

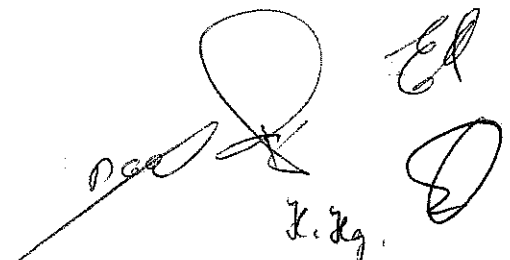
THIS DEED OF AGREEMENT is made the 29<sup>th</sup> day of September 1989

BETWEEN RUDOLF STEINER SCHOOLS TRUST a duly constituted Board pursuant to a certain Deed of Trust dated this 4th day of December 1962 (hereinafter with its successors referred to as 'the Proprietor') of the first part

AND HER MAJESTY THE QUEEN acting by and through the Minister of Education (hereinafter referred to as 'the Minister') of the second part

WHEREAS

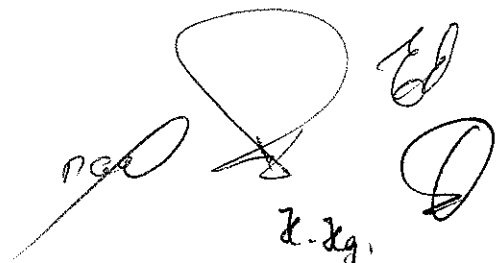
- A. The Proprietor is the owner of MICHAEL PARK SCHOOL (hereinafter referred to as 'the School')
- B. The School is a Rudolf Steiner Waldorf School and has operated as a Rudolf Steiner Waldorf School with children from its most junior pupils of four years to its most senior pupils of nineteen years. For the purposes of this Agreement the age of the pupils in the integrated school is from five to nineteen years of age.
- C. The Minister and the Proprietor have agreed to enter into this Deed of Agreement pursuant to the Private Schools Conditional Integration Act 1975, whereby the School is to be

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established as an Integrated School.

NOW THIS DEED OF AGREEMENT WITNESSES THAT IT IS HEREBY COVENANTED  
AGREED AND DECLARED BY AND BETWEEN THE PARTIES HERETO AS FOLLOWS:-

1. THAT the Minister and the Proprietor HEREBY AGREE that the School is to become an Integrated School pursuant to the Private Schools Conditional Integration Act 1975.
2. THE School's Special Character as is hereinafter described, shall incorporate the education with a Special Character as provided in the School AND IT IS HEREBY AGREED AND DECLARED that the School shall at all times in the future be conducted and operated so as to maintain and preserve the School's Special Character and these presents shall be interpreted so as to maintain and preserve the Special Character of the School.
3. ON behalf of the Proprietor it is hereby agreed that:-
  - 3.1 The Proprietor is the owner of all the land more particularly described in the First Schedule hereto (hereinafter referred to as 'the Proprietor's land') and the improvements thereon. The School premises for the purposes of this Deed of Agreement are the land and improvements more particularly described in the First Schedule hereto, and are hereinafter referred to as 'the School premises'.
  - 3.2 The Proprietor shall set apart and appropriate as owner all the School premises and all the chattels and other assets of the Proprietor associated with the


  
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School exclusively for the purposes of the School as an integrated School so that the Controlling Authority of the School shall have the exclusive right to the possession and use of the School premises and chattels PROVIDED THAT -

- 3.2.1 At the request of the Proprietor, the Controlling Authority may grant the use of the School premises and chattels to the Proprietor or other person or persons at any time when the School premises and chattels are not required for school purposes and the Controlling Authority shall not unreasonably or arbitrarily withhold its consent. The Controlling Authority may require any such person or persons to pay a reasonable fee to the Proprietor as a condition of such use.
- 3.2.2 With the consent of the Proprietor, the Controlling Authority may grant the use of the School premises and chattels to other person or persons at any time when the School premises and chattels are not required for School purposes and the Proprietor shall not unreasonably or arbitrarily withhold its consent. The Controlling Authority may require any such person or persons to pay a reasonable fee to the Proprietor as a condition of such use.

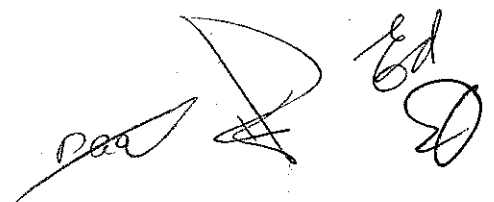
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*k.kg.*  
*D*

- 3.2.3 The Proprietor shall accept and meet the liability for all mortgages, liens and other charges upon the land and buildings comprising the School premises.
- 3.2.4 The Proprietor shall plan, pay for, and execute the improvements described in the Third Schedule to the School premises, so as to bring the School buildings and associated facilities forming part of the School premises up to the minimum standard for comparable State Schools prevailing at the effective date of this Deed of Agreement. Such improvements shall be carried out in accordance with the dates specified against such improvements in the Third Schedule. The Proprietor shall upon completion of any improvements to electrical services described in the Third Schedule arrange for the local electrical supply authority to inspect the School premises in terms of Regulation 45 of the Electrical Supply Regulations 1976 or such other regulation as shall be in force in substitution for the same.
- 3.2.5 The Proprietor shall plan, execute and pay for such capital works and associated facilities at the School as may be approved or required, from time to time by the Minister pursuant to Section

*nee* *Ed*  
*J. Kg.* *D*

40(2)(d) of the Private Schools Conditional Integration Act 1975.

- 3.2.6 The Proprietor may own or hold upon trust, and control and maintain any land, buildings and associated facilities that, although not part of the integrated School premises in terms of this Deed of Agreement are regarded by the Proprietor as appropriate to maintain the Special Character of the School.
- 3.2.7 The Proprietor shall insure all the buildings forming part of the School premises and the Proprietor's chattels (if any) owned or held upon trust for the purposes of the School and the other assets owned by the Proprietor for the purpose of the School against risks normally insured against, in some responsible insurance office in New Zealand and further acknowledges the obligation on it created by Section 40(2)(h) of the Private Schools Conditional Integration Act 1975.
- 3.2.8 No person employed at the School and paid for his or her services in whole or in part out of monies appropriated by Parliament shall be paid by the Proprietor or its servants or agents any remuneration additional to that provided for by the Private Schools Conditional Integration Act

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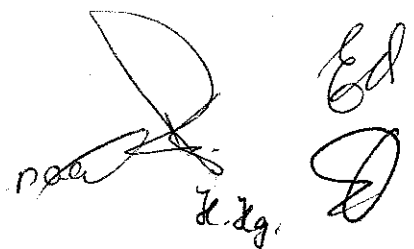
1975 or shall be granted or permitted any condition of service more favourable than that permitted in the case of a person employed in a comparable position in a State School PROVIDED HOWEVER that a teacher to whom the provisions of Section 71 of the Act apply shall continue to be paid no less than the same salary and be accorded the same status as he or she received or was accorded on the day before the effective date of the integration of the school.

4. NEITHER the Minister nor the Board of Trustees shall be liable for any damage or cost caused by or connected with the power or the power cable easement described in the First Schedule hereto unless such damage is due to the negligence of the Minister, the Controlling Authority or their agents.

5. THE Minister shall be responsible only for the normal maintenance of the retaining walls on the School premises and all other expenditure in respect of the retaining walls on the School premises shall be the responsibility of the Proprietor.

6. THE land and buildings constituting the School premises are subject to the mortgages, debts, liens, encumbrances, easements, licences, restrictions and other matters which affect the title to or enjoyment of the land and have the appurtenances or benefits attaching to the land more particularly described in the First Schedule hereto.

7. THE School provides and shall continue to provide education

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with a Special Character the essential elements of which include:-

"The Special Character of the School is that it is a Rudolf Steiner Waldorf School for boys and girls established by Rudolf Steiner Schools Trust for the community of parents who wish their children to receive Rudolf Steiner Waldorf education.

The Rudolf Steiner Schools Trust promotes and supports the School in its provision of education with a Special Character, that is to say:

The School is a Rudolf Steiner Waldorf School in which Rudolf Steiner's Art of Education is practiced. Anthroposophy as a world conception, its description of the universe and the human being is the basis of the art of education and of all endeavour in the School. The education with a Special Character includes Festival observances and religious education which is Christian in its deepest sense, free of dogma or sectarianism.

The College of Teachers which works collegially in a spiritual way, shares responsibility for maintaining the Special Character of the School and the anthroposophical impulse which is inherent in all aspects of school life.

8. THE Proprietor of the School subject to the provisions of this Deed of Agreement:-

- 8.1 Shall continue to have the responsibility to supervise the maintenance and preservation of the education with a Special Character provided by the School.
- 8.2 Shall continue to have the right to determine from time to time what is necessary to preserve and safeguard the Special Character of the education provided by the School and described in this Deed of

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Agreement.

8.3 May invoke the powers conferred upon it by the Private Schools Conditional Integration Act 1975, if in the opinion of the Proprietor the Special Character of the School as defined and described in this Deed of Agreement has been or is likely to be jeopardised or the education with a Special Character provided by the School as defined and described in this Deed of Agreement is no longer preserved and safeguarded.

8.4 Shall have the right to nominate a representative to the Appointments Committee of the Controlling Authority (as long as the Controlling Authority is the Auckland Education Board) when it is dealing with appointments to the staff of the School and such representative shall advise the Committee on the suitability of applicants for positions in the school in accordance with such regulations thereon as shall be in force from time to time.

9. 9.1 ON integration the Controlling Authority of the School shall be the Education Board of the Auckland Education District as constituted pursuant to Section 15 of the Education Act 1964.

9.2 The School shall be managed by a Board of Trustees. The Board of Trustees which shall be constituted in accordance with the provisions of The School Trustees Act 1989 will have the powers of a Committee of

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Management until appropriate legislation is passed by Parliament giving the powers of a Controlling Authority to the Board of Trustees. The Board of Trustees shall be constituted in accordance with the provisions of the School Trustees Act 1989.

- 9.3 The control and management of the School shall be exercised subject to the provisions of Section 25(6) of the Private Schools Conditional Integration Act 1975 as long as that section remains in force.

10. THE school having 342 pupils at the date of integration shall have a maximum roll of 400 pupils. Any increase in roll shall be subject to a supplementary agreement.

11. THE Proprietor agrees that pursuant to Paragraphs 3.2.4 and 3.2.5 of Clause 3 of this Deed of Agreement it will bring the School up to the minimum standard of accommodation laid down from time to time by the Director-General for a comparable State School.

