

# Talking Trees

The newsletter for Norwich Steiner School

16<sup>th</sup> July 2013

## Dates for your diary

Friday 19<sup>th</sup> July - Last day of term

Thursday 29<sup>th</sup> August - cleaning work-day

Wednesday 4<sup>th</sup> September - First day of autumn term

## The Olympics

By Ruby Grant (age 11), Oak Class pupil

As you probably know this year it was the big Oak's turn to go to the Olympics. We spent a year training with Sandie for the various sports we would be doing, such as discus, javelin, dash and high jump. It felt like we were going on a very big adventure when we eventually set off. We arrived at the station in good time and most of us used our money to buy fizzy drinks from the shop. Sandie didn't come on the train because she was taking our tents and the luggage by car. Mr Nowell and Liz came with us.

The first leg of the journey was uneventful, then we took a bus through London and we passed Big Ben, Downing Street and various other sights. It was really cool! When we got to Victoria station it was nerve wracking because we had one minute to go and the train still hadn't shown on the display screen, but we made it on to the train. When we got off we got picked up by a coach that took us right to Michael Hall.

All the schools had their own camp, and in ours the girls all slept in one tent. The boys were in two groups of three, and Sandie, Mr Nowell and Liz all had their own tents. We also had a kitchen tent and of course the toilet tent! When we had pitched the tents we were allowed to go and explore on our own for a while before our meal, which was pasta and sauce and cheese. The Michael Hall grounds were HUGE! As well as the camping meadows there was a wood and a sweet little stream (with a badger spine in it!).

After supper we sat around the fire and Mr Nowell told us a story. Then we all had hot chocolate, brushed our teeth and went to bed (or just went to bed!).

We had to get up quite early around quarter to

six, have breakfast and get ready for two back breaking days of training.

Everyone was put into a city. I was in Elefsis and my colour was dark blue. Wherever my city was on the training field they carried a tall flag so you could always see where you were supposed to be. The cities were a mixture of people from all the different schools.

After the training we all played a massive game of Storm the Castle (or The Acropolis as they called it). There were all the kids playing so that was about 400!

On the actual day of the Olympics we had to get up really early, eat a quick breakfast and get our tunics on. We were due down in the field at ten to seven.

The opening ceremony was massive. Each of the cities was led by someone called the torch bearer who carried a massive flaming torch. Saraswati was one of them!



The first event was the marathon. I wasn't in it so I could watch it set off - it was amazing. 250 people all running off at once!

The day before we had all chosen our events. My first event was high jump and I also took part in discus, javelin and wrestling. There were hundreds of people watching and we got lots of support and cheering.

After the sports Michael Hall supplied us with a 'feast' and then it was time for the closing and

medal ceremony. The Archons (city leaders) called each one of us up individually, gave us a medal and told us what it was for. Mine was for improving my wrestling and discus skills and for the straight flight of my javelin.

When everyone had received their medal the head of games, Martin Baker, made a speech. He said 'when you've been to the Olympics you'll never be the same again', and I think that is so true.

## **Elder in Paris**

By Jeff van Zyl, Upper School teacher

*'On a more elemental level, as Victor Hugo himself noted much later, Notre-Dame changed the cityscape in its most fundamental aspects. Most notably, it stood higher than any other building had ever stood in the history of the city. It could be seen from miles around and its fame quickly spread across Europe as the emblem of a new civilisation.'*  
(Andrew Hussey)

It began with Elder pupils standing tentatively with suitcases and rucksacks at the Norwich Coach station. Parents and siblings hovered close by. There was a mood of expectation, but for what....? And then we were off. Drawn from the afternoon into the night. Through Victoria Coach Station and onto the midnight Ferry, early morning in Calais and finally deposited at Port Maillot Coach Station at 9am, 17 hours later.

Now was the time to test our planning. Carlotta, our intrepid guide, disappeared into the underground labyrinth carrying a photograph of each of us and a purse full of crisp Euros. She emerged victorious with our metro passes! She then took us back down into the labyrinth and led us safely to the suburb of Maisons Lafitte. We wormed ourselves from the train station to the campsite and into the huts that would be our home for the next week, and collapsed. But first, a fresh croissant each. We had arrived.

Question: What is the secret to organising a campsite? For example, who gets which bedroom and who sleeps on the top bunk? We mysteriously organised. Our base was functional. Everybody claimed a bed and some tested their bed immediately. We experimented with the kitchen's ability to produce two big bowls of Pasta. We tested the showers. It all worked, and the Pasta was delicious. Alongside

the campsite the Seine flowed gently towards Paris. In the evening we had a sunset picnic at Montmartre, just beneath the Sacre Coeur.

