



Treow Parents Handbook

January 2023

This Treow Parents Handbook is updated each year to provide information to Parents and Students. It outlines the expectations of Treow and also answers many questions that you may have. Some information is referred to other documents such as the Parents Contract.

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1 Introduction

1.1 History of Treow

2021

The impulse to start a Treow was formed in November 2020. Treow was initially a couple of families coming together to create a home school for their children inspired by the Waldorf teaching approach.

Income from the number of children originally involved, could only support a single Waldorf trained, certified class teacher but ideally more than one teacher was needed for the age range of children in classes 1 to 7. Parents also indicated that they would prefer their children to have interaction with many other children – that Treow should be larger.

In assessing the business case, the parents realised that a more formal organisation should be built that should ideally grow to more than 20 students. A company was constituted and frameworks were put in place to support the vision.

In January 2021, Treow secured donations to support a second Waldorf trained class teacher, as well as a part time Zulu teacher. The donation is ongoing with intent to support the efficient and fast growth of the school, so that additional classes can be accommodated. A violin teacher was contracted in March 2021, and other teachers will be included as needed. All class teachers have experienced mentors who collectively have over 50 years’ experience in Waldorf education. Mentors and Teachers meet weekly to plan the curriculum and track progress.

After having investigated the South African educational framework and noting that the parents did not want rigorous or continual testing, a decision was made in February 2021 to position the organisation as a Learning Centre rather than a school. Treow is a member of the [Pestalozzi Trust](#) for legal assistance to navigate South African Educational legislation.

Treow enjoys support from the community, where many people are assisting and are involved.

2022

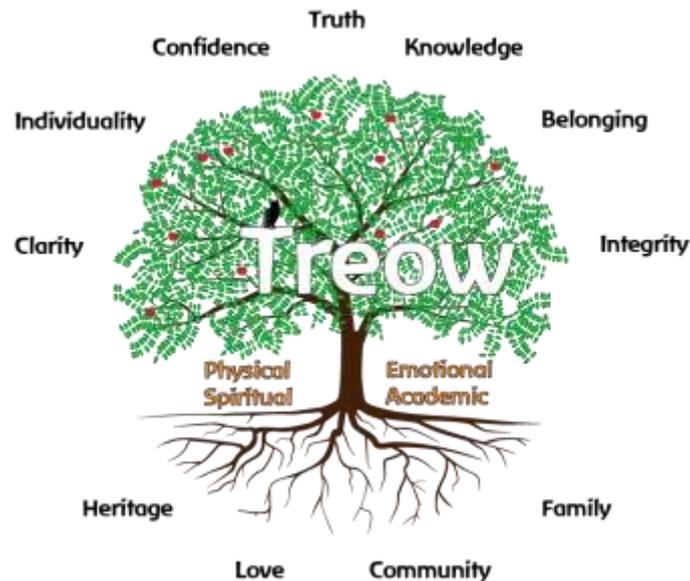
Treow grew throughout 2021 whereby the end of the year, more space was needed for the expanding student numbers. The start of 2022 saw Treow having moved to a new premises, boasting 3 classrooms at a beautiful property in Everton. This new location allows the children to be surrounded by nature and also engenders a focus on sustainable living. Treow also welcomed Lindy as a new class teacher for the juniors, where the merged class was renamed to become the “Oak Trees”.

2023

Treow started 2023 with a new class teacher, new energy and new life. Treow welcomed Nita who is teaching the senior classes. The children continue to be happy and have spent many hours of the hot weather swimming with the fish in the natural pool on the property. We look forward to a fun filled and exciting year, where children, parents and teachers can all be at peace while being confident in the quality Waldorf inspired education. Treow children continue to grow in an environment that is sheltered from the modern deluge of inappropriate content, fashion and social media anxieties.

1.2 Treow Name

The thinking behind a name for Treow started in seeking a name associated with “truth”. The Gina Cooke TedEd video “The true story of 'true'” led to the name Treow, the old English root of the word “true”. The concept was developed with Treow being a tree, with roots that draw from heritage, love, the community and family. Treow attends to the physical, spiritual, emotional and academic development of the children to produce fruit in the children namely: clarity, individuality, confidence, truth, knowledge, belonging and integrity.



1.3 Approach and Goals of Treow

The principles of Treow are honesty, fairness, transparency and integrity. Parents are seen to be integral to the operation of Treow, are expected to become involved and to assist in Treow activities.

The goals of Treow are to prepare the children for the future by

- developing them physically, emotionally, spiritually and academically,
- instilling in them a love for learning,
- developing in them confidence and individuality, and
- building in them a resilience to overcome the challenges of our modern age with clarity, confidence and originality.

Modern Waldorf inspired education, preparing children for life.

2 Waldorf Education and Treow Teaching

Treow follows a “Waldorf Inspired” approach to learning, referring to the Waldorf curriculum as stipulated by Rudolf Steiner. Rudolf Steiner was a scientist, artist and the founder of the first Waldorf School in Stuttgart Germany in 1919. Waldorf Education strives to meet the child where they are at, putting the child first and educating the child according to their developmental age. When educating the child, we do not only educate the head, we educate and develop the whole human being: the head, heart and hands. Our aim as Waldorf educators is to develop free human beings who can think independently for themselves by guiding them to come to their own conclusions, have a developed soul life by having empathy for others and the world around them and finally having the skills needed to use their hands and bodies to navigate efficiently and skilfully in the world as contributing human beings on earth.

2.1 Waldorf Education and Treow

The Waldorf approach offers an age appropriate, experiential and academically rigorous methodology to education. Arts are integrated in all academic disciplines to enhance and enrich learning. The intent is to inspire life-long learning in children and to enable them to fully develop their unique capacities.

Education at a Waldorf School aligns with the child’s stages of development:

Schooling Stage	Waldorf School Section	Typical Child Age	Learning Approach
Early Childhood	Play Group and Kindergarten	3 to 6 years	to learn by imitation
Elementary education This is the current focus of Treow	Primary School, classes 1 to 7	7 to 13 years	to learn by imagination
Secondary education	High School, classes 8 to 12	14 to 18 years	to learn by truth, determination, and judgment

Treow focuses on classes 1 to 7, where the emphasis is on cultivating the children's emotional life and imagination. Learning is presented through artistic work that includes storytelling, visual arts, drama, movement, vocal and instrumental music, as well as crafts.

Some Waldorf Primary schools allow for a level of individual variation in the pace of learning, based upon the expectation that a child will grasp a concept or achieve a skill when he or she is ready. At Treow this is true to a point, but Treow is not able to accommodate children with major learning or behavioural difficulties at this stage.

Treow will provide outdoor activity for the children such as informal games, walks, farming, gardening and excursions, however Treow will not be able to offer formal sports activities at this stage. Treow expects that parents will enrol their children in local extramural activities or sports clubs, such as soccer, tennis, karate, ballet, Irish dancing, mini cricket and mini hockey.

2.2 The Waldorf Primary School Curriculum

Primary School teachers’ present themselves as a role model that children will naturally want to follow, gaining authority through fostering rapport as well as "nurturing curiosity, imagination, and creativity". **The overall goal of Treow for classes 1 to 7 is to "imbue children with a sense that the world is beautiful".**

The core curriculum includes language arts, mythology, history, geography, geology, algebra, geometry, mineralogy, biology, astronomy, physics, chemistry, and nutrition. The children’s day generally begins with a one-and-a-half to two-hour, cognitively oriented academic lesson, or "main lesson" that focuses on a single theme over the course of about a month's time. This lesson typically begins with activities that may include singing, instrumental music, and recitations of poetry, including a class verse to start the day. The learning does not rely on printed textbooks, the children create their own books.

Class teachers teach the same group of children through classes 1 to 7, where the teacher and the children can form a solid and trusted relationship. Other teachers complement the class teacher by providing music, handwork, woodwork, Afrikaans, Zulu and farming lessons.

2.3 Treow Specific Curriculum

Treow has developed an approach to teach multiple age groups in a single class, where the teaching of each age group has overlap with each other group in a form that is mutually compatible, while some content is appropriate for all of the children together. Typically the teachers teach the same age groups every year.

2.3.1 Main Lessons

Within Waldorf Schools and Treow, a two-hour slot in the morning is dedicated to the Main Lesson. During Main Lesson, the children focus on a specific subject for a period of three to four weeks, depending on the time needed for the Main Lesson. Each class has their own Main Lessons which are stipulated in the curriculum according to the developmental needs of the growing child. These Main Lesson subjects could include: maths, English, history, geography, science, nature studies and seasonal festivals.

Within the main lesson, the class teacher ideally will start with rhythmic time where everyday skills in poetry, speech, movement, maths such as mental, tables and multiples are practiced and any other activities of use which help to wake up the body and get the blood flowing for learning. After rhythmic time the children are centred and are in an optimal state of mind for learning, ready to receive what it is which will be brought to them throughout the course of the Main Lesson. Rhythmic time can vary anywhere from twenty to forty minutes.

As Waldorf teachers, we teach using a two-day rhythm. We believe that the child should have time to sleep on whatever new concept has been brought to them throughout the day and the next day be able to recall on what it is which was introduced the previous day. This enables the child to digest the content throughout day and the night enabling him or her to come up with his or her own concepts and conclusions the following day. The two-day rhythm works as follows:

- The teacher introduces the new concept pictorially, using a story or image which the child can easily relate to and draws the child in, capturing the child's interest. As Waldorf educators, we never supply the children with hard, cold facts. The children need to feel inspired through an experience in order to relate and embody what it is which we are bringing to them.
- The following day, the teacher will recall from the previous day's story, image or experience. From the recall, it is our aim as Waldorf Educators that the child will be able to remember what was brought to them, ponder and contemplate on their own thoughts from the experience, therefore having built their own concepts. The recall can take place in many different ways, sometimes each child will get a chance to share, other times the children can put their recall into writing and a favourite of many is when the children get to re-enact the story for their classmates and teacher.
- After the recall, the teacher will then set an age-appropriate and subject-appropriate task, working with the new concept which has been taught. These tasks can include writing, drawing, projects and research to further develop the concept taught.
- Once the work has been completed, the teacher will introduce the next concept using a new image and then the Main Lesson will end. Thereafter at Treow, the children have a 30 to 45 minute break to eat, play and socialize.

