

The St Michael Steiner School Newsletter



June 2022



What happens when children are late or absent?

The effects on learning for the child who is absent or late for school are probably clear. But perhaps we don't think about the social issues. And what about the rest of the class?

When the day begins, the teacher and children form a working group; there are daily rituals that bring the group into a working space. Depending on the age, these rituals can include short conversations with friends, greeting the teacher, changing shoes, unpacking equipment and books from bags, organising the work space, saying a morning verse together, taking the register and returning it to reception. All of this the children experience together, so that everyone is ready to work when the time comes.

Then the door opens and a child comes in, having missed all of this. This child is still in their own personal space, excited to see friends, still thinking about a joke they just heard, full of the music they have been listening to in the car or on the bus, but also wondering what has happened without them, feeling a bit disorientated. Everyone else knows what's going on and they don't.

Children have different ways of dealing with this disconnection from the group. Some feel self-conscious because everyone turns to look when they come in; this can make them reluctant to come in at all and they might be upset or over-sensitive; other children call out to them things that they would have said earlier if they had had the chance, or ask them why they're late; some children feel no compunction to come in quietly; in each case the whole class is disrupted until that child has gone through their personal settling-in routine. Perhaps a minute or two pass and before another child arrives and the class is held up again. Meanwhile, the children who have been there from the beginning get restless and the mood that was created so carefully evaporates. If a child is late every day, this is happening every day in their class.

Main Lesson content is always recalled the following day, and the work the children do comes out of that recall. If a child has missed a day of school, they can't participate in the recall, so they won't really understand the work they have to do. So continuity is absolutely essential if their lessons and work are to be meaningful for them.

Parents often ask if the children can do some work to 'catch up' when they have missed a day. This is not really possible. Lessons are given orally and through activities in the classroom. If children miss them, they have missed them; there is no way of getting them back.

Lessons start at 8:30am and the register is taken at 8:25am, and school runs from Monday to Friday. Please make sure the children are there to start the day and work together, for the sake of everyone.

St Michael's Midsummer Market

Saturday 25th June 11.00 - 4.00pm

BBQ

tombola

crafts

books & clothes

games

face painting

henna

silent auction

waffles

coffee & cake

raffle

and lots more....

Come & Join us...

St Michael Steiner School
Park Rd Hanworth Park Feltham
Hanworth TW13 6PN

Dates for your diary

JUNE 2022

Saturday 25th

11am-4pm, at school — Midsummer Market

JULY 2022

Wednesday 6th

6pm, at school — Summer Play, *The Tempest*

Thursday 7th

6pm, at school — Summer Play, *The Tempest*

Friday 8th

(times TBC) at school — End of Year Festival

From the Kindergarten...

Since the February half term, the 'Big Children's Club' (rising class 1 children) has been meeting every Friday morning in the main school kindergarten with Maria, Silvia and Angelica, while the younger children meet in the cottage kindergarten with Rita and Aleksandra. The 'big' children have been busy practising for class 1 and involved in several activities, including drawing in their own books, following specific instructions,



and developing their fine motor skills through activities such as finger knitting, sewing, washing sheep wool and carding it, and whittling a wooden stick. They have been making hobby horses from scratch, and soon they will be able to ride them before they finish their time in the kindergarten!



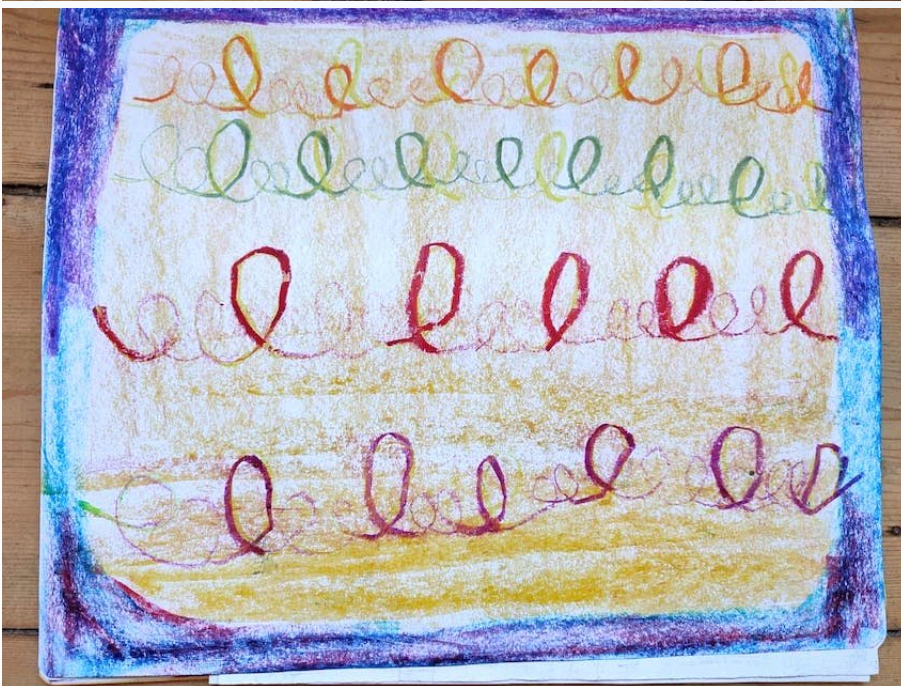
A good part of the morning has been spent outside, having a picnic near the playing fields, and from there a long walk through Hanworth Park all the way to the stream. Children have been "fishing", looking for bugs, and seeing the natural environment growing (now the grasses by the woodland path are taller than they are!). It is beautiful for us to observe how the group is flourishing and coming together, how they have been developing perseverance in their work and how they start to gel as a group ready to move to Class 1.

