

*P.V.D. [signature]*

THIS DEED OF AGREEMENT is made the 24th day of February 1992  
BETWEEN THE RUDOLF STEINER SCHOOL TRUST (WELLINGTON) a duly  
constituted Board pursuant to a certain Deed of Trust dated  
the 19th day of December 1978 (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 Raphael House Rudolf Steiner 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 its most junior pupils of three and a half years to its most senior pupils of nineteen years. For the purpose 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 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: -

*P.V.D. [signature]*

- W. P. R. J. P.

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 Board of Trustees 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 Board of Trustees shall not unreasonably or arbitrarily withhold its consent. The Board of Trustees may require the Proprietor or other person or persons to pay a reasonable fee to the Board of Trustees as a condition of such use.

3.2.2 With the consent of the Proprietor, the Board of Trustees 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 Board of Trustees may require any such person or persons to pay a reasonable fee to the Board of Trustees as a condition of such use.

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- 3.2.3 The Proprietor shall accept and meet 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 hereto, 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 are to be carried out in accordance with the dates specified against such improvements in the Third Schedule hereto. The Proprietor shall upon completion of any improvements to electrical services described in the Third Schedule hereto 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 regulations 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

*for P.V.D. JEP*

Section 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 Private Schools Conditional Integration Act 1975 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. THE land and buildings constituting the School premises are subject to the mortgages, debts, liens, encumbrances, easements, licenses, 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.
5. THE School provides and shall continue to provide education 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 the Rudolf Steiner School Trust (Wellington) for the community of parents who wish their children to receive Rudolf

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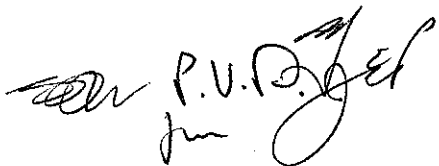
Steiner Waldorf education. The Rudolf Steiner School Trust (Wellington) promotes and supports the School in its provision of education with a special character, that is to say:

'The School is a Rudolf Steiner Waldorf School in which Rudolf Steiner's Art of Education is practised. Anthroposophy, its concept of the universe, the world 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 broadest sense, free of dogma or sectarianism.

The College of Teachers which works collegially and 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.'

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

- 6.1 Shall continue to have the responsibility to supervise the maintenance and preservation of the education with a special character, provided by the School;

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- 6.2 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 Agreement;
- 6.3 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.
7. THE Controlling Authority of the School shall be a Board of Trustees constituted pursuant to the provisions of the Education Act 1989.
- 7.1 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.
8. IT is agreed by and between the parties hereto that the maximum roll of the School shall be 250 pupils. Any

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increase in maximum roll shall be subject to a supplementary agreement.

9. 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 Secretary for Education for a comparable State School.
10. 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.
  - 10.1 No child shall be enrolled at the School unless the Proprietor has stated that the parents of that child have established a particular or general connection with the special character of the School.
  - 10.2 IN ACCORDANCE with Section 7(6)(h) of the Private Schools Conditional Integration Act 1975, unless the Proprietor and the Minister otherwise agree

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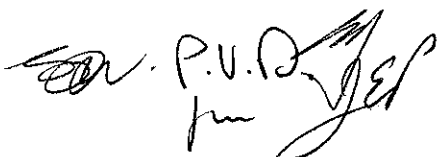
and subject to places being available the number of pupils whose parents do not have preference of enrolment at the School in accordance with the provisions of Section 29(1) of the Private Schools Conditional Integration Act 1975 shall be limited at all times to 12 pupils that being five (5) per cent of the maximum roll of the school at the time of integration.

11. 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 made from time to time by the Proprietors 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.
12. THE Proprietor, together with its servants, agents and licensees, shall, subject to the proviso to 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.
13. THE Proprietor, together with its servants, agents and licensees, shall have at all reasonable times access to

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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.

14. 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 and ability to take part in religious instruction appropriate to the special character of the School shall be a condition of employment. Any person so appointed 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.
15. 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 the 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

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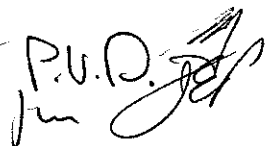
shall accept these requirements as a condition of appointment. Any person so appointed recognises their responsibility in relation to the special character of the School.

16. THE teaching position known as Junior School teacher of the 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 organise programmes for the younger child in accordance with the special character of the School. Advertisements for this position shall state that the possession of these capabilities shall be a condition of appointment, and any person so appointed shall accept these requirements as a condition of appointment. Any person so appointed recognises their responsibility in relation to the special character of the School.
17. THE two teaching positions known as upper school science positions are agreed to be special positions in accordance with Section 66 (1) of the Private Schools Conditional Integration Act 1975 requiring specific capabilities in the teachers appointed, namely to organise programmes of science and mathematics for the secondary pupil in accordance with the special character of the School. Advertisements for these positions shall state that possession of these capabilities shall be a

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condition of appointment, and any persons so appointed shall accept these requirements as a condition of appointment. Any person so appointed recognises their responsibility in relation to the special character of the School.

18. THE teaching position known as upper school humanities position is 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 organise programmes in English and humanities for the secondary pupil in accordance with the special character of the School. Advertisements for this position shall state that possession of these capabilities shall be a condition of appointment, and any person so appointed shall accept these requirements as a condition of appointment. Any person so appointed recognises their responsibility in relation to the special character of the School.
19. THE teaching position known as handwork teacher in the Rudolf Steiner School is 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 organise programmes in fabric and fibre work in accordance with the special character of the School.

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Advertisements for this position shall state that the possession of these capabilities shall be a condition of appointment, and any person so appointed shall accept these requirements as a condition of appointment.

Any person so appointed recognises their responsibility in relation to the special character of the School.

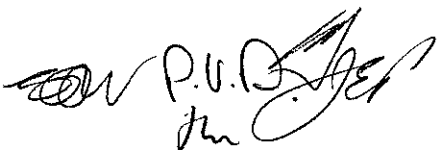
20. THE two positions known as lower school specialists are agreed to be special positions in accordance with Section 66(1) of the Private Schools Conditional Integration Act 1975 requiring specific capabilities in the teacher appointed, namely to organise programmes for children of third form level and below in accordance with the special character of the School.

Advertisements for these positions shall state that possession of these capabilities shall be a condition of appointment, and any person so appointed shall accept these requirements as a condition of appointment. Any person so appointed recognises their responsibility in relation to the special character of the School.

