From the CEO

Tracey Puckeridge

The future of education is unknown. We live in times of significant challenges, increased digital technology and global networks. As governments around the world scramble to find the best education policies, promote wave after wave of education reform and keep schools and educators in a continual flux of change, Steiner schools steadfastly do what they always do, that is, meet the needs of the students in a holistic way to engender qualities they will require for the future.

Steiner Education Australia supports member schools and associate members, promotes Steiner/Waldorf education through our website, Facebook page, brochures, newsletters, SEA booklet and continues to develop the Australian Steiner Curriculum Framework. We are engaged politically at state, territory and federal levels, engaging in stakeholder reference groups, submissions to government and stakeholder meetings representing the interests of our members. We develop courses and conferences to support ongoing commitment to professional learning and connect with education authorities on a variety of levels.

We support a number of new initiatives of committed and dedicated parents working hard to open Steiner schools in their region. I believe that this new increase of energy and vision is a consequence of a growing disenchchantment with mainstream education options and reflects an understanding of the essential needs of a healthy, robust, playful and imaginative childhood. This creates a true foundation for a truly relevant and rigorous education with teachers prepared to walk alongside their students to help create unique and individual journeys.

In this newsletter you will find articles related to our theme, Education for Life. The articles range from playgroup experiences, kindergarten, primary school, high school to post school and university, providing readers with a full scope of how Steiner education, whilst developed almost a century ago, is even more relevant today to provide students with the capacities, strengths, skills and inner qualities they will require for adult life in a fast changing world. Students enrolling in primary school today will be adults in a workforce where many jobs haven’t even been invented yet. Professions and occupations could change many times over the course of one’s life, so how can schools provide what children need for the future? They will need to be life-long learners and to achieve this, they must be provided with an education that is inspiring, creative, relevant and adaptable.

Global education policy focuses increasingly on competition between OECD countries with each country striving to top the test scores. This has resulted in top down imposed policy based on excessive measurement of outcomes, skills and knowledge. The essential components of the government’s education agenda such as promoting equity and excellence, successful learners, confident and creative individuals and active and informed citizens, are qualities and capacities that are qualitative not quantitative and therefore standardised tests have limited value when determining these aspects. Steiner educators understand the importance of educating holistically, each year carefully attuned to the unfolding development of the child into a young adult, with the curriculum underpinned by indications given by Dr Rudolf Steiner to support this journey.

Working together nationally, Steiner schools have developed the Australian Steiner Curriculum Framework, recognised by the Australian Curriculum, Assessment and Reporting Authority as an alternate framework to the Australian Curriculum. At the World Teachers’ Conference in Switzerland, 2012, this collaborative work was presented and several countries have shown interest in using aspects of it to support similar submissions to their education authorities. This work is essential as more and more throughout the world, concept driven, formalised education is being brought into the early years, threatening the quality of childhood at every level.

Nationally and internationally, there is increased pressure for compulsory full time schooling at earlier ages. It is important that we stand together, to not only safeguard Steiner/Waldorf education in an increasingly legislative environment, but we also have a role to play to connect with like minded people to stand up for all children and their right to childhood, opportunities for play and development of creativity and the imagination.

Steiner educators are committed to providing education that is inspiring, relevant and gives students capacities to thrive. In this newsletter you can read about bush playgroups and...
the five pillars of early childhood, both articles highlighting the importance of undirected play, the experience of nature and the importance of rhythm, routine and repetition in the early years. Steiner teachers understand the important aspects of building capacities for resilience. Resilience is not inherited, but is significantly connected with the experiences of the early years of childhood, requiring reliable, loving, stable relationships, learning through example (imitation), a qualitative experience of time (rhythm, ritual and celebration) and positive school experiences.

As you read through the newsletter, I am sure you will be inspired by the underlying wisdom that underpins Steiner education. From the early years to Class 6 Geology you will experience a leap from the dreamy world into the experience of the mineral world. Kamaroi’s article highlights how important it is to connect with indigenous elders in the community and engage in meaningful ongoing experiences to celebrate and understand indigenous culture through creative activities.

Chrysalis School gives us a glimpse into the middle years through their camp program and the importance of rites of passage and an unfolding but deeper understanding of oneself. Reading the articles on the Class 12 projects and other high school activities involving the wider community, portrays adolescents reaching out into the wider world and engaging in community projects to promote environmental sustainability.

Articles from ex students provide a retrospective reflection of their Steiner education, which I am sure you will find inspiring and give you the opportunity to truly understand what we mean by Education for Life. At the National Education Forum in August, 2012 a vision for the future was given by a social researcher, Mark McCrindle, responsible for tracking global educational trends. He stated that lifelong learning is critical to sustain future workers through a very varied career structure and to work in jobs that don’t even exist yet, reinventing career pathways several times during their lifetime.

He went on to say that there are 4Rs in education: Real - in world of massive change, equip students with real skills; Relevant – meeting needs of changing times; Responsive – connect with students and be flexible; Relational – it’s about teacher connection. Technology will continually change, eg. interactive whiteboards and laptops will become obsolete and new technology and trends will continue. What will be of the utmost significance to lifelong learning is excellent relationships between teachers and students, to inspire them, to love them. Sitting there listening to him, I felt affirmed that Steiner education truly prepares students for life.

A Bushwalk Playgroup

Vicki Kearney, parent at the Samford Valley Steiner School, Queensland www.avenuesforchange.com.au

Playgroups in our community are independent of the school, facilitated by long-standing parents of the school community. The Bushwalk Playgroup grew out of my interest in the Forest or Nature Kindergarten childcare concept which has been part of the culture of Scandinavia since the 1950’s and Germany more recently. When our group began, it was not a Playgroup as such, but a small childcare group of 3 – 5 year olds. However, at the beginning of first term last year, the children who came were infants to 4 year olds. At present there are 10 families on my list; 14 children aged 1 – 5 years.

This playgroup is comprised of a group of adults and the children they care for, be they parents or paid carers who gather together on a weekly basis during school term. Over the past two years, many men have attended and still one father on a weekly basis. There is a different feel to the group when the men are about – a wilder, ‘boysy’ sort of feeling that seems to allow a certain playfulness to arise, a cheekiness that allows us to laugh more often.

We go whatever the weather, although it is a strange phenomenon in Queensland, that when it rains, the adults run indoors! Too much ‘good’ weather perhaps; some people don’t even own a raincoat or an umbrella. But the Bushwalk Playgroup is out to change the status quo, be it in a small way. The children love to wear their gumboots
and raincoats, squishing the soles of their boots into the mud. Most of the participants already have a connection to the Steiner school. There is a like mindedness, a desire by parents to create an experience for their child that connects them to nature.

