



Waldorf Academy Voice

Celebrating 22 years
of education at Waldorf
Academy



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May 15, 2011

Dear Parents and Guardians,

It is hard to believe we are now entering the final stages of this academic year. It is at this time that managers and faculty review programs and plan for next year. We also focus on making sure that the end of the year goes well and that everyone reaps the reward of a year's learning.

We say at Waldorf Academy that we are: "Igniting a passion for the art of learning." What does this mean? How do you as parents and those of us in the school assess if this is indeed happening? How are we being wholistic in our approach?

If we look at the hand, heart and head or as we say 'will, emotion and intellect', one can see how the will or the act of doing is used to ignite a passion in the Childcare, Nursery and Kindergarten. The celebration of spring, the continual nurturing, the upcoming Maypole Festival and the daily rhythms develop in the youngest child the security that instills confidence and good habits for continued learning. The emotions are developed with the beautiful art activities the children are engaged in and in the daily experiences with the outdoors, with natural materials, and with carefully selected simple stories. These children have embarked on a dynamic social process, learning to play with each other and cultivate empathy. Singing, storytelling, movement and free play are all laying a strong foundation for academic learning.

In the Grade School last week we had our spring Music and Art celebration. In the build up to this performance and in the performance itself there were many examples of students extending themselves, taking risks and enjoying themselves in the process. These were examples of a passion being ignited.

In the next few weeks most of our classes will be involved in producing plays. These plays involve many academic disciplines as well as memorization, artistic expression and socialization; in short a true wholistic learning experience. Our history is one of high quality in these dramatic presentations. Our children are truly

engaged in this active learning and they are actually cultivating the art of learning. This year's Grade Eight class is gathering at 7 am to rehearse Macbeth.

Not long after the play season once again our students will be involved in "trip week". These "trips," whether going down a river in a canoe, visiting a lakeside cottage or spending time at a bio- dynamic farm, are times of concentrated social learning and a direct connection with the land which often ignites a passion for lifelong learning and a lasting connection with nature. The art of this learning is through the many and varied avenues that children are exposed to in these out-of-school experiences.

As we plan for next year we are also looking at how we can increase our remedial services for those students who are struggling with the conventional learning of the three "R's". This includes an increase in the "extra lesson program" which supports the learning of traditional academic skills. We have also re-reviewed our third language exposure to ensure the growth and development of Asian Studies. Please see the Language review article in this edition of The Voice.

Bear in mind that in many schools being enthusiastic about school is "not cool." Most of our students, however, are fully engaged and happy and this is perhaps one of the clearest messages they give us that they are developing a passion for the art of learning, from Childcare to Grade Eight.

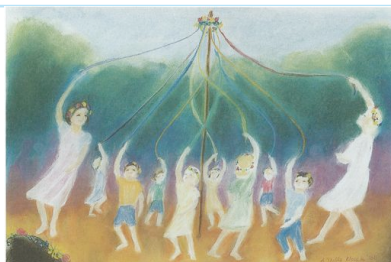
We are One, Peter Griffin

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Maypole, May 28
10:30-1pm
Hillcrest Park (Christie &
Bathurst)
If Rain: School Gym

Maypole Festival.

Please come and celebrate the arrival of Spring on May 28th. The Maypole is an annual festival here at Waldorf Academy for children, parents and faculty.

Children and parents will dance and sing around the Maypole holding colorful ribbons with flower garlands, some with fairy wings or woven belts.

Once again we welcome singer and musician Leah Salomaa and Flute player, Ernie Tollar.

Please contact your teacher about the potluck picnic and how you can help with the tables and litter collection.

If there is a heavy rain the Maypole will move to the school gym on 250 Madison Avenue.

Enrollment

Spring Greetings from the Enrollment Office!

With great anticipation my children and I have been watching tiny sprouts begin to appear from the seeds so lovingly planted by my son in kindergarten. This traditional activity nurtures within each child a sense of wonder and love for our mother earth.

I feel a similar sense of anticipation with the coming of spring because it represents contract renewal time and the promise of new families joining our midst. To this end, I would like to warmly welcome the Hamasato family to our school. Hiroshi has joined the Stargarden Kindergarten class as a senior child, so please make sure to introduce yourselves when you see them in the hallways and invite them to your gatherings at Dufferin Grove.

A major part of my mandate as Enrollment Manager is to tend to the growth of our community, from inquiries to applications, to registrations and renewals. Building and maintaining relationships with families is a key component of this rewarding job.

Speaking of growth, it is evident in our children on a daily basis. Especially in the Early Childhood programmes, great strides in development have occurred over the year. Another aspect of my role is membership on the Grade One Readiness Committee. Some of this work involves forming the picture of who the next Grade One class will be. To this end, all the senior kindergarten children have been working regularly with our Therapeutic-Remedial Teacher to help support their development and readiness for Grade One.

Yet another part of my job is to chair the Tuition Assistance Committee. This year we have over 20 families -representing more than 30 children- requesting help. It is our communal gift to our fellow parents that desire a Waldorf education for their children. We are currently working to distribute the budgeted funds to help as many families as possible. Thank you to all who have returned contracts!

As Enrollment is the cornerstone of our sustainability, if you have not yet returned your contract, **please do so or come and speak to me.** We cannot reiterate enough how important it is for us to “know our numbers” so we can plan programs and staffing effectively for next year.

With warm spring greetings,

Sara Anderson



Grade 2 at the Railway Children

Calendar

May 18/19 Class Photos
 May 20 NO SCHOOL
 May 23 Victoria Day NO SCHOOL
 May 25 School Tour
 9:15am
 May 26(Day),
 27(Evening) Gr.3 Play
 May 26, 27 Gr.5 Olympiad
 May 28 Maypole at
 Hillcrest Park 10:30-1pm
 May 30(Evening), 31(Day)
 Gr.7 Play
 May 30(Day), 31(Evening)
 Gr.6 Play
 June 1&2 Evening Gr.8
 Play
 June 8-10 Gr.3 Trip to
 Biodynamic Farm
 June 7-10 Minweiwei to
 Lunatic Adventures-
 Botany, outdoor skills
 June 7-10 Gr.6 to Canoe
 trip
 June 7-10 Gr.7 Outdoor
 trip
 June 7-10 Gr.8 Outdoor
 trip
 June 15 Gr.8 Graduation –
 Evening
 June 16 Gr.2 - 8 Blue Jays
 June 18 Assembly - Half
 Day Dismissal
 June 20 EC Camp and
 Northern Dawn Camp
 Begin
 June 23 Childcare Potluck

Programs & Summer Camp

Summer Camp- 2 spots left.

