independent. All the child's powers of consciousness stir to life, and a wish to learn to know both teacher and world from a new angle. The nine-year-old wants to revere consciously what was formerly loved in a childlike way, but needs to feel that reverence is justified. This age makes great claims on the wisdom and tact of the teacher. The children need to be protected from a feeling of disappointment with themselves or the world, which they can so easily fall into at this age, especially in the presence of world-weary or cynical adults.

The task: Using the Old Testament stories. The Expulsion from Paradise mirrors the soul feeling of the nine-year-olds who now experience themselves as truly on the earth; heaven is lost to them and who will care for them? Just as Jehovah watched over and guided the Hebrews, so the adults around the children must reassure them that they know what is right and good and will show them the way. As the children now experience their bodies as 'the house of my soul', supporting lessons in the curriculum include 'House-Building' which investigates the history and technology of house building and especially the different people, tasks and crafts involved in providing a home. 'Farming and Gardening' teaches the wonder and history of growing food and caring for the soil and the body. Finally, in 'People at Work' the children experience the many different ways in which we all support each other with our particular contribution to society.

The first three school years have a similar character due to the nature of the child between the ages of six and nine. The contents of the first school year should be continued and deepened, encouraging the students to find their way into a living relationship with each subject.

Story The Old Testament; Māori Creation Myths

Curriculum:

Main Form drawing

Lessons: Speaking, Writing, Reading

Parts of Speech

Reading

Mathematics

Practical Lessons - Farming, House Building,

Festivals

Other Visual Art - Drawing, painting, crafts

Lessons: Music - Introduction of rounds, beginning violin, cello

Movement

Handwork - crochet

Māori - Waiata, Te Reo

Sport - Imaginative games



Class Four: "Who I Am, Where I Am"

The children turning ten experience a veiling of the connection with the spiritual world; they stand truly on the earth and are learning to walk in its ways.

Experiencing themselves as separate from their surroundings, self-consciousness becomes stronger and the soul life becomes more inward. There grows a soul-wish to know and love the world consciously, yet this will be tested: is it justified that I revere this occurrence; that person; these phenomena? The children must be protected from becoming disappointed or cynical about the world, as now the faint beginnings of consequential behaviour stir to consciousness: "If I do this, then that might happen."

The task: To lead the students to discover themselves in time and place, and to an appreciation of the wonder of their world; to allow them an experience of consequences through story and to strengthen their social awareness.

The Norse Myths are full of wonderful personalities and stories that children of this age can relate to. Of paramount importance is the figure of Loki, who grows from naive mischief-maker to bearer of conscious ill-will and who eventually brings about the battle of Ragnarok, which marks the final departure of the Gods from the immediate sphere of human-kind.

Mythology of the tangata whenua – creation myths, the stories of Maui, waka voyagers.

Other lessons which support this year's soul-wish to know themselves in time and place include 'The Magic of Numbers' which allows the children to experience the wonder and mystery of number puzzles and games; 'Local Geography' and 'Local History' place them in time and space and give a background to this. 'Fractions' in Maths and 'The Tenses' in English grammar allow them to investigate further their contribution in time and space.

Story Curriculum: Norse myths; The Volsung saga; Māori mythology

Main Lessons: Form drawing – Māori and Viking designs
English
Mathematics
Local Geography, Local History
History of Writing,
Human and Animal
Festivals

Other Lessons: Art - Drawing, painting and crafts
Music - Rounds continued, second year strings, reading music in recorder, introduce treble and tenor
Drama - Individual speaking parts begin to develop
Eurythmy - Alliteration; Crossings; Walls of Asgard
Handwork - Cross-stitch, māori crafts and harekeke
Woodwork – relief carving, po (stick)
Māori - Te Reo; Waiata; kapahaka
Sports - Team games



Class Five: "Where I Stand In The World"

Children turning eleven years old can feel more at ease within themselves; the heart and lung ratio of 4:1 is attained and the keen observer can see that, for the normally developing child, the point of balance, the 'crown of childhood' is achieved. The students need to be led to a deeper picture of the world they live, in and an experience of the 'balance' of the world.

The task: To help the children attain the balance of body and soul that can come at this time as they stand strongly within themselves. To encourage movement that demands strong form and rhythm and allows the students to experience full control over their bodies and allows individuals to experience a sense of control and balance inwardly. In searching for this sense of balance, the student can experience that the world has many facets, many points where the microcosm and macrocosm meet. Without labouring the point, they will be led again and again to the experience of causality where the soul may experience an awakening to its role in the social life.

Having explored their immediate environment, we move them further back in time to study the ancient civilisations that contributed to the modern world. The students journey from myth and legend to recorded history. Ancient India is studied through The Ramayana or Bhagavad-Gita; the life of Buddha may also be studied at this time; the stories of Gilgamesh and Eabani and Zarathustra may be told in brief before moving on through Ancient Egypt to Greece. The philosophers, poets and orators are met and often the story of Odysseus is told. The Greek epoch marks a time in the world's evolution when human-kind lived in balance between materialism and spirituality, the motto inscribed on the temple of Delphi 'As within, so without' reflects the ideal state of being for the Class Five student.

The Greek study culminates in the Olympic Camp.

Story Curriculum: Selected stories from Ancient Civilisations.

Main Lessons: History
 English
 Mathematics

Geography
Human and Animal
Botany

Other Lessons: Form drawing - Celtic, Greek and Byzantine influenced patterns
Art - Drawing, Painting, Crafts
Music - Read notation, part-singing, third year strings (optional)
Drama - Solo parts,
Handwork - knitting in the round
Māori
Woodwork - simple shapes using rasp
Sports - Olympics
Festivals



Class Six: “How I Stand In The World”

The children turning twelve have arrived at the age of 'consequences'. For the first time we can reason with them: “If you do this, then that will happen.” At this stage they can begin practising self-control and begin to imagine into the outcomes of any deeds or behaviour. The students’ bodies are changing and, as these changes occur, they must work, albeit unconsciously, with them. They must learn how to live in their bodies in a new way. The movements of these twelve-year-olds begin to lose the natural rhythm and grace of the younger child; the point of balance, attained over the preceding year, appears to be lost. They become 'unskilled'; their growing bodies seem to be no longer in their control and can become awkward and clumsy. Just as they must learn to move in a new way, adjusting to the body's new relationship to gravity, so the soul must also adjust to its changing abode. More than ever at this point in their development the young people must be given imaginative pictures and stories that speak to the higher aspects of their beings, they must be inspired and they must be protected from feelings of hopelessness or inadequacy. It is at this stage, when the soul connects itself more closely with the mechanism of the bony system, that we introduce the children to new scientific subjects. In the Physics Main Lesson, through observation and experiment, the students will investigate the mechanical laws that govern life and in the Geology Main Lesson, they will investigate the 'bones' of the earth.

The task: To follow world evolution and to allow the child to experience what it meant to be a citizen of Rome, at the height of its greatness. To be able to experience themselves as Romans: true, honest, fair and brave; to experience themselves as an honourable part of the community, holding the good of the state above all else. The founding of Rome, the expulsion of the last king and the founding of the Republic are studied through biographies of the great Romans who put the needs of the city-state before their own. The students can experience the Senate and the making of the laws and learn how our own systems of money, government and justice are descendants of this ancient time. Movement is especially important in this year and the opportunity to experience the movement of the Roman Army, marching to the breath and heartbeat, should not be over looked. Exercises from the original Olympic Games can also continue to be worked with. Life in the Middle Ages follows the story of Rome. Amidst the hardship of daily life ran their stories of valour and truth; the remembered link with the spirit pervaded the great romances of the time.

