



School of Spiritual Science

Pedagogical Section at the Goetheanum

Annual report 2025

CONTACT

Pedagogical Section

School of Spiritual Science Goetheanum

PO Box

CH-4143 Dornach

phone: +41 61 706 43 15

email: paed.sektion@goetheanum.ch

web: www.paedagogik-goetheanum.ch/en

We welcome phone calls during office hours.

The office is open on weekdays from 9 a. m. to 12:30 p. m. and from 2 to 6 p. m.

WHO IS WORKING IN THE PEDAGOGICAL SECTION

Section leadership

Constanza Kaliks und Philipp Reubke

Co-workers

Dorothee Prange

phone: +41 61 706 43 15

email: dorothee.prange@goetheanum.ch

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

Carmen Gloria Godoy

(Monday, Wednesday, Thursday morning)

phone: +41 61 706 43 69

email: carmengloria.godoy@goetheanum.ch

PR, website, social media

Roxane Fabry

email: roxane.fabry@goetheanum.ch

Conference preparation assistance, database updating, visits from teacher trainings

Jacinta Gorchs

email: jacinta.gorchs@goetheanum.ch

Research project "Resilience and Pedagogy," Waldorf Resources

Belle Leung

email: belle.leung@alanus.edu

Research project "Resilience and Pedagogy"

Contents

The Year 2025 5

From the Work: 5

 Events and Travel 5

 Projects 7

 Organization 8

Finances and Overview of Costs 9

The Year 2025

“Learning in Difficult Times”—this was the title of our June symposium, but it could well serve as the motif for the entire working year of 1925.

At various conferences, school visits, and other gatherings, our conversations often centered on this situation. The digital age, family circumstances, educational issues, and economic and political changes all influence learning at every stage of life. Our priorities in the work of the Pedagogical Section look to how schools and the broader community can provide support for these contemporary challenges.

Below are a few highlights from the various areas of work and activities.

Events and Travel

The Section Leaders have been invited to give talks at schools, kindergartens, training courses, and conferences in many countries and have had the opportunity to support the work onsite (for example, in India, Brazil, Denmark, the USA, Taiwan, Austria, Ireland, France, Germany, Hungary, the Netherlands, Romania, Portugal, and Switzerland). The topic of “learning” was often central to these engagements. A key characteristic of Waldorf and Rudolf Steiner schools is the weekly meetings of the teaching faculty. This was not originally intended as a meeting for the organization of the day-to-day running of the school but was rather intended for professional development as an “ongoing training seminar” and as the “heart of the school”—in short, as an invitation for teachers to commit to a continuous process of learning. This learning, strengthened through shared interest—so Steiner hoped—could then also continuously renew educational practice. Even this kind of “learning” for teachers is not so easy to achieve in our difficult times, and so the Pedagogical Section has set itself the task of providing inspiration for this through lectures, articles, and conferences and of inviting discussion on this topic.

A brief overview of various events and projects:

Professional Development Days

The professional development sessions for our Swiss colleagues focused on the following topic: *Breathing and Rhythm in the Classroom*. The day consisted of brief introductory presentations for all participants, including lively work with speech formation, followed by intensive workshop sessions. A group folk dance provided a cheerful conclusion to the day after an evening discussion on the topic of a new school culture. A large group of interested parents participated in the Saturday morning session. In addition to a joint lecture by Dr. Oskar Jenni on supporting development through rhythm, special workshops were held for the parents.

World Conference for Upper School Teachers in Kassel, April 12–17, 2025

The conference was a collaboration between the Kassel Teachers’ Seminar for Waldorf Education and the Pedagogical Section at the Goetheanum in Dornach, supported by the Association of Waldorf Schools (Stuttgart), and provided an opportunity for upper-grade teachers from around the world to meet.

Under the theme *Understanding Is Translation: Teaching as a Process of Translation*, nearly

300 teachers from 35 countries were able to experience the broad range of the program and engage enthusiastically and intently with potential teaching materials (with a focus on 11th grade).

Now, for just over 100 years, Waldorf education has successfully developed into a worldwide school movement. Not merely through imitation, but as an ongoing process of translation, the movement can grow further and continue to develop through encounters with other cultural contexts. This was especially evident in the work in Kassel.

Financial details of the conference do not appear in the annual report. All expenses were organized by the Kassel Teachers' Seminar. Participants received financial support through donations from the Software AG Foundation, the Waldorf Foundation, the IAO, and the Freunden der Erziehungskunst.

