



Michael Mount **Waldorf** School
Nurturing conscious, creative, independent thinkers

Prospectus





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Cover painting by Aninka Moore
(a Michael Mount student)
after Claude Monet's Poppy Field in Argenteuil

Compiled by Christina Seuffert
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*Nurturing conscious, creative, independent thinkers
from 4 months to 18 years – on one campus*



About Waldorf Education

Waldorf education is based on the philosophies of the Austrian scientist-philosopher, Rudolf Steiner.


His approach, which uncompromisingly puts the child at the centre of education, was revolutionary a century ago and is still considered cutting edge in educational philosophy.

In 1919, Steiner was approached to establish a school for the children of workers at the Waldorf Astoria cigarette factory in Stuttgart, Germany. The Waldorf curriculum has since been adopted by a global network of self-governing Waldorf schools – making Waldorf education one of the largest independent school movements in the world.

There are now more than 1,000 registered Waldorf schools spread across every continent. There are many more independent Waldorf-inspired home-schooling programmes, as well as government and charter schools. There are approximately 2,000 registered Waldorf early childhood development facilities, over 320 curative education facilities, and more than 60 Waldorf teacher training facilities across the globe.

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) has partnered with Waldorf schools in numerous African countries, including Angola, Botswana, Egypt, Ghana, Kenya, Namibia, Nigeria, Senegal, Sierra Leone and Tanzania.

South Africa boasts 17 registered Waldorf schools and a Waldorf Teacher training college in Cape Town.



“Waldorf education has been an important model of holistic education for (more than) a century. It is one of the very few forms of education that acknowledges the soul-life of children and nurtures that life. It is truly an education for the whole child.”


– Jack Miller,
Professor, Ontario Institute for
Studies in Education the University of Toronto



About Michael Mount

Michael Mount Waldorf School is a private, coeducational, non-profit school and early childhood centre for children aged 4 months to 18 years, in the northern suburbs of Johannesburg, South Africa. The school was founded in 1960 by a small group of parents and educators who were familiar with Steiner's work and were seeking a holistic educational offering. In 1964, the school acquired the campus on Culross Road – a 12-acre property in the heart of Bryanston. The first group of Matrics wrote the IEB examinations in 1987. In 2015, the school acquired two additional properties adjacent to the school, resulting in the opening of the Michael Mount Baby Care and Play Group centre in 2016.

The school is a registered Public Benefit Organisation. It is a member of the Independent Schools Association of Southern Africa (ISASA) and of the Southern African Federation of Waldorf Schools which, in turn, is guided by the International Forum of Waldorf Schools. Michael Mount is also a member of the International Association for Steiner/Waldorf Early Childhood Education.



“Our highest endeavour must be to develop free human beings who are able of themselves to impart purpose and direction to their lives.”

– Rudolf Steiner

What makes Waldorf education unique?

The curriculum is based on a profound understanding of human nature. It is developmentally appropriate and mirrors the child's inner growth, interests, and needs. Learning is multi-disciplinary, integrating (for instance) music with maths, language with movement, art with geography, and philosophy with science.

All students are taught all basic subjects regardless of their aptitudes, up to the end of Class 10. The goal of Waldorf education is not to make a student into a professional mathematician, historian, or artist, but to awaken and educate capacities that every human being needs, contributing to the development of a well-balanced individual. Upon completion of the Waldorf curriculum in Class 11, students continue with their elective subjects for the matric programme.

Lesson structure. The core of the Waldorf curriculum is taught during the first two hours of each day, when students are fresh and alert. Students explore the same academic subject for 3 to 4 weeks at a time during this Main Lesson. It is an in-depth, non-fragmented, multi-sensory approach that engages the whole being: head (intellect), heart (feeling) and hands (doing), fostering understanding on many levels. Traditional subject lessons (maths, science, biology, languages, art, etc.) follow the Main Lesson. Crafts, such as knitting, sewing, weaving, basket making, and woodwork are taught later in the day when concentration is waning. Students are called upon to listen, work independently, participate, create, move, think and solve problems at different times – providing a balance between intellectual, artistic and physical activities and preventing burnout.

