



Forthcoming Events

Monday 7th May - Bank Holiday - no school
Wednesday 9th May - Open Day 9:00 - 10:30
Thursday 24th May - School ends for half term
Friday 25th May - staff INSET - no school
Monday 28th May - Friday 1st June - Half Term
Monday 4th June - Back to school

The St Michael Steiner School NEWSLETTER May 2018

The Eurythmy Festival

We ended our spring term with a Eurythmy festival at Steiner House. Classes 3-12 gave us a glimpse of what they have worked on over the last 7 months. It was wonderful to see how the children add every year to the skills of their Eurythmy movements: slowly but surely getting hold of the space around them and moving in unison with a group.

Class 3 began with very loose forms and pieces yet put their hearts into their work; Class 4 showed stronger structure within simple forms and pieces; In the play of class 5 we could witness how the children were able to express a soul content of the story with their arm gestures. It was very touching how the class worked together on their play.

Class 6 were able to sing with their arms and for the first time add tone and interval gestures to express the music more fully; Class 7 demonstrated intricate rod exercises accompanied by very rhythmical music. One highlight for me was the humoresque of the class 7 girls. It was funny, spontaneous and lighthearted and still totally Eurythmy.

Class 8 took the rod exercises to another level of difficulty; Class 10 worked on a piece of music which was self chosen and part of their assessment; Class 12 created their own work entirely with more mature sensibilities to the music and expressions they chose.

I think the reason why there were so many highlights for me during this festival is that every class had achieved a good level of competence in this subject but even more importantly that the attitude towards their work was one of engagement and enthusiasm.

We are so lucky to have Eurythmy in our school and a Eurythmy teacher who can live up to the challenges that present themselves again and again.

Dorothea van Breda

My heartfelt thank you to all the parents and teachers behind the effort of putting this festival together: Class 3 and 4 (parents and Sonya) for sewing up the nitches and notches of the white gowns as they travel down through the years; to class 5 parents and Eleni for the arduous task you took on helping me bring to fruition ancient Greece, through the silks and chiffons, the ribbons and crowns, and for all your fundraising and hands-on without which it would simply not have been possible; to class 6 and 7 for financing the gorgeous new silk gowns that brought the whole picture and experience together for each individual child; to Sonya for really bringing the longed-for delicate touch so needed to the silk gowns and costumes... and to many more quietly holding this huge happening together, the warmest thank you to you all

Michèle Hunter

From The College

Dogs

A reminder that it is now school policy that dogs should not be brought onto school premises at any time.

School contact list

We would like to remind all families of the importance of letting the school know if any of your contact details (address, email address or telephone numbers) change. This is to ensure that you get included in all mailings and that the school can get hold of you in an emergency. Our parents' contact list is updated and distributed by Grace at the beginning of each term and we would be grateful if you could inform Grace immediately if any of your details on the list need changing.

The School Association AGM

Minutes from the school Association AGM which took place on 10th March have been sent out. Please let us know if you have not received them and would like a copy.

Open Days

Parents are very welcome at our Saturday Open days. Visitors always like to speak to parents to find out why they have chosen this school for their children. Your children are also welcome shining examples of the wisdom of your choice.

New Data Protection Regulations

On May 25th the new General Data Protection Regulation (GDPR) will come into force. You can read more about it here: <https://ico.org.uk/for-organisations/education/education-gdpr-faqs/>

In accordance with the new regulations, we will be contacting you in advance of that date to ask for your consent to keep certain information about you and your children.

Some things, such as names, addresses, contact details and school reports, we must keep under education law, which supersedes the GDPR, but there is information, including photographs and children's work, that we would like to keep for publicity, as teaching resources and for our archives.

We will explain what we would like permission to keep and what it will be used for, and we would appreciate a prompt response as we will not be able to keep it without your permission after 25th May,

To contact the College, email college@stmichaelsteiner.hounslow.sch.uk

What is the College?

The school has no Head Teacher but is led and managed by teachers and administrative staff working as The College.

The College is made up of staff members who are able and willing to take responsibility for the leadership and management of the school.