2.3.2 Main Lesson Books

In Waldorf schools, the use of textbooks is sparse. During the main lesson, the children create their own 'text books', known as Main Lesson books where the children document most of what they have experienced and learnt during the Main Lesson. These Main Lesson books are filled with colour and beauty and are handwritten. They are a work of art, leaving the children with a great sense of accomplishment of all they have achieved throughout the main lesson.

At Treow, we have made the decision to make use of some of the Trumpeter books, mostly for maths running lessons. They are a great help to the children and teachers for ongoing math practice and are a huge convenience as each child can focus on their own individual math progression by moving ahead in practice of already learnt math concepts. All new concepts are introduced in the Maths main lessons. The Trumpeter textbooks are purely for everyday maths practice of already learned concepts.

2.3.3 Running Lessons

After break, the children have a number of running lessons a day. English and maths running lessons are not used to teach new concepts, instead they are used to practice already learnt concepts, daily practice. These running lessons are twenty to forty minutes each. Every day the children start off with a maths or English running lesson and during for maths, mostly use their Trumpeter books during these lessons. The teacher will choose which skills need to be practiced according to the children's developing skills and needs.

The timetable is well thought-out according to the breathing rhythm of the child. We refer to it as 'the child's breathing in and breathing out'. When maths is done, the child is 'breathing in' to completely focus and when a subject such as music is done, such as singing, the child is 'breathing out' to relax a bit more. We need there to be a good 'breathing in' and 'breathing out' rhythm to not tire the children throughout the school day. If there is too much 'breathing in' the child will be exhausted and if there is too much 'breathing out' there will not be enough holding, enough structure and the children will likely be wild, not able to take in anything new.

Other running lessons at Treow include isiZulu, Afrikaans, Handwork, woodwork, music (singing, violin and recorder), painting and form drawing.

2.3.4 Whole to The Parts Approach

Waldorf teachers believe in the approach of introducing the whole concept to a child, giving them the whole picture and thereafter breaking it up into smaller pieces in order to make it easier for them to gain the concept. For example, when introducing maths in class one, in the sum: $7+3=10$, Waldorf teachers will write: $10=7+3$. The whole (10) is given and from the whole, the child can work out the following sum: $10=7+?$ The child knows he or she has 10 and that there is 10 on the one side of the equals sign and he or she needs to add something to the 7 to get 10 on the other side, what does he or she need to add? This way of teaching also helps the child to see that to get to 10 on both sides, there are endless possibilities. For example: $10=6+4$ or $10=5+5$ etc. This helps to create flexibility in maths.

When we teach reading and writing, in class one we start by teaching the children to write before they read. After learning all of the letters, the children write sentences and from those sentences, they start to read, recognizing the letters they've learnt and reading familiar words they have written down from the board and spoken. In class two the teacher creates the children's first reader from the stories she has told them. The children practice reading these readers and have a connection to the words and stories, as they recognize them from the stories they've heard and the words and sentences they've copied and read from the board. When reading new and old words, Waldorf teachers will provide the whole word to the child when they are unsure of the word to keep the flow and fluency when reading. This also helps the child to feel more confident and able to comprehend what it is he or she has read.

2.3.5 Class One (six years turning seven)

The theme which is carried throughout class one is Fairy Tales. Steiner chose fairy tales as he believed they were psychologically appropriate for the class one child. Usually in a fairy tale a pure of heart character such as, the prince or princess needs to overcome the evil or wicked deed done by another and then can achieve his or her goal. As the class one child is at one with the world around them, he or she identifies with the good of heart character and sees that they too can be the hero in their own story and go forward in life overcoming challenges and live happily ever after just as the prince or princess in the fairy tale.

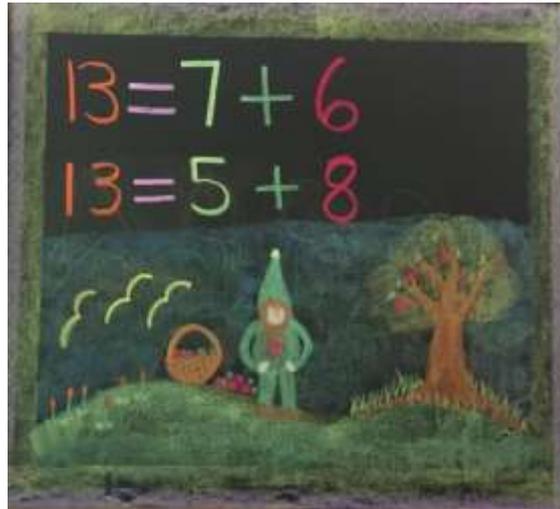
The fairy tales are told to the children throughout the year and are chosen specifically according to the subject content they are learning and the seasons.

The Main Lesson subjects taught in class one are Maths (the quality of numbers and four processes), English (learning the Capital letters, vowels and how to write) and environmental studies (learning about nature around them and the seasons).

Class One Maths

In class one, the teacher sometimes chooses to start with a Roman numeral math Main Lesson where he or she uses the roman numerals to introduce the numbers, relating the symbols to the hands and fingers. In another math Main Lesson, the children will be introduced to the Arabic numbers and will relate them to the world around them for example, the body; one nose, two eyes, five fingers or one sun and four seasons etc. The third math Main Lesson, is

the four processes Main Lesson, where the teacher introduces the four processes to the children; plus, minus, divide and times.



The teacher will also introduce the concept of equals. Traditionally, the teacher will use gnomes to introduce the four processes and assign a temperament to each one according to Steiner's four temperaments. The children usually are able to identify with at least one of the temperaments and therefore get attached and favour one of the gnomes. The fourth math Main Lesson is usually used to reinforce and to deepen the four processes, working more with the counters and getting accustomed to doing maths sums.

Class One English

The main focus in English in class one is learning the letters and the beginning stages of reading. The children are introduced to the straight line and curved line which helps with the formation of their letters. Each Capital letter is introduced using a story. From the story the teacher draws a picture which can depict the shape of the letter. Thereafter the child finds the letter within the drawing which helps the child to form a connection with the letter.



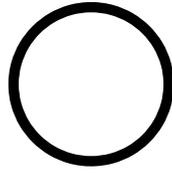
The teacher then works on the formation of the letter with the child by helping the child to get the letter formation into the body for writing. The child will draw their own picture and thereafter write the letter into their Main Lesson book.

Once the children have learnt all of the consonants, the teacher will do an Angel letter (Vowel) Main Lesson. During this main lesson the teacher will introduce the different vowel sounds using the Angels and their qualities. When they are on earth they have a different quality and sound as to when they are in heaven. Their naming sound is also different. Once they've been introduced and have written all of the angel letters (vowels) they then discover which angel letters are used to spell their own names. Once they've discovered this, they then begin to form words and begin

to see the importance of the angel letters. This is when the magic happens, as the teacher will write three sentences on the board which the class will read and then write.

Class One Symbol

An appropriate symbol to represent the class one child can be seen as the circle.



The circle represents the child's wholeness and openness to the world around them. The child also sees everyone as on the same level and is close with his or her peers and teacher.

2.3.6 Class Two (seven years turning eight)

In class two the children face a time of polarities within themselves. This is why Steiner chose Aesop's fables and the stories of the Saints as age-appropriate stories for the children. In the Aesop fables there are animal characters and the children are able to identify with the intrinsic animal qualities they have within themselves, such as the greedy hyena, the cunning fox who wouldn't give up on getting his grapes or the boastful hare who thought he would win the race as he was faster than the tortoise. From the fables there are morals to be learnt, instead of moralizing from the story, Waldorf teachers allow the children to come to their own realizations of moral compass. The Saint stories show the complete polarity to the Fables, in that the Saints are people with a good moral compass who treat everyone and every being with respect and love. They should care less for material possessions and live their lives to serve. From these stories the children are able to identify and see both the good and bad in the world, deciding for themselves which character traits would be the best to portray.

Class Two Maths

One of the main skills the class two child learns in maths are the tables. The teacher plays many games with them, sings songs and does plenty movement to help the children to learn their tables. Tables from two times to six times are learnt as well as nine times and 11 times. The tables should be so well known that they are on the tip of the children's tongue. Mental number agility is encouraged by the teacher by playing many number games and cultivating a love for numbers.

The children learn place value in class two. This involves them learning how to work with units, tens and hundreds, knowing the values allowed in each place value and where they belong. Many stories from the class one four processes math gnomes are used during the math lessons which often have the children in hysterics. The children strive to help the gnomes as best they can during the lessons, helping them to solve all of their math problems. The children are extended in their maths and are able to complete a multitude of sums in the math lessons, cultivating a love for numbers.

Class Two English

Much of class two builds upon what was learnt in class one. The teacher uses poetry to cultivate the child's memory. A lot of speech work is also carried out in class two which helps to build the child's confidence and clearer speaking voice. The speech work has a ripple effect on the child's reading, writing and spelling.

The teacher (as mentioned above) uses the Fable stories to create a class reader. This is the first reader the child gets, something which is familiar to them where they are able to recognize words and have built a relationship to the characters. The words they are reading are in context and new sounds are sometimes highlighted and identified by the children as part of the children learning phonics. Lots of phonic games are played while discovering new sounds.

The children now progress from learning the Capital letters in class one to learning the lower-case letters in class two. News writing begins, where the children now start to write their own account in one or two sentences, with the help of their teacher of what happened.

Reading is highly encouraged by the teacher and is practiced daily. The children read from; the board, their main lesson books, play silly games and begin to read books in the classroom. Each child is told that one day their reading angel will come and visit them, when the time is right. This helps them to know that it will happen when they are ready and when the time is just right.

Class Two Symbol

A double arrow can be seen as an appropriate symbol for class two.



The class two child experiences two polarities within themselves, helping them to identify well with the fables and saint stories. The teacher also extends the child in many ways, expecting them to do more and extends the quality of the work that they do.

2.3.7 Class Three (eight years turning nine)

The class three child is now in a feeling ‘sub-phase’ where they are more connected with their ‘feeling life’ and they are becoming more themselves. Beforehand the child was at one with the world and didn’t see him or herself different to others, the child has now changed and is now more critical of him or herself as well as others. With this new sense of self-awareness, the child needs to re-establish his or her relationship with the world around him or her and needs to relearn how to be in the world again. They feel self-conscious and alone. They no longer feel at one with the world and they are out of their safety bubble. Everything feels and seems different to how it was before. The reality of death can become quite overwhelming to comprehend. Instead of the child being a butterfly flying free from its cocoon, the child is now making its way back down to earth.

