



School of Spiritual Science

Pedagogical Section at the Goetheanum

Annual Report 2009

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PEDAGOGICAL SECTION ACTIVITY REPORT 2009

The Section's position with regard to the house, the Goetheanum, the School of Spiritual Science and our many private and institutional sponsors remains the same as in the previous year. We are aware of our responsibility towards them and use the means entrusted to us with the greatest circumspection. We continue to operate on the premise that all the moneys earned flow to the Section without deduction. It is due to this and to the dedication of our Section team that we were able to cover all but 5% of this year's budget.

What does this dedication mean? It means that, if the situation requires it, we work evenings and weekends. These extra working hours are a true gift to the Section and therefore to the house. As was pointed out in previous years, this commitment to the House is a matter of course for Section members that should nevertheless be mentioned once a year.

The year 2009 was the year of Darwin and of the 90th anniversary of Steiner Waldorf Schools. What was special was that the Medical and Pedagogical Sections together organized an Evolution Congress. We were moved by the question as to whether the image of human development as provided by an anthroposophically oriented anthropology is in keeping with the latest findings of mainstream research. The answer to this question is 'yes and no'. Mainstream research has clearly defined stages at which particular developmental steps ought to be achieved (such as standing upright, walking, speaking). The same is true for the memory and general intellectual development. But with regard to the developmental steps that are open to interpretation (such as school readiness) views and insights vary considerably. While the one side sees 'inner images' as meaningful markers, the other bases its image-less facts, that do not fully do justice to the concept of human development, on what is scientifically thinkable. According to this approach it does not matter when one does constructive work because one can do it at any time – a view responsible for the constructivism in human sciences.

It was an instructive interdisciplinary endeavour that will certainly be continued in one form or another in the future.

The Section marked the 90th anniversary with two fundamental articles concerning the future viability of Steiner Waldorf Schools (published in the weekly journal *Das Goetheanum*, in the Section Journal and the *Lehrerrundbrief* (Newsletter for Teachers) and by actively taking part in the festivities in Stuttgart.

We represented the view that the main purpose of the celebrations was to make sure that Steiner Waldorf Schools are well set on the way to their 100th birthday and that they remain strong and true to their original impulse. For this it is necessary, I think, to find a new balance between structuring and inspiring forces which means that pedagogical habits and established practices have to be adjusted to

THE ORGANIZATION OF THE PEDAGOGICAL SECTION

the insights gained from anthroposophical human studies. Are we aware of the paradigm shift brought about by Rudolf Steiner's art of education? Without such awareness this art will, in the long run, not survive its practical implementation.

A collaboration between the Goetheanum, the Executive Council of the Swiss Anthroposophical Society and the Section has been initiated to allow colleges of teachers to get to know the Section and its anthroposophical foundations. In a pilot project, the colleges of two Swiss Rudolf Steiner Schools were invited. The initiative will be developed further in 2010.

Next to the Section's usual meetings of the School of Spiritual Science we introduced a new way of working together at Class level in 2009: in collaboration with the General Anthroposophical Section teachers from the Basle region were invited to attend four Thursday evening meetings. Andres Studer (RSS Basle) and Immanuel Büttner (RSS Birseck) prepared the meetings in their respective colleges. In the course of the four meetings Bodo von Plato and the Section Leader described the journey through the School of Michael (class lessons) to members and, more importantly, to non-members. What does the soul go through? What are the stages of inner experience through which the soul passes? Without touching on the mantra the visitors were led to experience what the class lessons are and what they can achieve. The meetings found a strong resonance. In 2010, a similar meeting will be held in Berlin during a weekend.

Unfortunately, we had to cancel the education research week in 2009, which usually takes place in the autumn, due to time pressure. For all other activities see CONFERENCES AND COLLOQUIA.

In 2009, we managed to run the Section Office with the same staff as in the previous year.

Francesca Chiusano-Fiumara was able to work with colleagues at the Sophia School in Kiev next to her half-time position here in Dornach.

