



School of Spiritual Science

Pedagogical Section at the Goetheanum

Annual report 2024

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WHO IS WORKING IN THE PEDAGOGICAL SECTION

Section leadership

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Co-workers

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Financial matters, office and planning of lecture tours, Collegial Support project, conferences, Hague Circle, project management.

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Conference preparation assistance, database updating, visits from seminars

Jacinta Gorchs

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Waldorf Resources, Forschungsprojekt 'Resilienz und Pädagogik'

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research project: Education and Resilience

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The year 2024 – Dynamics of the movement for Waldorf Education

The dynamics of the movement for Waldorf Education differ widely in the various countries but they all share concerns about the lack of qualified teachers in many schools and kindergartens. While the reasons for this situation differ from one country to the next, it highlights the importance of reliable teacher education that is attractive to young people and offers them perspectives, insights and courage for the pedagogical profession.

In April 2024, the Pedagogical Section in collaboration with various teacher education networks organized a *worldwide Teacher Education Conference* at the Goetheanum that was attended by 230 people from eighty training centres. Among the topics discussed were methods of adult education, the relationship of anthroposophy and Waldorf Education, curriculum questions and the further development of schools and kindergartens in the face of the changing living conditions of our time. In order to enable a regular sharing among teacher education centres, the Section leaders moderate monthly video conferences (International Teacher Education Forum, ITEP), focusing on how future educators and teachers are being prepared for being lifelong learners who develop tomorrow’s schools with the help of anthroposophy, out of their relationship with children and young people and a deep interest in our time.

Other events

The Section in Dornach was also involved in preparing and organizing the following events: *Professional Development for Swiss Teachers* in January on the topic of variety of methods. – It was a pleasure to work with many colleagues at *Jakobsberg* Rudolf Steiner School in Basel, with an introductory contribution and an evening concert. An intensive day on Saturday for parents with the title *Together Towards the Future* was a new initiative. Teachers and parents together heard Constanza Kaliks’ concluding *lecture Waldorf Education in the World*.

In January, the International Religion Teachers group met again. In addition to deepening work with members of the Goetheanum Leadership, the group prepared the annual Trinitatis Conference for religion teachers¹ on the topic of *Longing for World Affirmation: Anthroposophy in Religious Education*.

After the cancellation of the Learning Support conference during Covid, a new approach needed to be found to this conference. Following a colloquium in 2023, a small group came together in October to work on the content of a Learning Support Teachers’ Conference. The weekend featured many fundamental contributions and very practical teaching examples. As a result of this meeting, there is now a theme for an international learning support conference in October and a team of people who will organize it.²

1 <https://www.goetheanum-paedagogik.ch/veranstaltungen/veranstaltungen-der-paedagogischen-sektion/13-15-juni-tagung-fuer-religionslehrende> .

2 <https://www.goetheanum-paedagogik.ch/en/events/events-of-the-pedagogical-section-at-the-goetheanum/23-26-october-learning-support-conference>.

We also gained inspiration and joy from a further project in 2024: in cooperation with Peter Selg and the General Anthroposophical Section we studied Steiner's lecture cycles from a hundred years ago, presenting some central themes in relation to today's pedagogical challenges. A documentation of all the lectures given in this context can be found here.³

Travelling

The lecture tours of the section leaders were mostly about teacher education, Waldorf Education, cultural diversity and the pedagogical conference as an institution for research and professional development. The following countries were visited: Australia, Belgium, Brazil, Chile, England, France, Germany, Lithuania, the Netherlands, Switzerland, Turkey and the USA. Some contributions were presented in the context of events organized by schools, kindergartens and other institutions. Other journeys, such as those to the US and Chile, resulted in events with more than 400 participants who discussed pedagogical and teacher education questions.

Publications

A book was published on Rudolf Steiner's last Stuttgart course – Constanza Kaliks, Philipp Reubke, Peter Selg. *Wahre Menschenkenntnis. Rudolf Steiner letzter pädagogischer Kurs in Stuttgart (April 1924)*. Dornach 2024. Another book, on the understanding of destiny in anthroposophy, anthroposophical pedagogy and special needs education, was published in cooperation with the General Anthroposophical Section and the newly founded Section for Inclusive Social Development: Constanza Kaliks, Jan Göschel, Peter Selg. *Das Schicksalsverständnis in der Anthroposophie, der anthroposophischen Pädagogik und Heilpädagogik*. Dornach, 2024.

A project was carried out together with the Research Institute of the Association of Waldorf Schools in Germany, which led to a study edition on Rudolf Steiner's pedagogical courses in England, published by Rudolf Steiner Verlag in 2025.

