



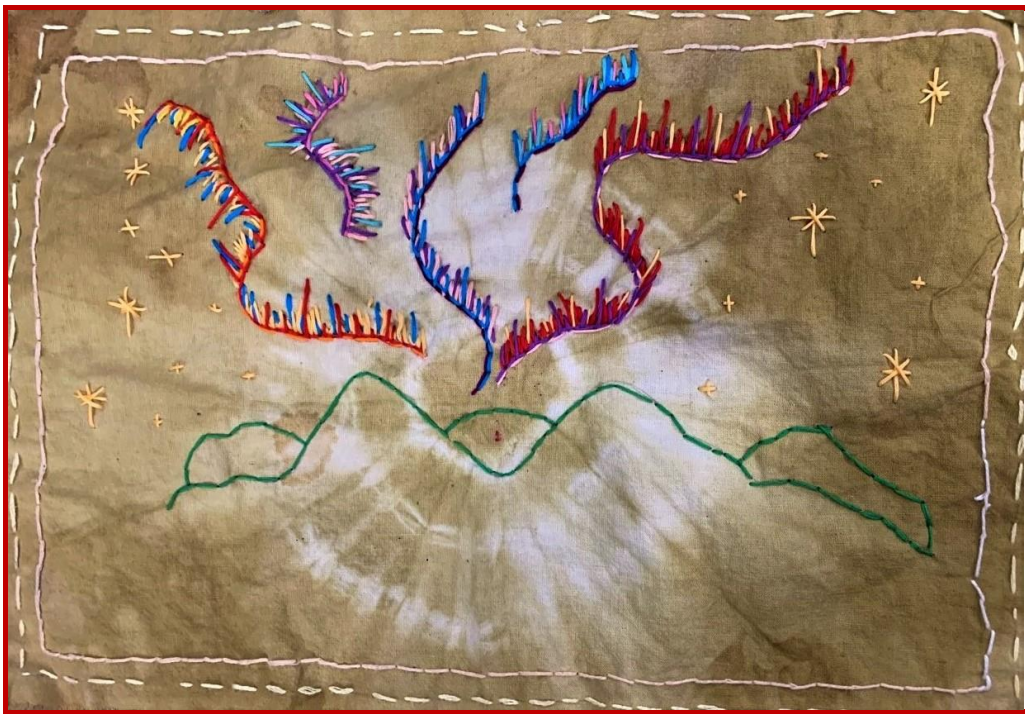
Kindlehill School



Autumn Kindlings
2020

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.



Miki May's Aurora Borealis Class 2

“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

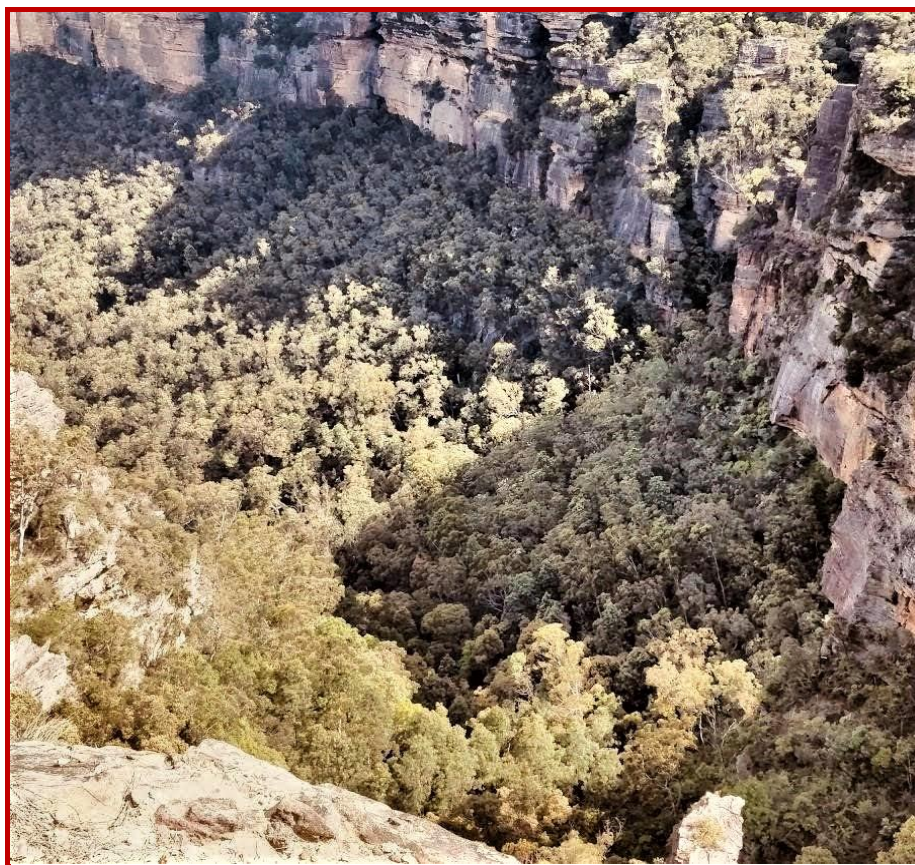
***Kindlehill, a K-10 Steiner School in
Wentworth Falls, Blue Mountains, NSW.***

02 4757 4402

www.kindlehill.nsw.edu.au

The Real World

Kasper Ekstrom Year 9



Photograph on a recent hike.

In the world we live in today with everything that is going on, we are often disconnected from what I like to call the real world. The real world is the place that has been here for longer than us and will be here much longer after we are gone. It's the mountains, the forests, the rivers and the sky. John Muir (famous environmentalist and writer) once said that the clearest way into the universe is through a forest wilderness. Part of that is the stars, the great blue sky, seeing the milky way shining at night, seeing the clouds form and seeing planets in the night sky shining brighter than any star you have ever seen before. The sky and the universe begin at your feet, and I believe it is important for everyone to use this situation we as a species have found ourselves in to reflect. As for me, I think most clearly when I am out on a trail in nature.

The Necessary Tradition of Kindling Light Amidst Crisis

Lynn Daniel, Principal

We launched the year in the thematic context of Necessary Traditions. The intention was to explore and restore to our lives those skills and tools that were once necessary to our living together as a society, and that lie historically and culturally behind the skills and tools that are taken for granted today.

How could we have anticipated this intention would be turned upside down and inside out? What was planned as an exciting outer exploration has been curtailed in so many ways. Yet, Covid-19 has brought us home and into our homes where we are discovering the necessary traditions behind what it is to be a family, a household, a community, even a school.

We are replacing the quick and ready-made, fast food, fast communication and fast social life with a family sized, slower and more contained lifestyle. We are making bread (even sourdough), mending and fixing, planting snow peas, playing games, taking walks, sharing stories and a myriad of other creative and productive activities. And we are taking time to reflect, take stock of our lives and what is important to us, and to make a space for something positive and healthful to come out of this crisis.





High School student Vin makes a meal out of the freshest ingredients to care for his 92 year old Granddad. Aspa chops and stacks the wood to keep the household warm, especially now Grandma has moved in so they can all be together. Uri is building stone by stone, a retaining wall. Lucy is designing a lighthouse chook house to be built out of mud and wood, with glass bottles for the light at the top (a chook shed she says for the “end of days” while I remind her that endings are also beginnings). They are performing individual acts of necessary oneness (or PIANO as Adam calls them). They connect us socially to others and to the best in ourselves.

Covid-19 is an isolator, but on the other hand a social connector. It asks us to do what Norm Chomsky says is a necessary task for humanity’s survival: to take care of one another. It begins in our individual lives, our homes and our communities. The Chinese character for crisis tells us the other aspect of this is opportunity.

It is a kind of cocooning; chrysalis time. Let’s not try to simply reproduce what was before into our now contained home environment. Let’s allow for the new to come in, for transformation into winged beings. Perhaps we are being asked to find the necessary traditions of acceptance/duty, of initiative and enthusiasm that can transform obstacles and struggle into opportunities. This can be a time to reclaim joy in the simple things (isn’t this why we create families in the first place?). Celebration, joy, optimism, resilience, courage, perseverance, living with uncertainty; this is the parenting path. As parents we initiate and are initiators of a life well lived and of hope. We have the opportunity to become increasingly conscious of the collective dimension that is calling all of us to an inner awakening of love for humanity and our planet. We are practising the necessary tradition of kindling lights.

The Kindy Garden at Work

Kirsty Edwards, Kindy Garden Teacher

As the days begin to grow colder in the mountains and the autumn winds pick up, we begin to notice the changes all around our Kindy Garden. Grandfather Apple Tree is beginning to turn golden and leaves are picked up and danced across the path. The guinea pigs need extra straw for warmth and the dahlias bloom their brilliant autumn flowers. Another subtle change that occurs at this time each year is the indoor cubbies at play time. An unspoken shift amongst the children starts and soon there are colourful cloths hanging from every beam and chair within the Kindy room. There are rooms for sleeping, for kittens and for the café. Lemon Verbina tea is made to share and dolly babes are gently rocked to sleep.



