



Sprouting Cedar

September - October, 2015



photo by
Kirsten Andrews
*Mr. Bindseil
welcomed his
new Grade 1 class
with a sunflower
ceremony on
Tuesday, Sept. 8.*

Message from the board

By Rich Wildman
Board President

Welcome to families new and returning to another wonderful year at the Cedar Valley Waldorf School! We on the board of directors made progress in multiple areas during the late spring, and we have been thinking of longer-term topics over the summer.

Our spring began with a revision and standardization of our tuition assistance policies. We engaged an external company to assist the school's tuition assistance committee in making fair and unbiased awards, and we sincerely hope that the process was sensitive and respectful to all who used it this year. Continued strong enrolment has allowed us to give our full-time teachers a well-deserved raise.

We were delighted to welcome Dan Griffin to the board. Dan is the father of two boys in our school, husband to Carrie Griffin our French teacher and office assistant. He is also a GIS specialist and member of the engineering staff at the District of Squamish. Two new prospective members are presently attending board meetings as guests with the intent of joining this fall.

Finally, I am pleased to report that careful management of our budget by principal Christine Martin and business administrator Gabriel Alden Hull led the school to end its fiscal year on June 30 with a positive balance. The board is deeply grateful to these two administrators for the many hours and careful attention they devote to the financial sustainability of our school.

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Inaugural summer camp a hit

By Kirsten Andrews

This year Cedar Valley Waldorf School launched its first-ever summer camp, with four different sessions for children aged 4 through 8. And it was a huge success according to parents, programmers – and the children.

“Starting the summer camp this year was such a privilege,” said Kelsey Lovell, who ran the program for older children on a daily basis. “I feel so blessed to have had the opportunity to provide immersion in nature and a nurturing environment over the summer months for CVWS students and children from our community.”

Lovell is a certified teacher and joined the faculty last September as the kindergarten assistant, working daily in Miss Begoña's class, but also taking a leadership role when a substitute was required for Miss Lauren's class.

Sibylle Weuthrich, a special education assistant and certified ECE teacher, was

responsible for the summer camp of four and five-year-olds.

The program's focus was to create the opportunity to experience idyllic summer days filled with tree climbing, trips down to the river, building forts in the forest and beautiful crafts and artwork, said Gabriel Alden Hull, the school's business administrator.

“Our summer camps are designed to create that perfect balance between finding something for children to do in the summer and letting them just be,” she said.

Parents and their children seemed to find the experience to be very fulfilling.

“What a blessed gift this was both for a working mama and her little man who got to run around outside every day,” said parent Leah Fisher. “It was the best summer camp ever. Rowan loved it – especially because he got to spend it with Miss Kelsey and his best friend.”

PRINCIPAL/
PEDAGOGICAL ADMINISTRATOR
Christine Martin

EARLY CHILDHOOD EDUCATORS
Astrid Lackner, Judy Roberts
Shannon Johnson

KINDERGARTEN TEACHERS
Begoña Cid, Lauren Baldwin
Kelsey Lovell, Assistant

CLASS 1 TEACHER
Fritz Bindseil (German)

CLASS 2/3 TEACHER
Christine Martin

CLASS 4/5 TEACHER
Ralf Hoerger (Handwork)

SUBJECT TEACHERS
Spring Burke, Strings
Carrie Griffin, French
Meghan McCrone, Handwork

Sibylle Wuethrich, Special Ed. Asst.
Elise Vasina, Special Ed. Asst.

BUSINESS ADMINISTRATOR
Gabriel Alden Hull (Music)

MARKETING & ENROLMENT
Kirsten Andrews

OFFICE ASSISTANT
Carrie Griffin

BOOKKEEPER
Will Meadows

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Kirsten Andrews, Peter Belostotsky

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4 times a year (September to June)
for the families and friends of
Cedar Valley Waldorf School.

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photo by Kelsey Lovell

CVWS Summer Camp involved a fair share of arts and crafts and the kids loved it!