Story Curriculum: Stories of Rome and Tales of Chivalry from the Middle Ages

Main Lessons: History: Rome, Middle Ages
 English: Descriptive Writing
 Mathematics: Simple Interest; Algebra
 Geography: The Pacific Basin;
 Geology: The minerals of New Zealand
 Science: Physics

Other Lessons: Art - Drawing, painting, crafts, mosaics
 Music - Part and response singing -3 parts, recorders
 Drama - From a Main Lesson
 Handwork - Designing own animal pattern and making it
 Woodwork - Simple, functional designs made with awl and rasp
 Gardening - composting, mulching, identifying seasonal growth
 Māori



Class Seven: “What I Will Carry Into The World”

Puberty arrives and 'the balance' is temporarily misplaced. With puberty, changes can occur quickly; the 'child' is less in evidence physically and though the adults may differ in opinion, the students turning thirteen no longer experience themselves as children. They again ask “Who are you to tell me this?” They may resent school and parental rules, would like to be independent, but do not yet have the ability to strike out on their own. They wish to experience a new and larger world and express this in requests to explore the night life of the city, to frequent those places where their contemporaries 'hang out'. They often demand to change schools at this time, expressing a wish to escape the safety of the known world and to step into something that is 'bigger and better.'

The task: To look beyond the immediate horizon and begin a voyage of discovery that mirrors the students' own development. To present threshold pictures of bravery and sacrifice in daring to go beyond the known and to reflect upon the consequence of this. The great voyages of the 11th, 12th and 13th centuries can be studied through biographies and the immense hardship of the journeys and the effect these explorers had on the worlds they discovered could be investigated. The arrival of the Renaissance, hard on the heels of this era, is in turn studied, especially the lives of Da Vinci, Michelangelo and Raphael. The pupils will try their hands at copying these great masters and experience the beauty of form and colour that was their particular gift to the world.

Lessons that support this time include astronomy and its developmental history. The lives of the astronomers and their discoveries are charted, maths moves into algebra and 'cracking the code', lessons in how to find answers when not all the information is to hand. The English lesson 'Wish, Wonder, Surprise' encourages the pupils to look beyond their own desires and view the greater needs of the world. The last drama presentation of the Lower School is offered in this year, a major presentation that presents a threshold the entire class must cross.

Story Biographies of Great Deeds
Curriculum:

Main Lessons:	History - History of Aotearoa – colonisation, the Great Explorers, The Renaissance, The Reformation, The Revolutions English - Creative writing, Wish, Wonder & Surprise Mathematics – Graphs, Algebra Astronomy - The Sky As We See It Geography - The Lands Explored Science: Physics - Chemistry; Mechanics Health and Nutrition - Growing Up
Subject	Art - Drawing, Painting, Crafts, Perspective
Lessons:	Music - Ensemble musical performances Handwork - Making dolls and dressing them Woodwork - Simple toys, using hand tools - surface carving Gardening - Growing and tending flowers and vegetables Forest Management Māori

11. Physical Education and Health

Much of the work in Kindergarten focuses on the child's physical body, with healthy food, circle games, a rhythm of the day and week. This is then extended in **class 1** with more developed circle games, clapping and skipping games that abound with rhythm while catching games allow the child to run away from the wolf but return to the safety of home. Children are shown how to gallop, skip, leap, jump, throw and catch. They follow and repeat simple movement sequences, rhythms and patterns, every day in morning circle. Co-operation and skills to encourage positive relationships are modelled, whilst differences are talked about and valued. At this stage, physical movement can be incorporated into the other lessons of the day, without the need for separate lessons, allowing the class teacher to continue to carry the class.

In **class 2** the need for circle games is been replaced by questions and answer game, line games and the need to experience the polarities of good and bad. The wicked wolf chases the innocent lambs and the good shepherd will protect them. The children enter into a problem and through play seek to resolve it.

In games and structured activities, including modified sports, the children throw, strike, and propel for speed, distance and accuracy. They catch and field with increasing consistency and control. A range of cultural dances can be taught, and apparatus and more equipment is introduced. At this age, children identify their strengths and are establishing a positive self image. The way they relate to each other is changing and they need increasing skills and knowledge about bullying, and positive ways of relating and dealing with conflict.

In **class 3** challenges are needed as the child senses his or her body is stronger and more agile. Favourite games from the past are played with increased skill and

purpose. Rules and structure can be appreciated as the child learns to win and lose. Children are taught the need for rules and the fairness of consequences. They learn to throw overhand with more accuracy, catch, balance, sprint run, jump, and skip and more equipment is slowly introduced. Dances are taught, and children are introduced to more complex stepping and movement sequences. It is around this stage that children may start to participate in competitive games – the school has teams that compete with other schools in hockey, futsal and netball. At this age the class may also join with the other local schools in the West Harbour Sports Day – an annual event.

Class 4 is the year of rough and tumble, like the full-bloodedness of a Viking warrior. Initiative, courage, reflection and agility are new-found states of being that the child can explore in games. A child of ten can now run very fast or wait for their ‘chance’ in a game. Clapping games become more complex as physical abilities increase. They practise the skills of overhand throwing, catching, striking, for distance and accuracy. They practise their skills in games that still have an imaginative element.

In **class 5** the eleven year old child enters a golden age of balance and harmony – even if only briefly. A feeling of brother and sister-hood develops for their class mates that echoes the order of democracy. They inhabit their body in a harmonious, integrated way and develop a sense of beauty and grace. Like the ancient Greek who threw the javelin a beautiful arcing flight, the eleven year old child can learn to run with strength and beauty. The children participate in the Greek Olympics after much preparation and practice. This reflects the stage of the Golden Age in childhood. Normally the Dunedin School will combine with other South Island Steiner Schools for the Olympic camp.



In games and structured activities, including modified sports, the children throw, strike, and propel for speed, distance and accuracy. They catch and field with increasing consistency and control. A range of cultural dances can be taught, and apparatus and more equipment is introduced.

At this age, children identify their strengths and are establishing a positive self image. The way they relate to each other is changing and they need increasing skills and knowledge about bullying, and positive ways of relating and dealing with conflict.

Class 6 - As the 12 year old child approaches adolescence, they strive to know where their place is in the whole. Thus form and order create security not unlike the discipline of a Roman soldier. They need predictable and easily identifiable boundaries to reassure them in this transition age.

This ability to know their place in the whole is a necessary precursor to successful team sports where they need to hold their own individual role in the busy playing field. Games are characterised by skill and agility. Pure skill builds self confidence and helps to form their growing personality. The child at this age still needs the imaginative element in games. This deepens the child's experience of the game while improving physical skills. Strong team formation can develop without it becoming purely over-formalised sport.

The child demonstrates increasing proficiency at the leap, kick, 2 handed strike, and dodge. Their ability to throw and catch with accuracy also develops. A range of imaginative games and modified sports are played where these skills can be practised.