International Religion Teachers Group

As part of the meeting of the International Religion Teachers Group, which, as always, is preparing the annual **Trinitatis Conference for Religion Teachers**, in-depth discussions took place with representatives of the Goetheanum leadership. The work conducted during the conference, which focused on the theme *Heart—Karma—Conscience: The Anthropology of Religious Education*, provided 55 participants with opportunities for lively exchange.

International Council for Steiner Waldorf Education Meeting

Twice a year, colleagues from the Hague Circle, the International Council for Steiner Waldorf Education, gather to discuss educational issues, challenges, and current tasks in kindergartens, schools, and teacher seminars. On Ascension Day in May, everyone met in Budapest; in November, the meeting took place, as usual, in Dornach. The May gathering focused on the theme *Cosmos—Earth—Human Being*: Our tendency to destroy the very foundations of our existence means that we are continually bringing "difficult times" upon ourselves. — In November, the focus was explicitly on "learning." Our times make learning difficult because with the rapidly developing large language models (AI), there is a growing sense that there is basically no need to learn anything anymore. In many of the more affluent Western countries, schools today have become concerned with rekindling a thirst for learning—or "strength and grace" for learning, as one might say following the morning verse in Waldorf and Rudolf Steiner schools. In other countries, where war rages or poverty prevails, people may sense the value of learning, but are so preoccupied with survival that it may only seem like an unattainable dream. In the discussions within the Hague Circle, we took as our starting point the "Michael Letter" of November 23, 1924, where Rudolf Steiner calls on us to overcome cold, frosty, automatic thinking through "an inner, heartfelt connection with what I think." The task arising from this for early education and schools could be formulated as follows: Starting from a sense of wonder, mystery, and curiosity to support children's and young persons' self-motivation, their sense of their own effectiveness, and their wish to think and act for themselves. To take greater care that we as teachers do not just convey information to be passively received but always give to our pupils the time and opportunity to experience, understand, and make everything "their own" through their own activity.

Projects

Learning Support Conference

The work carried out in last year's supportive education colloquium led to the **Supportive Education Conference** on the topic of *Support for Children and Adolescents with Learning Difficulties*. An international group of supportive education teachers organized the conference. In the various working groups, participants' questions were examined from a wide range of viewpoints. Following a hiatus due to the pandemic, this conference series resumed in October with 74 participants. Unfortunately, last-minute cancellations by speakers led to significant changes to the program.

Learning in Difficult Times

The symposium *Learning in Difficult Times* took place in June as a transdisciplinary forum organized by the Sections for Pedagogy, Medicine, General Anthroposophy, and Inclusive Social Development. This anthroposophical field of work has emerged and goes by many names, each with a different focus: among others, peace education, emergency pedagogy, artistic-pedagogical-therapeutic emergency aid, trauma pedagogy, and "essence of learning." During the two days of collaborative work, "learning" itself was at the center of the discussion: What does it mean for people to learn, and how does learning help children in difficult situations? What happens to us as human beings when learning is weakened, interrupted, or made impossible? These questions ran through the working days and provided the basis for a lively exchange of a wide variety of experiences.

Waldorf Resources

In 2025, over 100 new works were added to the Waldorf Resources online portal, including scholarly papers, essays, and educational articles based on Waldorf/Steiner education. The abstracts of all contributions were translated into German, English, and Spanish. The portal continuously seeks out and curates contributions from authors around the world who engage with and reflect on educational practice. Among the topics that were most frequently handled during the year were: the relationship between the foundations and traditions of Waldorf education and its ongoing development; theories of teacher education in its professional, artistic, and academic dimensions; and issues of diversity and inclusion in the school setting. Weekly updates to the platform are made possible through close collaboration between the staff and the ongoing work of the editorial board, to whom we extend our heartfelt thanks. Public outreach is regularly supported through the portal's Instagram account and the section's newsletter.

Resilience and Pedagogy

The study on *Resilience and Pedagogy* explores the question of how young people can remain healthy, productive, and inwardly balanced in an increasingly complex and unpredictable world.

In this context, resilience—the ability to cope with challenges and develop positively despite adversity—has become a key concept for understanding the well-being of children and adolescents. Waldorf education is fundamentally aligned with this goal, as its highest aim "must be to develop free human beings who can give meaning and direction

to their lives from within themselves" (Steiner, 1927). In this sense, Rudolf Steiner's pedagogical impulse is grounded in the study and understanding of the human being and is oriented toward the individual's healthy development.

