

*Inspired Learning<sup>SM</sup>*



*“Accept the children with  
reverence, educate them with love,  
send them forth in freedom.”*

Rudolf Steiner



*welcome*

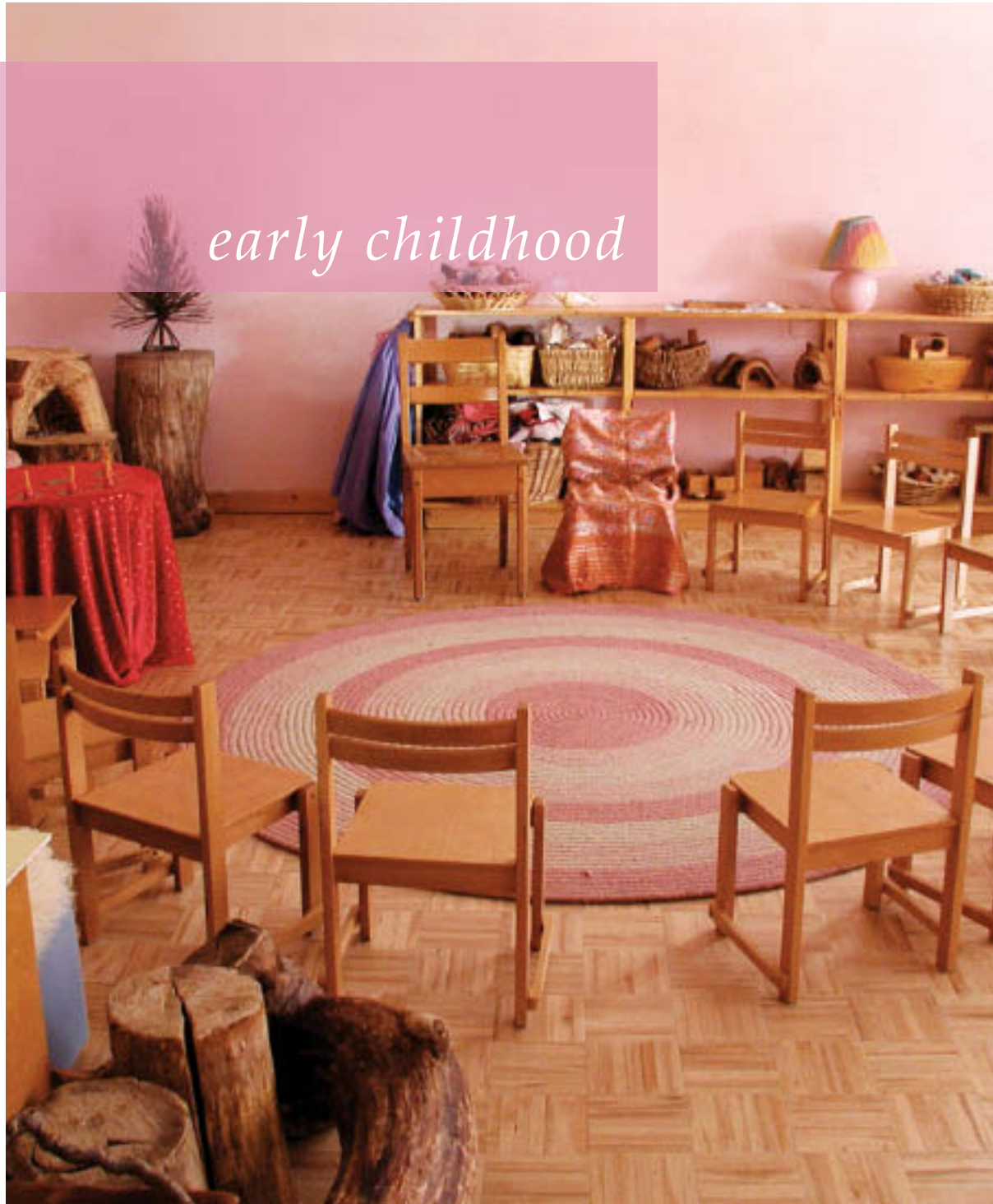


## AN INSPIRED APPROACH TO EDUCATION FOR LIFELONG LEARNING

HALTON WALDORF SCHOOL OFFERS AN EDUCATION THAT INSPIRES A LOVE OF LEARNING, AND FOSTERS IN OUR STUDENTS QUALITIES OF CONFIDENCE, INDEPENDENCE AND INTELLIGENCE. FOUNDED IN 1984, OUR SCHOOL IS LOCATED ON FIVE FORESTED ACRES IN NORTH-EAST BURLINGTON AND HAS BEEN UNIQUELY DESIGNED TO SUPPORT THE GOALS OF WALDORF EDUCATION: TO PROVIDE AN OPPORTUNITY FOR STUDENTS TO ENGAGE IN THEIR LEARNING AND TO FULLY DEVELOP THEIR INDIVIDUAL CAPACITIES. BY INTEGRATING ACADEMICS AND THE ARTS, THE WALDORF CURRICULUM RESPONDS TO THE DEVELOPMENTAL NEEDS OF THE CHILD, FOCUSING NOT ONLY ON *WHAT* CHILDREN LEARN, BUT *HOW* THEY LEARN.



*early childhood*



## CHILDREN AND PARENTS MAKE AN IMMEDIATE CONNECTION TO THE WARM AND NURTURING ENVIRONMENT OF THE EARLY CHILDHOOD CLASSROOMS

**O**ur Parent & Child and Kindergarten programs are provided in a home-like setting and offer a curriculum that honours childhood and allows your child's imagination to soar.

