

WALDORF SCHOOL VILLACH

Why the Waldorf School Villach?

Current issues in education show it and the research on learning confirms it: the education policy issue of the future has long existed here at the Waldorf School Villach.

Enhancing Interpersonal relationships

'Every child is an expert' (H. Kullak-Ublick)

There are different forms of intelligence: movement intelligence, emotional intelligence, practical intelligence, social intelligence and of course linguistic, mathematical and analytical intelligence. All have equal importance and, if stimulated, can balance and complement each other.

We encourage the individual talents of the pupils and we support them in developing their cognitive artistic craft and practical skills.

The Waldorf pedagogy provides every child with a space of well-being in which everyone can be themselves, be accepted and appreciated and at the same time form and develop social and emotional competence in the child. According to a study by the psychologist and neuroscientist Daniel Goleman, it accounts for 80 per cent of success in life. In an atmosphere of mutual respect and trust children can learn, research, discover and evolve in a free and relaxed way. They can experiment with problem-solving strategies and learn from possible mistakes, overcome disappointments and firmly pursue their objectives.

Waldorf pedagogy is a pedagogy of relationships. The Waldorf School Villach is based on a trusting collaboration between parents, teachers and pupils - an educational partnership.

This relationship based on trust together with enhancing interpersonal relationships form the basis for joyful learning.

Education requires time

The kindergarten and school years form a formative basis for an individual's development. Waldorf pedagogy is therefore committed to letting the young person's strengths and abilities develop in all their aspects and at their own pace. In this way the joy of living and learning is maintained on a physical, mental and spiritual level. Pupils are therefore not limited to their performance in a single subject, but the personal development of each individual is captured and recognised.

Waldorf pedagogy sees education and upbringing as a process from childhood to maturity and is therefore based on an educational concept that continues from kindergarten to adulthood. Many Waldorf schools, such as our school partner in Klagenfurt, offer a high school diploma.

A holistic way of studying

Subjects such as writing, reading and arithmetic are learned in a holistic manner. A wealth of inner images - especially through daily narratives - promotes the development of imagination and fantasy and lays the foundations for intellectual learning. A holistic way of studying with mind, heart and hands is achieved mainly through the high percentage of artistic and practical activities. In particular, the multiple sensory experiences bring the children in contact with the world and with themselves. The materials they use for studying come mainly from nature.

The children development occurs also through many opportunities for daily movement and free play indoors and outdoors, as well as in the so called 'moving classroom'.

The 'movable classroom'

The lesson takes place following the concept of the 'movable classroom'. This translates into a decisive advantage for learning, since what children learn on the move has a more lasting effect. Moreover, learning on the move creates space for encounters and social development. In the 'movable classroom' all senses are trained through different types of movement. This encourages the child's learning capacity, facilitating and supporting access to reading, writing and arithmetic. With the help of mobile solid wood benches instead of school desks, the circle in which you sit can be quickly transformed into a balancing, climbing or jumping path, a writing or painting classroom or simply a free space for a stage or any kind of movement. In this way our school fulfils the young pupil need to move around and socialise.

Learning can be fun

The teachers teach with joy and share this joy with the children, supporting and encouraging their curiosity and self-confidence, because they have not forgotten how much fun learning can be.

Children's need to play is satisfied! Free, guided or self-initiated play included.

'When we really play, we no longer experience pressure or restrictions. And when there is nothing more to worry about, fear disappears. So when we play freely and have fun, we always feel like ourselves' (G. Huether, neuroscientist and doctor).

Teaching through epochs

In the Waldorf school teaching is organised through blocks called 'epochs'. Every morning in the first two hours the pupils have the same subject for about four weeks – e.g. mathematics, German, science, history, shape drawing, etc. This method makes the best use of lesson time and allows the content to rest, so that it can then be taken up again with new motivation and new impetus.