Class 7 – Physical challenge - Students of this age become very focused on the outside world. At the same time, they are undergoing physical and psychological changes which can leave them with a certain inner insecurity. There is often a Main Lesson in Class 7 on the physiology of the human being. This meets the interests of the students in their own changing bodies and emotions. The emphasis is on taking responsibility for one's own health and sexuality.

Class 7 students are growing and awkward in the limbs – particularly the boys – and very conscious of, or self-conscious about, their bodies. They can be alternately very physically active and engaged, or lethargic and uninterested. The girls can be self-conscious and reluctant to engage in physical sports. With their increased personal security and spatial awareness, they are ready for competitive sports, both individual and team. Outdoor camps will involve more difficult personal and team challenges.

Swimming and water safety is introduced from class one onwards.

12. Homework

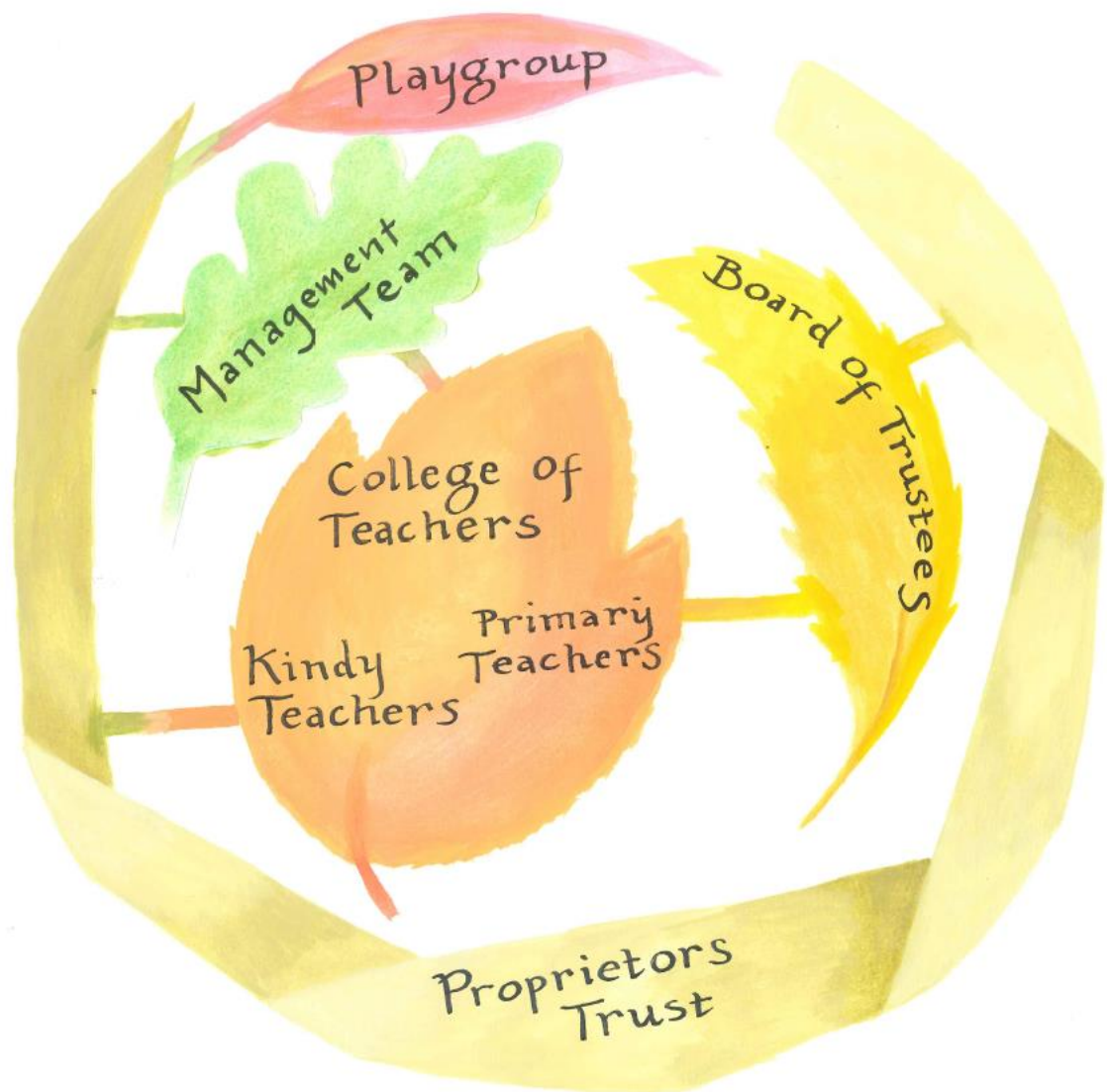
Homework in the early years is at the discretion of the teacher. In classes 2 to 4 it will usually involve taking a reading book home to read with parents. There may also be tables to learn or short spelling lists. In class 4 a first project may be undertaken that is of interest to the child and centred round the Main Lesson – eg the observation of an animal.

By Class 6 homework may be regularised to support learning at school, to practise and consolidate what has been learned by the children at their own pace, and in their own space. Homework should not be used as a way of covering what is not covered in class. An important aspect of homework is in the training of habits – time management, independent working, and self discipline. It can also serve to extend or challenge thinking and allow for richer research. Teachers will also exercise caution in assigning work that requires parents to be actively engaged.

Each class teacher establishes their own expectation and relationship to homework. Often it works best when homework is set at the beginning of the week and marked or collected each Friday. This allows for a rhythm to establish that is known to parents and gives the children the opportunity to manage their time around the other commitments they have during the week. Parents may choose to write a note to excuse their children from homework where home circumstances make it difficult to complete.

13. The Structure of the School, Kindergarten and Playgroups

The School, Kindergarten and Playgroups are a cohesive body: “the school”. It is hoped that everyone involved in any aspect of the school feels that they are part of one whole community. However in its structures it is fairly complex due to the legal framework and the funding on which it is based.



Central to all of the governing and managing structures is the **College of Teachers**. This is the body which manages how the school is run and which fosters the Special Character of the school. It embodies the spirit of the school and is central to the whole community. The group includes the teachers at the school, kindergarten and playgroup. It meets informally throughout the week, but has a fixed meeting fortnightly at the end of the school day.

The school has a Principal. This role is supported by a Management Team of the Kindergarten Head Teacher and the Executive Officer.

Please see the booklet – “Our school our structure” for further information on the structure of the school and the roles and responsibilities of the groups within it.

The legal structure of the Primary School

The School is a State Integrated School: we are integrated into the state education system while retaining our Special Character – the Steiner curriculum – which is different to that of other state schools.

The School's **Proprietors' Trust** is the owner of the land and buildings, and is mandated to uphold this Special Character. Trustees are individuals with aptitude for one or more of the following areas: an understanding and a commitment to the special character of the school and of Steiner pedagogy, property management or building expertise, financial competence and aptitude for governance matters. Members are nominated onto the Trust by existing Trustees.

The Trust meets monthly and also sends representatives to the School Board of Trustees. The Proprietors Trust also upholds the special character of the kindergarten and is the governing body of the kindergarten. Minutes of their meetings are available on the school website.

