



# About our school

*“where love of learning is the main lesson”*

*Since 1972, Haleakala Waldorf School has fostered a tradition of excellence. At the same time, the school is continually enhancing its educational offerings to ensure their relevance for the increasingly complex and interconnected world of the 21<sup>st</sup> century.*

*We are a dynamic community of enthusiastic students, involved parents, experienced, spirited teachers, a strong administration, and a dedicated Board of Trustees. Our school includes a preschool, two kindergartens and first through eighth grade classes. We also have a full complement of nine specialty teachers throughout the school.*



## *The History of HWS...*

Haleakala Waldorf School's beautiful, 100 year old campus, has a unique past. HWS inhabits the campus of what was once Kealahou School- a public school which served what was then the village of Waiakoa, mainly made up of Japanese, Chinese and Portuguese farmers.

In 1964, Kula School opened down the road, and the Kealahou campus was used only by Kula farmers for storage. As the long, quiet years took their toll, the

grass and weeds grew ever higher, and the roofs and eaves sagged ever lower.

***Haleakala Waldorf School has a unique past...***

Then in the early 1970's, a group of parents and teachers began plans to establish a new system of education on Maui, and, in the autumn of 1972, a Waldorf-inspired school opened its doors at Wailuku

Union Church.

In the School's fourth year, a lease was obtained from the State of Hawaii for the

current site. The teachers and parents rolled up their sleeves and went to work restoring the

school to its former beauty.

The restoration was so successful it earned an award in 1991 from the Historical Society of Maui for preservation of the old buildings.

## Triple Accreditation Honors



Haleakala Waldorf School is accredited by:

- the Western Association of Schools and Colleges,
- the Association of Waldorf Schools of North America,
- and the Hawaii Association of Independent Schools.

HWS is the first Waldorf school in the nation to achieve triple accreditation.



# The Curriculum

## at Haleakala Waldorf School

Teaching  
in order to  
be truly  
effective  
must  
address  
the needs  
and  
capacities  
of  
children  
and young  
people at  
various  
stages of  
their  
mental and  
physical  
growth.

The breadth and depth of a rich classical curriculum is at the heart of Haleakala Waldorf School. It supports and reflects the stages of the expanding consciousness of the growing child, and seeks to educate the whole child: thinking, feeling and willing. At HWS we help create a young person who possesses clear thinking, refined sensibilities, emotional depth and balance, and the ability to act on their beliefs.

As substantial as the curriculum is, a simple listing of its elements reflects only part of the educational process that occurs in a Waldorf classroom. Of equal importance is how the curriculum is taught. Subjects are experientially taught (children learn through doing) from the whole to the part, in an interdisciplinary context, and art is a fundamental medium of instruction. In essence, we *“receive the child in reverence, teach him with love and let him go forth in freedom.”* - Rudolf Steiner

### Curriculum Overview:

The Waldorf program addresses the “whole child”—body, soul, and spirit. Waldorf students are educated in recognition of their own individuality and in rhythm with their own physical, mental, and emotional development. Lessons are alive, interesting, and infused with artistic activities. They challenge and stimulate imagination because the children are addressed not as beings of intellect alone, but also as beings of willing and feeling.

The Waldorf approach takes the subject and presents it in a way that speaks to the child’s experience. In presenting a topic of study, encounter comes first, and then encounter becomes experience, and out of the experience concept arises.

All classes from Preschool through eighth grade begin the day with “morning circle”. In morning circle, the students awaken their bodies and senses in preparation for their day through socializing games as well as coordination, balance and rhythmic activities.

The Waldorf curriculum achieves an integrated balance between the sciences, the humanities, and the arts as it leads the child through the basic branches of knowledge through the main lesson system.

The main lesson is a two hour period at the beginning of each day saturated in one subject area for three to four weeks at a time. This continuity allows for each subject to be approached with greater depth utilizing all modalities of learning. During main lesson the students create their own text books, expressing the subject matter in writing and illustration. This process allows for true understanding and retention of the lesson.

