



Kindlehill School

for Rudolf Steiner Education



Spring Kindlings

2014

“We love our children: our teaching is inspired by knowledge of the human being and love of children. And another love is being built up around us, the love of parents for the true essence of the school. Only within such a community can we work towards a future of humankind able to prosper and withstand”

Rudolf Steiner



Kindlehill, a K-10 Steiner School

Wentworth Falls, Blue Mountains, NSW

Kindlehill is a light, kindling on a hill. Our task, the education and nurturing of the children and young people in our care, according to the indications for education given by Rudolf Steiner, applied in the contemporary Australian setting, and with a view to what young people will essentially need for their lives into the future.

Welcome to our Spring 2014 edition of Kindlings.

This edition of Kindlings is about change, changing the way you think. The articles reflect on how the school is changing as a community. Spring is a time when we gradually open up to the coming warm weather. We offer reflections on ways to be flexible, and to foster our continued growth and development for the remainder of the year.

What is the true business of schools?

“In a universe where all life is in movement, where every fact seen in perspective is totally engaging, we impose stillness on lively young bodies, distort reality to dullness, make action drudgery. Those who submit – as the majority does – are conditioned to a life lived without their human birthright: work done with the joy and creativity of love.

But what are schools for if not to make children fall so deeply in love with the world that they really want to learn about it? That is the true business of schools. And if they succeed in it, all other desirable developments follow of themselves.

In a proper school, no fact would ever be presented as a soulless one, for the simple reason that there is no such thing. Every facet of reality, discovered where it lives, startles with its wonder, beauty, meaning.”

Marjorie Spock



Change the way you think

By Lynn Daniel, High School Coordinator

Small is beautiful

These are the words of a year 10 student at Kindlehill. We were discussing the challenges of the small classes in our high school setting. Having a smaller cohort of peers, having to establish friendships and associations with some that you wouldn't normally gravitate toward, is challenging. You have to work a bit harder to be tolerant, to be flexible, and to get involved in conversation and activities that might not always be your preferred thing. Interestingly, some of these challenges were also identified by the high school students as positives. The other side being that you learn the skill of empathy – you have to listen, to be flexible, to try and appreciate someone else's perspective..... In the words of another student, "you can feel left out, like you don't fit in or you don't have friends but you push on and it soon gets better. You end up knowing a lot more about your classmates." You also end up knowing a lot more about yourself; your capacity to be resilient, to take into account the needs and preferences of others, to be able to form relationships with a diversity of people not just those you naturally like to be with. In the adult world, people pay big money to go on courses and learn these kinds of skills! Team building, cooperation and collaboration, respectful and reciprocal relationships, these are some of the basic building blocks toward having a satisfying work and social life.



Apprenticeship Learning

In responding to a question about what experiences are particularly supportive for you, the students unanimously talked about the benefits of the small high school class as a learning environment. "Smaller classes mean more communication, more focus and more out of your teachers. No one gets forgotten or left to dwindle." The learning is somewhat akin to an apprenticeship where students are guided and supported to engage in the various subjects, in a meaningful and relevant way. They also get to connect their classroom learning to experiences to their lives, getting out of the classroom to see where the learning is applied in the world. For example, the year 9/10 visited ResMed and observed first-hand how 3D printing is being use in the design and manufacturing sector. In term 4, the whole high school will do Geography on the Road, spending two weeks en route, learning first-hand about a range of environments from coastal, to forest, to mountain to desert; as well as having some great outdoor adventures such as climbing, caving and kayaking, along the way. Last year we did our Ecology lesson on location at the Great Barrier Reef. Back in class, Mathematics uses content to develop general capabilities such as meeting a challenge, persisting, and breaking down a problem into manageable steps.... An experiential approach to Science leads to exact observation, clear thinking and the capacity to make sound judgments about what is true. This is engaged and positive learning that will skill and resource students for their lives to come. "Don't think of it as going to school. Think of it as going to a place to learn," said one of the year 10 students.

