The Class One teacher position for 2019 is advertised in this week’s Pabulum. At Waldorf schools there is an ideal that a teacher takes a class through the Primary Curriculum. Six or seven years with the same class of children. It is a special task and the College of teachers seeks to find the right person for the group of children that will travel on that curriculum journey. This verse resonates with the role of Primary Class teacher at its zenith:

When you are inspired by some great purpose
some extraordinary project
all your thoughts break their bonds.
Your mind transcends limitations,
your consciousness expands in every direction
and you find yourself in a new great and wonderful world.
Dormant forces, faculties and talents become alive
and you discover yourself to be a greater person by far
than you ever dream yourself to be.
Patanjali (Compiler of the Yoga Sutra 400 BC)

If you know of someone looking for this opportunity please let them know.

One of the joys of a Primary School Class Teacher is to take children from the kindergarten realm and continue their development towards reading through a slow and thorough process. In this edition is an excellent article on the Waldorf School approach to reading.

"Just as a normal healthy child will learn to walk without our teaching her and just as a child miraculously learns to speak her native language by the age of 3 without lessons, worksheets or a dictionary, so will a child naturally learn to read when she has a positive relationship with the spoken and written word and has been provided with the necessary tools and skills."

Be still and prepare for the Winter festival.

A juxtaposition but exactly what is needed. Let the verse below be a guide.

May we celebrate the festival with generosity of spirit and gratitude to all who contribute their time, imagination and love. See inside for more details.

Bruce Lee
School Administrator
## FROM FINANCE

**SCHOOL FEES ARE NOW OVERDUE** - Term 2 Due Date: Friday, 11th May, 2018.

<table>
<thead>
<tr>
<th>CREDIT CARD/ONLINE PAYMENT</th>
<th>ELECTRONIC FUNDS TRANSFER</th>
<th>CHEQUE AND CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payments by Credit Card can be made by visiting the Bpoint website: <a href="https://www.bpoint.com.au">https://www.bpoint.com.au</a></td>
<td>Payments by Electronic Funds Transfer (EFT) can be made to the school’s banking details as follows:</td>
<td>Payments by cheque can be made payable to Perth Waldorf School. Please have a copy of your statement attached when mailing your cheque.</td>
</tr>
<tr>
<td>Biller Code: 147 2133</td>
<td>Account Name: Perth Waldorf School</td>
<td>Postal Address:</td>
</tr>
<tr>
<td>Reference: <em>Family Code</em></td>
<td>BSB: 066 000</td>
<td>PO Box 1247</td>
</tr>
<tr>
<td>Phone payments can also be made by calling Reception on 9417 3638 during Office Hours.</td>
<td>Account Number: 1205 1015</td>
<td>Bibra Lake WA 6965</td>
</tr>
<tr>
<td>We accept VISA and MASTERCARD.</td>
<td>Commonwealth Bank Perth</td>
<td>Cheques and Cash Payments can also be made during office hours at the School Reception.</td>
</tr>
</tbody>
</table>

A late payment fee will apply to all accounts not paid by the due date. This does not apply if you have a payment plan arrangement in place.

## GENERAL NEWS

**The WINTER FESTIVAL**

*Next Week*

*Thursday, 21st June*

The Winter Solstice is approaching fast, with the shortest day and the longest night coming next week on Thursday, 21st June. This is the night of our Winter festival and as we move in a quiet, celebratory way towards this deep Winter event, many finishing touches are happening towards this event.

As a heads up for the running of the night please take note of the following information for both High School and Primary School. Please come to school with your child(ren) any time from **5:30pm** through the main gate on Progress drive (parking at Adventure World please, there is no parking on the school grounds) and pass up through the school plaza, making sure you take a stop at Seekers Place to hear the Lords’ Prayer sung in Nyungar by Claire Williamson's Adult choir. Proceed to classes with your children for **6:00pm sharp** for stories, song, lantern walk and spiral. (not necessarily in that order - please listen to your teacher for instructions).

