



Education Plan
2022/23 - 2025/26

Accountability Statement

Accountability Statement for the Education Plan

The Education Plan for Calgary Waldorf School commencing September 2022 was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan for three years on May 19th, 2022.



Yves Pauchard

**Board President
Calgary Waldorf School Society**

Profile of our School and School Authority

The Calgary Waldorf School (CWS) provides Early Childhood, Elementary, and Middle School programs based on the Waldorf and Alberta Curriculums. Ingrained in a hundred year old educational philosophy, the Calgary Waldorf School is part of a larger movement that consists of over twelve hundred Waldorf schools worldwide.

The Calgary Waldorf School Society Board of Directors works strategically to enable the legal and financial health in order to realise the mission and vision of the school. This body is composed of parents, faculty, and administration. They are also responsible for planning related to the facilities, legal work and policy writing, public awareness, fundraising, and long-term strategic planning.

The Calgary Waldorf School is an Accredited, Full Member School of AWSNA (the Association of Waldorf Schools of North America) and a Full Member School of WECAN (the Waldorf Early Childhood Association of North America). We are also a member of AISCA, the Association of Independent Schools and Colleges of Alberta.



Foundation Statements

Mission

Our vision is to foster the development of our students through care and respect. We strive to nurture reverence, imagination, creativity, independent thinking, academic excellence, enthusiasm for life, and capacity for life-long learning. As teachers, staff, and parents, we are committed to realizing these qualities in our consciousness and in our daily actions.

Vision

Recognize and honour the stages of child development as elaborated by Rudolf Steiner and Anthroposophy, to ensure that these stages inform our pedagogy and curriculum, so that

teachers will bring appropriate educational content through appropriate educational methods to their students at the right developmental time.

Provide a full, interdisciplinary educational program that balances and integrates the humanities, sciences, mathematics, and world languages, along with visual, musical, dramatic and speech arts, applied practical arts, movement, and athletics, and that fulfils both the Waldorf curriculum and the Alberta Education curriculum.

Create a safe, healthy, respectful, caring, and welcoming school environment for all members of our school community.

Foster the development of students' self-confidence and self-responsibility, in order that they can create and take opportunities to fulfil their potential.

Prepare students for their further education beyond our school by helping them become adaptable to different teaching and learning styles and expectations.

Ensure observable and measurable progress and excellence in student achievements and in teacher and staff performance.

Create for everyone who works in the school an environment in which each person is supported and able to do his or her best work and is given opportunities for ongoing professional development; foster the continual growth and development of teachers and staff, within an active and collegial learning community.

Raise awareness in all members of our school community of the importance of the capacities for moral, spiritual, and ethical values and reverence for life and nature, in the education, development and upbringing of children.

Encourage and facilitate the active and meaningful involvement of the parent body in the life and work of the school; provide parents with opportunities to learn more broadly and deeply about Waldorf Education and about our school.

Maintain clearly delineated and collaborative governance and leadership structures and practices; maintain financial stability, administrative responsibility, and shared responsiveness to the school community's needs.

Guiding Principals

Recognition of the spiritual nature 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 school 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 simply material aspects of our nature and our world.

Reverence for the spiritual nature in ourselves and in all things.

We seek ways to highlight and bring value to learning in deliberate measures that support children's openness to awe, 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. We recognise this education is entirely non-denominational without connection to any specific religious doctrine.

Social, cultural, and economic inclusion.

We strive to provide an educational program that values the inclusion of families, teachers, and staff from diverse social, cultural, religious, ethnic, racial, and economic backgrounds.

Education of the whole child.

We strive to nurture the healthy, timely development of the whole being of the child: the willing or doing (hands), the feeling (heart), and the thinking (head). We impart an engaging, enlivened, and balanced curriculum that challenges our students academically, artistically, and physically. It is not just what the child learns in facts and concepts that measure success, but the care, effort and thoughtfulness embedded in the learning processes and products that bring value and meaning to the child's experiences.

The uniqueness of each child.

We aim to assist children to make the full use of their innate qualities, their skills, talents, ranges of abilities and unique potential, while empowering them to be proactive in their environment and adaptive to change. We seek to develop identifiable skills while nurturing each child's capacity for living fully in whatever future unfolds for her or him.

The teacher as mentor, role model, and guardian.

Our teachers strive to teach with moral imagination, make use of their emergent creative skills and talents, and be active researchers and learners in the subject areas they teach. In teaching the same Class of children for longer cycles of time, our teachers have greater opportunities to become aware of and foster each child's deepest and essential being.

Community.