Our work and city exploration now began. Our task was to uncover a little bit of the history of the city, use our French in real-life situations and work on two History of Art projects. We began on the Ile de la Cite where the Pagan tribe, the Parisii, used to live. Some say that their ancestors still inhabit Paris, and that you will see them at the St. Germain football matches. All roads on the island lead to Notre-Dame, the Cathedral dedicated to Our Lady that supposedly still has walls and chambers full of esoteric secrets. Up we went. Past the gargoyles that perch menacingly in order to protect the Cathedral from evil spirits. From the top we surveyed the grandeur of Paris, and felt very human and very small indeed.

Our schedule had been planned to bring about a balance between the urban concrete and cultural and the sculpted green spaces that allow the city to breathe. Our rhythm was city in the morning, green spaces in the afternoon. The Versailles gardens gave us our first green space. They also gave us entrance into the final fountain show of the season. Elder pupils found themselves walking past the sculpted fountains of Apollo's Grotto on route to Poseidon rising. Mozart played in the background as they wandered through the symmetrically constructed garden paradise. In the background was the Palace of Versailles, glittering with its gold finishes, bearing testimony to Humanism and the gigantic Ego's of ruling dynasties.

We quickly became seasoned travellers who knew and used the tricks and secrets of the underground. To those watching us, we were a moving, writhing, noisy entity that twisted in and out of spaces and places. We stood in the front carriages of driverless trains and we wormed through underground barriers in a fluid movement. The city became familiar to us.

The Louvre, or rather Le Louvre, as Carlotta called it, was waiting for us. Our 'family' went through the express queue and bag searching security, up the Sully staircase and straight into 14th Century Renaissance, which had materialised through an exhibition of 30 Giotto fresco's, paintings and drawings. The small room resonated the quiet reverence of the artist. His gentle portrayal of the story of Jesus, from

the annunciation to the Passion, done with insight and humility, was deeply moving. Each Elder pupil chose one work to spend time with and study. We then left this cloistered environment and re-entered the mayhem of the museum. Elder students went off, in pairs to explore the various rooms and chambers. What was the draw card? The Mona Lisa. There she sat, surrounded by a swirling mass of moving people, standing 10 deep, each spending on average 17 seconds looking at her. What an education! And then out into the Tuilleries gardens, fresh air, a trip to the Pere Lachaise cemetery and home for supper.

The next day our 'family' was back at the Louvre. Each Elder student had chosen a painting in the Louvre that was done by a Renaissance artist. We now needed to find each of these. We moved from Botticelli to Uccello, then to Raphael and ended up at Titian. Each student was able to find a quiet space within in order to research his or her painting, while the seething mass of visitors moved around them. Amazing! And then out again, this time to the Eiffel Tower.

And yes. We climbed the Eiffel Tower. We trod each and every stair that took us to the top of the second platform. We felt the pride of those who had truly earned the view!

The journey home was now with seasoned travellers. The pupils that arrived at 22.30 at the Norwich Coach Station had a new confidence about them that can only be earned through 'the doing'. Well done Elder! Great trip!!

## Workdays

Over the years we've found there's a pattern with summer holiday workdays, which is that they are poorly attended, except the last one of the holiday, which lots of people turn up to. This year the cleaning workday will run from 11am - 3pm on Thursday 29<sup>th</sup> August. Whilst it's really helpful to have a good level of help for this final job, naturally this is too late for most maintenance jobs.

Without your help in holidays, it's hard for us to keep the building in good shape for the children. Except for major works, such as installation of the new central heating boilers and last summer's redecoration of the outside paintwork, both of which were funded by Norfolk County Council, all other maintenance

work is carried out on a voluntary basis, including the day-to-day caretaking.

The following are a list of tasks that we need help with this summer. If you are able to help tackle any of these tasks, please let us know (Sandie phone: 07549 651016 and email [sandie.tolhurst@tiscali.co.uk](mailto:sandie.tolhurst@tiscali.co.uk)) and we can work flexibly around your availability in order to get them done.

- Bottom corridor - repair, clean and repaint
- Clean & repaint woodwork (lower windows, sills, skirting, doorframes) in corridors, classrooms and kindergarten
- Willow classroom - repair, paint white and then re-lazure walls with colour
- Elder classroom - repaint window frames
- Fell ivy growing on back walls, to reduce damage to the flint walls
- Repairs to flint walls

Help in the first week of the holiday would be particularly helpful as Trevor will be starting the painting jobs as soon as the holidays start.