Dates to remember

SEPTEMBER

- | | | |
|----|------|--|
| 8 | Tues | First Day of School & Grade 1 Welcoming Ceremony
Grades start 8:45 am, Kindergarten starts 9:15 (Sept 8 only)
Grades school dismisses at 12:50; kindergarten at 12:30 pm |
| 11 | Fri | Welcome Back Pancake Breakfast 8:30 am |
| 18 | Fri | Parent and Child Classes Start 9:30 – 11:30 am |
| 21 | Mon | Parent Initiative Committee Meeting (PIC) @ CVWS 7:30 pm |
| 22 | Tues | Class meeting Grade 2 & 3 7:30 pm |
| 24 | Thur | Terry Fox run at Alice Lake |
| 29 | Tues | Community Parenting Education Series 7:30 pm |
| 30 | Wed | School Tour 9:15 – 10:30 am |

OCTOBER

- | | | |
|----|------|---|
| 2 | Fri | Michaelmas Festival, performance followed by soup noon |
| 6 | Tues | Community Parenting Education Series 7:30 pm |
| 10 | Sat | Thanksgiving Potluck @ school 4:30 pm |
| 12 | Mon | Thanksgiving Day NO SCHOOL |
| 13 | Tues | Community Parenting Education Series 7:30 pm
Grade 1 begins full days of instruction |
| 20 | Tues | Community Parenting Education Series 7:30 pm |

NOVEMBER

- | | | |
|-------|----------|--|
| 4 | Wed | Lantern Festival at Brackendale fair grounds |
| 9-10 | M & T | Parent Teacher Interviews – NO SCHOOL (preschool in session) |
| 11 | Wed | Remembrance Day – NO SCHOOL |
| 12-13 | Th & Fri | Professional Development – NO SCHOOL |
| 21 | Sat | Gala Auction and Comedy Night 7:30 pm |

OUR MISSION

Cedar Valley Waldorf School provides a holistic education that addresses the spiritual, emotional, intellectual and physical aspects of the child. The school develops confident, independent thinkers who have a strong social and environmental conscience and who respond to the world with compassion and creativity. The school community honours the child, fosters harmonious relationships and celebrates the wonder of life.

Cedar Shavings

Grade 1 full days

At the end of August the faculty met for two days of meetings. There had been some concern presented over the summer months about how parents were going to handle childcare for children in Class 1 in the afternoons as full instruction wasn't to begin until after Thanksgiving.

A healthy discussion was had around this concern and it was decided that while in principle it may be best for the Grade 1 child to go home and have a restful afternoon for the first six weeks, this may be difficult for parents to achieve for a number of reasons.

We heard what parents had to say and decided to offer parents the opportunity for their child to stay for a quiet afternoon with plenty of time outdoors and creative free play. There they will also be read lots of stories and have a chance to rest and relax in a calm, loving environment.

We still encourage families that are able to pick up their child at 12:50 pm (lunchtime), and take them home for a restful afternoon.

Children who are staying for the full day will need healthy snacks and a hearty lunch Monday through Thursday. Friday dismissal for grades is at 12:50 pm, unless registered for aftercare.

Aftercare offered

We are pleased to announce the launch of our licenced aftercare program for children in kindergarten and grades. Staffed by Kelsey Lovell, who ran our popular summer camp program, aftercare runs from 3 to 6 pm Monday through Thursday, and 12:30 to 6 pm on Fridays. Parents can book from one to five days per week or drop-in as space allows. (Advance registration is required for drop-ins.) Visit the website for details.

New staff

A hearty Waldorf welcome to our new faculty and staff. Elise Vasina joins Miss Christine's class as a special education teaching assistant, while Spring Burke will be teaching

Class 4-5 strings. Miss Elise's daughter Matilda is in Class 2 and her son Kasper is in Miss Judy's preschool. Be sure to introduce yourself to these wonderful people when you have a chance!

Next PIC Meeting (Parent Initiative Council)

Monday, Sept. 21 | 7:30 pm

Location: CVWS

Everyone is welcome!

