



# PROSPECTUS

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2018



# HISTORY

*"Our highest endeavour is to develop free human beings who are able of themselves to impart purpose and direction in their lives."*

RUDOLF STEINER.

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**Mansfield Steiner School was established in Maindample. It was the initiative of two local secondary teachers who wanted a different education for their own children. The land was purchased in Maindample as it was equal distance between their homes. The mudbrick building was lovingly built by parents and teachers in any available free time. The school opened its doors in February 1986 and grew steadily over the next 10 years. It was then decided that the moving of the school into the bigger town of Mansfield would allow better access for more students. The school was moved to its present site in May 1996.**

Since its founding in 1986 Mansfield Steiner School has been an integral part of the educational landscape of Mansfield and District. The school presently offers a rich, developmentally appropriate and ACARA approved curriculum from preschool through to Year 9. Steiner/Waldorf schools have been educating students worldwide for over 100 years, and the Steiner method of education provides a complete program of academic and artistic courses which develop the creative and critical thinking abilities within each student. In addition to academics Steiner students are taught to have reverence for the world and a respect for life.

Mansfield Steiner School is situated in a beautiful part of Victoria with a backdrop of great beauty which we can easily take for granted. Through our extensive camps, excursions and Outdoor Education programme, the students are taught to develop a great appreciation and knowledge of their own backyard, while developing resilience, self- knowledge and empathy. Music is an integral part of the curriculum, it permeates every subject and all students learn an instrument.

Mansfield Steiner School is a small, rural, unique, independent, non-denominational school with a strong reputation and an exciting future. The teachers have a passion for education and share common values and goals. We will continue to Years 11 and 12 (2020), and are currently a candidate school for International Baccalaureate (IB) Diploma Programme.

Our task as a school is to give our students a rich and nourishing environment that will inspire them to be their unique and individual best and prepare them for a challenging and unknown future.



# EDUCATION: THE STEINER APPROACH

**Rudolf Steiner was an Austrian philosopher, social reformer, architect, artist and scientist. He founded his first school in Stuttgart in 1919 after a request from the owner of the Waldorf-Astoria cigarette factory on behalf of employees and their children. From this initial social impulse after the First World War, Steiner/Waldorf schools have spread to more than 65 countries. Rudolf Steiner is also known as the founder of biodynamic agriculture, and his work in spiritual science, therapeutic medicine, art and architecture, as well as education, continues to have an influence in the 21st Century.**

Steiner education aims to develop a lifelong love of learning and strong moral and ethical capacities; to build resilience, which Steiner educators believe is connected with early-childhood experiences and requires reliable, loving, stable relationships, learning through example and positive school experiences.

There are 43 Steiner schools in Australia as well as teacher-training centres, Steiner streams in State schools and Steiner early-childhood centres. The Steiner approach focuses on experiential learning; making, doing, creating and producing, with learning based on what is relevant and appropriate to the student's stage of development.

## **Early Childhood**

In early childhood, Steiner aims to create a nurturing environment involving natural play materials, vegetable gardens, and in some cases chickens to care for and to collect eggs for baking. Young children learn to cook, paint, sew, garden and use tools. They explore their environment, learning sharing, co-operation and social skills. Young children are given the time to play, enjoy childhood and build strong foundation skills before formal academic learning begins.

## **Primary School**

In the primary years, Steiner students form a strong social group with their class, and usually have the same teacher throughout their primary years. Learning of all subjects is taught using a creative and artistic approach, such as stories, biographies, poetry, speech, music, drama, physical movement, games, nature studies, art and technology. Learning foreign languages is also valued, while literacy, numeracy, science, geography and history are taught in three to four-week blocks. This allows students to engage in a particular subject for a sustained length of time, to embed learning through an integrated approach and express themselves in an artistic and creative way.

## **Secondary School**

The high-school student is ready to engage in complex conceptual and creative thinking, develop observational and analytical skills, and form conclusions from their own experiences. Steiner Class 12 students are given the opportunity to undertake a year-long individual project involving research skills, analysis, thesis writing, creativity and design and an oral presentation to a large public audience. Many students create their project on social or ethical issues or sustainable/ecological living. By the end of high school, Steiner students will have experienced a broad curriculum and be prepared for their next steps.