Special projects

The research project *Resilience and Education* conducted by Belle Leung and Jacinta Gorchs moves to its next phase. Questionnaires have been designed to be sent to schools around the world and evaluated once they have been returned to the project leaders. Information on this can be found here.⁴

The *Cultural Diversity project* gained a new dimension thanks to the collaboration with Paula Edelstein and her colleagues from Buenos Aires. In previous publications the attempt was made to show with empirical/statistical methods that the teacher's interest in and relationship with the child's cultural family background has a decisive impact on child learning. In the study currently carried out in connection with the Pedagogical Section, Paula and her colleagues are trying to find out how teachers in South America are building

this interest in and relationship with culturally very diverse families and how they change their teaching practice accordingly. The study inspires creativity in practical teaching in the sense of what Rudolf Steiner described in Oxford in 1922: 'A school like the Waldorf School is an organism that cannot be organized by designing a programme. ... It is not about abstract programmatic principles but about the realities one meets.'⁵

With the *Online Waldorf Resources Library*,⁶ which has been established in collaboration with the Hague Circle in the past few years, a new section – scientific works on Steiner Waldorf Education – has been added to that of shorter texts which support lesson preparation. The new section contains articles that appeared in scientific journals, such as Master and PhD theses which focus on Waldorf Education or are relevant to its methods and concerns. Susanne Speckenbach and Jacinta Gorchs have agreed to take on this new sector and will publish new works on the website together with a group of editors from the worldwide school movement.

Worldwide collaboration with diverse organizations

In 2024 the Section leaders also worked with the leaderships of the international Waldorf school and kindergarten movement, such as the board of directors of Friends of Rudolf Steiner Education, the board and faculty of the International Council for Steiner Waldorf Education (Hague Circle),⁷ the International Association for Steiner Waldorf Early Childhood Education (IASWECE),⁸ the work group on the right to use the designations 'Waldorf' and 'Rudolf Steiner' and the interdisciplinary work group on pregnancy, birth and early childhood (CARE 1). In addition, they were occasionally guests in meetings of the German Association of Waldorf Schools, the Pedagogical Research Institute and of ECSWE.⁹

The International Council meeting

The members of the Hague Circle (International Council for Steiner Waldorf Education) meet twice yearly to discuss pedagogical questions, challenges and today's tasks in kindergartens, schools and teacher education. The group meets every year at Ascension and again in November. The November meeting is always in Dornach. Last spring they met in Helsinki, where teacher education poses as much of a question as elsewhere due to declining student numbers. The costs of the teacher education centre can hardly be covered and there is a shortage of qualified teachers. The meeting continued to focus on the topic 'Human – Earth – Cosmos' but also discussed content that the Hague Circle is working on. We all had the chance to gain a fleeting impression of Finnish culture in and around Helsinki.¹⁰

5 Rudolf Steiner. The Spiritual Ground of Education (GA 305). Lecture 7, 23.8.1922.

6 <https://www.waldorf-resources.org/en>.

7 <https://www.waldorf-international.org/en>.

8 <https://iaswece.org/home>.

9 European Council for Steiner Waldorf Schools, <https://ecswe.eu>.

10 <https://www.waldorf-international.org/en>.

3 <https://www.goetheanum-paedagogik.ch/en/publications/mediathek>.

4 <https://www.goetheanum-paedagogik.ch/en/thematic-areas/resilience-and-school/resilience-and-pedagogy-3>.

Visits from teacher education programmes and schools

We were delighted to meet many guests, such as students from the various kindergarten and teacher education programmes as well as faculties who came to Dornach to experience the Goetheanum and its diversity. It was a pleasure for us in the Pedagogical Section to welcome these guests and have conversations with them.

Collegial support

It was possible this year to travel to the Philippines to support the professional development of two school faculties there. Schools there continue to suffer from the high fluctuation of teachers who are attracted to other countries where they have a better income. Mentoring consequently means starting from the beginning every time.

Organization

The Pedagogical Section has two leaders, Constanza Kaliks and Philipp Reubke, who are supported by a team of co-workers.

Carmen Gloria Godoy, who is in charge of communications, updates and develops our homepage and sends out the Newsletter.

Roxane Fabry joined the Section to support the organizing of conferences and visits from teacher education centres in addition to maintaining the database.

Jacinta Gorchs works with Belle Leung on the Resilience and Education project. She is also in charge of Waldorf Resources and particularly, in cooperation with Susanne Speckenbach, for the Spanish part. A team of international editors accompanies this aspect of our work.

