



EL MONTGÓ
INTERNATIONAL
WALDORF
SCHOOL

HANDBOOK FOR FAMILIES

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OUR MISSION, VISION & VALUES

"... awakening what is actually there within the human being..." **R. Steiner**

"...develop free human beings who are able to impart on their own to generate a purpose and direction to their lives..." **R. Steiner**

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OUR MISSION, VISION & VALUES

○ OUR MISSION

Through Waldorf Education, we are dedicated to balance the physical, emotional, and spiritual needs of each of our students in a way that gives them confidence, resilience, and knowledge that will serve their community and surroundings throughout their lives.

Our aim is for them to develop a strong will to become lifelong learners and foster in them the ability to think clearly, feel compassionately, and act purposefully in the world.

- Educate and prepare students, teachers, and parents to meet the needs and challenges of the 21st century.

- Deepen understanding of the Waldorf curriculum.

- Participate actively in the permanent development of education in our country.

- Create a truly human world through education, which is a source of social change.

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○ OUR VISION

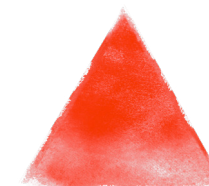
- Work from Anthroposophy and Rudolf Steiner's image of man.

- Allow students to develop their full potential and fulfill their destiny as free and responsible people.

- Form conscious, creative and independent thinkers.

- Promote reverence, respect and responsibility for the community and the natural world.

- Establish a strong and self-sufficient school.



OUR MISSION, VISION & VALUES

○ OUR VALUES

- Create a brighter future for all by instilling an appreciation for the past, encouraging active participation in the present, and creating an understanding of the part each individual can play in shaping the future.
- Ethical and moral responsibility.
- Integrity.
- Respect for the individual and for all humanity.
- Independence, freedom of thought, self-esteem and pride in one's own and others' achievements.
- Social conscience.
- Service to the community and society.
- Respect for all life.
- Reverence for the natural world
- Healthy bodies and minds.



BILINGUAL AND MULTICULTURAL ENVIRONMENT

We start from the basis that the vehicular languages of our school are English and Spanish. In the Infant stage, the teaching of these two languages is carried out respecting the individual development of each child, approaching them in a natural way, through rhythm, play and repetition. Children are given freedom in the use of one language or another in moments of free play and artistic activities.

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In Primary, children learn in both languages. Half of the curriculum is taught in English and the other half in Spanish, and children acquire both languages as they progress through their schooling.



STAGE OF PRE-PRIMARY EDUCATION

In our School we have a garden immersed in nature. We have two Early Childhood Education classrooms with mixed age groups between three and six years old.

In each class and corner of the School, an environment of care and involvement is created for the child. Providing warmth and a very familiar environment, promoting a healthy place where boys and girls can develop all their cognitive, physical and emotional abilities, surrounded by handmade and natural materials with which they get to experience, discover and observe the world around them.

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🌿 STAGE OF PRE-PRIMARY EDUCATION

○ KID RHYTHM

Each day unfolds in a rhythm, alternating great **moments of expansion** and shorter **moments of concentration**.

A **moment of expansion** would be free play, which takes place both in the garden and inside the classroom. This is our most valued and main subject, the game is a great room for social experiences between equals, which will provide the child with resources to be able to face tomorrow in a free and independent way.

Free play provides:

- Development of free movement
- Cognitive habilities
- Affective and social skills
- Idioms

Moments of concentration consist in artistic activities, circle time, listening to storytelling...



The artistic activities are:

- Watercolor
- Beeswax modelling
- Painting
- Bread baking
- Crafts with natural materials

The circles provide music, dance and poetry every day. It is a space where we sing the songs of the time, recite poems, tongue twisters, do finger games and body movements. So day by day and through repetition we manage to learn through play.



Thus, rhythm, routine and repetition mark the days, the weeks, the months and the year.

Learning at this stage is based on constant activity and the adult figure, the teacher, is the example to follow. The child at this stage is maturationally in a phase of imitation and perception, so the example we show must be true, giving the child healthy tools, letting be, to achieve free, independent, balanced and happy future children.

STAGE OF PRE-PRIMARY EDUCATION

○ EDUCATIONAL MATERIALS

We use materials that offer a real experience and stimulation of the child in all its planes. That is why they always come from nature, are made of wood; little elaborate toys provide warmth, nobility and at the same time stimulate their imagination. Coloring waxes are made with beeswax, we use natural pigments for our watercolours, beeswax for modelling, felt and pure sheep's wool to make different crafts, cotton fabrics...

The day concludes with a fairy tale told by the teacher and aiming at reaching the deepest part of the child.

