



A MESSAGE FROM THE SCHOOL MANAGER

Dear Parents,

I welcome you to the last term of the academic year 2018/2019. The term kicked off very well and we are all excited to have the children back.

We believe parents are the main influence in children's lives. Our goal is to build a relationship with the child and with the family and we are looking forward to meeting you during class meetings, school functions, coffee mornings, class presentation, and at the AGM on 6th July, 2019.

The well-being of our children and the health of our societies are greatly influenced by the school a child attends. Waldorf Education is a schooling system that chooses, as its prime focus, to prepare students for life. A child's development must be carefully and lovingly guided if he or she is to have a firm foundation for becoming a socially balanced and productive adult. At the Nairobi Waldorf School Trust we are very keen to equip our learners with vital qualities such as inner strength, intellectual flexibility, empathy, and independent judgement, as we prepare them for their future.

Our curriculum is designed with the growing child in mind which seeks to give the child experiences that are both relevant and satisfying. The breadth and depth of the curriculum is the unique aspect of Waldorf Education offered at the Nairobi Waldorf School Trust.

-James Kioko, School Manager

"OUR HIGHEST ENDEAVOR MUST BE TO DEVELOP FREE HUMAN BEINGS WHO ARE ABLE OF THEMSELVES TO IMPART PURPOSE AND DIRECTION TO THEIR LIVES. THE NEED FOR IMAGINATION, A SENSE OF TRUTH, AND A FEELING OF RESPONSIBILITY-THESE THREE FORCES ARE THE VERY NERVE OF EDUCATION." -RUDOLF STEINER

LIBRARY SEEKS VOLUNTEERS

The Karen Campus Library has kicked off the new term with amazing news. We received a large shipment of donated books from the fundraiser "Library for Leila". After crossing the ocean from Texas to Kenya, more than 800 (!) books have been delivered to our school and are ready for cataloging and shelving.

Stay tuned for details about our *thank you* to the fundraising group.



The Karen Library welcomes Franziska (Mama Quirin) and Caroline (Mama Luka). Together, the team is requesting parent volunteers to help organize and prepare the books well as beanbags and cushions for the reading area. Please contact Katie (0748 813 985) or Jana (0731 436 326) or email nairobiwaldorflibrary@gmail.com to volunteer.

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UPCOMING DATES

May 18 -19 - Saturday/Sunday
ISEF School Fair
The HUB

May 29 - 31 - W/Th/F
NO SCHOOL - Half Term

June 8 - Saturday
Waldorf 100 Kick-off / Open Day
Karen Campus

June 15 - Saturday
Nanny Workshop
Lavington Campus

June 21 - Friday
Kindergarten Lantern Festivals
Karen & Lavington

July 5 - Friday
Kindergarten Shambani Festivals
Karen & Lavington

July 5 - Friday
End of Term

July 6 - Saturday
Annual General Meeting (AGM)
Karen Campus

'BEING' IN MOVEMENT CONFERENCE

Around 200 Waldorf teachers, mainly from Kenya, Uganda and Tanzania (also from Zanzibar, USA, Germany, Zimbabwe, South Africa, UK, Austria, Ethiopia, Switzerland, Denmark and The Netherlands), descended on the Rudolf Steiner School in Mbagathi for three days of lectures, discussion and workshops and one day celebrating 100 years of Waldorf Education worldwide and 30 years in East Africa at the "Being" In Movement Conference.

They were treated to six really excellent lectures, followed by discussion groups. The lecturers, including our very own Ruth Thuku, addressed many and varied topics, but the main emphasis was the development of the child according to Rudolf Steiner's Anthroposophy.

The afternoon workshops offered a choice of themes, ranging from Kindergarten to Biodynamic Agriculture. These were preceded by artistic activities, which included Eurythmy, painting, drawing, dance, music and drama.

The day concluded with three forms of movement (Bothmer gymnastics, Eurythmy and Hip-Hop) for everyone.

Wednesday saw VIPs visiting and giving speeches, and performances of Eurythmy from the Kenyan schools and an amazing play from both pupils and teachers of the Mbagathi school. Naturally the participants then presented 'Movement' from their schools, mostly in the form of dancing accompanied by drumming. It was a very rich event.