12. PREFERENCE of enrolment at the School under Section 29(1) of the Private Schools Conditional Integration Act 1975 shall be given only to those children whose parents have established a particular or general connection with the Special Character of the School and the Controlling Authority shall not give preference of enrolment to the parents of any child unless the Proprietor has stated that those parents have established such a particular or general connection with the Special Character of the School.

12.1 No child shall be enrolled at the School unless the

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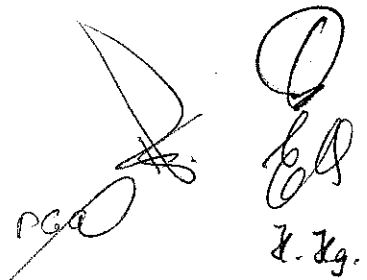
Proprietor has stated that the parents of that child have established a particular or general connection with the Special Character of the School.

13. AS festival observances and religious instruction form part of the education with a Special Character provided by the School, festival observances and religious instruction in accordance with the determination of the Proprietor after consultation with the College of Teachers shall continue to form part of the School programme in accordance with Sections 31 and 32 of the Private Schools Conditional Integration Act 1975.

14. THE Proprietor, together with its servants, agents and licensees, shall subject to the proviso of Section 40(2)(i) of the Private Schools Conditional Integration Act 1975, have at all reasonable times access to the School to ensure that the Special Character of the School is being maintained pursuant to Section 3 of the Private Schools Conditional Integration Act 1975.

15. THE Proprietor, together with its servants, agents and licensees, shall have at all reasonable times access to the land and buildings of the School constituting the School premises sufficient to enable it to exercise the powers and carry out the responsibilities vested in it and imposed on it by the Private Schools Conditional Integration Act 1975 and by this Deed of Agreement.

16. AN advertisement for the position of Principal of the School shall in accordance with Section 65(1)(a) of the Private Schools Conditional Integration Act 1975 state that a willingness

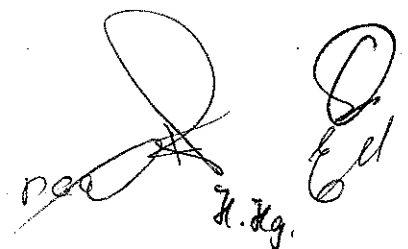


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and ability to take part in Religious instruction appropriate to the Special Character of the School shall be a condition of appointment. Any person so appointed to the position of Principal shall accept these requirements as a condition of appointment. The Principal so appointed shall accept and recognise a responsibility to maintain and preserve the Special Character of the School.

17. THE position of Deputy Principal at the School is agreed pursuant to Section 66(1) of the Private Schools Conditional Integration Act 1975 to be a special position that requires particular capabilities in the teacher appointed, namely to assist in planning and organising the courses and programmes at the School to ensure that they reflect the Special Character of the School and an advertisement for the position of Deputy Principal shall state that possession of these capabilities shall be a condition of appointment. Any person so appointed to the position of Deputy Principal shall accept these requirements as a condition of appointment. The Deputy Principal so appointed shall also accept and recognise a responsibility to maintain and preserve the Special Character of the School.

18. THE two teaching positions known as Junior School positions at Michael Park School shall be agreed to be special positions in accordance with Section 66(1) of the Private Schools Conditional Integration Act 1975 requiring specific capabilities in the teacher appointed, namely to teach and to organise programmes for the children of this age in accordance with the curriculum indica-

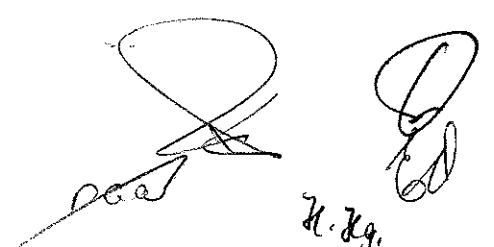
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for these positions shall state that possession of these capabilities shall be a condition of appointment.

19. THE teaching position known as Class One Teacher at Michael Park School shall be agreed to be a special position in accordance with Section 66(1) of the Private Schools Conditional Integration Act 1975 requiring specific capabilities in the teacher appointed namely to teach and to organise programmes in accordance with the curriculum indications and Special Character of the School. An advertisement for this position shall state that possession of these capabilities shall be a condition of appointment.

20. THE positions of Eurythmy Teacher, Bothmer Gymnastics Teacher and Waldorf Handwork Teacher at the School are agreed pursuant to Section 66(1) of the Private Schools Conditional Act 1975 to be specific positions that require particular capabilities in the teacher appointed, namely to teach and to assist and direct the planning and organisation of Eurythmy, Bothmer Gymnastics and Handwork respectively at the School to ensure that they reflect the Special Character of the School, and an advertisement for the position of Eurythmy Teacher, Bothmer Gymnastics Teacher and Waldorf Handwork Teacher shall state that possession of these capabilities shall be a condition of appointment. Any person so appointed to the positions of Eurythmy Teacher, Bothmer Gymnastics Teacher or Waldorf Handwork Teacher shall accept these requirements as a condition of appointment.

21. THE Proprietor may with the consent of the Controlling Authority in accordance with Section 69(1) of the Private Schools



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Conditional Integration Act 1975 arrange for any retired teacher to undertake voluntary tasks to assist in the School with the teaching appropriate to the Special Character of the School.

22. THE Proprietor in accordance with Section 69(2) of the Private Schools Conditional Integration Act 1975 may employ one person whether as a chaplain or otherwise to assist in the School with the teaching of festival observances and religious instruction appropriate to the Special Character of the School.

23. THE Proprietor may arrange for any person to undertake voluntary tasks to assist in the school with the teaching of festival observances and religious instruction appropriate to the special character of the School.

24. THE Proprietor of the School shall have the right to enter into an Agreement with the parents or other persons accepting responsibility for the education of a child, providing that: as a condition of enrolment and attendance of that child at the School, the parents or other persons shall pay attendance dues established in respect of the School, at such rates and subject to such conditions, as may be approved from time to time by the Minister, by notice in the New Zealand Gazette in accordance with Section 36 of the Private Schools Conditional Integration Act 1975.

25. AT the date of Integration the School shall be classified as an Area School for boys and girls from five to nineteen years of age and shall remain so until such time as an agreement to change in this organisation of the School is reached between the Proprietor and the Minister and the parties hereto entering into a

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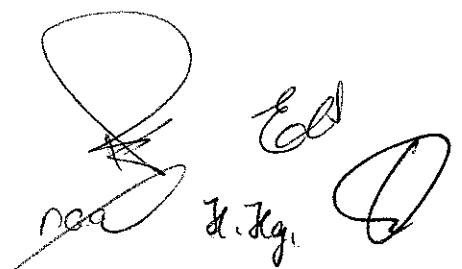
Proprietor and the Minister and the parties hereto entering into a supplementary Deed of Agreement to give effect thereto.

26. THE Proprietor shall not engage any teachers between the date of execution of this Deed of Agreement and the effective date of integration other than those whose names have already been notified by the Proprietor to the Director-General of Education without first obtaining the consent of the Director-General.

27. THE staffing entitlement of the school as at the 31st day of August One Thousand Nine Hundred & Eighty Nine (1989) was 17.27 positions excluding the Principal, the middle management allowance of 0.66 and the Careers Guidance entitlement of 0.42. In total the entitlement for an area school of 192 new entrants to Standard IV pupils (25 x 5 year olds) (198 including 5 year old calculations) and 151 Form I-VII pupils is 19.35 teachers.

28. THE Proprietor shall reimburse the Minister for the payment of salary, wages and proportion of School holiday pay due and paid by the Minister in respect of the 1989 School year to any person employed at the School up to the effective date of integration.

29. SUBJECT to Clause 3.2.4 and 3.2.5 and any requirements placed on the Proprietor to carry out deferred maintenance and fire protection measures set out in the attached schedules, the Minister after the effective date of this Agreement, shall maintain the land, buildings, chattels and associated facilities comprising the integrated premises as shown on the plan attached hereto as though the school were a State School, but the Minister will not accept responsibility for deferred maintenance (as

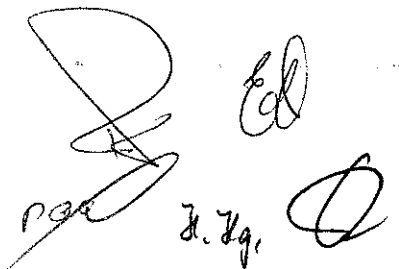
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detailed in the Third Schedule) or any future maintenance for Blocks I, II, III, X and XIII. The Proprietor shall maintain these areas in a condition that provides for the health and safety of staff and students as long as they are in use. The school shall be entitled to such furniture and equipment as the Controlling Authority supplies from time to time to comparable State Schools.

30. AS at the effective date of Integration Michaels Avenue Reserve and YMCA gymnasium are available to the School by the Eilerslie Borough Council for the purposes of sports and physical education and it is hereby agreed to by and between the parties hereto that should Michaels Avenue Reserve and the gymnasium cease to be available to the School the Minister will not be responsible for the provision of playing fields.

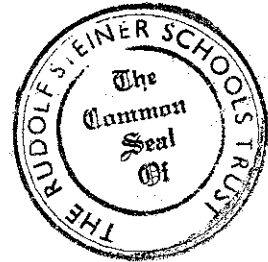
31. THE effective date of this Deed of Agreement shall be the 11th September 1989.

32. ON and after the effective date specified in this Deed of Agreement the School shall be an integrated School in terms of the Private Schools Conditional Integration Act 1975.

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IN WITNESS WHEREOF these presents have been executed the day and  
year first hereinbefore written.

THE COMMON SEAL of RUDOLF STEINER )  
SCHOOLS TRUST was hereunto )  
affixed in the presence of: )



*[Signature]*  
.....  
*[Signature]*  
.....  
*Elaine Seader*  
.....

