



Camphill School Aberdeen



Annual Report 2010-2011

# AN INTRODUCTION

Camphill School Aberdeen is an independent voluntary school situated on three estates beside the River Dee on the outskirts of Aberdeen. The location enables the pupils to benefit from both the beautiful countryside and the hustle and bustle of town life with the full cultural possibilities that this offers. The school offers residential places for full term or weekly boarders as well as day places for local pupils and respite. The school year covers 40 weeks over 4 terms. Holiday support is also available through its St Andrew's Project.

Camphill offers an inclusive, comprehensive holistic education programme known as 'Curative Education' for pupils with additional support needs, ranging from neglect to autism, from the age of 3 to 19 years.

For pupils aged 16–19 years there is an Extended Schooling Programme which offers a more individualised programme geared towards graduation and preparation for the future. This may include attending a 'Links Course' at Aberdeen College and/or work experience outside Camphill.

Cairnlee House offers further training for 12 young adults from the age of 16–25 years.

All pupils, whether day or residential, belong to a House Community which is made up of groups of one to two pupils cared for by a co-worker who guides the pupils in his/her personal care. Within the house community, life is shared with house co-ordinators, teachers, therapeutic practitioners and student co-workers, most of whom live in, some with their families.

In School the classes are generally grouped according to age, using the Waldorf Curriculum based on guidelines formulated by Rudolf Steiner, which encompasses the Scottish Curriculum for Excellence.

Pupils may participate in Access courses as part of the SQA scheme, the Royal Caledonian Horticultural Award scheme and the Duke of Edinburgh Award scheme.

In addition, individual therapies are given to meet the specific needs of the pupils. Therapeutic activities offered include speech formation, physiotherapy, movement, art, riding, hydrotherapy, music, play and counselling.

Older pupils participate in a variety of craft workshops: pottery, willow-work, felt, candle, weaving, metal work, woodwork and in a Tools for Self Reliance Workshop.

As part of its commitment to training the School offers co-workers a Foundation Year and, to successful applicants, a chance to participate in the five-year BA Honours Programme in Social Pedagogy run in partnership with Aberdeen University.

In addition, the School offers an integrated nursery, Amber Kindergarten, a Nature Nurture programme to local children aged 1–11, and through the St Andrew's project, home/school support, emergency care, day and residential respite.

Camphill School Aberdeen is a charity registered with SCSWIS (Social Care and Social Work Improvement Scotland) and the Scottish Social Services Council, is a member of Camphill Scotland, and is accredited with the National Autistic Society.

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# CAMPHILL SCHOOL ABERDEEN – ANNUAL REPORT 2010–11

Welcome to the 2010–11 Council report. Having celebrated 70 years of Camphill last year, we now look forward to the next 70 years.

The Camphill School Aberdeen Business Plan for 2011–16 is now in place and distributed to decision makers. A copy is available on the school website [www.camphillschool.org.uk](http://www.camphillschool.org.uk).

The Business Plan is a comprehensive document providing not only details of the school's aspirations relating to future developments but also summarising the school structure, services provided and recent major achievements.

Building on the innovative services presently provided, the wish is to further develop Social Pedagogy in practice, supported by the BA in Social Pedagogy provided by the University of Aberdeen, with practical input and teaching provided by Camphill School.

Through the Business Plan, Camphill School's future role is set out. The scale of its traditional models of service delivery is expected to reduce as more flexible service provision expands and local authority budgets continue to be under severe pressure. The focus of residential education will be to support re-integration to family, local school and community, with shorter placements than historically. Resources will increasingly be directed to these new services, helping to deliver the strategies of statutory organisations, providing affordable, quality services flexibly and supporting inclusion.

Marketing is a strategic element of the Business Plan and the Strategy Group is researching the markets and developing a promotional strategy to the widest market including the international market. Social media and the internet are being used to raise the profile of Camphill School. As new services are provided by the school, these are promoted through continuous dialogue with the key decision makers both locally and nationally. We are also working closely with other Third Sector organisations where it is beneficial to promote or exchange complementary services.

A key member of the Strategy Group has been Robin Jackson with his contacts in local, Scottish and national government and his membership of decision-making committees. Robin has now stepped back from the Strategy Group and we have to thank Robin for all his effort and support in promoting and publicising Camphill School through written articles, publications and his books. Thank you Robin for all your hard work which is greatly appreciated.



One of the challenges in the coming year is to continue the promotion and marketing of Camphill School Aberdeen in the media, to local authorities, national government and internationally. The Camphill Aberdeen City and Shire PR Group continue to promote all aspects of Camphill in the North East and we are grateful for the support provided to the School.

Thanks to all those involved in the Business Plan and the promotion of Camphill School.

As identified in the Business Plan, the procurement of traditional services has changed and Camphill has now to provide flexible services. This has required the School to formally tender for services and we are finding it more difficult to market our services to the decision makers. As local authorities make drastic savings across all services, it puts even greater pressure on the school to maintain a dialogue with service users. Promoting new services, which are seen as necessary by the local authorities, is even harder when money is constrained.

We have recently been delighted to welcome new pupils to the school and the uptake of our newer support services has been very encouraging.

Nature Nurture, Amber Kindergarten, and the St Andrew's Project go from strength to strength. Nature Nurture continues to receive support from Go Play Scotland and is at the point of having to increase resources to meet with demand. There is the prospect of Nature Nurture becoming a stand-alone course or module linked to



Robin Jackson

the BASP. Amber Kindergarten is attracting children with special needs who are prospective school pupils. St Andrew's respite provision and family support is providing a much needed resource with amazing results, often based on one-to-one counselling over a long period. St Andrew's also supplies an out-reach service which is proving beneficial to numerous families. The Sapphire Project is about to be launched and it will provide a transition service and vocational training to the pupils aged 18+.



Olga Bogdashina

There has been a recent change in the membership of the School Council with Vincent D'Agostino leaving to take over the management of the BASP on behalf of the school. Manuela Costa and Terri Harrison, both co-ordinators, have joined the council and externally

Barry Richards has been in attendance, with a view to joining. Barry has also been attending the Strategy and Social Pedagogy committees and has assisted in the preparation of tenders to local authorities. We thank Vincent for all his input to council over numerous years and wish him well in his new post.

One of the challenges facing Vincent in re-

cruiting BASP students is the changes being made to the qualification requirements for students from outwith the EU. There is also a shortage of EU and British students entering the course. Hopefully with the financial benefits of studying in Scotland, we can overcome this. In general co-workers are in short supply, with attempts being made to recruit British students looking for a gap year working in the social care environment.

The school has welcomed a number of visitors and held very successful conferences throughout the year.

A day conference by the Govan Law centre was attended by over 60, many of whom were new to Camphill. The conference theme was "Parent and Children's Rights" with talks on self-directed support and parent appeals. The conference finished with a guided tour of the Murtle Campus.

A research conference where the subject was "Outcomes for our Young People" set out to co-ordinate research with the aim to identify and evaluate Camphill's unique care and education programmes. This evidence-based research and rigorous evaluation of Camphill's outcomes would support the claimed achievements and at the same time share good social pedagogical practice.

An Early Years' conference was held on the Murtle Campus, with Camphill School providing the key-note speakers.

Internationally renowned professionals attended Camphill for two key conferences. In October Dr Olga Bogdashina, an authority on Autism, presented a conference on Autism—Sensory Perception and the Triad of Perspectives. During May the school welcomed Dr Thom Garfat, Senior Lecturer at the School of Child and Youth Care at the Ryerson University in Toronto. Dr Garfat held two workshops at the school and was one of the main speakers at the 'Discovering Camphill' conference. The conference, based on Robin Jackson's most recent book, *Discovering Camphill* provided a venue for both the book launch and an opportunity to de-mystify Camphill and its strategy, which has proven so effective in its work with individuals who have support needs over the last 70 years.

Kate Skinner spoke of her Voyage of Discovery from parent to Chair of Camphill Scotland and Dr Thom Garfat reflected on how the characteristics of the Camphill programmes stand

up to today's philosophies and approaches.

Mark Smith, for the University of Edinburgh, spoke of his experiences of Camphill and on the research on the nature of care and caring. Professor Peter Stollery, Head of the School of Education at the University of Aberdeen, concluded the conference with "Camphill, the power of creativity, compassion and commitment". Over 130 key decision makers attended the conference and the on-site workshops which were held throughout the campus.

Other visitors included Ellon Rotary Club and community team builders from Shell and BP. Following last year's visit from the City Burgesses, Dr Stefan Geider, Vincent D'Agostino and Laurence Alfred have now been appointed Burgesses of the City of Aberdeen.

Our thanks go to all those involved in organising the above events and hosting our visitors.