All children will come, play and create under the golden sun in our Early Childhood Summer Camp running Monday June 20th to Friday July 1, 2011. Through puppet shows, plays, painting, crafts and movement games the children will imaginatively explore the qualities and rhythms of the sun, the moon, the stars and Mother Earth. We will be very busy sewing costumes, making crowns, creating fairies and gnomes, wet felting, natural dyeing, woodworking, gardening and playing with old and new friends. We will be spending most of our time outdoors working in the herb and vegetable garden, playing at the park and exploring the big ravine.

If you have any questions about the summer camp programme, please speak with Katherine Fulford or Sara Anderson.

Starting as well June 20th, Northern Dawn will be running camp programs for Grade School children at Waldorf Academy, and in July will also be including a program for 4-6 year olds. Please visit their website to register: www.northerndawnedu.com.

Early Childhood Program Changes for 2011-12

Please note that there will be a few small changes to our **Parent & Child** and **Playschool** programs next year.

Parent & Child is a 10-week program meeting once per week per term from 9:30-11:30am. Parents or caregivers attend with their child, ranging in age from 18 months to 3 years for a gentle introduction to Waldorf programming. For the 2011-12 school year, registrants will be able to choose from a **Monday, Tuesday or Saturday** option.

Playschool is an early nursery program for 2-3 year olds. To qualify, children must turn 2 by August 31 of the year they are enrolled. For the 2011-12 school year, this program will run on 3 consecutive days, **Wed - Fri**, and will now include a choice between **half or full days**. This program has 2 spots available.

As well, parents also have the option of the 2 day program in our Childcare Centre. Please inquire with Childcare Supervisor, Lucia Amaral about the waiting list and the 2 day program. amaral@waldorfacademy.org, 416-962-6447 ext 248.

Rainbow Garden Nursery, for children aged 3-4 years, has 2-day (Tues and Thurs) spaces open for 2011-12. Please contact Sara Anderson at admissions@waldorfacademy.org for more information.



School Blog

Classifieds:

Check out our classifieds section on our school blog. Looking for sitters, want to sell a bike, or do you want to advertise your business to our community? This is a free service for our community- all you need is your school password to enter your ad.

Laura Edlund is a Gr.7 parent and contributes regularly on our school blog on Crafts. You can find her creations in the school store- perfect kits for children to make on their own. The above photo is of the latest craft entry.

www.waldorfacademy.org/voice

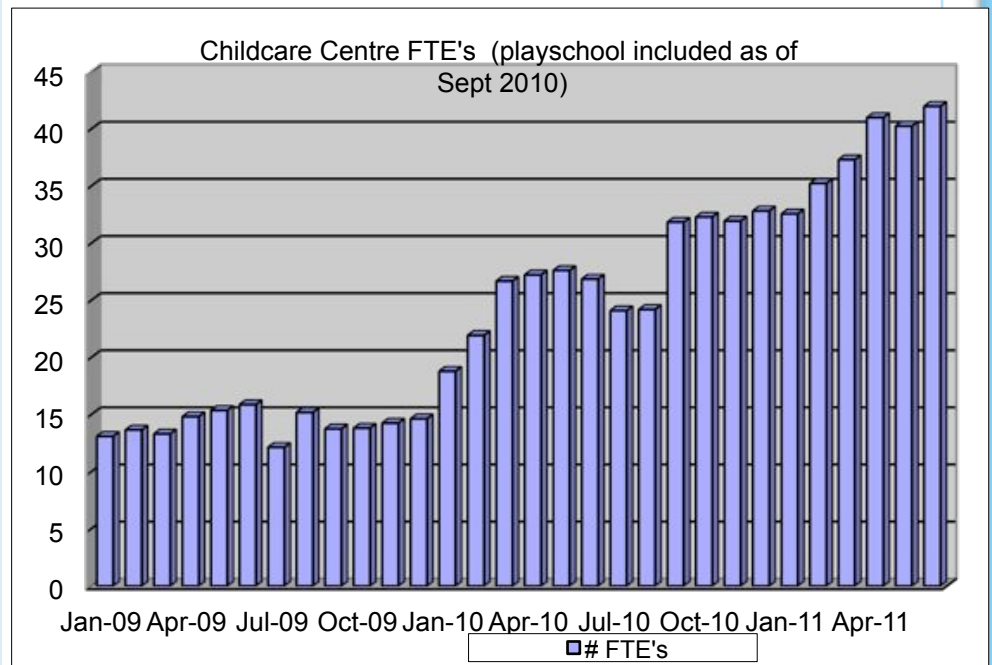
If you would like to make a regular contribution or be a guest writer on our blog please contact Jen Deathe jdeathe@waldorfacademy.org



The Childcare Centre: A One of a Kind Jewel in the City

This chart represents the growth of the Childcare enrollment since it opened in January 2009. For the month of June we have reached the 42 full time enrollment goal projected by the ECE task group. We still have some 2-day Pre school and Toddler spots available. Our two day program is offered on Thursdays and Fridays and runs all year long. For September there is a waiting list for the 5 and 3 day programs!

Our Childcare Centre is open from 8:00am to 6:00pm daily. All of our lead teachers are registered Early Childhood Educators. We provide a warm and nurturing environment in which children can learn and grow in all areas of development. Children at the Childcare are provided with a healthy, hot catered lunch and two snacks per day. Our teachers are planning an extra special summer program full of fun activities for our children including a visit from a petting zoo!



The Art of Learning:

The children in Grade 1 begin each morning with painting and working with blending colours.

- painting lower case alphabet
- paintbrush left-to-right to imprint reading direction and pencil grip
- start at top of page and work down
- artistic preparedness for writing posture

Language

A new spirit comes to life, revealing another people's way of experiencing the world. New tongues, new souls. Welcome.

