

UNIVERSITY OF MICHIGAN  
ARCHITECTURAL DEPARTMENT  
ANN ARBOR, MICHIGAN

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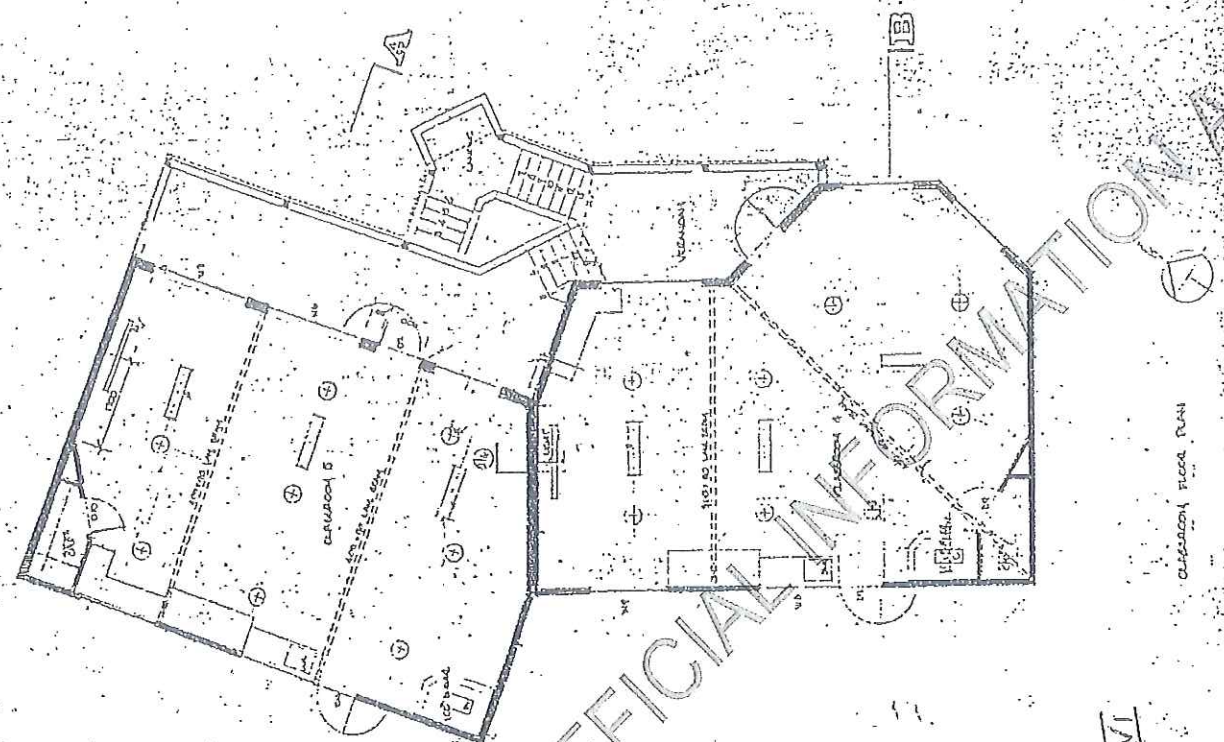
CLASSROOM BLDG  
FLOOR PLANS