WORLD EARLY CHILDHOOD CONFERENCE

Pedagogy Team member and Karen Kindergarten Teacher Irene Mbugua represented the Nairobi Waldorf School Trust at the Waldorf 100 World Early Childhood Conference in Switzerland in March. More than 1000 participants from around the globe attended the fully

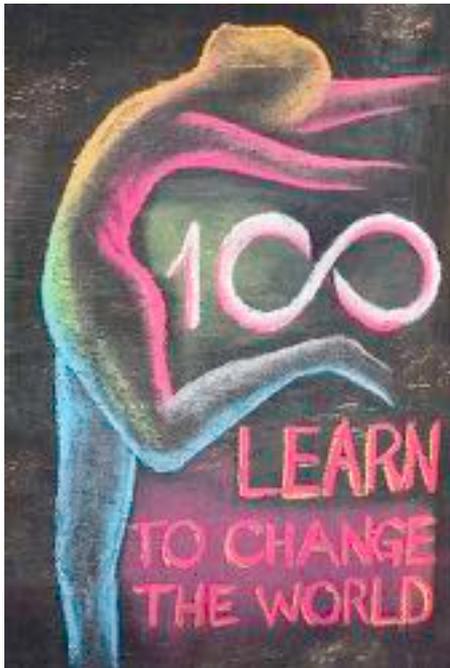
booked, kindergarten-based conference themed "Inner Freedom - Social Responsibility: Finding Ways to a Human Future".

Over the two-day event, participants attended discussions including "The Social as Art", "Ways to prepare children for social life", and "Sensitive children on the autism spectrum: what are they asking from us?". Teacher Irene attended topics related to "Healthy Fun Movement in Childhood - a Pathway to Healthy Social Life" and "Attention to Attention! A growing need for parents and educators in the digital age."

Teacher Irene has begun sharing her experiences with the NWST teachers directly and is preparing a report on what was covered at the conference.



Teacher Irene in Switzerland.



Chalk art by Teacher Indula.

WALDORF 100 CONTINUES

Our celebration of 100 years of Waldorf education continues. Each class has been given a theme and will complete a project tailored to their class during term 3. Our children will join their peers around the world in projects about bees, trees, humans, the Earth, handcrafts, and art. These projects will be on display at future events including the Waldorf 100 celebrations.

On Saturday, June 8, we will host a Waldorf 100 kick-off event and open day at our Karen campus. This event is open to the public and we encourage you to bring friends,

family, and prospective parents. Please spread the word!

Thursday, June 13 marks 100 days before our official Waldorf 100 celebration in September. Each classroom will begin their countdown and both Lavington and Karen campuses will celebrate this day internally.

This 100 year milestone is a great way to share Waldorf with the greater community. You, our parents, can be of great service to our school by talking about Waldorf education within your social networks and sharing your positive experiences.



Eurythmy taught by Cobie Roelvert.

WHAT IS EURYTHMY?

Over the term break, students from NWST and Waldorf Woodlands joined together to learn eurythmy from Cobie Roelvert, a lecturer in pedagogical eurythmy. They performed at both the NWST Eurythmy Workshop and the 'Being' in Movement Conference.

Eurythmy is the art of expressive movement that draws upon spiritual insight. Each gesture engages the body, soul, and spirit. These gestures began as an exploration of the connection between the physical body and the emotional body and were pioneered by Rudolf Steiner in the 20th century.

Eurythmy encourages children to use their bodies in natural, harmonious, joy-filled movements. The curriculum for young students is based around story

and play. As they grow, children are led through exercises that challenge their body coordination, spatial orientation, vigor, presence of mind, and social cooperation.

The gestures of eurythmy are emotionally expressive. Sounds, speech, and music become form and movement - when the student practices eurythmy, they deepen their connection between soul-spiritual movements and mindful movements.

Eurythmy is an important component of the Waldorf curriculum. It is a complement to the physical elements of games and its pedagogical exercises can be used to expand the understanding of geometric figures and other lessons.

PRIMARY CLASS TRIPS

Karen primary students embarked on their yearly educational trips last term, many venturing well beyond Nairobi. These excursions provide hands-on, experiential learning and are tailored to the Waldorf curriculum.

Class 2 camped out on the Karen campus, pitching tents, making a bonfire, and sleeping overnight. This experience allowed them to socialize outside of class and become comfortable staying away from home, gaining independence and confidence.

Class 3 traveled to Kembu Farm in January. The children stayed for 4 days, learning about a working farm, planting trees, tending to animals, making bread, and exploring the natural world around them to better understand their Farming and Gardening block.

