

Kindlehill School

***Autumn Kindlings***

**2018**

## 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.*

# Biodynamics

By Sally Rasmussen, Parent

Biodynamics is a way of working with the earth in harmony with the rhythms of nature. It has been practised throughout the world for some 100 years.

Rudolph Steiner developed the idea of biodynamics in response to the fast-incurring mechanistic approach encroaching on the agriculture industry. Planting the seed for change, he saw the farm as a simple, self-sustaining organism that thrives with biodiversity. Recognising the involvement of the cosmic and earthly influences he saw that working with these in harmony with the rhythms of nature brought about a healthy, nutrient dense food supply.

These practices work continuously to renew and replenish soil micro-organisms creating a healthy eco-system that nourishes the soil as well as the plant that grows in it. By avoiding any chemical use in the form of soluble fertilizers, herbicides and pesticides biodynamic practices lead to a balanced, resilient and productive soil food web wherever it is applied. This instates a resistance to weed/pest invasion and abundance of nutrients in its produce.

By drawing on this old culture of nature, biodynamics feeds our soil which feeds our food to nourish our souls. There becomes a connection of the farmer to the elemental beings of earth, air, water, plants and animals. It is in this connectedness to the soil, by nurturing our earth we nurture ourselves.

There are many preparations for the soil used in biodynamics, however to begin several applications of soil activator should be applied. This is a soil spray to sensitise or awaken the soil so that it becomes receptive to other biodynamic preparations.

At the beginning of this term a group of us rhythmically stirred this preparation in a bucket of water, energetically creating a vortex with our hands in the centre of the water, alternatively clockwise and anti-clockwise (order and then chaos) for 20 mins and then flicked it with our hands over the soil in our school. We will be doing it again at the Edible gardens festival and trail. We hope the community starts to see the soul of the soil awaken with the magic of biodynamics!

# Changing with the seasons

*By Lynn Daniel*

Autumn...a festive time for strengthening the will and the feeling for fellowship.

In the bush around my home, fruiting Lilli Pilli, Dianella and Geebung, and an increase in spiderwebs and bird activity, signal change. The mornings are cooler, the valley is mist filled and deciduous trees are turning toward golden.

Working out of the Steiner philosophy, we speak of summer where we have been "received lovingly into nature". In the early autumn changeover, it is the beginnings of a descent into one's own self as centre. Here we rise inwardly to meet challenges and difficulties sometimes coincident with this season of change, with initiative, courage, inner strength and perseverance.

In and around the classes, from kindy to high school, a conscious focus toward building resilience and initiative is undertaken. In the primary school there are activities such as bushwalks, obstacle courses and games of challenge. Even the speech work in verses and in songs will reflect this focus. In high school, it most readily culminates in the three day River Adventure, canoeing and camping in the Kangaroo Valley where perseverance and teamwork become one's best allies.

Autumn is also a time "to kindle fellowship among all human beings". This too permeates the class activities. Later in the term, primary classes will share their beautiful singing at a picnic for Senior's Week at Wentworth Falls Lake. There is for the whole school, the Autumn Fair, where students, teachers and parents work together to create a festive and celebratory day. Alongside the obstacle course at this year's fair will be the added challenge of finding one's creativity and voice through writing - the focus of the fair this year is a Writer's Festival.

In the teachers' weekly studio group, we are working with speech on a bee poem which is essentially a wonderful metaphor for strengthening in ourselves and our community, the forces of optimism, perseverance and service to something larger than ourselves.



We invite the adults in our community, to join us in taking inspiration from the autumnal impulse.

Many of us feel that we live in challenging times; that change comes toward us as something inevitable. We too can take up our initiative, our courage and sense of fellow feeling, to find a way to conduct our lives so that the generation we now care for, will be able to one day reflect and say of us; they faced the hard decisions, they helped make our lives productive and fruitful, they cultivated the ground for a more humane and sustainable world.

May Nature continue to be our wise teacher.

Lynn



Whoever would become like a bee

Who feels the sun

Even through a cloudy sky,

Who finds her way to a flower

And never gets lost,

To him the fields would lie in eternal radiance;

However short his life

He would rarely ever

Complain.

*Hilde Domin*



## Edible Gardens Trail

### Kindlehill welcomes many visitors

Sally, S'haila and Lynn teamed up to open Kindlehill gardens as part of the Edible Gardens Festival. We welcomed 30 families, provided tours of our productive gardens as well as a family experience of making a garden bed. We planted garlic, stirred and spread biodynamic soil activator. Visitors were delighted to find alongside the edibles, a trail of writing from the alphabet edibles in the rooftop garden (by classes 1-2) to the stories of delightful garden characters (classes 5/6). It was a wonderful way to open our school to the broader community and be part of a connectivity of food growers across the mountains.





## Harvesting honey

A warm thank you to our bees for their golden honey, which was harvested over the summer break. Keep your eye out for some at the Autumn Fair!





# The World Wide Web

*By Kirsty Edwards, Kindergarten Teacher*

**“We can never obtain peace in the outer world until we make peace with ourselves” Dalai Lama**

As adults, we ask a lot of our children. While we struggle to keep peace and harmony in our own world, we expect our young children to share, change their ideas and say sorry, even when they feel that an injustice has been done. So why do we persevere with helping our children to show compassion where they may not feel it or forgiveness where they may not want to give it?