She fulfils her task of preparing and organizing conferences in a way that allows her to be away from the office for longer periods of time, an approach that worked well in the past year. The management of the website and the address administration in the field of education can also be easily integrated in her schedule.

All other responsibilities, such as for the Journal, the finances, the Section Leader's appointments and meetings and much more remain in the capable hands of Dorothee Prange.

The Section work was carried in 2009 by designated and non-designated donations from various countries including Holland, Austria, Sweden, Finland, Switzerland and others, by school contributions via the Bund der Freien Waldorfschulen in Deutschland (German Steiner Schools' Association), by project-related funding and thanks to the wonderful premises provided for us at the Goetheanum.

This year we were able to cover most of the budget except for a sum of approx. CHF 28,000/ €20,000 which has to be met by the Goetheanum. All income generated by the Section Leader's visits to schools, contributions to conferences outside the Goetheanum etc. flows back to the Section without deductions.

We would like to take this opportunity to warmly thank all our new and established sponsors. We truly appreciate the gesture and are fully aware of the responsibility implied in working with these gift moneys.

The following table shows the various expenses as a percentage of the Pedagogical Section's overall budget:

Funding 2009 in per cent / (2008 figures for comparison)

Project-related funding	26% (28%)
Donations	31% (32%)
Designated donations	2% (5%)
Conference fees	20% (14%)
Income gained	16% (20%)
Deficit	5% (1%)

We would like to briefly explain what has changed compared to the previous year:

Some donations which we expected towards the end of 2009 as well as fees and travel contributions that are still outstanding can only be entered in 2010. It was also not possible to cover the higher expenses of the Hague Circle with the corresponding contributions. The increased deficit of 5% which was due to these items was covered by the budget of the General Anthroposophical Society.

We ask that the annual accounts are also seen as a reflection of our responsibility with regard to the financial means entrusted to us. In this context we would like to gratefully mention our two main sponsors:

Evidenz Gesellschaft, Arlesheim/CH

Bund der Freien Waldorfschulen Stuttgart/ DE

THE SECTION COLLEGE

The College members have not changed in 2009 compared to previous years. After her prolonged absence due to illness, we are pleased to welcome back Ellen Fjeld Köttker who was able to be present again at the last meeting. The members of the Section College are:

Penelope Johnstone (GB)

Ellen Fjeld Köttker (NO)

Dusan Plestil (CZ)

Martyn Rawson (GB/DE)

Claus-Peter Röh (DE)

Hartwig Schiller (DE)

Franziska Spalinger (CH)

Lothar Steinmann (DE)

Robert Thomas (CH)

Christof Wiechert (NL/CH)

The College sees itself, as it has always done, as an advisory body to the Pedagogical Section and the Section Leader. At its regular weekend meetings it consults on topical issues. The aim is to lead the Section in a collegial way.

Our four 2009 meetings were dedicated to the criteria of Steiner Waldorf Education that were accepted at the meeting of the International Council for Steiner Waldorf Education (The Hague Circle) in November and subsequently published in various contexts as 'Characteristics of Steiner Waldorf Education'.

A further current issue concerns the education in the upper school.

We spent much time on discussing the significance of the 90th anniversary of Steiner Waldorf Education and its impulses for the future.

In the course of this year we considered how the work of the Section College could be integrated with that of the preparation group of the International Council for Steiner Waldorf Schools (The Hague Circle), as there had been complaints about the double work load from various sides. It was, however, not possible to put these considerations into practice.

Attempts were also made to structure the work more sensibly so that colleagues are not overstretched and resources are used as efficiently as possible.

TRAVELLING AND LECTURING / WAYS OF WORKING TOGETHER 2009

Many of this year's lecture tours involved longer stays in countries outside Europe for conferences, weekend seminars, teacher training courses and working with teachers in schools and kindergartens. The various invitations and tasks led to Belgium, Denmark, Germany, Finland, Great Britain, Holland, Israel, Italy, Luxembourg, Namibia, North America, the Philippines, Switzerland, South Africa, the Czech Republic, Turkey and the United States.