Bienvenue. Willkommen. 歡迎

Mit jeder Sprache mehr, die du erlernst, befreist

Du einen bis daher in dir gebundenen Geist,

Der jetzo tätig wird mit eigner Denkverbindung,

Dir aufschließt unbekannt gewes'ne Weltempfindung,

Empfindung, wie ein Volk sich in der Welt empfunden,

Ein alter Dichter, der nur dreier Sprachen Gaben

Bessen, rühmte sich, der Seelen drei zu haben,

Und wirklich, hätt'in sich nur alle Menschengeister

Der Geist vereint, der recht wär'aller Sprachen Meister.

Friedrich Rückert

With every new language you learn, you set free a spirit hitherto bound within you, and which can now come to life with its own complex of associated ideas. It reveals to you for the first time some nation's or people's way of experiencing the world. An old poet, possessing the gift of but three tongues, prided himself on having three souls. And, in truth, the genius who had really mastered all languages would contain within himself the spirits of the whole human race.

(quoted by Michael Stott in *Foreign Language Teaching in Rudolf Steiner Schools*)

Of Tongues and Souls: Foreign Languages at Waldorf Academy

Background

In 2008, a Foreign Language Task Group was created to explore the question of our school's third language. After months of researching and brainstorming both with faculty and with the community, the task group concluded with the decision to introduce Asian Studies in the Middle School, gradually phasing out German in Grades 6,7 and 8. This is the first post-phase-out year; German this year is taught in Grades 2,3, and Min Wei Wei (4,5), while Asian Studies is taught in Grades 6, 7 and 8. It was a logical time to re-examine the programme, and our Curriculum Manager, Dean Husseini, chose to begin his programme review process with foreign languages.

French

The Ontario curriculum requires that students study French from Grade 4 to Grade 9. Waldorf Academy offers French beginning in Grade 1. While older learners can learn faster, Steiner and many language researchers argue that the earlier you begin learning a language, the better, particularly for pronunciation.

There are certainly historical reasons for aspiring to be a bilingual English/French country, but many Canadians no longer feel the relevance of the old image of "two solitudes" described in Hugh MacLennan's 1945 novel. Since the adoption of the Official Languages Act in 1969, the rates of bilingualism in English Canada have fallen, and despite massive financial support for learning French from kindergarten to the civil service, we remain, ironically, two linguistic solitudes.

In any country where people need or want to learn a language, they do. The fact that anglophone North Americans remain generally unilingual suggests that they are not interested in learning to speak other languages. Immersion is desirable to many parents for reasons that often have little to do with language learning. (See *Globe and Mail*, April 5, 2008; Konrad Yakabuski, "Language Neurosis is our Identity").

A Third Language

Given our nation's struggles with two languages, one might reasonably wonder why on earth we would bother to offer a third language. Perhaps the most valuable aspect of language learning is the schooling of empathy -- learning to identify with the perceptions and feelings of others. It is an education for peace, raising consciousness by improving the faculty of perception. (See Johannes Kiersch, *Language Teaching in Steiner Waldorf Schools*). The standard educational aims of foreign language teaching are pragmatic: give students some command of the target language. In Waldorf schools, this utilitarian goal is balanced by one that is purely sensory: give students a living experience of the reality of language.

Review process

Led by Curriculum Manager Dean Husseini, our review of the foreign language programme began with the language teachers sharing the details, the constraints, the highlights and the challenges of their respective programmes. Goals for improving standards, expectations and outcomes in language classes are being established within the cultural context that has been presented in this article. Planning is underway for enrichment activities both in and out of school. Full faculty discussions on the foreign language programme were rich and often heated.

Honour Students

On April 11th, Barrie Sketchley, the Principal of Rosedale Heights School of the Arts, wrote a letter to Peter Griffin informing him of former students who have achieved great success and were recognized at their special Honour's Night.

They are:

Clair Dreyfuss

Iain Horvath

Chloe Koen-Butt

Antoine Massé

Nicole Protech

We are proud to share with you their achievements.

Results of the Foreign Language Review and Implications for 2011-12

In keeping with the 2008 Foreign Language Task Group decision, we are continuing with Asian Studies at Waldorf Academy. During the original task group work with the community, we examined the pros and cons of various third languages. In Waldorf schools there are obvious historical reasons for studying German, and the language itself is often presented as one way to strengthen the will, both through the sound patterns and through the syntax -- waiting until the end of a sentence for the main verb. Yet living in Toronto in the 21st century we need to be conscious on both a municipal and an international level of other stories that need to be told and other sounds that need to be heard.

It may be tempting to want to continue with two third language options, but given the limited number of lesson hours, the inherent difficulties of foreign language teaching on this continent, and the positive experience of the first three years of Asian studies in the school, the next phase will involve expanding the new third language programme.

Next year, Grade 2 will begin Asian Studies. Grades 3 and 4 will continue with German through Grade 5 and will then begin Asian Studies in Middle School.

In order to maintain consistency for Min Wei Wei, a class newly formed this year from last year's Grades 3 and 4 classes, these students will continue to study German. The importance of consistency applies not just to the language, but also to the teacher. Frau Turner will be teaching math in Min Wei Wei, and she will be one of the academic pillars of this class.

Sheila Anderson-Massé

on behalf of the Faculty Managers, Janet Hendershot, Dean Husseini, Sheila Anderson-Massé, Peter Griffin, Siobhan Hughes, (Stacey Greger: on sabbatical)

and the language teachers Jennifer Betty, Margot Turner, Shi-Ching Yu, Sheila Anderson-Massé

About the Grade 8 Penny Drive:

On March 11, 2011, a powerful earthquake with a magnitude of 9.0 Mw with an epicenter 70 kilometers east of the Toohoku region struck Japan, triggering a large tsunami. The news broke shortly after my Grade Eight Project, which was, ironically, about learning Japanese. For a while I tried to ignore the news, but soon there was no escape. 14, 998 deaths. 5, 279 injuries. 9, 853 missing. To make things worse, countless cities have been completely trashed, and a major nuclear power plant is at risk. And the Japanese people may even have trouble turning to art to make sense of these woes, as a large number of paper-and-ink factories have been ruined, putting a strong dent in Japan's vibrant magazine industry. Soon I felt I needed to do something.