Due to the success of this group and my interest in the Forest Kindergarten model, I proposed to the school that we initiate a Bush Kindy for children aged 3 – 4 years. It is because of this that I recently invited Niki Buchan to our school. She has set up two Nature Kindergartens in Scotland and now lives in Australia. Niki took up my offer, taking a tour of the school and creek, sharing her own experiences, offering advice and encouragement for the project.

The Samford Valley Steiner School is fortunate in that it is located in a rural residential area, 30 minutes on the north-west side of Brisbane city. Its entire property borders the creek. Although the land is somewhat tamed, being leased and maintained by the local pony club, there is also a wild side that is untouched, not moulded by the human being.

I take a trolley which my eldest son made for me – a four wheel drive model that can take the hard yakka over the creek stones, carry tired children and pass through the flowing creek beds. It carries a lightweight tarp in case of rain, a towel, blanket, a couple of digging tools and a child sized bucket. Mainly we rely on what is down there to enliven our imaginations and to allow the things from nature to become our toys. We do swim in summer, adults included, sail little wooden boats, throw stones in the water and dig in the coarse sand. Each week I tell a story, creating a little puppet show by making the characters and props out of stones and sticks. We sing songs and play simple games, but mainly we just enjoy each other’s company.

I was born in country Queensland, growing up on a cattle property not far from here. The creek was one of my favourite playgrounds and yet I grew up to be one of those adults who ran indoors when it rained! Finally, I wish to share some words I heard at a workshop I attended in Brisbane 2010. I had only just begun the Playgroup and they were a great inspiration to me. ‘We, as the adult must stand our ground, become a bigger voice for the sake of preserving childhood. All of us must remember what it was like in our own childhood to go barefoot through the grass, to investigate puddles and make petal perfume.’

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**FIVE PILLARS OF EARLY CHILDHOOD**

*Connie Grawert*

The young child is fundamentally a different being from an adult, not only in her physical and emotional maturity, but in the way she experiences the world. Adults grasp the world through their thinking; they are able to take a step back and look at what is happening around them. The young child is totally immersed in her world; she is unable to separate herself from what she hears, sees or experiences. The better adults (parents and teachers) understand this, the more effectively we will be able to meet the child in an appropriate way.

Because the young child has a different consciousness from the adult it is important to relate to a child in a way that is different than adult to another adult. If we found our interactions on ‘Five Pillars’ of early childhood experience, this will go a long way towards meeting the child’s needs in a healthy way. I refer to these ‘Five Pillars’ as the 3 R’s and the 2 I’s: Rhythm, Routine and Repetition; and Imagination and Imitation.

**IMAGINATION**

The very young child experiences himself as ‘being at one’ with the world. He does not separate himself from mother, father, siblings, the environment in which he lives, the trees, the animals and so on. When the child begins to say ‘I’ this is an indication that the long process of self-realisation is beginning and the child has a dawning awareness of his separateness from others. But this is a slow and gradual process, and the young child is still very connected to the people and things in his environment.
Due to this ‘oneness’ with the world the young child is not yet able to form concepts or to think in abstract terms. He does think, but he thinks in pictures, or imaginatively. You can get an idea of what this might be like if you think about your own pictures or experiences in dreams. This is why we say in Steiner education that the young child has a ‘dreamy consciousness’.

So what does this mean for us when relating to the young child? It means that we try to paint pictures for the child. Rather than explaining or giving instructions we create imaginative pictures. For example, a child might ask, ‘Why do I have to wear a coat?’ We can give all sorts of (abstract) explanations about the cold weather and the season, keeping warm so we don’t get sick etc. We could also say, ‘You wear your coat just like the sheep that have warm woolly coats’ or ‘You wear your coat just like the workman we saw yesterday.’ The child is then able to relate to the picture of the woolly sheep or the workman in an imaginative way and will generally respond enthusiastically. This approach takes a bit of practice initially, but once you start doing this it becomes easier.

IMITATION

The young child learns mainly by example. She sees and hears what her parents, siblings, friends and strangers do and in a process of trying to make sense of things, she expresses her experiences in her speech, activity, play, drawings etc. No one ‘instructs’ a young child how to walk or speak, she learns simply by watching and listening. As she gets older she learns how to interact and behave in accordance with what she experiences in her environment. The best way to teach a young child is to do what you want the child to learn. By providing the example we teach children to be courteous, respectful and cooperative. This is not to say that children will always behave in this way at an early age, but as they grow older and are better able to self-regulate, these behaviours and attitudes will become good habits. It goes without saying that parents and teachers have the great challenge of being worthy role-models for the children.

RHYTHM, ROUTINE AND REPETITION

Whereas Imagination and Imitation have more to do with the child’s consciousness, the 3 R’s have more to do with the day to day life of the child. Rudolf Steiner recognised that children go through various stages of development; in early childhood the child is a being of activity. He acts; he learns and experiences the world by means of his senses (touch, taste, smell, sight and hearing), and by doing things. It is widely accepted in education that young children’s learning is ‘hands-on’. Rudolf Steiner referred to this aspect in the child as the Will. He also identified 2 other aspects: Feelings and Thinking. In early childhood we are mainly dealing with the development of Will.

How do we help to support the development of Will in the young child? (You can also think of ‘will-power’, being able to see a task through to the end, acting on thoughts and feelings). The 3 R’s are the key.

Rhythms of the day and night, daily and weekly activities, and seasonal rhythms allow a flow of life experiences. Regular times for sleeping and waking, meals, work and play, and specific activities allow the child to move through the day and week in a harmonious and secure way.

Routines determine the way in which things are done, for example, a parent cooks the meal while the child sets the table with tableware, flowers and a candle. The whole family sits together, a grace is spoken or sung. Each person clears their plate and cup at the end of the meal; family members
We began Geology with the story of Niclaus Steno, a 17th-Century Danish scientist who was absorbed in the question of how seashells embedded in hard rock were found near mountain peaks. Steno, a skilled anatomist, had a passion for mountains and spent his time exploring the hills of Tuscany and the Alps. He recognised that the layers of rock that entombed fossil shells were made by the gradual accumulation of sediment, and each layer represented a span of time in the past. He wrote in his book ‘De Solido’ that the layers recorded the succession of seas, rivers, lakes and soils that once covered the land. Bold views for his time, only a generation after Galileo.

Rhythm, routine and repetition develops will-power, develops the capacity to complete tasks and develops the inner strength and confidence to undertake initiative based on thoughts and feelings, by providing the child with regular opportunities to do things in a familiar way again and again. The child begins to develop habits that can be of lifelong value.

Reproduced with permission; originally written for ‘Emerge’ the journal for Chrysalis Steiner School by Connie Grawert, consultant and mentor in association with the Australian Association for Rudolf Steiner Early Childhood Education.

