

Kindlehill School for Rudolf Steiner Education

Spring Kindlings



Artwork by Cornelius and Imogen, Year 7

2017

Kindling a light

Kindlehill is a social deed. Our purpose is to educate children and young people to be powerfully equipped in becoming individuals who contribute to creating a more compassionate and fair society for all.



“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 in
Wentworth Falls, Blue Mountains, NSW.*

Four guiding principles to being a really good teacher

By S'haila Bernard, Class 2-3 Teacher

During the winter break I had the chance to reread parts of Rudolf Steiner's 'Practical Advice to Teachers' in particular his closing remarks after the 14 lectures. The 4 guiding principles he spoke of have stayed with me into this term, in my dreams, conversations and imagination. It is indeed something I keep striving for: to be a really, really good, and even a great teacher for those I teach. Here are some of my thoughts. The first principle was 'teachers must be people of initiative'.



That is someone who is interested in the different and fresh, someone willing to try and possibly fail at a new project, someone questioning and is ever-present to the world and their students.

The second principle is to 'take an interest in everything happening in the world'. To be in the local and global communities, not blind or isolated from what occurs around great or small. To be interested in other people, places and times. To

have conversations with friends and strangers from all generations, to explore new environments and revisit well known spaces, to notice how time changes around us.

The third principle being 'the teacher must be one who never compromises in the heart and mind with what is untrue; talks of being honest with thyself with daily non-judgmental self-reflections and have respectful genuine conversations with others.

The fourth principle I think is my favourite - 'No getting stale and sour!' Here is where I can bring life and love to all around, stay fresh and alive with laughter and joy. I can express this through creativity, love and connection with both the physical and emotional world. As Steiner remarks 'something more easily said than done, but it is, nevertheless, also a golden rule for the teacher's calling'.

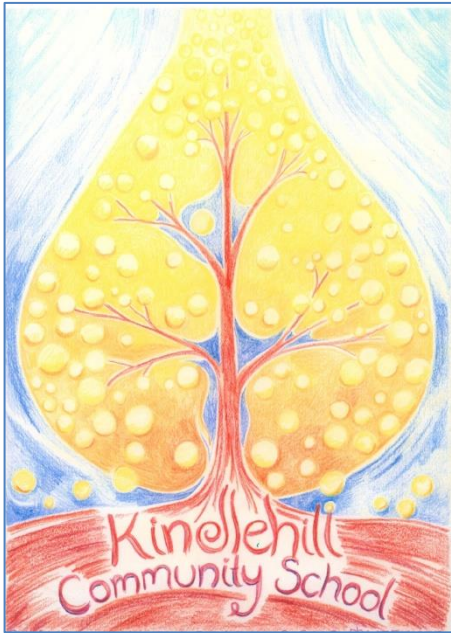


These 4 principles are something I continue to strive for both in my teaching as well as in my whole life.... they may be the elixir of life!

Beneath the Kindlehill Star

By Lynn Daniel

"Kindling a light on a hill", this was the pioneering imagination, reflected in the first school logo, under which Kindlehill was started in the year 2000. It was to be a new impulse in education for a new millennium. In essence, an exploration of creative-artistic education that drew from the pedagogical insights of Rudolf Steiner into child development, and in relationship to the times in which we live and to this locality/place where our school has being and belonging.



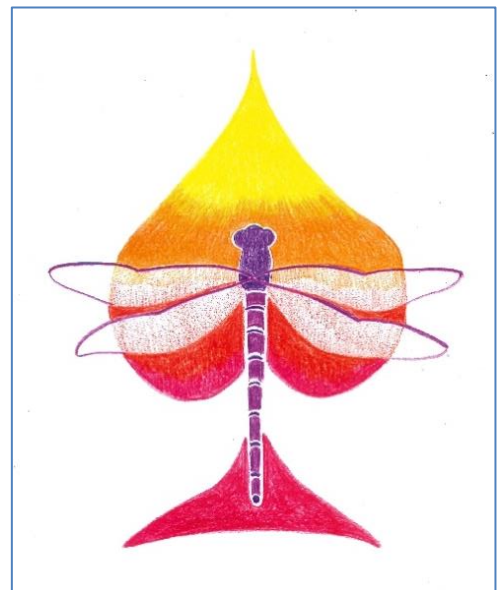
The creative-artistic education then found a more nuanced expression through the imagination of the wattle tree that became our logo. The wattle tree brings fertility to depleted soils (they are first responders in a bushfire). The sun-like flowers shine out into the world with light and nourishment. It was



an imagination of renewal, of generosity, and of connectedness to nature and place. Sustainability and creating pathways into community became key elements. Throughout this time, the school put down

strong roots, raised sheltering branches and flowered abundantly. Needless to say there were many challenges along the way but resilience and a clearer sense of direction and reason for being, are fruits of these.

