

# Sweet Porridge

21 June 2022



*Little Yarra Steiner School is situated on Wurundjeri Country. We respectfully acknowledge the Wurundjeri Woiwurrung People of the Kulin Nation as the Traditional Custodians of the lands on which we work, learn, and play, and pay respect to their Elders past, present and emerging. We are honoured to share in the continued care of this land, with its wetlands and river, its stones that sleep in the depths of the Earth, its plants and trees that reach for the Sun, and all the creatures that know it as home. We respectfully acknowledge the ancient and enduring culture of those who have walked this land in the past, which will continue to enrich the lives of our community into the future.*

## STEINER WINTER VERSE



Deep in the ground of the human soul,  
Of victory assured,  
The Spirit-Sun is living,  
All through the winter of the inner life,  
The faithful heart divines it.



*Dear Community,*

*The stillness and quiet of winter has a calming, grounding influence on the mind and body. Although we experience shorter days and less light, we are so blessed to have days where blue skies brighten our landscape and the sun's strength can be felt, warming us thoroughly.*

*Many cultures have a ritual that involves bringing in the light during the wintertime. We light candles to remind us that the spark inside each of us will not be buried or consumed by the darkness!*

*There is an actual moment when the seasons change, when increasing darkness gives way to increasing light here in the Southern Hemisphere, the astronomical date for this being today, the 21<sup>st</sup> June.*

*Paying attention to solstices and equinoxes helps us to be in tune with changes in the world of nature and to feel a part of something bigger than ourselves. Celebrating the seasons with our children inspires awe and wonder in us all. There are so many ways to mark the solstice: with lantern and spiral walks, songs, stories, and crafts.*

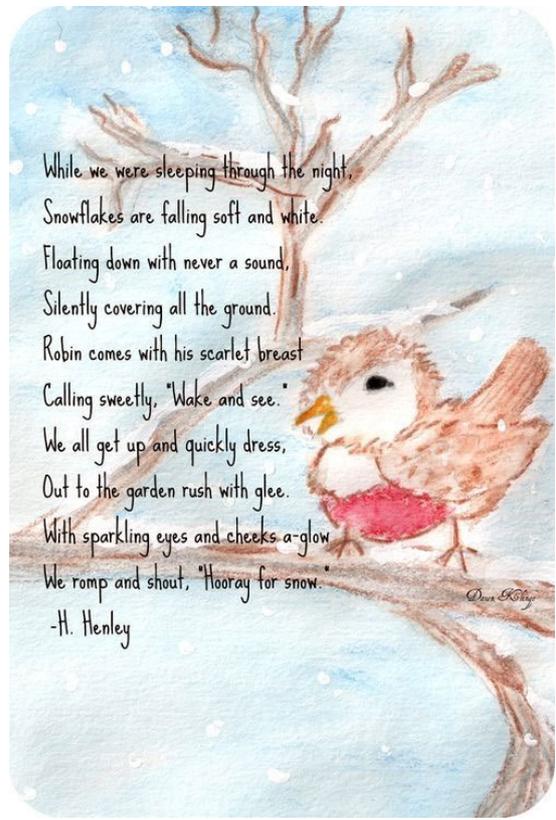
*Solstice literally means "sun standing still."*

*I like to think of solstice as a pause, a moment to stop and reflect even in the midst of all the hustle and bustle. And to remember that "light is returning."*

*May we all have the opportunity to take a moment and pause today with the "sun standing still." The dark never lasts forever.*

*Wishing you restful, restorative winter holidays.*

*Sonja*



While we were sleeping through the night,  
 Snowflakes are falling soft and white.  
 Floating down with never a sound,  
 Silently covering all the ground.  
 Robin comes with his scarlet breast  
 Calling sweetly, "Wake and see."  
 We all get up and quickly dress,  
 Out to the garden rush with glee.  
 With sparkling eyes and cheeks a-glow  
 We romp and shout, "Hooray for snow."  
 -H. Henley

WINTER PRAYER

The little frog in joyful praise has croaked  
 The winter's quiet heavenly fog has come.  
 The paddocks and the bush are softly cloaked  
 In peaceful beautiful delirium.

Oh holy mist come to our heart and mind  
 Come gently to the troubles and the pains  
 Make soft the angry shapes that clash and grind  
 Make beautiful the scars and ugly stains.

Yet listen for the joyful frog, and thrill.  
 Look softly as the mist of love comes in.  
 Be still, forgive, adore with all your will,  
 And touch the softer, simpler world within.



When winter is passing  
 round

Christoph Heidsieck (\*1961)

1 F Am7 Dm Am7 Dm

When win - ter is pass - ing I long for the spring.

5 2

The days now grow long - er, the sun be - comes strong - er

10 3

and down in the val - ley I'll hear the birds sing.

ostinato

I hear the birds, I hear the birds sing.

# A Winter Solstice Story

**A** group of little Faeries huddled in their home deep under the roots of a giant oak tree. They were safe and snug in their tiny underground cave lined with dandelion fluff, bird feathers, and dried moss.

Outside, the wind blew cold, and the snow fell softly down to cover the ground. "I saw the Sun King today," the faerie named Rose said as she pulled her mossy cloak tighter about her. "He looked so old and tired as he walked off through the forest. What is wrong with him?"

"The great oak said he's dying" answered Daffodil.