21. THE Proprietor may with the consent of the Board of Trustees in accordance with Section 69(1) of the Private Schools Conditional Integration Act 1975 arrange for any retired teacher to undertake voluntary tasks to assist the School with the teaching appropriate to the special character of the School.

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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. IT is agreed that until the School achieves a State/pupil ratio equivalent to that of a comparable State School a teaching position shall be disestablished whenever a teacher appointed to a position in accordance with Section 71 of the Private Schools Conditional Integration Act 1975 leaves.
25. 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 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

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notice in the New Zealand Gazette in accordance with Section 36 of the Private Schools Conditional Integration Act 1975.

26. AT the date of integration the School shall be classified as an Area School for boys and girls from five to 19 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 supplementary Deed of Agreement to give effect thereto.
27. THE school shall on integration continue to have the right to reflect through its teaching and conduct, the education with a special character provided by it.
28. 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 Secretary for Education without first obtaining the consent of the Secretary for Education.
29. THE Minister shall subject to Clause 3.2.4 and 3.2.5 of this Deed of Agreement after the effective date hereof maintain the School premises and associated facilities in a state of repair, order and condition as for a comparable State school and provide for the

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maintenance of the chattels as though the School were a State school. The School shall be entitled to such furniture and equipment as the Minister supplies from time to time to comparable State schools for additional new facilities.

30. WHERE any of the costs associated with the conduct of the Proprietor's land and buildings that are not part of the School premises cannot be separated from the costs associated with the operation of the School premises, the Proprietor and the Board of Trustees shall contribute to such costs according to their respective use of the services and facilities.
31. THE effective date of this Deed of Agreement shall be Monday 24 February 1992.
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.

W.P.V.D. J. J. J.

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

THE COMMON SEAL OF THE )  
RUDOLF STEINER SCHOOL )  
TRUST (WELLINGTON) was )  
hereunto affixed in the )  
presence of: )



*[Signature]*  
.....

*P. U. Danford.*  
.....

*[Signature]* *Secretary of Wellington*  
.....

SIGNED by ERIC PEDERSEN )  
Senior Manager National Operations )  
pursuant to authority delegated by )  
The Minister acting on behalf of )  
HER MAJESTY THE QUEEN )  
in the presence of:

*Eric Pedersen*

*Judith Manchester*  
.....  
*Liaison officer*  
.....  
*53 Creswick Terrace*  
.....  
*Wellington 5*

# **RAPHAEL HOUSE RUDOLF STEINER SCHOOL**

## **1st Schedule**

*W.P.V. J. P. J.*

### FIRST SCHEDULE

Legal description of the Proprietor's land - the school premises comprise part of this land.

#### THE PROPRIETOR'S LAND

An estate in fee simple in all that parcel of land containing 5.3940 hectares more or less situated in the city of Lower Hutt being Lot 3 on Deposited Plan 66453.

Subject to easements :

1. A027975 and A034079 Transfers containing Fencing Covenants - registered prior to 1.3.1979 (affects the land formerly in CT 25B/659
2. 095010.1 and A026558 Transfers containing Fencing Covenants - registered prior to 1.4.1979 (affects the land formerly in CT 12C/1260
3. 095010.1 Transfer containing Fencing Covenant - registered prior to 1.4.1979 (affects land formerly in CT 28C/696
4. 399375.4 Transfer containing Fencing covenant 13.8.1981 (as to the part formerly contained in CT 12C/1260)

And being all the land contained in Certificate of Title 37D Folio 624, (Wellington Registry Office).

W. P. U. Q. *[Signature]*

**RAPHAEL HOUSE  
RUDOLF STEINER SCHOOL**

2nd Schedule

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## SECOND SCHEDULE

### **THE SCHOOL PREMISES**

The attached plan shows the School Premises.

The part of 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 part of Building 1, and the whole of Buildings 4 and 5 more particularly delineated in blue 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 Matuhia Street, Lower Hutt.

W. P. V. C. J. P. J.

# **RAPHAEL HOUSE RUDOLF STEINER SCHOOL**

## **3rd Schedule**

W. P. V. D. J. E. P.  
J. M.

# WORKS TO BE CARRIED OUT BY THE PROPRIETOR IN RELATION TO THE INTEGRATED SCHOOL

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 Ministry of Education standards.

## AGREED PHASING OF WORK TO BE COMPLETED BY:

Site	31.3.92	31.3.93	31.3.94	31.3.95	31.3.96	31.3.97
<u>Paths</u>						
Provide immediate maintenance including grading metal & rolling access driveway to school buildings and playing fields.						
Provide sealed vehicle access to school buildings and carparking	X	X				
<u>Grounds</u>						
Provide Sealed Courts of 900m2 and grassed areas for playing fields to MoE standards, or otherwise supply details of school use of alternative grounds (in the locality) or alternative sports activities to MoE approval				X		
Provide cycle stands for all pupils who cycle to school.		X				
Provide drinking fountains		X				
Provide adequate outside seating where necessary.		X				

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 P.D. [Signature]  
 M.W. [Signature]

# WORKS TO BE CARRIED OUT BY THE PROPRIETOR IN RELATION TO THE INTEGRATED SCHOOL

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## AGREED PHASING OF WORK TO BE COMPLETED BY:

	31.3.92	31.3.93	31.3.94	31.3.95	31.3.96	31.3.97
<b><u>Building 1</u></b>						
<b><u>Structural</u></b>						
Nil						
<b><u>Electrical and Mechanical</u></b>						
Nil						
<b><u>Fire Protection</u></b>						
Remove and provide fasteners that comply with NZS 1900 Chapter 5.	X					
Remove obstructions from fire hose reels immediately.	X					
Relocate portable extinguisher in accordance with NZS 4503 Clause 4.3.7.	X					
Alternative storage areas to be found for storing wicker baskets immediately.	X					
<b><u>General</u></b>						
Refinish entire floor.	X					
<b><u>Non Integrated Area</u></b>						
Classroom C3 not integrated. To be used for Preschool purposes.						