Steiner suggested that teachers tell stories from the Old Testament where the children can identify with the characters. In the Garden of Eden, all is well until the sin and they are driven out of the garden of paradise. The children also identify with the Hebrews who had to find new homes and put their trust in God, the authority who protected them and helped all to be well again. These stories help the class three child to see that they are not alone and that with trust in authority, all will be fine and well again.

Class Three Maths

The class three year is a very practical one. There are many Math Main Lessons, one of which is Time. During the Time Main Lesson, the children learn all about time, how to read an analogue clock, how to tell the hours, minutes and seconds, how to tell the time according to the seasons, according to the sun and according to nature.

Another Main Lesson theme is Money. The children learn how people bartered and traded in ancient times. The children learn the value of money and how it was used in the past and what it looked like in the past and how it has evolved today. They come to know how money became a necessity in the world we live in today. The class threes enjoy working practically with money, when they learn how to use it in the real sense. Each child alone or in pairs, decides upon homemade food goods they’d like to sell at a market day and experiences a day as a shopkeeper. During the year, they practice money story sums and learn how to navigate change.

Weight and Measurement is another math Main Lesson the class threes do. During this Main Lesson, the children learn all about the metric weight system, how to weigh, how to measure. They have fun weighing many items, solids and liquids and compare them and they enjoy learning about and measuring in feet and hands. They create a metre stick and learn how to use a ruler and compare the heights of all of their peers and teacher.

Throughout the course of the year, the children work on story sums and gain more confidence in daily maths practicing of skills.

Class Three English

The first English Main Lesson is the Creation Main Lesson, where the children experience the seven days of creation and paradise. During this Main Lesson the children paint each day of Creation and write about each day. Writing becomes more in volume and the teacher demands more from the children. Sometimes, the teacher introduces the

children to Hebrew as part of the Old Testament theme and the children enjoy learning how to write their names in Hebrew.

In the second English Main Lesson, the children start to learn grammar subconsciously. They learn parts of speech such as: naming words (nouns), doing words (verbs) and describing words (adjectives). They use different colours to differentiate and identify the different parts of speech and learn how to use them in sentences.

At some point throughout the year, the children learn how to write in cursive. This is exciting as we like to start by teaching the children how to write with a quill and an ink pot, encouraging them to press lightly. Once they've learned the art of writing with a quill, they move on to write with a fountain pen in cursive and this continues throughout their Waldorf school journey.

Throughout the year, more emphasis is placed on reading, reading groups are established and readers are sent home on a weekly basis. Children are encouraged to read during their free time and read individually to their teacher. Children also learn punctuation and start practicing spelling of words.

Gardening and Farming

During the class three year, the children experience working on a farm, preparing beds, making compost, sowing seeds, tending to them and harvesting the final product. They sow their wheat and harvest it, mill it into flour and bake their own bread. The children take on responsibility on the farm and work hard to maintain it and harvest their vegetables or grains. They discover the different types of farming we have in South Africa and the world around us and the importance of the creatures on the farm from tiny to huge (the earthworm to the cow) and the value each one brings.

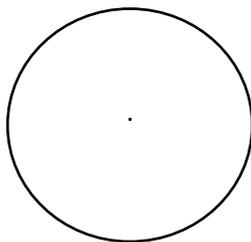
Housebuilding

In class three the children do a Housebuilding Main Lesson where they learn about all the different homes people around the world live in, also the home that creatures build and live in. The children build a model house of their own as a project. In the Old Testament stories, Adam and Eve find a cave which they live in after being banished from the Garden of Eden. The class three child needs to find a sense of security again during this time of transformation and new self-consciousness of themselves and the world around them. They are challenged with the task of building a fort of their own with a group of friends where they can create a space of security and warmth. Sometimes the children get to sleep in the forts they've built which is a thrilling experience.

As part of the Housebuilding Main Lesson, the children build something of meaning for the school. They do this with the help of their teacher and parents. They see their project through from beginning to end, starting off with drawing a plan and ending off with a masterpiece which will serve the school for years to come.

Class Three Symbol

A symbol for class three could be a circle with a dot in the middle.



The dot represents the child, while the circle represents the world around the child. The child experiences him/herself as separate and alone from the world around. The child has to re-establish his/her own relationship to the world through inner strength.

2.3.8 Class Four (nine years turning ten)

The class four child is in the middle of the 'feeling' sub-phase of the 'feeling' phase of childhood development. They are now in the process of re-establishing themselves as they are aware of themselves in a different way than before. During this stage of development, the child is in the process of leaving the realm of childhood, not being able to re-experience the earlier years of childhood as before.

The children at this age are developing their forces of antipathy and begin to assert themselves a lot more. The children need to experience antipathy within this stage of their development which will help them to be more conscious of the feelings they are experiencing. During this stage, the child is balancing their feelings of antipathy and sympathy while they are learning to accurately perceive the world around them. The child is not yet at a place of intellectual judgment and shows strong opinions based on their likes and dislikes.

In order for the child to transform concepts into objective thinking, the teacher needs to use an imaginative, pictorial approach when teaching so that the child can use their feelings which in return will help the child to internalise and interpret what it is the teacher is presenting.

Rudolf Steiner suggested that the main theme for class four is Norse Mythology. The stories portrayed in Norse Mythology are ones which display the strength of the forces of nature. The child too at this age has an abundance of energy due to the circulation of the blood which has now become stronger allowing the child to have much more strength and energy. The Norse Myths too portray mighty gods and giants that go on many adventures which are filled with battles and challenges needed to be achieved. Just as the children have come to a more objective way of thinking and are in the act of balancing their antipathy and sympathy forces in order to accurately perceive the world around them, these Norse Myths display larger than life characters riddled with cleverness and trickery as well as the two sided qualities of good and evil which are needed to overcome the forces which are against them. These stories are also a complete change from the previous happy ever after endings in the stories told in the younger classes. They depict the death of the wonderland of childhood and the need for the class four child to stand on their own two feet in the world, using their strength and unique qualities in a world of both good and evil.

English

In class four the Norse stories form a basis for the language work done in class four. The teacher would mostly use the Norse Mythology main lessons to bring in the English work.

Alliteration is important for the children to experience in class four and so is the power of the spoken word. It is good for children to experience their own strength and ego when speaking aloud. Children need to learn how to express themselves clearly, confidently and consciously. This is why much poetry is done in class four. The teacher will aim to find poetry mostly from the Norse Myths which contain alliteration which will help children to grow in the skill of speaking aloud.

The teacher uses lively descriptions from the Norse myths for the children to write into their books. These descriptions also form good reading practice for the children as before they write, they read the content from the board and then once again once written into their books. The teacher may choose dialogues from the stories for the children to practice acting out in pairs which will enhance practice in speaking aloud.

Grammar forms an integral part of class four. Using the Norse Myths, the teacher works on parts of speech with the children, namely: verbs, nouns and adjectives. Various tenses of the verb are explored, as well as the comparison of adjectives. Adverbs, pronouns and conjunctions also form part of the grammar work in class four as well as punctuation. Unlike before, children can now cut up a sentence and identify the different parts of speech.

Vocabulary is extended and daily practice in spelling and reading is of high importance.

The teacher often chooses a Norse Play for the children to re-enact which helps the children to practice speaking aloud and building their clarity and confidence when using the spoken word.

Mathematics

In class four, the children continue to build on their tables work up to the 12x table, ensuring that they are able to stay alert when reciting them and are able to solve maths problems with ease.

A new maths concept introduced and practised in class four in two different main lessons is Fractions. During the first fraction main lesson, the children are introduced to fractions and the children learn to understand what it is to divide the whole to the parts. They do this by cutting pizzas or cakes from the whole into halves, quarters, thirds, sixths and so on. In the second fraction main lesson, the children learn to understand and work with equivalent fractions. They also learn to add and subtract fractions. The children develop analytical reasoning which emerges after the onset of

puberty when dividing the whole and putting together again. The class four child also gets a sense that nothing is lost from the whole as all the pieces of the fraction belong to the whole.

There are two other maths main lessons done in class four. These are a main lesson in long multiplication and another in long division. Both of these main lessons help the child to understand the process of long multiplication and long division and discovering how to accurately put the processes into practise.

Human Being and Animal

Unlike before, the class four child is able to instinctively respond to his/her surroundings therefore it is now appropriate for the class four child to study the kingdoms of nature.

During this main lesson, the children discover that animals have specialisations and have to adapt to the environments they are in. The teacher also brings forth the inner connection between the animal and the human being. Certain animals are linked to the physical attributes of the human being and are grouped as; head animals, trunk animals and limb animals according to where their specialisations lie.

During this main lesson, much observation of animals is done as well as discussions. These discussions could include comparisons of the human being and that of the animal senses and the uprightness of the human being compared to the horizontal spine of the animal.

Many different animals are studied. The main lesson activities include the observation of the animal, drawing, discussion and writing on the animal in the main lesson books.

Local Geography

In class four the children do a main lesson on Local Geography, exploring the area in which they live. The children learn the points on a compass and the directions in relation to where the sun rises in their area and where it sets. The children also learn how maps were first made. The children learn all about bird's eye views and draw a diagram of the classroom, the school and their own route to school. Eventually the children will draw a map of the surrounding area using a grid.

Children go on walks with their teacher and become conscious of their surroundings and the landmarks within their surroundings such as, other schools, shops, petrol stations, parks and churches. They are encouraged to ask questions on the environment, for example why people would choose to live in their area, what is of value in the area, how people earn a living in the area etc. The whole area is discussed, where the children get a sense of the area in which they live and feel a sense of belonging.

Geography is important as it demonstrates an interconnectedness of our world, the people, animals, climate and of how each one supports and influences others. It is the experience of how we all belong on earth.

Local History

It can be difficult for the teacher to separate the local geography and local history main lessons. The teacher may choose to separate or combine the two main lessons. In class four the children discover the customs and lifestyles of the early people of the areas in which they live. For example, the hunter gatherers, the herders and the agriculturists. During this main lesson, the children are able to identify with the people and understand the challenges they may have experienced during their time. The children can experience the spiritual qualities and inner characteristics of each group of people as well as their cultural aspects through stories and the rituals they went through.

The teacher may even decide to find influential people from the area in which the children live from different cultural groups for the children to do a research project on and then present to the class. The children could then each add a piece of writing to their main lesson books of what was presented by each child in the class.