Inspiration

Many of the high school teachers at Kindlehill have successful and inspiring careers in their fields of expertise. They bring into their teaching, a mentoring of our young people to utilise their own strengths and abilities, toward setting and working toward fulfilling goals for their lives. The students report feeling supported, challenged, inspired.

The small classes in high school do have their challenges but it also brings opportunities for deep, engaged, flexible and supported learning.



High school music teacher, Rowley with student

Celebration of Birth

By Shaila Bernard-Appel

What a beautiful blessing it is, to have a birth at Kindlehill. There is a certain expectation in the breeze, a busy preparation for a new adventure ahead and the wonderful welcome when the new baby arrives.

When I was pregnant with Cornelius, I was assisting Lynn in the Kindy room and I remember there was such excitement surrounding the birth, songs and stories, lullabies and laughter and loving hands gently caressing my tummy. One afternoon during rest time, surrounded by snugly children on cushions, Lynn's lullabies and stories lulled me into a gentle dream and when I awoke, covered in rugs, the Kindies quietly tippy toed outside, leaving me feeling very loved and looked after. For many days after they reminded me, with joyful glee, that I had fallen asleep in the Kindy Garden because they had sung so sweetly.

When Cornelius was born, just like many many other Kindlehill babies, he was brought into the different classes for all the children to admire, to hold, and to sing to. They



gave such love and adoration to the little bundle, asleep or awake, such tenderness and care while gazing into his eyes, and uncurling those tiny hands, counting the little toes. It is easy to see how in this moment each and every child remembers how cherished and loved they are and have been from the moment of their birth.

At Kindlehill, like all caring connected communities, births are celebrated in many ways; birth blessings, sweet stories, songs, offerings of delicious

hearty meals and treats, extra after school play dates for older siblings, tiny knitted jackets, hand woven hot water bottle covers, rainbow felt flags, little pocket dolls, decorated cushions, and of course the handmade with love, rug. Each of these gifts adds to the warmth and sanctuary of a new life.

There are some spring babies here or on their way and we wish them and their families all the joy, love and laughter to nurture and embrace them in this new adventure, and of course we cannot wait until they visit and remind us how wonderfully precious each and every one of us are.

Welcoming new additions to our community.
Embracing changes.
Welcoming all to our growing family.



Gifts handmade with love are given to families at the birth of new children. These are treasured as the children grow and their role in the Kindlehill community changes.

Little Kindy and Orientation Mornings

By Kirsty Edwards, Kindy Teacher

Each year in term 4 Kindlehill holds an orientation morning, for children starting in Little Kindy the following year. We meet each Friday for 3 hours and together we play, sing, bake bread and share a story. It is so lovely to watch the young child blossom into our space and the excitement that grows each week for their very own Kindy day.

These mornings are a wonderful way to prepare for the bigger step of Kindy. New friendships and an understanding of what Kindy is about, leads to much excited anticipation for what the new year will bring them.



Kindy Morning Verse

The sun does shine its golden light,
While the moon has slipped away with the night.
I bring to this day a gentle spark
With love and peace within my heart.
And on this day I join a friendship ring,
Where kindness and love truly sing.

And in Kindy....

Daily within the kindy we as teachers share our simple pearls of wisdom....kind words, gentle hands, ask your friends to play and all friends together. The belief that we are all blessed and unique within our diversity is what make our kindy and school community such a warm and kind place here at Kindlehill. I am always so impressed with the abundance of goodwill and friendly energy in the kindy child. I have no doubt that they could fix any problem we face in this world. If anything needs doing, just ask the 5 and 6 year olds....and they do it with a smile! It is a clear reminder for us to take such goodwill and enthusiasm out into the world.

With the arrival of spring there are many changes in our Kindy Garden...many teeth have been lost, children and plants are shooting up and our beloved Grandfather Apple Tree is quietly gathering warm sun glow in preparation for his wonderful spring display of new shoots and blossoms. Kindy children are busy with the important work of digging, planting, playing and remembering to pause for a cup of peppermint tea with a friend.