Regular visitors to Camphill School are the inspection teams from the Care Commission, now renamed SCSWIS, and the Autistic Society. Both inspections resulted in high grading. Reports of the inspections are available on request from the school office.

An early social event during the year was the Open Day and the official opening of the Therapy Building by Chris Stewart, Camphill Estates, and Moray Low of the Wooden Spoon Charity, one of the main financial supporters. Thanks to all who donated to the fund raising effort, especially the Parents and Friends of Camphill.

The Shepherd's Play and Paradise Play were performed at Christmas and Year 12 completed their year with a musical Play *Don Quixote, Man of la Mancha*. Activities' week was a challenge this year with hail, rain and a heat wave all in one week. Ten Duke of Edinburgh Awards were presented this year along with Royal Caledonian Horticultural Society Awards and SQAs. Well done to you all.

The prospect of the AWPR being built adjacent to the Camphill Campus has become closer to a reality following the failure of the legal challenge. The School is continuing to monitor progress and is providing input to the design of the route adjacent to the school to reduce the impact on the operation of the school. The Local Development Plan has also caused concern at both campuses and we have submitted our views for consultation.

The challenges for the next 70 years may differ considerably from the challenges faced in the past, but working as a caring community and progressive school, I am sure we are more than able to meet them.

*Tony Crabbe*

## Discovering CAMPHILL

Robin Jackson  
(editor)

This important book brings together research from scholars and experts in a variety of disciplines to explore a broad range of issues which affect Camphill life. The essays examine social, political and educational topics as diverse as spiritual needs, residential childcare, disabled identity, working with autistic children and the development of Camphill communities around the world.

The lack of easily accessible literature about Camphill communities has contributed to a common and unjustified perception of Camphill as 'closed' communities which have little interest in communicating with the 'the outside world'. Some influential officials and practitioners who determine education and social-work policy and practice still know little or nothing about Camphill, which increases the risk of misunderstanding and threatens the future of Camphill communities. This book seeks not only to bridge that gap, but to demonstrate to a wider audience the unique and inspiring qualities of Camphill communities.

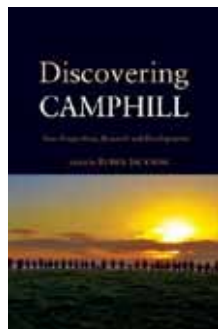
This book is essential reading for anyone with an interest in the provision of services for children and adults with special needs.

**Review:** 'This is a remarkable book. Rarely does one find a program of any kind willing to open itself up to such intensive internal and external critical examination. Through the wide-ranging perspectives presented, the reader will indeed "discover Camphill", and find it to be an impressive global movement in support of the integrity of persons and the wholeness of human life.'

*James P. Anglin, PhD, Professor of School of Child and Youth Care at the University of Victoria, Canada*

**About the Author:** Robin Jackson was a lecturer at Aberdeen College of Education before becoming Principal Lecturer in Special Education at King Alfred's College, Winchester and Principal of Linn Moor Special School in Aberdeen. He has worked with Camphill for many years, including as a Development and Training Co-ordinator, and is currently a consultant to Camphill Rudolf Steiner Schools in Aberdeen. He edited *Holistic Special Education: Camphill Principles and Practice* (2006) and wrote *Hermann Gross: Art and Soul* (2008), both published by Floris Books.

**£20.00, Floris Books ISBN:  
0863158110**



# LAUNCH OF THE 'BA SOCIAL PEDAGOGY' (BASP)

The event was well attended by representatives from Camphill Communities and Aberdeen University staff. Following presentations by members of the BASP team, Mark Smith, our external examiner, presented a thoughtful consideration of social care in Scotland and the place of the BASP in the landscape of social pedagogy. Professor Pete Stollery, Acting Head of the School of Education, gave an appreciative address and cut the wonderful cake prepared by Newton Dee Bakery. John Ralph then offered an uplifting musical interlude. The afternoon session provided opportunity for rich discussion and feedback.

## External examiner's reports

External examiners' reports for the academic year 2009–2010 from Mark Smith, University of Edinburgh, and Jan Goeschel from Beaver Run, were very positive, particularly regarding:

- *the standard of reflection evident in students' work,*

- *the development of practice 3,*
- *the high quality of practice reports,*
- *the care taken by tutors when writing feedback on assignments*

The first group to be taught the new BA Social Pedagogy course has 13 students from 12 different countries in year 1, 10 from Camphill School Aberdeen and 3 from Newton Dee.

## Current numbers in the other years are as follows:

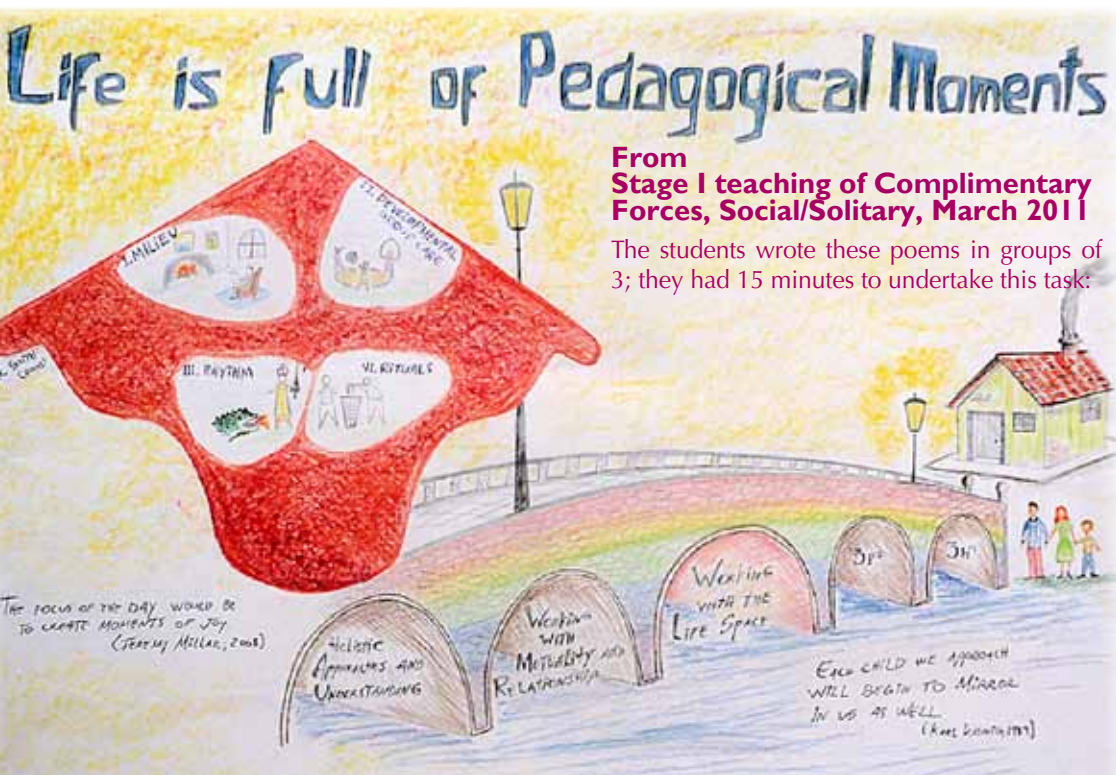
**Year 2 .. 15**—with 1 joining in January

**Year 3 .. 18**

**Year 4 .. 27**

**Accelerated Entry to Stage III .....** 8

The 8 students in the Accelerated Entry route to join Stage III in April 2010 come from a wide range of communities and organisations: Beannachar, Carrick on Suir, Milltown, Mourne Grange, Ochil Tower, The Sheiling School, Ringwood and Tiphereth.



## From Stage I teaching of Complimentary Forces, Social/Solitary, March 2011

The students wrote these poems in groups of 3; they had 15 minutes to undertake this task:

EVEN IF WE APPROACH  
WILL BEGIN TO MIRROR  
IN US AS WELL  
(KARE BEATTY 1998)

6<sup>TH</sup> MARCH 2011

*Social poems*

*We meet to listen*

*Dance and sing*

*So to the party*

*Our friendship we bring*

*The bell of our colourful life*

*Together we ring*

*When I look around*

*You are always there for me*

*But if I am looking down*

*Then it is hard to see*

*In rainy days*

*Company is the light*

*The sun and joy*

*Will be by our side*

*Solitary poems*

*When we are alone*

*In peaceful silence*

*Inspiration comes*

*And makes us*

*Thinking giants*

*A look through the window*

*The silent stillness of a cold winter day*

*Hearing nothing but silence*

*Snowing*

*A tree on the gutter*

*Rain-under water*

*Feeling lost in confusion*

*Staring at the fire*

*Crack—Crack*

*I enjoy to go for a walk in the*

*mountains alone*

*People say I am always on my own*

*But that I strongly deny*

*I am with me, myself and I.*

*When I enter the world I created*

*I can see the past passing by.*

*One or two?*

*Chips without ketchup?*

*11 o'clock-good morning-*

*The sun wakes me up*

*Good bye sun- Hello window blind.*

*Who needs to go out if the pizza*

*from yesterday*

*Is still smiling at you*

*From the plate on the floor*

*My mate makes a sound :*

*Where are you ? it is great outside!*

*But what do you think?*

*In my bed and this is where I stay.*

*Hot off the Press:*

## **ABERDEEN SCHOOL ACHIEVES 100% SATISFACTION FROM PARENTS**

**Only school in Aberdeen  
to hold international  
autism standard**

Camphill School Aberdeen has received a 100% satisfaction rating from parents as part of its re-assessment for the internationally-recognised Autism Accreditation and is one of only 14 schools in Scotland and the only one in Aberdeen to have achieved this standard.

