



Preschool & Kindergarten

ENCOURAGING CURIOSITY



EWS Mission and Vision

“Our highest endeavor 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, and a feeling of responsibility—these three forces are the very nerve of education.” - Rudolf Steiner

EWS MISSION

We provide a pre-k – grade 12 education based on the insights of Rudolf Steiner that inspires our students to become independent and creative thinkers who are collaborative leaders in social and environmental justice.

EWS VISION

Our graduates are life-long learners who are committed to the service of others and the earth. By the year 2030 our campus will support our social and environmental justice mission and will provide opportunities for deeper connections within our school and wider communities.



EWS CORE VALUES

Holistic Education:

We honor, protect and nurture the physical, emotional, intellectual, and spiritual development of each student. We cultivate critical thinking as a path to self-reliance by developing authenticity in feeling and intentionality of action.

Social Justice:

We work together to promote equity and inclusion for all community members. We respect and revere the natural world and embrace our responsibility as stewards of the earth.

Community and Collaboration:

We rely on a commitment from all members of the community to work together to build strong, collaborative relationships.



FROM WONDER TO WISDOM

Emerson Waldorf School

- 54 Acres of forest, hills, trails, meadow, and farm in Chapel Hill, NC
- Founded in 1984
- Preschool through High School
- 280 students





WALDORF EDUCATION

- Educational philosophy guided by a deep understanding of child development
- Teachers educate and guide students within academic, artistic, social and emotional realms
- Our teachers have a College Degree plus 2 additional years of Waldorf teacher training in Waldorf philosophy, curriculum & child development



Play-based curriculum

Play-based means we see play as the child's primary work at this stage in their development. Formal reading, writing, and counting instruction begin in 1st grade.



Early Childhood

ENCOURAGING CURIOSITY

NURSERY

- 1 Lead Teacher & 1 Assistant
- 11 students per class
- Children may begin Nursery anytime after they turn 3 years old & are potty-trained
- Classes are mixed-age, with 3 & 4 year olds

KINDERGARTEN

- Two-year program
- 1 Lead Teacher & 1 Assistant
- 14 students per class
- A child must be 4 years old by September 1st or 5 years old by June 1st



Half day: 8:30 am-12:30 pm

Full day: 8:30 am-3:00 pm

After School Care: 3:00-5:30 pm



DAILY RHYTHM

MORNINGS:

8:00-8:30 am - Drop-off on the playground

8:30 am - Free Play and Activities

9:30 am - Bathroom Break, Hand Washing, Circle time

10:00 am - Snack

10:25 am - Transition to our Forest Classroom

10:30 am - Outdoor Free Play and Activities in our Woodland Classroom

11:30 am - Clean up, Bathroom Break, Hand Washing

11:55 am - Storytime and Lunch

12:30 pm - Half Day Program ends. Pick-up by 12:40 pm





DAILY RHYTHM CONTINUED

AFTERNOONS (for children enrolled in Full Day) :

12:30 pm - Transition to indoors, Bathroom Break, Hand Washing

12:50 pm - Indoor Story, Rest

1:40 pm - Bathroom Break, Hand Washing

2:00 pm - Outdoor Snack

2:20 pm - Free Play on the Playground

3:00 pm - Full Day Program ends. Pick-up by 3:10 pm

AFTER-SCHOOL SCHEDULE (for enrolled children)

3:00 pm - Free Play on the playground

3:50 pm - Indoor Bathroom Break, Hand Washing

4:00 pm - Snack

4:20 pm - Free Play

5:30 pm - After-school ends. Pick up by 5:30 pm.





NURSERY TEACHERS

Ms. Arnesa



Ms. Emma





KINDERGARTEN TEACHERS

Ms. Andrea



Ms. Patricia



Ms. Robin





WOODLAND CLASSROOM

- In the Woodland Classroom, we enjoy extensive daily outdoor play and weekly walks in the surrounding natural spaces.
- The outdoor environment fully engages the senses. The young child learns about nature through first-hand experiences and discovery.
- These outdoor experiences offer time and space to observe and connect with the natural world, and a reverence for the wonders of the world is developed.





ARTISTIC ACTIVITIES

- Children enjoy wet-on-wet watercolor painting, beeswax modeling, crayon drawing, soup and bread making.
- Activities become more challenging as skills develop.
- Children will also do handwork projects that require more time and patience in their last year of our early childhood program.
- These activities develop fine motor skills, eye-hand coordination, a lengthening attention span and focus.





REAL-LIFE ACTIVITIES

- Our daily activities include cooking, cleaning, and gardening.
- The teachers create an environment that allows the children to engage in real-life activities in a healthy and meaningful way.
- Through imitation, the children learn to be active participants and develop the will to work.
- Social responsibility starts with caring for each other and our environment.



IMPORTANCE OF PLAY

- Through play, children learn to grow in their imagination.
- Children develop tolerance and social skills, fine and large motor skills, and the use of language.
- We consider imagination one of the essential foundations of creative thinking in later life.
- Our simple toys allow open-ended use that encourages children to exercise their imagination in many ways.





TIME IN NATURE

- The children are outside everyday, rain or shine
- Connecting with and learning through the natural environment supports a healthy social-emotional balance





STORY TIME

- Children hear stories daily.
- Storytelling builds up creative thinking, pictorial imagination, language development, and vocabulary acquisition.
- Stories help us learn about the world and ourselves and are vital to children's social and emotional development.
- A rich living language is the best preparation for learning to read and write in grade school.
- Stories include fairy tales from around the world, pedagogical stories, nature tales, home and hearth tales, and stories with elements of repetition for the youngest children.



MEDIA & DRESS CODE

- Our Early Childhood program is screen-free through middle school
- At home, we encourage children to be screen-free during the week and have limited screen time on the weekend
- We ask that children come to school in clothing that's free of logos and commercial characters, which contributes to a visually pleasing environment
- Without the distraction of pop-culture imagery, a child's own imagination and ideas can shine through





FESTIVALS

- In Early Childhood, in relationship with the whole school, we celebrate many festivals of the year, including the organically occurring changes in nature, the nodal points of the year, and world cultures.
- Festival preparation may include a craft, special food, songs, poems, and a story or puppet show.
- As we journey through the changing seasons, festivals help the children participate in the rhythm of the year.
- This introduction to our school's festival life helps the children orient themselves to the natural flow of the year, builds community, and celebrates our rich diversity.





PARENT TEACHER COLLABORATIVE

- There are many ways for parents to learn more about Waldorf and get to know other parents. Some examples are craft circles, Dad's group and monthly events such as Tea Tuesdays and Farm Fridays
- The school has a very vibrant and engaged Parent-Teacher Collaborative.
- Parents can get involved in the Heads, Hands or Hearts committee and each class has a representative for each section.

Heads~ plans book studies or events

Hands~ helps with campus beautification projects

Hearts~ helps plan meal trains or class gatherings



Thank you for your interest in EWS. Please fill out an online inquiry or application to explore our programs further.

