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HOW TO ENROL

Please email our Admissions Officer for an application at

admissions@waldorfschool.org.za

or contact us to book a school tour on +27 21 881 3867 or via our website: www.waldorfschool.org.za

Enrolments are considered throughout the year.

For general enquiries or for more information please contact us.

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"THE GREATEST GIFT THAT STELLENBOSCH WALDORF SCHOOL GAVE ME, WAS FOR ME TO REALLY EXPLORE WHO I AM AND TO ENCOURAGE ME TO PURSUE WHAT I AM CAPABLE OF, THROUGH THE CLASS 12 PROJECTS. IT WAS THE EMPHASIS ON CREATIVE EXPLORATION WHICH LED ME TO DISCOVER WHAT IT IS THAT I AM DOING TODAY."

Milan Rendall

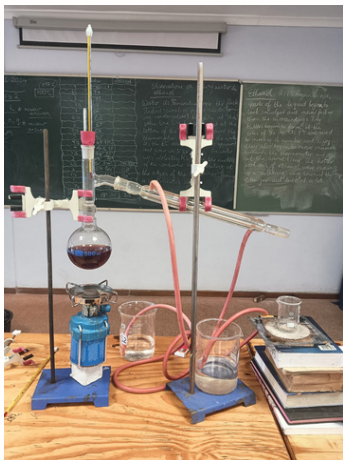
Class of 2017, UCT Graduate & Music Producer

INTRODUCTION

Thank you for your interest in Stellenbosch Waldorf School.

This prospectus offers an introduction to the many facets of Waldorf Education, and a view of how we experience this approach at Stellenbosch Waldorf School.

You are most welcome to arrange a visit to the school in order to experience the campus.



What is the value of placing equal emphasis on the creative, artful aspect of the learning process alongside the more quantified, academic achievements?

Art brings a much-needed depth and beauty to the world of STEM, i.e., Science, Technology, Engineering and Mathematics. This is why Waldorf Education presents its students with STEAM, to bring realism and relevancy to our ever-expanding world. Artistic and scientific creativity are not very different.

The 'A' does not denote Art in the conventional sense, although Waldorf students thrive through their drama, art and music lessons and core experiences. An artful approach is applied to a way of learning and being, which supports the Primary School child and the High School student. By developing an array of capacities ranging from problem-solving, innovation, critical and awakened thinking, and collaboration, to name a few, the emerging youth is attended to on many levels. This interface between creative awareness and applying one's mind to more scientific enquiries, gives rise to an inspired engagement with the subjects and content studied.

"Stellenbosch Waldorf School holds a special place in my heart and always will because it introduced me to ideas that I'd never encountered before. I found that my Waldorf schooling has equipped me with the tools to thrive. I am currently in my fifth year of study doing my Masters in Ancient Near Eastern Studies. I learnt very quickly that the ability to think for oneself, creatively, was a skill most of my peers did not have. I did, because I am an inspired Waldorf student."

Akira Coetzee
Class of 2017, Stellenbosch University Masters Student

**"Here our children are able to
experience their own unfolding,
rather than being prised open."**

Parent



**"IT IS IMPORTANT THAT WE DISCOVER
AN EDUCATIONAL METHOD WHERE
PEOPLE LEARN TO LEARN AND GO ON
LEARNING THEIR WHOLE LIVES."**

Rudolf Steiner

**"THE FACT IS THAT
GIVEN THE CHALLENGES
WE FACE, EDUCATION
DOESN'T NEED TO BE
REFORMED - IT NEEDS
TO BE TRANSFORMED.**

**THE KEY TO THIS
TRANSFORMATION IS
NOT TO STANDARDISE
EDUCATION, BUT TO
PERSONALISE IT, TO
BUILD ACHIEVEMENT ON
DISCOVERING THE
INDIVIDUAL TALENTS OF
EACH CHILD, TO PUT
STUDENTS IN AN
ENVIRONMENT WHERE
THEY WANT TO LEARN
AND WHERE THEY CAN
NATURALLY DISCOVER
THEIR TRUE PASSIONS."**

Sir Ken Robinson

**BRITISH AUTHOR, SPEAKER AND INTERNATIONAL ADVISOR
ON EDUCATION IN THE ARTS TO GOVERNMENT, NON-
PROFITS, EDUCATION AND ARTS BODIES.**



Because of this, Waldorf schools sometimes are mistakenly perceived as religious, or, in particular, as Christian schools. Nevertheless, parents of various religious views and ethical philosophies choose Waldorf Education for their children. They do so, knowing that Waldorf schools are based on a deeper awareness of the human being and of the world. However, no religion, including Christianity is promulgated in a Waldorf school.