Connie spent 6 months at Chrysalis Steiner School this year supporting and developing their Early Childhood program as a teacher and mentor.
While drawing fossilised shells in our main lesson books, one of our school parents, a geologist, sent into class a beautiful, large, white fossil shell that he had found while climbing in the Himalayas. Holding the shell we felt so close to Steno’s story and to his wondering.

The science of geology like other sciences, is built, layered, on careful observation and later reflection. So we went to clamber on rocks and walk around the coast between Cape Leeuwin and Cape Naturaliste in the south west of WA, near Margaret River.

During a reconnaissance visit in the Easter holiday, I had made observation charts with photos of rocks and landforms that we would find on our walks. On camp, we recorded our findings while on excursions and reviewed and discussed them the following morning before setting off to explore anew. It was a bit like a rock treasure hunt, a lot of fun while deepening attention.

So much observing and discovery was possible, tracing a waterfall stream as it disappeared into a limestone cave, to emerge on the other side of a hill, flowing on a granite bed at Meekerdarribee pink and yellow layers in weathered gneiss, granite tors and garnets at Bob’s Hollow; at Quarry Bay near Leeuwin lighthouse we found a wonderland of fresh water springs, rimstone pools, baby stromatolites, and tufa ‘dripping’ off low cliffs like solid icing. We drew the duvets of granite on the shore, basement rocks between 1.5 and 655 million years old and hoped we were sitting on the rocks that India was once joined to, the part that is now under the Himalayas.

Taking close up photographs was another way we were drawn into the detail and the beauty of the rocks. Each student took between 2 and 4 photos and back in class these images are a glowing and fascinating record, which has promoted us to explore landscape photography particularly Simon Nevill’s books on WA and Mara Fuhrmann’s American and Icelandic Rocks.

Exploring Giants Cave
By Max

Pouring rain falls onto the forest floor
Soaking, sucking, through the soil and limestone
Dripping off the cave ceiling, down onto the sandy floor.
An endless descent we make, down uneven steps into the gaping mouth of a giant.
Climbing, slipping and trudging in awe of such breathtaking sights:
No man could ever forget
The Wonders of the giant.
During this main lesson each student worked on a project choosing an Australian landform that inspired them, drawing in pastels, pencils and watercolours. After researching and describing its formation, age, and characteristics, as well as the region and life forms around it, each student found another landform of similar composition in another part of Australia or overseas to make a comparison.

Listening as their projects were presented has extended our appreciation and insight into many remarkable landforms. Arrayed around our room they look beautiful. We found Geology was a difficult study to leave, it has such a grand scale and took us to wonderful places. A favourite was Canal Rocks, so weathered and wild, where we saw ‘the tide streaming through a honeycomb of rock and air’.

### Camps at Chrysalis

**Chrysalis School for Rudolf Steiner Education**

Chrysalis Steiner School’s camp program promotes an environmental ethic, appreciation of the aesthetic in nature and the development of values, knowledge and skills within the camp experience. The unique geographical location of Chrysalis School in the Bellinger Valley, Northern NSW, provides a range of unique opportunities to experience diverse environments through the class camp program.

The gift of the human imagination is seeded and nurtured in the early years of a child’s life. In a Steiner school, storytelling fosters the child’s creative capacity. The sharing of stories enables us to understand others and ourselves. The story brings about a connection between the storyteller, the listener, the group and the place.

Camps create a platform where stories can be told and heard, where students learn about each other and their responsibility to each other in nature and being out in the bush. Shared camp experiences provide the substance for new class stories.

Camps at Chrysalis are held from Class 1 and each year targets a specific element of the child’s development. For example, Class 7 and 8 camps improve social skills, build self confidence and resilience, provide opportunities for the development of new skills, expressing needs appropriately, experiencing a variety of relationships and increased awareness of the environment. By the end of a camp, it is hoped that the students will be transformed in some way, affected by the camp experience.

There are two longer camps that are undertaken during these 2 years, with other smaller bush and hiking camps scattered throughout. The Class 7 theme for the year takes into account the formation of the earth and our role in protecting and conserving this wonderful resource, therefore the 10 day island camp offers students practical activities in marine studies, orienteering, snorkelling, fishing and camping as well as a shared community experience. A short camp is also provided where students learn about the local bush environment and are introduced to bush survival skills whilst a further camp experience focuses on team building, abseiling and kayaking skills.

The theme for Class 8 is a continuation of Class 7, appreciating the different environments that we live in, strengthening relationships with nature, ourselves and building stronger communication avenues. Students extend their knowledge of the local bush environment and bush survival skills.

The main Class 8 camp focuses on a more inward journey, where the students hike into the Guy Fawkes National Park.
Virginia Moller, Principal Kamaroi Rudolf Steiner School

For thousands of years prior to the arrival of Europeans, the vast area of which Kamaroi Rudolf Steiner School is located was home to the Guringai people. Kamaroi is a vibrant school community that gives recognition to the traditional inhabitants of the land on which it sits. Over the past few years many conscious measures have been instigated and engaged within the Kamaroi community to extend the Aboriginal presence, perspective and connectedness to the school, its community and those now living, working in and visiting the lands of the Guringai, Dharawal and Dhurug people.

Over time we have embedded into the school program various activities and programs to help ensure this occurs in a meaningful and sustainable way. The school has invited members of the Aboriginal community to key events in the school such as the recent opening ceremony of the school hall, Nanga mai (meaning ‘to dream’ in the Sydney language) which had a strong Aboriginal component, including Aboriginal smoking ceremony. We have commenced an exciting ‘Landscape Journeys’ project on our site, which aims to preserve Aboriginal heritage and to educate and increase understandings between communities via story and artistic representation. The project will include creation of a storytelling firepit, indigenous gardens, landscaping and artistic representation of the Aboriginal history, flora and fauna of the area local stories living on our site for the benefit of all.

These and other initiatives fall under the umbrella of the school’s Reconciliation Action Plan which is currently being devised and will hopefully be recognised by Reconciliation Australia.

In 2011 Class 6 students engaged in a profound learning journey and book publishing venture, the ‘Guwanyi Nura’ carrying everything they need on their backs. This camp provides students with a physical challenge and a very personal interaction with our wild, natural environment. Through this ‘rite of passage’ camp, students experience quite a profound connection with the land and their own being. Students sleep under tarps, carry their own food, clothing and all that is necessary for surviving.

Students are prepared in the previous term in a ‘boot camp’ program where they break in their hiking boots, carry a back pack and build up core muscles and endurance in their sport section of the curriculum each week.

Both camps offer opportunities for reflection, observation, exploration of ideas and experiences that can only be found in nature and are an integral and valued part of the curriculum.

The Guwanyi Nura Project at Kamaroi School

Aboriginal smoking ceremony as part of Kamaroi School Nanga mai hall opening in 2011.
project. ‘Guwanyi Nura’ comes from the Sydney language which we interpret as ‘telling about place/country’. The theme of the soon to be published book has ‘perspectives’ at its heart and this concept of perspectives was explored through rich conversation and sharing of stories and experiences between students and Aboriginal Elders who visited Kamaroi over two days.