Grade 8 is now holding a "penny drive" fundraiser to raise money for the Canadian Red Cross' Japan relief initiative. Our goal is \$200, and we need your help! Every cent you give will go to aid the Japanese. After our first day, we raised \$32.20. To donate, please go to the grade 8 room, or leave donations in the office in an envelope addressed to Grade 8. For more information, please talk to Ms. Rosa. Drive ends Monday, June 6. *Ganbatte, Nihon! Arigatou gozaimasu!*

-Nathan, Grade Eight student on behalf of Grade 8



Alley, Sasha and Kyria



Jenny, David and Thea

April Alumni Month
Facebook and Q& A Panel

Alumni Q&A participants:

David Frank-Savoie: Queens University, Masters Carlton

Alan Lockwood: Waterloo University

Jenny Evans: York University- Woman's Studies

Rhys Machold: McMaster University-PhD UofT Pol.Sci

Thea Eden: George Brown-Baking, Humber-Cabinetry

Michel Berger: ESA- Science

Alexis Marrogiannis:

University of Toronto

Kyria Knibb: Wilfrid Laurier University, Masters in Business(York)

Emily Rosa: Ryerson ECE

Alley Adams: Queens University

Victoria Boulton: University of Guelph- Post Grad in Fundraising at Humber

Marlon Magone: Film

Pierre Massé: Waterloo

University (Chemical Physics)

Sasha Singer-Wilson: BFA at York

Alumni 101 Lecture

It was fascinating and heartening as a parent of young Waldorf students to have the opportunity to hear from those whose Waldorf journey is now complete. Paula Rosa and Diana Miklos assembled an impressive gathering of alumni. While it was wonderful to hear about all the interesting and different paths each has taken since their time at AHWS (now Waldorf Academy), for me it was so telling and reassuring to hear from each how much they loved their school. I happened to love my primary and secondary (public school) educational experiences, but I so often hear about people that loathed their school years for academic and/or social reasons.

These grads that were so diverse in their life choices were so united in their fond memories of their time at our school and as members of its community, and it was quite remarkable. The other remarkable aspect of the evening for me was noting the number of grads that cited confidence as being a primary benefit of their Waldorf education, and how important it was to them that they (and their classmates) were accepted by the community "as they were". One mentioned their shock at going to a public high school and discovering that there were sports try-outs - here, everyone has the opportunity to play and be part of the team. She felt that her early experience of acceptance really helped her move beyond apprehension or avoidance of change or the unknown, and embrace new experiences.

Many seemed to express that their Waldorf education endowed them with a strong sense of self, and the confidence to stay true to that far beyond their Waldorf experience.

It was such an uplifting opportunity to hear from these grads, and I wish that all our parents (particularly those in the early years) could have been there - I certainly found it to be an enlightening evening. Many thanks to Paula and Diana for making it happen!

Leigh Lamacraft

Parent

Waldorf 101 Lecture Series:

The series has been a wonderful learning experience for parents, visitors and faculty. We are very pleased with the outreach the lecture series has provided and look forward to continuing the next level of lectures on Waldorf Education. We wish to thank the presenters that took the extra time to prepare and present a lecture on Waldorf education.

Einat Bar Yosef- Introduction to Waldorf Pedagogy

Diana Hughes- Child Development and the Waldorf Curriculum

Janet Brock and Lisa Gibson- Waldorf in the Home

Dean Husseini- Math: Notes from this Lecture online in Feb. Voice

Robert Teuwen- Science: The Audio of this lecture is on our website.

Paula Rosa and Diana Miklos. Waldorf Graduates: Video Clip on Facebook from this lecture

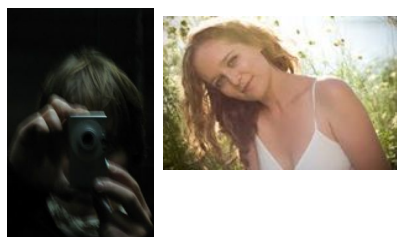
Due to the addition of Gordon Neufeld in March we were unable to reschedule the lecture on Reading and Literacy. It will instead be re-scheduled for next fall.

Also in response to our community we will reduce the number of lectures and not offer any during the Spring term. However, we will offer a keynote speaker in April.

We will also combine events next year in order to maximize attendance.

Thank you for all your support,

Sara Anderson, Dean Husseini, Jennifer Deathe



Clea Machold (left) and Layah Singer-Wilson are alumnae from our very first graduating class-1996/97. Clea is in Dublin, Ireland in her 4th year of medicine at Trinity, and Layah is an accomplished singer/songwriter who just released a new CD. You can view their thoughts on Waldorf education on our Facebook page www.waldorfacademy.org

April Alumni Month Facebook and Q& A Panel

THANK YOU Facebook Participants:

Hallie Switzer- Dalhousie University

Jacob Switzer- Rosedale Heights- Drama

Emily Rosa- Leaside High School- ECE- travel

Luke Sutherland- Masters in Information UofT

Layah Singer-Wilson- Musician

Elena Vorvis- Havergal

Frank Evans- Band Member KitGut/MEC

Jesse Corrigan- Band Member KitGut-University Sackville New Brunswick

Ben Roberts- Etobicoke School of Arts (ESA)

Elena Hudgins- Lyle IB at Parkdale Collegiate

Clea Machold- Medicine at Trinity, Dublin

Alisan Cooke- Rosedale Heights-Photography

Caleb Buchbinder- Youth International Program-YIP- in Kenya

Gillian Gibson- Urusla Franklin Academy

Alumni 101 Lecture

Alumni

Sound Bites from the Alumni: All the alumni were out of High School except Michel who is in Gr.11 at Etobicoke School of Arts.

Reflections on their Waldorf Education:

- Class trips- pushing your limits in nature. No one else out of Waldorf seemed to share these incredible experiences in nature. They were very proud of the challenges they faced on these trips and wear their 'Waldorf Badge' with honour.
- Conflict resolution- learning those skills for the blow-up fights that seem to occur in High School- they knew how to resolve and temper a situation.
- Teach compassion for your fellow students, 'deep down we really connected with each other.'
- Re- critical thinking at University: felt very equipped, don't take things for granted, going on your own pursuit for answers, didn't just accept- helpful in one alumni's hyper critical post graduate work- PhD in Political Science.
- Holding the world with a sense of wonder- 'instilled since I was very little'
- Sense of community at a very young age
- Small, intimate environment yet diversified
- It takes a village to raise a child rings true; went from 120 kids to Earl Claude Watson where you're just a number

On Computers;

- You pick it up, very intuitive now, do not need a computer course
- 'I couldn't type but learned in a few months'
- Doesn't take much groundwork to become sufficient
- I am grateful we did not have computers in school and a media policy- no disadvantage at High School and I now can appreciate it allowed my imagination to flourish.
- Recognize the change in the last three years with the handheld instant access to internet that did not exist for them. Maybe it would be appropriate to have computers – safety and a computer skills course in Gr.7/8.