More recently we have embraced the dragonfly as a guiding imagination for our school. We have a new logo about to be launched that sensitively layers kindled light, wattle and dragonfly. The Giant Dragonfly, *Petalura*, has especially connected us to "country" and to the first peoples of the Blue Mountains and the continent in general. It is also a further step in taking on the responsibility that understanding of interconnectedness with nature brings. The Giant Dragonfly is an endangered species in our region, a symbolic and yet very practical challenge to address the ecological crisis of our times. In its lifecycle, the dragonfly pictures a process of transformation. It has a certain fragility or ephemerality and yet is an ancient being.



This year we have incorporated the imagination of the campfire into our calendar of events. A campfire is a place for kindling light and warmth, for reflection, sharing, collaborating and celebrating. We are continuing to deepen our understanding of what the times and place we live in are asking of us in our educational and social tasks. We see ourselves connecting more and more to other initiatives in our community, region and globally. We are oriented to creating a fair and more peaceful world. We strive to turn our ideas into ideals to live by. These are big ideas yet with very practical and mostly local application. And we are not restricted to one campfire! Christ Tobin, local Dharug artist and educator, is an advocate of multiple campfires, where you can move freely one to another....

These imaginations have guided us through our growth and development as a school. This 3rd of August we celebrate 17 years. I would like to deeply acknowledge every one (child, parent, friend, helper, teacher, godmother, visitor, guest and worker and woofers) who has tended the "kindling of the light "at Kindlehill. May we ever be a school of generosity, kindness, creativity and collaboration in our times and in this place.



Winter's night in the Kindy Garden – the final day before the coming of spring

By Kirsty Edwards, Teacher

Each year, in preparation for Winter's Night at Kindiehill, our Kindy class presents a small play to parents and other classes. It starts with an idea that embraces the winter feel and develops into a warm glow for all to share.

This year our Winter play was about a small boy who went in search of warmth and sunshine. His journey took him into the bush, where he met Shy Possum and her babes, the birds that soar on the wind and the beetles, kept warm under Mother Earth's blanket. And of course, the Wittle Wattle tree provides sunshine and sweetness for all.



At last the small boy finds a message written on the Scribbly Gum Tree. The scribbly script spells a message as old as the land "Be Bold, Be Grand!" With this message, the boy realises that he has all the strength and inner warmth that is needed to continue through to Winter's Night.

We practiced our play and dressed up each day...every day is a

performance in Kindy! But to finally perform in front of an audience was magical. The children cast aside any shyness and their voices soared like the birds in the play. It was a truly proud moment for this Mumma bird!

I am constantly reminded in Kindy of how these children shine. When learning is brought to the children through imagination and fun, they embrace it with such enthusiasm. It is a wonder to behold and an important lesson for young and old.

If you ever get to wondering "where do I fit?"

We all have our place, even the nits!

The birds so high and the beetles so low,

Even the river that rumbles and flows



Kindlehill

after school care

**Kindlehill now offers a warm, nourishing space
for students requiring care after school**

Sessions until 5:45pm daily in term time

Filling whole food afternoon tea made on site

Cooking, craft, free play, ball games, reading,
drawing, sandpit, dress ups



care@kindlehill.nsw.edu.au | 0434 775 781

The class 1 sleepover

By Erica Chaperlin, Teacher

I was lying awake watching the moon rise and set. I was listening to the irregular rustling of a near dozen sleeping bags encasing wriggly sleeping bodies. A quiet rhythm insistent enough to keep me alert. The moon set and the exit sign glowed ghoulis green in the room. At 3am, tired, stiff, sore and so very awake, it made me question the purpose of this annual event in our school. I couldn't help it.

WHY ON EARTH DO WE DO THIS? WHAT POSSIBLE USE COULD IT SERVE?

WHY IN HEAVENS NAME IS THERE A CLASS 1 SLEEPOVER?



When I looked at my students the following morning somewhere that question was answered for me though consciously the question itself had slipped away in the busy ness of a day at school. The request for a Kindlings article however brought the question back. There is reason and purpose for our curriculum. There is no 'just because'

rationale and certainly not that we do things because we always have. So here's my effort to answer this question through what I observed the next day and what my thoughts have been since.

For most children the sleepover is the first of its kind. Even if they're quite accustomed to sleepovers or live in two homes; the absence of parents, the bigger group, the presence of the teacher in a familiar but weird context is unusual or different. It's exciting and fun and full of imagined wild possibilities. (The reality is way more orderly and predictable). Students respond in a range of ways depending on their personality and experience and preparation to some extent. Some with unbridled excitement, or high anxiety and uncertainty. But for all students, at its conclusion, (when the dawn finally breaks), there is a sense of achievement; the feeling of 'I did it', even if it wasn't seemingly very challenging for them.

I think this is key for an educational pedagogy. Do we, through the learning experiences teachers bring to students, develop a sense of just how capable and empowered we are or can be? I think one of our many strengths at Kindlehill

particularly, is that we have a plethora of ways we do this. The camps and outdoor experiences are a critical part of it.

