



2018

Cape Byron Rudolf Steiner School



KINDERGARTEN HANDBOOK

Cape Byron Rudolf Steiner School

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We do not discriminate on the basis of race, gender, disability or religion.**

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Welcome

Dear Parents,

How can we build a healthy bridge between the Kindergarten and the home for the children?

How can we provide parents with information about the Kindergarten and our work with the children?

It is with these questions and intentions that the Kindergarten Handbook was created.

It contains detailed information about your child's experience in the Kindergarten, and the ways in which you, as parents in partnership with the teachers, support your child's education as they begin their school journey.

Parents are invited to share their questions and concerns at scheduled Parent Evenings held each Term in Kindergarten, in workshops and seminars, and in conversations with their teacher.

It is our hope that we can all grow and learn together in a true spirit of community.

Thank you for reading this Handbook and for keeping it for ready reference in the months to come.

We look forward to sharing the precious, wonder-filled Kindergarten years with you,

Warm regards,

From the Kindergarten teachers

The Kindergarten Program

Early Childhood programs in a Steiner School provide a nurturing environment based on the understanding of the young child's developmental needs before the age of seven.

All children are assessed individually by the Kindergarten teacher to determine their readiness for the Class 1 Curriculum the following year. If a child is considered to be not ready for Class 1, the Kindergarten teacher in consultation with the child's parents, will determine whether or not it is in the child's interest to continue in Kindergarten for another year rather than proceed to Class 1.

In accordance with the NSW Education Act 1990 Part 3 (8), the Kindergarten curriculum at Cape Byron provides for the requirements that "courses of study in each of the six key learning areas for primary education are to be provided for each child during each year". However, our approach in Kindergarten differs from the methodologies appropriate to the education of primary school aged children.

The three principles which underlie the Kindergarten program are (1) activity, (2) imitation, and (3) rhythm and repetition. It is these principles that engage the forces of Thinking, Feeling and Willing in the child in a healthy and harmonious way, through informal learning strategies.

Literacy and Numeracy skills are prepared through the repetition of movement, games, song, verse, speech work, storytelling, puppetry, artistic activity, the domestic arts and, most importantly, creative play.

Imitation expresses itself in the child's participation in the meaningful activity of the adult: gardening, food preparation, domestic tasks, seasonal activities such as preparing a fleece of wool, craft activities, preparation for festival celebrations.

In the Kindergarten, Key Learning Areas become a lived experience: the craft and handwork activities mark the transition from play to work and the imitator becomes more of an apprentice - preparing the way for the six year old child to accept the authority of the teacher. The act of imitation, by drawing the child freely towards another human being, contributes toward the development of healthy individuality. In this experience of empathy 'I' can acknowledge 'you', 'me' and become 'we'.

The rhythmic quality in the child's environment supports the building, organising activity within the physical body and brings harmony to the child's movement. Through the adult's management of time and activity (moments of contraction: circle time, snack time, story time, imitated activity, and expansion: creative play, outdoor time), children will come to self-management without

premature requirements for intellectual thinking. The child can learn rhythmically that which she or he cannot yet learn conceptually. These early ordering experiences lay the foundation for later logical thinking.

"We should direct the impulse of will, not by telling once, but by leading the children to do, not just today, but tomorrow, and the day after that" (Rudolf Steiner).

Rhythms – Life in the Kindergarten

Children are carried along by the rhythms of the world in which they live - from the rhythms of breathing in their bodies, to the daily rhythms of sleeping and waking. The yearly cycle of the seasons and the rhythmic procession of stars across the heavens are part of life's experience for adults and children. Children flourish when their daily activities are arranged rhythmically to reflect the natural order of life.

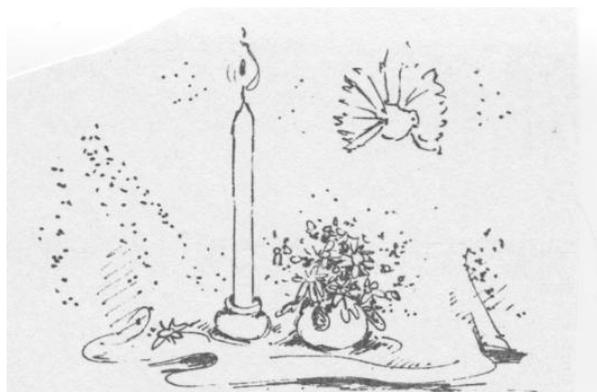
Thus the Kindergarten activities flow with a sense of "breathing in" and "breathing out", for example, from the quiet moments of mealtimes and story time and rest time, to the active moments of vigorous work and play. Circle time, a whole class together time, flows between the polarities of quiet voices and finger games, to whole body movement, singing and verse, in a rhythmic and balancing way, bringing the child from stillness to movement and back again.

