

Waldorf Education, developed by Rudolf Steiner in Germany in 1919, is a developmental approach that addresses the needs of the growing child and maturing adolescent. Waldorf teachers strive to transform education into an art that educates the whole child — cultivating intellectual, emotional and social intelligence, as well as instilling moral values. Waldorf graduates are knowledgeable about the world, human history and culture; they have many varied practical and artistic abilities; they feel a deep reverence for the natural world; and they act with both initiative and freedom in the face of economic and political pressures.



Waldorf Students across the country matriculate at a variety of colleges and universities, and go on to achieve success in a wide range of professions and occupations. Waldorf Education awakens and ennobles all the latent capacities of a student, giving him or her the ability to achieve his or her full potential. Graduates of Waldorf schools are generally well-rounded, adaptable people who are prepared for whatever they choose to do in life.



Preschool ages 18 months – 6 years

The Preschool Curriculum includes storytelling, puppetry, creative play, singing, games, finger plays, painting, drawing, beeswax modeling, baking, cooking, nature walks, daily circle activities with poems, songs, and movements that celebrate seasonal and cultural festivities.

Preschool Teachers are worthy role models as they guide the students through social interactions and meaningful work. Children learn primarily through imitation as carried out in their play and in daily life. The goal is to develop in the young child a sense of wonder and reverence in all living things.

The Nursery Program is modeled in part after the Danish School, Nokken, in which children spend much of their time outside. On our large playground, children feel they have free range to explore the surroundings. Their creative, unguided play springs forth from their imaginations, and social skills can begin to develop through working things out directly with their peers.

The Kindergarten Program lays a strong foundation for each aspect of the child — physical, intellectual, social, moral, and creative — to develop in harmony, because each developmental stage is met appropriately by the curriculum. Our daily activities — circle time, snack, story time, free play —are all carefully planned and carried out with the needs of the children in mind.



Grades 1st – 8th

The Class Teacher accompanies, or loops up with the same class of children through the grades, teaching all the core academic subjects. This gives greater depth to the teacher-student relationship, provides security and stability for the student, and gives the teacher a better sense of how each child is developing and grasping the academic material.



Main Lesson begins each day with a 2-hour period in which the main academic substance of the day is presented. The subject, whether it be multiplication, Norse mythology, or botany is taught for a month-long block, then put aside, often to be continued later in the term. This block approach to teaching allows for freshness and enthusiasm. It also offers a concentrated and in-depth experience and gives the children time to digest what has been learned.

Textbooks used in the elementary grades are unique. The teacher makes a presentation, and the students create their own individual books for each subject taught, recording and illustrating the substance of their lessons. The children work hard to make the book artistically beautiful as well as neatly written—a creation as well as a record.

An Extraordinary Humanities Curriculum, which begins with a multicultural literary base, takes the students through the full sweep of human cultural heritage. The Native American, European, Asian, Middle Eastern, and African cultures provide the background for the study of history through excerpts of original texts. By “living into” these cultures through their legends and literature, the students gain flexibility and an appreciation for the diversity of the world.





Language Arts are taught by utilizing both the whole language and phonics methods of teaching. Letters are learned in the same way they originated in the course of human history. Humans perceived, then pictured, and out of the pictures abstracted signs and symbols. First graders hear stories, draw pictures, and discover the letter in the gesture of the picture. This process is accompanied by much phonetic work in songs, poems, and games that help to establish a joyful and living experience of language. Through the grades, texts from world literature provide material for reading.

The Sciences are taught experientially—that is, the teacher sets up an experiment, calls upon the students to carefully observe, ponder and discuss, and then allows them to discover the underlying rationale. Through this process, critical thinking and sound judgment result. The sciences begin with Nature Studies in the early grades, moving to more challenging subjects such as zoology, botany, chemistry, physics, astronomy, and physiology in the middle school.

Mathematics studies begin in first grade using imaginative stories that incorporate the four basic mathematical processes. Mathematical problems grow naturally in the interdisciplinary classroom. Mathematical skills are experienced daily through rhythmic clapping games, movement exercises, and practical application.

Fine Arts, including drama, painting, modeling, and more, are integrated into the entire academic curriculum. The Waldorf method of education awakens imagination and creativity through the arts, bringing vitality and wholeness to learning. There is no other educational movement that gives such an integral role to the arts.

Russian and Spanish are taught immersion-style beginning in first grade. Language lessons are presented orally in the first three grades, using games, poems, and songs. Reading, writing, and grammar are introduced in third and fourth grade, building upon the oral work. In the middle school, more complex grammar and sentence structure are incorporated into the writing lessons, and classes perform plays in the foreign language, such as Anton Chekhov's *The Cherry Orchard*. Assemblies on the first Friday of the month showcase the work of students, as they perform skits, recite poems, and display artwork completed during their language lessons. During seasonal celebrations, students learn about the customs and traditions of the Russian people and Spanish-speaking cultures, and help to prepare foods or complete projects typical of those countries.



Music permeates life in a Waldorf school. In first grade, students sing and learn to play the pentatonic flute. In the fourth and fifth grades, they learn to play the violin. Music is taught not only for its own sake and the joy it engenders, but also because it brings a strong harmonizing and humanizing force into the student's life. Middle school students begin composing their own music as well as singing in a chorus together.

Handwork is an essential part of the curriculum from Kindergarten through the Grades. Children learn knitting, woodworking and needlework to create many beautiful and useful objects. Hand and machine sewing and quilting are also taught. Students create many beautiful and useful objects, such as toys, pouches, handwork bags, dolls and more. Coordination, patience, perseverance, and imagination are schooled through this practical work.

Movement Education is an important part of the curriculum, providing integration of the whole body. The games curriculum cultivates basic coordination and movement skills in children, throughout their developmental stages. As they move through the grades, students explore movement activities ranging from imaginative or strategic games to tackling challenging obstacle courses and finally to competitive games (after grade 5). Students are encouraged to learn to play with each other before playing against each other, giving them a greater sense of responsibility and self-confidence.