"Dying? Oh, what will we do now?", Little Meadow Grass started to cry, "If the Sun King dies, our little plant friends will not grow. The Birds will not come and sing again. Everything will be winter for ever!" Lilac, Dandelion and Elder Blossom tried to comfort their friend, but they were all very sad. As they huddled together, there was a knock on the tiny door.

"Open up, Faeries," called out a loud voice. "Why are you hiding instead of joining us in our Solstice celebration?" Rose opened the door and the little gnome Brown Knobby pushed inside, shaking the glistening snowflakes off his brown coat and hat.

"We are too sad to celebrate," Daffodil said wiping her eyes, "The Sun King is dying, haven't you heard?"

"He is dead you silly Faeries." Brown Knobby's round dark eyes sparkled with laughter. "Now hurry, or we'll be late for the celebration!"

"How can you be happy and laughing?!" Elder Blossom stamped her little foot and frowned at the gnome. "If the Sun King IS dead, it will be winter always. We will never see the Sun again!"

"Silly little child-Faeries." Brown Knobby grabbed Dandelion by the hand and pulled her to her feet.

"There is a secret to the Winter Solstice. Don't you want to know what it is?"

The Faeries looked at him in surprise. "Secret?" they all said. "What secret? We are only new little Faeries, you silly gnome. We've never been to a Solstice celebration before."

"Come and see. Come and see. Get your capes and come with me." Brown Knobby danced and jigged around the room. "Hurry, Hurry, don't be slow! To the Sacred Oak Grove through the snow!" He danced out of the door and disappeared.

"What did that gnome mean?" Rose asked as she gathered up her cloak of dried rose petals held together with cobwebs and lined with goose down.

"I don't know, but the Lady lives in the Sacred Grove." Meadow Grass pulled on her hat.

"Perhaps if we go to see the Goddess, She can explain what Brown Knobby was talking about".



The Faeries left their snug little home and trudged off through the snow toward the sacred oak grove. The forest was dark with only the light of the Moon shining down through the thick fir branches and bare limbs of maple and hawthorn. It was very difficult for them to get through the snow because they were very, very small.

As they waded through the wet snow and shivered in the cold wind, they met a fox.

"Where are you going, Faeries?" the fox asked.

"To the sacred grove," they answered, they were cold and shivering.

"Climb on my back and I will take you there swiftly."



The fox knelt down so the Faeries could climb up. Then he raced off through the dark.

"Listen!" Lilac said as they neared the Grove of Sacred trees. "Someone is singing happy songs. A LOT of someones."

The beautiful music carried over the cold, still, moonlit air. It was the most beautiful music the Faeries had ever heard. The fox carried the Faeries right to the edge of the stone altar in the centre of the grove, then knelt down.

"Look!" said Elder Blossom as they slid to the snow-covered ground.

"There is the Maiden and the Mother and the OLD Wise Crone, and many other Little People." "They are all smiling and happy," said Lilac as she looked around at all the creatures. "All the animals are here too,"

whispered Dandelion. "Why are they all looking at the Mother?"

The Faeries moved closer to the three Ladies seated on the altar stone. The Mother held a bundle close in Her arms, smiling down at it. The Maiden reached down and took the Faeries gently in her Hands. She held them close to the Mother so they could see what she held.

"A Baby!" the Faeries cried. "A new little Baby! Look how he glows!"

"He is the newborn Sun King," said the Maiden smiling

"But Brown Knobby and the old oak tree said the Sun King was dead," the Faeries answered her.

"How can this little baby be the Sun King?"

"That is the great secret of the Winter Solstice." The Old Wise One touched the baby's cheek with her wrinkled hand. "Every year the Sun King must come to the sacred grove during the darkest days of winter where he dies. I take his spirit to the Mother who gives him new life again. This is the way for all creatures, not just the Sun King."

"You mean everything lives and dies and lives again? the Faeries looked down in wonder at the baby Sun King, nestled in the arms of the Mother.

"Yes, Little Ones," answered the Old Wise Crone. "There is never an end to life. This is the great mystical secret of the Winter Solstice." The Faeries laughed because they were so happy.

*Author Unknown*

The End





Little Yarra  
STEINER SCHOOL

# MUSIC REGISTER

## Instruments for Sale

Term 2 – 2022

### VIOLIN

$\frac{1}{4}$  size "Suzuki" violin, with case and bow. Good condition. \$140. Marilena 0448 995 538

$\frac{1}{2}$  size violin, with hard case & shoulder rest. \$40 ono. Olesia 0403 763 953

$\frac{1}{2}$  size, "Joseph Violti" violin, hard case, shoulder rest, bow, \$99, Susan 0400 980 463

$\frac{1}{2}$  size Chinese student violin for \$65. Malini 0491 641 693

$\frac{3}{4}$  size "Chamber 2 student" violin, bow and case. Good condition. \$150. Marilena 0448 995 538

$\frac{3}{4}$  "Prelude Stradivarius copy", Chinese handmade instrument. Comes with a hard case, bow and shoulder rest. The violin case has a crack, could be mended, sound is very good as it is. \$200. Kelly 0414 391 039

$\frac{3}{4}$  size "Chamber Student 101" violin, with bow and case, \$400. Ingrid 0415 261 932

Full size 4/4 "Huxley" violin, with bow and case. Good condition. \$60. Marilena 0448 995 538

Full size "Chamber Student" violin, with bow, chin rest and hard case. Good condition. \$300.  
Rachel 0427 726 969

Full size "Suzuki NS-20" violin, Excellent condition. Hard case but no bow. \$250 ono.  
Olesia 0403 763 953

Full size 4/4 "Prelude" violin. Copy of Stradivarius. High quality, very good condition. Comes with bow & case. Valued at \$2500. Selling for \$1500. Aladdin Jones 0490 123 199 or Tessa Priest 0405 390 348.

