

THIS DEED OF AGREEMENT is made on the 6 day of May 1996

BETWEEN THE KAPITI WALDORF TRUST (Inc.), a duly constituted Charitable Trust under the Charitable Trusts Act 1957 pursuant to a certain Deed of Trust dated 3 December 1995 (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 Te Ra School (hereinafter referred to as "the School");
- B. The School is a Rudolf Steiner Waldorf School initiative, associated with the Federation of Rudolf Steiner Waldorf Schools in New Zealand Inc.
- C. The Minister and 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:-

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. *and that each party will be subject to that act and the Education Act 1989.*
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 and improvements more particularly described in the First Schedule hereto (hereinafter referred to as "the Proprietor's land"). The School premises for the purposes of this Deed of Agreement are the land and improvements more particularly described in the Second Schedule hereto (hereinafter referred to as 'the School premises').
 - 3.2. The Proprietor shall set apart and appropriate as owner all the School premises and all chattels and other assets of the Proprietor associated with the School exclusively for the purpose of the School as an

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integrated School, so that the Board of Trustees 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.
- 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 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. Contracts of employment for persons employed at the School who are paid in whole or in part out of money appropriated by Parliament shall be negotiated in accordance with part VII of the State Sector Act, 1988.

3.2.9 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 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 (as fully described in the Fourth Schedule), 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 Christian in its deepest sense, free of dogma or sectarianism. Subject to the Education Act 1989, 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."

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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.
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 60 pupils. Any 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 In accordance with Section 7(6) (h) of the private Schools Conditional Integration Act 1975, unless the Proprietor and the Minister otherwise agree 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 3 (three)

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 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 in 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 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 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 positions of Principal, permanent Class Teachers, and permanent Specialist Teachers shall be agreed to be special positions in accordance with Section 66(1) of the Private Schools Conditional Integration Act 1975 requiring specific capabilities as a teacher to reflect the special character of the School.
16. 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 or any other person to undertake voluntary tasks to assist the School with the teaching appropriate to the special character of the School.
17. 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.
18. 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

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

19. AT the date of integration the School shall be classified as a Primary School for boys and girls from five years of age and shall remain so until such time as an agreement to change this organisation of the School is reached between the Proprietor and the Minister and the Parties hereto entering into a supplementary Deed of Agreement give effect thereto.
20. 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.
21. 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.
22. 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 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.
23. 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.
24. THE effective date of this Deed of Agreement shall be 6 May 1996.
25. 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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M. C. H. 2
M. C. H. 2
M. C. H. 2

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

THE COMMON SEAL OF THE KAPITI WALDORF TRUST (INC) was hereunto affixed in the presence of:

Atkins (Trustee)

D. Zew (Trustee)

Habib (Witness)

Bair (Trustee)

McNamara (Trustee)



SIGNED by

Kathy Phillips
Senior Manager
National Operations
Ministry of Education
pursuant to authority delegated by the
Minister of Education acting on behalf of
HER MAJESTY THE QUEEN in the presence of:

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)
Charlotte Amy Leppin
36 Hanover Street
Wellington
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TE RA SCHOOL - A WALDORF SCHOOL INITIATIVE

FOURTH SCHEDULE TO THE INTEGRATION AGREEMENT

APRIL 1996

INTRODUCTION

Purpose

In relation to the preservation of the special character of an integrated school, section 3(1) of the Private Schools Conditional Integration Act 1975 states that:

"An integrated school shall on integration continue to have the right to reflect through its teaching and conduct education with a special character. "

Ministry of Education Guidelines for Integration¹ state that:

"If in the opinion of a proprietor, the special character of the school as defined and described in the integration 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 the integration agreement is no longer preserved and safeguarded, he may invoke the powers conferred upon him by this Act.

"It is for the proprietor to define the special character. This is to be done in such a way that it can be protected legally."

The Fourth Schedule of the Integration Agreement defines the special character of the school. Although the Te Ra School is currently a primary school, the holistic nature of Waldorf² education is such that this Schedule should describe the special character of a complete school from kindergarten through to the upper school (secondary school).

Structure

This schedule first outlines the background to the development of the school. A section on anthroposophy describes the view of the nature of the human being as indicated by Rudolf Steiner. After a brief summary of the holistic approach of the full curriculum, the three following sections describe the kindergarten, the primary school, and the secondary school to provide a complete picture. Specific features of Waldorf schools, such as the special subjects and the celebration of festivals, are treated separately. The management structure is described at the end.

¹ Section 11.

² A Waldorf school is identical to a Rudolf Steiner school. The name "Waldorf" derives from the name of the first of these schools "The Free Waldorf School" established for the children of workers in the Waldorf-Astoria cigarette factory in Stuttgart, 1919.

