

# Transformations

**Abstract:**

**Creative imagination in teachers' spiritual practice: the example of  
The Divine Child**

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This paper belongs primarily to the theme of “the nature of childhood” and is partly a challenge to the mode of constructivism now dominating this field of thought. In an earlier paper (Dahlin, 2013) I have sketched the Romantic background to Steiner’s Spiritual anthropology of childhood and pointed out some possible connections to what goes on in present day philosophy and childhood studies. The purpose of this paper is to develop this work and lead it into the field of specific spiritual practices for teachers. I will draw upon Corbin’s (1998) study of the role of creative imagination in the works of the medieval sufi Ibn’Arabi. Ibn’Arabi’s views on the significance of imagination in spiritual practice turns out to have similarities with Irigaray’s (1993) notion of the “sensible transcendental”, and even Steiner’s idea of “the supersensible within the sensible” (1986, p. 101). The conceptual web developed by drawing on these thinkers may be used as a spiritual---philosophical amplification of Biesta’s (2010) notion of subjectification as one of three basic purposes of education (in addition to socialization and vocational training). In subjectification, the uniqueness of the ‘I Am’ – the Christ Self – is revealed, not as a static identity but as living action. Finally, some suggestions on how all this can be deployed in teachers’ spiritual practice will be given.

**Goal**

To present a possible aspect of teachers’ spiritual work which is grounded in Steiner’s educational thinking and related to historical and present day ideas in philosophy and education.

**References**

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