*Steiner Education Australia.*

# PRIMARY SCHOOL

At Mansfield Steiner we value the traditional Steiner School practice of having one teacher accompany the children through their Primary School years. Over this extended period the teacher and children develop a meaningful relationship that fosters an environment of trust and security within which the child can relax into their learning. Teachers really come to know each child and as such are better able to meet their individual needs and honour and support their unique learning and development journey. Over the years a true partnership, based on trust and mutual respect, is also able to be forged between parent and teacher so that the needs of the child is collectively served.

## EPOCHS

Every Class has a matching stage in the Story of Humanity and this becomes the over-arching theme or epoch for that year level. The children listen to stories from that era which resonate with the particular challenges of the age group.

## MAIN LESSON

The Main Lesson is a key point of difference in Steiner Schools. The first two hours of every morning are dedicated to study of the same topic or theme for a period of three weeks. The central theme of the Main Lesson is progressively explored through a broad spectrum of integrated activity; each day building on the previous.

Main Lesson blocks may be focused on Mathematics, Language, Humanities, Science however each will encompass a variety of experiences including movement, singing, painting, drawing, modelling,

drama, narrative, practical activity and formal academic work. The children create their own Main Lesson Books which serve as a personal record and recount of their learning through drawings, words and other visual representations.

## CLASS ONE

In Class One the children make the all important transition from Early Childhood to school where formal learning begins. The children are given their desk which travels with them all the way to Class Six (altered every year at Desk Day to accommodate the growing child). The children are immersed in a rhythmic, engaging and deeply nourishing life from the moment they enter the room until the time they leave. They are individually greeted each morning and bade farewell in the afternoon, often with a riddle or question to contemplate until their return next day. Routines are established, games are played, shapes are physically explored, numbers are sung, and drawings are made. Through the telling of fairy tales the class one teacher conveys messages of beauty, goodness and truth to the children, enriching the child's inner life.

**Class work includes:** Introduction to letters, introduction to numbers, writing and word families, introduction to the four maths processes, Traditional folk and fairy tales, music – singing, recorder, painting, crafts, nature studies, a seasonal class play, French and making their first reader.

## CLASS TWO

Class two children begin to show an awareness of the world around them, they resonate deeply with legends and fables, recognizing both the everyday attributes of humans which are shown through animals, and those saintly qualities that human beings can strive towards. The Celtic myths strongly appeal to the feelings qualities of Class Two children. Themes covered include legends and myths, based on Aesop's Fables or Russian Fables, Celtic Wonder Tales, the Celtic Dragon Myth and The King of Ireland's Son.

### Class work includes

Writing and reading, Celtic Myths, a class play, measurements using hands and feet, Indigenous stories, maths, stories of St Francis, crafts, poetry, wet on wet painting, French, singing and recorder playing.

## CLASS THREE

The age of nine often brings significant developmental change, the children are developing an awareness of themselves as individuals and they may become uncertain and questioning. The curriculum has a strong focus on practical subjects such as farming, gardening, and building. This is the

year in which the children may build a shelter. The exploration of Old Testament and Hebrew stories provide a solid foundation from which to serve this important stage of personal development. By Class Three children bring greater confidence and fluency to their reading and writing. Work in maths focuses on measurement and also builds skills utilising the four processes. The children are introduced to written music and start individual lessons on a stringed instrument – violin or cello. A two-night farming camp allows them to develop an awareness of food production. Craft, music, French, gardening and library continue, Bothmer gym may be introduced.

**Class work includes** Old testament stories, grammar-parts of speech, farming, building, crafts, writing and reading of music, French and eurythmy.

## CLASS FOUR

Around the age of 10 a confidence can be observed in the child's relationship with the world. Physical development brings a new strength and agility. The Norse myths and legends are explored in depth because they are full of courage and valour. The children's expanding consciousness is supported through subjects such as geography and the topic of 'Human and Animal'. In English the children study grammar, further reading, written and oral expression and listening skills.

Maths sees an emphasis on fractions and practical work. A three-night camp is held in class four including a sleep over at the zoo. They also have a 2-night local camp focussing on Indigenous studies.