Leaving Waldorf and entering other educational systems:

- Hear rumblings that Waldorf education does not prepare or not as academic- felt very much the opposite and had to actually rethink if not lower standards- listen, read, textbook, memorize, test- not very inspiring after a Waldorf education nor does it actually ask you to truly analyze and dig deep for answers.
- A very dry approach to Science in the Public School system and elsewhere- had to adjust to this approach.
- Coming from a Waldorf school seemed to benefit them in applying to other schools and generated positive interest from teachers and professors.
- The ESA drama teacher found that the Waldorf students always had such an interesting perspective.



Night,

The fiery ball of light
eclipses beyond the horizon.
Blankets of dark
engulf the sky.
Star multiply,
till millions are shining down on us.
The moon rises,
round as the iris of the eye.
Among the unspoiled air of night,
The mighty owl seeks his flight,
The cat's black coat blends into the
shadows,
all that is left,
is his glittering eyes.
As the innocent human sleeps,
the night fairies brew up magic.
Spirits soar,
across the lifeless ground looking for
trouble.
Soon the bright pink glow,
appears in the air.
The dark blankets
are folded away,
waiting to be let go again.
The humans wake to the bright sun,
shining like a beacon of hope.
Among the still dark forests
the spirits lurk,
waiting out the day
for night to come again.

A poem by Zoe
Gr.6

Self-study on the way to re-accreditation! By Siobhan Hughes

Waldorf Academy has begun the process of AWSNA evaluation/accreditation. Although we are already a full-member of the Association of Waldorf Schools of North America, we are now seeking formal accreditation as a Waldorf school. We have submitted our application, and a steering committee has formed to guide us through the process. So, we have embarked on a one-year journey of inner self-reflection. Accreditation has two primary goals:

1. The first step is to complete an in-depth self-study. Over the coming year we will be looking at all aspects of our school: our vision and mission, the pedagogy, the administration and governance, and the community that supports the school. We will be articulating and celebrating our gifts and strengths, pinpointing our weaknesses and challenges, and formulating plans and priorities for improving the school.
2. In October 2012 an accreditation team from AWSNA will visit our school for four days to confirm our findings and give us theirs.

Accreditation demands a commitment to on-going improvement in a structured, systematic manner. The involvement of everyone in the school community is vital. Details of how the parent body and Board can be involved in this process will be shared in the fall. The steering committee of Sheila Anderson-Masse, Katherine Fulford, Dean Husseini, and I will be guiding us through this process.

The process is daunting, but we can learn from the experience of the many Waldorf schools that have gone through it before us. Feedback from these schools has been fairly consistent. Here are a few examples:

“The process is an arduous and yet invigorating one.” (Green Meadow Waldorf School, New York)

“We found the institutional introspection required of this project enormously beneficial as we examined every facet of our program, asked ourselves the difficult questions, and, most importantly, made the needed adjustments designed to address our greatest challenges.” (Waldorf School of Atlanta, Georgia)

“When is it ever not extremely useful to take a good, long look at oneself? One of the opportunities of this kind of organizational self-evaluation is to allow each individual in the school to have an appreciation of each constituent part and its contribution to the whole.” (Waldorf School of Garden City, N.Y.)

From AWSNA Accreditation Guide:

“One of the principal functions of AWSNA is the evaluation and accreditation of its member schools, which, as independent not-for-profit schools, have voluntarily chosen to measure and guide their progress toward an ideal of educational excellence. In providing and developing *Shared Principles*, the association in no way limits, but strives to preserve, the freedom of each individual school to practice within the indications of Waldorf education.”

If you have questions please contact coordinator@waldorfacademy.org

Looking forward to working together on this, Siobhan

Ode to Min Wei Wei

Bright thunderer Zeus, high in the clouds,
 You who dwell in fair Olympia:
 I come as your suppliant,
 Singing to the sound of Mr. Rose's golden notes
 As they strike up chorus-leading preludes,
 Striving to honour Ms. Carrady's phrasing
 As she weaves meaning and gesture
 Into the tapestry of the actors' words.
 I entreat you, Zeus, mighty and eternal wielder of
 power,
 To adorn every Min Wei Wei tunic-wearer
 With a wreath of victory!
 Transformed into Hellenic beauty,
 Our humble backyard resounded on Tyr's day
 With the determined and glorious voices
 Of kings, slaves, priests, heroes and gray-eyed
 sisters.
 Glory to all, blessed by the Muses!
 Let the gods join me in singing the praises of Ms.
 D-W*
 Earth mother of the noble Perseus,
 Fiery-haired leader of Gorgon-bound Greeks.
 Her patience, skill and regal bearing are
 unsurpassed,
 Save by the queen of Min Wei Wei,
 Ms. Moffitt,
 Beloved of Aphrodite and Athena,
 Pallas protector of the class,
 Unstinting in toil and integrity,
 Golden-crowned and golden-hearted,
 Firm in love and loving in firmness.

Now from Medusa's fate turn your bright eyes,
 young Greeks,
 For now you are Olympic-bound.
 Now may your Thespian achievements be borne
 On the tip of Artemis' silver bow.
 Let fly the arrows of glory from the string of noble
 acting
 And may your great success precede you to the
 wooded grove
 Behind TWS where you will run, jump, throw and
 wrestle,
 Shining with personal brightness like the sun's
 As it flickers off the water's surface.
 Let fortune grant you noble deeds upon noble
 deeds.
 To honour your swift feet and daring hearts
 I pray for an abundance of grace and skill.
 May Zeus of the flashing thunderbolt
 Bless you with victory at the games and in life
 hereafter.
 May you forever be as brave and bold and true as
 Perseus.

Sheila Anderson-Massé

* Carla Devenish-White, mother of Sasha



Unique Aspects of a Waldorf Curriculum: The Grade 5 Olympiad- Reliving History.