Eurythmy is taught at all Waldorf schools. It is a form of movement that strengthens and harmonises the body and the life forces. It is usually taught by a specialist with a four-year Eurythmy qualification.

Workbooks are created by the students, helping them to 'own' what they learn.

Examinations. Children do not write exams until Class 8 because the unique qualities of each child can be observed and described, but not always measured. The development of students in Classes 1 to 5 is closely monitored and assessed. Individual in-depth observational reports are issued at the end of each year. Detailed academic reports are issued twice annually in High School.

Waldorf teachers have both a university degree and a 2-year certificate in Waldorf education and undergo continuous training and biennial appraisals. Waldorf teachers may stay with one class for up to eight years – from Class 1 to 8. This stability leads to the healthy well-being of the child, while encouraging a depth of community and compassion rare among school children. In High School a class guardian takes over from the class teacher and stays with the same class through to the end of Class 11, at which point the Matric guardians take over.

Waldorf physical spaces are beautiful, natural, and simple, with ample space for outdoor activity.

**Note – at Michael Mount, Class = Grade*

*The celebration of **festivals**, drawn from a variety of traditions, is an important part of Waldorf education. The preparation, the anticipation, the festival itself, and the memories created lift children out of the ordinary and leave them with a deep sense of joy, awe, and wonder. It is a time to reconnect with the rhythms of nature. Stories and food are shared, celebrating life and uniting the community.*



These lanterns were made by Michael Mount's Class 4 children for St. John's Festival – the festival of light.

Early Childhood Development

Baby Care

4 months to 2 years old.
Monday to Friday:
07h30 to 17h30
Closed 3 weeks in
December and January.

Babies do not distinguish between themselves and their surroundings. At Michael Mount, they are slowly, gently introduced to the world through natural rhythms that lovingly meet their need for food, exploration and rest. Loud and artificial stimulation of the senses is avoided. Safe, peaceful spaces allow them the freedom to explore the world and their own ability to move, as they become ready to do so.



Play Group

2 to 4 years.
Daily except Wednesday:
08h00 to 14h10
Wednesday: 08h00 to 12h20
Early morning care: 07h15
Aftercare: until 18h00

Imaginative, free play is considered the most important means of stimulating physical, social, emotional, and cognitive development, and formal learning does not feature during these years. Activities include storytelling, puppetry, singing, movement, painting, drawing, beeswax modelling, baking and a meal eaten together.

Toys are made from natural materials and include simple dolls and wooden objects, as well as beautifully coloured cloths for dressing up, wrapping dolls and 'building houses'.

The centre provides a warm, nurturing environment filled with beautiful, natural play materials and safe outdoor spaces.

Nursery School

4 to 6 years.
Daily except Wednesday:
08h00 to 14h10
Wednesday: 08h00 to 12h20
Early morning care: 07h15
Aftercare: until 18h00

