



AARAMBH WALDORF

Newsletter

SEPTEMBER 2018

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THE WHOLESOME TWO-SOME-NESS OF GRADE 2

Once upon a time in Grade 1...

“Children, can you tell me what is 2?”

**“Teacher, I have 2 hands and 2 legs,”
came a matter of fact reply.**

**“The Wolf Granny had two eyes to
see Red Riding Hood better,” quipped
another mischievously.**

**“I have two parents- Mummy Daddy,”
answered his buddy emotionally.**

**“I got two toy cars for my birthday,”
yelled someone excitedly.**

**“We would be going to Grade 2 next
year,” sang another prophetically...**

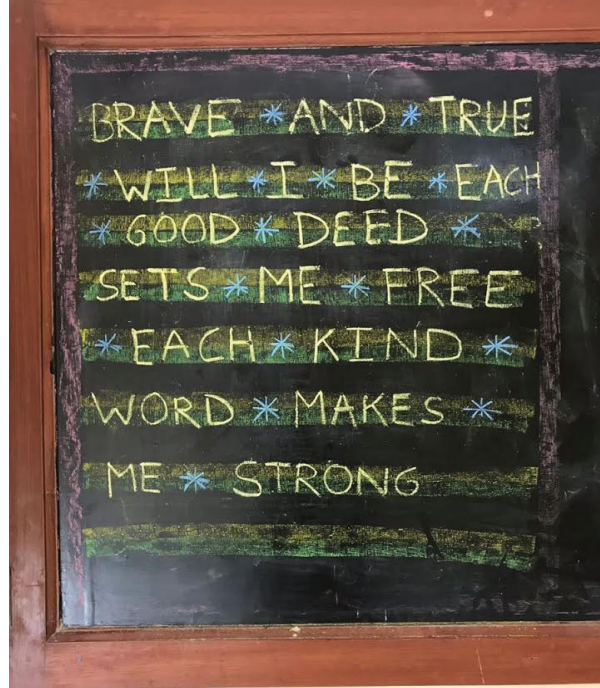
Does this class scene leave you pondering if the ongoing class is an English or Math one or perhaps a social bonding session in progress? Had I been reading this in my pre-Waldorf days, it would have certainly left me scratching my head in confusion. Well, confusion aside, this is actually how a Math Main Lesson in Grade 1 would look like, with invisible undertones of English, Storytelling, Science and much more wrapped up together.

And that is the beauty of Waldorf lessons. Math ain't simply 10 divided by 2, but also “If I got 10 idlis today, I must share it equally amongst my 5 friends, so nobody is left out.” English ain't simply about reading, ‘THE CAT IS ON A HAT’ but also reading, ‘TAH A NO SI TAC EHT’ (no, it isn't a code language but the reverse of the former sentence, in case you haven't figured it out!). In sum, learning in any grade is not about collecting gems of knowledge from the classroom only, but exploring and collecting wisdom treasures from the garden, kitchen, machaan, sand pit and even Jack, the friendly neighbourhood dog (he could teach you a lot about height and weight when he stands on his hind legs to hug you)...

In the spirit of this delicious, healthy, educative concoction called Waldorf, we flew from the indoor cosy Grade 1 nest to the breezy branches of Grade 2 outdoors. The very fact that within the walls of their new classroom, lurked many a mystery of the previous inhabitants (Grade 3) evoked dual emotions- sanguine eagerness to follow the footsteps of their ‘seniors’ and a melancholic attachment towards the class left behind. Indeed, the Grade 2

prophecy, the two-ness of Grade 2 had already begun and was only set to ring louder in the months to come...

The children gradually entered the Land of Animal Fables abound with cunning foxes, wise owls, proud lions, loquacious parrots, gentle goats, friendly dogs, mischievous monkeys, while still being enchanted by the kings and queens from the Land of Fairy Tales. This pedagogical phase needs a balance of both you see, the wishful fantasies of the imagination grounded by the realistic human traits embodied in animals and themselves, to unconsciously understand the balance between good and bad. From language games and exercises, we began opened a new duo chapter in Language, 'Writing and Reading'. Now was the time for them to turn the alphabet they learnt in Grade 1 into familiar poems and phrases and words with their new magic wands- their colour pencils. Their colour pouches had two new guests- beeswax stick colours and block colours, 2 different kinds of thicknesses to be explored and tested. The children made a new discovery too- they were supposed to write but their books had blank pages without the lines!