As teachers in the Kindy Garden we do not always offer a 'quick fix' to a problem encountered through play or building. We find that often a gentle suggestion to ask a friend to help is just the right remedy for any problem. Together the children are able to show compassion or offer a helping hand when the 'roof' caves in or the tea is spilt in the crowded house. Not only do we take care with each other's houses, but we also care for the spider's home or the bee collecting the last of the summer's pollen. In some way every little thing in our world is part of our community and worthy of love and care.

If we are to build a world where we can work in a community and get difficult jobs done, it will take compassion, creativity and forgiveness. 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.

This is the work of the Kindy child. Work that they will carry in their hearts for a lifetime.

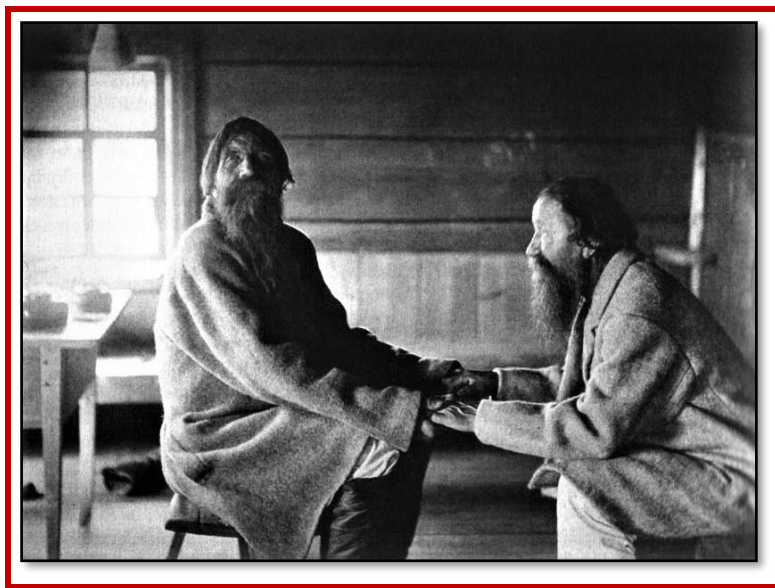


Morning Circle – What’s That About?

John Daniel, Class 1-2 Teacher

Every morning, we gather together as a class. We sing songs and speak verses. I then tell the children a story. That all sounds sweet but there is a whole world that underlies it.

In the primary school child, the rhythmic, breathing, circulatory system is dominant. This means that the child of this age is usually in rude health. You can see this every time a child skips down a pathway, or the way a child takes such pleasure in a rhyming verse.



Speaking-singing the Kalevala

Speaking rhythmically, particularly when supported by an imagination from a story, is powerful. Speech is one of those essential human qualities, but we have lost a sense of the rhythm and ‘taste’ of the sound. Our modern focus is on content. In traditional times, the Finnish epic, the Kalevala, was sung by pairs of people facing each other while holding each other’s elbows, moving to the rhythm of the story and dipping into the memory of the thousands of verses. The child’s memory is closer to this than our modern adult memory.

Spoken verses are often developed out of a morning lesson and support the learning. Songs also will often come from the content of a lesson, and again, the children are enlivened rhythmically.

Then there is the story that relates to the content of the day’s lesson and to the events happening in the social dynamics of the class or the challenges faced by a particular child. The stories are always redemptive, always appeal to the highest part of ourselves, and always contain truth about the human condition. The story allows the child to *live inside* the content

of the lesson, whether it be the 1st class child giving generously like Alycia Giveaway, or the Class 6 student journeying from Dark Ages Europe to the height of the sciences in the [Muslim Middle East](#). *I experience the purpose*. So, when later the young child is doing a drawing from the story, the child is reimagining from inside the story, as a participant.

My experience is that, after the class has moved and sung and gone on an imaginative journey, they are charged up and ready to meet the more 'heady' activities of the morning. Even sluggish Year 7's, with their morning lethargy, will have a flush in the cheek and a sparkle in the eye.

Finally, to put a cherry on top, the Morning Circle draws everyone into an experience of US: experiencing the beauty of what WE do together.



On Surviving the Crisis...

Erica Chaperlin, Class 3-4 Teacher

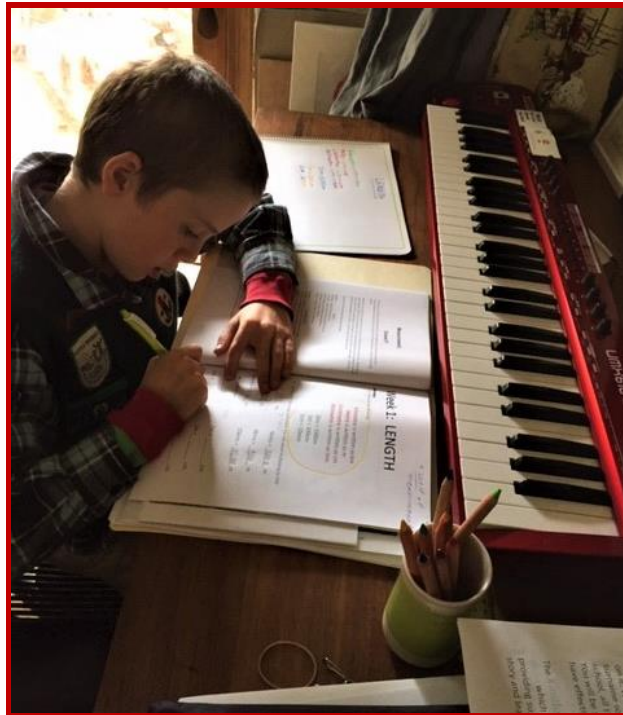
A few long weeks ago, our school had to, like a lot of businesses had to, consider and think about some ways that we might weather some very vulnerable financial times. We were worried about what an extended period of school closure would do for us as a small school. There was a lot of planning, thinking and strategising. It now seems that there is cause for optimism. I am sure lots of people share the sense of relief.

It gave me pause to think about the 'what ifs' about our little school tucked up here next to the lake in Wentworth Falls. What if it wasn't there anymore? I had time and space as I knitted and learned to Tunisian crochet, to ponder the idea of the 'what if'. What if all our families could no longer afford to support us and the school didn't exist?

I love our little school. I love the daily endeavour that I observe. I am humbled and honoured to be part of what seeks to provide a nurtured and artistic education to the whole being that are the children before us. We are a long way from perfect, but so much of what we do is simply good for children, good for families and good for the world.

It's also about alternatives and innovation. We are governed by a lot of administrative and bureaucratic demands and many of them are VERY IMPORTANT and I fully support their implementation into any agency that has children in their care.





However, there is something about a system of choice in education that I think is inherently good for a society. It drives innovation and responsiveness. It keeps everyone awake to big ideas and important concepts. At the heart of any educational facility should be the wellbeing and education of the child. No question. Having choices, having multiple approaches to learning, difference in pedagogy is surely a step towards meeting those outcomes for every child, everywhere.

I am a supporter of public education. I think education should be free. I am convinced and emboldened by Steiner Education philosophy as it is practised at Kindlehill, AND I support diversity in approaches in education to reflect the breadth of needs and wants for students and families. I [can](#) imagine alternate ways of achieving that. It doesn't need public and private systems. It really doesn't. It's what's there though, and so in my lifetime, in my role as a teacher, I want to foster within, some real choices for children so that they grow and become all they can be.

I wish the choice came without a price tag. I wish that everyone had the same access and opportunities. I wish ... I wish ... I wish... But that's not where we are YET. [That's](#) what I thought about losing the school. It would be a truncation. It would be a contraction of having real choice in our responses to the needs of children everywhere.

[Thank](#) you for the continued support over this crisis - for these families and the ones to come. We will weather it together and the world will benefit from it.

