

Editorial

Axel Föllner-Mancini

In spite of the ongoing Covid-19 pandemic we have still managed to bring out this current edition of *RoSE – Research on Steiner Education* (Vol. XI, No. 2) on time. For this we thank the authors, peer-reviewers, translators and layout technician. Without the concerted efforts of all these people this would not have been possible.

This edition comprises contributions under all our usual rubrics, except “book reviews”.

Under the rubric of *Basic Research*, Martyn Rawson kicks off with the first two parts of a planned trilogy of articles presenting a comprehensive theory of Waldorf education. The first part deals with the teacher’s character and levels of competence, while the second explores the ramifications of what Steiner has to say in “The Foundations of Human Experience” about the relevance of art in teaching. In his study “*Latente Fragen*” als anthropologisches Paradigma für den (Literatur-)Unterricht in der Oberstufe an Waldorfschulen, Frank Steinwachs investigates the close ties between the inner searchings students do as a natural expression of their development and the possible pedagogical answers to them. In this edition we are publishing the first part of an English translation of this article.

The section of *Contributions to empirical research* is opened by Jürgen Peters with a bibliography of studies on Waldorf education written in German and English over the last twenty years. The Swedish author, Johan Green, addresses how the narrative elements used in Waldorf education form the basis of learner creativity by evoking inner pictures. Thijs Jan van Schie of the University of Leyden in the Netherlands presents encounters with Waldorf education from the life-stories of three individuals from the Philippines, and investigates their biographical effects from a sociological perspective.

Conceptual framework for transformative education is a rubric under which we are publishing a series of studies arising out of an empirical research project conducted in São Paulo in Brazil. A bi-national group (Brazil, Germany) investigated the learning processes undergone by children and adolescents at an educational institution in the neighbourhood of a favela. The studies published in this edition, written by several authors, introduce the project and analyse the socio-political relevance of the CEU’s in São Paulo.

Finally, in the forum “Anthroposophy and Science” Jost Schieren discusses aspects of the development of the Self upon the background of Rudolf Steiner’s spiritual science and related philosophical positions from classicism to the present.

To all our readers we wish a healthy new year and edifying reading!