How would they then learn to discipline their writing to a consistent size? Enter the power of the TWO! With block colours, they made 2 thick sticking lines of 2 different colours and called it 'Heaven and Earth'. The tip of each capital letter they wrote had to touch Heaven and the base had to touch Earth.

Mornings would begin with another Two (Singing and Dancing) with some opposites in play mode. There could be a slow soulful festive 'Eid Mubarak' to be sung while standing as straight as a pillar and an energetic faster seasonal 'Khara Baayu Boye Bege' to welcome the rains with a dance. Speaking of

dance, it happened both in solo and pair mode. The pair dances led to some unforeseen queries from the children as they excitedly put on their dancing shoes: "Teacher, are we both getting married to each other?" (But look at the bright side, their queries also revolved around Number Two).

In Math, they became familiar with the symbols +, -, x, %. The two-ness was that they used these symbols to solve the sums mentally and recording it in written form in their books. There were two types of sums, the standalone ones ($5+2=?$) and word problems (if 'X' had brought 2 mangoes in class, and the teacher would give 6 more, how many mangoes would X have to eat for fruit time?).

In Music apart from singing, they began to actively practice the duo of 'listening and playing'. They began to listen and identify songs on the flute and play one too (Hot Cross Buns). They had a second instrument that they listened to and tried playing as well: the harmonium. In Painting, they mixed 2 colours on their sheets to get new shades, brought the colour hues melodiously together to achieve a symphony on paper. In

Handwork, they tried out 2 new things- stitching to make cushion covers/mats and coloured wool designs on jute sheets that they learnt from a guest teacher from Netherlands. In fact during Handwork, Grade 1 would sometimes pair up with their mini teachers from Grade 2 with the latter helping out the former and teaching them tricks of the Handwork trade!

In Cooking Class, they experimented with opposite tastes while making sweet and soft chocolate mini bars one day and salty and crisp potato and banana wafers on another day. They experienced the duality of the process as the full plates they prepared got empty in no time thanks to their appetizing appeal!

While lots of twos were explored by the children, their teacher (me!) to experienced her personalized set of twos- as an adult guiding the children to a be a balance of strict and fun. It was and continues to be imperative to be a balance of 2 identities. They swing somewhere between my official 'School Teacher' Name and the Pet Name with which children fondly call me. Children do need both..And that is what makes it the Wholesome Two-some.

I, ME AND THE NATURAL WORLD I SEE

“There is little value in knowing plants, animals and minerals unless one can find the stars working in every one of them.”- Rudolf Steiner

Like the little tiny seed we see blossom into a bright flower like a shining beacon of hope to the baby buds watching in anticipation at their seniors, hoping to become like them soon. Quite similarly, we have seen some of these blooming Grade 4 children growing from their seedling KG years. Creeping, crawling, walking and now running while new seedlings and buds look up to them. This passage of time we recall with nostalgia as we remember and piece together moments and days of pondering, soul searching and struggle to meet their growing needs and challenges. While children are curious to grow and learn about this vast world, they give us opportunities and reaffirm the depths of Steiner's understanding of this human world.

Grade 4 started with sharing about what all they had learnt in Grade 3. The year began with collecting their harvest of

Wheat and Mustard oil. This year they will learn about the animal world, geography, more complicated Maths, English and Hindi, they will begin to write and read in French. They begin to read musical notes, finish their handwork projects and learn crochet and so on...they were looking forward to their new class and all that they would discover around them, be it in school or even outside. While they are exploring the various facets of the outer world they are doing all of this in relationship to them and that marks a significant journey and transition.





to that timeless nursery rhyme (but in French!) that Grade 4 recently learnt.

*“Brille, brille, petite étoile,
Je me demande vraiment ce que tu es!
Au-dessus du monde si haut,
Comme un diamant dans le ciel.
Brille, brille, petite étoile,
Je me demande vraiment ce que tu es!”*

They are beginning to discover how they stand in relation to the environment around them. This journey would begin with understanding and respecting the animal world, the place they are in, the soil, the native people of a territory, their culture, how to make maps beginning with a very fundamental class map, and then moving on to the school map, house map and finally further out to Delhi's map.