Our Early Childhood teachers have an understanding of the developmental stages of the human being, and work consciously to provide opportunities for children to engage in domestic, practical and artistic activities. The curriculum follows daily, weekly and seasonal rhythms that support the social, emotional and intellectual growth of your child, laying the foundation for later academic excellence.

Imaginative play, the focus of the Early Childhood classroom, encourages creative thinking and problem-solving. Activities such as storytelling, singing, drama, and puppet shows support the development of a rich vocabulary as well as fundamental skills of memory, listening and physical coordination.

*The early childhood classroom provides a gentle rhythm including games, stories and puppet shows at circle time.*

### EARLY CHILDHOOD PROGRAMS

#### **Parent & Child, Moms & Babes (newborn to 3 years)**

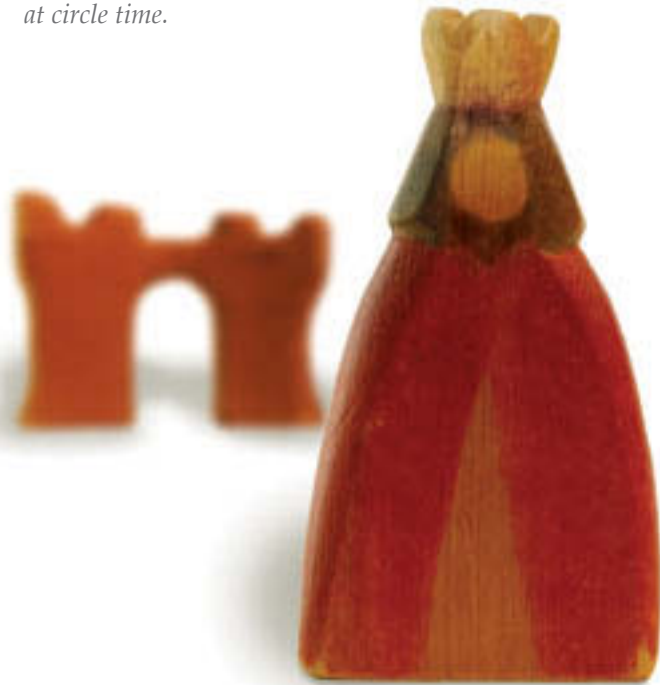
These programs for the young child and a parent or other caregiver provide social activities in a nurturing environment, and encourage gentle stimulation of the imagination and the senses. Child observation and parent-child interaction are emphasized; and parents find support in discussing concerns such as discipline, developmental needs, mealtimes and the importance of rhythm in a child's life.

