

Whether you decide on our school or another, it's important to seek out a place of learning that has a head (a commitment to intellectual growth as well as academic success), a heart (a genuinely caring school with excellent relations between staff and students), a soul (a real vision of where the school wants to go and what it's doing to get there, as well as a strong emphasis on creativity and the arts) and legs (an active and proactive school that is energised and has a strong momentum and sense of purpose).

ALICE MILLER SCHOOL



110 Bailey Road, Macedon Victoria 3440

“Tom went to a good school and it cured him of art before he was 15.”

Gulley Jimson in “The Horse’s Mouth” By Joyce Cary.

Alice Miller is a secondary school opening in 2016 with between sixty and one hundred students. It will begin with Years 7 to 11, and continue to Year 12 in 2017. By 2020 it is expected to be at its capacity of two hundred students.

Alice Miller is a sibling-school to Candlebark School near Romsey.

Founded in 2006, Candlebark promotes:

- firsthand experiences as the best basis for learning
- creativity and inner strength as vital foundation stones for adulthood
- a willingness to engage with the world in a brave and open way, as a prerequisite for a fulfilled life.

Candlebark graduates have been conspicuously successful academically and socially at other schools and universities, are frequently chosen for leadership roles, and are often recognised for their maturity, tolerance and inclusive attitudes.

We expect to see these strengths develop also in Alice Miller students.

The first and most important rule at Candlebark is “no excluding”, which concisely expresses the importance the school attaches to generosity, tolerance and courtesy.

Alice Miller seeks to build on Candlebark’s success by adopting the same approach to education, but also by dedicating itself passionately to the development of students’ artistic abilities. The school recognises the growing importance and legitimacy of the arts in our society, and is strongly aligned with the views of educators like Sir Ken Robinson on the value of creativity in individual lives. It acknowledges the capacity of artistic expression to contribute to a sense of wellness, fulfilment and joy – and to massively enhance career prospects in the 21st century.

Alice Miller will commit with equal strength to its academic program. From the first announcements of the school’s establishment, applications from teachers around the world began to arrive. High-powered, creative, dedicated teachers with a dynamic approach to the best interests of their students are fundamental to Alice Miller’s educational philosophy.



Why a new school?

There is no point opening a new school if it merely replicates existing establishments. Most schools essentially use the same structure as each other: they have similar styles, espouse the same values and follow the same practices. The main point of difference between them is in the degree of their conservatism.

How then will Alice Miller differ? In other words, what is the rationale for starting a new school?

Some of the differences will be tangible. For example:

1. Alice Miller will operate from 10:30 AM to 5 PM, times designed to coincide more effectively with the sleep/work patterns of teenagers. However, the school and its facilities can be accessed by students from 9 AM each weekday. This will enable many students to practise music, work on art pieces, do homework, play chess, continue with projects or assignments.

The school will run buses to and from Macedon (or a nearby) station, to meet trains on the Melbourne-Bendigo line that service the 10:30-5:00 timetable.

2. Space is a great luxury in many places. One of the greatest gifts we can offer young people is space to run, to explore, to be. Alice Miller is in an attractive setting, on an 80 acre bush campus, with a five-hole golf course. The property is shared with kangaroos, koalas, echidnas, wombats and platypus. The school is well resourced, with fifteen classrooms, dedicated science laboratories, a professional standard gymnasium, a 10 metre indoor heated pool, and tennis and basketball courts.
3. Students will be encouraged to take VCE subjects early in their secondary school careers – from Year 8 where appropriate – to widen their knowledge, challenge them intellectually, help them acquire good study skills, and prepare them for Years 11, 12 and beyond.
4. The VCE will be offered in Years 11 and 12. A familiar complaint about small senior secondary schools is the limited number of subjects made available. However we can provide a good range of choices. Students who wish to study subjects not available at the school will be encouraged to take them through the Victorian School of Distance Education, and will be supported and tutored by Alice Miller teachers.
5. Students will clean the school at the end of each day. This is part of educating young people to accept responsibility for their own deeds (and misdeeds). The school does not believe that it is in the interests of students to pay adults to clean up messes the young people have left behind.
6. All food will be provided at school, at no additional cost to parents. This not only eliminates the chore of making packed lunches each morning, but also, and more importantly, aids in the growth of collegiality, as students and staff eat morning tea and lunch together. Students will take turns in preparing and serving food, as well as clearing away afterwards, thereby learning valuable lessons that will stand them in good stead in their adult lives.

So Different...!

Further differences between Alice Miller and other schools will be more abstract. For example:

1. As a small school, Alice Miller can offer a level of collegiality and pastoral care not easily available at larger schools.
2. As well as offering mainstream subjects, from Years 7 to 12, Alice Miller will offer courses for young people wishing to specialise in Drama, Art, Writing, Music or Dance. Such specialisation is a rarity in Victoria. Entrance to these courses will be by audition or, in the case of Art and Writing, by presentation of a folio of work. The school may also apply other criteria in the selection of students for arts courses; for example, requiring references from previous teachers or instructors.



