

Wishes, tasks and intentions for the future

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After the morning lectures of the World Education Conference, multilingual discussion groups took place. Everyone was invited to get to know each other and to talk about the theme of the conference and the themes from the morning lectures. In the third session, each group was asked to agree on wishes, tasks and intentions for the future that had arisen from the work of the conference. These notes were collected and given to Stefanie Allon and Claus Peter Röh, to help them prepare for their contribution at the final plenary session. After the conference these papers remained in the office of the Pedagogical Section while their staff and IASWECE colleagues were busy with other tasks. Katharina Stemann then photographed them, so that they can now be made generally available here. You can read all contributions in a seven-page list as a PDF document or you can view every single paper in a photo gallery, as the discussion groups wrote them quickly on 18 April 2019.



The many themes, thoughts and suggestions from the lectures, working groups and meetings are condensed here into a short form. They are like seeds that grow under favourable conditions and can bear rich fruit. Each one could serve as a topic for articles, working groups, college meetings or a study paper. Perhaps you will find a theme in the collection that appeals to you particularly and that you want to take up.

Often, mental qualities are mentioned that we as parents, educators, friends and administrators need to create the warm shelter that children need for healthy development: interest, openness, being able to listen, honesty, trust, patience, love. Only through these qualities will the walls that we have built around us of materials such as indifference, mistrust and fear, gradually become permeable to the fruitful ideas that happen to have appeared - not in us but in others or that live in the environment. "We wish the garden fence with space in between to see through" so that we act not only from our own impulses, but from those of the community with which we are connected: "Connectedness as the key to wholeness". It's easy to say, "Love people for their differences and not for what we have in common," but difficult to achieve in everyday life. "How do I deal with my anti-social forces?" Are we capable "to hold and transform polarities and fragmentations in a loving connection with trust for the future"? Fortunately, such contributions encourage us not to regard the social crises and conflicts in which we inevitably find ourselves, despite our willingness to be tolerant and open-minded, as reasons for disappointment, but rather as invitations to become

creative and to develop further together: "Every polarization, fragmentation and disorientation has DEVELOPMENTAL POTENTIAL for the individual and social" surroundings.

The desire for freedom is also often expressed: Being social does not mean giving up one's individual creativity. "How do we live religious freedom in our institutions?" "How do we live individual freedom in the community?" That is the big question, because only in this source of power of individual freedom can the necessary energy be found to further develop Waldorf education in a lively way. Just following proven rules and recipes is not enough. Their one-sided emphasis can be the reason why creative young people are not committed to Waldorf education. "How do I build Waldorf with individuality?" "We are not a Waldorf pedagogical prison!" "Always stay young!"

How can the tension between these two sources of power and inspiration – cooperation in the "awareness of being part of a greater whole" and individual creativity – be transformed into constructive energy?

The collection of wishes and tasks contains various suggestions for this:

- Self-education, meditation: "How we develop ourselves" "Practice the six exercises" "Work with the Beings of Warmth, Light, Harmony"
- Social art: to seek appropriate forms of collaboration at all levels that promote both individual initiative and awareness of the whole: in the college of teachers, with parents, with the social environment. "Re-invent self-administration as an organism." "Discover and take a new approach to self-management as an organism" and "members of different departments in the school understand and appreciate one another's work."
- Am I as a teacher fitting the child into my agenda or truly seeing the children and what they need in this moment?" "Return to simplicity, at the first impulse > observe> meditate> trust your intuition." "Put the child back in the center. Protect free creative play." "Do we really need a timetable?"

Some wishes do not refer to educators and parents, but to the socio-political context: The high demands on the profession of educator, which we again raised at this conference, do not at all fit together with the low social esteem for the profession and its general conditions: "Desire for recognition and appreciation from politicians and society for our profession". "Reduce group size".

By chance, the last piece of paper to appear while copying the "wishes" was one that is short and mysterious and picks up a motif from the Parzival legend: "Why don't we have questions?". Knowing everything is not very helpful socially, but asking questions is indeed.