Kindergarten 2015

Enrolling now



Orientation for Little Kindy 2015

(Children turning 5 in 2015)

Commences 17 October 2014

“Involve me... and I will understand!”

by Collette Avery, Class 1-2 Assistant

At Kindlehill, we seek to provide an education that is well rounded, creative and holistic. The kind of experiences brought to the student, supports not only the development of thinking, but also feeling and the will. It is a threefold approach; an education of the head, heart and hands.

Experiential education is an important aspect of this threefold learning. It emphasises the importance of bringing learning experiences to students that are real, tangible, and relate to the world around them. Whilst Steiner schools have valued these kinds of experiences for over a century, modern educational psychology is also increasing supporting its value and importance in the school curriculum. Brain-based Learning; for example, is a model that draws many different theories of learning and teaching together, along with an understanding of how the brain works, to consider practical ways teachers can best engage students in their classes. It recognises that our brains are attracted to novel experiences; and that experiences that are unique and challenging often result in positive learning outcomes. The model also recognises how key the imagination and the arts are to the development of emotionally engaged learning. But what does this all look like in the classroom?

Take a step into Class 1/2, where we have recently worked through our first measurement lesson. The concept of measurement was brought to the children through a series of humorous stories that took place in the Land of Good Measure. We met the Sweet Feet twins, who love to measure everything using their hands, feet, fingers and even their noses. We heard of their preparations for a visit from Princess Basilia, including the construction of a custom made bath. We were shocked and amused when we learnt that the princess was actually an elephant, and given that an elephants 'foot' is actually twice the size of an adult humans (let alone an eight year olds)... well, you can imagine that the bath was quite a tight fit! We also met Trixie the Hare who was always ready to come along and add a little chaos and laughter. Following the story, with our hearts and imaginations enlivened, we got to work on a range of hands on activities. The children each created their own set of 'feet' for measuring with, and set about measuring the classroom, the verandah and even each other! They measured yards of fabric, used cups and spoons for measuring cooking ingredients, and tried out carrying loads across their shoulders using a bamboo carrying pole. During all this activity, the real 'head' questions started to pop up; such as "Why did Pippita get a smaller number than me when she measured the classroom with her feet?" or "Why is this piece of fabric five yards for Collette and six yards for me?" As such, the students discovered for themselves, through their own active participation and observation, the need for a standardised system of measurement. This was then the perfect time to introduce them to formal measurement and the metric system, a lesson that may have felt somewhat abstract or arbitrary had they not discovered the need for a standard system through their own experiences.

This example illustrates the way in which rich and meaningful 'hands on' experiences provide a strong conceptual foundation for the more intellectual and thinking based work to follow. These experiences also touch the heart, and go straight into the being of the child... if I have felt something, seen something, experienced something, and not just been told something... then I can truly know and understand it. How often, even as adults, can we be told something again and again, only to fully understand it once we have experienced it ourselves? Even more, we can go on to deny that anyone had ever attempted to teach us this thing in the first place, highlighting how strong the ownership of knowledge feels once we have discovered and claimed it for ourselves. This is an empowering experience for children to have, to own their learning and carry that into their adult lives.

It is the education that is truly alive and steeped in experience that speaks to the young person and anchors a solid love of learning and curiosity for life. To close, in the words of Confucius...

**“Tell me, and I will forget
Show me, and I may remember
Involve me, and I will understand”**



To read more about experiential education and Brain-based learning, check out:
<http://thesecondprinciple.com/optimal-learning/brainbased-education-an-overview/>

Class 1 and 2 Sleepover

By Pippita Bennett, Class 1-2 Teacher

It is often the camps that Kindiehill students remember most fondly and most vividly about their school experience. In class 1 and 2 we start the camp adventure with a sleepover at school. The anticipation in the weeks before hand is high. Plans are concocted "I'll sleep next to you and you and you and you..." Questions are asked? "What do we do when everyone else leaves at the end of the day?" and the big one "What will we eat?"

Here is the memory of a sleepover in 2005 from Lylapearl

I was very excited about my first class sleepover. All day at school we were looking forward to it! It was quite cold so I remember the coziness of being inside in our sleeping bags with the fire on. Pippita read us stories, the food was delicious and I think we actually got a decent amount of sleep. The next morning we all woke up bright and early (of course) and went for a walk to the lake. The school camps were always a highlight and this was one of the first AND it was at school, so that's pretty special.