Another unique aspect of Waldorf education is that the class teacher stays with the class from the first through the eighth grade. When a Waldorf teacher meets his first grade class it is the beginning of a remarkable eight year journey with the children. The class teacher is responsible for the main lessons, and through them, introduces the entire panorama of the elementary school curriculum. The consistency of teaching from one year to the next allows the students to derive the maximum

support and nurturance as the teacher does not need to spend precious teaching time “getting to know” new students each year. The relationship of the teacher with his class becomes so deeply founded, that the teacher knows what is needed for any particular child or for the class as a whole. This is living teaching that comes out of a recognition that a child’s physiognomy and physical body give clues to what is happening in his inner life.

In addition to the class teacher, the student is taught by specialists in subjects such as foreign languages, physical education, music, Hawaiian, and handcrafts.

“I am happy to support Haleakala Waldorf School because it is one of the finest educational institutions on the island.”

-Tom Welch, partner of Mancini, Welch & Geiger

# *Preschool and Kindergarten*

The young child learns through action and imitation, by seeing and doing. The teacher sets an example in an environment worthy of a child's imitation. The Early Childhood classes provide a caring, home-like environment with plenty to do. Activities include household tasks, cooking, baking, sewing, games, simple crafts, beeswax modeling, painting, drawing, singing, play acting, creating puppet shows, and creative play. The equipment is simple and made of beautiful, natural materials, so that a child's imagination can be stimulated. For example: a length of silk may become the king's cape, a tent for travelers, or a tablecloth for tea.

Celebration and rhythm are important aspects of the young child's daily experience. Every day includes creative play, morning circle and storytelling time. In morning circle, the child learns to enjoy the sounds of language, to share through socializing games, and to achieve coordination and balance through a variety of rhythmical activities. An ecological awareness is fostered through reverence for nature. Fairy tales, which provide strong archetypes for the child's imagination as well as rich language, are the basis for the stories. Also, the yearly rhythm of festivals and holidays provides many important celebrations in the kindergarten and preschool.

## *Grade One*

### **Mathematics**

Numbers as qualitative experience, leading to the four basic math processes; addition, subtraction, multiplication and division using tactile aids

### **Science**

Nature and seasonal stories of the origins of places, springs, stones and plants  
Nature walks and field trips  
Geography is introduced through the layout of the classroom

### **History**

History in first grade is taught through storytelling

### **Language Arts**

Fairy Tales  
Pictorial and phonetic introduction to letters  
Form Drawing as an introduction to printed writing

### **Specialty Classes**

Painting  
Music, Pentatonic songs and recorders  
Hawaiiana including stories, hula and crafts.  
Knitting and hand crafts  
Spanish and Japanese Languages  
Movement education  
Gardening

## *Grade Two*

### **Mathematics**

Place value, borrowing, and carrying  
Times tables  
Practice in all the 4 operations continues  
Money and time introduced

### **Science**

Science is experienced through observation and nature stories  
Geography expanded to local community

### **History**

The children's historical perspective comes through the daily stories told by the teacher. In second grade the historical period of the saints' lives is the main historical period

### **Language Arts**

Fables, saint stories, and legends  
Word families  
Grammar concepts  
Printing letters and sentences from dictation  
Form drawing

### **Specialty Classes**

Painting  
Diatonic recorders  
Choral singing  
Hawaiiana including stories, hula, crafts and singing  
Knitting, Crochet, Ceramic  
Spanish and Japanese Languages  
Movement education  
Gardening

  
**Grade Three****Mathematics**

Multiplication tables  
Measurement of distance, weight, volume, and time  
Long forms multiplication and division  
Liquid and linear measurement

**Science**

Farming, gardening, and cooking  
Clothing and textiles  
Seasons and climates  
Shelters of the world: basic lessons in geography

**History**

Creation myths  
History of practical life: farming, housing, clothing  
Old Testament stories

**Language Arts**

Original compositions  
Introduction Cursive writing  
Basic grammar and punctuation  
Reading groups