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# WORKS TO BE CARRIED OUT BY THE PROPRIETOR IN RELATION TO THE INTEGRATED SCHOOL

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AGREED PHASING OF WORK TO BE COMPLETED BY:

	31.3.92	31.3.93	31.3.94	31.3.95	31.3.96	31.3.97
<b><u>Building 2</u></b>						
<b><u>Structural</u></b>						
Nil						
<b><u>Electrical and Mechanical</u></b>						
Nil						
<b><u>Fire Protection</u></b>						
Provide handrails in accordance with NZS 1900 Chapter 5 Clause 5.42 on Secondary means of egress classrooms.		X				
Provide suitable storage facility for quantities of paint/dangerous goods stored under classroom.		X				
Provide a fire window complying with NZS 4232 to Window opening in basement area north side of building.		X				
The floor ceiling combination between the floor levels is to be upgraded to give not less than a one hour fire resisting rating as required by NZS 1900 Chapter 5 Clause 5.21.1.				X		
<b><u>General</u></b>						
Provide handicapped access in terms of NZS 4121 class 4 only.					X	
Renail floor outside toilet area between classrooms C1 and C2.						
Refinish entire floor.	X					
Means of egress area pathway from east end of building requires rectifying		X				

*P. V. O. J. M.*  
*P. V. O. J. M.*

# WORKS TO BE CARRIED OUT BY THE PROPRIETOR IN RELATION TO THE INTEGRATED SCHOOL

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 Ministry of Education standards.

## AGREED PHASING OF WORK TO BE COMPLETED BY:

	31.3.92	31.3.93	31.3.94	31.3.95	31.3.96	31.3.97
<b><u>Block 7 (Woodwork Room)</u></b>						
<b><u>Structural</u></b>						
Nil						
<b><u>Electrical and Mechanical</u></b>						
Provide a hand operated pull cord or a large mushroom-head red emergency push button accessible from any of the work stations, to comply with safety requirements.			X			
<b><u>Fire Protection</u></b>						
Nil						
<b><u>General</u></b>						
Provide a portable extraction system.						
Remove free standing Gas Heater.	X					X

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# WORKS TO BE CARRIED OUT BY THE PROPRIETOR IN RELATION TO THE INTEGRATED SCHOOL

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 Ministry of Education standards.

AGREED PHASING OF WORK TO BE COMPLETED BY:

Block 12 (Classrooms/Staffroom/Recreation Hall)		31.3.92	31.3.93	31.3.94	31.3.95	31.3.96	31.3.97
<u>Structural</u>							
Provide wall and subfloor bracing to requirements of NZS 4203:1984 (R=1.6) and NZS 3604:1990.			X				
<u>Electrical and Mechanical</u>							
Nil							
<u>Fire Protection</u>							
Provide one half hour fire resistance rating to the underside of the stage.							
Surface finish of walls and ceilings to comply with NZS1900 Chapter 5 Clauses 5.27 and 5.67 (Gymnasium Area).			X				
Provide a suitable type of fastener which complies with NZS Chapter 5.							X
All approved EXIT doors are to be indicated as such with EXIT signs, with directional arrows where required in accordance with NZS 1900 Chapter 5. The signs should be of at least 100 mm green block lettering on a contrasting background.		X					
Replace broken cover glass in manual call points.		X					
Replace plastic pipe supplying the hose reel with a metal pipe as required by NZS 4503.		X					
Mount extinguisher on the wall of Science store in accordance with NZS4503.		X					

*John M.*  
P.V.D. *SAW.*

# WORKS TO BE CARRIED OUT BY THE PROPRIETOR IN RELATION TO THE INTEGRATED SCHOOL

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 Ministry of Education standards.

AGREED PHASING OF WORK TO BE COMPLETED BY:

Block 12 (Classrooms/Staffroom/Recreation Hall)						
General	31.3.92	31.3.93	31.3.94	31.3.95	31.3.96	31.3.97
Kiln not be used until placed in an approved Kiln shelter.						
Replace flooring in Science storeroom.						
Remove free standing heaters in classrooms.		X				
Provide floor coverings in all areas.	X					
Complete Interior redecorate all areas.	X		X			
Replace defective cladding.						
Replace defective roof areas.		X				
Replace defective spouting.	X	X				
Exterior paint to cladding and roof to Ministry Standards.		X				
Ensure adequate windows are operable and ease where necessary.						
Provide protective coating. (Gumite) or other approved coating to MoE standards to bank surrounding the South End Wall						
Provide a 1.2 meter maximum high cribwall or other approved to MoE standards surrounding west bank and continue planting above.		X				
Provide a concrete channel at the foot of the wall discharging into a sump		X				
Asphalt around building and provide a drainage system along the top of the bank of hard court area.		X				
Ramp Access to be provided in terms of NZS 4121.			X			

*P. V. J. M.*  
*P. V. J. M.*

# WORKS TO BE CARRIED OUT BY THE PROPRIETOR IN RELATION TO THE INTEGRATED SCHOOL

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## AGREED PHASING OF WORK TO BE COMPLETED BY:

	31.3.92	31.3.93	31.3.94	31.3.95	31.3.96	31.3.97
<b>Building Requirements</b>						
Provide by new construction for a roll range of 201-250 the following:						
Teaching Accommodation	X					
Storage						
Library			X			
Gymnasium			380m <sup>2</sup>			
Administration			Remainder of Shortfall	X		
TOTALLING						
Install a new main switchboard with 20% space capacity.			X			X
Replace Blocks 3, 4, 5, 6						

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# WORKS TO BE CARRIED OUT BY THE PROPRIETOR IN RELATION TO THE INTEGRATED SCHOOL

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 Ministry of Education standards.

AGREED PHASING OF WORK TO BE COMPLETED BY:

	31.3.92	31.3.93	31.3.94	31.3.95	31.3.96	31.3.97
<b><u>Block 3 (School Office and Craftroom) (Non Integrated)</u></b>						
<b><u>Fire Protection</u></b>						
Complete the fire wall separating the office from the classroom. In particular to the roof void opening.		X				
<b><u>Block 4 (Classroom 4 and 5) (Non Integrated)</u></b>						
<b><u>Electrical and Mechanical</u></b>						
An additional power point to be provided in classrooms 4 and 5.						
Repair or replace electric heaters in classrooms 4 and 5.						
<b><u>Fire Protection</u></b>						
Provide handrails complying with NZS 1900 Chapter 5 Clause 5.42 to egress from east end of building.	X					
Replace rotting timbers in deck of Secondary means of egress.		X				
Provide complying Secondary means of egress to classroom west end of building.		X				
Surface finish of walls and ceilings to comply with NZS 1900 Chapter 5 Clauses 5.25 and 5.67 in particular to the entry lobby area.		X				
<b><u>Block 5 (Classrooms 6 and 7) (Non Integrated)</u></b>						
<b><u>Fire Protection</u></b>						
Surface finish of wall and ceilings to comply with NZS 1900 Chapter 5 Clauses 5.25 and 5.67, in particular to entry lobby wall and storage area.						
Provide complying means of egress to south side of building in accordance with NZS 1900 Chapter 5 Clause 3.38 and 5.42.		X				