THE UNIVERSITY OF MICHIGAN  
ARCHITECTURAL DEPARTMENT  
ANN ARBOR, MICHIGAN

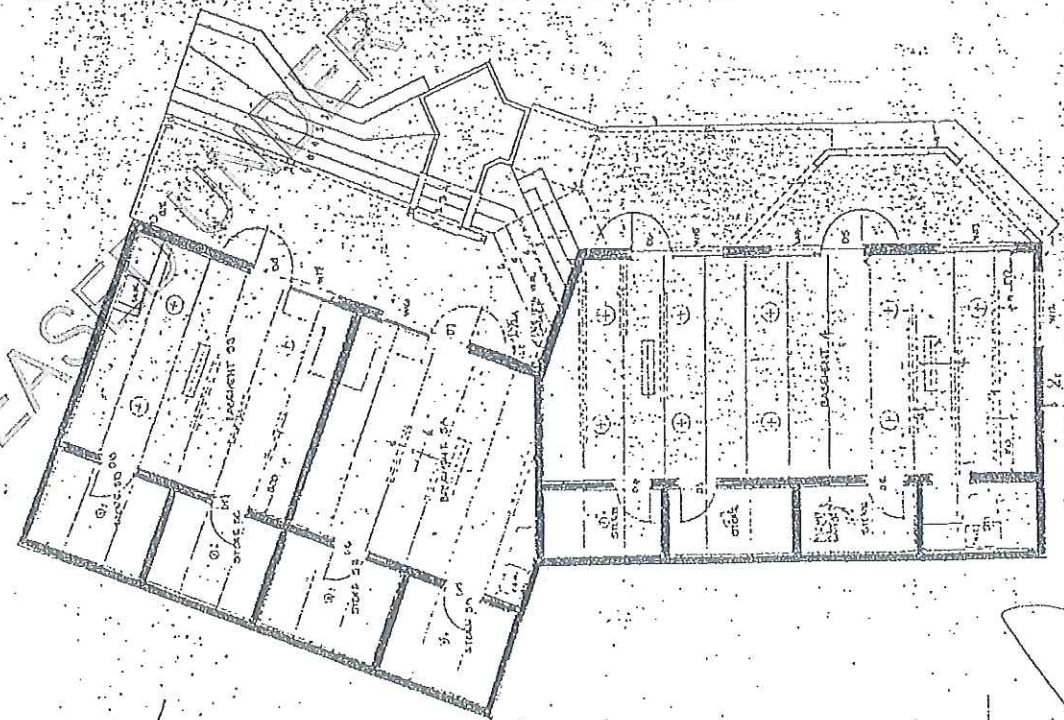
CLASSROOM BLDG  
FLOOR PLANS

SHEET 111

OF 111



CLASSROOM FLOOR PLAN



CLASSROOM FLOOR PLAN

BLOCK VI

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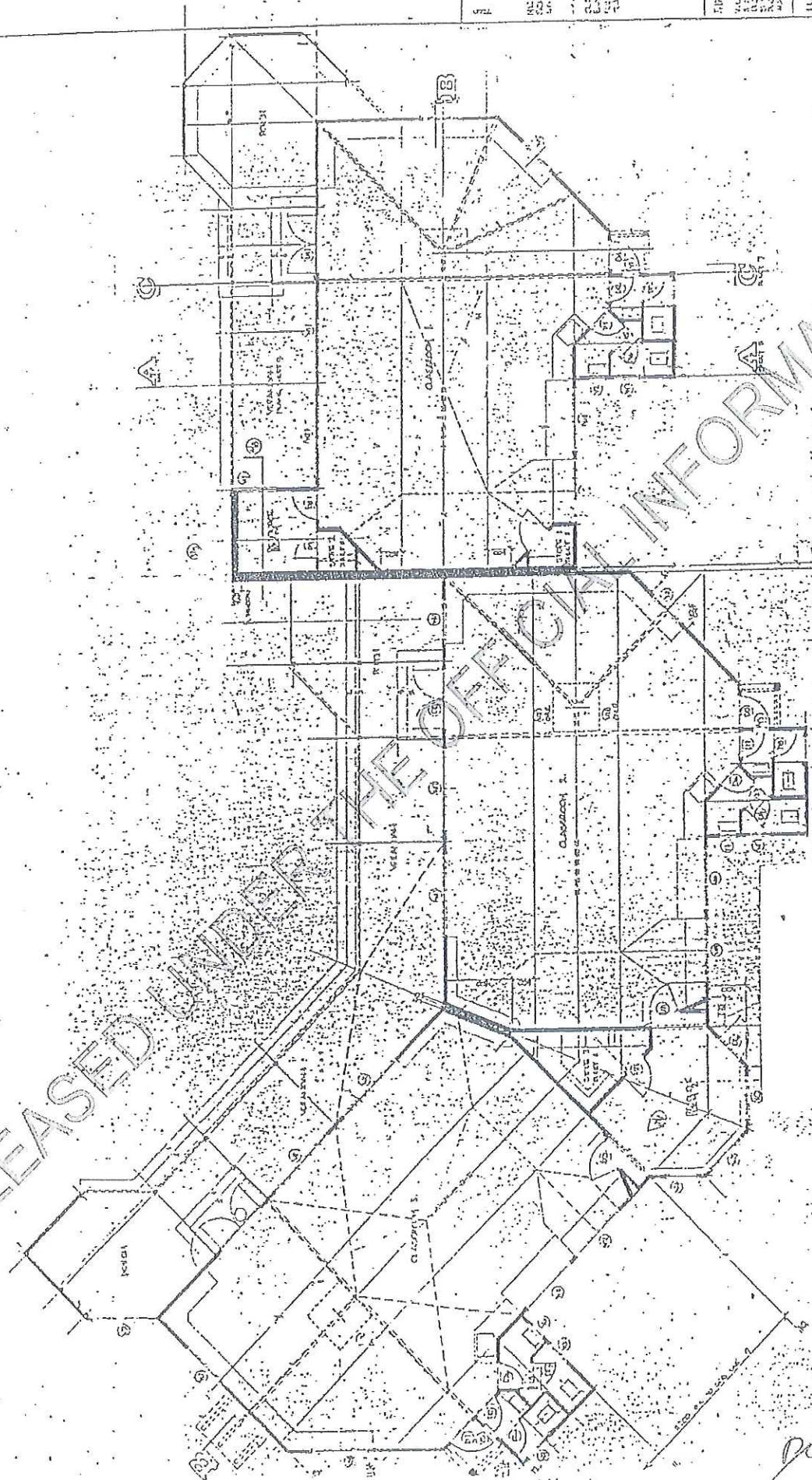
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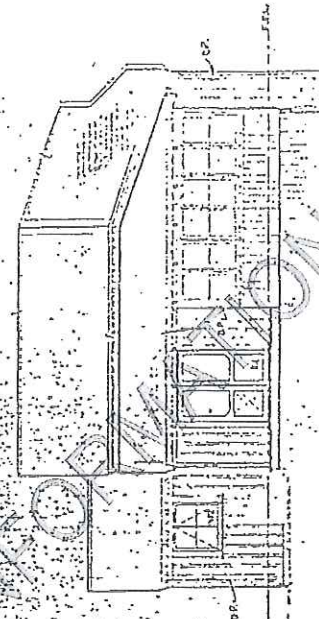
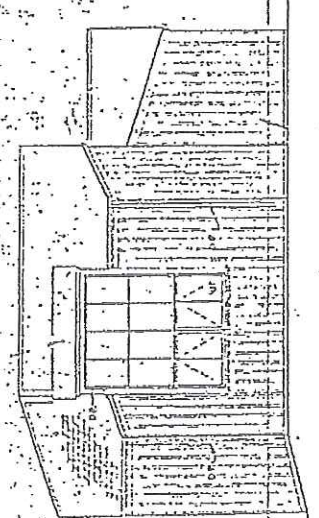
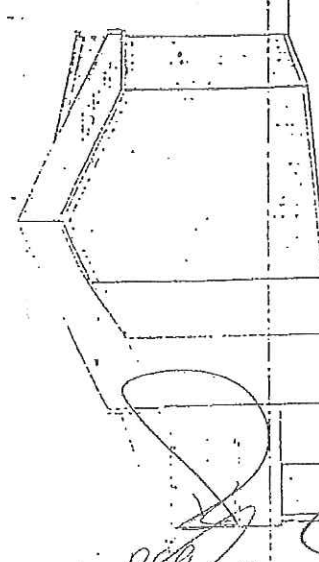
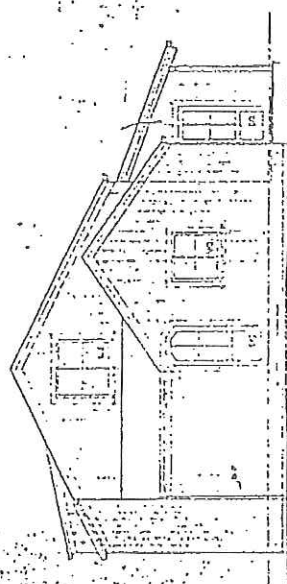
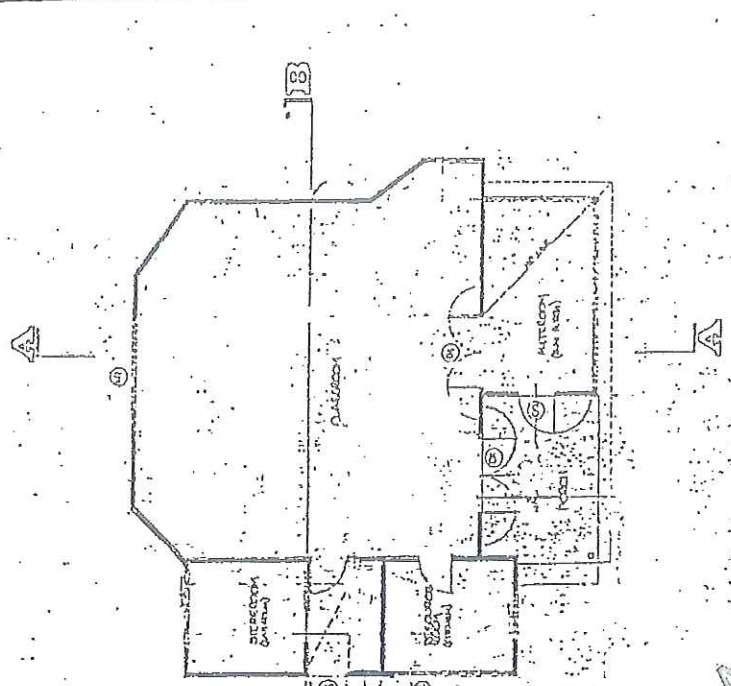
BLOCK VII