Examining the school's specialist services for pupils with autism and Asperger Syndrome, the expert review panel found Camphill School Aberdeen had met all of its 16 review standards and exceeded the requirements in four.

Against this background 84% of parents reported that they were "very happy" with the school (the remainder being "happy" or "satisfied"). The assessors noted the way the school works with and supports parents, as one of its particular strengths.

The assessors also praised the way Camphill School Aberdeen combines education, therapy and care in a "seamless" manner, recognising "the importance of addressing physical and mental wellbeing and happiness".

The Autism Accreditation report continues:

*The highly-developed shared community ethos shared within Camphill School, provides young people with a sense of security, stability and value which has a positive impact on their well-being, self-esteem and confidence.*

Karen Johnston, a parent of a child with complex needs who attends Camphill said,

*He is just treated with dignity and is a very happy boy, no inner angst; just calm and very happy. We have Camphill to thank for that. What Camphill is doing here is cutting edge. They are sector leaders. They may have been around for 70 years but their ideas hold very true in this modern day.*

# ST ANDREW'S PROJECT—CREATING A SENSE OF BELONGING

Over the last three years a new project has been developed in Camphill School to develop innovative ways of working with children, young people and their families. A number of people in Camphill had recognised that there was a clear gap in provision in this area. Again and again families had contacted Camphill asking whether we could meet their children's needs. They were often in a desperate situation and felt that their children's needs were not being met in their current situation. These children and young people did not fit in any standard programme, being either too able for a special school or having too complex needs for mainstream schooling. They are often children and young people on the edge of care and educa-

tion, at risk of exclusion with all of its negative consequences.

Camphill has always worked positively with families and the St Andrew's Project has built on this tradition in setting out to work with the whole family. Building on our historical commitment to mutual growth and learning, we emphasise the importance of the whole circle around a young person committing to a process of change: parents, siblings and other family members as well as ourselves. This child-led approach begins with the first steps of making an ecological assessment after we are initially approached by families or authorities. We talk with the family members, teachers, social workers and, crucially, the young people themselves as we try to form a picture of their situation.

*Chris Walter*

## CAMPHILL PAGES

Just a short year ago, together with colleagues from England, Northern Ireland, and the Republic of Ireland, I sat down to plan the first edition of a new look *Camphill Pages*. There are 53 Camphill Centres spread across Scotland, England (& Wales), Northern Ireland and the Republic of Ireland, and all of these centres are represented by the grandly titled Association of Camphill Communities Great Britain and Ireland—better known as the AoCC. Now in its 15<sup>th</sup> year *Camphill Pages* has been published twice a year by the AoCC on behalf of the Camphills in the UK and Ireland.

Stories in *Camphill Pages* are wide ranging, from a lead article on the Nature Nurture project at Camphill School Aberdeen to photography from the first graduate of the BACE (now called BASP). Contributions are from residents, co-workers, parents and others. Articles are also commissioned on a specific subject. Anybody with an interest in Camphill and associated activities is welcome to submit a piece for inclusion (see contact details below).

After a number of years in which *Camphill Pages* concentrated on sharing only the surface of Camphill life, I am determined that we (as an editorial board) should focus on reporting and sharing with one another the activities, concerns, delights and lives of the Camphill Communities in as full a way as possible, and to share this with as wide a group of people as possible. There are so many wonderful things happening and so many interesting people living and working in Camphill and yet many centres (and so the Camphill movement) are also faced with significant challenges. I believe that *Camphill Pages* should reflect both the challenges and the triumphs.

You won't be surprised to know that there are a number of errors in the Summer 2011 edition of *Camphill Pages*. Dates for New Lanark are 21<sup>st</sup> May NOT the 12<sup>th</sup> as reported. Our apologies.

*Tom Marx*

To contribute and for the latest edition please visit: [www.camphillpages.net](http://www.camphillpages.net)

## Extracts from Term Letter October 2010

The autumn term always offers a new beginning and this year was no exception.

We began a new Class 1 with just one pupil but with the capacity to grow into a large class like the one that graduated in July. It is wonderful to admit children at this young age and look forward to watch them grow and unfold their potential over the coming years. However, despite many interested prospective parents, admissions remain very low as local authorities increase the 'mainstreaming' of children and young people with additional support needs, forcing parents into taking them to Court or Tribunal. Recently two families have won their cases and we are hoping, especially when the legislation changes in November, that this will set a positive precedent. The situation does challenge us as a School Community and we are working very hard to create a strategy to address what we understand to be the current needs.

The newly named BA (Hons) in Social Pedagogy, which Camphill runs in partnership with Aberdeen University, was unveiled, with an internal ceremony and also in the University. It is the first BA degree course in Social Pedagogy in Scotland and we are hoping that we will be able to develop it in such a way that students can live and work in Aberdeen and be able to join as students. This year's new Stage 1 group comprises 13 students from 12 different countries, which supports the students' possibility not only to learn about the British approach to Social Pedagogy but also to develop international relationships and perspectives in this field which can only be positive in this day and age.

Finally the new Therapy Centre was officially opened during our Open Day which also happened to be the birth day of our founder, Dr Karl König. That this happened in our 70th year was also remarkable. The centre was opened by one of our pupils, together with Moray Low, a Scottish International and Glasgow Warriors' rugby player, in recognition of the large donation we received from the Wooden Spoon charity. The centre will enable us to offer first-class

therapeutic activities in play, art, speech, drama, counselling and massage, as well as offering oil dispersion baths. While initially these activities will be used by our pupils, it is our intention to offer them to our local community. The Open Day itself was very successful although the numbers were down on previous years, possibly due to the cold weather. Special thanks go to the Junior Culter Pipe Band who entertained us for much of the afternoon.

The Nature Nurture work continues to go from strength to strength with the summer holiday proving to be a very busy time for the team. 19 children aged 5–7 years in two groups benefited from what was on offer. The children had been identified by social workers and came from some of the most 'needy' areas of the city. Very positive feedback was received at the end of the two camps and the work now continues to further the progress initially made.

One highlight for us this term was to host a visit of Sue Bruce, Chief Executive of Aberdeen City Council. She saw much of what we do and was almost coerced by one of our pupils to take a turn in the garden tractor! It's a pity to see her move down to Edinburgh as we sensed that she knew what we could offer children with additional support needs in the city.

On the last Wednesday of term, we hosted our second major conference in this, our 70<sup>th</sup> year, when Olga Bogdashina, a world famous expert on Autism, addressed us and over 125 guests in the Camphill Hall. It was another wonderful event which was both informative and at the same time allowed us to show yet more people new to Camphill just what we have to offer.

Now the term is slowly coming to an end and we have celebrated Michaelmas with the whole school community harvesting in the garden and then eating together the fruits of the harvest with freshly cooked soup and baked bread. Mmm, what a lovely way to end the term and look towards the warmth of Christmas that slowly approaches.

*Laurence Alfred*

# CAMPBILL BUNGALOW'S ACTIVITIES' WEEK HIGHLIGHTS

Every year before departing to our annual activities' week, there are many conversations taking place about previous and forthcoming adventures and highlights experienced during our Camp Trip. One thing is for sure, activities' week to Muir Cottage near Braemar is definitely one of our house community highlights. We would like to share with you some of these from our last camp trip to the beautiful Caingorm National Park in June 2011.

**Kelli:** I enjoyed swimming in the freezing cold River Dee. It was refreshing and nearly everyone managed to swim in the river. I also liked the cycling trip to Braemar to buy ice-cream for all of us and I liked sleeping in the tent.

**Rohan:** I really enjoyed our cycling trip from Muir Cottage to Derry Lodge with Christian. I liked sleeping in the tent and playing football with James. I managed to dip in the freezing cold River Dee for the first time since we went camping there, that is since 2005. Well done me!