**Main lessons include** Norse mythology, fractions, human and animal, Indigenous studies, history of writing, local region.

## CLASS FIVE

Class Five children have an understanding of placing events in time and history. They learn about ancient peoples – in particular the myths and legends of ancient India, Babylonia, Sumeria, Persia, Egypt and Greece. Studying the development of these civilisations they gain a sense of where our history begins, the children observe the natural world, experiencing its beauty and form, pattern and number. They gain grace of movement, harmony and balance in themselves, which mirrors their deepening relationship with the world around them.

Maths subjects link in with the exploration of ancient buildings, the calculations performed in their construction and the development of number. English continues with study of grammar, poetry, reading and creative writing. As in earlier years the children participate in Eurythmy, painting, form drawing, craft, drama and physical education. The children also continue with French and music which involves orchestra, recorder, singing and a weekly

lesson on their chosen stringed instrument.

**Main Lessons include** Botany – the study of plants in relation to the human being and to the earth. Geometry – laws that govern geometry and the beauty of its forms. Geography – land formation and the elements of local geography and the Aboriginal stories.

## CLASS SIX

Class Six children are able to grasp cause and effect and to see things from another's point of view, they are able to enquire deeply before forming an opinion. They are ready to hear of the wonderful discoveries of scientific exploration, the ideas of great Ancient Greek thinkers like Pythagoras and Aristotle, and the achievements of the Ancient Romans.

**Main Lessons include** Physics (of sound, light and heat), Astronomy, Geography and Geology – building on the children's innate sense of wonder and reverence, observation of natural phenomena and discovery of natural mysteries. History – here the focus is on Rome, its government, laws and army, and its many echoes in modern society. Mathematics – the children experience applications of mathematics in the real world: measurement and the mathematics of money (percentage and interest). English – the study of punctuation, grammar and style further equips students for their own compositions.

**The Class Six curriculum also includes** Craft, drama, form drawing, woodwork, physical education, outdoor education, orchestra, Bothmer gymnastics, French. They have a 3-day horse riding camp at Merrijig and a 5-day camp to Canberra. They construct Roman shields and use them in Roman formations and the Class play.





## SECONDARY SCHOOL

The secondary school years of year seven, eight, nine and ten are important developmental years for the teenager and form a series of transition points in the progress of students as they prepare for their final senior years.

In the secondary school, students have a Class Guardian who works closely with the students, meeting and greeting all individual students every morning and teaching several main lessons with the year group. As students mature and grow, they look to a range of authorities who can be specialists providing guidance and leadership in their subject disciplines.

Our secondary curriculum is developed from the Australian Steiner Curriculum Framework. Year by year, following the developmental stages of childhood, the curriculum mirrors an individual's inner development allowing for the students' educational experience to reach its full potential. In addition to providing a balanced Steiner education, Mansfield Steiner School complies with all aspects of the national curriculum and state government requirements.

The day is made up of eight forty minute periods, with the first two periods of each day representing main lesson time.

Our model for Secondary School creates a structure that meets the needs of students moving from a younger stage of learning to the demands of secondary school learning and pastoral care.



# OUTDOOR EDUCATION PROGRAMME OVERVIEW

**The Secondary Outdoor Education Programme is unique to Mansfield Steiner School and is an integral part of the secondary student's educational journey. All the trips focus on an embodied sensual experience of engagement with place, self and others. Each experience utilises various practical modes of experience, including bushwalking, canoeing, surfing, snorkeling and rock climbing amongst others. An imperative in the planning of trips is to deliberately avoid being busy, as many of the sensory and soulful responses to place and each other are fragile and easily crowded out. The mode chosen for each trip is a specific response to the place we are visiting and the age and nature of the class for whom the trip is being conducted. The trips are responsive at their very core and intend through, valuing reciprocal interactions with place, to cultivate a deep awareness of others, ourselves and the happenings in the place.**

## YEAR 10

In Year 10 the students move out of adolescence in the most powerful of ways, experiencing their own independence in the world. In 2019 the Year 10 students will be offered a term long international exchange. The intention is that students will return from their exchange having discovered inner strengths of resolve and purpose and ready to succeed in the challenges that follow in the coming years. Year 10 will also experience a 5-day rock climbing camp. There is also a focus on community service, the students will go out into the community and share the many skills and talents they have acquired during their years at the school.

