

Contents

1	Introduction	1
1.1	Introduction	1
1.2	The Purpose of the Book	2
1.3	Evolution of an Educator: A Brief Personal Narrative	4
1.4	The Methodical Structure of the Book: <i>Difference and Repetition</i>	6
1.5	What “Postformal Education: A Philosophy...” is about	6
1.6	Personal Reflections and Concluding Remarks	11
	References	11
 Part I An Evolutionary Approach to Education		
2	Cultural Evolution: Past, Present and Futures	17
2.1	Introduction	17
2.2	Evolution of Consciousness: The Cultural Dimension (Phylogeny)	18
2.2.1	What is Cultural Evolution?	18
2.2.2	What is Evolution of Consciousness?	19
2.2.3	Challenges of Researching Evolution of Consciousness—Culturally	20
2.2.4	Why Darwinian Biological Evolution is Incomplete: A Cultural Diagnostic	21
2.3	A Transdisciplinary Perspective on Human Culture	22
2.4	Selected Theorists of Cultural Evolution	23
2.4.1	Comparative Models: Steiner, Gebser and Wilber	23
2.4.2	Gebser’s Structures of Consciousness	25
2.5	Cultural Evolution from an Integrated Lens	26
2.5.1	The Dawn of Humans: The Culture of Survival	28
2.5.2	The Age of Magic: The Culture of Art	30

2.5.3	The Age of the Great Myths: The Culture of Stories	32
2.5.4	The Age of Philosophy: The Culture of Reason	33
2.5.5	The Age of Integration: The Integral Cultural Era	36
2.6	Pointing to Megatrends of the Mind	38
2.7	Concluding Remarks	39
	References	39
3	Psychological Development: Child and Adolescent	45
3.1	Introduction	45
3.2	Evolution of Consciousness: The Psychological Dimension (Ontogeny)	46
3.2.1	What is Psychological Development?	46
3.2.2	Challenges of Researching Evolution of Consciousness: Psychologically	47
3.3	Selected Theories of Child and Adolescent Development	48
3.3.1	Child Development Theories with a Focus on Piaget	48
3.3.2	Adolescent Development Theories, including Piaget	50
3.3.3	Why Piaget's Theory is Incomplete: A Psychological Diagnostic	54
3.4	A Transdisciplinary Perspective on Consciousness Development	56
3.5	Megatrends of the Mind: Breaking through Formal Operations	57
3.5.1	Enacting new Thinking: Shifts within Disciplines	58
3.5.2	Enacting new Knowledge Patterns: The Shift beyond Disciplines	60
3.5.3	Research that Identifies and Theorises new Stages of Consciousness	61
3.5.4	Approaches that Meta-Cohere new Consciousness	62
3.6	Piaget's Legacy for Adult Cognitive Development	62
3.6.1	A Preliminary Comparison of Gebser and Piaget	63
3.6.2	The Psychological Transition to Postformal Reasoning	63
3.7	Concluding Remarks	65
	References	65
4	Evolving Education: Pre-formal and Formal	71
4.1	Introduction	71
4.2	Background to Evolution of Education	72
4.2.1	Culture, Consciousness and Education: Symbiotic Relationships	72
4.2.2	Three Macro-Phases	73

4.3	Pre-formal Education: Thousands of Years of Enculturation	74
4.3.1	Archaic Enculturation: The Arts of Gathering, Colouring, Shaping	74
4.3.2	Magic Enculturation: The Arts of Painting, Carving, Sculpture and Pottery	77
4.3.3	Mythical Enculturation: The Arts of Stories, Myths and Pictographs	80
4.4	Formal Education 1: 2,000 Years of Elite Formal Schooling	83
4.4.1	The Birth of European Elite Formal Schooling	83
4.4.2	Fragments of Non-Western Elite Formal Schooling	84
4.5	Formal Education 2: Two Hundred Years of Mass Formal Schooling	86
4.5.1	From Idealism to Industrialism	87
4.5.2	Why Mass Formal Education is Incomplete: An Educational Diagnostic	88
4.6	Drivers of Change in the 21st Century: Global Education	89
4.6.1	Basic Education as a Human Right	89
4.6.2	Globalisation and Corporatisation of Higher Education	89
4.6.3	The Information Revolution	90
4.6.4	The Rise of the Global South	90
4.6.5	Megatrends of the Mind and New Knowledge Patterns	91
4.7	From Global Knowledge Economy to Global Knowledge Futures	92
4.7.1	The Global Knowledge Economy	92
4.7.2	Towards Global Knowledge Futures	93
4.8	Concluding Remarks	95
	References	95