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Background

The *Kapiti Waldorf Trust (Inc.)* was formed in 1995 as an umbrella body for both Te Rawhiti Kindergarten and Te Ra School. Its principal objectives are:

- "1. To hold the assets of the Trust and manage the same to provide income and establish a kindergarten and a school in accordance with the educational philosophy of Rudolf Steiner.
2. To protect, encourage and nurture the magic of childhood and to provide income for distribution to such other charitable educational institutions as the Trustees think fit being approved legal charities in New Zealand whose focus is to promote the Rudolf Steiner philosophy."

This Trust was originally established as the Te Rawhiti Kindergarten Trust in 1992 to protect and ensure the development of Te Rawhiti Kindergarten. Raphael House Rudolf Steiner School in Belmont, Lower Hutt, has been the sponsor school for Te Rawhiti Kindergarten and is the sponsor school for Te Ra School, within the Federation of New Zealand Waldorf Schools. The New Zealand Waldorf schools form part of a world-wide movement.

Te Ra School arose from the wish of parents of children at Te Rawhiti Kindergarten and other parents living on the Kapiti Coast for a school for their children arising from the educational principles indicated by Rudolf Steiner, taking into special consideration the cultural and geographic characteristics of New Zealand - Aotearoa and the Kapiti Coast.

In the earlier days of the Waldorf school movement in New Zealand, there was a 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 untenable. However with the changes under "Tomorrow's Schools" and more recent policy changes in education, the gap narrowed so that integration became an option for Waldorf schools offering fewer compromises to their special character.

In 1996, Te Ra School will become one of over 600 Waldorf schools world-wide and as a new initiative it will link to the Federation of New Zealand Waldorf Schools. While remaining completely autonomous, the schools have 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.

Anthroposophy

Teaching, management and administration at the school is based on *anthroposophy*. Anthroposophy is a view of the world which is non-sectarian, and which encompasses a understanding of the threefold nature of the human being: -

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body, soul and spirit. It unites the disciplines of the sciences, arts and religions in its educational principles. It is not a set of religious beliefs but recognises the spiritual, devotional nature of the human being.

"Watching a sunrise or a sunset, experiencing the birth of a child - these are unique moments in our lives. We suddenly feel ourselves to be in the presence of something higher than ourselves. This may also occur on encountering a truly wise person, or when entering a place of worship. Such moments tend to vanish in the flood of everyday worries and impressions. Looking back on them, we feel privileged to have had this experience, we feel enriched, somehow made whole."

Feelings that emerge in such special moments have a quality of their own. They can be called feelings of wonder, of awe, of reverence. They enable us to approach that which we feel to be divine, beyond sheer earthly humanity. In the course of our lives, these feelings transform, they become, as it were, yardsticks for our powers of judgement. All traditional cultures have been deeply concerned with the careful nurture of these feelings. Here lie the deep roots of religious movements and institutions. Such culture of the feelings was perceived to be essential for the healthy development of humankind.

We are living in times in which modern, predominantly western civilisation has spread all over the globe. This civilisation bears the signature of materialistic science. Consequently, a search for new paths of religious culture has begun in many different places. In Waldorf education, the feelings of openness and of wonder, of awe and of reverence, are cultivated from early childhood. Children grow aware of being part of a universe in which the Creator's hand is at work. Waldorf schools are deeply concerned with religious education, not, however, in the sense of instilling the beliefs of any one denomination or creed. Rudolf Steiner regarded the qualities of wonder and of awe as the basis of a free and religious relationship of the developing human being to the world around him. That is why - although they are not directly associated with any institutionalised religious community - Waldorf schools aim to be places where devotion to a divine being is continually being striven for."³

Anthroposophy is not taught directly to the children. Rather, its study, as a path of inner development, guides and stimulates the educational work of the teachers as a living force and inspiration. This study supports the teacher's individual interpretation of subject matter and method and understanding of the psychology and physiology of child development. The basic tenet and most important "special characteristic" is that the school is staffed by freely committed teachers and administrators who strive to apply pedagogical methods which have developed out of anthroposophy.

The aim of the education is to strive to integrate the personality by harmonising

³ Heinz Zimmermann/Jon McAlice in *Waldorf Education* (Exhibition Catalogue of the 44th session of the International Conference on Education of UNESCO in Geneva), Freunde der Erziehungskunst, Rudolf Steiners e.V., Stuttgart, 1994.

