



Kindlehill School  
Winter  
Kindlings  
2012

Spring  
Kindlings

Little Kindlings  
Playgroup

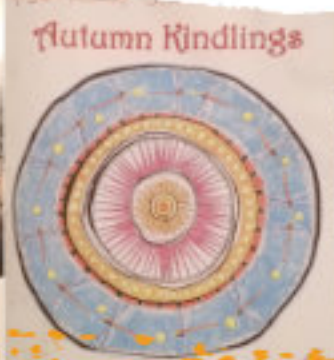
Kindlehill School  
Spring Kindlings



Kindlehill School

TURNING 21 IN 2021

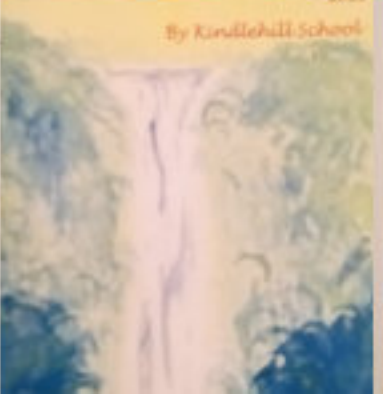
Autumn Kindlings  
2016



Kindlings

NOW & THEN

Autumn Kindlings  
2011







We hope you enjoy our special celebratory edition of Kindlings. In recognition of our 21 years, we have taken a then and now approach. You will find articles written for earlier editions by each of the Class Teachers and alongside these, articles relevant to their classes now. Following this is a representation from the first year of High School and a glimpse into where this 7-year journey has taken us to the present.

The cover is a collage of earlier editions of Kindlings, featuring many beautiful artworks from the students. From the collection of articles we hope to provide a picture of our thriving school and how the education develops from the play/ experiential learning in the early years, to the artistic in primary, and the critical thinking and making sense of our world in High School.

Warm regards,  
Lynn



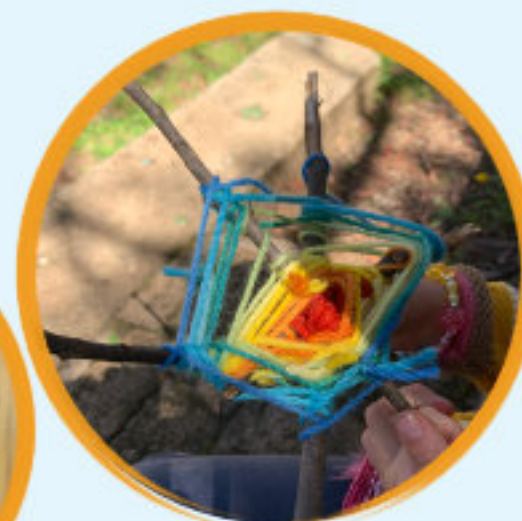
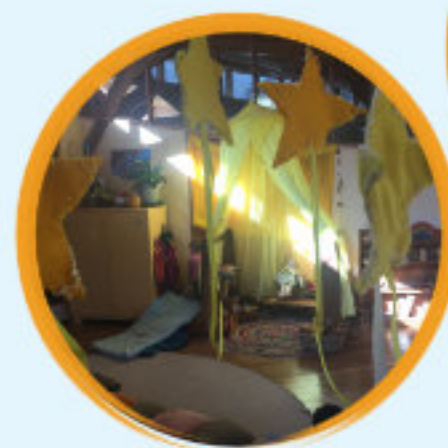
NOW

# Kindy... A Place For Making

KIRSTY EDWARDS, KINDY TEACHER IN 2021

When I think about Kindy and what we do through our day, I think of a place that makes and creates. As you enter our Kindy space, the first thing you may notice is the rainbow of colours that fills our Kindy. But now stop and take a closer look. On our walls, hanging from the ceiling and posts are things that the Kindy children and teachers have made with their hands. There are paintings, craft and toys that bring warmth and love to Kindy. While we create, we are also doing our work. Our rainbow weaving becomes a 'Get About Bag' for treasures and an apron can be used when helping in the garden or the kitchen. In our guided drawings, we consider the seasons that are changing our garden and what makes our house a home. When we head into the garden where we play, we are tending to the veggie patch, scrubbing the Kindy boat or caring for the chooks and guinea pigs.

And as I observe the children asking for water to scrub the Kindy path with or digging holes for the new Autumn bulbs, I marvel at the joy we can find when our work is play and our play is work.