Parent Initiative Council

This month class reps are chosen to assist teachers throughout the school year, and part of that role is to attend the Parent Initiative Council (PIC) on what is usually a monthly basis. At CVWS the PIC fulfills fundraising roles and contributes to the health and well-being of the school. We plan and help execute fairs and festivals, such as the Christmas and May Fairs, which are a major part of our community initiatives and often the first experience young families have of Waldorf education.

The first meeting of the year is on Monday, Sept. 21 at the school at 7:30 pm. Questions? Visit the office.

Parent Education Series

On Tuesday, Sept. 29 we will launch our Community Parenting Education Series with a talk by principal Miss Christine on "The Development of the Child From Birth to Age 21." The talk will be followed the next week by "Watercolour and Waldorf" a special workshop with class teacher Ralf Hoerger on Tues. Oct. 6 (RSVP required by Oct. 5). Preschool teacher Shannon Johnson presents "The Benefits Of Reducing Screentime For Your Child – And How You Can Do It." Finally, veteran Waldorf teacher Fritz Bindseil will offer "Experience Waldorf" giving parents a taste of what the Waldorf classroom is like.

All talks take place at 7:30 pm, and everyone is welcome – feel free to invite your friends and neighbours.

Michaelmas

On Friday, Oct. 2 we will celebrate the festival of St. Michael with an outdoor play performed by CVWS grades students. The play will be followed by a special meal of soup and bread, which all students will have a hand in preparing. Children will be asked to bring a vegetable (preferably organic) to add to the soup on Wednesday, Sept. 30.

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jennifer sale
experience. sold.

For each referred sale through our community realtor Jennifer Sale will make a donation to Cedar Valley Waldorf School.

Jennifer is a long-time member of the board of directors and past parent, her sons Xavier and Ben both attended CVWS. Over the years she has donated substantially to our school through her generous referral program, and assisted with the purchase of the school property.

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photo by Kirsten Andrews

Na'Tai Perdue, with son Mac, on the first day of school. The Perdue Family have been key to the growth and stability of CVWS, contributing in many ways, not the least of which is hosting Rainbow Preschool in their home.

Roses of thanks

Once again, the school has been transformed over the summer. Thanks to the generous donations from our giving campaign and donations of volunteer labour, we have new hooks, shelves and benches, fresh paint and lazure finishing, new flooring and carpet in important places, better sinks for the grades, a new teachers' nook in the office, tidy garden beds and an overall improved outlook. A read through the list below shows the depth of dedication in our school community. Roses and thanks to you all!

🌹 Na'Tai & Emily Perdue & family: new kindergarten storage shed, plus many hours of carpentry projects

and gardening;

🌹 Jen Thompson: creation and donation of new shelves and hooks for Mr. Hoerger's class;

🌹 Tracey and Adam Greenberg: gardening and waste removal;

🌹 Christine Martin: lazure painting;

🌹 Todd Perkins: repair of the hot water tank and installation of two new sinks;

🌹 Shannon McCarthy, Wayne Henriques and family: food for work bees, classroom deep cleaning, painting;

🌹 Jennifer and Zamon Kingi and family: food preparation for work bee, work bee help;

🌹 Zena Harris, Rich Wildman and family: moving the entire Huckleberry

kindergarten, loft included, and replacing the floor;

🌹 Will Meadows, Nancy Normandin and family: gardening and help with kindergarten work bees;

🌹 Candice Hatina: staining the play structure;

🌹 Leslie de Bie: repair and repainting of kitchen cupboards;

🌹 Scott and Jessica Stachowski, Dan Griffin and Paul Filippelli: moving and setting up the office and shelves;

🌹 Begona Cid and Alfredo Lopez Bago: food for work bees, and plexiglass covers to keep our outside bulletin boards clean;

🌹 Mina Kavia, Angela Rivers and Jia Condon and families: moving and cleaning in Huckleberry kindergarten;

🌹 Dan and Carrie Griffin and family: staining the play structure and help on the work bees;

🌹 Drew Ross: painting kitchen cupboards;

🌹 Emiliano Velasco: hanging shelves, sanding desks, and prep for floor replacement;

🌹 Stewart Hughes: gardening and prep work on the school sign

🌹 Chris Rowan: hard wiring office computers and disabling the WIFI network;

🌹 A forest full of roses to Miss Kelsey for breathing life into the school during the summer months and running a successful summer camp;

🌹 And last but not least: A huge bouquet to Gabriel Alden Hull for mobilizing the troupes throughout the summer months and ensuring our beautiful school was returned to ship shape before everyone came back from summer vacation – including vacuuming the day before we opened our doors. Our school wouldn't look nearly as good without you!

