



## Guiding Principles of Edge Hill Country School

### Education of the whole child

We hold the child within the ideals of goodness, beauty, and truth.

We strive, at a developmentally appropriate level, to nurture the healthy growth of the three-fold nature and whole being of the child: the willing or doing (hands), the feeling (heart) and the thinking (head). We endeavour to offer the right thing at the right time.

We impart an engaging, enlivened and balanced curriculum that challenges our students academically, artistically and physically. We recognize the value of factual and conceptual learning, as well as the care, intent, effort and thoughtfulness embedded in the learning and that both aspects bring value and meaning to the child's experiences.

### The uniqueness of each child

We offer developmentally appropriate experiences for each child. We nurture the child's ability to discover and realize his or her own nature.

We aim to help children to make the full use of their innate qualities, skills, talents, ranges of abilities and unique potential while empowering them to take initiative and to be resilient and adaptive to change.

We seek to develop identifiable skills while nurturing each child's capacity for living fully in whatever futures unfolds for him or her.

### The living learning environment

We follow the natural rhythms of the day, seasons and year.

We create an orderly, beautiful, grounding, living space that supports children of their individual journeys and nurtures security, harmony, and tranquility.

We seek opportunities to connect each child to the natural world and to develop and strengthen their own forces through imitation and imagination.

We seek freedom for children to learn in a natural, supportive, non-commercialized atmosphere and to protect each child's childhood.

## The teacher as mentor, role model and guardian

Our teachers strive to teach with moral imagination, to offer the class curriculum with integrity, courage, respect, and regard.

We support our teachers in making use of their evolving creative skills and talents and to be active learners in the subject areas they teach. We encourage our teachers in their own journeys of self-development.

Whenever possible, we recognize that, in teaching the same class of children for longer cycles of time, teachers have greater opportunities to become aware of and foster each child's deepest and essential being.

## Recognition of, and reverence for, the spiritual nature of the human being and in all things.

We respect the innate wisdom of the human being. We believe all children have a spiritual nature which is nurtured and drawn to consciousness by meaningful content in the curriculum and by teachers and other community members who uphold universal values such as acceptance, care, compassion, kindness, generosity, diligence, respect, and honesty.

We strive to honour, nurture, and protect the childhood of our students, to guide them into healthy adolescence and to help them become fully human in ways that go beyond the simple material aspects of our nature and our world.

We seek ways to highlight and bring value to learning in deliberate measures that support children's openness to wonder and inquiry through the unique qualities of goodness, beauty and truth, as well as maintain a reverence for life in all its forms.

We consider this as work with the spiritual nature of life and phenomena and with regard for everyone's spiritual life.

## Integrating the philosophical and the practical

We strive to put our principles into practice through our methods and decisions. Core values of respect, kindness, inclusion, responsibility, open communication and commitment inform our way of working together.

Both practical and philosophical principles are used to inform our discussion. We reflect on and respond to our social, cultural, physical and economic environment and emphasize group process and consensus-building.

## Commitment and renewal

The School serves as a community in which children benefit from teachers and parents striving together to support education and learning.

We believe that the adult community committed to this education for children has a responsibility to be involved in the stewardship of the school's being, to reflect on and assess the strengths and challenges of the school.

We make directed efforts to maintain, plan, and implement regular renewal actions to ensure that the School remains healthy, sustainable and viable.

We strive to support these efforts through ongoing adult education

## Community

We embrace opportunities to become interconnected with our neighbours, our community and the wider world through environmental and social stewardship at a developmentally appropriate level.

We make ongoing and continued efforts to present school developments, activities and events in a clear, unambiguous, and transparent manner through respectful communications with all community members.

## Social, cultural, and economic inclusion

We embrace diversity and inclusiveness in our community and encourage opportunities for shared responsibility and meaningful involvement in the school.

We endeavour to ensure accessibility to all those who value and support the vision of Edge Hill School and the underlying values of Waldorf education.