Class Four Symbol

A sideways cross can be seen as an appropriate symbol for class four, signifying the class four child as coming to a crossroads in themselves.



The child is balancing feelings of sympathy and antipathy and is finding a new relationship within the world around them. This sideways cross can also be seen as the challenge the child is facing in class four, as the child is crossing over to a new way of thinking and being.

2.3.9 Class Five (ten years turning eleven)

Class five is known as the golden year. The child at this age is in the heart of childhood as the child shows a greater harmony between its body and soul than before. The children at this stage of development are well- coordinated. Their bodies are more in proportion and their movements are more harmonious.

By class five, most of the children have completed the transition from milk teeth to permanent teeth, including molars. They have open faces with individual qualities and characteristics and are more confident and open. The children at this stage in their development are interested in the world around them.

During this phase in the child's development, the child is in the last part of the 'feeling' sub-phase of child development. Previously, they experienced loneliness and separation during the first stage which gave them an awareness of their ego- sense of I. During the second stage of the 'feeling' sub-phase the children learnt to express themselves through their feelings to express the ego. Now the child is in the third stage, where they have matured and are now at ease with themselves inwardly. Each child reaches this stage in their own time. It can be seen in their ease of grace and confidence in movements and how they express aesthetic beauty in illustrating and written work. The inner harmony of the Greeks in the flowering of the 'Golden age of the Greeks' is that of which one can compare the class five child at this stage of development. It should be a time for the class five child to expand and develop mentally while at the same time celebrating the creativity of the child. This creativity can be seen through; music, art and drama in class five.

As the class five child is interested in the world around them, the class five child must connect with it by means of images and metaphors. The images and metaphors are a means in which the teacher can introduce ideas and concepts. The teacher must bring about an experiential means to help the children to bring concepts to consciousness through a rich feeling experience in their own way. It is not essential for the child to grasp everything immediately as long as they have had a rich feeling experience of the topic. The artistic work that is done helps the children to integrate the ideas in their own way. This is an important foundation which allows the child to then slowly discover the truth to what it is they are learning. This is why artistic expression forms an important part of the main lessons.

Greek Mythology

Rudolf Steiner suggested that stories of the Greek gods and goddesses are explored in class five. These stories help the class five child to unconsciously gain a deeper understanding of human beings and of themselves more deeply. These stories depict many different human qualities and feelings. One of the most important stories is that of the Trojan War which marks the change of consciousness that occurred during the Greek civilisation where man began to depend on his own mental powers instead of relying on the gods. The Golden Age of Greece was a time of expansion of the minds, hearts and deeds and growth of philosophy, science, medicine, drama, poetry, art, sculpture, architecture and democracy to name a few. It was also a time of geniuses such as Aristotle, Socrates, Plato and Alexander the great to name a few. The individual ego was developing during this time and the world was able to see the amazing achievements of human beings. Unconsciously these Greek stories show the class five children that they can be whatever they wish to be and that each person's uniqueness should be expressed and celebrated.

Greek mythology is taught in a main lesson and is a wonderful opportunity for the teacher to bring in the teaching of English grammar, poetry and creative writing. Greek History is explored later in the year in another Main Lesson. Sometimes the teacher may leave the teaching of Greece to class six according to the needs of the class.

Ancient Civilisations

In Class Five stories from Ancient India, Persia, Mesopotamia, Egypt and Greece as mentioned above are told. Each of these ancient civilisations are explored in separate main lessons. They were chosen by Rudolf Steiner as he saw a thread running through each of the cultures. He saw that they are good examples of the evolution of the human being in building civilizations and in developing human consciousness.

The order of the main lessons are, according to the evolution of the human being in building civilisation and in developing consciousness:

- Ancient India
- Persia
- Mesopotamia
- Egypt
- Greece

Each of the above cultures are experienced artistically through stories, songs, dances, food and clothing which help the class five child to feel a part of each culture. Through these experiences, the children are able to express tolerance for other cultures, religions and customs and begin to appreciate differences between people. They also value the power of communities coming together in events of rituals and customs.

An experience of rural to city life is also experienced from spiritual unity with the gods to individual intelligence.

English

The content from the Ancient Civilisation stories forms a basis for the English work done in Class Five. Much of the language work is on Poetry, creative writing, reading and grammar. Poetry is taken from the different cultures so that the children's understanding and outlook on people can be broadened. The children do both choral and individualised speaking in class five. They experience flowing rhythms in the Greek hexameter. The teacher may choose to do a play to emphasize the importance of drama during Greek times. The stories of Ancient Civilisations are good material for the children to do creative writing lessons on. Scenes, stories and conversations can be written using direct speech and practising that skill. Lively description and imagery can be written when the class five child writes poetry.

The grammar work expands on the work done previously. Active and passive voice and direct and reported speech are explored and practised using the ancient civilization stories and parts of speech are further expanded.

Plant Study

In class five the children do a plant study/ botany main lesson. During the main lesson, the children need to work with things that are invisible and there is a need to complete what they cannot see by using their imaginations.

The teacher starts with the plant in its whole form. At this stage it is in its most complex form. The flower is a flowering plant that follows a complete life cycle from seed to flower. The teacher goes through the evolutionary sequence of the plants such as the; mushroom, lichen, moss, fern and cone-bearing tree. The teacher uses metaphors to introduce the images she is teaching.

In this main lesson the teacher helps the children to discover the expansion and contraction of the plant, the spiral patterns in the plants, metamorphosis of leaf formations and the connection between plants and insects. All of these are discovered through movement, observation while walking in nature and the use of drawings. An awareness of the interrelationship of the elements with the plant, the sun, climatic conditions and quality of the soul are brought about.

The Children in class five are able to express the quality of the plants through the painting of them. By painting, the child is also able to express the beauty of the plant kingdom.

Geography

In class five, the country in which the children live is explored in great depth in a Main Lesson. Here in South Africa, the children would explore all South Africa has to offer such as the vegetation, climate, farming, rivers, mountains, important industries, certain areas such as provinces and cities, landmarks and different people. The children's main lesson book would be full of maps, diagrams and illustrations on all they have learnt on South Africa. The children need

to experience the geography and can go to some of the places they have learned about in the main lesson. Animal study can be brought about in the geography main lesson and the teacher can bring about animals and birds specific to different areas in South Africa. The children should use artistic expressions to enhance their connection to the country they are studying.

Mathematics

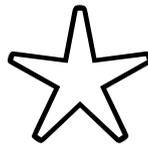
Plenty of maths practice continues in class five of already learnt skills to enhance the children's mental agility. Times Tables, mental maths and fraction work with different denominators are practised.

A new Maths main lesson is the decimal fraction main lesson. During this main lesson decimal fractions are introduced with the base of 10. The children should be able to convert decimals to fractions with ease.

Another maths main lesson done in class five is the four operations decimal fraction main lesson.

The beginning stages of geometry are also introduced and can be as a Main Lesson or as part of a weekly running lesson. During these lessons, the children learn to draw geometrical drawings and patterns free-hand and thereafter colour them in to create beautiful images on their page. Free-hand geometry helps the child to gain an awareness of spatial orientation on the page and careful free-hand measurement skills are needed to achieve the beautiful forms.

Class Five Symbol



A star can be seen as an ideal symbol to represent the class five child who is at the peak of his or her development due to the inner and outer harmony presented by the class five child at this age. The stretching out of the points can also represent the child's expansive interest in the world around him or her.

2.3.10 Class 6 (eleven years turning twelve)

The class six child suddenly goes through a growth spurt in their bodies and has noticeably longer limbs. They are no longer in harmony with their bodies but instead are lanky and awkward. Due to their massive growth spurt, the class six child no longer has graceful movements, instead the child easily bumps into things, falls over their feet and has no control over their lanky limbs. The child at this age feels heavy and earthbound from the weight of their bones. They begin to droop in posture and feel the weight of gravity. What was easy to accomplish beforehand requires a great deal of effort. A transformation of the will is needed to work with consciousness to be able to achieve what they wish.

The class six child is now in the 'thinking' sub-phase. A new way of thinking begins to emerge with the growth forces in the bones. Consciousness connects itself with the bones which are the most material part of the body. A new material form of thinking emerges.

The class six child is in the stage of developing or becoming more awake and alert. The child begins to take hold of his or her own 'I' as the child is more aware of detail and is able to make connections between things. The child develops systematic logical thinking and is able to come to terms with cause- and-effect thinking.

Unlike before, the class six child craves to be independent as they become more aware of themselves. They begin to distance themselves from the adults around them and almost see the adults as silly. Things which were natural before, such as shaking hands with the teacher are no longer something the child is happy to do.

As the child now wants his or her own independence, the teacher needs to heed this and give the children opportunities to solve problems through challenges, being able to come to their own conclusions, making their own decisions, organising their own schedules and projects and working out the rules of the classroom. They must be

challenged mentally and no longer want everything to be beautiful. They want to be encouraged to take responsibility for themselves and work in groups, pairs and take responsibility for the content and organisation of their own work. The teacher needs to bring humour into the classroom to inspire the lessons so that the children share teaching experiences on a lighter note but still seriously engage with the task of learning. By bringing humour into the lessons, the teacher is making him/herself more humane which helps the children to be close with the teacher who they can share laughter with.

As intellectual development is emerging in class six, the teacher needs to ensure that the children do not separate themselves from the feeling realm when learning. Therefore, the teacher needs to ensure that he/she brings in new artistic activities to help deepen the content that is being presented to the children. Artistic work is very important as it helps to prevent a one-sided Hardened way of thinking from developing.

Ancient Rome

As the class six child has developed a new schematic way of thinking, Rudolf Steiner suggested that the teacher tell stories of a civilisation where everything was highly structured and where the material world was conquered through this new schematic way of thinking. The stories of the Romans were suggested as we can find roots in the way in which we live our lives today thanks to the way in which the Romans structured their lives.

These stories are also appropriate for class six as the class six child no longer wants to hear fairy tales, legends or myths, they want to hear factual stories of real people and real history. Other stories from around the world of highly developed kingdoms can also be told in addition to the ones of the Romans.

The study of Rome is crucial for the class six child as it illustrates the organisation and decentralisation of power. This is exactly what our world is based on today. The teacher needs to demonstrate this in the classroom by allowing the children to take control of their own organisation and work. The more power the teacher gives to the children the more respect the teacher will earn. The children will also be more enthusiastic and take on more responsibility.