*Louise Fleming*

SIGNED by PETER ALLAN ATKINSON )  
Assistant Secretary Administration )  
pursuant to authority delegated by )  
The Minister of Education acting )  
on behalf of HER MAJESTY THE QUEEN )  
in the presence of: )

*[Signature]*

*[Signature]*  
.....  
*Public Servant*  
.....  
*Wellington*

RS1  
290889



FIRST SCHEDULE

Legal description of the Proprietor's land - the School premises comprise all of this land:

THE PROPRIETOR'S LAND

**FIRSTLY**, an estate in fee simple in all that parcel of land containing 2.7077 hectares more or less being Lot 1 Deposited Plan 95936, part Lot 3 Deposited Plan 42875, part Lot 55 Deposited Plan 10400, part Lot 3 Deposited Plan 11477 and part Lot 3 Deposited Plan 34828 and being parts Allotment 7 Section 12 Suburbs of Auckland  
Subject to Section 308(4), (5) and (6) Local Government Act 1974

Fencing Covenants in Transfer 149173 (affects land formerly in C.T.337/259) and in Transfers 203802 and 441906 (affects land formerly in C.T.31D/1298)

Subject to an electricity easement in gross over the part Lot 1 marked "X" on Plan 95936 in favour of the Auckland Electric Power Board created by Transfer 731951.2

Subject to a sewerage easement over

(1) The part Lot 3 Plan 11477 and the part Lot 55 Plan 10400 marked "B" on Plan 74594 appurtenant to Lot 1 Plan 74594 (C.T.30C/264)

(2) The part Lot 3 Plan 34828 marked "C" on Plan 74594 appurtenant to Lot 2 Plan 74594 (C.T.38C/690) See Easement Certificate 420373.7

The above sewerage easements are subject to Section 351E(1)(a) Municipal Corporations Act 1954

Subject to Memorandum of Mortgage: No B730372.1 to Bank of New Zealand

Subject to Memorandum of Mortgage: No 790915.4 to the Housing Corporation of New Zealand

And being part of land contained in Certificate of Title 52A/222 (Auckland Registry)

**SECONDLY**, an estate in fee simple in all that parcel of land containing 1137 square metres more or less being Lot 1 Deposited Plan 74594.

Subject to Fencing Covenant in Transfer 441906.

Subject to a right of way over part shown marked "A" on Plan 74594 appurtenant to Lot 2 Plan 42875 (C.T.1199/100) created by Transfer 608087.

420373.7 Easement Certificate affecting Lots on Plan 74594:-

<u>Nature</u>	<u>Servient Land</u>	<u>Dominant Land</u>
Sewerage	Pt.55 Plan 10400 & Pt.3 Plan 11477 shown "B" (C.T. 31D/1298).	herein

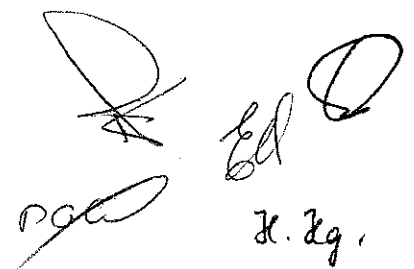
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The above easement when created will be subject to Section 351E (1) (a) of the Municipal Corporations Act 1954.

Subject to Memorandum of Mortgage: No B645128.2 to Bank of New Zealand

Subject to Memorandum of Mortgage: No 790915.4 to Housing Corporation of New Zealand




And being all the land contained in Certificate of Title 30C/264 (Auckland Registry)

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SECOND SCHEDULE:THE SCHOOL PREMISES

The attached plan shows the School Premises:

All the proprietor's land as described in the First Schedule hereto, delineated in red on the annexed plan of the Proprietor's land which forms part of this schedule TOGETHER WITH all the School buildings and other improvements thereon SAVE AND EXCEPT Blocks I, II, III, X and XIII and the land immediately surrounding the same more particularly delineated in green on the annexed plan together with a reservation in favour of those excepted portions of full rights of access inter se and of ingress and egress to and from those excepted portions from and to Amy Street and Umere Crescent, Ellerslie, Auckland.

  
nee   
  
K. Kg.

These works are to be planned, executed and paid for by the proprietor subject to the provisions of this schedule in relation to the buildings and associated facilities to bring them up to the minimum standard for a comparable state school. All work is to be carried out by competent tradesmen or in a workmanlike manner to the Department of Education standards.

AGREED PHASING OF WORK TO BE COMPLETED BY:

Description of Work	31.3.90	31.3.91	31.3.92	31.3.93	31.3.94	31.3.95
<u>SITE</u>						
Improve stormwater drainage						
Provide level playing fields				x		
Provide adequate paths between existing buildings				x		
Provide footpath separate from main entry and bus bay			x			
Provide sealed carparks			x			
Fence boundaries as necessary						x
Provide paved courts within ten years						x
Provide pathway from Block I to Omere Crescent in conjunction with new buildings						x
Develop entire site in conjunction with new construction to provide for improved access						x
<u>BUILDINGS</u>						
<u>Block XII</u>						
<u>Exterior:</u>						
Provide baseboards to foundations		x				
Upgrade egress steps	x					
Provide stormwater drainage		x				
Repair spouting			x			
Repaint exterior			x			

BUILDINGS

Block XII

Exterior:

~~Provide baseboards to foundations~~

Upgrade egress steps

~~Provide stormwater drainage~~

Repair spouting

Repaint exterior


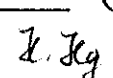

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AGREED FINISHING OF WORK TO BE COMPLETED BY:

	31.3.90	31.3.91	31.3.92	31.3.93	31.3.94	31.3.95
<u>Block XII (continued)</u>						
<u>Interior</u>						
Provide stops to drawer under sink		x				
Replace hot water heater			x			
Lower heaters from ceiling and repair heat damage	x				x	
Redecorate interior						
<u>Blocks V, VI, VII, VIII and XI</u>						
<u>Exterior</u>						
Repair and revarnish all sashes and doors		x				
<u>Interior</u>						
Resurface floors			x			
Repaint interiors				x		
<u>FIRE PROTECTION</u>						
Reinstate fire alarm in Block XI	x					
Extend fire alarm to cover Blocks XII and XIII	x					
Provide 1 x 9 litre water/CO <sub>2</sub> extinguisher in Block XIII	x					
Replace all portable heaters with fixed type	x					
Provide landings, steps & handrails where egress doors open directly over steps	x					
Install an intermediate safety rail below the handrail on stairway from Block XI	x					
Install an approved low voltage fail-safe fire alarm system to cover secondary school buildings	x					
Provide an approved incinerator		x				
Provide 3 x 9 litre water/CO <sub>2</sub> fire extinguishers to cover non-integrating buildings Blocks I, II and III	x					

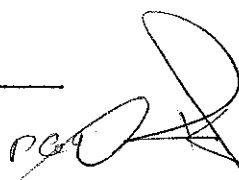
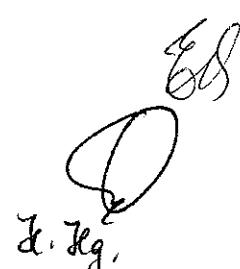




AGREED PHASING OF WORK TO BE COMPLETED BY:

Staff rest room  
School office  
Casualty room  
Sickroom 9.5%

## AGREED PHASING OF WORK TO BE COMPLETED BY:

BUILDING REQUIREMENTS (continued)	31.3.90	31.3.91	31.3.92	31.3.93	31.3.94	31.3.95
Resource/storage 37m <sup>2</sup>						x
Resource/staff work 19m <sup>2</sup>						x
Laboratory prep room 23m <sup>2</sup>						x
Art and Craft store/project 40m <sup>2</sup>						x
Clothing store 10m <sup>2</sup>						x
Homecraft store 10m <sup>2</sup>						x
Woodwork/Workshop tech store 38m <sup>2</sup>						x
Library workshop 19m <sup>2</sup>						x
Music store 10m <sup>2</sup>						x
Music practice 7.5m <sup>2</sup>						x
Caretaker/store workshop 25.5m <sup>2</sup>						x
Phys ed/gym store 40m <sup>2</sup> (in GP hall)						x
PE changing 2 at 38m <sup>2</sup> each						x
Dangerous goods store 9m <sup>2</sup>						x
Remove Blocks I, II and III within ten years						