The Adventure - Opportunities for Flexibility, Adaptability, Resilience and Trust

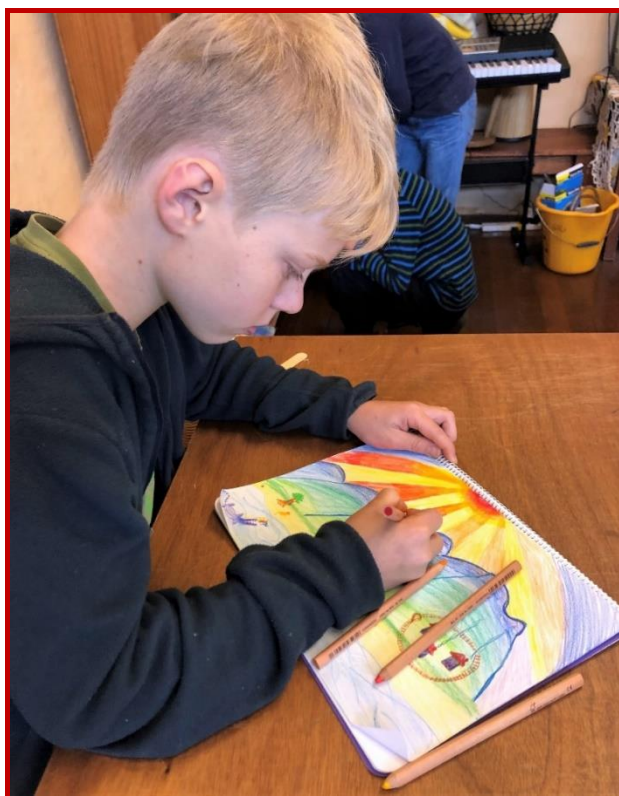
S'haila Bernard, Class 5-6 Teacher

In the second half of last year as part of our practical math lessons, the Sunshine Class ran a One Stop Pot Shop for Kindlehill School students and teachers, providing delicious hot meals, yummy sweet treats, and a delightfully cool drink – spiders were a winner! Each week we decided on recipes, cooked, served, counted coins and dollars, balanced our accounts and finally decided on what we would spend our profit on. Oh, the discussions we had; children enthusiastically took to the podium to speak about the pros and cons of different activities or opportunities. The audience respectfully listened and then voted. They all understood that as they raised the money as a class they would decide how to spend the money as a class!

And so, Jamberoo 'where you control the action' was voted overwhelmingly as the thing to do! Early Term 1 2020 the date is booked, the Big Bus was reserved, the risk assessment complete, the parents locked in and with an early start, the Sunshine Class was off!

It was a truly fantastic day with lots of excited students attempting things they had never done before. The children were incredibly supportive and encouraging of each other, screaming in exhilaration and shouting for joy. They followed all my instructions well and very clearly had 'the best day ever!!'.





And so, wettish, exhausted and a bit hungry, we headed for our Blue Mountains home. Now this is where the fun adventure takes a tricky turn. As the Big Bus began to climb the Wollongong Mountain, smoke started to come out of the engine and the gears stopped working. Something was clearly very wrong! Very quickly, I pulled the bus over to the side of the busy triple lane road and ordered (in a calm yet firm voice) the students to evacuate the bus. 'No, do not bring your bags, we are just getting off right now'. And they did – no questioning, no refusal, no fuss. They adapted to the very unusual circumstance and because of our strong teacher-class relationship they trusted I would keep them safe. And indeed, over the next two hours I (with the other parents) did keep them safe. We safely waited on the side of a mountain (exploring just a little way up into the forest) for the NRMA. We safely got our bags off and had snacks beside the busy highway. We safely travelled on a public bus all the way to Campbelltown (all squeezed in with other passengers, standing most of the way). We safely used train station toilets (bit stinky but ok!). We safely boarded minibuses before finally getting back to school! HOORAY!

Throughout all of this I was amazed by the students' responses and interactions with their peers and me. They were flexible and adaptable to each changing situation ('oh, we are going to get on a public bus now'). They were hilariously cheerful and engaged with what was going on (the problem was the driver belt!). They listened, followed instructions and trusted I was making the best decisions for them at the time. I would say that last little bit of our trip truly made the day a real adventure where resilience and good spirits overflowed in the Sunshine Class. It is a pleasure to be their teacher.

Studios in Waiting

Lynn Daniel, Príncipe

“...when we listen to music, we must refuse the idea that music happens only when the musician enters and picks up an instrument; music is also the anticipation of the performance and the noises of appreciation it generates...making and loving it, being in it while listening...”

- Jack Halberstam

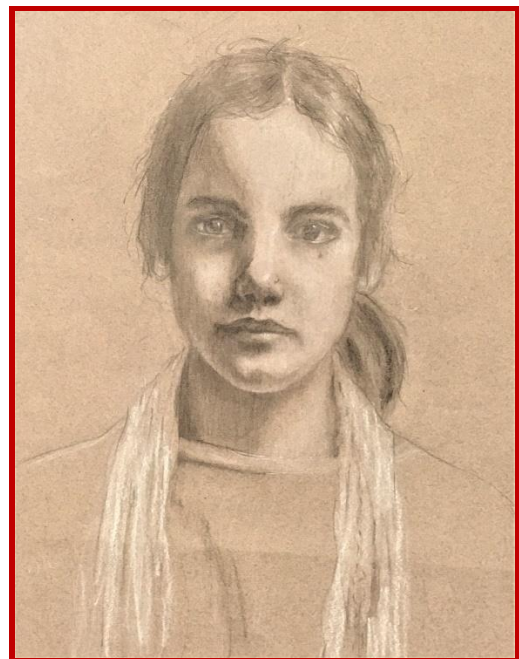
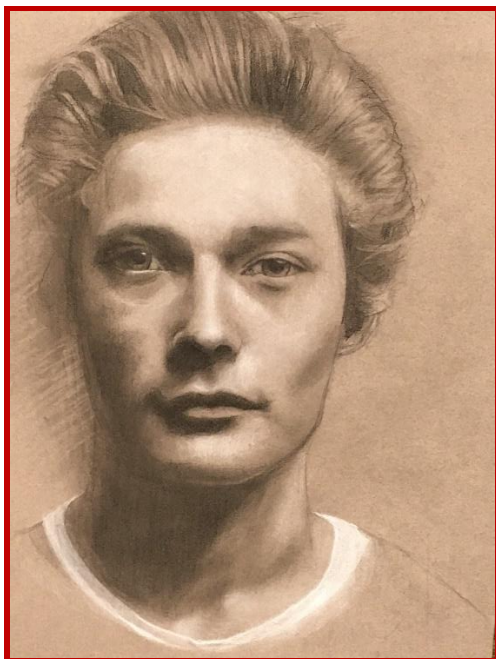
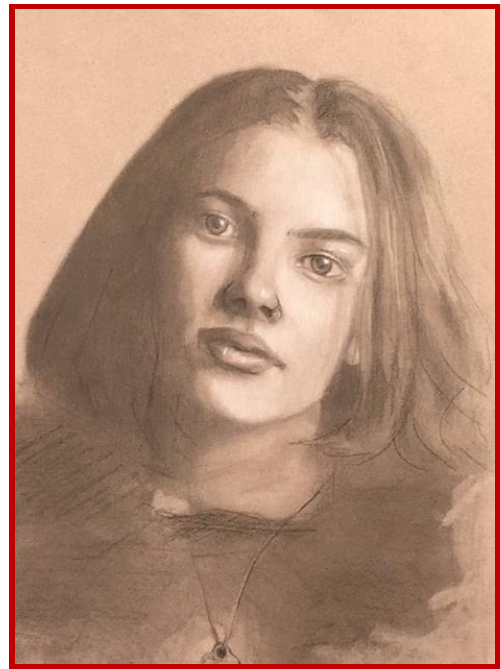
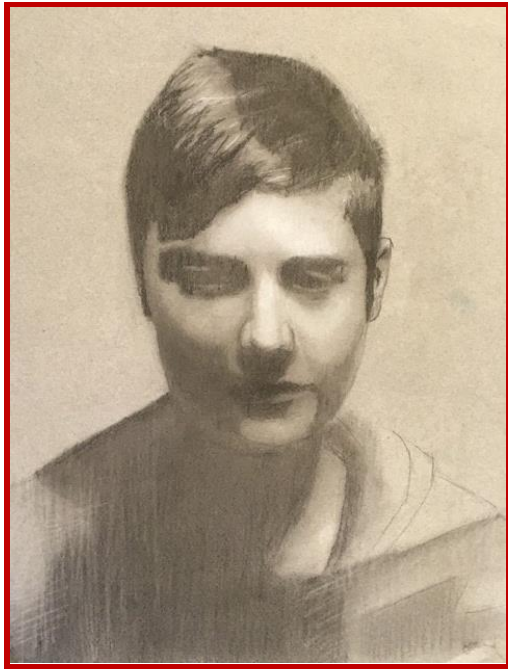
All last term and into this new one, our beautiful Art Studio has been unoccupied; firstly as we waited for the final Occupation Certificate and secondly because of the school-at-home isolation due to Covid 19. It is still an eloquent and resonant space, calling up in the occasional visitor an anticipation of what will live there. From this art/iculate space, what will come? If you have visited the last two annual portrait exhibitions at the Blue Mountains Cultural Centre and seen the outstanding portraits of Kindiehill's year 9/10 students, you will have some sense of what I intuit here.

As a school we have waited for this space, for the art studio, the science laboratory and the artisan workshop. They are calling us to beauty, made with love crafting, to an intelligent and wise understanding of the world around us.