The College meets, at present, on Wednesday afternoons from 4-5:30pm. Meetings are chaired by a member of the group; a new Chair is chosen periodically by the group.

The College oversees the general wellbeing of the school, ensuring that the aims and vision are kept in mind and reflected in practice, and is responsible for monitoring all aspects of the education offered by the school.

Current College members:

Pat Alexander
Amanda Bell
Dorothea van Breda
Peter Brewin
Julian Coxon (Chair)
Vicky Dunn
Leigha Hipkin
Sarah Houghton
Michèle Hunter
Eleni Karakonstanti
Birgit Möller (ex officio)
Stella Ottewill
Marta Pietrzyck
Stuart Purdy
Julia Wallace
Katie Sharrock

Netball Club

It's not just the weather that is warming up this Summer term; St Michael's Netball Club members are training hard for the school tournament later this month.

Girls and boys from classes 5, 6, 7 and 8 have been practising after school on Mondays and Tuesdays in preparation for the upcoming competition.

We are all a little bit excited and a little bit nervous. Let the game begin.

Lisa Harrison



Currently, the school is offering:

After-School Clubs for Children

- Netball club: Mondays & Tuesdays 3pm (contact Lisa Harrison)
- Guitar club: Monday & Tuesdays 3pm (Contact Sarka Kubschova)
- Eurythmy club: Wednesdays, 3 to 3.50pm (Contact Michèle Hunter)
- Nature Club: Thursdays 3 to 5pm (Contact Sarah Houghton)

Morning Groups for Parents & Friends

- Study Group: Wednesdays 8:40 - 9:40am (Contact Amanda Bell)
- Eurythmy Group: Thursdays 8:45 - 9:45am (Contact Michèle Hunter)

Both groups meet in the Eurythmy room

News from the Early Years

At our school, children benefit from an extended childhood. They have the opportunity to embed basic skills (physical, emotional, social and cognitive), and develop lifelong learning habits that enable them to become enthusiastic, imaginative, resilient, creative and eager to learn students.

Children join kindergarten from three years of age and stay until they are rising seven. Since the February half term, a group of eleven of the oldest children from each kindergarten come together on Friday mornings to the "big children's club" in the school kindergarten room.



During this session, they are given opportunities for crafts, in particular making a hobby horse which requires skills including finger knitting, washing and carding sheep fleece, making felt, cutting, sewing, sanding, sawing, drilling and developing familiarity with a range of crafting tools including carders, needles, scissors, sandpaper, saws and hand drills. In this photo, the children are engrossed in stuffing their horses heads with the wool they have helped wash, dry and card over the past few weeks.

Children work at their own pace and often offer to help each other. They are supported to build up stamina, persistence, and the ability to complete a task they have begun. In the first few weeks we often hear "Can I take it home today?" and as the weeks go by, the children relax into the understanding that it takes a long time to make a horse! The morning usually includes drawing in books, older-age ring games, a shared meal, free play and a longer walk. These activities are more formalised and intended to extend the learning in an effort to strengthen the will forces, widening and deepening children's experiences in a planned manner which is related both to the individual children's needs and interests, and the needs and interest of the whole group.

During this time the younger children come together in the Cottage and garden where they enjoy free play, crafts and activities suited to their age and stage of development. The different constellation of children supports the development of new friendships blossoming between children from both kindergarten groups. Picnics are often eaten outdoors in the garden.

We will be holding a 3-morning session Woodland Forest camp on 16, 17 & 18 July for children aged from 4 to 7 years - please see advert in this newsletter. It is open to all children (not just school pupils), and numbers will be limited. Bookings will be open very soon. We are also celebrating National Children's Play Day on Sunday 13th May - please invite family and friends - posters will be put up soon!

Katie Sharrock

Parent and Child Groups: Summer term 2018

Wednesdays

10.30am to 12.30pm. Parent & Child group, birth to 4 years
1.30pm to 3pm Infant to First Steps

Thursdays

10.30am to 12.30pm Parent & Child group, birth to 4 years
1.30pm to 3pm Woodland Garden group drop-in, birth to 7 years

Fridays

10.30 to 12.30pm Parent & Child group, birth to 4 years

All groups are bookable half-termly in advance, with the exception of the Woodland Garden drop-in on Thursday afternoons. For this group please book a place by phoning school on the day no later than 12noon.