So why is it so memorable? It is a big step into independence for the child. They are away from home and yet they are in a safe and loving environment with their class teacher and their friends. They are asked to do things they might have not done before: pack and unpack their sleepover bag, set up their bed, find their toothbrush and brush their teeth, sleep away from home (a first for many). This is big stuff. It's exciting, a bit scary, but most of all fun. And you can always pick a class that has just had a sleepover at school. They look more mature and they carry themselves with pride around the school grounds as if to say " We stayed here last night, did you know? This is **our** school. This is **our** class." This is a beautiful thing to witness. And a teacher learns so much about a child on a sleepover. Wonderful mysteries are unraveled. Steiner said you can tell a great deal about a human being by how they fall sleep and how they wake up. I am fascinated by the child who needs to have his hand vertical in the air, in order to fall asleep (I've taught a few like that!) The other that bounces up and down like a caterpillar that's eaten jumping beans. And then the one who falls asleep in seconds...and then even more intriguing: the one that appears to be asleep but is lying still, listening. Why are these things so? There are no fixed reasons. There are possibilities. They add important information to the understanding we have of the individual.

So what happened at our sleepover this year?

- we were very excited to be ALONE at school, no other classes...wow
- we enjoyed yummy afternoon tea and ate platefuls of fruit before we scoffed yummy cakes
- we played outside
- we set up our beds in orderly fashion with help from parents

- we played fun board games and puzzles
- we ate delicious food from our visiting chefs (several helpings and courses)
- we put our PJays on and brushed our teeth (In orderly fashion and with much excitement)
- We listened to stories told by our lovely teacher
- we got the giggles and some of us had to go outside to de-giggle
- we were sung to by our lovely principal Lynn (who just happened to be at school for a meeting)
- we went to bed by candle light and most of us were asleep in minutes and all of us were asleep before 10:30
- our teachers got some sleep
- we woke up with the birds and whispered and laughed
- we dressed and packed up our things
- we ate breakfast (several helpings)
- we played outside
- we didn't go to the lake because it was too wet but that was ok because we drew our sleepover (see our classroom walls) and we saw John's class' Egyptian play (fab)

ALL IN ALL IT WAS FUN!



Birthday Verses

By John Daniël, Class 3/4 Teacher

*Wild rivers roar,
High mountains soar,
Sun blazes bright,
Deep starlit night.*

*Thus with my might,
Wrongs I make right,
Help's gentle hand
Upright I stand.*

- *Yotam's seventh birthday verse (creticus meter: long short short long)*

It has been a joy to me over the years to hear each child speak their birthday verses each week, and for those words to become part of their unfolding.

I write a verse for each child when they turn 7, and again when they turn 10; or for children who have joined the class, at their next birthday. Each child learns their verse quickly and speaks it to the class each week. The repetition takes the verse deep into their will.

The verses for the younger child have a certain meter, according to the child. Does the child need to be awakened, have a fire kindled, develop some more focus, be brought into harmony, or be brought into clearer thinking?

**Willing waters wind the wheel,
Untiringly they turn the mill,
That grinds the grain in all its goodness,
To feed the family to their fill.
(first verse Meike's tenth birthday verse)**

For the child turning 10, the verse will sometimes be written with alliteration, which strengthens the will of the 10-12 year old; and always with a picture in my mind of the qualities that the child will carry into their adult life, and what they may need to help them along the way.

A Major Project

By Simone Glassford, Kindiehill Parent

When my son (Class 4) arrived home to announce he has a major project due in three weeks, there was a moment of hesitation: Can the project seriously be defined as “major”? How will we fit this into an already hectic family schedule? Where is the A4 page outlining exactly what we have to do?

We sat down and chatted about the information he had received from his teacher. He understood clearly what was required of him, though he carried no notes or documentation about the project. There was no formal question, only the need to delve deeper into the recent lessons on Ancient Egypt. The project should contain words, and an artistic element, with the final stage being the delivery of each child’s discoveries via a presentation to the class.