South African History

During this main lesson, the teacher chooses inspiring leaders in the country in which the children live. These can also be people who initiated cultural progression. Themes of cultural, national, spiritual developments can be brought in. The teacher can choose to present the main lesson by telling the children biographies of the chosen inspired individuals or by getting each child in the class to do research projects on a chosen influential individual. Some of South African history can be compared with that of Roman History and highly organised kingdoms.

Geography

In class six, the children do a Geography main lesson where they study the different climatic zones in Africa. The children also study the distance from the equator and the height above sea level. The children see the cause-and-effect of climates according to the mountains, rivers and plains on a map. The children also study the climates, temperatures, rainfall, vegetation and animals that are closely linked to the indigenous people who live closely connected to the environments. Cities, industries, cultivated crops and minerals are also studied.

The children learn how to read a globe and atlas and finally how to draw a map from a grid.

The teacher may choose to incorporate the study of plants and animals within the geography main lesson or choose to go more in depth and separate the geography from the plant and animal main lesson. Plants and animals are studied to see the adaptation of plants and animals to the environment and climatic zones of where they live.

Geology

In class six, Geology is studied and is a main lesson looking at the bones of the earth. Just as the class six child has become heavier within their bones and is pulling more towards the earth, the mountains are the bones of the earth and create the structure of countries and continents.

During this main lesson, the children look at the main types of rocks namely: plutonic, volcanic, sedimentary and metamorphic. Drawings and diagrams help the children to understand the processes in Geology. The children use drawings and diagrams to look at the cross section of a volcano. The teacher ensures she/he has many rock specimens to show the children.

Physics

During the class six physics main lesson, the children are introduced to science through the study of acoustics and colour. The teacher will start by allowing the children to experience acoustic through listening to music and colour is first experienced through painting. Thereafter experiments are used which the children then have to observe and then describe what happened in the correct sequence. The following day, the children are expected to reflect on their observations and then draw a conclusion from their investigation. The teacher does not give any answers or theories prior, as the class six child needs to develop the capacity for clear observation and logical, concrete thinking that leads to sound judgement.

The laws of pitch in wind and string instruments are the experiments which are explored in Acoustics. Tone as well as volume in the creation of sound are explored. The teacher may encourage the children to make a string instrument of their own to demonstrate the laws.

The laws of colour are explored through the use of prisms on black and white posters. The law shows that colours emerge from the meeting of darkness and light. The teacher also includes experiments on the colour circle and complementary colours. The properties of light are further explored using mirrors, a periscope, pin-hole camera and lenses. All of the experiments are observed, discussed by the class and then written up using an exact method to ensure clarity and logic.

English

The children in class six continue with practice in choral verse, speech exercises, poetry and oral presentation of summarized work or projects. The children express themselves freely in drama improvisations and mining. The children's individual egos are expressed when the teacher chooses to do a play where individuals have turns playing individual parts.

In writing, the children in class six work on writing summaries, taking notes, business letters and free-flowing poetry.

The class teacher reads books to the class and discusses the content and style of the books with the class. The children are also encouraged to read many different books from different cultural backgrounds.

In grammar, much emphasis is put on verb tenses, pronouns, direct and indirect object and the use of phrases when organising sentence construction in written work.

Mathematics

One of the maths main lessons in class six is Business Mathematics. This is because the child at this stage in their development has a connection to the earth at this age. During this main lesson, the children learn about percentages, simple interest, discount, profit and loss and tax in the daily life of a business. The teacher may choose for the children to fundraise for a charity where the above can be put into practise.

Another maths main lesson the class six child does is the conversions from fractions to decimals and percentages.

BODMAS is a new concept introduced in class six during a maths main lesson as well as rounding off and divisibility.

Work on averages and graphs are also introduced during the class six year in Mathematics.

Geometry

The free-hand geometry introduced in class five becomes more formalised in class six as now the children start to use instruments such as the compass, ruler and protractor. The child is stimulated to think more abstractly. This abstract thinking is balanced by the careful shading of the shapes to bring out the symmetry of the forms. This Geometry Main lesson brings out the most beautiful forms.

Class 6 Symbol

The Greco-Roman Temple can be used as an image to represent the symbol for the class six child as it represents the child's desire for order and to structure their lives consciously.



The triangular roof can represent the thinking capacity of the class six child which is being developed and the columns represent the feeling and rhythmic system of the child. The steps are the will system of the child. All three areas create harmony in the child's life.

2.3.11 Class seven – (twelve years turning 13 years)

The class seven child experiences huge physical changes during this stage of development. The hormones have become active in the body and the sexual organs have developed. The child is awkward in its movements and feels unsure of themselves, portraying a carefree attitude.

The boys' voices begin to break and the girls are more aware of their developing bodies. The children enjoy challenging their teacher with many questions.

They have a hunger for the knowledge of the new world and are now able to think for themselves.

World History

There are several historical themes that could be chosen for class seven. Rudolf Steiner suggested that the stories of the European Middle Ages as appropriate content for class seven. During this time new inventions and ideas prepared the way for the coming of the renaissance period. The children enjoy inspiring stories of brave and inspiring people who were able to step into a new and unknown world.

African History

African history continues on from class six and many themes are explored in a similar way as before.

Geography

Different continents of the world are studied in class seven. They are studied according to their position, climatic zones, mountains, rivers and certain capital cities. The oceans with their warm and cold currents are also studied. In particular the northern hemisphere is studied, especially Europe. Climate, buildings, vegetation, people, industries, transport and diverse characters of many countries are looked at. The children see how Europe is very different from Africa. They also see how the geography of a place can affect its people.

Astronomy

Astronomy brings an awareness of the relationship of the sun, earth, moon and stars. The children observe the phases of the moon, planets and constellations of the night sky. The teacher can tell stories of the zodiac. The children will be filled with wonder of the universe.

Physics

The phenomenon of heat is connected to the expansion and contraction of metals and materials in the world. The children experience this through experiments. Solid, liquid and gaseous states of water are linked to climatic conditions and industrial uses. Discussions on the phenomena of heat, relating them to the relationship between humans which may be warm or cold. The properties of attraction and repulsion are shown on magnetic energy fields using magnets and a compass. The children also explore static and current electricity. Simple gadgets are made. Human conditions can be compared to the energy of magnetism and electricity.

Simple experiments using everyday instruments show the basic laws of mechanics, lever, wheel and axle, pulley, the incline plane and screw. The children learn to observe each experiment. Thereafter they are able to recall everything in sequence and come to their own understanding.

Chemistry

Experiments in combustion, oxygen, carbon dioxide are done. Introduction to sulphur, phosphorus and carbon are also done during the chemistry main lesson.

Health and Nutrition

During this main lesson the children study the human body. The children study the nerve-sense, respiratory/circulatory and digestive /metabolic systems of the body. The children go into deeper depth in studying the digestive system and nutrition and health care.

Sexual education is introduced, where the children are guided through open discussions. The effects of drugs, alcohol and other substances are also openly discussed.

English

In class Seven the children are encouraged to debate so that they can practice expressing their ideas logically and convincingly. The children do orals on several topics they are learning about. Poetry and speech are continually practiced throughout the year.

Wish, wonder and surprise is a creative writing main lesson. During this main lesson the children improve skills in expressing themselves using poetry, prose and dialogues. The children continue to practise note taking and summaries. They are encouraged to have flowing and uncomplicated writing.

In grammar, the children learn adjectival and adverbial clauses as well as lots of revision work is done on previous grammar.

Mathematics

Ratio and proportion, negative numbers, squaring and cubing are all new concepts taught and are the beginning stages of algebra. The children learn to solve problems within everyday life in maths. In algebra the children work with the unknown when solving simple equations. Algebra needs to be understood in a realistic way, the teacher does this by using examples from practical life.

Geometry continues in class seven. The children discover parallelograms, trapezium, kite figures and ellipses. The children explore formulae needed to create perimeters and angles. Perimeter, area and volume are introduced. The theorem of Pythagoras is introduced and can be proven with maths and geometry. The children need to know that there are various modes of arithmetic, algebra, geometry that they need to be able to think in order to work with mathematics. We want them to be flexible in their minds and to think in ways which are new.

Class Seven Symbol

The symbol for class seven is not a recognisable form because the child is different from the way in which we knew them before. They are in a new phase. They experience extreme highs and lows. They challenge the adults around them. They are in a phase of searching for who they are.

2.3.12 Homework

From class three, daily reading homework is done and the practice of spelling words. Children may have projects to do and may need to complete main lesson work or maths revision.

2.4 Tracking and Supporting Students' Progress

Through contacts with the [CCE](#) and the [Federation of Waldorf Schools](#), Treow will assess the understanding and levels of the children against the Waldorf curriculum standard that is used at all Waldorf Schools in South Africa. This will:

- benchmark the teaching in relation to other successful schools,
- ensure that a high quality of teaching is consistently maintained, and
- ensure that the children are receiving the teaching effectively.

Feedback to parents will be by:

- Regular messages to the parents' group from the class teacher,

- Quarterly parent’s meetings with the class teacher,
- Each child will receive an annual report of their progress at the end of the year, and
- Individual meetings between parents and teachers, when needed.

2.5 Supporting Students at Home

In joining Treow, Parents are expected to commit to supporting the Treow approach and principles in the home, to support the teaching and teachers. This includes:

- Aligning to Treow’s principles of honesty, fairness, transparency and integrity,
- minimising child interaction with electronic media,
- only allowing the children to access age-appropriate content,
- aligning to Treow curriculum, where children are introduced to concepts and information at specific times to support the balanced and natural development of the child.

If In doubt about any of the above or the specifics, please consult your class teacher.

3 Treow Organisational Structure

3.1 Treow Company

Treow is registered with the Companies and Intellectual Property Commission of South Africa (CIPC) as a “Non-Profit Company with Members”. Registering as a company enables Treow to act as a juristic person, allowing Treow to have its own independent bank account and relationships to other businesses, as well as to parents.

When parents apply for their children to attend Treow, they are simultaneously applying for membership to the Company and on acceptance of the child, the parent/legal guardian is automatically accepted by Treow Board as a Member. This remains in place until the child leaves Treow. Other interested parties can apply to the Board to become a member, where this is approved by the Board on a ‘case by case’ basis.

Members pay annual fees to the Company. For parents, this fee is included in Treow fees. Being a ‘paid up’ member allows one to vote at an annual general meeting (AGM) or special general meeting (SGM) of the Company on important matters, such as electing Board Members, electing the Parents’ Association or changing the constitution of the Company.