All sessions are £6 per family
(concessions are available).

New group starting!

"Infant to First Steps"

New group starting Friday 8th June for 5
weeks from 8.45am to 10am.

Please contact school or speak with Leigha
for further information or to book.

The Class 12 Play

Class 12, supported by Class 10, have begun rehearsals for their play, *Harvey* by Mary Chase, which will be performed at the Steiner Theatre, Rudolf Steiner House, on Friday 15th and Saturday 16th June.

Tickets will cost £8 and can be bought on the door.

There will be a schools matinee on Friday 15th June. Your child's teacher will give you more information about this nearer the time.

Amanda Bell

Questions about structured activities/sports for young children have been living in our school community recently. Below is an article by Nancy Blanning that articulates some of the reasons why holding back until the child is older brings multiple, long lasting benefits. The article was originally printed in *Kindling* (Autumn/Winter 2016 Issue 30), the UK Journal for Steiner Waldorf Early Childhood Care and Education.

Why no sports, dance or martial arts classes for little children?

Waldorf education observes that the first seven years of life is a time for exploration and discovery. These years are the critical period for becoming comfortable within one's body and mastering control of balance and uprightness and then movements of all kinds. Through the gift of imitation—the young child's capacity to copy any and all movements, postures, gestures, and the like—children move in all kinds of ways to fill in every nook and cranny of the physical body. This movement exploration allows development of an intuitive knowing of how to move with confidence and coordination. This is accomplished through the "script" of development the child brings within herself as a gift of birth. A safe, interesting environment with adult models doing purposeful activities that contribute to our practical and social life provides the model for how to grow up into a human being. Here an appropriate amount of risk-taking is not only allowed but supported. There are no rules about how to move the body; the child learns through experience what works and what does not. And the child practices and practices whatever she needs to master until she feels competent and secure.

It is becoming common place for young children to be enrolled in classes to learn sports skills, dance, gymnastics, or martial arts. These can certainly be fun and interesting for adults and older children, but they can interfere with the young child's natural unfolding of development. Little children learn through play, doing and exploring without an objective. They discover meaningful sequence through direct experience in trying many things willy-nilly. The rules of a sport—where there is a prescribed, correct way to do things—impose limitations upon the child's possibilities. Only certain kinds of movements are invited and encouraged. These are practiced over and over and can become repetitive, stereotyped movements. We have probably all seen little children doing pirouettes or karate chops while standing in the grocery line with their mums. These can also become 'splinter skills.' A child can become very accomplished at a particular athletic or dance move that is impressive in the context of the sport. But this can be calling on the child to become a 'specialist' before he or she has fulfilled becoming a 'generalist' who has filled in all the 'blank spaces' of the body through play and exploration that the environment invites and the child follows.

In each of these instructional settings, there is usually a 'right way' and a 'wrong way' to do things. Little children just 'are' and do not have the logical ability to understand that a prescribed way of doing things is the goal. It must be bewildering to little ones to not meet the expectation of the instructor. They just 'do'. Sensing disapproval or disappointment from others always undermines developing a sense of confidence and competence in one self.

There is an underlying attitude in our modern societies that we need to rush things along. There is an unspoken anxiety that if children do not get an early start toward older adult activities and interests that they will be inadequate later on. We have lost confidence that developmental wisdom lives within each child. This wisdom reassures us that young children learn and discover through play and direct personal experience guided by the child's natural interest and curiosity in the world. A rich and full opportunity to grow and mature through an unhurried timetable without imposed expectations prepares the strong foundation upon which all future learning and skill development will lie. The kinds of classes we are considering here will be fun and satisfying later on. For now, playing freely is the "class" that serves children well.

Nancy Blanning has taught within Waldorf education for over twenty-five years as a kindergarten teacher and now has a special focus on developing movement enrichment for young children. She has co-authored the book "Movement Journeys and Circle Adventures". She does consulting work in Waldorf schools in North America, teacher training and mentoring.