### VIOLA

$\frac{1}{4}$  size "Raggetti" viola, good condition. Obligato strings. Good bow and shoulder rest. Nice mellow tone. Light weight hard case. \$250 negotiable. Damien 0418 622 647

13 inch "St Antonio" viola. Very good condition with a new shoulder rest and hard case. A new bow is needed. \$150. Dana 0418 210 656

14 inch "Chamber" student viola with shoulder piece and bow. Excellent quality including case. \$500. Contact Murray 0458587942.

### CELLO

$\frac{1}{2}$  1/2 size cello, in perfect condition, only needs to be tuned. \$600.00. Contact Sheila on 0427720802.

$\frac{1}{2}$  size cello- Hofner- beautiful sound. \$900. Includes recently purchased new bow and a hard case. Contact Liz: 0419 774 566

$\frac{1}{2}$  size Chamber student cello and bow. Comes with a soft case, in good condition except for some surface scratches, \$550. Contact Natasja 0498 266 385.

**3/4 Chamber Student Cello Model with bow (approx. 3yo instrument) Beautiful sounding Cello. Used by intermediate player: playing grade 4. Purchased and set up by Nic at Bows for strings Glen Waverley. Hard case included. Case has partial broken zip. Still perfectly usable. \$750. Lisa 0410692929**

## **DOUBLE BASS**

**Large ¾ size double bass with soft case and bow, excellent condition, professionally set by the wonderful luthier Nicholas at *Bows for Strings*, \$1000 ono, Glenn 0434 006 089**

## **WOODWINDS**

**"Yamaha" YAS-26 Alto Saxophone, gold lacquer. 2 years old, perfect condition. Has 1 year warranty left on it from Ozwinds in Ormond, \$1300. Dan 0402 726 750**

## **OTHER INSTRUMENTS**

**Trombone - good condition. Soft case & mouthpiece included. \$195. Contact Liz: 0419 774 566**

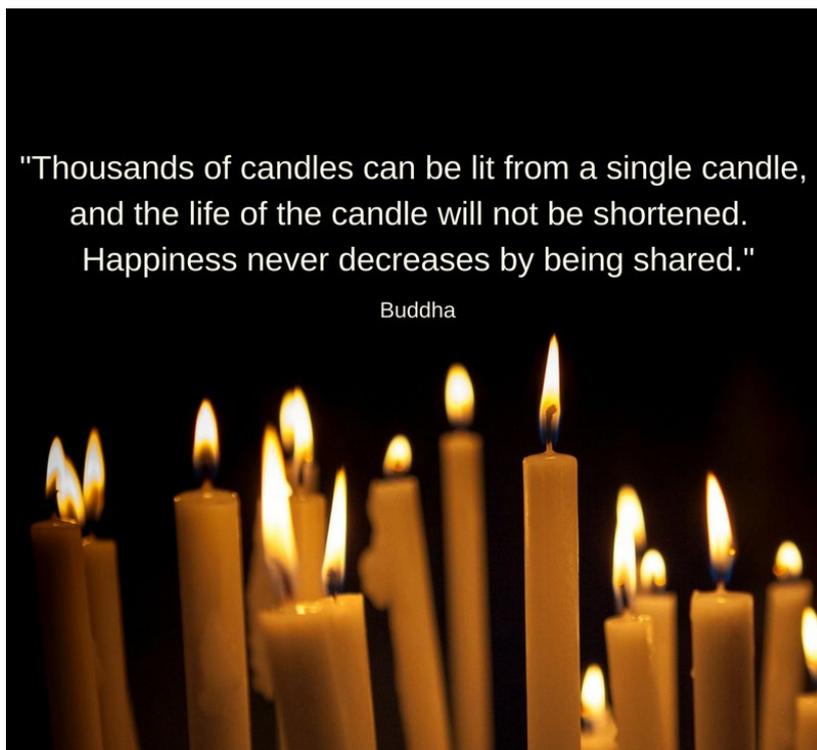
**Full sized red piano accordion, excellent condition, with hard case. \$400. Kim 0417 312 602**

**If you wish to add an instrument for sale, please email details to [sweetporridge@lyss.vic.edu.au](mailto:sweetporridge@lyss.vic.edu.au). Once you have sold or bought an instrument through the Music Register please advise us via email and we will remove the item from this list.**

**Please note that music teachers are happy and able to view or value instruments being purchased by LYSS students during their child's individual lessons or after hours in consultation with the child's music teacher. Please do not leave instruments for inspection or collection by a potential buyer at the music department or school office as we cannot ensure the instruments' safety and have limited storage room.**

**"Thousands of candles can be lit from a single candle,  
and the life of the candle will not be shortened.  
Happiness never decreases by being shared."**

**Buddha**



# Foreign Languages in the curriculum

([www.waldorf-resources.org](http://www.waldorf-resources.org))

Like all the other subjects taught at a Waldorf school, foreign language teaching should also contribute to the overall process of human development. By virtue of the fact that it opens up new ways of experiencing the world, the learning of new languages initiates a process of change and development which enriches self-knowledge

and personal identity. Steiner's awareness of the pedagogical importance of this is clearly apparent in his insistence that from grade one onwards there should be two foreign languages, taking up a total of six lessons per week. He points out that the reasons for teaching this subject do not only relate to achieving practical mastery of a language, but to opening up an essential dimension of human nature that only foreign language learning can reach. The various aims of foreign language teaching described below should be seen within this overall context.

