

## Editorial

### Axel Föllner-Mancini

The publishers, editors and authors of *RoSE: Research on Steiner Education* are pleased to present this edition Vol. 14 / No. 2. The issue includes both methodological and experiential studies in the context of academically orientated Waldorf education and its reference sciences.

The section on contributions to *basic research* once again takes up the discussion about lingering postcolonial structures in the education sector. In their study, Neil Boand and Martyn Rawson criticise the tree-like model of a single Waldorf curriculum conceived as original and authentic, which has often been “transplanted” as “exotic” into other cultural and geographical spaces, and propose instead, following Deleuze, to metaphorically assume an emergent, rhizomic process that enables cultures to develop according to their own standards. Ruhi Tyson presents a further overview. This time it is devoted to the theoretical foundations of Waldorf education, insofar as they are available in English-language, German and Scandinavian publications.

Martyn Rawson traces the transformation of university knowledge into classroom practice in a teacher-centred case study, demonstrating the relevance of reflective, artistic and dialogue-based activities.

Philipp Gelitz opens the *Empirical Research* section. He describes the key findings of his dissertation, which reconstructed specific quality characteristics of early education from the perspective of the adults involved. The prospective cohort study at German Waldorf schools on the prediction of ADHD-related symptoms in primary school children on the basis of developmental characteristics recorded during the pre-school health examination comes from the University Medical Centre in Mainz.

In the *Forum Anthroposophy and Science* section, Dirk Rohde discusses the topic of “proteins” as an important component of contemporary chemistry lessons at Waldorf schools. Finally, Ruhi Tyson offers reflections in essay form on the relationship between anthroposophy, Waldorf education and the person of Rudolf Steiner. He takes up student questions from the teacher training programme.

We wish all readers a stimulating read.



Axel Foeller-Mancini