WISH LIST

Every month we will publish a list of items that we need at school in case someone out there has them to give away, or knows where we can get them for not-too-much money. At the moment, we are looking for:

- An electric kiln
- Working hand sewing machines
- Large pieces of leather
- A potters wheel (kick wheel or working electric one)
- Craft tools - woodwork, leatherwork, metalwork
- A guillotine (for A3+ paper)

Contact Julia Wallace or Amanda Bell if you can help.

Cosmic & Earthly Nutrition

Talk and Workshop with Henk and Sibylle Kort

Friday 4th May 7-9pm & Saturday 5th May, 10am-3pm.

Biodynamic nutrition: 'Why do we eat? What happens to the food we ingest?' With the help of discussion, singing, meditative research and practical testing of food-substances of mainstream, organic and biodynamic produce we would like to research the incredible transformational processes of earthly and cosmic nutrition

Henk has worked in therapeutic settings at The Christopher School, Bristol and now at St Lukes Centre, Stroud in both massage therapy and nutrition. He is passionate about good health, food and biodynamic gardening. He and his wife Sibylle also make their own biodynamic massage oils and creams which will be available for purchase.

The talk and workshop are open to all adults and High School students so please invite friends and family.

This is a school fundraiser. Please book in advance so I know who is coming. Bring food for lunch on Saturday to share. Soup, bread and salad will be provided.

Sarah Houghton

Nature Club for children

Nature Club has started running Thursday afternoons from 3-5pm. We have 10 attendees so far, there are two more places available.

Our rhythm is make sunshine tea with herbs from the herb garden, sow some seeds (pea shoot and broad bean so far;) 1 pot to take home another to sell at the car boot/summer fair to raise money for the school/gardens, then watering of the plants in the greenhouse, a craft (we have drawn the bluebells in the woodland and this week we made clay jewellery with embossed leaf and flower prints) leading to an ending with a nature story. Our time together is at a gentle pace and we stop for a snack if need be and time for play.

Do email me sarahhoughton@stmichaelsteiner.hounslow.sch.uk if your child would like to join. Outside clothes needed and come with a suitable snack.

Sarah Houghton

Sunday Activities - 29th April



A big thank you to the team from **Bunnings Warehouse** and the team of parents who came together on a chilly Sunday afternoon.

Bunnings Warehouse arrived in their van to kindly donate lots of plants, compost and tools to our school. They also sent a team of six people to work with us on the school grounds: Katie Stevens, Sasha Tredaway, Sally

Foster, Matt Walters, Callum Dixon and Ian Burges.

Between the parents and Bunnings team we have begun the transformation from overgrown and neglected beds to beautiful, colourful and loved spaces.

Car Boot Sale Sunday 29th April

'Thanks for a really wonderful experience yesterday. I loved it. I've been a resistant car boot sale convert and I am delighted to have tried and love the magic!!. It was a lovely slow energy - and an excellent start'

So if you fancy attending our next car boot sale - there has been a suggestion of doing one at the end of the summer term after the fair or if not at the beginning of the Autumn term - email me to express your interest.

Sarah Houghton

Waldorf: An education of its time?



To what degree is Waldorf education of its time? Is it contemporary? These questions are put forward by Neil Boland, senior lecturer at Auckland University of Technology in New Zealand. He looks towards possible futures and finding new forms of and for education. This is his second article; the first, "A sense of place within the Waldorf curriculum", asks how Waldorf pedagogy can find its place within local cultures and the extent to which it localises itself when it moves beyond its European beginnings.

I would like to address a second audit – one of time, of being of one's time. It needs to look at how time is treated, where in the flow

of time the Waldorf movement places itself. Waldorf education's relationship to place is important. I have come to think that the importance of realising our relationship to time and to the needs of the time we live in is nothing short of critical.

Education for today

I think many of us at some time have heard Waldorf education called 'an education for the future.' Maybe even 'THE education for the future.' As a concept I don't have difficulty with this, though I would argue that we need to be an education of today, rather than for tomorrow.