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thought, 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, the ability to contribute socially, and to develop a sincere interest in the world and needs of others. In striving to achieve these aims, teachers working out of the principles of Waldorf education take their guidance from a comprehensive understanding of the human being. This is reflected in Waldorf educational practice, and in the patterns of school organisation and community life.

The following references provide further insight into the nature of anthroposophy and Waldorf education:

- Rudi Lissau: *Rudolf Steiner; Life, Work, Inner Path and Social Initiatives* Hawthorn Press (UK 1987)
- Frans Carlgren: *Education towards Freedom* - Hawthorn Press (UK 1976)
- *Waldorf Education* Exhibition Catalogue of the 44th Session of the International Conference on Education of UNESCO in Geneva). Freunde der Erziehungskunst Rudolf Steiners e.V. Stuttgart (1994).

THE SCHOOL

The Curriculum

The curriculum has a universal quality and is capable of successful application across cultural, national and social boundaries. The curriculum of Waldorf schools is founded upon the 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.

Kindergarten teaching and the 12-year curriculum in Waldorf schools is based 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 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.

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review

Rudolf Steiner's educational writings and lectures are the foundation and heart of the curriculum. These have since been developed by numerous educators and researchers. There now exists a substantial international literature covering curriculum theory, methodology, and content, as well as classroom experience in many countries, cultures and differing political contexts.

Individual teachers and the College have the freedom and responsibility to interpret the curriculum material to address the educational needs and developmental stages of the pupils, the cultural fabric of the locality and country in which the school evolves.

The Kindergarten: 4-6 Years.

The Kindergarten is usually an integral part of a Waldorf school. There is no formal learning - 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 strived for in an environment of beauty and harmony, 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.

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 the 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

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*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 form 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 all right."*⁴

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

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 which is good and bad. It is therefore incumbent upon the adults responsible for the pre-school environment to make them worthy of this trust. Teachers of four to six year olds involve themselves in meaningful activities such as domestic task, 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.

Young children are will-oriented and need primarily to be active. Waldorf 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.

⁴ Rudolf Steiner: *The Education of the Child in the light of Anthroposophy*.

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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 may be baking day, Wednesday painting day, etc.

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; - these are some of the ways in which this mood is maintained.

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.

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Phonology

Te Ra School - Fourth Schedule to the Integration Agreement - Page 7

The child remains at a Waldorf kindergarten until it 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 Primary (or 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 first eight years at school, 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.

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

The curriculum is broad and comprehensive⁶. 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, biology, and 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 his- or herself 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.

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 Waldorf 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 their interest in all subjects is stimulated. The 'main lesson' system of structuring both the morning and the whole teaching year is a vital tool in achieving a spread of interest. Children become deeply involved in a subject if their natural tendency to develop an enthusiasm 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 9 till towards 11 each morning and is structured by the teacher in such a way as to harmonise the thinking, feeling and willing activities.

⁶ Refer to *Te Ra School - A Waldorf Initiative - Introduction to the Primary Curriculum and Outline of the Primary Curriculum 1995* (appended).

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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). The teacher gives the '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 eurythmy⁷, 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 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 secondary 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.

Teachers in a full Waldorf school 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 secondary school.

Finally, while 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. The teacher is able to extend these skills into the community through parent evenings, workshops, and seminars.

"At a [Waldorf] 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 [Waldorf] 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."

⁷ Specialist subjects are described later in this Schedule.

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*"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 [Waldorf] school teacher will attempt to involve the class emotionally and practically with the study in hand and so arouse interest and active involvement. To this end many subjects are taken in block periods, extending over the first two hours each school day for three or four weeks. This would make it possible in a block period on China to cook, serve and eat a Chinese meal, 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."*⁸

The earliest Waldorf schools began as full schools, that is, both primary and secondary. The curriculum of the primary school leads into the curriculum in the secondary school, and is fundamental to it. The journey the child in Class 1 begins is preparation for life questions faced as an adult.

Secondary 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 own 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 enable the mind, to fire the imagination, to fortify the will

⁸ Rudi Lissau: *Rudolf Steiner Life, Work, Inner Path and Social Initiatives* Ch.7 p. 118. Hawthorn Press (1987 UK).

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*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."*⁹

There is a cohesive, planned curriculum that carries from primary to secondary school. In the secondary 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.

Secondary 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. Cataloguing of factual data is minimised. Secondary school teachers are subject specialists.

The young person is taught from a broad-based curriculum in which all students participate. Besides 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 is on the development of skills and developing understanding rather than purely a retention of knowledge. Personal social 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 relationships to the human being. For example, limestone considered in the chemical sense includes the biological origin of the limestone. The biological, geological and finally chemical significance of limestone process would be developed. A similar parallel can be drawn between mathematics and music. The holistic view of subjects is carried into every classroom.