Class 4 went on safari to Amboseli National Park at the end of January. During their 4 day trip, they viewed animals in their natural habitat, met with residents from a local village, and learned about human-wildlife conflict, tying into their block of Man and Animal studies.

Class 5 made the trip to Batian's View Education Centre in March. They stayed for 5 days, learning about the natural flora of the region, both indigenous and exotic. This exploration of plants coupled with Kenyan history allowed further understanding of their Botany block.

Class 6 took on the arduous task of climbing Mount Kenya. Over the course of 5 days, the group hiked and camped their way up the mountain. They applied their studies of Mineralogy as they saw first-hand the changing terrain under their feet.



AN INTERVIEW WITH PETYA - PART TWO

We conclude our interview with recent Waldorf graduate Petya Oxlee Bartosch, granddaughter of our esteemed guest and speaker Yvette Oxlee. Part one was featured in the March/April newsletter.

NWS: How did your experience in Waldorf shape your sense of place and purpose in life?

Petya: In Waldorf, every child is treated with care and patience, without forceful fear like most other schools that are only academically driven. My needs, feelings, and desires were nurtured and free. This has built up my self-worth and inspired me to continue spreading kindness. I believe that is ultimately the purpose of being on this planet, to help and guide; which is a lesson I learned in my Waldorf classrooms.

How do you feel your Waldorf education prepared you to take upper level (state/government) exams?

Exams are a big worry for parents as in my experience Waldorf is mistaken to not take academics seriously but I can assure parents of this topic- we were prepared for exams and in high school they are taken seriously. I was prepared because exams were implemented at the right age (in grade 8 when my class was ready to stop playing and being children and excited to show our parents our marks which is not the case in other schools forcing children often in class 3 to stress about an exam and they do not enjoy this. Forcing exams and large amounts of

homework too soon I believe can result in anxiety and depression. A child's freedom to be a child has been destroyed too soon.) I was nervous to write exams but we had already done main lesson mini exams so exams weren't unfamiliar. I could not read properly until grade 4 but I was not pressured and forced to despise reading and therefore slowly managed in my own time to read. Now I matriculated under the IEB curriculum with 5 As. Our Waldorf school can proudly say that since the early 90s we have a record 100% pass rate. Waldorf taught me to express myself clearly, not only with my mind but to also use my heart. I was excited for academic challenges with exams. The work level built up slowly and appropriately.

How has Waldorf affected your future goals for advanced degrees and possible career options and what are your plans now that you've graduated?

I have been accepted at Stellenbosch, UCT and in many universities in South Africa for a broad number of degrees such as law, business, and design. However, I am taking a gap year, experiencing different work environments with internships, traveling, and exploring my passions even further until I know more clearly what to study.

Do you have any advice or words of wisdom for parents considering enrolling their children in a Waldorf school?

For parents thinking of enrolling their children- I can only encourage you to

do so. I speak very highly of the Waldorf curriculum. I have loved my schooling career even when I was in a Waldorf school in Spain. It is a very international school that allows for individuality, combined with creativity and academic challenges. At the end of the day we write the same exams in our final year as every other IEB school but we have these many added benefits under our belt. The curriculum celebrates all cultures especially African rather than only from the western world (such as Greek, Egyptian and Roman mythology which is also explored.) this I find important and cultures and languages are slowly forgotten in our modern society. The curriculum allows for new ways of thinking as it is a new way of teaching and learning- the world is craving Waldorf's out of the box thinkers.

Thank you Nairobi Waldorf School for having my gran and I.



Waldorf graduate Petya.



Strategic Planning on May 1, 2019.

STRATEGIC PLANNING MEETING

The Board of Trustees and School Management Team met for the second time on May 1 for an important strategic planning meeting. Many ideas, initiatives, and conversations were covered. We all share a commitment to improving the Nairobi Waldorf School Trust and this meeting made clear through passionate discussions and attainable goal setting that the school is making positive strides forward.

The draft strategic plan will be shared with parents soon for their input and shall be launched during the AGM on July 6.



Primary Students at Word Vision in Karen.

STUDENTS ATTEND TALK AT WORLD VISION

On March 21, Karen primary students visited World Vision to attend a talk by 10 year old Addyson Moffet, an American child who has fundraised close to six million USD for the cause of water for children.

