

Secondary School Prospectus Years 9 & 10



The Armidale
Waldorf School
and Boongaia Preschool
FOR RUDOLF STEINER EDUCATION





From the Education Director

I am delighted that after a lengthy period of focus and diligent work, TAWS will be in a position to introduce Year 9 in 2023 with a view to continuing into Year 10 the following year.

Our School Board set this direction some years ago and now with growing student numbers and increased interest from our school community and beyond, we believe that this is a terrific opportunity.

The opportunity on offer is for students in Years 7 and 8 to continue the connection with their educational journey inside our Steiner context and complete Years 9 and 10 here at TAWS. I am proud of this development and believe that it will enhance the educational landscape in Armidale.

The success of Steiner education lies in the attention it gives towards the emotional, intellectual, spiritual and physical development of each child, fostering a deep engagement with learning and a lifelong sense of wellbeing. Our curriculum fits with the national Steiner curriculum framework and is approved by NESAs.

This curriculum is deeply linked to the appropriate stage of child development, thus meeting the students in Years 9 and 10 and preparing them for ongoing education in Years 11 and 12, and into the future to participate in society in a way that honours their unique individual capacities.

I invite you to enrol your child in this new initiative.

The Armidale Waldorf School, *"More than an education, is a foundation for life"*.

A handwritten signature in black ink, which appears to read 'Zana Clarke'.

Zana Clarke,
Education Director

“Our highest endeavour must be to develop free human beings who are able of themselves to impart purpose and direction to their lives. The need for imagination, a sense of truth, and a feeling of responsibility – these three forces are the very nerve of education.” Rudolf Steiner.



Setting the Scene: High School Years at the Armidale Waldorf School

The Armidale Waldorf School provides students with a creative and engaging broad-based curriculum appropriate to the stage of child development and consistent with NSW Educational Standards Authority (NESA) requirements. Students will have the opportunity to attain the Record of School Achievement (RoSA), which is the NESA certificate of satisfactory completion of Year 10. The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

"Lead your child out into nature; teach him on the hilltops and in the valleys. There he will listen better, and the sense of freedom will give him more strength to overcome difficulties. But in these hours of freedom let him be taught by nature rather than by you. Let him fully realize that she is the real teacher and that you, with your art, do nothing more than walk quietly at her side." Johann Heinrich Pestalozzi

Critical Thinking



Academic Excellence

- Analytical & Critical Thinking
- Knowledge & Research Application
- Curiosity & Problem-solving



Artistic Appreciation

- Self-expression
- Creative Contributions
- Imaginative Intelligence



Community Connection

- Diversity & Cultural Awareness
- Self & Social Consciousness
- Sense of Belonging



Environmental Awareness

- Passion & Integrity
- Collaborative Responsibility
- Resourceful & Reflective



Sporting Accomplishments

- Resilience & Determination
- Self-improvement & Self-esteem
- Physical Development & Growth



High School Overview

School Site

The school site offers an ongoing opportunity for students to develop a sense of place and belonging and the opportunity to engage with nature purely by being here. This is considered a powerful influence for the students. The built environment continues to develop, and we are pleased that the new buildings for Years 9 and 10 are scheduled for completion this year.

Curriculum

The curriculum will be separated into two areas, core subjects and broad-based curriculum, to give students the opportunity to study across a wide range of subjects in an interdisciplinary manner. This is becoming increasingly acknowledged as a better way to study prior to specialisation and has been a hallmark of Steiner education, for example through the Main Lessons.

Core subjects: English, mathematics, human society and its environment (HSIE), science, and personal development, health and physical education (PDHPE).

Broad-based curriculum subjects (BBCs): art, drama, music, carving in wood and lino, sculpture with clay and stone, website development, animation, textiles, digital and film photography, writing and shooting a short film, community service, journalism, silversmithing and jewellery-making.

Camps

Class camps involve physical challenges and an experience of our historical, artistic and political cultures. In these camps, students are required to show an increasing sense of responsibility, cooperation and independence.