In both science and technology lessons, one strives to bring the practical everyday application of principles, e.g. the technology associated with the principles of thermodynamics (the steam engine, petrol engine, and turbine) is developed as well as the operation and use of telegraph, telephone, television, radio, and computer at the appropriate times.

⁹ L. Francis Edmunds: *Rudolf Steiner Education. The Waldorf Schools*. Ch. 5 pp 75-76. Rudolf Steiner Press, London (1975).

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

There is still a 'main lesson' structure to the day. It has the same intention as in the primary school: one of deepening appreciation through intensive experience and concentrated effort. Attention to the rhythmic quality of teaching is still reflected in the daily, weekly, and annual timetable.

In the final year at school (Class 12), students in New Zealand may be 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 secondary 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.

Subjects special to a Waldorf 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, 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.

Waldorf 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 will be

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gradually developed at Te Ra School. This includes gardening activities both at school and at farms in the district.

In the lower school, specialist teachers may be employed for handwork, eurythmy, gardening, Bothmer gymnastics, language teaching and music, and for all subjects in the upper school.

The above mentioned subjects do not stand alone and separate from the curriculum but are intimately woven into the whole. All pupils take these subjects. The full effect of these subjects will not be seen until adulthood. 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. The education is Christian in the deeper inner sense of striving to understand historical events and changes in human consciousness that challenge the individual to develop free, self-conscious responsibility and care for humanity and the world. This is recognised in physical, soul, and spiritual aspects of self development. It acknowledges the uniqueness of the individual and works out of the idea that each individual has brought with him/her specific capacities and tasks for this life on Earth, which education may help to unfold. It recognises and works with the principle of "the developing human being" (translated from German "der werdende Mensch")

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

Main festivals

Easter

Preparation for this by teachers begins several weeks before Easter and includes and often 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. Where there is a kindergarten group, it may have a separate festival on the Wednesday of Easter week and the primary school may celebrate the festival on Thursday morning, finishing the day at noon.

St. John's festival

Preparation for teachers begins several weeks before with study, and for pupils the preparation in class of the songs selected for a particular year. The whole school and Kindergarten group where it is present and parents combine for this festival which is always held after 5 p.m. 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

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increase in degree of difficulty, the older the class. The St John's festival involves the whole school community, 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 festival

This is the newest of all the festivals. Some of the elements which have been included in recent years in Waldorf schools in New Zealand are:

- a) an international element
- b) a community project e.g. beach cleaning
- c) a story, often a biography in which the individual shows characteristics of courage and a strength of character e.g. Joan of Arc, Helen Keller
- d) an outdoor activity, e.g. flying a kite which like the lanterns of St. John's, the children have made at school.

Advent (Christmas)

In Waldorf kindergartens, Advent is celebrated through song, story and movement appropriate to advent.

For the older classes this festival may be marked through an Advent story.

Christmas

Christmas itself obviously cannot be celebrated but many aspects of preparation may be 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.

MANAGEMENT

Overview

The **Kapiti Waldorf Trust** as proprietor carries the ultimate responsibility for maintaining the Special Character of this school. The **Board of Trustees** is legally responsible for governing Te Ra School according to its Charter. Subject to the Education Act 1989, the **College of Teachers** implements the "Special Character" and makes recommendations on all educational matters, including staffing, to the Board of Trustees.

Kapiti Waldorf Trust (Inc.)

The **Trust** is the legal owner of the land and buildings, and is accountable for the execution of the Trust deed. It carries the responsibility to ensure that the anthroposophical impulse behind Waldorf education is deepened and sustained and that it is reflected in the everyday life of the school.

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The Trust provides the facilities and services needed for the school. It does not take an active role in day-to-day school management, but is legally the final arbiter in all matters relating to the special character of the school. It reserves the right to intervene 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 special character is not being maintained.

Board of Trustees

As an integrated school, Te Ra School will have a duly elected **Board of Trustees** which is legally responsible for managing the school according to its Charter, and for managing the school accounts and property.

The College of Teachers

In accordance with the *Special Character of a Waldorf School*, Te Ra School has a **College of Teachers**. The College consists of those permanent teachers of *Te Ra School* and *Te Rawhiti Kindergarten* who have accepted joint and collective responsibility to:

- implement the special character of the school;
- promote the educational development of each child in the school;
- monitor the educational practices of its teachers; and
- represent the school to the parents and the community.

The **College of Teachers** makes **recommendations** to the **Board of Trustees** and the **Kapiti Waldorf Trust** regarding:

- educational policies,
- admission and subsequent welfare of pupils,
- appointment and dismissal of teachers,
- professional development of teachers, and
- architecture and environment of the school.