The school serves as a community in which children benefit from teachers, staff and parents striving together to support education and learning. We also strive toward sound, socially conscious practices for stewardship of our environment and for serving the wider world outside our school.

Integrating the philosophical and the practical.

Decision-making is guided by practical and philosophical principles: we respond to our social, cultural, physical, and economic environment, and we emphasize teamwork and consensus-building.

Reporting Structure

*Education plans and AERRs are products and evidence of this continuous improvement process and are core documents for demonstrating **accountability** and providing **assurance**. The education plan sets out what needs to be done, including determining priorities, **outcomes**, measures, and strategies using the most recent results, while the AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key **assurance domains**.*

*School authorities report their performance on required Alberta Education **Assurance Measures (AEAMs)** and locally identified measures, and the actions they have taken to meet their responsibilities in each **domain** in their AERR and use the results to develop and/or update their education plan. These components with the combination of standard and context-specific information, help provide a balanced and holistic account of school authority performance. (Funding Manual for School Authorities 2022/23 School Year page 139)*

Calgary Waldorf School is committed to the cycle of consultation, reflection, and implementation, as outlined by Alberta Education in the Funding Manual for School Authorities 2022/23 School Year. Our financial priorities and school wide strategies are guided by stakeholder feedback, student feedback and assessment, to ensure that the needs of our students and communities are met.



(Funding Manual for School Authorities 2022/23 School Year page 138)

Priorities for the 2022-23 School Year

In the 2022-23 School year we will employ strategies that support the following priorities:

- Student Learning (First Nations, Metis, and Inuit opportunities)
- Leadership
- Community Education and Engagement



Funding Manual for School Authorities 2021/22 School Year page 19

Student Learning

At Calgary Waldorf School the students learn to a high academic standard. There is a care effort and thoughtfulness that ensures the learning process brings value and meaning to the student's experiences.

Outcomes

Provide a full, interdisciplinary educational program that balances and integrates the humanities, sciences, mathematics, and world languages, along with visual, musical, dramatic and speech arts, applied practical arts, movement, and athletics, and that fulfils both the Waldorf curriculum and the Alberta Education curriculum.

FMNI knowledge is embedded into the wider curriculum and displayed in program development.

Strategies

Continued delivery of a high-quality program which developed the skills for students to be successful in literacy and numeracy: Ensuring that there is a common understanding of child development in the early years that is reflected in the play-based program being

delivered in our EC. Ensuring the content being taught in the classroom is reflective of the Waldorf curriculum and aligns with the Alberta Curriculum.

Implementation of screening and assessment tools school wide: Under supervision of the School Leadership, teachers will receive support and training in benchmark systems in literacy and numeracy.

Students Supports: Calgary Waldorf Teachers will employ educational practices which will differentiate instruction for students who require support. IPP's will be provided for students who require them, and adjustments will be reflected in in classroom practice.

Communication and Reporting: Teachers communicate with the parent body formally 4 times a year through parent teacher conversations (October and March) and formal written reports (January and June). There are also Class meetings where teachers and parents gather to discuss topics relating to the class. Parents are encouraged to reach out to the teacher as needed to address any pressing concerns. Teachers also reach out to parents if something needs to be addressed with a student.

Student Leadership: Calgary Waldorf School has an established student council composed of our middle school students. This group leads annual fundraising and community outreach initiatives such as the 40-hour Famine and collections for the Foodbank during our Festival of Light.

First Nations Metis and Inuit Learning Opportunities for Students: Calgary Waldorf School continues to ensure that First Nation Metis and Inuit people and history is included with the programs being taught. We will continue to develop relationships within our local and national Indigenous communities to help support the strengthening of our programs.

Performance Measures

Literacy: Calgary Waldorf School is committed to continue introducing the Waddington Diagnostic Reading and Spelling Test in classes 3 through 9. Supplementary screening will be done with the Fountas and Pinnell Literacy screening to ensure our students are working to age level in reading and comprehension. (Local)

Attendance: Calgary Waldorf School consistently has a high attendance measure. We will ensure students are engaged in learning to maintain this measure. (Local)

Student Engagement: Continue to support and expand student initiatives brought forward by the Student Council. Increased community outreach expanded participation in Middle school spirit days, and work with faculty and students to ensure all students have a place for their voice. (Local)

Provincial Achievement Test: Calgary Waldorf School will continue to ensure, through a strong educational program, that an overall outcome of Excellent or higher is achieved by

our Class 6 and Class 9 students. Results will be shared with faculty to identify areas of improvement. (Provincial)

Parent, Student and Teacher Survey Results: *Survey Measures of Citizenship and Academic Engagement, Survey Measures of Safe and Caring, Student Inclusion and Access to support services* : The survey compiled by Alberta Education provides invaluable feedback from our parents, teachers, and students. Emerging student and community needs are responded to by teachers and Faculty Council as needed. (Provincial)

Leadership

Calgary Waldorf School operates under collaborative governance and leadership structures and practices that maintains financial stability, administrative responsibility, and shared responsiveness to the school community's needs.