## Fundraising News

Thanks to everyone who has been doing his or her on-line purchasing via [www.easyfundraising.com](http://www.easyfundraising.com) (and registering as a supporter of Norwich Steiner School). You have helped to raise £64.68 for the school during the period December 2012 to July 2013.

To those who haven't yet done so, please register today and use this method when buying on line at any time of the year - even if you are buying from eBay, John Lewis, Amazon, M &S .....any of these sites - if you access them via the Easy Fundraising website and then make a purchase, a percentage of what you pay will be donated back to the school FOR NO EXTRA COST OR ADMINISTRATION EFFORT.

The main thing is remembering to go in via [www.easyfundraising.com](http://www.easyfundraising.com) when you are going to make a purchase. Please also to reassure you that there is no invasion of your privacy by registering or not registering - the only information the school gets is how many people have signed up to support the school and what amount has been raised. So far, 25 people have signed up to support the school via this method.

**Advertising in future editions of Talking Trees** – if you have something you would like to advertise that you think might be of interest to the wider school community (e.g. selling an item or a service), you might like to submit an advert to the next edition of Talking Trees. If you then sell an item or benefit in other ways from your advert, we ask that you consider making a donation to the school. Even very small amounts do add up and make a difference. More details about how to advertise will come your way early next term.

## **News From Beech Tree Baby and Toddler Group**

By Helen Kibblewhite

Beech Tree Baby and Toddler Group has grown strongly and steadily this year, from its small beginnings, to now feel properly established and I am very happy to be leading it. During the summer term we have made all sorts of things with wet felting, because the weather has been warm; and the children have enjoyed the rather wild garden and its big shady trees. We have baskets which are too big for one child to carry and I have enjoyed seeing the children discover how they can work together to move them and use them for all kinds of play. The summer term has been very special because we have welcomed two new baby siblings, Nico and Poppy.

This Wednesday group, which runs from 9:45 til 12:15 and includes a small meal at the end is now full. However, in September I will start another group on Tuesday or Thursday as soon as I have four families interested, (currently there are two on the waiting list) so please get in touch ASAP if you want to try us out. Call me on 07745 193809 or text me and I will call you back if you want any further information. A trial session is free.

In April I attended the Steiner Waldorf Early Years conference, which was focused on the very early years for the first time, and entitled Respectful Care: Understanding the first three years as the foundation for a healthy life.

Dr Michaela Glockler, leader of the Anthroposophical Medical Section at the Goetheanum offered three sessions on "understanding the needs of the very young child in the Twenty-first century, and how to support the parents and children of our time." This was truly inspiring because of the depth

and breadth of her experience in health and education. She reconfirmed for me how important the first years of a child's life are and what a privilege it is to work with families who are at this stage. Her talks also offered me much food for thought about how parent and child groups can help fulfill some of the needs of families with very young children.

Dorothy Marlin presented a talk on "Seeing infants and toddlers with new eyes" This explained the fascinating research into every aspect of the care of the young child and early development by Dr Emi Pikler, and shows the benefits of allowing self initiated development and play for very young children and how to provide the best circumstances through the quality of care a child is given, for this to happen. Dorothy told us about how Emi Pikler's work of deep and meticulous observation and insight gets to the core of what the young child needs. I am finding it very interesting and fruitful to add this approach in my parent and toddler work.

## **This year in Kindergarten**

Debora Walker, Kindergarten teacher

We have had a very busy and rewarding past three terms in Kindergarten. In September we came back to a new combined group now called The Orchard Kindergarten which amalgamated the previous Maple and Chestnut Kindergartens. We started with a picnic in the garden the day before term started for all the families and children which made for a very positive start to the year. The children from the beginning adjusted brilliantly to the changes, enjoying being together as one group.

We have had new children joining us throughout the year as well as saying goodbye to others leaving for new schools or home education but the four corner stones of Kindergarten education: rhythm, repetition, imitation and reverence, have been a continuous underlying current at all times helping the children feel happy and secure. Our focus on the natural world with its seasonal cycles and celebratory festivals contribute greatly to this sense of being grounded and held. We do this through a carefully planned curriculum where activities, ring-times, stories, crafts, festivals and environment all blend together in a complimentary and natural fashion at all times taking their inspiration from what is actually being observed in the natural

world that day, week, season. This means what we do is always alive, yet resonates on a deeper level, not least because we repeat stories, ring-times, activities every year, and if the children have been with us over three years (as many have) their understanding and enjoyment deepens also as they pass through the various developmental stages between three and seven.