The whole school will gather on the Field at **7:00pm** for lighting of the bonfire, singing, sharing of soup and more. The Primary festival will end around **7:45pm** with the High School ending around **8:30pm**.

**NB: keep the salsa jars rolling in, the more the brighter our Spirals will be**

With thanks,

**Sarah Boyle** - Festival Co-ordinator.
PWS invites applications for:

CLASS ONE TEACHER

Commencing February, 2019.

PWS is seeking an enthusiastic teacher to join the Primary Faculty to enter into the class teacher journey with the children entering Class One in 2019. The successful applicant will have a passion for education. An understanding of Steiner pedagogy, philosophy and the typical development phases through which children develop as well as a desire to learn more are all essential. Artistic and musical talents or the willingness to develop these is highly desired. A Class Teacher job description is available on the school website: www.pws.wa.edu.au

Applicants must be teachers who are registered (or eligible for registration) with the Teachers Registration Board of WA and hold a Working with Children Check.

A Primary Class Teacher job description is available on the school website: www.pws.wa.edu.au

Written applications addressed to the Administrator briefly outlining your experience and reason for applying for the position, including a CV and two professional and one personal referees, should be emailed as a PDF attachment(s) to employment@pws.wa.edu.au

For preliminary confidential enquiry about this position, please telephone Bruce Lee, School Administrator or Lisa Payne, Primary Faculty Coordinator at the school on (08) 9417 3638

Applications close Monday, 30th July, 2018.

REMINDERS FOR THIS WEEK

Wednesday, 13th June - Rose Room (Bush Kindy) will be having a Parent Teacher Meeting at 5:00pm. Parent Teacher Meetings are wonderful opportunities to discuss with your child's teacher about how your child is progressing and behaving at School, as well as to better understand what they are currently learning in the classroom.

FROM THE CO-ORDINATOR

“We thank thee for the sky so blue,
The grass so green and the flowers that bloom.
Here stand I so strong and brave.
With my hands I hold my friends, with my legs I run.
And with my voice I sing,
Let the games begin!”

Each Thursday afternoon, with this verse, our six year old children, the Swans, start their Games. We have been building up this programme from the start of the year to give them an opportunity to practise a diverse range of gross motor skills in a non-competitive and fun way. Our Games Assistant, Caleb, takes the role of train driver as he comes to each of the classrooms, collecting each group to join the train to lead to the carriage lawn where the session takes place.

A range of activities have been enjoyed - “Red Light, Green Light”, “Fox and Rabbit”, sack races, caterpillar teams, and tunnel ball to name a few.

The Games programme is a time to encounter the joy of physical play in a large group, with some level of organisation and rules. The mood is light and energetic, and there is a breathing rhythm - out and in - both within each session, and before and after it. Getting to know the full group of six-year-olds, and play with them is so beneficial at this stage of their school life, and helps the teachers to share insights and knowledge about how their children are learning.

(continued over next page...)
(cont...)

It is my privilege to walk through most of the classrooms and gardens each day, noticing the mood and activities in process in each one. The children often greet me, and often don’t, engrossed as they are in their play, and as comfortable as they are with all of us teachers watching over them. Parents often ask their child “What did you do today?” very often with a non-reply, so I’m sharing a little window with you.

A snapshot of the classes one morning this week:

Playgroup: sand play, swing, climbing frame play, cuddles with the Playgroup Leader.
Star Room: kneading the bread dough (great concentration required).
Cedar House: digging, climbing, swinging, picking daisies, pumping water into buckets, lining up pebbles.
Rainbow Room: inside wooden block play, finger knitting, cubby play, tea party, helping with the drying up.
Rose Room: in the tent, listening to Anna telling a story while Lindy tends the fire for lunch preparation.

Winter Festivals in the Kindergarten are especially crafted to create a winter mood and reverence which speaks directly to the age group of the children. From Playgroup through to the six year olds, the children will have an intimate celebration of mid-winter with their own class. Kindy Four festivals are in class, with teacher and assistant only. Parents of Kindy 5/6 are invited to join their children in this celebration. Details are in our Pabulum Calendar.

