



EMERSON
Waldorf
SCHOOL
PRESCHOOL THROUGH GRADE 12

Grades 1-5

DEVELOPING PURPOSE



EWS MISSION AND VISION

“Our highest endeavor must be to develop free human beings who are able of themselves to impart purpose and direction to their lives. The need for imagination, a sense of truth, and a feeling of responsibility—these three forces are the very nerve of education.” - Rudolf Steiner

EWS MISSION

We provide a pre-k – grade 12 education based on the insights of Rudolf Steiner that inspires our students to become independent and creative thinkers who are collaborative leaders in social and environmental justice.

EWS VISION

Our graduates are life-long learners who are committed to the service of others and the earth. By the year 2030 our campus will support our social and environmental justice mission and will provide opportunities for deeper connections within our school and wider communities.



EWS CORE VALUES

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Holistic Education:

We honor, protect and nurture the physical, emotional, intellectual, and spiritual development of each student. We cultivate critical thinking as a path to self-reliance by developing authenticity in feeling and intentionality of action.

Social Justice:

We work together to promote equity and inclusion for all community members. We respect and revere the natural world and embrace our responsibility as stewards of the earth.

Community and Collaboration:

We rely on a commitment from all members of the community to work together to build strong, collaborative relationships.



FROM WONDER TO WISDOM

- 54 acres of forests, hills, trails, meadows, and a farm
 - Founded in 1984
 - Preschool through High School
 - 280 students
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- Classes average 20 students
Max of 25 students
 - School Day: 8:30 am to 3:15 pm
 - After School until 5:45 pm





WHY WALDORF?

- It is clear that intellectual flexibility, creative thinking, independent judgement, moral discernment, refined written and oral communication skills, and the ability to collaborate effectively will be essential to success in today's ever changing, global community. The Waldorf curriculum, pedagogy, and teaching methods are designed to nurture these capacities and more.
- Waldorf Education is independent and inclusive. It upholds the principles of freedom in education and engages independent administration locally, continentally and internationally. It is regionally appropriate education with hundreds of schools worldwide today. Waldorf education is truly *Inspired Learning*.
- Research continues to show that the inclusion of the arts in academia increases aptitude and creative thinking in areas such as math and science, and has a positive effect on emotional development as well.