The College of Teachers works inwardly and outwardly through self development and collegial study to understand the task of developing and practising the art of education based on anthroposophical insights. Its collegial developments rests on the sharing of observations and experiences and practical tasks, as well as collegial decision-making in the life of the school so that the special character is thereby reflected.

The College of Teachers may delegate certain tasks to other groups or individuals. Participatory decision-making, striving towards consensus is the aim of the College as an educational principle and for the healthy administration of the school.

The College of Teachers meets twice weekly to undertake school administration and address educational questions. The most important focus of the meeting for educational questions is the time for study in order to deepen understanding of the child, pedagogical principles and practice. This is the time when teachers and, where possible, the school doctor or therapist may share teaching experiences and problems, in order to bring clear insight into the ways in which children's needs may

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be met. These weekly meetings may include artistic activities, singing: eurythmy, painting, drawing, observation exercises and preparations for festivals.

Parents' Community

The Parents' Community consists of all parents of the school and kindergarten to address the social well-being of the school. This group is not formally appointed by the Trust but arises naturally from parents' initiatives. The Parents' Community forms an important area of communication between the parents and the College of Teachers. It also may take up many tasks related to fundraising, social gatherings, festivals and adult education. There is a core group of parents and one or two teacher representatives which facilitates communication between parents and teachers.

OTHER MATTERS

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

A programme of in-service seminars and courses covering a range of educational studies and relevant self-development may be held in the school, or in co-operation with the other Waldorf schools or initiatives in the Wellington area. (Raphael House Rudolf Steiner School; Te Rawhiti Kindergarten; the Wellington Rudolf Steiner Kindergarten Initiative)

Outdoor Activities

The school site has been chosen for the many possibilities it offers close by for physical activities. At the present site, a wilderness area behind the building offers potential for nature study, environmental observation and garden development. The Queen Elizabeth Park and the Paekakariki beach nearby provide plenty of space for games, play, walks or cross-country running. It is envisaged that the present school site will accommodate the first four classes of the school (up to 60 children). as The school develops class and teams may make use of local facilities - gyms and fields - for sport and parents may be approached to assist with coaching and transport.

Walks and tramps: Walks of various lengths are encouraged in all classes. These may be short walks around the school environs, day trips to many different places along the Kapiti coast or greater Wellington area.

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Camps: From class 3 onwards, classes may 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. Camps are organised and run by teachers and parents, with an emphasis on experiencing the natural environment. Camps may be combined with activities and visits related to main lesson work. Te Ra School will consult with Raphael House Rudolf Steiner School, local advisers and specialists in the safe planning of education outside the class room.

Architecture

Considerable emphasis is placed on a close working relationship between architect, builder, Trust and the College of Teachers when designing and equipping the building so that these are consistent with the educational needs of the children and the requirements of the curriculum. Rudolf Steiner gave indications for the architecture, colour and furniture and its implications for the development of the child. Where possible these indications will be applied.

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FIRST SCHEDULE

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

THE PROPRIETOR'S LAND

All that land, buildings and other improvements owned by the Kapiti Waldorf Trust (Inc) situated in Wellington Road, Paekakariki being known as Te Ra Waldorf School and being more particularly described as follows and delineated in green on the plan forming part of the second schedule hereto.

FIRSTLY

All that freehold parcel of land containing 2428 square metres more or less situate in Block II Paekakariki Survey District and being Section 7 Paekakariki suburban.

DZ

SECOND SCHEUDLE

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

THE SCHOOL PREMISES

All that 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 the schedule, **TOGETHER WITH** all the school buildings and other improvements numbers (a) on the said plan thereon **SAVE AND EXCEPT** blocks (b) and (c) more particularly delineated in pink on the said plans **TOGETHER WITH** a reservation in favour of that excepted portion of full rights of ingress and egress between that excepted portion and the school premises.