How wonderful to start with a completely blank page!

The two of us spent the next three weeks planning, researching, designing, managing a few minor disagreements, and finally, delivering his completed project to school.

Through this project I have learnt more than I could ever have anticipated, both about my son, and about Kindiehill. I discovered he has an amazing sense of creativity and expression. His ideas are strong and well thought out, and just because he does not continually update me with words and descriptions about his school days, there is clearly strength that resides and grows quietly within him every day he spends at school.

I discovered what he fears, and what makes him feel unsettled. We were able to look at the most challenging part of the project for him, and work this into our home schedule so he can approach the challenges with plenty of personal space and planning. We both learned that he has the tools to overcome his fears, as long as we allow the time for him to access this part of him.

This project can definitely be defined as “major” due to its importance to my son, and the significance it has had on our understanding of each other. He does not do things as I do them, he does them in his way, and his years at Kindiehill have empowered him to be confident and self-assured in his own decision making processes.

When the project was handed in, I felt sincerely disappointed that it was over.

I hope the lesson I have learnt is that I should not wait for another major project to enjoy special moments with my son.



Is that Moses in a basket? No, it's Osiris in a casket!

Class 3-4 Ancient Egypt play 'Isis and Osiris', by John Daniel (Class 3-4 Teacher)



Our class has been immersed in Ancient Egypt for a good part of 3rd term. There is something about Ancient Egypt that resonates with most people, but it has particular resonance with 9-10 year olds.

For each morning lesson over three weeks, we have shared stories of the great myths, the way of life and the beliefs of these people, and of the rediscovery of this great culture. This has been coupled with an English lesson, retelling stories in writing and orally, consolidating elements of previous lessons (punctuation and parts of speech), working on sentence structure and joining words, writing in the first and third person, and past and present tense, as well as building our vocabulary and spelling. The striking imagery of this period stirred the juices, and the drawings were beautiful. We also worked on shade drawing.

At home, the children prepared their Ancient Egypt Projects for display and presentation. We had a spectacular display, well researched and artistically presented.

For several afternoons each week, Michelle Snowdon, our craft specialist and class artist in residence, worked with the children making beaded necklaces, copper jewellery, belts, anklets and bracelets to be used in the class play. She also made spectacular headdresses. With help of parents, we made wigs, costumes, wings, and stage props.

During this time, we worked on lines, eurythmy movement, songs and dances for our 'Isis and Osiris' play. The play was an amalgam of several plays and songs written by class teachers (John, Lynn, Stephen). This is the second drama performance that we have done this year, and the children are becoming accomplished performers. Plays are great for so many reasons: through the play, the children 'live into' the content of the lesson; each child has challenges that build self confidence; each child experiences the exhilaration of working intensively together to produce something wonderful; they develop their skills in performance, speech, singing and music, and movement; and we all have a lot of fun.

A special thanks to Marcel Varnel for the beautiful photographs of the evening.



“So...”

By Erica Chaperlin, Teacher class 5/6

So... I have been under pressure.

"Could I PLEASE have your KINDLINGS article. It is KINDA urgent. I CAN help if you need"...

"What's everyone else writing about THIS time", I asked hoping to fill in the GAPS with one of my fantastic class adventures. The list was long and exhaustive and I mentally ticked off all that WE had done, however, it was also being DONE by other classes..."

What is it that Class 5/6 are doing that makes us unique in the school, yet reflective of the school?

It got me thinking about being here...at Kindlehill... 6 years on, and still going strong with the lovely bunch of people who I warmly refer to as my "cherubs".

What I have realised is that it doesn't all have to rest on "NEW stuff" but doing the "STUFF", the educating WELL.

There have been comings and goings as we all know but the organic whole, the 'being' that is the class is wonderful, strong, alive and dynamic. We are unavoidably, unapologetically FAMILIAR. WE ARE FAMILY.