Our youthful High School has already yielded exciting and innovative productions in the performing arts. Our Outdoor Education programme meets the thirst for an education that is relevant and experiential. At Kindlehill these special spaces, gifted teachers and our educational philosophy, place learning in service of a “beautiful intelligence” for a fairer and kinder world.

So for the gift of waiting, of listening, of anticipating, of dreaming...we express gratitude.



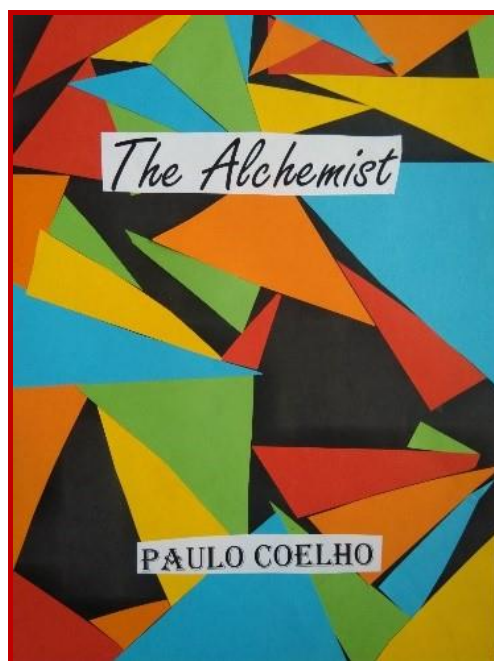
High School English – Subjective/Objective

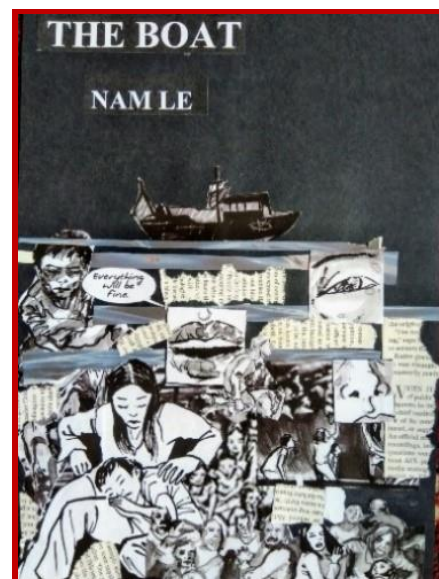
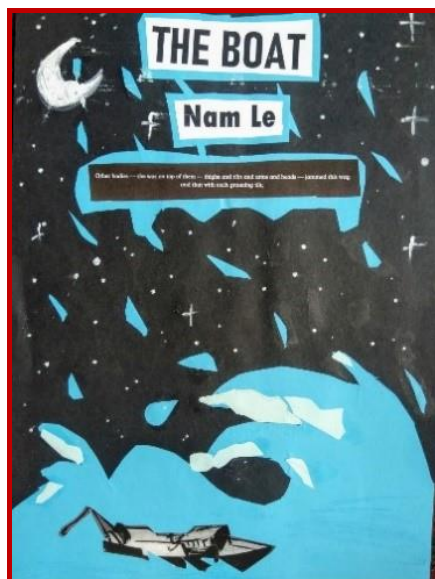
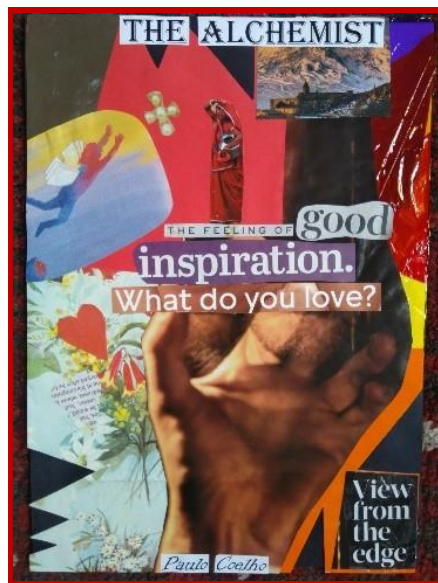
Stephanie Dawes, High School English Teacher

This term in English Class 7/8 have been looking at the 'what' and the 'why', and how these lead us from identifying the elements with 'surface questioning', and onto diving down into 'deeper questioning' analysis. Whilst there, we started working towards untangling the threads of subjective opinion and objective fact.

After a busy term reading, examining, analysing and writing about Paul Coelho's 'The Alchemist', students moved out of their heads and into their hearts where – using collage and mixed media – students expertly developed and created the visual equivalent of a book review, part fact, part opinion. These covers were to be unique, reflecting each student's subjective points of view about the text. Whilst the students used pre-printed imagery from the text to create the cover (objective fact), their choice, placement and treatment of these elements – along with added artistic embellishments – would be communicating their thoughts and feelings by way of a review (subjective opinion).

Once their book covers were complete, students then swapped their artwork. By analysing imagery, elements of design and composition, students were then able to interpret the tone and the mood of the artwork, and ultimately, their peers' responses to the book. More often than not, when cross-checked with the artist's point of view, each student's analysis was aligned.

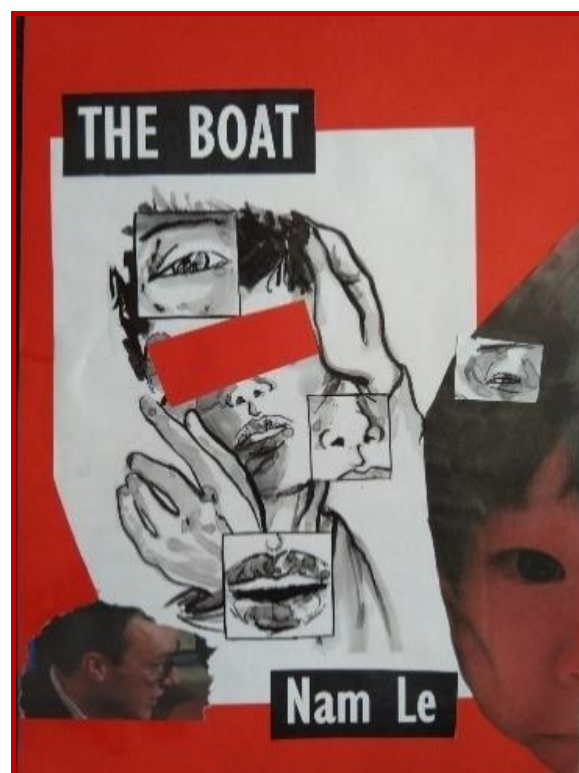




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After completing their Term 1 essays – a choice of ‘review’, ‘critical analysis’ or ‘comparative’ – class 9/10 similarly moved from heads to hearts to create their own ‘visual book review’ of Nam Le’s short story, ‘The Boat’. Students used images from the graphic novel to create their artwork and the results were outstanding. Focusing on deciphering and analysing the ‘tone’ created by the artist and the ‘mood’ the work in turn creates for the viewer, students also wrote about the narrative of the work, and identified themes, symbols, inferences and allusions. Identifying and discussing both the ‘elements’ and ‘principles’ of design are where the English and Visual Arts syllabi overlap, and as the HSC brings more visual text types to the study of English, it is essential that we embrace the language to identify, describe and analyse what we see and experience.

The importance of asking surface questions through identifying compositional elements and then looking at the deeper meaning through analytical questioning, helped students look at their own and others' work both objectively and subjectively. In turn, this will then guide students’ analysis of both written and visual texts, in terms of audience, characterisation, plot, tone, mood and ultimately, the author's purpose.



Self Care

Niah Brennan, Year 9

To sit and think is important for mental health,
To have a cup of tea helps calm your mind,
To paint or draw helps centre you,
To pick flowers will fill your life with colour and beauty,
No matter where you are in the world.

Self-care in these modern times is key to a healthy mind, body, and heart,
So, while in self isolation make yourself a cup of tea, draw or paint something
from your garden or nature, and just sit and think about what's going on around
you.