As well as crafting the narrative, the students were also involved with illustrating the book. To help with this, the children were mentored by renowned children's illustrator Kim Gamble who took part in the two day experience. Kim also created an illustration for the book which encapsulates the journey the participants, both children and Aboriginal elders, took over the two days. To help students craft their narratives of the experience there was a ‘writer mentor’ also involved throughout the activities.

This was an amazing opportunity for the children to engage in a meaningful and practical way with the core human need for connection and appreciation; to know and be known, to see and be seen, to understand and be understood. The similarities we all share as human beings far outweigh the differences, and this journey gave an opportunity for the children to experience this in a powerful and creative way. It is also an honour for the children to be entrusted by the Aboriginal Elders to write about their stories and perspectives of what it is like to be an Aboriginal person today.

Watch out for the publication soon!

The school community is now ready, building on the solid connections already made with the Aboriginal community, and through realisation of the projects described, to complete its vision of the School as a key facilitator in helping to authentically conserve, promote and increase understanding of Aboriginal heritage in the local area and beyond.

Australian Curriculum Assessment & Reporting Authority 2010

The Arts make distinct and unique contributions to each person's ability to perceive, imagine, create, think, feel, symbolise, communicate, understand and become confident and creative individuals...Each of the Arts assists in developing identity, confidence, social participation and inclusion.
Cameron Eglington, High School Coordinator Perth Waldorf School

Whilst some schools thrive on their academic success gauged by external measures such as ATAR scores, at Perth Waldorf School Class 12 students spend the year immersed in a project of substantial quality. Class 12 Projects are a means of bringing together many cross curricula ideas to formate an original and individual body or work.

A Steiner education involves the enhancement of creativity, to revitalize and enrich teacher's work and to develop discipline, tone and moral education. Schools forge an educational pathway using their philosophical indicators as an educative compass towards an ideal. In a Steiner school the fundamental pursuit of the education they provide is underpinned by the deliberations and ethos of its finder, Dr Rudolf Steiner some 100 years ago.

Interestingly, this century old thinking is fluid and relevant as much today as it was almost 100 years ago. The Class 12 Project, like many graduate achievements, is a deliberate process delivered in many Steiner High Schools, providing a non-exam based assessment to gauge the academic, knowledge, understanding and process of young graduates at a significant educative milestone.

Formerly the leaving certificate, the TEE, VCE, HSC, WACE Certificate and other quantitative measures have been used to gauge the intellectual readiness of graduating students for the bridging from school to either tertiary education or the workplace. All educators know that purely quantitative measures are not stand alone gauges of success and that qualitative indicators and processes are valid too.

All assessments need to include five essential components to be accountable; to be valid, educative, explicit, fair and comprehensive. It is from this platform that externally administered examinations are used as standardised testing for graduates in most states and territories across Australia. In many cases, these are culturally appropriate, politically correct, maintain a mean of 60% and hope to be a true measure to attain an ATAR.

In most Steiner schools, exams have their place, but are not seen as the only measure of graduate achievements or as a final measure against course outcomes and grade descriptors. It is with these measures in mind that Steiner schools look to the Class 12 Project as a more holistic evaluation of achievement.

The Class 12 Project at Perth Waldorf School is extensive and takes a few years in the making. First, in early high school years all students are expected to develop an understanding of the artistic and scientific background of a broad range of subjects and to grasp the breadth and depth of the Steiner Curriculum from philosophy, sciences, the arts and to build on the skills of drama and manual arts to name but a few subjects. By Class 11, students take up the skills of academic writing and build up the skills of formatting, referencing, original thought and explore the realm of discovery. By Class 12, as their judgment becomes more refined and sophisticated, the crystallization of a topic which will immerse them in a year long independent process is established.

The project is clearly broken down into a practical component, a 4000 word referenced and research paper, the maintaining of a journal and the delivery of all of these components on time. The crowning component is the oral presentation to the community. Each student is supported throughout the year with a staff supervisor and mentor from their chosen field. The Class 12 graduating year is the culmination of a broad ranging, creative and academic education. With the addition of elective subjects, all students have studied literature classics, performed in a full class play and completed units of work in physics, chemistry, botany, and calculus. In the case of the Steiner students that I have had the pleasure of meeting in ACT, NSW, SA and WA, many have part time jobs, many play sport and some work in volunteer capacities and just like all 18 and 19 year olds, they have a life outside school too.

The project meets the five essential components of assessment, and is certainly not a soft option or the avoidance of exams. It is stressful, time consuming, emotional, intellectual and a creative saturation in a chosen topic of study. In the words of several students from Perth Waldorf School, the Class 12 project:

- has helped me distinguish my passions and formed new ones. It has helped me make connections and contacts and develop a wide range of skills necessary to complete the project, particularly in the area of communications, IT, etc. I have found that the project has boosted my creative thinking and inspired me
- allows me to get outside and involved in a very practical and enjoyable activity that I have spent a lot of my life doing (sport coaching)
- has given me a chance to work on something I am really interested in...I have chosen to start a small business selling LED lights
- is a more inspiring way to finish school... I have become more self-driven in becoming a writer
- has allowed me to work at my own pace
- has allowed me to find and explore something I am very passionate about, clothing and design
- has allowed me to prove my academic potential in a way that compliments my strengths
I AM. YOU ARE. WHO IS AUSTRALIAN?

AN EXPLORATION OF IDENTITY IN AUSTRALIA THROUGH ART AND MEDIA

Genevieve Burke, Class 12 Project Perth Waldorf School

The question of our shared identity, of what it is to be Australian, is a national pursuit. Prime Ministers, social commentators and the local butchers are all asking the question: what is it to be Australian?

Genevieve Burke, born of an Indian mother and an Irish-Italian Australian father is a young West Australian Class 12 student from Perth Waldorf School who is fascinated by our diverse perceptions of identity. The conflict and cohesion, the community and composition of the Australian psyche was challenged and explored at her Art and Media Exhibition titled I am. You are. Who is Australian?

Genevieve gives further detail:

I am a year 12 student at the Perth Waldorf School currently undertaking a year long project exploring identity and belonging in Australia titled, ‘What does it mean to belong?’ This resulted in a public exhibition in Fremantle featuring a variety of works, photographs, videos and artworks, which addressed, explored and challenged people’s perceptions of what an Australian looks like. My exhibits were:

‘Faces of Perth’ - featuring portrait shots of people in Perth

Some of my friends and I took a camera, a stack of release forms and a whole lot of courage to Perth and asked people if they were willing to have their photo taken as part of the project, which I briefly explained to them. The photos in the exhibition were taken over 3 hour-long sessions, on 3 different days.

