

International Waldorf School The Hague



School Guide

2020-21

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Dear Parent(s),

We would like to extend a warm welcome to you and your child to the International Waldorf School The Hague. The school guide that follows provides practical and necessary information that will be useful throughout the school year. Also included is an overview of Waldorf education. For some families, starting at a new school can be overwhelming but finding a routine will help you and your child adjust.

As always, we are here to answer your questions and provide support in this time of transition.

Kind regards,
Niels Schieman

1. General Information

Waldorf Schools* are inspired by the philosophy of Rudolf Steiner (1861-1925), the founder of anthroposophy. Following World War I, he committed himself to encourage social renewal that would free people from wage slavery. Steiner gave many lectures addressing the social problems of the time, one of which was given for the workers at the Waldorf-Astoria factory.

During this lecture, he proposed the concept of keeping children in school longer to enable them more life opportunities

This caught the imagination of the listeners who were present. They wanted a school like that for their children.

Emil Molt, the director of the factory, supported this idea and asked Steiner to lead a school for the children of his labourers. This marked the beginning of the Waldorf School, called, the Freie Waldorfschule, in 1919 in Stuttgart.

The school grew rapidly and became better known throughout the years. During a conference at the Gymnasium Haganum in The Hague in 1922, Rudolf Steiner spoke, and several listeners decided to establish a school just like that in The Hague. In 1923, the first children gathered in a living room on the Columbusstraat. It became the first Waldorf School in The Netherlands, called "de Vrijeschool".

Until the 1960's there were only ten Waldorf schools in the Netherlands. In the 1970's and 1980's, the movement grew explosively and now there are nearly 100 Waldorf schools with 19,000 students.

Beyond Germany and The Netherlands, Waldorf Schools were first built in Scandinavian countries and the UK, followed by countries like the United States in other continents. Waldorf schools can now be found throughout the world.

* Waldorf schools in the Netherlands are called "Vrijeschool", which means, "free school". In some countries, schools have chosen to use the name Steiner school. They all take inspiration from the same source. In this document we will use the term Waldorf School. However, wherever Vrijeschool is part of the name of a Dutch organisation, we will refer to the organisation as it is named.

2. Our (His)tory

Over the past decades, The Hague has become the international capital for Justice and Peace, host to the International Court of Justice, Eurojust and OPCW. Large multinational companies such as Shell have chosen to establish their main office in this beautiful city. In 2017 we recognized a clear demand for an International Waldorf School where our pedagogy could be made available to non-Dutch speaking children who move across the world with their parents. After a thorough study, we were granted permission (and funding) by the Ministry of Education in The Netherlands to establish the school.

Core mission

Our school is open to all children who are enrolled by their parents. We ask the parents to make a conscious decision for the education that the school stands for (see core values). It is our aim to support students to become independent, freethinking people who can actively participate in society, according to their own abilities. We aim to help them to develop their basic skills (knowledge as well as artistic, physical and social skills) and stimulate them to develop their own problem-solving abilities.

3. Core values

- We take our inspiration from Anthroposophy. We strive towards education where Waldorf pedagogy becomes neither a theoretical system,

nor a collection of outer methods, but a wellspring of living insight.

- Healthy child development unfolds most fully in the context of a community with healthy social relationships among parents, teachers and children.
- Loving interest in and acceptance of each child.

4. Staff Members

Head master: Niels Schieman
(appointment via Sarah Mann 070-7830030)

Kindergarten: Jocelyn Roy, Isabelle Kaijser and Ingwe Mayntz

Class 1: Tristan Cozens
Class 2: Patricia Fry
Class 3 and 4: Lindie van Jaarsveld

Special subject teachers

Dutch music: Ingwe Mayntz

Crafts: Anne Oberhofer

Eurhythm: Anne Oberhofer

Learning Support Coordinator:
Anja Knijn

Education Supporting Staff

Admissions and Administrative coordinator: Sarah Mann
Admissions and Public Relations: Paulus van Veen

Concierge: Hans Beekhuizen

5. School Hours

You will be able to enter the building two ways. You may go through the main entrance on the 2de Messstraat, number 31, or you can go around to the back of the building by entering the playground from the Rotterdamsestraat, number 42.

If you come in through the Main entrance, cross straight through the hallway to the playground, and then turn left. If you come in from the back, you may enter the playground on the far right. A teacher will be available on the playground at 8.25. You may leave your child with the teacher, quietly.

Class One, Two and Three will enter the building at 8.30 so they can start class at 8.35.

The kindergarten children will start the day at 8.40 as well but will stay outside for a while and enter the building at 9.00.

If you want to visit the office, you may enter through the main entrance on the 2e Messstraat.

For your information, if you are coming by car, there is free parking until 1 pm in front of the church in the Berkenbosch Blokstraat. This can be reached via the Nieuwe Duinweg. There are also many public transportation options. Tram number 1 and number 9 both stop close to the school.

Collecting your child

Both Kindergarteners and primary school children are dismissed at 15:30 (except Wednesdays, at 12.30)

The teacher will bring the class to the playground where your child can be picked up.

6. School grounds

The building

The International Waldorf School is situated in a former catholic school. We are close to the beach and the dunes, and we also have the Westbroekpark within walking distance. In our first year, we will be sharing the building with some of the students from the Secondary Waldorf school of The Hague. The Secondary school students and the International Waldorf School will each have their own corner of the building and playground. This will make it easy to co-exist. We are independent from one another, however, there might be some occasions when we can meet and share celebrations.

Playground

In the summer of 2018, the playground was turned into a green space with bushes, a vegetable garden and flowerbeds. A large sandpit was created for the children to play in. In 2019, two play structures were added, and in 2020 fences and structures were built from willow branches. As the playground evolves, more possibilities to explore nature will be available. The children can run around and climb at their free will. The playground is separated from the other half of the playground by a natural boarder. Secondary school students use the other half of the outdoor area to store their bikes.



Lost and found

The school has a lost and found box near the main office to collect things that have been left behind. Small objects like keys or jewellery will be kept in the office. Everything unclaimed after two weeks will be brought to charity.

7. Use of school facilities

- If you wish to use the copy machine for school purposes you may do so with the permission from someone in the office.
- If you wish to use the kitchen you may do so with permission from a staff member. Please leave the kitchen clean when you are finished.

8. Parent involvement

Information board

Near each classroom you'll find an information board with details about events and meetings. We recommend parents check it regularly to keep informed. Parents and teachers may also

use it to make announcements or requests for help.