Jennifer Byrne - Early Childhood Co-ordinator

FROM PLAYGROUP

WINTER FESTIVAL
We have a very small but delightful Winter Festival Celebration in Playgroup. To mark this important festival - as well as making our weekly bread, we also make candles with the children.

I don’t wish to divulge the magical process that unravels from here, as it is a surprise not only for the children but for the parents too! All I can say is that the room is filled with a sense of awe and wonder which we are all deeply touched by.

Eugene Chattelle - Playgroup Teacher

PRIMARY SCHOOL

FROM THE CO-ORDINATOR
A message from the music department:

The Lord’s Prayer will be sung in Nyungar at the Winter festival.

When a 40,000 year old culture engages deeply with an open-minded, open-hearted community, magic happens! When our trees and wildlife are given their original names again, they are grateful. When traditional custodians engage with the spirits of our land, healing takes place and our earth resonates.

Can you hear its song? It gets louder at this time of year, but you must have ears to listen. Be calm, be still. Tune in!

As you arrive at our Winter Festival this year, be calm, be still. Be grateful for our beautiful trees, our birds. As you approach the plaza, listen out for the ancient language of Nyungar that resonates with our land. What is that music? The Lord’s Prayer sung by our community choir.

Please take a minute to stop ... and ... truly... listen.

Paul Lawrence - Primary Music Coordinator
This week Aunty Marie, Aunty Betty and Aunty Chelsea, have shared their family story (moort), taught more Nyungar language and shared the picture of this piece of land where our school is situated. They are the Traditional custodians and this is where Marie and Betty travelled to as young children with their family during the holidays when they were in primary school. The grandfathers shared their stories up at the south west end of the property where the high school is. The message was that the stories had been kept secret but it was up to the next generation to share their story of land and place.

Down under the trees where the playgroup is, they watched the rain dancers and partook in the festival dances and singing. Around the Tuart tree was where the children played and learnt about the bush medicine and about the flora and fauna and watched the ‘way of the birds’. The secret woman’s and men’s business happened closer to the lake while the children caught lizards and made cordial from the tree resin around here.

Aunty Marie read the Lord’s Prayer in her native tongue for us so that we could ensure that we sing the words as correctly as we can. I extend a huge, warm thank you to Claire and Paul for putting these beautiful words to music and teaching us this powerful song. Aunty Marie shared that “only the important words are in this version, it is the old language and very rich in imagination”

The imaginative weaving of shared space is strong this winter as we wind inwards around the spiral. Please ‘tune in’ and you are guaranteed a wondrous experience of community.

A request from the class teachers:

It is wet and cold and the rain is unpredictable now so please would you ensure that the children are warmly dressed and have a waterproof rain jacket for school. If it is drizzling the children will not be playing outside as they cannot sit in class in soggy clothes with wet hair. The children need to have a chance to be out in the elements and this requires appropriate dress.

Lisa Payne - Primary Co-ordinator
CLASS SIX MAIN LESSON
Class Six has been immersed in Ancient Rome. The Roman Empire has been expanding east, south and west. Many battles were fought while the Empire continued to grow. Through the Roman stories, the students have been working with different types of poems, like haikus, acrostics and metaphors.

Yvonne Suares - Class Six Teacher

CLASS SIX EURYTHMY PERFORMANCE
Showcasing their own choreographies;

Throughout the early Primary School years, music is used as an "accompaniment" to the movements of Eurythmy, to illustrate a story, for example. By Class Six something special happens in that the Eurythmy movements and gestures can actually make visible a particular piece of music itself. Using arm gestures there is a specific angle for each note of the scale, turning the body itself into a musical instrument. Choreography is created to express the mood of the music by moving straight lines or curves. Combining arm gestures for the notes with the choreography demands great concentration and co-ordination.