In lecture one of "The Foundations of Human Experience", Steiner says: "We must have a living interest in everything happening today, otherwise we will be bad teachers for this school. We dare not have enthusiasm only for our special tasks. We can only be good teachers when we have a living interest in everything happening in the world" (1).

Waldorf education has had a documented tendency to self-ghettoise itself (2), to live in a bubble, to isolate itself from wider education debates and from other education professionals. The older the student, the more important is it for them to know that their teachers are keenly interested in everything happening in the world, up with every trend and topic, ahead of the game in their area of expertise and are actively 'people to today.'

Futures studies

Futures Studies comprises a host of different areas which combine to look at how the world, the environment, society may or could be in the future. It includes every discipline and is constantly being refined and taken in new directions. For an excellent summary, I recommend Jennifer Gidley's recent book, "A very short introduction to the future" (3).

Educational Futures look at how education might be in the future and, especially, addresses the vital question: what we should we be doing now, to educate our students to meet these (undecided) futures?

James Martin founded a research institute in Futures Studies at the University of Oxford in England in 2005 (4). In his book, "The meaning of the 21st century: The make-or-break century" (5) he lists what he sees as the large-scale problems of the 21st century. These are problems which we as individuals, as teachers and as nations are facing. Since the 1970s, they have been known as 'wicked problems.' There are 16 of them; they form the backbone of most serious news reports.

1. Global warming
2. Excessive population growth
3. Water shortages
4. Destruction of life in the oceans
5. The spread of deserts

6. Mass famine in ill-organised countries
7. Extreme poverty
8. Growth of shanty cities
9. Unstoppable global migrations
10. Pandemics
11. Financial collapse
12. Non-state actors with extreme weapons
13. Violent religious extremism
14. Runaway computer intelligence
15. War that could end civilization
16. Risks to homo sapiens' existence

These wicked problems have been created largely in our lifetimes; we are having to deal with them, but even more they will be confronted by our children and grandchildren.

All of these wicked problems are multinational. None can be solved by one country alone. All countries participate, to different degrees, in causing most of the problems, and they must participate in the solutions. These wicked problems are interconnected and, because of this, the solutions are interconnected to a large extent. More than anything, they resemble a tangled mass of wool. Pulling at one end, tightens some others. Most of the problems are the consequences of bad management and absence of foresight.

Because they need to do so

When the first Waldorf school was begun in Germany after the First World War, society was in crisis, at least in that part of the world. Now the whole world is in crisis, at many more levels. Why have you then chosen to be here at this time? The children we teach, our own children, our grandchildren, why have they chosen to incarnate now, at this time, to work with these things? An answer is that they want and need to; this age is going to give them the opportunities they are looking for to develop.

All crises are, at the same time, moments of opportunity. Einstein said, "A new type of thinking is essential if mankind [sic] is to survive and move toward higher levels" (6). These problems are challenges to discover the "new type of thinking ... [to] move toward higher levels" which Einstein spoke of. In perennial philosophy, such a moment is called an opportunity for initiation, a chance to undergo a process which may result in a higher level of knowledge.

As Elgin put it:

Our time in history is unique in one critical respect: the circle has closed – there is nowhere to escape. For the first time in our history, the entire human population is confronted with a predicament whose solution will require us to work together in a common enterprise that respects our rich diversity (7).

It seems to me and from reading futures education literature that the people needed to meet these challenges will have these qualities:

- Courage
- Strong impulse to act, strong will
- Possess insight, imagination and flexibility
- Innovative, able to think outside the box
- Non-egotistical or selfish, socially adept
- Take responsibility for their own actions and for others
- Will be able to see issues as part of a 'big picture'

This echoes an interesting study several years ago; it is called "Holistic education and visions of rehumanized futures" (8). Gidley investigated how young people see the future – are they daunted by what they see coming down the line? How do they feel about it? She interviewed hundreds of high school students from state schools in Australia. She then interviewed students who had attended or were attending Steiner schools.

Though her findings are not recent, I do not imagine things will have changed. They make interesting reading.