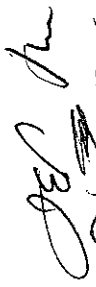
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## AGREED PHASING OF WORK TO BE COMPLETED BY:

	31.3.92	31.3.93	31.3.94	31.3.95	31.3.96	31.3.97
<b><u>Block 5 (Classrooms 6 and 7) (Non Integrated)</u></b>						
<u>General</u>						
Provide window leavers/latches to all windows.						
Ensure all windows open from inside.						
Remove free standing heaters.	X					
Replace plug socket in room 6.	X					
<b><u>Block 6 (Library Staffroom) (Non Integrated)</u></b>						
<u>Fire Protection</u>						
All fire fighting equipment including hose reels, require Immediate servicing by a competent trained person.	X					
<u>General</u>						
Repair/Replace exterior door to staffroom	X					
Provide light in light socket.	X					
Remove all free standing heaters.	X					

  
 P. N. W.

# WORKS TO BE CARRIED OUT BY THE PROPRIETOR IN RELATION TO THE INTEGRATED SCHOOL

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## AGREED PHASING OF WORK TO BE COMPLETED BY:

<p><b><u>Block 10 (Containers)</u></b></p> <p>These buildings do not conform to subfloor bracing requirements. Subfloor ventilation space would not meet code requirements.</p>	31.3.92	31.3.93	31.3.94	31.3.95	31.3.96	31.3.97

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 P.O.D. [Signature]  
 [Initials]

**RAPHAEL HOUSE  
RUDOLF STEINER SCHOOL**

4th Schedule

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W. P. V. D. J. M.

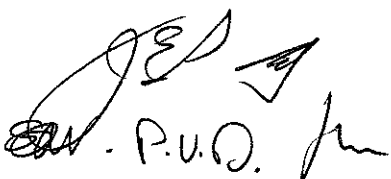

#### FOURTH SCHEDULE

(Resume of the development of the Special Character of Raphael House Rudolf Steiner School.)

The Rudolf Steiner School Trust Wellington was formed in 1978. Its principal objects were: "...encouraging the establishment and conduct of schools in New Zealand and in particular in the Wellington region for the general education of persons of all ages in accordance with the educational philosophy of Dr Rudolf Steiner (1861-1925)."

With this intention Raphael House Rudolf Steiner School was founded on 11 June 1979. The events leading up to this are described in detail in "Raphael House - The Beginning" by Sarah Gaitanos, and are an important determinant of the school's special character.

The trustees determined that to maintain the anthroposophical impulse which is the vital essence of Steiner/Waldorf education, all educational matters at Raphael House including staffing and salaries, should be managed by a College of Teachers and that a majority membership of the trust should be teachers working at Raphael House. Accordingly all educational policy management was mandated to the College and all other aspects of the school management were mandated to a management committee.

 P.U.O. 

Raphael House began initially as a kindergarten and primary school but the vision of the trustees has always been of an educational facility catering for a wide range of needs. This is expressed in the Trust's 'vision statement':

#### RAPHAEL HOUSE - "THE VISION"

Because of the spiritual nature of the task of teaching and managing a Waldorf school it is impossible to make definitive statements or set down codes. We are dealing with beings whether spiritual or human and they are changing and moving, growing. Therefore it is only fruitful to describe and characterise. For the individuals trying to grasp the nature and direction of our schools this can be difficult, but in the end it can only be experienced directly or indirectly. For all those involved in our school, teachers and parents, the path to understanding is continuous.

The Waldorf movement stands within the context of Anthroposophy as described by Rudolf Steiner, and the universal Christian impulse and social/cultural renewal which this implies. The archangel Michael is the being who works directly with and through the teachers and whose influence permeates the whole education.

We can see the spirit of Michael working in the development of cosmic intelligence that is when the scientific is interwoven with the practical and artistic. We see it in the individual initiative, courage and trust that is needed to step into the future and in the spirit of cooperation and harmony consciously built by free individuals, and which is vital to the school's functioning at all levels.

In respect of the above Raphael House is part of the world-wide movement for Waldorf education. Affiliation with international organisations and other institutions supporting the movement is therefore desirable and links with other schools should be encouraged at all levels. Within New Zealand, membership of the Federation of Rudolf Steiner Waldorf Schools in New Zealand and links with other schools, kindergartens and training centres should similarly be encouraged. Raphael House remains like all Waldorf schools fully autonomous.

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P.V.D.

At the school's inception there was a deliberate connection established with the archangel Raphael as well as the painter Raphael, but all under the guiding spirit of the Waldorf movement - Michael.

The Archangel Raphael is the healer. We can see his working in those influences which bring life and harmony to the children. In the nature of today's world many 'normal' intelligent children are disturbed in their soul life or their physical being is unable to serve them adequately. For learning and personal growth to continue, these impediments must be removed. It is vital then that we strive to create a warm caring atmosphere, sheltered yet stimulating for the children.

The very topography, bush setting and outlook the school site offers naturally contributes to this healing.

As a school for children, Raphael House provides a warm caring environment where they can feel 'at home'. From this home they can step forth as free independent individuals, having experienced an education which takes account of their previous spiritual existence, which equips them for life in this 20th and 21st century, in order to fulfil their own destinies.

This is really the essence of Steiner's statement

"Receive the children in reverence,  
educate them in love,  
let them go forth in freedom".

For those connected with the children at Raphael House - parents and teachers - our lives become interwoven with theirs and in this a community has arisen. Individuals and families connect themselves (feel a part of this) to whatever extent they wish. The community and its activities have grown around the children and their education. It too is living and changing. Its nature cannot be dictated or regulated. It is the totality of the gifts of individuals.

Raphael House was founded in response to a need for Steiner education in greater Wellington. This need is far-reaching but is centred upon a kindergarten, lower and upper school at the present school site. As needed and feasible, supporting activities should grow around the school. These may be on the Matuhi Street property or elsewhere and include pre-school/kindergarten activities for children, training and adult education.

