

## Editorial

### Axel Föllner-Mancini

The publishers, editors and authors of *RoSE: Research on Steiner Education* are pleased to present Edition Vol. 14 / No. 1. The edition includes both methodological and empirical studies in the context of academically oriented Waldorf education and its reference sciences.

The section *Contributions to Basic Research* opens by means of a thematic triad in which the relationship of postcolonialist and other emancipatory forms of thinking to the theory and practice of Waldorf education is addressed.

First of all, Ruhi Tyson's article gives a wide-ranging literature review of previous research. The focus is on both explicit and latent values of Waldorf educational practice, insofar as they are (still) oriented towards Eurocentric patterns of thought. At the same time, the author points to a growing number of academic contributions that are voicing a critique that is intrinsic to Waldorf education and the demand for a de-colonising practice.

In his study, Michael Zech addresses the question of a history lesson that frees itself from the clutches of national, reductionist and also discriminatory perspectives in terms of content and didactics. After recalling historical genocides in the course of colonial excesses in German history, he presents approaches for a series of lessons that could be realised by both Waldorf and mainstream schools.

Frank Steinwachs explores the possibilities of an evolutionary-anthropological perspective for sustainable literature teaching. He takes as his starting point the field of discourse on the Anthropocene, which interculturally focuses on artificially received views of the world by humans, which are also reflected in the educational heritage of global literatures. In the didactics of literature in Waldorf education, he sees fruitful approaches for an interculturally open reception that promotes development, which should be further developed.

Peter Lawton's article opens up new perspectives and practical approaches to Waldorf school self-governance. The intertwining of spontaneous, collectively supported leadership activities and deliberative decision-making is at the centre of his consideration.

In the section *Contributions to Empirical Research*, the authors Ulrike Barth and Angelika Wiehl present a praxeological approach oriented towards basic aspects of an empirical educational science (Malte Brinkmann). With the perceptual vignettes, they expand the possibilities of pedagogical casuistry by means of phenomenological methodology. The study is published here in German and English.

For the *Reviews* section, Michael Zech wrote the review of Christian Rittelmeyer's book *Rudolf Steiner's Mission and Impact. Exkursion in eine fremdartige Bildungslandschaft* (Frankfurt/ M.: Info 3 Verlag 2023).

We wish all readers a stimulating read.



Axel Foeller-Mancini