Working in groups of four students, a unique choreography was created by each group to fit the same piece of music by J.C. Bach, "An English Country Dance". Congratulations go to Yvonne's Class Six for their most creative choreographies, group co-operation, and disciplined practicing to get it just right. Their performance for their parents and Class Five was exemplary!

See photos over the next two pages.

Kristina Hamilton - Eurythmy Teacher
PRIMARY CRAFT

(continued over next page...)
REMINDERS FOR THIS WEEK
(Next week) Monday, 18th - Wednesday, 20th June - Class 9A will be going on their three day leadership and sustainability camp to Boshack Springs. Boshack camp runs on renewable energy and most buildings are made from recycled materials. The Class 9’s will be putting their leadership skills to the test by devising their own camp activities, which they will have to sustain and reflect on over the three days. Class AB will be returning to school on Wednesday, 20th June at approx. 2:30pm.

CLASS 12 PROJECTS
At PWS, we take the presence of the bushland and vegetation around us for granted, yet we don’t realise how lucky we are to be surrounded by plants. This thought is one of the driving forces behind my project topic this year. My question is “What are the benefits of urban green spaces for the health of humans and the environment, and what can be done to harness these benefits?”

Urban green spaces are essentially any area in a city that contains plants, including parks and private gardens. Urban greenery can vastly improve biodiversity and boost water retention in cities, as well as providing an excellent natural air filtration system. For people, time spent in green space has many positive implications for our health, both physical and mental. Living close to green space promotes many kinds of physical activity, generally improving one’s health, strengthening the immune system and improving life expectancy. Even viewing plants through a window is beneficial and has been shown to improve recovery speeds of hospital patients. On the mental health side of things, time spent among plants can reduce signs of stress and depression and improve attention span. If every Australian adult spent as little as 30 minutes per week in green space, the national depression levels will decrease by 7%. This is already a significant amount and if all public areas around Perth were as vegetated as the grounds of PWS, we would be spending at lot longer in green space and this number would be even greater.

For my practical I have constructed three vertical gardens from recycled materials. Each garden has its own design, one of which I have come up with myself. One garden is growing small succulents, one has native plants and the third is growing herbs and leafy greens. I am in the process of creating a guide to creating your own vertical gardens, which I hope to circulate to the community.

I am also conducting some of my own research and I have put together a quick survey about the relationship between plants and our health. If you could take 10 minutes out of your day to fill it out that would be greatly appreciated. It can be accessed via this link:

https://www.surveymonkey.com/r/L36SSSGG

TESSA CANCI

UPCOMING UNIVERSITY EVENTS
Over the upcoming months Universities will be hosting many activities designed to educate potential students on the opportunities they offer. The University of Notre Dame has a number of these events, and these may be of interest to students and families of students, specifically those in Classes 10, 11 and 12. Please see the list below, and visit the Notre Dame website (www.notredame.edu.au/events) for event locations and more details:

- A Day in the Life of a Uni Student - Friday, 6th July
- Course Advice Sessions - 9th and 13th July
- Open Day Festival - Sunday, 19th August

Regardless of whether you’re almost finishing or just starting your PWS journey, if you (or your student) have questions and want more information on post-PWS opportunities, the transition pathways and graduation process, please contact me at bkranzlittle@pws.wa.edu.au.

Brett Kranz-Little - Class 10 Teacher
THE CARRIAGE SCHOOL SHOP

Open Tuesday to Thursday, 8:15am-9:30am

We stock all your school stationery supplies, uniforms & bags.
We also have a large range of craft supplies, jewellery, knitted items, cleaning products, salt lamps, essential oil holders, amber teething necklaces, wooden toys, books and Moondust Tooth Powder.

MAINTENANCE & GARDENING

We are a waste wise school!

Students are to refrain from bringing mobiles or electronic devices into school, unless permitted by their parents and class guardian. Devices brought to school are to be switched off and kept in school bags until the end of school.