Social futures

- All students voiced similar concerns about current trends regarding the environment, social justice and conflict

- Steiner students voiced more feelings of empowerment regarding the future
- Steiner students demonstrate a "strong sense of activism to create more positive futures"
- Steiner students saw "humanness" as a major factor in the challenges we face
- The futures they imagine are where human development, responsibility and action are in the foreground
- Steiner students do not, on the whole, see technology as providing the necessary answers; their views more indicated that the answers lie in us

Gidley breaks divides the responses of Steiner students into several categories showing:

- Activism, changes in values
- Spirituality (being aware, awake, conscious)
- Reconnection of humanity and nature ('re-sacralisation,' re-acknowledging the spiritual in the world)
- Conscious development
- Personal empowerment
- Community empowerment
- Interconnectedness
- Education for future care

It appears that Steiner education is already achieving results, which is undoubtedly heartening. But are we as good as we can be? Is the manifestation of Steiner education we offer in the world all that it might be? As good as it needs to be? Is it finely responsive to present needs, looking towards the future, or is it cobwebbed and over-reliant on traditions of the past?

In Steiner's lecture cycle "The fall of the spirits of darkness" he said, "We ... must seek ever new ways, look for new forms over and over again ... however good the right may be that you want to bring to realisation – it will turn into a wrong in the course of time" (9). When we are facing the unique challenges of the early twenty-first century, we need to look for new forms again and again in education. We do not yet know what form these new ideas may take, but I do not believe that what these times are calling for is a replication of what has been done (often successfully) for decades.

Out of place

Steiner said this rather remarkable sentence in an address to young people in 1924: "Most people today are visibly out of place in the twentieth century. One has the impression that they were alive at least one hundred years ago. It is not that they have simply remained the same age; they seem to have become stuck in a time long before their own births" (10).

This is worth thinking about. To what extent does it apply now? In which century or part of a century do you see yourself most naturally fitting in? Your colleagues? Other people you know? Your politicians? It is much more than just a question of younger people coming through and taking the place of the older generation. That is always happening. Steiner is talking about people being 100 years or more out of their time.

In the same address, he asked the young people attending, how they imagined the human world would look in 1935 if it incorporated their youthful desires. This is worth considering as a teacher as well. What are the impulses in the souls of young people now? How should the world look in 10 years if the impulses they have in their souls are to be able to find a place in that future world? It is a question we can all ask of young people we meet. They have a sense of place, they have a sense of time, and they certainly have a sense of community.

In this education movement which is nearly 100 years old, we have to recreate, to rekindle the flames of enthusiasm for all we do. Steiner, in the same address, says that "enthusiasm carries the spirit within itself." Your enthusiasm to question, to discuss, to challenge, to engage, to seek new forms again and again, and to take your understanding ever deeper – your enthusiasm to work together with others, "not only for your special tasks," will help make Waldorf education an innovative movement of the present which is what your students need. Then they will gain the strength, the courage and the wisdom to tackle the immense world challenges they have chosen to take on.

The "Welcome" felt and how parents can contribute now...

The St Michael Steiner School opened its doors in Wandsworth in September 2001 within a local authority primary school where we had a suite of six rooms on the 2nd and 3rd floor. A parent craft group met regularly and this felt piece was one of their creations, embroidered with 'Welcome' in the many languages of our then small community. Since then, the school has moved, grown and many more languages are spoken within its boundaries.



The year is now turning towards the festival of Whitsun, a festival where we celebrate the qualities of understanding and peace through true communication. It is known for the story of the fire of the Holy Spirit, or Spirit of Truth, appearing above the heads of Mary, mother of Jesus, and each of his disciples, and they were able to truly understand each other.

As a gesture towards this spirit of understanding and community we invite all our current families to add 'Welcome' in your languages. Please write in your language and script and if you cannot embroider yourself, please give your written words to Katie on paper. If you would like to help hold this

project by embroidering the words, or support a sewing circle where we come together to work, please let Katie know.

