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## **A Fructification of Insights**

/ Aonghus Gordon

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## A Fructification of Insights

I would like to thank all the contributors to our first edition of *In Dialogue*. It brings perspectives at a difficult time when a fructification of insights comes together to form an emerging body of knowledge. This is a time when polarisation and opinion seem to be the overriding insight.

It is here, on the very ground of polarity that Goetheanism, and its way of seeing the world and the human being, can bring much needed new perspectives. It is all too easy in today's climate of thinking to seek to solve problems merely through instrumentation and the application of pre-existing knowledge. It is the human being who understands and knows the world, and only in the human being therefore can the answer be found.

One of imperatives of Goethean science is that of human development and an enhanced arena of sensory skills, for the human being is also an instrument. When our capacities are enhanced through inner training and reach out in dialogue, new possibilities emerge.

With an expanded consciousness, discoveries pertinent to our time may be found. It is in the revolving door of self-referencing in our reductive modality of thought that solutions, born out of the limited consciousness itself, appear increasingly not to make a contribution. Through communities of practice, with enhanced perspectives, for example in colour, we bring diversification into long-established habits.

To translate these new perspectives into healthcare, education and ecology requires, however, a new political and social endorsement. A new will has shown itself to be present not only in a youthful generation, but also in school children themselves. No doubt the media, as well as their own conscience, drives a necessity for reform. Paradoxically, the anthropomorphic perspective of the human being at the centre of the universe is challenging but increasingly correct – we ourselves have the freedom to make decisions on our future.

Our motivation in the intent for our future now rests with those who have renewed perspective, provided they are in dialogue.

*Aonghus Gordon is the Founder and Executive Chair of Ruskin Mill Trust.*

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Pictured right is the Field Centre, the research hub for Ruskin Mill Trust. Ruskin Mill Trust provides students with learning differences and/or behavioural problems with holistic learning by role modelling positive relationships in the fields of arts, crafts, commerce, agriculture, nutrition, living skills and the environment. By immersing students in the productive aspect of our curriculum, they learn to care for their own wellbeing and development, and overcome their barriers to learning. Students learn to recognise their capabilities and positively contribute to society.

The Trust's method of *Practical Skills Therapeutic Education* is a practice-based and research-led methodology which draws on the insights and indications of several paradigms:

Pedagogy • Rudolf Steiner's Spiritual Science • Goethean Science

Research is undertaken at the levels of doctoral degree research (PhD/EdD), Master's degree in education (MEd) and through an embedded action research culture. Research outcomes generated in this way serve to develop staff practice for the benefit of and impact on student progression.