If we are to build a world where we can work in a community and get difficult jobs done, it will take such compassion and forgiveness. We will need to encourage our children to see the spider building her delicate web or the bee collecting her pollen.



In such small acts, our children will see wonder and love in their world. They will begin to understand that everything is worthy of our compassion.

Each day in Kindy we ask the children to let a friend in, "There is always room for one more", or to say sorry, even if it was an accident. Sorry can be a difficult word to find when you are embarrassed or hurt and forgiveness is even harder. In Kindy we discuss the many ways that you can say sorry to a friend. Perhaps you could give them a hug or draw them a picture. And how do we forgive a friend when we are still upset? Take a deep breath and let it wash away.

With the onset of autumn, our Kindy is decorated with fine spider webs. Each morning we marvel at how intricate and delicate a new web is. These webs provide us with stories of the small Speck Spider that travels on the wind and lands in a new place without a care. The speck spider works all through the night to decorate our world – such a gift. Our beautiful Kindy is like a fine web. If you pull too hard in one direction, the silk may tear. This is why it is important to give a little and take a little, always doing both with kindness and a gentle heart.

These are the Kindy lessons that we thrive upon into our adult lives and hope to continue to carry into our larger world wide web.



Grandfather Apple tree provides challenges a-plenty for our Kindy children!

## Learning to live as one

*By Jessica Miller, Kindy & Class 1-2 Assistant*

Once upon a time there was a family of echidnas. These echidnas were quite unusual, for they were all born with their hearts on the outside of their skin, that's right on the outside! They lived in a wee burrow on the edge of town.

As you know echidnas are quite spiky, so they had to be very careful of each other and they had to be particularly mindful of their hearts, when getting close to each other.

Being careful with your heart and getting out of the way of others isn't always easy. As life will have it, their hearts were bruised, scratched and grazed by the sheer nature of just being an echidna. Imagine living life born with a heart that wasn't covered over!

Eventually, day after day living in a small burrow, huddled up together, bumping into each other and spiking each other, the Echidnas decided there had to be another way.....



Distance and space had to be the answer. Yes that's it! "Let's go out on our own and find a burrow each ... then we won't hurt each other anymore".

They all agreed and they waddled off to their new homes, but as the winter drew near and the cold came, the little echidnas realized how alone they were.

They missed the quills and company of their families.

They tried all sorts of tricks to keep warm but nothing was quite like the warmth and closeness of family.

One full moon night they all wandered to the peak of the mountain, hoping to find their heart family, and sure enough as they braved the cold, on top of the mountain there gathered all the other echidnas and a wise old lady ~ who was quietly mending hearts.

One of the echidnas spoke up to the old lady, "Excuse me wise old lady, we have a question".



"Yes, what is it my dears?"

"Well we are a family of echidnas and we are all a bit spiky as you can see. We were born with our hearts on the outside, and we don't really know how to live together in harmony without hurting ourselves.

"We have been living on our own for a while now, but we are cold and lonely and we miss each other. We want to be together but we don't want to keep hurting each other with our quills..."



The old lady laughed, and then she spoke in a quiet voice;

"My dears!" she said, "the best relationship is not the one that brings together perfect people, but when each individual learns to live with the imperfections of others and can admire the other person's good qualities."

"This is the secret to a happy heart-filled life".

With that the echidnas lived happily ever after in a burrow with compassion, companionship, community and true acceptance of the other.

Their quills and their hearts grew wiser and wiser with each



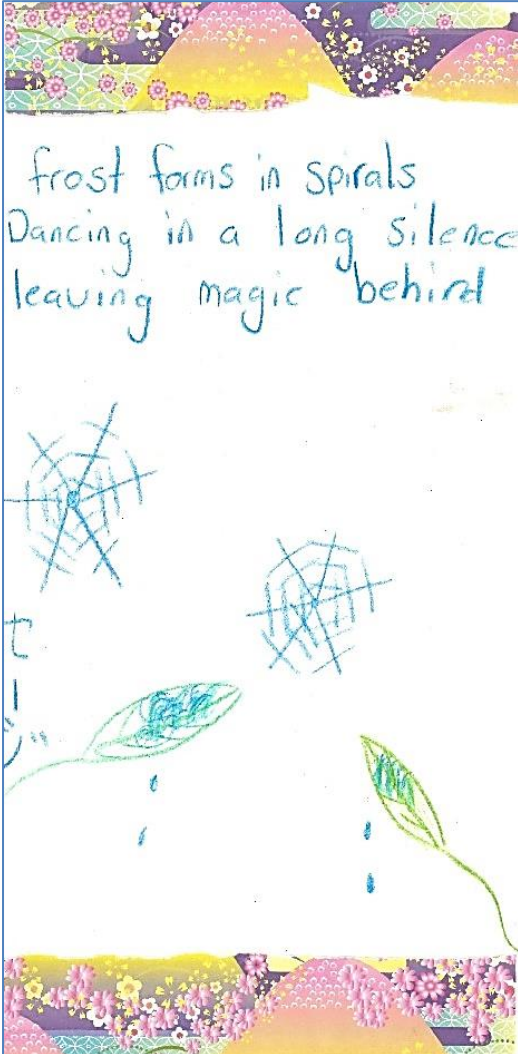
day. They visited the old lady from time to time, and she did mend their hearts, but always smiled with a knowing that this was truly what life was about.