Electronic communication

E-mail may also be useful for this purpose. Each class will have an email group to exchange information.

We use email to distribute practical information only. It is not the appropriate medium to use for non-practical (emotional) discussions, so please avoid using email for that purpose. If you have specific comments or complaints, please contact the relevant teacher by email to make an appointment.

Newsletter

You will receive a regular school newsletter through email with information on school policies or reports of events that have taken place.

Parent meetings

Parent teacher meetings (PTM) are held in October. The purpose of these ten-minute meetings is for parents to hear about their child's development and to address any questions or concerns they might have. Parent meetings are also planned in February for kindergarten children going to the first grade and for all class 1-2 students.

You are always welcome to make an appointment with the teacher should you have something to discuss outside the Parent-Teacher meetings.

Parent teacher meetings (PTM) are held in October. All parents have a ten-minute meeting with the teacher, to hear about their child's development.

Parent meetings are also planned in February.

In kindergarten, those meetings are for parents of children who are expected to go to first grade.

In the primary school classes these meetings are for all parents. You will have the possibility to ask questions and hear about how their child is developing.

You are always free to make a separate appointment with the teacher outside these planned teacher meetings, if you have any concerns about your child's development or about how things are going at school.

Parent evenings

Two evenings a year, teachers will invite all parents to come to the school for a parent evening. During these meetings, the teacher will share updates on the class and sometimes hold a discussion about a particular relevant topic (i.e. development of the senses or Waldorf painting techniques). The teacher may also lead the group in planning and preparing for celebrations or discussing practical issues in the class. These parent evenings also help foster school community and strengthen connections amongst parents in the class.

Parent programs

The school hosts regular lectures and social events for parents. These events help parents connect and learn more about Waldorf education.

Expertise parents

Like our children, parents bring many talents to our community. Some parents prefer to be involved on a policy level while others may contribute with communication or IT, carpentry or gardening. Please let us know if you'd like to share one of your special talents or professional experience.

Volunteers

Volunteers are also very welcome at our school. We always need extra hands to help with things like gardening, class assistance, office work, etc. Please contact us if you'd like to volunteer.

Seasonal festivals

Seasonal festivals have a special place in the Waldorf curriculum. During seasonal festivals we celebrate the cycle of the year and our connection to nature, to show gratitude to the earth and honour the cycle of life in each season.

All festivals use songs, rituals, food and smells, which children look forward to yearly. Children will cherish these celebrations and recall them throughout their lives as precious memories. Because they are a shared experience; with parents, teachers and children, we always invite parents to help organize. We will hold two preparatory meetings per year for parents.

Since we are an international school and we welcome children and parents from various backgrounds, we invite you to share with us the festivals from your home country. We will be creating opportunities throughout the year for families to share festivities, rituals, and holidays from their home countries.

9. Learning Support

All pupils at our school are carefully monitored. Several developmental areas are observed: cognition, physical, social and emotional. If necessary, a child's development will be discussed with the learning support coordinator, Rodette van Dunné.

When we see that a student needs extra support, this will initially be offered by the teacher in his / her own class. This is part of what we offer in class and is discussed with the parents during parent meetings.

When it appears that a student need additional guidance, school offers the following options:

- We discuss the situation with the learning support team,
- We discuss the situation with other teachers,
- We explore possibilities to have further research done.

For these discussions or investigations, we always ask parental permission. If we feel that extra help is needed, we will make our best effort to search for the ideal solution to support your child.

Always address specific questions regarding your child with his/her own teacher.

School Readiness

When a child is approaching the age 5 or 6, they may be ready to move on from Kindergarten, into the first class. At this point we make an assessment about school readiness through the lens of the child's development.

In January, we hold a special meeting about school readiness and how Waldorf schools approach this transition. At the meeting we will explain which steps are made in preparing your child to go to the first grade.

Your questions on this topic are always welcome.

10. School agreements

Agreements on behaviour

These agreements exist to ensure that each child experiences a safe and happy environment at school.

This means that we expect a certain kind of behaviour from each member of the community. Respect for one another, each other's background and personal belongings are a few of the most important things in a community. At our school we support each other in our words and actions, work together, and do not exclude others. Each person is valuable, and we can appreciate every individual's strengths and weaknesses, talents and challenges. We care about each other's physical and emotional safety and we listen and communicate in a respectful way.

Mobile phones, cameras

At school, mobile phones must be switched off and stored away in pupil's bags. In case of violation of this rule, telephones will be confiscated and can be retrieved by the child's parent or guardian at the end of the day.

Parent use of mobile phones on the school grounds is discouraged except for in urgent situations. Filming or photographing in and around the school is forbidden without permission from the school management.

Smoking

Smoking is not allowed anywhere on the school premises.

Rules on the playground

In order to keep our playgrounds clean and our garden plants healthy, we ask that you dispose your trash in the appropriate receptacles. Dogs are not permitted on school grounds.

Rules in the hallways

We keep our voices low in the hallway so as not to disturb the other classrooms. We always walk through the hallways, instead of running. Running is reserved for the gym and playground. Ball throwing is also meant for the gym and playground, and balls should be held still while moving through the rest of the school building.

Birthday treats

A child's birthday is a special event. We would like to honour your child on his or her birthday in an appropriate way. Please coordinate with your child's teacher beforehand, as each teacher determines their own way in which birthdays will be celebrated in the class. We encourage parents to prepare a small and healthy treat to share with the class.

Candy

Candy is not allowed during school time, both in the building and on the playground.

Toys from home

Please, try not to bring any toys from home.

Toys brought from home can be a distraction inside the classroom. We provide our children with plenty of things to play with, so bringing in personal toys isn't necessary. If your child would be comforted by a small doll or cuddly toy when first starting school, we will make an exception.

11. School holidays

School year 2020/21

Prinsjesdag, Tuesday September 15th, 2020

Autumn holiday, Monday, October 19th, 2020 to Friday, October 23rd, 2020

Christmas holiday, Monday, December 21st, 2020 to Friday, January 1st, 2021

Spring break, Monday, February 22nd, 2021 through Friday February 26th, 2021

Good Friday, Friday, April 2nd, 2021

Easter Monday, April 5th 2021

May holidays, Monday April 26th, 2021 to Friday May 7th, 2021

Ascension Day, May 13th and 14th, 2021

Whitsun Monday, Monday, May 24th, 2021

Summer holiday, Monday, July 19th, 2021 to Friday August 27th, 2021

The municipality makes agreements with the Hague Regional school boards about the school holidays.