Ann Druit, a former trustee of the school and co-author of 'All Year Round' (1995) (with Christine Fynes-Clinton and Mariji Rowling) wrote:-

My individuality expresses itself in the way I think, but if I am able fully to share a thought that has 'lit up' for me, I discover real communication, a true communion of feeling, and 'accord' with another individual. Wherever in the world one individual honestly strives to understand another, endeavors to 'speak their language', out of this effort genuine community arises.

The following verse of Steiner also embodies these Whitsun qualities:

*"A healthy social life is found when, in the mirror of each human soul,
the whole community finds its reflection,
and when, in the whole community, the virtue of each one is living".*

Katie Sharrock, kindergarten teacher

Lyre-making workshop

This is an impulse coming from Pan Liang Ho, the school's music teacher, with aims to bring hands-on woodworking and music together in the creation of the 12-string diatonic lyre. Pan Liang has personally observed the therapeutic effects of playing the lyre in children. The resonating, clear and light tone from the lyre reaches one's nervous system very quickly and calms it down to bring it into a state of peace and



relaxation. In today's media-saturated environment, the lyre is becoming increasingly relevant to bring children out from their over-stimulation to a state of calmness and balance. In terms of music pedagogy, the lyre encourages deep listening when the tones fade slowly into silence but yet one can still hear the tones clearly within.

Woodworking builds a sense of care and respect to our surroundings. Through woodworking, one learns that things can be made with one's own hands, broken objects can be repaired instead being replaced in today's buying culture.

In this workshop, we are pleased to invite Gavin Pond to lead and teach lyre making. The wood and strings will all be provided. Each participant will go away with a 12-string diatonic lyre made with their own hands which the children can play on. Lyre ensemble lessons are also available from Pan Liang Ho if there is interest.

Gavin has 20 years experience of teaching people from all walks of life. He has studied baroque lute and guitar making at West Dean College in West Sussex, worked in a hand-made pottery studio, and has extensive experience of working with people with special needs and challenging behaviour. For 10 years he worked at The Acorn School as the Craft teacher where he taught musical instrument making, carpentry, pottery, silversmithing, and blacksmithing. He has also built and restored furniture. He is a visiting tutor at West Dean College.

The details of the workshop are as follows. This workshop is mainly for adults but children (class 4 to 8) are welcome to come together with one of their parents and make the lyre together over a weekend.

July 6th - 8th (whole weekend needed)

7-9pm on the Friday evening

9.30am - 5pm on the Saturday and

9.50am - 4.00pm on the Sunday.

Cost will be £225 for each participant. A parent and child pair will also be charged at £225 with no extra.

With a minimum of 5 and maximum of 10.

Please kindly sign up with Pan Liang Ho at hopanliang@gmail.com for this lyre-making workshop if you are interested. Spaces are limited.

The St Michael Steiner School

Park Road, Hanworth Park, TW13 6PN



A Lecture and Workshop with Henk & Sibylle Kort

'Why do we eat? What happens to the food we ingest?' With the help of discussion, singing, meditative research and practical testing of food-substances of mainstream, organic and biodynamic produce we would like to research the incredible transformational processes of earthly and cosmic nutrition

Evening Lecture: Friday 4th May, 7-9pm. £5

No need to book. Pay on the door.

Workshop: Saturday 5th May, 10am-3pm. £25

Please book and pay in advance. Soup, bread & salad will be provided.

Concessions available

To book, email: sarahhoughton@stmichaelsteiner.hounslow.sch.uk

www.stmichaelsteiner.hounslow.sch.uk 020 8893 1299

The St Michael Steiner School is a registered charity no 1094960 and a company limited by guarantee no 04364394

The St Michael Steiner School

warmly invites you to a:

Free Family Outdoor Play Day

Sunday 13th May 2018

11am to 1pm

for children up to 8 years old and their families
to celebrate National Children's Day UK

Creative Play

Nature Crafts

Maypole Dancing

Campfire

Puppet Show

Venue:

The St Michael Steiner School
Park Road, Hanworth Park, TW13 6PN

Please ring or email school by Friday 11th May
to let us know you are coming.

020 8893 1299 / info@stmichaelsteiner.hounslow.sch.uk
www.stmichaelsteiner.hounslow.sch.uk