

# Pedagogical Section Progress Report

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(translated from the German by Margot M. Saar)

*With many thanks to the Journal of the Pedagogical Section at the Goetheanum.*

2011 was a year of transition. On New Year's Day, Christof Wiechert passed the leadership of the Section to Claus-Peter Röh and Florian Osswald.

The new form of leadership had opportunity to establish itself during this year. Having two leaders is the beginning of an impulse that will be developed further in the years to come. Based on the principle of individualisation, which is fundamental to the Section's activities, a group of people will be identified who will work with the section leaders on research and development in Rudolf Steiner's art of education. The dual leadership is also a gesture of cooperation and an expression of the on-going, ever-new dialogue with the tasks of the Section.

The activities of the Pedagogical Section have expanded widely in recent years. Heinz Zimmermann and Christof Wiechert built up a global network of relationships. One of the first tasks of the new leaders was to get to know the various partners and coordinate the fields of activity. Our encounters showed us the special position the Pedagogical Section is fortunate to have within the school movement. The Section has been able to give impulses through articles, seminars, lectures and participation in training courses all over the world (including South Africa, USA, Argentina, China, India and Spain).

We want to facilitate the dialogue between the various organisations that support children, adolescents and the training of teachers. With that in mind, we planned our two conferences: the World Early Childhood Conference and the World Teachers' Conference. We wanted to create a space where the archetypal pedagogical question as to the relationship between I and body could be intensively worked on.

The Section sees it as one of its particular tasks to raise awareness of the School of Spiritual Science and to ask how it can be a source of strength in everyday life. Research into meditation will create the basis for all spiritual work. There is an urgent need to develop forms of working together. The following questions crystallised in many conversations: How do free human beings work together and what inner attitude do the new forms of working together require? According to Rudolf Steiner, school should be rooted in the free spiritual life.

*All teaching and education must be developed solely out of the knowledge of the growing human being and his or her individual disposition. True anthropology must be the foundation of education and teaching. We will not ask what young people need to know and what they need to be able to do to support the existing social order, but what lies in the young person as disposition and how we can help this potential to unfold.*

This future impulse needs an appropriate form. Rudolf Steiner requested that the teachers should assume full responsibility for the management of the school:

*In a true teachers' republic we will not have the comfort of receiving directions from the Board of Education. Rather, we must bring to our work what gives each of us the possibility and the full responsibility for what we have to do.<sup>1</sup>*

When it comes to school management, this ideal does not make sense unless we foster an entrepreneurial attitude. What nurtures the hope that teachers are capable of such an attitude? One important aspect of entrepreneurial thinking is anticipation. Anticipating in this case means investing in the future. Taking the risk of venturing the future is a fundamental principle of entrepreneurialism.

<sup>1</sup> Steiner, R. (1919). *Opening address of the founding of the Waldorf school* [GA 300a, August 20, 1919]. Retrieved from <http://www.waldorfresearchinstitute.org/pdf/On-Earth-is-Heaven.pdf>.

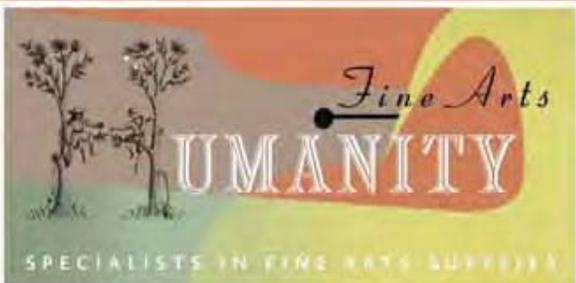
It is the same with Rudolf Steiner's educational impulse. The teacher must be in constant development. The teacher studies what is evolving and teaches accordingly. Teaching therefore means, first of all, anticipating, and what has been anticipated will then be brought to realisation in the actual teaching situation in interaction with the pupils. Lesson preparation is then pure risk capital – provided it holds the potential of enabling the teacher to do what is relevant in a given moment. The learning process only starts, however, when we look back over what happened.

The exercise of reviewing enables us to wake up increasingly to the future, to what is evolving. In preparing our lessons we anticipate what will emerge in the lesson and afterwards we look back to see what has happened. This is how we develop the entrepreneurial skills we need for school leadership. Apart from that, the school also needs a solid foundation. Every event generates two streams: a stream of memory forces and a stream of future forces. It is the task of memory to form the skeleton of our existence. We can

remember things and we can describe and retain processes.

The second stream, the anticipation described earlier, can only be seen in retrospect. We have to make an effort to take hold of it. Only a will effort, a conscious decision, can awaken it. It involves a will effort. In this stream lives our I. It teaches us that events reveal only part of their potency in the given moment, but will reveal themselves fully in the future. In this sense, the entrepreneurial approach is intimately connected with the approach to teaching. The entrepreneurial element is the I-activity of school management. There is nothing arbitrary about leading a school. School management has a firm place in Rudolf Steiner's pedagogical impulse. This is an area of research that could supply contributions to the subject of school leadership.

We would like to warmly thank all colleagues worldwide for their positive support and look forward to our continued working together on Rudolf Steiner's pedagogical impulse. ♦



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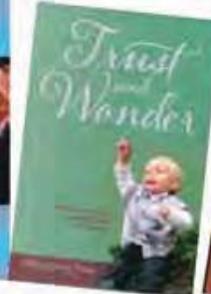
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