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DESIGNER	BRUNNER
DATE	1968
DESCRIPTION	PLANS FOR ELEVATIONS
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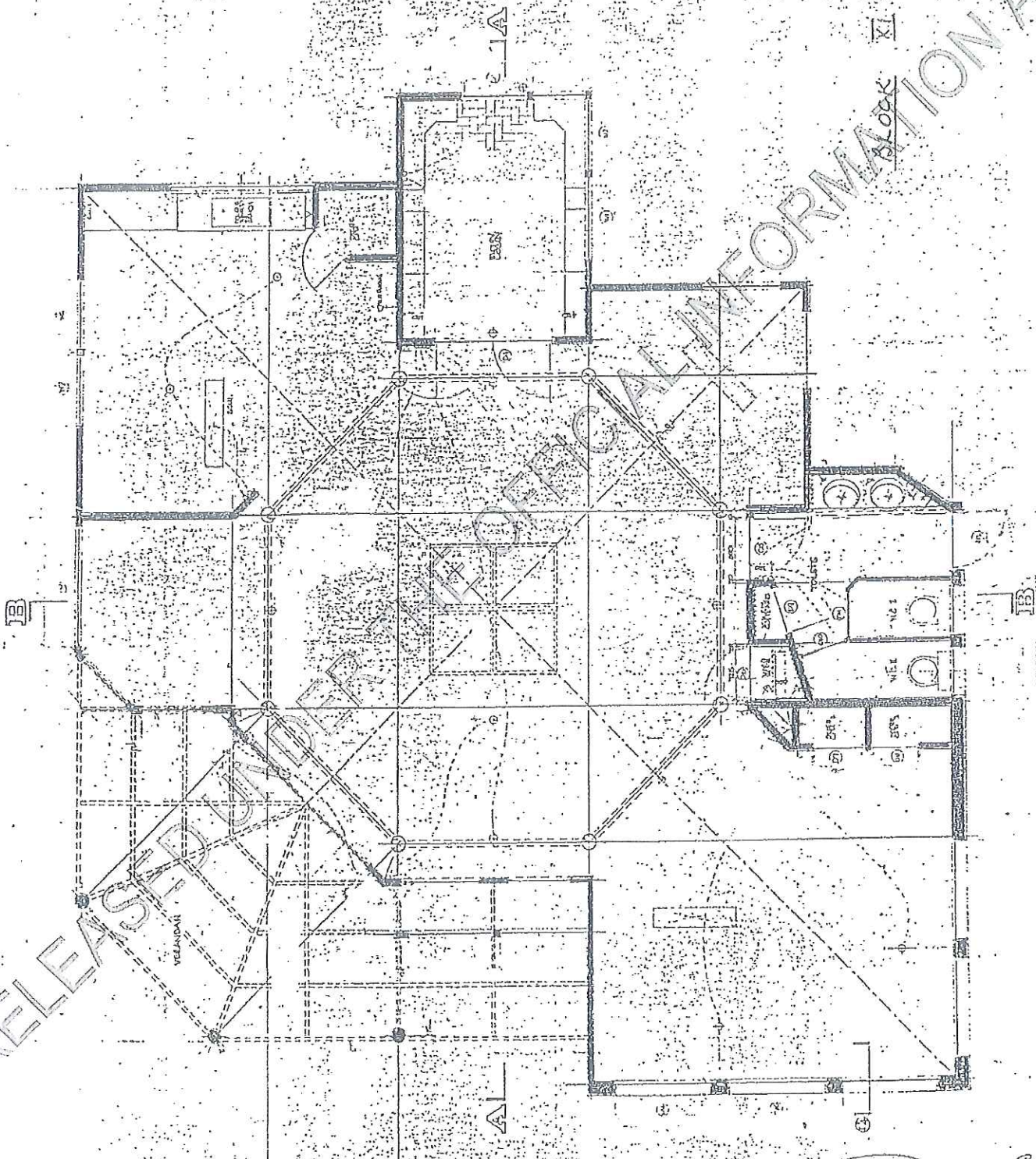


