

Ringwood Waldorf School

STATEMENT OF ETHOS AND AIMS

RINGWOOD WALDORF SCHOOL is a Steiner Waldorf School.

The school was established in 1974 and is an independent, school within the United Kingdom with no state funding as a matter of policy.

All practice in the school is derived from the educational and social indications given by Rudolf Steiner (1861 - 1925).

While RINGWOOD WALDORF SCHOOL is an autonomous school, it is a full member of the Steiner Waldorf Schools Fellowship of in the United Kingdom (the Fellowship) and follows the Code of Practice developed by that body. The Fellowship is a free association of UK Steiner Waldorf Schools.

RINGWOOD WALDORF SCHOOL is a learning community comprised of teachers, support staff, pupils, parents and friends who associate and cooperate together primarily for the education of the children, but also for their own support and development. The process of admission therefore is that of 'joining a learning community' rather than sending a child to the school. The primary criterion for admission is 'connection' with the ethos and character of the education.

The curriculum and pedagogy are based on an understanding of child development as indicated by Rudolf Steiner and each serve this understanding. The parents and staff work on deepening their own understandings in this regard in order to better serve the education of the children and for their own personal development.

The social practices of the school (including the financial principles) are based on the 'Three-Fold Social Order' as developed by Rudolf Steiner, which are integrated into the educational aims. The Three-Fold Social Order recognises and distinguishes between the cultural, rights and economic realms of society and describes the relationships between them. This also informs the management practices in the school.

In addition to the educational indications referred to above, all teaching in the school is informed by Anthroposophy, its concept of the universe and world view and of the human being. This is the basis of the 'art of education' and of all endeavour in the school.

Festivals are celebrated, which in this country are Christian in the broadest sense and free from dogma and sectarianism. In addition 'religion' lessons are taught at the school, which aim to infuse the children with a sense of moral certainty and universal human values appropriate to their culture and heritage.

This statement of ethos is further reflected in a number of other school documents and policies.