Part II Postformal Psychology and Education: A Dialogue

5	Postformal in Psychology: Beyond Piaget's Formal Operations	101
5.1	Introduction	101
5.2	The Emergence of Adult Development Theories	102
5.2.1	Adult Developmental Stage Theories	102
5.2.2	Ego Development Theories	103
5.2.3	Positive Psychology and Human Potential Theories	105
5.2.4	Transpersonal Psychology	105

5.3	Postformal Reasoning in Adult Developmental Psychology	106
5.3.1	Terminology Issues	106
5.3.2	Key Researchers and their Approaches	108
5.3.3	Postformal Reasoning Qualities	110
5.3.4	Is Postformal Reasoning about Qualities or Stages?	110
5.4	Reiterating the Shift from Formal to Postformal Reasoning	112
5.5	Postformal Reasoning: Delicate Theorising of Twelve Qualities	113
5.5.1	Complexity: Incorporates Paradox and Contradiction	113
5.5.2	Creativity: Incorporates Problem-Finding	114
5.5.3	Dialogical Reasoning: Incorporates Dialectics, Relationality	114
5.5.4	Ecological Reasoning: Incorporates Context, Process, Organicism	115
5.5.5	Futures Reasoning: Incorporating Foresight, Future Mindedness	116
5.5.6	Higher Purpose: Incorporating Spirituality, Values Awareness	116
5.5.7	Imagination: Incorporating Imaginal Thinking, Mythopoesis	117
5.5.8	Integration: Incorporating Holism, Unitary Thinking	117
5.5.9	Intuitive Wisdom: Incorporating Wisdom, Intuition	118
5.5.10	Language Reflexivity: Incorporating Construct-Awareness, Voice, Language	119
5.5.11	Pluralism: Incorporating Non-Absolutism, Relativism	119
5.5.12	Reflexivity: Incorporating Self-Reflection, Self-Referential Thought	120
5.6	Postformal Psychology: In Light of Evolutionary Themes	121
5.6.1	Theme 1: Conscious, Compassionate, Spiritual Development	121
5.6.2	Theme 2: Mobile, Life-Enhancing Thinking	122
5.6.3	Theme 3: Complexification of Thinking and Culture	123
5.6.4	Theme 4: Linguistic and Paradigmatic Boundary-Crossing	124
5.7	Concluding Remarks	124
	References	124

6	Postformal in Education: Beyond the Formal Factory Model	133
6.1	Introduction	133
6.2	The Emergence of Evolutionary Pedagogies	134
6.2.1	First Wave: Pioneers from the Early 20th Century	134
6.2.2	Second Wave: “Alternative” Education Emerges from the 1960s	136
6.2.3	Third Wave: The 21st Century is Postformal	137
6.3	Postformal Thought Emerging in Educational Theory	138
6.3.1	Post-formality of Joe Kincheloe and Shirley Steinberg	138
6.3.2	Evolutionary Ideas among other Educational Theorists	142
6.3.3	Tensions and Coherences between the New Approaches	143
6.4	The Shift from Formal Education to Postformal Pedagogies	144
6.5	Postformal Pedagogies: Theorising Twelve Approaches	145
6.6	Postformal Education: In Light of Evolutionary Themes	147
6.6.1	Educating for Conscious, Compassionate, Spiritual Development	147
6.6.2	Educating for Mobile, Life-Enhancing Thinking	148
6.6.3	Educating for Complexification of Thinking and Culture	149
6.6.4	Educating for Linguistic and Paradigmatic Boundary-Crossing	150
6.7	Concluding Remarks	150
	References	151
7	A Boundary-Crossing Dialogue of Postformal Futures	157
7.1	Introduction	157
7.2	Why a Series of Dialogues?	157
7.3	Cultural Evolution and Psychological Development	158
7.3.1	What do Phylogeny and Ontogeny have in Common?	159
7.3.2	What do Integral Culture and Postformal Psychology have in Common?	162
7.4	Postformal Psychology and Postformal Education	167
7.4.1	Postformal Reasoning Qualities and Postformal Pedagogies	167
7.4.2	Paradoxes of Postformal Research	167
7.5	Postformal Psychology and Education and Evolutionary Themes	173
7.5.1	Postformal Reasoning and Evolutionary Themes	173

7.5.2	Postformal Pedagogies and Evolutionary Themes	173
7.5.3	Postformal Reasoning, Pedagogies and Evolutionary Themes	174
7.6	Postformal Psychology, Postformal Education, Themes and Values	175
7.6.1	Evolutionary Themes, Postformal Reasoning and Core Values	175
7.6.2	Evolutionary Themes, Postformal Pedagogies and Core Values	176
7.6.3	Evolutionary Themes, Postformal Reasoning, Pedagogies and Values	177
7.7	Four Core Pedagogical Values	178
7.7.1	Pedagogies for Evolving Culture and Consciousness	178
7.7.2	Applying the Four Core Values to the Steiner National Curriculum	180
7.8	Concluding Remarks	181
	References	182