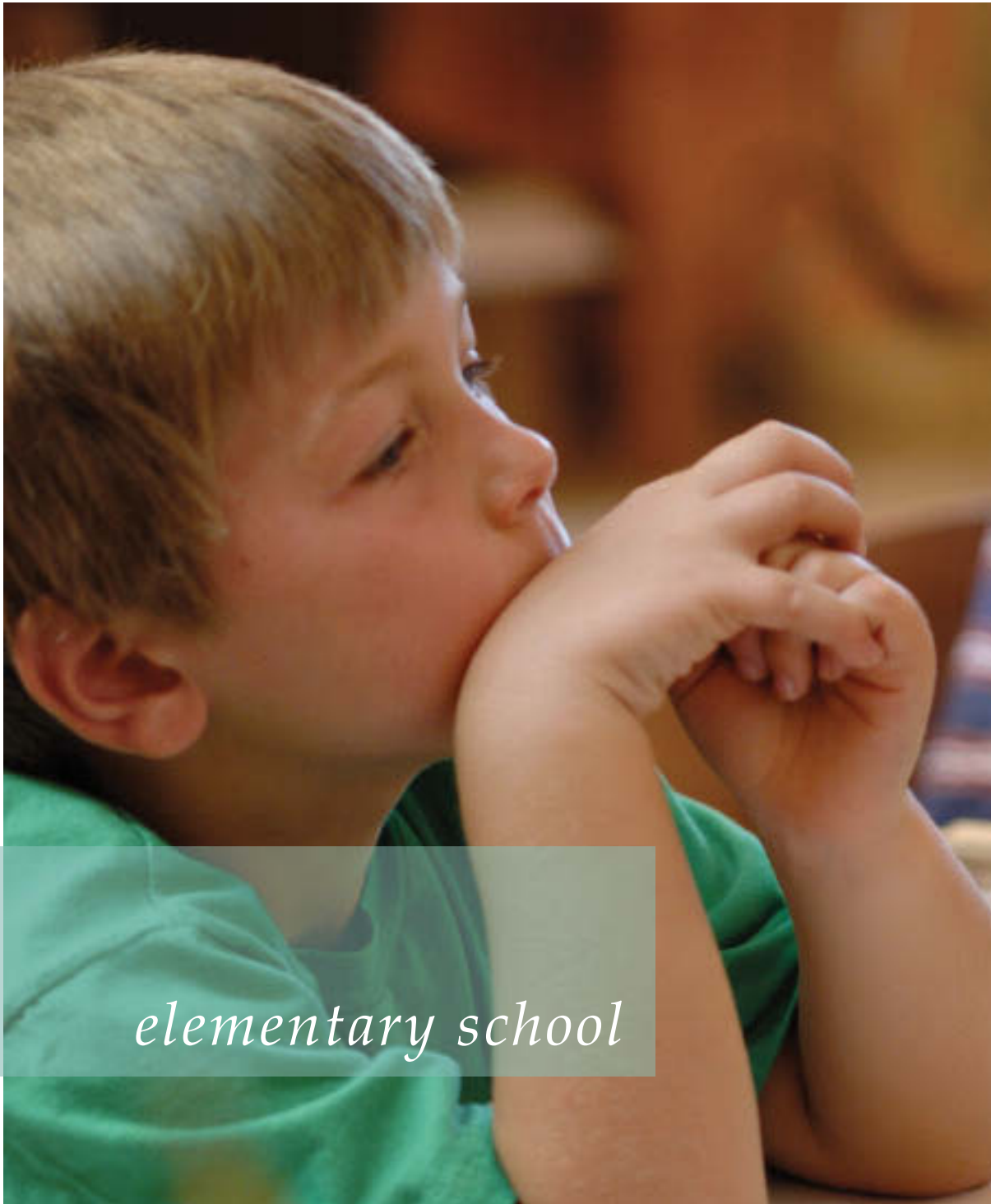
#### **Kindergarten (junior years)**

The junior program introduces the child who is ready to take the first step away from home to a variety of activities that will engage the imagination, encourage the development of social skills and begin to nurture a love of learning. In the Kindergarten classroom there is plenty of time for creative play, artistic activities and enriching stories and poems that will insure the balanced and healthy development of the young child.

#### **Kindergarten (senior years)**

Offered for five mornings or five full days a week, the senior program builds on our other programs for younger children, continuing to recognize that children at this age receive the world entirely through their senses. A visit to an apple farm, for example, becomes a sensory experience: picking, peeling, cutting, mixing, baking, smelling, and finally tasting! In our Kindergarten, children can thrive in a safe and secure space, preparing them to move confidently into the next phase of their schooling.





