

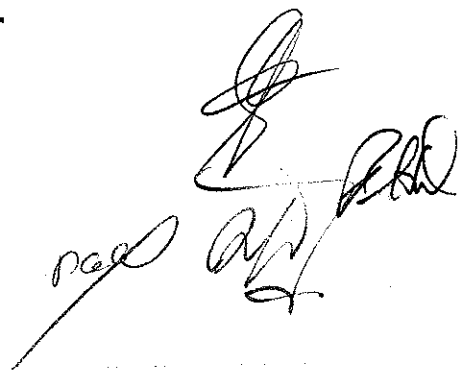
THIS DEED OF AGREEMENT is made the 29<sup>th</sup> day of September 1989

BETWEEN RUDOLF STEINER SCHOOL TRUST (CHRISTCHURCH) a duly constituted Board pursuant to a certain Deed of Trust dated the 4th August 1989 (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

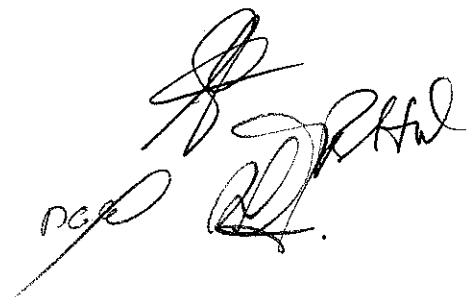
WHEREAS

- A. The Proprietor is the owner of CHRISTCHURCH 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 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 established as an Integrated School.

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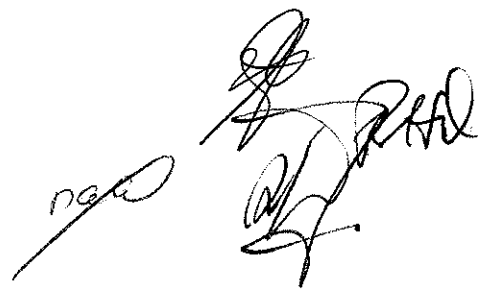
NOW THIS DEED OF AGREEMENT WITNESSES THAT IT IS HEREBY COVENANTED  
AGREED AND DECLARED BY AND BETWEEN THE PARTIES HERETO AS FOLLOWS:-

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 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 -

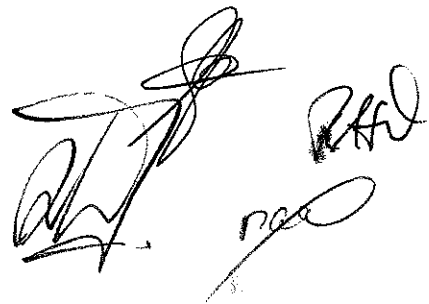
- 3.2.1 At the request of the Proprietor, the Board of Trustees may grant the use of the School premises and chattels to the Proprietor or other person or persons at any time when the School premises and chattels are not required for school purposes and the Board of Trustees shall not unreasonably or arbitrarily withhold its consent. The Board of Trustees may require 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 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 Proprietor as a condition of such use.
- 3.2.3 The Proprietor shall accept and meet the liability for all mortgages, liens and other

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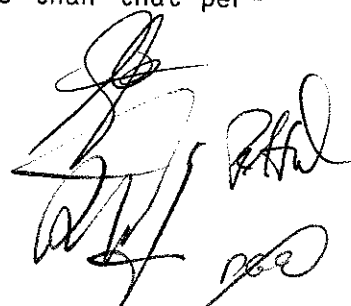
charges upon the land and buildings comprising the School premises.

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

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- 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 1975 or shall be granted or permitted any condition of service more favourable than that per-

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mitted 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. 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.

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 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 practised. 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

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Christian in its deepest sense, free of dogma or sectarianism.

The College of Teachers which works collegially, 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.
- 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.
- 6.4 Shall have the right to nominate a representative to the Appointments Committee of the Controlling Authority (as long as the Controlling Authority is the

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Canterbury 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.

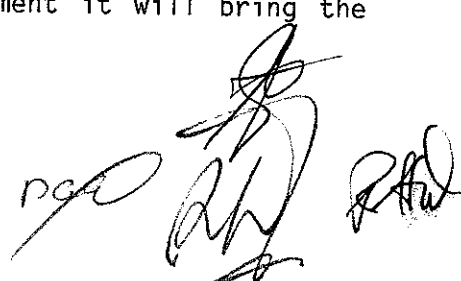
7. 7.1 ON integration the Controlling Authority of the School shall be the Education Board of the Christchurch Education District as constituted pursuant to Section 15 of the Education Act 1964.

7.2 The School shall be managed by a Board of Trustees which will have the powers of a Committee of 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.

7.3 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.

8. THE maximum roll of the School shall be two hundred and sixty (260) pupils. Any increase in roll shall be the subject of 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 Director-General 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.

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 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.

12. 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

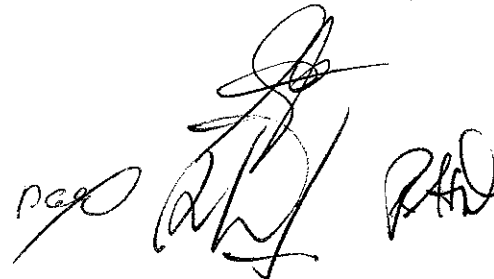
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Character of the School is being maintained pursuant to Section 3 of the Private Schools Conditional Integration Act 1975.

13. THE Proprietor, together with its servants, agents and licensees, shall have at all reasonable times access to 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 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.

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 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

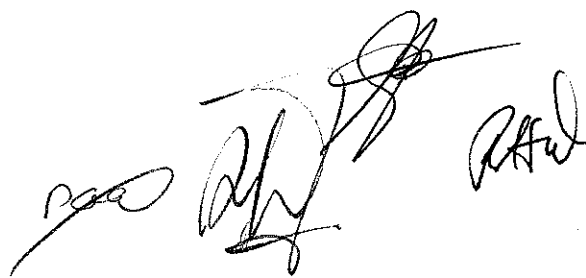
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of appointment. Any person so appointed to the position of Deputy Principal shall accept these requirements as a condition of appointment.