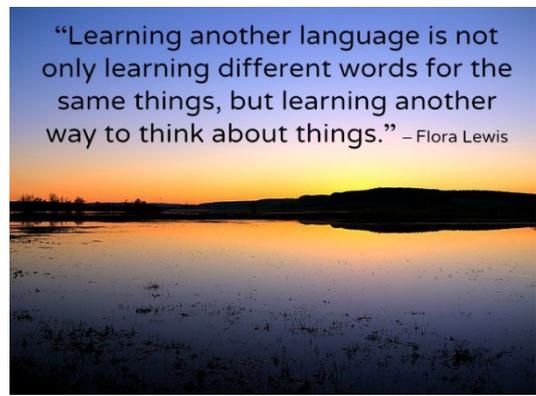
It follows from what has already been said that among the reasons for learning foreign languages one of central importance is the support it gives to developing a positive attitude to people of other cultures through the ability to identify with other ways of seeing the world. It thus promotes inter-cultural understanding. In learning to understand, speak and read foreign languages and in {the process} becoming familiar with aspects of their history, literature and present culture, young people {thus} attain the possibility of being able to embrace social and cultural diversity. This kind of personal competence rests upon the ability to perceive and value others as they are, while at the same time finding one's own identity and "voice".

Learning foreign languages also opens up for young people {correspondingly} new perspectives in relation to their own language, culture and mentality, and to their own personal attitudes. This helps them both to a more comprehensive experience of the world and an appreciation of its rich contrasts, all of which creates a broader context for communicative dialogue. New ways of structuring and presenting ideas arise. The learners are thereby equipped to deepen their knowledge of the world and of themselves, to broaden their horizons and find richer and more diverse ways of articulating what they feel and think.

The way foreign languages are taught basically echoes the way children learn their mother tongue, although at school age this process takes a more conscious course. The learning of the foreign language, like the mother tongue, takes place in a context full of action and interaction, in which attention is focused on the typical interests and experiences of the particular age-group. Characteristic of the learning of the first language is also that it always happens in a definite context and is underpinned by non-verbal communication processes. Among these are gesture, body-language, facial expression, intonation and the language-specific *micro-kinesic movements* that take place spontaneously – and mostly unconsciously – between speaker and listener.

All these communication processes are also part of learning language later in school.

To be continued....next edition: the primary school (classes 1-4)



## Craft Activity

*Opening verse for handwork:*

*May our hands complete our task with patience,*

*May our work be done with care,*

*May our fingers work as friends together,*

*May we our friendship share.*



### Walnut Candles

**Skill Level:** Basic

#### Materials

- Beeswax (leftovers from old candles are great) or old beeswax crayons
- Walnuts
- Wick

#### Instructions

To begin, break the walnuts in half using a nutcracker. This is a great activity for strengthening hand muscles. Although there is a method for crunching the walnuts so they break neatly in half, they can often break so aim for salvaging one half out of each nut to use for the shell of the candle.

Next, melt the wax. If you are using crayons, simply peel the paper off, break into pieces, and melt slowly either in the microwave or on the stove stirring often. Beeswax, or old candle wax, can be melted the same way.

Once the wax is melted, cut the wick into small pieces—about 2.5 cm long. Coat the wick in beeswax and allow to dry. It dries very fast.

Stick the wax covered wick to the bottom of the walnut shell. Then simply pour the wax in the shell, almost all of the way.

That is all there is to it! These little candles float in water (which is actually a pretty good idea, as the shell could eventually catch on fire). These candles are not really made to burn for long periods of time, they are really just for fun and decoration. But they are very cute!

**Closing verse:**

*Our hands have completed the task with patience,*

*Our work has been done with care,*

*Our fingers have worked as friends together,*

*And we our friendship shared.*

## Recipes or Craft Activities

Got a good one to share? Please email to [sweetporridge@lyss.vic.edu.au](mailto:sweetporridge@lyss.vic.edu.au)

# Children's Books / Parent & Educator Literature

Rudolf Steiner

## THE GENIUS OF LANGUAGE

Observations for Teachers

FOUNDATIONS OF WALDORF EDUCATION

During the first year of the first Waldorf school, Rudolf Steiner agreed to give a science course to the teachers, which was to be on the nature of light. At the last minute, he was asked to give an additional course on language, which he improvised. "The Genius of Language" is the result. Steiner demonstrates how history and psychology together form the different languages and how ideas, images, and vocabulary travel through time within various cultural streams. He describes how the power to form language has declined, but that we can still recover the seed of language, the penetration of sound by meaning. He also explains how consonants imitate outer phenomena, whereas vowels convey a more inner sense of events; he talks about the differentiation of language as it is influenced by geography; he speaks of the "folk soul" element and the possibility of "wordless thinking"; we hear about the capacity of language to transform us and of its importance to our spiritual lives. This is not just a course on language for those who love words but demonstrates ways to teach children. This little book will prove tremendously valuable to both educators and parents-in fact, to anyone who wants a deeper understanding of language and its

"As Poppy gazes out her window at the falling snow, she suddenly notices that the snowflakes are tiny Snow Children, whirling and dancing in her garden."

'A simple but richly imaginative tale in a tiny book with exquisite illustrations ... An old-fashioned delight for new children.'