*elementary school*





## THE RICHNESS OF THE CURRICULUM IN THE ELEMENTARY SCHOOL OFFERS A BALANCE OF HUMANITIES, MATHEMATICS, SCIENCE AND THE ARTS

**M**astery of traditional academic disciplines is interwoven with artistic and practical activities, providing a broad and balanced educational experience.

### THE CLASS TEACHER

The Class Teacher teaches the main academic subjects, coordinates with specialty teachers, and provides the link between home and school. The Class Teacher accompanies a class of students through several elementary years – sometimes throughout their journey from Grade One through Eight. The relationship between teacher and child promotes mutual respect, continuity of teaching, and a deep recognition of each child’s individual needs. The role of the Waldorf teacher is to work with each child’s potential and to nurture and balance individual capacities.

### THE MORNING MAIN LESSON

In a unique approach to teaching academic work, the Class Teacher begins each day with “the Main Lesson,” a two-hour period exploring a specific theme related to science, math, English, geography or history. Whether the topic is algebra or ancient cultures, botany or South American geography, the teacher will lead the students on an in-depth exploration for a three or four week block, enlivening the academics with a range of artistic and hands-on activities. This integrative approach allows the teacher to thoroughly engage your child, encouraging reflection and consolidation of new material with other topics studied in depth.

*The broad and balanced curriculum engages the student at every age.*

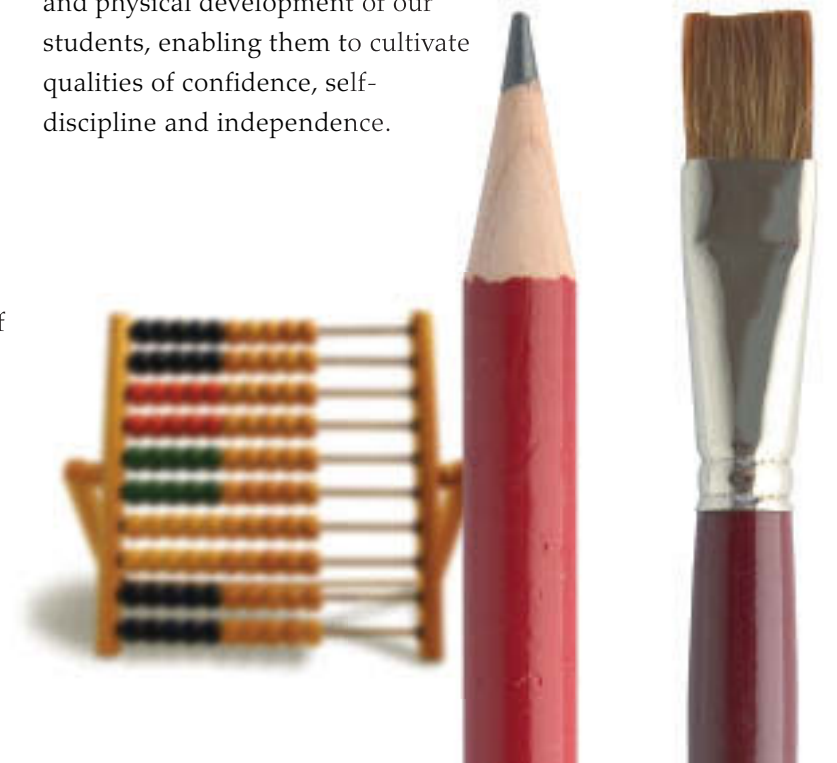
*Waldorf schools introduce and teach subjects in ways that correspond to the developing needs of the child.*

### THE MAIN LESSON BOOK

The Main Lesson Book is an example of how Waldorf students are encouraged to take ownership of the material they have learned. These artistically crafted books are a creative expression of the students’ engagement with the subject matter. They include written descriptions and colourful illustrations of the material the teacher has prepared and presented, as well as content from the student’s independent research.

### SPECIALIST SUBJECTS

A complement of specialist subjects such as French, German, gardening, physical education, eurythmy, handwork, woodwork, music and art accompany the Main Lesson. Taught by specialist teachers, these lessons enhance the intellectual, emotional and physical development of our students, enabling them to cultivate qualities of confidence, self-discipline and independence.



