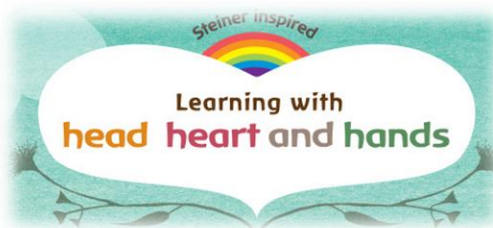
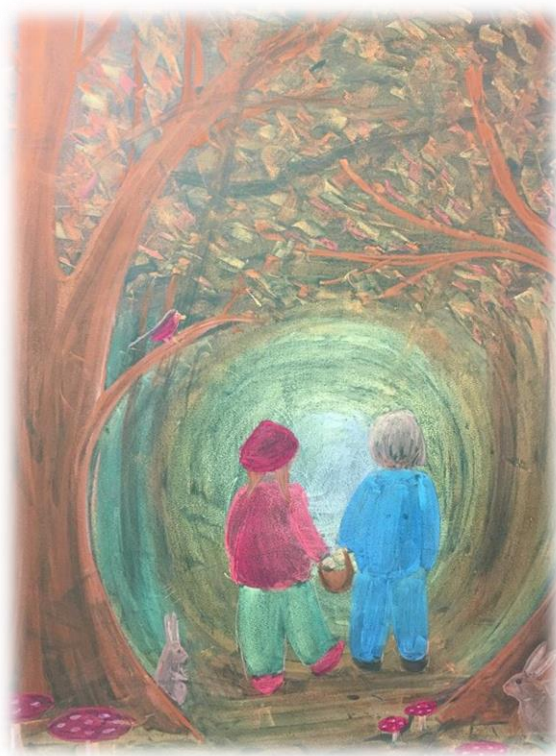


Briar Hill Primary School Steiner Influenced Model





Briar Hill Primary School Steiner Influenced Model

Briar Hill Primary School is a state school that offers a unique model of education. Our Progressive Steiner Influenced Curriculum meets the expected standards of the Victorian Curriculum F-10 and incorporates elements of the Australian

Steiner Curriculum Framework F-10.

Briar Hill Primary School believes that education entwines the gifts brought by the head, heart and hands. We aspire to create an environment that supports children in their lifelong journey of self-development, discovery and growth. Our aim is to educate children to be deep critical thinkers with a sense of moral, ethical and social responsibility.

The purpose of this document is to clarify, in practical terms, the Steiner Influence in our school.

Our Progressive Steiner Influenced Curriculum has the following features:

Literacy and Numeracy

As a Victorian Government school, Briar Hill Primary School is mandated to provide explicit teaching of literacy and numeracy. A strong foundation in literacy and numeracy is vital for every child and young person and underpins their ability to engage in education and lifelong learning. Strong literacy and numeracy skills help us to learn, experiment, reason and create, to be active and informed citizens, and to contribute socially, culturally and economically. Success in literacy and numeracy for our students involves creating, interpreting and communicating. It also requires understanding, reasoning, authentic problem-solving and building resilience and persistence. 10 hours of Literacy and 6 hours of Numeracy will be taught every week.

Consistent rhythms of the day

Following daily, weekly and seasonal rhythms is important to the overall development of the child. Our school timetable and rhythms provide a consistent and safe structure that allows for a balance of teaching and learning.

A day in a BHPS classroom will begin at 9am.

- Morning Circle will begin at 9am and conclude by 9.25am
- The morning sessions until 10.40am will be allocated to Literacy.
- The middle sessions will be allocated to Numeracy, Specialists Programs and Integrated studies.
- Afternoon sessions will include Specialist Programs, Craft, revision of Integrated Main lesson/Epoch studies



Aesthetics of the classroom- soft and nurturing environment

A strong emphasis is placed on creating a warm and nurturing environment that promotes learning, creates calm and is functional. The atmosphere of the room is complemented visually with resources and work samples that reflect the theme of the current integrated main lesson.

Sheepskin/Small woollen blanket - parents are given the option of providing a sheepskin or a small rug for children to sit on. This provides comfort and nurturing when at their desks and also used on the floor for rest time, meditation and story-telling. Students can use this item as they move up into each year level of their school journey.