The challenge and the beauty of STEINER education and the cycle of seven years is to keep the 'being' alive and well, keep it growing and changing. Today my thought was that beautiful things are timeless. I took photos of what we did in a very ordinary day which when you look closely is not so ordinary at all. We keep doing it, the little family that is class 5/6 and we keep doing it with beautiful, honourable intentions, with truth and beauty and hearts open to the world. We keep working with the challenges, seeking solutions and resting on what we know, what has been and with an eye on the hopeful future we are creating together. We started out that way and we are continuing that way. LIFELONG LEARNING.



*The "Cherubs" are bigger, louder, confident, capable, and full of opinions.
As teacher, I am older, wrinklier...
CHANGE is constant. It's a blessing!*



Why the drama?

By Georgia Adamson, Drama Teacher



Term 3 in the performance space has been a time to create magic, love, confusion, buffoonery and delight. Our efforts to bring Shakespeare's magical play *A Midsummer Night's Dream* to life have been concentrated and intense, as has our work with Class 5/6. Our high school students have had 9 weeks to delve into the layers of Shakespeare's words and imagery, create human and otherworldly characters, overcome the awkwardness of playing lovers and find the modern fun in a play that was written in 1596. The layers of learning in this experience are many – rehearsing and performing a play is both creative and practical, intuitive and contrived, and demanding and rewarding, and our students have stepped up to the challenge beautifully.



Cocoons

By Michelle Snowden, Craft Teacher

A COCOON IS A CASING OF SPUN SILK PRODUCED BY MANY INSECTS TO FORM A PROTECTIVE COVERING FOR THE PUPA (ONE LIFE-STAGE OF AN INSECT). MANY CATERPILLARS PRODUCE SILK COCOONS. COCOONS CAN BE OF VARIOUS TYPES, FROM HARD TO SOFT, WITH VARIOUS COLOURS DEPENDENT ON THE SPECIES INVOLVED.

Class 3/4 harnessed many skills in the joy of creative collaboration, following the journey of the silk worm as she spins her silken cocoon. She works tirelessly mustering her inner creative forces to transform worm-spit into the Gift of Silk - the world's finest,



most luxurious fibre.

We played with silk cocoons to make paper; recalled our skills in random weave to create our rattan structure with Claudia; delicately piecing loose silk & wool fibres, rolling, felting and transforming them into silk cloth; and finally we drew upon our stitching skills to piece it all together.

We discovered through our own creative inner light that many hearts and hands do indeed make Light work!

A Midsummer Nights Dream

By Aurelia Rummery

This term in English, (taught by Zeb) we mainly focused on the play. Yay! Another lesson devoted to the play...**a Midsummer Night's Dream.**

In the first five weeks we read the original version of the play, which was actually quite different from the play we are doing in drama. There are a lot more lines and speeches are larger, and more information that is not included. It made for interesting reading!

After we finished reading it, we mainly focused on learning our lines, spelling, grammar, studying the text and making props. Studying the text mainly consisted of Zeb writing questions on the blackboard and we would write the answers in our book, eg. 'Why did Shakespeare include the mechanicals in the play?' (for comic relief!)

All in all, English this term has been fun and interesting, tying in with drama because we focus on our lines and study the text in English, then work on pronunciation and acting scenes in drama!

We have also been working really hard this term on props for the play. We have made a wall out of hessian sacks, flowers to hang in the gardens, hats out of newspaper and so much more. It has been a lot of fun. Now we hope all will come and see the play.



A Mid Summer Night's Dream was performed by high school amidst the blossoming orchards of the Katoomba Community Gardens on the Spring Equinox. Fairy mischief and its dire consequences, in the context of love, honour and desire, were played with humour and aplomb. The costumes were spectacular. Grand acknowledgements were the order of the day to high school drama teacher Georgia Page and to the textile artist in residence, Rosie Pascoe.

By Lynn Daniel







...and sincere and special thanks to

Georgia Adamson, Producer, Director and Drama Teacher

Rosie Pascoe, Costume designer and creator

Ian Brown, Photographer

...and to the Katoomba Community Gardens for providing us with the perfect venue, and the perfect spring day to host the production.