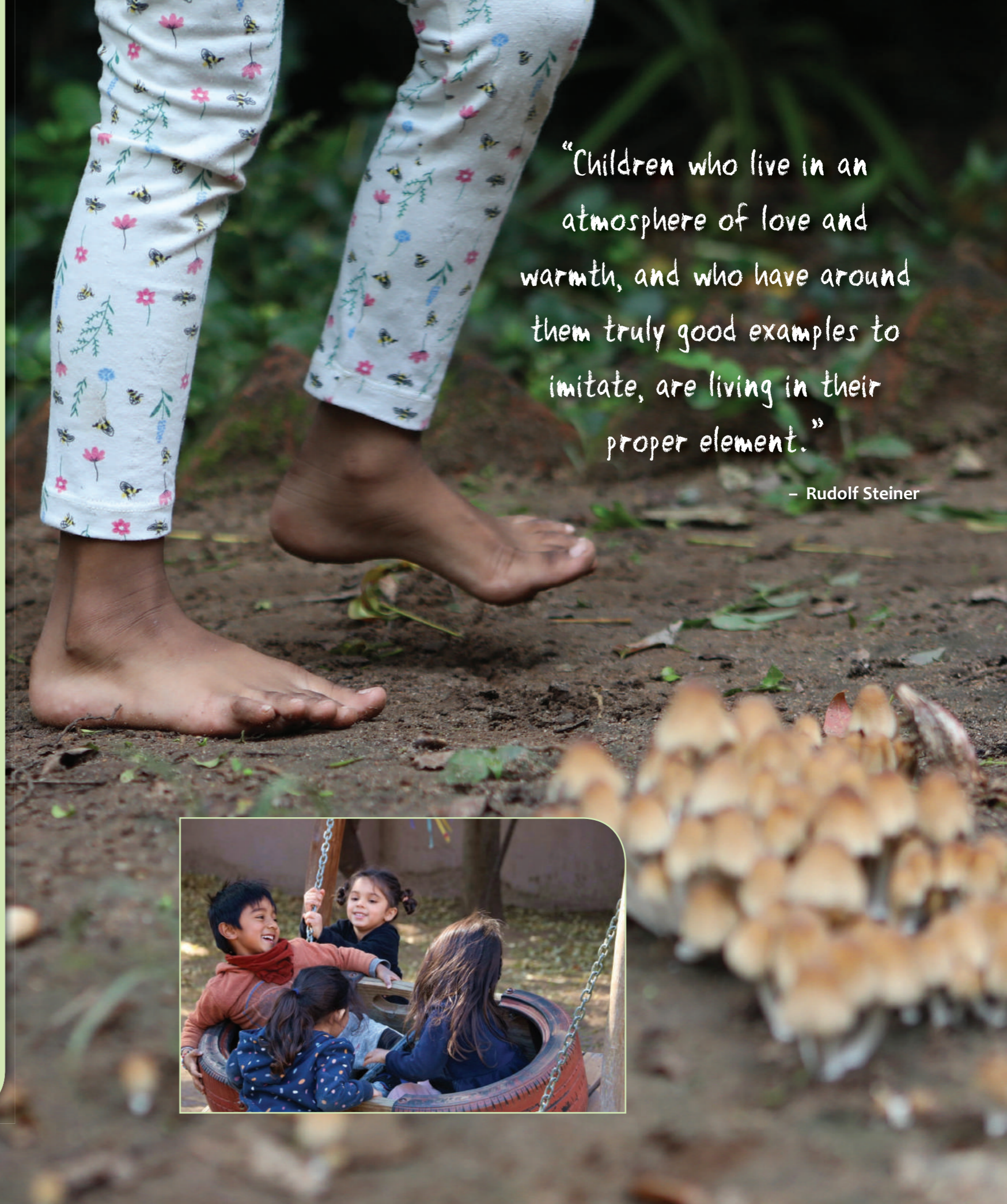
There is no formal academic learning in Waldorf schools until Primary School. Young children develop fine and gross motor skills, social, language and concentration skills, as well as a reverence for life through imitation, imagination, undirected play, and active engagement with their surroundings. Skills thus gained best prepare young children for the challenges of Primary School.


Young children are completely open and deeply influenced by all that surrounds them. Waldorf teachers strive to be worthy – in attitude, feeling and actions – of the children's unquestioning imitation.

A clear daily, weekly, monthly, and seasonal rhythm provides a sense of predictability, security and belonging. Structured activities include storytelling, puppetry, singing, eurythmy (movement), hand games and finger plays, sewing, painting, drawing and beeswax modelling, baking and cooking, nature walks, circle time and a meal eaten together.

"Children who live in an atmosphere of love and warmth, and who have around them truly good examples to imitate, are living in their proper element."