Sibylle von Olfers (1881-1916) was a German children's author and illustrator. Well-known for her blend of natural observation and simple design in the art nouveau style, her work has been likened to Kate Greenaway and Elsa Beskow. Encouraged by her aunt, writer and painter Marie von Olfers, Sibylle studied at art college in Berlin. At aged 25 she took the name Sister Maria Aloysia and published her first picture book, *The Story of the Root Children*. She created six more picture books in the following decade before her untimely death. Her legacy is a collection of beloved children's books including *The Story of the Snow Children* and *The Story of the Wind Children*.

## The Story of the Snow Children



Sibylle von Olfers

# LYSS Community Advertisements

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[www.mylittlegardenhelper.com.au](http://www.mylittlegardenhelper.com.au)

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## NATUREPLAY

Hi Steiner community

My name is Samantha Levy

I facilitate a nannyshare focused on natureplay where children have the opportunity to cultivate a relationship with the natural world. A place where they may find regulation in their nervous system and freedom in their own explorations of self-discovery and curiosity.

I am trained in Steiner early childhood education and ecological architecture&design.

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Please contact me for further details:  
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# LYSS Community Advertisements

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## Beans and Bananas Fruit and Vegetable Coop

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**Assists and support the following and more: Examples of balance types plus many more:**

- Learning difficulties and co-ordination
- Anxiety / Sleep and confidence
- Depression
- Stress / overwhelm
- Muscles, ligaments, joints, tendons, fascia
- Physical and emotional trauma
- Headaches and migraines
- Digestive system / food sensitivities
- Weight control and management
- Addictions
- Toxin elimination
- Vision problems
- Chronic Fatigue Syndrome / Fibromyalgia
- Immune system
- Grief
- any issue you desire to improve
- Brain Integration
- Clearing and replacing Negative Belief Systems
- Healing the Inner Child
- Clearing Redundant Vows
- Clearing Sabotage Programs
- Temporal Mandibular Joint Correction
- Clearing Survival Programs
- Clearing Shock Programs
- Trauma Balance
- Spinal Alignment Balance
- Clearing Negative Generational Programs
- Clearing Emotional Bruising
- Healing Relationships with Self and Others
- Clearing Negative Memories in the Amygdala
- Deep Emotional Balance
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**Sweet Porridge edition - Term 3 2022**

**Closing date for submissions**

**TERM 3 2022**

**Friday 22 July**  
**Friday 19 August**

**Date of Publication**

**TERM 2 2022**

**Tuesday 26 July**  
**Tuesday 23 August**  
Email [sweetporridge@lyss.vic.edu.au](mailto:sweetporridge@lyss.vic.edu.au)

**Advertising Rates for Sweet Porridge**

Small ad – 25 words	\$ 3
Business card size or 100 words	\$ 6
Quarter page	\$ 10
Half page	\$ 17
Full page	\$ 30
Community Notices	Free of Charge
All year	by arrangement
or at the school Office. Please email all content to <a href="mailto:sweetporridge@lyss.vic.edu.au">sweetporridge@lyss.vic.edu.au</a>	



We have some great markets to enjoy in the Upper Yarra. Pop on down, support locals and connect with your community. Please check market websites for updates as market schedules may change due to weather or COVID-19 restrictions.

[The Valley Market Warburton](#)

1<sup>st</sup> Sunday  
11am-3pm  
Thomas Avenue, Warburton

[Upper Yarra Community Market](#)

2<sup>nd</sup> & 4<sup>th</sup> Sunday  
8am-2pm  
Car Park adjacent to Recreation Reserve,  
Yarra Junction

[Warburton Community Market](#)

2<sup>nd</sup> Sunday  
9am-2pm  
St Mary's Anglican Church, Warburton

[Millgrove Community Market](#)

3<sup>rd</sup> Saturday and 5<sup>th</sup> Sunday  
7am – 3pm  
Memorial Park Reserve near CFA, Millgrove

A photograph of fresh produce including sweet potatoes, purple potatoes, broccoli, leeks, and bananas. A semi-transparent circular overlay contains text for 'MELGANICS'.

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Road, Wesburn

# EMU SKY



## ABORIGINAL KNOWLEDGE

PAST, PRESENT AND  
FUTURE CONVERSATIONS

### EMU SKY EXHIBITION

**Date:** 15 Feb - 31 July 2022

**Time:** 10:00am to 4:00pm

**Host:** Museums & Collections

**Location:** Old Quad

**Cost:** Free

Curated by Barkandji woman Zena Cumpston, *Emu Sky* endeavours to forefront and illuminate Aboriginal voices and perspectives. Centred around explorations of Aboriginal knowledge, science, language and land management practice, *Emu Sky* refers to the dark nebulae that appears in the night sky in the shape of an emu across South-eastern Australia and beyond. This feature in the sky is central to ecological, spiritual and cultural practices of many diverse Aboriginal and Torres Strait Islander groups across Australia and tells a powerful story of the importance of Indigenous knowledge of Country, as well as demonstrating how this knowledge is held and transmitted.

Through detailed research, art and storytelling this exhibition is a sustained interrogation of the western lens through which Aboriginal scientific endeavour has been historically perceived. The *Emu Sky* exhibition tells its stories through art, with more than 30 Aboriginal community members coming together to share their culture, knowledge and artistic practice.

