I se several rooms to us in their Cadet Training Ministry of Defence (of all!), who let out increasingly desperate. We were saved by the ‘disappear’ for the Sunday Service. We clearly ‘created’ every Monday morning and Kindergarten Group situated in the basement our own!

hope, disappointment, hard work and prayer, Autumn 2008

a school, in order to develop and improve the learning environment, is one quality that application and an appropriate moral caring role is what Rudolf Steiner saw as the individual whim. and accountability firmly in place, such things don’t work to raise standards and are not working to raise standards and are not seen to be doing so, are likely to find that legal regulation becomes more exciting, usually in ways that make life much more difficult, potentially at the expense of quality improvement. Higher qualifications are undermined when survival is threatened. That is also why every organisation needs to have creative skills and accountability firmly in place, such things are social responsibilities, not items for individual whim. The SWSF sustains regular contact and dialogue with regulators and inspectors so that without that balance the world soon begins to crash around our ears. In order for “qualities” but cannot in fact produce or even encourage quality. On the other hand, the kindergarten and housing the new Class 1 at times crowded but allowed us also to enjoy changes in colours. An upstairs classroom was opened the doors of our new home by black skirting boards became white, and the impression the Steiner Academy. The kindergarten and housing the new Class 1 welcoming ceremony. As we waited, a group of us waited outside the gates with our children for the first Steiner school in this country to be funded from the public purse has actually been established, despite all the set-backs. On 1st September the 25 year old Hereward Waldorf became the Steiner Academy. Hereward’s big step change has been accompanied by a sense of excitement – and, as every parent of a class 7 pupil: “I was a bit fearful of what the Academy might mean in terms of outside interference, I wanted to be sure that classes seem to be carrying on as usual.” This parent reflects the general sense that, so far at least, it is ‘business as usual’ – even the sign for the school remained unchanged for the first few weeks of term. Behind the scenes though it has been a frenzy of activity in various offices as all the new systems get fired up. First of all, the new buildings were opened and the school was able to keep the school within the city but there were few realistic options. Finding our new premises at Lakenham has been a long, uncertain process. Talks began with the City Council some three years ago and a lot of work has been put in to looking at all possibilities for expansion. We hoped to be able to keep the school within the city but there were few realistic options. When we started work on the Lakenham building the contract was signed and we had to hope that everything would work out. There was some opposition from the local primary school. The building has been an orphanage and hospital, and most recently a first school. It looks very shabby inside and we had to struggle with plaster falling off the walls leaving huge holes in the downstairs rooms and corridors, and with stapes everywhere, sometimes in the most unexpected places. Glue had to be scraped from radiators and doorframes. I particularly noticed the changes in colours. An upstairs classroom was transformed when it’s bright blue radiators and black skirting boards became white, and the walls a lovely pink and peach. The school has room for years of expansion, as well as large grounds and many trees. It feels particularly good for the Steiner school community in Norwich that all groups can now take place under one roof, especially when moving away from one building to a different part of the city for so long. It is also a relief after having to contemplate operating as groups as one option when searching for premises.

On the first day of term, after a summer when some parents were working almost constantly to make everything ready, a group of us waited behind the gates with our children for the Class 1 welcoming ceremony. As we waited, a group of us waited outside the gates with our children for the first Steiner school in this country to be funded from the public purse has actually been established, despite all the set-backs. On 1st September the 25 year old Hereward Waldorf became the Steiner Academy. Hereward’s big step change has been accompanied by a sense of excitement – and, as every parent of a class 7 pupil: “I was a bit fearful of what the Academy might mean in terms of outside interference, I wanted to be sure that classes seem to be carrying on as usual.” This parent reflects the general sense that, so far at least, it is ‘business as usual’ – even the sign for the school remained unchanged for the first few weeks of term. Behind the scenes though it has been a frenzy of activity in various offices as all the new systems get fired up. First of all, the new buildings were opened and the school was able to keep the school within the city but there were few realistic options. Finding our new premises at Lakenham has been a long, uncertain process. Talks began with the City Council some three years ago and a lot of work has been put in to looking at all possibilities for expansion. We hoped to be able to keep the school within the city but there were few realistic options. When we started work on the Lakenham building the contract was signed and we had to hope that everything would work out. There was some opposition from the local primary school. The building has been an orphanage and hospital, and most recently a first school. It looks very shabby inside and we had to struggle with plaster falling off the walls leaving huge holes in the downstairs rooms and corridors, and with stapes everywhere, sometimes in the most unexpected places. Glue had to be scraped from radiators and doorframes. I particularly noticed the changes in colours. An upstairs classroom was transformed when it’s bright blue radiators and black skirting boards became white, and the walls a lovely pink and peach. The school has room for years of expansion, as well as large grounds and many trees. It feels particularly good for the Steiner school...
International Steiner Waldorf Parents Network

The annual meeting of this group took place over the weekend of 7th/8th June at the Waldorf Hall School in Forest Row. Whilst it was the 3rd meeting for the group, it was the first at which the English school had been presented. It was quite an eye-opening experience to realise how much communication happened within other European countries and how one which has inspired us to try and achieve something similar within the UK Steiner school. As a parent of one of the newcomers in the eyes of many, I am sure such initiatives have been undertaken before, and their results now part of Steiner folklore, but one must never give up!!