# curriculum

*"The true aim of education is to awaken the real powers of perception and judgment in relation to life and living. For only an awakening can lead to true freedom."*



	History	Literature / Language Arts	Mathematics	Science / Geography
Kindergarten	Seasonal festivals.	Storytelling, drama, puppetry, marionettes, verses, poetry, fairy tales.	Measuring for cooking and baking, counting games, songs.	Gardening, cooking, nature walks, counting, building.
Primary Grades (1-3)	Fairy tales, folk tales, fables and legends, creation stories, Old Testament.	Pictorial introduction to the alphabet, writing, reading, phonics, spelling, recitation and drama.	Numbers and counting, times tables, addition, subtraction, multiplication, division, mental arithmetic, measurement.	Nature stories, direct observation of nature, composting, farming, rhythms and cycles in nature, house building.
Middle Grades (4-6)	Norse sagas. Stories of ancient civilizations including India, Mesopotamia, Egypt. Greek, Roman and medieval history.	Composition, book reports, letter writing, reading, spelling, grammar, syntax, recitation and drama.	Review of four operations, long division, factoring, fractions, decimals, percentage, geometric drawing (free hand and with compass).	The human being and animals, gardening, botany, physics, geology. Home surroundings, local geography, geography of Canada, the USA, Latin America and South America.
Upper Grades (7-8)	Renaissance and Age of Discovery, Reformation through Age of Revolution (including French, American and Russian revolutions), modern history, current affairs.	Creative writing, essays, research papers, book reports, poetic forms, spelling, grammar and major play production.	Business math, graphing, perimeter, area, volume, root power and exponents, geometry and the platonic solids, coordinate plane, formulae and algebra.	Physiology, nutrition, chemistry, physics, astronomy, meteorology; geography of Europe, Asia, Africa, world geography.



Judgement  
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Rudolf Steiner



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time led his army into war with neighbo  
those people would not give up their battle  
under their own rule King Louis' army  
used to retreat. Louis was very depre  
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Foreign Languages	Music	Visual Arts	Handwork / Woodwork	Physical Education
	Singing, movement, musical instruments, dancing games.	Watercolour painting, crafts, crayon drawing.	Carding wool, sewing, woodwork, textiles, needlework, modelling.	Nature walks, climbing, rhythmical movement, balance, indoor/outdoor creative play.
French and German taught orally through imitation, games, songs, recitation, plays and dialogues, exploration of seasons and festivals.	Pentatonic songs, pentatonic recorder, soprano recorder, introduction to music notation, rounds, seasonal and folk songs.	Use of block and stick crayons, form drawing of linear patterns, symmetry and mirror drawing. Watercolour painting (wet-on-wet, primary and secondary-colour exercises), form from colour.	Knitting with two needles, simple crochet, sewing, developing patterns of form and colour. Beeswax modelling of simple shapes, animals and scenes from stories.	Circle games, skipping, movement skills, line games, dodge ball. Geometric forms and rhythms in movement. Movement to music and the spoken word.
Writing, grammar, reading, vocabulary, text comprehension, songs, recitation and plays.	Songs which reflect curriculum, including Canadian folksongs, music of the Middle ages; soprano, alto, and tenor recorder, optional violin/cello, sight reading.	Use of ink pens, calligraphy, form drawing. Chalk pastels, still life, black and white using charcoal.	Cross-stitch, embroidery, knitting with four needles, sewing. Clay modelling of animals.	Running, jumping and throwing games, rhythmic exercises, floor exercises, Greek Olympic sports, preparatory skills for traditional team games and sports.
French and German reading, oral and written comprehension, grammar, recitation, songs, historical anecdotes and biographies.	Ballads, Renaissance and Elizabethan music, spirituals, world folk songs, recorder, string ensemble, music theory.	Perspective drawing, three-dimensional geometric drawing. Painting wet and dry transparent colours, colour perspective. Egg tempera, acrylics, portraiture, reproductions of great masters.	Sewing using patterns, machine sewing, felting, increasingly complex woodworking projects.	Team games and sports including volleyball, basketball and baseball. Juggling skills, various dance forms, downhill skiing.