To date, there have been very few empirical studies on Steiner's pedagogical impulse in regard to its effects on human beings.

Our research project, titled "Assessing the Impact of Waldorf Education on Students' Resilience within the Framework of the Salutogenesis Model of Health," investigates whether and how Waldorf education supports the development of resilience and a sense of coherence in students.

Our goal is to contribute to international educational research while also providing practical insights for Waldorf schools worldwide.

Teacher Education

The international network for teacher education, initiated several years ago by the Pedagogical Section, continued its work in 2025 through regular video conferences, a conference in Taiwan, and publications on our website.

Collegial Support

This year, the mentoring program in the Philippines continued, with additional schools participating. Another mentoring program was made possible for language teachers in Asia. Though we can positively report that it is now increasingly possible to work with experienced colleagues in one's own country.

Visits from Teacher Education Programmes and Teacher Training Colleges

Many students from various final-year courses in early childhood education and teacher education, as well as staff from teacher training colleges, traveled to Dornach to experience the Goetheanum in all its diversity. In 2025, 16 different groups of visitors came, and we were delighted to engage with them in conversation. For the most part, the visits featured guided tours in and around the Goetheanum, artistic activities, and meetings with the section's staff. The length of stay in Dornach ranged from one day to a week. We are often delighted to hear afterward about the profound experiences participants had during these days.

Organization

The section is led by Constanza Kaliks and Philipp Reubke, who are supported by their staff of co-workers.

Carmen Gloria Godoy handles communications, ensuring that our website and Instagram page are constantly updated and improved and that the newsletter is sent out.

Roxane Fabry assists with the organization of conferences and seminar visits as well as maintains the address database for the international kindergarten and school movement.

Dorothee Prange continues to serve as the section's administrator, maintaining connections with a wide variety of institutions and educators worldwide, managing the section's finances and main office, and coordinating various tasks, meetings, and important dates.

Finances and Overview of Costs

We are very grateful for the donations we have received through foundation grants, as well as funds from schools and private donors.

Our special thanks goes out to the German and Swiss school movements for their substantial contributions transferred through their respective associations or working groups of the schools. We also wish to thank the schools in Austria for their contributions sent through the Waldorf Association as well as all the many other countries who send donations, the individual institutions, and especially the private individuals.

The section submits grant applications to various foundations for its projects. Special thanks go to the Evidenz Foundation in Switzerland, whose mission in the field of education consistently makes it possible to apply for and receive funding.

The funds donated personally or by individual schools, which were deposited into the Pedagogical Section's project account with the Freunden der Erziehungskunst in Berlin, are always a great support. These funds helped co-finance parts of the section's projects. Our great thanks to the donors!

Statement of Costs 2025 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 150 000 was balanced with the help of the Society.

	expenditure (rounded figures)	income (rounded figures)
Pedagogical Section		
Salaries	409'000	
Administration	4'000	
Grants for Institutions	11'000	
Taxes total	2'000	
Travel expenses of section leaders and (freelance) co-workers		
Travel costs	27'000	
Reimbursement of travel expenses		– 20'000
Fees/donations		– 16'000
Conferences/ colloquia		
Colloquia "Learning in difficult times"	6'500	– 6'500
Supportive education conference	18'800	– 20'000
Care I, ECSWE, INASTE, IASWECE meetings	10'000	– 2'000
Visits from teacher education programmes at the Goetheanum		
Income for organized visits		– 15'000
Expenses from internal transfer of funds	12'000	
Collegial support		
Travel expenses	2'000	
Project-related donations		– 2'000
International Council (Hague Circle)		
Meetings in Budapest/Dornach/France and administrative costs	33'000	
Project-related donations		–19'000
Donations for administration		–18'000

	expenditure (rounded figures)	income (rounded figures)
Projects		
Project-related foundation funds/donations		– 118'000
Research Project: "Resilience and Pedagogy"	41'000	– 10'000
Online Portal: Waldorf Resources	22'000	
Book Projects	12'500	
Donations and foundation funds		
Private donations		– 2'700
Institutional donations from schools, Associations		– 37'000
Donations: German Association of Waldorf Schools		– 125'000
Donation: Rudolf Steiner Schools Association Switzerland		– 24'000
Donation: German Association of Waldorf Schools for Online Portal Resources		– 22'000
Donations of institutions		– 4'500
Religion teachers' conference		
Conference costs incl. food and travel costs	8'900	
Income: Conference and small donations		– 8'900
Total	620'000	– 470'000