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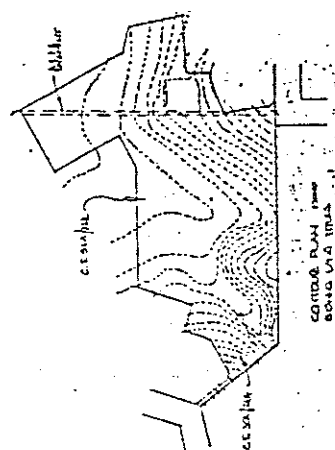
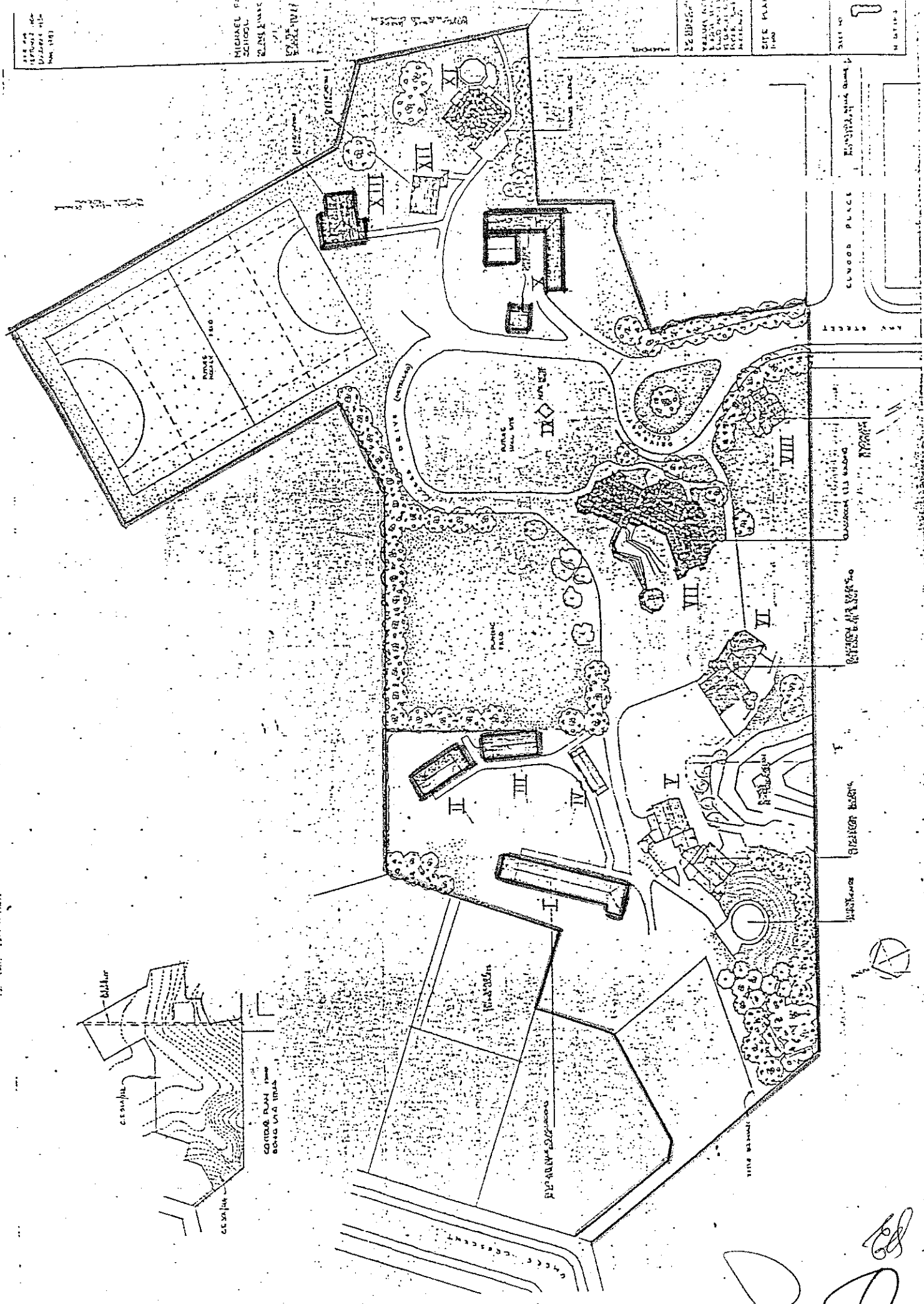
ALL ARE  
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MICHAEL F.  
SCHOOL  
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12-10-63  
VOLUME 100  
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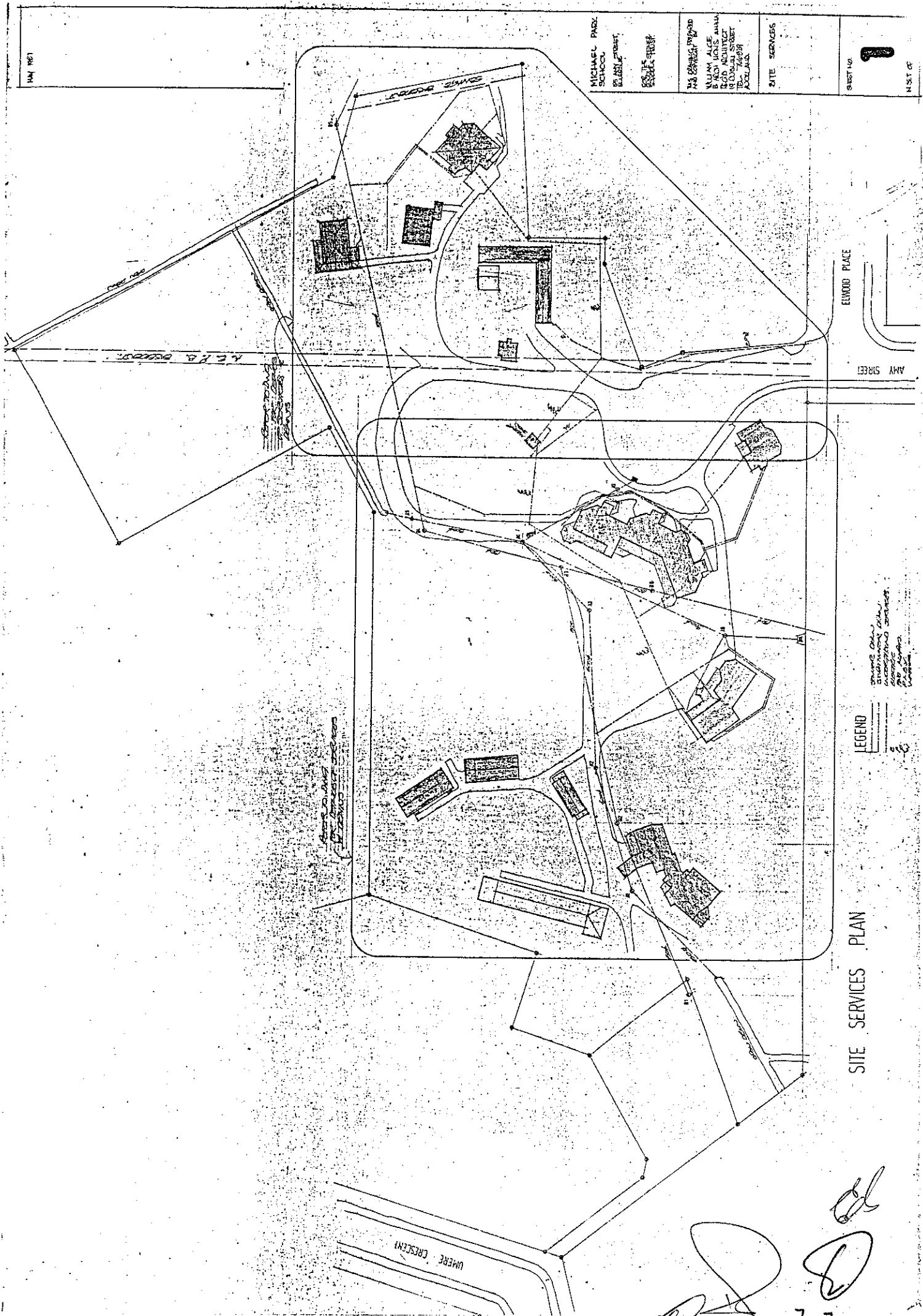
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K. Zg.



MICHAEL PADY SCHOOL 65 N. STREET BOSTON 12, MASS.	65 N. STREET BOSTON 12, MASS.	125 COLUMBIA ROAD NEW BRUNSWICK, N.J.	KATHY ALICE 1400 HUNTS AVE. HOOD ARCHITECT 1000 MAIN STREET TEL. 742-09 ARLAND	RITE SERVICES
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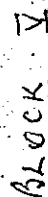
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SITE SERVICES PLAN

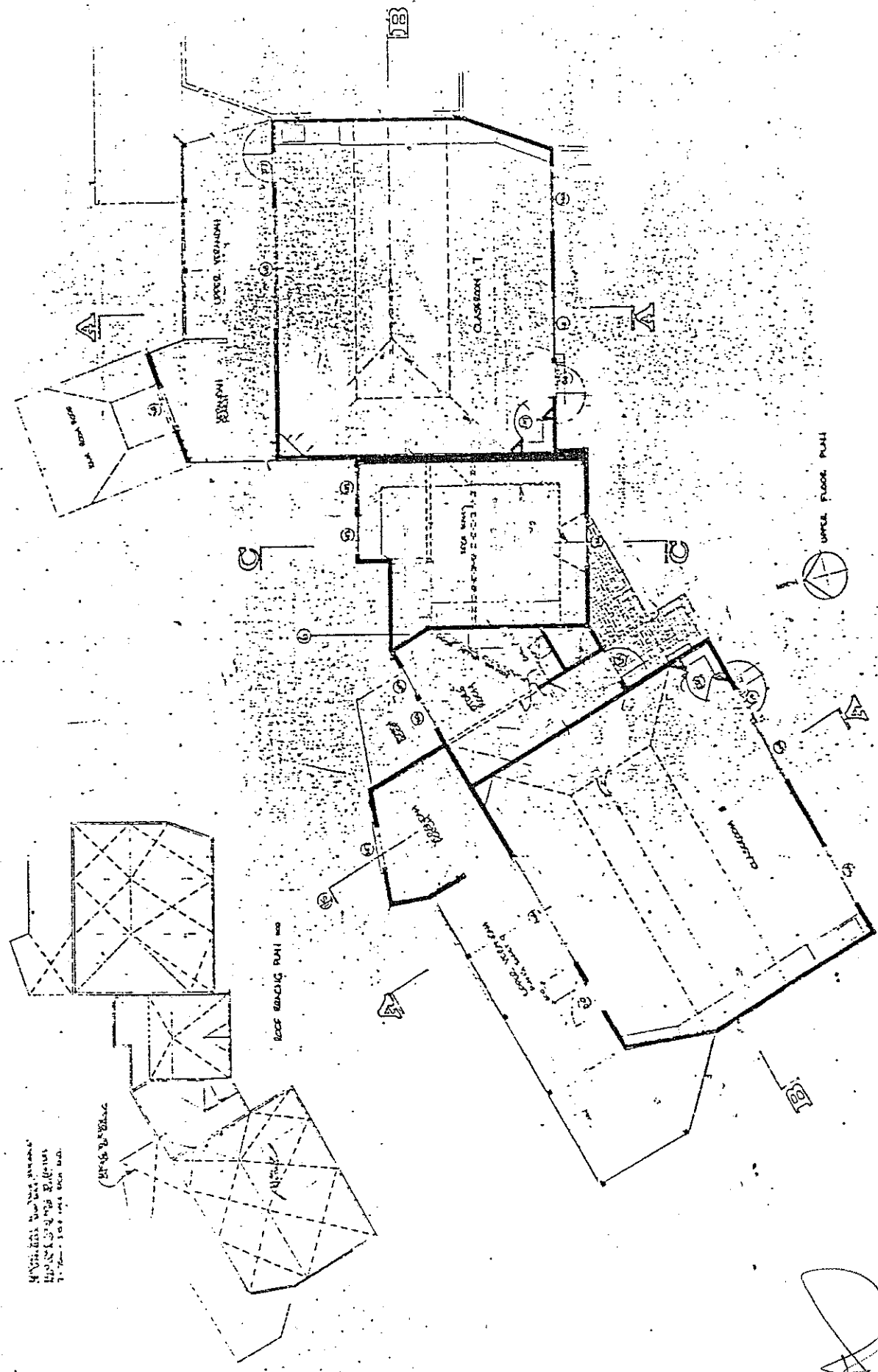
### LEGEND

ALL INFORMATION CONTAINED  
HEREIN IS UNCLASSIFIED  
DATE 01-11-2001 BY 60322  
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STANDARD 100	MAINTENANCE	MOVING, PACK, SCOD, AND UNLOADING	CLASSROOM 715 CLASSROOM 716 CLASSROOM 717	2nd FLOOR STAIRS ELEVATOR RESTROOMS LOCKERS OFFICES	UPPER FLOOR LOCKERS OFFICES	SITE NO.	DATE OF PL.
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BLOCK V

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K. K. G.