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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 PHASISING OF WORK TO BE COMPLETED BY:

	31.6.96	31.6.97	31.6.98	31.6.99	31.6.2000	31.6.2001
SITE						
• Provide sealed vehicle access to school building and carpark.		✓				
• Provide cycle stands for all Pupils who cycle to school		✓				
• Provide drinking fountains						
• Provide adequate outside seating where necessary	✓	✓				
BUILDING						
Structural						
• Inspection hole to be created and piles examined	✓					
Staffroom						
• Either sand and varnish floor or provide vinyl/carpet		✓				
Heating						
Ensure adequate heating throughout to achieve the following dry resultant temperatures:						
• Classrooms 18°C	✓					
• Office and Administration areas 20°C						
Fire Protection						
• Ensure all areas of the building are covered by sufficient fire fighting equipment	✓					
• Fire ratings of walls, etc, to be completed as per Christeiler Architects report dated 4 December 1995.	✓					

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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 PHASISING OF WORK TO BE COMPLETED BY:

	31.6.96	31.6.97	31.6.98	31.6.99	31.6.2000	31.6.2001
Exterior <ul style="list-style-type: none"> • Replace existing roof. • Either replace or disregard flue immediate • Replace all posts supporting the fence where necessary • Ensure handrails are provided to deck/ramp areas and all ramps to comply with the disability code 	✓	✓		✓		
Building Requirements <ul style="list-style-type: none"> • Provide by remodelling existing non integrated areas for future years growth • Teaching accommodation 2nd classroom • Teaching accommodation 3rd classroom • Secondary means of access • Provision of storage facilities 		✓	✓			

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SECTION E: BUILDINGS

School: TERA WALDORF SCHOOL PAKKAKALIKI

g.1 Attach an up-to-date scale plan of the site showing clearly:

- ✓ a) exact boundaries of the whole property
- ✓ b) boundaries of Certificates of Title identifying each title by its reference number
- ✓ c) playing fields, swimming pools, tennis courts and other sports areas
- ✓ d) sealed areas, roadways, footpaths and access points to the site
- ✓ e) as far as possible, details of services reticulation; that is sewerage, stormwater drainage, water supply, telephone, electricity and gas supply
- ✓ f) in block outline, ALL buildings on the property. This will include buildings which are to be integrated whether they are teaching or non-teaching (such as a boilerhouse or tractor shed), as well as any non-integrating buildings such as a chapel or hostel.
- ✓ g) by coloured outline, all land and buildings to be integrated.

In a key to the site plan show for EACH building:

- a) identification and use
- ✓ b) date of construction
- ✓ c) date of any major reconstructions or additions
- d) type of construction; for example, timber, brick, reinforced concrete.

E.2 Attach separate up-to-date scale plans showing floor areas of all buildings used for school purposes, whether wholly or in part only. Show room dimensions and usage of all rooms including any used only for religious or hostel purposes. Provide a separate plan for each floor of multi-storey buildings.

E.3 Do school buildings or other facilities share common services with other buildings on or off the site which will not be part of the integrated school? Give details

USE OF QUESN ELIZABETH PARK JACARANDI. SEE ATTACHED LETTERS

E.4 Give installation dates of present services

Water

Gas

Electricity

Other

Sewerage

Drainage

Heating

150 - K. 2222

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1996

* ELECTRICAL INSTALLATION UPGRADED TO CURRENT REQUIREMENTS AS PER LINZDORF JD REPORT 10/95.

Date of installation _____ N.A. _____
Make/Model _____
Approximate size _____

- N.A.

- WASH DISTRICT COUNCIL LIBRARY COLLECTION.

- authority? Date / 1 / 96

- like hose reel

- ## 54 INTEGRATION.