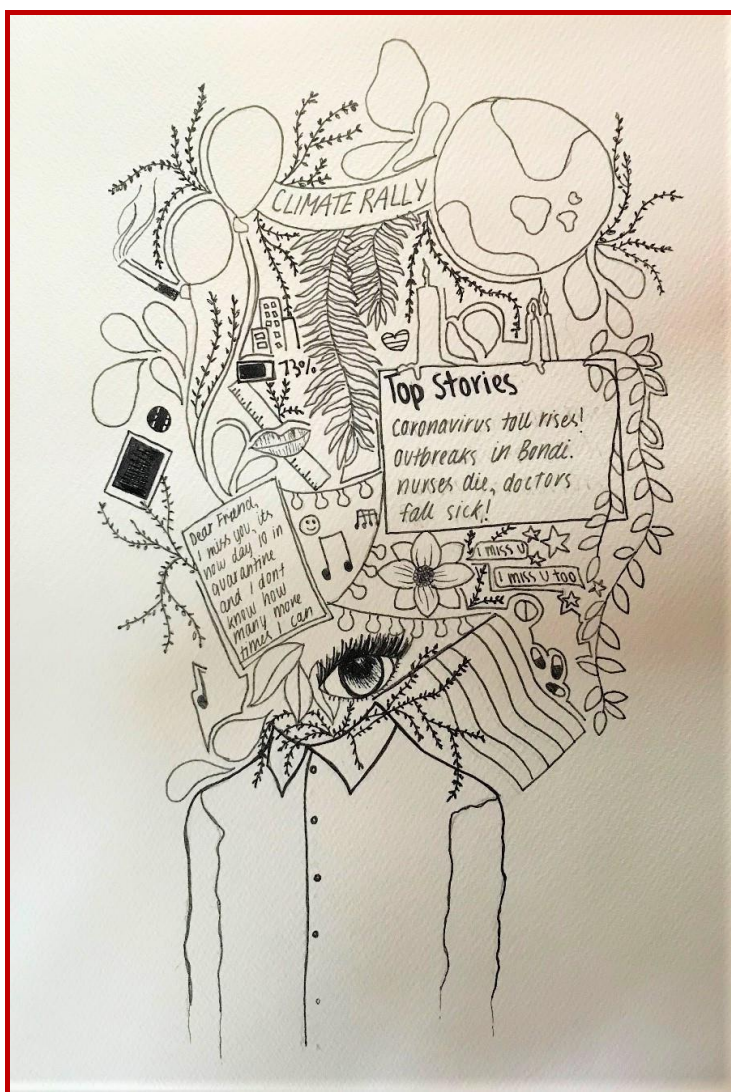


Reflecting on Social Isolation

Year 9-10

In our geography studies, we were coming to the close on a unit of Human Development and Wellbeing. The last task of term 1 was to visually represent their own sense of wellbeing within the isolation of the Covid 19 crisis. Here are a few gleanings.

Lynn Daniel, Geography Teacher.



My artwork represents the mind during quarantine; some of the things that have been rushing through my head and I'm sure of many others too.

April, Year 9.

An Ethical Dilemma in the Time of Covid-19

Otto Page, Year 8

One of the many problems arising from the Covid-19 pandemic is the question of whether we should revert to using more disposable packaging in food. Cafes are facing a hard decision about whether to sell their drinks in single-use cups or not to help stop the spread of Covid-19. If cafes do decide to use single use cups, this will cause a lot of pollution, a major problem in the world right now.

The main argument for using single use cups is that if the user is carrying Covid-19, the risk of spread is limited. Issues such as poor dishwashing and hygiene in the café, and the exposure of staff through handling used cups become less of a risk. Large coffee chains such as Starbucks and many others have recently chosen to ban the use of keep cups and to serve in-house coffees in disposable cups too. Many small cafes have followed their lead. Cafes and food outlets are considered a high-risk situation and by stopping the staff and customers from getting Covid-19, you will essentially be slowing the spread of it because each infection leads to many more.

Using single use cups will cause unnecessary amounts of pollution and rubbish. It has been scientifically proven that hot water and soap kill the Covid-19 virus. So, a good dishwasher should be able to wash off the Covid-19 virus, leaving a flawlessly clean cup! There is also no guarantee that disposable packaging is germ-free. "No disposable package is today sterile, just to be explicitly clear", said Tom Szaky, the founder and CEO of TerraCycle in an interview with *Grist*. When talking about plastic bottles, he said, "That bottle is going to be moving through a bottle plant. It's going to be put onto a pallet. That whole process is being touched and dust is being collected on it", he said. "In no way should you take the message from me that a disposable package is dangerous ... It's just not surgically sterile and not even close."

This is a really hard decision because the arguments for and against the use of disposables are both solid, and we are trying to make a decision about two complicated and serious situations. Covid-19 is a very dangerous disease which will change the world, but global warming and climate change are also major problems which are changing the world. If we decide that Covid-19 is the priority and don't look after the planet, we may control the virus,

but we will still be in a life-threatening situation because of the state of the planet. There are safe ways to manage the virus and still look after the environment and when there is a solution as simple as hot water and soap instead of polluting the world you should take it!



Whilst isolating, Otto has learnt a new skill and put it into practice at their Oberon property.



We warmly invite expressions of interest
for Year 7 2021

For an interview and tour of the High School
contact the office on 0247574402
or community@kindlehill.nsw.edu



Kindlehill School

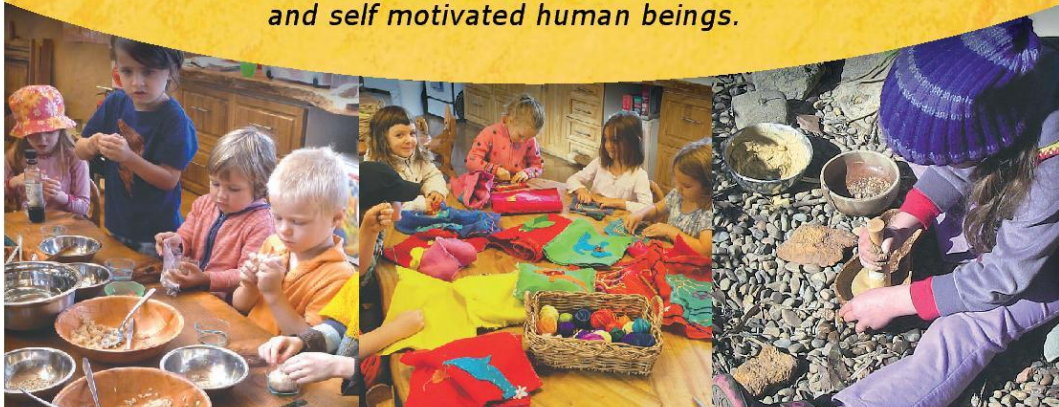


The Kindlehill Kindy Garden Exploration • Invention • Wonder • Joy

Little Kindy for children turning five (up to three days per week)

Big Kindy for children turning six (4 ½ days per week)

- *A wealth of stories, songs, artistic and practical activities, intertwined with free play*
- *Nourishing environment where each child grows and unfolds to meet life's challenges*
- *The children learn reverence for the natural world, and commence their journey to becoming resourceful, imaginative, flexible, and self motivated human beings.*



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Kindlehill is a K-10 school with a philosophy in Rudolf Steiner Education

Kindlehill at Home in Kíndy and Prímary School

Pippita Bennett

Much of the work of the Kindlehill curriculum is warmly held by the relationship between the teacher and student. It is also enlivened by the interaction between students in the classroom. With the current Covid19 environment one of the key questions we have asked ourselves is “How can we create a Kindlehill learning experience for our students at home?”. In the primary school we were firmly of the belief that online learning would not nurture those relationships which are so key to our learning.

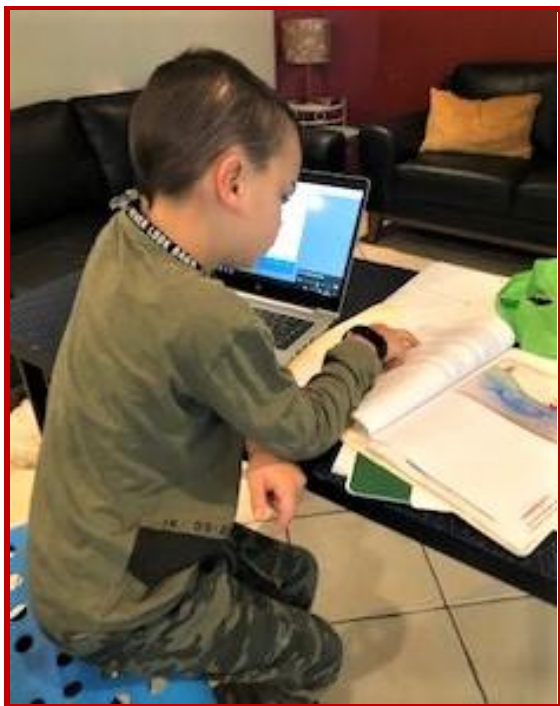
Teachers took on the task of creating learning packs that enable our students to access learning across the three lessons of our days. Our morning lesson accompanied by an audio version of the story. Our middle lessons allow for an artistic experience, music, or Japanese; literacy and numeracy practice for the older classes. The afternoon lesson involves handcrafts, gardening and physical activity. Every Monday ‘Kindlehill at Home’ learning packs adorn our front fence ready for contactless collection. One of our key successes has been keeping the ‘voice’, in a metaphorical sense, of each teacher running through every lesson. When a child receives their learning pack, they feel that it is a personal gift from their class teacher – just as learning is every day at school. We asked our parents how Kindlehill at Home was going for their families.