The festival cycle, which is a yearly rhythm and feature of Waldorf schools offers a process of expression and a time to pause and observe the time of year. The festivals that are experienced are inspired by the Christian calendar through the year, starting with Easter and culminating with Advent and Christmas. There is no religious attachment to this time of creativity and seasonal observation, only the development of a reverential feeling and an appreciation for the journey throughout the year.



WHY IS WALDORF EDUCATION THE EDUCATION FOR THE FUTURE?

With the various crises we are facing as humanity, Waldorf Education is particularly relevant. Not only does it see the child as an individual, but it aims to equip the child to be a free and capable thinker who can make an active and positive contribution to the future of our society.

It embraces the child where he or she is at and supports the child in becoming whom he or she desires to be. Children are encouraged to be themselves, be confident within themselves, be compassionate towards others and the world, and curiously explore how, who and where they want to be in the world.

Waldorf Education empowers children to become well-rounded human beings, by focusing on the individual child and ensuring all aspects of the child are developed holistically – not only their academic side. Emotional, physical, and spiritual needs of the child are equally important, and the focus is not only on the end goal, but on the beautiful journey that childhood and school can be.

With teachers who take a real interest in each and every child in their class, they are deeply invested in each child's individual development. Small classes mean that individual attention is possible, not only academically, but socially and emotionally too.

Waldorf Education and the fact that it engages senses, feelings, and cognition, fosters in the child a joy, curiosity and wonder for a lifelong love of learning.

WHY CHOOSE A WALDORF SCHOOL FOR YOUR CHILD?

The primary focus of Waldorf Education is preparing the student for life. In doing so, Waldorf education prepares students to confidently meet and often exceed the requirements of a Matric certificate. Through a developmentally appropriate and dynamic curriculum, which invites an experiential approach and integrates the arts with academics, learning is interactive and thought-provoking.

At Stellenbosch Waldorf School, a picture of the world is offered through a whole range of subjects including the sciences, languages, the arts, and physical activities. Through this, children evolve into confident, creative thinkers with a strong sense of social and environmental responsibility.

Waldorf Education is designed to educate the whole child by:

- Stimulating the mind and schooling the hands.
- Fostering a life-long love for learning.
- Instilling a sense of empathy and commitment to others.
- Encouraging respect for humanity and reverence for nature.
- Creating a collaborative community of learners, parents, and educators.
- Encouraging an awareness of the world which is not only content-driven but an invitation to consider a wider inquiry, often emerging from the child themselves.



**"OUR HIGHEST ENDEAVOUR
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 & A
FEELING OF RESPONSIBILITY—
THESE THREE FORCES ARE THE
VERY NERVE OF EDUCATION."**

Rudolf Steiner

Is it true that Waldorf Schools are somewhat flexible in their approach, and how is discipline addressed in a Waldorf environment?

Waldorf schools have a well-designed and practised rhythm throughout the day, with well-held boundaries, shaped by the daily structure, the timetable and the Waldorf curriculum. It is within these supportive and clear boundaries that students will bring their imagination to bear and express themselves and explore possibilities which enrich their learning experience. Within this setting, the teacher as a worthy, supportive mentor, guides and encourages the child to develop their inner compass of responsibility and responsiveness. The Waldorf curriculum, with its breadth and depth of quantifiable holding and instruction, serves to guide and facilitate the child through each stage of their development. The teacher, in collaboration with the curriculum and through the content, facilitates a relationship that is based on care, commitment to learning, respect and moral responsibility.

Is there a religious aspect in a Waldorf School?

A renowned aspect of Stellenbosch Waldorf School is the beautiful diversity expressed in the school community. Children from all cultures are welcome, as the curriculum addresses many aspects of a multicultural landscape.