The year has just begun and together the teachers and children are exploring the journey of learning.

As Steiner's quote in the beginning illustrates that there's a light that shines as brightly as a star in each creature within. It can't be seen but that is what keeps alive the zest for life, the spirit of wisdom, quite like the Twinkling Twinkling Little Star..To conclude, here's a revisit

NEWS FROM THE SCHOOL

Like each year, the Aarambh community has grown further with new families and teachers coming together. While the teachers embrace the children, parents constantly work to support them on various fronts, and thus create an enabling environment to welcome many more children.

This year started with a focus on observing what goes from us humans to our environment. All of us at Aarambh have been supportive of moving on from using regular cleaning agents, to making and using natural cleaning soaps for hand-wash, utensils wash, laundry and bathroom cleaning. Moments of discovery, joy and pride are created for children when they do all this themselves. **A small effort from Aarambh to support and nurture 'Mother Earth' that is ever willing to give us so much with open arms.**

Children, simultaneously enjoyed seeing tiny seeds, planted right in front of their eyes turn into saplings and plants that bear vegetables, fruits and corn within the school campus to prepare delicacies for their afternoon meals. At the same time falling seeds were gathered and patiently planted and cared till they turned into saplings and later distributed.

The lush green garden gave us life lessons from amidst our immediate environment. Teachers and children together watched birds making nests, picked up dry twigs, plucked flowers,



collected feathers and used them to decorate their classrooms. Day after day, turn by turn we waited for the birds to lay eggs, the baby birds to come out of their shells, saw mother and father birds fly out of their nests each day to fetch food for their babies and feed their babies. Although our footsteps were light and as quiet as possible, they seemed to alert the tiny baby birds, who would open their beaks, shrieking and craving for food. This continued for a few days, until a day came when we found that one baby bird flew away, then the next one and so on.....

As children and teachers were busy learning and growing together, parents pitched in too. They painted the walls of the classrooms to welcome the children in a lively and fresh-looking environment after the summer break.

This year, the Parent-Teacher community also engaged in a visioning exercise to co-create a roadmap for the school. Aarambh community has actively engaged over the last few months. This exercise has incorporated three principles

- **Dialogue with spirit** (what is our common purpose, values and vision),
- **Dialogue with people** (our relationships within the community)
- And **dialogue with earth** (aspects of material wellbeing).

Another highlight was the downpour from rain gods that created a natural swimming pool in our garden. Children soaked, dipped and played in the muddy pool enjoying with each other and not wanting the day to come to an end. Their joy knew no bounds when next day, they could engage in moving the earthworms, slugs and snails from the cemented areas of the school back to the garden, their actual place of abode.

We also want to express our heartfelt gratitude to each and every individual from near and far, for their blessings and good wishes, as Aarambh celebrated the completion of 5 years in July 2018. Many visiting teachers from the Waldorf community across the world, brought learning and joy for us and our children. Which each visit came in a new wave of enthusiasm to learn, grow and expand our community far and wide.



PARENT TALK

Once my daughter turned 2, my quest to look for the right school to admit her next year began. A chance conversation with an old friend living in Bangalore opened the world of Waldorf for me. The more I researched and read about the Waldorf way, it was captivating. It was as if some force was pulling me towards this pedagogy. I even wanted to be a child once again and get drowned into its way of learning rather than the academic oriented teaching that we as children have been through.

Yes, there are other options for alternative curriculum schools in the vicinity, but Aarambh clearly stood out in many ways. Our first close encounter with the Aarambh community was at the Annual winter fair in December 2017. There I got a chance to interact with a few parents who have been on this journey for some years. The various handwork activities instilled a sense of calm and purpose into me. My daughter (*less than 3 at that time*) immediately

took to the environment. She was most comfortable climbing the Machan (most favourite spot of little ones at the school), picking up some vessels and doing a pretend cooking session up there. At that very moment, when she tried to snatch a vessel from another little kid (already an Aarambh nurtured child), we were amazed at that kids way of resolving my daughter's anxious behaviour with a softly toned single sentence response, to which my daughter happily agreed.