16. THE two teaching positions known as Junior School positions at the Christchurch Rudolf Steiner 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 younger child in accordance with the Special Character of the School. Any person so appointed shall accept and recognise the responsibilities to maintain, uphold and preserve the Special Character of the School and accept these requirements as a condition of appointment.

17. THE teaching position known as Class One teacher 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 for the children in Class One in accordance with the Special Character of the School. An advertisement for this position shall state that possession of these capabilities shall be a condition of appointment.

18. 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 Integration Act 1975 to be specific positions that require particular capabilities in the teacher appointed, namely to assist and direct



the planning and organisation of Eurythmy, Bothmer Gymnastics and Handwork 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 position of Eurythmy Teacher, Bothmer Gymnastics Teacher and Waldorf Handwork Teacher shall accept these requirements as a condition of appointment.

19. THE Proprietor may with the consent of the Controlling Authority 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 in the School with the teaching appropriate to the Special Character of the School.

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

21. 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.

22. 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

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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.

23. 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.

24. 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.

25. THE staffing entitlement of the school as at the 31st day of August one thousand nine hundred and eighty nine (1989) was thirteen (13.00) positions.

26. 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.

27. AS at the effective date of Integration Hansens Park is available to the School by the Christchurch City Council for the

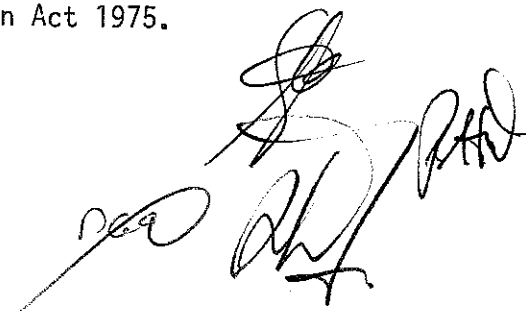
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purposes of sports and physical education and it is hereby agreed to by and between the parties hereto that should Hansens Park cease to be available to the School the Minister will not be responsible for the provision of playing fields.

28. 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 detailed in the Third Schedule) or any future maintenance for Blocks B, C, D, E, F, G, H, J, K, N, O and P. 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. The Proprietor and the Controlling Authority shall share in the proportion one-third and two-thirds respectively with costs of running and maintaining Block M.

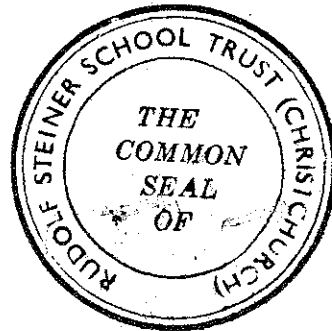
29. THE effective date of this Deed of Agreement shall be the 11th September 1989.

30. 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 THE RUDOLF STEINER  
SCHOOL TRUST (CHRISTCHURCH) was hereunto  
affixed in the presence of:



affixed in the presence of:

*[Handwritten signatures]*

*[Illegible handwritten names]*

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:

PA Ann

Dudley  
Public Servant  
Wellington

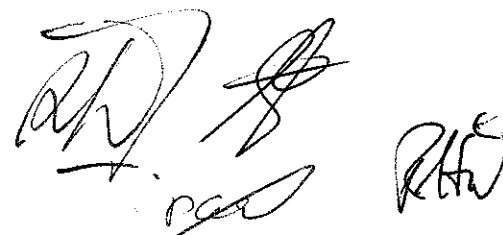
FIRST SCHEDULE

Description of Total land, buildings, and other improvements comprising the Proprietor's land of which the School premises form part.

THE PROPRIETORS LAND All that land, School Buildings and other improvements owned by the Rudolf Steiner School Trust (Christchurch) situated at Christchurch, New Zealand, delineated in red on the plan forming part of the Second Schedule hereto, being known as Christchurch Rudolf Steiner School and being more particularly described as follows:

Land containing 2.0984 hectares being Lot 1 on Deposited Plan 45101 comprised and described in Certificate of Title Register 23F Folio 966 (Canterbury Registry)

SUBJECT TO: The easements, covenants, restrictions and conditions as set out on the Title

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SECOND SCHEDULE

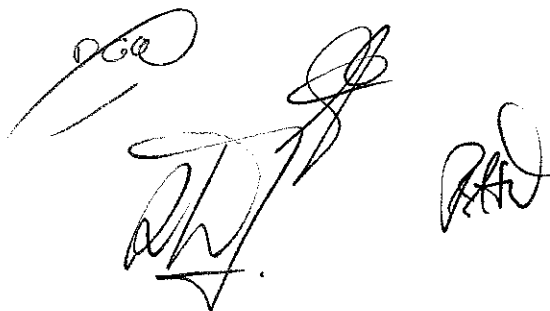
Description of land, buildings and other improvements comprising the school premises.

**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 plan forms part of this Schedule

TOGETHER WITH all the School buildings and other improvements thereon

SAVE AND EXCEPT Blocks B, C, D, E, F, G, H, J, K, N, O and P 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 these excepted portions from and to Ombersley Terrace, Opawa, Christchurch.

The block contains several handwritten signatures and initials in black ink. On the left, there is a large, stylized signature that appears to be 'A.H.'. To its right, there are several other initials and signatures, including one that looks like 'J.B.' and another that is more cursive and less legible. The handwriting is fluid and appears to be from the late 19th or early 20th century.

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 Department of Education standards.