12. Attendance

From the day that your child becomes 5 years of age, he/she is bound by law on compulsory education and obliged to be in school during every school day. The only reasons for absence are sickness or authorised absence. In cases of unauthorised absence, the school is obliged to inform the city council's compulsory education officer. This protocol sets out how the school deals with this.

Authorised absence:

Procedure 'Absence through sickness'

The school should be informed of every absence due to illness, at least on the first school day of the sickness. You should send an email to the school to report that your child

is ill before 09.30, with the child's name and class. The email should be sent to: info@iwsth.org

■ If the absence is longer than three days; the school will contact the parents to discuss the situation and to explain the school policy.

■ If a child is absent for longer than two days without any notification of sickness, the procedure 'suspected unauthorised absence' will be activated (see below).

Doctor's statement:

• A doctor's statement is required if your child is absent for longer than 10 days.

• A doctor's statement is also required if a child has been absent due to illness more than four times in a year. This should be submitted after the fourth sickness absence.

• If no doctor's statement has been submitted, you will be asked to contact the school doctor.

Absence on the basis of exceptions in the law on compulsory education

Parents of children who are bound by the law on compulsory education are obliged to adhere to the set holiday periods. Taking extra time off, going on extended vacations, or going on holiday during school time is not permitted. This is explained in the law on compulsory education.

Sometimes an exception may be made. You can submit your request for absence by filling in the request-for-absence form. A request for absence should be made at least 4 weeks in advance of the requested absence.

Profession parents (art. 11f of the law on compulsory education)

Additional leave can be requested if a child, because of the profession of (one of) the parents, cannot go on holiday with them for periods of 2 consecutive weeks within the regular school holidays. This needs to be supported by written evidence. The leave should not be longer than 10 school days per school year and may not be in the first 2 weeks of the school year. If the family has already had a joint holiday, no more leave can be requested in that school year.

Attention: requests for leave based on professional activities are seldom granted because providing proof is very complex. Please ensure that you submit your request well in time.

Religious reasons

For celebrations or obligations on the basis of religion or religious beliefs, special leave may be requested. In this case, a notification by the parents, at least 2 days before the day of absence, is sufficient. Absence will be granted for 1 day per occasion.

Important circumstances (art. 11g of the law on compulsory education)

Important circumstances are exceptional circumstances that occur outside the parents and/or child's control that prevents the child from attending school. If it is less than 10 school days, the school director can decide to grant the leave. If it is for more than 10 days, the compulsory education officer decides. Every school has its own compulsory education officer.

Kindergarten Attendance

One or two free day(s)

For some children in Kindergarten a whole week of school can be tiring, especially in the beginning. For those children, we will permit a three or four-day week, allowing up to two days of rest at home until their 6th birthday.

For one free day a week, you're not required to request permission, but you must inform the school principle.

If your child has a need of this, you could extend the exemption with a maximum of one additional day. You may keep your child at home for a maximum of 2 days a week until his/her 6th birthday. For two days, you need special permission from the school principle, which will consult the teacher and the Special needs coordinator to come to a decision. This exemption is only meant to prevent over-taxation.

Keep in mind that it is in the interest of your child that he/she gets used to a full school week as soon as possible.

Unauthorised absence

If your child is not at school without having a valid reason, a notification of suspected unauthorised absence will be sent to the compulsory education officer through the automated registration system of the city council. The compulsory education officer may start an investigation and even produce a warrant. This measure may lead to a fine.

Suspected unauthorised absence

If a child is not in school and the reason for absence is not known, then there is suspected unauthorised absence. The school deals with this as follows:

Enquiry:

If a student fails to come to school on time and no notification of sickness has been received before 09.00, the absence coordinator will contact the parents.

- If it appears that the child is sick, the procedure 'Absence due to illness' will be followed.
- If the child is late, the "Lateness procedure" will be followed.
- If there is no valid reason for absence the notification of suspected unauthorised absence will be entered into the automated registration system of the city council. You will be informed by email of this on the same day and will receive an explanation of the absence protocol.
- If a child does not appear at school for the second day without a valid reason, the parents will be invited to the school for a meeting. This meeting should take place within 5 school days from the first day of absence.
- If, from the meeting, it appears that there are problems in the family situation, the teacher and internal consultant will be informed in order to find a suitable solution together. The compulsory education officer will also be informed.

Procedure 'Lateness Procedure'

Regularly arriving late at school is a form of unauthorised absence. The absence protocol below is based on the Methodical Approach School Absence (MAS) of The Hague city council.

3-6-9-12 Late regulation

3: Late at school three times in a month: The teacher will speak to the parents and the parents receive a letter.

6: Late at school six times in a month: The director will send parents a letter. In this letter, the parents are informed that 9 times late will result in a notification to the compulsory education officer.

9: Late at school nine times in a month: The school will notify the Compulsory Education Officer. The parents will be informed of this in writing referring to the number of times absent. The compulsory education officer will send the parents a warning letter or may decide to invite the parents for a meeting.

12: Late at school twelve times in a month: The school will again notify the Compulsory Education Officer. The parents have then already received a warning letter and are invited to a meeting by the compulsory education officer. The compulsory education officer may issue a warrant.

NB: The absence lists are processed at the end of the month. Therefore, you will not receive a letter from the teacher immediately after your child has been late 3 times, or more. The letters are sent as soon as possible and will include the correct number of 'latenesses'. If your child has been late 3, 4 or 5 times, you will receive a letter from the teacher with the number of 'lates'. If your child has been late 6, 7 or 8 times, you will receive a letter from the director. If your child has been late more than 9 times, you will receive notification that the information has been sent to the compulsory education officer.

13. About Kindergarten

Natural materials

Toys are made of natural materials and are deliberately crafted to be relatively undefined to allow maximum scope for creative use in children's play. The furniture is made of wood and is intended for open ended or multi-use by the children. There are also a variety of materials for dressing up or using to cover the wooden blocks, which can make houses, boats or castles. These open-ended objects stimulate the children's imagination and build both fine and gross motor skills.

Creative artistic experience

In our classroom, children have the opportunity to develop both large and small motor skills throughout the range of directed and child-initiated activities. These activities develop hand to eye coordination, manual dexterity and orientation. Drawing and painting materials are provided, as well as other creative arts and crafts.