THEN

KIRSTY EDWARDS, KINDY TEACHER IN 2015

The autumn breezes were blowing cool.

The autumn breezes were blowing free.

We thought we'd build a cubby house, Freddy McInty, Sally McKlunky...

And me!

How to build a cubby.....Kindy style

1. Find a friend. Someone reliable and sturdy. Someone who will listen to you and consider your ideas and those of passersby. This person will think that you are the most fabulous cubby builder, even if you have never built one before!
2. Be inspired. Sometimes you just don't require a plan. Accept that even the most calculated projects don't always add up. Let your cubby grow and develop through creativity, love and hard work.
3. Take risks. All the best cubby builders place their ideas and hearts on the line. To fly is to first JUMP!
4. Always let the sun in and make your cubby beautiful. Without beauty, a cubby is not a home.
5. When your cubby is complete share tea with those that helped you, those that watched and those that look like they need a cup of tea.

How to build a cubby.....adult style

1. Find a friend. Someone reliable and sturdy. Someone who will listen to you and consider your ideas and those of passersby. This person will probably not think that you are the most fabulous cubby builder, even if you have built hundreds of them before!
2. Be inspired, but document it. You always need a good plan, and it must be drawn up clearly. Accept that even the most calculated projects don't always

add up, so make sure you have your drawings, budgets, and safety plans in place, and communicate them to the whole team.

3. Do not take any risks. The cubby must be safe, sturdy and suitable for all ages.
4. Always let the sun in and make your cubby beautiful. Without beauty, a cubby is not a home.
5. When your cubby is complete, share tea with those that helped you, and limit refreshments to those that watched.

BY SIMONE GLASSFORD, PARENT.

Make the world a better place, build a cubby with a child or for a child. You will find wisdom and inspiration at every turn.





NOW

# Beginning the Primary School Journey

PIPPITA BENNETT, CLASS 1 TEACHER IN 2021

When students begin Class 1 and start their primary school journey, it is the Class Teacher's role to learn who these children are. One could just as easily answer 'who is the human being and what is their task on this Earth?'

When the children arrived on their first day I was bursting with lessons, stories and songs but it was only as the days and weeks progressed that these lessons grew life. The characters in my stories are now real people. I am sure of it. Sunflower Sally, Salty Pete and Darcy Dog are alive and they have been instrumental in teaching my students the sounds of the alphabet.

Another character, Numero (a friend to Sally) has shown my students the

wonder of numbers. Did you know that the number one is the biggest number of all because it holds infinity? Class 1 and I discovered this. In one universe there are countless stars. In one school there are many students. On one beach there are so many grains of sand that they can't be counted.

As my students and I have become acquainted with these characters we have become acquainted with each other. The characters reveal their personalities and their educational gifts as we go. The students breathe in their learning as if it is the air around them and I am one happy teacher.

*"Sunflower Sally sips in the sweet and salty sunshine at the seaside"*

*"Darcy Dog dances daintily for his dinner"*



THEN

PIPPITA BENNETT, CLASS 1 TEACHER IN 2013

## Class 1 Marvelous Movers

Class 1 have been making things move in their mechanics lesson "Marvelous Movers". There are so many different ways to get something from one place to another. You can make a simple pulley to make lifting easier, you can roll things or pull things across a sky from tree to tree. The children experimented while they followed the adventures of the forest folk setting up their homes in the trees for our winter night celebration. How do you get decorations from tree to tree without climbing up and down with heavy loads? You use a pulley and a sky wire system of course! We followed up our lesson with a visit to Scenic World. Here the children saw some of their experiments in action. It is a wonderful way to learn, when the imagination is engaged through story, then through making, and finally through experience!





# What's This Lesson All About?

JOHN DANIEL, CLASS 2-3 TEACHER IN 2021

In preparation for a new block lesson of three or four weeks, you read a lot of material. Sitting by your holiday campfire, digesting much more material than will ever be delivered to the children.

Whether it is a history, geography, science, English, maths, whatever lesson, you ask yourself one fundamental question: what does it mean to be fully human in this world, and how will this lesson contribute to that for these children?

My Class is currently immersed in a Money lesson. The children will learn the history of bartering and of currency, and to be proficient in handling money. But underlying it all, in every story, is the question: how can I be a moral and ethical person in my use of money?