#### Opening hours:

Tuesday - Friday 10am to 4pm

Saturday 11am to 4pm

The exhibition is a collaboration between CAUL Hub, Science Gallery Melbourne and Ian Potter Museum of Art. Open now and free to visit at Old Quad on University of Melbourne's Parkville Campus.

## New Music Studio - Of Birds and Monuments



**Date:** Friday 26 August 2022

**Time:** 7:30pm - 8:30pm

**Host:** [Faculty of Fine Arts and Music](#)

**Location:** Hanson Dyer Hall (313), The Ian Potter Southbank Centre (880)

**Cost:** Free

**New Music Studio presents a unique collaboration between staff from the Melbourne Conservatorium of Music, Faculty of Fine Arts and Music, the Wilin Centre for Indigenous Arts and Cultural Development and Boon Wurrung Foundation.**

**This concert features a world premiere by faculty composer and musicologist Linda Kouvaras, whose work is a major piano sonata using recorded sound by Dr Alsop (Victorian College of the Arts), with text by senior Boon Wurrung elder and founder of the Boon Wurrung foundation N'arweet Carolyn Briggs, to be narrated by Head of the Wilin Centre, Tiriki Onus. The 'Herring Island Piano Sonata' evokes 'lost' and 'contemporary' landmarks, sites and historical stories from within a 5km radius of Herring Island in the Yarra, tied together with music depicting endangered animal life from the various locations.**

### **ARTISTS**

**Piano - Coady Green**

**Saxophone - Justin Kenealy**

**Narrator - Tirki Onus**

**Sound - Jane Hammond & Roger Alsop**

## Melbourne Rudolf Steiner Seminar

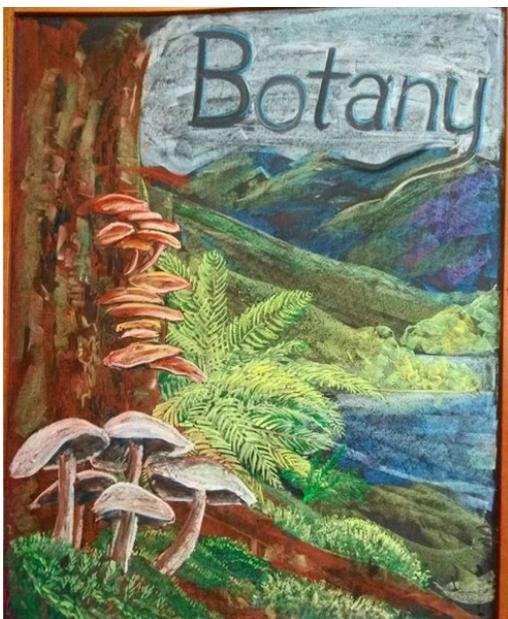
### Full-time and part-time courses in Rudolf Steiner Education

**Part-time certificate courses.** Each evening we have a movement or artistic activity, supper and then a lecture/discussion. The evening also offers an enjoyable social experience. These are non-accredited courses. Enrol for these courses on-line at: [www.steinerseminar.com](http://www.steinerseminar.com)



- *Nourishing Early Childhood* (Certificate), which explores the life of the very young child from 0-7. Duration: 1 year.
- *Understanding Child Development and Rudolf Steiner Education* (Certificate), which considers child development and education during the Primary years. Duration: 2 years
- *Rudolf Steiner High School Education* (Certificate)
- *Biodynamics* (Note: this will be offered from 11:00am – 3:00 pm on a Thursday, subject to numbers).

**Full-time accredited Steiner Teacher Training course:** Advanced Diploma in Rudolf Steiner Education (course code 10527NAT) This is an accredited course, offering a rich and comprehensive grounding in the picture of the human being given by Rudolf Steiner in the first year, with a focus on the pedagogy and curriculum given in Steiner schools in the second year. VET Student Loans and Austudy are available for eligible students. This course offers a pathway to a Bachelor of Education at the Australian Catholic University, Deakin, and Charles Darwin universities. Information: Ph. 03 98765199: [office@steinerseminar.com](mailto:office@steinerseminar.com) Address: *Melbourne Rudolf Steiner Seminar, 37A Wellington Park Drive, Warranwood, 3134*



### Blackboard Beauties – Online Course

#### The Art of Blackboard Drawing in the Steiner Classroom

When we immerse children in a world of vibrant colour, through artistic means such as the beauty of a teacher's blackboard drawings, then we are able to offer the child a soul experience to colour and form. It is from these blackboard drawings in a Steiner classroom that much of the exciting curriculum is presented, bringing curriculum content to life.

In Steiner schools, we use colour and creativity as a curative approach, one that helps the child experience the curriculum from an inner feeling and not just an intellectual understanding, Head, Heart and Hands.

In this 7 ½ hour course, participants will be led through a series of online sessions with one two-hour live session.