Known as the heart of childhood, a fifth grade student attains a certain ease and grace of physical movement intrinsic to their age. An awareness of self strengthens. The celebration of their unique abilities at this time culminates in their participation in the Spring in the Greek Pentathlon, an Olympiad event with other regional Waldorf schools. Cognitively, children approach things in a more realistic manner as emergent intellectual faculties are ready to be used more consciously.

On May 26th and 27th the students of Min Wei Wei will travel to our sister school, TWS, and join 5 other Waldorf schools. Together they will re-create an ancient Olympiad (minus a sacrifice), complete with opening and closing ceremonies, Odes to the Gods, javelin, Greek wrestling, discus, sprints and long jump. Medals are awarded not just for athletic ability but grace, beauty and sportsmanship. The students will wear white tunics that they have embroidered themselves. Each student is required to write an Ode to a specific Greek God as Ms. Anderson-Masse has written on the left.

By Grade 6 the students will have entered a new stage of development and the study of human history will reflect this change providing an optimal learning opportunity. The gracefulness and harmony of the fifth grade year will be gone, replaced by mood swings and the pressure of the peer group.



Unique Aspects of the Waldorf Curriculum: The Class Play

At Waldorf Academy the class play is one of the highlights of the year. Every child in the class participates, uniting the class artistically and socially.

Plays help to deepen the students' understanding of the main lesson work. The plays that are chosen compliment what is being studied in the classroom and typically follow this pattern: 1st grade: a fairy tale; 2nd grade: a legend or fable; 3rd grade: a story from the Hebrew books of the Bible; Min Wei Wei(4/5): a story from an Ancient Civilization, India through Greece; 6th grade: a Roman or Medieval story; 7th grade: a story from the Renaissance & Age of Discovery; 8th grade: class choice.

The art of articulation, the rich language and expressive speech demands the full attention of each student.

The curative opportunities are endless. A shy child might be given a bold, outgoing part; or a boisterous, choleric student given a sensitive, compassionate part.

Children experience tremendous transformations through class plays. We see the students gain self-confidence, admiration, appreciation and acceptance among their peers. We have seen them uncover strength, sensitivity, and courage in their performances. We have seen each student reach a new understanding of what it means to become human.

Through this artistic endeavor, we observe classes evolving socially and appreciating each other.

Everyone is welcome to attend the performances and it's a wonderful way to get to see what's ahead for your children and get to know the school a little better. Please refer to the calendar on page 5.

Please note that there are only 80 seats available for each of the Gr.8 performances and a ticket is necessary to gain entrance. Tickets are available in the Front Office.



Thank you

We succeed thanks in a large part to the energy and commitment our community members bring to supporting our school programs.

The Early Childhood Faculty would like to extend warmest Gratitude to all Friends, Parents, Teachers and Community for helping us to make the WECAN sharing conference a great success.

This was our second event, where many teachers from the Great Lakes region participated in a wonderful gathering.

The key note speaker, Susanne Dawn, from the Juniper Tree School for Puppetry & Arts, inspired all participants through study of the Child development, the Senses in the ways to awaken the Heart. We watched two magical puppet shows and received insight in to the realm of making beautiful marionettes. Teachers participated in three workshops, where they were able to experience painting, dyeing silk with natural dyes and learn about Transitions in the curriculum.

There are not enough words to express our gratitude for the wonderful help that everyone gave us in preparation for the conference. We received generous offerings of food that helped us to make the meal time a delight. The teachers appreciated the hard work and time spent baking and preparing the food.

We had many parents helping us serve the food to our guests, making platters of fruit and preparing sandwiches. The tables were beautiful and bountiful, prepared with care and attention.

Thank you to our German Volunteers, under the guiding hand of Mr. McCombe, who moved furniture back and forth in and out from the Child Care Centre, during their free weekend time.

We had two beautiful craft tables, supplied by the many hand-made creations donated by some wonderful, talented parents. Thank you for the nimble fingers that made all those treasures and brought joy to many teachers and Children.

Our school looked beautiful and inviting. Classrooms were open to share and show our school with pride. Thank you to all the teachers for preparing their spaces with care and beauty. Our school cleaning crew was there to make sure we had everything in place and ready.

On behalf of the Early Childhood Faculty,

Sincerely

Bozena Ciepielewski

EC Faculty Chair

Conference Organizer

The Grade 7 class presents,

Romeo & Juliet



◆◆◆◆ Experience a night of Shakespearian drama.

May 30~31

Spadina House

"Two households, both alike in dignity,
From ancient grudge break to new mutiny,
where civil blood makes civil hands unclean,
In fair Verona,
A pair of star-cross'd lovers take
their life....."

Spring Writing

Almost every day since March break, Mr. Singh, the Grade Seven teacher, has been running with the Grade Seven and Eight students. Since I have these classes together for English first thing on Tuesday morning, I decided to continue Mr. Singh's initiative, not entirely to the delight of all the students. One rainy, cold, unpleasant day in late April, we stopped during our morning run at the Cheese Park to make an inventory of spring sights, sounds, and smells. It felt like February but without the charm of snow. The students valiantly searched for expressions that I scribbled on a damp piece of paper, fingers stiff with cold. Back in the classroom, and somewhat warmer, we wrote the brainstorming ideas on the board. Here are some of the student pieces from that morning.

Sunken oak.
Without snow your naked body seen,
Pitying eyes look at you,
The waste creeps at your roots.

Look forward to the birds' call.
It will be a sign for spring.
The rain will cleanse the filth.
You will be reborn with the sun.

Max

Buds on the wet ends of trees
Slippery mud sticking to your boots
Wind flying through the damp trees
Rain dancing down onto the hard
ground
Mist on the still cold lake
Birds singing at 4:00 in the morning
Temperature heating up throughout
time.

The rain falls swiftly upon the moldy
branches of trees,
The buds on the trees slowly getting
ready to open.
One bud is open slightly more than
the rest, revealing a beautiful shade of
pink underneath.
The rest stay closed.
Beautiful flowers concealed in a
cocoon of brown.
Gross brown.

Brown that resembles mud.
Gross mud.
Mud underneath the moldy trees.
Wet,
Wet trees,
Wet mud.
Gross mud.
Gross spring.

Lili and Emma

Grass covered with a layer of dew.
Earthy smells fill my nostrils
As I take a deep breath.
Earthworms have woken up
And are playing in the mud.
Squirrels have awoken and birds are chirping.
It is a sign that spring is here.
It has been too early for flowers to blossom.
As the clouds move away,
There is still no sign of the sun.

