



TARREMAH STEINER SCHOOL

# The TARREMAH TIMES

Cyan Magenta Yellow Black

## IN BRIEF

### Goethe Competition

Five Grade Seven students and one from Grade Eight entered the Goethe Institute's annual German competition. The students had to recite a poem (in German) for a judge. All the students earned an award, with two from Class Seven winning equal first.

### Spring Fair

On November 6, Tarremah celebrated its ever-successful Spring Fair under a blue and sunny sky. It was a wonderful day for everyone, with home made pizza, sausages from the sausage sizzle, curries from the food hall and two coffee shops. There were also children's activities, a craft shop, an open day display, two second hand shops and homemade ginger beer.

Children especially enjoyed the puppet show, the flying fox, the coconut shy and the Pinnacle of Terror. Entertainment was provided through a wonderful music program by the students, parents and friends.

### Staff of life

On November 5, Grade 8 students went to the Summer Kitchen Bakery in Ranelagh as part of their work experience week. At 3pm, under the guidance of owner and master baker, John Glendinning, the students began "the bake". The last loaves were brought out of the oven at a few minutes past midnight. In all, 150 loaves, assorted buns and baguettes. Next day at the school fair the bread sold out in two hours. Satisfied bakers and satisfied customers.

**Tarremah's School Page team:** Emily Johnston, Merlin Glendinning, Galen Correy, Morwenna Coombe, Anna Fuhr-Evitt, Jonathan Scholes, Samara Constable and Daniel Parry.

## Middle School pioneers move on

By ANNA FUHR-EVITT and MORWENNA COOMBE

AFTER many years of anticipation and much planning, last year's Class Six students continued on from the primary school, to become Tarremah's pioneer Class Seven.

While there are some similarities, the Middle School is vastly different to the Primary School in both routines and experiences.

These changes affect the students' daily routines but it is the subjects and experiences that really remind students they have entered a new phase of education.

Grade Seven students do a mainlesson (unit of study) on the Middle Ages.

This runs for three weeks and concludes with the students hosting a Medieval Banquet for their parents. Everyone, students and parents alike, dress in Medieval costume and all look the part.

There is entertainment provided by the students in the form of dance, recital and song and is also enriched by the involvement of Medieval society enthusiasts and musi-

cians. Another Grade Seven highlight is a five-day camp at Maria Island which includes a lot of walking, learning about safety and self sufficiency in the bush and having fun.

One of the new experiences for Grade Eight students this year was a Major Independent Project, which had to be completed within the first two terms.

Students worked with a mentor with expertise in their chosen field.

Students had to choose a project that both interested them and was a new area of knowledge and skill. Some of the projects this year were building a canoe, forging a sword, creating a web page, digital photography and scuba diving.

Each student also had to give a public presentation describing their project and the highs and lows in achieving it.

Other new challenges for Grade Eight students were a week of work experience excursions, during which they visited many different or-



**ON TOP:** Tarremah students reach for the heights on their Maria Island trip.

ganic farms and learned about the activities and tasks associated with primary industry. The farms included vineyards, apple orchards, blueberries, beef and cheese production and students particularly enjoyed being able pitch in and help.

As a final project at the school, the Grade Eight class is presently working towards

a major dramatic production involving every student in the class and some class seven students in the music.

They are performing *The Merchant of Venice* at Elizabeth College Theatre on December 5 and 6, at 7.30pm. Members of the public are welcome to attend.

In Steiner schools, Class Eight is the conclusion of

what is known as the class teacher period and so the Class Eight students, the pioneers of the Middle School, will be leaving Tarremah at the end of this year.

They have provided a wonderful foundation for the new Middle School.

Some of these students have attended Tarremah since kindergarten.

## Learning with human values

By GALEN CORREY and EMILY JOHNSTON

IT IS a common question: "What school do you go to?"

"Tarremah."

"Oh, OK, umm, where's that?"

"In Kingston."

"Can't say I've heard of it. Is it a new school?"

"No. It's been around for over 15 years."

It's interesting to note that, despite the fact that Tarremah Steiner School had been established for over 15 years, many people actually haven't heard of it and those who have often have wild misconceptions.

Maybe this is because Tasmania has a fairly small population and alternative education is not widely understood.

Steiner education is in fact the fastest growing educational system in the world.

Steiner Education has been around since the early 20th century when Rudolf

Steiner, a German philosopher, educator and scientist had a vision to create a system of education that focused on fundamental aspects of life and human development.

As such, the education is wholistic, taking into account the needs of each age group and provides a broad, deep and rich curriculum.

It also works with the aim of supporting each person's individuality and helping them to achieve the best they can and ultimately to find real purpose and direction in their lives.

Steiner education in Australia is still quite new, with the first school being established about 40 years ago.

Throughout the world there are over 400 schools, most being in Europe. Many of the European schools have been established for many years.

The Steiner schools throughout Australia range from playgroups to kinder-

gartens, primary schools, to middle schools, to secondary schools and colleges.

This popularity is sometimes attributed to the approach to learning in Steiner Schools, which is recognised as exceptional in its promotion of imagination as a vital aspect of learning.

The sense of community is also very important.

This is seen particularly in the development of the community of each class, anchored by the class teacher who remains with the class for their class teacher period from grades one to eight.

The school community is also developed through whole school festivals, seasonal celebrations and parental involvement.

Frequent parent/teacher evenings help create a system of support through students, teachers and parents as a community.

## Two Grade Eights tell ...

By EMILY JOHNSTON

**Emily:** What are some of the differences between Steiner schools and other schools?

**Caitlin:** There's less peer pressure and better student/teacher relationships.

**Max:** There's mainlessons. Nobody ever knows what a mainlesson is - it's just a unit of work that we work on every morning from nine to 11, for three to four weeks.

**Emily:** What are some of the things you particularly appreciate about Steiner education?

**Caitlin:** I feel safe and loved in a supportive environment.

**Max:** Yeah, I like being part of the community — you can walk through the school and every single person knows your name. And I love the fact that the arts are part of everyday subjects.

**Emily:** what mainlessons have you done this year?

**Caitlin:** Kitchen chemistry, the Renaissance, Revolutions, Platonic Solids, Novel studies — we did A Tale of Two Cities — letter writing, East Meets West — which was geography — to name but a few.

**Max:** And of course The Merchant of Venice, the play we're performing at the end of the year. We're doing that at the moment.

**Emily:** Would you send your children to a Steiner school?

**Caitlin:** Definitely!

**Max:** For sure - it's a great education!

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School Tours:  
Wednesday  
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7th December at 9.30am

Phone 6229 7007 for information and bookings.  
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