– Rudolf Steiner






Primary School

Class 1 to 7:

Daily except Wednesday: 7h50 to 14h10
Wednesday: 7h50 to 12h20

Children enter Class 1 at the age of 6 with a class teacher who will, ideally, remain with them until Class 8. This teacher becomes the beloved, respected, and accepted representative of the world, guiding the children in their need for applied learning – as opposed to imitation. The school day begins with a long, uninterrupted lesson. One subject is the focus; the class deals with it in-depth each morning for several weeks at a time. This Main Lesson – which runs for two hours – allows the teacher to develop a wide variety of activities around the subject at hand and the children to gain a thorough understanding. Languages (English, Afrikaans and IsiZulu), Mathematics, History, Geography, Biology, Science, Arts (drama, music, eurythmy, painting and drawing), Handwork (such as knitting, crochet, cross stitch, felting, woodwork), Library skills and Sports are introduced gradually from Class 1 onwards. The class teacher is assisted by specialist teachers.

The Waldorf curriculum is designed to respond to the various phases of the child's intellectual, physical, and emotional development. It has been likened to an ascending spiral: subjects are visited several times over the years, with each exposure affording greater depth and understanding. As students mature, they engage with the world anew through the lens of a particular subject – their experience and knowledge of that subject widening and deepening in the context of the broad, integrated Waldorf curriculum.



“The heart of the Waldorf method is that education is an art – it must speak to the child's experience. To educate the whole child, his heart and his will must be reached, as well as the mind.”

– Rudolf Steiner

High School

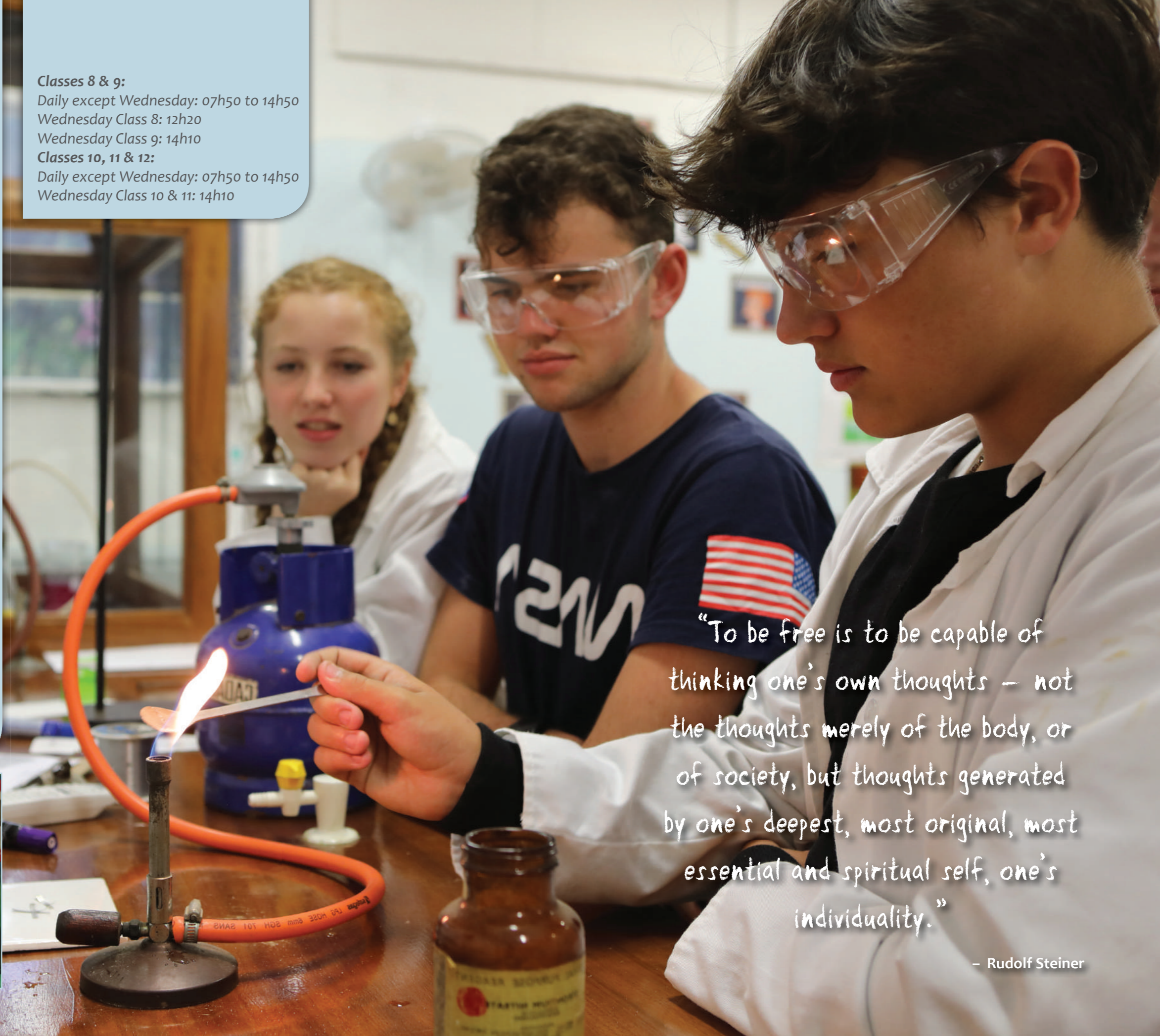
Teaching now turns to the development of critical thinking, objectivity and self-discipline through exploration, discussion, and individual research. The class teacher is replaced by a class guardian who provides academic, social, and personal support throughout the High School years – in line with the teenager’s changing view of the adult as an authority figure. Main lessons continue but are taught by specialist subject teachers.