## YEAR 9

The Year 9 programme is extensive, with student participating in 8 camps. One of the most important aspects of the Year 9 programme is to expose students to different environments on each trip. Each trip is also a part of an ongoing process of development of self-sufficiency, bush competence and deep, knowing relationships with place. We also seek to develop an understanding of the relevance of each experience in the context of our lives. On each trip the area we visit has been chosen, above all, as a beautiful natural place. This is part of a continuing theme of appreciation for and empathy with nature. An important part of achieving this aim is the intentionally uncomplicated nature of each trip; the less gear you carry and the less impact you make. LOCATIONS Cape Liptrap, Mount Stirling, Howqua River, Barmah Forest, Ski Camp on Mount Stirling, Raak Plain and the Grampians.

## YEAR 8

The Year 8 Programme consists of three camps and presents a unique opportunity for all the students to spend time together in three stunning environments. While on these trips students are given the opportunity to canoe along the Murray, ski in and out of Mount Stirling and explore the remote south coast of Tasmania. An added bonus to the Year 8 programme is some of the camps are shared with different year levels in the Secondary School. LOCATIONS Barmah Forest, Mount Stirling and Tasmania

## YEAR 7

The Year 7 programme encompasses three camps which represent such a privilege for students of this age. On each camp the students visit unique, contrasting and stunning environments. On these trips the students will be immersed in natural environments which allow them to develop their appreciation for the beauty around them, while being given the opportunity to participate in activities including walking, swimming in remote locations and taking in all the beauty these places have to offer. LOCATIONS Sydney, Barmah Forest and Tasmania

## YEAR 7

In Year 7, the students reach 13 years of age, and become teenagers. This period of inner development resonates with key themes of the chapter in world history of the great voyages of discovery and the renewal of culture that took place during the Renaissance. Teachers support students to discover new perspectives that direct their attention towards the exploration of the outer world and away from the newly experienced unrest in their inner life. Students are given many opportunities for active learning and group interaction.

### THE CURRICULUM

The year seven curriculum is highly enriching and incredibly exciting. In all learning areas, students explore a range of learning experiences which build a variety of skills and supports students in their transition into the secondary school.

### ENGLISH

English includes one main lesson at the start of the year which focusses on comprehension, grammar and spelling, taught to a backdrop of the wonderful stories of King Arthur. The other main lesson is creative writing and is based on the experiences of wishing, wondering and being surprised. Practice lessons build on main lesson work, as well as including units on performance and drama, a novel study and a film study.

### MATHEMATICS

Mathematics includes a main lesson on the mysteries of mathematics in nature (geometry and measurement), before delving into the world of Pythagoras and algebra. Other units include integers, fractions, the number plane, statistics, perimeter and area, decimals and rates, ratios and time.

### SCIENCE

Science includes two main lessons; beginning with mechanics and simple machines, before rounding out the year with a hands-on experience of the chemistry of fire. Practice lessons encompass a wide variety of topics, including acoustics and optics, magnetism and electricity, separating mixtures and warmth.



## **HUMANITIES AND SOCIAL SCIENCES – HISTORY AND GEOGRAPHY**

The main lessons in humanities take the students on a wonderful journey through the ages. Beginning in Medieval times, students then travel through the centuries to the Age of Discovery and the Renaissance. Finally, they participate in an observation of the Polynesian expansion and Aboriginal Australia. Practice lessons support the main lessons, probing into depth studies and source analyses.

## **PHYSICAL EDUCATION AND WELLBEING**

The main lesson in the learning area is on health and nutrition and is supported by the Wellbeing practice lessons. In P.E. students participate in a variety of sports including athletics, distance running, gymnastics, swimming, skiing and a range of ball sports. All students compete in the Southern Ranges secondary round robin tournaments and are given the opportunity to qualify for Inter-School athletics and swimming carnivals.

## **THE ARTS – MUSIC, DRAMA AND ART**

There is a broad Arts programme which includes a main lesson for the year seven play, a whole secondary school choir and art classes. In these subjects, students are given opportunities to travel through music history, create and build things from various materials and explore the worlds of the great master artists.