Pauline

Pauline said for her family it was a time of reflection.

“How amazing and dedicated are the Kindlehill staff? Thank you for creating a personal connection to each of my kids’ learning ... As a teacher, I have had several moments of “How can I stay sane and home school three kids”? The initial challenges of setting up learning spaces, technology and working from home has had me reassessing my career choice! I keep reminding myself to breath and do the best I can in this situation. One moment where I had to find an inner calm, was when I downloaded a ‘Japanese’ text to a laptop, somehow, I erased the “English’ text, everything is in Japanese!!!! Also, being conscious of Zoom meetings and not walking around in my PJs!!!! Or answering a facetime call on my phone from Erica and Libby while still in bed!!!!



“Now the learning spaces are set up and we are spending lots of time learning together, I feel less overwhelmed. Our daily routine of Kindlehill learning, play time, chores, alone time and family time are flexible. Each day we go with the flow, some days there is more learning and on days when the kids are restless or me over being ‘the teacher’, we have less learning and more fun time. After all it is their home and not a school environment.

“In our ‘good times’ my kids’ are inquisitive, passionate, creative and above all happy. The kids are enjoying our one on one connection. Our usually busy lives have changed, we are reconnecting to a less stressful lifestyle and time in our garden. The times when it all goes wrong, they are learning perseverance, patience and resilience. Keep smiling and laugh lots”.

Bella

"It's quite a package – a lot of planning".

Kiara

"With three children in the lower primary I've felt honoured to receive lovingly compiled home packages, filled with treasured songs, verses and stories from the heart. Works teachers have developed over years in their profession. It's been a beautiful insight into the daily riches the children are enveloped in. We've all enjoyed the interesting, humorous and caring voices of the teachers reaching our home.

"Our days have slowed somewhat, giving way to renewed connections with each other, our local environment and funnily food! Cooking and shared meals have brought back traditional family recipes and stories as we reconnect with our ancestors.

"So, overall, I feel our roots have grown stronger, our hearts fuller and our eyes brighter! Looking forward to reuniting with the school community! "

Beth

"I think it's great – you have provided some excellent stuff – I am impressed, really rich!"





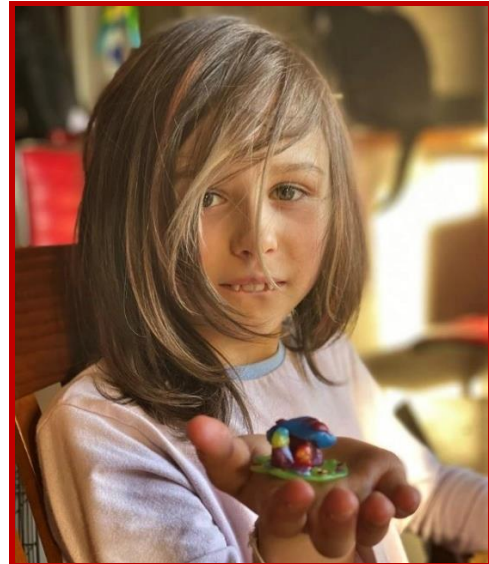
Caroline

"Thank you for the fabulous student packs - goodness, they are magnificent. The effort to produce these is very obvious. The content is rich and engaging, in fact we'd much rather be doing the children's schoolwork than our own!"



Tara

“At home learning has, overall, been a great experience. It’s been challenging at times but so great to have more of an insight into all the things that are being taught and learned in Kite and Lux’s classes. We have learnt that we all struggle a little with math but can figure it out together. Smiles on faces when the girls “get it” have been golden. It’s so lovely to see the pleasure on Kite and Lux’s faces when they start and finish their lessons and feel they’ve accomplished some great things”.



We at Kindiehill are firmly of the opinion that every cloud has a silver lining and that our time of “Kindiehill at Home”, although challenging, in many ways is an exciting adventure in the life of the school. Having said that, the teachers cannot wait for the time when they can welcome all the students back to school.



Baby Blankets - A Necessary Tradition at Kindlehill

Pippita Bennett

The arrival of a new baby at Kindlehill is the signal for busy fingers to start knitting, crocheting and stitching. Students, parents and teachers gather in small and large groups to make a blanket for the new baby. It is an important necessary tradition. We talk and work and create not just a blanket but a sense of warm anticipation for the arrival of the baby. The blanket is both a snapshot of our community at the time as well as a gift of love to the baby and their family. Earlier this year one of our staff members gave birth to a beautiful baby girl and this is her blanket.



STOP PRESS: Pandemic Pauses Playgroup!

(Dramatic Interpretation Created by Susan Brophy, Playgroup Leader)

*Into my will, let there pour strength
Into my feeling, let there flow warmth
Into my thinking, let there shine light
That I may nurture this child (these children) with enlightened purpose
Caring with hearts love
And bringing wisdom into all things*

By Rudolf Steiner

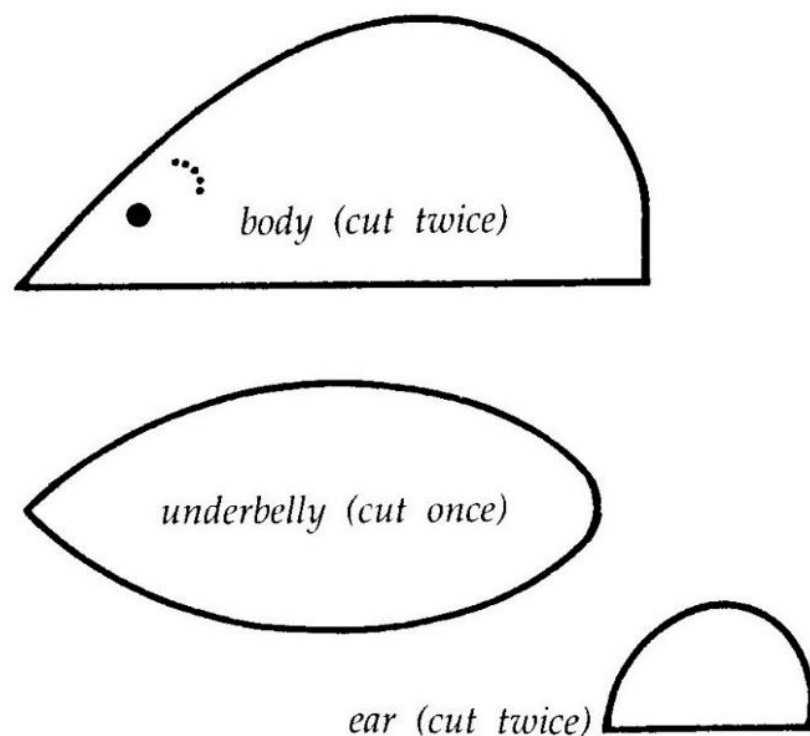
Playgroup Parents and the Playgroup Leader were shocked and devastated as news broke that playgroup would not go ahead for Term 2, due to COVID-19! The long awaited 'soup' season had finally arrived; alas not a sip would be shared together. Hands would be cold and idle without dough to knead, craft to create and a cup of tea to hold. Voices silenced with not a song sung! Hearts heavy!



The Playgroup Leader put on a brave face and said, “At this very difficult time, I encourage all families to take heart, be courageous and proactive. Take the key elements of playgroup and recreate them at home for your children”. She also went on to inspire families to use this time of separation to reflect on what is important in their lives, what brings meaning and value, and how they can nourish and shape their everyday family life.

Goodness and beauty; warmth; simple, slow rhythms; nourishment of the senses and imagination; joy and wonder; the seasons of the year; the world of nature; purposeful work; repetition and light-hearted-ness; these are key elements of playgroup. Find ways to bring these into everyday home life.

A little seasonal craft: Matilda Mouse was a family favourite book when my children were young. She lived in a cracked teapot and was courageous and observant and had a knack of making do with what was to hand. She also went on many adventures. Perhaps this little pattern will inspire you to make your own Matilda Mouse!



Little Seedlings - Starting Our Playgroup Journey

Lisa Parragi, Playgroup Parent

This year little Django and I were fortunate enough to have been offered a place in Playgroup on days that are 'red'. After working in the school administration for some time I had been looking forward to joining the school as a parent! Susan, the Playgroup leader, and I have worked in the office together so I knew that with her knowledge and wisdom it would become a special day in our weekly rhythm.

When I'm on my way to work, I often come into the office with my head full of all the tasks I plan to do that day. There is such a difference when Django and I come to Playgroup – we arrive at Kindlehill as we really should. We make our way up the hill slowly (Django is only recently two so slowly is not entirely a conscious decision!), taking our time to glimpse the lovely plants, flowers and gardens along the way and finally arrive at the brightly-coloured front gate.