The Waldorf high school curriculum consists of a rigorous academic and liberal arts programme. Subjects include English, and Afrikaans or isiZulu, Mathematics, Physical Science, Life Sciences, History, Geography, Information Technology, Computer Applications Technology, Business Studies, Dramatic Arts and Visual Arts. Waldorf students carry all these subjects until the end of Class 10 when they make their subject choices for matric. All Waldorf students engage in drama, music, art, eurythmy and sport. Craft classes include bookbinding, basketry, and weaving.

A highlight of the Class 11 year is presenting a full-length play or musical to the school community. Students select the play, design and build the set, market the play and perform to the general public for three evenings in a row.



Classes 8 & 9:
Daily except Wednesday: 07h50 to 14h50
Wednesday Class 8: 12h20
Wednesday Class 9: 14h10
Classes 10, 11 & 12:
Daily except Wednesday: 07h50 to 14h50
Wednesday Class 10 & 11: 14h10



“To be free is to be capable of thinking one’s own thoughts – not the thoughts merely of the body, or of society, but thoughts generated by one’s deepest, most original, most essential and spiritual self, one’s individuality.”

– Rudolf Steiner

Waldorf High School Projects

Industrial project in Class 9: Students live and work on a farm for a week.

Community project in Class 10: Our students' projects have included building a playground for the children of Lesedi Waldorf School in Limpopo and partnering with Habitat for Humanity to build a house. The community project includes a written reflection on the time spent serving the community and a public speech about the experience.

Individual projects in Class 11 help prepare students for tertiary studies and professional work. Students undertake a project – in their own time and in addition to Class 11 work – that stretches them mentally, physically and emotionally. The project includes practical, theoretical and artistic work in a year of intensive, independent work under the guidance of individual mentors. The individual projects conclude with a public presentation: the culmination of the Waldorf curriculum.

“When I began my project, I couldn’t have imagined how many lessons it would have taught me and how much growth I would have attained. Waldorf education allows for many opportunities that are unique and allow us to pursue many things which other students do not get the chance to. This project is an example of one of these opportunities – one which I can say I am truly grateful for.” – **Class 11 student, 2021**

“Waldorf students come closer to realising their own potential than practically anyone I know.”