Typically, the daily rhythm means that every day the children are involved in creative play, along with circle activities that require concentration and group participation. The children play, then return to the calm and quiet of a mealtime, or listening to a story or watching a puppet play. Lunchtime and rest time follow story telling time.

All transitions between the activities are accompanied by singing, or carefully chosen phrases that enable the child to follow the routine of the day without needing much instruction or explanation.

Each day has its own special activity which usually takes place during free play period; for example, painting on Tuesdays, baking bread on Thursdays, and so on. Each day food is prepared for sharing, and the adults do domestic work. Children participate alongside the adult, imitating the gesture of the adult and sharing in the activity and concentration that the work demands.

With the children's drawings and paintings, the teacher always places emphasis on the doing, by participating in these activities in a joyful way herself. Children's artwork is collected by the teacher and kept in a portfolio during each term. At each end of term, or at the end of the year celebration, the children are given their work to take home. Handwork projects are taken home when they are finished, or on the day of a Festival if the work has been part of the Festival celebration.



Just as children are carried along by the regular rhythms of the school day, so too are they nourished by the regular rhythms at home. As difficult as it is today to establish set meal times and bedtimes, (with the busy the pace of life), please try to do so. It is very important for young children to go to bed at the same time every night and we recommend that this be no later than 7.00pm to allow for plenty of sleep. Please feel free to contact your teacher if you would like some ideas for making this transition a successful one for parent and child.

The Kindergarten teacher creates a daily rhythm. Here is a typical schedule:

- 8.50 - 9.00 Children arrive (Please do not arrive before this time or leave children unattended. Bus children excepted)
- 9.00 - 10.30 Self directed play, artistic and handwork activities, food preparation and household activities.
- 10.30 - 10.45 Tidy up and pack away time; Toilet and Hand washing
- 11.00 - 11.20 Morning tea and clearing away afterwards
- 11.20 - 11.40 Circle Time
- 11.40 - 12.40 Self-directed play, artistic and handwork activities, food preparation and household activities.
- 12.40 - 1.00 Tidy up and pack away time; Toilet and Hand washing
- 1.00 - 1.10 Story time
- 1.10 - 1.40 Lunch
- 1.40 - 2.30 Tidy up and pack away time; Toilet and Hand washing
Quiet activities and rest time
- 2.30 - 2.45 Games & goodbye songs

Morning Verse

Good morning dear earth
Good morning dear sun
Good morning dear stones, dear flowers each one,
Good morning to the beasts and the birds in the trees,
Good morning to you and
Good morning to me.

Routines: Morning Arrival and Pick-up time, Spare Clothes, Rest Time.

In Kindergarten we are laying the foundations for all later learning; we consider punctuality as being very important. It is appreciated that children arrive at 8.50 am so they do not miss the first part of the program.

Normally this is not a time when teachers are available to discuss questions from parents. However, if you need to inform the teacher of something concerning your child, please do so briefly, or leave the pertinent information in the message book beside the entry door. Pick up time is a better time for short discussions.

When you pick up your child at 2.45 pm please be prompt (again) as children can become distressed when they have to wait for parents.

Please encourage them to put their slippers away properly and take home their lunchboxes, and take any wet or dirty clothing that belongs to your child.

The parents make bags for your child's spare clothes at the beginning of each year. These are used for taking home soiled clothes and returning them with a clean set the following day. We appreciate your assistance in ensuring that your child always has a spare set of clean and suitable clothes available in this bag. This is a great help to the teacher and encourages the children to form good habits in caring for their things.

Please bring your child to the teacher so that she can acknowledge that you are leaving with your child.

Remember that you are responsible for the safety of you children on the grounds. If you are unable to collect your child, we require written authority from you to enable your child to be collected by another adult. Changes to arrangements with short notice are required to be communicated to the office by telephone, otherwise the Communications Book can be used to notify the teacher of changes to the child's routine.