Outdoor experiences

Children develop both small and large motor coordination in both the indoor and outdoor environment where they learn to stretch their physical abilities in climbing, balance, and learning to manage their own risk taking and boundaries. Our students are encouraged to appreciate the natural world in order to help them to value its gifts and to understand its processes and the patterns of the seasons. The beauty of nature, plants, insects and animals is brought to the children with awe and wonder. Outdoor work and play provide opportunities for elementary experiences of science and the elements, earth, water, air and fire. When children make toys from sheep's wool, wood, felt, cotton and other natural materials they learn about their origins. Nature walks provide an opportunity for the children to appreciate some of nature's wonders.

Meaningful activity

Good communication and oral numeric skills develop out of playing and working together in an informal and practical atmosphere. Daily, the children take part in activities such as counting games, rhythmic activities, poetry,

rhymes and singing in mainly English, as well as in Dutch. The oral tradition is integrated into most parts of the day to encourage listening and speech development. Children experience the musicality of language and its social aspects through playing circle games and eurhythmy, a form of movement, which works with language and music. Children are encouraged to speak freely and learn to listen to others. Use of language enables cognitive development and well-chosen words and good syntax support clear thinking. The development of a good memory and recall are reliant on the spoken word, rather than the printed word or computers, and speech develops concentration and empathy, which are essential for formal learning.

Our classrooms integrate mathematical concepts and the use of mathematical language on the grounds that grasping mathematical concepts such as weight, measure and shape is most meaningful when it relates to everyday activities and routines. For example, the preparation of food provides an opportunity to weigh, measure, count and use numbers, and setting the table is another area where math is used in a practical way. Through movement games, children recognise and recreate patterns – in, out, alternate, above and below, in front of, behind etc. Natural objects such as acorns, pinecones, and shells are sorted, ordered and counted, as part of spontaneous play. This approach to the introduction of mathematics embeds the concepts in a social and moral context.

Imaginative play

Young children find their own learning situations in play. Studies demonstrate that good players show more empathy towards others, develop their social skills and they are able to see things from the perspective of the other. Play also strengthens the imagination – essential for scientific exploration. Through play children are able to exercise and consolidate their ability to understand and think and to develop and strengthen their concentration. Creative play supports physical, emotional and social development and allows children to learn through investigation, exploration and discovery. It encourages children to become inventive and adaptable.

Circle-time is when the children come together and sing traditional songs; play games and rhythmical verses are spoken and acted out. The activities in circle time help focus the children's attention, develop their linguistic

skills and help strengthen their motor skills. Listening and clear articulation is practiced through this kind of rhythmical recitation, which is repeated for a week or more. Children leave our school with a rich and varied repertoire of songs, stories and poems, including verses in Dutch, which they have learned during circle time.

Gratitude, reverence and wonder

In our classes children are encouraged to share, to work together, to care for each other and to respect the needs of others. The behaviour of children is moulded by what surrounds them. Kindness is practiced by teachers and encouraged in the children and they learn to trust the adults and other children. Many items are made as gifts for family members. Traditional fairy tales and nature stories address a fine moral sense for knowing right from wrong.

Joy and happiness

The Early Childhood Faculty work to create classrooms that are warm, beautiful, loving and home-like environments, which are protective and secure, and where things happen in a predictable, rhythmic manner. The day begins with a period of free play.

During this free-play time, the teacher is usually engaged in a task, such as preparing the dough if it is baking day, or the food for snack time. Each day of the week is identified by a particular 'doing' activity such as baking, gardening, painting, or a seasonal handicraft. The children are welcome, but not required to 'help' with the activity and they are expected to engage in the activity only for as long as their interest lasts. In all these activities the children learn by example, finding their way into the experiences at their own pace. In this way the children learn to explore and be creative while acquiring a love of work. This manifests itself in an increase of self-reliance and calm industriousness when the children are engaged.

The teacher initiates the next phase by beginning to clear the things away and the children join in helping each tool or object find its place on a shelf or in a basket – sorting, matching, folding and stacking. Clean up is an important task and it is done in such a way that it does not occur to the children that this is something that spoils their fun or is a tedious

chore. It is done out of imitation of the adults and more experienced children, and soon becomes part of the rhythm of the day. Children are actively engaged in the preparation of snacks by washing and chopping vegetables, baking bread. Children take turns setting the table with place mats, cutlery and a vase of flowers. A variety of healthy organic snacks such as bread, fruit, rice or soup are placed on the table and everyone gathers. Meal times offer an opportunity to develop good habits, social, communication and mathematical skills. They also learn to cooperate in setting the table, partaking in conversation and listening to the comments of others about various bits of 'news'. When snack is done, children take turns washing, rinsing and drying dishes, bowls and cups for the entire class. Children are "helpers" and see themselves and what they do as important to others—thereby enabling them to notice and appreciate how what others do affects them.

Transition periods

Coming to the Kindergarten

Sometimes children need transitioning time, when they start coming to the kindergarten. We try to make this transition as smooth as possible. Each child is different and this means that what works for one child, might not work for another. Some children have been to other schools or day cares and are used to being around other children and away from home. They might want you to leave right away. Some children might not have that experience and need time and reassuring.

The first thing we do, is discuss with parents what a good approach might be.

Our experience is that we try not to make the transition time too long and not too short. Usually a visit to the kindergarten, with one of the adults, for one hour is the first step. The next step is to leave the child for an hour and then come back to collect him or her. The final step would be to bring the child for a whole morning. The most important thing is that we as adults are clear in our intentions, so it is clear to the child what is going to happen and that he or she feels secure and safe in taking that step. In so doing, children will feel that we want the best for them—a happy and fun day at school.

Transition into Class One

When a child is ready to go to Class One in the next academic year (see our paragraph on school readiness), a special period begins in which we prepare the children for this transition. During the mornings, the older children will be given a special task that they can be responsible for—caring for the plants, cleaning the dishes, sweeping the floor, organizing the books, etc.

We will also be doing special games, during circle time as well as at the table, while all the small children are playing. We will be exploring letters and sounds (in a playful way), do a nature project or some counting games. They might even have their own workbook to draw in!

We will practice jumping ropes outside and play ball games that require more skill and awareness of the group.

Towards the end of the school year, we will visit Class One to see what it is like. They may also be meeting the teacher that they will have once they go.

In the last week of the school year a special good bye celebration is organized, so they can enter the summer holiday as a child who is completely ready to start school.

Clothing

Appropriate clothing

When the seasons change, there can be large differences in temperature. We recommend that you dress your child warm enough. The best solution is to dress your child in different layers, so she or he can undress or add on new layers, depending on the situation.