As for the younger children, they play, play and play, following a gentle morning rhythm with opportunities for interactions and developing friendships!

— Maria Costa



Form drawing from
Class 1.



Those of you lucky
enough to see
Class 8's play, might
recognise these
scenes, beautifully
remembered by
students from
Class 1.





Class 5's Geography Trip

As part of our block on the Geography of the British Isles, we went for a walk along the Grand Union Canal at Brentford. We spotted lots of water birds, found out how a lock works, looked inside the Toll House, and had a peek into the life and duties of the toll keeper who managed the gauging lock more than a hundred years ago.

— Serene Ho





Class 8 were unsure at first when they found out they'd be tackling Shakespeare this Spring. "No one will know what we're saying! *We* won't know what we're saying!" Then they heard the story of *Love's Labour's Lost*, about the romantic escapades and blunders of the inhabitants of Navarre, and they were intrigued.

After the first read-through, the class may not have recognised half the words or even followed some of the complexities of the story, but they had a vivid sense of who all the characters were and immediately began to cast themselves. Over the next weeks, they began to inhabit their characters. Old age and innocence, pompousness and humility, longing and disappointment, surprise and indignancy, nobility and hypocrisy, cruelty, graciousness and humour all began to take shape in their voices and gestures; their souls began to grow. Shakespeare's language isn't just about the direct frictionless transfer of information, it is a living texture that you have to inhabit and explore. It is a piece of music that you practice and it slowly, in movement and time, begins to make sense and transform you.

Weeks later, we were in the theatre at Rudolf Steiner House. Lines had been learned (just about!); choreography only recently finalised. I knew we had some good moments, a few highlights, but did we have more than a collection of scenes and memorised sentences? Then something magic happened in the dress rehearsal: the students were truly *in* it, delivering their lines as though they were being spoken spontaneously for the first time. The play was there, it was whole, it was living. They were *playing*.

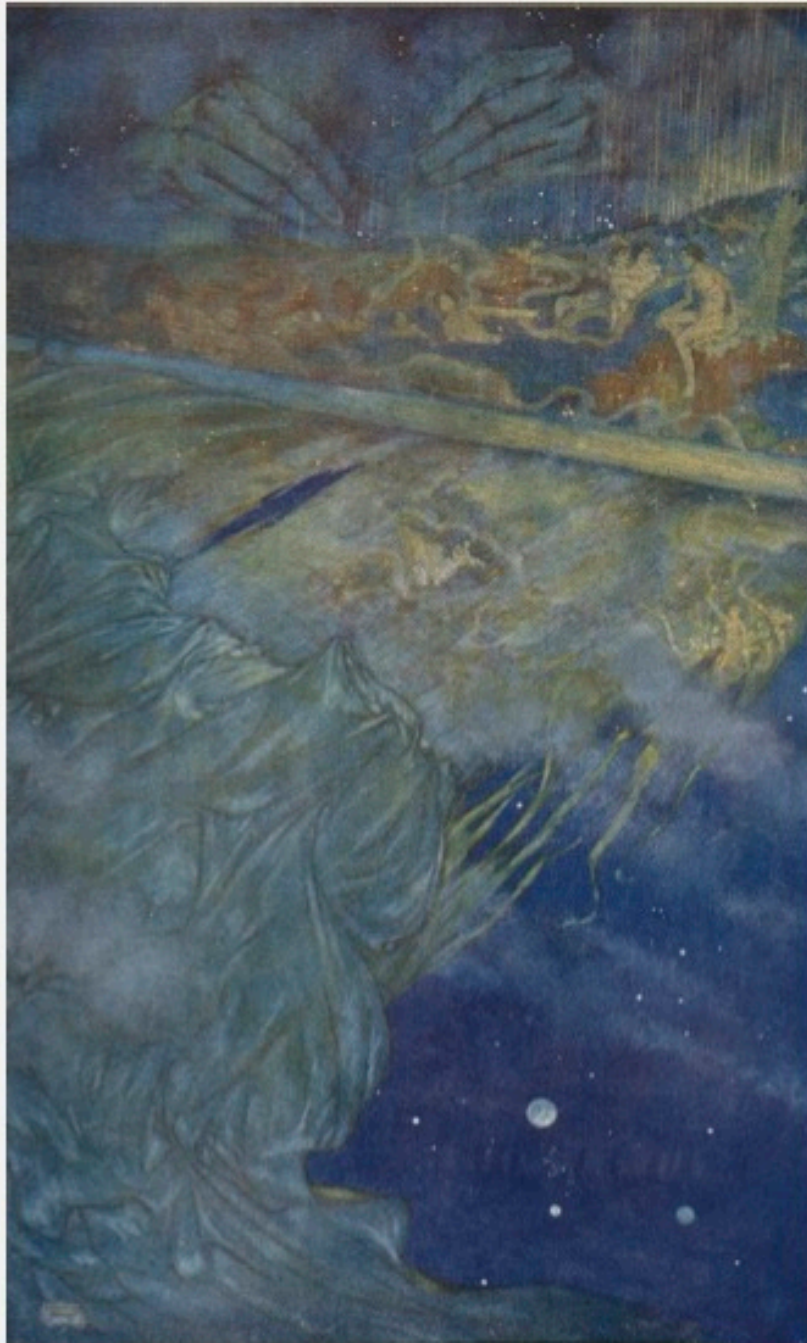
Since then, lines from the play keep popping up in the classroom. Someone talks themselves cleverly out of doing any work (not uncommon in Class 8...) and I'll hear, '*how well he's read, to reason against reading*' murmured from another corner of the room. I think the experience and the language will live with the class for some time to come.

