

## Foreword

**Carlo Willmann**

*Zentrum für Kultur und Pädagogik, Vienna, Austria*

*Alanus University of Arts and Social Sciences, Alfter, Germany*

In today's ever-changing society teachers are constantly finding themselves confronted by novel challenges and demands. Quite apart from their role as disseminators of knowledge, the tasks they face are increasingly about social co-operation, personality development and the whole indefinable question of how children learn how to learn. What abilities and skills do teachers need to meet such a variety of tasks, and how can they best acquire them. This was the main theme discussed by teachers and professors of education at an international congress held in Vienna in March 2011 under the title: "2020, The Future of teacher Education".

The congress was held under the auspices of the *Zentrum für Kultur und Pädagogik in Vienna*, an institute of the *Alanus University of Arts and Social Sciences* in Alfter near Bonn, and at the behest of, and in collaboration with, the *European Network for Academic Steiner Teacher Education (ENASTE)*. In accordance with ENASTE's aim of creating a common European platform for educational research and policy perspectives in the realm of teacher education, the two-day conference provided a forum for the exchange of new ideas and models in this area.

Among the topics discussed were: how should artistic activities be rated as tools in the training of teachers; how are teachers not only to meet the challenges but also to take advantage of the opportunities offered by the increasing "globalisation of the classroom"; how can they succeed in fostering the pupils' bodily and emotional, as well as their cognitive development; and how relevant is educational research in the context of teacher education?

In the course of the congress twenty six speakers from eight different countries presented their results, experience and ideas in a total of twenty two discussion workshops. Two keynote speakers and a representative from the Austrian Ministry of Education, Art and Culture made important contributions to the theme of the congress.

Some of the lectures and research presentations given at the congress are published here: In his talk, Gerd Biesta argued that teaching methodology is best understood as a form of practical wisdom. Whereas Biesta built his view around a return to Aristotle's concept of phronesis, Aksel Hugo chose to base his understanding of the teacher as an actively developing individual upon Novalis' concept of the genius.

In very different ways as regards content and method – some by means of complex empirical studies, some by descriptions of case-studies – the contributions of Alexander Röhler and Charlotte Heinritz, Peter Lutzker, Charlotte Heinritz and Jochen Krautz, and Elloise Bennet were all concerned with the relationship between art and education.

Jost Schieren's lecture was about the theory of learning behind Waldorf education and both the image of the human being and the epistemological assumptions upon which it is based.

Walter Hutter, in his presentation, sought to show how Waldorf education, as an art of teaching, is able to treat the human being as a pedagogical work of art. Ulrike Keller described the process gone through by a boy and his parents in changing from a normal state primary school to a Waldorf school, particularly their experience of its holistic approach to teaching and what they thought of it. The ideas that teachers have of the nature of learning and teaching formed the main content of Evdokia Stergiopoulou's contribution.

The presentations of both Albert Schmelzer and Gunther Keller were concerned with the pedagogical challenges emerging from the expanding process of globalisation. One of Keller's main points was that it is crucial within the context of a complex globalised world to help students develop a flexible, holistic way of thinking. Using examples from the Inter-cultural Waldorf School of Mannheim-Neckarstadt, Albert Schmelzer showed how it is possible to view cultural heterogeneity not as a problem, but as an opportunity to develop an identity ever open to new encounters.

As a whole the contributions published here demonstrate the diversity – in terms of both content and method – of the material presented in Vienna in March 2011. The quality of the lectures given at the congress and the discussions they gave rise to provide reason enough for a follow-up conference. This will take place from 1<sup>st</sup> – 3<sup>rd</sup> May, 2013, and again in Vienna.

Finally it may be mentioned that, in addition to its main focus on the Vienna congress, this edition of RoSE (Vol. 3, No.1) also contains one other article - an empirical study by Thomas Marti entitled: *The effects of choral singing upon cardio-respiratory co-ordination and personal well-being in adults* - as well as reviews of the latest books.