11/15/70

CLASSROOM FLOOR PLAN

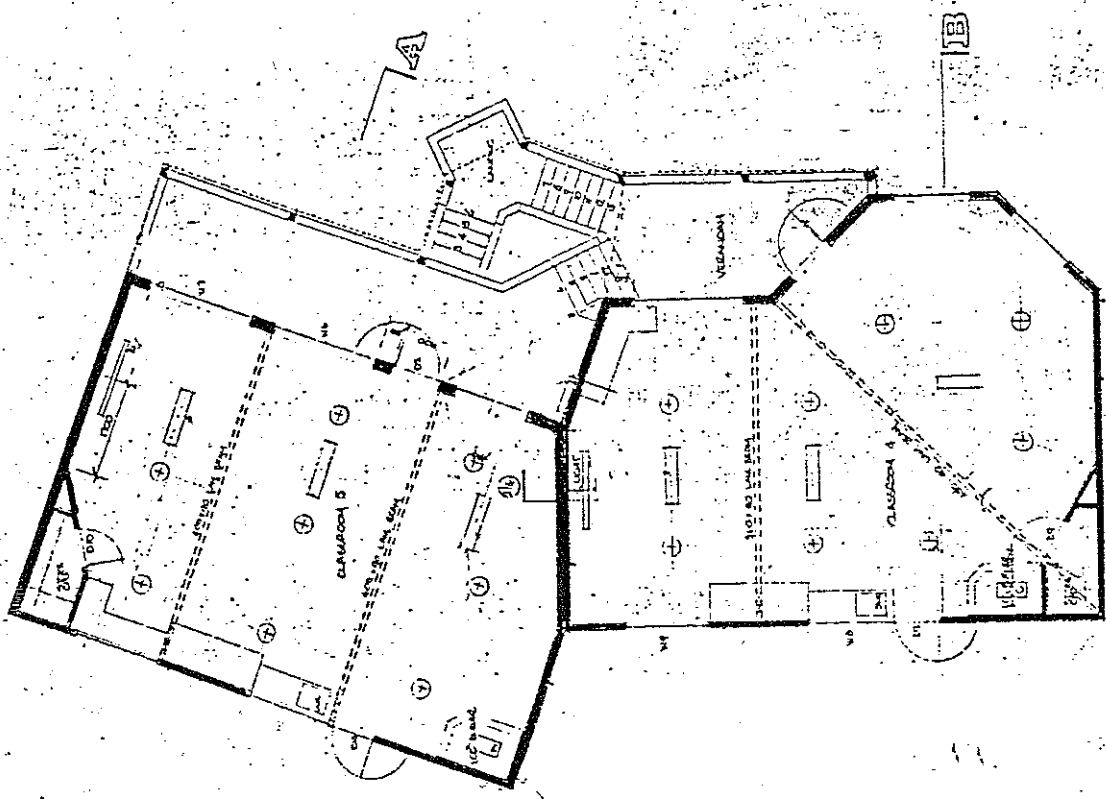
MOBILE UNIT  
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FLOOR THRU  
HOLDING

CLASSROOM  
BANKING  
FLOOR PLAN

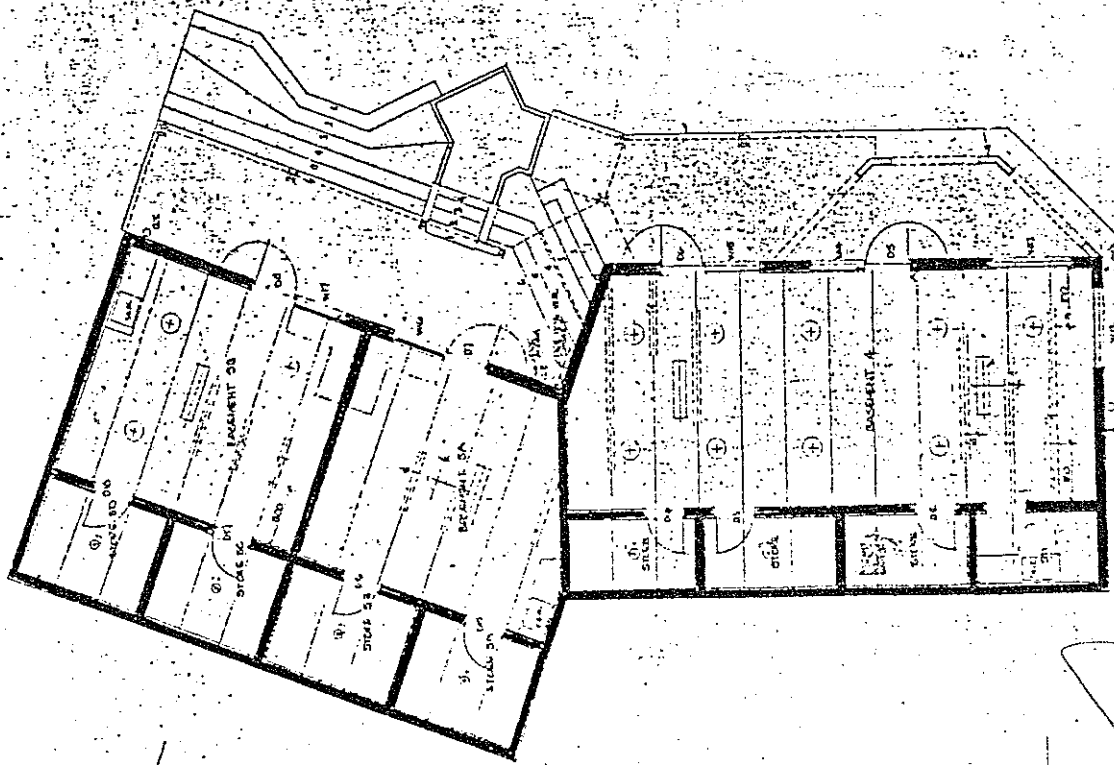
SHEET 11

11/15/70



CLASSROOM FLOOR PLAN

BLOCK VI



CLASSROOM FLOOR PLAN

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DOUGLAS  
JAN 1944  
IN STATE, BUREAU

התאריך: 15.05.2018

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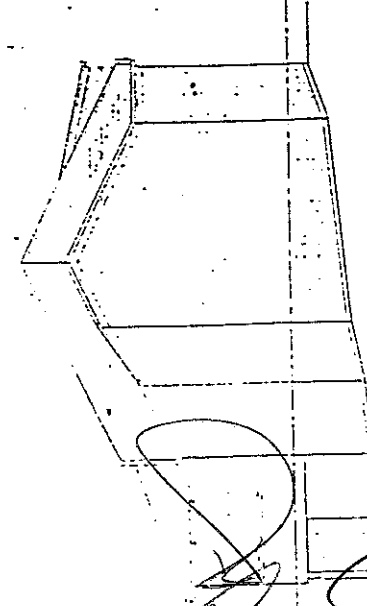
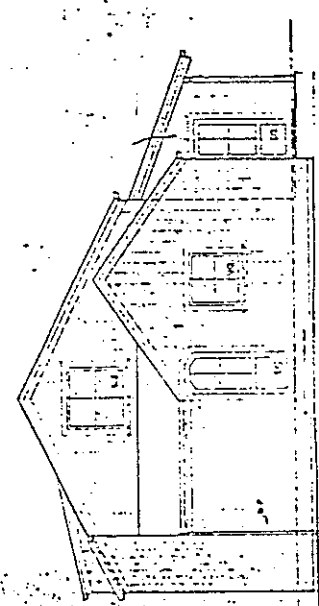
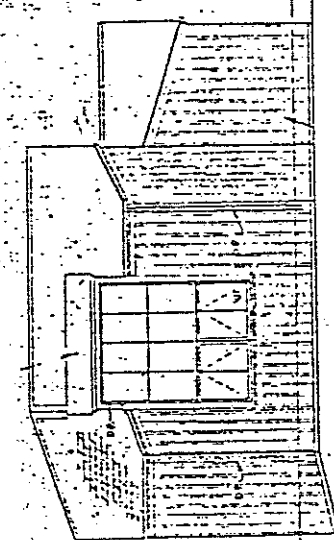
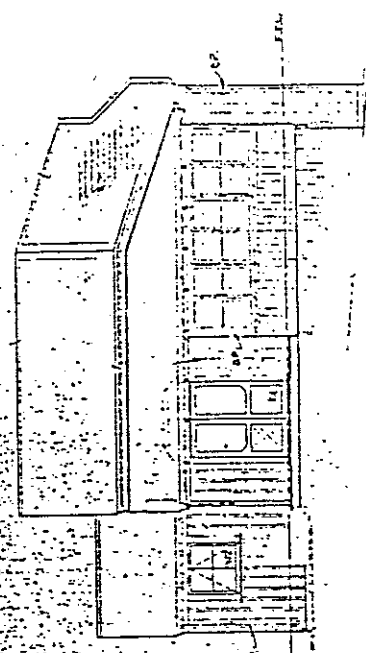
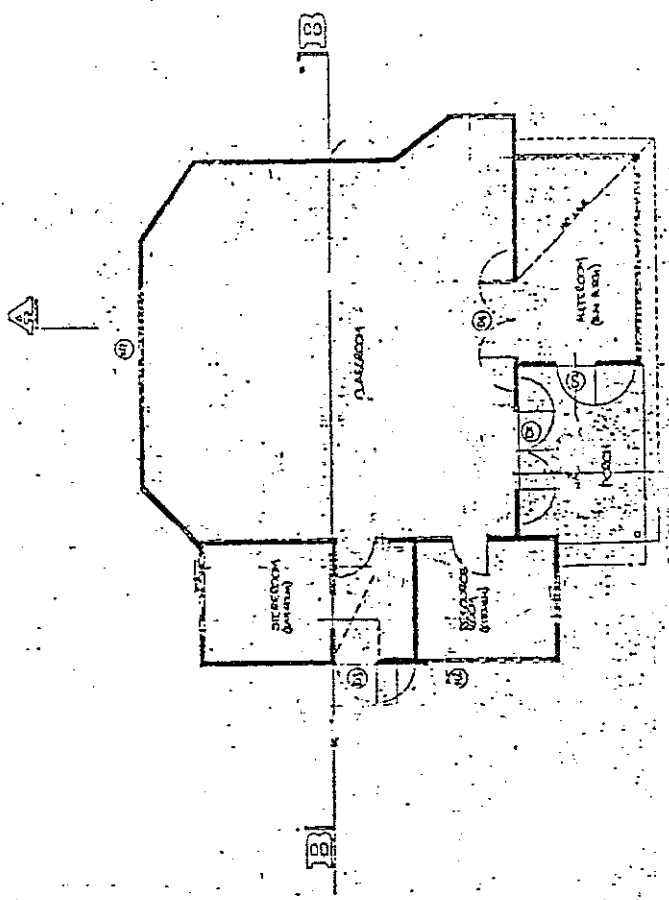
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1990-1991

PLANS AND  
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EAST ELEVATION

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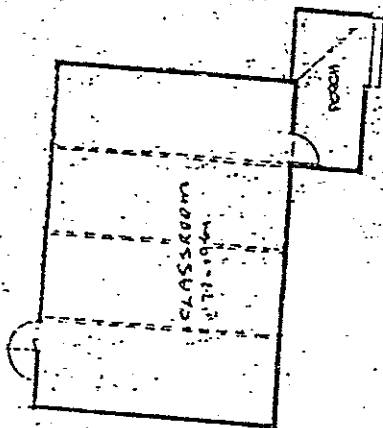
## VIII. BLOCK

**POSTAL SERVICE**

SECRET

 $7.79$





FLOOR PLAN

BLOCK XII

per k. kg



#### FOURTH SCHEDULE

### HISTORICAL RESUME OF THE DEVELOPMENT OF SPECIAL CHARACTER OF THE MICHAEL PARK SCHOOL.

"In 1959 a group of people interested in starting a kindergarten formed a working committee.