Sharing hearts despite the difficulties, for being together was truly worth it. Every little step of the way, every little scratch, and every little bump...they grew stronger and wiser and more loving, together!

# Japanese 日本語

## Japanese in primary school

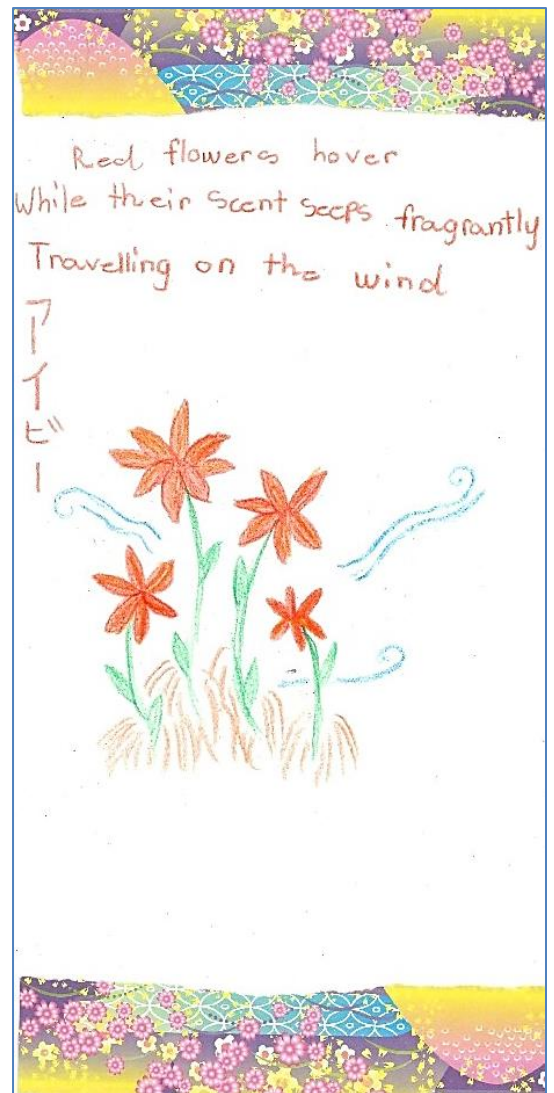
*By Sayoko Yanai, Japanese Teacher*



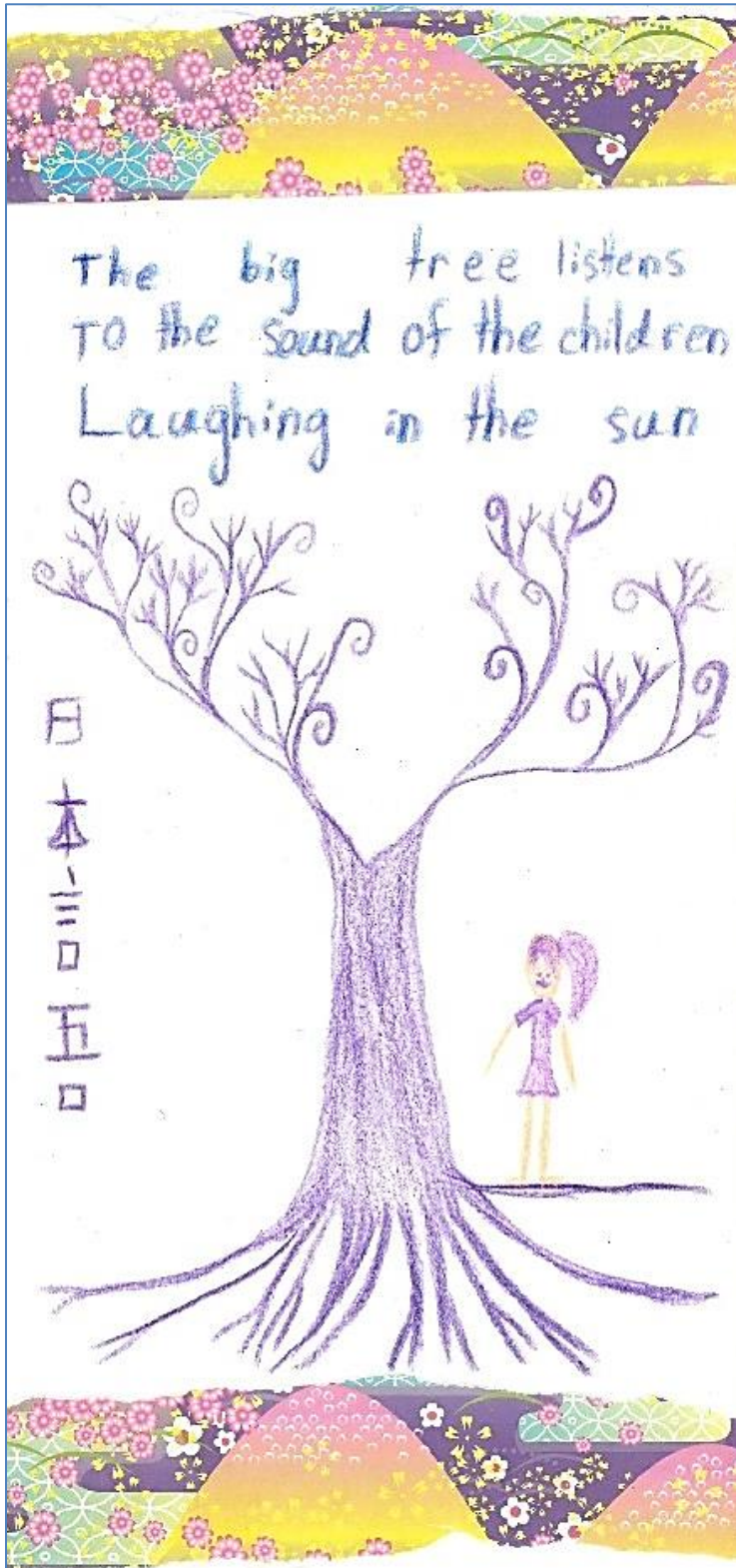
The children are immersed in the serenity, simplicity and the connection to the Earth through a gate of Japanese stories, songs and art. They feel and relate to the life in Northern hemisphere. Stories set in deep snow where cranes and monkeys live. Traditional houses decorated with bamboo, pine and plums for prosperity. The world where each animal and nature has spirits that protect us.