Our main working areas were:

- The study of children and adolescents
- college work/ college building based on knowledge of the human being and individual developmental phenomena
- community building, rediscovery of the pedagogical meeting
- The tasks of education in the 21st century, the problem of individualization
- School between standardization and creativity, the relationship between form and impulse
- The meditative life of the teacher, how to keep the teaching alive
- The virtues of the teacher
- Core competences
- Steiner Waldorf Schools and anthroposophy
- Intuitiveness
- Sources of health
- In the USA: in Orange County (California) the Section organized a 'Back to School' conference for the region at the end of the summer holidays.

In collaboration with the Bay Area Center for Waldorf Teacher Training in San Francisco (Sausalito) a conference was held with the title 'How to attain common sense and presence of mind'.

Some special aspects that marked the year under consideration should be mentioned here:

The closer collaboration with the 'Friends of Waldorf Education' (Freunde der Erziehungskunst Rudolf Steiners) mentioned last year resulted in two journeys in 2009, together with the leader of the Berlin Office of the Freunde der Erziehungskunst, Nana Göbel. The two trips went to Israel, South Africa and Namibia. It

became apparent that the main working areas of both organizations complement each other. We will continue our collaboration.

Also on the initiative of the 'Friends of Waldorf Education' and in cooperation with the General Anthroposophical Society, conferences have been held for the last six years for the countries surrounding the Pacific: one conference for members of the Society and people who are interested in it, and parallel to this, a conference for teachers. The anthroposophical conference was led by Hans van Florenstein Mulder, Paul Mackay and Cornelius Pietzner, the pedagogical conference by Nana Göbel and Section Leader Christoph Wiechert. Next to the thematic work it was the length of the conference (eight full days) that allowed intense discussions and consultations to take place on all the concerns, questions and worries of our colleagues from Thailand, Hong Kong, the Philippines, Taiwan, China, Japan, India, South Korea and Nepal.

This year the conference took place in Manila, in 2011 it will be held in Hyderabad, India.

A new way of working together was tried out last year: we invited colleges of teachers to meetings at the Goetheanum. A pilot run took place in cooperation with the Swiss Society which resulted in an open and pleasant exchange. The colleges of teachers from the Swiss schools in Langenthal and Steffisburg had opportunity to get to know the Section, the Goetheanum and the Swiss Society's executive council represented by Esther Gerster, Clara Steinemann and Franz Ackermann. It is planned to carry on the scheme with other colleges of teachers from Switzerland (Winterthur and Schaffhausen) and Germany (Lensahn, Velbert and Bad Nauheim).

The 90th anniversary of the Steiner Waldorf School movement was another highlight this year. For the Section it mainly meant that fundamental articles about the present situation of the art of education were published in the weekly journal *Das Goetheanum*, in the *Journal of the Pedagogical Section*, in the *Newsletter for Teachers* and in the *Festschrift of the Bund der Freien Waldorfschulen* (German Association of Steiner Waldorf Schools), as well as by some international organizations.

The European Council, the German Association of Steiner Waldorf Schools and the Pedagogical Section have completed and published the outcome of their work on the principles and characteristics of Steiner Waldorf Schools, i.e. the description of 'what a Waldorf School is'. It might seem surprising that the Section commissioned this work, but it needs to be kept in mind that this is exactly the

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question with which people are struggling in the 'old Waldorf countries'. Many colleges of teachers are developing 'mission statements' and the principles and characteristics can be of help in this process. Secondly, the 'new Waldorf countries' are in need of such guidelines when new schools are founded, usually by parents who are enthusiastic about the art of education but without an experienced founding teacher.

The principles or characteristics are intended as guidelines for international use and are not binding.