Waldorf schools seek to cultivate positive human values of compassion, reverence for life, respect, cooperation, love of nature, interest in the world, and social conscience, as well as to develop cognitive, artistic and practical skills. The soul life of the child is affirmed and nourished as the ground for healthy, active thinking.

HOW DOES WALDORF EDUCATION PREPARE A CHILD FOR LIFE?

The Waldorf Curriculum

The Waldorf curriculum is a living and dynamic curriculum which is broad and comprehensive and is recognised by both the Department of Basic Education and the Independent Schools Association of South Africa.

The curriculum is designed with the growing child in mind, following the developmental stages of childhood year by year. It seeks to give the child experiences that are relevant and satisfying, which mirrors the inner development of the child. All the academic material offered in conventional schools is taught, but with an approach carefully developed for each age, and the timing might be different. The breadth and depth of the curriculum is a unique aspect of Waldorf Education and the material covered is used as an integrated whole, with one part always enhancing another.

The Waldorf curriculum and content nourishes the healthy growth of the Waldorf student. Alongside academic striving, art, music, dance, drama, creative writing, literature, legends, myths and traditional tales and rhymes are not simply material and subjects to be read about and tested. They are experienced. Through these experiences, Waldorf students cultivate their intellectual, emotional, physical, and spiritual capacities to become individuals who are more aware of their purpose in life, and how they can be of service in the world. All the traditional subjects are taught, at times through a different, creative approach. Subjects are deepened in the block learning feature called the Main Lesson. This is a valuable and supportive aspect of a day in the life of a Waldorf student, where the first hour-and-a-half of each day is spent focusing on a specific subject for a set number of weeks. The rest of the day is made up of running lessons, including amongst others, English, Afrikaans, isiXhosa, Mathematics, Science, Eurythmy and Handwork.

Committed Teachers

A Waldorf teacher aims to be a worthy mentor for the child. Commitment and caring foster mutual respect and help the child to develop self-awareness, self-discipline and a love of learning through conscious attention, individual support, rhythm, and a dynamic and living curriculum. An incredible aspect to Waldorf Education is the long relationship between teacher and child, as the children experience class teachers who walk a path with them throughout their primary school journey.

Involved Parents

At Stellenbosch Waldorf School we recognise parenting as a unique contribution to the future of our society. The task of a parent is no small initiative, and this life work is supported and honoured by the collaborative effort that comes about in the threefold picture of the child, the parent, and the teacher. This agreement to work together offers many advantages, and active parental involvement is a vital aspect to the life of our school.



FREQUENTLY ASKED QUESTIONS

Who is Rudolf Steiner and what is his view on education?

Rudolf Steiner is the founder of Waldorf Education. An Austrian scientist and philosopher, he gave a series of lectures shortly after the First World War about the nature of man. The principle concerned the three-fold aspects of a human being, namely body, soul, and spirit, and the need to be engaged in a holistic way in all spheres of activity.