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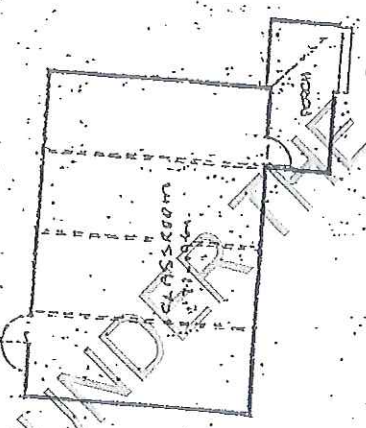
10-20-68 874	Model 1, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 5.0, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 6.0, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 7.0, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 8.0, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 9.0, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 10.0	Model 1, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 5.0, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 6.0, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 7.0, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 8.0, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 9.0, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 10.0	Model 1, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 5.0, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 6.0, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 7.0, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 8.0, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 9.0, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 10.0	Model 1, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 5.0, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 6.0, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 7.0, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 8.0, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 9.0, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 10.0
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RELEASE UNDER PRESIDENT JOHN F. KENNEDY EXECUTIVE ORDER 11652 INFORMATION ACT

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FLOOR PLAN

BLOCK XII

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FOURTH SCHEDULE

HISTORICAL RESUME OF THE DEVELOPMENT OF SPECIAL CHARACTER OF THE  
MICHAEL PARK SCHOOL.

"In 1959 a group of people interested in starting a kindergarten formed a working committee.

In 1962 the Rudolf Steiner Schools Trust was incorporated under the Charitable Trusts Act.

In 1964 a 13 acre site was purchased at Okura, on the North Shore, thanks to generous donations from members of the Anthroposophical Society. A lot of work and planning went toward getting a school started on this site, but the expected urban development in this area did not go ahead.

In 1973 Hannelore Henning started a day care centre in Grafton using Dr Steiner's methods, but independent of the Trust.

Over the years the Trust arranged many public lectures. Most of these were given by overseas speakers, some in conjunction with seminars and exhibitions. All of this activity stimulated much public awareness and various attempts were made to get a school started, but to no avail.

Then in late 1976 some parents of children coming up toward school starting age, called a meeting of those people interested in getting a school started in Auckland. From this meeting a core group was formed, which early in 1977 made this decision to get a school started in February, 1978. The Trust agreed to give them its support.

In 1977 Hannelore Henning's Day Care Centre became the official Rudolf Steiner Kindergarten. The two top priorities were then to find a pioneer teacher to start the main school and to find a temporary site to house it. By the end of the year Pamela Moore from Glenaeon School in Sydney had agreed to pioneer the school and a one year lease had been signed on a house in Herne Bay.

The school opened with the kindergarten and a composite class up to year three. Within a relatively short time the capacity of the premises was filled and a waiting list formed.

During 1978 the permanent site was found in Amy Street, Ellerslie and the Education Department agreed to supply the Trust with prefabricated buildings from the defunct Ardmore Training College. Also the Ellerslie Borough Council and immediate neighbours had to be convinced of the desirability of having a school on the site. Additional teachers had to be found for a two kindergarten, four class school.

Although the site in January, 1979, was a bare horse paddock, the school did start on time, thanks to some generous parents opening

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up part of their home. Within a short time the school was able to move onto its new site. It was now composed of six classrooms, three attached offices, various storerooms, a large toilet block, an old stable block and a small bach housing Fred, whom the school adopted as their resident handyman.

Between 1979 and 1987 the school had grown to include three kindergartens, a primary school and a secondary school up to class 12, but missing one class. In 1987 full and part-time staff numbered 28 and children on the roll 370. There are now in 1989 permanent buildings comprising 2 kindergartens, a classroom 1, 2 and 3 block, a classroom 4 and 5 block, a building which includes classrooms 7 and 8, art and science block, a specialist room, 1 prefabricated kindergarten, 5 prefab high school rooms with offices attached and a toilet block.

The school in 1989, has a role of close to 400 pupils in 3 kindergartens and 12 classes. Fees now stand at \$750.00 + G.S.T. The need to charge such fees has had an adverse effect on rolls and has tended increasingly to restrict the school's intake."

The Steiner Education movement has existed for 70 years. Schools in each of 26 countries reflect cultural and national differences, and now play a major role in the educational field of many countries. For example, the Dutch Government has assisted in building 70 Steiner schools and there are now over 400 recognised Steiner schools worldwide. Teacher Training Centres exist in:

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


  
 J. K. G.

(1987 information)

ENROLMENT

It has been the policy of Steiner Schools that they are public, non-sectarian, non-elitist. They are open to all students whose parents wish their children to receive a Steiner education.

Steiner education specifically recognises diversity of family backgrounds across race, class, culture, creed and social status as desirable for a wholesome educational environment.

The class teacher or sponsor has been responsible for the final acceptance of a child.

THE PHILOSOPHICAL BASIS

Teaching at our schools has been based on anthroposophy.

Anthroposophy is a spiritual view of the world which is non-sectarian, and which when applied to education encompasses the whole human being :- physical, emotional, intellectual and spiritual. It unites the approaches of the sciences, arts and religion.

It is not a set of religious beliefs.

Anthroposophy is not taught directly to the children. Rather, it guides and stimulates the educational activities of the teachers.

Cultivated and developed by the teachers as an art of education, it provides the background to their individual interpretation of subject matter and method and provides the psychology and physiology of child development.

Thus our basic tenet and most important 'special characteristic' is that the school is staffed by freely committed teachers and ad-

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ministrators who strive to understand and apply the aims and ideas of Anthroposophy.

The aim of the education is to integrate the personality in terms of thoughts, feelings and will. Through this education the child can develop a feeling for the freedom and integrity of other people, a sense of security in life with the ability to contribute socially and participate in democratic co-operation and develop a deep interest in the world and needs of others.