That was also a Eureka moment for us as a couple, to have rightly picked Aarambh. Then attending the orientation session in the following week was merely an exercise to check the box. (*Note, my husband had already attended an orientation in May 2017*).

My 3+ year old daughter joined Aarambh in April 2018. While I was always intrigued by its pedagogy and style of inspiring children into action purely by imitation, seeing it first hand was an altogether different experience. The mornings in Aarambh start with each

teacher playing her role in doing tasks entrusted upon her to begin the day smoothly. Simultaneously as children walk into the campus, they put their stuff to where it belongs on their own and blend into tiny but meaningful tasks happening around them. While one of the teacher's, creates a beautiful Rangoli with her fingers, all children start guessing as to what form will emerge from that design. How beautifully the teacher picks cues from their discussions and incorporates them in her choice of colours or a shape is a joyful experience.

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Every time that my daughter hums a few lines of the songs that are sung at Aarambh, I know that she enjoys her time there. Not only this, teachers are willing to have one on one sessions with us as parents, to help us in overcoming certain challenges that we are facing with our daughter in the home environment.

The first PTM happened sometime back and it was a joint discussion between parents and teachers of all grades. More than what was discussed about KG, I was amazed as to how confidently teachers asked the parents of even higher grades to not take the burden of teaching specific things to children at home or during outings and just leave it for them to discover the same things on their own, only once they are ready. This further strengthens my belief in our choice, and I am able to sleep peacefully with the thought that my daughter will not become part of any rat race and rote learning even as she grows up in the Aarambh Community!

Manisha

Parent of 3.5 year old, Kindergarten



I teach at Ashoka University, and at our convocation ceremony this May, I was delighted to discover that one of my students had been educated throughout at a Bombay Waldorf school. This student was brilliant and creative, as many of my students are, but what stood out about her even at Ashoka was her intellectual curiosity; her ability to go deep into a field of study guided by a genuine spirit of inquiry, rather than just the desire for good grades. Good grades came to her as a matter of course, but they were not the motivating factor in her work or in her life. In fact, she had written her very first exam only in class 9. Several years later at Ashoka, she was writing some of the best student papers I had ever read, and I have taught at Yale and the University of Pennsylvania.

“You know if my children were naughty, the punishment used to be to say I wouldn’t send them to school. Then they would behave, that’s how much they loved going to school,” said this student’s mother, while describing to me her daughter’s relationship to the Waldorf school she had attended.

A few months later, my daughter Ruya, laid up with a high fever, and requiring a few days of rest said to me “Mama kal school jaana hain, jaana hain, jaana hain. Main kal tak theek ho jayoongi,” (Mama, tomorrow I want to go to school, go to school, go to school, I’ll get better by tomorrow), so loathe was she to miss even a single day.

As an educator and a parent my heart delights in the fact that my child enjoys her time at school so much. As she and her friends play “Chhota Rajma” and “Gande Kapde, Gande Kapde” together, as they sing “Big Blue Boat” and listen to stories together, as they all eat the same food, patiently awaiting their turn (even while choohein run in their pet) they

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Durba Chattaraj

Parent of 4 year old, Kindergarten

Understanding Waldorf

The Impact of Television on Child Development

ROBYN RITCHIE

Using Rudolf Steiner's model of the 12 Senses as a basis and linking this to recent findings in medical and psychological literature.

Should my child watch TV, play computerized games, be exposed to learning based programmes, use an iPad or iPhone? How much is too much? Will my child be deprived of vital learning if we do not allow access to these media? These are the questions with which we are confronted in this age when visual media invade so much of our lives. It is suggested that the average child in Europe will have spent 1 year of 24 hour days, watching screen media by the time they are 7 years old and 4 years by the time they are 18. This represents a huge percentage of waking time.

There have been many books and papers written since the early 1980's including "The Plug in Drug" by Marie Wynn and "Endangered Minds" by Jane Healey, showing the disadvantages and dangers of screen viewing. It has been easy for people to

dismiss this information as unscientific and not relevant to the wide range of media and computerized learning possibilities now available. Research has been continuing, however, in particular since the year 2000, especially in relation to medical and developmental concerns.