‘Looking beyond’ - attempts to encourage people to look beyond first impressions.

This series was shot by professional photographer James Kerr and featured 2 or more family members. Viewers were encouraged to try to match the relatives by looking further than skin or hair colour.

‘The typical Australians’ - were chosen according to the information gained from an earlier survey.

The representations of the typical Aussie are, you could say, what some people imagine a ‘stereotypical’ Australian looks like. About 56% of the respondents considered themselves Australian and the remaining 44% were located overseas.

‘The burqa walk’ - an ‘experiment’ to see how people in Perth responded to someone wearing a burqa and how it felt to be wearing one

I had a couple of people videoing me (subtly) so I was also able to get a feel for how people were responding behind my back. The videos were exhibited along with my observations and feelings of the experience. At the exhibition, as people entered the portal through free-standing doors they experienced a televisual biography of the streets of Perth ‘through the veil’ as I took them on ‘the burqa walk’.

‘Not your typical looking Australians’ - iconic Australian ads

This piece was inspired by an episode of Insight (an SBS program) called ‘I’m not racist, but…’ On the show, a representative from an advertising company explained why minority groups were not used in ads. I thought it would be interesting to try it out. The 5 ads I recreated were for Vegemite, Mrs Mac’s Pies, Akubra Hats, Holden Cars and Weber Barbeques; brands and products considered dinky-di Aussie.

‘A pool of skin colour’ - an interactive piece

Upon entering the exhibition people were invited to interact in a social engagement of colour, race and ethnicity. This featured a bowl with many small tubs of colour around it, the colours of skin. Visitors were encouraged to add a few drops of their own skin colour into the main bowl. At the end of each day I painted a canvas with the colour created, which would be the average skin colour of the people who attended the exhibition.

For more information contact Genevieve
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I am. You are. Who is Australian?
‘How do you like me now?’ - A series where I am the focus

I took on five very different looks and posed the question ‘how do you like me now?’

This was a bold debut for a young and emerging artist. Genevieve successfully explored an intriguing selection of artistic mediums to challenge us in how we see ourselves. This exhibition also delivered an ethical and diverse vision of being Australian and challenged participants to reveal their true potential.

Scholarship Success

Willunga Waldorf School

While most students were winding down from exams or making plans with friends after year 12, Willunga Waldorf School student Stefan Bucheler, was spending his summer working on Australia’s unique marine environment.

Stefan took on a 10 week project with Conservation South Australia’s ‘Reef Watch’ where he was able to organise a promotional community event, collect data on the South Australian reef systems, and assist in a number of Reef Watch programs.

With a passion for scuba diving and all things marine, Stefan is now studying Marine Biology at University and hopes that his contributions will allow Australians to understand and better protect their environment and to manage it sustainably into the future.

‘I wish people understood more about their environment and the role they play within it. I think that my work and the experience that I have gained at Reef Watch will really give me an edge as I go on to study further at university and my time here will certainly stand me in good stead in my work in the future’ explained Stefan.

Short listed students had to undergo a rigorous selection process where panellists reviewed applications and online interviews. Thanks to Bayer Australia and the Australian Geographic Society, Stephan was awarded an environmental scholarship.

Kylie Piper, Australian Geographic Society Administrator stated that ‘Stefan’s project was outstanding. To have a young person so committed to not only learning about their local environment but also teaching others about it is an inspiration’.

Doonella Project

Students in many Steiner schools support their local community in a variety of ways. During the Class 10 Ecology Main Lesson, students from Noosa Pengari Steiner School in Queensland worked with a local ecologist to identify the different ecological features (plants, ecosystems, flora, fauna) of the four different areas around Lake Doonella. They also identified the environmental threats that could create unbalance or environmental disturbance. The Ecology Main Lesson became part of a local signage project sponsored by Stockland developers. It resulted in student work (etchings, poetry and scientific explanations) being posted as permanent signs along a lakeside walking track along Lake Doonella.

One illustration of a fern and a description of the Golden Mean by Ebony Sloots, was turned into a 2.5 metre long etching and mounted in the Stockland Sales office. One thousand five hundred posters featuring the student’s artwork and research were printed by Stockland and given to the school, as well as being placed in the Stockland sales office for potential home buyers and visitors to the Lake Doonella area.

An after-effect is that when Ebony wrote to Stockland to tell them of her stained glass window Class 12 project, they offered to sponsor the cost of the glass, and to have her work as an intern with them over the holidays.

The students were on the local community radio talking about the Doonella project soon after, supported by their teacher Shelley Davidow. The benefits of a project like this are not only does the project support the community, but also empowers students and generates passion for ecological studies.

Creativity, interpretation, innovation and cultural understanding are all sought-after skills for new and emerging industries of the 21st century. Arts education provides students with the tools to develop these skills.

Minister for Education – Peter Garrett 2009
To a young child of 8 or 9 years of age, the question ‘what are you going to do when you grow up?’ can be somewhat puzzling, particularly when it is spoken with an air of concern in response to your statement that you attend Linuwel School, the local Rudolf Steiner School. ‘But you don’t do the Year 10 Certificate; you won’t even be able to go to TAFE’ was a common misperception among people in the rural city of Maitland, where I grew up. I couldn’t see how a Year 10 Certificate was going to help me become an Olympic athlete or famous author, so I wasn’t too worried.

It wasn’t until I was studying my Master’s degree at the University of Sydney that I realised just how political my education had been. Peace and Conflict Studies highlighted the importance of breaking down national, occupational or discipline boundaries, as it can be easy to hide behind such boundaries, making it difficult to communicate with ‘others’, let alone develop empathy and understanding. This crossing of barriers, this emphasis on fostering interdisciplinary perspectives, had been at the heart of my education at school and was now enabling me to be open to new ways of thinking and being, and to approach all that I did with a sense of striving and a feeling for the well-being of the world beyond my small self.

The very interdisciplinary nature of the main lesson, for instance, breaks down artificially constructed ‘subject’ boundaries to create a more holistic picture of the world and of knowledge itself. Also, I was not assessed against my peers, I was not ranked against a decided ‘norm’, and my interests and passions were not channelled away from subjects that I was not ‘good’ at. In the education system, and the larger community, a lot of fear is generated about not doing well in standardised tests, and many people’s identities are tied up with their ranks and results at school, limiting or narrowing their options for the future. The education I received through Steiner schools challenged this whole way of thinking and ultimately opened the possibilities for my future.

I did not do the NSW Year 10 Certificate, nor did I do the Higher School Certificate (HSC). After Year 10 at Linuwel School, my parents made the decision to send me to Lorien Novalis School for Rudolf Steiner Education in Sydney, where I completed Years 11 and 12 with a major work. My experiences at school were highly enriching and played a central part in forming who I am. Some highlights were performing a play in the USA, performing international dances in the Cook Islands, camping, building with mud-bricks, gardening and working with passionate English and Maths teachers who brought such creativity to their craft.