TERRACYCLE NOW AVAILABLE

The TerraCycle bin is now ready to receive all your bathroom plastic to be recycled. There is a big purple plastic bin situated around the corner from the Canteen near the Class One and Two playground. In here you can place your:

- **Cosmetics packaging** such as used lipstick and lip gloss, mascara, eyeshadow, bronzer, foundation, eyeliner, lip liner, and concealer packaging.
- **Hair care packaging** such as used shampoo and conditioner bottles and caps, hair gel tubes and caps, hairspray and hair treatment packaging.
- **Skin care packaging** such as lip balm, face moisturiser, face and body wash soap dispensers and tubes, body and hand lotion dispensers and tubes and shaving foam packaging.
- Inside is a separate tub that is for **oral waste**: Any brand of used toothpaste tubes, toothbrushes, plastic toothbrush packaging, interdental brushes, wisps, pumps, stand up toothpaste bottles and any kind of non-electric toothbrush or toothpaste tube and all affiliated non-recyclable packaging.

In order to recycle this waste stream properly, please make sure all excess product has been removed (i.e. leftover toothpaste). Additionally, if you choose to rinse your product, please note that it must be completely dry prior to shipping. We cannot ship dripping packages.

For more information on TerraCycle, please go to [www.terracycle.com.au](http://www.terracycle.com.au) or contact Karen 0404 044 999.
Groups/Classes

Participating in any of these activities goes towards Family Participation Hours.

These groups for parents are run or led by teachers or parents. Members of the school community are encouraged to join any of the groups and enjoy the experience of personal growth and learning in this beautiful environment - a great inspiration for our children!

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mondays</td>
<td>9:00am-10:15am</td>
<td>Parents and Friends Study Group</td>
<td>in the Library, no children please</td>
<td>0424 771 217</td>
</tr>
<tr>
<td>Mondays</td>
<td>10:30am-12:00pm</td>
<td>Biodynamic Group</td>
<td>in the Playgroup garden</td>
<td></td>
</tr>
<tr>
<td>(fortnightly)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesdays</td>
<td>9:00am</td>
<td>Craft Group</td>
<td>outside the Canteen</td>
<td></td>
</tr>
<tr>
<td>Tuesdays</td>
<td>2:15pm-3:00pm</td>
<td>Eurythmy</td>
<td>in Williams Hall</td>
<td></td>
</tr>
<tr>
<td>Wednesdays</td>
<td>9:00am</td>
<td>Adult Singing</td>
<td>Come and join Claire Williamson and discover your inner voice</td>
<td></td>
</tr>
<tr>
<td>Fridays</td>
<td>9:00am-9:45am</td>
<td>Listening Circle</td>
<td>the Administrator (in the Library)</td>
<td></td>
</tr>
<tr>
<td>Saturdays</td>
<td>1:00pm-4:00pm</td>
<td>Waldorf Wood Workers</td>
<td>(meet in Plaza)</td>
<td>0409 267 178</td>
</tr>
</tbody>
</table>

SCHOOL NOTICES

School notices are strictly for members of the school only and may consist of: lost and found items, items for sale (student/school related), and classes / lessons within the school, etc. Please restrict your notice to two lines (this is free of charge). School notices will appear in this section for two weeks. If you would like the ad to appear for longer, please contact the Pabulum on 9417 3638 each week. Thank you.

NEEDED - Urgently need to borrow a king sized single mattress for an exchange student arriving next week til the end of September. Please phone 0432 392 308.

CELLO FOR SALE - ¾ sized Cello for sale. $450. Can deliver. Please contact Peter on 0403 778 946 if interested.

LOST - My much loved Winter jacket has gone missing. It is a short dark brown custom tailored authentic leather jacket with gold zips. If found please contact Catherine Shepherd on 0408 094 325. Reward offered.

JARS NEEDED - PWS is needing many salsa jars for our upcoming Winter festival. If you have any jars you would like to donate, please remove any labels and drop off at the Office. See the General News section for more details.

