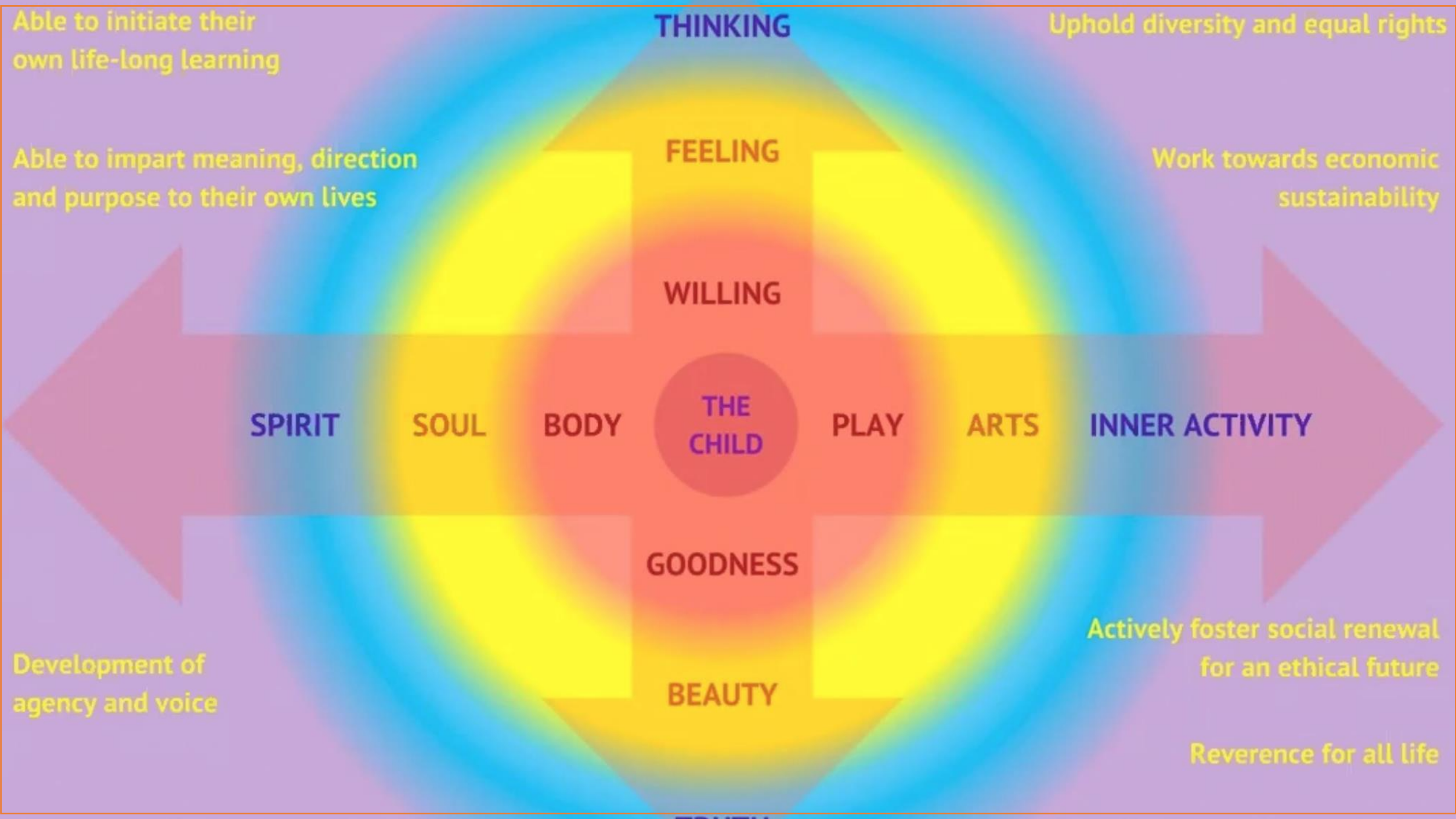




‘Creating a school in which we can thrive’