## **LOTE (LANGUAGE OTHER THAN ENGLISH) – FRENCH**

French is taught to the renowned Canadian learning program AIM, which links well to the principles of Steiner Education. Lessons include a focus on language and culture, while many wonderful learning experiences are presented for drama, poetry recitation and singing.

## **TECHNOLOGIES**

Students begin an IT program using laptop PCs in year seven. They learn computer skills as well as research skills, and the program is integrated into their studies as they progress through the secondary school. Students are given the opportunity to participate in specialist programs for photography and music, in addition to learning fundamental skills such as the use of word processing, spreadsheet and presentation programs.



## YEAR 8

The Year 8 programme is designed to meet the needs of approaching adolescence in a time that is itself challenging. When new inner forces are emerging in the growing young person, a healthy series of appropriate challenges provide a stimulus to balanced development. In this period of change, initiation marks the movement from one stage of life to another, from one state of consciousness to a higher one. Thus, we offer a broad program of academic, aesthetic, social and physical courses that will stimulate and inspire students as they leave childhood and prepare to enter the new world that lies ahead.

### THE CURRICULUM

The Year 8 curriculum is all-encompassing and suits the students developmental stage as they become present in the modern world. In all learning areas, students explore a range of learning experiences which develop the students awe and wonder for the beauty of the natural world and the modernisation of humanity.

#### ENGLISH

English includes one main lesson which focusses on the life, work and times of Shakespeare; while the other considers the art of communications, including persuasive, analytical and argumentative writing. Practice lessons build on main lesson work, as well as including individual units on grammar and spelling, poetry, a novel study and a film study.

#### MATHEMATICS

Mathematics includes a main lesson on the rhythms and cycles of mathematics in nature, before an aesthetic main lesson on platonic solids. Other units include algebra, fractions, statistics, perimeter and area, angles, decimals and ratios.

#### SCIENCE

Science includes three main lessons, starting off with a cross curricular art main lesson on organs and anatomy. This is followed by an analysis of the air and water systems, before rounding out the year with a depth study on food chemistry. Practice lessons build on main lesson work, as well as including individual units on sense organs, our place in space, living things and electromagnetism.

## **HUMANITIES AND SOCIAL SCIENCES – HISTORY AND GEOGRAPHY**

The main lessons in humanities examine the exploration of the world, how it evolved and how it is being sustained. History takes the students through the age of revolutions, with a specific focus on the French and Industrial Revolution. Geography considers various world communities, geographic regions and the ever-changing planet.

## **PHYSICAL EDUCATION AND WELLBEING**

The curriculum builds on the previous year, giving students the opportunity to participate in a variety of sports including athletics, distance running, gymnastics, swimming, skiing and a range of ball sports. All students compete in the Southern Ranges secondary round robin tournaments and are given the opportunity to qualify for Inter-School athletics and swimming carnivals.

## **THE ARTS – MUSIC (ELECTIVE), ARTISAN (ELECTIVE), DRAMA AND ART**

Year Eight students are given the opportunity to select some subjects. In art and artisan studies learn many skills and work with a variety of materials. Music and drama includes a number of performances and individual opportunities for artistic presentation.

## **LOTE (LANGUAGE OTHER THAN ENGLISH) – FRENCH**

French is taught to the renowned Canadian learning program AIM, which links well to the principles of Steiner Education. Lessons include a focus on language and culture, while many wonderful learning experiences are presented for drama, poetry recitation and singing.

## **TECHNOLOGIES**

Students continue the IT program in year eight. They further extend their computer skills and research skills. Many subjects include further ICT use which is integrated into their studies as they progress through the secondary school. Students are again given the opportunity to participate in specialist programs for photography and music.





## YEAR 9

Year 9 students are at the height of adolescence in all its polarities, the best and the worst. It can be a time when they become lost in their own personal inner world and yet they are also capable of compassion, endurance and intellectual prowess. They can be carried away by their own impulses and yet they have high aspirations. Our balanced programme aims to both challenge students academically, and ground them in practical tasks that build a broad base of service, resilience and leadership skills. In Year 9 all students undertake an extensive outdoor programme aimed at learning outside the classroom and building an appreciation of place and the natural environment.