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Through the repetition of the story we offer food for the soul and freedom for each child to recreate the story in his interior the way he needs and at the same time we encourage him to expand his vocabulary as well as his memory, both necessary for the acquisition of new knowledge in the future stages of his life.

○ EVALUATION

The evaluation is done through the development of a deep observation of the child in a holistic way and with a very close contact with the families. We share with them information through various interviews and tutorials that contextualize our observation of the child so that we all work as a team, the family and the school together, we manage to accompany the child in his process of healthy growth and learning.



STAGE OF PRIMARY EDUCATION

In elementary classes, the classroom teacher brings lessons to life through realistic descriptions and engaging activities that increase students' curiosity and engage them both intellectually and emotionally. In two-hour core classes over three to four weeks, children create their own subject books that reflect the diversity and breadth of the curriculum through summaries, scientific observations, illustrations, paintings, hand-drawn maps, line drawings and shapes.

Math and language arts practice are woven into core lessons that focus on everything from botany to local geography.

At the start of the First Grade, the class teacher usually accompanies the class as it passes through the Primary, developing a deep relationship between teacher and student. The security of these relationships enhances learning, confidence, social and emotional skills, while ensuring that the child's individual needs are met



STAGE OF PRIMARY EDUCATION

◦ INTRODUCTION TO FORMAL EDUCATION

During this stage, children begin formal learning and intellectual development fostered by establishing basic learning skills and memory development in a way that is firmly rooted in practical life. All learning at this stage seeks to involve the child's feelings in such a way that an intense personal identification with the subject matter can occur.

Learning is essentially experiential and intense and continuous narrative structures are used with an element of personification to accentuate direct experience. Imagination is the key quality and pictorial images are a vital factor in making learning an intimate personal experience.

Art and music play an important role in engaging the child's feelings. This period has well-differentiated subphases: from 7 to 9 and from 9 to 12 years. These stages, among other things, are marked by specific milestones of cognitive development and by the changing relationship between one's self and the world.



STAGE OF PRIMARY EDUCATION

○ EVALUATION (clear vision, broad understanding, respectful application).

Assessment of learning throughout the core curriculum is an ongoing process as the teacher strives to:

- Write a detailed profile or study of each student.
- Convey a picture of the child's learning and practical behaviour, emotional and cognitive domains.
- Understand and develop the skills, abilities and faculties of each child.

The tasks are continuous and arise from the work that is being done, or are introduced in the presentations in the classroom. Projects, essays, quizzes, and hands-on art assignments point to the variety of assessments that take place.

Throughout the main classes, the work of the students is evaluated in various ways and is recorded and used to develop the individual profile of each student, known as the "Evolutionary Chronicle". This information is included in the personal profile and is used to define progression points, intervention strategies, or appropriate recovery work. Records kept are shared with specialist teachers and families.

○ DAILY RHYTHM

The Waldorf Steiner approach considers rhythm as a vital element in learning.

The school day and year are structured in an organic way that establishes a healthy balance of experience between concentration and relaxation, mental and practical work, movement and rest, listening and participating, looking and doing. Each class should contain a balance between the activities of the child's thinking, feeling and wanting. Each day has its own structured rhythm, just like each class. The rhythm allows repetition to occur with renewed interest.

Regularly changing activities can maintain interest and attention, while producing physiological stimulation. These rhythms are flexible and can be directed by the teacher in response to the needs of the children. These factors play an active role in lesson planning. Holding seasonal festivals brings balance to the school as a whole and a sense of continuity, while helping to create a strong community experience.

STAGE OF PRIMARY EDUCATION

○ THE STRUCTURE OF A SCHOOL DAY

Each day begins with a period known as the main class. This module is cross-curricular and includes activities that raise the children's attention, oral and written practice of basic skills, mental calculation, music and drawing, presentation of new material, retrospection and discussion of the assignments from the last day (or earlier), individual homework, conversation, narrative and practical work.

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This is followed by 40-45 minute themed classes in languages, arts and crafts. The priority during the first part of the morning falls on the more academic subjects and the second part of the morning is normally used for arts and crafts, outside activities, sport and practical work. Topics such as music, eurythmy and languages are practiced regularly and distributed evenly throughout the middle of the day as much as possible.



MAIN CLASS

Activities that raise the children's attention.



40-45 MINUTE
THEME CLASSES

Languages, arts and crafts.



OUTSIDE
ACTIVITIES

Sport, practical work...



REGULARLY
PRACTICED

Music, eurythmy and languages.