Over their schooling, not only will the students cover many geographical regions but also meet people from all walks of life. This time away as a class strengthens the relationships between students and the teacher to create a strong identity as a class group, working and growing together.

Through the Camp Program the teacher is provided with many opportunities to observe and learn about the children, observations that will be invaluable in the years and months to follow. The children themselves learn resilience, sharing, cooperation, reverence for nature, the excitement of exploration, interest in the world around them, independence and many outdoor camping skills. Both past and present students fondly remember class trips and all agree they gained enormously from the experience.

Teaching and Learning Staff

Commencing in Year 7, students depart from the primary school model of having a primary, single teacher teaching all of the Main Lessons, with a smattering of subject experts for topics such as gardening, craft and music. In the high school, students enjoy the opportunity to have Main Lessons taught by subject specialists. This also meets their developmental stage as they emerge into their teenage years. A move towards independence and interdependence is fostered by interaction with a wider range of adults than in the primary school.

The teaching staff who are new to our school are enthusiastic and committed to this new and growing enterprise. TAWS continues to be on the lookout for and to recruit excellent staff who see a future in this high school endeavour and are committed to its success. The teachers have areas of specialisation that accord with the subjects described above, and the school is fully committed to supporting ongoing Steiner professional learning for all staff and in particular for the new high school staff. This is done through a solid mentoring program and participation in external professional learning.

The Rhythm of the School Day

Students spend the first part of the morning in the Main Lesson, a two-hour rich learning sequence that concentrates on the same subject for a three-week period. These longer sessions allow students to interact with their subject, classmates and teachers more deeply. The Main Lesson offers more time for a truly broad-based education, with differentiation according to student need, layering of increasingly complex material, and questioning and response time. The remainder of the day is arranged into a middle period of two 45-minute periods and one 75-minute period after lunch.

We anticipate that when Years 9 and 10 are running the high school will be comprised of two composite classes, Year 7/8 and Year 9/10. Specialists in English and history, science and mathematics will work across the two composite classes. Our approved NESAs curriculum is designed in stages that allow for subjects for Year 7/8 and Year 9/10 to be taught in an alternate year program. This fits well with the composite class structure that has proven itself at our school in the past. Whilst all teachers will have pastoral care responsibilities, we will look towards a lead teacher to fulfill this role similar to that of class guardian in more traditional and bigger Steiner high schools. This model forms an integral, critical part of the Armidale Waldorf School's commitment to student wellbeing.



| Year 7/8

This phase of school coincides with the onset of puberty – a time of great change.

As in the younger classes, the Year 7/8 curriculum continues to cultivate the thinking, feeling and willing through a balance of academic studies, artistic activities and practical experiences. However, the emphasis at this stage is on assisting young people to integrate these activities with the help of the emerging ego.

The students begin to acquire an intense curiosity and a growing capacity for higher-order analysis and reflection. They are also moving towards more rational decision-making and a better understanding of the consequences of behaviour. As their interest in ethical and moral questions develops they are keen to explore real-world social issues. Many want to make the world a better place as active, emerging young citizens within our Australian society and global community, meeting the world in a truthful and creative way.



Year 7/8 Curriculum

English Main Lessons

In Year 7/8, English Main Lessons seek to empower students and their emerging voice to develop their passion, self-expression and desire for dissent and discussion, in order to remake the world for the better. "The Power of the Word" examines the history of the English language and the techniques of persuasive speech, while "Wish, Wonder and Surprise" inspires their creative writing forces. Two Main Lessons, "The Renaissance" and "King Arthur", harness the excitement of the birth of ideas, identities, cultures and codes of living. The study and performance of the plays *A Midsummer Night's Dream* and *A Canterbury Tale* broaden their perspective beyond their own experience to worlds that are vastly different and yet somehow similar to their own.

History and Geography Main Lessons

History and Geography often intertwine, as students connect their own broadening inner world to the exploration and discovery of the world in history and through the study of geography. Main Lessons include "The Middle Ages", "The Age of Discovery (movement of peoples)", "The Lay of the Land (landscapes and landforms)" and "The Southern Hemisphere (geographic contrasts and connections)". A return to the study of ancient history, in particular archaeology, considers the intersection of place and people in another light and asks them to return to old subjects with a questioning, even revolutionary, eye.