A paper prepared for the European Parliament in 2010 by Dr Aric Sigman gives this as a closing statement: "There is a 'dose-response' relationship between the age at which children start watching screen media, the number of daily hours they watch and negative effects on physical health and well-being irrespective of the quality of the screen material. Screen time must be now considered as a major public health issue and reducing screen time must become the new priority for child health".

"Television viewing hurts the development of children under three years old and poses a certain number of risks, encouraging passivity, slow language acquisition, over-

excitedness, troubles with sleep and concentration as well as dependence on screens.....even when it involves channels specifically aimed at them.”

- Article of High Audiovisual Council 2008

Why is screening so damaging in the first three years? New studies shows specific results including changes to brain cell structure and function with health implications which span the

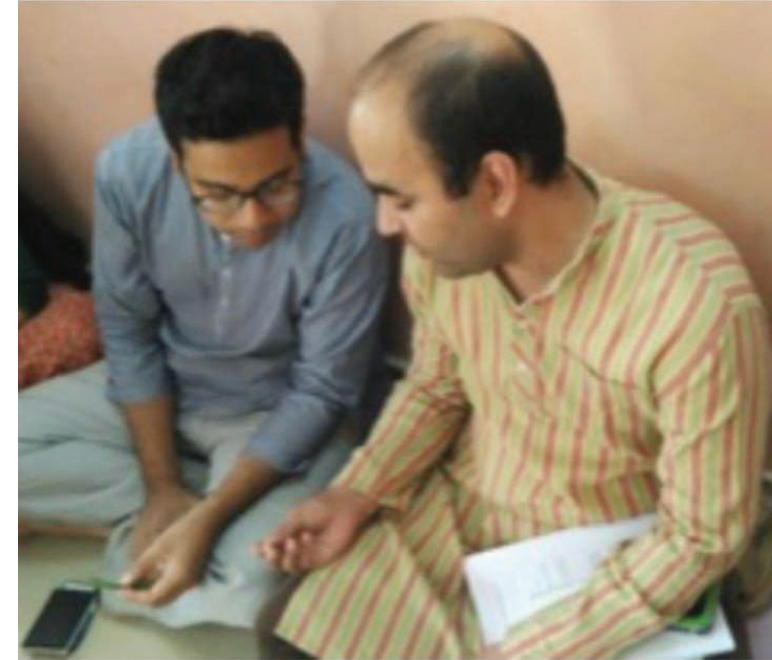
lifetime. The infant arrives in the world completely dependent on its care givers – In the course of the first three years three major developmental challenges must be mastered – walking, speaking and thinking (memory, consequence). Thinking and knowing brings with it the beginnings of a sense of self as separate from the world and from other people. The young child is completely open and receptive to the sensory world. He/she cannot shut off to unwanted stimuli of any kind. The love of parents and other close caregivers surrounds children to support and shield them through the huge growth and development which takes place at this time.

When we describe the impact of the sensory world on child development it is

helpful to use the 12 senses model which was proposed by Rudolf Steiner prior to 1923. He spoke of four will senses which have their most important development during the first seven years. These are the senses of touch, life, movement and balance. They are the senses which inform us about our own body. Then there are four senses which allow us to perceive the world around us which bring aspects of antipathy and sympathy to our experience. These are the senses of smell, taste, vision and warmth. Finally we have four senses which facilitate our interaction with other people. Our ability to learn, to share ideas, to be truly human, depends on our senses of hearing, word, thought and the sense of ego.

During the first years we develop the will senses which affirm our sense of self. Touch is nurturing, calming, defining and vital to development. Babies who are not lovingly touched and nurtured do not grow or thrive. Screen viewing is passive and has no tactile component. Children are always irritable after screen viewing and need to fight and bump into the world to re find their bodily self.

The LIFE sense is the sense of well being and encompasses all the rhythmic



aspects of our body and our activity. The infant’s heart beat and breathing mature throughout childhood. The digestive tract must mature so that it can transition from milk to solid food; sleeping and waking need to be established. The child’s brain is only gradually building connections between actions, emotions and meaning. Studies now show that children exposed to screen viewing from infancy have delayed development, sleeping is disturbed, excitably or passivity is induced and crucial brain pathways, associated with socialization and problem solving, are underdeveloped. Rhythms associated with eating and daily routines give way to the demand of the screen programme. The results of studies



also show that background TV exposure is as damaging as direct viewing. The MOVEMENT sense arises from information from muscles and joints and is used to inform the brain where the legs, arms and fingers are so that we can learn to move with skill. The infant must 'grow down' into its limbs, down to the toes and the fingertips in the critical first year which culminates in the child walking. The interaction with significant caregivers is

vital in this process.

