**WELL, I WONDER – Childhood in the Modern World**

A Handbook for Parents, Teachers and Carers

**AUTHOR** – Sally Schweizer; published by Rudolf Steiner Press

This really is a handbook to inspire all those caring for children under seven years old. Full of fascinating details of the young child’s world, drawn from art, literature and the latest research, this book is easy for the busy parent to read. It is like listening to the advice of a wise and warm friend, calling on us to remember our own childhood and to become more observant and curious about our children. And Sally makes clear that it is our warmth and interest that supports their development.

The difficulties of teaching and educating young children today (and tomorrow) are faced with such courage and imagination that we see how children are to be helped. And Sally says clearly that it is our warmth and interest that supports their development.

**Living Education**

The first two issues of our new journal Living Education which is the successor to Steiner Education, are available online. The new website for Living Education is www.livingeducation.org.uk. They can either be downloaded online or printed copy can be requested from the SWSF Office. The first issue has articles on school architecture for the lower school, the potential of years that a class teacher accompanies their class and a comparative study of Montessori and Steiner Education. The second issue looks at the matter of differing religious traditions, the link between personal development and school organization and Rudolf Steiner’s vision for work related education in the upper school.

**NEW HORIZONS for teacher training in Scotland**

Outward Bound – for adventures that last a lifetime

Following a meeting with Kevin Avison and Outward Bound® staff, we would like to take this opportunity to introduce the Steiner Waldorf Schools Fellowship with the adventurous and reputable work of Outward Bound®.

In line with the SWSF vision, Outward Bound® helps young people to discover and fulfill their potential through experiences in the outdoors. This in turn helps them overcome their fears, raise their self-esteem and prepare them to face whatever life throws at them with confidence, respect and compassion. It also aims to show them the meaning of the phrase “I can”, the importance of respect for others and the need to get involved in their local community.

With Outward Bound®, desks and chairs become mountains and seas and it is this natural environment which has provided the outdoor classroom and an accessibility of experiential learning for a million young people to benefit from. Outward Bound® was founded in 1941.

The Steiner Waldorf Schools Fellowship and The Outward Bound Trust are in the process of finding ways to integrate outdoor personal development courses within your school.

For ideas and suggestions, please contact Kevin Avison directly or in the meantime, for further information on the Outward Bound® courses and programs, please visit their website – www.outwardbound.org.uk

**LOW-INTEREST LOANS available for Steiner schools**

The Hermes Trust operates a loan fund for Steiner schools to assist with large, once-off items of expenditure such as building purchase etc. Interest charged at just 4.5% for fully secured loans – a rate barely higher than inflation, and much lower than property inflation. An additional 1% arrangement fee is payable upon draw-down, and borrowers need also cover the costs of arranging security (e.g. legal fees, valuer’s fees). For details please contact us on 01453 763900 or hermes.trust@freemacs.org

**GRAIL CONFERENCE**

The second Grail conference will take place in Rudolf Steiner House on the 24th and 25th March. There will be a performance of the newly commissioned work by Nigel Osborne, performed in unison by Ursula Zimmermann, and three lectures on the theme of how suffering can be equalised with a Grail experience and lead to a more conscious experience of the spirit.

Further details on www.grailtransformation.googlepages.com

**STEINER WALDORF SCHOOLS FELLOWSHIP**

(The Association of Steiner Waldorf Schools in the UK and Ireland)

Registered Office: Kidderminster School, Kidderminster, Worcestershire, WR10 3PY, Registered in England No. 519230 Registered Charity No. 295044

RICHARD MASTERS – HERMES TRUST

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**Issue 23**

Also in this issue...

Steiner Academy Project news

Detoxing Childhood

Fundraising Conferences
A spoken in the wheel

The lineal in the local paper about the opposition to the proposals for the Steiner School triggered the national media interest in the proposals for the New Hall Planning Committee hearing on 24 January. The meeting was asked for, as it was so packed that the local community was only able to find out in the last minute that the planning issue had been dealt with, despite the extensive consultation with the local community and despite the recommendation that outline planning consent should be for the first section only. The site’s potential was considerable and could not withstand Councils’ prejudice against the project. They voted against it. The group was disappointed that the site would involve a development on land outside the Borough of Much Dewchurch, contrary to policy C1P of Herefordshire Unitary Development Plan 2007 and accordingly the proposal is unacceptable.