Going to the toilet

When children come to the kindergarten, they must be able to use the toilet independently. However, if for any reason your child needs extra help, please let us know. The teacher will try to guide him or her as best as possible. You might want to provide an extra pair of clothes, in case your child has an unexpected accident.

Outdoors

Each day, we go out to play for nearly an hour. The children run and climb. Sometimes, we go for a walk. We recommend that you make sure that your child wears good shoes. Shoes that can slip off when out walking, like slippers or flip-flops are not permitted at school. We go outside, rain or shine. With proper rainwear (coat and trousers) or an extra set of dry clothes, we enable the children to enjoy playing freely with sand and water. When it's warm, it is a good idea to give your child a sun hat, since we are close to the sea and the sun can be very strong.

Please send in an extra set of appropriate clothing (labelled by name on the bag) at the beginning of the year or whenever extra clothes are returned to you for laundering or seasonal change.

Lunch

During the first half of the morning, the children are given a fruit snack.

We will also prepare lunch together. The school provides for all food. Depending on the day, we bake bread or make soup or another warm meal. All kindergarten meals are biodynamic and vegetarian.

Rhythms

Rhythm of the day

8.15- 8.40	Children can be dropped off in the kindergarten classroom
8.40-8.50	Beginning of the day. Circle activities with singing and dancing and physical exercise.
9.50-9.10	Children join in in the activity of the day (baking bread or handcrafting)
9.10-10.15	Free unstructured play inside
10.15-10.30	Snack and clean up time
10.30- 12.00	Free unstructured play outside and walk to the park
12.00-12.20	Lunch (on Wednesday, pick up time is at 12.30)
12.20- 12.35	Cleaning the dishes
12.35-13.00	The younger children lie down for a rest; the older children are involved in a quiet activity like drawing or looking at a picture book.
Afternoon	
13.00-13.45	Singing/music
13.45-14.35	Outdoor play and guided activities on the playground for the older children.
14.35-14.50	Afternoon snack
14.50 -15.10	Activity at the table
15.10-15.30	Story and closure of the day
15.30	Pick up time

Rhythm of the week

Monday: Gardening (from March to October) and walking.

After the weekend, children need time to adjust and get used to being in school. Therefore, we lengthen the time that we are outside on Monday morning. We may work in the garden or rake the leaves on the playground. When all the work has been done, we might also take a walk to the park.

Tuesday: Baking bread

Wednesday: Painting

Thursday: Baking bread and Handcrafts

Friday: Cleaning house and Drawing

14. About Class One and Two

We are excited to have your child joining our class. This section of the school guide will give you a general overview of what to expect in Class 1-2. By the time, you have processed all that is in this guide, your child will have become quite used to the school routine.

Overview of Class 1 and Class 2

As a combined Class 1 and 2, a fine balance is created between introducing new skills and building upon these skills. We often find that each child arrives at school with a different set of developing capacities and skills. Within this fluid Class 1-2 learning environment, we help children access the curriculum from where they are. It is at this early stage of learning that all children can build a strong foundation of understanding, particularly in early literacy and numeracy skills.

Class One

Class One is a happy time full of those comforting surroundings created by their teacher and parents, holding them within a protected environment from which to begin their great journey toward adulthood. It is from this environment that the very first introductions to the alphabet and numbers can imaginatively be presented to the Class One child's picture-oriented consciousness, laying the groundwork for the abstract intelligence that will develop over time. The Waldorf curriculum endeavours to nurture the educational experience of children, to foster a love of learning, and the self-worth that comes from success in artistic and academic achievement.

In this year the children are led to their first experiences of forms, sounds, and sequencing of letters and numerals by using pictures, rhymes, and stories.

The presentation of Fairy Tales allows the underlying forces found within the archetypal imagery of these stories to awaken within the students—founding within them potential capacities for meeting our varied human experiences and challenges. They experience, through the characters, life's challenges and trials, yet in the end see with satisfaction the good triumphing over evil. These tales fuel their learning.

Class Two

If the Class One student is still in their protective environment, then the Class Two student is like a butterfly emerging from his or her chrysalis, about to take flight. Class Two students become aware of the duality of human nature, observing saintliness and mischievousness in themselves and others. Legends of the saints appeal to their moral sense of what is right and good and magical. Fables, on the other hand, provide an external view of animal nature when pitted one against another.

Language skills

In Class One, we begin with sounds (i.e. /b/), which were represented by images of objects (bear or boot). These sound pictures then became abstracted as they were represented by a letter ("b"). Further abstraction took place when the letters were used to form our introductory words. Academically, the Class Two student is ready to work. Reading instruction establishes a firm foundation in phonics while continuing the emphasis on comprehension. In Class Two, we methodically explore the rules for combining these sound pictures to form words, and practice using these rules to decode the written word. We must also learn to recognize those words, which do not follow the rules. Between the second half of Class One and the beginning of Class Two, many students begin to figure out the riddle of letters and learn to read." When this exactly happens can be different for each child and that is perfectly normal. For those students who have discovered the joy of reading fluently and independently at an earlier age we provide appropriate instruction to help them continue their growth in reading comprehension and verbal reasoning skills.

Math skills

Mathematics instruction builds upon basic understandings of the quality of numbers and the four operations introduced in the beginning of the year. Students continue to build numerical understanding and fluency in computation. Class One memorize their addition and subtraction facts, while exploring numerical patterns, and beginning multiplication. As we progress through the year, Class Two students rely less heavily on external objects to count and calculate and move to more abstract mathematical

operations. Times tables are memorized, place value is learned, and we begin carrying and borrowing. Other mathematical concepts such as telling time, counting money, measuring, reading graphs and understanding fractions and geometrical shapes are introduced, with the expectation of further exploration in later years.

Moving Classroom

Our class is a “Moving Classroom”. This means that the children will learn to change the setup of the room to suit the activity. They will become proficient in transitioning quickly to the next activity with practice. The moving classroom enables us to create the space we need, be it a circle, rows, or group configurations.

Rhythms

There is a rhythm to each day, each week and learning block. A main lesson learning block is approximately a four-week period, which focuses on either language arts, mathematics or natural science. The children engage in a variety of activities surrounding a particular theme and subject of study with intense concentration. After working so diligently, the students will appreciate the afternoon lessons and their calming effect. Throughout the lessons and day, we build in space for the children to “breathe.” We incorporate large and focused movements within a lesson and from lesson to lesson. We aim to have the children use their entire bodies to learn as well as their heads and hands. For example, students may use their whole bodies to express certain forms in Eurhythmy and then in their form drawing lesson they translate these movements into more focused expressions as they trace these movements in the air with their hands and then represent these forms on paper, with a recognition that the process is more important than the product, though we can greatly admire what they have created.