As you move, the baby moves, as you speak the babies' body echo's the movement in a loving devotion to everything that you do. This loving bond is what calls the baby into activity. A person on a screen cannot do this. A baby cannot interpret movement on a screen. Our movement is ensouled and embodied with emotion. We move with love, with anger, with care. Every aspect of a

gesture is taken in, later to be mirrored back as the child is the master of its own movements and its relationship to space. Studies show decreasing interpersonal contact time and ever increasing eye to screen time which is impacting on the development of skilled movement.

We stand upright in EQUILIBRIUM having mastered gravity and the challenges of balance. At birth the infant cannot even raise its head and yet, over the first year, gravity is conquered and uprightness achieved. An unobserved but vital part of this balancing process is the integration or working together of the two sides of the body - which culminates in a dominant side being established and with this specialization of the functions of each side of the brain. Recent research shows the detrimental effect of screen viewing on children's motor skills development with a reduction in motivation to move. Equally importantly amongst the changes to the brain structure are reductions in the size and condition of brain cells in the orbito-frontal (thinking) part of the brain as well in the corpus callosum which is the bridge which links and unites the two sides of the brain and is vital to integration, the establishment of dominance and speed

of processing information. The second group of senses described by Rudolf Steiner have significance in relation to the life of feeling. They are awake from birth, but become refined as conscious senses during the second seven year period. These are the senses of smell, taste, vision and warmth.

SMELL and TASTE build our first memories in relation to our closest care givers. Our essential well-being depends on knowing whether we are hungry or not, knowing if what we take in is good or not. Screen viewing means that the metabolism is slower and fewer calories are burned. Children are more likely to be overweight. Internal cues telling us we have eaten enough are not registered and over eating is likely to result. One study has found hours of television viewing to be independently associated with percentage of body fat at seven years, every hour of additional viewing equating to an additional kilo of body weight.

VISION is represented in the brain by hundreds of thousands of light sensitive cells. Vision is a very awake sense through which we move out of ourselves to take in the form and activity of our world.

Our ability to perceive depth, the form and the relationship of objects to each other, to perceive movement and to judge our own movement in relation to movement in the environment, is not innate, it must be learned. The infant learns to perceive visual space through doing - by learning to crawl, to stand, to fall and get up again, to hop, to jump, to run and skip by watching the movement of important people in the environment from the earliest age. The eyes need to

move in unison and independently from the head movement, for skill to develop in hand/ eye integration. Looking at a screen of any sort requires that the viewer is able to interpret what is passively seen. Infants do not have this ability, but can be fascinated by light and colour. Eyes are static in this process of looking and the eye muscles are not exercised.

Screen viewing produces minimal brain activity, moving it into sleep



mode. Even playing computer games is associated with limited neurological activity. Heavy screen viewers have been found to have fewer skills in goal directed behaviour, attention, working memory, inhibition of behaviour, problem solving and self regulation; demonstrating that the passivity of viewing does not stimulate brain growth. The ability to create an internal picture is vital to creative thought. When we listen to a story we create our own pictures. Screen viewing gives a picture which does not encourage creativity.

The sense of WARMTH relates to both physical and emotional warmth. Children grow in loving, interactive relationship; the caregiver's interest generates warmth and enthusiasm. Enthusiasm stimulates ideas and is mirrored back by the child in the two way process of learning. Studies have shown that over the last 20 years eye to eye contact in the home has gone down and eye to screen contact has gone up. People spend more time in front of a screen than interacting with other human beings. British children aged 11-15 spend 53 hours per week, 55 percent of their waking time, watching screen media.

The four highest senses are those which give us the possibility to be social human beings. These are the senses of hearing, word, thought and the sense of ego.