It has become increasingly apparent that for this to happen the children do need to be attending consistently and as they grow older, with more frequency. We have always firmly suggested this in our parent guidelines, and have seen that this is important for children to feel settled and truly nourished both here and in other kindergartens. Therefore we have updated our admissions requirements for next year to take account of this with a minimum attendance of three morning sessions a week leading up to a minimum of five morning sessions a week for the whole of the last year when children turn six and are expecting to transfer to class one in the following September.

We have begun to build fruitful links both with other Steiner Kindergartens and also with mainstream provision over the past year with many visits, which we hope to continue to do in the next year. This really helps us feel part of the wider early years community and contributes to a wonderful cross pollination of ideas and inspiration as well as helping make us more accessible to people who perhaps know very little as yet about our form of education. We have successfully achieved full exemptions in the past year in those areas of the early years foundation stage that are completely incompatible with our ethos: formal literacy and numeracy testing plus introduction to information technology and therefore feel we can offer a very real alternative to those families who wish their little children to enjoy a more extended and unstressed natural childhood.

We end the year as we began, with another kindergarten picnic on the last Thursday of term after the sun child transition ceremony, where we will say goodbye to all our families and children for the Summer but also look forward with great joy and anticipation to the Autumn.

## **Sequoia**

By Michael Higgins, Class teacher

Fables are traditionally told and worked with in Class 2 though, of course, they may be enjoyed and drawn upon into adulthood. There is something in Aesop's pithy portrayals of human failings and virtues (in the guise of the adventures of various animals) that appeals and speaks particularly to the Class 2 child as he or she begins to feel the first flush of pride and confidence in their newly found scholastic achievements.

This term, therefore, as the Class was finding new end of year, hot, summery ways of expressing mischief and joy, (a very different mood to the early September Class 1 mood of trepidation and expectation!) I decided to introduce a few fables earlier than usual to see how they would go down. Being used to the often long meandering tales of Grimm, the class were, at first, surprised at how short the fables were; whether it was the fable of the astronomer who is so busy looking up at the stars that he falls down the unseen well right in front of him or the one about the stag who denigrates his spindly legs in favour of his arboreal antlers until the latter entangle him in a tree as he almost outruns his hunters.

As a class, we have enjoyed working with the foibles of all these characters, learning that even though we ought not to be as vain as the speedy hare, we also need not always plod like the tortoise.

## **Willow Class**

By Nina Scaife, Class teacher

This Term, Willow class have continued learning through experience in our Farming Main Lesson. From planting wheat in the school vegetable plot in order to make bread in the autumn, to feeling what it was like to work in the fields as a Victorian child; broadcasting seeds and scaring birds at Gressenhall Heritage Farm. We heard of real life experiences from Miss Jess of growing up on a Dairy farm, Sandie's mischievous ram, Pluto, who escaped and caused havoc in the streets of Norwich and my broody hen and her subsequent new chicks.

Through these stories and experiences and many other personal anecdotes, the subject kept very much alive in the children's imaginations and helped stimulate rich discussion, writing

and artistic work.

The topic of 'Time' naturally wove in to the rhythms and cycles of Farming and helped not only with our Maths but also with English through memory and sequencing skills and associated grammar.

Another 'timely' addition to the children's experience took the form of the 'Roundelay'; movement with verse, depicting rhythmical, meaningful 'work' which the children shared with the parents after several weeks practice with Sandie leading.

We continued to learn and 'feed' off the nourishing Old Testament stories and even had our own taste of the Tower of Babel in the form of Japanese Kousuke; marveling over how incredibly different our two languages look and sound but yet how so much of our communication can exist without these skills, we learnt in a Japanese language lesson from Kousuke's mum, Nobuko, and followed sensitive and patient instruction from Kousuke in Origami.

In this year of significant developmental change, some have crossed it (the 'Rubicon' as Steiner describes it) and others remain ready and waiting.