AGREED PHASING OF WORK TO BE COMPLETED BY:

SIE	To be undertaken in conjunction with new buildings.	31.3.90	31.3.91	31.3.92	31.3.93	31.3.94	31.3.95
<u>Fencing</u>							
Provide 1.8m high fences to residential boundaries where necessary							x
Provide 900mm high chain mesh fence to road frontages							x
<u>Paths</u>							
Provide paved pedestrian paths and walkways at least 1.2m wide							x
Provide sealed carpark							x
Provide path separate from vehicle access							x
<u>Grounds</u>							
Develop grassed areas to provide playing fields							x
Provide sealed courts of 900m <sup>2</sup>							x
Provide cycle stands for all pupils who cycle to school			x				
Provide drinking fountains			x				
Provide adequate outside seating		x					
<u>BLOCK A</u>							
<u>Exterior</u>							
Provide piles and bearer under entrance platform to area 10			x				
Replace steps, provide handrail and replace decking			x				
Provide ramp			x				
Tidy electric wiring			x				

*[Handwritten signatures and initials]*

AGREED PHASING OF WORK TO BE COMPLETED BY:

	31.3.90	31.3.91	31.3.92	31.3.93	31.3.94	31.3.95
BLOCK A (continued)						
Provide cabin hook to door to area 1		x				
Repair defective boards			x			
Connect downpipe to stormwater drain			x			
Repaint			x			
Interior						
Area 1						
Upgrade heating to state school standards		x				
Upgrade lighting to state school standards		x				
Replace floor coverings			x			
Replace blackboards			x			
Provide display boards			x			
Areas, 2, 3 & 4						
Replace handbasin		x				
Enclose hot water cylinder		x				
Repair light switch in area 4		x				
Provide shower curtains		x				
Refix shower linings and fit correct corner mouldings		x				
Provide architrave around window		x				
Replace floor coverings			x			
Areas 5 & 6						
Provide floor coverings		x				
Provide skirtings under handbasins		x				
Repaint		x				

rep *[Signature]* 24/10

AGREED PHASING 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 A</u> (continued)						
<u>Area 7</u>						
Provide stand-off door stop		x				
Repair hole in ceiling		x				
Provide curtains and tracks		x				
Repair sink unit		x				
Provide heating to state school standards		x				
Provide noticeboard		x				
Replace floor coverings			x			
Replace Zip water heater			x			
<u>Area 8</u>						
Provide floor coverings			x			
Repaint			x			
<u>Area 9</u>						
Provide floor coverings			x			
Repaint			x			
<u>Area 10</u>						
Repair damaged door		x				
Upgrade lighting to state school standards		x				
Repair hole in ceiling		x				
Upgrade heating to state school standards		x				
Replace two existing power points with double outlets						
Replace curtains and provide tracks			x			
Provide display boards			x			

*[Handwritten signatures and initials]*

AGREED PHASING 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>Area 10</u> (continued)						
Replace blackboard						
Repaint			x			
<u>BLOCK I - TOILETS</u>			x			
<u>Exterior</u>						
Replace downpipes and spouting where rusted		x				
Adjust exterior door (girls)		x				
Provide birdproofing						
Restrain and repaint			x			
<u>Interior - Boys</u>			x			
Close in open drain						
Terracote floors or apply similar approved surface		x				
Repaint			x			
<u>Interior - Girls</u>			x			
Close in open drain						
Terracote floors or apply similar approved surface		x				
Repaint			x			
<u>BLOCK L</u>						
<u>Exterior</u>						
Attach beam to front poles to carry verandah roof			x			
Bolt stringer to poles			x			

rec  
JF  
PKW

AGREED PHASING 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 L (continued)</u>						
Replace roofing where necessary				x		
Paint roof				x		
Recoat exterior walls, beams, posts and entrance deck				x		
Replace spouting				x		
Ease all doors and windows		x				
Replace rotten window frames and any defective sheathing				x		
Replace broken nova roofing on verandah				x		
<u>Interior</u>						
<u>Area 1</u>						
Repair door		x				
Provide curtains		x				
Repaint			x			
Provide floor coverings						x
Provide door on cupboard				x		
Provide shelving				x		
<u>Area 2</u>						
Provide heating to state school standards						
Repair door latch	x					
Provide curtains		x				
Repaint			x			
Provide floor coverings						x

ncs  
JL  
AD

AGREED PHASING 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>Area 3</u>						
Provide floor coverings						
<u>Area 5</u>						
Replace bench top		x				x
Provide water heater with increased capacity		x				
Replace curtains and provide tracks		x				
Shampoo carpet		x				
Provide display board				x		
<u>Area 6</u>						
Replace floor coverings		x				
Paint and varnish		x				
Complete storage cupboard		x				
Provide curtains		x				
<u>BLOCK M</u>						
<u>Exterior</u>						
Ease all doors and windows		x				
Repaint completely, including entrance deck		x				
Repair weatherboards prior to painting		x				
Repair secondary egress door						
Replace window bead fourth from end wall	x					
Extend height of gully trap						
Provide cap on inspection waste						

per [Signature] [Signature] [Signature]


AGREED DURING OF WORK TO BE COMPLETED BY:

BLOCK M (continued)	31.3.90	31.3.91	31.3.92	31.3.93	31.3.94	31.3.95
Upgrade verandah addition on north side to an acceptable specification		x				
Provide cabin hook to double doors on south side		x				
Addition - Toilets						
Replace rotten barge board		x				
Adjust lock on toilet door						
Connect stormwater to drainage	x					
Provide path from side to entrance landings		x				
Interior						
Area 1						
Provide fireproof material surrounding rangettes	x					
Provide additional heating to state school standards						
Provide four double power points		x				
Provide lighting to state school standards		x				
Replace curtains and provide track			x			
Repaint			x			
Provide floor coverings						x
Areas 2, 3, 4 & 5						
Upgrade wooden sinktop		x				
Replace toilet cisterns		x				
Replace handbasin		x				

*[Handwritten signatures and initials]*

AGREED PHASING OF WORK TO BE COMPLETED BY:

BLOCK M (continued)	31.3.90	31.3.91	31.3.92	31.3.93	31.3.94	31.3.95
Make good area wiring to switchboard		x				
Repaint			x			
Provide floor coverings				x		
<u>Area 6</u>						
Provide fireproof material surrounding rangette	x					
Provide electric heating to state school standards		x				
Provide two additional double power points		x				
Replace curtains and provide tracks						
Repaint			x			
Provide floor coverings			x			
<u>General</u>						
Upgrade electric mains to provide for additional heating load				x		
Insulate ceilings					x	



AGREED DATES 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>FIRE PROTECTION</u>						
<u>BLOCK A</u>						
<u>Area 1</u>						
Remove obstructions from alternate access door, provide half latch and construct landing to floor height with steps and railings.	x					
Upgrade wall linings to 1 hour fire rating if area is to remain permanently as an art room.		x				
Resite water type fire extinguisher and provide sign.	x					
<u>BLOCK L</u>						
Provide alternative egress door with locks to enable egress without the use of keys.	x					
Construct landing and steps at egress doors.	x					
Provide sign for fire extinguisher.	x					
<u>BLOCK M</u>						
Remove BCF fire extinguisher and replace with a 3.5kg CO <sub>2</sub> extinguisher.	x					
<u>GENERAL</u>						
Install manual fire alarm system, with bells, call points and call point signs to meet the general specifications of NZS 4561 and meet Trade and Industry's requirements for school class change/fire alarm systems.		x				