— Peter Brewin





W I L L I A M
S H A K E S P E A R E ' S
T H E
T E M P E S T



PRESENTED BY CLASSES 9, 10 AND 11,
AT 6PM ON 6TH AND 7TH OF JULY 2022
AT THE ST MICHAEL STEINER SCHOOL.



The **Class 9** basketry block ended before half term with some wonderful baskets produced. There are some beautiful examples of French randing, striped English randing, a plethora of handle types and even some polish baskets. We also had some tension baskets, a cross, star wands, flowers and a family of fish. Well done class 9 and thank you for all your effort! — Alex Harrison



Classes 9 and 10 competed in a highly complex and exciting tournament to round off their tennis training with Ben Nash, our coach at the leisure centre. This had been weeks in the making as it was dramatically rained off on our first attempt!

Congratulations to all our competitors. Gold went to Walter Kelly (Class 9) and Silver to Matthias Aikins-Pascal (Class 10).

— Alex Harrison





Class 12 Geographers have been investigating map making through human development. We started with native traditions of memory and personal associations rather than “accuracy” as we think of it—a complex geometrical problem that has been wrestled with since Ptolemy in 105AD! We looked at itinerary maps, ‘physical’ sat—nav, and the famous Portolan map found in a Parisian Junk shop which was how we first started mapping the oceans. We are now at the point of recognising landmarks and working out how to take the 3D and represent it in the 2D.

— Alex Harrison







The inaugural edition of our annual High School Literary Journal, **Wordsmiths**, is now available.

It features literary essays, poetry, and short stories written by High School students over the course of the 2021-22 academic year, including three Class 10 essays on *Antigone*, a mind-bending look at *Northern Lights* and *Paradise Lost* as parallel universes, and some exceptionally beautiful creative writing.

Look for the above cover in the sidebar of the website to download.



COMMUNITY PAGES

Please note that the school does not endorse or recommend, either in general or in particular, anything offered in the community pages and parents are advised to check the qualifications of practitioners or people offering services here.

Dear Community,

A request:

As many of you know I have been holding the eurythmy in school for many years and if all goes well we will be welcoming a new eurythmist to our school this September.

In order to facilitate this addition, we are seeking temporary ($\frac{1}{2}$ a term – 1 term) accommodation near the school for our candidate, who will be coming from South Africa and will be a new visitor to the UK.

If you have a **room to spare for a small donation/rent to a young South African Eurythmist**, then I would be most grateful. I have met him and he comes highly recommended.

This offer would give him the time to find somewhere to live once he arrives in the UK.

An offering:

I will be away quite a bit this summer working on several projects. Therefore my home will be empty and could welcome a guest/friend/relative who might wish to visit London.

I have a lovely little soulful one-bedroom flat with a most beautiful cat. If you or someone you know and trust would like to visit London for any of the following dates, please get in touch.

July 16th to 22nd

July 25th to August 5th

August 19th to 23rd

I would be happy to offer the flat for a small donation to cover costs.