As 'Jumping Mouse' discovers in our class play; *'Perseverance has transformed you, generosity made you more. For your courage and your strong hope, you have now a new life found.'*

## **Oak Class**

By Jeremy Nowell, Class teacher

Class 5 represents a huge step up in terms of curriculum content - something which the class as a whole has responded to with energy and enthusiasm. More and more the children themselves are indicating areas where they wish to know more - their own 'content' if you like - relating to a growing consciousness of the wider world. We try to meet this in a number of ways: last term's geography projects, for example, helped the children to extend their classroom consciousness across the whole of the British Isles. Beyond this, many spontaneous discussions have arisen, particularly during this last term, concerning experiences that the children have had but which they don't necessarily understand: newspaper headlines that tell of tragic

happenings; stories of missing children or of gratuitous violence; radio snippets that tell of a dangerous and unpredictable world; things that the children themselves may have witnessed in the streets outside of the school. How do we as parents and teachers meet these things which, when unmet, tend to live so powerfully in the imaginations of our children? I believe that, above all, children need balanced adult reflection: understanding about the need of newspapers to sell copies and make money; perspective relating to terrible events - that they are rare and very unlikely to happen to them; understanding about cultural and economic differences so that they are less inclined to react to or judge obvious 'difference' in the wider world.

One topic which aroused a great deal of comment from the children was that of exposure to TV or film material which they had found difficult to cope with. This ranged from pictures of famine-affected children in Africa to films seen at a sleepover with a friend. We talked about the power of images and how some images, once seen, cannot be removed from the mind. Where a child has seen such an image and is unable to process it, it is vital that an adult help them to 'ground' it - to provide the lightning conductor of reflection that allows the child to create a perimeter around something nebulous and potentially unending.

Hopefully we are moving away from a mindset which believes that young children 'need' to be exposed to stories of war or pictures of famine in order to better come to grips with the 'real' world. Our children will meet this world whether we like it or not. When we precipitate such things we simply expose the children to more indigestible material at a time when they don't have the means to process it.

I constantly question our system of film certification and particularly the notion that a particular certificate should be a "green light" for a child who has just had a particular birthday. As an example of this, the last 15-certificate film I started to watch claimed to be, "Fit for viewing by persons aged 15 years or more." In my case, this was untrue. I would never be quite 'fit' to watch such a sustained level of violence and cruelty. I think we would do well to ignore certificates, whatever they may be, and consider the sensitivity of the individual child, whether he or she be five or



fifty-five years old!

What became clear from the conversation in the classroom was that children often feel unable to voice their own concerns about what they are viewing, either due to peer pressure or the feeling that it 'ought' to be OK for them. As parents, we need to keep having conversations with each other, with grandparents and with other carers about what we know to be the acceptable limits for our own child.

*These topics formed the basis for a lively and interesting discussion at our last parents' evening, at which we also touched on technology and the largely unsupervised playground that is social networking - a discussion which I am sure will be continued at our next meeting and which I hope as many parents as possible will feel they would like to take part in.*

### **Birch class**

By Sarah Higgins, class teacher

This year, the children in Birch class have faced many changes and challenges - and have met them all as a cohesive team. They have been developing their inquisitiveness and willingness to work well. The atmosphere in the class has fluctuated between excitable banter with bad puns, and studious focus, making for a healthy workspace in which the class has tackled the varied topics of Biology, Astronomy, Exploration, and the Renaissance and Reformation.

Here are a couple of examples of their work:

Analysis of Botticelli's Birth of Venus by Tomasin Ainsworth-Harrod

"The man and woman on the left of the painting have brown, feathery wings and a green, silky garment, wrapped and intertwined around them. The woman is clinging to the man with the same long ginger hair as Aphrodite. Flowers are being blown in the sea breeze around the man and woman. The portrait shows perspective with the banks of the shores in the distance. Aphrodite is the goddess of love and beauty and Botticelli uses this to say 'Art is beauty too' Venus is being born out of the water, being washed up on the shore...leaving behind the world of passion and coming to Earth, being more aware of herself and the Hour is waiting to dress and cover her up, maturing her to a more humanly being."

"EKE'S ESTABLISHMENT (advertising Elizabethan clothing)" by Jonathan Eke  
"Dost thou desire a voluminous head? Indeed! Then thou shouldest get our marvellous edition biggen. Gettest an embroidered doublet created from fragments of mare's hair! To be as burly as a bear!"

What I have appreciated most of all this year are the long periods of silence (!) when all of the children have been oblivious to everything around them as they have been so engrossed in their work. These moments of complete focus have shown that the class are a mature and dedicated group who are earnestly interested in doing their best to reframe these subjects as they understand them. Well done Birch class.