When I look back at the Animal lesson that I did in my previous teaching cycle, this same question is evident. I remember the children engaging with their learning about the animal world with an artistic sensibility, and with ... gratitude.



My current Class recently completed a lesson on Ancient India. Along with the mighty stories of the Indian gods, the dance, the ceremony, we read a series of stories about the Buddha in our lunch times. Meditating with the Buddha on the question of suffering in the world. Always the big life questions, in every lesson.

## Gratitude to the animals

JOHN DANIEL, CLASS 4-5 TEACHER IN 2015

We live in an information-rich culture of alienation. The antidote is Steiner education. In everything that we teach, we endeavour for the child to deeply experience her relationship to the world: in her thinking, feeling, and will activity.

Class 4-5 has recently been immersed in 'The Human & the Animal' lesson: I may not have the specialized olfactory capabilities of a dog, but we both have a nose; a cow its stomach(s); a lion its chest; and eagle its farsightedness. Through evolution, the human owes the animal world a huge debt of gratitude, for each animal's gifts are within us. Again, we bow in thanks for the gifts of the domesticated animals. And we bow in sorrow for the destruction we have bestowed upon the rhino, elephant, and endless list of endangered and extinct species.

Then we can look at the world as an artist, and think like an eagle, a sparrow, a cockatoo. We bedecked our classroom with Animal Projects and learnt from the research of each student. We flexed our developing drawing muscles; and we conducted a Council of All Beings, where the animals had opportunity to tell humans a thing or two. And our Class decided that we will sponsor the protection of endangered species.

I stand in the world; I understand this world; I have gratitude; I have a place and a role in this world.





# "Working Out..."

ERICA CHAPERLIN, CLASS 4-5 TEACHER IN 2021

Is "working out" still the verb I would chose that would best describe the action of education and how it manifests in Class 4/5 in 2021?

Mmm. I liked the piece I wrote in 2014 and how it really did describe all the things we do which are happening and not happening in the classroom but are so very important and vital for children as they grow up. It emphasised the personal responsibility and I still hold that to be very true. But I thought of the things that are coming towards young people and what is the greatest risk for them. I felt that maybe one of the biggest dangers for them is a continuation of a system which fundamentally does not appear to care about people or the planet but has power and money for the few at its heart.

So we are all about changing that and we are succeeding... I am hopeful and optimistic..

And so I thought the necessary but not always sufficient thing is that people have to CARE about these things.

And so now, after careful consideration, I am giving the verb 'CARE' a workout.

I looked up the meaning and it first gave it to me as a NOUN – which is a thing, not an action, but we can verbalise it

*So "to provide what is necessary for the health, welfare, maintenance and protection of someone or something"*

I liked it.

I think it is entirely appropriate to education in 2021.

Care is not just a feeling of concern, it's a verb – providing what is necessary...

It fits with the Steiner pedagogy of Primary years being an education of the feeling life but always with the intent to equip these young people, through their education to be adults who truly CARE (see above definition - not just have feelings of concern).

So school is a place where we learn about the things we should care about – the natural world, people, how things work and how all things relate. We also learn how to care. The things we practise in our everyday such as tolerance, acceptance, protesting, questioning, reflecting, considering, patience, fortitude, resilience .. all those things are an education in CARING.. Putting up your hand to answer a question in class isn't crowd control, it's consideration for



others, taking turns is tolerance and acceptance, making a speech is foundational to protesting, walking to school on Wednesday is resilience.. They're little... but they happen all the time... consciously... and they grow and become the beautiful habit....

And then later..

Imagine the world where everyone and everything gets what is needed for their health, welfare, maintenance and protection.

I just got both a shiver and a tear. I'm excited.

Let's do it.

ERICA CHAPERLIN, CLASS 5-6 TEACHER IN 2014

## Working Out with Class 5-6

WORKING OUT of the Steiner Educational philosophy as we do, there have been a few things going on we would like to share with you...

We have been SHOWING our WORKING OUT in maths because making mistakes is actually a really good way to start to get things right....

We have been WORKING OUTside with Keiron from time to time whether it's sunny or not and that has been good for us...Lessons on life happen mostly away from the blackboard...

We have a MORNING WORK OUT where we run to the end of the road, noticing our own improvements: not just speed but recovery time and less walking...because healthy bodies are healthy minds...

We have been WORKING OUT how we WORK as a team. It means you don't always GET what you WANT but you DO GET what you NEED...and sometimes WORKING OUT something for others and not ourselves...is the best place to start...