In 1962 the Rudolf Steiner Schools Trust was incorporated under the Charitable Trusts Act.

In 1964 a 13 acre site was purchased at Okura, on the North Shore, thanks to generous donations from members of the Anthroposophical Society. A lot of work and planning went toward getting a school started on this site, but the expected urban development in this area did not go ahead.

In 1973 Hannelore Henning started a day care centre in Grafton using Dr Steiner's methods, but independent of the Trust.

Over the years the Trust arranged many public lectures. Most of these were given by overseas speakers, some in conjunction with seminars and exhibitions. All of this activity stimulated much public awareness and various attempts were made to get a school started, but to no avail.

Then in late 1976 some parents of children coming up toward school starting age, called a meeting of those people interested in getting a school started in Auckland. From this meeting a core group was formed, which early in 1977 made this decision to get a school started in February, 1978. The Trust agreed to give them its support.

In 1977 Hannelore Henning's Day Care Centre became the official Rudolf Steiner Kindergarten. The two top priorities were then to find a pioneer teacher to start the main school and to find a temporary site to house it. By the end of the year Pamela Moore from Glenaeon School in Sydney had agreed to pioneer the school and a one year lease had been signed on a house in Herne Bay.

The school opened with the kindergarten and a composite class up to year three. Within a relatively short time the capacity of the premises was filled and a waiting list formed.

During 1978 the permanent site was found in Amy Street, Ellerslie and the Education Department agreed to supply the Trust with prefabricated buildings from the defunct Ardmore Training College. Also the Ellerslie Borough Council and immediate neighbours had to be convinced of the desirability of having a school on the site. Additional teachers had to be found for a two kindergarten, four class school.

Although the site in January, 1979, was a bare horse paddock, the school did start on time, thanks to some generous parents opening

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up part of their home. Within a short time the school was able to move onto its new site. It was now composed of six classrooms, three attached offices, various storerooms, a large toilet block, an old stable block and a small bach housing Fred, whom the school adopted as their resident handyman.

Between 1979 and 1987 the school had grown to include three kindergartens, a primary school and a secondary school up to class 12, but missing one class. In 1987 full and part-time staff numbered 28 and children on the roll 370. There are now in 1989 permanent buildings comprising 2 kindergartens, a classroom 1, 2 and 3 block, a classroom 4 and 5 block, a building which includes classrooms 7 and 8, art and science block, a specialist room, 1 prefabricated kindergarten, 5 prefab high school rooms with offices attached and a toilet block.

The school in 1989, has a role of close to 400 pupils in 3 kindergartens and 12 classes. Fees now stand at \$750.00 + G.S.T. The need to charge such fees has had an adverse effect on rolls and has tended increasingly to restrict the school's intake."

The Steiner Education movement has existed for 70 years. Schools in each of 26 countries reflect cultural and national differences, and now play a major role in the educational field of many countries. For example, the Dutch Government has assisted in building 70 Steiner schools and there are now over 400 recognised Steiner schools worldwide. Teacher Training Centres exist in:

Germany	Belgium
Denmark	France
Finland	Great Britain
Holland	Norway
Austria	Sweden
Switzerland	United States of America
Brazil	Chile
South Africa	Australia
New Zealand	

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(1987 information)

ENROLMENT

It has been the policy of Steiner Schools that they are public, non-sectarian, non-elitist. They are open to all students whose parents wish their children to receive a Steiner education.

Steiner education specifically recognises diversity of family backgrounds across race, class, culture, creed and social status as desirable for a wholesome educational environment.

The class teacher or sponsor has been responsible for the final acceptance of a child.

THE PHILOSOPHICAL BASIS

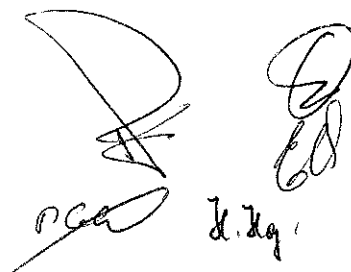
Teaching at our schools has been based on anthroposophy.

Anthroposophy is a spiritual view of the world which is non-sectarian, and which when applied to education encompasses the whole human being :- physical, emotional, intellectual and spiritual. It unites the approaches of the sciences, arts and religion.

It is not a set of religious beliefs.

Anthroposophy is not taught directly to the children. Rather, it guides and stimulates the educational activities of the teachers. Cultivated and developed by the teachers as an art of education, it provides the background to their individual interpretation of subject matter and method and provides the psychology and physiology of child development.

Thus our basic tenet and most important 'special characteristic' is that the school is staffed by freely committed teachers and ad-

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ministrators who strive to understand and apply the aims and ideas of Anthroposophy.

The aim of the education is to integrate the personality in terms of thoughts, feelings and will. Through this education the child can develop a feeling for the freedom and integrity of other people, a sense of security in life with the ability to contribute socially and participate in democratic co-operation and develop a deep interest in the world and needs of others.

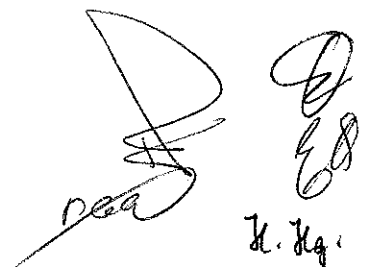
In striving to achieve these aims Steiner education takes its guidance from an integrated understanding of the human being. This is reflected in educational principles and practice, and in the patterns of school organisation and community life.

The following references may provide further insight into the nature of Anthroposophy and Rudolf Steiner Education:

Rudi Lissau : Rudolf Steiner; Life, Work,  
Inner Path and Social Initiatives  
Hawthorn Press (1987 UK);  
Education Towards Freedom by Frans Carlgren  
Hawthorn Press (1976 UK);

#### THE COLLEGE OF TEACHERS

In accordance with the Special Character the School has been administered with regard to educational and staffing matters by a College of Teachers. The College of Teachers consists of those permanent teachers of the School who accept joint and collective responsibility for the guidance and operation of the School, for ensuring the maintenance of special character, for the educational



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development of each child in the school, for monitoring the educational practices of its teachers and for representing the School to the parents, the community and the authorities. The College also carries responsibility for the architecture and environment of the school.

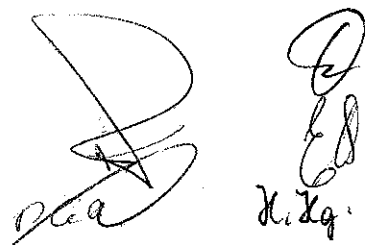
The College of Teachers may delegate other groups or individuals to perform certain tasks but the ultimate responsibility has rested with the College of Teachers.

Participatory consensus-based decision making in the College of Teachers has been essential to the proper practice of the education and the healthy administration of the school. It ensures diversity of ideas, flexibility of operation, and adherence to the fundamental principles of the educational philosophy upon which the school is grounded.

The College of Teachers has been responsible for all educational policy decisions, the admission and subsequent welfare of pupils and the appointment and dismissal of teachers.

The free selection of teachers for the school by the College itself has been essential to the preservation of the special character of the education given in the school. (This responsible circle of practising teachers has had the task of assessing the suitability of applicants for positions within the school or of deciding who should come to teach in the school and share its communal life.)

The teaching body, working collegially, has apportioned the money available for salaries on a social and needs basis not solely ac-



according to status, qualifications or years of service.

The College of Teachers meets weekly to undertake school administration and to delegate tasks to its members. In addition the whole teaching body undertakes study of Rudolf Steiner's pedagogical indications, shares teaching experiences and problems, and undertakes child and class studies to foster and develop educational work with individual children and class groups. All teachers engage in practical and artistic activities together as part of their personal and professional development.

Finally the College of Teachers has been responsible for assisting in the training of teachers conjointly with the Taruna Course for Preparation of Rudolf Steiner School Teachers in Havelock North.

#### THE CURRICULUM

The curriculum has a universal quality and is capable of successful application across cultural, national and social boundaries.

The curriculum of the Rudolf Steiner Schools is founded upon a detailed understanding of the child as a being of body, soul and spirit.

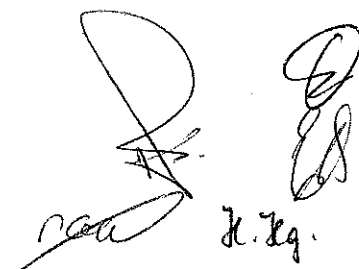
Body, soul and spirit in this context mean:

Body : the active physical/physiological organism  
(Te Taha Tinana);

Soul : Thinking, feeling and willing;  
(Te Taha Hinengaro);

Spirit : Self/Identity (Te Taha Wairua).

The child or young person is seen as an individual having a past and a future which transcend birth and death.



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The kindergarten teaching and the 12 year curriculum in Steiner Schools is based firmly on an understanding of the development of the child, not just intellectually, but emotionally and physically and in relation to the growing awareness of Self.