*JEP*  
*SW. P.V.D.*

The school site lends itself to expansion of facilities and some of these can be shared. Thus artists, educators, therapists, researchers wishing to contribute to the Waldorf movement are welcome to join what was described by Francis Edmunds, founder of Emerson College, England, as a future 'community of gifts'.

- from Raphael House - The Vision

The trustees have always envisaged that the education offered at Raphael House should be available to all who earnestly wish it.

Because the New Zealand education system was not catering for the need for Steiner/Waldorf education and because no legislation existed allowing fully funded and staffed Steiner schools to be set up, the only option available was to establish a private school under the Education Act 1964.

This was done knowing that some government assistance was available and that the conditions imposed by the state upon the school were fair and reasonable and would not unduly compromise the teachers' and children's ability to work freely and creatively within the scope of Steiner education.

Recognising the need for a fair economic system, flexible policies were devised for salaries and fees. To accommodate the differing needs of teachers and their families, salaries were negotiated according to those needs, rather than awarded according to qualification, years of service or seniority. This system also took account of the school's needs and parents' ability to meet them.

*JEP*  
*Rev. P.U.D. /m*

Fees were set at levels which tried to avoid the school becoming elitist in the sense that only the rich might afford to send their children. To accommodate as broad a cross-section of society as possible fees were kept to a minimum. Recognising that a healthy social and learning environment would be promoted by having whole families attend, family enrolment was encouraged and to facilitate this policy a scale of discounted fees was introduced which meant that effectively no family paid for more than two children. To avoid burdening poorer families, whilst encouraging the better-off to contribute more, capital development was funded not by fees but by donations, pledges, loans and other fundraised money.

These policies have proven successful in achieving a balanced representation of society but increasingly since 1986, with cuts and eventually cessation of all government assistance for teachers' salaries, this education has been beyond the reach of many who would wish it, and without adequate funding the school's ability to provide a full Steiner/Waldorf education was being eroded. In response to this situation, Raphael House as a member of the Federation of Rudolf Steiner Waldorf Schools in New Zealand investigated the option of 'integrated' status in terms of the Private Schools Conditional Integration Act 1976.

Realising that public and political awareness of the need for full legal recognition and government funding for a

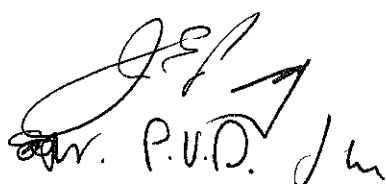
*JEP*  
*Mr. P.V.D. Jm*

category of New Zealand school called "Steiner" or "Waldorf" would take some years to achieve, the trustees resolved that integration as an 'area' school was the next most effective way to maintain this service to the greater Wellington community.

Since the founding of Raphael House there has been a wide gap between the holistic approach of the Waldorf movement to education and school management and that practised by New Zealand State schools. In this situation integration was unthinkable. However with the changes under "Tomorrow's Schools" and more recently with forthcoming policy changes in education announced on 30 July 1991 the gap is narrowing such that integration as an area school presents fewer compromises to the special character of Raphael House.

In 1991, Raphael House is one of over 600 Steiner/Waldorf schools worldwide. Whilst remaining completely autonomous the school has established connections with numerous overseas schools and teachers. Exchanges and visits by pupils and teachers are encouraged within New Zealand and overseas.

The international nature of the school is a valuable part of its special character which is of great benefit to teachers and children. The school is in this respect a valuable ambassador for New Zealand as our own identity and cultures are experienced by many overseas people through these contacts.

  
Mr. P.V.D. Jm

### ANTHROPOSOPHY

Teaching at our school is 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: - body, soul and spirit. It unites the disciplines 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 as a living force and inspiration. 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 administrators who strive to understand and apply the aims and ideas of Anthroposophy.

The aim of the education is to integrate the personality by the harmonising of thoughts, feelings and deeds. 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 sincere interest in the world and needs of others.

*J.E.P.*  
*Mr. P.V.D. Jm*

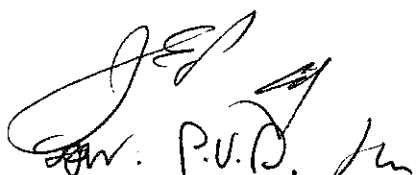
In striving to achieve these aims Steiner education takes its guidance from a comprehensive understanding of the human being. This is reflected in Waldorf educational principles and practice, and in the patterns of school organisation and community life.

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 (UK 1987)  
Education Towards Freedom by Frans Carlgren - Hawthorn  
Press (UK 1976)

#### 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 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.

 P.V.D. Jm

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

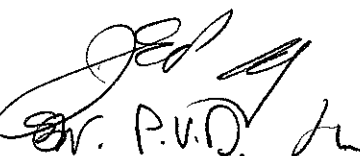
Participatory consensus-based decision making in the College of Teachers has been essential to the proper practice of the education and the healthy administration of the school. It ensures diversity of ideas, flexibility of operation, and adherence to the fundamental principles of the educational philosophy 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 circle of practising teachers has had the responsibility for 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 according to status, qualifications or years of service.

  
Mr. P. V. D. J.

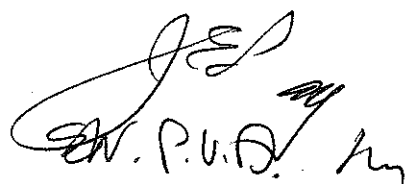
The College of Teachers has met weekly to undertake school administration and to delegate tasks to its members. In addition the whole teaching body undertakes study of Rudolf Steiner's pedagogical indications, shares teaching experiences and problems, and undertakes child and class studies to foster 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 Preparatory Course for 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:       Mental/emotional aspects  
              (Te Taha Hinengaro)
- Spirit:     Self/identity  
              (Te Taha Wairua).

 J.E.P.  
W.P.V.D. h

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

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.

The curriculum enables the child to grow in knowledge in the same way as humankind as a whole has developed from picture consciousness in ancient times towards an ever-increasing rational consciousness in modern times. 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 outline 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 stages of the pupils.

*JS*  
*W. P.V.D. / 12*

### THE KINDERGARTEN 4-6 YEARS

The kindergarten is an integral part of a Rudolf Steiner school, but there is no formal learning, but rather a development of skills through imitation and play. 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. Any demand for premature intellectual or aesthetic achievement can thwart the later development of the whole individual.