There is always such a warm welcome from Susan and the other families as we walk through the door, usually after a little time of waiting with Django outside as he builds his courage up (always with a little smile). It has been interesting for me to observe him adapt to the Playgroup rhythm; it took a few weeks for him to really become absorbed in each of the activities and to readily move on to the next one. On the other hand, he has always made a beeline for the same little chair that we sat in on the very first day.

I think I can speak for both of us when I say that the bread-making is our favourite activity. Susan is an expert baker, so we have incredible dough already prepared – we just get to knead and shape it into little rounds, then off to the oven it goes. It is nice to see the expectation on the children's faces as they wait for their bread to bake. Sometimes the wait feels long for me too!

We are in a lovely little universe at Playgroup. Generally, there is a time each week when Django wanders over to peer across into the big wondrous world of the Kindy room. He loves playing outside but hasn't yet gone past the paved area! There is still so much to discover...

My mothers' group hasn't been meeting regularly anymore with most of us working, some moving away and all of us busy with life! So, for me it's been great to go back to those mama-with-little children conversations: sleeping arrangements, juggling work and family, trying to work out how to incorporate our values into what we do each day. And yay for talking about birthing babies!

With the recommendations about social distancing and school attendance that came about during the term, our regular days finished a little earlier than expected. Quite a few times Django has asked about 'Susan bread?' and it's with sadness that I've had to say that we won't be able to see Susan or have her bread for a while.

Instead, I've been doing some small things to try to bring more elements of our Playgroup mornings into our home. We've added some of the songs to our repertoire, we made bread over Easter and I've been trying my hand at storytelling. With the weather being so glorious recently we've mainly been outside walking and gardening, leaving little time for art and craft – but I have a few project ideas up my sleeve.



Do I "Agree"?

Derek Johnston, Parent

Invariably when you access modern technology now you will first be confronted with that annoying "I agree" button. One little click and off you go. But what are you agreeing to? Is it to give up our first born or something serious like that? Well, yes, it is serious like that, actually.

What you will find in most privacy policies is something along the lines of "we will collect... (insert everything here), and we will use this data to improve our products and services". This sounds quite benign but most likely it enables what has been called "the division of learning" - who knows, who decides and who decides who decides. What it means is they can use us as their lab rats, in our native environment, to watch and observe our faces, our places, our voices, our interactions and our specific content (and much more). This allows them to gain knowledge about us, to *know* us (collectively and individually) better than we can ever know ourselves. This knowledge is no longer our personal information, but their knowledge as processed from our data which we gifted them. They will never share that knowledge with us because they want to be the ones to *decide* how to use the knowledge. That is, to make their products better and to design new products for their benefit and the benefit of others. Our raw data has been processed to become their secret knowledge (about us and how we tick). At first to predict our behaviour, then to nudge, coerce, manipulate and control us like puppets in order to keep us entrained in their sphere. The competitive struggle between the various "surveillance capitalists" is how it is determined *who decides who decides*.

To say this is heading towards a situation of total control with no exit is not an understatement. So, when we rush to Zoom our lives online, put that tracker on our wrist or bring that new IoT (Internet of Things) "thing" home, we need to read (and fully understand) the fine print. We then need to go beyond that and understand to which possible future this shiny and "promising" new technology is dragging us into. So, what do we do?

First, we need consider revoking our agreement to these abusive terms and conditions. This will mean we also are unable to use these products or services, as they are all or nothing, take it or leave it.

Do we stop using computers - possibly a healthy option but not practical today? If we still want to have a (very) useful computer, we can use Free Open Source Software (FOSS). This usually means it is free as in "gratis" and free as in "freedom". For example, have a look at jami.net, which is an open source, distributed communication tool and read the privacy policy (9 sentences). Compare that to the privacy policy for Zoom (~9 pages). The difference is stark, and it illustrates the difference between FOSS and probably all proprietary software. With FOSS, there is no "I agree" button, but rather a notice that grants you extensive rights to use, modify and redistribute that software under the same licence. It is also sometimes known as 'copyleft' licensing, as distinguished from copyright. With open source we have the ability to audit what is happening 'under the hood' and decide if it is OK for people and society. Proprietary, closed source software can never be OK, because we can never know what it actually does (to us or against our interests). See fsf.org if you are interested in understanding the personal freedom offered by FOSS software. It may not be easy to switch but perhaps there are people around that can help?

As for the internet there are tools to limit your exposure to surveillance, but this is difficult and not a good long-term strategy. We really need to get to the situation where information is taken from us strictly on an "opt-in" basis. But beware, our faces are now being catalogued in exquisite detail, so short of wearing a mask all the time, there will come a day when your face will automatically opt you in wherever you go. This is a good reason to limit your exposure on any kind of webcam - webs are a kind of trap after all.

With the 'Internet of Things', the real benefits have been vastly over hyped and the downsides are many and hideous so pretty much anything IoT is really best left to 'RIP' unsold, safely in its box or returned to it's maker in tiny pieces. This really is most likely best for your wellbeing and I'm sorry if you've already spent your money.

5G is more a surveillance enabling technology than something useful - who needs to download a whole movie in 3 seconds? What it is useful for is sucking up an unlimited scope of data, to an unbelievable depth from everywhere and *everyone* in the real world using all manner of sensors, cameras and many other contrived means of data capture such as providing a video conference service, or a word processor or an operating system.

The time has come where *WE need to decide* whether we want human centred information technology for our benefit or surveillance centred technology for other's benefit. Do we want to be in control of our lives, to maintain our decision rights and to have dignity? We can have technology, but we need to have it on our terms. I hope in this case you can all say, "I agree".

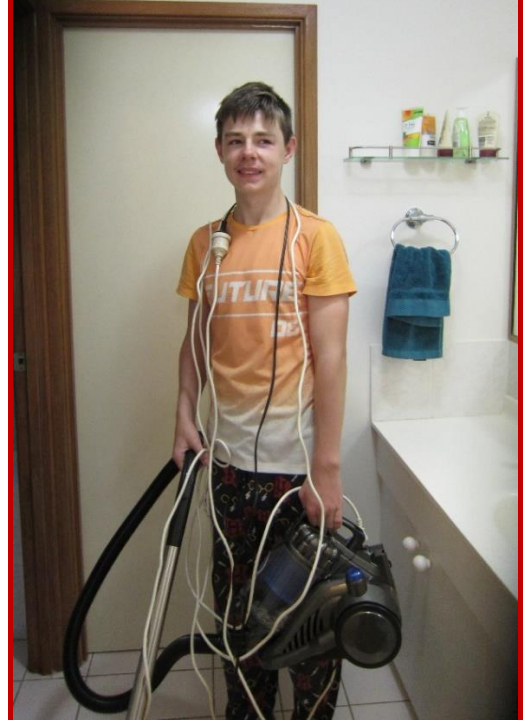
Unplugged...

This is year 7 student Tom. His dad, Michal has provided Tom with unplugged activities as recommended in the High School version of Kindlehill At Home!

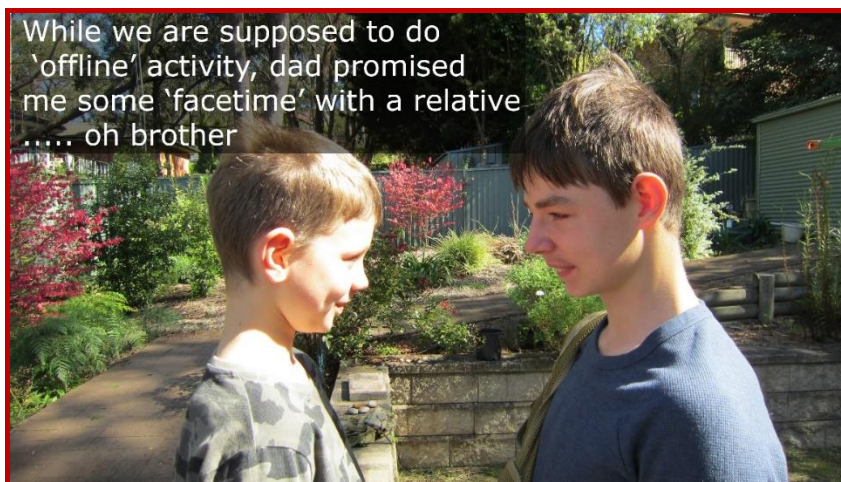
While we are supposed to do 'offline' activity, dad promised that I'll get to 'connect' with a wireless device hmmm



We are supposed to do 'offline' activities. But, dad promised he'll give me a job that will keep me 'plugged in'. YEY



While we are supposed to do 'offline' activity, dad promised me some 'facetime' with a relative oh brother



Soul Gardening

Sally Rasmussen, Gardening Instructor

Autumn, an inward gaze descends upon us, a new experience surrounds us, renewal is in reflection. Time to plant. Time to pause. Time to observe.