As the school is a state school it is required to have a **Board of Trustees**. This Board governs the school – it does not get involved in the day to day management but works to ensure that the school's Strategic and Annual Plans are created and followed and that there are systems and policies in place to ensure the school is meeting its legal obligations and providing a safe environment for everyone within it. ***"The Board is legally responsible for the school. Our role is to watch the far horizon, to support its direction as a Steiner school, and to ensure it arrives safely within the law. The Board provides guidelines within which the staff manage the school."***

The Board of Trustees is made up of five parent representatives who are voted on by parents every three years, the Principal, a College of Teachers representative and Proprietors' Trust representatives. It normally meets each month in term time. Minutes of their meetings are available on the school website.

The School receives funding from the state towards some of its teachers and towards its operating costs. Parents are asked to contribute a regular amount each week to the Proprietors Trust: this is used to pay for the mortgage and major repairs on the property. This funding also enables the Proprietors Trust to contribute to the teacher salary budget so that there are sufficient teaching staff to provide the Steiner curriculum.

The legal structure of the Kindergarten

The Kindergarten is a registered Early Childcare Centre and receives state funding, including the 20 hours free scheme. It also relies on parent donations to maintain its special character. Its governing body is the Proprietor's Trust.

Playgroups

Playgroup is a social time for parents and their small children. Catering for people with babies to when the child enters the Kindergarten, the playgroup offers a space to share play, artistic activities and a nourishing snack. Parents are introduced to an understanding of the very young child through discussions with each other and the playgroup facilitator. There are groups at the school in Maia and at Pine Hill, including a bilingual Māori/English playgroup. Current session times are available from the office or from the Playgroup email. New parents are welcome to visit the playgroups, but there may be a waiting list for more permanent enrolment. The Playgroup Coordinators can be contacted through the school office or by email to dunedinsteinerplaygroup@gmail.com

The Craft Group

The Craft Group is made up of parents from kindergarten, school and playgroup, and other interested people, who meet regularly to make craft items – often items for children to play with. Techniques used include dry felting, flax weaving, pottery, candle-making and more. The group aims to show people outside the community the quality and range of the craft work at the Steiner school through the annual Fair and other displays. It is a forum where parents can meet socially and learn or share craft techniques. The group also raises funds for the school and has a permanent display of items for sale in the school office reception area. Contact the Craft Group via the office or email dunedinsteinercraftgroup@gmail.com if you would like more information, or just come to a session advertised in the newsletter.

14. Steiner Education Aotearoa New Zealand (SEANZ) The Dunedin Rudolf Steiner School is a member of the Federation which represents member schools, early childhood and adult education centres which work out of the pedagogical indications developed by Rudolf Steiner.

The Federation's purpose is to promote and safeguard the integrity of Steiner Education (also known as Waldorf Education) in New Zealand and to support its continued development.

15. Communication

Families who reap the most benefit from their child's years in a Rudolf Steiner School are those who have gained a deep understanding of the philosophy and methodology of this education. To this end there are structured opportunities both to inform parents of their child's progress and for parent education.

Home Visits

The class teacher may visit each family at the beginning of their time in the School. The main purpose of this visit is to see the child in their environment. It is a social visit, focused on the child; though it may be arranged later in the evening to allow for adult talking time.

Meeting with Teachers

Before School the teachers are getting ready for the day. It is essential that parents free the teachers to make this preparation. If you would like a meeting with a teacher then please make an appointment through the office to meet after school or follow the guidance given by your class teacher. The office is staffed during school hours: outside these hours, phone calls may be diverted to an answer phone. These calls will be returned as soon as time is available.

Teachers can be contacted at home if necessary, but please call no later than 8.30 p.m. or contact as advised by your child's class teacher. A list of phone numbers is available at the office and is updated and recirculated to parents regularly.

Class Parent Evenings

These evenings are scheduled at least once every two terms. As well as being a valuable social occasion these evenings serve the following purposes:

- to give an update on the progress of the class;
- to provide information and discussion on childhood developmental stages;
- to be informed of the Steiner curriculum and how it addresses the developmental needs of the children;
- to deal with issues of concern to the particular class.

As attendance at these evenings helps parents to understand the education their child is receiving, at least one parent is required at each evening as part of your commitment to the special character of the school. If not possible to attend, please send apologies and arrange to receive the minutes.

Parent-Teacher Interviews

Each year parents have the opportunity to discuss their child's progress and experiences at school with the class teacher. These interviews are held in term 2. Parents are also welcome to ask for an appointment outside of this time or to phone the teacher.

Written Reports

The class teachers provide written reports on each child twice a year – mid year and term four. The mid year report is a brief report that is the basis for a parent teacher interview while the term 4 report will address more fully the child's intellectual, social and emotional development, as well as artistic and physical skills. The reports on school children are addressed to the parents and are not intended to be read by the younger children.

Newsletters

The School sends out a fortnightly newsletter on Wednesdays. It keeps families informed of day-to-day events, meetings and school needs. School children will bring them home – check their bags on a Wednesday for news. Some parents opt to receive their newsletter by email. Please let the office know if a hard copy is no longer required. A file of newsletters is also available in the office to browse or to photocopy.

Other communication lines

Notes may also go home with the school children – for example about events coming up. Another form of communication is by class telephone lists.

Teachers write emails/letters regularly to inform parents of work covered, events and things to come.

The Library

There is a small library in the office reception with books on Steiner education and philosophy. Please feel free to borrow (and return!) books. Please record the item you have borrowed in the notebook.

Concerns and Complaints

We have school policy for dealing with concerns and complaints within the school community. This policy and its process are detailed in appendix at the end of the handbook and available on the school website.

16. Kindergarten and School Enrolment Procedures

Parents or caregivers wishing to explore enrolment of a child in the kindergarten are invited to attend an introductory talk by the Kindergarten Head Teacher.

This provides a chance to gain an understanding of our educational approach and special character and also to ask any questions. Once there is a common understanding of and commitment to the educational philosophy at the school, and the office staff has clarified the level of financial contribution requested, parents confirm their interest and the child will be added to the “Expression of Interest List”. When a place becomes available, the whanau will be contacted.

Each year the school advertises for applicants to Class 1. This advert is for the Class 1 that starts three years in the future – ie advertising to families of children who have yet to turn 5. (in 2018 we advertised for 2021 entrants). Applications are received on the ‘Application to Enrol Form’ and accepted or rejected on the basis of the Enrolment Scheme priorities. With a roll cap of 60 the school is limited to taking 8 children into class 1 each year.

Caregivers contacting the school requesting to enrol a child in another year level may join the 'Expression of Interest' list. They will be asked if they would like to complete the 'Application to Enrol' form and thereby get onto the school Waiting list in case spaces arise. If the school has gaps in other classes during the year, it can select children from the Waiting list using the priorities listed in our Enrolment Scheme.

Each class will have its own waiting list. Only the class 1 places have to be advertised for.

Every parent should complete an enrolment form and provide at least two emergency contacts. Parents may then be provided with:

- Names, addresses and phone numbers of teachers, staff and other parents
- A statement explaining the parents financial contribution
- Parents' handbook
- The New Zealand Steiner Federation's Curriculum Guidelines

Please refer to the School and Kindergarten Enrolment Procedure for further detail.

