

## Editorial

### Axel Föllner-Mancini

Due to some technical problems the edition *RoSE: Research on Steiner Education Vol 13/2* was delayed. We apologize for that. However, it is now here and available online as usual. At the same time, I am pleased to announce that the editorial team of the journal on our Norwegian side is complete again. After the departure of our colleague Henrik Holm, I am looking forward to working with Prof. Dr. Terje Sparby. He is a proven expert in the field of cognition and consciousness research. This will provide even clearer representation of the range of topics for “Fundamentals.”

In the current issue, Josefin Winther presents a study in the *Basic Research section* that justifies artistic activities as a medium for inclusive teaching. In the author’s view, discriminatory boundaries in learning groups can thus be actively reduced or eliminated.

Aida Montenegro analyzes linguistic and nonverbal approaches that can promote students’ reading activities in Waldorf school lessons. Here, the imaginative didactics of learning to write can be linked to.

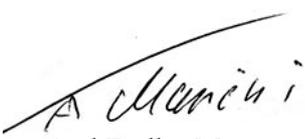
In his study, Frank Steinwachs outlines the discussions on decolonization that play a major role in diverse areas of society. Against this background, the focus on the respective national literature (“German lessons”) in the school context seems traditional and in need of reform. This article describes possible transformations.

Peter Lawton presents here the Spanish translation of his article from *RoSE Vol 13/1* (translation by Aida Montenegro). In his literature analysis, main lines of Paulo Freire’s Critical Pedagogy are pointed out. In a comparative contrast (Freire / Steiner) the author shows similarities and differences in the pedagogical conceptions.

For the section *Contributions to Empirical Research*, Bronwen Haralambous and Michael Carey examine experiences of Waldorf graduates in Australia and New Zealand: how did their school experiences influence later career goals and values? They find similarities with the curricula of both countries.

In the *Forum Anthroposophy and Science*, Jost Schieren takes up a current, also socially relevant discussion about the status of anthroposophy. This discussion is often ignited by esoteric statements by Rudolf Steiner, which lead to metaphysical ideas in the minds of recipients. In contrast, the author asserts the dynamics of an evolving consciousness: anthroposophy can be seen as a process of possible transformation. The article is available in three languages (German, English, Spanish).

We wish our readers a stimulating reading.



Axel Foeller-Mancini