A rest time is scheduled each day, after lunch, for approximately 40 minutes. Rest time in our program is the moment in the day when the child can be given the opportunity to spend time by themselves. The room comes to a very quiet, calm mood, the curtains are drawn, and everyone in the room prepares their mattresses. The teacher will read a short story, play the lyre and make sure each child is settled on his/her own bed.

Each child will need a plain, pastel-coloured sheet set in a drawstring bag (i.e. without patterns or designs and no bright colours please). Pillows will not be required. We recommend a fitted cot sheet and a flat cot sheet, with a cotton or light woollen blanket for winter.

Attendance

The school day commences at 9.00 am for all children in the Kindergarten and Classes 1-6.

If your child will be absent from school that day, please inform the School Reception by 9.15am. Formal notification can be: a phone call, a signed note, or email and includes the reason for absence. If you have not informed the School the Reception staff will contact you to ask for formal notification. If your child is late for school please sign in at Reception before proceeding to class. If you know you are going to be late please notify Reception with the details and sign in at Reception when you arrive.

What to wear and what to bring to Kindergarten

- ◇ Plain coloured, comfortable clothing as per the School Dress Code
- ◇ A plain sun hat with a wide brim
- ◇ Soft-soled slippers for inside play
- ◇ Sturdy covered shoes with grip, for outside play and suitable for nature walks
- ◇ A set of spare clothes in a drawstring bag (Labelled with the child's name)
NB This bag will be made by parents in the first week of Kindergarten.
- ◇ A healthy packed lunch
- ◇ A plain coloured **cot sized** sheet set in a drawstring bag (clearly named)
- ◇ Rain boots and coat to be left at school
- ◇ Singlets, socks and layers of warm clothing for cool Autumn/Winter weather

Please note:

- 1. Children do not need a school bag in kindergarten, unless they are travelling on the bus.**
- 2. No advertising or cartoon characters please on clothing, hat, or lunch box.**

Home toys and picture books are best left at home as they can cause sadness if they become lost or broken. When a child wants to bring something to show the children and the teacher, please ensure that this is an object from nature, rather than the child's toys. The object can then be placed on the nature table for all to enjoy.

At school, our rooms are filled with beautiful imaginative play equipment for your children to use at school; toys from home are best left at home.

If your child brings a special treasure home in their pocket that belongs to the Kindergarten, please return it. It's enough to say to your child, " This belongs to the Kindergarten, lets take it back tomorrow", rather than discussing the issue with the child.

Festivals and the Seasons

We observe and celebrate the rhythms of the year through the changing seasons and the festivals. As the year weaves from one festival to another we are provided with a true reason for preparation and celebration. For the young child the preparation is half the joy. They love decorating the room and garden, baking special treats and learning songs and verses chosen just for that particular festival. The stories that are told give the children a pictorial understanding of the festival and speak very deeply to them without our having to explain anything.

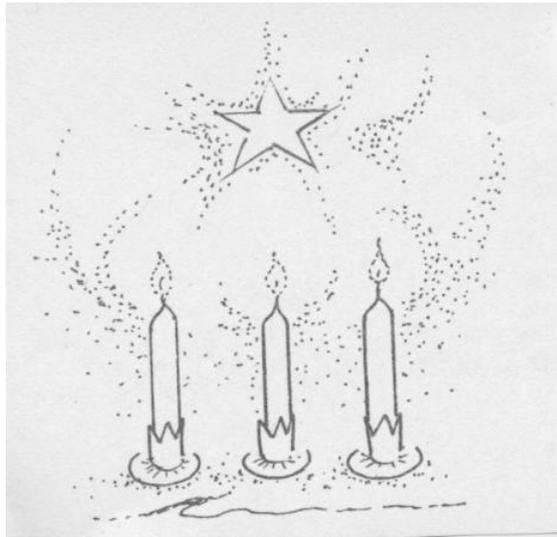
The room has a nature table which changes with the seasons, bringing into the room a way for the children to note these changes. Autumn brings fruits, nuts, berries, grains and boughs of changing leaves. The Winter garden is bare and simple. Spring burst forth with bulbs. Summer brings abundance of flowers and fruits. Children love this table. You might let your child have a small table or window sill at home to create his or her own nature table with craft and things from walks or outings.