The form, extent and scale of the a concise mission statement believe it’s possible follow up and say thank-you

The nature of the proposed Academy is that want to follow this route. The media interest in the project preceding the headline in the local paper about the current operational difficulties arising located in Much Dewchurch. (ADD) is a result of deficit of attention in the case that children are entitled to first childhood in the Anglo-Saxon world, what first section were Christopher Clouder and specialists to collect evidence and spoke about developing a conference, and spoke about developing a therapeutic ethos and/or cultural healing. Dr Kathryn Ecclestone spoke of the links between politics and educational, cultural, emotional well-being that – project the aspirations on to our children. Dr Richard House (Chair of the Steiner approach and its central image of what it is to be a human being), Montessori Community and educational well-being of the child. Professor Samuels spoke of therapy in education and Professor Talbot of the value of the voice of the teacher and adult, working with trust, empathy and relationships.

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After much interesting discussion between participants, outlining work for the future, the conference ended with Professor (Lord) Richard Layard, who spoke of the lack of a universal picture of childhood and the fundamental principles which should be instilled - stable relationships with trust, caring and well-being being paramount. He left us with the hope that for the children we have in our care, difficulties than in the past, is it a change of perception of childhood before? To answer the question from a different perspective: Brooke MP (Liberal Democrat shadow spokesman on children), Rosemary Butler (Chair of the Social Exclusion Task Force) and Tim Loughton and Anne McIntosh MP – Stable loving relationships with trust, caring and well-being being paramount. He left us with the hope that for the children we have in our care, difficulties than in the past, is it a change of perception of childhood before? To answer the question from a different perspective: Brooke MP (Liberal Democrat shadow spokesman on children), Rosemary Butler (Chair of the Social Exclusion Task Force) and Tim Loughton and Anne McIntosh MP.

The Alliance for Childhood website has been up and running and, as well as looking forward to open avenues for future research and collaboration on the state of research and collaboration on the state of childhood, wellbeing and a therapeutic ethos. The third part of the conference addressed therapeutic etics and/or cultural healing. Dr Kathryn Ecclestone spoke of the links between politics and educational, cultural, emotional well-being that – project the aspirations on to our children. Dr Richard House (Chair of the Steiner approach and its central image of what it is to be a human being), Montessori Community and educational well-being of the child. Professor Samuels spoke of therapy in education and Professor Talbot of the value of the voice of the teacher and adult, working with trust, empathy and relationships.

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Fired Up for Fundraising!

returned from the fellowships’ fundraising Conference with Sir Christopher Ball head buzzing with ideas, plans and excitement! I had been truly inspired by the two daysSir Christopherpromised that what he would teach us was simple and easy, and that he was engaging in those practical sessions I was so clear, working class for raising the much needed money for our future step of this first phase. I am fired up to do the work that he has delivered what he promised. Initially he had had a choice of plans to choose from, ranging from £60,000 to £2,000,000 but we all were happy with the results. He divined what was achievable, and clearly of untold benefit to the children, and clear that the more of the creative self emerges, the more joy is generated. It is clearly of untold benefit to the children, and clear that the more of the creative self emerges, the more joy is generated. It is clearly of untold benefit to the children, and clear that the more of the creative self emerges, the more joy is generated. It is clearly of untold benefit to the children, and clear that the more of the creative self emerges, the more joy is generated. It is clearly of untold benefit to the children, and clear that the more of the creative self emerges, the more joy is generated. It is clearly of untold benefit to the children, and clear that the more of the creative self emerges, the more joy is generated. It is clearly of untold benefit to the children, and clear that the more of the creative self emerges, the more joy is generated. It is clearly of untold benefit to the children, and clear that the more of the creative self emerges, the more joy is generated. It is clearly of untold benefit to the children, and clear that the more of the creative self emerges, the more joy is generated. It is clearly of untold benefit to the children, and clear that the more of the creative self emerges, the more joy is generated. It is clearly of untold benefit to the children, and clear that the more of the creative self emerges, the more joy is generated. It is clearly of untold benefit to the children, and clear that the more of the creative self emerges, the more joy is generated. It is clearly of untold benefit to the children, and clear that the more of the creative self emerges, the more joy is generated. It is clearly of untold benefit to the children, and clear that the more of the creative self emerges, the more joy is generated. It is clearly of untold benefit to the children, and clear that the more of the creative self emerges, the more joy is generated. It is clearly of untold benefit to the children, and clear that the more of the creative self emerges, the more joy is generated. It is clearly of untold benefit to the children, and clear that the more of the creative self emerges, the more joy is generated. It is clearly of untold benefit to the children, and clear that the more of the creative self emerges, the more joy is generated.