**Specialty Classes**

Painting, subject matter drawn from the main lesson topics  
Music notation, exercises in pitch and rhythm  
Knitting and purling, the drop spindle, card wool, weave, and felt  
Hawaiiana including stories, hula and crafts  
Spanish and Japanese Languages  
Movement education  
Library  
Gardening

  
**Grade Four****Mathematics**

Fractions including addition, subtraction and multiplication of fractions and mixed numbers  
Math workbooks  
Story problems  
Mental math

**Science**

Zoology: Man and Animal  
Scientific observation and research  
Local geography and map-making

**History**

Local history  
Hawaiian history  
Norse and Finnish mythology

**Language Arts**

Composition, letter writing, grammar  
Spelling and Reading  
Editing and dictionary skills  
Braided form drawing

**Specialty Classes**

Painting, subject matter drawn from the main lesson topics  
Music includes written notation, part singing, major and minor, melodies, and recorder  
Cross stitch, drop spindle, card weave & felt wool  
Hawaiiana including stories, hula and crafts  
Spanish and Japanese Languages  
Movement education  
Library  
Gardening

  
**Grade Five****Mathematics**

Decimals, ratio and proportion  
Add, subtract, multiply and divide mixed numbers with different denominators  
Geometric shapes drawn free hand  
Story problems and daily mental math

**Science**

Botany; plant families - fungus to flower  
Ecosystems: consciousness of interrelatedness of life and environment  
North American geography  
Geographical features

**History**

Dawn of history: Athens-Sparta, the Golden Age, Alexander the Great, Ancient India  
Ancient civilizations: India, Mesopotamia, Egypt and Greece.

**Language Arts**

Spelling, composition, reading, book reports  
Grammar; parts of speech, sentence diagramming sentences and paragraphs  
Myths of ancient civilizations  
Greek legends and language

**Specialty Classes**

Painting, subject matter drawn from the main lesson topics  
Music includes written notation, part singing, major and minor melodies, and recorder  
Knitting and hand work  
Hawaiiana including stories, hula and crafts  
Spanish and Japanese Languages  
Movement education  
Library  
Gardening

# *Middle School at HWS*

## *Grade Six*

Transition from Grecian world to Roman

Ancient Rome: the Kings, the Republic, the Empire, the Middle Ages

Business math: Percentages, banking, currency and simple interest

Geometry

Language arts: Grammar (subjunctive mood and the conditional), spelling composition, literature

Physics: Introduction to light and color, heat, sound, magnetism, and electricity.

Astronomy: Geocentric and phenomenological including the influence of stars and planets on various aspects of Hawaiian life

Knitting in the round with four needles

Geography: Climactic zones and oceanography

Recorder and Ukulele music

Hawaiiana including stories, hula and crafts

Spanish Language

Movement education



## *Grade Seven*

Middle Ages to the Renaissance: Joan of Arc to the Elizabethan Age

Age of Discovery and the Conquistadors

Astronomy: Copernicus, Galileo, Brahe, Kepler

The Reformation

Geography of Asia and Europe

Introduction to Algebra

Nutrition and physiology

Chemistry

Mechanics

Peer mediation skills

Community service

Perspective drawing

Articles of clothing sewn by hand

Recorder and Ukulele music

Hawaiiana including stories, hula and crafts.

Spanish Language

Movement education



## *Grade Eight*

The Age of Revolution - American and French revolutions, the industrial revolution

American History

World Geography

Physics: Practical applications of electricity, steam engines, thermodynamics, hydraulics

Physiology: Eye, ear, larynx, skeleton

Organic chemistry

World History: Napoleon to WWI and WWII to the present time

Community Service

Algebra

Recorder and Ukulele music

Hawaiiana including stories, hula and crafts.

Spanish Language

Movement education



# Frequently Asked Questions

## WHAT IS THE MISSION OF HALEAKALA WALDORF SCHOOL?

The Haleakala Waldorf School experience is as extraordinary as your child. We are a community of students, teachers, families, alumni and friends who are dedicated to helping children reach their potential. We believe that each child has a unique mission in life, and we prepare our students to meet the world with a capacity for clear thinking, emotional stability, intellectual flexibility, and a moral compass.

