

# Christchurch Rudolf Steiner School 2009 - 2013

## **MISSION STATEMENT**

*The purpose of the school is to practise Rudolf Steiner's Art of Education in which students can stand as free individuals in the world, balanced in their feelings; clear, creative and flexible in their thinking; practical and purposeful in their will.*

*The teaching practice addresses equally the physical, soul and spiritual needs of the child through balancing and interweaving the practical, artistic and intellectual aspirations of the human soul – School Charter.*

*“In Thinking, Clarity; In Feeling, Inwardness; In Will, Perseverance”  
- Rudolf Steiner*

### • **OUR VISION**

- That through rich learning experiences pupils have the opportunity to develop academic skills, become articulate, socially adaptable, creative and self-aware in order that they may take their place in a challenging and changing society.
- That our teaching staff work freely in a collegial way with the picture of human development outlined by Rudolf Steiner.
- That pupils, teachers, parents and the wider community experience a sense of community and develop new understandings of human development.

### • **WE VALUE**

- The nature of the human being, as described by Rudolf Steiner is the basis of all endeavour in the school.
- The distinct needs of the main developmental stages of pupils in the Kindergarten, Lower School and Upper School.
- A comprehensive curriculum, which develops the potential (both apparent and hidden) of each child.
- Educating the whole child through love, authority and respect.
- Compassion and honesty for others and for the environment.
- Continual professional and personal development of all staff.
- Healthy and caring staff interactions.

- An effective, responsible, accountable and collaborative management system.

## **Themes**

1. Steiner Foundation
2. Learning Expectations
3. Social Inclusion
4. Cultural Diversity
5. Curriculum Enrichment
6. Sustainability
7. Physical Assets

## **1. Steiner Foundations**

*“That the school educates our children and students with the spirit, heart and activity that excites and enlivens their imagination”.*

### **1.1. Overview**

Steiner education exists through the striving of every teacher towards a full understanding of the pedagogy and the ability to weave this sensitively through the learning content. The objectives below embody the link of Steiner Education to student learning, professional development, parent education and the guiding values of our school.

### **1.2. Objectives:**

Within the next five years we expect to see:

1. All lessons in the school imbued with a background understanding of Steiner educational made explicit through lesson plans, background information or student work.
2. All teachers having completed a refresher course in Steiner education with one of the Steiner Federation professional development providers. That staff PD requirements are reviewed and adequately met.
3. Regular parent courses on Steiner education focussed on new parents understanding while maintaining a programme of inclusion of parent and students (where appropriate) in vision building.
4. The Values outlined in the mission statement to be made explicit throughout the education and our interpersonal relationships.

## 2. Learning Expectations

*“That we strive towards high quality engagement, involvement and outcomes from all our students”.*

### 2.1. Overview

We wish to increasingly improve our student’s desire and will to understand the world, to respond and to record their learning in accordance with the intellectual, artistic and kinaesthetic aspirations of our education.

### 2.2. Objectives:

Within the next five years we expect to see:

1. All students enjoying a variety of learning experiences that lead to high levels of understanding and outcomes.  
*Notes: that hands on work is increased to assist the academic learning; that excellence in all endeavour is fostered*
2. While allowing for individual differences, each class level describes benchmark achievements in all areas of learning that meet both the Steiner and New Zealand curriculum requirements.  
*Note: alignment with the National Steiner curriculum work group; transparency to the parent community*
3. A review of assessment processes and the effective use of analysis including the integration of analysis into future learning programmes and open communication with parents and students.
4. More enquiry based learning throughout the school in a manner appropriate to student’s consciousness and the Steiner approach with learning becoming less teacher directed.
5. More teaching assistants in classes
6. Professional development enabling all teachers to make explicit the approaches of teaching, social interaction and assessments they use in the classroom

### 3. Social Inclusion

*“Working towards an emotionally safe and socially inclusive classroom and community environment”.*

#### 3.1. Overview:

- Ensuring an emotionally safe and socially inclusive classroom and community is fundamental to the delivery of our special character education.
- Behavioural management, bullying and disruptive behaviour have been identified by the Parent Community as a top priority amongst their concerns.

#### 3.2. Objectives:

Within the next five years we intend to:

1. Identify and implement new and effective tools and methodologies for addressing behavioural concerns and issues of social inclusion appropriate to each age level and provide professional development as required.

*Notes: i.e. a working group may be developed to look at programmes of other schools, both Steiner and others worldwide and to research current thinking worldwide*

2. Evaluate the potential for an expanded role of Sports and organized games in the LS specifically as an aid to behavioural management, social inclusion and physical well being.

