

ਬਦੇਰਬਪੁਰ ਭੋਬਬਾਇ

SCHOOL NEWSLETTER

Editorial

This is our 1st edition of Advaya Shaale's newsletter. The newsletter aims to give you a preview of the goings-on at our school and also to bring the community closer via contributions from all the stakeholders.

The months of February and March were busy, filled with class activities, sleepovers, field trips and lots more. We also had the opportunity to interact and work with parents as they came forward with suggestions regarding the kitchen and also to help out with some classroom activities. I must admit that some days, were overly busy for the teams involved, but we were trying hard to make up for the lost time with our children and every extra minute spent with them, and for them was worth it !!

In the next few pages you will find a brief of some of the happening's of the last 2 months, an article by Latha Teacher and the artistic work of some of our teachers. We plan to make the newsletter a bi-monthly feature. Hope you enjoy the compilation.

Signing off, on behalf of the whole Team....

Shivali

Why Waldorf ? Does it work in today's World?

By Latha Madhusudhan

The current pandemic has brought a Paradigm shift to the way we look at Education, the school, the meaning of learning and what it should be. The “Global pause” that came about due to the pandemic has made more and more parents, teachers and educators realize the need for a meaningful learning experience for the children, for reorienting ourselves to a new way of life, to redefine, relearn and ‘unschool’ our children and the way they learn. As a teacher and educator I found my anchor in Waldorf education and Rudolf Steiner's philosophy of Anthroposophy --- Anthropos meaning human and ‘Sophia’- Wisdom, understanding the Wisdom of human being. It is not a religion but a philosophical path to understand the consciousness of humanity.(from Rudolf Steiner college)

Rudolf Steiner while addressing the first set of teachers in the first Waldorf school at the “Waldorf Astoria cigarette factory” had the following to say about education, "The question should not be: What does a human being need to know and be able to do for the social order that now exists?, but rather: What capacities are latent in this human being, and what lies within that can be developed? Then it will be possible to bring ever new forces into the social order from the rising generations. The life of the social order will be what is made of it by a succession of fully developed human beings who take their places in the social order. The rising generation should not be molded into what the existing social order chooses to make of it (Steiner, 1985, 71). Whatever is to be taught and whatever education is to be practised must arise solely out of an understanding of the growing human being and his or her individual capacities. Genuine anthropology should provide the foundation for education and teaching." (from The Essentials of Education, 5 lectures, Stuttgart, 8-11 Apr 1924, Steiner 1997)

The above quote sums up What education for today's twenty first century children should be.

Waldorf education began in Europe after the aftermath of the first world war and the Industrial revolution. The people and children had undergone a terrible Catastrophe and were looking for a more humane and holistic approach to education to reset their lives with empathy, caring, to kinder the spirit of love, to rebuild the skills and learn to live with the machines that now replaced human skills. The new generation of children had to work in building human relationship, coexist with the industrial revolution, open their hearts and learn to live within a new social order marked by a fast-growing new Economic order; a society based on commerce and business. The balance and the harmony that was needed for the times was brought through Waldorf Education in many parts of Europe.

An education based on connection with nature, an education based on understanding human development and needs of the growing child, an education based on arts, crafts and music, an education that would develop empathy and feelings, an education that would bring forth the wisdom of man in total freedom so that he gives back to society what he has learned and acquired through his school years, thus building and contributing to a new social order.

Waldorf Education today is more than 100 years old. There are numerous kindergartens and schools in every country around the globe. It has sustained and created a new way of teaching and learning. The parallels that I can see for today's children and Waldorf education is like ‘Revisiting Destiny’. The extremely fast paced way of life, a technological revolution, a global economy, a new social order consisting of urbanization, mixed marriages, transgender parenting, single parents, a transitioning society trying to retain traditions and cultures vs modernization.

Waldorf education offers an educational model that can be adapted to these times. The teacher works out of understanding of the needs of the child. He/She operates from the belief that each child comes with its own gift; tapping this individual potential becomes the goal of education. And given the current environment Waldorf education unfolds, with the teacher trying to understand: how can the child; through the curriculum, be imbued with strength to face his own fears? How can the child be helped to build resilience through rhythm and repetition? How can one educate the child holistically while retaining the spirit of childhood?

The needs of the growing child can be very different, the child in these trying times need to be equipped with skills and new capacities to act – practical assistance to keep their childhood spirit alive. Waldorf education tries to incorporate these through bringing little joys back to life. We encourage even through technology singing and dancing, bringing inspiring stories, bringing humour into the lessons, giving and receiving special attention to each and every child, along with academics bringing in meaningful activities like cooking, cleaning, baking and handwork. Making gifts for friends and bringing joy to the children in need. Waldorf educators teach with love and joy and bring positivity, imagination and ideation as main values in their lessons.

Building a community through common platforms like celebrations of Birthdays and festivals brings in a connection to the place where we belong, an important aspect of Waldorf education. This is so necessary for the children in today's world. It becomes the educators' responsibility to build a society of future generation where they coexist peacefully with reverence and tolerance to every human being. A feeling of "My Place, My Home to My nation and My World is what one can bring through Waldorf Education.

Lastly, my intrinsic love for the Waldorf pedagogy lies in the fact that after more than 100 years Waldorf pedagogy is continuously evolving, changing and adapting to the current generation of children. Why and how this is so; lies in the fact that the Waldorf pedagogue works out of an inner gesture of his or her own belief system, out of intrinsic love for children, and mainly out of the indications so clearly laid out by Rudolf Steiner and out of an understanding of the philosophy of Anthroposophy; not out of a set rigid curriculum with no room for adaptation.