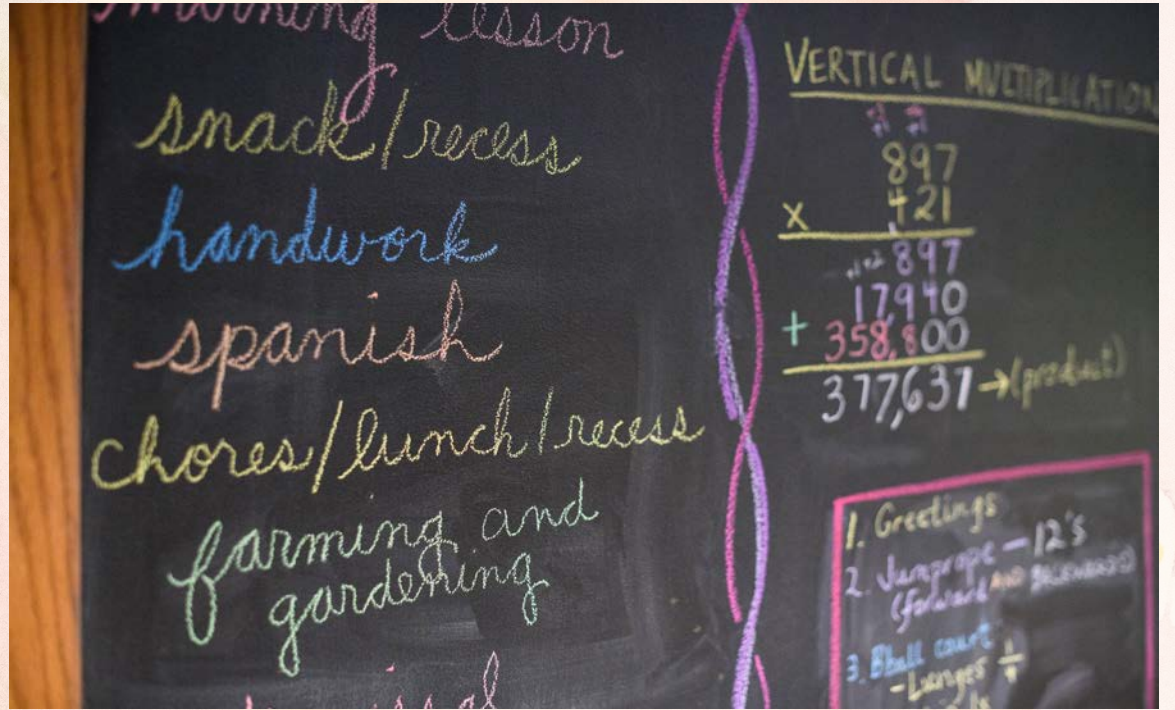
WALDORF EDUCATION – AN INTRODUCTION

- Waldorf Schools offer a developmentally appropriate, experiential, and academically rigorous approach to education. They integrate the arts in all academic disciplines for children from preschool through twelfth grade to enhance and enrich learning. Waldorf education aims to inspire life-long learning in all students and to enable them to fully develop their unique capacities
- Founded in the early 20th century, Waldorf education is based on the insights, teachings and principles of education outlined by the world renowned artist, philosopher and scientist, Rudolf Steiner. The principles of Waldorf Education evolve from an understanding of human development that address the needs of the growing child.
- Teachers in Waldorf Schools are dedicated to generating an inner enthusiasm for learning within every child. This eliminates the need for competitive testing, academic placement, and rewards to motivate learning and allows motivation to arise from within. It helps engender the capacity for joyful life-long learning.
- It is the goal of a Waldorf teacher to cultivate a sense of wonder and to inspire children to view the world, even in its most basic form, as magnificent – prompting each student to embrace life with enthusiasm, initiative and purpose. These aims are met through an education that is rich with meaningful sense experiences, classical academics and artistic beauty in all subject matters.



DAILY SCHEDULE

- 8:30 – 10:30: MORNING LESSON
- 10:30 – 11: SNACK AND RECESS
- 11:05 – 11:50: SUBJECT LESSON 1
- 11:55 – 12:40: SUBJECT LESSON 2
- 12:40 – 1:00: LUNCH
- 1:00 – 1:20: RECESS
- 1:25 – 2:10: SUBJECT LESSON 3
- 2:15 – 3:00: SUBJECT LESSON 4
- 3:00 – 3:15: DISMISSAL





MORNING LESSON

- The Morning Lesson includes the four math operations (addition, subtraction, multiplication and division), reading and writing as the primary focus for 1st through 3rd grade.
- Students listen to stories, learn to read and write by practicing and recording their stories in their morning lesson book.
- Students also learn through movement, creative expression, art and oral storytelling traditions.
- Form Drawing: It is drawing that is non-representational; it is not a picture of a “something.” Form drawing was intended to address the need for movement, exercise manual skills, and help develop a sense of form.





CURRICULUM TRIPS AND PROJECTS

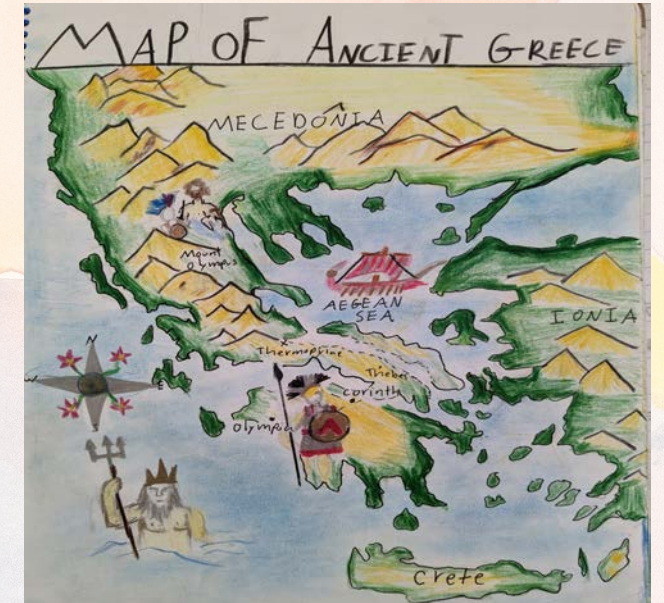
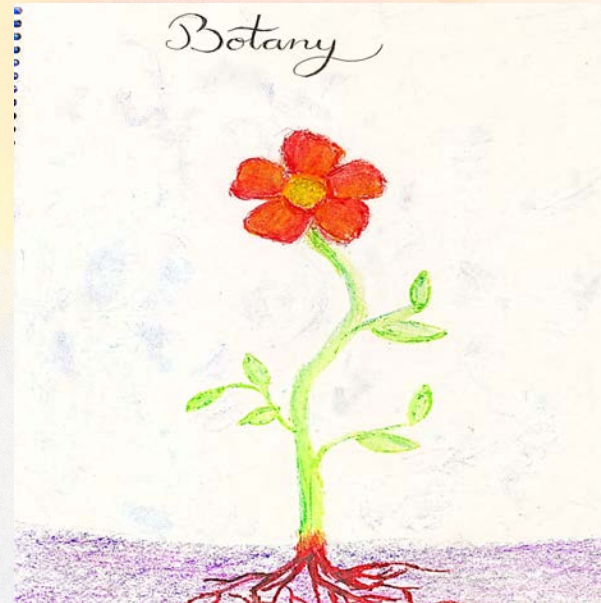
Curriculum trips and project-based learning begin in 3rd grade enhancing the student's experience and are linked to subjects such as local geography, history and science.