17. School times

School children should be at school by 8.50 am, so they have time to settle before the Morning Circle begins at 9 am. Late entrances are very disruptive to the other children and a child who arrives late is often disadvantaged and has trouble integrating into the social fabric of the class. When children arrive at school after 9 am then their arrival must be notified to the school office. For class 1 and 2 children their parents will notify the office of their arrival. Children in classes 3 and above will come to the office themselves on arrival to report their late attendance. Children must be picked up at 3 pm, as no supervision is available after 3:20 pm and delays by the parent can cause anxiety in the child. Kindergarten starts at 9 though children are welcome to come from 8.45 am.

Absences from School and Kindergarten Please phone the office before 9 am if your child is to be absent. After an absence of a week or more, please provide a medical or other note explaining the absence. If you plan to take your child out of Primary School you are requested to write to the Management Team explaining the planned absence. We also ask that you discuss any planned absence with your child's teacher. Any absences obviously not only affect your child, but also the life of the class as a whole. If you plan to take your child out of kindergarten you need to complete a planned absence form in the office. If the absence is for a period of over two months then the child's enrolment may cease.

18. Snow Days

If it has snowed overnight, or is snowing in the morning in the Dunedin area, please check the Hits or the Dunedin Cancellations facebook page or listen to the local radio stations (98.2 Breeze, More FM 89.4 FM, Dunedin Radio 99.8 or Classic 97.4 FM) on the hour from 8 am. Parents are also advised to call the school number from 8 am to hear any message informing of a late start or whole day closure. Parents should also be aware that our school may be closed while others are open, due to the wide area that staff and students come in from.

19. Seasonal Events and Festivals

The school's festivals celebrate the seasons, Christian and other cultural festivals and other significant points of the year. This is done through drama presentations, concerts, shared meals and other community activities. Festivals in the year involving the parent community may include the Harvest Festival in term 1, the Lantern Festival and Matariki in term 2, Spring Festival in Term 3 and the School Fair, Advent and Christmas in Term 4.

One of the most significant events in the year is our school fair, when the community works together to showcase the school and offer a day of entertainment and fundraising.

Dates for these events are advertised in the school newsletter and on the website.

20. Parental Commitment

On enrolment of a child each parent commits themselves to the special character of the school. This means that parents agree to follow the guidance in this Parent Handbook given in the section on Home and School, so that children can make the most of their life in kindergarten and school.

The school expects that a parent from each family will attend a parent evening once a term – this may be a parent teacher class night or a talk given by an outside speaker. The school holds a termly working bee at which we would expect to see someone from each family for a couple of hours at the weekend. Working bees help to tidy the grounds and make general repairs and maintenance or work on other projects. All families are expected to play their part: it is not all hard work as these activities are a great way to meet other parents and children and to enrich the lives of the children by providing them with a wonderful environment for the school. We ask that you attend at least two per year. All families are also expected to help in preparation and on the day of the school fair.

The school also asks for a financial commitment, although no child would ever be excluded from the school or their enrolment prevented for financial reasons. The School Trust relies on parental donations to finance the school property and the

teaching staff who are provided in excess of the Ministry's provisions. If you are unable to make the requested contribution please speak with a member of the office staff.

Information about the financial pledge can be obtained from the office.

Please pay to

Rudolf Steiner School Trust Otago 03-1726-0004961-02

We encourage all families to make a genuine commitment to our community through active participation, as outlined above. In addition parents can contribute through:

- Gardening
- Craft Group
- Fair and other fundraising projects
- Parent help at various activities
- Parents may also participate in the school through membership of the Board of Trustees or the Proprietors Trust.

If you feel you can support the school in any of these activities then please ask at the office or speak to your child's teacher.

21. Health

School Dental Service

This is a free service which can be contacted on 027 284 9954 if your child needs dental treatment. The dental nurse will contact parents once a year to arrange a check up.

Hearing and Vision Testing

A public health nurse visits and screens the children for vision and hearing difficulties. Parents are asked to sign a consent form to allow this. Parents receive notification of these visits.

Head lice

This is a recurring problem at every school. Please check your child's head regularly for nits or lice and if detected do not send your child to school until the head lice have been treated. If lice or nits are discovered at school, the parents will be called in to take their child home for treatment. The following treatments are effective:

- Condition hair and comb through with a nit comb, weekly;
- 2 drops of Olbas Oil behind the ears at night is preventative.

- Oil Pack - soak the head in a 50/50 mixture of vegetable oil and vinegar for 1 hour and comb out the dead lice.

Many of the chemical-based treatments are toxic and able to be absorbed through the scalp. Health food shops have effective, natural alternatives.

Illness and Absence

Please do not send unwell children to school. It is unfair both to the child and to the other class children. Please notify the office on the morning when your child will not be attending. Leave a message on the answer phone if needed. The School needs *current and correct phone numbers* so that we can reach you in the event of an illness or emergency. When a child has had diarrhoea, conjunctivitis, vomiting or any other contagious illness parents are asked to ensure that their child does not return to the School for at least 48 hours after the symptoms have ceased.

Medication

Please inform your child's teacher if he/she is on medication. Any medication must be given to the teacher and a form needs to be completed to give permission to the teacher to administer it to the child.

22. Home and School

This section deals with aspects of life both at home and at school that are necessary for the children's happiness and the smooth daily functioning of school life.

Clothing

Many parts of the School day involve the children in movement, dance and exercise, so functional and comfortable clothes that allow for active play are required. We recommend that children wear clothing made of natural fibres such as wool and cotton for warmth and breathability. Wet weather gear such as raincoats, rain pants and boots are necessary in our climate. Children also need to be warm. It is hard to learn and feel well when you are cold! Please avoid clothing with slogans or inappropriate media images (advertisements, violence, cartoons, and horror). A change of clothing may be useful in your child's bag. The children need soft, comfortable shoes/slippers for indoor wear, to be kept at the School. Close-fitting slippers are appropriate so the children have agile feet to skip, jump and dance!

The following are not considered acceptable for School: nail polish, make-up, face paint, hair dyes, body glitter, tattoo stickers, platform shoes, commercial dress-ups, slippers with lights and strong smelling perfumes or after shaves. Jewellery is not accepted, unless worn for cultural or personal reasons which should be explained in writing to the class teacher and the parent should take responsibility for any injuries resulting from its use (or its loss).

In summary

- Plain tops that cover the shoulder and stomach regions
- Outside shoes suitable for running and jumping (not jandals)
- Inside shoes or slippers suitable for moving
- No jewelry, make-up, nail polish, piercings or tattoos
- Hair tidy, clean, undyed and off the face
- Sunhats are compulsory in terms 1 and 4
- Warm and weatherproof outdoor wear.

Lunches and Snacks

Children's bodies need wholesome, nourishing foods. Foods such as wholemeal or wholegrain bread, fruit, vegetables, nuts and seeds, dried fruit, homemade cakes and biscuits form a good basis for lunches. Please avoid commercially prewrapped foods including chocolate, chips, sticky fruit roll-ups, muesli bars and sweet drinks. The School provides clean, filtered water. A labelled, sealable lunchbox is needed to keep your child's lunch in a palatable state. Please remember that we do not refrigerate lunches so everything provided will be stored at room temperature until lunchtime.

Toys

At times children may wish to bring marbles or skipping ropes to School. All other toys should be left at home. The School provides the items that children may need for their creative play.