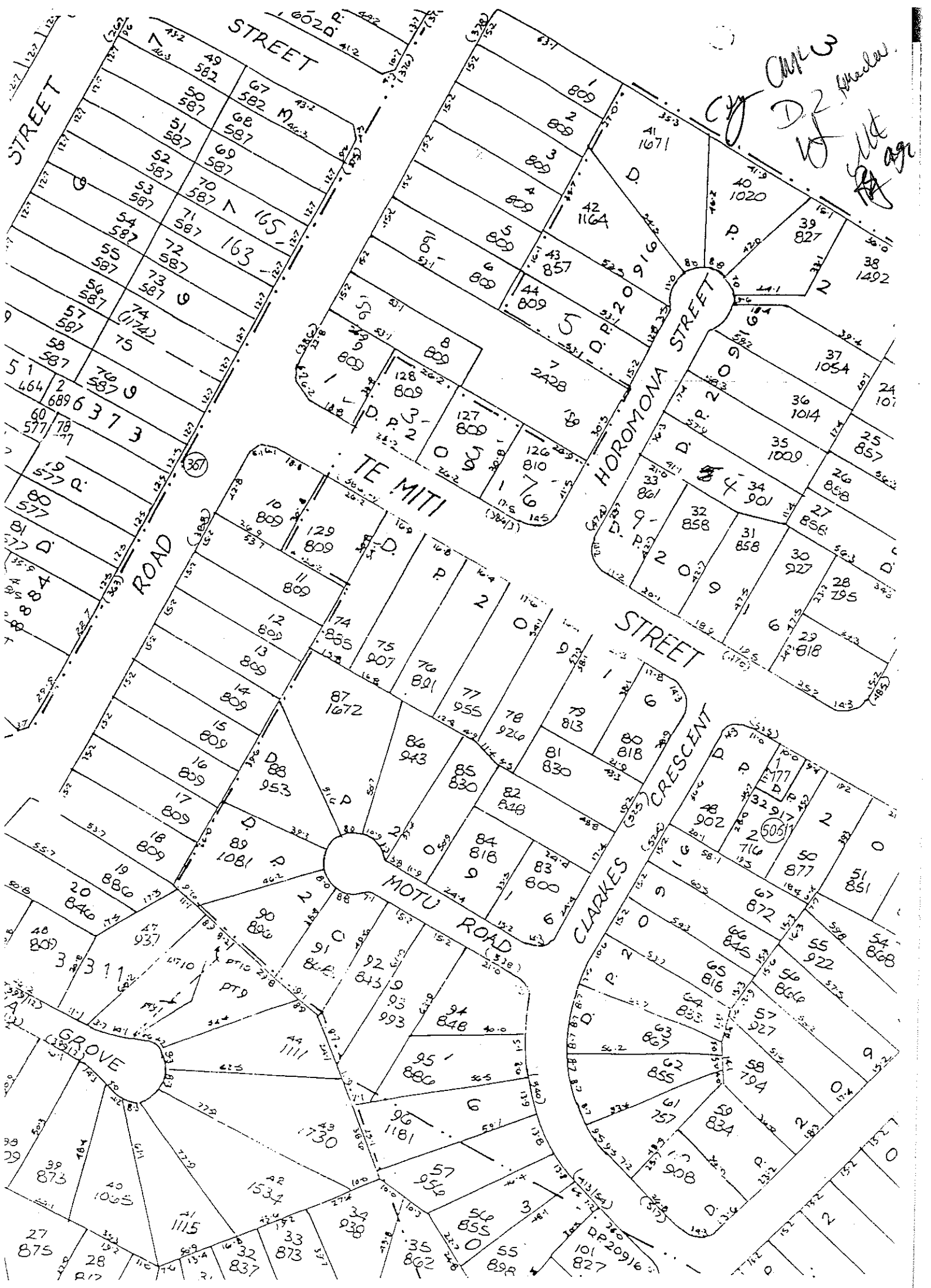
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- N.A.

- and source of finance) N.A.

- Notice held? Yes/No. Is such a consent

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Reference:
Certificate No. 823411
Part Vol. 570 Folio 282
Transfer No.

REGISTER

CERTIFICATE OF TITLE UNDER LAND TRANSFER ACT

This Certificate dated the 24th day of April one thousand nine hundred and seventy under the seal of the District Land Registrar of the Land Registration District of WELLINGTON being a Certificate in lieu of Grant, WITNESSETH that PAEKAKARIKI SERVICES CLUB INCORPORATED at Paekakariki

is seized of an estate in fee simple (subject to such reservations, restrictions, encumbrances, liens, and interests as are notified by memorial underwritten or endorsed hereon) in the land hereinafter described, delineated with bold black lines on the plan hereon, be the several admeasurements a little more or less, which said land was originally acquired by the abovenamed

as from the 26th day of February one thousand nine hundred and seventy under Section 54 Land Act 1948 that is to say: All that parcel of land containing 2 ROODS 16 PERCHES more or less situate in Block II Paekakariki Survey District and being Section 7 Paekakariki Suburban



District Land Registrar

Subject to Section 59 of the Land Act 1948.

D.L.R.