**Mandy:** I liked very much our walk with Alex to Derry Lodge and my friends Lissys and Aaliah joining us for a couple of days.

**Owen:** (who stayed at home) enjoyed getting his new bedroom ready.

**Robin:** I enjoyed sharing the tent with Alex.

**Alex:** I loved playing in the river, sleeping in the tent, relaxing in the hammock and being outside the whole day long.

**Tobi:** I enjoyed the hike to 'Devil's Point' with Hannes and Michael. I generally enjoyed life together without having to worry too much about anything. The food was great and the weather, especially towards the end of the week when we had the heat wave and 27 degrees.

**Hana:** I loved the beautiful nature (but not the ticks, which I was entrusted to pull out from our campers) and being outside a lot. I enjoyed having a good excuse why not to go swimming in the river (my seven-month pregnant belly would not agree with that cold shock). I enjoyed seeing Samuel having great fun at our camp.

**Samuel:** I loved throwing stones into the river, throwing and catching the Frisbee. I enjoyed playing with my new friend Aaliah and being outside playing with all my friends from our house.

**Christian:** I enjoyed the different House Community dynamic of Camp, spending the week out and about with everyone; just relaxing, playing and having a good time. I loved to see my 2-year-old son, Samuel, enjoying every one's company and, of course, my cycle ride with Rohan to Derry Lodge.

**James:** I loved the food, the games, the company. I did not like that I had no mobile reception there.

**Michael:** I liked our hike to Devil's Point, even though we had to turn back half way because of the bad weather.

**Harriet:** I enjoyed swimming in the cold River Dee, sitting around the camp fire and generally camp life.



# Extracts from Term Letter January 2011

Since the summer we have been addressing our low pupil number and seeing how we can develop our service in this recession-hit time. We have met with colleagues from Aberdeen City and Shire and are working towards producing a business plan in January. Currently the plan includes the following:

1. *To offer person-specific short, medium and long-term day or residential placements, including managing and supporting the transitions both into and from Camphill and residential assessment*
2. *To offer 52-week placements for those children and young people who require this service*
3. *To offer increased respite for the current Camphill School pupils*
4. *To develop the Nature Nurture programme currently on offer, to 5 full days a week*
5. *To develop a qualifications' framework within Camphill School to enable our pupils to participate in nationally accredited schemes and to evidence their progress*
6. *To further develop the flexible provision offered through the St Andrew's Project which includes*
  - *Individual therapeutic programmes*
  - *Flexible day respite*
  - *Holiday provision*
  - *Transition programmes*
  - *Emergency care for 1–10 year olds*
  - *School-home support*

A letter has been sent to Scottish Local Authorities enclosing the plan. This is being followed up with a phone call with a request to visit them and/or an invitation to visit us. We will also be seeking to reach the private market.

You will be aware that many of the above

are not new services but rather giving extra emphasis to certain areas of our work. Indeed this holiday we will already be offering much more respite than previously.

Both our main provision in Camphill School as well as Amber Kindergarten were inspected by the Care Commission and both received 'very good' feedback, a confirmation for us that we remain a high-quality provision.

To those of you involved in fundraising for the Therapy Centre, it is a joy to see it fully used and it is very much appreciated by all who use it, whether they are practitioners or patients.

This term also saw us host a research conference attended by a number of people connected to Camphill involved in Camphill research to see how this can be better co-ordinated to garner the best effect for Camphill and at the same time share good social pedagogical practice.

One of the highlights of the term has been the fundraising efforts of the Camphill Estate Youth Club, which together with some co-workers, identified the Indonesian volcanic eruption disaster as something worthwhile to fundraise for. To this end they organised an 'Open Stage' night in the Camphill Hall on St Nicholas' Day and managed to organise/coerce a number of star acts to perform; we had house communities singing, drumming, ballroom dancing, classical music, rock music and a smattering of Christmas thrown in. They raised over £80. However, the main thrust of their fundraising effort was to have some pupils and co-workers dye their hair and be sponsored for the joy of it!

Finally, we had a visit from a reporter from the Korean Broadcasting Corporation which resulted in three half-hour radio programmes being broadcast on their national network in December.

*Laurence Alfred*

# My Bus Journey to Cults

My name is Callum Turner and I am from class 9. I started doing my bus journey to Cults in January 2011, supported by my co-worker, Aye Maung. It was an initial step for me to do independently in future.

I have to prepare everything ready before leaving. I was writing my risk assessment, supported by my co-worker and it helped me to be aware of things that can go wrong. Furthermore, I and my co-worker should have pocket money, bus card and mobile switched on with credit and full charge. We walk up Pit-tengullies Brae and cross at the lights in front of the petrol station. Then, we take bus 19 at 7:05pm to Cults and get off at the bus stop in front of

the Cults Hotel. Then, walk to the lights, cross and check return times at bus stop (written timetable or text info). We, then, go to the Tesco and either shop or look around.

I enjoyed spending times in the Tesco and I enjoyed looking around the shop. There are many interested things and I like to buy my snack there. Then, I independently pay at the pay point for the things I bought. I love that because it helps me develop my mathematical skill. I also enjoy saying, "hello" to the bus driver as I show my Young Scot Card to him. The bus drivers are friendly towards me.

We walk back together to the bus stop after shopping and take bus 19 to Culter and walk home. I love this bus trip because it makes me proud and provides me with a chance of having more local links and I am hoping to do it independently in the near future.

**Callum Turner**  
Witiko House



**It is me going into the bus**



**I am buying some snacks.**

**It's me paying at the counter.**



## Extracts from Term Letter March 2011

In March we had the verbal feedback from the Autistic Society's Accreditation team who had completed their review which takes place every three years. We heard that we have done exceptionally well and can expect a very positive report when it is published in the summer. This is really good news and a timely boost as we seek to market our provision more aggressively over the next months.

Our new Business Plan is complete and can be accessed via our website [www.camphillschool.org.uk](http://www.camphillschool.org.uk) or from the office. It has received positive feedback and we hope it will further enhance the knowledge of the breadth of provision we offer. On 30th March we had a quarter page advert in The Independent's Autism supplement in an attempt to reach out into England and Wales.

We have recently redesigned the home page of our website and the way you can navigate through it.

In May, we will host a major national conference around the launch of a new book edited by Robin Jackson. Both the book and the conference carry the title 'Discovering Camphill'. The book examines and demystifies Camphill and its strategy, one which has proven so effective over the 70 years since Camphill first opened its doors to individuals with special needs.

The keynote speakers at the conference will critically examine the 'Camphill approach', share their findings and explore their relevance for today while at the same time asking whether or not they are in tune with current thinking and the requirement to achieve 'added value'.

Invited participants include Chief Executives, Directors of local authority departments, Heads of Services, MSPs, Care Commission professionals, HMle professionals, Academics and other key personnel in the field.

More locally, we hosted a visit of Iain Nisbet from the Govan Law Centre. More than 60 people attended this event with the

vast majority being parents new to Camphill. More than 20 of these new visitors toured Murtle. Many were simply amazed at what they saw: the breadth of our provision and our social pedagogical way of working. Iain gave an important contribution to the theme of parents' and children's rights and so, all in all, it was an excellent day! We are planning to host similar events on a regular basis.

This term saw Camphill engaging more fully than ever before in Red Nose Day. Children, young people and co-workers joined together to do something funny to raise money for children in need: each class prepared to come dressed up to school that morning. Some people came wearing something funny on their heads, some were dressed all in red and some came to school in their pyjamas. One youngster prepared a 'magic show' for the occasion and one co-worker ran from Culter all the way to Banchory and back before breakfast! It is fair to say that everyone made a good effort. Many asked for sponsorship and this was supported by families and friends as well as co-workers. With all the brilliant support, together we managed to raise more than £200! And whilst doing something funny, everyone enjoyed their red nose school morning.

Much work has been undertaken by a small group to further extend our provision to those over 18. Named the Sapphire Project, the emphasis will be on providing individual programmes and opportunities to develop skills through engaging in crafts, land work, work experience, adult further education, arts, life skills and therapeutic activities, many of which will lead to completing SQA Access courses and other qualifications. Applications for this will be administered in the normal way through the Admissions Committee. The Project will run alongside and link with the services currently being provided by Cairnlee and the St Andrew's Project.

*Laurence Alfred*



## Dear friends

We are members of the eco committee working towards achieving the green flag. We are working on the bronze award at the moment. That means we need to accomplish seven elements which are:

1. Eco committee
2. Environmental Review
3. Action Plan
4. Monitor & Evaluate
5. Link to the Curriculum
6. Involve the Wider Community
7. Eco Code

**Celebrate!**

There are 10 topics that we need to learn about and work on:

1. Waste minimisation
2. Water
3. Energy
4. Health and Wellbeing
5. Transport
6. Biodiversity
7. Sustaining the World
8. School grounds
9. Litter
10. Foods

Our four main topics that we focus on are waste minimisation, water, energy and litter.