Please contact me for further enquiries:

michelehunter@stmichaelsteiner.com

Thank you so much for considering, and with much gratitude,
Michèle

Dear St. Micheal Steiner School
Community,

My name is Deepa and I am very excited to be joining the kindergarten team in the Autumn term as a Steiner kindergarten teacher! I am looking for a furnished room to rent from

the **end of July 2022**, in a shared house near the school (ideally within walking distance, or alternatively bicycle or bus distance). I would be happy to share facilities (kitchen, living room and bathroom).



I love nature and going for walks. Ideally, I would love a place in a quiet area, easily accessible to green areas, public transport and food shops. I am a clean, tidy, reliable and warm person who lives and has worked in the London area for nearly 5 years. I have worked as a nanny, Steiner kindergarten assistant and kindergarten teacher cover at the Greenwich Steiner School. I come from Italy, where my adoptive family lives.

If you have a room to rent or know of anyone who could help me finding a room, please contact me at: deepabrac@yahoo.it or 07447 919010.

Thank you very much!

Warm wishes,
Deepa

THE HIGHER LOVE

19th to 22nd August 2022

EURYTHMY RETREAT

Lake District

with
Michèle Hunter

www.michelehunter.uk

All welcome, no experience necessary.



Rydal Hall is a magnificent location which has been chosen to create an all-around soul nourishing retreat to integrate both our inner and outer worlds.

This popular retreat centre in Cumbria sits in its own parkland and lies between the villages of Ambleside and Grasmere.

The retreat is designed to leave you time to unwind and enjoy the sumptuous surroundings with its stunning lakes and mountains. There are family activities around the area which you can explore and enjoy too. Bring your loved ones.

The retreat includes:

B&B, dinner and course fees.

Two extended Eurythmy sessions a day (one and a half hours each).

There are two all-inclusive price tiers to help everyone pay what they can afford. Please choose the one that best fits you.

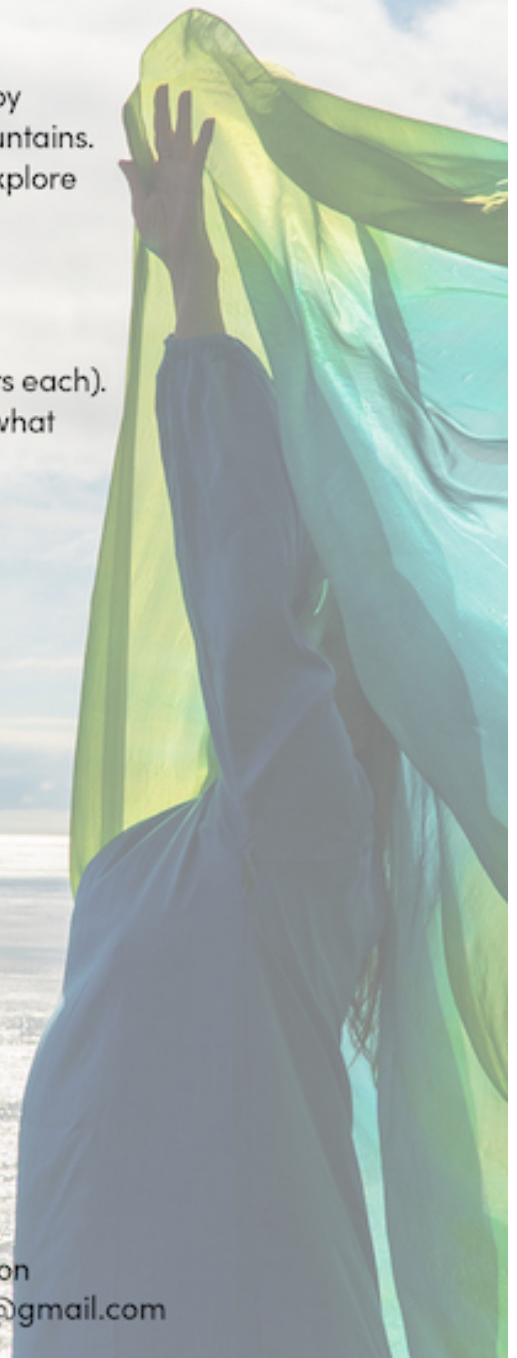
Prices: £580 - £520

(Early bird - £470 by 31st May)

prices based on shared twin/double rooms.

- A non-refundable deposit of £175 will secure your place at the B&B and on the retreat. The deposit is required at the latest by 31st May. Confirmations of room preferences and dietary requirements needed by 30th June.
- Full payment to be settled no later than 15th July via bank transfer to Michèle Hunter.
- Residential places are limited, so please book early to avoid disappointment.

Please visit the website or
email me for more information
www.michelehunter.uk / mhunter1life@gmail.com



Dreaming of a different kind of family photo?