This is what I think I observed in students – the true knowledge that they did it. It was a bit hard, or they could see it was a bit hard for others but they did it... and they are proud of that.

This feeling and knowledge about themselves comes through experience. It's therefore more solidly embedded in their personality. Sometimes in our rush to ensure that our children have good self-esteem I hear a lot of empty praise. "Being awesome" doesn't in fact mean that much when it's not related to anything concrete. It may soothe momentarily but isn't really knowledge about themselves generated by themselves – which is so much more valuable.

Do I think my students were awesome that night? Yes I absolutely do! Did I say I was proud of them? Yes I absolutely did! but only as an affirmation of what they had already learned about themselves. They knew it and I just let them know that I knew it too. I was just saying ... I saw that it was hard and look at you, you did it!

We build on that to make them stronger people who can shoulder some of this responsibility for a better world – a responsibility that feels a bit heavy at times. But they can do it.

I think the sleepover is step 1 to a long relationship with school camps, a focus on outdoor education and a deepening relationship to nature. They together are about so many things – care of our planet and the lives that depend on it, but its also very, very importantly about strengthening the will, the heart and the mind to build a better world. I know they can. You know they can. And through this education which includes a class 1 sleepover, they know they can too!



Sing Forest and the Tuneful Treble Tree

By S'haila Bernard, Class 2-3 Teacher

As part of the 3rd class music curriculum and in support of the introduction to learning the violin I taught a reading notation lesson. Here at Kindlehill the primary school children sing sweetly everyday, speak beautiful verses and moves to gentle and sometimes fast rhythms. In kindy they play with bush instruments and simple bell chimes and are immersed with music all around them. By end of 1st class the children have begun learning the recorder through imitation which they further develop and expand in 2nd class repeating little songs and tunes both self-composed and brought by the class teacher. By 3rd class the students make several important musical progressions. They begin to sing and play more complex tunes on recorder, marimba and percussion as well as grow confident in singing rounds and in parts, conducted by the teacher as well as by themselves. They also begin learning the violin. At this stage it is very helpful to the children to develop the tool that is music



notation. To be able to read music from a written score opens up a whole range of new, enjoyable and extending activities. Being able to read music is another way in which children learn to control their world and be active in it.

The Singing Forest Main lesson was my way to bring a loving and gentle imagination to the learning of an abstract concept. It was to be a crossing from the almost magical knowingness of music to an experience of music as an intrinsic part of living that need the development of skills through focus and practise. In the Sweet Singing Forest under the Tuneful Treble Tree beside the Big Bass Boulder, the 5 siblings of the Bell family discover the beauty, patterns, concepts and elements of reading music. They see the five strong branches of Tuneful treble Tree, each with a carolling creature: Emu Egg (about to crack), Golden Bird, Big Blue Butterfly, Diamond Duck and Frighten of Flying Fruitbat and there you have the names of the notes on the lines of the Treble stave.

My class 2/3 embraced this music main lesson wholeheartedly, with a sense of anticipation for learning. The children responded strongly to the story/imaginative element and their recall of each story was remarkable and indicated a deep resonance with the characters. The children practised daily reading and composing rhythmic and melodic notation. They are all aware of the different note values and can draw the different shapes. They learnt about some elements of music, such as dynamics and tempo, and scribed known recorder pieces onto a treble music staff.



Most of the class have a clear sense of the physical action to play a note on the recorder though practice is needed with the low and high notes. It should be noted that the process of learning to read music effectively is one that continues over many years. It requires constant practice. It is a skill acquired and deepened over considerable time. Regular music practice lessons will extend reading skills and support the string program. Our violin teacher Elizabeth did comment that the focused lesson greatly supported the violin instruction.

I loved teaching this introduction lesson and now we continue to practise, revise and extend our musical knowledge with joy and happiness in every note!

Ban the Bag!

A Class 4 - 5 Initiative

By Pippita Bennett, Teacher

Class 4 and 5 were dismayed to discover from one of our local shop owners, that not everyone in the Blue Mountains was enthusiastic about reducing the use of plastic bags. The students researched a fair bit about the damaging effects that plastic bags and plastic in general has on our environment. They discovered that:

There is an island of plastic in the ocean

Sea animals choke on or get tangled in plastic bags

Turtles mistake plastic bags for a favourite food source, jelly fish

Thousand of tons of plastic goes into landfill every minute

No plastic is biodegradable, even if it says it is!

Plastic can take up to 1000 years to break down (this means that every bit of plastic that has been made, still exists!

Plastic is toxic, in its manufacture and just in existence

Much of the seafood we eat contains microscopic pieces of plastic in its digestive tracts

So what needs to be done? The students first made posters to encourage local shoppers to REFUSE, REUSE, REDUCE and RECYCLE. Our friendly Wentworth Falls supermarket owner put them up in her window. She explained to the children how she was working towards reducing plastic in her shop. They had some tough questions for her such as "Why do you still stock food with plastic wrappers?"