As I walk around the gardens at school, I feel an awakening of the soul senses, deep within I feel the vitality of the plants. Why do the plants grow so well here? The singing, the laughter, the care from all those little hands, they are surrounded by joy. Our hands join together to sow seed, to plant, to nourish the earth and then in return we are nourished by the harvested bounty. Wisdom is held within these reasonably simple acts. When we toil with the earth and care for it, we not only nourish it for ourselves, we initiate the healing of microsystems and that ripples out to macrosystems. We feel the connectedness when we garden together, and we bring connectedness within nature. Working with our children in the garden, the words that come to my mind are resilience, abundance and connection. This necessary tradition for our kids is one that I am grateful to share. A connection with our food, the earth and each other.

The Kindlehill edible gardens encompass the whole of the school, even the carpark is newly graced by a Native edible garden. Our children surrounded, the act of gardening and foraging becomes a daily ritual. There is an innate awareness in our relationship with gardening, and once it's awakened in our children the print is left in the soul, hopefully to be a touch stone for the soul for years to come.



Umang School, Jaipur India

Pippita Bennett

Earlier this year I was given the opportunity to volunteer for a month in a school for students with disabilities in Jaipur, India. Umang is a school as well as a vocational training centre. The students come from mostly lower socio-economic backgrounds. A significant minority of students live in orphanages.

On my first day Deepak, the principal, stood at the entrance as the students made their way to their classrooms. I stood beside her as she nodded and smiled at the arriving students. The students were also greeted by staff ready with wheelchairs and walking frames where needed. Some students made their way independently or helped a friend. In that first moment of arriving I had a profound sense that I was experiencing something important. As students and staff passed me, they caught my eyes, smiled or said “Namaste” or “Good Morning Ma’am”. There were tears (of joy and wonder) in my eyes even before I had officially met anyone. I re-experienced this every morning.



During my time at Umang I had the opportunity to fill in for teachers on leave as well as support individual students with their lessons. In the afternoons I ran Maths workshops for teachers. Although many teachers speak some English, the majority of students speak Hindi (which I don't speak!).



I tried to remember everyone's names. They have no trouble remembering mine. They said *Pippita* sounds very Indian. I was mostly called *Pippita Ma'am* by the students. So far in the student group I know Pragya, Ramakant, Hires, Nandini, Sanskriti, Shaurya, Fuzail, Kushi, Channa and Kajol. The teachers are Hemlata, Renu, Rekah, Subrata, Smriti, Shefali... Wonderful names!

School starts at 9.00 and finishes at 1.30, six days a week. After the teaching day ends the teachers sit together to eat. They all bring homecooked food, always vegetarian and chapatis more than rice. The food is passed around and the teachers insisted that I try their lunches. While we ate, the teachers talked and laughed in Hindi in between being attentive to my eating needs.

The teachers at Umang are enthusiastic, hardworking and unflappable. They are warm, affectionate and set high standards for their students. I was welcomed with open hearts and tucked under the wing of Umang. It was with many tears that I left.

Makarrata Meet-Up

Kirsty Edwards

The Kindleshill Makarrata Group was created in 2019 in response to the Uluru Statement of the Heart and how, as a community we could support the Statement. Out of this we have held talks, documentary evenings and the ever popular Yuingal Library and Monday coffee morning.

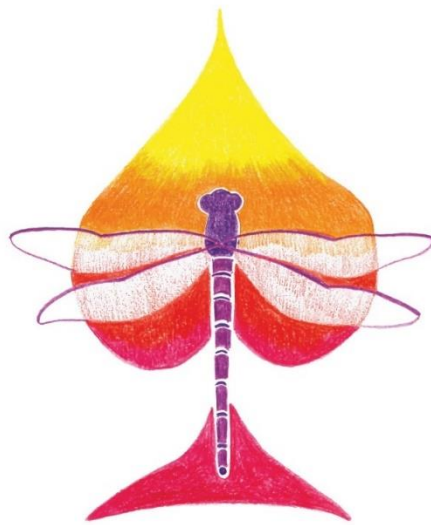
In February, the Makarrata Group met for the first time this year and it was a hothouse of ideas and enthusiasm. Through our fundraising last year and the Yuingal Café, we raised over \$1500, and we have been looking at how we can support different initiatives. In 2020, we will support a variety of Indigenous education programs such as Deadly Science and the Indigenous Literacy Foundation, as well as buying new books for the Yuingal library.

This term we will have a showing of 'In My Blood It Runs' which has been offered to schools around Australia as a free screening. A Zoom conversation will follow.

The Makarrata Group would like to warmly thank everyone who has supported our fundraising, library and café last year. Stay tuned for more wonderful events in 2020.



High School presenting the Imagination Statement to MP Susan Templeman.

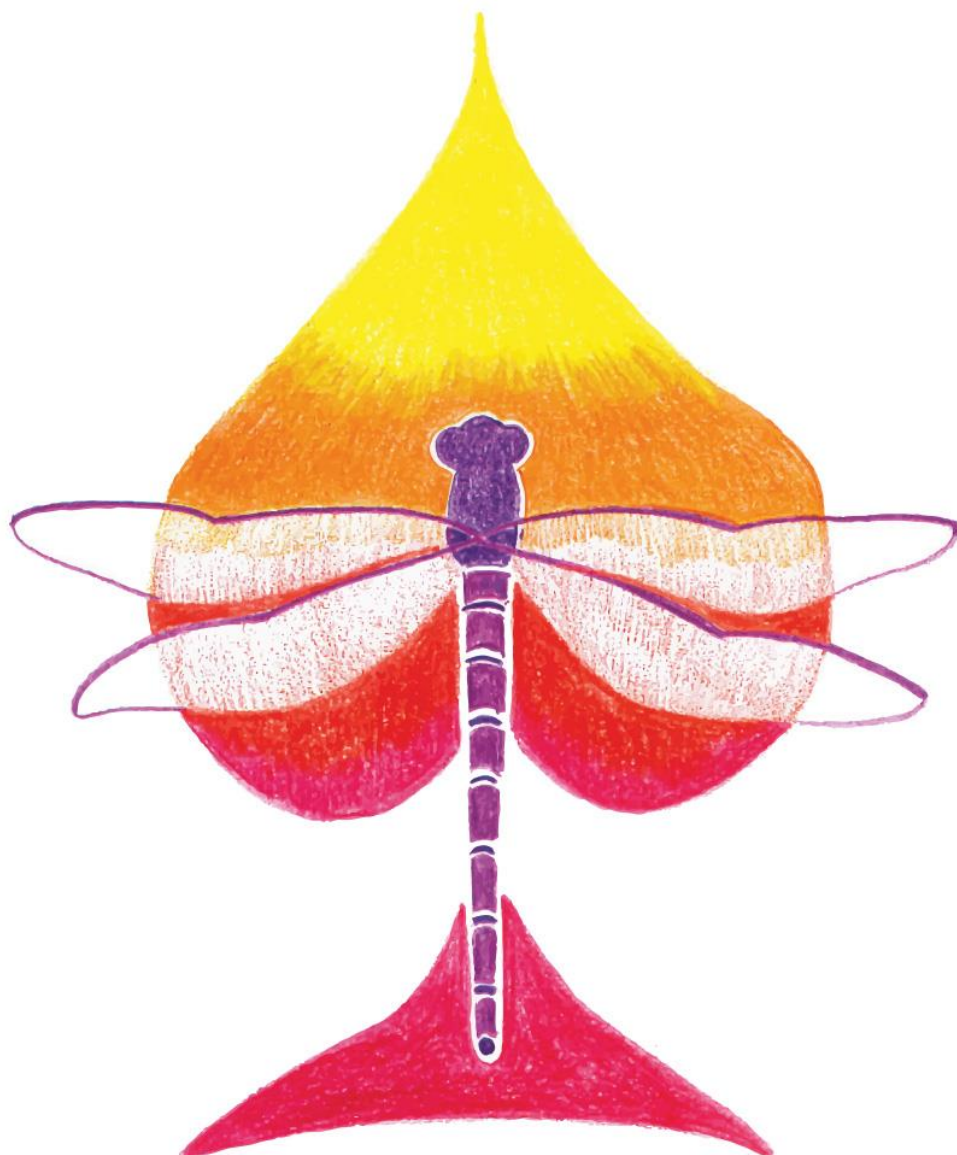


Kindlehill School is situated on Dharug and Gundungurra land. We pay our respects to the traditional custodians of this land, to the Dharug and Gundungurra peoples, whose cultures and customs have nurtured and continue to nurture this land. We pay our respects to elders past and present. We recognise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

Kindlehill is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.





02 4757 4402 community@kindlehill.nsw.edu.au
www.instagram.com/kindlehill_high_school/
www.instagram.com/kindlehill_school/
www.kindlehill.nsw.edu.au