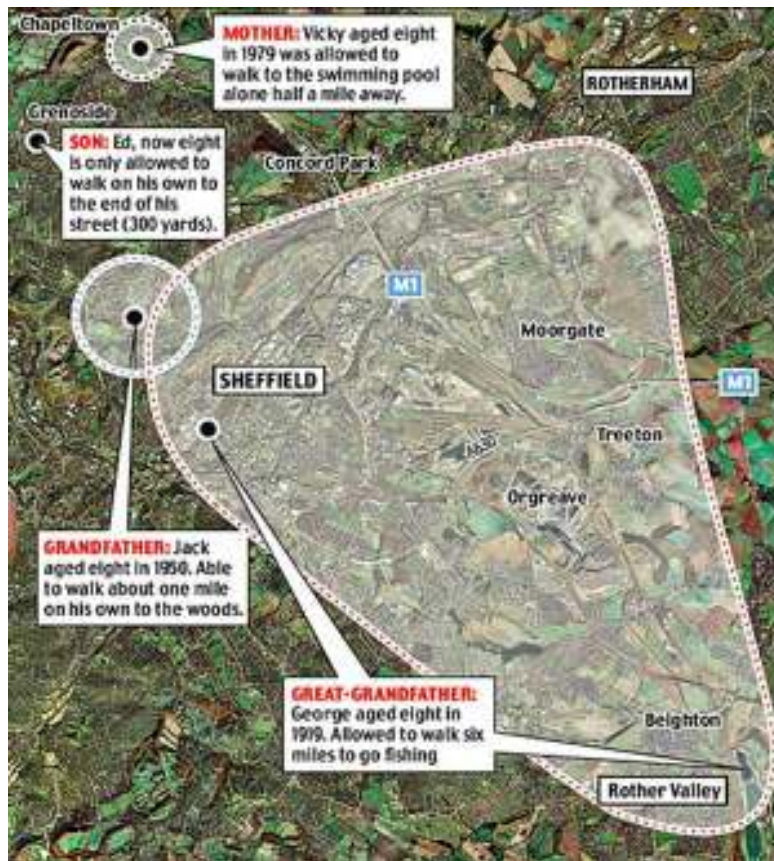
3. Alice Miller will have a number of features in common with Candlebark, including:
- (a) Staff selection: Teachers are appointed because they are pre-eminent in their fields, have a variety of life experiences, are intelligent, adventurous and creative, and are exceptional communicators in the classroom.
 - (b) An awareness of the difference between knowledge and wisdom and a commitment to helping young people advance in both. The western model of education, far from concerning itself with the acquisition of wisdom as well as knowledge, often fails to recognise, explicitly or implicitly, the difference between the two. An awareness of the difference would show in, for example, the treatment of a literary text as an opportunity to engage with issues such as social division, justice, morality, alienation, 'othering' and discrimination, and the core question of what it means to be human, as well as the more familiar studies of plot, characterisation, style and literary devices.



- (c) An emphasis on first-hand experiences. One of the main reasons for the establishment of Candlebark was the belief that young people no longer have the opportunity for first-hand experiences, but instead gain 'experiences' by watching television, playing computer games, and, in the immediate future, using virtual reality devices.

In this regard the map below, from a UK study, is instructive. Headed 'How Children Lost the Right to Roam in Four Generations' it shows how the territory accessed unsupervised by children from one family shrank from six miles in 1919, to 300 yards by 2007.

At Alice Miller, as at Candlebark, students will go on hikes, bike camps, canoe trips and snow camps, as well as trips to galleries, museums and festivals. Both schools aim to encourage the growth of confidence, independence, community and trust.



- (d) Many schools pay lip-service to the notion that education should not end at the school gates. Alice Miller -- and Candlebark – commit to that notion actively and explicitly. Not only do we facilitate students' engagement with the world by frequent trips 'off-campus' but we bring the world to our students by inviting everyone from artists to shoemakers, footballers to backpackers, authors to architects, educators to jockeys. People from all walks of life and a variety of backgrounds come and take workshops, give presentations, chat, work collaboratively, or just hang out.
- (e) Fluidity of movement between year levels. Many classes at Alice Miller will be available to students regardless of chronological age. Between Years 8 and 12 in particular, criteria, such as academic age and motivation will be given as much or more weight as chronological age. f). Alice Miller will have more of the flavour of a university than a typical Australian school. Guest tutors, lunchtime clubs and activities, coffee shop chats with staff and peers about matters philosophical, political and cultural – this is the style of the school. Online classes and online learning will be available, with some students able to spend up to a day a week working from home.

ALICE MILLER (1923-2010)

Alice Miller School is named for the Swiss psychotherapist Alice Miller, author of "The Drama of Being a Child" and twelve other books about the treatment of children in Western society. A Holocaust survivor, Miller's work was characterised by honesty, fearlessness, and an unflinching search for truth. She never backed away from confronting uncomfortable realities about child-raising. Her courage in doing so made it easier for others to follow in her footsteps.

Alice Miller:

"It is not a child's task or duty to satisfy his parent's needs."