We have done a bit in all the areas and there is more to be done.

Since we have begun, we have started to write letters to other estates to invite them to join the project. This term pupils from Murtle and Camphill Estate will meet regularly to talk about actions.

***Klae, Kelli, Lewis,  
Gregory, Callum.***



# Extracts from Term Letter July 2011

We have received the final version of the very positive Autistic Society Accreditation review; copies are available from the office. We have also had an unannounced inspection by the newly formed Social Care Social Work Inspection Services (used to be the Care Commission). The verbal feedback was very positive with three 'very goods' and one 'excellent' for the four areas they inspected.

This term has also seen 10 pupils complete their bronze Duke of Edinburgh Award, 3 pupils the Royal Caledonian Horticultural Award in 'Recognition of Individual Achievement' and a number complete SVQ awards at various levels. Our congratulations go to them.

During activities' week this year, groups were camping in 4 different locations along Royal Deeside as well as in the central highlands with weather ranging from hail and frost at the beginning of the week to a heat wave at the end.

Four young people from Class 12 graduated on the 25th June, having performed their amazing 90-minute version of Don Quixote, Man of La Mancha, musical play a couple of days earlier.

We have again enjoyed and profited from the visit of the Evinghausen Waldorf School Class 10 youngsters from Germany and had employees from both BP and Shell here on their team-building days.

On 17<sup>th</sup> May we hosted a very successful national day conference which brought more than 100 professionals from various streams to Camphill to participate in a debate about Camphill and its relevance today in providing services for those in need. The key-note speaker was Thom Garfat, an internationally acclaimed consultant in Child and Youth work, who pronounced that he had become a 'convert' during his visit here.

We also hosted an evening conference for the NE Scotland Early Learning Association which attracted more than 60 people who then toured Murtle Estate and heard a talk by Terri on the work of the Nature Nurture team, and Ellon Rotary Club who regularly contribute old tools for our 'Tools For Self Reliance' workshop.

As well as inviting people in, we have also been active going out, and Chris presented a workshop at the Scottish Institute of Residential Child Care Annual National Conference while Bernhard has been away in England presenting the PDA course on Autism. We have also participated in the Celebrate Aberdeen parade earlier this month which celebrated the work of the voluntary sector in the city.

Finally we will have our School Open Day on Saturday 24th September, 2-5pm, on Camphill Estate. We hope as many of you as possible will be able to join us.

*Laurence Alfred*

## MANAGEMENT COUNCIL

### External

Tony Crabbe Chair  
Norma Hart Vice-chair  
Nigel Wood Secretary  
Marianne Lipp  
Dorothy Miles  
George Morgan  
Rainer Reinardy  
Tom Wright

### Internal

Laurence Alfred  
Manuela Costa  
Birgit Hansen  
Terry Harrison  
Bernhard Menzinger  
Stephanie Newbatt

## CO-ORDINATORS

Vincent D'Agostino  
Laurence Alfred  
Evgueni Chepelin  
Manuela Costa  
Birgit Hansen  
Terri Harrison  
Bernhard Menzinger

## SOCIETY OF FRIENDS OF CAMPHILL

Karen Johnston Chair  
Natacha Seger Vice-Chair  
Nigel Wood Secretary  
Bonnie Eck Treasurer

## Pupil Statistics 2010-2011 (the school year)

Pupils as at 1 July 2011

62 Pupils  
38 Boarders  
24 Day Pupils  
9 Cairnlee Students  
11 Amber only  
(incl. 1 with special needs)

8 new pupils are admitted over the year:

Aberdeen City 2;  
Aberdeenshire 2;  
Edinburgh City 2;  
Moray 1,  
Glasgow 1



*The Ingenious Gentleman*  
**Don Quixote**  
*of La Mancha*



## AN EXTRACT FROM A PERSONAL REPORT FOR A PUPIL IN CLASS 7 WRITTEN

It is my pleasure to write this personal report.

Our first main lesson was about health and nutrition. We used a large poster of a plate and many symbols of foods to sort them into 5 major groups. It was not easy to guess without the help of the experiments that allowed us to test some foods for content of sugar, fat or protein. It was your first time in the science laboratory and it went well. These lessons helped to raise your awareness of your personal nutrition as well as your friends and family.

We often forget that such variety of food as we see in the supermarkets is new. In our studies of medieval society we learned that even very rich people (kings and nobles) had to put up with very few dishes of often spoiled meat and vegetables. It was hard work to grow food and it was mainly done by the peasants who had little say in their lives after William the Conqueror introduced the Feudal system in England. You learned that during this time many people were encouraged to fight people from far away countries who practised different religions. It is important to remember that after many years of war, many knights developed respect for Muslim warriors and learned many useful things like medicine and mathematics.

Travelling long distances in the Middle Ages was difficult and dangerous. Many people preferred to stay at home. However there were people like Marco Polo who was brave and

smart. With the help of his journal we learned about the lives of people from far away countries. Marco travelled as far as China and spent many years travelling in Asia. When he finally returned home to Italy he brought home much more than exotic artefacts and precious stones. He brought with him the urge for exploration and travel.

In his journal Marco described amazing landscapes and magnificent cities. In Chemistry lessons we learned about limestone which can be found in many places and forms spectacular landscapes. In the science laboratory we conducted many experiments exposing limestone to the elements of nature (fire, water and air). Limestone changed in each stage of the process and proved to be useful for many industrial processes. However at the end of the cycle it returned to its original qualities as a rock, which is why it is often used in building projects. During these lessons you managed to deal with many hazardous liquids and stay safe during the experiments that involved explosions, extreme heat and fragile equipment.

We approached the darkest time of the year—midwinter. It was a perfect opportunity to study star constellations and remember Greek myths that gave many of them their names. This time around you learned about a star called Polaris. It is special as it does not change its place like other constellations. You practised simple navigation skills using this star and learned about the system of longitudes and latitudes.

During Christmas time we like to decorate the Christmas tree with candles and warm ourselves by the fireplaces. Fire has been a friend to people for a long time. It was so long ago that it is difficult to know when exactly. In your next Chemistry block you learned about the Greek legend of Prometheus, where the hero gives the gift of fire to human kind and suffers a great punishment for it. You studied flames in great detail and



## BY HIS TEACHER, IVAN KRAPIVIN

learned that fire needs air (oxygen) to burn.

In the past fire was essential for survival. Considering it was used by everyone everyday, many people actually did not understand it. In the 15<sup>th</sup> century people began to seek answers that made sense and were logical. They refused to take the words of others for granted and looked for proof and evidence for everything. It was a time when Marco Polo's legacy was remembered and lots of brave men ventured out to seek adventure and test the myths about sea monsters and magical lands. You began your main lesson with the adventures of Vasco Da Gama and the discovery of the new route to India past Africa. You also learned about the beginning of the slave trade and customs of the time. New ideas were developed in art, science and religion in these days. You followed the life story of Christopher Columbus, who left his home country, Italy, to seek adventure. His strong conviction helped him to discover a new land that became known as America.

Apart from his strong conviction, Columbus relied heavily on his ships. In our next main lesson we learned about simple machines, which made the sailors' work easier and helped Columbus return back to Spain. You learned that levers, wheels, pulleys, screws and inclined

planes were used for generations before Columbus. Many suggest that the pyramids in Egypt and in South America were built using these simple devices.

Simple machines were not always used for good purposes. Many war engines were made using this technology. In our last History block we learned about the Hundred Years' War and the dispute between the English and French kings. During these lessons we learned about Joan of Arc. Her courage, conviction and faith dramatically changed the history of Europe.

### THE ADVENTURES OF BIG BIRD

By Class 11

This year Class 11 learned about hatching eggs and looking after chicks.

We borrowed the equipment from Joseph's family. We kept the eggs warm in the incubator. Steven and Balint checked the eggs with a 'candling torch', to see which had a chick inside.

After 3 weeks a chick hatched. Beth chose her name: **Big Bird**.

Emma and Martin prepared the cage.

Emma put the food in.

Beth put the water in.

The chick grew bigger...and bigger...and bigger, until she was ready to live outside.



# ONE YEAR ABROAD IN SCOTLAND

## WORKING WITH CHILDREN WITH SPECIAL NEEDS

Before my arrival in Witiko house this sentence described my near future, but I couldn't imagine anything that was going to happen or what work I was going to do or what kind of lifestyle I was going to live. That made it on the one hand exciting and on the other hand a little bit mysterious.

Now sitting here one year later I can say that it has definitely been one of the best years of my life in which I learned and worked like I never did before.

