

Editorial

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The current issue of *RoSE: Research on Steiner Education* presents as usual articles in the three categories, focusing on fundamentals, empirical research and a forum for anthroposophy and science. All contributions indicate that Waldorf educational and anthroposophic topics are discussed in connection with various scientific positions.

The category *fundamentals* starts with Martyn Rawson. In his article *A complementary theory of learning in Waldorf pedagogical practice*, the author presents the theory of learning from the Waldorf pedagogy. This is done with the intention of professionalising the pupil-related observations carried out by the teachers. The theory of learning and learning through observation should work together in accordance with this thesis. After the publication of the study on the development aspects of the Rubicon written by Axel Föllner-Mancini and Bettina Berger in Vol. IX / Nr.1, we present the text in Spanish in this issue.

In the empirical research section we publish a validation study within the framework of the IPSUM research project on the age of school enrolment and health development. It is about a standardized school entrance examination for German Waldorf schools. Such continuous testing could provide predictors of educational achievement and health development in primary school. The authors come from the University Medical Centre in Mainz and the IPSUM in Stuttgart. The empirical study by Uwe Geier investigates the consequences of a new policy of the European Union. Accordingly, light bulbs are going to be replaced by LEDs in the future. Since the qualities of light are different, it could have negative effects on the learning situations in schools or classrooms. The author presents a research design and first results of this research area. The third study in this category presents the results of a quantitative Master's thesis at the Alanus University. Philipp Gelitz earned his MA degree in Educational Practice Research and investigated the increasing trend towards visiting childcare places for children under three years of age (Krippe children). The study examined stress factors and conditions for the transition from Waldorfkrippe to Waldorf kindergarten.

Under the category of forum for anthroposophy and science, Johannes Kiersch critically examines the thesis of Heiner Ullrich, who based anthroposophy in general and Waldorf education in particular on prescientific and partly mythical basic assumptions. The response of Kiersch points to the fact that cultural history has always been about attempts to approach the complexity of reality from various perspectives. Thereby, prevailing heuristics regularly lose their validity claims. In contrast, an ambiguity principle must be maintained, which remains open to new perspectives.

We wish all readers an inspiring reading!