



Kia ora,

Welcome to our first Newsletter for 2019. We are pleased to bring you another update of how the CSE is tracking in New Zealand and overall, along with a few developments that make the rest of 2019 look like an exciting year.

Developments with CSE Schools

There are 15 schools offering the CSE - 4 in New Zealand and 11 overseas. Here's a brief look at what's happening in each country...

New Zealand

A warm welcome to the Titirangi Rudolf Steiner school who are now offering the Certificate at Levels 2 and 3. Their teachers, staff and community have put a lot of effort into bringing the qualification alive within the high school. We congratulate them on this and look forward to watching the progress from the students and staff alike.

Raphael House and Taikura continue to work successfully with the CSE at Levels 1-3 with Michael Park offering the qualification at Level 1. It is heartening to hear the stories and see the results of what students have achieved in universities and in the wider world, thanks to their CSE achievements and to their Steiner Education. See some of their stories in this newsletter.

Australia

Two Queensland schools offer the CSE: Samford Valley Steiner School in Brisbane (to Level 3) and the Noosa Pengari Steiner School (Level 1). We are looking forward to seeing these schools and their students grow with the opportunities that we believe the Certificate provides in Australia.

We are working alongside the schools in a curriculum endorsement process with the Queensland Curriculum and Assessment Authority (QCAA). While the approval of the CSE as meeting the standards required in Queensland has already been given, the curriculum documentation offered by the schools needs revision. We expect to conclude this process shortly.

UK

Our first Welsh school, Cardiff Steiner School, commenced with the CSE in September last year bringing the number of CSE schools in the UK to four.

"When children are allowed to apply their natural creativity and curiosity, they love learning."

The Certificate of Steiner Education allows for a broader range of learning styles, whilst losing nothing in academic rigour and the standard/quality of education".

*Ian Powell,
Cardiff Steiner School*

We are currently engaging with a number of other UK schools who are considering starting the CSE in September 2020.

It was pleasing to see favourable comments about the CSE in the recent Ofsted school inspection reports.

Austria

A fourth school in Austria, in Graz, will begin with CSE in September this year. We are in conversation with and have visited a number of other Waldorf schools in Austria and expect the number of schools offering the CSE to grow.

Austria is increasingly enthusiastic about the CSE – as a tool to differentiate the school, to preserve the Waldorf special character and, importantly, to attract and hold students through to the end of class 12 where historically some students leave to finish their high school years at another state school.

Germany

The early adopters of the CSE in Germany elected to offer the CSE as a second high-school qualification, taught alongside the German state UE qualification, the Abitur. Understandably, this dual approach proved overly complex and demanding for students and teachers alike. Those schools chose last year to focus only on the German state qualifications. While we are obviously disappointed that those schools haven't continued with the CSE – a qualification specifically designed for Waldorf schools – we have made a fresh start and are rebuilding in Germany where, in March 2019 the Crailsheim Waldorf School began the CSE at Level 1. This is a younger school which focuses solely on the CSE, primarily as a mechanism to hold students through to university entrance achievement standards by Class 12.

We have identified and have visited several other emerging Waldorf schools who prefer an alternative university entrance pathway to the more traditional, examination-based state system.

Other Countries

We continue to liaise with interested schools who have contacted us from Switzerland, Hungary, Spain, Taiwan, Malaysia and India. However, we are taking a considered approach before moving into new countries.

In the meantime our core focus remains to support existing CSE schools and on the uptake of the CSE in New Zealand, Australia, Austria, Germany and the UK.

From the Chair . . .

Some thoughts on Assessment



With the CSE, teachers are free to assess almost all learning outcomes in any manner they wish; there is no specific "Steiner assessment" model to follow. Adopting the CSE should not mean a drastic change in existing assessment practices. CSE is a framework by which all aspects of a full Steiner

curriculum can be given credit. That is the reason for which it exists, not to alter assessment practices. What teachers teach, how they teach it and how they assess it is left free. What CSE does is validate the curriculum.

Teachers remain free to use resources gathered from any suitable sources. In Steiner schools, teachers traditionally create their own resources based on their understanding of the students in front of them, an understanding of human development and their knowledge of their subject.

In this way, the real resources a teacher needs are a living relationship with their students, a sound understanding of human development from a Waldorf perspective and how that informs choice of curriculum, and a thorough knowledge of their subject. With these they can decide what they want to teach their classes, how they want to teach it and the ways in which they want to assess. *Neil Boland.*

Some Updates . . .

Qualifications Committee

The Qualifications Committee (QC) is delegated with the authority and responsibility for the NZCSE's secondary qualifications' development, implementation, confirmation and review. Karen Brice-Geard, SEDT's Education Director, is *ex officio* chair of the QC and Mark McGavock, SEDT's National Manager is also an *ex officio* member of the QC. Other QC members are Olivia Donnelley and John Suggate. Members are appointed by agreement between SEANZ Executive and SEDT.

Clusters

At the end of 2018, SEDT ended its role in organising and facilitating the high school clusters. This was due to the fact that most of the work in refining the Learning Outcomes for the CSE was complete and the emphasis of the clusters shifted more towards teaching and learning which is more the core business of schools. So, the task of organising clusters has been taken up by the Principals Group of SEANZ; all high school teachers will benefit from this useful and rewarding professional dialogue.

SEDT Website and Database

The SEDT website, www.sedt.co.nz, continues to be updated and extended to update additions to the on-line teacher resource centre including shared assessment materials and any new or updated exemplars and LO's. Progress with the results database development has seen the beginning of students being able to log in to view their own results. Taikura students have this access so far and we will enable other NZ schools to join up this year as well.

