

Welcome to our Spring 2018 Newsletter



Storytelling Workshop

Addressing Challenging Behaviour and Challenging Situations through the Medium of Story with SUSAN PERROW, International Waldorf Author, Storyteller, Lecturer and Teacher Trainer from Australia.

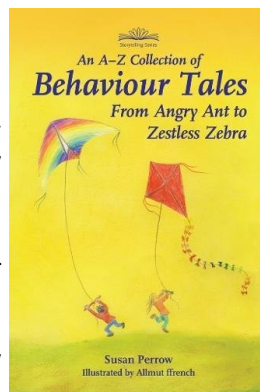
Saturday 10th March 2018, 10.00am–5.30pm

Registration & Coffee from 9.00am
BRIGHTON STEINER SCHOOL

www.brightonsteinerschool.org.uk

In the morning session Susan will present a keynote on 'The Healing Power of Story Language'. In the afternoon there will be two workshop-style sessions. In these she will share examples ideas and techniques for writing healing ('medicinal') stories and explore the therapeutic use of metaphor and story journeys. Her books will be on sale during the break times. Visit www.susanperrow.com for more information.

Her three books are published by Hawthorn Press



You can find the booking form online:

www.steinerwaldorf.org

Email: admin@steinerwaldorf.org

Invitation to the SWSF Easter Conference

April 3rd-5th 2018 Steiner Academy Hereford

How do we maintain and develop our ideals and our ability to live up to them in the current educational climate? From where do we draw the strength and courage we need for our work? How do we actually nurture our inner lives and share this with our

colleagues? We would like to invite you to look with us at our "SOURCES OF INSPIRATION".

We are happy to welcome Marjatta van Boeschoten as our main speaker, who will give valuable pointers about the inner work of the teacher as a wellspring for the soul.

Equally, inspiration can be gained by looking into the world, as we resolve to do daily in our morning verse: We are part of a magnificently successful world-wide educational movement. Let's look over the fence and let Steiner Education in other parts of the world invigorate us!

Over two and a half days this spring we will have an intriguing and refreshing mix of lectures, workshops and artistic activities – a source of strength for the year ahead!

We do hope many colleagues will be able to join us.



Operating Theatre Live at Elmfield



Classes 9 to 11 at Elmfield had an amazing opportunity recently, participating in an 'Operating Theatre Live' event at the school. The day was designed to support their Science GCSE programme.

Operating Theatre Live is a travelling school-based medical programme built and delivered by the UK's leading anatomist and teacher, Samuel Piri. Sam and his team converted the school hall into a portable operating theatre, allowing the pupils to get hands-on with real anatomy in a clinical setting.



They explored the heart, brain and lungs, amongst other things. They were able to do actual dissections and learnt an incredible amount, really adding to their lab-based lessons.

The event was funded mainly by the Science Department and the PTFA. The photos attached give you a sense of the day without, hopefully, being too gory!

Children's Mental Health

The government has issued a Green Paper concerned with improving children's mental health ([see link](#)): The document is accompanied by a consultation paper. There is growing concern about the growth of mental health issues in general. But, while we may applaud

initiatives such as the principle of a mental health lead in every school (something we can regard as best practice), and moves to improve services and "understanding of what's involved", there appears to be minimal attention to cause. In particular, the role of national education policy itself is brushed over. Perhaps colleagues, especially those with experience of such difficulties in children, would want to add their response to those who feel that "we need to fix the child" might be a proposition under which more radical questions are concealed.

A Message from the Alliance for Camphill

The Alliance for Camphill would like to tell you a little about the work done by the Camphill movement and about the Alliance's role in supporting and promoting it.

Camphill was founded in Scotland in 1939 by Karl König, an Austrian paediatrician fleeing Nazi oppression who was inspired by the Rudolf Steiner's anthroposophical ideas. One of Camphill's most important achievements is the creation of communities based on genuine partnerships in life and work, with people of all abilities.

This life-sharing is a fundamentally different approach from simply meeting people's care and support needs. Communities run on this principle can eliminate the very experience of disability, nurturing a deep sense of belonging, purpose and fulfilment through genuine contribution.

The Alliance is passionately committed to ensuring that legislators, regulators, commissioners and the public at large recognize and support such communities as a viable and beneficial life-choice for people with learning disabilities and autism.

You can find out more about Camphill here <http://camphill.net> and more about the Alliance here <https://www.allianceforcamphill.com>.

If you are interested in our work or would like to join us please email us at this address: info@allianceforcamphill.com.

Julian Haxby, Chair, Alliance for Camphill

KINDLING, Journal for Steiner Waldorf Early Childhood

KINDLING Journal is of interest to parents and educators with an interest in the child under 7. Each issue is themed, and the next, issue 33, is on the theme of SLEEP. - of much interest to us all, adults and children alike.

To find out more, please email earlyyearsnews@aol.com or <https://www.steinerwaldorf.org/steiner-education/early-years/kindling-journal/>

Steiner Academy Hereford - 5th in the country in latest DfE Progress 8 League Table

For the second year running, Steiner Academy Hereford is one of the top five schools in the Department for Education's Progress 8 league table, following the release of the Key Stage 4 school performance data for 2017.

Stephen Holland, Principal of Steiner Academy Hereford, commented: "The 'slow-burn' approach brings many benefits; it enables our upper school students to be more self-directed, focused and able to think creatively and responsibly. And most importantly, they do not lose their love of learning.