Class 4 and 5 had found out that other Australian states had restrictions in place about plastic bag use, but not NSW. They also discovered that soft plastics are recyclable and that our big supermarkets collect soft plastics. The students created a petition to ban plastics bags in the Blue Mountains. Next the students wrote to our local member Trish Doyle with some very articulately and passionately written thoughts. They also sent her their petition. Ms Doyle visited the school to formally receive the petition and the class found themselves and their cause



in the gazette. Trish has recently informed us that our petition will be formally tabled in parliament! The students also wrote to Blue Mountains councillors on the eve of their discussion about Plastic bag use. We have had word that as of next year, the big supermarkets in Katoomba will stop using single use plastic bags.

If you are serious about something, then you also need to act. The class took part in collecting compost and recycling at this year's Winter Magic. They have educated other students and teachers in the school. Each class and the office was provided with their own soft plastic recycling bin, handmade (out of recycled materials of course). Now the school recycles all of its plastic, but most importantly we are aware about the impact of plastic and we are working towards reducing our use of it. Teachers have commented on how informed class 4 and 5 are and how much they have learnt from them.

So what is next? Class 4 and 5 have been requested to assist in identifying other areas where the school could be more environmentally friendly. They are well informed; they have learnt how to express their position both verbally and in written form. They have been listened to and taken seriously. The students feel empowered and feel that their voice makes a difference.