When I started to pick up the work I was very surprised, moreover a little bit overwhelmed. I did not really expect that it is so much work to keep a house running, a house community going and the living space clean. The effort that people put into so many kinds of details impressed me very much, even though I found many of them unnecessary. After listening to so many talks and discussions and having more than one argument about this topic, I realized that somebody has to put that much effort and devotion into these things to make the difference between work and good work.

Cleaning and working the whole day have been two challenges I had to face in the beginning, but the greatest challenge was still to come. When I looked at my key child I had many struggles to deal with. At the start I spent much time with this new boy, to learn who he is and how he behaves. Considering that that boy is a little runner who likes to throw all kinds of stuff around, I had some difficulties at first.

I was not used to this kind of work and after a little while already quite exhausted, but too proud to take any support into account. Nevertheless this child has been the best teacher I ever had. The first time in

my life I developed some kind of patience and after a little while I stopped thinking result oriented and tried to see the personal needs and developments first. Another thing that improved rapidly is my empathy or the understanding and recognizing of people's needs. For a long time I was used to solving problems by facing them directly, which included being very strict, loud and confrontational when things didn't turn out the way I wanted them to, but here in my daily life I noticed that this is not the way you do it...for example non-aggressive communication.

Very soon I noticed that with every challenge I faced I grew a little bit in myself. After a certain point I started to look at my work and at some situations of the day in a different kind of way and was happy and surprised how many little things I discovered to be glad about. Furthermore I started to use self-reflection more consciously than I used to do before. Criticism became more useful to me and I started to analyze situations by taking a step back and looking at the whole picture.

Community life has been another very important and new experience in my life. Throughout this year I discovered on the one hand very positive aspects but on the other also some things that annoyed me after a while. The positive aspects that really impressed me from the beginning were, for example, that everybody took care of each other and tried to support each other as much as they could.

Generally I have to say that this year has been the best of my life and I am very happy that I made the choice to come here because the people you meet, the experiences you make and the things you learn are unique, indeed.

*Johannes Herold*

# NORTH EAST OPEN STUDIOS IN CAMPHILL ESTATE 2010

Ever since NEOS started in 2004 I participated in the event as an artist and mostly showed my work with other artists in Phoenix Hall, Newton Dee. As Phoenix Hall no longer exists in its original form (it is being rebuilt), we no longer had a venue to exhibit as a group.

However, I was personally very fortunate, as, during the previous year, a nice new Studio was built for me in Camphill Estate. The old Portacabin, which I had used for some years for my creativity, had to give way for the new therapy building and a log cabin was given to me instead. It is a lovely space with plenty of light although it is not very large for a substantial number of people. But with the help of a marquee next to the building, I could with optimism invite friends from Camphill and the local community for a festive preview before the week of NEOS took place.

We were graced with a beautiful sunny evening and, during the first couple of hours, 65 people enjoyed seeing my space and art and meeting each other. Children, pupils and adults enjoyed the

wooded surroundings, the nibbles to be found in the marquee and various drinks on offer, as well as experiencing a working studio with art and the artist present.

For me personally it meant a great deal as I could show not only my work but also the space in which I spend a lot of time being creative and using the skills I acquired during my time at university, five years ago. To explain what print making is and that it belongs to fine art was a bonus for me, as I am very keen that as many people as possible understand this fact.

It was a successful evening and during the whole week of NEOS I welcomed over 170 people and not only showed off my studio but also spoke to and explained what Camphill School stands for and what it is doing.

Soon there will be NEOS 2011 during the week of 10<sup>th</sup>–18<sup>th</sup> September and I hope to welcome again many friends and hopefully new people, wanting to see my work and experience our Estate.

Do feel welcome, dear reader, as I would like to meet you.

*Marga Schnell*



# EXPERIENCES FROM RESPITE

I would like to share some of my experiences from the respite last school year.

I understand that the development of offering respite in the school holidays was a big change in Camphill School and I felt excited to be part of such an interesting and important process. I was also apprehensive about how I, and the community in general, would adapt to this change. I have been pleasantly surprised by how swiftly we all (co-workers and children) settled into the new routine.

Sarah and Adam shared holidays with us in Camphill House. There was some adjustment time as co-workers and pupils got used to being on holiday together and learnt to relax together. Sarah and Adam soon became experts at relaxing: sleeping in long and having breakfast at 11am was the usual, slow and peaceful start to their day. Breakfast was usually followed by a walk on the railway line for Sarah and an outing for Adam. Our lunch was provided by the best takeaway service in Aberdeen! In the morning Sarah took up empty dishes to Witiko and by lunchtime they had been filled with delicacies by various skilful cooks. In the afternoon Sarah often enjoyed going outside and lying on the grass—enjoying the freedom of a good stretch and soaking up the sun. We really appreciated Sarah's choice of activity and peacefully wiled away the afternoon all together—painting each other's nails, reading books and talking to friends who passed by.

I think we all strengthened or embarked on new friendships over the holiday as many different co-workers came to support us in Camphill House. I personally really enjoyed meeting my fellow colleagues in a different way. Without the structure and routine of the school term we had time and space to pass more than just the time of day. I also felt it was wonderful to see Sarah enjoying the company of many different co-workers who she would not normally meet. Now she has many more friends in the school house, and on the estate, and has also been introduced to new settings on Camphill Estate such as Witiko and the club room.

I felt my sense of community was both deepened and strengthened by working in the respite. As I had been part of the decision-making process I also felt I shared the responsibility to ensure the holiday respite was both sustainable and enjoyable.

I really enjoyed experiencing the movement of co-workers and pupils between houses and estates—it was refreshing to meet many different pupils with different co-workers around the estate. I also appreciated very much the chance to work closely with co-workers in my house, establishing our holiday routine.

I just wanted to share briefly what a positive experience for me it was to work in respite. Of course there were challenging moments for everybody and moments when great strength and patience were

required but energy and enthusiasm from co-workers and pupils prevailed overall. I think one of the most challenging aspects for me was learning to relax with the pupils. I imagine that my ability to relax has improved dramatically over the last holidays—after all, I am learning from the experts. I believe, together, we lived up to the definition of a holiday.

*Hannah Wheelwright*



# MURTLE RIDING SCHOOL

This year the Riding school has been very busy. Vincent, Macaulay, and Biggles have managed all the therapy sessions well and the timetable has been full (20 sessions per week). As usual most children benefited from the more passive therapeutic aspects of the therapies while a few other pupils progressed to learning riding skills. Kat and Tracy will continue the programme and their work with some volunteers after the summer break, but sadly we will say goodbye to Alicia who will go to University. She will volunteer when able. As a consequence we are looking for a replacement for Alicia as an employed person. Lucky for us during this year is that Lorna Farquharson has continued her connection to the Riding School by becoming a regular volunteer, following her graduation last year and move to Tigh A'Chomainn.

Kat, who manages the Riding School, also attended a training programme: "The Horse Boy Method," at the end of May. The Horse Boy Method is a specific approach working with children with Autism and neuro-psychiatric conditions. It uses a specialized environment, creative techniques and ideas to address sensory issues and together these then allow perspective taking and academics to be taught from the saddle. Two possible techniques include: riding with the child which gives deep pressure from behind them and quiet communication in their ear rather than a more confrontational face-to-face approach; another is using the intelligence of the horse who can respond to simple verbal commands or gestures to do a trick or action. This encourages children who are shy or lacking self confidence or are hesitant to speak to develop their language and communication skills.

Some of their approaches are similar to those which have been used here at Murtle riding school. Within our therapeutic session the horses are part of the therapeutic team. This is because they are able to respond to the internalized feelings of the

human beings near to them. It is for this reason that a horse may choose a child or the child is drawn to interact with a specific horse which they are most compatible with. This 'attunement' or 'attachment' is a vital component of the therapy. The horses are so well trained that during therapies they are sensitively listening and reacting to the child/young person on their back and responding to their mental, emotional, and physical needs. The therapist and horse handler are also 'tuning in' and observing the child's physical, emotional and mental responses and behaviours to the horse within the therapy process.

A final point of interest is that Macaulay will be due to retire in the very near future. While we have some money saved to acquire a new horse from the sale of Shonagh last year and other funds raised, we urgently need to do further fundraising work in order to acquire enough money to purchase the replacement horse for Macaulay. Any offers of help in this fundraising effort will be welcomed and people can contact Kat or Kahren directly with suggestions or offers.

*Kahren Ehlen & Kat Gibb-Owen*



# AMBER KINDERGARTEN

Another school year is finished and, as usual, writing this report makes me feel how time can be a variable entity and happily sustain both the long and slow pace. The beginning of the school year seems to have happened ages ago and at the same time it has gone in a breath.