"Not only do our students do well in their GCSE examinations, but they continue to thrive as they progress into further education, training and employment. In common with the original intentions of Rudolf Steiner, our ambition is to have prepared our pupils well to live fulfilling, meaningful and responsible lives, and for them to be able to make a positive contribution to the world as they find it."

Progress 8 is one of two headline measures of school performance (along with Attainment 8) introduced by the DfE in 2015, which aims to capture the progress pupils make from the end of primary school to the end of secondary school, using KS2 SATs data as the baseline.

The performance measures are designed to encourage schools to offer a broad and balanced curriculum with a focus on an academic core at KS4, and to reward schools for the teaching of all their pupils, measuring pupil progress and attainment across eight GCSE subjects (including vocational equivalents).

The Progress 8 score is intended to give an indication of whether, as a group, pupils in a particular school make above or below average progress compared to similar pupils in other schools.

Stephen Holland, Principal

Brum Young Leaders.

[See website here](#)

An exciting 2018 Saturday programme has just been launched. Total charge for the 20 week, 60 hour programme is £600 per student (scholarships available) the programme charge is paid for by parents, schools/colleges or sponsors.

Who is this for? 16/17 year old students. We aim to select a diverse group of motivated participants. We are looking for young people who are interesting and interested - not just academically smart but with spark.

We are welcoming interesting people from all walks of life to share their experiences. Get in touch if you would like to play your part in inspiring young people. The Brum Young Leaders website: <https://www.brumyoungleaders.com/contact.html>
Or reach out directly to Brum Young Leaders founder Ashvir Sangha: ashvirsangha@gmail.com



Looking forward to springtime at Ringwood Waldorf School

Attendance, Inspection and Safeguarding

Every teacher knows how disrupting poor attendance can be. Try as one might, it is never entirely possible for a child who regularly misses school, or is away for a prolonged period, to "catch up" and work done at home is a very different quality to that done with other learners engaged with the same topic. In addition, what was once considered reasonable absence is more likely to have to be construed as "unauthorised" and all schools are being increasingly held to account if overall attendance falls below the mid-90%. Attendance of 85% or less is an immediate cause for active concern and schools are directed to refer the matter to their Local Authorities. To this we must add a further factor, "safeguarding". So many elements have been, and are continuing to be, added to basic child protection regulations. The expectation is that every school has systems in place that draw together all the potential risk factors, attendance included, as non-attendance may indicate and be linked to other issues. ([See guidelines here](#) and [safeguarding](#))

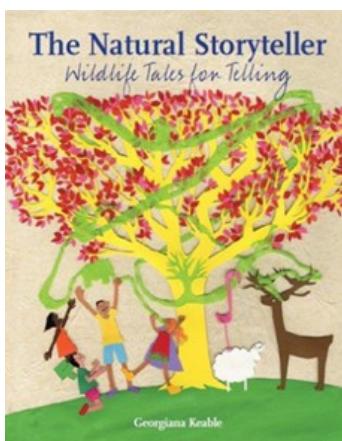
E-Safety

Keeping children safe on-line and the use of internet enabled devices is another aspect of safeguarding ([see](#)). Irrespective of schools' policies, which may be to discourage children's use of these, the environment is swamped with micro-waves and computers interacting with them. Even when a family takes a stand to prevent children having access to these, a visit to friends, or more distant family members is almost certain to bring them into contact with some sort of device. This calls for well-informed awareness and recognition that devices are part of the world we all inhabit.

The German "fellowship" (the "Bund") has produced a booklet, available in English, on the subject, "Struwwelpeter" [see download here](#) but it's clear that this is only a beginning. Teachers and others concerned with the question of revising the Waldorf curriculum to take more account of how we use the internet are invited to contact me via swas@steinerwaldorf.org in order to set about linking developments and expertise across the schools. One thing is certain: no school can, or will be allowed to, ignore the question. We teach children from an early age to keep themselves safe crossing roads and to avoid being run over: we need to do as much with the, less visible and less obvious, risks presented by electronic devices.

Kevin Avison

Book Review



The Natural Storyteller
(Hawthorne Press)

Georgiana Keable has written a gift of a book that will help teachers, parents and anyone who loves good stories. If we are to preserve human culture from the sort of madness and decline that currently seems all but inevitable, positive

narrative holds an important place. We might go so far as to describe well chosen and well told stories as antitoxin for the social ills of our civilisation.

Narrative can open minds and hearts to worlds and experiences beyond the narrow compass of a single individual: through stories we learn compassion.

Georgiana provides a selection of forty-eight stories to fire the heart and imagination of both teller and listener. She also relates her selection to the natural world. Alongside "Story Heart" and "Story mind", we have groups of stories from around the world, in which trees, birds, animals, earth, water and weather feature. Thus placing each individual is brought to life within a greater narrative.

The book includes an easy-to-use toolkit to help the story-teller, or teacher, inhabit the stories, adding memory and understanding of what they are about. In particular, the "story map" and "story skeleton", will prove invaluable in assisting hard-pressed teachers prepare story their material. There are also activities, riddles and a host of helpful suggestions and hints. As an international master story-teller with foundations both in Norway and the Britain, Georgiana has drawn deeply from her experience teaching at Oslo University and participating in story-telling events around the world.

Kevin Avison

Waldorf 100 Worldwide Postcard Exchange



Children in our schools are busy communicating with others of the same age in countries throughout the Steiner Waldorf world.

Association of Steiner Waldorf Schools in the UK and Ireland

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