**Course Time: 5.5 hours self-paced online learning + 2 hours live online session**

**Individuals: \$200 incl. GST**



# Finding Your Path Through Modern Day Parenting

**'Finding Your Path Through Modern Day Parenting' is offered to support parents, whether you are setting out to create a family or have an established family of many years. We explore answers to questions such as:**

**How we can support a sense of well-being in ourselves and in our children?**

**How do we create a home environment and a family life that promotes salutogenesis—the creation and origins of holistic health— physical, emotional and spiritual?**

**How can we be truly 'at home'- in ourselves, in our family home, in the community and in the world?**

**Cheryl Nekvapil and Rob Gordon will give a series of talks over two terms on the developing nature of childhood and adolescence, ways health and well-being can be developed and fostered, and ways we can encourage deep connection with one another, the natural and social world.**

**Parents, playgroup leaders, nannies, early childhood and primary teachers will all find this course**

## MELBOURNE RUDOLF STEINER SEMINAR

### FINDING YOUR PATH THROUGH MODERN DAY PARENTING

TIMETABLE 2022 MONDAY EVENINGS TERMS 3 & 4



TERM 3 - 2022  
8 AUGUST - 5 SEPTEMBER

7.30 - 8.45pm

Tutors: Cheryl Nekvapil (CN) and Rob Gordon (RG)

8 August - The four 'homes' (physical, emotional, social, spiritual) we need for wellbeing in ourselves and others (CN)

15 August - Boundaries: What harmonises health and wellbeing and a sense of coherence in our 'homes'?  
Social and anti-social stances: bullying, respectful relationships and consent, social technologies (CN)

22 August - Changes and transitions: milestones and relationships - the big picture for wellbeing (RG)

29 August - Communication: meeting the other, finding ourselves (CN)

5 September - Ideals and realities: forging the life we want to lead (CN)

TERM 4 - 2022  
10 OCTOBER - 7 NOVEMBER

7.30 - 8.45pm

Tutors: Cheryl Nekvapil (CN) and Rob Gordon (RG)

10 October - Will and initiative, connecting to the spirit (CN)

17 October - Connection to Nature (CN)

24 October - Identity and Sexuality and Becoming (RG)

31 October - Striving for health and wellbeing in our own way, finding support (CN)

7 November - Conclusion: 'To arrive where we started, and know the place for the first time' (TS Eliot) (CN)

# The Art of Communication: Communicate and Relate Professionally, Conflict Resolution

“Conversing, as Goethe conceived it, is the art of arts. The very place in his works where the subject finds mention lets us glimpse its singular rank in his esteem. This is in a key scene of his fairy tale, *The Green Snake and the Beautiful Lily*. There, the four kings enthroned in the subterranean mystery temple are roused to the dawning of a new Age of Man when the serpent, made luminous by the gold she had swallowed, penetrates with her light into their dark sanctuary, and the following dialogue takes place:

“Whence came you hither?” asked the golden king.

“Out of the clefts where gold dwells,” replied the serpent.

“What is more glorious than gold?”

“Light!”

“What is more quickening than Light?”

“Conversation!”

*Quoted from essay “The Art of Goethean Conversation” by Marjorie Spock, 1983*

With this picture of communication as the ‘Art of Arts’, this course will identify pitfalls in communication and provide a framework for developing new insights and skills to bring to your own communication.

The program of 7 sessions over 1 term includes:

- Lecture, discussion and shared activities;
- Meaningful artistic exercises to complete during and outside of sessions including drawing, poetry, journalling, reflective practice.

Our part-time courses are non-accredited and do not lead to a qualification within the Australian Qualifications Framework but rather offer a Certificate of Professional Development upon completion.

Live streaming and recorded

Each session will be recorded and available for viewing for the duration of the course. Recordings will be removed at the end of the term. It is the responsibility of each student to keep up-to-date with the sessions.