Science Main Lessons

In Year 7/8 Science Main Lessons follow a range of topics, including "Mechanics, Combustion and The Lime Cycle", "The Diversity of Life", "The Human Body", "From Alchemy to Industry" and "The Physics of Flight". Central to the teaching of all is the power of the student's own observations, so that they are directly participating rather than simply receiving information. The Main Lesson "Connections and Birthing", which also addresses the intent of the PDHPE curriculum, introduces students to the biology of reproduction, through researching and sharing their own "birth stories" and listening to the stories of others. This brings an awareness of the responsibility for conception/contraception, the physical and emotional impact of pregnancy, the process of birth and the care of the baby. The Main Lesson "Caring for Our Life Processes" also addresses the intersection of science and PDHPE, and educates students on how their bodies work and what they can do to care for them.

Maths Main Lessons

Maths Main Lessons explore how the practical and the perfect (idealism and pragmatism) intersect. This is undertaken through studies in "Maths in Nature", "Mathematics Around Us", "Money in Society (practical/business maths)", "Measurement and Geometry", "Pythagoras and Algebra" and "Mapping and Maths". At this stage of development, students seek to know the "why" of learning something, and these maths Main Lessons seek constantly to show connections between the realm of "pure thought" and practical application.

Technology is split into three strands:

- Digital Technology

Digital Technology is focused on developing skills and capabilities to prepare students for the digital world, while learning to be responsible users of technology.

- Agriculture and Food Technology

The school garden and kitchen provide a hands-on base for investigating sustainable practices, managed systems and permaculture.

- Materials Technology

Materials Technology focuses on working with wood, building on the skills and knowledge developed in the primary years, as well as using natural fibres in sewing.

French

In Years 7 and 8, students continue to learn conversational French and have the additional focus of French as a global language. French is also taught through the lens of other subjects such as geography, history, art, English and technology. This approach supports the Main Lesson and provides an integrated learning environment.

Creative Arts

All students participate in the aesthetic creative arts program of drawing, painting, music and drama. Annual class plays give every student the opportunity to explore their creative interest.

Students attend weekly creative art classes as well as individual instrumental music tuition. This emphasis on creativity results in creative-thinking individuals with the capacity for self-expression and flexible thinking.

Personal Development, Outdoor and Physical Education

Students investigate the impact of transition and change on identity and evaluate strategies to manage these changes. Students explore the self-management and interpersonal skills required to promote their own and others' health, safety and wellbeing. Physiological changes are covered in detail in two Main Lessons: "Caring for Our Life Processes" and "Connections and Birthing".

The TAWS sports program

This program includes learning traditional Aboriginal games, ball sports, regular visits to SportUNE to utilise courts and fields, and a robust hiking and camp program.



| Year 9/10

Moving through the 15- to 16-year-old developmental changes, the grounds for good self-esteem, resilience, responsible responses, respect for others and themselves, independent thinking and so on have been prepared.

We are in the time now for trust that the work has been done and will carry us through, with a little deep breathing and inner calm required in places by the adults.

They are still working through many challenges; physically for many it is an ungainly time: skin problems embarrass some; facial features seem out of proportion for others; intellectually, they need more time; socially, because of their intense need for independence, they may be pushed into withdrawal and rebelliousness. It is a time when they feel their individuality strongly and want independence, perhaps before they seem capable of it to others.

In a way this period represents “youth”, at the edge of the beginning of adulthood. This age group want and need, and will take, independence, either externally or internally, whether we like it or not. So we need to facilitate that. We need to encourage them to think things through, to plan, to be responsible to themselves and to others. It is not about control, but about mentoring. The adult role now is to be a worthy mentor to them, even when they do not seem to be watching, or wanting one. This is not about giving away all expectations of responsible behaviour, but changing the framework in which it is seen.