Classrooms use blackboards and whiteboards. The classroom nature/seasonal table creates a focus for what is happening in the immediate external environment around them.

The use of natural materials is used in conjunction with modern materials; we value the importance of nurturing the senses through beauty. There is an

emphasis on the use of natural materials: for example, baskets for storage of wooden blocks, shells, stones and crystals. Cloths of all sizes and colours will be used for dress ups, cubbies, story scenes and play. Natural writing materials (crayons, chalk and charcoal, paint) and natural fibres (wool, cotton, felt, hessian, calico) are also used where possible.



In conjunction to the use of natural materials, many modern materials are used in classrooms including a variety of writing tools and a variety of coloured cardboard. Modern literacy materials including laminated cards, book sets, puzzles, word games are used to support the teaching and learning in literacy. Modern materials supporting the teaching and learning of numeracy include mathematical tools, mathematical games, sets, cards and the use of online resources in the upper grades.

Specialist Programs

The Specialist Programs at Briar Hill will extend on the 'head, heart and hands' educational model in the classroom, through the use of Steiner Craft in German, principals of Extra Lesson and movement in P.E. and hands on learning experiences in Science.

- German Language through Craft - Our unique Language program combines the learning of German with teaching traditional Steiner handcrafts.
- Physical Education and Movement - Physical education incorporates teaching of traditional fundamental motor skills and elements of Extra Lesson, with a focus on coordination, body awareness, spatial awareness and crossing of midline in the early years.
- Science - Our specialist science programs covers biological, chemical, physical science, earth and space science.



Annual Steiner Fees

Our school fees include a component of Steiner fees that will allow us to deliver Steiner inspired extra curricula programs.

The Steiner fees will provide:

- Gardening Years P-6 Weekly- As part of our commitment to hands on learning, outdoor education and sustainability, our Gardening program is provided. Students have an opportunity to plant, dig, harvest and hear stories of nature. They begin to develop an understanding of seasonal cycles, biodiversity, tool usage, plant cultivation and food preservation and preparation.
- Singing and recorder Years P-6 Weekly – A suitably qualified contract person is employed to provide songs rhythm and verse to all classrooms on a weekly basis. The classroom teachers for all classes attend these sessions, learning the songs rhythms and verses themselves so that they can flow back into the classrooms.
- Drama/Performing Arts Support – A suitably qualified performing arts program will assist classroom teachers produce a class play in years 3 to 6. Class 3 to 6 will all produce one play each year.
- Steiner materials- materials for all classrooms such as pencils, fountain pens, crayons, wool, wet on wet paints, painting paper, class building projects.



Additional Programs funded by Parent Payments

- Extra Lesson
- Circus – Years 5 and 6 – In terms 3 and 4 children will be involved in a circus skills program. The year 5s will be learning basic circus skills as a lead up to year six.
- Year 4 Blacksmithing
- Year 6 Graduation
- Swimming
- Excursions
- InterSchool Sport

Media and ICT in classrooms.

The use of technology in P-2.

- Laptops and computer banks will not be used by the children.
- Digital music and talking books may be used in classes.
- Teachers will use a variety of media platforms to assess and support individual students in accordance with the Victorian Government Curriculum and will also mark the roll electronically.

The use of technology in 3-6

- The use of multi-media platforms will be purposeful and is an integral part of the teaching and learning program.
- The use of laptops, tablets, data projectors, and cameras is part of the program. Media will be used in a mindful way by teaching specific skills and targeting the use of ICT in accordance with the Victorian Government Curriculum. This will assist in preparing students for secondary schooling.