Our seasonal festivals are times when families and friends are invited to Kindergarten to watch the children share a simple ceremony, songs, stories or games. A lovely sense of community is often felt during our festivals and we look forward to sharing them with you. We hope to bring a better understanding of these seasonal festivals in our parent evenings, for it is the celebration of festivals in our community which is one of the most deeply fulfilling experiences for both young and old. We may also add celebrations that honour the culture of religious traditions of our families in any given year.



Birthday Celebrations

The teacher regards your child's presence in the Kindergarten as a blessing and is grateful for the opportunity to express his/her appreciation on his or her birthday. A birthday story is told which, through the imagination, describes an understandable picture of the human birth experience, and relates to the particular child's birth story. This is followed by singing and special gifts given by the teacher and the class. The birthday ceremony given by each teacher can be a memorable occasion for you and your child. We invite the parents to share the occasion at School, by coming along and participating in the celebration, and providing a cake for the class to share. Your child's teacher will provide more information about this celebration as the birthday approaches.



A Verse for the Night before a Birthday

When I have said my evening prayer
And my clothes are folded on the chair
And mother switches off the light
I'll still be ... years old tonight.
But from the break of day
Before the children rise and play
Before the darkness turns to gold
Tomorrow I'll be ... years old.
... Kisses when I wake
... Candles on my cake!

Parent and Visitor Participation

If you find yourself joining us as a volunteer, worker, an observer, or to settle an anxious child, we would ask that you contribute in the same way as the teacher and assistant do. Rather than becoming involved in the children's play, we allow them to create their own play. With a calm demeanour, the staff create the mood and rhythm of the Kindergarten, joyfully and busily occupied in domestic or craft activities. You will be encouraged to do the same.

Kindergarten Parent Evenings

Each Term throughout the school year, your child's Kindergarten teacher will schedule a class meeting. These meetings are your opportunity to hear regularly from your child's teacher how things are going in the class and to learn more about child development and Steiner education. There is also an important social aspect to these occasions in that they help build the circle of loving/caring adults around the children. Please make every effort to attend your class parent evenings, and advise the teacher if you cannot attend a scheduled meeting.

A parent of each child is expected to attend the parent evening each term.

Parent –Teacher Interviews

Yearly Parent-Teacher interviews provide an opportunity for sharing impressions, concerns and goals for the child by both parent and teacher and can deepen our understanding of the child as well as strengthen our work together. These are usually scheduled in 4th term and at other times as required.

The teacher is always grateful for communication from you about significant circumstances or changes in your child's life. You need not wait until interview time to discuss your child with his or her teacher. Please feel free to arrange an appointment when/if you feel one is needed.

Flower Roster

Each Term, a Flower Roster is posted on the Noticeboard outside Kindergarten. We ask each child's family to bring flowers to Kindergarten during the term. A small posy for the meal table or a larger one for the nature table is appreciated. Children enjoy helping the teacher arrange the flowers they have brought. This is a lovely way to involve your child in the creation of our beautiful Kindergarten environment.

Food

A substantial meal is prepared in Kindergarten each day, following a weekly rhythm in the choice of food. Participation in food preparation and the shared experience of eating together enhances social skills and fine motor skills, and enables the children to develop an appreciation for a diversity of grains, fruits and vegetables, tastes, textures and cooking methods.

In keeping with a wholesome atmosphere, environment, and activities for the children, we make sure that the food we provide is of the highest quality. Where possible organic foods are used, and eggs

are always free range. Each child's special needs are considered; therefore, if your child has allergies, please speak to his/her teacher.



Our whole grain meals are arranged in a weekly rhythm and augmented with fruits and nuts. A typical menu be:

Monday	Fried rice
Tuesday	Barley risotto/soup
Wednesday	Cheese, millet & vegetable slice
Thursday	Rye bread, salad & labneh or pesto
Friday	CHILDREN BRING THEIR OWN FOOD

Parents are asked to put their contribution for the cost of the food at the commencement of each Term into the "kitty" and sign the book provided.

The cost is \$35 per Term for full time children and \$20 per Term for part time children.

Your child will need to bring supplementary food from home in a container for their other meal e.g. crisp bread, carrot or celery sticks, cheese, boiled egg, yoghurt, fruit, nuts, are some other ideas.