Our vision is for our students to blossom into young adulthood fulfilling their own individual potential and preparing to take their places as creative, self-directed members of our global society. They learn to think independently and work collaboratively. They develop confidence, courage and tenacity. They acquire leadership skills and the desire to make a difference in the world. Waldorf education is an education of the complete human being.

Haleakala Waldorf School achieves this goal through the Waldorf method, which applies a profound understanding of human development to education while integrating the arts with a rigorous academic curriculum. HWS also embraces diversity in an atmosphere of trust and reverence for the individual, the community and the earth.

*"[At Haleakala Waldorf School] the constant attention to my creative capacities greatly strengthened my absorption and understanding of my academic studies. I felt that the balance of artistic activities and academic studies helped me to catch on to new ideas faster. I feel that my Waldorf education helped me to know myself better."*

*~Melissa McKay (Class of '92)*

## WHAT IS WALDORF EDUCATION?

Waldorf education is a unique and distinctive approach to educating children that is practiced in over 600 Waldorf schools worldwide. Each school is independent and, in the U.S. is certified by the Association of Waldorf Schools of North America. It is based on the premise that if you "receive the children in reverence, educate them with love, and let them go forth in freedom," the individual spirits of the children will be nurtured, thereby creating fertile ground in which strong academic skills and a love of learning can flourish.

## WHAT IS UNIQUE ABOUT WALDORF EDUCATION?

The aim of Waldorf education is to educate the whole child, "head, heart and hands." We consciously offer a substantial developmentally based, interdisciplinary program to our students building a solid foundation layer upon layer as it progresses through the years. For example, while students are studying Shelters of the World in 3rd grade, they will study local geography in science, measurement in math, participate in building projects, learn to build paragraphs in Language Arts, and go on field trips to visit various types of buildings found in Hawai'i. The specialist teachers will incorporate this theme into their classes as well.

## HOW DID WALDORF EDUCATION BEGIN?

The educational movement was founded by Rudolf Steiner (1861-1925). Born in Austria, he was formally trained as a dentist, but he also made a deep study of philosophy. He developed a theory of knowledge based upon the spiritual nature of thinking. His life was devoted to building up a complete science of the spirit to which he gave the name Anthroposophy, which literally means "human wisdom." His range of interests was considerable, from organic farming and gardening, to education and cosmology.

The first Waldorf School was founded in 1919 in Stuttgart, Germany. It served the children of the employees of the Waldorf Astoria cigarette factory. Today there are over 900 Waldorf Schools operating internationally. While each school is self-sufficient and self-governing, all Waldorf Schools share the same philosophy of education: the one established by Steiner.

In 1990, Haleakala School was accepted into the Association of Waldorf Schools of North America (AWSNA) and the name was changed to Haleakala Waldorf School, which reflects our recognized status as a member of the world-wide school movement.

## WHAT KIND OF TRAINING DO WALDORF TEACHERS HAVE?

Class teachers have both university degrees and teaching certification from a recognized Waldorf teacher training college or institute. (There are Adult Waldorf Education classes held right here at HWS.) Waldorf teachers are artists. They apply a creative and lively approach to teaching in a dynamic and enlivened environment that engages students.

Typically, the course of study for teachers is from two to three years (in addition to the B.A. degree) and includes practice teaching in a Waldorf school under the supervision of experienced Waldorf teachers. Teachers must also satisfy whatever state credentialing and licensing requirements that might apply.

## WHY DO WALDORF SCHOOLS DISCOURAGE TV WATCHING?

The reasons for this have as much to do with the physical effects of the medium on the developing child as with the questionable content and messaging of much of the programming.

Electronic media are believed by Waldorf teachers to seriously hamper the development of the child's imagination—a faculty which is believed to be critical to the healthy development of the individual and their comprehension skills. Computer use by young children is also discouraged.