A focus on the Steiner Epochs and Traditions

Epochs - <i>An Epoch</i> is a stage in learning that children pass through. The traditional Steiner epochs mirror the stages in the development of Western Civilisation.		Traditions - At each year level there are a number of different activities that occur:
Prep	Prep and Class 1 – The world of fairy tales and folk tales	Special Birthday Celebrations**, nature walks, finger knitting, pom poms, felting, craft bag
Class 1		Making of crayon rolls and recorder bags, class play
Class 2	Fables and Legends, Celtic stories	Making of cushions, knitting projects, Maypole, class play, weaving
Class 3	Multicultural creation stories, practical activities of farming and building.	Chickens, knitting projects, farming, weaving, school building project, class play, music bags
Class 4	Norse Mythology	Shields, Fountain Pens, knitting, class play
Class 5	World History and foundations of western society - Ancient Civilizations of Greece, India and Egypt- transition from myth to history	Embroidered Indian elephants, Greek Olympics, circus skills, class play
Class 6	Ancient Rome	Dolls, circus performance, graduation, class play
Birthday Celebrations	Birthday celebrations can be held within the prep classrooms. If candles are used they will be battery operated. Older students can celebrate their birthday by sharing of cakes and can choose to have a birthday celebration after school under the oak tree or on the deck supervised by parents.	



Celebration of festivals

Welcome Festival- a festival to welcome students to the new year. Students walk through a floral arch and the youngest students are presented with a floral tribute by the eldest students in the school

Grandparents and Special Person's Day- Grandparents and special friends invited to the school by students in Prep-2.

Winter Festival- Winter solstice festival/lantern festival

Spring Fair- Annual Spring fair

Graduation- Class 6 graduation events

Class Meetings

Class meetings will be held twice a year, in Term 1 and Term 3, adjacent to the end of the school day. These will be an opportunity to meet the classroom teacher and view student work. At the start of each term a class Newsletter will be produced for parents and sent home.



Music

Briar Hill Primary School is committed to a vision of education as a powerful force in community development. Our music programme aims to be inclusive and to ensure access for all young people to participate in activities such as orchestras and ensembles.

We endeavour to provide a wide range of opportunities for children who wish to experience the expressive and creative qualities of learning to play a musical instrument.

The principle aim of the Instrumental Music Programme is to build skills and techniques on an instrument, expose students to new and challenging repertoire and provide opportunities to participate in a broad and exciting range of activities such as concerts, fairs, tours and events. The instrumental music program intends to enable all instrumental students to realise their full musical potential.

The programme's curriculum planning considers the individual student's confidence, knowledge, skills, understanding and critical/aural awareness. The programme identifies individual student's needs and offers breadth, balance and coherence.

Lessons are delivered by a professional team of instrumental staff for the following instruments:

Strings: Violin, Viola and Cello

Brass: Trumpet

Woodwinds: Flute, Clarinet, Saxophone

Staffing

At the school we will be looking to employ the best teachers possible who are open to implementing a Steiner Influence in their classroom. A sixth "Steiner influence" selection criteria will be added to the standard government criteria that have to be addressed by every applicant where government policy allows. We will be following the mandated merit and equity staff selection process that is required by every government school. A guarantee about Steiner trained staff being appointed cannot be made, however professional development sessions for all staff in Steiner education will be incorporated in our Professional Learning Plan.

For more information about the process for staff recruitment please visit:

http://www.education.vic.gov.au/hrweb/Documents/Schools_recruitment.pdf

Classrooms Composition

Straight grades will be the preferred school structure where possible. At times composite classrooms may be implemented for a range of reasons. If there are composite classrooms the teachers in these classrooms will work together to implement the epochs.

Decisions about teacher placement will be based on experience, team balance and curriculum knowledge. As a result the classroom teacher will generally stay with the class for 12 months.

Thank you for your input

This document has been produced using the knowledge, experience and expertise of many people. Through your involvement with the School Council Community Forum and Survey, you have contributed to the creation of this document.

We have also consulted with:

- Wolfgang Maschek - Teacher Professional Development Warranwood
- Lou Harvey Zahra – Steiner Consultant
- Jane Kovaks – Educational Consultant
- Sharon Foster- Victorian Curriculum and Assessment Authority

Design Team Members:

- Rowan Kayll – Acting Principal
- Margaret Doucas- Assistant Principal
- Claire O’Sullivan – School Council President
- Janet Patterson – Staff Representative
- Mara Lupieri – Steiner Trained Staff Representative
- Sam Luck – Collingwood College Principal and Steiner Influence Representative
- Judith Benney and Tony Privitelli – DET Representatives

This document articulates our unique model of education. It acknowledges the importance of a Progressive Steiner Influence for the future of our school.