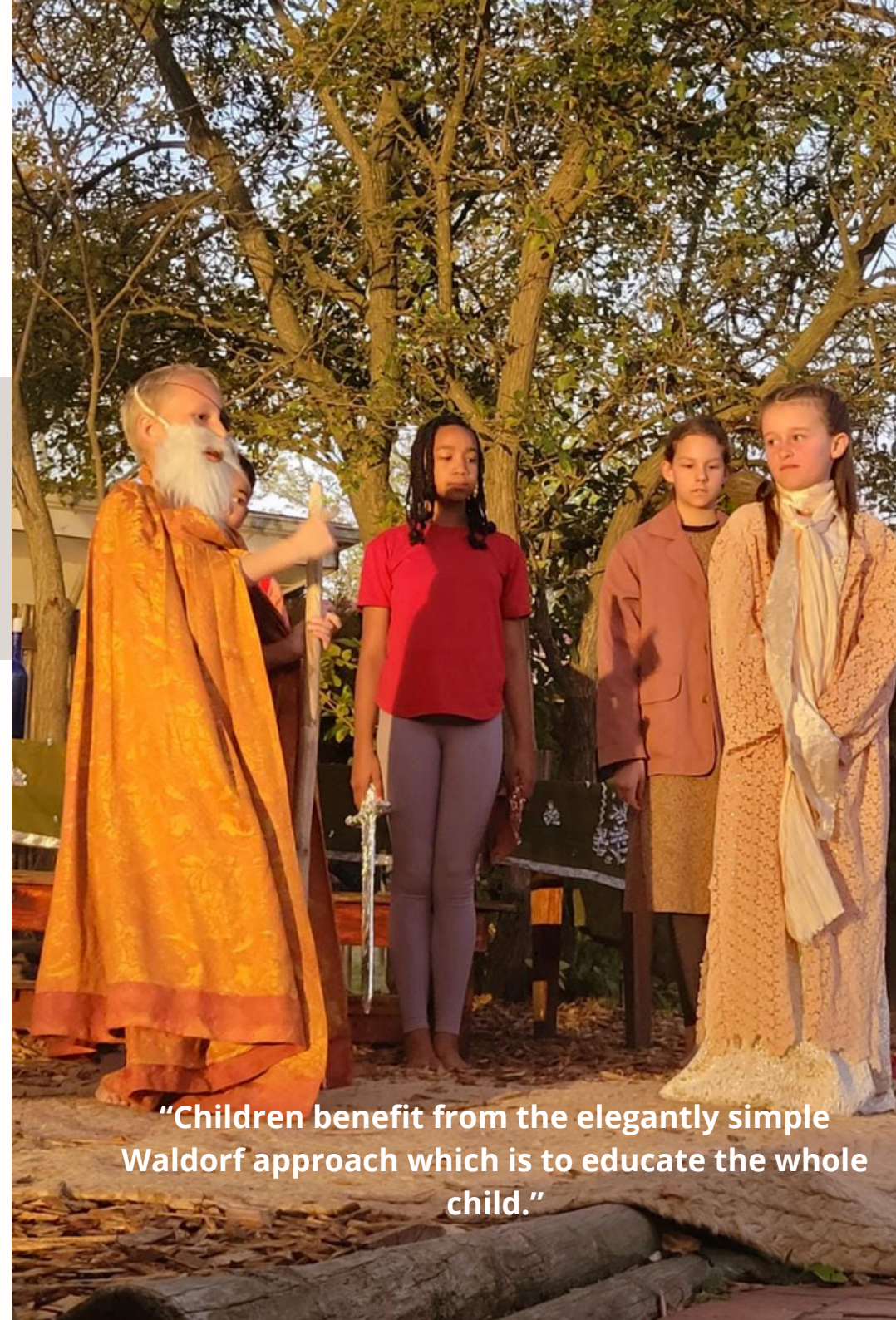
Rudolf Steiner's seminars were so inspiring that he was requested to lead a group of teachers in Stuttgart, Germany, to create a school based on these principles. Thus, the foundations for Waldorf teaching came about. Other lectures followed to deepen the teachers' insights into the education of children and what was required to enable them to grow up to become true individuals with inner strength, intellectual capacity, adaptability, empathy for humanity and the environment, sound judgment and the willpower to put ideals into practice. In short, to prepare them for life in a challenging, modern world.

Is Waldorf Education a global phenomenon, and how many schools are there worldwide?

Throughout the world it is a predominant occurrence that parents come together to found and develop Waldorf schools for their children. From the first schools developed in Germany and then further into Europe and England, Waldorf schools have seen expansion into countries like Japan, Australia, New Zealand and the USA, and into continents like South America and Africa. The growing demand for Waldorf Education shows the universality of the methods used in Waldorf schools. In the last ten years, the number of Waldorf Schools have doubled to over 1,092 in 64 countries worldwide, and Waldorf Kindergartens to over 1,857 in more than 70 countries.