The International Council for Steiner Waldorf Schools (The Hague Circle) has begun to work on the theme of the World Teachers' Conference which will take place in 2012 and actually coincide with a World Early Years Conference. The Hague Circle and the Section are responsible for the World Teachers Conference, while the World Early Years Conference is carried by the International Association for Steiner/Waldorf Early Childhood Education (IASWECE) and the Section. The main subject will be a very topical one: the relationship between the I and the physical body. In the very first lecture of the Study of Man Rudolf Steiner indicated that it is the task of education to bring about the right dynamics between the I or self and the physical body of which it has to take hold. The topic can be pursued for all age groups. There are important socio-cultural features of our civilisation that are intent on severely disturbing this necessary balance. Such disturbances achieve, in one way or another, that we as human beings will ultimately not be able to bring our inherent intentions to expression. An important and necessary theme for both conferences! (See also the special notice in the Section Journal).

The Section Leader had the pleasure of actively participating in the 'English Week' during which the thought of an international conference for foreign language teachers arose. The idea will be pursued further.



Three issues of the Section Journal were published in 2009.

Apart from the main theme, the question of an education that is appropriate to our times, they featured contributions on various conferences, a report about peace education and developmental aid, a look back over 90 years of Waldorf Education and the Criteria of Waldorf Education as developed by the International Council for Waldorf/Steiner Schools (the Hague Circle).

We will continue to post the Journal to all schools and seminars worldwide as well as to many individuals. New Zealand has started to use the digital version to print and distribute its own issue: a valuable contribution to the Section! (We would welcome if the same could be done on other continents).

Please visit our homepage at
www.paedagogik-goetheanum.ch
or
www.goetheanum-paedeagogik.ch

It features an article on the basics of anthroposophical education and reports on Section projects, as well as conference notices and the criteria of Waldorf Education.

As soon as the full programme of a conference is available it can be found on our homepage with a registration form that can be printed out and returned to the Reception Desk at the Goetheanum by fax or post.

Under 'Education and Teaching' you find a link to the website www.anthromedia.org with access to a German, English and French language version. This site includes an introduction to and information on the individual fields of anthroposophy.

CONFERENCES AND COLLOQUIA 2009

In collaboration with ARGE, the work group of Rudolf Steiner Schools in Switzerland, in-service training days were held for the Swiss Steiner Schools where around 280 colleagues worked on the topic 'Between standardization and creativity'.

In early February the annual 'Meeting of the International Committee of Religion Teachers' took place. This year it included for the first time a meeting with the Executive Council of the General Anthroposophical Society which stretched over two work sessions. As non-confessional Christian religion lessons have their roots in the Anthroposophical Society these joint consultations will be continued.

The annual conference 'The Meditative Life of the Teacher' focused on the eight-fold path. 50 colleagues attended and explored – also in practical group sessions – questions of inner work.

In March, the second colloquium on 'The art of observing children and pupils' continued with around 50 participants and focused mainly on the second seven-year period. We see this work as one of the core tasks of the Section: the observation of how Rudolf Steiner's anthropology becomes visible and is applied in the pedagogical practice brings us very close to the spiritual art of educating.

In collaboration with the Medical Section a Congress took place in April about the different views of child development held by mainstream and anthroposophical science.

The scientific side was represented by prominent personalities. For some of the university lecturers it was the first contact with the Goetheanum. The congress proved very productive although the number of participants (c. 120) was far lower than expected. We will nevertheless continue to develop these kind of congresses.

Around 20 colleagues came together for an in-service training session that built on the first completed colloquium on child and pupil observation. The theme of the weekend was the observation of human teeth as a means of gaining an understanding of the individuality. We were very pleased to welcome the Munich dentist Claus Haupt. The weak attendance led us to conclude, however, that there is no point in continuing this type of training.

On the weekend after Whitsun we have the annual gathering of religion teachers, which is known as the 'Trinitatis Conference' of the International Committee of Religion Teachers, in cooperation with the Pedagogical Section. In 2009 approx. 110 colleagues worked on the theme of 'Trinitarian influences in the human beings and in the world' with contributions by Virginia Sease, Elisabeth von Kügelgen and the Section Leader. We try to generate more international interest and better participation in these special conferences.

In September, around 50 colleagues met to study lecture 7 of the Study of Man. The proven method of alternating lectures and text studies kept the sessions practice-relevant. Enjoying Bach's Goldberg Variations in the evening led us to appreciate the advantages of the Goetheanum anew: the sciences and the arts as activities that enhance reflection and meditation.

