



The Glasgow Steiner School  
Prospectus



# Welcome

Thank you for showing interest  
in Glasgow Steiner School.

This Prospectus will tell you  
more about Steiner education,  
about our School, and how  
your child might join the School.



## Steiner Education

The School's curriculum is based on the insights into child development of the Austrian scientist, philosopher and educationalist Rudolf Steiner (1861 – 1925). His principle is to educate the whole child – head, hands and heart – through a curriculum which strengthens body and soul, and where the subjects taught are linked to the phases of child development. His work has led to the foundation of over 950 schools, 1500 early years centres and 60 teacher training centres across the world.

Children are in the world of creative play in the Kindergarten until their 6th year, when they enter Class 1. From Class 1 through to Class 8 pupils keep the same class teacher, fostering a real sense of community and continuity. The school day is based around the "Main Lesson" of two hours each morning, allowing extensive study and exploration of a topic for several weeks at a time (after the morning break). Specialist teachers give lessons in languages, music, handwork and other areas as the children move through the School.

## Glasgow Steiner School

Glasgow Steiner School is the youngest of four Steiner Schools in Scotland, and is one of 31 sister schools in the UK. It opened in 1988 in the Phoenix Centre in Townhead, and had a variety of homes before acquiring its current premises in Yorkhill in 1993. The School now has 6 full-time and 10 part-time teachers. Classes are small, and the pupil to teacher ratio is lower than is generally the norm. The class teacher evolves the curriculum to meet the needs of the pupils in their care. The School is a member of the UK Steiner Waldorf Schools Fellowship.

Children travel to the School from all over Glasgow and the surrounding area. The School is easily reached from Partick and SECC suburban railway stations as well as Kelvinhall Underground station. The nearest bus stops are outside the Kelvingrove Art Gallery on Dumbarton Road.



## What classes does the School offer?

### The School currently offers:

- A Parent and Toddler group for 3's and under
- A Pre-Kindergarten for 3 - 4 year olds
- A Kindergarten for 4 - 6 year olds
- Classes for 6 - approx 12 year olds



# a journey through the school



## The Early Years

“The young child does not learn through instruction, but through imitation” Rudolf Steiner.

## The Parent and Toddler group

The Parent and Toddler group meets for two hours on two mornings each week. In warm and pleasant surroundings we provide a safe nurturing space for the first social steps of children of all cultural backgrounds, and an atmosphere for parents and carers which is both relaxed and supportive.

We start each morning with a welcoming craft activity and free-play, where the children play with the simplest toys and with natural objects found around the room. We have some time playing outside and then come together around the table to share a snack of organic food. We finish the morning with simple songs and rhymes and with our “Goodbye” song.

## The Pre-Kindergarten

The Pre-Kinde meets for three hours on three mornings per week. Pre-Kindergarten aims to prepare the child for Kindergarten in an environment created to meet the child’s own nature and needs.

Each morning starts with a welcoming circle, then a craft or home-based activity followed by free play where the children can enter into true, free creative play. Natural materials are provided to slowly awaken in the children a sense of wonder, and a sense of what is beautiful and good. We encourage the children to learn not to depend on adults for their play. Each morning we have an organic snack together, followed by garden time. We finish with story time - traditional and nature stories and puppet shows.

## The Kindergarten

The aim of the Kindergarten is to foster the free and natural development of childhood, in the belief that the child’s nature is good and should not be disturbed by early interference, either through premature intellectuality or through the cold harshness of electronic media.

Each day allows a breathing process, alternating between free play and group activities such as painting, modelling, drawing, handcrafts and baking. During free play, the children enter the world of their imagination, invention and creation, stimulated by unformed toys taken from Nature (shells, fir cones, wood, and multi-coloured muslin veils for dressing up and building houses). Sharing fairy-tales, poetry, plays and puppet shows makes another, shorter, part of the morning, and is balanced again by vigorous outdoor play.

These activities stimulate the child on all levels, providing a comprehensive education for the Early Years, and then releasing them, eager, creative and responsive into Class 1, when formal education starts.

# The Class Teacher Years

The children progress through the School from Class 1 to Class 6. The curriculum reflects and supports the developmental stages that the children pass through. An outline for each year is given below.

## Class One

Our first Main Lesson is usually Form Drawing – a special subject which lays the foundation for writing the block capital letters. We introduce the letters themselves through fairy stories, and the letters emerge from the pictures which illustrate them. The children walk the letters, then draw them BIG, and play with sounds and names. Later in the year they write their first sentences, drawn from a favourite story or verse, making their own books and reading from their own writing. Nature stories, imaginative in presentation but accurate in content, lay the foundations for the Science Main Lessons of later years.