COMMUNITY NOTICES

Community Notices are for members of the school's community only and may consist of: business adverts, producers, services, items for sale (non-school related), etc. keeping in mind that they need to be consistent within our schools' ethos. Please restrict your notice to two lines (this is free of charge). All Community Notices will appear in this section for two weeks only. If you would like a ¼ page advert, a $10 fee is required and will only appear in Week 2 and Week 8.

ESSENTIAL OILS 101 CLASS - Using only the purest EO’s on the planet, join us for this interactive event to find out how these oils can support you physically, emotionally, spiritually and mentally. Sat, 16th June at 1.30pm, Bibra Lake. Ph April 0413 159 815.

FLOWER ESSENCES - for mental, emotional, physical and spiritual healing and support. Traditional and non-traditional Essences and Gem Elixirs available. Please contact Alana on 0407 570 950.
FOOD FOR THOUGHT

7 Benefits of Waldorf’s “Writing to Read” Approach

From Nelson Waldorf School

Waldorf Education starts to set the foundation for reading in kindergarten. Learning to read is allowed to evolve for each child in the same form as it evolved from the beginning of humanity: spoken language developed first, then people drew pictures to communicate their ideas, followed by symbols such as hieroglyphics and finally the abstract letters of our modern alphabets. Once there was a written language, people learned to read. This is exactly the sequence in which children master language, and it also is the sequence in which reading is taught in Waldorf schools.

1. Importance of the Spoken Word
At Waldorf schools, from birth to age seven, the focus is on the spoken word. In kindergarten, the curriculum emphasis is on spoken verses and stories: nature stories, folktales and fairy tales. Teachers are ‘storytellers’ and are careful not to “dumb down” or simplify the language of fairy tales. The teacher is careful to use clear speech and to enunciate well as this immersion in literature is the basis of literacy. This immersion in the spoken word will also help children later when it comes time to learn to write and spell.

2. Repetition Helps Retention
The same sequence and stories are repeated in daily circle time for weeks at a time. Children learn these stories, songs and verses “by heart”. Rudolf Steiner, founder of Waldorf education, stressed the importance of repetition when he developed the first Waldorf school in Germany in the 1920’s. Current brain research confirms that repetition aids a child’s brain development. The connections of billions of neural pathways in the brain are strengthened through repeated experiences.

3. Writing Begins Holistically
In the first grade of Waldorf the alphabet is formally introduced in an imaginative, pictorial way. There are no photocopied worksheets here! Each letter of the alphabet is presented as a picture representing an element from a story the children are told. For example, they might hear the story of a knight on a quest who had to cross mountains and a valley. The children will then draw a picture with the letter “M” forming the Mountains on either side of the “V” for Valley.

In this way, the child develops a living relationship with each letter rather than going straight to the abstraction of the alphabet letters themselves. These ‘pictures’ can be described as the rainbow bridge between the pictorial thinking of the child and the abstract thinking of the adult.

After learning all the letters, the next step is to copy the teacher’s writing into their beautiful ‘main lesson books’, the books that children in a Waldorf school create themselves. These first written sentences and stories come from the children’s own experience and the children’s first practise of ‘reading’ is the reading of their own text.

This progression can be illustrated by the following typical activity: the teacher will write a poem on the board that the children already ‘know’ by heart. Through joyful recognition of familiar sounds and words they begin to ‘read’ the poem and then write it in their books.

(continued over next page...)

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4. Reading Starts Naturally
The final step is learning to read, which generally starts in second grade and continues into third grade. It is important to know that reading requires decoding skills that develop in children at varying ages. In Waldorf education we understand that learning to read will unfold naturally in its own time for the vast majority of children, when given the proper support.

Just as a normal, healthy child will learn to walk without our teaching her, and just as a child miraculously learns to speak her native language by the age of three without lessons, worksheets or a dictionary, so will a child naturally learn to read when she has a positive relationship with the spoken and written word and has been provided with the necessary tools and skills.