Waldorf teachers are not alone in this belief. The American Medical Association is discouraging screen media in young children, as well as many other educational sources. See *Endangered Minds* by Jane Healy, *Four Arguments for the Elimination of Television* by Jerry Mander, or *The Plug in Drug* by Marie Winn.

## HOW IS READING TAUGHT IN A WALDORF SCHOOL?

Waldorf language arts education begins with storytelling. Teachers relate stories (told from memorization) utilizing rich language and vibrant images throughout kindergarten and preschool. These stories captivate the children's hearts and inspire their imaginations. If a child has a well developed imagination, they will be able to make the leap from little black marks on a page to what those marks represent in terms of letters forming words.

Writing emerges as a desire to express what is spoken. During the first grade year, the children explore the alphabet, and how to use that alphabet. They learn how to represent what they say through the phonetic elements presented to them. Reading is learned as part of the writing process. Writing and reading are thus experienced as an active, creative endeavor.

## WHY DO WALDORF STUDENTS STAY WITH THE SAME TEACHER FOR EIGHT YEARS?

Between the ages of seven and fourteen, children learn best through acceptance and emulation of authority just as in their earlier years they learn through imitation. In elementary school, particularly in the lower grades, the child is just beginning to expand his or her experiences beyond home and family. The class becomes a type of "family" as well, with its own authority figure - the teacher - in a role analogous to parent.

With this approach, the students and teachers come to know each other very well, and the teacher is able to find, over the years, the best ways of helping individual children in their schooling.

## WHY SHOULD I CHOOSE A WALDORF SCHOOL?

Firstly, Waldorf schools honor and support the developing individuality of each child from preschool through adolescence. Every effort is made to make Waldorf schools safe, secure and nurturing environments for the children, and to protect their childhoods from harmful influences.

Secondly, Waldorf education has a cogent philosophy of child development underlying the curriculum. All subjects are introduced in an age-appropriate fashion through an artistic approach.

Finally, Waldorf Schools produce graduates who are academically advantaged, and who consistently gain admission to top universities.

## IS WALDORF EDUCATION CHRISTIAN?

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. Because of this, Waldorf schools sometimes are mistakenly perceived as religious, or, in particular, as Christian schools.

Waldorf schools are based on a spiritual view of the human being and of the world. However, no religion, including Christianity, is promulgated in a Waldorf school. (*From Renewal: Spring 2001, Volume 10, Number 1*)

*"Waldorf Education had to do with a creativity in my work that people have noticed, a flexibility, an ability to work in a lot of different areas. I feel it goes back to my Waldorf upbringing. It was a training in creativity, I think, that enhanced the imagination. In my work I feel there is nothing that I can't take on. It amazes other people. They say, "You can't do that, you're not trained in that field. "But I feel I can grasp it and understand it, and I have no fear of taking it on. It is the residue of creativity."*

-Will Brinton, Founder, Woods End Research Laboratory  
B.S., M.S. Soil and Plant Science, Susan B. Anthony University,  
Ph.D.,  
Environmental Science, Unity College



## **Waldorf Education Resources**

Haleakala Waldorf School: [www.waldorfmaui.org](http://www.waldorfmaui.org)

Association of Waldorf Schools of North America: [www.whywaldorfworks.org](http://www.whywaldorfworks.org)

Alliance for Childhood: [www.allianceforchildhood.com](http://www.allianceforchildhood.com)

Rudolf Steiner College: [www.steinercollege.edu](http://www.steinercollege.edu)

Understanding Waldorf Education: Teaching From the Inside Out, by Jack Petrash,  
Consortium 2002, ISBN: 0876592469

Between Form and Freedom, by Betty Staley, Hawthorn Press, 1988, ISBN: 1869890086

Administrative Explorations: Essays on Business Practices Within Waldorf Schools,  
edited by David Mitchell and Dave Alsop, AWSNA, 1999, ISBN 0-888365-25-0

Teaching as a Lively Art, by Marjorie Spock, The Anthroposophic Press, 1978, ISBN:  
088010127X

Other books and articles can also be found at:  
<http://hem.passagen.se/thebee/waldorf/links1.htm>