History of Writing Lesson, Class 4 and 5

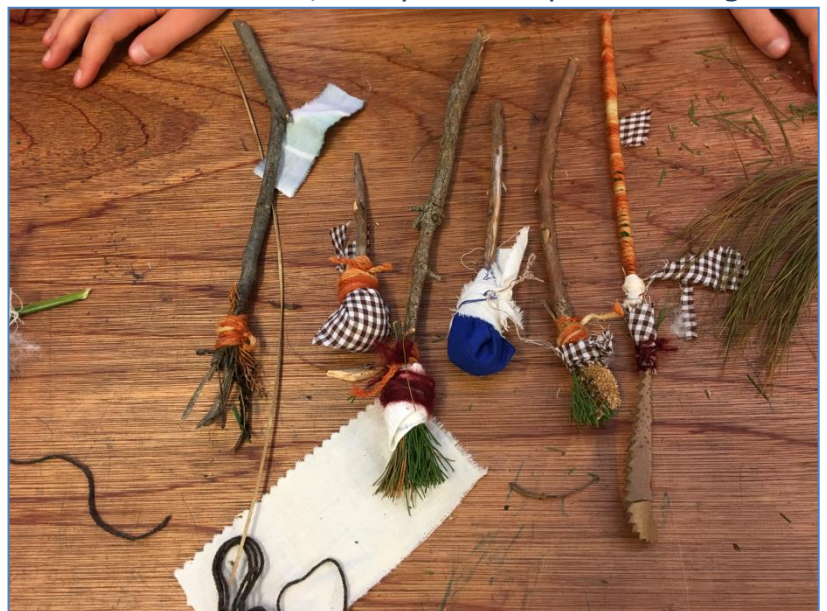
By Pippita Bennett, Teacher

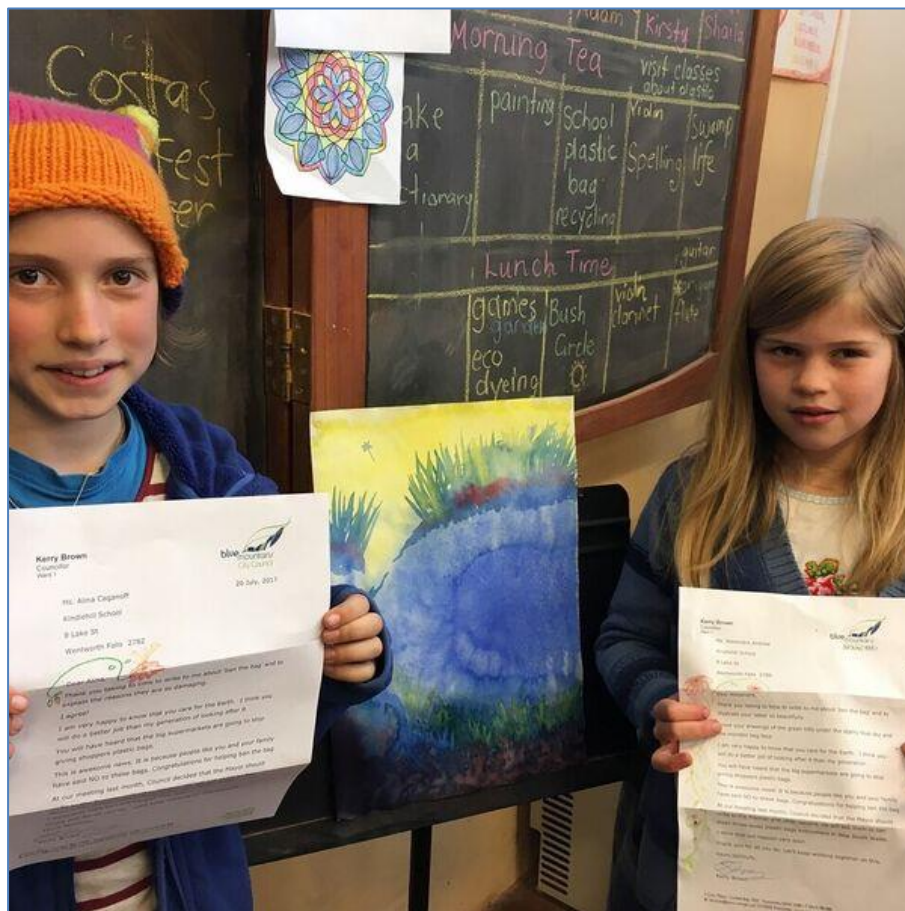


Class 4 and 5 followed the development of writing in a recent lesson. We began with exploring how humans used natural resources to make tools for mark making. In one of these exercises, the students used found objects from the bush: sticks, leaves and feathers, and combined these with string, fabric and fleece (our ancestors would have used twine, animal skins and animal fur) to create different paintbrushes. The results were little gems of beauty in themselves, but once the students put them to use, their true qualities were apparent. Have a look at some of their designs and the art work they created

with them. One thing that stood out for me as a teacher was the care that was put into design and then the concentration and artistry that was applied to the painting.

When students make writing tools from scratch, they develop a feeling and appreciation for the importance and artistry of writing. It is really something to be able to express yourself by mark making. It is something that is not so easily appreciated when you pick up a biro. Students carry this appreciation (whether consciously or not) into their future writing.





Waterways Festival

Sunday 17th September

Pippita and S'haila's class are taking part in a celebration of the Blue Mountains Waterways. We have been learning how important clean water and healthy ecosystems are to the well-being of our animals and plants and of course our own wellbeing. Our school totem the Giant Dragonfly is currently endangered. It relies on healthy swamps to live. At the moment Blue Mountains swamps are under threat.

The Festival is a coming together of Wentworth Falls Schools: Kindiehill, Blue Mountains Grammar and Wentworth Falls public alongside Blue Mountains City Council. The focus of the day will be walks and talks with leading experts on waterway life. Families will be able to book on line for talks or take their chances and turn up on the day. The event is free. Families are encouraged to bring a nude food picnic to celebrate our local environment and our community. Each of the schools will set up an information tent. Kindiehill's area of expertise will be the Giant Dragonfly, healthy swamps and the importance of reducing plastic. The students' art work, information sheets

will be available for viewing and the students will on hand to share their knowledge. It will be a terrific day, make sure it's in your diary. Get in quickly with booking for walks and talks, there are limited places: www.waterwaysfestival.eventbrite.com.au



Letting the Wild inside

By Bridget Jackson, Kindlehill Parent

I broke a few small twigs in my hand whilst my son went rummaging under the bushes – moments later he re-appeared with a handful of dried grass. Crouched on the clifftops, out of the breeze, we eagerly set to - our dry little teepee of kindling soon crackling as the fire took hold. Minutes later the billy was boiling and, bathed in the rich golden glow of the winter's afternoon, a warming cup of tea brought a peaceful closure to our day.

So often we sit atop these cliffs. Never twice the same. We bring new thoughts and different conversations, watch the clouds rush past high above, eavesdrop on the chirping fairy wrens, feel the coolness of the sandstone underneath and gaze down onto the distant farmland.

But one constant remains ... our enduring appreciation and connection to this space.



It's these small happenings that weave the fabric of our life, creating pauses, full-stops almost, in our routine and entwine the natural world with the everyday.

It's only when stepping into the 'other' world that I truly realise the sanctity, nourishment, sense of wonder and perspective that the natural environment provides – and the importance of our relationship with it.

As cultural philosopher Thomas Berry once said, "What happens to the outer world happens to the inner world ... our inner being will die if we continue to transform natural beauty into the soul-deadening, concrete-laden, box-store landscapes of a consumer society." And it's our inner being that is so fragile and vulnerable too.

So, as we bade farewell to a blissfully mild and dry winter, and the daffodils of spring begin to congregate in their sunny pockets, maybe it's time to give thought as to how we nurture and nourish ourselves. How and where we choose to spend our time. The quality of that time. How we play, how we relax, how we relate and how we create. As Goldsworthy says, he feels most alive when "shaking hands with a place". Maybe it's time to do so too - to take a pause, find that full-stop, that rock, and let the Wild inside.