The rain is back
And I am soaking wet.
Winter has lasted for so long that
I felt like spring would never come.

Spring is just a gateway to summer.
Gemma

The buds of flowers peek
Through the puddles of mud and garbage.
I stare at the trees and it looks like they ought to in the
winter.
It's raining but not enough to stop us from running.
My French teacher tells us to hurry up.
I try to run faster but my knees give way and I fall.
Isaac

Like a cleansing in a slate grey bathtub.
Like a capricious friend, annoying and delighting in equal
measures.
Like a single tulip, eager to come, reluctant to stay.
Like a late guest, infuriating its hosts.
"Fashionably late" just does not work in nature.
Like a battalion of playing cards,
Stable at first, just to be flown away.
Like a spongy custard,
Spring just does not stay.
Andreana

Rain
Gross rain.
Gross wet rain.
Gross wet polluted rain.
Sounds of cars and rain.
It smells like gasoline fumes.
Most of us can't smell because
we're sick.
Our stuffy noses are in pain.
And the shitty weather sucks.
And mud is a pain.
Running is too.
The end.
Bye.
Emmett

The ground hog lied.
That stupid little ground hog.
I was happy for a day.
But the ground hog lied.
It's still freezing cold out, Mr.
Ground Hog!
The rain replaced the snow,
But nothing else has changed.
It's still winter in my mind.
Gee, thanks, Ground Hog
almighty!
Hopefully next year he'll tell
the truth
But this year, the ground hog
lied.

Lia

Miserable wet days, everywhere as horrible as sitting in a dank hospital waiting room expecting bad news.

The birds don't sing because they're too busy trying to keep warm, which is near impossible.

Walking home, seeing drivers hunched up over the wheel, desperate to get home.

Driving rain, relentlessly pouring down, always managing to get in through your coat.

Taking the subway is a slight relief from the downpour, but you are in a confined space with people, some who have colds. After the horrible train ride, it's back into the wall of rain.

Ground hogs burrow into their holes but the rain gets in like a disease

Piers and Chris

Grade Six Business Math: The Loan Request

Dear Prof. T and Ms. B,

I would like to request a loan of 40 Canadian dollars to be paid back on the 8th of May 2011 in order to aid the start of my business. I will be selling the toffee and cards to students at my school. Of the 18 person I interviewed 16 indicated they would purchase my toffee at th price of 1.00\$ a unit . 18 of the 19 people I surveyed indicated they would purchase my cards at the price of 3.00\$ each. I estimate I can sell 25 pieces of toffee and 3 cards during one market. This means a gross profit of 34.00\$ and a net profit of 22.00\$ based on my expense estimations.

As security I offer the withholding of my allowance.

I eagerly await your response.

Ella

Dear Ella,

We have now carefully reviewed your business plan, and overall, we are favorably impressed.

However, while we are willing to fund your project, we prefer to do so through a combination of debt and equity rather than exclusively debt as you suggest.

In particular, we propose to loan you 20\$ for the term of your enterprise. Given that we are in than unprecedented period of low interest rates, we will let you borrow at the interbank rate, today very close to 0% ! In addition we will make a 20\$ purchase of equity in your firm. In exchange we receive a 49% non-controlling share in your firm, and we are entitled to 49% of your profits. While this company is not publicly listed, we nevertheless expect you to adhere to reasonable accounting standards.

We hope these terms are acceptable, and we look forward to doing business with you.

Very truly yours,

MT

Grade 6 Market Wednesdays



Class Rep Updates from CC meeting held May 11, 2011**Fairy Garden/Morning Star (Tricia)**

- baking, planting seedlings, playing with wheelbarrows and new tricycles
- preparing for Maypole; learning new spring songs, lots of crafts
- Parent Evening with guest speaker Janet Brock last week

Rainbow Garden (Erinn)

- lots of park time, now that weather has improved
- preparing for Maypole
- preparing, gently, for move to new class next year

Crystal Garden (Carola)

- 9 children, all loving and supportive of each other
- eggs delivered, with chicks to hatch in 21 days; children have received calendars to help them count down the days

Sungarden (Kari)

- Wednesday ravine walks continue, with kite flying, and preparation for Maypole
- children have made swords, and await Knighting ceremony in June
- High Park Zoo trip planned for Friday
- final field trip of the year planned for Riverdale Farm, in June

Stargarden (Leigh)

- children are learning about composting – composting worms in classroom
- caterpillar/butterfly pupae have arrived – children looking forward to metamorphosis

Grade 1 (Erinn/Leigh/Ms. Hanna)

- children beginning each morning with painting, working with blending colours
- painting lower case alphabet
- paintbrush left-to-right to imprint reading direction and pencil grip
- start at top of page and work down
- artistic preparedness for writing posture
- children making letters out of beeswax during Fairy Tale storytime
- Ms. Yu helped children with Mother's Day cards by showing them how to write their names in Mandarin

Grade 2 (Su)

- children attended the stage production of "The Railway Children" last week, where they were very well behaved
- completing Grammar block
- finishing up King of Ireland's Son
- continuing their weekly journeys to the ravine
- working on their drawing skills, especially with using the side of the crayon
- Mrs. Bruce is planning next year's 6-week equestrian program (secret from the children)
- children becoming expert paper airplane and origami constructors
- in Math, children are developing strong subtraction and carrying and borrowing skills
- their hand-made marionettes are finally being strung

Grade 3 (D'Arcy/Jonathan)

- 9-year change underway
- parent meeting held last week, with lecture from Dean
- planning 2-night overnight trip to biodynamic farm
- planning play, which will be staged outdoors
- planning building of their wigwam structure
- tending 3 planter boxes in side yard
- spelling tests and math quizzes
- reading progressing well, and lots of rhymes and riddles

MinWeiWei (Katherine)

- 2 play performances held yesterday
 - staged outdoors
 - Greek Tragedy
 - individual speaking parts
- children working very hard on their academic studies
- just finished Canadian Geography block
- children beginning to yearn for more active social lives
- Greek Olympics in a few weeks – preparing with Ms. Rosa
- planning 3-4 night trip during trip week near Guelph with Lunatic Adventures