– Joseph Weizenbaum



In this photo, Kuzi Bvunyenge and Karibu Papo present an inspiring performance as part of their Class 11 project presentations.

Daily: 7h50 - 14h50

To fulfil the requirements for the National Senior Certificate, students write English (home language), Afrikaans or isiZulu (first additional language), Mathematics or Mathematical Literacy, Life Orientation, and three subjects from the following list: Physical Science, Life Sciences, History, Geography, Information Technology, Computer Applications Technology, Business Studies, Dramatic Arts, and Visual Arts. Further Studies Mathematics is offered as an optional eighth subject. Students may study an additional subject, such as music or a foreign language, in their own time, at their own expense.

Having completed the Waldorf curriculum in Class 11, students focus solely on the IEB Matric syllabus in their final year in preparation for their Independent Examinations Board (IEB) National Senior Certificate final examinations. Every student is encouraged and assisted in achieving the best matric results they possibly can.



Class of 2022

*“Receive the children in reverence,
educate them in love,
and send them forth in freedom.”*

– Rudolf Steiner

Sports

Students participate in Sports from Class 1 to Matric, during a 40-minute period, at least once a week. The school also holds an annual athletics day, a High School Games day, a swimming gala and a Class 6 Greek Games day.

The Waldorf sports programme is pedagogically and developmentally appropriate, and fundamentally different from sports at most conventional schools.

Young children start with circle games and fun activities that promote physical skills development, participation, as well as a feeling of safety that fosters strong bonds. As the children get older, the emphasis shifts to the individual, with tag games that involve chasing and catching or confrontation.

Team sports are introduced in Class 5 and help develop sensory integration, as well as positional sense. Older children start learning about the principles of specific games, the mechanics of team sports and the concept of good sportsmanship.

Team sports help deepen social ties and commitment to the group, while challenging each student to achieve higher levels of individual skill. True sportsmanship is emphasised.

Older students are taught the importance of finding a balance between their academic work and their sporting endeavours.



Greek Games



Athletics



Swimming



Extra-curricular activities

All students are encouraged to participate in the after-school sports programme. Sports played include ball skills (Class 1-2), basketball, cricket, soccer, swimming, tennis, and volleyball. There are no try-outs in Waldorf sports: any student wanting to participate is given an opportunity to practise, play and excel. All students get to play at matches. No-one is a bench warmer!

The variety of extra-curricular activities offered by Michael Mount provides a healthy balance between academic, physical, and cultural interests, and includes drama and art lessons, as well as the High School offerings of chess club, environmental club, debating, Model United Nations, and Writer's Block. High School students also have the opportunity to be elected onto the Student Representative Council (SRC).

Cultural activities vary from year to year, depending on student interest and availability of skilled instructors.

Extramural participation



Sports



Michael Mount participates in numerous school sports leagues, plays matches, and takes part in various tournaments throughout the course of the year




Aftercare

Monday to Friday: until 18h00
Holiday Care: 07h30 to 17h30
Closed 3 weeks in December and January.

A dedicated Waldorf-inspired aftercare programme – complete with a healthy, nutritious snack – is available for children up to Class 7.


Aftercare coordinates with extramural programmes so that children are seamlessly taken care of until you are able to pick them up or they are taken home by a transport service.

Holiday care is offered at an additional cost during the school holidays.



“What every parent would wish as the best for his or her children, Waldorf education provides. The fullest development of intelligent, imaginative, self-confident and caring persons is the aim of Waldorf education. This aim is solidly grounded in a comprehensive view of human development, in an intellectually and culturally rich curriculum, and in the presence of knowledgeable, caring human beings at every stage of the child’s education.”

– Douglas Sloan,
Professor Emeritus of History and Education,
Columbia University




How do Waldorf alumni fare in the world?

