

Recent Research articles

Save Childhood Manifesto

“Putting Children First”, a manifesto by the group Save Childhood, was published in the beginning of April in the UK in order to stimulate conversation about societal values and the vital importance of early childhood. This manifesto is a tremendous resource, as it brings together important research into early childhood development in a way that we can all use in our work with parents and authorities. The campaign is focused on England and therefore many of the statistics described in the reports are “English”, but these phenomena are widespread in the developed world, and these reports can support everyone who is reaching out to parents and policymakers on behalf of childhood.

Click here for the report and power point, which you can download:

http://origin.library.constantcontact.com/download/get/file/1103422986922-320/putting_children_first.pdf

You can visit the Save Childhood Network in the UK at:

http://savechildhoodnetwork.ning.com/?xg_source=msg_mes_network

Another interesting point of view about early formal learning by two researchers of the Cambridge University:

<http://origin.library.constantcontact.com/download/get/file/1103422986922-321/Whitebread+and+Bingham.pdf>

Why Early Learning Does not help

An article that considers the arguments of the well-known Canadian psychologist Gordon Neufeld against early learning, from the realm of attachment theory research. This article should also be helpful in discussing class size in the kindergarten. It was originally published in 2012 on the website of the Institute of Marriage and Family in Canada.

<http://www.imfcanada.org/issues/nurturing-children-why-early-learning-does-not-help>

"Play's Relation to Health and Well Being in Preschool and Kindergarten: A Waldorf (Steiner) Education Perspective"

This article is written by Elisa Sobo from San Diego State University's Department of Anthropology, a parent at the Waldorf School of San Diego (California). She offers interesting perspectives from play theory and anthropology on children's play in Waldorf kindergartens out of her research study conducted at the Waldorf school kindergarten: The author's perspectives and questions are worthy of our consideration as Waldorf educators, as she views our work through a friendly yet slightly critical lens. You will find some familiar names and titles in the bibliography.

[Read the article](#)

The Overprotected Child

A preoccupation with safety has stripped childhood of independence, risk taking, and discovery—without making it safer. A new kind of playground points to a better solution. An article from the “Atlantic” magazine, March 2014.

<http://www.theatlantic.com/features/archive/2014/03/hey-parents-leave-those-kids-alone/358631/>

Education through attachment. Childhood studies affirm Waldorf education

The German Waldorf education journal *Erziehungskunst* (The Art of Education) has published an article written by a Waldorf kindergarten teacher in Kassel on the importance of healthy attachment as a basis for child development. The author describes the sensitive approach of the Waldorf early childhood educator in providing the healthy conditions for growth, through “ the invisible space of reciprocal perception. It is not just looks which are exchanged but living activities. This is a supersensory process in the sphere of life which then comes to expression in the secure or insecure attachment of the child to his or her main caregiver. “

As we create programs for younger and younger children in our Waldorf communities, it is vitally important that we explore and deepen our understanding of the dynamics described in his article.

<http://www.erziehungskunst.de/en/news/early-childhood/education-through-attachment-childhood-studies-affirm-waldorf-education/>