*Notes: i.e. a working group developed to research current thinking and identify sports and games which, for example, aid in impulse control, social perspective, and social inclusion in general; pursue funding options.*

3. Focus efforts on the younger children and develop proactive approaches towards establishing healthy social behaviours with the younger children before bullying and disruptive behaviours can develop.
4. Work towards reducing class sizes as an aid to behaviour management by:
  - a) Supporting Political efforts and the Nationwide campaign to reduce class size in integrated schools; including efforts of the PPTA
  - b) Pursuing new avenues of funding for an increased number of Teacher Aides
  - c) Investigating potential reallocations of resources to either reduce class size or increase the number of teacher aide hours available
2. Educate parents and involve students throughout the school in promoting socially inclusive and non-disruptive behaviours at home

## 4. Cultural Diversity

### 4.1. Overview

*The school strives to honour diversity in all forms, ethnic, religious, and cultural, while recognising the unique position of Maori culture in New Zealand the school will take all reasonable steps to integrate Maori culture into the fabric of school life.*

### 4.2. Objectives:

Within the next five years we expect to see:

#### 1. Further increase Te Reo and Tikanga Maori in all aspects of school life.

*Notes: To achieve this the school will strive to*

- *continue to monitor Maori student achievement;*
- *continue to support the development of the Maori community relationship with the school;*
- *support regular marae visits;*
- *increase frequency of Maori classes;*
- *build relationships with local Kura Kaupapa;*
- *offer certificate in Maori studies to upper school;*
- *fund a tutor for weekly Kapa Haka;*
- *give students the opportunity to participate in local cultural events;*
- *investigate funding visits of Maori artists for Wananga;*
- *Ensure annual Te Tiriti workshops for staff and parents are held*

## 5. Curriculum Enrichment

### 5.1. Overview

*That we strive to honour our vision and value statements by enriching students learning through an enriched learning programme*

### 5.2. Objectives

#### 1. Increased opportunities for engaging in music learning and tuition.

*Notes: for example ; re-establish lower school orchestra; provide individual tuition as much as possible; in lower school and encourage music tuition within school hours; Investigate regular Suzuki violin teacher for younger classes*

#### 2. Increased and earlier foreign language learning.

*Notes: for example, support correspondence courses in foreign languages in upper school; offer a greater variety of foreign languages; develop opportunities for the earlier learning of foreign languages. Strive towards foreign languages are being taught in every class with logical progression each year.*

#### 3. Create an Integrated school wide programme to address the dimension of physical, and associated psychological, health of students through physical activity, including sports and games

*Notes: Celebrate participation, enjoyment and team work which could include:*

- *Teaching specific skills consistently over time.*
- *Resourcing teacher time to appropriate level.*
- *Ensuring a higher level of event organisation is achieved.*
- *Further developing opportunities for school sport events with other schools.*
- *Ensuring school sports are well organised*

- *Investigate offering financial help to those representing the school.*
- *Helping address nationwide issue of obesity.*

## **6. Sustainability**

### **6.1. Overview**

*That we strive:*

- *Further raise awareness of sustainability/environmental issues and solutions amongst students (and the school community as a whole),*
- *Reduce the school's environmental footprint.*

### **6.2. Objectives**

Within the next five years we expect to see:

1. A sustainability policy developed, implemented and revised as necessary  
*Notes: Guidance/policy on school purchasing, school trip destinations, transport and activities etc*
2. A plan to reduce the school's environmental footprint developed, implemented and revised as necessary  
*Notes: for example, Students identify opportunities for reducing environmental foot print, implement changes and monitor progress, investigate options for transport alternatives to and from school such as a web based car pooling initiative, ways to promote biking to school etc.*
3. Regular engagement in local sustainability activities  
*Notes: e.g. looking after a local part of the Heathcote River*

4. Lessons incorporating an awareness of sustainability issues where appropriate.

Notes:

- Link gardening and cooking classes to teach product life cycle, food processing, commerce, waste generation etc, as well as healthy eating and lifestyle choices.
- Illustrate main lessons with case studies/examples highlighting environmental issues.

2. identify and establish a sustainability champion amongst teaching staff identified and established

*Notes: To coordinate development and implementation of "Plan to reduce school's environmental footprint"*

*To support other teachers with awareness raising of sustainability issues in unrelated lessons with information/teaching resources.*

*To research availability of and seek external funding*

## **7. Physical Assets**

### **7.1. Overview**

*While requests from the community were for a wide range of specific new facilities, the most prominent of these, across all groups was for additional meeting and work spaces for each individual group.*

### **7.2. Objectives:**

1. Evaluation and prioritised provision of parent room, upper school students' common room, teachers' rooms, Whare building and gymnasium.

*Note: consider appropriate multi-use of spaces including use by the community association, craft groups and other groups.*

2. Work towards either a second school or a second stream of classes.