In Maths, we start by introducing the qualities of the numbers, at first using Roman numerals. Then simple number bonds, number games, rhymes and rhythmic counting lead to the four processes of number. Addition, subtraction, multiplication and division are first introduced as pictures through stories.

Main lessons always begin with a morning song and verse. Seasonal songs and poems lead into a lively circle time, with rhythmic stamping and clapping, bean-bag and circle games, so that the children come to their desk-work with head, hands and heart already enlivened. The children have weekly lessons in handwork, drawing, modelling, music, painting in watercolours and games. They also have weekly lessons in both French and German, which are taught through songs, poems, games, stories and conversation in the younger classes.



## Class Two

Children in Class 2 are aged 7 going on 8, and throughout the year they continue to build on their work in Class 1. Form drawing again leads naturally to the curved forms of the lower-case letters and so to “joined-up” writing. The wise or wicked talking animals of fable form the stories, while legends of the saints encourage aspirations.

Memory is developed as the children retell the story of the previous day, and as they learn their multiplication tables. We practice these actively, using skipping ropes and in games.

The four processes of arithmetic continue with larger numbers – hundreds, tens and units, and the new concepts of carrying and borrowing, still introduced through picture and story.

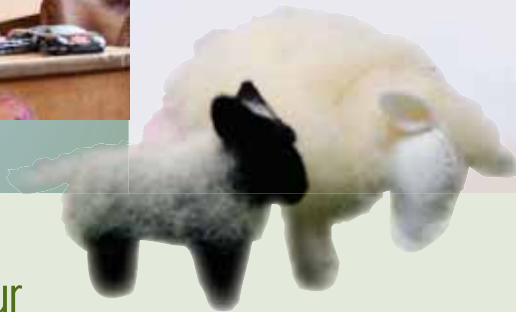




## Class Three

During their 9th year of age, children experience a greater self-awareness and consequently a change in their perception of the world. Less is taken on trust: doubts and fears can show themselves in criticism, disillusionment and the testing of boundaries. The curriculum in Class 3 helps the children through this by a series of Main Lessons which offer reassurance. Study and hands-on experience of farming, house-building, fishing and mining connect the child securely with the real world. Stories from religious history give a moral and cultural background to support them at this stage.

There is a light and humorous introduction to grammar – noun, verb, and adjective – each with its own character and quality. In maths they learn to measure, linking the abstract world of number to the dimensions of the real world. From this point onwards in the School, maths is also practised outside the main lesson regularly through each week.



## Class Four

The curriculum continues to support the children through this essential time of change. Their inner storms are reflected in the robust Norse myths that form part of the Main Lesson content of the year. The geography and history of Glasgow and the children's own neighbourhood places them securely in the here and now. The world of nature is explored in a Main Lesson called "Humans and Animals" – accurate natural history linked to human physiology.

The changes in pupils' outlook in life are reflected even in the maths Main Lessons, which split numbers into fractions. In English, the class works with the tenses; they write increasingly adventurous stories and poems. The children also start to write the foreign languages which up to now have been studied orally.



## Class Five

Main Lessons this year cover the spread of Indo-European pre-history, with the mythologies of India, Persia, Mesopotamia, Egypt and Greece. We reach conventional history with a study of ancient Greece up to the time of Alexander. Animal studies continue, linking these with the powers of human thought, will and feeling, so as to preserve a sense of oneness and a reverence of life. Botany, from yeasts and fungi to the more complex plants, considers whole living organisms, not dissected dead ones. Geography moves on from the previous year's study of Glasgow to Scotland and the whole British Isles.

Daily and weekly practice of maths continues. Main lessons review fractions and decimal fractions and include a Pythagorean investigation of the quality of numbers. In English we work on the active and passive voices, direct and reported speech, and learn formal letter writing. Form drawing develops into freehand geometry.



## Class Six

Pupils going on 12 years old make another leap in self-awareness, and have their feet more firmly planted on the Earth. Main Lessons from the history of Rome accompany them – the Romans, like themselves, had a strong feeling for justice, and wanted to become masters of the physical world. Celtic culture in Britain is contrasted with that of Rome. Geography widens further, to take in all of Europe. Study of the Earth realm moves onto the formation of the different types of rock. We introduce physics, studying heat, light and sound through a wealth of observable phenomena.

In maths we look at percentages and simple and compound interest. A Main Lesson on geometry joins aesthetics to the precise use of instruments. The class starts woodwork, carving simple solid forms; eggs, bowls and spoons.

## Common Themes

Throughout the School there are common themes which bind together all lessons. Art and music, so important in nourishing and strengthening the soul, are an integral part of the curriculum, and from the earliest stages are used to illustrate and give colour to all aspects of the Main Lessons. Pupils participate in class plays and come together to make music for occasions such as School assemblies and open days. French and German are taught from Class 1 and handcrafts play an important part in encouraging imagination and practical skills.