Family Lifestyle

Children are happiest and do best when their lives are ordered and rhythmic. In school we follow an established daily, weekly and seasonal rhythm, which builds security and inner strength in the child. At home regular times for rest, play, meals, bath, and sleep help the child to relax, feel secure and be less inclined to argue and refuse to comply. Your child's teacher can advise and recommend reading material on this subject.

Rest and Sleep

Children expend tremendous energy during the school day. A period of quiet time after school and an early bedtime provide the child with adequate rest to ensure a happy day at school. Children require 10 to 12 hours sleep a night. Overtiredness is a major cause of poor performance, unhappiness and uncooperativeness. One overtired child can affect the mood of the entire class. Because of the children's need for rest and rhythm it is in their best interest to save parties and sleepovers for the weekends. These generate much excitement and it is difficult for the child to come down from the heights of their excitement. They need a quiet day at home to recover.

TV and Computers

Childhood is a time for learning through activity - a time for playing, for interacting with others, for experiencing the wonders of nature, for using the imagination to create all kinds of wonderful worlds, and for using bodies to become strong and adept. When these activities are replaced by the passive act of watching, the child's ability for creativity and imagination is markedly diminished. Television, DVDs and computer games create a passive response to the environment in your child. Their natural instinct to actively seek knowledge is stunted. The child experiences a programmed response instead of being able to create a unique, imaginative response. The School and Kindergarten's ideal is for the young child to see no television and take part in no computer games; parents are asked to censor and strongly limit their child's exposure to television and computer games. Parent evenings are a place where you may wish to explore how to make the transition to a more media-free home life.

Before School

To help your child have a happy, successful day please ensure they have a good breakfast and no TV or computer games! Waking your child up early enough so they do not have to rush and having a set morning rhythm will help create smooth, hassle-free mornings.

Extra-curricular Activities

The curriculum in the Steiner school and kindergarten is rich and varied. The children are involved daily in academic, physical and artistic activities. After school time to simply "be", to internalise the day's experience, is important. Please support your child's need for balance by limiting the number of extra-curricular activities.

23. Other matters

Parking and road safety

Parking around the school is limited. Staff park on the gravel road (Manapouri Street extension) and in two designated spaces by the lower classroom. Parents should park on the school side of Fern Road, and turn their vehicles well away from the school entrance gates – ideally at the bottom of Fern Road, before it turns in to the new sub-division. Use of the walking track or Jesse Street from the Maia bus stop is encouraged.

School entrance ways must be kept clear at all times to allow access by emergency vehicles.

The school encourages the use of high visibility vests for children walking to school. Helmets must be worn when cycling and are recommended for scootering. The School's Road Safety Procedure provides more information.

24. School Policies and Procedures

The school has developed a set of policies and procedures to help to ensure that we provide everyone at the school with a healthy and safe environment, with clear guidelines on areas such as curriculum, protecting our assets and resources – including our staff. These policies and procedures are reviewed on a regular basis by the College of Teachers, and the Board of Trustees. Parents are consulted when an area of policy is to be revised. All of these policies and procedures are available to be read in the office or a copy may be requested. Please see 25 for a list of School Policies and Procedures and 26 for a list of Kindergarten Policies and Procedures.

25. Complaints and Problem Resolution Policy

Policy Statement

- 1 **Dunedin Rudolf Steiner School** (“the school”²) recognises that mutually respectful and productive relationships between parents/caregivers, staff, board members, students and the wider community are important for the continued success of the school. To that extent, the school is committed to working to resolve any complaints transparently, fairly, objectively and with full regard to natural justice.
- 2 Any complaints, concerns, misunderstandings and/or disagreements concerning the school or its staff are to be taken seriously, and every effort should be made to ensure that effective management and problem resolution procedures are implemented.

Scope

- 3 This policy, and the procedures set by it, applies to all complaints concerning the school or its staff members. Complaints concerning the school may involve parents, students, staff, Board of Trustee members or the wider community; or school policies or operations; or an incident or event that has occurred.
- 4 The procedures established by this policy detail how complaints are to be raised and ultimately resolved.
- 5 This policy is to be read in conjunction with other related policies, procedures and legislation, including: Behaviour Management Policy and Procedure, Harassment Procedure, Equal Opportunity Policy, Staff Individual Employment Agreements, Health and Safety Policy, the Education Act 1989, the Employment Relations Act 2000, the Official Information Act 1982 and the Privacy Act 1993.
- 6 If the complaint relates to a stand-down or suspension decision, the Education Act 1989 and the rules specify timeframes and procedural requirements that must be followed.

² Please see the separate policy for addressing complaints and problem resolution within the kindergarten, playgroup or the Proprietors Trust

Policy Objectives/Guidelines

- 7 To develop procedures that will ensure complaints are dealt with in a confidential, consistent, co-operative and courteous manner; and which will ensure complaints are properly investigated and resolved on the basis of sound evaluation.
- 8 To ensure that any individuals involved in a complaints procedure are treated fairly and respectfully; and that they are provided with opportunities to express their full and frank concerns, with support as required. Individuals involved in complaints must be accorded natural justice: they must have the facts put to them; be given a full and fair opportunity to respond; and the decision-maker must take their response into account.
- 9 To ensure that the school has appropriate tools to resolve concerns or complaints as close to their source as possible, and as expeditiously as possible, reducing the need for escalation and/or further action. All stages of investigating and resolving a complaint should be carried out in a timely manner and as expeditiously as possible
- 10 To assist with the identification of potential complaints and adopt management techniques that will advance the likelihood of potential complaints being resolved in a quick and effective manner, and help reduce the incidence of similar complaints recurring.
- 11 All staff employed by the school are accountable to the Board of Trustees as their employer. Teachers are accountable to the New Zealand Education Council, who shall be responsible for investigating any teacher conduct, convictions or competence issues, and if necessary exercising disciplinary functions. The Principal is responsible for all Primary school staff. The Principal is responsible to the Board of Trustees.

Procedure for dealing with complaints

Making a Complaint

- 12 Informal complaints can be made to a staff member. That staff member should listen respectfully, seek clarification of the details of the complaint, investigate and resolve the complaint, if possible. The staff member must record the complaint and resolution in writing and provide a copy to the Principal.
- 13 A formal complaint should be made to the Principal. **Any formal complaint should be made in writing using the attached Complaints Form.** The Principal is open to hearing informal concerns; but the procedure set out below applies only when a formal written complaint is made.
- 14 If a formal complaint is first raised with a staff member, that staff member must promptly refer the complaint to the Principal. The complainant should be advised that the complaint will be referred to the Principal.
- 15 If a complaint is first made in writing to the Board of Trustees, and it is not about the Principal or the Board of Trustees, the Board should refer the complaint to the Principal to investigate and resolve in the first instance.