Travelling Country with Class 6-7

By John Daniel, Teacher



The current Class 6-7 students are a hardy lot. Over the last seven years, our class has: snorkelled the azure waters of Jervis Bay; skied and snow boarded black runs at Thredbo; followed in the footsteps of the inland explorers on a mammoth road trip; slept in frost covered sleeping bags under the stars at Flat Top on a blustery Blue Mountains winter's night, as a culmination of our Astronomy lesson; traversed the geography of the Great Dividing Range through to coastal estuaries and mangroves; abseiled breathtaking cliffs; and much more.

Erica wrote in this edition about her First Class winter sleepover, and that is where it all began for my Class. Every year, we have gone a little further, learned some more skills, and developed greater independence. Now, there is no road-trip too far; no weather too daunting; no campsite too prickly. We are a road-trip-camping machine!

So, what could we do for our final trip together, before I parted company with the Class as they moved on to our high school the following year? A serendipitous conversation with a fairly new parent, late last year, brought to fruition an idea that had bounced around in my head for a decade. As I sketched the idea, Peter Williams said, "That's my Country! I'll take you there." I will be forever grateful for that conversation and Uncle Pete's open hearted generosity.

Uncle Pete's clan is the Garugiyalu, or Rock People, who are part of the Worgaipuan dialect, of the Ngiyampaa language group. He is a Ceremony Man. And to make it even better, he brought Aunty Katie and their six delightful kids. In no time, they welcomed us into their family, and they were in our hearts.

We travelled for ten days, set up and packed up seven times, traversed 3,100 km, and ate dust for hundreds of kilometres. We travelled through Cobar, west to Wilcannia, almost down to Ivanhoe, up to Bourke, across to Brewarrina and then Lightning Ridge. At Mt Manara, Uncle Pete and Aunty Katie taught us the dance of the Rainbow Serpent and the Red Breasted Robin.



We learnt about the night sky and Wanta at Mt Grenfell. We visited many amazing rock art sites, and through Uncle Pete, we knew what we were looking at. He also taught us how to walk on Country consciously and respectfully, offering our greeting and farewell.



Galah on a spit!

At Byrock, we visited the Creation Site, where the four moieties were born from the womb of Mother Earth: Googa (goanna), Ngurru (emu), Kypyta (kangaroo) and Thickabilla (echidna). After travelling across the continent, they returned. We visited the three mountains that marked their return. Ngurru was placed into the sky. This was really moving. Aunty Katie took the girls, reflecting on the strong and respected role of Aboriginal women. They spent the day making digging sticks and weaving. The boys learnt to make clubs and spears over the next few days. It was here that we learnt many dances.



There is so much more to tell. Sarah D is putting together a slide/video show that we will present at the upcoming Open Day. We also have a huge and daunting canvas that uncle Pete gave us, to paint all the stories onto.

These students, on the cusp of adolescence, returned home a little more mature; a little more 'at home' in this wonderful Land.



Thank you, Uncle Pete and Aunty Katie, from the depths of our hearts.



Uncle Pete making weapons

The Big Project

By Meike, Year 7

As some parents and students will know, year 6/7 are currently working on the Big Project. We choose a topic and study it for a whole year. We must get a mentor to help us through the ups and downs of our project and to guide us along the way.

For my project, I have chosen activism as it is something I not only love but have grown up with. I chose Sarah Daniel, a local community friend and parent, as my mentor. So far I have been to a few protests and interviewed some wonderful humanitarians and activists whom I look up to, such as Izzy Brown and Roe Morrow.

I took part in the 2017 Rations Challenge along with other members of my class as part of my research on silent protesting. Together, our group raised over \$6000 that has been put toward providing food and services for refugees. I have also started a paper and online petition about the lack of water bottle filling stations in the Blue Mountains. You can find my petition at [change.org](https://www.change.org) by searching the Blue Mountains.

Other topics for the Big Project include horse riding, photography, writing and art. We will be presenting our work in Term 4. We are all looking forward to finishing and showing everyone what we have achieved.

Petition to Blue Mountains City Council

Blue Mountains City Council: Provide water bottle filling stations for the Blue Mountains



Every year in Australia over 1 billion plastic water bottles are thrown away while only 30% are recycled - that means that 700 million end up in landfill or floating in the ocean annually. That is enough to wrap around the earth more than 149 times. Around the Blue Mountains there are barely any... [Read more](#)



meike edwards Australia



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Created Jul 21, 2017

Thinking in High School

By Lynn Daniel

Thinking! I am thinking we take it for granted! Yet the high school, in accordance with Steiner pedagogy, is the time for developing thinking capacities in young people that will serve their lives. Here are a few of my observations of how thinking is unfolding in the various high school classes.