Through play and story telling the teacher stimulates the child's imagination. The teacher guides play and activities, not so much by directing but rather by working with the children, setting an example for them to follow. All this is in an environment of beauty and harmony. The beauty and harmony are reflected in:

- a well-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.

*J.E.*  
*Dr. P.V.D.*

At Raphael House the kindergarten provides a situation where the environment is conducive to the healthy development and unfolding of the capacities of the child.

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 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 mis-shapen forms were developed, mis-shapen 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 to all the following principles also.

*J. E. Lay*  
*W. P. K. D.*

The young child learns primarily through imitation. The adults in whose care the child is placed strive to be worthy of imitation - in thought, word and deed. It is not only when we are trying to teach the child a skill that we need to be aware of the enormous capacity of the child to imitate, but also in our relationships, gestures, attitude etc. 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 activities such as domestic tasks, crafts, gardening etc. and thereby provide the children with the impulses for their play. The children in this way gain what may be called the 'raw material' for play at its best - earnest, devoted activity.

The development of the imagination is nurtured and encouraged. It is essential for creative thinking in later life, that this faculty is developed in the early years of childhood. 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.

JEL  
W. P. D. 1/2

Young children are will-oriented and need primarily to be active. Rudolf Steiner education recognises three seven-year periods in the development of the child and the school is organised accordingly. For the first seven years of a child's life the emphasis is on learning through activity rather than through 'thinking' or 'feeling'.

A second important principle is the necessity of rhythm in children's lives.

The kindergarten works with a number of rhythms. A daily rhythm takes into account such things as the short concentration span of this age group and 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 the daily rhythm.

The weekly rhythm means each day has its own particular activity instead of all activities being available at once. This encourages focusing and concentrating on the task. Thus the days of the week become identified in the kindergarten

JE Ray / m  
G.W. P.V.D.

with a specific domestic or craft activity - Monday is baking day, Wednesday is painting day etc.

At Festival times the normal daily rhythm is replaced by a day of celebration. The activity, song and story content and the general mood of the session is in keeping with the respective festival. At Easter we would choose a story from nature or a fairy tale with a theme of rebirth e.g. caterpillar/butterfly stories, or Snow White. What is important in the telling of the story (not only at Festival times but especially then) is the picture the teacher has of the story's symbolic significance and meaning.

Individual children's birthdays are celebrated and that session also becomes a festive occasion.

The prevailing mood of childhood is characterised as 'dream consciousness' and they approach the world with wonder. Young children are not awake to the world in the same way as the adult or even older children. The kindergarten protects and preserves that dream from the influences of modern life which would disturb it. Relating as much as possible through gesture; avoiding dramatic or emotional emphasis in story telling, puppet shows etc; using the pentatonic scale for music; avoiding the predominant use of authoritarian guidance -these are some of the ways in which we maintain this mood.

*J. P. J.*  
*W. P. V. J.*

If we regard the child's body as the instrument that child will use throughout life, then we may look at the first seven years as a period of 'fine-tuning'. To introduce reading at this stage would demand the use of life forces, energy, which should be used in perfecting the development of the physical organs.

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. However, care is taken to see that the unfolding of these skills and faculties is not over-stimulated. Rather, the kindergarten situation ensures development is allowed to happen naturally, provides opportunity and removes hindrances.

Raphael House Rudolf Steiner School kindergarten is organised into two or three groups of mixed ages (4-6+). The mixed composition of the group age-wise helps retain something of a family atmosphere. The older children are 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

*Handwritten signature and initials:*  
JES  
P.V.O.

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 defects etc. A report on each child going on into Class 1 is written by an assessment group to ensure such difficulties are dealt with at school level.

In the kindergarten, through the choice of songs, nursery rhymes, stories and activities as well as through the gesture of the adults involved, the foundation is laid for a lifetime of respect for other people and for nature.

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

Within the continuous development of the education of the child there are two threshold points of transformation. The first is between the kindergarten and the lower school, the second is 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 effects of curriculum work into the child's soul and the content remains alive and interesting.

*J.P.D. 1/2*  
*W. P.V.D.*

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, learns 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 has gained an historical perspective stretching back from the present day through the 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.

Exercises in speech, music and rhythmic activities all harmonise the child and the class.

A widely used synopsis of the curriculum used internationally is contained in "Rudolf Steiner's Curriculum for Waldorf Schools" by E.A. Karl Stockmeyer. A detailed record of the curriculum in action at Raphael House is kept in the school's "Education Plan".

*J. E. P. M.*  
*Mr. P.V.D.*

### 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 aims in a Steiner school is that children experience all the subjects which form the curriculum, which is an organically interrelating whole. The children do not specialise according to personal interest, instead aim to stimulate their interest in all subjects. The 'main lesson' system of structuring both the morning and the whole teaching year is a vital tool in achieving a 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 in such a way as to harmonise the thinking, feeling and willing activities.

### THE CLASS TEACHER

The role and position of a class teacher in the lower school is of central importance. The class teacher accompanies the same class, taking them through from Class 1 (6-7 years) to Class 8 (13-14 years). The teacher gives the

*JSR*  
*W. P.O.*

'main lesson' in the first two hours of the morning and some but not all of the regular practice lessons.

Specialist teachers take classes, for example in 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 indeed 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 and a close working relationship with parents.

Continuity is maintained in the upper school by a class co-ordinator. An essential part of the work of all class teachers including kindergarten and upper school teachers is the development of close contact with parents through regular home visits and parent meetings at school.

JEP  
W. P.V.D.

Teachers are not limited to specialising in one area of a school but share a concern for all the children and according to curriculum and timetable needs, 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 experiences 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.

"At a Steiner school the teacher feels responsible for establishing a relationship of trust to each of his/her pupils, for building up his/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

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cook, serve and eat a Chinese meal, 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."

'Rudolf Steiner Life, Work, Inner Path and Social Initiatives' - Rudi Lissau, Ch 7, p 118. Hawthorn Press (1987 UK)

#### UPPER SCHOOL 14+-18+ YEARS

"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

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*En. P.V.D.*

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."

