

Editorial

Special Issue RoSE 2021

With this special issue, RoSE is aiming to establish an academic discourse on how Waldorf Education and themes related to different elements of its pedagogical theory and practice can be experienced as a critical voice in different social contexts today. The intention behind the special issue is to develop concrete perspectives and answers to the two great and deep questions: *How can children and young human beings learn to say no? How do they learn to think critically?*

Understanding Waldorf Education as a dialogical Pedagogy, it is crucial for Waldorf Education to enter into educational and academic discussions in order to receive new impulses and new questions. Which philosophers, sociologists and other theoretical thinkers should students, teachers and scholars working with Waldorf education take into consideration in order to develop critical views?

In this Special Issue, the authors address the critical potential of Waldorf education in different ways. Three contributions (Boland/ Muñoz, Steinnes and Tjærnstig/Bolland) deal with social issues. Here, Waldorf Education enters into a critical dialogue with different positions in the present. Tyson explores the potential of critical thinking in the tension between curriculum development and pluralism. Dahlin elaborates the critical potential of a particular aspect of Waldorf education. It illustrates that Waldorf education can be compared with other theories and educational concepts in the present and the past. Nome examines the question to what extent Rudolf Steiner and Hannah Arendt follow a similar pedagogical impulse. From a Wittgensteinian perspective, Holm attempts to ground the epistemology of aesthetic educational processes by using a performative exercise as a point of departure for entering into the world of imponderable evidence.

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Henrik Holm (editor of the special issue)