Indeed this year resembles a breathing cycle: moments of 'letting go' and slowing down and then inhaling and getting charged by new events.

The start, the Autumn Term, was painfully slow: having closed the previous year with 14 children, the first weeks of term with only four children were a shock and it felt as if the kindergarten was empty. It was good that soon all the children came back from holidays and a new boy joined too. Thinking back it was a kind of blessing in disguise because it made it possible for the kindergarten to send some class helpers to support other classes whose helpers were held up by visa problems.

In the course of the year more children joined and we finished with 12 children.

For the first time we started to have children younger than three. The way this happened was quite beautiful: they simply started to tell their parents that they wanted to go to Amber. We arranged visits and had to admit they were right: they were just ready for joining kindergarten. It was very interesting that they were all co-worker children, well used to social life. It was striking to feel this as a going back to the origin of what we call today Amber, which was in fact started as a kindergarten for co-worker children.

This element was highlighted by Catherine Menzinger who became our class assistant. She could remember her time in there and even found, among the books, one with her name!

Becoming more aware of the roots of Amber led to an increased openness towards the local community which translated into a visit to Culter Playgroup, followed by a visit of their staff to Amber.

The result was a day out in Camphill for the Culter children and some parents, a much enjoyed morning spent in the sensory forest and in the garden with a pizza snack to finish. The link with local nurseries continued and in June we all met in St. Devenick's Playgroup in Bieldside. In September we will meet in Amber.

Our work was supported and inspired by the parents: they enjoyed the Parents' Evenings, even asking to have them more often, and took part in the celebrations with joy and commitment. Social events such as our traditional Big Toddle Walk were attended with full participation and enthusiastic fundraising. We managed to have a great day even in the pouring rain and raised £270 for Barnardo's.

The Amber Team went through changes, too. Some were painful, like saying goodbye to Amalia Michielli who moved with her family back to South America. Since Amber started, Amalia was part of the team and her commitment, support and deep understanding of the children contributed deeply to create what Amber is today.

A huge thank you goes to all the people involved in the kindergarten.

In November we had the annual SCWS inspection which helped us to bring new improvements.

Now, at the end of the year, all the Amber Team can go into the summer holidays with the memory of all the affection and appreciation that parents and children showed us, looking forward to the new children and families we will meet in August and ready to start a new adventure.

An adventure that we hope will also take place in the afternoon as we are now able to offer an afternoon programme, too. The 'Woods and Crafts Club' will happen on Wednesdays and Fridays from 1.30pm to 3.30pm and start in August/September.

*Claudia Gallizio and Amber Team*

## THE THERAPIES IN CAMPHILL SCHOOL

As you are aware, Camphill School life does not only consist of education and care, craft and art work, land work and a rich cultural life; in addition, there are also the specific therapies, which are prescribed in pupil studies, with the presence of doctor and key people involved in working with a pupil. This may involve harmonisation of the senses and emotional inner life through colour, movement and music; strengthening of the warmth organism, the circulation or digestion; helping the soul to find greater security and firmness, or to loosen up what has become too rigid.

Camphill School is served by the group of therapeutic practitioners and therapists who offer individual therapeutic sessions to children and young people as a support in one form or another.

The new school year 2010-2011 was, as new beginnings are, preceded by endings, and I would like to mention our dear friend Colin Tanser, to whom we had to bid farewell after a total of 19 years of offering therapeutic, cultural and social music in our school. We are very grateful to Colin for his strong therapeutic contribution, and also for the rich 'heritage' of lyre music and songs he has left with us. Our love and best wishes go with him and his wife Jennie for their new beginning in Devon.

A big milestone was made in 2010 through the completion of the new Therapy Centre in Camphill Estate, with the subsequent moving in at the start of the autumn term. The official Festive Opening took place on our Open Day (September 23<sup>rd</sup> 2010), with many guests, friends and contributors able to be present. There was ribbon cutting and an opening speech by a parent and council member.

This fantastic building is the result of an incredible amount of good will and voluntary efforts by friends, local and distant, and of course could only happen with major funds being raised by the good people of the charity Wooden Spoon and their rugby affiliates.

Within this Centre, there is housed Play Therapy, Therapeutic Speech, Counselling and Therapeutic Art, and also the specialised medical therapies; Rhythmical Massage, and Oil Dispersion Bath Therapy. The last is received in a warm room with wafting scents of therapeutic oils, and includes descent into (and submerging in) a wonderful large wooden bathtub!

Many of us, I am sure, would not mind to be indulged in massage, or art or even play!

So, with this, a new era of therapeutic life in Camphill Estate has begun, with a number of different therapists and practitioners busily at work there.

The Therapy College meets weekly. This is the place where those who offer therapies, like massage, bath therapy, play therapy, counselling, therapeutic art, eurythmy, movement-based therapy, therapeutic speech and equine-assisted riding come together to support the therapeutic impulses and life in the School.

Apart from carrying the overall awareness for the therapeutic life, the Therapy College carries the fostering of and responsibility for the different therapeutic areas.

For the new school year, 2011-12, we are looking forward to further positive work with pupils, students, and colleagues. The Therapeutic movement exercises activity has moved into the large and beautiful space vacated by the movement therapists on Camphill Estate and this is already very much appreciated by the children and young people who go there.

*Mari Sterten*



# NICK'S MUM'S SPEECH AT THE FAREWELL PARTY F

## 13<sup>TH</sup> APRIL 2011, CAIRNLEE HOUSE

First of all, I would like to say a big thank you to everyone involved in Nick's life at Camphill School Aberdeen since 17 November 1995—a date etched firmly in my mind! What a long way he has come since that little 10-year-old arrived at Murtle Estate, not being able to sit still, running around, talking 15 to the dozen—LOUDLY!

How proud were we, when Nick took a leading role in some of the productions David has produced. Then, there are the crafts he has learned—basket making, weaving, pottery - and I have been one of the lucky receivers of the results of his work. A beautiful log basket, many runners and table covers which he has woven on the loom. Many items of pottery, pots, plates, mugs—all sorts. His work is evident all over my house and much admired. His time at Camphill has brought out many talents in Nick we would never have discovered. We knew about his musical talent—well that was expected - having a very talented and relatively famous Dad. But we had no idea of his acting and other artistic talents such as his painting—and we have to thank David here, for all his guidance. Nick's paintings are also displayed on the walls in our house and it is amazing how many people stop and look and enquire...who painted this?

And another occasion we were shocked and amazed at was when Nick suddenly announced he had asked some of our musician friends if they would put on a concert for everyone at Cairnlee House and other invited friends. That was HIS idea and he organised it. What a night that was. I am only sorry his Dad wasn't there - he would have been SO proud of his son and of ALL his achievements.

Camphill School Aberdeen has not only been a big part of Nick's life but a big part of our family life also. It has helped us all. You became OUR Family and I have talked endlessly to many people, desperately in need of some of the help we needed, in Nick's early years. You will ALL never be forgotten and we are indebted to you all. Thank you.

Nick is now to move forward to the next chapter in his life, and it is only with all your help and guidance that he is able to do this with confidence and strength.

*Maggie Brown*



# OR NICK

## Nick's Speech

I am 26 years old now. I came to Camphill School when I was 11, in 1995.

I have made a lot of friends. I have met people who have helped me quite a lot. People have helped me to make things with my hands, they have taught me how to work, they have helped me through a difficult time when my dad died.

I have become more independent. In Cairnlee, being in the plays has been great for me. It has helped me to speak clearer and to focus. In Cairnlee I have learned to help other people.

Now I am looking forward to moving to Delrow. I can be nearer to my family and I can still live and work with people who can help me and with people I can help.

*Nick Brown*

This year I moved to Witiko house where I started my independence training. First I learned how to cook simple foods like: Pasta, Pizza, Chicken nuggets and lots of different cakes! I also made cards to raise money for my Camp week and some very tasty lollies. I even stayed over night once and I actually enjoyed it, even though there was no Electricity that night!

I started having rest hours all by myself and enjoyed having time on my own, I also had a work experience babysitting Ella, Rebecca and Samuel which I love doing. This last term I took Molly, the dog, out for walks independently!

I am very proud and look forward to more independence training next year in Witiko house.

*Sarah Rawlinson.*



## Camping in St. Ternan's, 21.06.2011

Yesterday we went to a tent. It was amazing. It was a little bit rainy. The tent was in our backgarden. Four of us slept in there. They were Lilly, Hannah, Jon and Moshe. Steffen played the guitar for us. And then the pizza came to us, a man brought it to us in the tent. He was called Ivan. The tent was big, there was an entrance and it was big and warm inside. We thought we can sleep in the tent just for a change, but also to have our own little leaving-party in the tent. We liked it a lot.