To HEAR we need to be inwardly still and quiet. The impact of screen media is very largely visual. For small children the sound may be captured and repeated but there is not time or space to create the inner pictures which give meaning and allow information to be understood and generalized. Story reading and storytelling allow the child to be inwardly creative. The emotional and thought content of what is spoken is integrated. The reader or the speaker can respond contingently to the listener. Many children today have not learned to listen. They are unable to select and 'tune in' to a specific voice. Their ability to process auditory information has been affected by the dominance of visual information, ear preference is not achieved. Language development is delayed. Studies show that babies who watched programmes, such as "Baby Einstein", had 8-10 less words at 18 months than infants who did not watch visual media programmes.

The sense of WORD is developed

during the first year to 18 months through interaction with significant caregivers. As noted previously, there is a delay in language acquisition in children who are both active and passive screen viewers. When TV and other media are consistently present in the young child's environment less time is spent in face to face interaction. A screen talks to you, but it does not respond contingently to





every facial expression or utterance as a devoted parent does.

The sense of THOUGHT is the sense that gives us the possibility to interpret what others are saying. To understand the thought behind what is spoken and to be receptive to an others thoughts, we need to be able to stand in our own space as individuals, to be still, balanced and receptive, we need to be able to read the words, the gestures and the emotional content of what has been said. Studies are showing a significant decrease in empathy in today's teenage population and a decrease in the ability to read the nuances of others verbal communication. We are becoming more self focused and moving towards behaviours descriptive of the Autism Spectrum.

Finally, the sense of EGO is the highest sense, through which we have the possibility of truly meeting and appreciating the individuality of another person, through which we see the Christ reflected.

The visual media is making it harder for our children to achieve the highest goal of our humanity - to be conscious, caring human beings. Visual media induce a state of sensory deprivation -

they negatively impact on development. Scientific research recognises the first three years as especially important here.

We know, however, that the development of the senses does not stop at three years and that that journey to becoming fully human spans 21 years. The senses, all twelve, are our windows to the world and allow us connection to what is most human.

Love for the earth and love for the other – these are what will change the world. To give our children the possibility to be fully human we need

to be brave enough to change the way we live to protect them and nurture their development. The screen media have become integral to our lives and to banish them completely from our daily working is hugely challenging. As with all that we do our consciousness is needed to protect the very small and to monitor both our own, and our children's, viewing. One half to two hours is the recommended daily maximum for older children. For some, this will already feel too much, others will be challenged when adding time on computers, 'iPads', 'Skype' connections, Facebook and TV to see

that their current viewing is far greater than this level. Developing understanding and raising awareness of the detrimental effects of screen viewing empowers us to make good decisions for our children, ourselves and for others in our care.

Robyn Ritchie

Worked as a Paediatric Occupational Therapist and Extra Lesson Therapist for more than 35 years. Rudolf Steiner's work on the 12 senses has provided the *vita impetus* and inspiration for her work with children. She currently works in an Early Intervention Programme with children on the Autism Spectrum as well as with a small number of school aged children at Helios Integrative Medical Centre in Christchurch.



Other Events

Educating the child in the 21st Century

A Workshop for Parents, Teachers and Individuals
Interested in Education

14-18th October, 2018



The workshops are facilitated by
Mr. G Manivannan, founder trustee of
Bangalore Steiner School, a teacher trainer
and a parent educator.

The workshop provides insights on nurturing a love of learning and enabling them to grow into responsible, independent adults willing to help society. Given the fast changing world, Waldorf education aims to prepare children to take the initiative in this uncertain world. In the workshop, we explore and experience the key concepts of Waldorf education including the three fold human being, seven year cycles of development, the twelve senses, the four temperaments and more. The workshops are interactive and experiential to give participants a window into Waldorf education.

AARAMBH ORIENTATIONS

We usually hold parent and teacher orientations once every month, where new teachers and interested parents can come to the school, understand more about the philosophy and meet the teachers. The orientation is usually on a Saturday from 9:00-11:30 am. If parents are looking for immediate admission, the attendance of both the parents is mandatory on any such orientation day.

NEXT PARENT ORIENTATION

9:00 - 11:30 am, usually on Saturdays

14th October, 2018

17th November, 2018

AARAMBH WALDORF SCHOOL

**is looking for
passionate and
committed individuals
as TEACHERS.**

REACH US



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