Parents and staff keep busy over summer months: president

Continued from page 1

Our school was not entirely quiet this summer! The board is grateful that Kelsey Lovell and Sibylle Wuethrich taught in the school's new summer camp, which also could not have happened without many hours of behind-the-scenes work by Gabriel. I heard from multiple families how excited they were to return to the school for two (or more!) weeks in July and August, and this couldn't have happened without such committed dedication by these staff members, including Begoña Cid and Lauren Baldwin, who supported the summer camp in an advisory role.

Additionally, it was great to see several of you at the school's work bees over the summer. Whether you carefully drove wheelbarrows full of mulch or rambunctiously ripped up old flooring, thank you for your hours of service!

The board used the summer to divide into small working groups to



submitted
CVWS board president and Quest University tutor Rich Wildman, with son Muir, on the beaches of Ucluelet this summer.

focus on three specific long-term issues: management of space to provide for future growth, retention of existing families at the school, and renewal of the school's strategic plan. Additionally, we will begin the fall with discussions about fundraising

and board transparency. I welcome thoughts from anyone on these topics or any others that come to mind. I can be reached at rich.wildman@gmail.com, and I'm looking forward to seeing everyone around the school in the coming months!

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SUNFLOWER PRESCHOOL

Singing with the children is something we like to do in early childhood. It brings joy and comfort to each and every one of us. The following is a song you may like to sing, not only for your child(ren) but for yourself.

During my voice training I learned that a good song tells a story and this lovely song creates a picture of a child delighting in the motion of swinging to and fro. Her feeling the sensations of singing a song to the rhythm of her body and the swing in the shared pendulum of motion. She is reaching for the sky and then all too soon coming down to the earth, the “grass under [her] toe.”

When I first looked at it, my thought was “How do I sing this?” As I read the story repeatedly its song was revealed. The flow, the rhythm – the very movements of the swinging – were the notes. Try it, it’s fun. Singing lifts our spirits and enhances the experiences of our times together. We sing because we love to.

“One of Rudolf Steiner’s first messages to the first Waldorf teachers was that man is born musical – he is a ‘born musician,’” states an article in the inspiring book *The Mood of the Fifth – A Musical Approach to Early Childhood*, edited by Nancy Foster.

Parents interested in reading more about singing and how it fits into Waldorf education, particularly in the younger years consider picking up a

copy of this book. It features a collection of a wide range of perspectives on the theme of music in the mood of the fifth or gentle pentatonic scale (comprised of five of the diatonic scale, omitting the fourth and seventh note), helping us understand and work with this important means of supporting the healthy development of the young child. Classic articles by Jennifer Aulie, Wilma Ellersiek, and Rita Jacobs are included, along with new contributions by Michael Deason-Barrow, Jana Hawley, Renate Long-Breipohl, Sally Schweizer, Estelle Bryer, Eleanor Winship, Jill Taplin, and many others.

“After many years of experimenting with the mood of the fifth, I am so glad to be able to offer this collection of articles by our colleagues in the Waldorf movement,” writes Nancy Foster in the introduction to the book. “Many teachers find the journey into mood-of-the-fifth music a bit daunting; and many may share my resistance to making such a journey just because ‘we are supposed to.’ The authors in our collection present a wide variety of approaches to this topic, sharing their own experiences and research into the “what, why, and how” of mood-of-the-fifth music.”

I am looking forward to singing with your children this year – it will be an honour.