5. Classic Books Expand Vocabulary
Once students are fully reading providing them with age appropriate, well written literature will keep their love for reading alive.

6. Avoids Risks in Pushing Reading Too Early
Much research has shown the negative impacts of pushing “academics”, such as reading, at too early an age. Forcing children to read too early often hurts their self-confidence and general passion for books. This research clearly indicates that kindergartens and preschools should focus on age-appropriate activities such as playing, exploring and socializing. Finland is a great example of this, given that its schools lead the world in education standards. Finnish children generally don’t start kindergarten until age six. And kindergarten is focused mainly on play and socialization, there is no reading or writing. Additionally, their school days are not more than four hours long.

7. Does Not Rely On Phonics
It is interesting to note that as much as 60% of common English words cannot be easily sounded out. English also has 205 ways to spell 44 sounds! Many words have the same sounds but are spelled differently or contain silent letters. Learning such a language takes a long time and requires many abilities that develop over time.

Being able to decode words is essential for beginning readers. However, decoding isn’t just about sounding out words. It involves taking apart the sounds in a word (“segmenting”) and blending the sounds together. Another important skill for beginning readers is learning to recognize words at a glance. Kids need to build up a large group of “sight words.” and this takes time.

The Waldorf approach, in its own way, sets the foundation for reading starting in Kindergarten. However, reading is not rushed before writing and soon Waldorf students are typically reading at or above government standardized levels and with improved comprehension. Most importantly, children who read when they are ready are able to maintain a passion for stories and love of reading further into their older years.

From nelsonwaldorf.org
WINTER WARMERS

The last season and the coldest, Winter inhales the earth inward. We draw to us introspection, contemplation and patience as the nights become long and days are darker. As the cold mornings break we feel the height of receptive yin energy. Winter is synonymous with the last stage of life and wears black, blue and white. Plants move underground into the womb of mother earth and we require more warm dense foods, hard cheese, big fish, chicken, meat on the bone, citrus fruits and onions. The autumn harvest of nuts, berries and dried fruits is consumed during Winter.

The midwinter solstice around the 21\textsuperscript{st} June is a time of waiting. Early man feared that light and life would never return so they lit fires, hung lanterns and decorated homes with greenery to persuade sun and vegetation to grow again.

**MIDWINTER**

Midwinter signifies arriving at an introspective resting place. Traditionally, the Winter Solstice is a momentous experience of inner awakening. The spiral is the image of Earth’s rhythmic path, inhaling and moving inward and then exhaling and moving out ward.

The spiral is walked with lightened lantern and Winter songs. The festival culminates with a bonfire bringing light and warmth back into our lives.

Song: Candles on the Banksia tree
   Glowing there so cheerfully
   Can you keep the frost away?
   Lovely Winter flowers.
   Wattles with your tiny suns
   Underneath the spotted gums
   Warm our hears til springtime comes
   With its sunny hours

Song: I go with my little lantern
   My lantern is going with me
   In heaven the stars are shining
   On Earth shines my lantern with me
   The light glows dim
   We must go in
   Lantern Shine
   A bimala bimala boom.

**WINTER WARMER RECEIPE**

**Stone Soup**

1 large leek – sliced
1 large zucchini – sliced
2 carrots – sliced
2 potatoes – cubed
2 onions – chopped
1 good stone
3 – 4 Massel vegetarian stock cubes
handful of butter beans - optional

1. Sweat the leek and onions – do not brown. Onions should be soft and transparent.
2. Add vegetables. Fill with water and add butter beans if desired.
3. Add stock cubes and stone. Cook until vegetables and beans are soft.
4. Enjoy with freshly baked bread.

*Three soldiers were marching, were marching along*  
*Because they were full they sang this gay song...*  
*"It's stone soup for dinner today and last night*  
*And the night before that bread and pie was in sight!*
*So skip along, skip along, skip along goes,*  
*Skip along, skip along. Hign on your toes.*