From the class one onwards, they use all their senses, seeing the miniscule world of nature and insects, listening to the

sound in silence, smelling faint fragrance of nature, touching every sensation from the natural realm and feeling our thoughts and emotions in the beauty of the nature. The children reached the world of serene, simplest form of Japanese poetry, Haiku accompanied by the images that touched their hearts.

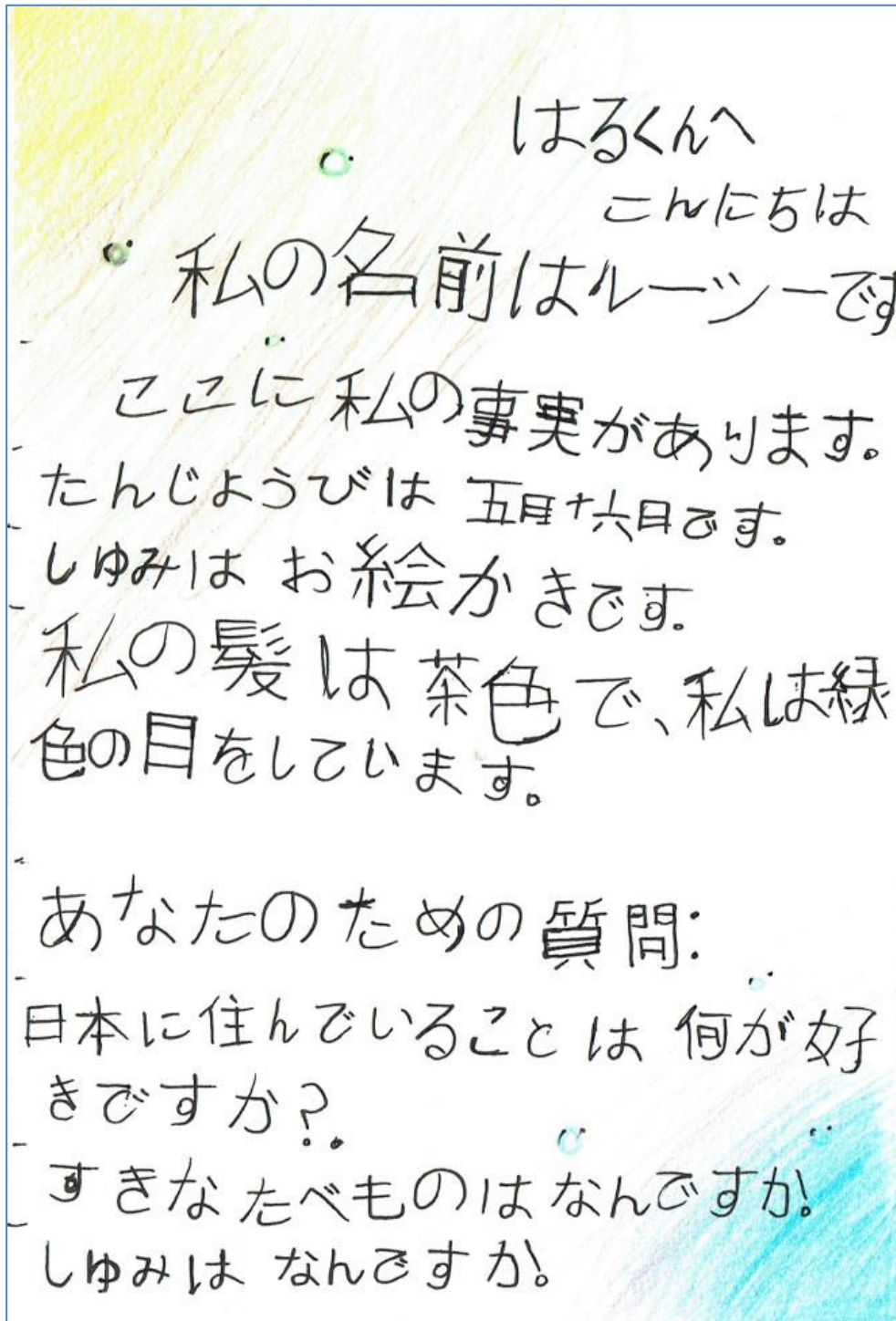






## Japanese in high school

Each one of high school students has his/her own pen pal in Tokyo Steiner School. They connect not only by the languages but by the exchange of their personal world and culture. To be connected with someone you never met, isn't that a part of interconnectedness in Life?