At a conference in October on Balance in Teaching, around 30 participants worked on the fourth and last lecture of this short course that Rudolf Steiner gave to the teachers in Stuttgart. This group has come together at the Goetheanum every year for 17 years now! It began its work on the lectures of The Study of Man under Heinz Zimmermann. We continued this and moved on to the lectures that Steiner saw as their continuation. This work has now also come to an end: we sense the weight of this moment. New impulses will be pursued.

A new venture this year was that a small group of 20 teachers met in Dornach for a conference on class plays during a weekend in October. They were all colleagues who like to produce their own class plays rather than leave it to 'outsiders'. Following an introduction on the pedagogical value of school plays we moved on to the on-stage experience of space and time. After that, we saw the performance of Kleist's Amphitryon by the Goetheanum stage group in a special light. Even though only very few people attended the conference the work was very successful and will be continued – hopefully with many more participants. We owe this success mostly to Barbara Stuten and Matthias Hink and the 'demonstration lessons' on Amphitryon. This was another moment that made us aware of the wonderful possibilities that the Goetheanum has to offer.

In November we invited colleges of teachers from the Swiss schools in Steffisburg and Biel to the Goetheanum. (For more details see TRAVELLING AND LECTURING / WAYS OF WORKING TOGETHER).

At the beginning of November, around 110 learning support teachers came together – parallel to a meeting of school doctors – in order to concentrate for the second time on reading and spelling weaknesses. The question studied this time was how – on the basis of the anthroposophical knowledge of the human being – ways to remedy these weaknesses could be developed. After three conferences at the Goetheanum the learning support teachers expressed that they had ‘found a home in the Pedagogical Section’. We are looking forward to an increasing co-operation, also internationally.

In November c. 30 colleagues came for the 4th weekend of the second colloquium on the ‘Art of observing children and pupils’. The meetings were mostly dedicated to the observation of the relationship between ether and astral bodies. As in March, we had invited pupils of nearby schools as guests, an initiative which greatly enhances our work.

MENTORING/ FOREIGN LANGUAGES MENTORING

In 2009, a number of colleagues were again able to actively support various schools as part of the Mentoring Project which is carried out in collaboration with the IAO (International Association for Waldorf Education in Central and Eastern Europe and other Eastern Countries) and the Freunde der Erziehungskunst (Friends of Waldorf Education).

As is apparent from the following list, the group of mentors has remained quite stable. The work that has been established continues and creates a feeling of trust between the various colleges.

Dorothee von Winterfeldt continued her work in the area of foreign language teaching, an endeavour which she has pursued on a freelance basis since 1994 in agreement with the Section. This cooperation will end in 2009 with Mrs von Winterfeldt’s retirement.

Many schools and teacher training seminars as well as individual colleagues in various European countries have greatly benefited from her experience in the realm of foreign language teaching.

It was always particularly important to her to be invited to visit schools or individual classes as this was the only way for her to work together fruitfully and give meaningful assistance.

In all these years the Pedagogical Section supported her work, ultimately in an ideal rather than financial sense, as she was able to ‘generate’ enough income so that the regular payments through the Section were balanced by the fees that the schools paid.

We would like to take this opportunity to thank Dorothee von Winterfeldt again most warmly for her years of work and we send her our very best wishes for the future!!!