Cooperation instead of competition

Thinking about the performance and the sense of competition create aggressiveness. Each person desires community and cooperation (see Joachim Bauer 'The Principle of Humanity'). Therefore, only in a school without grades and free from performance thinking there can be a sense of community and mutual appreciation. At the same time joyful learning is encouraged which strengthens self-confidence and social competence. At the end of the year, a report on learning progress is made in the form of a certificate accompanied by an oral explanation to the parent. Notes can also be issued if necessary.

Responsibility towards nature

We establish an intense relationship with nature, thus creating an environmental responsibility. Whether on days in the forest, working in the garden or observing nature in its annual course.

Art in Waldorf education

Crafts, art, music and theatre are an integral part of the daily routine of a Waldorf school. Manual, artistic and intellectual skills are equally important. Through this holistic approach, self-expression and imagination are encouraged and self-confidence strengthened.

Early language learning

From the first class we offer a living knowledge of foreign languages, English and Italian, promoting understanding of the peculiarities of other countries and cultures.

Evolution-oriented learning contents

The teaching approach and the learning contents are oriented towards the development of human beings in their growth process.

‘There is no need to ask what man must know and be able to know for the social order because this already exists. The question is: what is predisposed in the human being and what can be developed in him? In this way it will be possible to enrich the social order with ever new forces from the adolescent generation. Then in this order there will always be the life that men, having become part of it, will be able to realise. But do not make the generation of teenagers what the current social organisation wants them to be’.

(The Pedagogical Objectives of the Waldorf School, Rudolf Steiner)

The curriculum of the free Waldorf school is therefore based on the developmental stages of the student. The contents should not only impart knowledge but also contribute to strengthening the will and the ego, to raising awareness of the feeling for the beautiful and the true and to train logical thinking when needed. This also lays the foundations for sound judgement and the ability to act with awareness and freedom. The development of children and teenagers can be divided into three main stages, each of them containing other levels of development.

The first seven years – from birth to age 7 –entry into school age;

The second seven years - from 7 to 14 – entry into puberty;

The third seven years - from 14 to 21 – development of independence.

Transitions in individual stages of life are moments that significantly affect human life and require special support.

The first seven years

In the first seven years the child accepts the world as it is uncritically. In order to find his way around it, the child brings his powers of imitation. The children live their external and internal life with what their mother, father or carer says, with how they say it, what they do and how they express feelings. Rudolf Steiner describes this basic trust in the world with the assumption 'the world is good'.

Second seven years

In the second seven years the child wants to live harmoniously and coherently. Evil and injustice must be seen and not allowed to win - everything must end well. The child still desires a beloved authority figure whom he likes and wishes to follow, driven by this affection. This gives the child confidence in life, willpower, awareness and also a sense of responsibility. The assumption is 'the world is beautiful'.

Third seven years

At the end of the second seven years, the natural detachment of the teenagers from their previous reference figures becomes increasingly evident. Puberty occurs earlier in girls while in boys it usually occurs later and often in a less obvious way. In the teenagers the capacity for independent judgement and intellectual activity develop. Why they learn a certain thing must make sense to them and be objectively justifiable – 'the world is true'.

Respect

The child is the teacher of the pedagogue. The keen and appreciative interest of the teacher in each individual child creates mutual respect and a healthy child development. The educator is committed to maintaining tolerance for the differences in the interests of individual children and to arousing a keen interest in the child. Every child wants to learn something but not everyone wants to learn the same thing (V.Wemmers, *The Five Dimensions of Waldorf Education*, p. 121). If we do not slow children down in their desire to learn and allow them to discover, we create a precondition for the desire to learn that will last forever.

Openness

Our school is fundamentally open to all children and teenagers regardless of their nationality, religion, social background or the financial means of their parents. Parents and educators work together in an educational partnership for the good of the child and participate together in the operations and decisions of the association.

School curriculum

The school curriculum of the Waldorf school is a framework program based on the child's stages of development. Therefore, there are several subjects at different stages of the year. In this way the child is gradually brought from its fantasy world to the earth and finally reaches 'earthly maturity' at puberty. Teaching is carried out partly in periods (epochs) and partly in additional one- or two-hour lessons.