Rhythm of the week*

Specialty lessons will happen on various days and times throughout the week. There are no afternoon lessons on Wednesdays. Specialist teachers will teach Dutch and Eurhythmy. The

rest of the specialty lessons will be taught by the Class 1-2 teacher.

The following table provides a quick sample of a Class 1-2 timetable during a Language Arts (English) block:

Time	Subject
Arrival, 8:35-9:00	Greeting, parcour & silent reading
Period 1, 8.40-9.40	ML: Circle Time & Language Arts
Period 2, 9:40-10:25	ML: Language Arts
Snack, 10.30 - 10.40	Snack
Break, 10.40-11.00	Break
Period 3, 11.00-11.45	PL: Mathematics
Period 4, 11.45-12.30	Music (M), Dutch (T/F), Eurhythmy (W), Form Drawing (Th)
Lunch, 12.30-13.00	Lunch
Playtime, 13.00-13.30	Break
Period 5, 13:30-14.15	Painting (M/Th), Handwork (T/F)
Period 6, 14.15-15.00	Form Drawing (M/T), Dutch (Th), Nature Walk or Free Rendering (F)
Period 7, 15:00-15.30	Yoga

ML: Main Lesson, PL: Practice Lesson

Description of the day

Morning Greeting

Each child is greeted with a handshake, warm smile, and eye contact. A brief one-on-one exchange is an important way to communicate

that the teacher values your child and one of many opportunities to give them that individual attention and care they need.

Parcour

Children are excited to see each other each new day. Some have travelled by car or bus. Sometimes there is a rush to be on time. Perhaps they have walked or biked. In any case, movement is good for them—to invigorate and prepare them for learning. On most days, children participate in a parcour course set up by a couple of students the day before at the end of the day. While each child is finishing a couple of rounds of the parcour obstacle, children may read quietly before transitioning into Circle Time.

Main Lesson

The main lesson begins with Circle Time. Circle Time is a moment to come together as a group and to create unity as a class through action songs, chants, poetry and verse. There will be a rhythm/routine to this part of the day. The songs/poems will be rehearsed until committed to memory. The message of the songs will often be about nature, while others will also be fun and lively related to the theme of the block period or unit. The concluding verse will be recited together to welcome our day, like a meditative prayer, reflection or thought.

Initially and throughout the year, there will be some group-unifying games within the circle. On Mondays, we will also take time to share about our weekend before transitioning into our main lesson.

During the main lesson, we study in-depth various units of study. These units will be guided by the Waldorf subjects and sequences of instruction and the *International Primary Curriculum (IPC)*. The units will incorporate various subject matter and modes of instruction to fully experience the content using the full body, mind and heart of the child. Many activities will occur within this large block of time, to keep the children involved. During this time, the teacher will be instructing and modelling, providing the students time to make the material their own via their Main Lesson Book. Further opportunity to master content and skills through practice may occur during the lesson time after morning break.

Quite often, the main lesson will begin by recalling what was learned before. If a story was told, children will be guided to recall the important details of the story. The teacher will build her lessons around the story. In the general Waldorf Class One, fairy tales are the focus of the year. For Class Two, Folktales and legends are the main source of literature. However, as a Class 1-2, the teacher has selected stories that may enrich both the Class One and Class Two student. Often the stories may have a similar theme, as we all will be working within the same unit whether your child is following the Class One or Class Two curriculum. This first year as a combined class is a wonderful opportunity to build a firm foundation for all students, as they work on the skills they need most.

Snack

After children have washed their hands, they will be given a healthy snack. During snack time, the teacher will read aloud to them to allow the language to flow over them. Often the teacher will select a text/story that carries on from the previous days.

Break

Break time is a time for socializing and playing together with peers in self-selected play. Occasionally, games of jump-roping, hula hooping, or other organized games will be led, but in general children need this time to explore and practice interacting with their peers on their own, under teacher supervision. The morning break will be for 20 minutes.

Practice Lessons

The Practice lessons will alternate from Language arts (reading, writing, spelling, speech, grammar) and Mathematics, depending on the unit of study during the Main Lesson. For example, if the main lessons are focusing on Language Arts, then the practice lesson will be on mathematics and vice versa. This is an opportunity for the children to hone their skills.

Part of these lessons will alternately explore *The Reading and Writing Workshop* as well.

We target the different aspects of what it means to be a reader and writer and each child practices reading and writing on their own personal level. Throughout the year they gain more skills and more confidence. Those who are already fluent readers and writers will fine-tune their skills.

Extra Lesson- International Primary Curriculum (IPC)

This extra lesson is an opportunity to explore in more depth the concepts in the main lesson as they relate to other subjects.

Themes from the IPC will be woven into our daily main lesson. However, we will set aside one lesson a week to expressly work on some of the questions that emerge as we explore the IPC themes.

IPC is a comprehensive thematic creative curriculum with a clear process of learning and with specific learning goals for international mindedness and for personal learning based on the IPC personal learning goals. These are cooperation, communication, thoughtfulness, respect, resilience and morality.

Specialty lessons

Form Drawing

Form drawing is an important aspect of the Waldorf curriculum and leads to a deeper understanding of patterns and geometry. It is an artistic activity using the art of the line. In Form Drawing children are encouraged to draw free-hand straight and curved linear forms in rhythmic repetition and to practice simple linear patterns and designs. Over the years, these drawings gradually become more and more complex while their practice improves spatial awareness, hand-eye coordination, fine motor skills, and aids in the development of handwriting. This preliminary exploration of forms via straight lines and curved lines also build the foundation for exploration of geometry in the later years of primary school. In Class 1-2, we introduce the different forms through stories and actions, allowing for the children to experience these forms not only as they eventually draw them on paper, but as they would experience the form in movement using part or all of their

body. Children may practice these forms drawn in the air, on the chalkboard, on a partner's back, in the sand or in rhythmic steps. Form drawing will be taught a minimum of two lessons per week, but may initially be introduced in the main lesson block in a short two-week unit, as is common at the beginning of the year.