~ Miss Judy

*“Swing and swing,
Sing and sing,
I’m on the wing.*

*Low and high,
Here I fly,
Into the sky.*

*Up and down,
Up and down,
To London Town.*

*Where, oh, where,
In the air;
Now I’m there.*

*Soon, so soon,
Afternoon,
O’er sun and moon.*

*Far, so far,
O’er the bar,
From star to star.*

*To and fro,
Lower, low,
Down I go.*

*Slow, so slow,
To and fro,
Grass under my toe.*

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RAINBOW PRESCHOOL

I'd like to extend a warm welcome to all of the new and returning families of the Rainbow Preschool. I am delighted to meet all the children, some of whom this will be their first experience out of their home with new friends, new activities and a new place to be. Thank you so much for giving me the opportunity to take part in your child's and also your family's journey this year.

There are a few reminders to make an easier transition for you and your child in the first few weeks: please drop off no later than 9:15 am and be prompt for pick up at noon. It is difficult to join a group of children who have already immersed themselves into their play in the morning and it is also difficult to have to wait at the end of the day when everyone has left. If somebody else is picking up your child, let me know in the morning or leave a message on my cell phone (604-892-7640).

We are starting every day outside, so please dress for the weather. Our yard is on the west side of the house and a little cooler and shady in the morning. We have access to water all year round, so rubber boots and rain pants are essential clothing items. Every child needs a pair of slippers and a change of clothes, which can stay at school. Please label everything. If you do so, there is a good chance you will get it back!

In the morning we provide an organic snack, fruit and tea. The rhythm of the day also includes a movement circle, with

songs and finger plays, a story, baking or watercolor painting and lots of time for free play. Creative free play lies at the heart of the Waldorf early childhood curriculum. Young children are at their most creative stage in development as individuals. Imaginative play in childhood is the source of our capacities to think creatively, to problem solve and be flexible in our thinking later in life. We want to foster and build on this ability, which is often hampered today by our fast-paced, flashy, stimulating society. You might find a Waldorf classroom boring when you first look at it. The toys are simple, handmade of natural materials yet invitingly displayed. You will find rocks, shells, pinecones, logs, and cloths to be used as building materials or for dress up. The materials are open-ended and require the children to take it up in their imagination and make it into something: seashells turn into plates, cheese or money, the old wooden fence boards are made into rafts, houses or skies. (Last year we had a ski waxing shop set up in a corner!) Chairs are lined up for the bus and train to take the children off to an adventure in the mountains. If children are given the time and space, the possibilities are endless.

As a teacher I feel blessed to be able to observe and participate in their adventures of learning, exploring, imagining and growing. I am looking forward to an amazing year.

~ Miss Astrid

Cedar Shavings continued

Continued from page 3

Neufeld Alpha Children Video Series

An informal Gordon Neufeld video-study group will be gathering early October. We'll meet weekly for four weeks to watch and discuss "Alpha Children: A four-hour course explaining how to reclaim our rightful place in their lives."

According to the Neufeld Institute: A growing number of children and youth are presenting as demanding, prescriptive, bossy and controlling. A disturbing number of these alpha children are turning into bullies as well. Alpha children can be challenging to manage and, by their nature, are more likely to present with troubling behaviour. This is making the child-adult dance much more difficult than it used to be or needs to be, despite the plethora of advice-giving and strategies available today. Internationally renowned developmental psychologist Dr. Neufeld uncovers the surprising roots of the alpha complex and in doing so, opens the doors for lasting change: in the family, in the classroom and in society. Dr. Neufeld captures the essence of what is wrong and what is needed when it comes to matters of alpha and dependency. This course is designed for all those involved in raising, teaching and working with children.

Cedar Valley Waldorf School preschool teacher Shannon Johnson is organizing this group. Contact her at shannonjheart@gmail.com for dates and times. The group will meet at CVWS.

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MORNINGSTAR & HUCKLEBERRY KINDERGARTENS



photo by Kirsten Andrews

Miss Kelsey with new kindergartener Madeleine Makhan on the first day of school.