### THE CURRICULUM

In Year 9 we offer a diverse, exhilarating and academically rigorous curriculum, designed to develop every individual. With the framework taken from the Australian Steiner Curriculum, there will be a key focus on the core subjects of English, Maths and Science, where students participate in a wide range of engaging main lessons and experiences. Each subject builds their interest in the world and questions of humanity and nature. A wide variety of supplementary subjects will further allow the students to have a broad range of experiences in all areas of their schooling life.

### ENGLISH

Main Lessons in English delve into intense topics, including a main lesson on the tragedies and comedies of Shakespeare and one that focuses on Australian literature. Practice lessons build on main lesson work, as well as include individual units on essay structure, the language of literature, poetry, a novel study, a film study and biographical and autobiographical writing.

### MATHEMATICS

Mathematics includes a main lesson on trigonometry and hands-on lesson on conic sections. A variety of other topics taught include indices, Pythagorean theorem, equations, surface area and volume, investigating data and coordinate geometry.

## SCIENCE

Science includes two main lessons; one considering the geology and the make-up of the planet and another on the science of communication. The practice lessons build on main lesson work as well including individual units on forces that shaped the Earth, endocrine and nervous systems, infectious diseases, ecology and combustion, heat and thermodynamics.

## HUMANITIES AND SOCIAL SCIENCES – HISTORY AND GEOGRAPHY

The main lessons in humanities investigate modern history as the students consider the world wars, modernising Australia and the great social, economic and political challenges and changes in the post war world. Geography looks predominantly at human and natural geography, considering various communities and ecosystems.

## PHYSICAL EDUCATION AND WELLBEING

The curriculum builds on the previous year, giving students the opportunity to participate in a variety of sports including athletics, distance running, gymnastics, swimming, skiing and a range of ball sports. All students compete in the Southern Ranges secondary round robin tournaments and are given the opportunity to qualify for Inter-School athletics and swimming carnivals.

## THE ARTS – MUSIC (ELECTIVE), ARTISAN (ELECTIVE), DRAMA AND ART

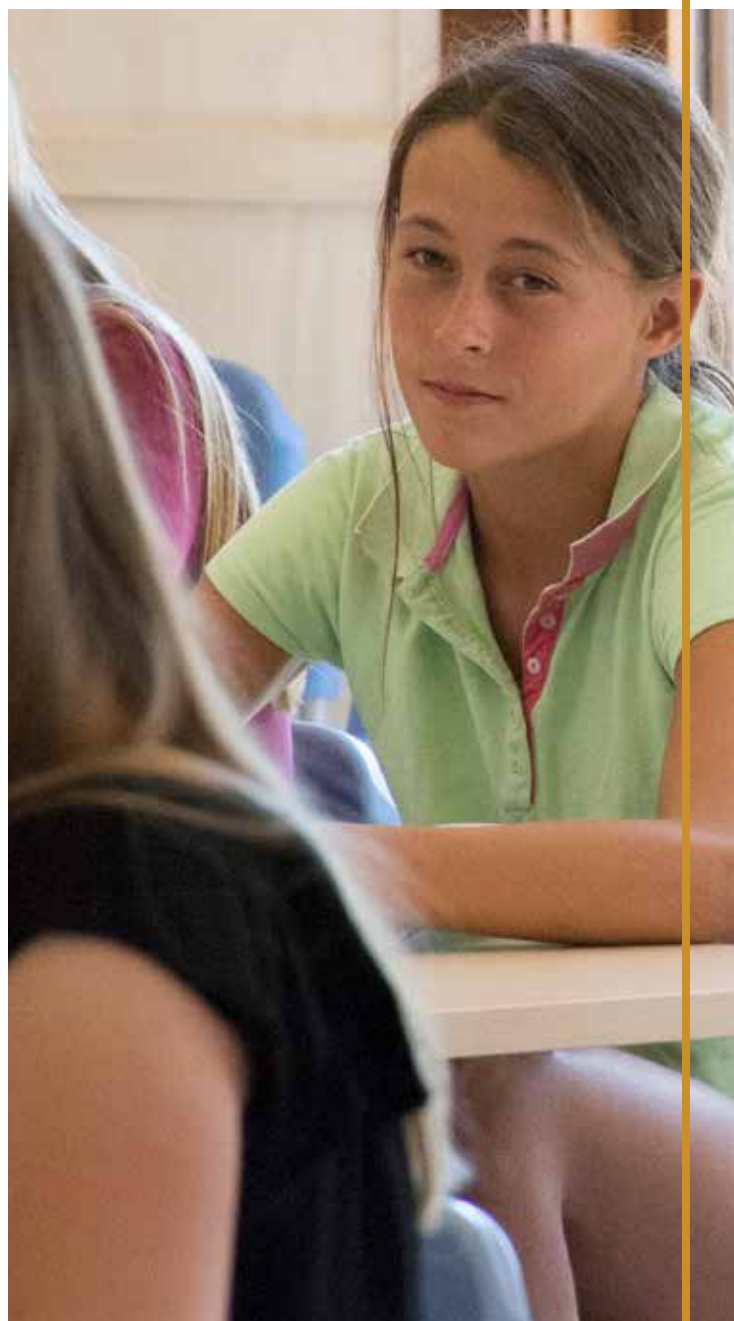
In Year Nine students participate in two main lessons, one analysing art from Rome to the Renaissance periods. The students are then given the opportunity to sculpt their own clay heads. In art and artisan students learn many skills and work with a variety of materials. Music and drama includes a number of performances and individual opportunities for artistic presentation.