We have had a VOCAL WORK OUT with the WONDERFUL Miss Sue Totterdell who makes us sing like angels.

We have WORKED OUT that ADVENTURE is fun and FEAR can be conquered. Abseiling in the RAIN is rewarded with hot chocolates and private lessons on rock climbing walls.

...and we keep WORKING OUT that beautiful dreams by beautiful people need a lot of people WORKING ON IT to make them come true...Martin Luther King had a dream apparently a long time ago and we are still WORKING on that one....





NOW

# Da nye warree Gammuangdah – *My spirit belongs to Mother Earth – Listen and Be Heard*

S'HAILA BERNARD, CLASS 6-7 TEACHER IN 2021

**T**his year, my students are now in Class 6-7. Looking back, their performance as Class 1-2 was a culmination of English, History and Geography lessons integrated with an Indigenous Perspective, local Dharug and Gundungarra language and knowledge, music, drama, art and the social deed of living together in a truly imaginative and deeply loving way.

Five years later the same students (plus some enthusiastic extras) are in the midst of a similarly integrated unit entitled 'Listen and Be Heard'. Starting last term with a book study of 'Boy Overboard' by M Gleitzman, the class was catapulted into exploring whose voices are heard and whose need to be heard.

Now after listening to incredible speeches of young people such as Severn Suzuki, Richard Terere and the Imagination Declaration of the Youth



Forum at The Garma Festival 2019. The students are composing and giving their own speeches of inspiration, information and comedy. The students of Class 6-7 are working together towards creating a physical movement and speech performance with the Georgia Adamson. The social deed of living together in a truly imaginative and deeply loving way continues.



THEN

S'HAILA BERNARD, CLASS 1-2 TEACHER IN 2016

## Class 1-2 Play

Da nye warree gammuangdah

'My spirit belongs to Mother Earth'

(Aunty Joan Cooper Dharug/Gundungarra)

Class 1-2 prepared their annual performance from a local History Geography less focused on Wentworth Falls and the Blue Mountains, entitled:

'Gummuang and the Sweet Waters'

After hearing the stories, acting the different characters, mocking up scenes, singing the songs and adding all sorts of instruments to the music, the children began to bring together all these 'bits' into a whole performance. With a gentle guiding hand, and lots and lots of practice, (maybe just a little bit of editing), Class 1-2 gave two performances, one matinee for the whole school followed by an evening performance for parents and families.

It is quite a changing process and growing experience for all, to be part of this adventure. There were lows and highs and a couple more lows – when the words just would not come, or when the children just needed to lay down on the floor.

By the final day everyone was ready – and what a show it was!





NOW

# Alumni



THEN

## Kindlehill High School



The first teachers and mentors of Kindlehill Junior High. The current office was our first high school classroom.

In 2011, a small but enthusiastic group of young people, teachers and mentors, commenced the Kindlehill Junior High School. From the start the creative and performing arts, outdoor education and global citizenship, formed the heart of what has grown into a wonderfully productive and engaging education for young people.

These first students are now in their twenties. Some have gone on to create small businesses out of their passions, some are completing higher education studies in their fields of interest including human rights and teaching. Many of their choices were influenced by their education at Kindlehill. We are proud of all the students who have journeyed through the Kindlehill High School.

"We were encouraged to speak our minds, to share our beliefs and opinions. Passion and empathy were instilled in us, qualities that will never leave me."

"Thinking creatively and outside of the box, openness to new ideas; these have massively impacted my work and life."



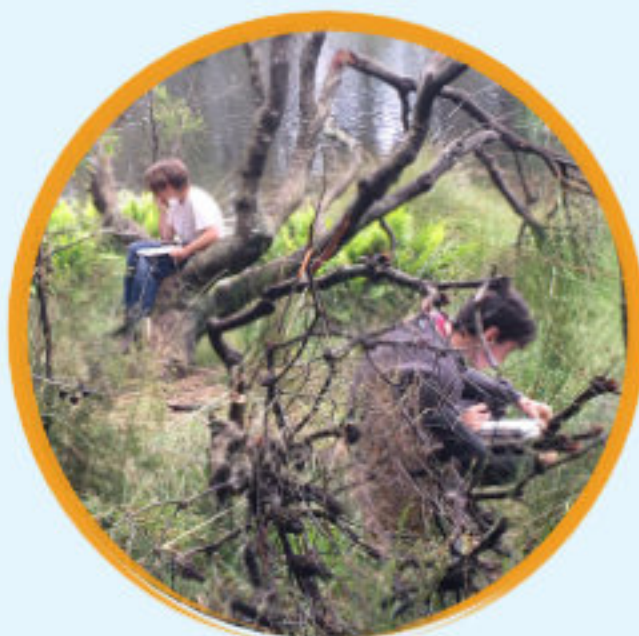
# High School *Hanging with the Hanging Swamp at the Lake*