The majority of Waldorf graduates go on to university, both locally and overseas, to study a diverse range of fields across the sciences, humanities, and business, and many continue beyond their first degree.

Michael Mount graduates go on to work in all imaginable professions, but what sets them apart is that they are grounded in a conscious way of thinking, making them likely to work towards bringing about positive change in the world as a result of a holistic upbringing. They tend to excel in their respective fields, as they have been equipped with the necessary tools to be level-headed, self-reliant, and ambitious.

“Waldorf was the best gift my parents could have given me. I loved each day of this rich and complete education.”

– Nadja Hall, Waldorf graduate



“What I like about the Waldorf school is, quite simply, its graduates ... They have been taught to think. What I see here is an integration of the faculties – mental, emotional, physical and spiritual ... They can converse intelligently on almost any issue, because they have been taught to examine. They can be enormously sympathetic to almost anyone’s plight, because they have been taught to tolerate. They can gracefully dance or score a goal, because they have been taught to move. They can circulate among the various groups on campus and engage in a variety of activities, because they have been taught to harmonise.”

– James Shipman

Admissions procedure & Requirements

1. **Prospective parents** attend an Introductory Talk and complete a Preliminary Application.
2. If no places are available, prospective parents will be notified and children's names may be placed on the school's waiting list, on request.
3. If a place is available, the registrar will request specific reports and arrange an interview between the Class Teacher / Guardian, parent, and child.
4. The prospective parent will be required to submit various financial documents and a TPN / ITC check will be conducted.
5. Upon acceptance by the Class Teacher/ Guardian, and approval of the financial information, the Registrar will issue a registration pack.
6. Age and other requirements
 - a. **Baby Care**
 - The baby must have turned four months before being granted a space.
 - b. **Play Group**
 - The child must have turned two by 31 December of the year prior to enrolment.
 - c. **Nursery School**
 - The child must have turned four by 31 December of the year prior to enrolment.
- d. **Class 1 to 4**
 - The child must have turned six by mid-October to enter Class 1 in mid-January of the following year.
 - Relevant prior reports and assessments are required from Class 2 onwards.
- e. **Class 5 to 10**
 - An academic assessment will be set up for the student.
 - Acceptance is determined by the outcome of the academic assessment and the interview with the Class Teacher.
- f. **Class 11 and 12 (matric)**
 - We do not encourage admittance of students late in the Class 11 year, and invariably do not accept new students into Class 12. Exceptions, such as moves from other Waldorf schools, are considered with care.
7. **Language Requirements**

The language of instruction at Michael Mount is English. All students are required to study one additional language. The school offers Afrikaans and isiZulu as additional languages.
8. **Enrolment fees**

When a student is accepted into the school, a non-refundable enrolment fee is payable to secure the place that has been offered.

Exception: Play Group attendees who turn four before March 31 of the year of enrolment may be considered, following a readiness assessment by the relevant teachers.

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“Waldorf education addresses the child as no other education does. Learning, whether in chemistry, mathematics, history or geography, is imbued with life and so with joy, which is the only true basis for later study. By the time they reach us at the college and university level, these students are grounded broadly and deeply and have a remarkable enthusiasm for learning. Such students possess the eye of the discoverer, and the compassionate heart of the reformer which, when joined to a task, can change the planet.”

– Arthur Zajonc



An Invitation

To find out more about our school and explore your child's potential place in it, please book an appointment to visit and talk with relevant people.