### **Under The Shade of an Elder Tree - An Upper School Update**

By Jeff van Zyl

The classroom walls tell a story. From the whiteboard outlining the History of Art (Renaissance) deliverables, past the self managed Maths project that explores the concept of area, to an image of Karl Marx, moving to the biography of Alfred Nobel and finishing on a number of striking images of Joseph Stalin. These are a few of the physical artefacts that reflect a year's journey. The Upper School is now one year old! The Elder saplings are strong. The Upper School team are looking forward to ensuring that the curriculum is able to support the development of each sapling into an individual tree. The Upper School team would like to give our community an update and quick glance at some of what has happened over this last year.

#### The Norwich Upper School Commitment

Gary Zukav wrote something to the effect of '... a master teaches from the centre'. What is the centre of our Upper School? In essence, we are committed to enabling and supporting each of our students to reach her or his individual potential and take his or her next step in life. We see the Steiner Curriculum, with its understanding of child development, as the vehicle which allows us to do this. *We work out of child development, through the curriculum to enable healthy individuals take their next step.*

So, what does this mean? It means that we are totally committed to the journey through to Class 12. It also means an individual commitment to each and every one of our

Upper School students. No two next steps will be identical. In addition it says that we will not 'hitch our cart to any flavour of the month horse'. We will look very carefully at what is on offer and at whether or not we believe it serves our students. Simply put, this means that our default position and commitment remains 'Route B'.

And what is 'Route B'? Translated, this means that we are committed to helping each and every Upper Student build a portfolio of evidence that will help them him or her with her or his next step. We will also negotiate with external bodies, such as universities, on his or her behalf. We have seen this work. We will support our students in this way.

#### Upper School Development

The Upper School teachers meeting takes place on Tuesdays. The Agenda points have prioritised and driven our Upper School journey. Our infrastructure has grown and developed. We now have policies and procedures to deal with areas such as visiting overseas students, consolidated assessment and marking schedules and systems of school reporting for outside bodies. The meeting has kept us focussed on both immediate needs of the class and individuals as well as on the platform that will take us successfully to Class 12.

#### Upper School Accreditation - The European Waldorf Diploma (EWD) vs The Steiner Senior Certificate (SSC)

It is an exciting time to be working in a Steiner Upper School. There is a 'mood change' that is taking place in the UK and across Europe. More and more schools are looking at creative ways of providing a Steiner curriculum without the compromise of state qualifications. Norwich Steiner is seen as a key player in this quest. Perhaps the biggest movement has been the shift from the EWD to the SSC. What is this shift and why has it come about?

New Zealand Steiner Schools have successfully developed and accredited a Steiner Upper School qualification, the SSC. Their students have successfully completed their Steiner schooling and gone on to a range of tertiary options, including medical school, performing arts and the humanities. New Zealand is a part of the commonwealth. Its students are able to register and study in all UK tertiary institutions, including all of our universities.

The opportunity now exists for UK Steiner Schools to enrol in, and complete this qualification. Successful students will, like the New Zealand students, be eligible to apply for places at all UK tertiary institutions. *In other words, an accredited Steiner Upper School qualification currently exists.*

Now comes the question: Is the SSC any good? At first glance, it looks promising, but, as we all know, 'the devil is in the detail'. The UK needs a guinea pig or two to test it for our schools. South Devon Steiner and St Michaels have stepped forward for this task.

Next question: What is Norwich Steiner doing? There are five schools, including ourselves, actively interested in the SSC. We will be meeting with New Zealand on the 26<sup>th</sup> July, during the summer holidays, in order to explore the SSC detail, cost implications and possible way forward. Teachers from Ringwood and St Michaels will join us, as well as Kevin Avison of the Fellowship. We will hopefully, after this meeting, feel more qualified in coming to our position as regards the SSC.

Very exciting, but until we are certain that it will serve our students we will remain firmly committed to 'Route B'. More on this after the summer break.

#### The Upper School Symposium

The London Waldorf Training Seminar coordinated and hosted an Upper School Symposium on the 15<sup>th</sup> and 16<sup>th</sup> June this year. Norwich Steiner was, again, deeply involved. The walls of Rudolf Steiner House are still filled with the work of the students of the various UK Steiner Upper Schools. The striking black and white still life images at the entrance belong to Elder class.

Our very own Jeremy Nowell ran one of the workshops - Maths for Upper School students. The feedback was superb! Well done Jeremy!

All in all, a very positive and good year for the Upper School. Its teachers are looking forward to a break, time to quietly reflect and to then consolidate the planning needed for the next academic year. From the team, we would like to wish all in our school community an enjoyable and safe holiday!