- ≈ In English with Erica, thinking through imagination, to understand another person's choices and circumstances. Thinking as a means to empathy. Articulating thoughts.
- ≈ History with Lynn, exploring the "mindsets" behind historical events and times, seeking out perspectives and the attitudes and values that underlie these. Reflective thinking on the legacy of mindsets for our times. Inspired thinking – turning ideas into ideals to live by. Solution focused thinking.
- ≈ In Music with Rowley, researching and synthesising what others have thought about an innovation in music, then applying one's own thinking about this. Communicating one's thoughts. Collaborative thinking in composing and performing.
- ≈ Maths with Sharon, thinking through a problem, analysis of the elements, checking the steps for accuracy, a thinking journey to an objective solution. Positive thinking!
- ≈ Science with David, observation of phenomena in the world through the senses. Then thinking to understand the phenomena based on my observations as well as to connect the phenomena of the world with that in my own life. Challenging our "set" assumptions.
- ≈ Eurythmy with Adam, thinking in connection to the space around us and in between. Individuals taking responsibility to bring a harmonious cooperation amongst the group as a whole. Thinking as an act of integrity and interconnectedness.
- ≈ Drama with Georgia, thinking to develop empathy with others and the world around us, creative and collaborative thinking in the process of devising. Enlivened thinking.
- ≈ Art with Sarah, critical thinking, questioning the assumptions about what is the canon of art. Broadening the palette of thinking. Creative expression.
- ≈ Outdoor Education with Dan, thinking about risk and consequence, thinking that can overcome obstacles, and that ensures the whole team get through.
- ≈ Japanese with Sayoko. Thinking through the lens of culture. Appreciating and celebrating difference. Thinking about what is universal beyond time and place.



Hopefully all of this and more culminates in the development of a kind of “ethical thinking”, where young people bring a moral (heart/will) dimension to their thinking.

Increasingly, they will be able to take responsibility for their own thought life (including values, attitudes, judgements) recognising the impact their thoughts have upon others and the world around them, and creatively using thought to positively contribute to a better world for all.



Kindlehill School for Rudolf Steiner Education

High School Orientation Morning

**Thursday 14 Sept 2017
9am to 11am**

Kindlehill High School teachers will introduce prospective students and their parents to our innovative approach to high school.

Small, friendly, flexible environment.

Inspiring and productive teachers and mentors.

Opportunities for practical, artistic, cultural and social experiences in the wider community.



*Please register your interest and direct enquiries to Lynn Daniel
by email lynn@kindlehill.nsw.edu.au or phone 02 4757 4402.*

www.kindlehill.nsw.edu.au

Performance Space
8 Lake Street
Wentworth Falls 2782

.... for students entering Year 7 to 10 in 2018

Reflections from Anthroposophical Medical Training

By Sarah Mann, Kindlehill Parent and Naturopath

During the winter holidays I had the great pleasure and task of attending the International Post Graduate Medical Training in Anthroposophical Medicine held in Brisbane.

It was an immersive week of study. Doctors, Nurses, Eurythmists, Pharmacists, Psychiatrists, Counsellors, Manual therapists, Naturopaths like myself and more,



came together from Australia and New Zealand to train with a faculty from Switzerland and Australia. For some practitioners it was their much anticipated highlight of the year! And for others like me it was our first training beyond self-education with people immersed in the practice of Anthroposophical Medicine.

Anthroposophical Medicine was established in 1920 by Rudolf Steiner and Ita Wegman. They brought together modern medicine and anthroposophical wisdom and science, bringing an understanding of the whole human being into diagnosis and therapy, and establishing an understanding for the origin and nature of disease and principles of healing.

Anthroposophical Medicine is an established practice mostly in Europe but also in America. There are Anthroposophical hospitals, medical centres, pharmacies and research centres in more than 60 countries around the world. It is integrated into schools and supplied by the biodynamic manufacturers of Anthroposophical Medicines, Weleda and Wala. The IPMT is a way for people to learn Anthroposophical Medicine in countries where full time training isn't available.

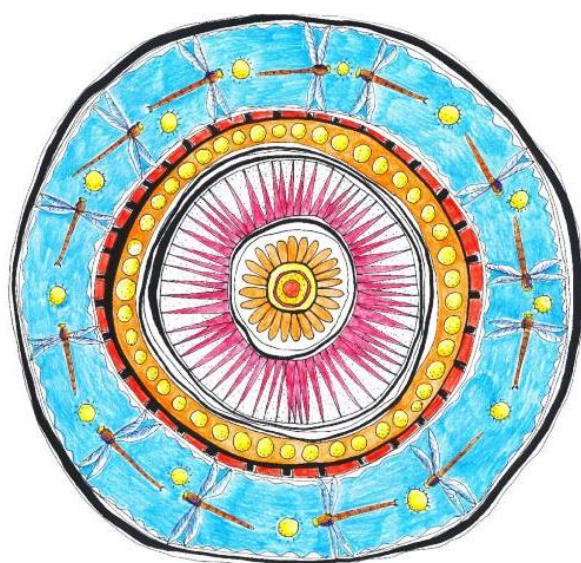
During the week we had to choose two main focus streams that we would study. There were many to choose from, including Anthroposophical Nursing in Practice, Clinical diagnosis and prescribing, Aboriginal Spirituality and Healing in Relationship to Anthroposophy, Biodynamics and Nutrition as Therapeutic Support and Preventative Medicine, The Physiology of the Brain: Cosmic Architecture, The Riddle of Human Movement: Rudolf Steiner's view on the 'motor nerves' in relation to

social & economic life, and Therapeutic Education and Social Therapy to name a few.