All full-time teachers are also members of the Company, granted by their employment.

3.2 Treow Constitution

In incorporating the Company with CIPC, a Memorandum of Incorporation (MOI) was lodged as part of the process. This MOI is the Company constitution that defines how Treow will operate in relation to the Companies Act, 2008 (Act No. 71 of 2008) and also other specifics relating to the fundamental operation of the Company. The MOI is available on request from the Treow Administrator (admin@treow.org.za).

3.3 Board of Directors

The Company and thus Treow, is managed by a Board of 5 Directors who each serve for a 2-year term. The Directors are initially the incorporators of the Company and thereafter elected at an AGM or SGM. Directors can immediately stand for re-election at the end of their term. Any Member can be nominated to stand for election to the Board; they are elected in the AGM by the members, by a majority vote. There is no restriction on proportions of teachers and parents that serve on the Board, as there is no differentiation between members.

The Board:

- is legally accountable for the proper and lawful operation of Treow,
- meets at least once a month,
- is the highest level of escalation within Treow.

The Current Board of Directors is as follows:

- Rob Pitchford,

- Lindy Scholtz,
- Trish Quayle,
- Colleen Pitchford,
- Gareth Quayle.

3.4 Treow Administration

Treow, like most companies, has many administrative tasks in the following categories:

- Recruitment and Human Resources,
- Legal,
- Finance,
 - Bookkeeping,
 - Budgeting,
 - Procurement,
 - Payroll,
 - Fees collection.
- Building and General Maintenance,
- Sales and Marketing.

In order for the teachers to focus on the pedagogy and teaching, Treow employs a part time Administrator to attend to the daily administration requirements. As Treow is still small, the Administrator fulfils many roles, under the guidance of the Board.

The Administrator for 2023 is Trish Quayle, who fulfils the role as a volunteer (unpaid).

3.5 College of Teachers

The College of Teachers is to be defined in the Constitution of the same. It is expected to be a group of full-time teachers and mentors who organise and manage the larger teacher body as well as all of the teaching requirements. The Chair of College attends Board meetings.

For 2023, Lindy Scholtz fulfils dual roles of both Director and Chair of College.

3.6 Parents' Association

The Parents' Association is a group of not less than 3 parents that are elected by Members at an AGM or SGM. The activities of the Parents' Association are to be defined in the Constitution of the same. It is expected that the Parents' Association will form a chain of communication between Parents and the Board as well as the Parents and the College of Teachers. The Chairman of the Parents' Association attends Board meetings.

In January 2022, the Parents' Association has not yet been formed.

3.7 Committees

Treow may organise various committees to attend to specific requirements. This will evolve as Treow grows.

4 Communication

4.1 Treow Phones

Treow provides the Administrator a phone so that parents can contact Treow when needed.

The following list shows Treow phone numbers:

Person	Position	Treow Phone Number
Trish Quayle	Administrator	061 112 5863

For all administrative queries, please call the Administrator. The Treow phone is able to receive calls and messages (SMS and WhatsApp only). Please be aware that the Administrator does not work full time, so you may need to leave a message. It may be easier to send an email to admin@treow.org.za.

4.2 Class Communications - Instant Messaging

Your class teacher will setup a WhatsApp group for class communications. Typically, there will be two groups, one that only the admins can post to for official communications and a second for 2-way more informal conversations. Some parents prefer to only join the former.

Occasionally, a class teacher may choose to also use email for some communications.

4.3 Treow Email

Treow email is a very important means of communication within Treow. All formal Treow communication is via email, including letters from teachers, notices of upcoming events and other important documents. There are distribution groups that are maintained by the Administrator for use by Treow as follows:

Email Distribution Group	Function
Class Group	Each Class group will have an associated email distribution Group. This will be used for any formal letters and communications. Less formal messages will typically be sent to an equivalent Signal instant message group.
All Parents/Guardians	This group is used to communicate formal communications to all Parents and Guardians at Treow. Your email is added to this group as part of the Treow Admissions Process, modified on request. This Group includes all teachers.
All Company Members	This group is used to communicate formal communications to all Company Members, usually relating to Annual General Meetings or Special General Meetings. Your email is added to this group as part of Treow Admissions Process, modified on request and according to Company membership. This group includes all full-time teachers and other interested parties who have been granted membership of the Company.
Treow Newsletter	This group is used to communicate public information and communications to all interested parties. Your email is added to this group as part of the Treow Admissions Process, modified on request. This group includes all teachers and all interested parties who have registered their interest with the Administrator.

The following list shows Treow email addresses:

Person	Position	Email
Trish Quayle	Administrator	admin@treow.org.za
Nita Lala	Class teacher	via admin@treow.org.za
Lindy Scholtz	Class teacher	via admin@treow.org.za
Forwarder	General enquiries	info@treow.org.za , forwarded to admin@treow.org.za

4.4 Messages to Students

There is a “no mobile phones” policy in Treow, so your children are not allowed phones at Treow. If your child needs to contact you, they can do this via the class teachers. Treow will compensate the teacher for reasonable calls.

Please respect that the teachers cannot focus on teaching as well as tracking phone messages. Phones will only be checked before Treow starts, in Treow breaks and at the end of Treow day.

Please only place voice calls for true emergencies.

4.5 Messages to the Board

Please direct messages to the Board via the Administrator for the attention of the Board. Once the Parents’ Association is formed, these messages could be directed using that channel. If possible, please only contact the Board if you have already approached your class teacher and or the Administrator and or the Parents’ Association.

Messages to the Board are viewed by the Board as escalations and will be managed as such. One of the Directors will acknowledge your message, so that you know when your message has been received and to let you know what the next steps are.

Please bear in mind in your interactions with the Board, that the Board Members are not rewarded financially or materially and are altruistically donating for their time and effort to Treow. In accepting the position as a Board Member, the Company member is accepting the legal accountability for the safe and proper operation of the Company that is Treow.

The Board truly wants to always find the best balance between the needs of the students, the needs of the employees and the needs of the parents, within the boundaries and construct of the law.

The Treow Board prefers a collaborative and non-confrontational approach. If you wish, you can meet with the Board during a slot at the monthly Board meeting to discuss any concerns that you have.

If your concerns are sensitive, you may choose to approach an individual member of the Board, as you are comfortable to do so. Please be aware that the matter will need to be discussed at a Board meeting.

4.6 Facebook, Instagram and LinkedIn

Treow maintains [Facebook](#) and [Instagram](#) sites for public communications.

4.7 Treow Postal Mail

Treow does not have a postal address. Email is preferred.

4.8 Treow Newsletter

Treow will send out newsletters to the “Treow Newsletter” email distribution group.

4.9 Class Meetings

Your class teacher will arrange quarterly class meetings to align you to what the children are learning, to discuss anything needed and to build relationships between parents.

4.10 Annual General Meetings

The Company that is Treow will hold an Annual General Meeting (AGM) with the members.

The function of this meeting is:

- for the Board to report on the state of the company,
- to provide the members an opportunity to review the annual financial statements company,
- to allow any business of the company to be discussed,
- to elect new board members, and
- to elect new Parents’ Association members (note that the PA Constitution still needs to be created).

The financial year end of the Company is 31 December, where the financial statements will be finalised in Q1 so that the AGM should be held in March/April each year. Notice of an AGM will be made to the “All Company Members” email distribution Group a minimum of 10 business days before the meeting.

4.11 Special General Meetings

The members of the Company or the Board can call a Special General Meeting (SGM) of the members of the Company, which is the equivalent of an AGM, but is for a specific need and can be held anytime.

Notice of an SGM will be made to the “All Company Members” email distribution Group a minimum of 10 business days before the meeting.

5 Enrolment and Admissions

Please refer to the “Student Enrolment Form” available on the website or from the Administrator for enrolling your child.

Our admissions process has the following steps:

1. Complete the form and email to admin@treow.org.za.
2. The Treow Administrator aims to acknowledge receipt requests within 1 business day during school term. If you don't receive an acknowledgement then please contact us to check.
3. Your class teacher may arrange an interview with you and your child to assess their current learning, abilities and behaviour.
4. Treow will decide if we can accommodate your child.
5. The Administrator will contact you with the outcome of the decision and let you know any further steps that may be needed.

Please note that there is a R2000 placement fee per child.

6 Financial

6.1 Treow Fees

Please refer to the “Admissions” page of the Treow website for the current fees. Your first child attending Treow attracts full fees while any additional children attending Treow will receive a 10% discount.

Please refer to the “Fees” section of the “Parents Contract” for additional information on Treow fees.

Please refer to section 9.7.3 for Mobi-Claw costs that will be billed monthly.

6.2 How does Treow set Fees?

Treow must balance several things when setting Treow fees, noting that the majority of the fees flow directly to paying the teachers and staff:

- The fees must be affordable to the parents,
- The teachers must be fairly paid,
- The teachers must have appropriate skills, experience and training to deliver a quality service,
- The teachers must have a support structure to ensure and maintain quality education,
- The administration must be efficient and accurate,
- Treow must operate legally,
- Treow must be well maintained, clean and hygienic,
- The children must be safe and well cared for.

Treow does not make a profit. If there is a surplus at the end of a financial year, this will be saved (invested) for items defined below, as agreed by Treow Board:

1. Unexpected future occurrences,
2. Improvements and equipment,

3. Passed back to the teachers,
4. Reduction of the base Treow fee.

Treow is financed purely from the parents and the community.

6.3 Financial Aid

Treow is unfortunately not able to offer financial aid at this stage.

7 Treow Schedules

7.1 Treow Calendar

Please see the “Treow Calendar” on the [“Information”](#) page of the Treow website.

7.2 Treow Hours

Treow is open as follows:

Facility	Hours
Teaching	Mon-Thu classes 1-4: 08:00-13:00 classes 5-7: 08:00-14:00 Fri classes 1-7: 08:00-12:00
Administration	Part time, or on request.

- Children in classes 1 to 4 who have older siblings in classes 5 to 7 may play at the school until 14:00. This is so that parents do not have to collect children at both 13:00 and 14:00.
- You may drop children at Treow from 07:15 onwards in the mornings.
- Please collect children promptly according to the hours in the table above. If you find that you will be unavoidably late, please let the class teacher know and make arrangements for the care of your child. Please note that the teachers are not employed to mind your child after Treow hours.

7.3 Treow Terms

Please refer to the [“Information” section on the Treow website](#) for the current Treow School Terms.