*[Handwritten signature]*

AGREED DURING 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>BUILDING REQUIREMENTS</u>							
Provide by new construction or remodelling the following:							
<u>Primary</u>							
Teaching space of	325m <sup>2</sup>						x
Bookroom	28m <sup>2</sup>						x
Resource workroom	14m <sup>2</sup>						x
<u>Forms 1-7</u>							
Classrooms	4 of 55m <sup>2</sup> each						x
Laboratory	77m <sup>2</sup>						x
Art and craft	100m <sup>2</sup>						x
Homecraft	93m <sup>2</sup>						x
Music room	67m <sup>2</sup>						x
Workshop technology	135m <sup>2</sup>						x
Library	140m <sup>2</sup>						x
GP hall	334m <sup>2</sup>						x
Seminar room	35m <sup>2</sup>						x
<u>Administration</u>							
Principal's office	19m <sup>2</sup>						x
First assistant's office	11m <sup>2</sup>						x
PR offices	3 of 9.5m <sup>2</sup> each						x
Staffroom	37m <sup>2</sup>						x
Staff kitchen	4.5m <sup>2</sup>						x

*[Handwritten signature]*

SCHOOL: RUDOLF STEINER, CHRISTCHURCH

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
Staff rest room 4.5m <sup>2</sup>						x
School office 19m <sup>2</sup>						x
Casualty room 9.5m <sup>2</sup>						x
Sickroom 9.5m <sup>2</sup>						x
<u>Ancillary</u>						
Resource/storage 37m <sup>2</sup>						
Resource/staff work 19m <sup>2</sup>						x
Laboratory prep room 23m <sup>2</sup>						x
Art and craft store 21m <sup>2</sup>						x
Art and craft project 19m <sup>2</sup>						x
Technology/store project 38m <sup>2</sup>						x
Homecraft store 10m <sup>2</sup>						x
Clothing store 10m <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
Phys ed/gym store 40m <sup>2</sup>						x
(in GP hall)						x
PE change 2 of 38m <sup>2</sup> each						x
Caretaker/store workshop 25.5m <sup>2</sup>						x
Dangerous goods store 9m <sup>2</sup>						x

AGREED PHASING OF WORK TO BE COMPLETED BY:

REQUIREMENTS FOR NON-INTEGRATING BUILDINGS		31.3.90	31.3.91	31.3.92	31.3.93	31.3.94	31.3.95
<u>BLOCK D</u>							
Repair roof		x					
Replace spouting		x					
<u>BLOCK F</u>							
Raise height of gully traps			x				
Repair elbow jointing on spouting		x					
<u>BLOCK H</u>							
Repair window sashes		x					
<u>BLOCK Q</u>							
Provide spouting and connect to stormwater drain			x				
<u>BLOCK P</u>							
Replace spouting		x					
Repair window sashes		x					
Repair entrance steps		x					
<u>BLOCK G</u>							
Replace all defective boards, including window sill			x				
Ease all windows and re-cord where necessary			x				
Re-putty sashes before painting			x				
Repaint			x				
Repair or replace roof			x				

*[Handwritten signatures]*

AGREED PHASING OF WORK TO BE COMPLETED BY:

FIRE PROTECTION REQUIREMENTS FOR NON-INTEGRATING BUILDINGS		31.3.90	31.3.91	31.3.92	31.3.93	31.3.94	31.3.95
<u>BLOCKS B/C</u>							
Provide alternative egress from all rooms with locks which can be opened from inside without the use of keys.		x					
Provide platforms and steps for all egress doors.		x					
Provide a new fire hose 13mm x 25m and install on the existing drum to afford full cover to this building.							
Provide 1 x 3.5kg CO <sub>2</sub> type fire extinguisher in each of areas 6 and 8.			x				
Provide EXIT signs.		x					
<u>BLOCK D</u>							
Provide alternative egress and construct platform and steps.		x					
Provide EXIT signs.		x					
<u>BLOCK E</u>							
Provide alternative egress and construct platform and steps.		x					
Remove solid fuel stove or upgrade surrounds and base to meet current standards.		x					
<u>BLOCK F</u>							
Provide alternative egress and construct platform and steps for each classroom and library.		x					
Provide a fire hose reel with approved 13mm hose to verandah outside area 5 to cover the whole block.		x					

*[Handwritten signature]*  
RSC

AGREED PLANNING OF WORK TO BE COMPLETED BY:

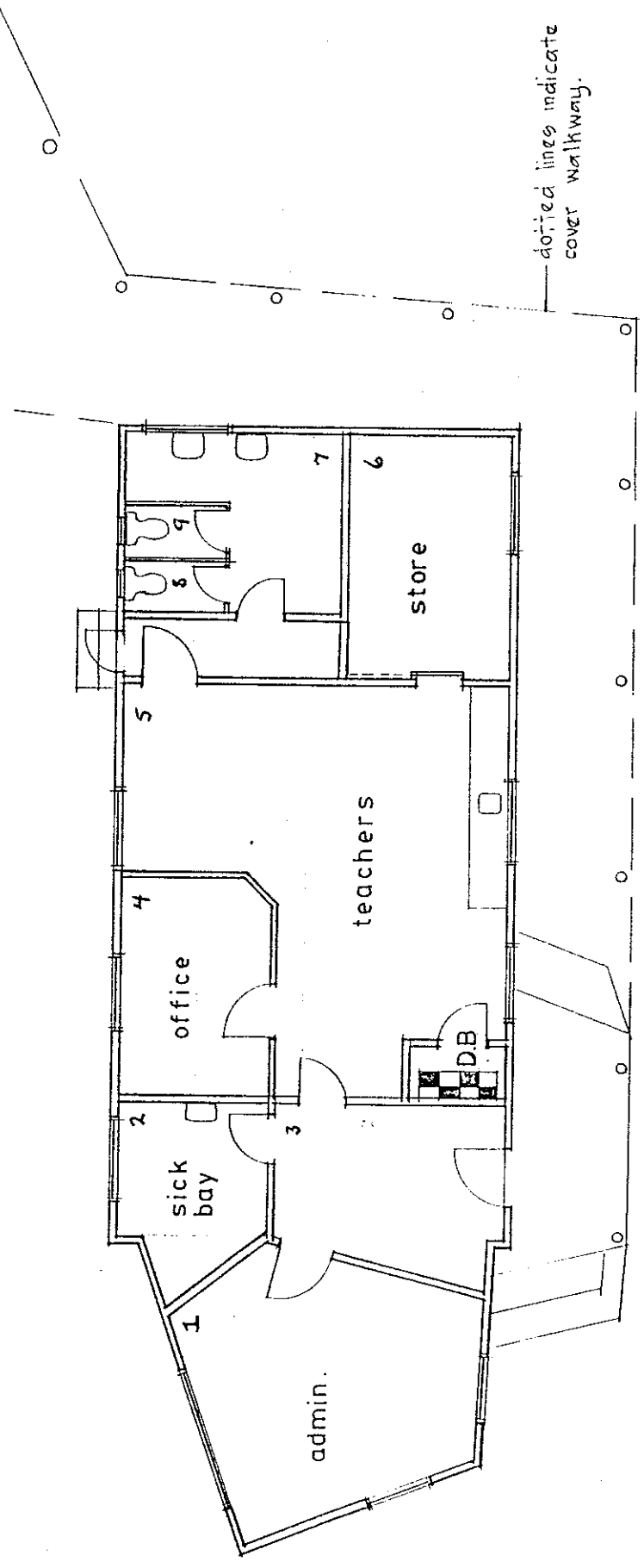
	31.3.90	31.3.91	31.3.92	31.3.93	31.3.94	31.3.95
<u>BLOCK G</u> Provide alternative egress door with suitable lock. Construct platform and steps outside egress door. Provide mounting for fire extinguisher and install and approved sign.	x x x					
<u>BLOCK H</u> Provide alternative egress from both classrooms. Construct platform and steps at each egress door. Provide sign for fire extinguisher.	x x x					
<u>BLOCKS J &amp; K</u> Provide alternative egress from both classrooms. Construct platform and steps at each egress door. Provide sign for fire extinguisher.	x x x					
<u>BLOCK N</u> Remove dangerous goods store from this block.	x					
<u>BLOCK O</u> Provide fire extinguisher to cover blocks N and O. Provide alternative egress from block O. Provide alternative platform and steps at egress door. Upgrade solid fuel heater to current standards.	x x x x					

*[Handwritten signature]*  
RSC

AGREED PHASING OF WORK TO BE COMPLETED BY:

BLOCK P	31.3.90	31.3.91	31.3.92	31.3.93	31.3.94	31.3.95
	x					
Provide alternative egress from each classroom.						
Repair faulty platform.	x					
Mount existing fire extinguisher in foyer between classrooms and provide suitable sign.	x					
FIRE PROTECTION - GENERAL						
Remove all kerosene heaters and provide approved fixed heaters.	x					
Patch holes in buildings where fires can be started.	x					

*[Handwritten signature]*  
pcc



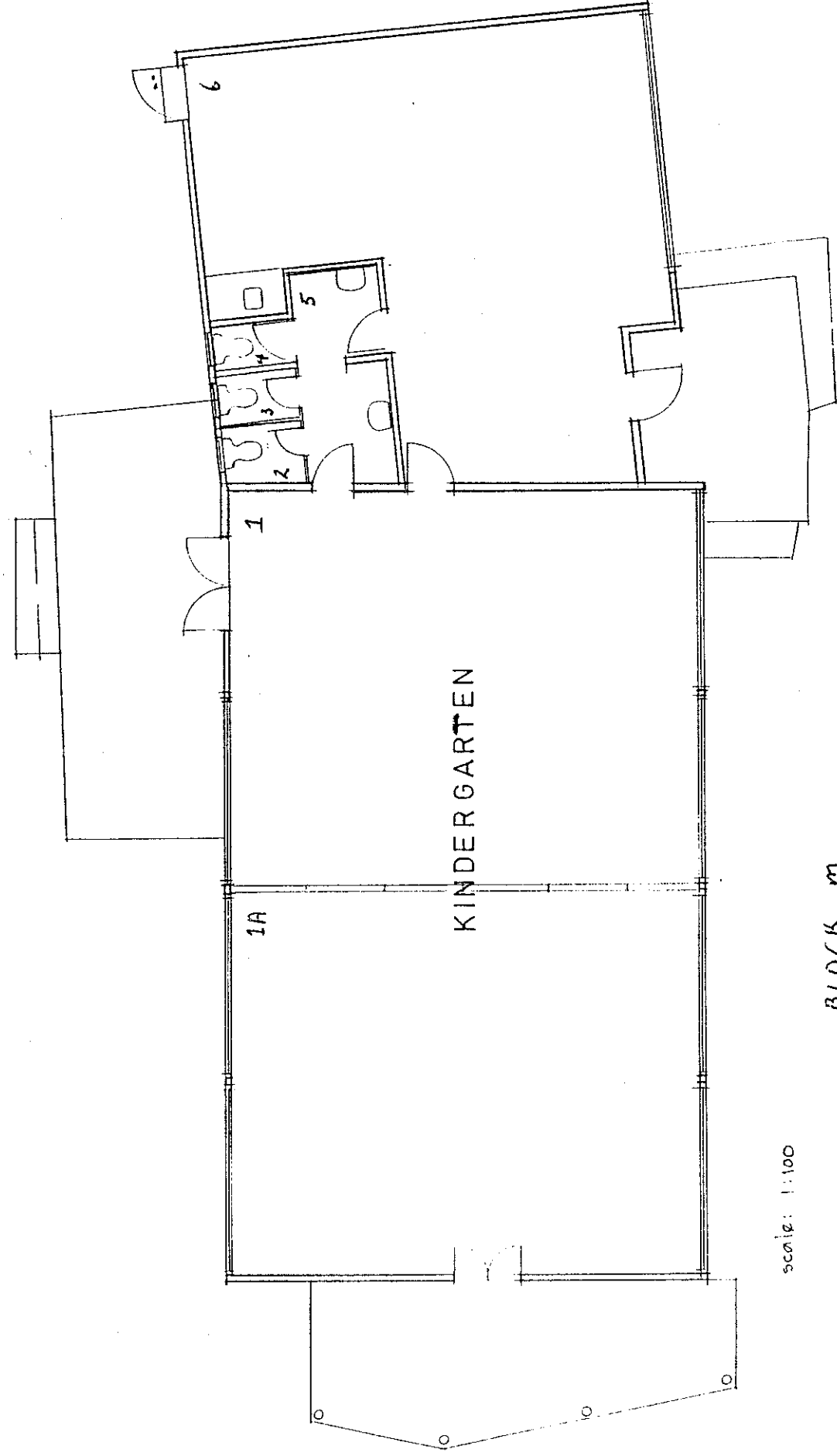
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BLOCK L