Grade 6 (Jonathan/Mr. T)

- wrapping up academic block of Physics/Acoustics
- prepping for play, to be staged outdoors
- Music and Art subjects ended last week, culminating in Wednesday afternoon's Music and Art festival
- eases burden on specialist teachers and frees them to assist with plays
- canoe trip with tandem boats being planned for trip week
 - French River area
 - staying on band land as guests of First Nations
 - paddling, rescue, water techniques
 - trip guide to join them, from organization led by Shawn Hodgins
- hope is that he will become the trip consultant for all classes
- will build community trust
- class teachers will be able to work with a tripping expert to ensure challenging yet safe trips
- Business Math Market is going well, and will continue for two more Wednesdays in May

Grade 7 (Laura)

- great year with Mr. Singh
- finished Geometry
- working on "Romeo and Juliet" as their end of year play; children especially excited about the fight choreography
- kids start each day with a brisk run
- looking forward to upcoming class trip

Grade 8 (Jon)

- working on play "Macbeth"
- projects on great revolutionaries done
- newspaper articles completed on books they have read
- Jon especially encouraged all school parents to attend one of the evening productions of the Grade 8 play

Community News

Classifieds have moved to our School Blog www.waldorfacademy.org/voice



WEEK 1 Theme: 6 – 8 YEARS OLD - WYANDOT TRIBE

Come join our tribe! Animals, birds and water! Create pinch pots, medicine shields, animal masks, and rock art and weave stories and songs reminiscent of Native Canadian Traditions.

9 plus – KEEPERS OF THE EARTH

Through story, games and food, experience the Native Canadian approach to life. Eat popcorn, adopt a tree, explore and play tracking and skill games.

Learn more about our summer camp for 4-6 yr olds and all weekly themes www.northerndawnedu.com

Waldorf Academy Parent, Amit Breuer

Hot Docs: Special Jury Prize (Canadian Feature) THE GUANTANAMO TRAP (D: Thomas Selim Wallner, Producer Amit Breuer)

The film is, unsurprisingly, a look at the toll of Guantanamo Bay through 4 separate people who have – in different ways – been involved with torture. The jury's statement: "The special jury prize is shared between two films, a powerful film that mobilizes compelling characters who face uncomfortable truths, piecing together the anatomy of a broken system – THE GUANTANAMO TRAP
Congratulation Amit!

Rental Wanted:

We're a Waldorf family of 3 looking for a short-term house-sit or sublet for September and October while we renovate our Annex home.

Ideally we'd need 2 or 3 bedrooms, and something within walking distance to the school. If your house is available or if you know one that is, please call or email Alison at (647) 892-3250 or

aliepick@gmail.com

Voice Submissions due June 11 for the June 15th Voice. Please send without formatting to jdeathe@waldorfacademy.org

Special thanks to Sheila Anderson-Masse who types the students' work for the VOICE.

**Jennifer Deathe
Marketing Manager
416-962-6447 ext 233
jdeathe@waldorfacademy.org**

Community Council:

Winter Fair Proposed Class Assignments

- each coordinator to prepare a file/binder of info by May 11th's CC Meeting outlining what worked, roles/responsibilities, resources, etc.

Faculty Appreciation Dinners

- next year's coordinator: Martha Randall, who will be mentored by Nada
- 6 dinners planned for upcoming school year

Election for CC Co-Chair for 2011-2012

Kari Koszo, a Sungarden and Rainbow Garden parent, was unanimously elected to co-chair next year's Community Council with Leigh Lamacraft. Congratulations, Kari and thank you for stepping forward!

Many thanks to our outgoing Co-chair Erinn Higgins for two years of dedication in the role.



n f a r m

May 2011

A Newsletter for Waldorf School Communities
from the Association of Waldorf Schools of North America

Waldorf Inspired Service to New Orleans ... The weekend of April 7 – 10, 2011, was an extraordinary one for the Waldorf School for New Orleans (WSNO) and sixty Waldorf community volunteers. The Leadership groups of AWSNA met for the weekend and joined the work at breaks and lunches. Some volunteers went off to the St. Bernard Project to help in one of the hardest hit neighborhoods in the city. The school was transformed with color and a lovely play yard: the workers lazured the walls in three classrooms, an enormous wall, and two hallways. They dug up the mulch pit for the swing set. They fixed the cement walk. They built a brick patio for the play house, dug a new garden bed for the Kindergarten vegetable garden, soaked and scraped hundreds of wine bottles clean to line the vegetable garden bed and the flower garden with those scrubbed bottles turned upside-down. There are no “thank yous” big enough to all the players in this event: you can read more about this on our website www.whywaldorfworks.org, and on the AWSNA Facebook page.

NCPSA accreditation... Word arrived while we were in New Orleans that our Association's NCPSA accreditation has been renewed for accrediting schools through 2016. This great news is due to the good work of Carol Fulmer and Arthur Pittis and we have much to be thankful for in this current accreditation and "accountability" environment.

“A Moveable Classroom” in both the first and second grades is an innovation worthy of note at the Pine Hill Waldorf School in New Hampshire. Two courageous class teachers, with support of the faculty and administration answered the question of movement and flexibility in these early grades with the installation of a classroom with no desks and chairs, but instead with tables and giant, buckwheat-hull filled “bean” bags on which the children sit. The tables double as balance beams, painting tables, climbing and jumping devices, and multi-levels of circle work. Results after two months are positive and enthusiasm for the new approach to movement as part of the design of the rooms is high in the Pine Hill Community.

Screen Free Week ... was a high participation event in all of our Waldorf communities....of course! Stories are trickling in now of innovations born in the absence of screens. Please vote for your favorite one: they're posted on Facebook and on www.whywaldorfworks.org.

Art from the Seventh Through Twelfth Grades... is being collected to represent Waldorf Education in North America. Beautiful submissions of sophisticated artwork done by our students have already been submitted. Get your students' art work to us soon! Scan and send to pmaynard@awsna.org.

Four ways you can further Waldorf Education in North America: Sign up for e-news and on the Alumni Corner on the www.whywaldorfworks.org and stay informed about Waldorf news; support your local Waldorf school every way you can; use GoodSearch (instead of Google) when surfing the web; and give a gift to AWSNA, as we stand together for holistic education and the protection of child development. Thank you for your commitment to Waldorf Education.