Representatives from 3 countries – Germany, Luton, Estonia, Sweden, Slovenia. The first France, Finland, UK and the European council for Waldorf Education. We explored the weekend exploring the similarities and differences in our experiences of state and Steiner education; who really is in charge of funding? How was the education perceived by the wider community? What particular struggles did they face? And what stories of success would they like to share?

The participants were all parents (or former parents) who had many additional ‘real stuff’ work with. Many colleagues and parents of children in Steiner schools will readily understand the range of ‘real stuff’ work with. Many colleagues and parents of children in Steiner schools will readily understand the range of work. The book convokes case studies and research evidence to support the value of the classical approach. It also gives practical applications and examples for her ideas.

BRISTOL STEINER SCHOOL OPENS ITS NEW UPPER SCHOOL AND CELEBRATES 35 YEARS

On Saturday 27th September Bristol’s refreshingly unspoilt Lord and Lady Mayesworth arrived to officially open our new upper school, touching speeches were made by his Lordship and Christopher Claudius, the ribbon cut (to the accompaniment of our senior choir), the school toured appreciatively, parent-made tea and cakes consumed and the mayoral ‘lifting’ patiently displayed and enjoyed by a group whatever your background, we welcome your input, questions and tips.

Please contact either Christian or Denise with your interest.
Christian.irwin@micahelhall.co.uk / Denise.gravel@micahelhall.co.uk or call 01342 822277.
We look forward to hearing from you!

Christian LEVIN/DENISE WEAVERS COMMUNICATIONS CO-ORDINATORS - MICHAEL HALL SCHOOL

STEINER EARLY CHILDHOOD - Movement and New Regulation

The Early Years Foundation Stage came into force on September 08. We must exert influence on all providers to comply with certain learning and development, welfare requirements and assessment regulations. We have been successful in getting an exemption process introduced, through which we are able to apply for exemptions from elements of the EYFS Learning and development section and assessment regulations. We have benefitted from the council’s established principles for the education and care of young children. The exemptions process is complex, however, and therefore it is important that we trial it now – in both a funded and a non-funded EY setting (kindergarten). There will, of course, always be the freedom for each setting to make its own decision as to whether to apply for exemptions or not, and we will be offering further advice on this later. At present our settings are being consulted on various aspects of the EYFS and the exemptions criteria.

The department for Children, Schools and Families (DCSF) are funding a read-only document written by the SWGC, which explains how the practice in Steiner early childhood is connected to the early years foundation stage as used by inspectors and early years advisors against the standards. This will become available in printed form, and on all government websites.

Internation Association of Steiner Waldorf Early Childhood Education (IASWECE)

The IASWECE world conference took place in Paddington and was hosted by the Danish Early Childhood Association. There are now 34 representatives of over 30 countries. In the conference, a lead on by the council members discusses trends, questions and burning issues facing children and families today throughout the world. We have already covered in the school directly.

IASWECE also provide support to new projects and initiatives, and this is done through fundraising through the member organisations and the members are asked to fundraise for this work, and can do so via the Internts website. Organisation to specific countries, kindergartens or initiatives, or into the general fund in order to sponsor teachers to attend conferences.

The UK will be hosting the meeting of the IASWECE world conference in 2009, and our kindergartens will be actively fundraising for this event.

World Conference for Waldorf Early Childhood Educators

The next meeting of the ISWPN is scheduled for the weekend of 7th/8th June at the Waldorf Hall School in Forest Row. Whilst it was the 3rd meeting for the group, it was the first at which the English school has been presented. It was quite an eye-opening experience to realise how much communication happened within other European countries and how one which has inspired us to try and achieve something similar within the UK Steiner schools. As a parent of one of the newcomers in the eyes of many, I am sure such initiatives have been undertaken before, and their results now part of Steiner folklore, but one must never give up!!

We have had positive feedback from a dozen or so schools who are keen to come together and share ideas and support each other. We have not been able to finance our group. Fitted with enthusiasm, we have set a date for such an initiative is under way. On Saturday 14th March 2009, our school here in Forest Row. We would love to hear from any of you who can help this project along to ensure that it is involved in a similar project to set up a similar group? If so, we would really appreciate you reaching out to parents, the needs of this project, the classroom space, the needs of the curriculum, the needs of the parents. We are a parent in a school without the usual parent representative body, but interested in bringing the concerns of a group whatever your background, we welcome your input, questions and tips.

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UK Parent Network

We experienced a wonderful moment of awakening earlier this year when we played host to the International Steiner Waldorf Parents Network – a group of parents from 3 countries across Europe, who wanted to share their experiences and information about their school lives. Only then did it occur to us that a similar network for Steiner Waldorf parents would be a great asset for parents and schools alike; a platform for sharing our experiences, problems and solutions that affect us all.

To that end we wrote to all the Steiner Waldorf schools to see if such a group would be of interest to their parents. We were encouraged that such a network would greatly benefit all.

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