## LOTE (LANGUAGE OTHER THAN ENGLISH) – FRENCH

French is taught to the renowned Canadian learning program AIM, which links well to the principles of Steiner Education. Lessons include a focus on language and culture, while many wonderful learning experiences are presented for drama, poetry recitation and singing.

## TECHNOLOGIES

Students continue the IT program in nine. By now most students have competent computer and research skills. Most subjects include extensive ICT use which is integrated in practice lessons. Students are extended further through a variety of specialist programs, including coding, photography and music and a variety of subject related ICT resources.



# YEAR 10

In year 10 students continue to learn through the Main Lessons, now in a broad and rich curriculum of wide ranging topics. Searching questions, which are a prerequisite for philosophical thought, now begin to be asked. The students' level of judgement becomes more analytical and a deeper level of responsibility can be expected. Suitable themes for this age are those that provoke thoughts that question the human condition. The imperative at this point is to grapple with the issues and questions raised with an inner confidence that answers can be found. This confidence comes through a synthesis of deepening knowledge and inner experience, combined with a sense of wonder that has been cultivated since Year 1. The students realise that issues and ideas need to be explored from many sides and from many levels of experience, before any judgements can be made.

## THE CURRICULUM

The year ten curriculum represents the synthesis and culmination of the curriculum of the whole school, from its earliest years. It provides a balanced education – an education which serves the needs of adolescents as they approach the threshold which is the end of their Steiner Curriculum journey.

Many aspects of the year ten programme are a continuation of the year nine at a higher level. This year is completed with an eye looking ahead to the exciting programme of the International Baccalaureate in year eleven and twelve.

Main Lessons and subject topics are carefully chosen and developed from the Steiner Curriculum Framework.

For more information on the year ten curriculum please visit the below website: [www.steinereducation.edu.au/curriculum/high-school-curriculum/](http://www.steinereducation.edu.au/curriculum/high-school-curriculum/)

Further information on the specific Main Lessons and subject topics will be available later in the year and at the **Year 10 Information Evening in Term 3.**



# YEAR 11 AND 12 IB CANDIDACY CURRICULUM

Mansfield Steiner School is presently undergoing candidacy to be an IB World School. These schools share a common philosophy—a commitment to high quality, challenging, international education .

The Diploma of International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

**T**he I.B. programmes encourage students to become active, compassionate and lifelong learners. There is a strong emphasis on encouraging students to develop an understanding of other cultures, open mindedness and respectful attitudes which allow them to evaluate a wide range of differing points of view on any topic.