- Our vision is to provide a school that will empower students to meet their future with clarity, courage, creativity and compassion.**
- By offering a curriculum, upheld by Steiner indications that are responsive to the development of the whole child.**
- Providing a purposeful foundation for productive citizens who are able to influence the world for good.**



Every lesson involves the head, the heart and the hands, so the children can be involved in a balanced and creative learning experience. The aim is to educate not just the intellect, but the whole child



Our teachers explore classical and contemporary subject matter with children through an integrated learning approach that brings learning to life

An emphasis on using the imagination to enhance creative thinking, problem solving, innovation and academic learning, enlivened through an artistic approach

Resourcing involves surrounding students with natural materials and authentic learning experiences. Children develop an appreciation of the aesthetic beauty of nature and being responsible custodians

Steiner education is a pedagogical and philosophical approach that offers children learning opportunities that maximise their potential when they are most ready – in the right place at the right time

The Child is the Curriculum

- Self education is the only education at all levels - Steiner (1923/1996)
- The curriculum must fit the child - Kincheloe (1998)
- Being self aware and shaping your own life
- It acts as a bridge between the child and wisdom of the world
- Concerned with what the child needs rather than what must be covered
- A fascinating interplay between lessons and the content from the children
- Pedagogy must be a result of understanding the whole human being – Steiner (1919/1985)