"If I allow myself to feel what pains or gladdens me, what annoys or enrages me, and why this is the case, if I know what I need and what I do not want at all costs, then I will know myself well enough to love my life and find it interesting, regardless of age or social status."

"I understand a healthy self-feeling to mean the unquestioned certainty that the feelings and needs one experiences are a part of one's self. This certainty is not something one can gain upon reflection; it is there like one's own pulse, which one does not notice as long as it functions normally."

"One is free from depression only when self-esteem is based on the authenticity of one's own feelings and not on the possession of certain qualities."

"Admiration is not the same thing as love. It is only a substitute gratification of the primary needs for respect, understanding, and being taken seriously."

"The true opposite of depression is neither gaiety nor absence of pain, but vitality – the freedom to experience spontaneous feelings. It is part of the kaleidoscope of life that these feelings are not only happy, beautiful or good but can reflect the entire range of human experience, including envy, jealousy, rage, disgust, despair, and grief."

"There are other ways of exploiting the child apart from the sexual: through brainwashing, for instance, which underlies both the "anti-authoritarian" and the "strict" upbringing. Neither form of rearing takes the child's needs into account. "

"Unfortunately, children are too often wished for only as symbols to meet repressed needs."

Alice Miller School offers a richly rewarding, adventurous education to young people from Melbourne and the Macedon Ranges. We welcome enquiries, to

millermacedon@gmail.com or enquiries@candlebark.info or
83 Kerrie Rd, Romsey 3434

John Marsden
(Principal)



THE STRUCTURE OF THE SCHOOL:

We see Year seven as an introductory year, laying the foundation for secondary school. Subjects offered at this level include English, maths, science, art, drama, music and PE. As well, students can choose from Beginners French, Intermediate French, or Advanced French. Further electives enable a selection of studies in Art, Drama, Music and PE....

In Years eight, nine and 10, we anticipate that the only mandatory subjects will be Science and Philosophy. All others are electives, involving choices from VCE and other subjects which include Beginners French, Intermediate French, Advanced French, Art, Drama, Music, PE, Outdoor Education, ICT, Pre-Maths Methods, Pre-General/Further Maths, and a variety of electives in the English and Humanities programmes. These electives might for example include 'The World of the Hunger Games', '20th Century Feminism', 'Oceanography', 'Money', and an author study of Tim Winton.

Classes in Years 8, 9 and 10 will be grouped according to subject choice, allowing for greater diversity of interaction, and a greater range of electives.

For VCE students, who might be as young as Year 8, choices include Music Performance, Music Composition, Theatre Studies, Drama, Biology, Chemistry, Maths Methods or General/Further Maths, Art, Studio Art, Philosophy, 20th century History, Classics, French, and Dance.

Some of the innovative and unique programmes under consideration at Alice Miller include:

- **Theatre Experience:** an all-embracing course to include actors' stage business and auditioning; makeup, lighting, sound, stage management, front of house, budgeting, producing, directing, set design, set building, prop design and manufacture, and the OHS aspects involved with these. This course would later extend to cover rigging and other technical tickets where appropriate.
- **Musical Instrument Making:** imagine a violin student beginning year 7 by learning the history of violin design whilst learning drawing and presentation skills, then building on this knowledge by learning the techniques required to accomplish, by Year 11 and 12, a finished, professional quality instrument that he or she could keep for life. Although stringed instruments are the obvious choices in such a course, other possibilities include drums, xylophones, electric guitars, horns and recorders. VCE's Design and Technology curriculum allows for such a course, which would immeasurably enrich a musician's understanding of the true nature of making music.
- **Voice for Performance:** This course has been designed to provide students with the scientific knowledge to enable artistic application of voice for all performance contexts. Inspired by the need to ensure actors are trained with an in-depth and holistic knowledge of voice production and voice possibility, the course aims to graduate students with voices that are audible, respected, clear, dynamic, free from strain, safely produced and enthralling. A Voice for Performance course at Alice Miller would provide students with a comprehensive understanding of the anatomical and physiological underpinnings of voice production, and the application of this knowledge to ensure the development of vocal stamina, freedom and agility, clarity of speech, and the ability to connect with classical and modern text in a variety of live and recorded performance contexts. Among the topics covered would be the role of voice in the development of character: how safe and dynamic vocal choices and vocal placement can inform character decisions; how voice can convey the emotional content of text; understanding how vocal requirements shift in differing performance mediums and the application of this learning in a variety of performance spaces and recorded mediums such as animation film recording; how to accurately alter accent and dialect through exploration of phonetic placement, and how voice can be used in dynamic ways to tell a story.

FEES:

Fees for 2016 will not exceed \$12,500 for Years 7-10, and \$13,000 for Year 11. Fees include all extras, including bus travel to and from school, excursions, incursions, festivals, text books, stationery, and all food. Extra fees will only be incurred for individual music lessons.

Individual music lessons with specialist teachers will be available in cello, drums, flute, guitar, clarinet, saxophone, violin, voice, bass, piano and viola.

Fencing tuition is available from renowned instructor Mr Aleksey Danikov.

Financial assistance may be available for candidates of exceptional merit and limited financial means.