

## Editorial

We are delighted to introduce the new journal of the IOSFS. We hope it will develop into a useful and stimulating publication for all the Forum members, and the wider readership who may be new to the Orff-Schulwerk community. We hope that the online format will make the content more accessible and offer the potential for a variety of formats and media to be included. We are inviting authors to contribute in their own language as well as English.

This first issue includes many of the elements that made up Orff-Schulwerk *heute*: IOSFS 2021 Convention presentations, reports from affiliated Orff-Schulwerk associations and reviews of recent publications. 'Historical Perspectives' will include information as well as articles which explore different aspects of past developments and events. Updates and information about the work of the Forum will also be presented. We are not fixed to this structure and will always be looking for new elements to shape future issues.

The theme of the 2021 Convention was 'Play and Planning in Orff-Schulwerk: ways of developing creative learning processes' and the rich programme of presentations offered both theoretical and practical perspectives. Two of the keynote presentations are published here along with several presentations which include ideas about how children interact when music making (Sangiorgio), using playful activities in a music therapy setting (Elsworth), using mind maps in planning (Salmon) and reflecting on an established early years project (Valsdottir and Gisladdottir). Other presentations describe and reflect on practical activities which give students space to play, explore and invent (Buchanan, Maud & Neil-Smith; McCluskey; Chandler; and King). Three of the Associated Schools share their projects on one of two themes: '100 years of Bauhaus' (IMMEA and Moraitis School) and 'UN Global Goals' (ISBergamo).

The online environment is challenging for all of us to communicate the most important aspects of OS: collaborative learning in all its forms as well as a pedagogy that relies on dialogue, responsiveness and flexibility, between teacher and students but also between students. We've learned a lot about what's possible but also know that the sooner we can be in a room with our groups, the better! The journal can be a place to share and reflect the new realities of virtual, remote, hybrid and in person teaching with practitioners working with children and adults, teacher educators and researchers.

In the future we plan to publish two issues each year with the Winter Issue including Convention presentations and the Summer Issue taking a specific theme for some of the content. We are keen for feedback and ideas to help shape the journal in ways that are relevant to you.

Editorial Group: Sarah Hennessey, Sarah Brooke and Verena Maschat

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