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*curriculum*



## ENHANCING ACADEMIC EDUCATION THROUGH EXPERIENTIAL LEARNING

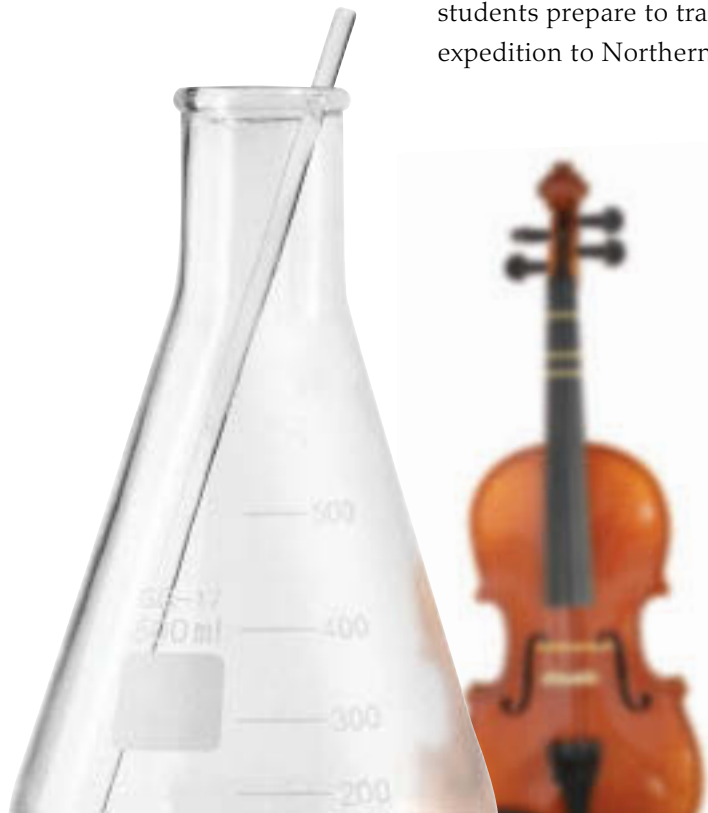
**T**hroughout their years at Halton Waldorf School, students experience a number of hands-on and enriching trips, celebrations and special events that integrate academic learning with the community and world at large. These typical experiences bring our curriculum alive and engage your child's head, heart and hands at each stage of development, encouraging lifelong connections and a deeper understanding of the world. A study of farming life in Grade Three is enlivened with an overnight expedition to a local working farm, where students can experience first-hand the daily activities of farm life. What better way to make Grade Six geology come alive, than to explore a geological site in an old Ontario mining town? After classroom learning, students dig, discover, sort and identify authentic rocks and minerals. In their final year, as students prepare to transition to high school, a wilderness expedition to Northern Ontario provides a rite of passage that

encourages personal growth, a connection to the land and the opportunity to develop leadership skills. These are only a few examples of how teachers actively engage the students in their learning.

### ECOLOGY IN THE CURRICULUM

A core principle of the Waldorf curriculum is to develop in our students an appreciation for the natural world. Our wooded landscape and grounds allow for a hands-on ecological approach; beginning in Grade One, students participate in our composting and recycling program and throughout the grades have the opportunity to experience gardening, building, hiking, and plenty of outdoor free play.

*Engaging the hands and the heart as well as the mind cultivates a real inner enthusiasm for learning, the hallmark of a Waldorf education.*



*community life*



## BUILDING A HEALTHY COMMUNITY

**H**alton Waldorf School offers a range of supportive programs and community-based initiatives. We promote a sense of social responsibility in our students and encourage the building of relationships with local organizations. We are leaders in the local Burlington area in our promotion of the arts and in our care and respect for the environment.

### PARENTAL INVOLVEMENT

Parents play an integral role in building a healthy community within our school. Parent representatives from each class form the governing committee of the Parent Association, an organization that contributes to developing relationships within the community, supporting teachers in their roles, organizing special events and encouraging parent education through class meetings and workshops. The Parent Association provides a key role in

communicating with other parents, teachers and board members and in planning and implementing schoolwide fundraising events.

### ADULT LEARNING

Opportunities are available in our community for adults who wish to deepen their understanding of Waldorf Education and its underlying principles. Regularly scheduled parent evenings provide an in-depth look at the curriculum. Each year we offer a number of lectures and workshops presented by experienced Halton Waldorf School faculty, experts from the wider Waldorf community, or guest speakers who might provide a wider perspective on parenting and child development. Enrollment events such as Open Houses and School Tours are scheduled throughout the year, and a selection of books and articles is available in our Parent Lending Library.