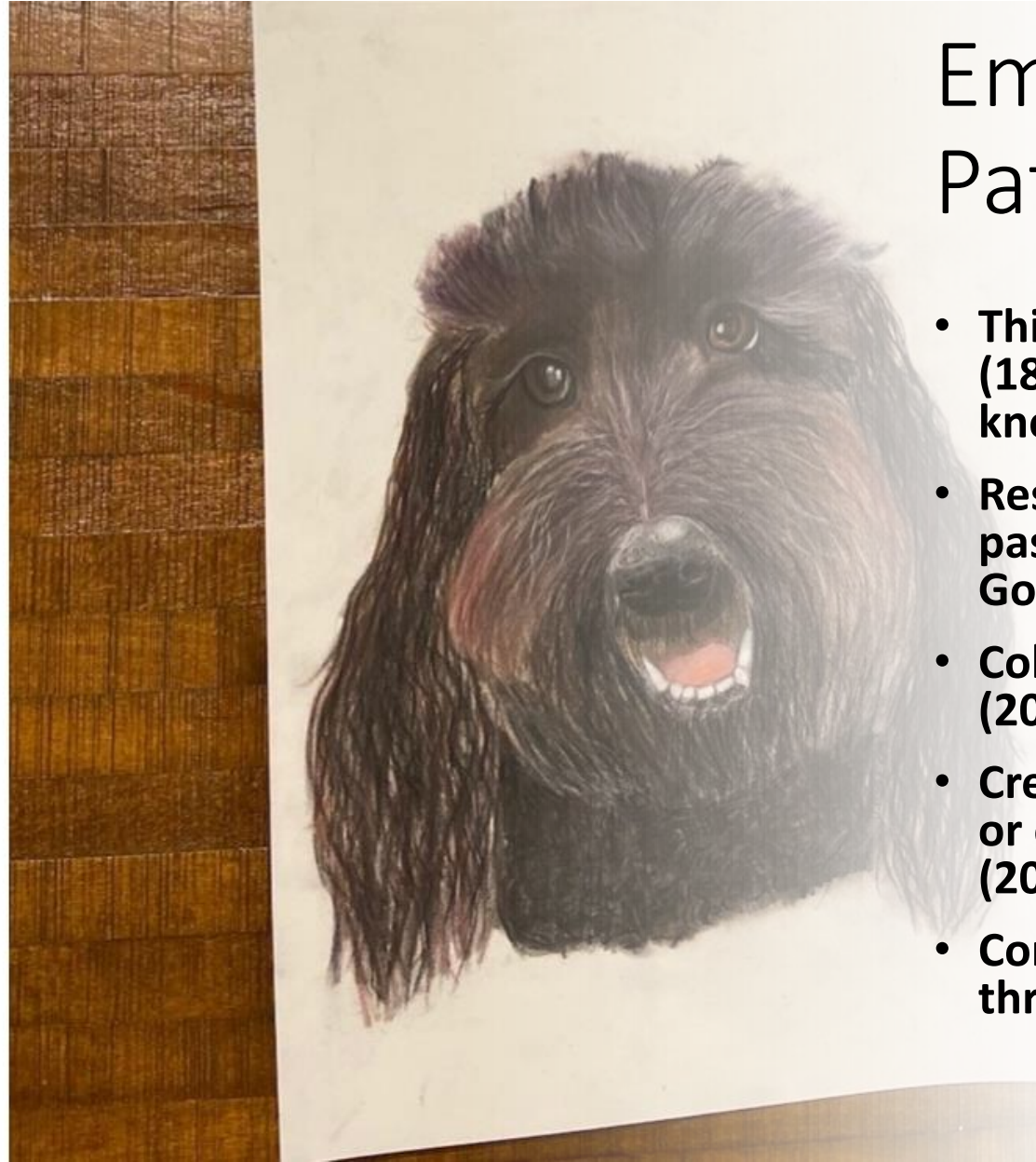




A typical day starts with a Gana Gathering and Morning Circle, bringing the whole class together and includes dances, verses, numeracy and literacy. Stories and song are offered to enliven and inspire the child to experience and imagine the ideas being presented to the class. Health and Physical Education is also included in the first part of the day.

Learning Through Emergent Pathways

- Thinker of new thoughts - Steiner (1894) Creative makers of new knowledge - McDermott (2011)
- Responsive to child interests, passions, concerns and needs - Gobby (2017)
- Collaborating with others - Wein (2008)
- Creative problem solving – the aha or eureka moment - Nottingham (2010) Zhou (2017)
- Concepts and content differentiated through organic interplay



Rich Tasks

Write your own Dreaming Story based on your own ideas and features you have discovered in listening to and reading Traditional Dreamtime Stories from the Quandamooka people. Follow a process of generating ideas, sequencing, drafting and publishing. Publish your narrative in your main lesson book with beautifully presented handwriting, accurate text/language features and artistic illustrations for your audience, who are the pre-prep children and your families. Read and record your Dreaming Story for your selected audience in the Yarning Circle time and on digital media to add to your digital portfolio.



Real World Classrooms

- The difference between the official and real world knowledge - Kennedy (2005)
 - Use of technology as an information, communication tool (McFadden, Lunn, Theobald, Smeaton, Boland, Way (2018) *Smeaton, Boland, Way 2018*)
 - Meaningful, relational, multi faceted experiences
 - A live curriculum and experiential learning - McNeil (2003)
 - Observing laws and principles in the natural world - Steiner (1894/1964)
-