Study program

In epochs:

1. class: form drawing, German, arithmetic, cultural studies.
2. class: form drawing, German, arithmetic, cultural studies (the period of the bees, the period of St.Francis).
3. class: form drawing, German, arithmetic, the story of Creation, agriculture, architecture, building, crafts.
4. class: form drawing, German, arithmetic, Norse Mythology, local history with astronomy, anthropology and zoology.

Other lesson

- 1.-4. Class: English, Italian, free religion, music, gymnastic, eurythmy, manual work, art education, practical exercises.

Class schedule

1. and 2. Class: Mon-Fri from 8.00 to 12.15
 3. class: Mon, Tues, Wed, Fri from 8.00 to 12.15, Thurs from 8.00 to 12.50
 4. class: Mon-Thu from 8.00 to 12.50, Fri from 8.00 to 12.15
- From 7.30 a.m. the children are welcomed by their teachers in the classroom

Afterschool

The afterschool activities in our school are based on the principles of Waldorf pedagogy and are offered for all classes.

The assistants are part of the teaching staff, which ensures a good cooperation with the school. We offer reliability and continuity in relationships and a protected space in which pupils can have social experiences. After a shared lunch with freshly cooked organic food, the children are helped with the homework and the learning content and also have enough time

for guided and free play. We consider after-school activities a vital space in which to build friendships and socialise. In this context, what has been experienced and learned can be recalled and processed. Therefore the development of emotional intelligence and social skills is given a high priority.

Afterschool schedule: Mon-Fri, 12.15-16.30

For further information

If you are interested in getting to know our school or would like to make an appointment for a trial lesson, please contact us. We will be happy to answer all your questions and show you the school.

EDUCATORS

Michaela Bauer

Teacher, school manager

I became a Waldorf teacher because what is particularly important to me is that every child receives attention. Because "Every child is an expert" (H. Kullak-Ublick).

With its small classes, the Waldorf School Villach offers the best conditions in this respect. The teacher evolves with and thanks to her/his children and she/he adapts to the class so that lessons can be organised according to the children's needs. There I am enjoying the lesson. Performance thinking and a competitive attitude create aggression. Community and cooperation is what everybody wants (Joachim Bauer "The Principle of Humanity").

Such a sense of community and mutual appreciation can only be found in a school without the pressure of grades and performance. I am therefore happy to have the opportunity to teach at the Villach Waldorf School.

Markus Obitschnig

Teacher

I want to prepare children and young people to be able to face themselves and society in life and to lead an independent and happy life. I really like the pedagogical approaches and the mental attitude of the teacher.

Over the past seven years I have been able to observe and experience the results of Waldorf education in children and in some high school graduates as well. That's why I chose this path, to give a positive impulse to the world and to evolve personally. Working in a Waldorf school is very different from working in a state school. The Waldorf school, which is structured as an association, thrives on the work of teachers, parents and volunteers. Many things must and should also be done on a voluntary basis. I think that we can do things with enthusiasm even if at the end there is no remuneration but we are rewarded with appreciation and recognition. In October I started my master's course in Waldorf education and am therefore a Waldorf teacher-in-training.

Melina Zeichen

Assistant teacher, crafts, after-school care

I have always enjoyed working with children and, thanks to my training as a primary school teacher, I have been able to realise my desire to teach children accompanying them on their journey. When I discovered the Waldorf school, I became interested in a new form of teaching. I'm passionate about giving children the chance of a beautiful and fulfilling learning experience. The Waldorf pedagogy offers children the opportunity to develop individually and to discover their own method of learning. Without the pressure on learning, the interaction

between child and teacher is much more harmonious. Particularly significant for me are the artistic and rhythmic forms of the lessons. Children who go to school happy and looking forward to learning something new every day are the result of a successful interaction.