7.4 Absences

Please adhere to Treow terms and discuss it with your class teacher if your child will be absent from Treow. As Treow children make their own text books, it is difficult for children to catch up – and having to redo content places additional strain on the teachers. At a minimum, please ensure that your children are present for the main lessons (see section 2.2, “The Waldorf Primary School Curriculum”).

8 Parents Contract

Please review the formal agreement between Parents and Treow from time to time, as found in the Parents Contract.

9 General Parents Information

9.1 Visiting Treow and Class Teacher Meetings

Please arrange any visits to Treow with your class teacher. If you need to speak to your class teacher, please arrange a time or make an appointment for this. Parents should not expect to “drop in” to see how their children are doing during the day.

9.2 Pickup and Drop-off

- Please refer to section 7.2, “Treow Hours” for timing of drop-offs and pickups.
- Please drive into the property for your children to alight. The landlords have requested that there is no parking or socialising in the road to minimise impact on the community.
- Please do not come into the classroom in the mornings unless you have an appointment with a teacher.
- For pickups, please wait for your children in the parking area, please do not come into the school building unless it is urgent.

9.3 Excursions and Field Trips

Treow may organise excursions from time to time.

- Your class teacher will communicate these to you.
- In general, parents are welcome to accompany the children on the field trips and to assist with the other children.
- For each excursion, you must complete, sign and return an indemnity form to confirm that you are aware of and acknowledge the excursion, and that you give your permission for your child to attend.
- Transport arrangements and specific requirements for each excursion will be communicated on a ‘case by case’ basis.
- Field trips may have additional costs that are not included in Treow fees. This may be, for example, entrance fees to the Ice Rink. These will be communicated on a ‘case by case’ basis according to the trip.

9.4 Lost and Found

Treow has a lost and found box, if something is lost, it may be there.

9.5 Lunch and Snacks

Treow does not provide food for the students directly (see section 9.6, Shelley’s Pantry). Children are given time for a mid-morning snack and lunch. Please send healthy packed individual (not communal) snack and lunch with the children every day. Please also feed your children before sending them to Treow in the mornings. Trading of snack or lunch items between children is discouraged.

9.6 Shelley’s Pantry

Shelley’s Pantry operates on the property, where parents are able to order healthy breakfasts, snacks and lunch for their child(ren). Shelley sends out menus and costs weekly on WhatsApp. Payments are directly to her, typically monthly by EFT.

9.7 Health and Safety

The health and safety of the Treow environment and the wellbeing of the children is of utmost importance to Treow. If you have any general concerns or suggestions, please bring these to the attention of your class teacher or the Administrator.

9.7.1 Illnesses

If your child is ill or has an infection that is contagious, please let the class teacher know so that they can assess the potential risk to the other children.

If your child has any of the following symptoms, please keep them out of Treow:

- Diarrhoea—three or more watery stools in a 24-hour period, especially if child looks or acts ill,

- Vomiting—two or more times within the past 24 hours,
- Rash—body rash especially with fever or itching. Heat rashes and allergic reactions are not contagious,
- Eyes—thick mucus or pus draining from eye, or pink eye,
- Fever—temperature 38°C or higher,
- Painful earache, irritability or confusion,
- Appearance—unusually tired, pale, lack of appetite, irritable,
- Sore throat—especially with fever or swollen glands,
- Lice, scabies etc.—children must not return to Treow until they are free of lice and nits (eggs).

Children with mild cold symptoms, but who do not have any of the above symptoms, may attend Treow.

When your child needs medicine, please administer it at home whenever possible. If a child must take medication at Treow, it must come in its original container and a parent must send a written medicine authorisation to the Administrator and the class teacher, including the name of the medicine and the dosage. Prescription medications must come labelled with the physician’s instructions. Children are not to have medicine in their lunch boxes. Medicine should only be handled by adults. Vitamin pills and any natural remedy should be treated as medicine.

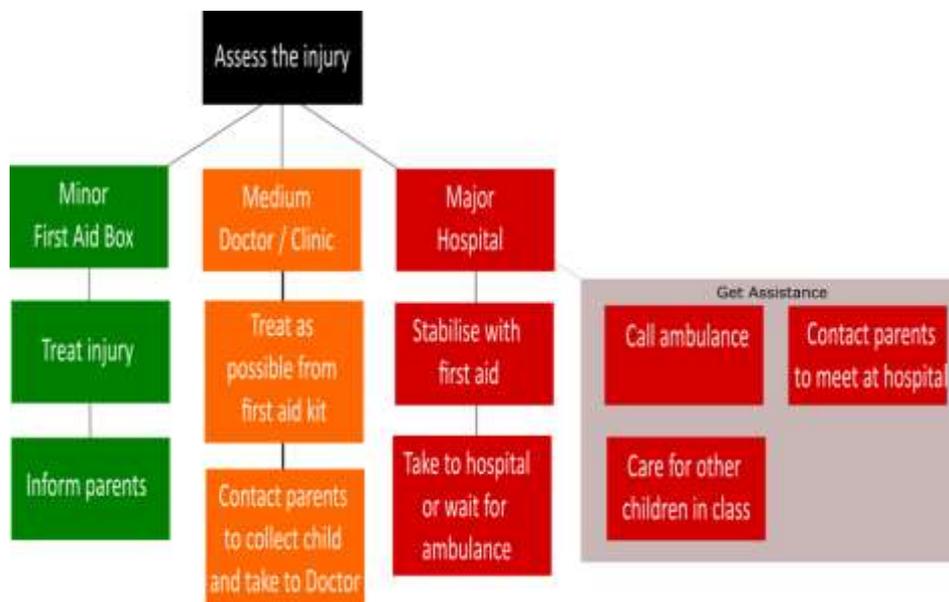
Medication administered will be recorded in the Treow Medical Log.

If a child becomes seriously ill at Treow, parents will be contacted immediately and asked to pick up the child. A child who is ill will be allowed to rest until a parent can pick up the child.

9.7.2 First Aid

Treow will ensure that all full-time teachers attend first aid training (Occupational First Aid Level 2 with a certificate accredited with the Department of Labour) and that they keep this training current.

If a child is injured at Treow, the following flowchart will be followed:



Minor Injuries

Examples of ‘Minor’ injuries are minor cuts, grazes, bruises, mild allergic reactions, sprains, stings, minor burns etc. If the teacher is in doubt, they will treat it as a ‘Medium’ Injury and recommend professional medical attention.

First aid will be applied for minor injuries that occur at Treow. Permission to administer homeopathic first aid remedies is given by the parents’ signature in the Parents Contract.

Any medication administered will be recorded in the Treow Medical Log.

Medium Injuries

‘Medium’ injuries are those that need professional assistance but are non-critical, such as cuts which may need stitches, larger burns, minor fractures or anything where the teacher is not sure.

Major Injuries

‘Major’ injuries are those that are any of:

- life threatening,
- need hospitalisation or specialist care,
- needs x-rays or specialist equipment for treatment.

Examples are major breaks, major external cuts, bleeding or burns, internal bleeding, near drowning, head injuries, spinal injuries and concussions.

Treow teachers will not move your child if a head or spinal injury is suspected and will request paramedic assistance.

If your child needs hospitalisation, Treow staff will endeavour to get them to the closest private hospital.

9.7.3 Mobi-Claw

Treow subscribes to [Mobi-claw Emergency Response Management Ambulance Plan](#) at a 2023 cost of R10 per child per month, where the costs for this will be reflected on your monthly Treow invoice. Mobi-Claw gives Treow access to ER24 ambulances for stabilisation and emergency medical transportation for life threatening emergencies.

You must complete the Mobi-Claw form for your child(ren), available in the [Treow website Admissions](#) page, including your emergency contact and medical aid details. If your child is covered by medical aid, the ambulance will provide transport to the closest private hospital. If you do not have medical aid or have not completed the form above, the

ambulance will transport your child to the closest state hospital. The cost of the ambulance is covered by the Mobi-Claw subscription.

9.7.4 Disaster Preparedness

Treow Board will ensure that there is a process that will be followed in the case of an emergency and ensure that all staff are aware of the procedures. There is a “Treow Disaster Preparedness” document which is available from the Administrator, if you are interested.

9.7.5 Reporting of Concerns Related to Child Abuse

The World Health Organization (WHO) describes child abuse as “a single, or repeated act, or lack of appropriate action, occurring within any relationship where there's an expectation of trust, which causes harm or distress”.

Abuse in relation to a child, is a pattern of behaviour which can be defined as any form of harm or ill-treatment deliberately inflicted on a child, and includes:

- Assaulting a child or inflicting any other form of deliberate injury to a child,
- Sexually abusing a child or allowing a child to be sexually abused,
- Bullying by another child,
- A labour practice that exploits a child, or
- Exposing or subjecting a child to behaviour that may harm the child psychologically or emotionally.

Treow views child abuse extremely seriously and will implement immediate and appropriate measures to protect the children. If you have any reasonable concerns over the treatment of any children at Treow, please immediately make your class teacher, The Administrator or any member of the Board aware. This can also be reported via the Parents’ Association when it is formed.

9.7.6 Field Trips

Health and safety during field trips are a primary concern of the staff involved. Please assist the teachers in attending to their requests.

Parents may be asked to help drive children. Parents who drive will need to assume the care of the children in their cars. Specific requirements for children in cars include:

- Provide safety belts for each child, and child safety seats, where age appropriate,
- Only allow children taller than 5 ft in the front seat for the correct operation of the seat belt,
- Disable the front seat airbag if a child is less than 50kg to avoid the deployment of the airbag injuring the child,
- Drivers may not stop for unscheduled side trips,
- Avoid using the radio,
- All vehicles that are involved in transporting children must be roadworthy and safe,
- Children may not move around in the car while it is moving and must remain seated with their seatbelt on.

Also

- The teacher will carry a copy of each child’s emergency information on all field trips,
- There are to be no drugs or alcohol on field trips,
- There are to be no firearms or dangerous weapons on field trips.

9.7.7 Safety of Drop Off and Parking

Please be courteous and patient when dropping off and picking up children, always bearing in mind that there may be small children about. Please always drive slowly and carefully.

9.8 Parents use of Cell Phones

We understand that for some adults, work and/or certain personal circumstances, require them to be able to receive a call, text or email while they are at Treow to pick up a child or attend a Treow event. We ask that, as much as possible, parents and other adults either leave their phones in their cars, turn their phones off or put their phones in airplane

mode when entering Treow buildings. If you need to take a call, or check your messages, please do this outside and where you are not obtrusive.