To start first year at university with such a rich schooling background and wide range of skills made the transition into the ‘mainstream’ education system relatively easy. My fears that I would be ‘behind’ the others were allayed in my first lecture when an academic stood in front of 300 or so people and warned us that we would have to completely change our way of thinking and learning, and ultimately spend the following year unlearning everything we had been taught in the process of doing the HSC.

Choosing my path in education and work beyond school was far from linear, and did not involve having an end goal.
and finding the quickest way there, but I was pleased to watch as many friends from school, who did know what they wanted to do, proceeded to follow their dreams unhindered. Some went on to university to study arts, fine arts, film, law, physiotherapy, education, IT and a variety of other subjects. Others found their way into various fields of work in Australia and overseas.

I chose to study subjects I was interested in, which led from a Bachelor of Arts to a Master of Peace and Conflict Studies, and work at the University of Sydney. I was passionate about my studies, my work was meaningful and had the aim of working to benefit others, yet there was something missing. In all that I did I was searching for a sense of purpose, for a higher meaning to my life and work. I found that to some extent in the path of yoga, and studied to become a yoga teacher, but still felt I wasn’t quite fulfilling my life’s purpose.

The idea to become a teacher came suddenly, and a year later I was qualified and ready to teach. My dream was to work at Lorien Novalis Steiner School, where I was involved with casual teaching while completing my Bachelor of Teaching, but my life changed dramatically when I was visiting family in the Hunter Valley and was called upon to fill-in for the Kindergarten teachers at Linuwel Steiner School, who were both sick. From the moment I met that Kindergarten class there was a strong connection, and after one tiring but wonderful day with them I felt we were destined to make the primary school journey together.

They are now a lively and beautiful group of Class 2 children, ready to take on new skills and knowledge at every step. We have had many adventures together, including five camping trips. I am doing what I love, including knitting, drawing, telling stories, working with words and number. Ultimately though, I am working for the future, for the futures of each of the children and the people they encounter in their lives. My work is no longer about me; it is about something far greater. It is challenging, it is confronting, it is awe-inspiring and it is fulfilling, and it is full to the brim with love.

**Realising Picasso: Reflections on a Steiner Education**

Amber Parkes

The twentieth-century artist Pablo Picasso once said, ‘Every child is born an artist, the trouble is how to stay one as you grow up’. I agree, and would add that a challenge in today’s world is how to encourage children to be artistic.

I was fortunate to go to Steiner schools from Kindergarten through to Year 12, which allowed my imagination and creativity to flourish. When I look back on my school years, it is this aspect of my education that I most value.

I came to this realisation perhaps most compellingly when I went to my ten-year high school reunion late last year. I had been studying and working overseas over the years and had not seen my high school friends for some time, so the reunion served as a natural point of reflection for me, both on where I was at in my life, and on my schooling and peers. As I drove to the venue I couldn’t help but muse, what influence did our school and teachers have on us? Would everyone be working in high-flying jobs, or married with kids, painting masterpieces, or waiting tables? Would we still all get on? Would I recognise everyone? I had no idea and I was eager to find out.

What struck me the most that day was not just how successful everyone was in their own right, but how diverse our chosen paths were. Our careers traversed a cross-section of industries and professions. Among my cohort, a class of about fifty students, there was a graphic designer, osteopath, human rights advocate, fashion designer, humanitarian worker, policy advisor, jewellery designer, film producer, PhD graduate, music producer, photographer, microbiologist, musician, animator, teacher, marketer, business owner and writer.

But even more fundamentally, I was struck by how real everyone was. This goes some way in explaining what I got out of a Steiner education.

Steiner schooling, for me, was more than an education in its most literal sense. During primary school, through Main Lesson, Morning Circle, Drama, and an unquenchable amount of drawing, my teachers impressed upon me a sense of enquiry and self-expression that I have retained to this day. During high school my teachers encouraged me to think independently and not to be afraid to do so. Both the curriculum and its delivery augmented the conventional ‘left-brain learning’ that I think so often dominates education institutions.

Cut to ten years later and I am a fervent traveller, motivated by my work, learning languages and still trying desperately to understand contemporary Australian politics. My career, albeit still fledgling, has been varied and interesting. After university I went from psychosocial cancer research at the University of Sydney to an internship with the United Nations in New York, to working on migration health policy with the International Organization for Migration in Bangkok. My current work is with the Australian Agency for International Development (AusAID), in Bangkok, where I am working on human trafficking and exploitation issues in the region.

Would this all still have been the case if I had received a different education? I’ll never know. But for me, the take home message from the reunion that day was that an education isn’t just about shaping what we do. It’s also about instilling a sense of why we do it and how we engage with the world we live in.

My hope is that the next generation of educators might look to some of the merits of Steiner teaching, and that the mutually reinforcing aspects of academic and creative intellectualism might be recognised and incorporated into the wider education system. Within this paradigm, perhaps Picasso will be realised.

Amber Parkes currently lives and works in Bangkok, Thailand. She holds a Bachelor of Medical Science and Bachelor of Arts in International Studies, and a Masters of Public Health.
Cultivating a Culture

Fehin Coffey, Orana Steiner School 2011 Graduate

Due to a lack of care and consciousness in the way we have utilised the Earth’s resources, we are now facing crises on many fronts. While parts of the world experience an overproduction of food, more than 1000 million people go hungry; every six seconds someone dies of starvation; six million children a year die from lack of food, whilst 155 million of us are overweight. In the end these global problems boil down to one thing, there are just too many of us on the planet living unsustainably.

For 15 years I attended Orana Steiner School in Canberra. I started back in 1997 in Sessional Kindergarten and continued right through to Senior College. In the final year of study, students in Steiner schools are able to choose a research based or practical activity that they will intensely research for the year. By the end of the year each student presents a 30-minute talk on their chosen topic to parents, teachers and the general public. The talk is also accompanied by a written thesis that is perhaps supplemented by other artistic mediums. The presentations that had inspired me in previous years included such diverse topics as volunteering in East Timor, learning Flamenco guitar, and even explorations into esoteric thought! As you can see the talks could be on anything!

At the early stages of my Year 12 Project I was essentially trying to tackle all of these issues in one go. Basically, I wanted to save the world. I felt a massive, overwhelming responsibility and I was full of thoughts, full of feelings. What could I do though? As far as I was concerned, as an 18-year-old student, I couldn’t really do anything on my own…

Fortunately for me, last year was Orana’s 30th Birthday and the school invited Silvia Angel, a wonderful young woman from Germany, to create a short documentary based around one simple question, ‘What is important for education?’ Sixty-one students gave their personal answers.