As office manager, Dorothee Prange liaises with many institutions and teachers worldwide, she looks after the Section finances and coordinates a great variety of tasks, meetings and important dates.

We are delighted that Jacinta Gorchs has joined the team around Dorothee Prange, Carmen Gloria Godoy and Roxane Fabry, a team to whom we in the Pedagogical Section and the worldwide school movement are deeply grateful.

Financial matters

We are also deeply grateful for all the donations from foundations, schools, and private sponsors that enable our work. We particularly thank the German and Swiss school movements which both transfer to the Pedagogical Section a high fee for each child who attends a Steiner or Waldorf School in their country. The Section also receives funds from the schools in Austria through the Austrian Waldorf Association. Other countries such as Norway, Finland and the USA send annual contributions, as do the international kindergarten movement and various institutions and private individuals.

The Section applies to various foundations for funding planned projects. We thank in particular the Evidenz Foundation in Switzerland, which specializes in education and often supports our applications. Both the Edith Maryon Foundation and the Rudolf and Clara

Kreutzer Foundation have supported the Pedagogical Section in the past year.

Funds paid by individuals and schools into the Pedagogical Section's project account with the Friends of Rudolf Steiner Education have been very helpful and contributed to the funding of the Education and Resilience project. A warm thank you to all of them!

We continue to welcome every donation that enables us to continue with existing projects, to keep developing new ones and to take on new tasks.

Statement of costs 2024 in CHF

A big thank you to the General Anthroposophical Society (GAS) which makes rooms available to us at the Goetheanum and supports us and the other sections with a basic annual sum. The deficit of around CHF 118'000, for instance, was balanced with the help of the Society.

	expenditure (rounded figures))	income (rounded figures)
Pedagogical Section		
salaries	353'000	
project-related donations		– 17'500
administration	2'500	
grants for Institutions	1'000	
travel expenses of section leaders and (freelance) co-workers		
travel costs	22'500	
reimbursement of travel expenses		– 14'000
fees / donations		– 16'500
Conferences / colloquia		
Interculturality colloquium/Argentina project	1'700	– 1'750
Learning support colloquium	15'000	
project-related donations		–30'000
reserves	15'000	
Teacher Education Conference (incl. infrastructural costs Goetheanum 9'200)	110'000	– 113'500
Further Training Conference Switzerland	37'000	– 38'000
Religion teachers' conference	13'000	– 11'000
Publications		
Printing costs support	3'000	
Special projects		
Education and Resilience research project	24'500	– 23'000

	expenditure (rounded figures))	income (rounded figures)
Waldorf resources (continued in 2025)	600	– 6'600
Organizations		
Participation in various meetings	1'300	–10'500
reserves	4000	
Visits from teacher education centres to the Goetheanum		
donations to the Section	12'000	–15'000
Collegial support		
travel expenses	2'400	
project-related donations from 2023		– 5'000
International Council (Hague Circle)		
meetings in Helsinki and Dornach	17'000	
project-related donations		– 29'000
further donations		– 3'000
reserves	12'000	
Donations and foundation funds		
private donations		– 1'500
institutional donations from schools, associations, etc. (AT, Finland, IASWECE, Friends of Rudolf Steiner Educa- tion)		– 35'000
donations German Association of Waldorf Schools (Bund)		– 127'000
donation Rudolf Steiner schools' association Switzerland (ARGE)		– 27'000
donation Association of Waldorf Kindergartens		– 24'000
forwarded donations	20'000	
total	666'600	- 548'850

The first of these is the *Journal of the American Medical Association* (JAMA), which has been a leading voice in the medical profession for over a century. It is a weekly publication that covers a wide range of topics, from clinical medicine to public health. The second is the *New England Journal of Medicine* (NEJM), which is a leading journal in the field of internal medicine. The third is the *Lancet*, which is a leading journal in the field of general practice. The fourth is the *British Medical Journal* (BMJ), which is a leading journal in the field of general practice. The fifth is the *Journal of the Royal Society of Medicine* (JRM), which is a leading journal in the field of general practice. The sixth is the *Journal of the Royal Society of Medicine* (JRM), which is a leading journal in the field of general practice. The seventh is the *Journal of the Royal Society of Medicine* (JRM), which is a leading journal in the field of general practice. The eighth is the *Journal of the Royal Society of Medicine* (JRM), which is a leading journal in the field of general practice. The ninth is the *Journal of the Royal Society of Medicine* (JRM), which is a leading journal in the field of general practice. The tenth is the *Journal of the Royal Society of Medicine* (JRM), which is a leading journal in the field of general practice.