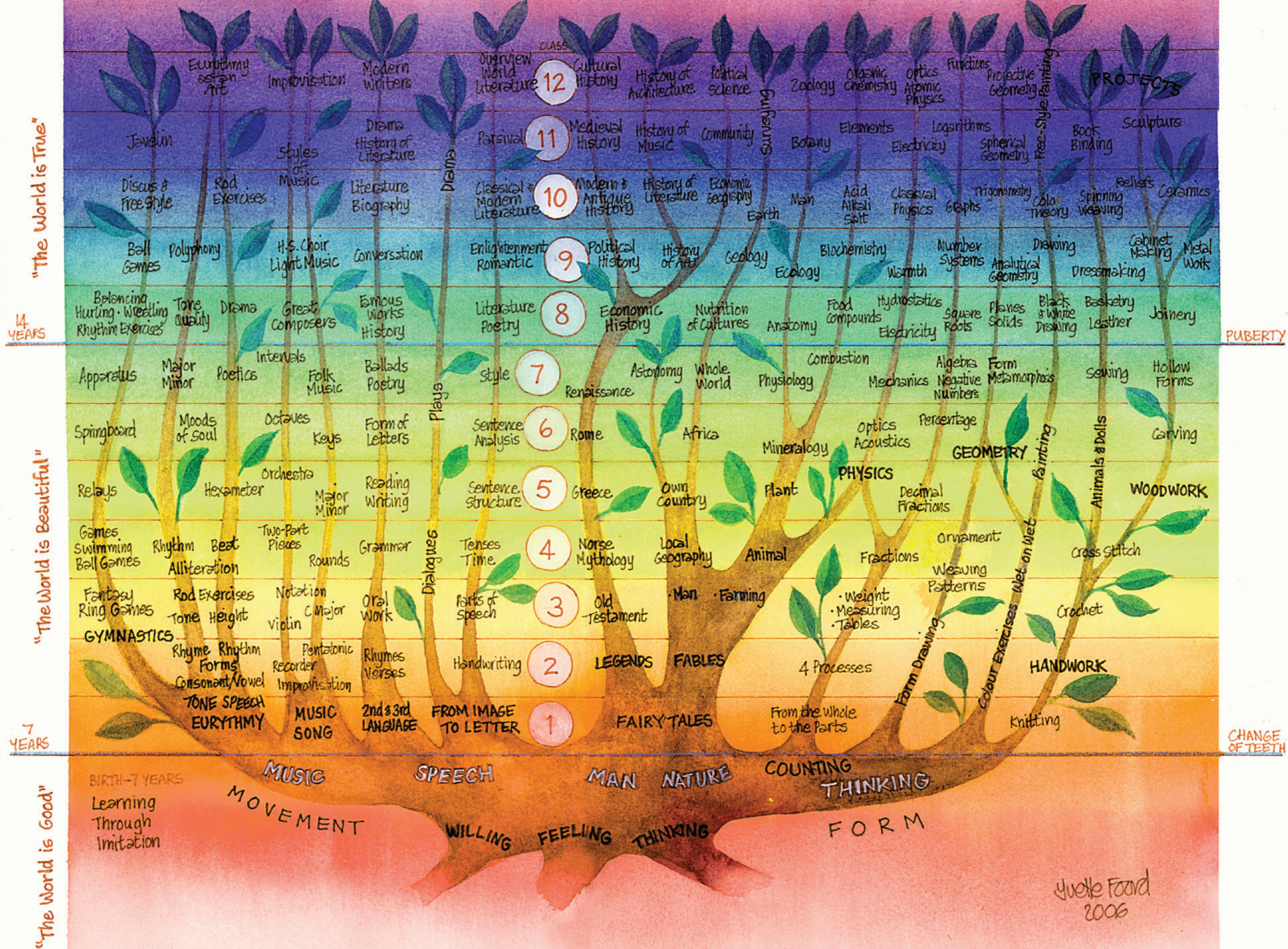
We also offer Open Days between 9h00 and 12h00 on select Saturdays throughout the year. Set aside about an hour-and-a-half to listen to our Introductory Talk, learn about Waldorf education, get an overview of the Waldorf philosophy and curriculum, ask questions, and walk through the grounds.

Come join us! You are invited for a complimentary coffee, afterwards, at the Bryanston Market, which is situated on the school grounds.

Contact us to reserve your space at the next Open Day, or to book a personal tour.

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WALDORF SCHOOL CURRICULUM CHART





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