はるくんへ  
こんにちは  
私の名前はルーシーです。  
ここに私の事実があります。  
たんじょうびは 五月十六日です。  
しゅみはお絵かきです。  
私の髪は茶色で、私は緑色の目をしています。  
あなたのための質問:  
日本に住んでいることは何が好きですか?  
好きな食べ物は何ですか?  
しゅみはなんですか?

A novel was published in 1937 in Japan when Japan was experiencing poverty and militaristic point of view due to Japan China war. A novelist questioned to the citizen, "How do we live?" The novel was picked up by a manga artist 80 years later, still questioning the same. We investigated what an individual faith, courage, poverty and friendships mean. The HS students have been exchanging their perspective of life and experiences that engraved valuable questions and

discoveries. A big question is still to come, "How do we live?"







# Animal fables and a new morality

*By Erica Chaperlin, Class 1-2 Teacher*

Class 1 and 2 have been looking at the Animal Fables. In preparation for this lesson, I dutifully did my homework and revisited why we do this lesson and why now, as they turn 8 years of age, and I read many fable stories. It led to some hefty ponderings and a reflection about the development of morality in the modern age.

That introduction makes me sound a little old....and I am a little.

WE do the fables for the 8 year old child because they are beginning to move out of the close connection with their parents and looking more into the world. They have a growing awareness of the material world and the diversity of humans. As they are observing the world, we want an education to guide them to make sense of it and to recognize the good that is in the world. To see it this way, you necessarily recognize that its not perfect.. a friend gets cranky, pets die, parents fight and sometimes separate and a whole



range of experiences that may test the young child's sense that "all is well". To be in that imperfect world we have choice and capacity. Choices about decisions we can make that impact on others and ourselves and developing a range of skills. More importantly heart space to understand another and their circumstance, and the motivation to do DO something about it. This I think is part of the threefold aspect of Steiner Education and the task that is set for me and I willingly embrace.



One of the vehicles to do this are the Animal Fables. Obviously I am not suggesting



it's the whole story but that's why its there. Story through the ages has absolutely been the foundation for teaching morality, about how to behave and to shine some light on consequences of poor decisions and reduced capacity. Australian Indigenous culture, the bible.. fables, they are all part of this rich tradition.

One question I obviously asked myself was how relevant are these stories today? What is the morality for this age and where does it come from? I thought about how much is legislated now. We have laws to protect the vulnerable and the minorities from prejudicial and judgemental behaviours and I am glad for it. The

whole Trump saga however exposed to some extent the separation of law and what we think and feel. As an educator, it made me ask.. so whats going on here? Are people SAYING what they think is moral and this is enshrined in law, but their hearts are somewhere else? They don't actually believe/feel the truth of these laws? It confirmed for me the thought that following laws and rules does not create a morality. The ten commandments, the legislation, they all have purpose in creating a safe community but the deeper personal development of being good in the world and doing something when there is badness in the world comes from something else.

So does it come from the fables? A key thing that stuck out for me was how TRAIT oriented the fables were. Often the stories would use these traits such as the slyness of the fox to deliver the moral. There was a lot of trickery going on in the fables. I realized that when I tell the children a story they tend to be about how a creature has a trait, selfishness, greed or whatever and the story is about how they

overcome this to make a better choice for the world and themselves and develop a capacity to DO this difficult thing. Always I try to speak of the bravery and the courage to do what is right for the world.

Rules and laws help us to do what is right (mostly) or that is at least the spirit of them. We have processes to change laws and rules if they no longer achieve this purpose. I appreciate the idealism of this view but I think for the young child as we move the tiniest bit away from the omniscience of the family and into the world, its important. The challenging of laws and rules and criticism comes later. Lynn seems to be busy with that in High School most of the time.

It seems to me much is demanded of us in this modern age. It feels like it's all very deeply about the personal and not so much about the concept of the greater good. I feel a separation from the rhetoric of equality and what people experience. The fable story or the concept of it offers some consolidation and affirmation of what their hearts already know:

To be kind,  
to help,  
to be patient,  
to be humble,  
to listen  
to seek to understand  
to love

It's raising this into a consciousness for the child so it can be harnessed as force to DO the difficult work. It is difficult when it's difficult. Easy to love when it's lovely but can we love when it's ugly. Easy to listen when the words are kind but can we listen when it hurts.

The animal fables as described in Aesop's for example needed a little tweaking every now and then. They needed a focus on capacity for change and action... and so we did that.

So get ready world! These kids are coming and they are ready for action!







