

Why research is important

ITEF meeting Asia Pacific, September 2024. Peggy Day-Hakker, Australia

Among teacher educators in Australia, shared research with on-line and in-person gatherings weekly/fortnightly builds a vessel for our work in our colleges and our intensives with teachers as well as forming a combined *college of teacher educators*.

Teachers see our process and striving and live within the space of conversation created and the spiritual forces to which the work connects. Research is shared. Student teachers can join.

Process: A focus has been research among teacher educators and teachers combined in an on-line format and has a following process:

1. A question for the future of the world and for Steiner education that arises from reflection on the needs of the schools and teachers.
2. Individual reading and research of all participants during the week or fortnight. Study material sent out. Rudolf Steiner's words, inspirational spiritual sources and contemporary *searchers for meaning* are included.
3. Weekly or fortnightly conversation and reading together so that thoughts can be shared. New insights arise in the space between.
4. Individual research in the classroom or tutorial space.
5. Sharing of research at the next on-line meetings in a regular rhythm weekly or fortnightly. Participants recommend further reading and offer presentations.
6. Recording of insights, inspirations, presentations are published as an informal booklet of contemplations on the theme.

(Research methods and themes undertaken have not yet been for academic publication)

Hindrances noted to this process are as below:

1. The original question was not deep enough and does not develop or metamorphose so the research may remain on the surface.
2. Research and reflection are intellectual rather than insightful and inspirational; sources for reading do not have a potent spiritual seed quality so do not yield in depth inspirations.
3. The focus on output becomes an over-riding factor.
4. The conversations do not yield fruit since the dynamic of..... two or more gathered.... Is not achieved.

Topics discussed in recent years:

What are the spiritual tasks of the *Dawning Mysteries of the 21st century* outlined by Rudolf Steiner and how do they enlighten teacher education?

(How are *Moments of Meaning and Presence* created in the classroom in a story, verse or in the quiet spaces? (15 TEs and teachers/trainees fortnightly 9 months)

Pedagogical faculty meetings – *how does the esoteric aspect of college work support our times* and how do steps create transitions to new forms for this work?

How can teachers use an understanding of the counter forces to bring insight and stability to school dynamics in our current world situation?

How does Steiner education support *the moral and ethical development* of the child and young person?