



## SPECIAL CHARACTER STATEMENT

The Tauranga Waldorf School's Special Character is defined through both Educational Delivery and Commitment.

### Educational Delivery:

With an intention to support children to create connections with community, the natural world and to the spiritual values of reverence wonder and gratitude, the school delivers rich cycles of connected learning experiences.

Curriculum content and delivery is thereby an essential way the School's Special Character is enacted.

Delivered holistically, these facilitate children's experiences of:

Learning in time  
Learning over time  
Learning together  
Learning from each other  
Learning through the arts  
Learning on the land  
Learning through the example of love, authority and respect.

Teachers, supported by the Proprietors and backed by parents and whānau:

-Operate within the five defined Dimensions of the School's Special Character as a Waldorf School.

-Take responsibility for the cultural and spiritual life of the school through membership of the College of Teachers.

-Commit to ongoing study and a path of inner development.

### Commitment:

With a mission of developing students who can stand as free individuals in and for the world, the Proprietors of the Tauranga Waldorf School, the Waldorf Schools (Bay of Plenty) Trust undertake responsibility for the delivery of a Special Character Waldorf education, to any child whose parents truly seek it.

Parents express their special character preference for Waldorf education by agreeing to join the Proprietors in creating the conditions which allow a Waldorf education to be delivered to all the children of the community. This responsibility is enacted by parents through a kaupapa of belonging and contribution and includes a commitment to:

-Taking part in the special character establishment processes designed to address their situation and ensure they can cherish, and actively support a Waldorf Education being delivered to the children

-Gifting, as a means of transforming economic and practical realities

-Respectful and purposeful communication via the School's Communication protocols and pathways as the basis of a healthy community life

-Pro-active support of the educational process of all tamariki, with support and guidance from the College of teachers.

# ESTABLISHING A CONNECTION TO THE SPECIAL CHARACTER OF THE SCHOOL

Before a child can be enrolled in the Tauranga Waldorf School, it is a legal requirement that their parents or guardians have established a relationship with the Special Character of the School. This relationship, described as a Special Character Preference, is defined by the school's proprietors and demonstrated by parents who state a willingness to support the work of the Proprietors Trust in achieving all their objectives, one of which is delivering a Waldorf education to all the children of the community.

The Trust provide a process for parents to demonstrate such relationship, acknowledging various pathways, including recognizing prior experience in Waldorf settings. Evidence of a parent's established and intended support of and relationship to the school's Special Character is collected in two ways. The first is via a signed declaration required from parents. This declaration details the ways parents agree to support the Proprietors and all the children of the community and is made by the parent following clarification meeting/s, with Trust and/or school personnel.

At these meetings, evidence of positive working partnership is confirmed and information is shared to ensure that parental commitment can be made on the basis of sound understanding about the nature of Waldorf education, the special character responsibility of parents and caregivers to support what is necessary for it to be delivered, as well as what is necessary for it to be received. Where evidence of positive working partnership is not able to be confirmed, appropriate measures to remediate or improve, may be agreed. Once signed, the Declaration is presented to the Proprietors Trust who, on the basis of evidence presented, will confirm or decline the establishment of preferential status. If confirmed, a final signing off occurs and after this point, enrolment in the Tauranga Waldorf School may then proceed.

Once a positive working relationship has been confirmed, parents establish a Special Character enrolment preference status by agreeing to the following:

1. Furnish a signed Pledge form which details intentions of voluntary contributions of deeds which support the objectives of the Waldorf Schools (BOP) Trust outlined in their Trust Deed and/or intentions to support the various operational arms of the Trust's work, through financial contributions in the form of donations, given freely and accepted freely, without expectation of service.
2. Supporting their child's participation in all aspects of the Special Character learning programs including extracurricular events.
3. Attending class parent meetings at which information is given about the Special Character programs of the school.
4. Staying up to date with communications sent by the school.
5. Assisting in the organization of Special Character events such as festivals and the annual school fair

Note: Parents maintain their child's Special Character preference place in class, by recommitting annually to the responsibilities as listed above.