Examples of curriculum trips include farm visits, overnight camping, bicycle trips, canoeing and kayaking adventures.



MORNING LESSON BOOKS

- Students create their own textbooks in Morning Lesson by writing and illustrating their work in a bound spiral book.
- At the end of the year, they have a beautiful depiction of what they learned and can share with their family.



MUSIC

- Starting in first grade, students will be introduced to four cornerstones in music: vocal music, string instruments, wind instruments, and percussion instruments. The instruction focuses on a place-based, cultural competence approach.
- The goal of the grades music program is to plant and nurture musical seeds that can be developed in high school and later life, whether a student continues as a music hobbyist or decides to pursue music professionally.



HANDWORK

- Handwork enhances math skills through counting rows and stitches, measuring patterns, and creating three-dimensional items
- Students learn to knit in 1st and 2nd grades, crochet in 3rd, cross-stitch in 4th, and return to advance knitting in 5th grade
- Children learn to correct their mistakes and value quality, utility, and hard work
- *IF YOU'VE HAD THE EXPERIENCE OF BINDING A BOOK, KNITTING A SOCK, PLAYING A RECORDER, THEN YOU FEEL THAT YOU CAN BUILD A ROCKET SHIP—OR LEARN A SOFTWARE PROGRAM YOU'VE NEVER TOUCHED. IT'S NOT BRAVADO, JUST A QUIET CONFIDENCE. THERE IS NOTHING YOU CAN'T DO. WHY COULDN'T YOU? WHY COULDN'T ANYBODY?"*

-PETER NITZE, A GRADUATE OF THE RUDOLF STEINER SCHOOL OF NEW YORK CITY, HARVARD AND STANFORD, AND SUCCESSFUL ENGINEER.



SPANISH

- In grades 1-3, imitative abilities are used to teach language with **gestures, songs, poems, stories & games**
- Numbers, colors, clothing, family, animals, verbs etc. become a vocabulary foundation without rote drills
- Children **engage in conversation** about their family and daily activities
- In grades 4 and 5, **students start writing** in Spanish by copying down the familiar poems and songs they learned in the earlier grades
- As reading and writing skills grow, the teacher draws attention to **spelling and grammar rules** and vocabulary connections



MOVEMENT CLASSES

- In the early grades, students play imaginative games like running, jumping, skipping, and dancing which provide exercise and lessons in social interaction. Lower grades learn cooperative games, how to work together, and forming the class to act together in circle games or clapping activities.
- Older grades begin to compete and sports games are introduced. 5th graders enjoy The Olympic Games as part of their Greek curriculum explorations.



TIME IN NATURE

- We offer ample time outdoors on our 54-acre campus. Nature study includes observational walks to learn about flora and fauna, the seasons and cycles of life, and include science and nature stories.
- Our outdoor spaces allow us to pivot to all outdoor classes if needed for any health reasons.
- All recess, movement and farm classes are always outdoors, regardless of the weather. We are outside rain or shine!