Eurhythmy

Eurhythmy is yet another art form created by Rudolf Steiner. If students had chalk on their feet, many of the different form drawings they learn may be visible on the studio floors in which they dance eurhythmy. Eurhythmy is a performance art that puts music and speech into visible artistic form. The eurhythmy teacher will teach the children eurhythmy for one lesson period (45 minutes) once a week. Over the years, the eurhythmy teacher will guide the children through graceful movements using appropriate exercises, patterns and games, each increasing in complexity as the children grow. Students will learn to comprehend their own movement, as well as the movements of others, in a disciplined way over time. They will learn about the need for space to be maintained, not only for oneself, but also thoughtfully between people. Therefore, eurhythmy has a deeply social instruction about it, too.

“Through eurhythmy, students hear different kinds of music and understand intervals and scales, all of which is experienced through movement. Likewise, children learn that different movements express consonant and vowel sounds to bring the speech into the physical external form... Ultimately, eurhythmy makes for intelligent feet and hands that inform an intelligent head and a thinking heart.”
(www.waldorfpublishings.org)

Music/Lyre

The children will learn about music mainly through choral music. On a weekly basis, the classroom teacher will lead the children in learning about music through the teaching of various songs, and rhythmic games and activities. This will be the time to teach new songs which will be added to our circle time routine. Children will be introduced to music theory in a playful way, while also learning songs related to the festivals, some of which will be performed for parents. This year, the focus for Class 1-2 will be learning and creating music using the pentatonic scale.

Additionally, children will learn to create music as a group using the pentatonic lyre, as well as experiment with other instruments throughout the year. The interval flute will be brought out in the Spring in preparation for Year Two children receiving their first diatonic flute, but “shhh!” It’s a surprise.

Foreign Language Curriculum

The foreign language the children will be learning in Class One and Two will be Dutch. The objective of foreign language teaching in Waldorf schools is to develop a positive attitude toward people of other languages, cultures and countries and to encourage the development of human understanding. In a foreign language class, the children experience the culture, art, literature, customs and geography of another part of the world, and gradually acquire facility in the new language. As well as learning a new way to express oneself and a new way to experience the world, learning a foreign language also supports the development of flexible thinking, empathy, interest in the wide world and in other people.

A specialty teacher of Dutch Language will teach children Dutch via traditional Dutch folksongs and games. The foreign language class will occur three lesson periods per week. Many of these Dutch songs can be sung with the other Dutch Waldorf School (De Vrijeschool) during joint celebrations.

Painting

Children will explore painting according to the Waldorf method, as well as be exposed to a variety of techniques. Quality paints will be used to create beautiful wet on wet paintings. The intent of the wet on wet method is to give young children an experience of colour, not form. Because the wet paint is laid on wet paper, the colours flow, blending into one another in beautiful, unexpected ways. Painting or other artistic lessons will occur two times per week.

Handwork

Handwork helps develop a good eye-hand coordination, fine motor skills and maths skills. Children will use their hands to create crafts or toys. Starting with the basics, they will knit a ball, a doll and even their own pencil cases or other useful items. They will also learn basic hand stitching and other

Handwork techniques such as French knitting and weaving.

Lunch

A healthy, mainly biodynamic warm meal will be provided daily (accept Wednesday). These meals are currently vegetarian and vegan. Children will eat their meal in the lunchroom under the supervision of the teacher. As chores are a chance to learn responsibility, children will tidy up afterwards.

Adventures outside of the School

Outdoor experiences

We may take nature walks to a neighbourhood park or the beach depending on the weather, season and purpose. You will be informed, as much as possible, ahead of time. We recommend that you dress your child appropriate to the season. The best solution is to dress your child in different layers so she or he can undress or add on new layers, depending on the situation. These outdoor experiences will mainly take place on either a Monday or Friday afternoon.

Field trips

For adventures further afield, we will always inform you ahead of time and often ask for parent assistance. The field trips will be in relation to the units of study and in collaboration with parents. We welcome your input.

Celebrations

Occasionally, we will plan celebrations to take place in different locations such as a nearby

park or at the Dutch Waldorf School (De Vrijeschool). We will carefully select when we will take part in shared celebrations with the other school. Often we will enjoy our own celebrations at our school. We will inform you when parents are invited to attend. Of course, all families are invited to attend the annual Christmas Bazaar at De Vrijeschool.

Class 2-3 Information to be updated.

15. Management

Management Structure

The IWSTRH is part of the primary school 'De Vrije School Den Haag', which is the Dutch Waldorf school. This school originated from the idea that students, teachers, staff and parents together form a community and need no formal director. This concept of a community-led school is still seen in the management of the school today, however the structure has changed.

Children and their development are the central focus of the school. The teachers are responsible for the didactic and pedagogical policy. Staff, parents and management work together to ensure that the conditions are met for the teachers to be able to carry out their work with the children. The principal supports this process, and holds the final responsibility for the school.

The school is merged with Waldorf schools for secondary education in The Hague, Leiden and Rotterdam. Together they are called 'Stichting Vrijescholen Zuidwest Nederland (ZWN)'. This foundation acts as the responsible authority and employer for the IWSTRH, De Vrije School den Haag, the Marecollege in Leiden and the Rudolf Steiner College in Rotterdam. The management of the foundation is formed by central director, who has the final responsibility for this legal entity. This position is held by: Mr. J.H.B. (Artho) Jansen. The central director is located at Waalsdorperweg 12, 2597 JB Den Haag, telephone: 070-3244300

Supervisory Board

The school has a supervisory board, which monitors the functioning of the central director. Important decisions by the central director (i.e. determining the budget and drawing up the annual accounts, mergers with other schools and policy plans) have to be approved by the supervisory board.

Acting on code proper management

In 2015, the VO Raad (Secondary council) set out a new code for proper management. The management and supervisory board of ZWN endorse this code. As an extension of this code, a number of documents have been

published which reflect good educational management. The selection is partly required by the code. It involves the following documents:

The statutes of the foundation (the statutory aims of the foundation are included in this, as well as the formal division of tasks between supervisors and management);

The Regulation Management Supervisory Board and School Leader dated 13 January 2009* (this is an elaboration on the statutes in which mutual tasks and authorities between supervisors, management and school leaders have been established);

The Integrity code ZWN (this describes how problems in connection with integrity in relation to conflict of interest are dealt with within ZWN);

The Complaints regulation ZWN (this regulation contains the formal steps a parent and/or student can take in case of a complaint against the school);

Whistle-blower regulation ZWN (this regulates which steps can be taken by staff in case of well-founded suspicions of abuse. This regulation is meant to protect the plaintiff).