FEEDING

Eating is an act that accompanies us throughout our lives. Thanks to it we obtain the necessary nutrients to meet our needs and achieve proper physical and emotional development. Our school promotes a healthy, sustainable and respectful diet for the children. For instance, when the children are together seated at the same table it create a healthy ritual that they will integrate while growing up.

The **kindergarten children** have a snack at 10:30 a.m. and all eat the same food. In these lunches, children are involved in age appropriate tasks that promote the values of responsibility and autonomy.

Primary students bring a snack and lunch from home following the instructions set by the Teaching Staff at the beginning of the year. Some examples of the foods that can form these intakes are: vegetables, whole grains, fresh fruit, nuts, legumes, tubers, eggs... Prioritizing unprocessed or minimally processed foods with a more interesting nutritional value than processed or ultra-processed foods such as pastries, cookies, juices, jams, sugar, chocolate, sugary breakfast cereals, sugary dairy products, fast food, etc.



TECHNOLOGY

The **Waldorf methodology** seeks to develop the child's creativity and imagination through discovery and accompaniment by the teacher. Exposure to technology can interfere with this learning process and make it difficult to create a healthy environment for our children. The use of these technological means outside of school (television, movie theaters, video games, tablets, computers, telephones, etc.) can hinder progress and pedagogical work by the teaching team.

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In order for family life at home to be consistent with the child's evolution according to the Waldorf education, we believe that children from 0 to 7 years old should avoid the use of these media as much as possible. In regards to elementary school children, we believe that the use of technology must be conscious and responsible, therefore the restriction of its use should be carried out by an adult.

In any case, we recommend restricting its use from Monday to Friday



CLOTHING

Students' clothing should reflect their beautiful natural surroundings and create an environment of respect and calm. Clothing should be in good condition, clean, appropriate for the weather, and comfortable for the child.

The use of make-up, fashion adornments and conspicuous hairstyles are not permitted. This is because the use of the latter can distract the rest of the children and foster an atmosphere of inattention and nervousness, thus interfering with the pedagogical work of teachers. Likewise, the use of clothing with markings, text, sequins or other embellishments is not recommended for the development of the child in our school.



ADMISSIONS

All students are admitted based on criteria that assure us that our school is the best option for that student and that Waldorf education is understood, valued and shared by their families.

The admission process consists of a **first interview** in which the family can learn basic details of Waldorf Education, the school and its facilities. Subsequently, **the interview is carried out with the student's tutor** to deal with all the pedagogical and practical issues and resolve doubts. Admission is subject to these interviews. **The Admissions Committee**, formed by the pedagogical director, the director of studies and the tutor of the new student's degree, together with the Administrative Body, are in charge of making the admission or non-admission decision.

To achieve a successful education that honors the values and objectives of this pedagogy, it is necessary that the school and the home vibrate at the same frequency and work hand in hand.



PARENT AND COMMUNITY INVOLVEMENT

To build a healthy culture and a good environment within the School that honors the values and objectives of this pedagogy, parents and teachers are asked to commit to creating a climate of respect, and to thrive to develop a deeper understanding of the principles of Waldorf Education. For parents, this will translate into participation in classroom meetings, workshops, talks, quarterly parties, and school activities in general.

This may also mean adjusting some family lifestyle choices to align with the values of the school and ensure that the student has a successful experience at our school.

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PARENT AND COMMUNITY INVOLVEMENT

SUPPORTING HEALTH:

How?

Good rest, balanced diet, adequate clothing.

SUPPORTING THE CURRICULUM:

How?

Restrict children's exposure to electronic media, avoid exposure to inappropriate visual or written material, choose the number and type of extracurricular activities, ensure dress policy is followed, arrive on time to classes and events, attend classes regularly and schedule family vacations during school vacations, help develop good work habits, learn more about Waldorf Education, participate in the social and cultural life of the school, incorporate "**Waldorf practices**" in family life, organize children's parties consistent with the values of the school.

SUPPORTING LIFE:

How?

Share a climate of respect towards teachers and students, present concerns to the tutor or administration in a timely and constructive manner, follow appropriate channels to address problems and concerns, respect the privacy of teachers and staff, attend meetings and/or events for parents, stay informed of activities and news of school life.

Parents are an integral part of the fabric of the school and the involvement of each family is welcome and essential to the strength of the school community.

Each family's commitment to being involved in the school in some way is crucial to the full functioning of our community.



EVALUATION

In Waldorf schools, ipsative evaluation (from the Latin ipse, which means "oneself") is carried out, this means that the student's performance is evaluated taking into account what he has previously achieved. This evaluation reviews the biography of the student and perceives what is emerging from it. The student does not compete with anyone but himself. In this type of evaluation, the emphasis is on the individual process and not on the final result.





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