COMMUNITY LIFE

- Festivals and celebrations highlight the year. In this way, festival celebrations support our universal connection to the natural world, even with our diverse cultural and spiritual traditions.
- **ROSE CEREMONY - AUGUST & JUNE:** THE COMMUNITY JOINS TOGETHER WELCOMING OUR 1ST GRADERS IN AUGUST AND SAYING FAREWELL TO OUR SENIORS IN JUNE.
- **LANTERN WALK:** THE LANTERN WALK REMINDS US TO LET OUR INNER LIGHT SHINE BRIGHT AGAINST THE COLD. FIRST THROUGH THIRD-GRADE CHILDREN AND FAMILIES GATHER TOGETHER AS THE SUN SETS ON A NOVEMBER EVENING, CARRYING HANDMADE LANTERNS, WHICH SYMBOLIZE OUR ABILITY TO BRING LIGHT TO THE WORLD.
- **OTHER FESTIVALS:** FALL AND SPRING FESTIVALS, WINTER SPIRAL
- **COMMUNITY GATHERINGS AND CELEBRATIONS:** AUTUMN AND SPRING FAIRE, FARM FRIDAYS, PARENT ENRICHMENT TALKS, TEA TUESDAYS, GRANDPARENTS AND SPECIAL FRIENDS DAY.





PARENT TEACHER COLLABORATIVE

There are many ways for parents to learn more about Waldorf and get to know other parents – book club, monthly socials, hiking and walking groups, etc.

The school has a very vibrant and engaged Parent-Teacher Collaborative.

Parents can get involved in the Heads, Hands or Hearts committee and each class has a representative for each section.

Heads~ plans book studies or events

Hands~ helps with campus beautification projects

Hearts~ helps plan meal trains or class gatherings





TECHNOLOGY & HOMEWORK

- Our classrooms are screen-free through middle school
- Teachers request students remain screen-free at home during the week & limit screen time on weekends
- After school, teachers expect students to play, read, complete homework, and engage in family life
- Homework starts in the spring of 3rd grade when executive functioning begins to develop
- WALDORF TEACHERS APPRECIATE THAT TECHNOLOGY MUST ASSUME A ROLE IN EDUCATION, BUT AT THE APPROPRIATE DEVELOPMENTAL STAGE, WHEN A YOUNG PERSON HAS REACHED THE INTELLECTUAL MATURITY TO REASON ABSTRACTLY AND PROCESS CONCRETELY ON HIS OR HER OWN, WHICH IS AT AROUND THE AGE OF 14. SOCIETY MIGHT CHALLENGE THIS PRINCIPLE, AS MANY YOUNG CHILDREN ARE WELL ABLE TO COMPLETE SOPHISTICATED TASKS ON A COMPUTER; THE WALDORF PERSPECTIVE IS THAT COMPUTER EXPOSURE SHOULD NOT BE BASED ON CAPABILITY BUT ON DEVELOPMENTAL APPROPRIATENESS. WHILE MANY APPLAUD ADULT-LIKE THINKING IN YOUNG CHILDREN, WE OBSERVE THAT A CHILD'S NATURAL, INSTINCTIVE, CREATIVE AND CURIOUS WAY OF RELATING TO THE WORLD MAY BE REPRESSED WHEN TECHNOLOGY IS INTRODUCED INTO LEARNING ENVIRONMENTS AT AN EARLY AGE. ~ EXCERPT FROM *NYTIMES OPINION*, 5/2014, AUTHOR, BEVERLY AMICO



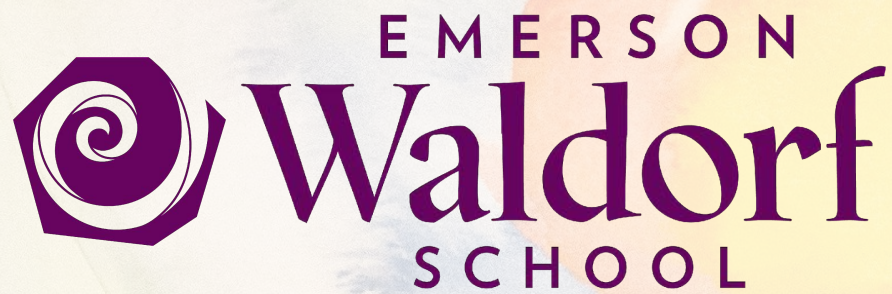


GRADES & Parent Teacher Conferences

- Students receive end-of-year reports which are narratives written by the class teacher and subject teachers.
- Parents meet officially with their Morning Lesson teacher once in the fall and once in the spring to discuss the benchmarks and progress the student is exhibiting with an academic skills checklist.
- Students will gradually begin to receive some grades in Middle School
- A Waldorf teacher ideally remains with the same class for 4 to 8 years. In this way the teacher is better able to assess each individual's development, needs and learning style – and children, feeling secure in this long-term relationship, are more comfortable in their learning environment.



Thank you for your interest in EWS.
The next step is to fill out an
application to continue the
admissions process.



PRESCHOOL THROUGH GRADE 12