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

The following references may provide further insight into the nature of Anthroposophy and Rudolf Steiner Education:

Rudi Lissau : Rudolf Steiner; Life, Work,  
Inner Path and Social Initiatives



Hawthorn Press (1987 UK);

Education Towards Freedom by Frans Carlgren

Hawthorn Press (1976 UK);

THE COLLEGE OF TEACHERS

In accordance with the Special Character the School has been administered with regard to educational and staffing matters by a College of Teachers. The College of Teachers consists of those permanent teachers of the School who accept joint and collective responsibility for the guidance and operation of the School, for ensuring the maintenance of special character, for the educational


  
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development of each child in the school, for monitoring the educational practices of its teachers and for representing the School to the parents, the community and the authorities. The College also carries responsibility for the architecture and environment of the school.

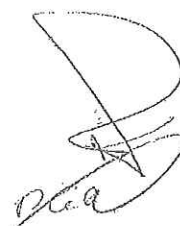
The College of Teachers may delegate other groups or individuals to perform certain tasks but the ultimate responsibility has rested with the College of Teachers.

Participatory consensus-based decision making in the College of Teachers has been essential to the proper practice of the education and the healthy administration of the school. It ensures diversity of ideas, flexibility of operation, and adherence to the fundamental principles of the educational philosophy upon which the school is grounded.

The College of Teachers has been responsible for all educational policy decisions, the admission and subsequent welfare of pupils and the appointment and dismissal of teachers.

The free selection of teachers for the school by the College itself has been essential to the preservation of the special character of the education given in the school. (This responsible circle of practising teachers has had the task of assessing the suitability of applicants for positions within the school or of deciding who should come to teach in the school and share its communal life.)

The teaching body, working collegially, has apportioned the money available for salaries on a social and needs basis not solely ac-



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ording to status, qualifications or years of service.

The College of Teachers meets weekly to undertake school administration and to delegate tasks to its members. In addition, the whole teaching body undertakes study of Rudolf Steiner's pedagogical indications, shares teaching experiences and problems, and undertakes child and class studies to foster and develop educational work with individual children and class groups. All teachers engage in practical and artistic activities together as part of their personal and professional development.

Finally the College of Teachers has been responsible for assisting in the training of teachers conjointly with the Taruna Course for Preparation of Rudolf Steiner School Teachers in Havelock North.

#### THE CURRICULUM

The curriculum has a universal quality and is capable of successful application across cultural, national and social boundaries.

The curriculum of the Rudolf Steiner Schools is founded upon a detailed understanding of the child as a being of body, soul and spirit.

Body, soul and spirit in this context mean:

Body : the active physical/physiological organism

(Te Taha Tinana);

Soul : Thinking, feeling and willing;

(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.

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The kindergarten teaching and the 12 year curriculum in Steiner Schools is based firmly on an understanding of the development of the child, not just intellectually, but emotionally and physically and in relation to the growing awareness of Self.

Through the curriculum the child is led to experience knowledge in ways that parallel and support the child's development at every stage of school life. The child experiences the development of humankind's consciousness from antiquity to the present day. Thus both the specific content and the methods of presentation of the curriculum are selected according to the age and developmental stage of the child. This is true for all subject areas of the curriculum.

Rudolf Steiner's educational writings and lectures form the basis of the curriculum. These have since been elaborated by numerous educators and researchers and there now exists a substantial international literature covering curriculum theory, methodology and content.

The individual teacher has the freedom and responsibility to interpret the curriculum material to suit the educational needs and developmental stage of the pupils.

#### KINDERGARTEN 4-6 YEARS

The kindergarten is an integral part of a Rudolf Steiner School.

Play is the child's work.

In a child's first seven years, it is the physical body which is the focus of growth and development.

Through play and story-telling the teacher stimulates the child's

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imagination. Play and guided activities are developed using the child's propensity for imitation. All this is in an environment of simplicity and harmony, reflected in:-

- a thorough, developed, rhythm of daily activities;
- the teacher's choice and balance of activities from free play, music, story telling, painting, drawing, modelling, baking ....
- the building design and materials;
- the careful choice of colour scheme;
- the decoration of the room;
- the selection of wooden and soft toys, and,
- the selection of other equipment,

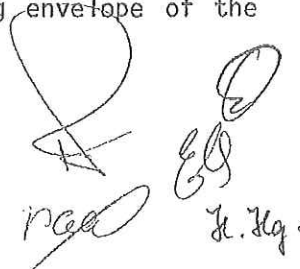
all of which help create the harmonious environment.

The Michael Park Kindergarten provides a situation where the environment is conducive to the healthy development and unfolding of the capacities of the child. This environment, physical and spiritual, is created by the teachers in charge out of their understanding of child development in the first seven year period based on the picture of the human being developed by Dr Rudolf Steiner and given in his science of the spirit - Anthroposophy.

The Kindergarten teacher aims to work out of the following principles as particularly appropriate for the first seven years:

- The children need a warm, homely atmosphere and a cared-for physical environment.

"With physical birth the physical human body is exposed to the physical environment of the external world. Before birth it was surrounded by the protecting envelope of the


  
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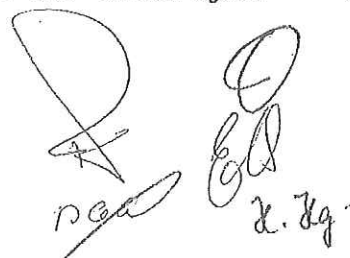
mother's body. What the forces and fluids of the enveloping mother-body have done for it hitherto, must from now onward be done for it by the forces and elements of the external physical world. Now before the change of teeth in the seventh year, the human body has a task to perform upon itself which is essentially different from the tasks of all the other periods of life. In this period the physical organs must mould themselves into definite shapes. Their whole structural nature must receive certain tendencies and directions. In the later periods also, growth takes place; but throughout the whole succeeding life, growth is based on the forms which were developed in this first life-period. If true forms were developed, true forms will grow; if misshapen forms were developed, misshapen forms will grow. We can never repair what we have neglected as educators in the first seven years. Just as nature brings about the right environment for the physical human body before birth, so after birth the educator must provide for the right physical environment. It is the right physical environment alone, which works upon the child in such a way that the physical organs shape themselves aright."

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

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

The little child learns primarily through imitation, not instruction. The adults in whose care the child is placed strive to be worthy of imitation - in thought, word and deed.