One of my early mentors had a common refrain along the line of “our job is to limit choices in this early years.” I didn’t argue, but for a while I thought her comments to be a bit strong. That was until I started to work in the kindergarten and was able to see for myself that boundaries need not be feared.

There’s nothing mean about it when we as adults are clear on our limits and uphold them consistently. The children know and they come to find comfort in knowing where they stand.

Before returning to British Columbia to become a teacher, I spent nearly every weekend in the Rocky Mountains. On one particular trip, our group shared a campground with a number of families including one with a bit of a challenging child. He was immune to requests from adults and children alike, who asked him

repeatedly not to chase or poke people with sticks.

I remember getting a better sense of the picture the next morning when mom was trying to get him to sit still for a moment to answer her questions. It had rained overnight and she’d been preparing for a hike. She asked if the child wanted to wear sandals, sneakers or boots. He was possibly all of five years old and it seemed obvious that the boots were needed given the terrain and conditions, but he wanted something else and so a struggle ensued.

There’s a perception that children should get choices, and it’s true that they can delight in the occasional limited choice, but in order to be able to make good decisions, as they grow older, they also need our guidance in what constitutes a good choice today. For example, in the case of a cold morning or

snow day, the adults all know that shorts aren’t appropriate for school and can direct the child accordingly. Mommy and Daddy know best. And the way you are able to carry that, energetically, can make a big difference. If you are unwavering, your child will sense that. If you waffle, they can sense that too – and will all too often use it to their advantage.

When you’re five years old there aren’t so many choices. For example, in the kindergarten, Wednesday is bread and soup day. Oats aren’t an option at snack time that day, and we are comfortable letting the child know that they get to have them again on the next oat day. With the big decisions out of the way, little choices such as whether to have almond butter or peanut butter with toast in the morning are perfectly appropriate for young children.

~ Miss Lauren

CLASS ONE

This summer I spent a lot of time during my wonderful break preparing for my new adventure: Grade 1! Coming from teaching last year's Class 6-7, I realized quickly how different my work will be and how much I have to change to meet the needs of my 12 new students.

I started this preparation at the end of the last school year, when I cleaned up my classroom. Atlases, dictionaries, compasses, all the things I used for the two classes I graduated last summer and two years prior, had to be put away.

Suddenly the classroom looked very empty: the big desks were replaced by little ones with tiny chairs; the wall decorations also had to go, maps of the world and a globe are not needed (yet); and I started creating a nature table – the last nature table I had was five years ago! Name tags, baskets, and new benches needed to be gathered and little things became big again. Bigger tools for little hands, a corner where children can relax when they need a break, beautiful things to look at.

I also started preparing my lessons; I wanted to be ready for the needs of my class.

The year's main lesson will start with form drawing. I love this special Waldorf subject because it has such great value for the children's souls and it will help them to develop beautiful handwriting. Form drawing is an introduction of the straight and curved line, everything we need to learn in order to print letters and, eventually, cursive handwriting as well. It's also a calm and focused activity that will help the children settle in after the long summer break.

My aim is to create a healthy balance between academics, physical activities, and artistic work. It is important to find the right speed for each child, so that everyone makes the right progress without being pushed or slowed down.

Each day will begin with a rhythmical morning introduction that the children will come to depend on. Following this, an obstacle course will



photo by Kirsten Andrews

Over the summer, Class 1 teacher Mr. Bindseil created another one of his beautiful chalkboard drawings in the foyer.

be a constant part of our main lessons in the beginning of the year. Everyday a different student will be selected to be the leader and the others will be the followers. This daily practice will help the children work together as a team, taking turns leading and following, and give the students the opportunity to learn to respect one another. It also will shorten the time when children have to sit in their chairs, which can be hard for many in the early years.

In addition to our academic studies such as math and language arts (learning our letters, words, reading and telling stories), I plan to do a variety of fun and engaging activities every week.

Over the summer I had my wife show me how to bake so we will do this on a weekly basis – hopefully it will be edible! We will also paint, go on hikes, put on a play at the end of the year, and much, much more.