Annual accounts ZWN 2014 (Certified).

* In the code proper educational management, there are two documents: the management statute and regulations regarding the functioning of the management and supervision. For ZWN, both documents are combined in the document mentioned here.

Principal: Niels Schieman (by appointment through Sarah Mann 070-3522177)

General director/Manager: Artho Jansen (by appointment through Anna Italianer 070-3244300)

Supervisory Board

- Mr. M. de Bruine (chair)
- Mr. R. Bakker
- Mrs. M. Boon
- Mrs. K.C Jansen
- Mrs. M.A.C. Ruimers

16. Complaints procedure

Where do you go if you have a complaint?

Questions, problems, concerns and complaints can develop in any school about many different matters. They can occur in every possible combination between students, staff and parents. It is important that the person who has the problem reports this as soon as possible. To this end, a complaints procedure has been drawn up.

We distinguish between an internal and an external complaints procedure:

Internal: questions, problems and (usually verbal) complaints that can be dealt with within the school.

External: the complaints committee of the Vereniging Bijzonder Scholen (VBS). This procedure comes into effect:

- a. Following an internal procedure.
- b. Without an internal procedure. In the event of a particularly serious situation, or a situation that is difficult to discuss.

A. The internal procedure

First point of contact: the class teacher. In case of pedagogical problems, behavioural problems, practical questions, etc.

Second point of contact: the Internal advisor. If it has not been possible to solve the matter with the class teacher or if there is a problem of trust, you may contact the Internal advisor, Rodette van Dunné.

Third point of contact: the school principal. If the matter cannot be solved satisfactorily with the team leader, you may contact the school leader.

If the matter is still unresolved, it will go to the central director of the foundation. The director will determine whether everything has been done in dealing with the problem/complaint to come to a proper solution.

If this also does not lead to a resolution, there is the possibility to submit a formal complaint in writing to the Stichting GCBO.

B. The external procedure

Mrs. D. Dane Peeters, her contact details are available from reception, offer guidance to the plaintiff in the external handling of the complaint by the national complaints committee for general special education.

They work according to the 'Regulation national complaints committee for general special education'. She may be contacted through:

Stichting GCBO (Geschillen Commissies Bijzonder Onderwijs)
Postbus 82324
2508 EH Den Haag
T 070 - 386 1697
F 070 - 302 08 36
E info@gcbo.nl
W www.gcbo.nl

C. Confidential person (Bertien den Dulk)

In the situations above, we have assumed that the communication is clear, and the intentions are proper, but that there is a difference of opinion. This is not always the case or is not perceived as such. When it becomes difficult to express an issue, which concerns undesirable behaviour, where boundaries have been crossed, especially if it concerns behaviour that is perceived as threatening, the confidential person may be contacted. Undesirable behaviour includes intimidation/threats, sexual intimidation, undesired intimacies, bullying, discrimination and aggression.

The confidential person can offer primary help and advice. In the second instance, she can determine whether there might be a solution in an informal situation. A meeting with the confidential person is, initially, always confidential. This is the reason why she is located outside the school. After an analysis of the problem, she can refer and assist in internal and external procedures.

Bertien den Dulk:
T 06-10272916
E bertiendendulk@casema.nl

18. Waldorf organizations, National and International

Association of Waldorf schools In the Netherlands (Vereniging van vrijescholen)

Diederichsstraat 25
3971 PA Driebergen.
T 0343-536060
E vereniging@vrijescholen.nl
W www.vrijescholen.nl
W www.kiezenvoordevrijeschool.nl

The Association of Waldorf Schools (Vereniging van vrijescholen) is a national common-interest organisation of Waldorf school boards in the Netherlands. By the end of 2017, there were a total of 106 Waldorf school education locations in The Netherlands. In the Netherlands, almost 28,000 students attend a Waldorf school.

Tasks of the Vereniging van vrijescholen:

- Support for administrative and managerial questions;
- Representing the interests of free schools at national level;
- Developing and maintaining the quality of Waldorf school education;
- Stimulating of national and international cooperation in the Waldorf school movement.

BVS-schooladvies, share knowledge – connect people

T 030-2819656
W www.bvs-schooladvies.nl
E admin@bvs-schooladvies.nl

BVS School advice (BVS-schooladvies) has been a national knowledge and expertise centre for Waldorf school education for more than 36 years. They focus on the guidance of education of Waldorf schools and the school organisation. The organisation of Waldorf schools is their main objective.

BVS-schooladvies has counsellors with knowledge on the following subjects:

- Themes with content on Waldorf school education
- School organization

- Content for education, such as teaching methods, action-oriented working, social-emotional development
- Student care/support.

Representatives of the school can request the afore-mentioned services. Parents can also come to us with questions regarding the development of their child.

For extensive information of our complete range of services (for schools and parents), please visit the website.

IASWECE

W www.iaswece.org

The International Association for Steiner/Waldorf Early Childhood Education is an organ of the cultural impulse of Rudolf Steiner and the worldwide Steiner/Waldorf movement.

As colleagues working together in this world association, our goals are to:

- Foster co-operation among colleagues throughout the world, through meetings, conferences, working groups, etc.
- Deepen and renew the work with the young child out of the sources of Waldorf education, and support for its quality
- Foster training and continuing development opportunities for caregivers, kindergarten teachers and educators
- Undertake and support collaborative research on contemporary questions regarding the care and education of the young child
- Collaborate with parents, other educators, and the wider society about the needs of the young child
- Protect the freedom and name of Steiner and Waldorf early childhood education
- Provide resources, information and publications on Waldorf early childhood education
- Offer support – human, educational and financial – for projects seeking to foster Waldorf early childhood education throughout the world.

International Forum

W www.waldorf-international.org

The 'Hague Circle' is the International Forum for Steiner/Waldorf Education. Twice a year, active Waldorf teachers from all over the world meet for a multi-day conference in one of the participating countries or at the Goetheanum in Dornach.

The conferences serve the mutual understanding and exchange on key educational issues that have national or global significance. The members of the International Forum for Steiner/Waldorf Education bring their experiences to the meetings, and discuss - on the basis of differentiated perceptions - the key criteria of Waldorf education and their application in different geographic, cultural, economic and political regions of the world.

The International Forum for Steiner/Waldorf Education participants are appointed by institutions responsible for Waldorf education in their respective home countries, and work closely together with those institutions. They are ambassadors of an pedagogical impulse, whose universal human aspects foster both the unfolding of the individuality in the human being as well as a diverse global culture.