Please do not send pre-packaged foods, lunch in plastic wrapping or a plastic lunch box with commercial characters on it.

Please keep all sweet treats for enjoying at afternoon tea time at home. We can avoid intellectual explanations about the ingredients that make up their treat, and confusion resulting from why one is allowed a "treat" and the other is asked to put theirs away, when parents are supporting our approach to mealtimes in this way.

While we respect the choices you make and your sense of what is good for your child, we are trying to ensure that the food eaten in the Kindergarten is as natural as possible, and does not lead to lunch box competitions.

Simplicity is the best approach.

Blessings for Mealtimes

Earth who gave to us this food
Sun that makes it ripe and good
Dearest earth
Dearest sun, thanks we give to you each one.

Blessings on the blossom
Blessings on the fruit
Blessings on the leaf and stem
Blessings on the roots.

Clothing

The Kindergarten is a place of active work and play where over an hour is spent outside. To allow the child to experience nature and the elements in an enjoyable, open way, clothing is extremely important. Natural fibres, such as cotton or wool are most durable and most comfortable for children to wear because they breathe. And please, play clothes not clothes that the child is concerned may get wet or soiled.

During play, children are often so involved that they are not aware of the temperature; therefore as adults, we need to dress children appropriately for the weather. In the warm Spring and hot Summer weather children need to wear loose comfortable clothing. Cooler Autumn and Winter months require several layers of clothing, with singlets and socks to keep children warm. A sturdy pair of outdoor shoes is required for our natural play environment. Children will enjoy themselves more if they have safe, non-slip, covered shoes.

During indoor play the children and staff wear soft-soled shoes. A change of footwear for indoors helps children change behaviour for indoors. (Outside shoes are for running, climbing and noisy play, inside shoes are for walking and quiet play!) Soft-soled shoes are available for purchase from Sun Shadow Indoor Slippers,

www.sunshadowslippers.com.au

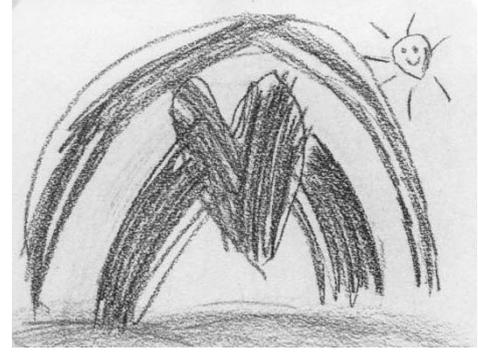
The children always wear a hat outdoors, suitable for the weather. Hats need to fit well, and have a broad brim. Please find one that your child likes and will be happy to wear. Caps are not suitable for school. It may be easier to leave a hat at school. As children sometimes have accidents at school, we ask that each child bring a change of clothes, in a small drawstring bag clearly named, to be left at school. When the child is wet they can be changed into their own clothing and the wet ones sent home in this bag. A prompt return of the spare set is then required.

Once rain sets in, please leave at the Kindergarten rubber boots, raincoat with hood or rain hat.

General advertising can affect the imaginative play of the little children. We ask that you refrain from sending your child to school with these, and that children are not dressed in black or fluorescent clothes.

Health

The Kindergarten teacher takes a special interest in your child's health and will make every effort to support you in keeping your child healthy. A well-rested child who is dressed warmly in winter and protected from the sun in summer, and who is fed a wholesome diet, is best prepared to withstand the onslaught of winter colds and health ailments. It is normal however, for children to experience some illnesses as they grow.



As parents, you know better than the teacher how your child appears and acts when he or she is ill. The lively Kindergarten is not a soothing environment for a child who is not well. Please arrange your lives so that your child can be in a quiet and restful environment when he or she is ill. If your child will be absent please call the front office in the morning so that they can inform the teacher.

All working parents know the desperate feeling that arises when needing to go to work even though a little one is not feeling well. The teacher is sympathetic to the situation; however, we urge parents to arrange back-up child care. After an illness, children often appear healthy in the morning but are still not up to the vigorous activity of the Kindergarten. Please allow your child at least one full day of rest after an illness.

If a child comes to school who is sick eg coughing or with a runny nose, you will be called back to school and required to collect your child and take them home. In certain cases, a doctor's certificate will be required to be provided to the School before the child can be readmitted.