I'm excited to return to Grade 1 with such a joyful group of students.

~ Fritz Bindseil

Form drawing, a subject unique to Waldorf schools, helps the child gain mastery over the most basic elements of drawing – straight lines and curves. As the eye guides the hand, the child's growing confidence in his or her drawing ability becomes the foundation for the impressive artwork created in future grades. The extensive use of "mirroring" or symmetrical forms awakens the child's sense of laterality and makes her feel at home in space. These forms also become the basis for writing and reading in Grade 1. The ability to draw a circle freehand, and then by eye only, to divide the circumference evenly and inscribe various forms gives the child his first experience of geometry.
– from www.millennialchild.com

CLASS TWO/THREE

We will begin the school year with form drawing in running and rhythmical forms which will be the basis of cursive writing. Within the second week of school we will transform these running forms, which have been brought in a pictorial way through stories, into cursive letters.

There is much talk in mainstream media about some schools no longer teaching cursive writing. In the article *What's Lost as Handwriting Fades*, by Maria Konnikova (New York Times, June 2, 2014), Ms. Konnikova presents research papers that indicate that the brain processes printing, writing and keyboarding differently. Cursive writing is associated with greater brain activity in working memory. In one study by Dr. James, when children were asked to come up with ideas for a composition, the ones with better handwriting exhibited greater neural activation in areas associated with working memory and an increased overall activation in the reading and writing networks.

Handwriting is an important form of expression. Every person individualizes a script, and should do so. Handwriting should bear the imprint of the individual. The class teacher can immediately identify the writing of a student, due to its individual character. In learning cursive writing, care and attention is paid to developing a fluid style of handwriting. When the children can bring an aesthetic attitude to create consciously something of beauty



photo: <http://thelittletravelers.com>

Form drawing, a subject unique to Waldorf schools, helps the child gain mastery over the most basic elements of drawing – straight lines and curves.

the whole being is engaged and the activity is refreshing. If writing comes just from a mechanical activity the activity has a tiring effect.

The content of written work is related to the main lesson themes and the children's own experiences. The focus will also include students building their skill set and confidence to write from their own creative thoughts. Once cursive letters are learned, the children will compose

about one-third of the writing individually. The other two-thirds comprised of texts prepared by the teacher and copied from the board and text dictations by the teachers. Spelling and reading, in both whole word recognition and phonics, will continue to be developed throughout the year.

I look forward to another year of great learning, fun and connection!
~ Christine Martin

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CLASS FOUR/FIVE

After two months without school and the daily rhythm of the classroom, most students find it a bit tricky to get back into the swing of things. In order to help the children ground themselves and to find their bearings, Class 4/5 will spend the first week to week and a half with a review of the arithmetic topics that were part of the curriculum last year. Interspersed with this immersion into the world of numbers will be several ways for the children to express what they did during the summer. This can take the form of a creative writing piece and could also be a wet-on-wet watercolour painting.

Once the class has settled into the regularity and form of the daily lesson, we will start our first official main lesson block of the year which will have at its focal point local geography and some history. The first two weeks will be spent with ever expanding maps. We will start with an imaginative map of the classroom, then the school and the immediate local area. At this point we will connect our classroom activity and the exploration of the school with the hike we took up the Chief just before summer vacation. The class will then try



photo by Kevin Hardy

In June Mr. Hoerger, along with many class parents, took the class up The Chief for an exciting preview of the upcoming geography blocks that begins this fall.

from memory to construct a map of the Howe Sound area around Squamish. Not all of these early maps will only be two-dimensional in nature; there will also be some attempts of three-dimensional models. In a very practical, real way, the children get to experience space in their immediate surroundings and their ability of visualization and their imagination in the two- and three-dimensional realms

will be strengthened.

Once we reached this point, the students will then be introduced to a basic historical perspective in how the wider area around Squamish was inhabited by the First Nations. This block will also include a class trip to the Squamish Lil'wat Cultural Centre in Whistler.

~ Ralf Hoerger

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