“The capacity for forming judgments is blossoming at this time and should be directed toward world-interrelationships in every field. The world must become so all-engrossing to young people that they simply do not turn their attention away from it long enough to be constantly occupied with themselves.” Rudolf Steiner

Year 9/10 Curriculum

English

Students in Year 9/10 stand at the edge of a new reality, considering how to navigate the seas of excitement, danger and responsibility presented before them. The themes of loneliness and existentialism in the “Australian Literature” Main Lesson resonate with the inner experience of students. In the “Tragedy and Comedy” Main Lesson, students learn the art of riding the emotional roller coaster. Plays, novels, film and short fictional works offer examples of catharsis, humour and heroes who struggle with the dark and light aspects of themselves. The strong drama component of the curriculum presents opportunities for role play and experimentation with their emerging sense of self. English lessons focus on the skills of oral and written argument, essay writing, debating, grammar and proofreading. Finally, the “Sages and Epics” Main Lesson focuses on the birth pangs of a new stage in human development, one that aptly mirrors the students’ own awakening intelligence and adult being.

Maths

As the capacity for rigorous logic awakens within the Year 9/10 students, mathematics provides an excellent forum for the application of structured, logical thinking to make judgments based on observation and understanding rather than emotional response. Students engage with topics that kindle interest in the world around them. Mathematics begins to encompass technology, and students learn to appreciate technology as a cultural creation of human beings. Emphasis is placed on working with accuracy. Studying sequential processes and algorithms develops objectivity and clarity in thinking. Students are asked to make increasingly more theoretical judgements, to explore how general laws with predictive power can be applied in the world.

Science

The curriculum in Year 9/10 contains a robust range of topics that expand the “seeming smallness” of individual existence into the context of the greatness of the world. Students study the formation of Earth and its place in the Universe, as well as the functioning of organisms and the extraordinary inner workings of their own bodies. The class will engage in a number of science, technology, engineering and mathematics (STEM) projects related to topics of study, including making a four-bit adder and a water-bottle rocket, to emphasise the interconnection between these subjects and their use and power in the world. Continuing the theme of active learning, students will study chemistry in the lab, with depth studies on the transformation of plant substances and salt chemistry. Students may be invited to attend a weekly extension science class, according to interest and diligence, which will deepen their knowledge of the Main Lesson classwork and offer an additional hands-on component.

History

Modern history is considered to be the broad range of ideas that motivated change and shaped the world we live in today. Students will study major events and turning points from the beginning of the 19th century to the present-day in Australia and internationally. They examine current world issues and trace their historical roots from multiple sources and perspectives. Deep study topics include the Industrial Revolution, World Wars I and II, changes to civil and human rights with particular reference to Aboriginal and Torres Strait Islander peoples, and the rise of China and India as global powers in the late 20th and early 21st centuries.

Geography

In Year 9/10, geography increasingly becomes a study in how human beings can balance their own success with the thriving of others and of the environment. Food production, urbanisation and sustainability, variations in human wellbeing, and environmental change and management are all considered in this overarching theme. These topics draw on students’ learning from past years in the disciplines of science, geography, citizenship and history. Students consider deeply the problems and opportunities that exist today locally, nationally and internationally.

Year 9/10 Broad Based Curriculum Subjects (BBCs)

All students participate in a carefully curated Electives Program designed to extend their capacities and nurture new interests, with an emphasis on project-based learning. The program covers many subjects, with some being optional and others offered to the whole class as a group. Offerings include art, drama, music, carving in wood and lino, sculpture with clay and stone, website development, animation, textiles, digital and film photography, writing and shooting a short film, community service, journalism, silversmithing and jewellery-making. Students wishing to continue studying French will have the option of pursuing this as an alternative stream within the BBCs.

“The new generation of citizens requires not just strong academic skills, but also curiosity, imagination, empathy, entrepreneurship and resilience. They need confidence and determination to create their own employment and to manage their careers in new ways. Effective education systems will go beyond traditional teaching techniques. Not only will they provide learners with knowledge relevant to future employment, they will also develop the ability of learners to be personally effective in applying that knowledge in changing situations.”

OECD, “Teenagers’ Career Aspirations and the Future of Work”



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