Part III An Evolving Postformal Education Philosophy

8	Pedagogical Love: An Evolutionary Force	189
8.1	Introduction	189
8.2	Why Love? A Brief Diagnostic	190
8.3	Evolutionary Theme: Conscious, Compassionate, Spiritual Development	190
8.3.1	Postformal Reasoning Qualities Aligned to Love	191
8.3.2	Postformal Pedagogies that Warm Education	191
8.4	Philosophical Perspectives: Responsible Love, Critical Reverence	192
8.5	Postformal Pedagogies: Promoting Love in Education	195
8.5.1	Spiritual, Transformative and Contemplative Education	196
8.5.2	Social and Emotional Education	196
8.5.3	Integral and Holistic Education	197
8.6	Practical Examples: Letting <i>Love</i> into your Classroom	198
8.6.1	Practice of Responsible Love and Critical Reverence	199
8.6.2	Care for Yourself as Teachers	200
8.6.3	Inspire a Love of Learning	200
8.7	Personal Reflections on Pedagogical Love	201
8.8	Concluding Remarks	202
	References	203

9	Pedagogical Life: A Sustaining Force	207
9.1	Introduction	207
9.2	Why Life? A Brief Diagnostic	207
9.3	Evolutionary Theme: Mobile, Life-Enhancing Thinking	208
9.3.1	Postformal Reasoning Qualities Aligned to Life	208
9.3.2	Postformal Pedagogies that Revitalise Education	209
9.4	Philosophical Perspectives: Imagination as Living Thinking	210
9.4.1	German Lebensphilosophie and French Poststructuralism	210
9.4.2	Imagination: A Well-Spring of Vitality	212
9.5	Postformal Pedagogies: Promoting Life in Education	213
9.5.1	Imaginative Education	213
9.5.2	Ecological, Environmental and Sustainability Education	215
9.5.3	Futures Studies and Foresight Education	216
9.6	Practical Examples: Bringing Education back to Life	217
9.6.1	Imagination as a Portal to Pedagogical Life	218
9.6.2	Practical Approaches that Enliven Curricula	220
9.7	Personal Reflections on Pedagogical Life	221
9.8	Concluding Remarks	222
	References	222
10	Pedagogical Wisdom: A Creative Force	229
10.1	Introduction	229
10.2	Why Wisdom? A Brief Diagnostic	229
10.3	Evolutionary Theme: Complexification of Thinking and Culture	230
10.3.1	Postformal Reasoning Qualities Aligned to Wisdom	231
10.3.2	Postformal Pedagogies that Create Wise Education	231
10.4	Philosophical Perspectives: Wisdom as Waking up to Multiplicity	232
10.5	Postformal Pedagogies: Promoting Wisdom in Education	234
10.5.1	Creativity in Education	235
10.5.2	Complexity in Education	235
10.5.3	Wisdom Education	237
10.6	Practical Examples: Weaving a Wisdom Culture	238
10.6.1	Multi-modal and Interconnected	239
10.6.2	Cultivating Broad Creativities	240
10.7	Personal Reflections on Pedagogical Wisdom	242
10.8	Concluding Remarks	243
	References	243

11 Pedagogical Voice: An Empowering Force	249
11.1 Introduction	249
11.2 Why Voice? A Brief Diagnostic	250
11.3 Evolutionary Theme: Linguistic and Paradigmatic Boundary Crossing	251
11.3.1 Postformal Reasoning Qualities Aligned to Voice Awareness	251
11.3.2 Postformal Pedagogies that Empower Multiple Voices	251
11.4 Philosophical Perspectives: The Linguistic Turn	252
11.5 Postformal Pedagogies: Voicing Truth, Beauty and Goodness	255
11.5.1 Postmodern and Poststructural Pedagogies: Approaching Truth	256
11.5.2 Aesthetic, Artistic and Poetic Education: Appreciating Beauty	257
11.5.3 Critical, Postcolonial, Global and Planetary: Applying Goodness	258
11.6 Practical Examples: Finding one's Pedagogical Voice	259
11.6.1 Silent Spaces and Sensitive Sounds	259
11.6.2 Languageing the World into Being	261
11.7 Personal Reflections on Pedagogical Voice	262
11.8 Concluding Remarks	263
References	263
12 Meta-Reflections	269
12.1 Introduction	269
12.2 This is not a Shortcut to Reading the Book	269
12.3 Personal Reflections	270
12.4 A Qualifier: What this Book is not About	271
12.5 In Short.	271
Name Index	273
Subject Index	277

Postformal Education

A Philosophy for Complex Futures

Gidley, J.M.

2016, XXIV, 291 p. 21 illus., 15 illus. in color., Hardcover

ISBN: 978-3-319-29068-3