# Nourishing practice for the Autumn change

*By Sarah Mann, Kindlehill parent and Naturopath*

When signs of the seasons changing appear and Summer is making way for Autumn, a beautiful practice to bring into this time is a Lemon Foot Bath. Lemon Foot Baths are grounding, bringing you into the present moment. Lemon has a drawing in and downward effect, and is used in times of transition and change to ground your footing. They are called on for those of us that tend to catch all the colds and flus going around, drawing a person in, harmonising body warmth and strengthening a healthy relationship with the world around. Lemon foot baths are also used for migraines, headaches and busy minds, though they aren't to be used during pregnancy or when there is a fever. Lemon is also enlivening, inspiring courage and warmth in the Autumn change. A Friday afternoon or evening can be a wonderful time to prepare a Lemon Foot Bath for yourself or your family, to close the wonderful school and work week and welcome the weekend. It is a moment to be still, even if for 5 minutes, and be present within yourself with lemon harmonising and supporting.



Making chest rubs for autumn fair, available at the craft stall



## Lemon Foot Bath

For children create a quiet calm atmosphere in your home when preparing a foot bath for them, or if making a footbath for yourself create a time in the evening when it is quiet in the home. You can make a footbath for yourself, or better still ask someone you love to help you with this.

Preparation - Boil the kettle and make a hot water bottle. Place the hot water bottle inside two large folded bath towels or two blankets, to warm them. While this is warming, find a chair and a bucket or large pot that will comfortably fit your feet inside. Fill this with very warm (not hot) water. Pop your whole lemon into the water, and with a knife under the water (carefully) cut into the lemon, releasing all the beautiful essential oils from the rind into the water. Continue to cut until you are able to squeeze and tear apart the lemon spreading the juice, rind and pulp throughout the water. Take a seat, and wrap one of the warm blankets around your shoulders. Place the hot water bottle on your lower back or on your lap and slowly put your feet in the water. Cover your legs now with the second blanket or warm towel so you are completely wrapped and warm. Have another towel on hand for drying your feet afterwards. Close your eyes and rest quietly here for 10 mins (no longer than 20 mins). When you are finished dry your feet with the towel slowly, gently massaging between each toe, or ask a loved one to do this for you. It is the greatest thing caring for someone so let your loved ones do this if they're willing. It'll nourish them too. Pop warm cotton or wool socks on when your feet are dry and rest for 10 mins.





# Kindlehill from the air

*By Galileo Grindley Bennett, Kindlehill Alumni*







# The children's capacity for imagination

*By S'haila Bernard, Class 3-4 Teacher*

A wonderful poet and childrens educator once said.....*"In time, the capacity for imagination, which arises so naturally in every child, can be transformed into creative and flexible thinking, far sighted vision, and the 'aha' of discovery and invention"*

Any time I see a new baby, eyes deep and wide, drinking in the world I know that learning is an essential survival technique. In every moment of our lives, we are observing, processing, acquiring knowledge and skills and adapting to our world. Our intellect, emotive and physical beings are constantly being developed and exercised. Like any muscle these human elements must be used to grow and to be challenged to strengthen. While learning, our personal growth is exponential. Learning makes our bodies become stronger and more invigorated. Our minds can develop and expand, building on previous knowledge. Our emotions and feelings cultivate in us new passionate opinions, we empathise and are resilient in the face of upset or failure. We can reflect, contemplate and create.



Creativity is what we do with our learning. We design something new, using our imagination and original thought. We have the ability to solve problems, find solutions and ask questions beyond what has already been learnt. With each new thought or learning we have change, we will never be the same. From this moment we do things differently with the influence of the new thought. Or understanding.

My daughter Lylaparl, is almost twenty. The amount of new skills she learnt from newborn through to seven is immeasurable. Mentally she processed images and sounds, and learnt to talk and communicate. Emotionally she joined our family, learning the rules and boundaries, values and principles that we follow. As all humans her learning style was imitation; therefore I tried to be worthy of imitation. I watched her and taught in different ways that seemed effective for her.



Physical participation in everyday activities, mental stimulation with singing, talking and emotional support with lots of cuddles and kisses and “deep meaningful eye contact” - as recommended by my dad.

It was so clear to me that her big black eyes were taking everything in and her ears were always listening. All her physical senses were on ‘red alert’ for new information, so she could survive. I remember clearly the instant I realised that I was her first teacher. I needed to keep learning in order to teach her the things she needed to know. And yet, at the same time I realised all she was teaching me such things like living in the moment, gratitude for life and the joy of a handful/mouthful of sand.



Lylapearl attended Kindlehill primary school with Lynn Daniel as her kindy teacher and Pippita Bennett as her class teacher. In her time in the Kindy garden Lylapearl had countless opportunities to learning, create and explore her environment in a joyfully imaginative way. The stories, songs and activities all supported the children's early sense of the world as wondrously creative and vibrantly alive.

In Class One, with Pippita, she continued the educational journey into writing, reading, math, science, craft, music and art, through experiences that stimulated

them intellectually, emotionally and physically. When Lyla was formally learning writing, the children were told imaginative stories about the letters of the alphabet - where they came from and where they were going. They were shown how the letters were formed on the green board, in paint and on paper and they formed the letters themselves with their bodies, in wax and in bread. They found the letters in the trees and in the kindling on the ground. The whole time there was a sense of joy and wonder. For Lyla and her class reading and writing was understood as something truly magical. For the rest of primary school, Lyla and her classmates experienced that learning and creativity are lifelong companions.