It was out of this video that the inspiration for my Year 12 Project arose. My friend, Class 11 student Maddie Fell, answered that we need to learn how to feed ourselves just in case something bad happens. She expressed how she found it sad how so many people have lost touch with nature, saying that after all nature doesn’t discriminate – it’s all there for us to use as long as we respect it!

In 2011, Orana had a gardening curriculum, however, for many reasons, there was no dedicated teacher for this subject. Gardening as a subject only occurred on an ad-hoc basis, based on the enthusiasm of individual teachers.

In 2003 the Canberra Bushfires had damaged a large portion of the Orana campus, including the loss of the kindergarten, most of the play equipment, the surrounding pine forest and the schools bountiful biodynamic gardens. Years and years of work and dedication from the school gardener, Tim Edmondson was reduced to one small grove of sunflowers that bizarrely survived in the middle of an asphalt car park.

After seeing Silvia’s documentary, the motivation to recreate a dedicated space for a garden at Orana started to arise in me, and then…what about a school canteen or café that the produce could be used for? The children could learn how to grow the food and then learn how to cook it! From the soil to the kitchen table - a skill set that we all need! A skill for life!

I wanted to create a community garden that would supplement a possible school kitchen or café. The money made from the café would then supplement the garden and excess produce could perhaps be sold at the local farmers’ market. By doing this we could teach students and the wider Orana community how to grow produce from scratch and the entire process of soil to food! It’s a complete cycle. I was aware that many ACT government and independent schools already had a gardening curriculum and garden, so
as a Steiner school where connection to nature should be emphasised, we really needed to re-enliven our program.

During adolescence, young people often find their will paralysed by the enormity of such global issues as poverty, conflict, war, and drought (I certainly did). It’s just all too much! This is why a school garden is so important. In caring for a garden students have a direct experience with nature. What they do has a visible effect. Their efforts are tangible and not purely theoretical. The garden itself demands certain tasks and students have to take up the responsibilities for nurturing the garden.

Gardening gives young people a true understanding of nature when they gain experience through practical activities. It also helps them build confidence in their own skills and become better able to assess responsibilities. I recall being in Class 5 and being taught by Tim how to prune deciduous trees properly. In Class 7 I was taught how to use a mattock correctly. It may seem small, yet each of these skills has played a part on building my confidence and my ability to approach life with self-assuredness.

It took a lot of work to build the garden space. The place available was a rough, weed-ridden plot in the middle of the Upper Primary and High School campuses. Underneath a top layer of thick couch grass, was a dense, nutrient-rich clay soil. If the garden was going to come to life, it first needed a skin, an outer shell, something to define the space inside, so I planned and built a fence.

With sixteen hundred nails, forty-eight metres of timber and some amazing help from staff and students we built the skin for the garden.

To my surprise the old Orana Garden sign that survived the Canberra bushfires was put up without me knowing. Seeing it there for the first time was a special moment! I remember working in the old garden in primary school, walking along its cobbled path each week.

After the fence was erected, a paved pathway was laid through the middle of the garden, kind of like the circulatory system of a body, and several raised garden beds built, acting as major organs. So now the basics were in place for the garden to really come to life.
The garden was officially opened at the Spring Festival in late September 2011, and since then classes have enjoyed planting and working in the area. The first crop of pumpkins has been used in the school canteen and there are plenty of herbs and new produce coming through all the time. No produce has been sold yet, but there is a friendly little table by the gate where excess veggies can be picked up by passers by.

This project has continued to inspire me throughout 2012. I’m a mentor for Switched on Schools, a program that assists in running sustainability workshops and projects with secondary school students across Canberra and I also volunteer with the Australian Youth Climate Coalition.

I’m currently a student at University of Canberra enrolled in a Bachelor of Environmental Science, though in 2013 I am hopefully transferring to RMIT to undertake a double degree Bachelor of Urban & Rural Planning/ Landscape Architecture (Design). It is with this degree that I aspire to continue to design environments that inspire and connect people with nature.

I hope that as time goes by the Orana Garden will act as a sanctuary for students, parents and teachers from the chaos of their daily lives. It’s a place where you can grow vegetables and flowers while growing yourself. I hope the space can do something towards bringing the community together and to be a place where people experience a sense of reverence for nature and love for the world.

By cultivating this culture of care and consciousness on a small scale, I dream that in some way the seeds of possibility and hope for a better future have been planted.

Silvia’s Video: What is important for education? Orana High School and College Students - http://vimeo.com/21829469

Teacher Education, Sydney Rudolf Steiner College

Linda St Clair, Distance and Early Childhood Coordinator
Sydney Rudolf Steiner College

Sydney Rudolf Steiner College is consciously engaging positively in the 21st century by utilising digital technology to connect with as many people as possible. Apart from social media such as Facebook and Twitter, we are writing news for our friends through Mailchimp and most importantly, are developing a new website which we imagine to be exciting, informative and reflective of our deepest endeavours. The website was launched in September 2012 and we look forward to your feedback.

Our teacher trainees undergo their practicums at Steiner schools and we wish to thank participating schools wholeheartedly for their wisdom and hospitality. Most of our Advanced Diploma students will continue on to University to complete their Bachelor of Education and then be fully qualified to teach in our schools. The students of 2012 have formed a wonderful community even retreating to Harmony, Mittagong, to study and connect with each other and their tutors during their breaks.

Likewise we have an enthusiastic group of Distance Education students who are enjoying the challenges of this course, while finding the residentials to be heart-warming, inspirational and as one student put it, ‘a retreat, a resort and spiritual nourishment all in one!’ This course is being reviewed for 2013/2014 and restructured along a University Semester pattern to reduce the number of tasks whilst maintaining the rigour and depth of the course.

In 2012 we are running both Early Childhood courses on weekends and this is much more accessible for students, not only in Sydney but from around the country. Students find the mix of lectures, craft and music to be ideal for a true picture and training for little children. Story-telling with silk puppets, finger puppets or simple props is an art which is a joy to learn.

For 2013 we are planning a new course for teachers in Rudolf Steiner high schools and for other trained high school teachers who would like to teach in a Rudolf Steiner school. This course will involve not only attendance at Intensive(s) but also completion of course work. More information will be available on the new website.

Sydney Rudolf Steiner College hosts events during the year that are designed to illustrate and demonstrate what we offer for prospective teachers, parents and adults interested in personal development.

For all information please go to our website, www.sydneyrudolfsteinercollege.com or ring us for a chat on (02)9261 4001.
Steiner Education Australia, as a national body, is rapidly becoming closely connected with the global Steiner/Waldorf education movement, which shall enhance our strength, recognition and resilience. In 2012 our CEO, Tracey Puckeridge attended the Hague Circle meeting, an international forum for Steiner/Waldorf education and also the European Council for Steiner/Waldorf Education meeting. We also invited representatives from the New Zealand Federation to our national meeting to hear about the excellent work achieved there with the NZ Steiner Senior Certificate and tertiary entry pathways.

