



IASWECE
International Association for
Steiner/Waldorf Early Childhood Education

The following document is approved through the unanimous decision of the Kuratorium and Board members of the International Association of Waldorf Kindergartens present at the annual meeting held in Chatou, Paris, France, on October 22, 2005.

It is intended to serve as the basis for the legal incorporation and registration of the "International Association for Steiner/Waldorf Early Childhood Education, Inc" in Jaerna, Sweden in January, 2006, with the understanding that the new Association will carry forward the aims and purposes expressed in the preamble to the statutes for the original Association at its founding in 1969.

***Preamble to the Statutes
International Association of Waldorf Kindergartens e.V. (1969)
and the
International Association for Steiner/Waldorf Early Childhood Education (2006)***

1. Waldorf Education

Against the background of prevailing materialistic trends, education has become questionable. The of childhood, the fundamental stage of one's unfolding life, has become a worldwide pioneering work.

To this task, Waldorf education demands a mentality of the educator that respects the full human dignity in the child and therefore the eternal, spiritual individuality, as well as the soul life and the physical nature. The inherent order and sound conditions of the development of body, soul and spirit demand deep study of the human being as a basis for education. Educators have to include parents and other educators of children; that means work together on the renewal of the three cultural ideals that Rudolf Steiner called: "science coming to life, art coming to life, and religion coming to life". The harmonious intertwining of these ideals in the realm of childhood fortifies the will towards a new morality and a social forging of community.

The described outlook of the educator and the deeper study of the human being awaken forces of love in the educator, enhance his or her ability to bring shape to lives, and elevates his capacity for fantasy. If the daily educational work is lovingly and creatively into the present conditions and individual circumstances of destiny, it cannot harden into a program of rules and prohibitions. It becomes an everrenewing form of art in children and adults. Waldorf education is a developing, lively practiced art of education.

2. The Pedagogical Movement

The movement of Waldorf education started from a school with a kindergarten and a group of children in need of special care: a school movement, a kindergarten movement, a movement of curative education and various institutions that took up their necessary tasks among these directions have developed.

Not only Waldorf education and its art of education unites all these institutions, but also the fact that the first Waldorf School was an example of an institution of the “Free Spiritual Life”. The pedagogical movement should not forget that it is not only a pioneer for questions of education, but also in the broad field of the social movement for the renewal of the “Threefold Structure of the Social Life”

Therefore, the Waldorf schools are united by the common cultural task which surpasses all boundaries of nationality, language and religion. The foundations of the pedagogical movement are the Anthroposophic Arts of Rudolf Steiner.

3. Working Together: a Wellspring for Shaping the Community and for a Life-filled Future Development

Rudolf Steiner described working together as the realization of mercy by the one who said: “I am with you always”, and “Where two or three are gathered in my name, I am there in the midst of them”. - He worked as the teacher of human love.

In the International Waldorf Kindergarten Association all institutions work together that strive towards Waldorf education, those who serve spiritually, legally and economically for the education of children, for the training of educators, for the cooperation with parents, and for the general social life.

The fruitfulness of worldwide cooperation beyond all limits of language, politics and religion is a tried and tested experience. Above all, an exchange is cultivated regarding new developments and research projects by international groups.

The trust founded in a common goal, and the common striving and cooperation realized at all levels of social life are the higher aims of the International Association of Waldorf Kindergartens. These need to be preserved, protected and cared for by the working methods described in the following statutes.

The description of the legal part of this cooperation in statute form has to be adjusted continually to life and to the working methods that develop in life.

Dr. Helmut von Kugelgen