The International Baccalaureate's (IB) Diploma Programme is a two-year pre-university course, which leads to a qualification that is widely recognised by the world's leading universities. The IB is a celebrated curriculum recognised worldwide for its integrity and holistic principles of learning. The Diploma course aims to play its part in producing young people who are intellectually curious, skilled in a range of academic fields, and who seek to be creative, active and compassionate members of the wider-world community. In these ways, the IB Diploma has become a symbol of academic integrity and intellectual promise throughout the world of international education. The IB Diploma is a sound preparation for life and a 'passport to the future' for students seeking entrance to universities and colleges in Australia, and overseas.

## ***The Diploma Programme model***

The programme is presented as six academic areas enclosing a central core (see figure 1). It encourages the concurrent study of a broad range of academic areas. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility and can choose subjects that particularly interest them and that they may wish to study further at university.

***[www.ibo.org](http://www.ibo.org)***

## WHERE TO ...

Mansfield Steiner School is very proud of its alumni. The founding Year 8 graduates were a dynamic and confident group, who headed in many different directions and career paths after leaving the school. Many of them have recently graduated from University. We recently met with a small group of them who candidly shared their reflections and experiences about their time at the school.



### LUCA CHURIBIN

#### **WHAT DO YOU THINK YOUR STEINER EDUCATION HELPED YOU ACHIEVE IN YOU?**

I think the Steiner school created individuals and helps people to become a true version of themselves. I think my Steiner education gave me a lot of confidence in myself. Because you are with the one small class and the one or two teachers you have to deal with conflict and work through things. Sometimes that can be difficult and it can be tempting to move away or move on, but because you are in that contained environment you persist and you work through things and I think that taught me a lot about who I am and the person I want to be. I definitely had some difficult experiences but being able to work through that has given me a lot of confidence in myself and the person that I want to be which has been really cool.

#### **WHAT ARE YOU STUDYING NOW?**

I have currently just finished fourth year of a double degree in arts and law at Monash University. I have majored in Human Rights and done a minor in Bio ethics. My Law degree is very practical and logical which I enjoy. It is a lot of reading and hard work, the Arts provides a more interesting kind of broader view of things that I am interested in. Hopefully I can tie the Human Rights and the Bio Ethics into my Law career as I go forward and thinking about those issues, I am hoping to go into Human rights Law in the future.

### POLLY RITCHIE

#### **WHAT DID MANSFIELD STEINER DO FOR YOU?**

I feel like the MRSSK allowed me to explore my creativity in many different ways. It really allowed me to grow as a student because I struggled with reading. I never felt left out or in a different class, because the way they approached it was very personalised. They never took me out of class or made me feel like I was stupid or needed help with anything. They allowed me to grow until I was ready to read, which was at nine years old.



## LEWIS WHITE

### **HOW DO YOU FEEL YOUR STEINER EDUCATION HAS INFLUENCED YOU?**

Undoubtedly it had a huge influence. I look back at Steiner with nothing but good memories. I can't really get a bad memory out of it. In terms of development - for me as a person even with the schooling - it's a much different way of learning that's for sure. It took a bit to get used to after leaving but everyone I saw who went to Steiner coped better than the other students especially at the High School. That was just my experience.

## SIAN SCALE

### **HOW DID YOU FIND SCHOOL?**

I loved the Steiner school, to me it will always have a special place in my heart. It is hard to describe really - this kind of sense of family and community that you get there

### **HOW DO YOU THINK IT HAS IMPACTED YOU TODAY?**

I feel like especially going all the way through Steiner and all the way up until year Eight, I really developed such a strong sense of who I am as a person and I realised my core values quite young and I always

stuck to them because Steiner gave me the strength to be who I am despite all the world going on around us. Everyone being so different. Like I knew who I was. It is such a massive thing nowadays, I am always grateful that I got that from Steiner.

## JESS CONWAY KLUSIK

### **HOW HAS STEINER EDUCATION SHAPED YOU?**

I like talking about where I went to school as a kid and lots of kids are like I went to this school and it was OK. I'm Proud to have gone to Steiner and I like explaining to people what a Steiner school is ... and I go have you heard of it before? And they go YEAH ... And I go it's like awesome totally recommend





To arrange a tour or orientation day please contact Sally 5779 1445 or email: [admin@mrssk.vic.edu.au](mailto:admin@mrssk.vic.edu.au)



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