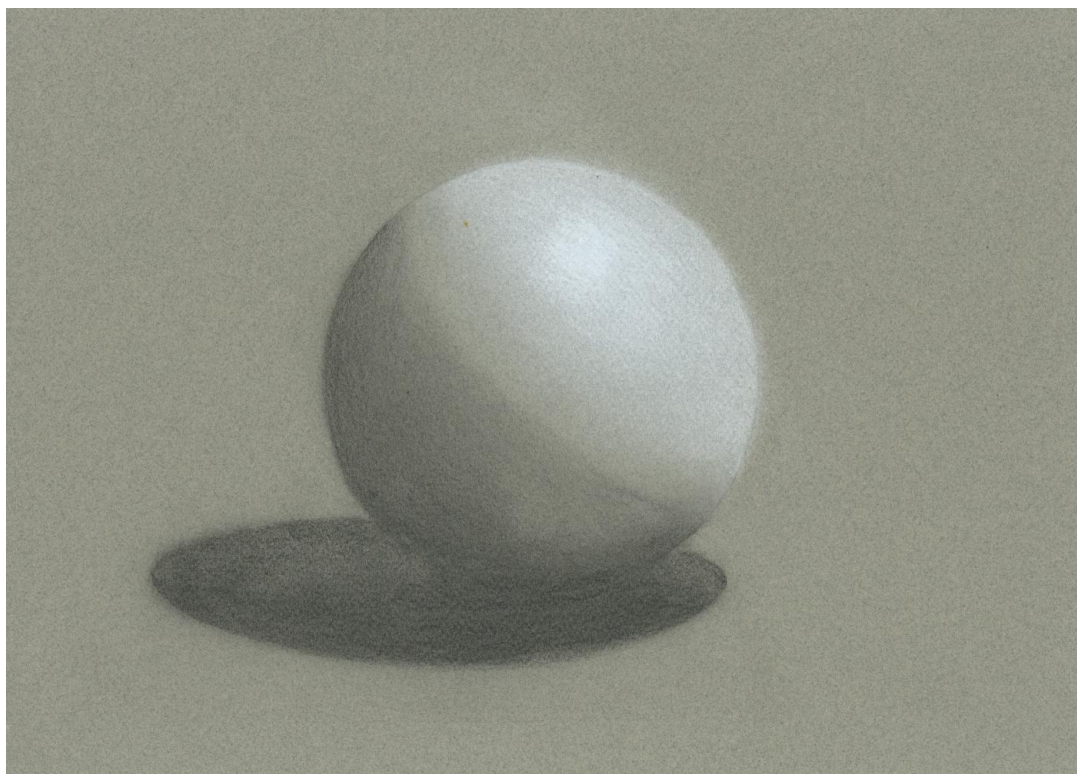


High school drawings from the contact and colonisation lessons





Artworks by high school students – lessons in perspective

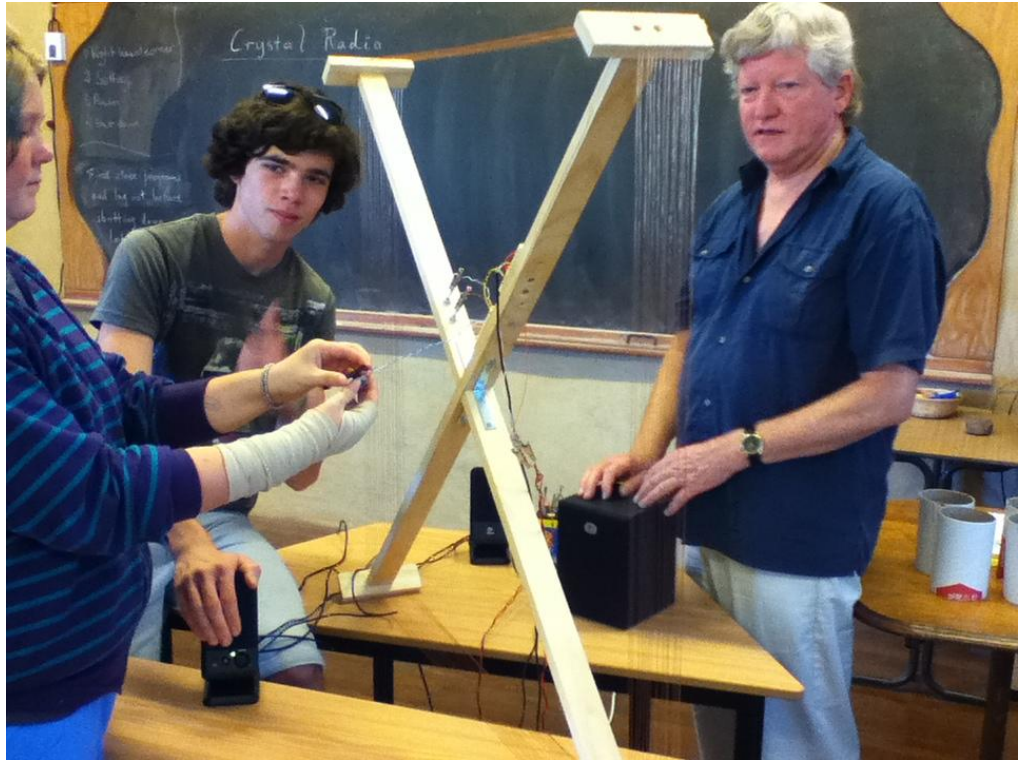


Some thoughts on Mobile Phones and WiFi

By David Bowden, High School Science Teacher

The year 9/10 students have been recently researching how mobile phones work and they have come to some interesting findings. A typical mobile phone radiates about 1 watt of microwave power in contrast to about 1/4 watt of microwave power for a WiFi (=wireless) internet modem. A mobile phone is used much closer to the body, in fact very close to the head when speaking, and close to the groin when stored in a pocket. In contrast to this,

A WiFi modem is usually located at least several metres away from the body. As microwave power spreads out in space, it decreases by the square of the distance, i.e. to one quarter of the original power at twice the distance, one ninth at 3 times the distance, etc, so distance is a critical factor in relation to risk. In addition, many users of mobile phones sleep with their phone next to their bed. All these facts point to the continual presence of and use of mobile phones close to the body as being of far greater risk to health than the comparable risks of a WiFi modem. This is not to say that WiFi modems have no inherent risk. The students can draw their own conclusions. A further risk of mobile phones is that the mobile base stations typically transmit at 100 watts and spread this power out over their cell, which is a circle of 2 km radius.



See also the online articles by Australian researchers :

Mobile telephone use is associated with changes in cognitive function in young adolescents - Abramson 2009

Use of mobile phones and changes in cognitive function in adolescents - Thomas & Abramson - 2010