*The participation of parents and community members is considered vital to school life and to the successful education of the child.*







## WALDORF IN THE WIDER CONTEXT

**H**alton Waldorf School is an AWSNA member school. AWSNA, the Association of Waldorf Schools of North America, was founded to assist Waldorf schools and institutes in working together to nurture Waldorf Education. AWSNA provides leadership to the more than 250 schools, early childhood programs and teacher education institutes in North America.

Trends amongst recently surveyed Waldorf graduates:

- 89% are highly satisfied in choice of occupation
- 96% highly value interpersonal friendships
- 90% highly value tolerance of other viewpoints
- 82% at work care most about ethical principles
- 82% value helping others

**G**raduates from Halton Waldorf School are able to move into the high school of their choice and pursue their studies in a variety of fields at the post-secondary level. Our students are prepared to enter the next phase of their education with many strengths, including the capacity to think for themselves, the ability to build relationships with peers and adults and a view of the world that is both broad and compassionate.

*"It is thanks to Waldorf that I keep a very open mind and am interested in all that goes on around me. I truly love what I do and am constantly learning and eager to learn more..."*

Kevin Rasmussen  
Class of 1999  
Cinematographer


*"I think Halton Waldorf School really nurtured my creativity. It was the perfect fit for me. I feel as though it really helped me learn about myself and not to be shy about being who I am. I don't think I would be the same person today if I had not gone to the Waldorf school."*

Kirsten Zupet  
Class of 2003  
University of Western Ontario

*"...The most important lesson that Waldorf instilled in me was a profound love of learning; a need to grow, to investigate, to question, and discover new things."*

Meredith Kenzie,  
Class of 1994  
Arts and Cultural Consultant





*“The greatest gift a parent can give, after love, is a good education.”*

Rudolf Steiner

## OUR MISSION

The task of Halton Waldorf School is to enable students to meet an ever-changing world with knowledge, clarity of thought, creativity, compassion and responsibility.

## WE ARE COMMITTED TO

**Education** – The curriculum meets the physical, emotional, intellectual and spiritual needs of the developing child and fosters reverence and respect for the earth and all people. The integration of the academics, the arts and practical activities enables students to be fully engaged and to develop their unique capacities.

**Collaboration** – Faculty, board and parents work together in support of the educational task and the social mission of the school.

**Community Involvement** – Students, faculty, staff and parents contribute and learn through community activities, service and dialogue within our school as well as the Halton and Waldorf communities.

**Adult Learning** – We offer and support opportunities to deepen the understanding of Waldorf Education and its underlying principles.

**A Caring Environment** – We aim to create a healthy, beautiful and sustainable environment which supports the pedagogical mission of the school.

## OUR VALUES

Halton Waldorf School is a non-sectarian school that supports cultural, social, economic, religious and ethnic diversity.

The study of Anthroposophy, especially by the faculty, is the foundation of the pedagogical work and an integral part of the school’s identity.

In our individual work and as an organization we strive for on-going observation, research, self-development and renewal. The well-being of the students and the social and financial health of the school are the basis of our decisions.

In all aspects of our work we aim for:

- quality over quantity
- integrity and respect
- transparency and accountability
- on-going dialogue and communication

## ENROLLMENT PROCESS

If you are interested in learning more about Waldorf Education and Halton Waldorf School, we invite you to visit us for a tour and chat. Individual tours are available on a regular basis and our School Tours of four grades classrooms take place on the first Tuesday of each month. Join us in a relaxed and child-friendly setting at an Open House or attend one of our special events throughout the year. We look forward to greeting you!

As part of the application process, parents of potential students meet with two faculty members for a discussion about their child and the Waldorf curriculum. Children in the grades are invited to

visit the school for a period of 3-5 days. Students are accepted into the school based on information from various sources, including the parent conference, previous school records, the class visit and availability in the class applied for.

Waldorf schools are non-denominational. Values such as respect for self and others, universal to all religious and spiritual traditions, are upheld in the classrooms, where the history of world civilizations and many cultures are studied in the curriculum. Halton Waldorf School offers an equal-opportunity education and welcomes families of all ethnic, social and religious backgrounds.



Grades 1-8 • Kindergarten (ages 3-6) • Parent & Child

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[www.haltonwaldorf.com](http://www.haltonwaldorf.com)

A non-profit organization. Established 1984.



**Halton Waldorf School**

A Member of the Association of Waldorf Schools of North America<sup>SM</sup>