The child in this first seven year period is like a sponge soaking up its environment - there is no capacity for discrimination between what is good and bad. It is therefore incumbent upon the adults responsible for the pre-school environment to make it worthy of this trust. Kindergarten teachers involve themselves in meaningful activity such as domestic tasks, crafts, gardening etc and thereby provide the children with the impulses for their play. The development of the imagination is nurtured and encouraged.


  
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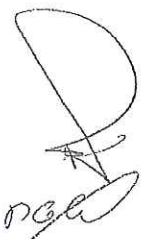

This is achieved both through the programme and through the choice of play materials and equipment. The toys in the Kindergarten consist largely of raw materials from which the child is able to create through imagination whatever he or she needs for play. A child who has been allowed to use the faculty of imagination as a pre-schooler is more likely to develop into a fluid creative thinker than one whose early years are poor in this respect.

Young children are will-oriented and need, primarily to be doing. Rudolf Steiner Education recognises three periods of seven years in the development of the child and the school is organised accordingly. For the first seven years of a child's life the will faculty dominates.

Children need rhythm in their lives.

The Kindergarten works with a number of rhythms. A daily rhythm for each session is established which takes into account such things as the short concentration span of this age group, the need for a natural 'breathing' between quiet or active times, formal and informal activities. A suitable daily rhythm allows us to avoid exhaustion, provides balance, promotes security. On a wider scale there is the weekly rhythm (different activities for different days) and the seasonal rhythm with its connection to the Christian festivals.

The daily rhythm remains similar throughout the week and year; but the content changes e.g. we have a time each morning for songs, games, rhymes etc - a 'circle time'. As the seasons change so the content of this changes but it is always there as a feature of


  
 H. Hg.

PROOF

the daily rhythm.

During these Kindergarten years pre-reading skills are developed, or rather, allowed to unfold. We allow the child to exercise and develop the larger and finer motor skills, to use and experience language, to reach a level of sensory integration necessary for formal education in the school. Except in cases of obvious developmental problems when therapy may be necessary the unfolding of these skills and faculties are not stimulated. Rather the Kindergarten situation ensures development is allowed to happen naturally, provides opportunity and removes hindrances.

Michael Park School Kindergarten is organised into three groups of mixed ages (4-6+). The mixed composition of the group age-wise helps retain something of a family atmosphere. The older child is able to help younger children and the approach to play of the different age groups contributes to a social balance.

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

The Kindergarten teacher needs to be aware of any children who may have developmental difficulties eg delayed development of established laterality; motor co-ordination; speech etc. A report on each child going on into Class One is written by the Kindergarten teacher to ensure such difficulties continue to be dealt with at school level.

The attitude of wonder, natural to early childhood, should be nur-

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tured and encouraged throughout the kindergarten years.

THE LOWER SCHOOL YEARS 6+-14+ YEARS

Within the continuous development of the education of the child there are two threshold points of transformation. The first being between the kindergarten and the lower school, the second being between the lower school and the upper school.

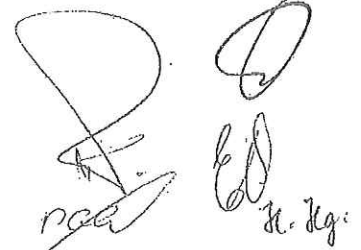
During the class teacher years the arts provide a medium for learning. An artistic approach is applied to all subjects including the sciences. Writing, reading and mathematics are introduced through pictures, stories and activity. Through art the curriculum works into the child's life and the content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

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

The curriculum is broad and comprehensive. Already in the first class the 6-7 year old begins playing an instrument, is learning from drawing, knitting and eurythmy and at least one new language.

By age 13 the child is well-acquainted with English, mathematics, geology, geography, chemistry, physics and biology, the main cultures of humanity and a historical perspective stretching back from the present day through Renaissance, Middle Ages, Roman, Greek, Ancient Egyptian and Indian ages.

Subjects and activities are taught in a non-competitive environment. The child is encouraged to do the best for itself and for the love of learning and work.


  
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 H. K. G.

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In the 'morning circle' which begins each day, the wholeness of the child is encouraged through exercises in speech, music and rhythmic activities - all harmonising the child and the class.

#### THE MAIN LESSON

The Main Lesson is given by the class teacher and is a lesson block of 3-6 weeks. An in-depth study fosters in the child a deep appreciation of the subject.

One of the central concerns in a Steiner school is that children experience all the subjects which form the curriculum, itself an organically interrelating whole, as of strong personal interest to them. It is untypical of children in the context of Steiner education to have favourite subjects balanced by strong dislikes.

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

The 'main lesson' is therefore a project lasting around 4 weeks. It fills the space from nine till towards eleven each morning and is structured by the teacher according to feeling, thinking and willing (activity).

Through the 'main lesson' children become accustomed from the beginning of their schooling to involvement as a habit which is an integral part of their personality.

#### THE CLASS TEACHER

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The role and position of a class teacher in the Lower School is of central importance. The class teacher stays with the same class taking them through from Class 1 (6-7 years) to Class 8 (13-14 years). The teacher gives the 'Main Lesson' in the first two hours of the morning and regular lessons in the various areas of study.

Specialist teachers take some of the other lessons, for example, Eurythmy, Bothmer gymnastics, languages and crafts.

The continuity given by the class teacher has a number of functions. The children in the early years should have a model worthy of imitation and later a person whose authority they can respect and trust. It is this person who assists them in their own growth towards freedom and autonomy. A corollary to this is that the teachers themselves must actively pursue a path of self-development and self-education and this is expected of Steiner teachers.

A second consequence of the continuity given by the class teacher is that it allows for the development of a deepening understanding of the temperament, the growth and evolution and the essential individuality of each child.

Continuity enables an on-going, accurate assessment of each child's abilities, progress and needs.

An essential part of the work of all class teachers including kindergarten teachers and upper school sponsors is the development of close contacts with parents including home visits and termly parent meetings at school.

J. Kelly

Teachers are not limited to specialising in one area of a school but share a concern for all the children. Since Steiner Schools are fully unified, teachers may take classes at any level from kindergarten to upper school.