'Rudolf Steiner Education. The Waldorf Schools.' L Francis Edmunds Ch. 5 pp 75-76. Rudolf Steiner Press, London (1975)

There is a cohesive, planned curriculum that carries from lower to upper school. In the upper school a class co-ordinator is linked to each class. This same co-ordinator will not necessarily stay with the same class for the whole of their time in the upper school. There is now a team of specialist teachers who are responsible for the main lessons in Science and the Humanities. The function of the class co-ordinator is an administrative one, and involves the practical tasks of arranging parents' meetings, outings and camps, and keeping a grand overview of the class. But, since pupils in the upper school increasingly find their own relationship to truth and a sense of their own individual freedom, they will choose their own personal role models and confidantes from among the team of upper school teachers. They are free to take their problems to the teacher they can best talk to, and this may not always be the class co-ordinator.

Upper school teachers guide the students towards the perception of the underlying patterns and phenomena. In history, for example, the focus is on the concept of Revolution or Nationalism etc, not just on the dates and places. Cataloguing of factual data is minimised.

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Upper school teachers are subject specialists.

The young person is taught from a broad-based curriculum in which all students participate. Besides traditional subjects of English, maths, physics, chemistry, biology, history and geography, the curriculum includes such topics as history of art, drama, philosophy, projective geometry, surveying, First Aid, nutrition, history of architecture, and 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 origin of the limestone also being presented to the class. The biological, geological and finally chemical significance of limestone process would be given full appreciation. A similar parallel can be drawn between mathematics and music. The holistic view of subjects is carried into every classroom.

In technology lessons, the practical, every-day application of principles is always striven for. It is implicit in the Science lessons that the applications of the principles learned be brought at the same time. Therefore

  
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the technology associated with the principles of thermodynamics (the steam engine, petrol engine and turbine) is developed, for example, as well as the operation and use of telegraph, telephone, TV and radio at the appropriate places.

In the craft curriculum, the practical understanding of structures and materials is also brought into the woodwork, claywork, metalwork and leatherwork lessons.

There is still a 'main lesson' structure to the day. It has the same intention as in the lower school: one 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 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 public examinations. 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.

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#### SUBJECTS SPECIAL TO A RUDOLF STEINER SCHOOL

- Eurythmy, taught from kindergarten to class 12
- Form Drawing, taught from class 1-8
- Bothmer gymnastics, taught from class 3-12
- Projective Geometry, taught from classes 9-12

Eurythmy is an art of movement. In a highly disciplined way it 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 indicated by Rudolf Steiner is an artistic activity which develops the child's eye/hand co-ordination and sense of balance and proportion. It has many applications in practical and artistic endeavours.

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

Projective Geometry is a study of the relationship of the elements of space in a more fundamental way than the measurement-based geometry of Euclid.

#### OTHER SUBJECTS REQUIRING SPECIALIST TEACHERS:

Just as there is a curriculum for class work so there is also for handwork. Basic skills are learned in knitting,

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

A comprehensive programme of gardening and horticulture for all classes has been gradually developed at Raphael House. This includes gardening activities both at school and at farms in the district.

In the lower school, specialist teachers are needed for handwork, eurythmy, gardening, Bothmer gymnastics and language teaching, and for all subjects in the upper school.

The abovementioned 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.

Special consideration is given to building facilities appropriate to the subject.

### FESTIVALS

Background: As a Christian, though non-denominational education, the celebration of festivals is an integral and important part of the school year. Over the years certain

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ways of celebrating the festivals have arisen, suited to this particular school.

In order to stimulate fresh understanding and enthusiasm, the teachers first study the background and share ideas about each festival annually.

Main Festivals:

Easter: Inner preparation for this by teachers begins several weeks before Easter and usually includes singing. Class teachers generally take up the Easter theme through stories, painting, egg decorating, making of buns etc. and by preparing the class rooms in an appropriate way.

The kindergarten has a separate festival on the Wednesday of Easter week and the lower school traditionally celebrates the festival on Thursday morning, finishing the day at noon.

St John's: Inner preparation for teachers begins several weeks before, as does class singing of the songs selected for a particular year.

The whole school (kindergarten, lower and upper school and parents) combine for this festival which is always held after 5 pm mid-week of the week nearest to the date of 22 June. This is to allow for possible postponements as it is largely an outdoor festival.

Preparation in all classes involves lantern making of varying designs. These increase in degree of difficulty, the older the class.

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Mr. P.V.D.

The St John's festival has the most involvement of the school community of all the festivals with many parents and ex-pupils attending. It requires good communication and co-ordination between those parents who organise supper for children and school association members who arrange supper for parents.

St Michael's: This is the newest of all the festivals. Some of the elements which have been included in recent years are a) an international element; b) a community project eg. beach cleaning; c) a story, often a biography, wherein the individual shows characteristics of courage and a strength of character eg. Joan of Arc, Helen Keller; d) an outdoor activity, eg. flying a kite which, like the lanterns of St John's, the children have made at school.

Advent (Christmas): In the kindergarten, Advent is celebrated through song, story and "walking the Advent spiral".

For the older classes this is acknowledged usually through a story or reference to Advent in an assembly.

Christmas itself obviously cannot be celebrated but many aspects of preparation are taken up by the classes and by the whole school in assemblies, e.g. carol singing, decorating a tree, making decorations, making gifts for others, Christmas stories and very often a play presented by parents and teachers of the story of the Nativity.

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RUDOLF STEINER SCHOOL TRUST WELLINGTON

The role of the Trust: The Trust carries the responsibility of legal ownership and of the execution of the trust deed. It carries the responsibility to see that the anthroposophical impulse behind Waldorf education is maintained.

The trustees hold the vision and the impulses that gave rise to the school and ensure that the vision is not at variance with the reality. In other words, the trustees see that the school develops appropriately in accordance with its purpose.

In practice the trustees delegate responsibility for all educational matters to the College of Teachers, including the day-to-day running and administration which Steiner insisted was the responsibility of the teachers. The overall responsibility for management and school accounts and the physical management of school property is mandated to the Management Committee. Quote from the trust deed: "The Trust Board may appoint and dissolve special committees (which may be comprised in whole or part by persons who are not members of the Trust Board and shall require such special committees to report to it thereon. The meetings and proceedings of the Trust Board so far as they are applicable and so far as the same shall not be superseded by any regulation made by the Trust Board." [4.(g)]

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Although not expressly stated in the deed, the social wellbeing of the school is recognised as being the prime task of the School Association. Unlike the Management Committee or first College, this group was not formally appointed by the Trust but naturally arose from parent initiative in response to an obvious need. All three groups are free to delegate their functions in whatever manner they deem fit.