Investigation by Principal

- 16 The Principal must consider the nature of the complaint and determine the proper procedure for resolution. As a first step, the Principal should speak to the complainant and any other parties involved. The Principal should make contact with the complainant in a timely manner.
- 17 If the complaint relates to a student attending the school, the student's parent/caregiver and teacher must be informed of the complaint to ensure the student's safety and well-being.
- 18 If appropriate, the Principal may convene a meeting between all parties involved in the complaint. All parties will be invited to bring a support person. At the meeting, all parties will have the opportunity to speak freely about any concerns so that attempts can be made to resolve the complaint. Another member of staff will attend the meeting so that they can take notes and record courses of action and/or agreed outcomes. A copy of these notes should be given to the parties after the meeting and a copy retained by the school.
- 19 If an agreed resolution is reached, the Principal must record the agreement in writing (including any timeframes), and ask each party to sign the agreement confirming its accuracy. After the agreement has been signed by all parties, the complaint will be considered resolved in full. All discussions and agreed outcomes are to be kept confidential between the parties.
- 20 If a meeting between the parties does not result in an agreed resolution, the Principal must further investigate the full circumstances of the complaint. A further investigation into a complaint may involve further meetings with the parties involved, interviews with any other parties, and/or investigations by external agents, and the seeking of professional, including legal, advice. If further meetings are held, all parties must be invited to have a support person, have the opportunity to speak freely; and a record should be taken, in line with the process set out in the preceding paragraphs.
- 21 A staff member who is the subject of a complaint should be advised of their right to seek union or legal assistance.
- 22 After any investigation is completed, the Principal must consider the findings and make a decision on how to resolve the complaint. That decision must be made within five working days of the results of any and all investigations being received by the Principal. The decision must be provided, in writing, to all parties involved. Any decision by the Principal in regards to a resolution shall be strictly confidential between the parties involved.
- 23 If the complaint is about a staff member and it is found to be upheld, a copy of all documentation relating to the complaint will be kept, confidentially, on that staff members personnel file. Any disciplinary action taken will be in line with accepted employment practices and the Employment Relations Act 2000 and New Zealand Teachers Council procedures.

Investigation by the Board of Trustees

- 24 If a complainant is not satisfied with the procedure or decision of the Principal, a complainant may make their complaint to the Chairperson of the Board of Trustees. The complaint must be made in writing and should be given to the Board at least 3 days before the next Board meeting.

- 25 At any stage the Principal may refer a complaint to the Board to investigate and resolve because of its seriousness or for any other reason.
- 26 The Board must acknowledge any complaint in a timely manner; and set out the procedure they will use to investigate and resolve the complaint.
- 27 The Board investigates the complaint afresh, and is free to hear from the complainant or any other party again. Although the Board can determine its own procedure, it shall use its best endeavours to contact all the parties concerned at first instance, inviting them to explain what they consider to be relevant matters in relation to the complaint, and any concerns about the decision reached, before commencing its investigation into the complaint.
- 28 A staff member who is the subject of a complaint should be advised of their right to seek union or legal assistance.
- 29 The Board of Trustees may form a Complaints Committee to deal with the complaint. A Complaints Committee shall consist of at least two current Board members and one member of the Management Team, including the Principal, unless the Principal or one of the other members of the Management Team is the subject of the complaint or subject to a conflict of interest.
- 30 Any Board member who has a child taught by the staff member who is the subject of the complaint must not be involved in investigating the complaint.
- 31 If the Board/Complaints Committee considers that a meeting would assist with the resolution of the complaint, the Board/Complaints Committee will invite all parties involved to a formal meeting to discuss the complaint. All parties will be entitled to bring support persons to a meeting with the Board/Complaints Committee. The Board/Complaints Committee may decide to appoint an independent mediator to attend or facilitate any such meeting.
- 32 After any meeting has taken place and the new investigation has been completed, the Board must consider the complaint, any new information obtained, the results of the investigation by the Board/Complaints Committee, any professional, including legal, advice received, and any recommendations made. The Board must then make a final decision on the complaint which shall be provided to all parties in writing. After the decision has been issued to the parties involved, the resolution will be considered final.
- 33 A copy of the decision must be kept by the Board of Trustees and the Principal. Any decision or corrective action taken will remain confidential to the parties, the Complaints Committee, the Board of Trustees, any support persons and any external agents involved in resolving the complaint.
- 34 The Board of Trustees may seek guidance from the New Zealand Schools Trustees Association at any time about a complaint.

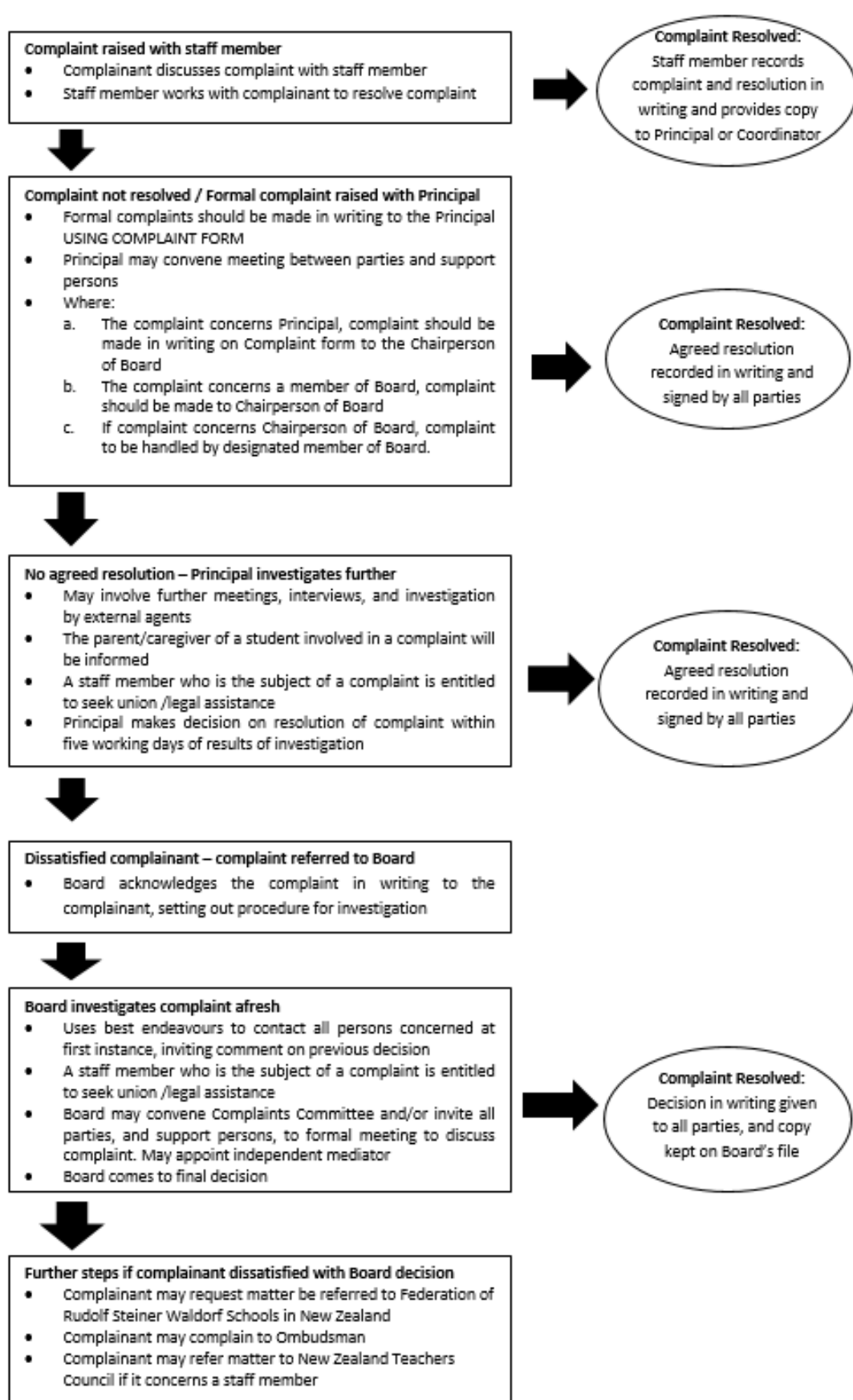
Complaints about the Principal or Member of Board of Trustees