Finally, whilst the value of academic and formal training is recognised, it should be emphasised that other personal qualities and experience are seen to be equally, if not more, important. Special emphasis is placed on the teacher's artistic and musical attributes. These skills extend into the community through workshops, seminars, etc.

'Rudolf Steiner Life, Work, Inner Path and Social Initiatives'  
Rudi Lissau Ch 7, p 118.

"At a Steiner school the teacher feels responsible for establishing a relationship of trust to each of his pupils, for building up her class into a well-integrated social group and for being a mediator between the class and the world. At every stage one will endeavour to bring the full reality of the world - natural as well as social - to one's children, but to do so in a way which corresponds to their emotional and intellectual development. One relates them to the world and knows that an education bereft of human values leads to alienation and lack of purpose. So Steiner schools have developed the practice of handing over responsibility for a given class to one teacher who will, for eight years, be their companion and teach them most subjects.

In order to mediate properly between the given world and a group of children it is necessary to enter fully into each subject under consideration. No longer is it enough to find a suitable textbook and then issue work sheets to one's pupils to test how far the subject matter has been understood. In this way only a superficial contact with the subject matter in hand is established, and this only on the intellectual level. The Steiner school teacher will attempt to involve the class emotionally and practically with the study in hand and so arouse interest and active involvement. To this end many subjects are taken in block periods, extending over the first two hours each school day for three or four weeks. This would make it possible in a block period on China to cook, serve and eat a Chinese meal,

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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."

Hawthorn Press (1987 UK):

UPPER SCHOOL 14+-18+ YEARS

'Rudolf Steiner Education. The Waldorf Schools.'  
L Francis Edmunds Ch 5 pp 75-76.

"To take the adolescent through the history and development of art as the revelation of evolving manhood; to educate him into the meaning and appreciation of poetry as the medium wherein the centre in man finds kinship with the heart of all creation; to unfold the nature of love, by way of the great sagas and literatures of the human race, as the search of man for his own kingdom; to show that the ideals man carries are the earnest he has of his true estate, that there is conception in the spirit as well as in the body, that moral imagination is not a chimera of the mind but a power for renewing life; to discover that history follows a mighty plan of promise and fulfilment, that it leads from a state of moral and spiritual dependence towards the goal of self-mastery and self-determination, from community by descent in the past to community by ascent; to demonstrate that nature has depth as well as surface and that as man grows in insight so will the ultimate goal of science be attained, the rediscovery of the divine; to come to an understanding of the spiritual heritage of the East and to an appreciation of the spiritual promise of the West; to see that men are made different in order that they may grow more greatly united; to perceive mankind, with Paul, a many-membered, but One Body filled with One spirit; to learn to see warmly and to think humanely; to recognise the meaning of 'to die in order to live' and to see the many deaths that man must die to gain his immortality; to educate youth along such ways, positive towards others, resolute in oneself, careful in study, thoughtful in observation and self-expression, to pursue all this with enthusiasm and with faith in the attributes and striving qualities of man - to do this to ennoble the mind, to fire the imagination, to fortify the will and to quicken initiative for life. To lay such seeds as may produce new vision and discovery in the years to come, this we regard as the primary task, the duty and the aim of an education worthy of its name. The task of the teacher 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."

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U.S.S. 111

Rudolf Steiner Press, London 1975

There is a cohesive, planned curriculum that carries from lower to upper school. In the upper school a class sponsor is linked to each class. This sponsor may progress with the young people throughout their upper school education.

High School teachers guide the students towards the perception of the underlying patterns and phenomena eg the concept of Revolution, not just the dates and places. Cataloguing of factual data is minimised.

Upper school teachers are subject specialists.

The young person is taught from a broad based curriculum in which all students participate. Besides traditional subjects and those already begun in the lower school the curriculum includes such topics as History of Art, Drama, Philosophy, Projective Geometry, Surveying, First-Aid, Nutrition, Architecture, Book-binding.

Pupil progress is continuously assessed, the emphasis being on the development of skills rather than purely a retention of knowledge. Personal development is seen as the main purpose of study and learning.

In a conscious way the teacher seeks to present the interrelationships between subjects and their relationship to the human being. For example limestone would never be considered in its chemical sense without a consideration of the biological development of the limestone also being presented to the class. The biological, geological and finally, chemical significance of limestone would

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be given a full appreciation. A similar parallel can be drawn between mathematics and music. The holistic view of subjects is carried into every classroom.

Main lessons continue to be given. They have the same intent behind them of deepening appreciation through intensive experience and concentrated effort.

The rhythmic quality of teaching continues and is reflected in the daily, weekly and annual timetable.

In the final year at school (Class 12) the students are internally assessed for Steiner School based Sixth Form Certificate. While they may choose specific subjects for this assessment, they still continue to participate in the full school programme of main lessons.

During the upper school years students may participate in such public examinations as Goethe Society exams and certain subjects for Bursary. However, there is no compromise in the curriculum. To accommodate these directions the students participate in the normal school programme and supplement their studies as necessary.

#### SUBJECTS SPECIAL TO A RUDOLF STEINER SCHOOL

- Eurythmy is an art of movement developed by Rudolf Steiner taught from Kindergarten to Class 12.
- Form Drawing taught from Class 1-8.
- Projective Geometry from Class 9.
- Bothmer Gymnastics taught from Class 3-12.
- Handcraft taught from Class 1-12.
- Languages (German, Maori [sometimes French]),

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(Latin, Greek taught from Class 1).

Eurythmy is an art of movement designed by Rudolf Steiner, which in a highly disciplined way brings the sounds of speech and tones of music into form and gesture. It is used as an art form and as a therapy.

Form drawing as designed by Rudolf Steiner, is an artistic activity which develops the child's eye/hand co-ordination and spatial appreciation. It has many applications in practical and artistic endeavours.

Projective Geometry as practical experience of modern synthetic geometry in 2 and 3 dimensions, as developed by such people as Olive Whicher, is taught in the High School. We do this to help develop clear creative thinking.