# RUDOLF STEINER SCHOOL

PHILIP KENNEDY ARCHITECT  
DATE : 20th. MAY 1988

per [signature] 1

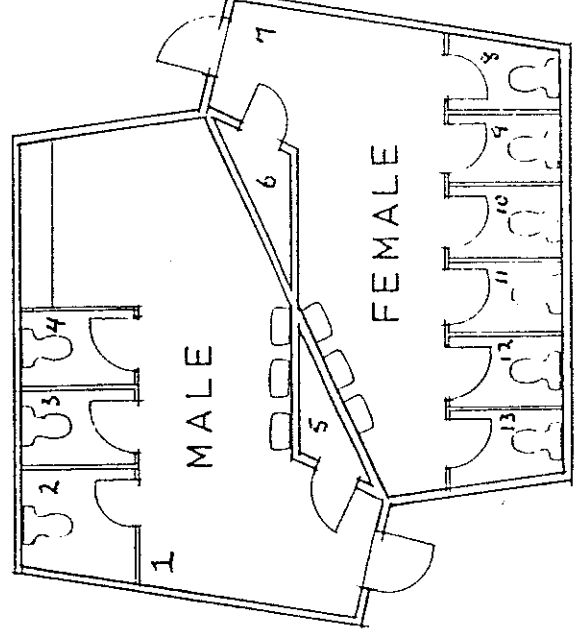


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BLOCK M

RUDOLF STEINER SCHOOL

pea dh / 2

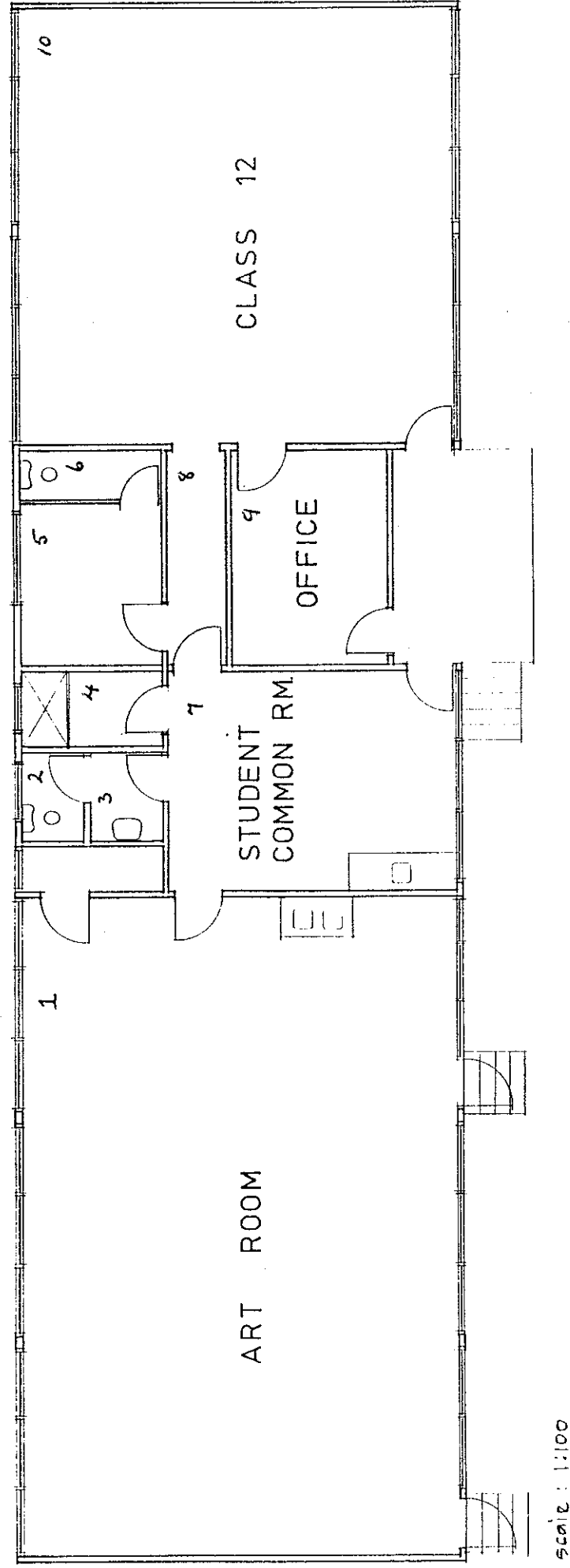


BLOCK I

scale : 1:100

RUDOLF STEINER SCHOOL

*[Handwritten signature]*  
8



BLOCK A

RUDOLF STEINER SCHOOL

*[Handwritten signature]*  
12

#### FOURTH SCHEDULE

### HISTORICAL RESUME OF THE DEVELOPMENT OF SPECIAL CHARACTER OF THE CHRISTCHURCH RUDOLF STEINER SCHOOL.

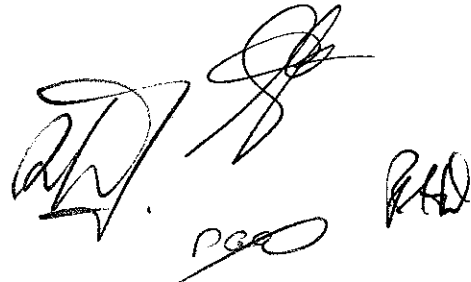
The special character of the school has been determined from its inception when as stated in the Memorandum of Association a company was set up in Christchurch -

"To establish and maintain in Christchurch a co-educational Rudolf Steiner School or Schools based upon the understanding of Man expounded by the Austrian philosopher, scientist and educationalist, Dr Rudolf Steiner, who saw Man as having a physical existence in earth's environment, a soul nature in the intimacy of his inner life and a capacity for attaining spiritual insight, and who recognised that the most balanced and complete development of man's individuality according to such existence nature and capacity requires a Christian (non-sectarian) form of education directed equally towards the development of the will (enabling purposeful freedom of action in any environment or situation) the stimulation of feeling (leading to a capacity for goodwill and love) and to the activation of thinking (encouraging the independent and honest search for truth) within an orderly system of education based upon a recognition of the evolving manner of child development administered by responsible and understanding teachers."