LYNN DANIEL, GEOGRAPHY TEACHER IN 2021

For this project, we combined science and geography for an investigation into the biodiversity and function of the hanging swamp at Wentworth Falls lake, and to assess the impact of climate change on this environment.

Weekly sit and sketch, site studies to investigate our key inquiry questions with the assistance of local ecologists, and in class studies of swamps formed the basis of our investigation. Our findings together with the relationship we created with this local environment, have changed how we think about the humble hanging swamp.

We were keen to share our findings with others and so students undertook a range of projects. These included a podcast for local radio, a short film, a report to BMCC with recommendations for swamp management and mitigation against climate change; a wonder hub (students taking a younger class to the swamp for an experience that would enable them to link the beautiful local swimming place to the biodiversity and function of the swamp), and a range of



artistic works that expressed the uniqueness and value of the hanging swamp as well as its role in addressing climate change.

Some highlights from our investigations: Realising that while we were quietly sketching and observing, swamp birds were observing us! Taking up a core sample of 12000-year-old peat! Finding dragonfly and caddisfly larvae. Coming to an understanding that the humble swamp acts as a community, sharing resources, sheltering, and



protecting in service of the whole ecosystem. We also found out that healthy swamps can play an important role in mitigating climate change, as they absorb carbon from the atmosphere, are resilient to extreme weather events, and can even moderate extreme temperatures during fire events.

Later in the term, we did a fieldtrip to Ganguddy, also a swamp, and were able to once again appreciate the biodiversity

and function of swamps to the whole ecology of the Greater Blue Mountains region. Swamps regulate the water for all the stream communities and waterfalls. Hopefully, the relationships we are making with these swamp environments will enable us to be part of the protection and conservation of the natural environments as a way of restoring some balance to our stressed planet and in proactively responding to the impacts of a changing climate.



# Why do we bake bread at playgroup?

KIARA FERGUSON, PLAYGROUP COORDINATOR IN 2021

There is a plethora of wonderfully nourishing answers to this! Through the age old necessary tradition of baking we evoke a community of warmth. The dough is divided from a whole into singular portions, it is rolled and sung around the table to each member of our little community. Through singing we engage the rhythmic system and warm our feeling life. Kneading again engages the rhythmic system, gross and fine motor skills and brings the will to a conscious task. Each ball of dough is magically shaped and sits together, side by side on the tray; once again a whole, but singularly unique. During baking the aromatic smell fills our room, again bringing warmth. At the end of our morning, we come together to give thanks for our food and enjoy a simple meal of brown bread buns.

I see all these families, who bring culture and community of their own and here we sit orbiting around our bread, lovingly prepared with golden, sun filled grains! We are actively nourishing our community.

## Brown Bread Bun Recipe

- 4 cups Demeter wholemeal bakers flour
- (Can substitute for 2 cups plain and 2 cups wholemeal)
- 1.5 tsp salt. Stir in.
- 1 tsp instant dry yeast (=1 sachet yeast) aka Yeasty Men
- 1tbsp sugar or honey
- 400ml - 500ml Luke warm water
- 1 tbsp olive oil.

Add the water to 400ml and slowly add last 100ml as needed. Stir together to form a soft ball of dough. A little sticky is ok. Knead on Floured surface for 10 min (singing can greatly assist this process) until dough is smooth in texture....and those yeasty men have been massaged and are ready to do their bubbly magic!

Place back into the bowl, cover and allow to rest in a warm place (in the oven with the pilot light on is a very snug place) for 2 hours.

Remove the bowl from the oven and heat to 180 degrees.



Lightly knead dough once more on floured surface. Sing again! Divide dough into roly poly balls (add any treasures you wish such as herbs/fruit/spices/cheese etc, and shape.