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

Just as there is a curriculum for class work so there is also for handwork. Basic skills are learned in knitting, sewing, crochet, clothing and machine sewing. Natural fibres are used extensively in the school. Much is gained after the initial struggle of grasping a process through the ongoing work and achieving the finished result.

The Rudolf Steiner schools also have a comprehensive and detailed

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

Specialist teachers are needed for handwork, eurythmy, Bothmer, gymnastics and language teaching.

Special consideration is given to appropriate building facilities. The 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.

#### FESTIVALS AND RHYTHM

We have referred to the daily and seasonal rhythm. The festivals celebrated in the school are also part of this rhythm. Not only are the well known religious festivals celebrated but special festivals are given significance. They include Michaelmas and St Johnstide, special end-of-term festivals and seasonal festivals.

Many festivals are celebrated as part of the school day, but certain festivals are more appropriately celebrated in the evening.

As we are a new school we are still in the process of determining which festivals and events are most appropriate and important for our children to experience as part of their education. Therefore the festival observances may alter with the continuing growth of the school.

The four seasonal festivals (see appendix)

Currently the four seasonal festivals are celebrated by Michael Park School. Several weeks are spent preparing the children

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through singing, music and stories, for the coming event.

The same preparation occurs for religious festivals like Easter and Christmas.

All festival celebrations are approached with a blend of traditional activities and a contemporary perspective.

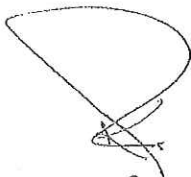

WORK FESTIVALS: Once a term the parents of the school are invited to attend a presentation of the children's work. This usually takes half a day and is an important part of the life of the school.

Once a year we have an Open Day on a Saturday when the children's work is displayed and all the teachers are present to explain the education to the public. All children are expected to attend, and each class will give a performance of some aspect of their work be it recitation, drama, singing or instrumental work.

#### RELIGIOUS INSTRUCTION

Although Religious instruction in a Waldorf School is Christian, it has nothing to do with dogma or sectarianism. Particularly in the early classes, one strives to encourage a sense of reverence in the children for the works of God in the world around us. Observations of nature are made telling us how, for example a bud unfolds, a leaf grows, an ice-crystal forms. The rhythms of the day and night, sleeping and waking and the seasons are also part of the content.

In the second phase the life of Christ is retold in the form of a synthesis of the Gospel accounts, and later the Gospels are presented individually.

  
  
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One also deals with the biographies of people who have struggled to make something worthwhile.

In the third stage (fifteen to eighteen years) one surveys occurrences in historical Christianity. Here, the lives of the apostles and great teachers such as Augustine and Thomas Aquinas are studied. Lastly, one surveys a broad general outline of the history of all the major religions of the world, and looks also at the many spiritual paths in the world today.

Religious instruction thus dovetails all the major stages of the Waldorf Curriculum.

#### THE SCHOOL COMMUNITY

Besides the College of Teachers, our school has a variety of supporting groups. These include the proprietors or trustees, management groups, parent representative group and numerous general school community groups, all of which contribute to the social, economic and administrative life of the school.

Michael Park School is a member of the Federation of Rudolf Steiner Waldorf Schools Inc.

This resume shall not be construed as adding to or amending the Special Character of the School as defined in Clause 7 of this Agreement.

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DATED

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BETWEEN

RUDOLF STEINER SCHOOLS TRUST

Proprietor

AND

HER MAJESTY THE QUEEN acting by  
and through the Minister of  
Education

Minister

AMENDMENT TO INTEGRATION AGREEMENT

RELEASED UNDER THE OFFICIAL INFORMATION ACT

David Gibbs  
Solicitor  
Highland Park



THIS DEED OF AGREEMENT is made  
this 26<sup>th</sup> day of April 1993

BETWEEN RUDOLF STEINER SCHOOLS TRUST a duly constituted Board pursuant to a certain Deed of Trust dated the 4th day of December 1962 (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 and the Minister entered into a certain Deed of Agreement dated the 29th day of September 1989 (hereinafter referred to as "the Integration Agreement").
- B. The parties wish to vary the Integration Agreement in manner hereinafter appearing.

NOW THIS DEED OF AGREEMENT WITNESSES and it is hereby covenanted agreed and declared by and between the parties hereto as follows:-

1. This agreement shall have effect as and from the day of 26<sup>th</sup> April 1993 (hereinafter referred to as "the effective date of this Agreement").
2. Annexed to the Integration Agreement is a certain plan of the Proprietor's land showing the School Premises and excepting certain buildings designated thereon in accordance with the Second Schedule to the Integration Agreement.
3. The parties wish to vary the Integration Agreement to the intent that Block XIII shall as from the effective date of this Agreement be part of the School Premises to which the

M.D. [Signature] R.H. Jlg.

Integration Agreement shall apply and Block XI (hereinbefore forming part of the School Premises) shall as at the same date cease to be part of the School Premises and the Second Schedule to the Integration Agreement shall be construed accordingly.

4. The parties acknowledge that Block XIII complies with the Ministers requirements as at the effective date of this Agreement and a plan thereof is hereunto annexed for the purposes of identification.
5. The Proprietor hereby repeats and confirms the agreements, covenants and warranties on the part of the Proprietor contained in the Integration Agreement to the intent that as from the effective date of this Agreement Block XIII shall be construed as being part of the School Premises and any obligations in respect of School Premises contained in or imposed by the Integration Agreement whether express or implied shall apply (inter alia) in respect of Block XIII as though the same had been included in the definition of School Premises in the Second Schedule to the Integration Agreement.
6. The Proprietor hereby covenants with the Minister that as from the effective date of this Agreement Block XI shall not form part of the School Premises but may be used by the Proprietor as an Early Childhood and Education Centre and the Proprietor shall apply for the same to be licensed for the use of children under the age of five (5) years attending pursuant to the Education (Early Childhood Centres) Regulations 1990.
7. Save in so far as the same have been hereinbefore amended the parties acknowledge that the terms and conditions of the Integration Agreement remain fully binding and in force between the parties.

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

M.D. GRT/AM LH  
L. Kg.