Outcomes

Calgary Waldorf School has excellent teachers who are active leaders within the school and their field.

Calgary Waldorf School is a Full Member of the Association of Waldorf Schools of North America (AWSNA) and Waldorf Early Childhood Association (WECAN).

Strategies

Professional Development: Calgary Waldorf School is committed to ensure the ongoing professional development of our teachers. Topics supported include specific Waldorf Teacher education as well as identified areas for individual or full faculty training. Professional development is also offered to Administration staff.

Evaluation and Mentorship: Calgary Waldorf School is committed to ensuring our teachers are evaluated for their skills and knowledge on a regularly scheduled basis. Teachers are also provided mentorship to ensure success in their teaching areas.

Succession Planning: The Calgary Waldorf School Society is committed to ensuring a strong succession plan within the Board of Directors and Leadership of the school. Through the work on the Strategic Plan, they are in the process of implementing change to support a succession model.

Scope and Sequence Development: In partnership with the Waldorf Independent School of Edmonton, teachers at Calgary Waldorf school will work to create a Scope and Sequence document that aligns with the Alberta Education Curriculum and Waldorf curricular outcomes. This initiative will increase teacher capacity and student learning.

Performance Measures:

Teachers with Waldorf Training: As a requirement of our AWSNA/WECAN membership Calgary Waldorf School is striving for 100% of our teaching staff obtaining Waldorf Teaching Certification. Leaders within the school are encouraged to complete the Leadership Quality Standard. (Local)

Retention of Faculty and Staff: Calgary Waldorf School is committed to employing and fostering the development of excellent teachers. We can track our retention rates and introduce exit interviews as required. (Local)

Parent, Student and Teacher Survey Results: *Survey Measures of Education Quality and Survey Measures of Safe and Caring, Student Inclusion and Access to support services:* The survey compiled by Alberta Education provides invaluable feedback from our parents, teachers, and students. Emerging student and community needs are responded to by teachers and Faculty Council as needed. (Provincial)

Community Education and Engagement

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

Outcomes

Calgary Waldorf School facilitates a strong community who are committed to supporting the education of our children through initiatives which are in service of the school.

Strategies

Community Education Program: Calgary Waldorf School is committed to creating a series of community education events which will inform our parent and community body about how we educate our students. This will be structured according to child development and will strive to follow an annual calendar schedule.

Opportunities for Parent Engagement: Parents always serve on (and make up the majority of members) of a number of Board standing Committees and ad hoc working groups. This Committee/working group activity fed into and informed this Plan for Alberta Education (for example, the standing Committees and the ad hoc working groups for topics such as: AWSNA Accreditation Steering, Annual Giving Campaign, Board Executive, Community & Social Events, Strategic Planning, Finance, Fund Enrichment, Grounds).

Performance Measures

Attendance to Community Events: Calgary Waldorf School will continue to communicate to our community about upcoming events to increase the engagement in these activities. (Local)

Community Focus Groups: Calgary Waldorf School will engage community focus groups to receive feedback on initiatives being moved forward. These groups will be composed of parents, students, and faculty. (Local)

Enrolment Statistics - Student retention, attrition, and acceptance numbers: Monitoring of enrolment data provides meaningful insight to the health of the school. Where possible, exit interviews will be completed with families that are choosing to explore other forms of education. (Local)

Parent, Teacher, and Student Survey Results: *Survey Measure of Parent Involvement:* Calgary Waldorf Administration and CWSS Board will continue to inform parents, teachers, and students about the annual survey to ensure they have an opportunity to share feedback with Alberta Education. (Provincial)

Budget Preparation and Summary

The Calgary Waldorf School Society works strategically to enable the legal and financial health to realise the mission and vision of the school.

[2022/23 Budget Summary](#)

Timelines of Communication

This is a three-year plan developed within the framework of our strategic purpose.

The Assurance Plan is available to the school community members on the school's website (www.calgarywaldorf.org).

Notice of the posting of the report is delivered to parents and the broader community via the weekly school newsletter.

All parents and members of the CWS community have access to the financial reports, which were also shared at the annual general meeting held in February.

Copies are available from the school upon request at any time during the year.

Annual Education Results Report from previous year may be found [HERE](#).