Everyone and Marilyn And Kerry's Post



Seen by: Claudia Beer, Erin Hennessey, Lucy's Family Member

March 28, 2023, 1:53 PM

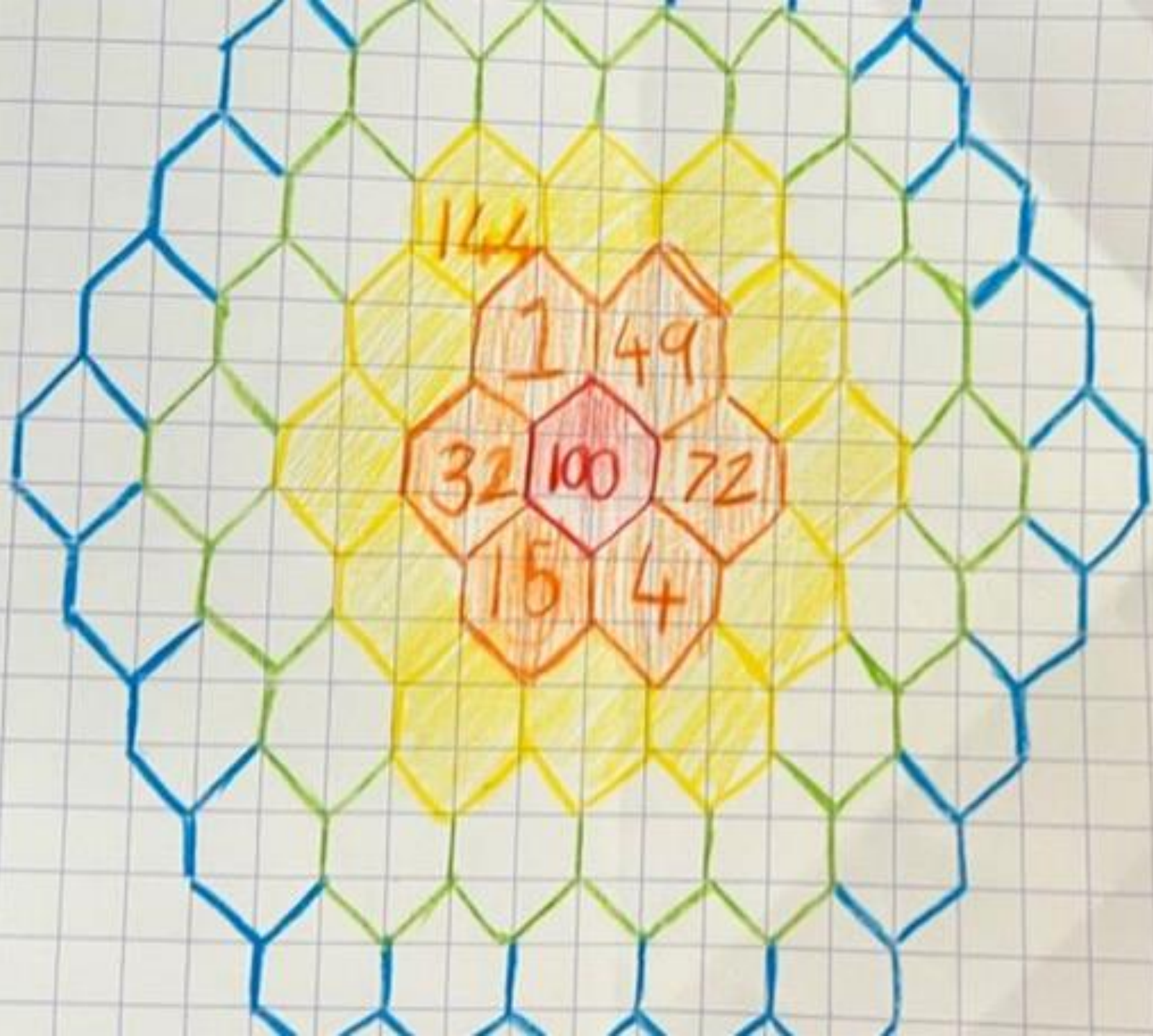
Marilyn And Kerry

Marilyn And Kerry Spike is a almost 16 year old Husky x Dingo. Spike's mum was a Husky and his dad BEN a dingo from cairns. Ben lived in Germany for a while that's how he met Spike's mum. Attached a photo of spike (The beauty in the forest) and one of Ben.. Warm regards Claudia

Marilyn And Kerry Lovely story Claudia thanks for sharing

Marilyn And Kerry We were wondering what a cross between a wolf and a dingo would look like, a Wongo!