These were the main and principal objects of the company.

In April 1975 the Christchurch Rudolf Steiner School was founded by a small group of parents, members of the Anthroposophical Society and those who were to become teachers. Roland Jones and John Tupper, already teachers, had completed a further year in the Melbourne Rudolf Steiner school, in preparation for their work in Christchurch.

The school began in rented rooms at St John's Methodist Church,

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Spreydon, with a group of six children.

At the end of 1978 all available rooms were filled and there was an urgent need for a new home. By this stage a fourth class was about to begin and there were two kindergarten groups. One kindergarten group of older pre-schoolers was in the old church hall on the same property, the other, younger group was in a house a few blocks away.

From 1979, for the next three years the school leased the former St Margaret's School primary department in Springfield Road, St Albans. Next door was a large old house which accommodated both kindergarten groups. Mixed aged groups were reintroduced in the kindergarten and there were daily morning and afternoon sessions.

By 1981 the school was again bursting at the seams, with one prefabricated classroom added to the site and no room for expansion, so a permanent site was sought. After looking at and rejecting a number of sites, the present location at 19 Ombersley Terrace, Opawa, was found. This was an undeveloped stretch of reclaimed land, formerly a rubbish tip. On one side of the school was a site proposed as a public park. This is now a reality. On the other side was a property which was privately purchased soon after the school land, for development as an anthroposophical medical and therapy centre.

At the end of 1981, after a great deal of hard work raising funds and loans and transforming old prefabricated and transportable buildings, the school moved to its present site. Since then the school has been developed and rooms added as required so that now

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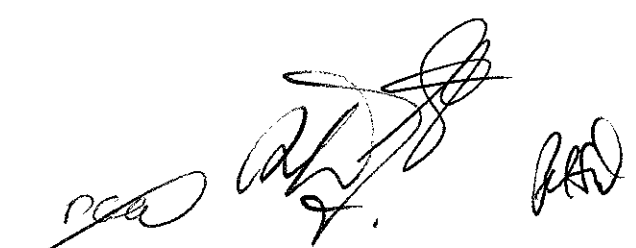
a full school from classes one to twelve can be accommodated. The kindergarten now consists of two morning groups of mixed ages (4 to 6 years). These groups are situated in one large building with its own play area. The school grounds have been developed with the help, initially, of a full-time gardener, to include garden and lawn areas and a number of young trees have been planted. The school is now on the way to becoming an established Steiner school. The roll at the end of 1987 stood at 280. Fees now stand at \$830 plus GST per term. The increase in fees due to the reduction in Government grants to private schools had a severe impact on the intake of pupils in 1988 and 1989.

#### 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 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:

The bottom of the page features several handwritten signatures and initials. On the left, there is a signature that appears to be 'RCA'. In the center, there is a large, stylized signature that looks like 'A. J. S.'. To the right of this, there are several smaller initials, including 'RHO' and 'RHO'.

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

#### ANTHROPOSOPHY

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 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 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 (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 educa-

Handwritten signature and initials, possibly 'Rudi Lissau' and 'Frans Carlgren', at the bottom of the page.

tional 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 according to status, qualifications or years of service.

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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 is 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 : Mental/Emotional aspects

(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.

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.

#### THE 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. Any demand for premature intellectual or aesthetic achievement can result in a weakened foundation for later healthy development of the whole individual.

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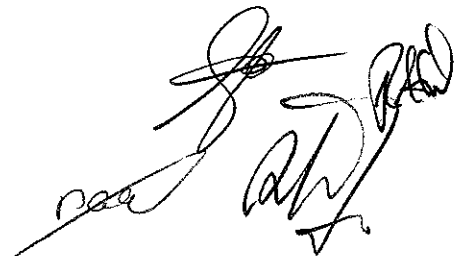
Through play and story-telling the teacher stimulates the child's imagination. An early respect for the person is encouraged. Play and guided activities are developed by a teacher worthy of imitation who actually uses the child's propensity for imitation to lead it into activities. All this is in an environment of simplicity and harmony. The simplicity and harmony being 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.

In Christchurch the Rudolf Steiner (Waldorf) 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 prin-



ciples 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 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."

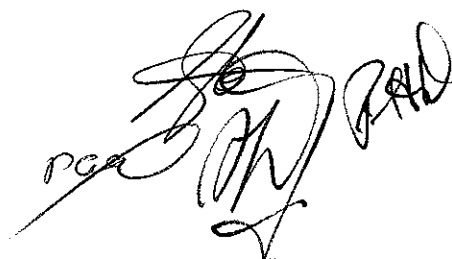
Rudolf Steiner "The Education of the Child in the light of Anthroposophy."

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

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. 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

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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 activity 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, concentrated, devoted activity. The development of the imagination is nurtured and encouraged. 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

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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 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 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 Little Snow White. What is important in the telling of the story (not only at Festival times but especially then) is the picture the teacher carries within of the story's true significance

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and meaning.

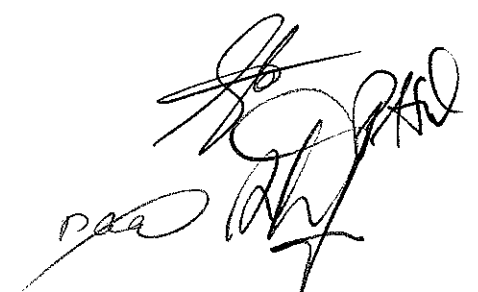
Individual children's birthdays are celebrated and that session also becomes a festive occasion.