I've heard traditionally bakers put a little slit or door on the top of the dough to allow the yeasty men an easy exit once their work is complete.

Place on lightly floured baking tray. Let rise for 10 min and then into the hot oven.

Bake for 25 min (depending on the size of buns). Or until golden brown. They should make a beautiful hollow sound when knocked on.

Allow to cool slightly and enjoy with butter or dipped into a bowl of playgroup soup.

## Parent and Child (0-2 years) Playgroup – Thursday

SUSAN BROPHY,  
PLAYGROUP COORDINATOR IN 2016

I hear you ask, why offer a playgroup for 0-2 year olds?

"It takes a village to raise a child". This wise African proverb has been widely used down through the years and still holds much wisdom in its words. As we journey through life and all its different stages, we seek out community; we get to choose our own 'tribe'. Community comes in all forms and shapes and our place and participation in it changes as we grow.

Parenthood is a time in our lives, when we really stop and step out of the usual busyness of our daily life. As a human being, we undergo a huge change. We are not the same person as before, for now we are a parent and responsible for a tiny human being. We see the world through a different lens. How do we piece together our old selves and our needs with this new person and its needs?



In the 'old days' there was the village and all the aunties around to help, so the task never felt too overwhelming. Today we have internet forums, blogs, copious parenting 'how to' books and PLAYGROUP! (Ahhhh.....thanks goodness!!).

Playgroup's aim is to take away the 'overwhelm' and to bring joy, wisdom and simplicity to parenting. We provide a warm and welcoming space where parents can relax, feel nurtured and connect with a 'tribe' of like-minded others. Through craft, conversation and observation we re-piece ourselves together and grow into our new role. We explore the 'art' of parenting and what it means today. Whilst the path of each human being is unique, we still seek our own '....village to raise a child'!



# "What's for next afternoon tea?"

ANNA RANDALL, AFTER SCHOOL COORDINATOR IN 2021

After School Care is growing, while we still have the occasional small group we are more often a loud, bustling group of 15 or more. The energy is high and the appetites are large. I quickly learnt that fruit and crackers were not enough so I now serve an afternoon meal. Pasta bake, rice with vegetables and jacket potatoes are our current favourites.

During the meal we share our animal poem of the day which has become an important part of our routine and if I forget, I am promptly reminded. We talk about the passing of the seasons as the months change and enjoy the beautiful illustrations in the poetry book.

The children enjoy making new connections with different peers and often create imaginative games involving children from two or three classes. We are often blessed with golden afternoons as the light seems to get trapped on Sean's beautifully kept lawn.

The games are expansive, using all the space available. There is never a day when I don't laugh at a joke or a story told. My charges are entertaining, imaginative, energetic, and always good company. It is a privilege to spend my afternoons with them."



## Timeline

### 2000

Kindlehill founded by a small group of parents and teachers. Initially there were 17 students and three teachers

The land, which had originally been leased, was purchased. Upgrades and renovations were made to the old building, and the building works on the Kindy garden and Performance Space started.

### 2010

Following a Welcome To Country by Aunty Carol Cooper, the kindy garden and Performance Space were opened.

### 2011

High School was launched with classes from Year 7 to 10.

### 2012

Our first Japanese exchange students were welcomed to the School, hosted by Kindlehill families and joining us in shared cultural experiences from Kindy to High School.

### 2013

Our first graduates from Year 10 were celebrated as they departed for their next life adventure.

### 2014

Education Centre was completed, including the library, shared Kitchen, tutorial rooms and sound-proofed music and break-out rooms.

### 2015

Scholarships for Aboriginal and Torres Strait Islander commenced, and our After School Care service was set up.

### 2016

Works commenced on a new High School area with classroom and breakout rooms, Art Studio and Artisan Workshop

### 2018

The new High School building opened.

### 2020

Kindlehill has blossomed into a School with 150 students, 17 teaching staff and 17 support and music tutor staff.

### 2021



# Necessary Traditions





# Acknowledgement

Kindlehill is situated on Dharug and Gundungurra land; we pay respects to the traditional custodians whose cultures and customs continue to nurture this land.

We support the Uluru Statement from the Heart, Truth telling about the impact and legacy of colonisation, a Voice to Parliament enshrined in the Australian Constitution and a process of Treaty making.



Kindlehill School

TURNING 21 IN 2021

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

**[www.kindlehill.nsw.edu.au](http://www.kindlehill.nsw.edu.au)**

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