As a class teacher myself I observe that every child has their own way to learning and adapting to the world and I endeavour to have as many different types of experiences, activities and teaching styles that bring intellectual, emotional and physical ways of learning into school life. I also try to have excitement, laughter, quiet reflective moments and a sense that learning, while it can be tricky, is of great value to my students' lives.

As Lylapearl and I chat about her exciting adventure to study in Spain, her juggling of a double degree and her love of Ultimate Frisbee, I am thrilled (and a little envious) that her life is flooded with enticing experiences, new opportunities and she has the love of learning and creating strong within her. That is my wish for all.





# Lazy, Crazy Afternoons

*By Miranda Earle, After School Care Leader*

The start of the new year has brought with it a wonderful privilege in the chance to spend time in the afternoons with a very special group of children. After-school care has got off to a fine start with plenty of cooking, drawing, building and playing! We have taken the time to get to know each other and what brings joy and comfort at the end of a big day at school and the children seem to really enjoy that balance of freedom and direction that after-school care enables.

We have baked pies, tarts, banana bread and a special birthday cake. We have enjoyed watermelon and berry smoothies on a hot afternoon and home-made pizza or baked veggie chips with garden herbs on the chillier days.



It has been a joy to watch the creative ingenuity of the children as they play and build in their free time in the afternoons. This is a chance for them to learn about working together on a common goal and adding their own creative flair and having a tactile experience of earth, sand and water which they have most certainly enjoyed and fully embraced.

For our more quiet times the children have started working on beautiful mandala drawings, exploring pattern, symmetry and colour. Some of these drawings have evolved as collaborations with each other which has been particularly delightful.

As the chill of Autumn increases and the full beauty of the season begins to unfold we will be exploring some more Autumn inspired crafts in soft wool felt and found objects from Nature. Something to look forward to!

# Mountains Kids meet the Sea

*By Pippita Bennett, Class 5-6 Teacher*



Class 5/6 were fortunate enough to have a Sydney beach experience recently. We bussed ourselves down to Freshwater Beach to have a day of Surf Safety and fun with Surf Lifesaving Northern Beaches. First up was beach safety, with an explanation of how rips work and a conversation about dangerous sea creatures ( not the big one, but the small ones). Unfortunately it was a bumper day for blue bottles. The students played some favourite beach sports; beach volley ball, beach soccer and capture the flag before heading over to the sea pool. Here there were swimming relays, board techniques and rescuing skills. The water was turquoise and crystal clear and the kids loved it. Back to the beach and (most of) the blue bottles had gone. Some frolicked in the waves, while others built sandcastles and rescued beached jelly fish. It was a great day!





# Patchwork

*By Pippita Bennett, Class 5-6 Teacher*

Last year we discovered that a patchwork quilt made by woman convicts on their voyage to Van Diemen's Land was found in a chest in an attic in Scotland. The students were intrigued by the story of its providence, and being a bit of a patchwork and quilt work fanatic, we were soon pouring over books looking at quilts from all over the world. It wasn't long before the question was asked "Can we make one?"

This term we have satisfied that interest, making beautiful pot stands for our dining tables. Patchwork is



essentially an exercise in geometry; squares, right angled triangles and hexagons have to be accurately formed with precise measurements so that pieces fit together



neatly. Making the pieces requires wrapping fabric around pieces of card, that become like jigsaw puzzle bits. These are then carefully sewn together using a fine needle and fine topstitches. Once the pieces are all stitched together the 'front' is then quilted to the back with a piece of recycled blanket sandwiched between to create the insulation. I think you will agree that the student's work is exquisite!

# Low Carbon Living Blue Mountains

## Kindlehill: First Gold Rated Low Carbon School!

*By Simone Glassford*

*"Kindlehill is an exemplar of sustainable practice that is embedded both in the fabric of the buildings but also in the philosophy and practices of the school. This includes the use of low embodied and recycled materials in the construction of the school, extensive re-use and recycling and extensive onsite edible production"*

*Low Carbon Living Blue Mountains*

Kindlehill has been fortunate to be a member and supporter of this great initiative. Our Gold rating has been earned through the hard work and dedication of students, staff, and parents. The rating is not simply handed to us and hung on a wall. It is a benchmark for how we want to be rated every time we are audited. We are to maintain practices, improve on existing practices, and continue to reduce our footprint. Low Carbon Living Blue Mountains provides ongoing support and advice to Kindlehill regarding sustainable practices, and the initiative will launch Nationwide in March 2018.



### Soft Plastics – a serious concern!

Soft or flexible plastics are any plastics that can be easily scrunched into a ball or broken when crushed by hand and includes bread, pasta, chip and lolly packets, biscuit packs and trays and old 'green bags'.

At Kindlehill, soft plastics are gathered in a box in each classroom, and the office, and deposited at local recycling centres. Kindlehill uses biodegradable bags in bins, and only uses them to line bins if absolutely necessary.

### Did you know?

Over 200,000 plastic checkout bags are dumped in landfills every hour! Only 3% of Australia's plastic bags are currently being recycled, despite recycling facilities being available at major supermarkets and retail outlets nationwide.

(Planet Ark, 2017)





# Acts of community kindness

*By S'haila Bernard, Class 3-4 Teacher*

Every so often a time comes when someone, maybe a close friend, a peer or even an acquaintance has a significant experience in their lives. It might be a new baby on their way, the change in circumstances, sadness for a family, an ongoing illness.