Our association is a strong as it has ever been, having passed the resourcing test of the Australian Steiner Curriculum Framework project and now being acknowledged extensively as one of the nation’s educational peak bodies, thus allowing the voices of membership to be heard at that level. We are also aware that, as with each school, we are constituted by a host of individuals striving for common purpose. As with each school, the association must acknowledge and attend to its own presence or ego, as best represents the common values. Thus, we have not only been working consciously on activities in the outer, we are also aware that we must work on the inner. To this end we are establishing how we work as a governing group for our membership, reviewing process, procedure and the association’s Constitution as legal and cultural environments change.

In January 2012, the year began with the now entrenched and highly regarded teacher intensive course at Glenaeon School and the year has maintained a cracking pace. I missed the Alice Springs national conference, however, all reports indicate an enormously successful event from both professional development and cultural networking perspectives. Nicki Radford and Tracey Puckeridge have realised significant abilities in the event management arena and assisting with the conduct of great educational conferences has been one of our goals to magnify the value each member gets from subscriptions.

The Governance, Leadership and Management 2012 conference at Rudolf Steiner House, Sydney was well attended. I also understand the bookshop did its best ever single day’s trade on the Friday of the conference - a win/win.

For the first time in years we have a 2012 conference for Bursars/Business Managers planned for October where the political/legal and economic spheres of our work can be discussed along with some larger compliance and legal/contractual tips. We believe this will be an ongoing annual event.

Other great conferences and projects are in the conception stage, so stay in touch with SEA through our Facebook page and the SEA website.

This year has also brought the delightful surprise of a significant number of new initiative groups approaching SEA, with at least three appearing to be ready to start primary education classes in 2013. As much as this occurrence is heartening, it also refocuses our attention on the growing demand for teachers and our responsibility as an association to plan our own future in this regard. Thus, teacher education and development is likely to remain as a priority for us into the foreseeable future.

We have new members to our SEA Support Panel, allowing a wide range of experience being available to schools. We are pleased that Rosemary Gentle is again available as a member of the Support Panel and has agreed to join another school board in the New Year. It is very assuring to know that we have opportunities for persons of her experience to continue giving great assistance to schools post ‘retirement’. I hope others thinking of retirement seriously consider joining the Support Panel.

I look forward to an exciting 2013 for the Steiner/Waldorf education movement and SEA members and thank my fellow Executive Committee for their dedication and experience they give to this work.
Curriculum for the Future

Tracey Puckeridge

Steiner Education Australia continues to work collaboratively with member schools to develop the Australian Steiner Curriculum Framework. This has been recognised by the national body, the Australian Curriculum, Assessment and Reporting Authority (ACARA), as an alternate curriculum to the Australian Curriculum. By the end of 2011 the first four subjects, English, Maths, History and Science (Foundation to Class 10) were completed and officially recognised, with further subjects being developed in accordance with ACARA’s timeline.

It is an exciting time in education, as evidence based research strongly supports the principles underlying Steiner education, as the way forward to prepare students for the future; for life.

Internationally renowned educator and researcher, Yong Zhao, Presidential Chair and Associate Dean for Global and Online Education, University of Oregon, states in his recent book, World Class Learners, Education Creative and Entrepreneurial Students:

“... education should at first not harm any child who aspires to do so or suppress their curiosity, imagination, and desire to be different by imposing upon him or her contents and skills judged to be good for him or her by an external agency and thus depriving of the opportunities to explore and express on their own … The most desirable education, of course, is one that enhances human curiosity and creativity; encourages risk taking, and cultivates the entrepreneurial spirit in the context of globalization.

Steiner education challenges the status quo, is different and proudly so. I believe Steiner education is needed more now than ever before.

What’s on in 2013

Glenaeon Teacher Training Seminar
Class Teacher Curriculum Intensives
Glenaeon Rudolf Steiner School 14 - 18 January 2013
Contact: peggyd@glenaeon.nsw.edu.au

Childhood today – What is Healthy, what is normal?
5 day Module with presentations from Dr Simon Bednarek
Rudolf Steiner College, Perth 16 – 20 January 2013
Contact: Jennifer.kornberger@gmail.com

Sydney Rudolf Steiner College
High School Intensive - Goethean Science, Anthroposophy, Speech and Drama
Harmony Centre Mittagong NSW 20 – 24 January 2013
Contact: Linda St Claire
distance@sydneyrudolfsteinercollege.com

Story Conference
Noosa Pengari Steiner School 21 – 23 January 2013
Contact: enquiries@noosasteiner.qld.edu.au

Hawai‘i and Southern California Waldorf Education Conference
Haleakala Waldorf School, Maui, Hawai‘i 16-18 February 2013
Contact: www.haleakalawaldorf.org

Learning Support Conference
Cape Byron Steiner School 1 - 3 March 2013
Contact: Cristina Rubsamen
cristina@rainbowridge.nsw.edu.au

SEA March Delegates’ meeting
Kamaroi Rudolf Steiner School, 15-17 March, 2013
Contact: sea@steinereducation.edu.au

Art as a Basis for Education (Classes 1-8)
With Van James 2-12 April 2013 Taruna, Havelock North NZ
Contact: info@taruna.ac.nz

The Story of the Senses
5 day Module
Rudolf Steiner College, Perth 20 – 24 April 2013
Contact: Jennifer.kornberger@gmail.com

Asian Waldorf Teacher Conference
‘Developing Social Healing out of Anthroposophy’
Christof Wiechert
Seoul, Korea 28 April – 4 May 2014
Contact: eunhwalee@lycos.co.kr or berlin@freunde-waldorf.de

International Conference 2013 Vienna
The Educator’s View of the Human Being 1-3 May 2013
http://www.2020teachereducation.org
**SEA MISSION IS...**

- To promote nationally, the educational principles of Rudolf Steiner
- To represent member schools and their views at a political level
- To safeguard the integrity of Steiner Education in Australia
- To support best practice, both educationally and operationally, in member schools
- To assist with planning and support in the establishment of new schools

**SEA EXECUTIVE COMMITTEE**

**Chairperson:** John Forman, Kamaroi Rudolf Steiner School

**Treasurer:** Bernard Thomson, Willunga Waldorf School

**Executive Member:** Matthew Cunnane, Noosa Pengari Steiner School

**Executive Member:** Kelley McGlashan, Chrysalis School for Rudolf Steiner Education

**Executive Member:** Bruce Thurgood, Warrah Special School for Rudolf Steiner Curative Education

**SEA SECRETARIAT**

**Chief Executive Officer:** Tracey Puckeridge

**Administration:** Nicki Radford

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Steiner Education Australia (SEA) is an incorporated body representing member schools throughout the states and territories of Australia.