

## Authors of RoSE Volume 2 Nr.2 2011

**Peter van Alphen** started his career as a teacher at Michael Oak Waldorf School in Cape Town, South Africa. After this rich experience of 16 years, he became a Waldorf teacher educator (teacher trainer) with 19 years of experience in this field, working in Cape Town, South Africa and Nairobi, Kenya.

In 1993 Peter co-founded the Centre for Creative Education and was its managing director for 9 years. He also took on the position of co-ordinator of the Federation of Waldorf Schools in South Africa, acting as advisor, mediator and consultant for a period of 5 years.

Peter specialises in the development of teacher education programmes in African settings. He has worked for 9 years in African communities near Cape Town, and was honoured by being given the African name of 'Sipho,' meaning 'Gift' in the Xhosa language.

Peter works together with Ann Sharfman in giving teacher development programmes in Nairobi, Kenya. These programmes have been running for the past 14 years for teachers from Kenya, Uganda and Tanzania. This has provided Waldorf schools and initiative schools in these countries with local teachers trained in Waldorf education.

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**Joseph Bailey** received a Ph.D. in German literature from the University of Michigan, Ann Arbor/USA. His doctoral dissertation dealt with finding a theory of night vision implicit in Novalis's Hymns to the Night. He has worked at different Waldorf schools in the USA and in Germany as a class teacher and high school teacher, and in Waldorf teacher training.

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**Bo Dahlin** is professor of education at Karlstad University, Sweden and staff member at the Rudolf Steiner University College in Oslo, Norway. Bo's main research interest is philosophy of education. His empirical research has been cross-cultural studies of conceptions of learning, based on a qualitative (phenomenographic) approach.

**Axel Föller-Mancini**, PhD, M.Ed., is a teacher at the Clinic School in Herdecke (Gemeinschaftskrankenhaus). He has a teaching assignment at the Alanus University of Arts and Social Sciences in Alfter, Germany (Faculty of Education) and he is working as a research associate at the Center for Integrative Medicine of the University of Witten/Herdecke, Germany.

**Johannes Kiersch** studied English, History and Pedagogy in Berlin and Tübingen, and was a Waldorf teacher in Frankfurt and Bonn. Since 1973 he has participated in building up the Institute for Waldorf Pedagogy in Witten/Ruhr, Germany. For some years he has been on the board of the Bund der Freien Waldorfschulen in Germany. Publications include: *Die Waldorfpädagogik*. 11th ed. 2007 and *Fremdsprachen in der Waldorfschule*. Stuttgart 1992.

**Thomas Marti**, studied biology, chemistry and philosophy at the University of Berne (CH), then he taught at the advanced level of the Rudolf Steiner School Ittigen/Berne. Since 1990 lecturer in biology and anthropology at the Free University of Mannheim. Research interests: medical and educational issues of development and health of children in primary school age and adolescence.

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**Jost Schieren** studied Philosophy, German, and Art History in Essen, as well as in Ann Arbor (Michigan USA). From 1996 to 2006 he taught German and Philosophy at the Rudolf Steiner School in Dortmund. From 2004 to 2008 he was a research associate at the University of Paderborn,

Since 2006 he has been associate Professor at the Rudolf Steiner University College in Oslo and since 2008 he has been Professor for school education and in particular Waldorf Education at the Alanus Hochschule in Alfter, Germany

**Marcelo da Veiga** studied Philosophy, Literature and Pedagogy in Germany. He is holding a Professorship for philosophical thinking applied to Education and Business and Administration at Alanus University. He did his doctorate in Philosophy and is specialised in phenomenological approaches to epistemology and anthropology.

**Johannes Wagemann** has studied electrical engineering, physics, mathematics, pedagogics and philosophy. Initially he worked in the image processing research, for ten years he is teaching at the Waldorf School in Essen. Recently he has completed his dissertation on a transdisciplinary approach to the mind and brain problem (University of Witten/Herdecke, Germany).

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