Finally, what works for us as Indians is the deep rooted spirituality that Waldorf education brings with it. This education system draws parallels to the education system envisioned by Rabindranath Tagore and Mahatma Gandhis 'Nai Talim'. Both of them talked about education that should be deep rooted in one's immediate surroundings, connected to culture, individualized to the personality of the child, revolving organically around nature and interconnectedness with the world.

To quote Tagore " The highest Education is not that which gives us information but makes our life in harmony with all existence"

Steiner Education offers a curriculum framework for the teacher to work on systematically creatively and proactively. The curriculum rests on the tenets of Goodness, Beauty and Truth as the basis for education.

February & March Events

Olympics Grade 5 & 6 at Yellow Train



The Grade 5 & 6 children of Advaya Shaale participated in their first ever Olympics conducted at the beautiful Yellow Train School in Coimbatore. The event was painstakingly organized and our children experienced the true spirit of Olympics and also made a lot of new friends. The children's energy (despite all the travel, lack of sleep, the heat, etc) was contagious :). Each and every child of our school participated in all the events (style running, javelin, discuss, long jump, wrestling, relay and marathon) and gave it their best.

The efforts put in by the teachers and the children for the Olympics showed up in their performance – strength, grace and skill.

Congratulations to all the Olympians for having displayed their best spirit. The spirit of their city was so strong and that was being displayed towards the end of the event – in relay and closing ceremony. And having the Olympics in Coimbatore would have given all the children an unique experience of independence (leaving their parents), learning from their travel, friends (new and old) and teachers and a lot of fun. The teacher and parents' wrestling event was fun too :)



Grade 5 – A Grecian Feast

The main goal of the Greek block is for students to have a strong sense of how much the ancient Greek experience has influenced our lives today.

The Greek feasts are characterized by their frugality. In their feasts they enjoyed the pleasures of eating, but valued simplicity. They took simple ingredients and converted them to a feast.

BRIAM (Briam or Turlu) is a joyous celebration of the vegetables of Mediterranean cuisine. In Greece – Briam is considered a summer dish, and it traditionally used only vegetables in season during those months. The basic dish is medley of vegetables and served with Feta cheese.



Grade 3- Building Block

Grade3 children were introduced to construction, and they decided to work on a project which invoked lot of interest in them, finally they wanted a cozy corner where they could sit and read books.

Children were explained the different types of construction materials which are currently in use and also were taken to a brick factory which was located in close proximity to school.

All of Grade 3 were engaged in all crucial elements associated from drawing ,planning and execution. The project took approximately 3 weeks of time to complete , a special aspect of the project is that we have reduced use of cement by 40% with use of interlock bricks .

They learned to use different tools used for building. Children enjoyed laying bricks in patterns to give it a shape, which was a little tricky. Teamwork also motivated each other. Overall it was a wonderful experience for the children to complete the project. We now have a beautiful reading gallery in school thanks to Grade 3!!



Grade -4 Activity (Local History Block)

As a part of local history block children of G4 were taken on a one day trip to old Bangalore- Kempagowda's Bengaluru.

The places visited :

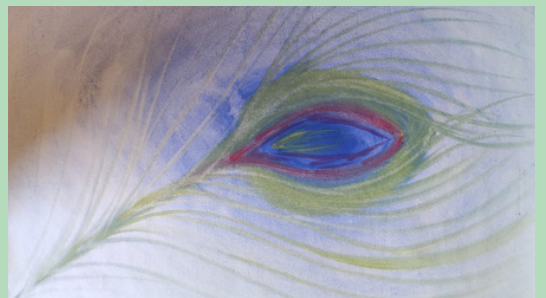
(Bangalore fort, Tippu's summer palace, Bull temple, Lalbagh).

The first place we visited was the Bangalore fort; children were given a brief tour of the fort and also were explained about the history of old Bangalore. Next they found themselves at Tippu's summer palace where they saw the Indo-Islamic architecture and the fort build by Hyder Ali and Tipu Sultan. We then proceeded to the Bull temple (nandhi temple) in Basavanagudi. This temple holds a great historical value and also played an important role and information of the Bangalore City as we know. The children were excited to know that Vrushabhavathi river originates from the same temple. We later went to Lalbagh where a watch tower was constructed by Nadaprabhu Kempegowda to mark the southern end of Bangalore.

On our way back to school, children also saw the architectural masterpiece – Vidhana Soudha and the high-count of Karnataka.

The trip took place in the last week of the school year and was a good round up of the curriculum they had experienced earlier in the year.





Poem By Smitha Teacher

चलो दशहरा मनाएंगे
 मिठारि लड्डू खाएंगे
 घर फुलो से सजाएंगे, चलो दशहरा मनाएंगे
 राम ने शबरा को मारा
 बुराई को है जगसे भिराया
 बुरे काम का बुरा नतीजा यही है
 जग की शील
 आओ हम सब मिलके सिखें यही
 सही है सिखना।
 चलो दशहरा मनाएंगे मिठारि लड्डू खाएंगे

लाल बैंगनी हरा जामुनी
 रंगों की है शाला
 नारंगी पीला और आसमानी
 है ये सुंदर ज्वारा
 इनसे ही तो बना हुआ है
 इन्द्रधनुष ये न्गारा
 देखो देखो आसमान ने पढ़नी सुंदर माला

Poem By Chitra Teacher

In our galaxy is the Solar System,
 In the Solar System is the Earth,
 On the Earth is the continent of Asia
 In Asia is the country of India,
 In India is the state of Karnataka,
 In Karnataka is the city of Bangalore,
 In Bangalore East is the taluk
 of Benniganahalli,
 In Benniganahalli is the village of
 Chikka Banaswadi,
 In Chikka Banaswadi is Kasturi Nagar,
 In Kasturi Nagar is Advaya Shaale,
 In Advaya Shaale is Grade Four,
 In Grade Four, here I am.

Credits

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