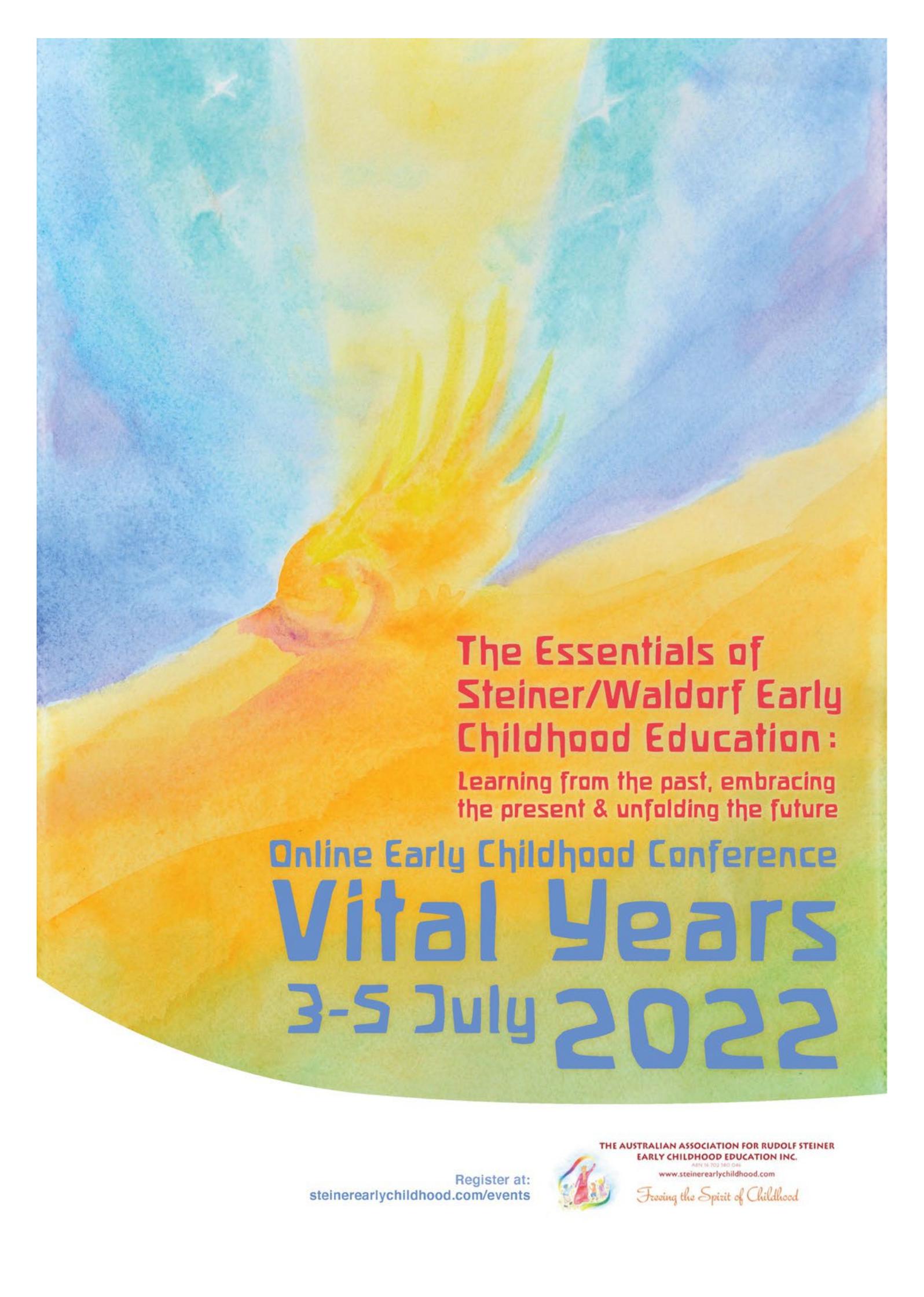
Certificate of Professional Development

A Certificate of Professional Development hours will be provided upon completion of the course.

## How to apply

Click the button below to confirm your place in this course.

Apply now



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*Fostering the Spirit of Childhood*

# Broccoli Soup



Enjoy this warm vegetarian winter broccoli soup with your family.

## **Ingredients**

400g Broccoli, Trimmed and Chopped  
1 Celery Stalks  
1 Onion, Diced  
2 Garlic Clove, Minced  
1 Teaspoon of Parsley  
1 Litre of Vegetable Stock  
1 Tablespoon of Olive Oil  
Sea Salt and Black Pepper

## **Directions**

In a large pan, heat the olive oil and add the minced garlic and diced onion.  
Cook until softened for about 3-4 minutes.

Add the broccoli, celery and stock. Bring to a boil.

Cover and reduce to low heat to simmer for 20 minutes until vegetables are tender and cooked.

Add in the parsley and then blend the mixture until smooth.

Put the soup back on the stove to re-heat and add salt and pepper for seasoning.

Serve in bowls with toasted french bread.

# Linking Carers Hub

TO VOCATIONAL OPPORTUNITY

## Are you a CARER?

A carer is someone who provides unpaid care and support to a person

- with a disability,
- mental illness,
- chronic health issue or
- an older person with care needs.

Carers can be:

- any age
- from any socio-economic background
- Receiving a carer's allowance is classed as unpaid.

## What is a Carers Hub

The key focus areas of the Hub is:

- social connection with other carers
- provide a relaxed, welcoming space
- activities that improve the health and wellbeing of carers such as art, craft, yoga or walking
- digital literacy skills development
- support to establishing micro businesses, exploring volunteering or employment opportunities

Wednesday - 10am to 12pm

## Drop into



### Woori Community House

Shop 5/1385 Healesville-Kooweerup Road  
Woori Yallock

Phone: 5964 6857

To find out more:

Phone: **0457 646 384** or **0413 411 408**

Email: [carersproject@chaosnetwork.org.au](mailto:carersproject@chaosnetwork.org.au)



This CHAOS project is supported with funding from the Victorian Department of Families, Fairness and Housing.





**Dr Frederick Swann**  
**(B. App. Sc. Chiropractic)**  
**(B. App. Sc. Clinical Science)**

*Dr Fred Swann has been working as a Chiropractor since 2000.*

*He is a director at Tree of Life Integral Centre in Kew, Melbourne, and is now the new owner of*

*The Innate Connection Croydon.*

*At The Innate Connection, our mission is to provide excellent neurologically based chiropractic care to all who seek it. By doing so, we aim to lift the collective consciousness of society to experience and expect a higher level of wellbeing. Dr Frederick Swann and his team are passionate about helping patients to live healthy lives without the use of medication or surgery.*

*Dr Fred Swann is also the co-founder of Integral Energetics, a training and development program which has been developed to deepen ones understanding of the Energetic Field and its relationship to the body, the psyche and spirit.*

*Dr Fred has specialized in network spinal analysis (NSA) and has also trained in torque release technique, as well as other low force chiropractic methods. He has studied biofeedback and neurofeedback and used technology to assess psychophysiology and stress for over a decade, and he uses a mindfulness-based approach to state training, assisted by the technology.*

*Dr Fred has a particular interest in non-ordinary states of consciousness and how these states can be of benefit for healing the body from trauma and injuries, and also the generation of embodied flow states, to enhance performance and life enjoyment.*

*In addition to over twenty years in private practice, he has spent time consulting to athletes in professional sport about flow state and the body, and the implications for improved performance and recovery.*

*Dr Fred has a lot of friends and family in the local community and is excited to have the opportunity to be able to serve everyone at **The Innate Connection**.*

The Innate Connection  
72 Maroondah Highway Croydon.  
[admin@innateconnection.com.au](mailto:admin@innateconnection.com.au)  
8740 3444



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