

Policy Title: Draft Curriculum and Assessment Policy

Date Created: January 28, 2009

Review Date:

Policy Number: Faculty-1

Body of Origin: Faculty

Review Authority: Faculty, Council

Purpose: This policy exists to explain the unique approach that Waldorf Education has toward educational content and tasks in addition to child and class assessment procedures.

Policy Details: Waldorf education strives to support the growth of human beings to the achievement of their fullest potentials by taking into account physical, emotional, social, intellectual and spiritual elements. There are broad goals and accepted methods of teaching in Waldorf schools. It is necessary to take into account the wide variety of circumstances and individuals, resources and approaches involved in the journey. Education of the individual unfolds in a developmental sequence that is logical and supported by the Waldorf curriculum. The temperament of the child, their past and current circumstances, and the situation in the home all impact the child's potential to grow, learn, and develop. Each teacher brings their own unique attributes into observing, assessing and presenting the curriculum to a child and a class. Further, there are a vast array of ideas and resources available to teachers for introducing and conveying concepts of the curriculum.

Given all these factors, checklists are less than effective at conveying the depth and scope of a child's education. Anecdotal narratives are the form of assessment tool used by the teachers of Three Rivers Waldorf School.