

Why



Washington Waldorf School



education?

DEVELOPMENTALLY DRIVEN CURRICULUM

The Waldorf curriculum is designed to meet the students where they are developmentally—academically, emotionally, and physically. WWS teaches students not what to think, but how to think for themselves, so that they are prepared to meet the opportunities and challenges of the future with understanding, creativity, and resolve.

“

I have been consistently impressed by the emphasis placed not only on academic growth but also on nurturing my child's social-emotional development. Seeing her flourish academically, socially, and emotionally has been incredibly rewarding as a parent.

- Nick H. (Middle School Parent)

”

KEY CHARACTERISTICS OF A WWS GRADUATE

- **Academic Preparedness:** A solid foundation for higher education in diverse fields.
- **Thoughtful, Creative Problem Solving:** The ability to approach complex challenges analytically, critically, holistically, and ethically.
- **High Emotional/Social Intelligence:** A deep capacity for empathy, collaboration, and self-awareness.
- **Strong Moral and Ethical Compass:** A strong, internal sense of purpose and grounding for ethical reasoning.

ARTS INTEGRATION

Research shows that using art as a tool for teaching any subject can increase engagement, understanding, and retention.

We integrate the arts into every subject—math, science, reading, and more—to help students connect with ideas and remember them for a lifetime.

We believe that the arts are an essential part of the human experience and should be taught to all students.

Learn more about Waldorf education on the other side of this page.





PLAY BASED EARLY CHILDHOOD

We believe young children need to spend much of their time in free play, building their capacities for imagination, goal setting, social skills, and both fine and gross motor skills. Allowing space for growth lays a solid foundation for future academic success.



GRADES 1-12

SLOW TECH, NOT NO TECH

At WWS, technology is introduced thoughtfully when it enhances learning. Our focus is IRL hands-on education and social/emotional development free from screens.

In middle school, our students use the internet for research and have meaningful discussions about digital literacy and responsibility.

In high school, students explore computer anatomy and coding, while critically considering the use of digital technology and the ethics of the rapid rise of an AI centered digital world.

Studies find that less screen time in the classroom equals better attention, retention, and the kind of engaged, critical thinking that no future technology can replace.

TEACHING STRUCTURE

In Grades 1-8 there is a primary “class teacher” who moves up the grades with the class for a number of years, enabling a deep understanding of each individual child and the class as a whole. In middle school, we layer in subject matter experts for specific lessons.

In high school, each class has a dedicated advisor through their four years helping them navigate the high school experience.

Research shows that teacher “looping” has academic, behavioral, and social benefits.

BLOCK SCHEDULE

In Grades 1-12 each class starts the day with a double period studying one subject intensively for about a month. Lessons rotate between history, math, science, and language arts.

Rather than learning from textbooks, students create their own “main lesson book” as a record of their studies. The creation of the book helps the student to deeply connect with the subject and better retain the information.

Students with block schedules benefit from deeper engagement with more time for reflection, self-assessment, and goal setting — all linked to improved learning outcomes.