The Sky is the limit . . .

Universities accepting CSE students

To date, 25 different universities and tertiary organisations around the world have accepted students into a broad range of courses, based on the evidence of their CSE Level 3 achievements, including:

In New Zealand - 12 organisations across the country, including all major universities.

In the UK – there are eight tertiary organisations (including from the elite Russell Group of universities) plus a range of others where student acceptances have been granted on a conditional basis or where final outcomes are awaiting confirmations.

In Germany/Austria - To date, five tertiary organisations have accepted students. In addition there have been a range of "test" case acceptances concluded or currently in-process.

It's exciting to see the increased range of courses and institutions CSE students are being accepted into, in light of more graduates making their way in the world, further study and different career paths.

Feedback, testimonials and stories

Sophie

Sophie started at Victoria University, Wellington in 2014 and was accepted into a BA programme based on her CSE Level 3 results. At the end of that year she transferred to Auckland University and completed her BA in Geography and Environmental Studies before being accepted by the Auckland Council graduate recruitment programme. After a year she realised that this corporate work was not her future and she completed a Diploma of Teaching English as a Second Language, then volunteered teaching in the Himalayas in a Province of India (Sikkim), with Help.Org!, a small educational NGO. That put her on the path of becoming a primary teacher and she has now almost completed her Masters of Education (Teaching) at Auckland University.

Nicholas

Nicholas had a gap year following the end of Class 12 then applied in 2017 to Canterbury University where he had won a scholarship through his school achievements with the CSE Level 3. He is currently in his third year and he is completing a BA in Communication Studies and Geography. Along the way he has been very involved with the Emerging Leaders Programme run by the university - firstly as a participant, then for the last two years on the programme executive.

Jared

Jared was at Raphael House Steiner School from kindergarten until Class 12. He left school graduating with a CSE Level 3 and travelled to follow his girlfriend from the San Francisco Steiner School. He worked in Dublin while she was at university there. He returned to New Zealand and started his study at Victoria University. He loved university study and involved himself in everything. He was awarded a scholarship - the Colin Patterson Memorial Award - for his dissertation in 2019. He completed his LLB Honours degree with 1st Class Honours, then went to summer school to complete his degree early so that he could visit his girlfriend in London before starting his new job in Sydney.



Samford Valley Steiner School in Australia's Class 10 yacht building as a Level 1 craft assessment.

If you have any stories, comments or feedback please share these with us, we would love to hear from you ...



Schonau School - Austria

CSE European Teachers' Conference

We are grateful to the Schönau school in Austria (on the outskirts of Vienna) who have kindly agreed to host the next CSE teachers conference from 14-16 November 2019. There will be guest speakers and workshops exploring different aspects of teaching and learning within a CSE context. We expect teachers will attend from the UK, Germany, Austria, Hungary, Switzerland and Spain. However, all CSE teachers are warmly welcome!

A programme will be available soon.

Who and what is SEDT?

SEDT is a not-for-profit education initiative focused on bringing the CSE to Steiner/Waldorf high schools in New Zealand and overseas. SEDT is wholly owned by a New Zealand registered charity, the Steiner Education Development Foundation. The qualification is listed on the New Zealand Qualifications Framework (NZQF) as a national qualification comparable to the NCEA.

Our People

SEDT Board of Directors and co-workers are all people who have come together with a wide range of skills and experience in business and education, along with a shared passion for Steiner Education.

We are dedicated to ensuring that a Steiner school is just that - a school that provides an education that is unique, that embraces Steiner philosophies through each layer, to include formal qualifications that are valid in today's world, whilst allowing the freedom and individualisation that a Steiner education provides for each student.

Our core New Zealand based staff remains the same with Phil McKinstry (General Manager), Karen Brice-Geard (Educational Director), Mark McGavock (New Zealand National Manager and Moderation Manager). Earlier this year we said goodbye to Jocelyn MacKinnon who has moved into a well-deserved retirement and we welcomed Vanessa van Kampen as our newly appointed Finance and Administration Manager.

Vanessa brings a wealth of experience in business and finance administration, she is not new to the Steiner community having previously worked at Taruna College in Havelock North and Taikura Rudolf Steiner School in Hastings where her children were educated.

In New Zealand, we also utilise an independent team of experts, as required, to assist with moderation and the writing of exemplars and external examinations. We also engage part-time Country Managers in Germany/Austria and the UK and a number of other professionals as required.

You can see more about us, including biographies on our Directors and co-workers on our website;



Steiner Education Development Trust

Our core purpose is...

To enable students to enter a human world that is rapidly changing knowing they are prepared and appreciated.

The CSE enables Steiner/Waldorf schools to offer a full Waldorf curriculum fit for the young people of the 21st century, without compromise but with clarity, rigour and accountability to all stakeholders.

It invigorates the Upper School and brings new skills to teachers. It may invigorate the Waldorf movement.

How you can help ...

- *Do you share our vision of protecting and enhancing Steiner education in New Zealand and Australia?*
- *Would you like to contribute to the overall success of Steiner education?*

As a not-for-profit group, we seek grants and donations from supporters both in New Zealand and overseas, to ensure we continue to invest in the development of the CSE qualification.

If you are able to make a contribution it will be gratefully accepted.

How to Donate: Please send your name, postal address, email address and the amount you have donated email to vvankampen@sedt.co.nz.