**"Tell me and I will forget, show me and I will learn,
involve me and I will understand."**

Confucius



**"Children benefit from the elegantly simple
Waldorf approach which is to educate the whole
child."**



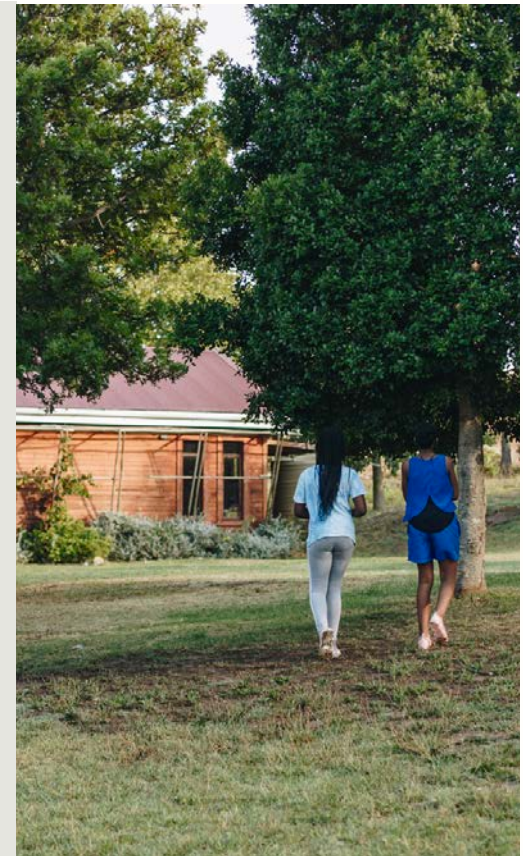
High School

High School is a time for independent thinking, and from the ages of 14 to 19, the strengthening of the young person's intellect and critical thinking are key areas of focus. In High School, the class teacher gives way for specialist teachers who lead the students through a rich and varied selection of Main Lessons and running lessons.

The thirteenth year is the year when the young adults are able to reflect on their Waldorf Education and are living testimony to how it not only prepares them to excel at their Matric exams but prepares them for life.

"I was a student in the early years of Stellenbosch Waldorf High School and together with my class and the pioneering class before us, we forged a way for the possibility of a High School to come into being. I am so grateful for the opportunity to have been part of this school, which inspired me to study to become a Waldorf teacher. I am now an assistant teacher at Michael Oak Waldorf School and fulfilling my dream of working with children through this remarkable approach to education."

Sihle Mbodlela
Class of 2015, BEd degree from
Centre for Creative Education



**"When you see what you are
here for, the world begins to
mirror your purpose in a
magical way."**

Betty Sue Flowers



WHAT DO WE OFFER?

Stellenbosch Waldorf School started as a nursery school in 1993, progressed to a primary school with one small class of six children in 1995, and opened a high school in 2009. We are proud of our beautiful campus on the Spier Wine Estate, outside Stellenbosch, and offer Playgroup to Matric. Playgroup is for ages two to three, Kindergarten pre-primary for ages four to six, Primary School is Grade 1 to Grade 7 and High School is Grade 8 to 12. The Waldorf curriculum is covered until Grade 12, and students have a thirteenth year where they complete Matric and their National Senior Certificate, as their school leaving certificate. This means they are often far more mature when leaving school, and often more certain about what they want to do with their lives after school.

Kindergarten

This early childhood is a time for imitation and play, and the child's will and their capacity for "doing" is developed. From the age of two-and-a-half years to the age of six, the aim of the Waldorf teacher is to surround students with beauty, truth, and goodness. Out of the belief that children must have trust in the world as a foundation for healthy future development, the Waldorf teacher strives in the early years to be a model worthy of imitation, and to share all that is good in the world with the children. The teacher also focuses on providing an environment that enables the children to develop healthy bodies and wills, engaging their natural desire to move and explore, and to do. Social skills are taught through family-style snacks and meals, circle time, and ample time for problem-solving through play. The imagination is engaged through stories told aloud and not read, by the teacher. The young children are also invited to express themselves through the important activity of free drawing, painting, and crafting with natural materials.



Primary School

As the child enters Primary School, the earlier stage of imitation expands into a need for applied learning and guiding authority found in the class teacher who, together with the curriculum, develops within the child a love to learn. From the ages of 7 to 14, the feeling life of the child is engaged through the rich content of the Main Lessons, stories and the direct relationship with the class teacher, who moves with the class throughout the seven-year Primary School cycle, who not only teaches the class but strives to be a worthy guardian and mentor.

The class teacher is supported by a core of running lesson teachers, who meet with the students at different times during the week.



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Rudolf Steiner