

SILVER TREE STEINER SCHOOL



VALUES STATEMENT

2017

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Our Philosophy

We Believe;

That every individual human being is a spiritual person, on a journey of development in the world.

That every person comes into the world to fulfill themselves, and that their experiences in the early years are important in this process.

That the aim of education is to assist in the process of development.

That the teacher needs to be free to respond to the needs of the student.

That each school likewise needs to be free and independent, in order to properly educate young people to be free and independent.

That the pedagogy of Rudolf Steiner is holistic and supportive of the art of teaching, and is not exclusive, allowing compatible methods to be assimilated into the programme.

That each act of teaching should be something holy. That teaching is an art.

We believe;

That each person is worthy.

That each person is a creative being.

That each person, and life in all its forms, is worthy of reverence.

That there is order in the Universe, and the activity of a moral organising force within it.

That each individual should be able to develop with an unimpaired sense of wonder, allowing for a truly free and ethical spirit of inquiry in adulthood.

That each individual should be prepared to take responsibility for their actions in the world.

That personal experience is the primary source of truth.

We believe that the Art of Teaching;

Involves respect for the stages of development of the individual.

Must be informed by the Virtues, including Courage, Generosity, Honesty, Love, Tolerance and Patience.

Is enhanced by the awareness that spiritual beings seek to assist the development of humankind.

Involves appropriate levity, playfulness and humour.

Seeks to foster moral development according to the stage of development of the child.

Involves maintaining a balance in the development of thinking, feeling and willing.

We believe that education should take place in an environment;

That fosters respect for differences in culture, religion and belief

That serves to minimise disadvantage caused by economic circumstance that is healthy and safe for students, teachers and others

That fosters the expression of individual creativity and initiative

Teachers will strive to be aware of the values that underlie each activity in which they engage.

Mission Statement

To provide pre-school and primary education and care for children in the Perth Hills region, based on the pedagogy and indications given by Rudolf Steiner.

To achieve this goal we will;

Provide for comprehensive pre-school and primary programmes that are co- educational, holistic and inclusive in their approaches.

Provide an example of behaviour worthy of imitation.

Provide discipline that is firm, patient, unyielding and loving, keeping in mind that the child is a spiritual being with rights equal to those of the adults.

Organise the structures of the school to reflect the school's special nature, taking into account the writings of Rudolf Steiner on social organisation, the history of the school and its location and the need for clarity and efficiency.

Select teachers on the basis of their whole biography, rather than focusing upon formal qualifications.

Treat all staff as co-creators of the school and its work, not as resources.

Engage in continual study of the educational and other works of Rudolf Steiner and a wide range of educational philosophers, and share the fruit of those studies with the teachers and the wider community.

Replace dogma with discussion and explanation.

Support each teacher to be as free as possible in the delivery of the curriculum, within the bounds determined by the Faculty as a whole.

Require all staff to be engaged in continual professional development, enabling this with reasonable funding.

Support the teachers in their work, according to their individual needs.

Support teachers with dependent families so that their work within the school does not impair or reduce their role as parents.

Provide conditions that encourage class teachers and others to remain for the duration of the teaching cycle, providing students with an enduring relationship with a team of teachers who work together as colleagues to surmount challenges as they arise.

Attempt to identify and correct tendencies and structures within the school and its curriculum that do not support the work or ethos of the school.

Enable members of the school community to engage in support activities at their initiative, bounded by the ethos of the school.

Provide for open and frank discussion within the school, and proper observance of confidences.

Move toward greater reliance upon free-giving and active fundraising to support the school, and less reliance upon government assistance.

Strive to enable children to attend the school regardless of their socioeconomic circumstances.

Provide information to the Hills community on a regular basis regarding the values and educational programme offered by the school.

When feasible, create a long - term home for the work of the school, in a place, and with facilities, that are in keeping with the school's ethos.

Role of the Teacher

To Teach, by;

Creating and maintaining the Teacher/Student relationship required for the teaching.

Ensuring that an appropriate relationship, with proper communication, exists between the teacher and each parent or guardian of a child in the class.

Recognising that the teacher's authority to teach and care for the child stems only from the knowing assent of the parent or guardian.

Actively pursuing one's own professional development, both within and outside the structures provided by Faculty as a whole.

Presenting students with lessons and content which are relevant to their stage of development.

Presenting material in a living manner, through a practical activity or through imaginative storytelling.

Overarching Learning Outcomes

- 1 Students learn to respect the rights, physical body, worth, ideas and belongings of others.
- 2 Students learn to use their whole being in the process of learning.
- 3 Students gradually develop mastery of the English language, to enable them to become truly creative in the use of it.
- 4 Students become familiar with the language and culture of other people, both so as to gain a fresh perspective on their own language and culture, and to enable them to have a warm regard for other cultures.
- 5 Students gain an appreciation for the rhythm of the seasons and the wonder of the natural world.
- 6 Students are supported in their academic learning by encouragement of a personal nature. They are free of grades, marks and merit awards. This provides for appreciation of the intrinsic value of their work.
- 7 Students learn that there are consequences to their actions, and are given examples to follow in relation to their dealings with others.
- 9 Students gain an appreciation for the wonder and mystery of Mathematics.
- 10 Students are confident and positive in their dealings with their work and each other.
- 11 Students develop their physical skills, and engage happily in physical games, accepting outcomes with generosity of spirit.
- 12 Students develop their artistic and musical skills, coming to an understanding of themselves as creative influences in the world.
- 13 Students come to understand the different ways in which mythological and historical figures have dealt with the challenges which confronted them. This provides a basis for the development of moral behaviour.

Definitions

Values	The express belief system on which the work of the school is based.
Mission Statement	Description of the general purpose of the school.
Overarching Learning Outcomes	Aims of the curriculum in general, and of each of the learning areas.
Ethos	The active philosophy living in the school, evidenced by the Values Statement, Mission Statement, Overarching Learning Outcomes, other published documents, curriculum, teaching, relationship with the broader community, and support activities.