Jo Clancy and Wagana Dance Group

Contemporary Aboriginal choreographer and dancer, Jo Clancy and her dancer collaborator, Becky Chatfield recently took a troupe of young indigenous dancers to Scotland to perform in the Commonwealth Youth Dance Festival.

Speaking to high school students at Kindlehill, Jo affirmed the importance for her as a Wiradjuri woman, of sharing culture through story, dance and music. Her own choreography is often a contemporary expression of an evolving indigenous culture.

Jo teaches dance to students at Kindlehill and has this year been integral to the school's cocoon exhibition that involved collaborations in art, sculpture, music and dance. Jo choreographed a cocoon dance with students that was performed at Winter's night and it has now evolved further in response to the warming forces of spring, to be performed at the Spring celebration in the Katoomba Community gardens.

Jo also runs after school dance classes for all ages, from Kindlehill's performance space.



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Simon Glassford, for compiling and editing Kindlings.





Kindlehill High School

students invite other young people to join them
in their innovative and friendly high school.

Are you:

- Self motivated
- Interested in engaging and creative learning

Do you have:

- An enthusiasm for learning and life
- A sense of adventure
- A willingness to collaborate with peers

Would you benefit from:

- A focused and friendly learning environment
- A balance of intellectual, artistic and practical learning
- Teachers who take the time to help you recognise and unfold your individual potential
- Inspiring teachers who help you to become someone who will contribute to making the world a better place for all



Go to kindlehill.nsw.edu.au or
phone 4757 4402 for more information