Please give your child medicine at home. If a child must take medication at school, it must come in its original container on which are the physician's instructions. Parents must also provide the school with a written note, signed and dated, giving full instructions. Children are not to have medicine in their lunch baskets. It is to be handled adult-to-adult. Give the medicine to a car pool parent if you do not bring the child to school. Vitamins and homeopathic remedies are treated as medicine.

In an emergency we will use the information you have provided regarding contact numbers, physician's name and phone numbers, and specific instructions. In case no parent or guardian can be reached, your signed consent will allow us to give the medical attention your child might need.

According to the School Policy, children found to have head lice will be required to have treatment to eliminate the infestation as quickly as possible. Parents will be contacted and asked to collect their child from Kindergarten. Written

confirmation that treatment has occurred will be required prior to the child returning to school.

In relation to immunisation we follow NSW Health Department guidelines and ask that parents discuss immunisation with their health practitioner. The school is required to keep records of your child's immunisation status. Where a child is not immunised, a parental letter stating the same is requested. If an outbreak of a notifiable disease were to occur, children not immunised for this condition are required by Government Health Authorities to remain away from school during the outbreak.

The Principal will be notified of any concerns about the safety and wellbeing of children, in accordance with requirements of the relevant NSW Child Protection legislation.

Discipline

In the Steiner Kindergarten we strive to understand the nature and development of the young child and to create a schedule that allows for an appropriate balance of "breathing in" and "breathing out" activities. This can eliminate some of the difficulties that are often found in preschool settings. There are long periods of free play, both indoors and outside. Consistency in the rhythm allows the child to know, out of their habit life, what is expected of them at other times.

Teachers model ways of resolving issues or conflicts among the children. When required, teachers may use "time-in" (instead of "time-out"), a period of time spent working with or helping one of the adults, until the teacher feels that the child is ready to rejoin his or her classmates. (No corporal punishment is allowed.)

If difficulties are persistent, a teacher may request an interview with the parents. The adults can then assess the situation and work together to find ways to help the child express him or herself in more socially appropriate ways. Sometimes children can also be helped by changes in diet and daily routines. Parents can also be of assistance by informing teachers of changes at home that may result in unusual behaviour by their child.

Most importantly, good communication among adults is most helpful for the children during these formative years.

In cases of on-going, extreme, disruptive behaviour, the School Behaviour Management Policy will be applied.

Media and the Young Child: Movies/Television/DVD/Computers/Phones

The use of technology for entertainment or 'learning' in the early childhood years is strongly discouraged at Cape Byron Rudolf Steiner School.

The presence of the television and other media in a child's life is clearly seen in the Kindergarten, the strong influence it has upon little children is visible in many ways. The child may speak in the tone of a certain character or machine. They may seem

"stuck" in creative play, unable to play anything but a character, machine or animal based on something they have seen on a screen. Other children seem to lose their imagination and can't "think" of anything to play.

More subtle changes may be noted in a child who cannot sit still during a story, making it a distressing time instead of a time of wonderment and delight.

There are many well-documented effects of electronic media on children; for example hyperactivity and lack of attention span, or inability to complete tasks, inability to be self-motivated. Perhaps the greatest loss is the dimming effect it has on the child's wonderful imagination. It is the imagination that provides the foundation for learning and growth. This type of activity before bedtime is very disturbing to peaceful sleep.

We encourage you to explore alternatives to media entertainment. Examples may be found in any domestic work. Big favourites are cooking, washing dishes, yard work and gardening, carpentry or shoe polishing.

The Kindergarten teachers would be happy to share ideas or suggest other alternatives.

For more information about the effect of media on the developing child see the books suggested in the Handbook.

The Work of the Kindergarten Teachers

The task of education in the first seven years is to help the child develop physically in a healthy way, especially to protect and stimulate the developing senses. This provides the proper foundation for the future development of the child's social, academic, and spiritual life. The Kindergarten teachers strive to create an environment in which the young child feels secure, loved and recognized as a spiritual being.

The child's security arises out of being surrounded by beauty and goodness and by experiencing the certainty of a rhythmic life. Daily, weekly, and yearly rhythms also help to instil a healthy life. The practical activities, social interactions and transition times set boundaries and help to bring harmony between the children in their Kindergarten.