The mode of working of the Trust is considered to be primarily that of empowering teachers and parents to provide the facilities and services needed for the school. We recognise the great importance Rudolf Steiner placed on personal and group initiative which cannot work if restricted by unnecessary regulations and rules. For this reason the Trust does not take an active role in practical school management, but serves the needs of the mandate groups where necessary and appropriate. The Trust however is legally the final arbiter in all matters and reserves the right to intervene in the work of the groups, to give direction, to resolve conflict should the need arise or to withdraw their mandate if in the view of the Trustees the school's best interests are not being served.

#### THE MANAGEMENT COMMITTEE

The Management Committee has usually comprised up to 10 members including up to four teachers, one or more of whom have been trustees, up to five parents or supporters and the

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school secretary. The school treasurer and lawyer have been co-opted as necessary.

The Committee has met each second and fourth Monday of each month, from 7.30-10.30 pm. Except for the first half hour in which confidential matters may be addressed, its meetings are open to all parents to attend or submit ideas or concerns. As needed the committee may call extra meetings to address specific issues needing lengthy consultation. Decision making within the committee is by consensus. Tasks of chairing and agenda setting are shared. The secretary records and publishes minutes which are available to parents on request.

The committee manages all aspects of the school budget, fundraising, buildings and resources, fees and non-educational policies. and appoints non-teaching staff. To assist in its work several groups work alongside the committee and are responsible to it. These groups each comprise at least one member of the management committee and are responsible for co-ordinating their efforts with other groups in the school.

Publicity: This small group works from a set budget and is responsible for advertising, displays, articles and general promotion of Steiner education. (Other groups with specific promotion needs e.g. fundraising group are responsible for their own advertising although co-ordination of efforts is most necessary.) Projects typically undertaken

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by the group are educational displays in shopping malls, organising talks, newspaper articles.

Fundraising: This group is responsible for raising large scale funds for buildings and development work. It is self-motivating, sets its own tasks and way of working and is primarily responsible for monies pledged and donated towards the 02 account which is used for development work. The group meets weekly on Tuesdays at 8 pm or as needed.

Building and Development: A small group of teachers, management committee members and other interested parents who work with the school architect, Fiona Christeller Architects Ltd and other professionals to manage building development, landscaping and related resources. The group meets only as needed, has no set budget but consults with the management committee as funds are required.

Resource group: This group comprises teachers and parents with an interest in building maintenance, furniture production and repairs, small building and landscaping projects. The group meets as needed and works closely with the school architect and parents with specific skills e.g. electrical, carpentry. The group may organise working bees, is usually responsible for P.D. work gangs who regularly assist on Saturdays, and may hire professional services as required for repairs and maintenance. The group works within a set budget (\$10,000 in 1990/91) for which it has sole

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responsibility, although from time to time it may request extra funds for specific projects.

#### SCHOOL ASSOCIATION

The School Association consists of all parents, but there is a core group which meet together regularly to address the social needs within the school. They form an important area of communication between the parents and the College. They also take up many tasks related to fundraising, social gatherings, festivals and adult education. There are generally one or two college representatives as part of the core group which facilitates communication between the groups.

#### TEACHER TRAINING AND IN-SERVICE DEVELOPMENT

The central feature of professional development revolves around the Thursday pedagogical meeting. Activities include:

- child studies
- curriculum studies
- participation in artistic activities such as eurythmy, singing, painting, clay modelling

There is also a programme of in-service seminars and courses covering a range of educational studies and relevant self-development.

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### OUTDOOR ACTIVITIES

The school site was chosen for the many possibilities it offers for physical activities. As it is developed, paths and walkways will give access to most areas including the adjoining reserves. These paths lend themselves to class walks, cross country running, nature study and environmental observation, as well as leisure walking in playtimes.

A variety of land uses have been designated, some accessible to children, others out of bounds:

1. Garden areas - planted and tended by children
2. Wilderness - where children can explore at will, dig, build forts etc.
3. Established bush - mostly in gullies. Out of bounds in order to protect nature growth.
4. Playfield and grassy slopes - recreation
5. Pine plantation/shelter belts - children can explore, climb, build with permission
6. Gorse/regrowth areas - left to nature. Future use undecided.

The school terrain is admirably suited to all sorts of imaginative games for younger children, and, with some development, an adventure playground approach for the older ones. The lack of large flat play areas has stimulated a wide variety of games adapted to the particular environment although the three main flat play areas have mostly satisfied

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the children's needs for practise in ball games.

As needed classes and teams make use of local facilities - gyms and fields - for sports. Parents assist with coaching and transport.

Swimming: Classes 3-8 usually have a block session, 6 weeks, one lesson per week in term one, at either Naenae or Huia swimming pool. Parents with teaching skills also assist with instruction. As weather permits most classes go to the Hutt river or various beaches for recreational swimming.

Walks and tramps: Walks of various lengths are encouraged in all classes. These can be short walks around the school environment, day trips to many different places in Greater Wellington, or tramps in Orongorongo, Rimutaka or Tararua ranges. The proximity of Belmont Regional Park is an important asset.

Camps: Classes 3-8 usually go on at least one camp per year. This may be one or two nights for younger classes or up to a week for older ones. Most camps are organised and run by teachers and parents, with emphasis on experiencing the natural environment. Camps may be combined with activities and visits related to main lesson work. A wide variety of venues have been used - refer to file in school library for information.

Ski trips: Traditionally class 7 has spent one week at Tukino Ski Field courtesy of Aorangi Ski Club. With at least one experienced instructor this has provided a great

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opportunity for children to meet many challenges, outer and inner, in a totally new environment and sport which is usually inaccessible to most.

#### THE SCHOOL BUS

Since 1980 the school bus has been an integral part of our educational programme, providing convenient and cheap transport for a wide variety of activities. With both teachers and parents as drivers, classes have been able to use it for extended tours or for spontaneously arranged educational visits.

#### ARCHITECTURE

Considerable emphasis has been placed on a close working relationship between architect and teachers in producing new buildings so that all possible consideration is given to the educational needs of the children and the requirements of the curriculum. Full recognition has been given to Rudolf Steiner's advice on architecture and its implications for education. Where practicable, this advice has been applied.

*FERA J. M.*  
*CON. P.U.D.*