The prevailing mood of childhood is characterised as 'dream consciousness'. Little 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 use of authoritarian guidance - these are some of the ways in which we maintain this mood.

If the child is exposed too early to formal learning, forces are driven from the appropriate areas in which they should be active at this age.

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 which should be used in this perfecting of 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. Except in cases of obvious developmental problems when therapy may be necessary the unfolding

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of these skills and faculties are not stimulated. Rather the Kindergarten situation ensures development is allowed to happen naturally, provides opportunity and removes hindrances.

Christchurch Rudolf Steiner School Kindergarten is organised into two 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.

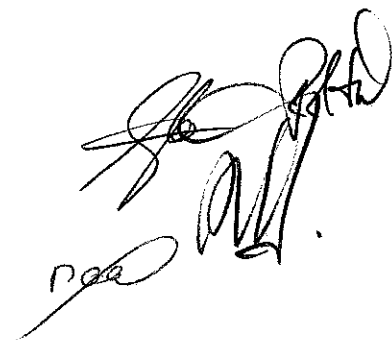
The child remains at Kindergarten until the seventh year by which time the organism has developed to the stage of readiness for formal education i.e. a certain maturity in social, physical, neurological and cognitive faculties has been attained.

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 nurtured and encouraged.

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 nature and for other people.

THE LOWER SCHOOL 6-14+ YEARS

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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.

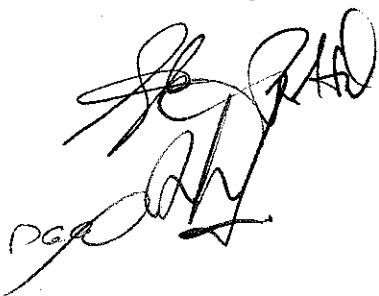
During the class teacher years the arts provide a medium for learning. An artistic approach is applied to all subjects including the sciences. Writing, reading and mathematics are introduced through pictures, stories and activity. Through art the curriculum works into the child's life and the content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

In the 'circle time' which begins each day, the wholeness of the child is encouraged through exercises in speech, music and rhyth-

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mic 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.

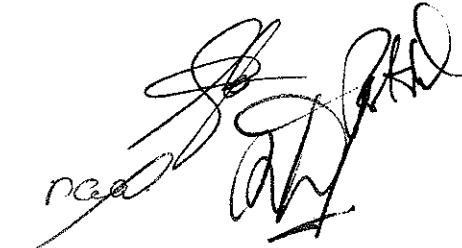
The 'main lesson' system of structuring both the morning and the whole teaching year is a vital tool in achieving spread of interest. We find that children become deeply involved in a subject if their natural tendency to develop a craze for a hobby is allowed full scope rather than if they are confronted 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

The role and position of a class teacher in the Lower School is of central importance. The class teacher stays with the same class

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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, 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.

Continuity is maintained in the upper school by a class sponsor.

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 through regular home visits and parent meetings at school.

Teachers are not limited to specialising in one area of a school

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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.

"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

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for three or four weeks. This would make it possible in a block period on China to 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 fulfillment, 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

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striving qualities of man - to do this to ennobles 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."

'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 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 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

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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 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.

There is still a Main Lesson structure to the day. It has the same intent behind it; 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 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

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taught from Kindergarten to Class 12.

- Form Drawing taught from Class 1-8.
- Bothmer Gymnastics taught from Class 3-12.
- Handcraft taught from Class 1-12.
- Languages - German, Maori (sometimes French, 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.

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.

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The Rudolf Steiner schools also have a comprehensive and detailed 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 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.

#### 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. Each school follows its own programme in the celebration of the festivals, seasonal festivals, work festivals and anniversary dates. Many festivals will be celebrated as part of the school day, but certain festivals are more appropriately celebrated in the evening.

The following is a list of the festivals currently celebrated by the Christchurch Rudolf Steiner School. 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 ex-

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perience as part of their education, and appropriate to New Zealand. Therefore the festival observances may alter with the continuing growth of the school.

EASTER: The last day before Easter we observe the Easter event. For several weeks beforehand, through music and singing practice, the children become aware of the approach of this event. This may be part of the morning circle, or in the form of group assemblies for that purpose. The class teacher will tell the children a story appropriate to the mood of Easter - perhaps a folk tale, a New Zealand legend, a biography of a Saint, etc - that prepares the children. The children will participate in artistic activities arising from this story content. On the last day before Easter we share a solemn festival which is part of the afternoon's programme. Songs are sung, gifts may be shared, and a story may be told. This is an event shared by the whole school in a group assembly.

CHRISTMAS: There is a similar programme of preparation and activity leading to a Christmas celebration. We have the visit of Saint Nicholas in the last week before school finishes, where the children receive a verse for the class, reflecting the year's progress - and an individual gift. A play may be performed by one of the classes.

A Christmas play is performed by the teachers during the day for the whole school and in the evening for the families. There is also a choral Carol Service for which items are prepared by all the classes and choirs in the school.

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SEASONAL FESTIVALS: We wish the children to experience the seasons as part of the rhythm of the year, so these festivals take on the traditional character of the season, as celebrated over the centuries. A period of preparation and activity again precedes these festivals and on the day, after main lesson, all children participate in this event.

Other events like Rudolf Steiner's birthday and death day and the school's birthday may be recognised.

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, in its deepest sense, Christian, it has nothing whatsoever 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.

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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.

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, each school has a variety of supporting parent groups. Those include the proprietors or trustees, management groups, parent associations and numerous general school community groups, all of which contribute to the social, economic and administrative life of the school.

#### THE FEDERATION OF RUDOLF STEINER SCHOOLS IN NEW ZEALAND

Christchurch Rudolf Steiner School is a member of the Federation of Rudolf Steiner Waldorf Schools in New Zealand Inc.

Each school is independent and autonomous.

The Federation exists to facilitate the mutual co-operation of its member schools.

A register of teachers, schools and training centres is kept by

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the Federation.

This resume shall not be construed as adding to or amending the special character of the school as defined in clause 5 of this agreement.

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J. H. H.