9.9 Treow Photos

Treow will endeavour to arrange annual Treow photos of all the children together. The arrangements will be communicated by your class teacher.

10 Students Code of Conduct

10.1 Student Cell Phone Policy

No children will be allowed to have or use a cell phone, game console or tablet at Treow. The teachers have phones that can be used for urgent matters, where the teachers will be compensated for the calls.

10.2 Student Dress Code

Treow seeks to maintain an atmosphere that is an aesthetic learning environment. We seek to educate and awaken awareness within the student for beauty. When a child is surrounded by beauty, beauty is reflected within him or her and allowed to flourish. We also strive to keep Treow free of commercial images. In general, students' dress and appearance are to reflect neatness, cleanliness, modesty, appropriateness for the weather and good taste, and should be neither distracting nor provocative. Treow is a professional environment that is reflected in clothing. We ask that you follow the following guidelines for student clothing:

- Parents are asked to send their children to Treow bathed, combed, and dressed in clothing that is clean and in good repair.
- Outside play is a regular part of the Treow day. Students must be provided with warm, waterproof outdoor clothes and footwear.
- Shoes must be appropriate for running and physical activity. Therefore, we ask that students not wear backless footwear. Muddy shoes are not allowed in the classroom.

The fit of clothes should express modesty:

- All underwear should be covered by outerwear and midriffs should be covered.
- Shirts and blouses may be long sleeved, short sleeved or sleeveless. Tank tops with wide straps are acceptable. Shirts with spaghetti straps are not acceptable. Shirts and blouses must cover the tops of pants or skirts even when the children's arms are raised.
- Pants are to be in good condition, hemmed, with no holes. Leggings may be worn as pants only with shirts that cover the waistband even when the children's arms are raised.
- Shorts should be at least mid-thigh length, hemmed, with no holes.
- Skirts and dresses must be no shorter than two inches above the knee. Mid-thigh length skirts and dresses may be worn only with leggings or shorts.

Clothing should not become a distraction:

- We ask that children not wear writing, letters or numerals on clothing, with the exception of unobtrusive and irremovable brand names. Treow branded clothing is allowed.
- We ask that children not wear commercial or cartoon pictures. Solid coloured clothing, stripes, plaids, florals, and animal and nature motifs are encouraged.
- Hats and sunglasses may not be worn during class. Bandannas are acceptable only to keep hair out of the face.
- Hair should be clean, neat and out of the face. It is important to see the children's faces. Distracting hairstyles are not permitted. Dyed or otherwise coloured hair is not allowed in classes 1-5.
- Fingernail polish and cosmetics are not allowed in classes 1-5.
- In classes 6-7, moderate use of cosmetics and fingernail polish is allowed. Fingernail polish colours must not be overly distracting: no black, or dark blues, greens, purples or reds, please. Natural hair colouring, such as henna tinting, is acceptable. Colours are to be those that can grow on humans naturally.
- Jewellery should be modest, according to the class teacher's discretion.
- Piercing of ears only.

- Children may not wear watches before class 3. The wearing of watches is discouraged among the younger classes so that the children can flow through the day without being time conscious. Analog watches are preferred for children in classes 3-8 who want to wear watches. Beeping watches are not permitted.
- Cultural practices are honoured in dress and jewellery as approved by the teacher.
- Current trends will be addressed as they arise. The teachers will make the decisions as to compliance with the dress code. As necessary, individual teachers may have additional guidelines for their classes in addition to those listed. Parents will be notified in advance in this situation.

10.3 Student Guidelines for Classroom and Playground Behaviour

In the classroom, as well as outside, we wish to foster respect for Treow and for other human beings in an atmosphere of peaceful cooperation where learning can take place. The following kinds of behaviour do not contribute to such an atmosphere and are therefore not permitted:

- Hitting, rough play and physical abuse.
- Throwing objects that may harm another person.
- Defiance of rightful authority.
- Disrespectful behaviour such as abusive language and gestures.
- Detrimental teasing.
- Continuous disruptive behaviour in the classroom.
- Damaging or stealing property.
- Possession of a dangerous weapon or device.
- The use or possession of substances deemed illegal for minors.
- Running, pushing or wrestling in the building.
- Picking flowers without permission.
- Running with sharp objects—sticks, etc.
- Climbing on roofs, walls or fences.

Also

- Tree climbing. Children are allowed on branches that are as high as their teacher's heads when they are standing on the ground.
- Safety and respect make for more fun. No kicking, hitting, biting, pushing, too-rough play, swearing or interfering with games. We encourage inclusivity in all games
- Children may not go outside of Treow property without the guidance of a teacher or their Parent(s).
- All toys and sports equipment must be left at home unless authorized by the class teacher.

10.4 Treow Discipline & Guidance

Students are sometimes swayed from appropriate behaviour. Some pass through a challenging phase in their development. Repeated incidents can indicate a need for stronger boundaries and greater care in guidance. Treow hopes to promote and foster healthy development for those students' experiencing challenges. Our aim is that the student feels held by their parents and teachers.

Appropriate behaviour:

- Holds a respectful attitude and behaviour toward others.
- Appreciates the surrounding properties that have been provided for the academic, social and physical wellbeing for all present at Treow.
- Acts in a safe and considerate manner.

Inappropriate behaviour:

- Demonstrates lack of respect for others, verbal or physical.
- Demonstrates lack of respect for property.
- Demonstrates lack of respect for safety.

Examples of incidents or infraction of the above can include some of the following:

- Unacceptable language in the presence of or to another, including swearing and talking back to a teacher or other adult.
- Physically harming another person.
- Refusing to respond to the teacher or adult in charge.

Good discipline requires the concerted effort of students, parents and teachers. We will work together to foster accountability and assist students in their own self-discipline to change their behaviour and attitude. To this aim, several different disciplinary measures are used depending on the child's age, his or her specific infraction and general pattern of behaviour. We believe children feel more secure and act more responsibly when consequences are clear and understood.

10.5 Property Damage

Families are responsible for repair or replacement costs for any destruction of Treow or personal property caused by a student, accidental or otherwise. Although children are encouraged to take care of their musical instruments, occasionally accidents happen and instruments are damaged – and are included in this premise.

10.6 Guidelines for Field Trips

Class trips are meant to support the curriculum and the social cohesion of the class. All Treow rules apply to students while on field trips. In addition, students are expected to act as representatives of Treow and meet the following expectations:

- Students must treat chaperones with respect and obey them as they would a class teacher.
- All students need to be within sight of a Treow adult at all times.
- Students must be polite, considerate of others and use good manners at all times.
- The food policies of Treow are to be followed at all times unless a specific exception is made by the teacher. Supplies of sweets are not recommended.
- Electronic devices are not allowed on class trips.

11 Student Disciplinary Procedures

11.1 Treow Response to Incidents or Infractions

For minor rule infractions, the teacher will decide what consequences shall be instituted. Parents will be notified at the early stages of an unacceptable pattern of behaviour.

Time-outs will sometimes be used. This removes a child or children from potentially dangerous or harmful situations. Its purpose is for the child's recovery, to regain his or her grounding.

Physical restraint may be used when a child's safety is at risk, or if he or she is endangering another child or attempting to leave Treow property without permission. Occasionally, physical guidance is provided to assure compliance, i.e. holding a child's hand or shoulders to walk him where he needs to be.

The Faculty will respond to infractions of Treow rules with respect for all parties involved, working to restore balance and safety. Each incident will be addressed as soon as possible by the teacher or adult involved. The class teacher will be notified to help arrange a meeting with the student(s) involved, the teacher reporting the incident, the class teacher and a possible third teacher. The meeting will take place at the soonest possible time after the incident occurs. This meeting includes:

- Helping student(s) evaluate the incident.
- Helping student(s) reflect and find ways to change the inappropriate behaviour.
- Helping student(s) repair the situation (with persons or property).

Teachers will strive to allow a “listening space” for the student(s) to feel heard and understood.

Parent-Teacher Communication Slips

In classes 6-7, a parent-teacher communication slip will be sent to the parents. These slips are to be signed and returned on the next day the child attends Treow. In the event that parents have been contacted three times within a term and continued infractions occur, a letter will be sent to arrange a meeting with the parents and the student.

Conditional Attendance

If a class teacher has a question about the appropriateness of a child's behaviour in Treow, the teacher will confer with his or her mentor and will speak with the child's parents. In class 5 and up, meetings may also directly involve the student.

As much as possible, we aim to work with all of the students in Treow. There are times, however, when individual students have needs that we cannot address. The decision to dismiss a student from Treow is made by the class teacher in conjunction with the College and the Board.

11.2 Guidelines for Suspension and Dismissal

Parents will be called to remove their child from Treow immediately in response to extreme violations of conduct or safety. The following misconduct may result in a child's being sent home the day of occurrence and/or for a predetermined number of subsequent days:

- Violent acts which physically hurt another person.
- Possession of a dangerous weapon or device.
- Use or possession of substances deemed illegal for minors.
- Any action which endangers the safety of another person.
- Blatant defiance.
- Theft or accessory to theft.
- Leaving Treow grounds during Treow hours without permission.
- An accumulated record of misconduct.
- Damage or Vandalism to Treow Property by Students

If Damage or Vandalism to Treow Property occurs:

- Parents are held accountable to make repairs with the student. Parent(s) will be present when student is righting the wrong.
- Parents are responsible to make arrangements to pay for repairs.
- Parents, student and teacher must meet prior to returning to Treow after repairs are completed.

12 Treow Related Programs

12.1 Extra Lessons

Treow Teachers can provide extra lessons, with the following rules:

- Teachers are not permitted to provide paid extra lessons for classes that they normally teach as this would create a conflict of interest.
- Extra lessons for children not currently at Treow are allowed.
- Extra lessons are all in the Hillcrest area.
- The lessons marked with a (†) can also be done virtually using Zoom.

Class 1-7 subjects, directly

- Any Treow subjects
- Singing
- French†

12.2 Extramural Activities

- For extramural activities, Treow can put you in touch with the teachers or clubs.
- Extramural activities are all in the Hillcrest area.

Activities, for various ages of children:

- Violin
- Piano
- Ballet
- Tennis
- Karate
- Mini hockey
- Swimming
- Soccer/football
- Horse riding
- Cricket