Through the curriculum the child is led to experience knowledge in ways that parallel and support the child's development at every stage of school life. The child experiences the development of humankind's consciousness from antiquity to the present day. Thus both the specific content and the methods of presentation of the curriculum are selected according to the age and developmental stage of the child. This is true for all subject areas of the curriculum.

Rudolf Steiner's educational writings and lectures form the basis of the curriculum. These have since been elaborated by numerous educators and researchers and there now exists a substantial international literature covering curriculum theory, methodology and content.

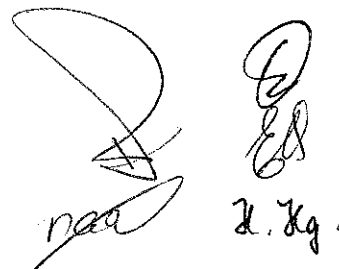
The individual teacher has the freedom and responsibility to interpret the curriculum material to suit the educational needs and developmental stage of the pupils.

#### KINDERGARTEN 4-6 YEARS

The kindergarten is an integral part of a Rudolf Steiner School. Play is the child's work.

In a child's first seven years, it is the physical body which is the focus of growth and development.

Through play and story-telling the teacher stimulates the child's



imagination. Play and guided activities are developed using the child's propensity for imitation. All this is in an environment of simplicity and harmony, reflected in:-

- a thorough, developed, rhythm of daily activities;
- the teacher's choice and balance of activities from free play, music, story telling, painting, drawing, modelling, baking ....
- the building design and materials;
- the careful choice of colour scheme;
- the decoration of the room;
- the selection of wooden and soft toys, and,
- the selection of other equipment,

all of which help create the harmonious environment.

The Michael Park Kindergarten provides a situation where the environment is conducive to the healthy development and unfolding of the capacities of the child. This environment, physical and spiritual, is created by the teachers in charge out of their understanding of child development in the first seven year period based on the picture of the human being developed by Dr Rudolf Steiner and given in his science of the spirit - Anthroposophy.

The Kindergarten teacher aims to work out of the following principles as particularly appropriate for the first seven years:

- The children need a warm, homely atmosphere and a cared-for physical environment.

"With physical birth the physical human body is exposed to the physical environment of the external world. Before birth it was surrounded by the protecting envelope of the

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 nca  
 J. Hg.



mother's body. What the forces and fluids of the enveloping mother-body have done for it hitherto, must from now onward be done for it by the forces and elements of the external physical world. Now before the change of teeth in the seventh year, the human body has a task to perform upon itself which is essentially different from the tasks of all the other periods of life. In this period the physical organs must mould themselves into definite shapes. Their whole structural nature must receive certain tendencies and directions. In the later periods also, growth takes place; but throughout the whole succeeding life, growth is based on the forms which were developed in this first life-period. If true forms were developed, true forms will grow; if misshapen forms were developed, misshapen forms will grow. We can never repair what we have neglected as educators in the first seven years. Just as nature brings about the right environment for the physical human body before birth, so after birth the educator must provide for the right physical environment. It is the right physical environment alone, which works upon the child in such a way that the physical organs shape themselves aright."

Rudolf Steiner "The Education of the Child in the light of Anthroposophy."

This physical environment - all that which the child takes in through the senses - is of underlying importance.

The little child learns primarily through imitation, not instruction. The adults in whose care the child is placed strive to be worthy of imitation - in thought, word and deed.

The child in this first seven year period is like a sponge soaking up its environment - there is no capacity for discrimination between what is good and bad. It is therefore incumbent upon the adults responsible for the pre-school environment to make it worthy of this trust. Kindergarten teachers involve themselves in meaningful activity such as domestic tasks, crafts, gardening etc and thereby provide the children with the impulses for their play. The development of the imagination is nurtured and encouraged.

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 R. Kg

This is achieved both through the programme and through the choice of play materials and equipment. The toys in the Kindergarten consist largely of raw materials from which the child is able to create through imagination whatever he or she needs for play. A child who has been allowed to use the faculty of imagination as a pre-schooler is more likely to develop into a fluid creative thinker than one whose early years are poor in this respect.

Young children are will-oriented and need, primarily to be doing. Rudolf Steiner Education recognises three periods of seven years in the development of the child and the school is organised accordingly. For the first seven years of a child's life the will faculty dominates.

Children need rhythm in their lives.

The Kindergarten works with a number of rhythms. A daily rhythm for each session is established which takes into account such things as the short concentration span of this age group, the need for a natural 'breathing' between quiet or active times, formal and informal activities. A suitable daily rhythm allows us to avoid exhaustion, provides balance, promotes security. On a wider scale there is the weekly rhythm (different activities for different days) and the seasonal rhythm with its connection to the Christian festivals.

The daily rhythm remains similar throughout the week and year; but the content changes e.g. we have a time each morning for songs, games, rhymes etc - a 'circle time'. As the seasons change so the content of this changes but it is always there as a feature of

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HOOL

the daily rhythm.

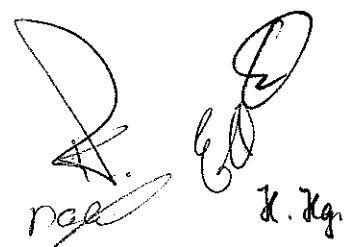
During these Kindergarten years pre-reading skills are developed, or rather, allowed to unfold. We allow the child to exercise and develop the larger and finer motor skills, to use and experience language, to reach a level of sensory integration necessary for formal education in the school. Except in cases of obvious developmental problems when therapy may be necessary the unfolding of these skills and faculties are not stimulated. Rather the Kindergarten situation ensures development is allowed to happen naturally, provides opportunity and removes hindrances.

Michael Park School Kindergarten is organised into three groups of mixed ages (4-6+). The mixed composition of the group age-wise helps retain something of a family atmosphere. The older child is able to help younger children and the approach to play of the different age groups contributes to a social balance.

The child remains at Kindergarten until the seventh year by which time the organism has developed to the stage of readiness for formal education i.e. a certain maturity in social, physical, neurological and cognitive faculties has been attained.

The Kindergarten teacher needs to be aware of any children who may have developmental difficulties eg delayed development of established laterality; motor co-ordination; speech etc. A report on each child going on into Class One is written by the Kindergarten teacher to ensure such difficulties continue to be dealt with at school level.

The attitude of wonder, natural to early childhood, should be nur-



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tured and encouraged throughout the kindergarten years.

#### THE LOWER SCHOOL YEARS 6+--14+ YEARS

Within the continuous development of the education of the child there are two threshold points of transformation. The first being between the kindergarten and the lower school, the second being between the lower school and the upper school.

During the class teacher years the arts provide a medium for learning. An artistic approach is applied to all subjects including the sciences. Writing, reading and mathematics are introduced through pictures, stories and activity. Through art the curriculum works into the child's life and the content is made living and interesting.

The understanding of and respect for all life and nature evoked by a combined artistic/scientific approach, followed from Class 1 to 12, nurtures the child's inner feelings of reverence.

The curriculum is broad and comprehensive. Already in the first class the 6-7 year old begins playing an instrument, is learning form drawing, knitting and eurythmy and at least one new language. By age 13 the child is well-acquainted with English, mathematics, geology, geography, chemistry, physics and biology, the main cultures of humanity and a historical perspective stretching back from the present day through Renaissance, Middle Ages, Roman, Greek, Ancient Egyptian and Indian ages.

Subjects and activities are taught in a non-competitive environment. The child is encouraged to do the best for itself and for the love of learning and work.

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In the 'morning circle' which begins each day, the wholeness of the child is encouraged through exercises in speech, music and rhythmic activities – all harmonising the child and the class.

#### THE MAIN LESSON

The Main Lesson is given by the class teacher and is a lesson block of 3–6 weeks. An in-depth study fosters in the child a deep appreciation of the subject.

One of the central concerns in a Steiner school is that children experience all the subjects which form the curriculum, itself an organically interrelating whole, as of strong personal interest to them. It is untypical of children in the context of Steiner education to have favourite subjects balanced by strong dislikes. The 'main lesson' system of structuring both the morning and the whole teaching year is a vital tool in achieving spread of interest. We find that children become deeply involved in a subject if their natural tendency to develop a craze for a hobby is allowed full scope rather than if they are confronted with a different subject every morning of the week.

The 'main lesson' is therefore a project lasting around 4 weeks. It fills the space from nine till towards eleven each morning and is structured by the teacher according to feeling, thinking and willing (activity).

Through the 'main lesson' children become accustomed from the beginning of their schooling to involvement as a habit which is an integral part of their personality.

#### THE CLASS TEACHER

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The role and position of a class teacher in the Lower School is of central importance. The class teacher stays with the same class taking them through from Class 1 (6-7 years) to Class 8 (13-14 years). The teacher gives the 'Main Lesson' in the first two hours of the morning and regular lessons in the various areas of study.

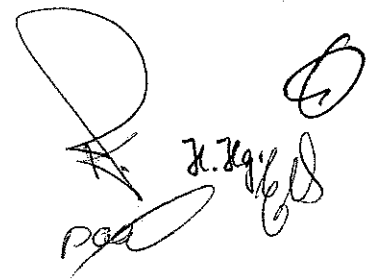
Specialist teachers take some of the other lessons, for example, Eurythmy, Bothmer gymnastics, languages and crafts.

The continuity given by the class teacher has a number of functions. The children in the early years should have a model worthy of imitation and later a person whose authority they can respect and trust. It is this person who assists them in their own growth towards freedom and autonomy. A corollary to this is that the teachers themselves must actively pursue a path of self-development and self-education and this is expected of Steiner teachers.

A second consequence of the continuity given by the class teacher is that it allows for the development of a deepening understanding of the temperament, the growth and evolution and the essential individuality of each child.

Continuity enables an on-going, accurate assessment of each child's abilities, progress and needs.

An essential part of the work of all class teachers including kindergarten teachers and upper school sponsors is the development of close contacts with parents including home visits and termly parent meetings at school.

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Teachers are not limited to specialising in one area of a school but share a concern for all the children. Since Steiner Schools are fully unified, teachers may take classes at any level from kindergarten to upper school.

Finally, whilst the value of academic and formal training is recognised, it should be emphasised that other personal qualities and experience are seen to be equally, if not more, important. Special emphasis is placed on the teacher's artistic and musical attributes. These skills extend into the community through workshops, seminars, etc.

'Rudolf Steiner Life, Work, Inner Path and Social Initiatives'  
Rudi Lissau Ch 7, p 118.

