

## Editorial

### Axel Föllner-Mancini

The pandemic crisis triggered by Covid-19 still dominates many areas of life. It is all the more gratifying that the productive forces - despite clearly aggravated conditions and at times dramatic situations - are not failing. The new edition of *RoSE: Research on Steiner Education* presented here is at least proof of this. We would like to thank all the authors, the reviewers, the translators and the layout artist for their reliable and fruitful collaboration. This issue includes contributions to the peer-reviewed sections as well as to the review section.

Martyn Rawson opens the section *Basic Research* with the third and final part of his series of articles, which as a whole is a theory of Waldorf education. The first article dealt with teacher dispositions and competencies, the second examined the relevance of artistic practice in the context of Steiner's General Study of Man. And the final article is now the study Learning knowledgeable action with purpose through learning-in-practise. Stefanie Greubel and Cornelia Jachmann present the research design for an empirical study in the field of childhood education. They explore the question of how structured observation and documentation can be used in Waldorf kindergartens to meet the challenges of professionalisation. In this first part of the study, the authors discuss the methodological framework of their investigation.

For the section *Contributions to Empirical Research*, Jürgen Peters provides an insight into the perspectives on the educational biographies of former Waldorf students. In doing so, he follows up on a study published in 2019 by Dirk Randoll and himself. Within the framework of a secondary study that draws on the original data material, answers to the open question of what challenges Waldorf education is currently facing are analysed.

*Framework Concepts for Transformative Education* is a section in which we publish a series of articles arising from an empirical research project in Sao Paulo, Brazil. A bi-national academic group (Brazil, Germany) has been investigating the educational processes of children and young people at an educational institution near a favela since 2018. A short introductory text (Axel Föllner-Mancini et al.) first outlines the entire project. The following three studies by several authors from Sao Paulo discuss theoretical and empirical aspects of the "appropriation of social space" and analyse the socio-political relevance of the "United Educational Units" (CEUs) in Sao Paulo.

In the reviews section, new publications by the authors Ulrich Kaiser, Martyn Rawson and Dirk Rohde are reviewed.

We wish all readers and authors a happy new year and stimulating reading!