- 35 If a complaint concerns the Principal, the complaint may be made in writing to the Principal, who must promptly report the complaint to the Chairperson of the Board of Trustees; or the complaint may be made directly to the Chairperson of the Board of Trustees. The Board of Trustees will have responsibility for investigating and resolving the complaint, following the procedure set out above.
- 36 If the complaint relates to a member of the Board of Trustees, the complaint should be made in writing to the Chairperson of the Board of Trustees. The Chairperson of the Board will be responsible for managing the resolution of the complaint, following the procedure set out above. If a complaint concerns the Chairperson of the Board, the complaint should be handled by a designated Board member, using the procedure set out above. Alternatively, and at the Board's discretion, the complaint may be referred by the Board to the Federation of Rudolf Steiner Waldorf Schools in New Zealand for support in achieving a resolution.

Further steps [optional]

- 37 If a complainant remains dissatisfied with a decision of the Board of Trustees, he/she may request that the matter is referred to the Federation of Rudolf Steiner Waldorf Schools in New Zealand.
- 38 A complainant may also complain to the Ombudsman about a decision of the Board of Trustees. The website of the Office of the Ombudsman is: www.ombudsman.parliament.nz
- 39 If the complaint concerns a staff member and all the above options have been exhausted, the complainant may refer the matter to the New Zealand Teachers Council. The form for making a complaint to the New Zealand Teachers Council is available online at www.teacherscouncil.govt.nz/content/conduct-competence/making-complaints-and-reports

PRIMARY SCHOOL: HANDLING COMPLAINTS:



26. LIST OF SCHOOL POLICIES AND PROCEDURES

ENROLMENT

- 1 Enrolment procedure – school and kindergarten
- 2 Procedure for enrolling kindergarten children on school roll
- 3 Enrolment Scheme
4. Exit interview procedure and leaving questionnaire

CURRICULUM

- 1 Curriculum policy
- 2 Planning, Assessment, evaluation and reporting procedures
- 2B Assessment schedule
- 2C Examples of assessment files
- 2D Example of written reports to parents
- 3 Procedure for challenged and gifted pupils
- 4 Policy on the teaching of te reo Māori and tikanga Māori
- 5 Protocol for the reporting the Achievement of Māori Students
- 6 Internal Evaluation policy and procedure
- 7 Guidelines for Principal's reports to the Board on curriculum delivery
- 8 Procedure on Student records – what we keep where
- 9 Procedure on out of school sports

FINANCE

- 1 Financial planning policy
- 2 Financial condition policy
- 3 Asset management policy
- 4 Credit card use procedure
- 5 Donations procedure
- 6 Policy on parental donations
- 5 Fundraising policy and procedure
- 7 Travel expenditure by staff
- 8 Schedule of delegations
- 10 Theft and Fraud Detection and Prevention Policy
- 11 Memorandum of understanding between the BoT and the Proprietors Trust

LEGISLATION

1. Privacy of Information Policy
2. Protected Disclosures Procedure
3. Protected Disclosures – Information for all staff
4. Attendance Procedures
5. Student records – retention and disposal procedure and schedule
6. Copyright Procedures
7. Stand downs, suspensions and exclusions

Board of Trustees – school

- 1 Board of Trustees Manual
- 2 Procedure for the review of policies and procedures
- 3 Induction procedure for trustees
- 4 Treaty of Waitangi – draft policy

PERSONNEL

1. Personnel Policy
2. Appointment policy
3. Appraisal procedure
4. Performance appraisal booklet for teachers
5. Complaints and Problem Resolution Policy, Procedure, Flowchart and Complaints form
6. Code of Conduct
7. Equal Employment Opportunities Policy
8. Guidelines for provisionally registered teachers
9. Induction Procedures for staff
10. Principal Annual Performance Agreement and Review Policy and Procedures
11. Professional Development procedure
12. Staff exit procedures
13. Police vetting procedure
14. Procedure on how the school is managed in the Principal's absence
15. Relieving teachers procedures –school
16. Staff leave of absence procedure
17. Staff handbook
18. Teacher registration procedure

27. LIST OF KINDERGARTEN POLICIES AND PROCEDURES

ENROLMENT

- 1 Policy for enrolling kindergarten children on the school roll
- 2 Kindergarten enrolment procedure
- 3 Exit Interview procedure

CURRICULUM

1. Core Programme
2. Procedures to observe and Assess Children and identify links to programme planning
3. Procedures for implementing equity in learning
4. Policy on Behaviour management and Procedure on asking a child to leave kindergarten
5. Flowchart of child behaviour management in kindergarten

6. Communicating & consulting with parents on progress and development
7. Daily Rhythm
8. Procedures for programme planning & evaluations
9. Commitment to the treaty of Waitangi
10. Rules & Boundaries for Outdoors
11. Procedures for maintaining partnerships with parents
12. Special needs and special gifts procedure
13. Procedure on class 1 readiness

FINANCE POLICIES AND PROCEDURES

- 1 Financial condition policy
- 2 Financial planning policy
- 3 Asset protection policy
- 4 Policy on donations from parents
- 4 Donations procedure
- 5 Fraud Detection and Prevention Policy
- 6 Fundraising Policy and Procedure
- 7 Travel expenditure by staff
- 8 Memorandum of Understanding – School and Trust

HEALTH AND SAFETY

1. Health and Safety Policy
2. Administering medicine procedure
3. Alcohol and drug free institution
4. Animal welfare procedure
5. Changes to working spaces
6. Child protection policy
7. Child Protection Procedures
8. Cleaning procedure
9. Collecting children procedure
10. Crisis management
11. Earthquake and tsunami response
12. Emergency closure procedures
13. Emergency Plan
14. Emergency provisions
15. Emergency evacuation for fire and earthquakes
16. Excursions procedure
17. First Aid and Accident procedure
18. Food preparation and consumption procedures
19. Harassment procedure
20. Hazard Management Procedure
21. Health and Safety policy
22. Hygienic laundry
23. Illness procedures
24. Immunisation register
25. Internet safety

- 26. Nappy changing procedure
- 27. Pests and vermin
- 28. Poisonous Plant matter
- 29. Settling children
- 30. Sleep procedure
- 31. Sun Safety procedure
- 32. Supervision of children procedure
- 33. Visitors to the school

LEGISLATION

- 8. Privacy Policy
- 9. Copyright

PERSONNEL

- 19. Personnel Policy
- 20. Appointment policy
- 21. Appraisal procedures
- 22. Complaints and Problem Resolution Policy
- 23. Guidelines for provisionally registered teachers
- 24. Induction Procedures for staff
- 25. Head Teacher Appraisal
- 26. Police vetting
- 27. Professional Development procedures
- 28. Relievers procedures – kindergarten and school
- 29. Staff leave of absence procedure
- 30. Staff exit procedures
- 31. Staff Handbook