"At a Steiner school the teacher feels responsible for establishing a relationship of trust to each of his pupils, for building up her class into a well-integrated social group and for being a mediator between the class and the world. At every stage one will endeavour to bring the full reality of the world - natural as well as social - to one's children, but to do so in a way which corresponds to their emotional and intellectual development. One relates them to the world and knows that an education bereft of human values leads to alienation and lack of purpose. So Steiner schools have developed the practice of handing over responsibility for a given class to one teacher who will, for eight years, be their companion and teach them most subjects.

In order to mediate properly between the given world and a group of children it is necessary to enter fully into each subject under consideration. No longer is it enough to find a suitable textbook and then issue work sheets to one's pupils to test how far the subject matter has been understood. In this way only a superficial contact with the subject matter in hand is established, and this only on the intellectual level. The Steiner school teacher will attempt to involve the class emotionally and practically with the study in hand and so arouse interest and active involvement. To this end many subjects are taken in block periods, extending over the first two hours each school day for three or four weeks. This would make it possible in a block period on China to cook, serve and eat a Chinese meal,

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to use Chinese brush strokes in writing or to paint a landscape the Chinese way. So the class gets a taste of a different way of life and form of experience, and is not fobbed off with abstract facts and statistics."

Hawthorn Press (1987 UK):

UPPER SCHOOL 14+–18+ YEARS

'Rudolf Steiner Education. The Waldorf Schools.'  
L Francis Edmunds Ch 5 pp 75–76.

"To take the adolescent through the history and development of art as the revelation of evolving manhood; to educate him into the meaning and appreciation of poetry as the medium wherein the centre in man finds kinship with the heart of all creation; to unfold the nature of love, by way of the great sagas and literatures of the human race, as the search of man for his own kingdom; to show that the ideals man carries are the earnest he has of his true estate, that there is conception in the spirit as well as in the body, that moral imagination is not a chimera of the mind but a power for renewing life; to discover that history follows a mighty plan of promise and fulfilment, that it leads from a state of moral and spiritual dependence towards the goal of self-mastery and self-determination, from community by descent in the past to community by assent; to demonstrate that nature has depth as well as surface and that as man grows in insight so will the ultimate goal of science be attained, the rediscovery of the divine; to come to an understanding of the spiritual heritage of the East and to an appreciation of the spiritual promise of the West; to see that men are made different in order that they may grow more greatly united; to perceive mankind, with Paul, a many-membered, but One Body filled with One spirit; to learn to see warmly and to think humanely; to recognise the meaning of 'to die in order to live' and to see the many deaths that man must die to gain his immortality; to educate youth along such ways, positive towards others, resolute in oneself, careful in study, thoughtful in observation and self-expression, to pursue all this with enthusiasm and with faith in the attributes and striving qualities of man – to do this to ennoble the mind, to fire the imagination, to fortify the will and to quicken initiative for life. To lay such seeds as may produce new vision and discovery in the years to come, this we regard as the primary task, the duty and the aim of an education worthy of its name. The task of the teacher is not to mould the mind but to enable it to grow to new dimensions – dimensions, perhaps, beyond his own reach. It is thus he serves the present for the future."

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There is a cohesive, planned curriculum that carries from lower to upper school. In the upper school a class sponsor is linked to each class. This sponsor may progress with the young people throughout their upper school education.

High School teachers guide the students towards the perception of the underlying patterns and phenomena eg the concept of Revolution, not just the dates and places. Cataloguing of factual data is minimised.

Upper school teachers are subject specialists.

The young person is taught from a broad based curriculum in which all students participate. Besides traditional subjects and those already begun in the lower school the curriculum includes such topics as History of Art, Drama, Philosophy, Projective Geometry, Surveying, First-Aid, Nutrition, Architecture, Book-binding.

Pupil progress is continuously assessed, the emphasis being on the development of skills rather than purely a retention of knowledge. Personal development is seen as the main purpose of study and learning.

In a conscious way the teacher seeks to present the interrelationships between subjects and their relationship to the human being. For example limestone would never be considered in its chemical sense without a consideration of the biological development of the limestone also being presented to the class. The biological, geological and finally, chemical significance of limestone would

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D. H. G. Ed

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be given a full appreciation. A similar parallel can be drawn between mathematics and music. The holistic view of subjects is carried into every classroom.

Main lessons continue to be given. They have the same intent behind them of deepening appreciation through intensive experience and concentrated effort.

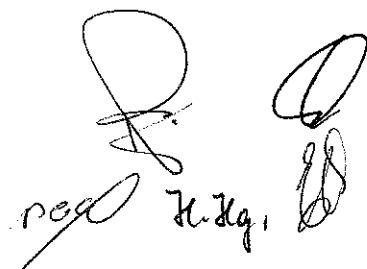
The rhythmic quality of teaching continues and is reflected in the daily, weekly and annual timetable.

In the final year at school (Class 12) the students are internally assessed for Steiner School based Sixth Form Certificate. While they may choose specific subjects for this assessment, they still continue to participate in the full school programme of main lessons.

During the upper school years students may participate in such public examinations as Goethe Society exams and certain subjects for Bursary. However, there is no compromise in the curriculum. To accommodate these directions the students participate in the normal school programme and supplement their studies as necessary.

#### SUBJECTS SPECIAL TO A RUDOLF STEINER SCHOOL

- Eurythmy is an art of movement developed by Rudolf Steiner taught from Kindergarten to Class 12.
- Form Drawing taught from Class 1-8.
- Projective Geometry from Class 9.
- Bothmer Gymnastics taught from Class 3-12.
- Handcraft taught from Class 1-12.
- Languages (German, Maori [sometimes French]),

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(Latin, Greek taught from Class 1).

Eurythmy is an art of movement designed by Rudolf Steiner, which in a highly disciplined way brings the sounds of speech and tones of music into form and gesture. It is used as an art form and as a therapy.

Form drawing as designed by Rudolf Steiner, is an artistic activity which develops the child's eye/hand co-ordination and spatial appreciation. It has many applications in practical and artistic endeavours.

Projective Geometry as practical experience of modern synthetic geometry in 2 and 3 dimensions, as developed by such people as Olive Whicher, is taught in the High School. We do this to help develop clear creative thinking.

Bothmer gymnastics was developed by Graf Bothmer in the original Waldorf School. Through conscious movement it brings about spatial awareness and a balance of tension and relaxation. Like eurythmy it is intimately connected with Steiner's developmental psychology and is incorporated in the schools' physical education programmes.

Just as there is a curriculum for class work so there is also for handwork. Basic skills are learned in knitting, sewing, crochet, clothing and machine sewing. Natural fibres are used extensively in the school. Much is gained after the initial struggle of grasping a process through the ongoing work and achieving the finished result.

The Rudolf Steiner schools also have a comprehensive and detailed

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art curriculum as well as a well-developed artistic approach to woodwork and metalwork.

Specialist teachers are needed for handwork, eurythmy, Bothmer gymnastics and language teaching.

Special consideration is given to appropriate building facilities. The above mentioned subjects do not stand alone and separate from the curriculum but are intimately woven into the whole. All pupils take these subjects.

The full effect of these subjects will not be seen until adulthood.

#### FESTIVALS AND RHYTHM

We have referred to the daily and seasonal rhythm. The festivals celebrated in the school are also part of this rhythm. Not only are the well known religious festivals celebrated but special festivals are given significance. They include Michaelmas and St Johnstide, special end-of-term festivals and seasonal festivals. Many festivals are celebrated as part of the school day, but certain festivals are more appropriately celebrated in the evening. As we are a new school we are still in the process of determining which festivals and events are most appropriate and important for our children to experience as part of their education. Therefore the festival observances may alter with the continuing growth of the school.

The four seasonal festivals (see appendix)

Currently the four seasonal festivals are celebrated by Michael Park School. Several weeks are spent preparing the children

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through singing, music and stories, for the coming event.

The same preparation occurs for religious festivals like Easter and Christmas.

All festival celebrations are approached with a blend of traditional activities and a contemporary perspective.

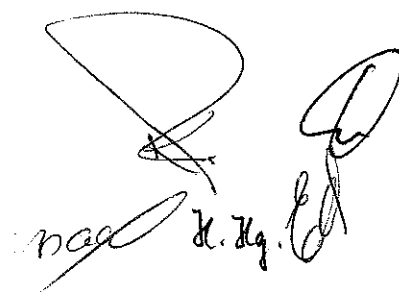
WORK FESTIVALS: Once a term the parents of the school are invited to attend a presentation of the children's work. This usually takes half a day and is an important part of the life of the school.

Once a year we have an Open Day on a Saturday when the children's work is displayed and all the teachers are present to explain the education to the public. All children are expected to attend, and each class will give a performance of some aspect of their work be it recitation, drama, singing or instrumental work.

#### RELIGIOUS INSTRUCTION

Although Religious instruction in a Waldorf School is Christian, it has nothing to do with dogma or sectarianism. Particularly in the early classes, one strives to encourage a sense of reverence in the children for the works of God in the world around us. Observations of nature are made telling us how, for example a bud unfolds, a leaf grows, an ice-crystal forms. The rhythms of the day and night, sleeping and waking and the seasons are also part of the content.

In the second phase the life of Christ is retold in the form of a synthesis of the Gospel accounts, and later the Gospels are presented individually.



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One also deals with the biographies of people who have struggled to make something worthwhile.

In the third stage (fifteen to eighteen years) one surveys occurrences in historical Christianity. Here, the lives of the apostles and great teachers such as Augustine and Thomas Aquinas are studied. Lastly, one surveys a broad general outline of the history of all the major religions of the world, and looks also at the many spiritual paths in the world today.

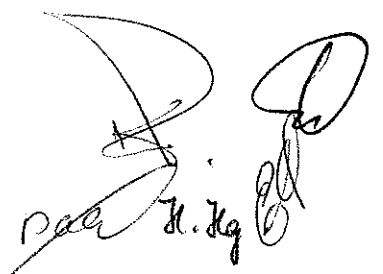
Religious instruction thus dovetails all the major stages of the Waldorf Curriculum.

#### THE SCHOOL COMMUNITY

Besides the College of Teachers, our school has a variety of supporting groups. These include the proprietors or trustees, management groups, parent representative group and numerous general school community groups, all of which contribute to the social, economic and administrative life of the school.

Michael Park School is a member of the Federation of Rudolf Steiner Waldorf Schools Inc.

This resume shall not be construed as adding to or amending the Special Character of the School as defined in Clause 7 of this Agreement.

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