There comes an under-swell from the community – usually initiated by one person and supported by many – to somehow help or acknowledge this experience. A whisper begins, an idea is put forward and an action is taken. To somehow let that person know that others around them care, that their situation is acknowledged and somehow, big or small, is supported.

In my time here at Kindlehill I have been both the recipient and part of the contributions. The feeling when receiving the gift is quite overwhelming in the moment. Just to know that other people care brings a rush of love



and gratefulness and connection. There have been countless pots of stew, soup and delicious cakes delivered, garden working bees, patchwork quilts, donations of clothing and household items, drop in visits, afterschool play dates and sleepovers, money collected for plants, handmade cards and woollen rugs..... and hugs, lots of hugs.

One of my favourite gifts is the comfort woollen rug where lots of knitted or crochets squares come from all over the community to be gather together and form a glorious comfort rug so clearly filled with love. It means for me I am a significant part of the whole, living in the world I wish for my children.

*No act of kindness is ever wasted no matter how small – Aesop*

# Kangaroo Valley

High school Geography field trip... "When just around the corner is never the destination"

*By Lynn Daniel, High School Coordinator*



"Just around the next corner is never the destination," words spoken by Cornelius after a gruelling five hour paddle into the wind on the Kangaroo River. Ah but the elation when the next corner is a rest up campsite for the night.

22 kilometres, loaded with gear, is a serious paddle. Everyone has to dig deep, find the rhythm in teamwork and the inner strength of persevering. The context of this challenge, a beautiful river lined with she-oak and eucalypt, glimpses of wombats and floating islands of water lilies. Connecting with self, with each other and with nature was our threefold purpose.

A few windows: A respectful contemplation at an ochre site, sketching for honing observation skills, the sharing of reflections and learning in the evening circle times, and my personal highlight, paddling out from "raft up" at the start of our final leg, led by Gwinnie in the call-response song Abeyu, as a farewell and thankyou to place and the time shared there.





***Eat your heart out on camp. Small group trangia based cooking, a perfect opportunity for a variety of master chef gourmet feasts all drawn from the same range of select ingredients.***

John, (our volunteer “hail to the bus driver” and proud past class teacher) commented on the harmony of the group, and how they had grown even since last year. Trevor (the treasure) our river guide said that the last leg was completed with ease and timing usually only achieved by year 12 students.

This was our first high school camp for 2018, laying the ground for many more times of challenge, cooperation, connectedness and outdoor classrooms. A massive thank you to our expert and ever cheerful outdoor educator Kalindra. She commented that listening to the evening reflections made her feel the future is in good hands.





**The ochre site**



***If you can climb it, you can jump it! Getting off canoes onto land was tricky enough!***





**Rafting up!**



# Thinking is hard!!!!

*By Lynn Daniel, High School Geography Teacher*

Students in high school enter into a phase in their life which naturally supports the unfolding of their forces and capacities of independent thinking. Have you met a teenager who isn't feisty in their opinions!? In the early teen years, begins the quest for identity as an individual – who am I, what is important to me.... And then a little later, how will I live my life out of this growing sense of who I am and what is important to me....and, how does this align with what is important to others.



Thinking is essential in determining one's own stance in life and it is paramount that alongside of this is cultivated the capacity to be open to one another's thinking. **I have a right to think my own thoughts. I have a responsibility to listen to the perspectives of others.** A well informed view will usually take into account varied viewpoints.

In the Steiner pedagogy, is a **dodecahedral model for thinking**, that to really penetrate an idea or issue, one needs to view it through twelve lenses. As we strive toward transforming an opinion into informed judgement, we raise to light our own assumptions and understand how these shape the views we espouse. We also question the attitudes and values, the decisions and directions that shape and govern the world around us. We try to analyse different perspectives and to imagine solutions that address these differences.

Adolescence is an exciting time. Rich, relevant and meaningful learning deeply supports the natural idealism and questioning that arises in this time of growth and development. It is a time for forging the self in a way that leaves it open to further evolving and reforging our sense of who we are and how we want to live in the world. Education to my mind is a key to life in this regard.



A thought I am currently working with – **do we have a "sense" of humanity?** (as we do a sense of taste, touch etc). How can we cultivate and refine this "sense" of humanity? If we develop in ourselves the sense for our shared humanity, can this help us to make more humane choices as individuals and hence as a society? In facing very complex issues such as the global refugee crisis and the changing world climate, can we find pathways that take into account and



address different perspectives? Can we balance the right to think our own thoughts and a responsibility to not impose these on others?

Thinking is hard yards for all of us! A dodecahedron approach, examining twelve perspectives may help us find solutions that have an objective wholeness and beauty as does the dodecahedron. Can the dodecahedron be a working imagination for a society that is broad enough to take into account individual perspectives that together can forge a more humane world for all? No doubt you can identify some of the assumptions in my own thinking in all of this. I offer my perspective in the spirit of conversation.

And.....then there is the real challenge, to live and act according to our cultivated and refined sense of our shared humanity.





Exploring colour in class 3-4, and exploring our new laptops in 7-8





# Little Kindlings Playgroup

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*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.*