Our students learned about the ways in which World Vision has worked to bring water to children in rural areas of Kenya through constructing bore holes, adding water tanks, and extending pipelines.

CLASS SEVEN COMMUNITY PROJECT

Dear Reader,

On June 17, 2019 Class 7 will be going to Lugari to build a classroom for a community there. The school was started there by former games teacher, Mr. Weru. A project like this requires money. If you are interested, you can donate to the M-PESA listed at the end of the article. We need to buy nails, metal sheets (mbati), cement, and other supplies. Money should be given before the project begins. Thank you.

Written by Mustafa & Titi on behalf of Class 7
M-PESA 0798966734 (Teacher Bruce)



Class 7 prepares for their community project.



Class 1 has adopted Mukkoka.

CLASS ONE ADOPTS BABY ELEPHANT

Class 1 children on the Lavington Campus, through the assistance of parent Constanze Windberg, have adopted a baby elephant through the David Sheldrick Wildlife Trust.

Mukkoka is a 19 month old male elephant that was rescued from Tsavo East National Park and is currently cared for at the Nairobi Nursery. The class looks forward to a future visit to see Mukkoka in person.

www.sheldrickwildlifetrust.org/orphans/mukkoka

WE ASKED, "WHAT DO YOU LOVE ABOUT SCHOOL?"

"I like to roll the tires!" - David, age 6

"I love playing inside and outside." -Lakota, age 4

"My favorite is playing hide and seek with my friends." -Ivan, age 6



Lavington children in circle time, stacking rainbow structures, and reading a story.

NWST HOSTS GERMAN STUDENT TEACHER

The Nairobi Waldorf School Trust is proud to host educators and future educators from around the world, enhancing the learning experiences of our children and offering a wonderfully rich, hands-on opportunity for aspiring teachers both locally and abroad. The Karen campus is currently hosting Lena Dankmeyer and she has offered us insight into her path to becoming a Waldorf teacher.

Dear Parents,

I have grown up in a little village next to the “Chiemgauer” Alps in Germany. During my childhood I spent a lot of time out in the woods. I spent thirteen years at Waldorfschule Chiemgau. There I followed the pedagogical concept of Waldorf enthusiastically.

After my examination I spent a social year in Namibia on the farm Krumhuk. Mainly I worked in the pedagogic field. The year was marked by a great variety of work opportunities. The morning hours in the kindergarten gave me such an enrichment for myself. The work shadowing in the Waldorf school gave me a new view of the Waldorf pedagogic. During the recreational activities with the children of the farm, I got the chance to let my ideas and actions go. But I also gave my ideas and working power into the garden, the bakery, the milk kitchen and the visitor sector. It was a year full of great events, full of joy, fun and also seriousness. It will stay in my heart.

To open my horizon, I began my studies for elementary school education at the University in Passau in October 2017. I recognized very quickly that I didn't agree with the essence of the courses. I realized that in that system, the lecturer does not pay enough attention to the individual development of the

children. I began to look after new opportunities and decided to go directly to the University for Waldorf teaching. I am now in Mannheim and studying Waldorf pedagogic with gardening as a subsidiary subject.

Between the two courses of studies I had the opportunity to work for three months at an alpine pasture in Switzerland. There I was responsible for the goats. They had to be milked by hand twice a day. I made cheese every day and took care of the garden. I learned a lot and came home full of thirst of action, energy, and a handful of new experience.

During my studies I will have to get through different practical trainings and I would like to make experiences in a Waldorf school in other parts of Africa. Due to my stay in Namibia, I developed an attachment to the African culture and the people there. I am looking forward to working with you for the next four weeks. Thank you very much! -Lena Dankemeyer



Lena working on handwork with Class 3.

FROM THE BOOK "TEACHER AND CHILD: A BOOK FOR PARENTS AND TEACHERS" BY DR. HAIM G. GINOTT

“ I have come to the frightening conclusion that I am the decisive element.

It is my personal approach that creates the climate. It is my daily mood that makes the weather.

I possess tremendous power to make a life miserable or joyous. I can be a tool of torture or an instrument of inspiration.

I can humiliate or honor, hurt or heal.

It is my response that decides whether a crisis will be escalated or de-escalated, a person humanized or dehumanized.

If we treat people as they are, we make them worse.

If we treat people as they ought to be, we help them become what they are capable of becoming. ”