Laura Pecoraro

Italian

What I particularly appreciate about Waldorf pedagogy is that children can learn in a harmonious and artistic way through a great deal of practical activity. I have an academic background in foreign languages and literatures. A year ago I realised my desire to teach languages to children. In the Waldorf school I teach Italian which is my mother tongue.

This experience is very enriching for me. Every time I am surprised to see how the children learn songs, idioms, language games and new words with joy and curiosity. Learning a foreign language is fun at the Waldorf school. Values such as community, love and cooperation accompany this process. If children are happy and have fun, they learn a foreign language more easily.

Letizia Aguilar

Eurythmy

What I like most about Waldorf pedagogy is:

... that the children approach the subject they have to learn by stimulating their imagination with fairy tales, legends, stories and all this accompanied and deepened by artistic subjects such as painting, theatre and eurythmy.

... that all activities (e.g. sewing, crafts) are committed to a sense of beauty and that social interaction has a high value

... that the image of man is based on a deep knowledge that will give the best for the education of children.

Michael Gardej

After-school care

In the course of my several years of professional experience I have never regretted switching to Waldorf pedagogy. I experienced how authority and social skills gain a new perspective in the way of dealing with children. A teacher is often seen as an authority figure. In my experience, however, trust between teachers and students comes first. The Waldorf pedagogy allows each child a space of well-being in which they can freely experience their emotions. At the same time social skills are trained and developed, which according to a study by the American psychologist and neuroscientist Daniel Goleman ultimately account for 80 per cent of success in life. At the same time I could see that the children are not under stress. I am proud to be part of the Waldorf team which has a hundred years of knowledge in line with the latest brain research and can actively contribute to the further evolution of our children.

Administration

The Waldorf school Villach is largely financed by parental contributions and the support of some members as well as by events, donations, sponsorship and support from the public sector. The school fees are determined according to the size of the family (number of children in our school). The maximum fee of 440 Euro ensures the quality of the teaching. Every child must have the opportunity to attend the Waldorf school. No family is rejected for financial reasons. You are welcome to contact the board or the office for a personal discussion on income-related reductions.

School fees

1 child 390,00 Euro – 2 children 680,00 Euro – 3 children 815,00 Euro

12 per months payable by SEPA bank transfer

Additional payments:

Entry fee: 440,00 Euro (once)

Membership fee: 57,00 Euro (per year, per family)

Afterschool fees

Afterschool (Mon-Fry 12.15-15.30):14,00 Euro

Afterschool (Mon-Fry 12.15-15.00): 12,00 Euro

Security service while waiting for parents (Mon-Fri 12.15-13.00): 4,00 Euro

Lunch (12.45): 2,50 Euro

(all prices are per day, per month)

First year registration

Enrolment for the school year 2020/21 is open from Mo 01.02.2021 to 26.02.2021. We kindly ask for registration by telephone. Further information can be found under 'admission procedure' and 'admission dates'.

Enrolment of students from other schools

Admission of students from other schools is generally possible at any time.

Please contact us for a personal consultation appointment

Admission procedure

1. Enrolment of the students

Ask for an appointment to enrol a pupil (enrolment February 2021)

Documents to bring:

Filled registration form, declaration of residence, copy of student's identity card or passport, copy of the child's social insurance card. If necessary, bring a copy of the guardian's parental authority and medical reports. At the time of initial registration, a registration fee of 57 euros is payable as a deposit, which corresponds to the membership fee of the association for the promotion of Waldorf education. The fee will be credited at the time of registration.

2. Pedagogical admission

In order to determine if your child is ready for school, the pedagogical pupil intake takes place in March.

3. Payment and school contract no later than 2 April 2021

Deadlines for registration

The school registration deadlines for the year 2021/22 are:

From Mon 01.02 to Fri 26.02. 2021

We kindly ask you to register by telephone for a personal appointment:

8.00-12.00 – office number +43 (0)68181484481

8.00 to 12.00 Michael Gerdej 0664 220 13 00

12.00 to 18.00 Michaela Bauer 0677 618 200 21