*Written by Jon Silver, St. Ternan's*



# NATURE NURTURE

Entering the green tranquillity of Murtle Estate (part of Camphill School Aberdeen) one is immediately struck by the sense of calm that embraces you. Just a short distance from the bustling heart of Aberdeen an approach to Early Intervention for some of the area's most deprived children is being developed by Coworkers of Camphill School Aberdeen (CSA). With its roots firmly embedded in the 70 years' experience of Camphill, and focussing on the three streams of Nature, Nurture and Free Play, extremely vulnerable children whose home lives are marked by insecurity are building the resilience needed to lead a fuller life.

To Terri and Daniel Harrison it was clear that free play in nature was the ideal way to reach groups of children traumatised by their daily living situations and to make use of the CSA's extensive natural resources. Many of the children who take part in the Nature Nurture programme have been barred from taking part in 'normal' school activities including children who have barely begun their schooling. The meandering streams and shaded woods filled with bird song are an idyllic setting in which children, who are expected to fail from the earliest age, are helped to build meaningful relationships; where exploration and delight in discovery build to become self worth and appreciation of one another.

The restorative effect of nature has long been recognised, not least by the Camphill communities. Many communities are land based, and the ethos of Camphill pays particular regard to the land and the natural rhythm of the seasons. The idea that free play in nature could help children who's chaotic home lives were akin to a war zone was born out of the recognition that the first few years are the most significant in a child's development and the observation that children relax while

out of doors. "While it is never too late to develop a nurturing instinct, the earlier that we can reach these children the better," commented Terri Harrison.



Working with children from alcohol-dependent families, where substance abuse and domestic violence are commonplace, has meant stepping out of the comfort zone for Camphill, while integrating the three streams of Nature, Nurture and Free Play into an innovative intervention programme for children from pre-school age to eighteen is a significant challenge. Nature Nurture is the first and only programme of its kind in the UK and has been met with support from Health and Education professionals in Scotland. It has recently received a grant from the Scottish Government for innovative practice in play. "This will be enough for us to run 8 programmes," said Terri. However, Nature Nurture receives no direct funding from councils or government, relying entirely on grants for its income. And, while recent funding will secure places for 20 children on the programme, more than 50 applications were received for those same places. It is clear that selecting who has access to Nature Nurture is a difficult process. "Everyone nominated needs help desperately; we try to help the most desperate first," said Terri. "Those that they do manage to reach do benefit in a clearly definable manner. We aim to build resilience and we are able to measure

how successful we have been”, said Terri.

The success of Free Play—play for the sake of play rather than to fulfil an adult agenda—in nature has been measured by the Nature Nurture team. Prior to a child joining Nature Nurture a baseline assessment is undertaken involving parents, social workers, and teachers. The overarching aim is to build resilience and the Nature Nurture team have identified the seven building blocks of resilience as mental and emotional wellbeing, physical health and wellbeing, imagination and creativity, talents and interests, social competencies, positive values, knowledge and understanding. Assessments are based on these building blocks.

Further assessments are made mid-way through a programme in order to identify areas that a child may need additional support with while an evaluation is undertaken at the end of the programme by the child’s primary carers and key professionals. Children are also encouraged to reflect on and speak about the efforts and successes at the end of each session and this helps to build mutual understanding and empathy. While no long-term academic studies have been published as to the viability of Nature Nurture, a simple measure of the long-term success is that children who were being excluded from school and the normal activities of the school are managing five days a week in a classroom.

A criticism of Nature Nurture has been that it requires lots of green space. Terri and Daniel are very keen to stress that any open space, green or not, that can be used should be used. The aim now for Nature Nurture is to inspire others to be creative with what they have whether it is a Camphill Centre with lots of green space, or a city school with limited space that needs greening up. To this end a post-graduate course is being developed together with Aberdeen University.

**Tom Marx**

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# DISCOVERING CAMPHILL VOTED A GREAT SUCCESS

The Discovering Camphill conference on 17 May 2011 and book launch was voted a great success by those who attended.

Around 100 medical professionals, educationalists, academics from seven UK universities, officials from nine UK local authorities, representatives from special needs' charities and politicians attended the one-day conference, based at Camphill Hall, on Camphill's Murtle Campus in Bielside, Aberdeen.

Following a short stage performance by pupils from classes 9 and 12 at Camphill School Aberdeen, the conference was opened by Kate Skinner, who outlined her 'voyage of discovery' from mother of a Camphill pupil to chair of Camphill Scotland.

Then Thom Garfat, senior lecturer at the School of Child and Youth Care at Ryerson University in Toronto, took the lectern.

Thom Garfat spoke of the 'Circle of Courage' which reminded us of the basic human needs of 'belonging', 'mastery', 'independence' and 'generosity'. "When you feel you belong, you feel

you are of value," he explained and went on to add, "Mastery is more than just competence, it is knowing you can meet the challenges."

Mastery, he added, meant 'meaningful doing', whereas, he felt, so many programmes mean doing nothing. "In Camphill people are always doing something!"

Thom Garfat talked about the "extraordinary act of generosity" that leads people to come to Camphill and dedicate themselves to working with others. Acts of generosity, he explained, stimulate the pleasure centres of the brain and receiving generosity enhances a feeling of belonging.

Looking at recent moves in care he said the push on 'normalisation' sometimes sentences people to isolation. He asserted that "one size does not fit all at Camphill," adding that everyone is treated individually and has an opportunity to make choices.

He concluded by saying: "In the end I didn't wonder why there are so many people here, I wondered why there are so few".

Mark Smith, lecturer in social work at the University of Edinburgh, regretted that these days social workers were more likely to talk about 'limited liability'. He asked: "What has gone wrong?" Answering his own question, he pointed to "barriers rather than boundaries, neoliberalism, managerialism, focus on the bottom line".

He regretted the enormous proliferation of legislation and guidance and railed against buzzwords like 'empowerment' and 'personalisation'.

"We become linked to each other through contractual agreements, rather than anything deeper", he believed. "Care has become circumscribed by so many rules and regulations".

"An ethic of care is a practice, not a set of rules and regulations," he added, urging a focus on responsibilities and relationships rather than rules and rights.

"We need to start thinking differently. We need to start thinking what is 'a good life'," Mark Smith concluded.

Professor Pete Stollery talked about the BA degree course in Social Pedagogy, which is run by Camphill in partnership with his faculty in the University of Aberdeen. He welcomed this co-operation and said that the two organisations were already talking about further co-operation.

During the conference the Discovering Camphill book was launched. Edited by local education consultant Robin Jackson, the Discovering Camphill book brings together contributions from scholars and experts in various disciplines to examine the way Camphill works with children, young people and adults who have special needs. *Ken McEwan*



Thom Garfat

# The Sapphire Project

## Choices for young adults 18-21

Individualized, extended education, work placements and opportunities to develop skills for young adults aged 18-21

### **Purpose**

The Sapphire Project, an initiative of Camphill School Aberdeen, offers individualized, extended education, work placements and opportunities to develop skills for young adults aged 18-21 with additional support needs.

Young people with the wish to continue learning :

*Life skills    Crafts    Adult Further Education*

or with the wish to experience working in garden, farm or other work placements, may join the Sapphire Project.

Many of these activities will link to the Scottish Qualifications Authority with options of completing SQA units.

The Sapphire Project additionally offers therapeutic activities such as art, music and drama.

Young adults may choose from options such as:

### **Craft activities:**

Metal work, Stone Sculpting, Weaving, Felt making, Green Woodwork, Candle Making, Tools Refurbishing (TFSR), Land work, Work on a farm

### **Life skills:**

Cooking, baking, home making, etc.

### **Further education:**

Modules in Mathematics & English, Specific Subjects, Expressive Arts, I.T., etc.

Individual programmes may include other additional options.



### **Location**

The Sapphire Project is based in Camphill School Aberdeen, which is located on three campuses beside the River Dee on the outskirts of Aberdeen.

### **Services**

Day placements, part-time placements or residential provision — Individualized programmes with opportunities for learning & development — Assessment & Evaluation — Development of an extensive, personalized CV, including SQA & other awards — Suitable support in all settings/with all activities — Help with transition to future placements

### **Principles and Values**

The Sapphire Project is closely aligned to the principles and values of the Curriculum for Excellence, Get Ready for Work and Social Pedagogical approaches.

By building on the potential of young people, The Sapphire Project will:

*Promote the physical, mental and emotional wellbeing of each young adult*

*Build on the strength and preferences of each young adult*

*Promote independence, collaboration and team work*

*Celebrate success and building self-esteem*

*Provide a motivating learning environment, which is engaging, challenging and inspiring*

*Respond to the needs of the personal, social and skills' development of each young adult*

*Work in partnership with families and professionals*



**Camphill School Aberdeen**