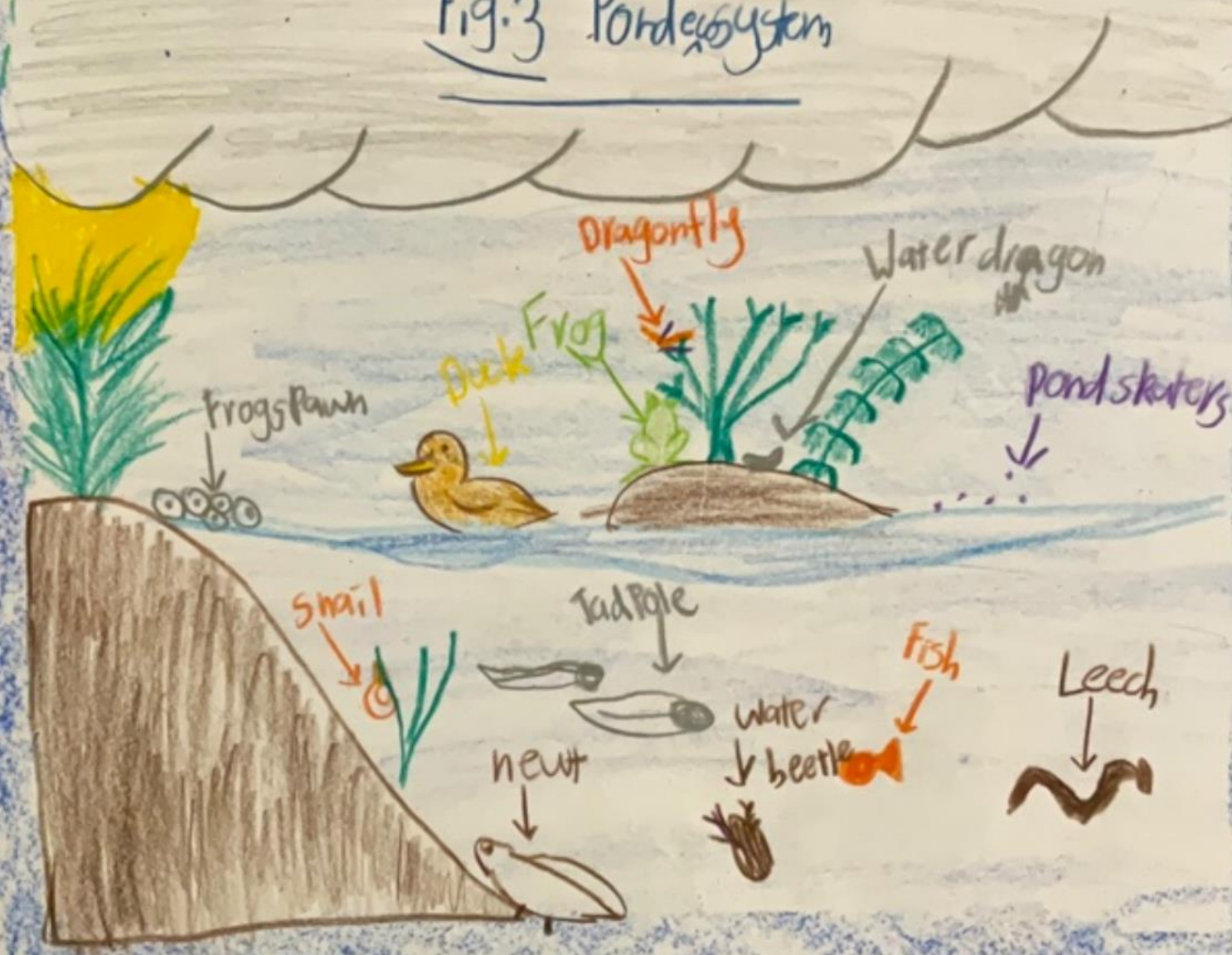
Claudia Beer They would look Pretty cool I would say



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Fig.3 Pond ecosystem



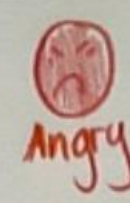
+ forming own reliable ideas from sources
 + thinking about the good side (animals + humans)
 + bad side - challenge
 + get to know them - more connection
 + rubbish dog - bony boy



sad



silly



Angry



HAPPY

Make the world a better place
Change
 What would like to see?

Human - animal



Ocean

Challenge Mindset
 + animals not just destruction = trying to survive



Diversity is good
 *colours, ways of being is powerful



+ creation stories
 + evolution living in harmony relationship with environment

Service Good Community Work (future things you can do?)

+ help people + families around the world who need help.
 mobile truck - hurt, injured + safe place
 + help people in need - Miss M. - Timor Leste.
 + scientist - clean up environmental pollution - plastic

systems harmony



The primary aim of education is to enable students to learn how to invent themselves, to learn how to create their own minds - Eisner (2003)