MENTORSHIPS 2009

colleagues/ school	country	school mentored
Marion Penfold	South Africa	various schools
Heinz Christian Ohlendorf	Slovakia	Bratislava
Anders Hoier / DK	Slovenia	Ljubljana
Claus Metzler / DE and Mrs Metzler	Kenya	Mbagathi Nairobi
Matthias Riepe	Italy	Milan Rudolf Steiner School
Monika Dürr/ Rudolf Steiner School Ulm / DE	Russia	Ufa
Roland Steinemann / Aesch CH	Croatia	Zagreb
Heinz Christian Ohlendorf	Slovakia	Klacno
Dieter Bosshart / CH and Mrs Bosshart	Ukraine	Kiew
Anders Hoier / DK	Slovenia	Ljubljana
Heinz Christian Ohlendorf	Slovakia	Klacno
Matthias Riepe	Italy	Milan Rudolf Steiner School
Roland Steinemann / Aesch CH	India	Hyderabad

length of stay	activity
2009	mentoring colleagues at different schools
January / February	lesson observation and mentoring Physics class 8
24 January – 5 February	3rd stay, working in of new colleagues for Chemistry
26 January – 23 February 2009	4th stay
13 – 15 February 2009	mentoring continued
21 February – 8 March 2009	mentoring of colleagues, lesson observation and seminars on class teaching
22 February – 6 March 2009	working with colleagues, school council and parents
February/ March	foundations of Waldorf Education, teaching me- thods in the 2nd seven-year period
10 – 18 April 2009	work at seminar and mentoring of students du- ring teaching practice
May	4th stay, working in of new colleagues for Che- mistry
May	teaching methods in the 3rd seven-year period, projective geometry
5 – 7 June 2009	working with the new council
6 July – 2 August 2009	lesson observation and work on pedagogical questions with colleagues from different schools

MENTORSHIPS 2009 CONTD.

colleagues/ school	country	school mentored
Heinz Christian Ohlendorf	Slovakia	Klacno
Gheorge Paxino	Romania	Cluj, Braila, Bucharest, Simeria and Timisoara
Roland Steinemann/ Aesch CH	Croatia	Zagreb
Roland Steinemann/ Aesch CH	Slovenia	Ljubljana
Andreas Hoier/ DK	Philippines	Manila
Catherine Immer/ Alin Ciurariu	Romania	Simeria
Heinz Christian Ohlendorf	Slovakia	Klacno
Lothar Steinmann	Japan / Taiwan	various

length of stay	activity
25 July – 4 August 2009	summer academy on upper school and astronomy and other themes
2 August – 29 October 2009	lesson observation and collegial work, participation in events at various schools, working with councils and the Federatia
27 September – 9 October 2009	working with colleagues, council and parents
27 September – 9 October 2009	working with colleagues, council and parents
October / November	lesson observation in all Steiner Schools and course at seminar
October	supporting 'Ecce Homo' project
4 – 10 October 2009	work on basics of anthroposophy
21 October – 10 November 2009	in-service training for Steiner teachers

FINANCIAL REPORT 2009

	Spending*		Income*	
	CHF	EUR	CHF	EUR
Pedagogical Section				
Salaries	239,500	159,500		
Administration	20,700	13,800		
Grants for institutions	1,700	1,100		
Project-related donations			25,000	17,000
Travelling				
Travel costs	15,300	10,100		
Reimbursement of travel costs			15,600	10,200
Fees / donations			22,400	14,900
Journal				
Cost of printing	10,800	7,200		
Translation	3,100	2,000		
Postage	14,000	9,300		
Donations for projects			9,700	6,500
Conferences				
Income			100,000	66,700
Conference costs	31,400	21,000		
Travel expenses	28,700	19,100		
Cost of printing	9,700	6,500		
Postage	9,100	6,000		
Project-related donations			30,000	20,000
Special projects				
Travel expenses	2,800	1,900		

	Spending*		Income*	
	CHF	EUR	CHF	EUR
Mentoring				
Travel expenses	32,500	21,700		
Project-related donations			60,000	40,000
Mentoring/ foreign languages				
Support payments	40,000	26,700		
Fees/ donations			40,000	26,700
The Hague Circle				
Travel expenses	34,000	22,700		
Project-related donations			15,000	10,000
Section college				
Expenses for travel and events	5,200	3,400		
Donations				
General			9,000	6,000
Institutional donation			20,700	13,500
Donation German Association of Steiner Schools			123,000	82,000
Total	498,500	332,000	470,400	313,500
Religion teachers' conference (separate budget)	5,800	4,000	8,400	5,800

* rounded figures

