



MELBOURNE
RUDOLF STEINER
SCHOOL

*... The social and moral learning that takes place in
childhood is as important as the academic ...*



EARLY CHILDHOOD

If tiny children have been able in their play to give up their whole loving being to the world around them, they will be able, in the serious tasks of later life, to devote themselves with confidence and power to the service of the world.

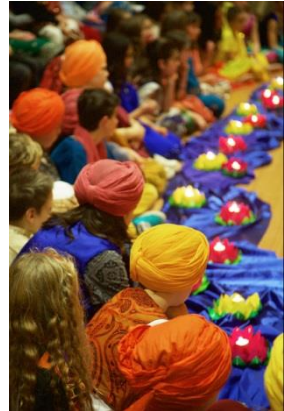
Rudolf Steiner



The kindergarten is the beginning of the journey of school. Providing the basis for future health, a sturdy will, a lively social sense, a rich imagination and above all, a warm engagement with the kindergarten teacher, the kindergarten surroundings give confidence that the world is good and true, and encourages the child to form a strong inner life.



PRIMARY SCHOOL



...In our class 'communities' and in our curriculum, we try to bring a little of the whole world...

Class one to class eight forms a journey and a complete curriculum. A class teacher, with whom the children form an intimate bond, guides the class throughout, assisted by specialist teachers

..The more we take into account that intellect develops from the movement of the limbs, from dexterity, the better our education will be... living thinking is externalised movement.



The journey of a child through the class teacher period takes place in a warm community, in a beautiful natural environment and with the continuity of relationship of the class teacher. Surrounded by these pillars each child can find their place within the world.



... The child finds that he or she is important to the whole, while at the same time realizing that all the others are equally important...

Active immersion in musical substance, experience through practice of its nature, progressive, step by step awakening to musical principles and finally proceeding to a basis of knowledge based on direct experience – these are aims of the Steiner School curriculum.



SECONDARY SCHOOL

Awakening young people to their destiny



“Watch for yourselves and observe the difference – first, when you approach a child more or less indifferently, and then again when you approach the child with real love. As soon as ever you approach the child with love, and cease to believe that you can do more with technical dodges than you can with love, at once your educating becomes effective, becomes a thing of power.”

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Our Secondary School meets each student stepping from the Class Teacher period, or joining us from other schools, with great interest and warmth. We enjoy the beauty and individuality of the students in our care and watch with great interest their passage into adulthood. We aim to balance physical, social and artistic development with our commitment to academic excellence.

Great care and consideration are taken to ensure that subject matter is age appropriate and will meet, support and enhance the student's learning. We are cognizant of and responsible to State and Federal educational requirements. The College of Teachers is actively engaged in current Governmental educational discussions, philosophies, directives and requirements.

Within these parameters we seek to give each one of our students a broad, comprehensive education – in a manner that allows them to be competitive and participate in the wider world, whilst maintaining a direct and heartfelt link with their sense of self and potential.



Class eight completes the class teacher period. The fourteenth year brings strong new perceptions and a readiness to study the laws that underlie natural processes, artistic laws, the laws of mechanics.



By class nine the intense relationship with the class teacher has been replaced by specialist teachers whose subjects, materials and methods are interrelated and suit the specific age of the student. Class guardians guide the class during these later years as friends.

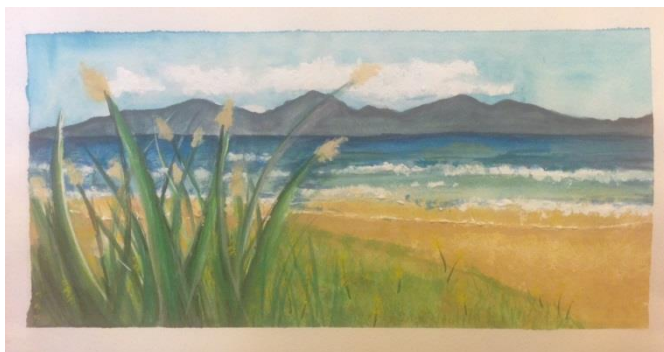
Class work is designed to awaken powers of thought and judgement, strengthening their youthful powers while discussing



real social and world concerns.

We value the beauty and vitality of middle school students and we strive to help them move gently but surely through their natural deep immersion in the vast range of human emotions and ideals into the wonderful balance of rich thought and feeling and physical dexterity that we see displayed in our senior students.

The sometimes tumultuous class nine student returns after the holidays more thoughtful, more measured. The 16 year old student asks who am I? What, besides my inheritance and circumstances, am I? A class ten student wishes to engage in measured conversation, expressing their views and enquiring as to the origins and causes of world affairs. Our work is to help them develop from passing judgements to forming judgements.



In years 11 and 12 we offer the VCE curriculum

A student at this time in life begins to turn their gaze beyond school to the future. While maintaining some breadth they can also make subject choices. Their intellectual life begins to acquire independence and inner mobility. Their sense of responsibility and appreciation for the adults around them, blossoms at this time. The teachers bring to this work their long intimacy with the students and a strong commitment to the needs of each one, not focussing solely on results. Each faculty offers deep and inspiring engagement with the subject to hand.

Our students flourish in a friendly, nurturing and challenging atmosphere where every opportunity is provided to strive for and achieve their personal and academic best.



The subjects become the stuff of the world through which is woven an integrated view of the universe. Each child is seen as gifted, worthy of enrichment from all subjects in the curriculum.

Each subject is a taste of a particular discipline - of observing, of thinking, of practice. We choose teachers who embody their subjects and are able to impart enthusiasm for their particular discipline.

We offer as wide and balanced a range of subjects as possible, right into the senior school. Our students benefit from sharing and observing the enthusiasms of others as well as their own, and being part of a community of learning in their particular class.

Links between subjects are made and all curricula is chosen to assist students' development at their particular age. ***A list of subjects can be found on our website www.mrss.com.au***

Our highest endeavour must be to develop free human beings, who are able out of their own initiative to impart purpose and direction to their lives.

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