The rhythm of the seasons, the celebration of the festivals, and the regular rhythms of the School day all bind together the varying elements of the curriculum.

Curricula for arts, craft, music and games accompany Main Lesson subjects, all based on the insights of Rudolf Steiner into child development. Each day, each lower-school class starts with a time of movement, rhythm, song and verse to integrate and focus the class as a whole.



## Homework

Homework is introduced from Class 3, to foster disciplined habits of independent study, but it is never so much that it becomes a burden.

## Religion

The School celebrates festivals, (mainly Christian) to mark the changing seasons and to maintain contact with nature, easily overlooked in a large city. Religion lessons introduce discussions and stories evoking respect for the natural world and the human being; learning of different faiths and great religious leaders as well as following the lives of inspired people who overcame obstacles to bring something new into the world.

## Music

Music is taught throughout the School, concentrating on recorder, singing, and the use of classroom percussive instruments. Children in Class Three and above are encouraged to learn another instrument. There is also a School Choir.



## Foreign Languages

Class 1 children are (usually) already thoroughly proficient in their native language. Their language-learning skills are at their peak; their powers of imitation are astounding, and many have excellent memories. Through songs, poetry, vocabulary practice, a multitude of games and the first tentative steps in conversation, the children lay sound foundations for the vast edifice of language they will continue to build through their primary years and beyond. In Class 4 (or sometimes 3) they are introduced to the new dimension of writing, followed by reading.

The early start to foreign languages precedes the full awakening of self-consciousness (and the fear of “sounding silly”). It influences a child's development in a positive way. A knowledge of foreign languages will of course be a great asset in tomorrow's global village.



## School Hours

### **Parent and Toddler** (0 – 3 years)

Tuesday and Friday 10am – 12 noon

### **Pre- Kindergarten** (3 – 4 years)

Monday, Wednesday and Thursday 9am – 12 noon

### **Kindergarten** (4 – 6 years)

Monday – Friday 9am – 1pm

### **Lower School** (approx 6 – 12 years)

Monday – Friday 9am – 3.30pm

**Aftercare** is available for Kindergarten children aged 4 – 6, from 1pm – 3.30pm.

Classes 1 – 4 in the Lower School finish at 1.30pm on some days.

Aftercare is available on those days.



## How The School Is Run

The College of Teachers is collectively responsible for the educational policy of the School; there is no head teacher. The School Management Team is responsible for much of the day-to-day operation of the School. The School Governance Team (the Board of Trustees) is the body legally responsible for the School. The School Association elects the School Governance Team at its AGM – the Association is open to all members of the community.

An Administrator looks after the School Office and acts as the communication hub within the School.



## How The School Is Funded

The School receives no money from central government nor from local authorities. Instead it relies largely on fees, which are set according to the level of each family's income.

## Admission Procedure

The school is open to children of all backgrounds and cultures. Admission is not based on academic ability. Initially, the parents and the prospective pupil are interviewed by two teachers. If the child is accepted and offered a place, the parents then fill out a Financial Declaration so that the Office can calculate the level of fees. Once the fees are agreed, the child is offered a place at the School.

In addition to a financial contribution, parents contribute their time and talents to the School in many ways. Voluntary groups are active, assisting in the day-to-day running of the school. Currently the school relies on a wide variety of support teams, including Work Weekends, Fundraising and Building and Environment teams.



## How Do I Find More Details?

Thank you for showing interest in the School. If you are interested in a Steiner education for your child, please phone the School Administrator, on 0141 334 8852 or email on [admin@glasgowsteinerschool.org.uk](mailto:admin@glasgowsteinerschool.org.uk) You will then be contacted to arrange an initial interview.

The School holds two Tour Mornings each term for you to see in detail the School's educational approach and the work being done by the children. The School website is [www.glasgowsteinerschool.org](http://www.glasgowsteinerschool.org) and is well worth a visit.



## Further Reading

*Steiner Education in Theory and Practice* by Gilbert Childs, Floris Press

*Waldorf Schools; Kindergarten and Early Grades*, Edited by Ruth Pusch, Mercury Press

*Who's Bringing Them Up?* by M. Large, Hawthorn Press

*The Way of a Child* by A.C. Harwood, Rudolf Steiner Press





## The Glasgow Steiner School

52 Lumsden Street, Glasgow G3 8RH

Tel 0141 334 8855

[www.glasgowsteinerschool.org.uk](http://www.glasgowsteinerschool.org.uk)

[admin@glasgowsteinerschool.org.uk](mailto:admin@glasgowsteinerschool.org.uk)