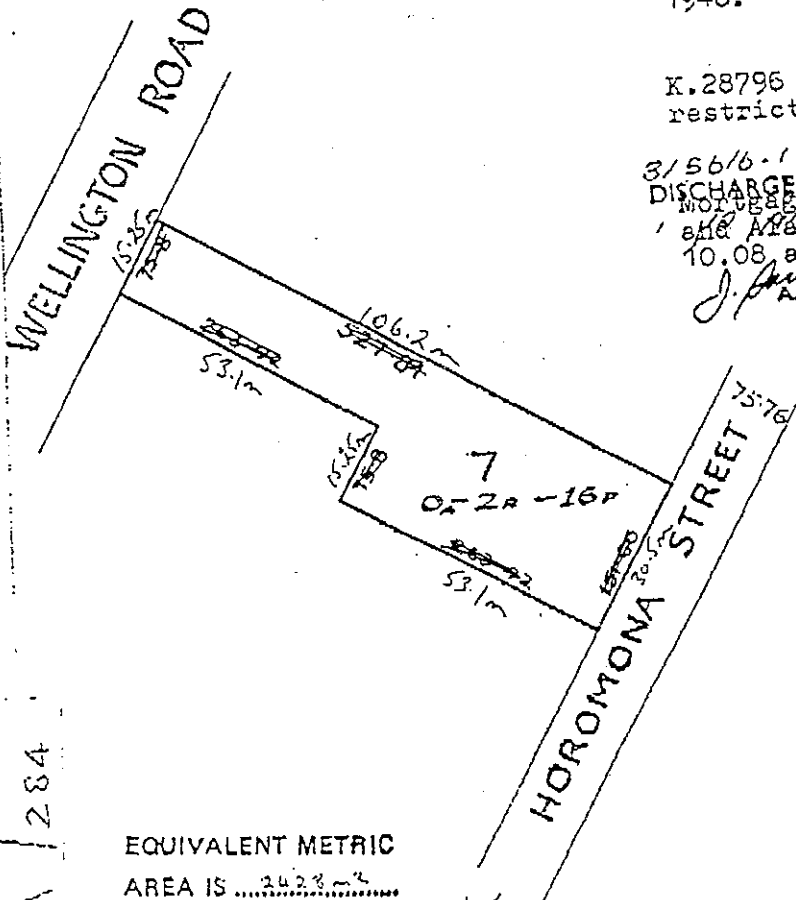
K.28796 Notice of building line restriction.

D.L.R.

3156/6-1
DISCHARGE 833917 to Stevenson Gibson
and Alan John Bramley - 16.7.1970 at
10.08 a.m. in shapes

J. Anderson A.L.R.

Gilman A.L.R.



EQUIVALENT METRIC

AREA IS 2423 m²

Scale 1 inch = 150 links

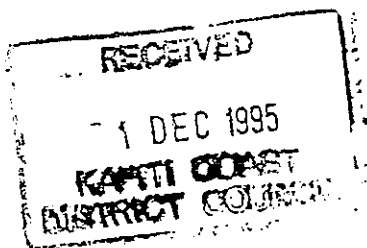
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TE RA SCHOOL - a Waldorf Initiative
"Kia manawanui"

175 Wellington Road
Paekakariki



28 November 1995

Mr Mike Cardiff
Manager, Parks and Recreation
Kapiti Coast District Council
Private Bag 601
PARAPARAUMU

Dear Mr Cardiff

Re: Use of Queen Elizabeth Park, Paekakariki

The Kapiti Waldorf Trust is establishing a small primary school at the northern end of Wellington Rd, Paekakariki. A conditional offer on the Paekakariki Services Club building has been accepted, and we have applied to the Kapiti Coast District Council for a land use consent under the Resource Management Act. We are currently negotiating with other regulatory agencies, such as the Ministry of Education to obtain all the necessary statutory approvals.

As the building is located on insufficient land (approx. 2500m²) for sport activities, we seek your formal approval to use the playing fields at Queen Elizabeth Park. The school will commence with twenty pupils in January 1996, and add an additional twenty children in 1997 and 1998. As the site is too small to accommodate more than sixty children, older children will move to a different site from 1999.

We envisage that the children would play on the grounds for about thirty minutes during most weekday lunchtimes during school terms, and for occasional sporting activities at other times. The children will be supervised by adults at all times and activities will be selected which will not damage the grounds. We will be in regular contact with maintenance staff to ensure that we do not conflict with maintenance of the grounds or with other groups which have booked particular grounds for their exclusive use.

Your confirmation of this request, subject to any additional conditions, will enable us to complete our plans for next year.

Yours sincerely,

Bob Zuur, for the Kapiti Waldorf Trust

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*If you have any questions, please
phone me on (04) 473-4090*

8 December, 1995

The Kapiti Waldorf Trust
175 Wellington Road
PAEKAKARIKI

Dear Bob

Thank you for your letter of 28 November 1995 requesting the week day use of park facilities for your school pupils during the school term.

During our previous discussion on this matter I was under the impression we were talking about Campbell Park in Paekakariki and that you would be normally occupying the upper level of the park where the playground equipment is currently situated and use the lower level playing field for your sport activities.

Your letter however refers to the use of Queen Elizabeth Park which I assume is not what you mean as there are no playing field areas at the Paekakariki end of Queen Elizabeth Park.

In any event we confirm approval for the use of the grounds at either Queen Elizabeth Park or Campbell Park as detailed in your letter, the availability of particular days will however will be subject to the completion of any mowing or maintenance work being completed in the first instance.

Yours sincerely

M W Cardiff
MANAGER, PARKS & RECREATION

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