Anthroposophical Nursing in Practice sessions involved learning the techniques and applications of nursing care and external therapies like compresses and medicinal baths. We learnt about the importance of warmth to the health of the human being, physical warmth, inner warmth, social and environmental warmth.

Clinical Diagnosis and Prescribing sessions were held by Dr. Matthias Girke who is co-leader of the Medical Section at the Goetheanum in Switzerland and director of Internal Medicine at the Anthroposophical Hospital Havelhöhe in Berlin. We focused on challenges that face people of today, cancer, heart disease, diabetes, depression and stress. We learnt an integrated approach to diagnosis and treatment using remedies, eurythmy therapy, nursing practices, nutrition and art therapy. I was excited to learn about the depth of holistic care provided to people in Anthroposophical hospitals and to see how this influences healing outcomes for people.

The highlight of my learning from the teachers at IPMT was that Anthroposophical Medicine is not a concept or a standpoint to practice from but a living awareness, alive in a practitioner's heart and thinking. It is a healing principle in itself. The wonderful people that taught me have in their heart a genuine care for people, knowing their depth and multiplicity and treating them with devoted understanding and reverence. I learnt from them true companionship in healthcare. I am looking forward to many more years of training to come.



Visitors from Nagasaki, Japan

By Sashka, Year 10

In August we were lucky enough to meet and share classes with Japanese exchange students visiting from Nagasaki. They stayed with lovely families from Kindiehill where they experienced family and school life in the Blue Mountains, as well as a daily dose of Aussie food!

One of the most memorable days was the lesson in which we held a World Café with students from year 6 to year 10, as well as the Japanese students. At the World café, we discussed how countries should ban nuclear weapons by focusing on the effect that the Atomic bomb had on Nagasaki and Japan. It was very interesting to hear the opinions and stories that the Japanese students brought to the conversation.

Another memorable day was our talk with Gem Romuld who is from the UN 'Ban the Bomb'. Many of us contributed questions and ideas throughout these conversations and it was amazing to collaborate with students from across the world. Gem showed us a beautiful silent stop motion animation that was very eye opening. We ended Gem's presentation with a group photo all holding a Ban the Bomb banner.

It became clear that we all shared the same vision for living in a peaceful and safe world. A world without the threat of nuclear weapons.



Hosting a student in your home

By The Glassford Family

It is never entirely comfortable opening your home to a stranger, especially one who is learning English and finds the day to day conversations challenging.

We took our job as host very seriously. Our view was that we were responsible for someone else's child. It was not easy for her, or her family to make this trip happen. What would we want for our children if they were hosted by a family in another country?

On our first day we were nervous, insistent that the house was perfectly tidy, and we put immeasurable effort into her first meal. My opening question to her was "are you nervous?". Her answer was "very nervous"; I said "me too". That was it, no need to pretend, we were all in the same boat.



Thus began a 10 day journey where our friend joined us on every sporting mission and after school activity, ate every meal with us, slotted into our busy weekday schedule, and saw our house disintegrate into its usual untidy state. She was with us during our weekly stresses, and sat quietly with us on our relaxation days (there were not many!). We served food she did not like, and watched her face as she attempted to enjoy it. We laughed at her eating cold rice, and at her efforts to eat mashed potato with chopsticks! We travelled to Sydney by train, caught a ferry across the harbour, visited Luna Park, shopped in Leura and Sydney, wandered through the beautiful Carrington Hotel, ate every style of food we could think of, and best of all, we consumed a ridiculous quantity of Tim Tams and Wagon Wheels.

We approached her final day with dread, wishing we had more time. We only just got to know her! Ten days was too short. Why can't she stay for a few months?

In the end we allowed ourselves to be open to whatever happened with our visitor; we overcame the tough bits by simply laughing and showing understanding towards each other. The result is, we made a new friend, a true friend.

Now...a trip to Nagasaki!!!

Little Kindlings Playgroup

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Kindlehill School

8 Lake St, Wentworth Falls



Kindlehill School is situated on Dharug and Gundungurra land. We pay our respects to the traditional custodians of this land, to the Dharug and Gundungurra peoples, whose cultures and customs have nurtured and continue to nurture this land. We pay our respects to elders past and present. We recognise the strength, capacity and resilience of all past and present Aboriginal people in this region.

We acknowledge the spirit that resides in and flows through this land, the elemental and spiritual beings who cohabit this place. We support reconciliation between all Australians.

We are committed to upholding the imperative of justice and equity for Aboriginal and Torres Strait Islander peoples.



OPEN DAY

10am Saturday 2nd September



8 Lake St, Wentworth Falls

Kindlehill School