The child feels loved when warmth permeates the atmosphere and joy is the mood with which work is done in the Kindergarten. The child feels recognized when he or she is met with an earnest attempt by their teacher to understand the uniqueness of each child. This is done through meditation and insight as well as observation and child study. The attitude which pervades the relationship between the teachers, the assistants and other co-workers is a respect for the destiny which brought them together. The need for continued inner work of the adults means that she/he strives in thought, word and deed to be worthy of imitation by the young child.

The Kindergarten teacher recognises the social elements of his/her work in the school as a whole and that in this social realm, the parents are equal partners. Parent-teacher communications should be clear, honest and supportive in the sense that the teacher tries to listen and hear parents' concerns and views.

To fulfil this role the Kindergarten teachers undertake personal development and a strengthening of their inner life, as well as professional development. This aspect encompasses on-going reading and study of relevant literature on child development and early childhood education from various perspectives including Steiner education and mainstream publications.

Periodic meetings with the K-6 teachers include child study and introduction of the new Class One to come into the Primary School the following year. The teachers attend Regional Meetings of Steiner early childhood educators for a weekend seminar twice a year and attends a 5-day national conference for Steiner early childhood teachers every second year.

In keeping with the primary school calendar, the Kindergarten has scheduled pupil-free days at the commencement of the school Term, which are announced in advance on the school calendar and in the Bulletin. These days are for teacher's professional development where topical issues can be explored and discussed,

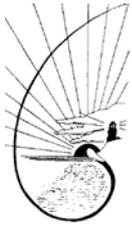
guest speakers may be invited or teachers may share ideas from conferences and seminars. The Kindergarten teachers are also responsible for interviewing and welcoming new children and their families into the Kindergarten.

Parent Education and Resources

The School has a parent library from which you are welcome to borrow. There are books that are specifically based on Steiner Education and Child development from the Steiner perspective.

Here are a few suggestions that have proved helpful to parents with young children.

You are your Child's First Teacher.....	Rahima Baldwin
The Incarnating Child	Joan Salter
A Guide to Child Health	Michaela Gloeckler
Natural Childhood	Lyn Oldfield and others
Work and Play in Early Childhood	Freya Jafke
Children at Play.....	Heidi Britz-Crecelius
The Waldorf Parenting Handbook	Lois Cusick
Festivals, Families and Food	Cary & Large
Phases of Childhood	Bernard Lievegood
The Education of the Child	Rudolf Steiner
Therapeutic Storytelling.....	Susan Perrow
Beyond the Rainbow Bridge	B. Patterson & P. Bradley
Ready to Learn.....	Martyn Rawson & Michael Rose
The Genius of Natural Childhood	Sally Goddard Blythe
Endangered Minds	Jane Healy
Free To Learn	Lyne Oldfield
Why Children Don't Listen.....	Monika Kiel- Hinrichsen
Under The Stars - The Foundations of Steiner/Waldorf Early Childhood Education..	Renate Long-Briepohl
Slow parenting - Caring for children with Intention.....	Helle Heckmann
In the Garden -To play is to learn.....	Helle Heckmann
Simplicity Parenting.....	Kim John Payne



Cape Byron Rudolf Steiner School

Statement of Agreement

I/We have read the Kindergarten Handbook, CBRSS Conditions of Enrolment and Codes of Conduct.

I/We understand that the school requires a commitment from parents of students in the Kindergarten year(s) to:

- Notify the School of any early intervention, medical or psychological assessment, treatment, therapy or support that the child may need. Where the need is known, notification must be made prior to commencement of the Kindergarten year(s).
- Respect the need for punctuality at the commencement and dismissal times of the school day.
- Attend each Parent Evening (held once a term), and Kindergarten Festival. If, due to extenuating circumstances, this is not possible, provide written notification to the school prior to the event.
- Provide a healthy and balanced diet for the child, in support of the Kindergarten's food and nutrition program.
- Do not allow the child to play with or use mobile phones, tablets, iPads or computers.
- Wherever possible, prevent the child from having exposure to television, DVD's and movies.

I/We understand that the abovementioned points form part of the ethos of Cape Byron Rudolf Steiner School and that a failure to comply with any of these may result in the termination of my child's enrolment.

NAME OF STUDENT:

MOTHER [print name]

[Signature]

Date

FATHER [print name]

[Signature].

Date

Please sign and return this Agreement for your Enrolment interview.