Pacific Integral

STAGES FOR EDUCATORS: WAKING UP AND GROWING UP

Developmental Theory and Practice
with Terri O' Fallon, PhD & Abigail Lynam, PhD

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STAGES for Educators: Waking up and Growing Up

By Terri O'Fallon and Abigail Lynam

Adult development reveals that there are distinct and repeating patterns to how adults develop cognitively, emotionally, spiritually, ethically and so forth. There are many dimensions to these patterns but the general developmental trajectory is one of widening circles of care, identity and responsibility, increasing capacities to engage with complexity and patterns of thinking moving from either/or, to both/and, to one within the other paradoxical thinking.

Understanding these patterns helps educators to better **understand students** and their students' developmental needs. It helps educators to:

- support the development of others
- work skillfully with developmental diversity in a group or classroom setting
- create curriculum and learning activities that are developmentally appropriate
- meet students where they are and support them on their growing edges
- distinguish between needs for stabilization, integration and transformation
- adjust expectations regarding complexity of thinking, capacities for self-direction, agency, self-reflection, systems thinking, context awareness etc.
- find ways of connecting with and appealing to what moves and motivates others – creating bridge building communication
- recognize when students (and colleagues) are in major developmental transitions that may need stabilizing or normalizing

Understanding these patterns **supports greater self-awareness** and understanding for educators, as well as how an educator's development influences how they teach and interact with their students' development. It supports educators to:

- be aware of one's own developmental habits and patterns
- understand how and why to diversify the way one teaches to meet a diversity of developmental needs
- recognize developmental blind spots or shadows
- recognize and work with the tendencies to "teach who we are"
- support your own developmental unfolding and your students'
- reduce tendencies to project one's own developmental needs onto students
- let go of trying to 'transform' students to adopt a particular set of values or worldview
- find radical respect for self and other
- recognize that conflict is often shaped by developmental differences

What is meant by development?

Developmental theory emerges from many studies observing adults over time and across cultures, and looking for consistent patterns in how they develop, as well as the coherent patterns of each 'stage' of development.

"What gradually happens is not just a linear accretion of more and more that one can look at or think about, but a qualitative shift in the very shape of the window or lens through which one looks at the world." *~Robert Kegan, PhD Harvard Faculty*

Principles

- Meet another where they are developmentally – listen carefully for a student's developmental capacities
- Be good company at the edge
- Recognize, value and have compassion for the full spectrum of human development – in ourselves and others
- Move from self-awareness to awareness of a self

Ways of working developmentally

- Listen for where students might be developmentally – notice whether they are more active or receptive in their thinking and perspective taking, more black and white or more complex in their thinking, able to engage and integrate multiple perspectives, able to find connections between disparate ideas – think systemically, able to self-reflect and be aware of subtle dimensions of themselves and others, in contact with and aware of awareness itself – moving from self-awareness to awareness of a self?
- Note whether students are more receptive, active, reciprocal or interpenetrative? Whether they are working with concrete, subtle or causal objects, and what their perspective taking capacities are (1^{st}, 2^{nd}, 3^{rd}, 4^{th}, 5^{th}). Note whether they are more individual or collective focused.
- If there is an individual student struggling with a class or aspect of a curriculum, or if you don't understand them – seek to perceive where the student might be developmentally and whether you missed meeting their developmental needs
- Take a developmental assessment to understand one's own ways of being and seeing more fully
- Integrate developmental assessments into classes to better understand students and their developmental needs
- Design curriculum to meet the needs of the developmental span you are likely to have in the classroom (ie college is likely to be a span from 2.5 Conformist-4.0 Pluralist, graduate students 3.5 Achiever-4.5 Strategist)
- Notice developmental outliers in a group of students – earlier or later – see if you can normalize their experience a little. Especially for those that might be later, consider helping them to see the developmental differences – can really help them "see" themselves and their own experience

Patterns of Development

Patterns of Thinking
Black/white – sees one side
Either/or – agree to disagree
Both/And - relativism
One within the other - Integrated

Attention and Awareness
Diffuse
Focused
Aware
Aware and focused

Learning Styles
Receptive Being
Active Becoming
Reciprocal Being
Interpenetrative Becoming

Identity
New identity
Identity fixes (Sees old ego)
Identity collectivizes
Identity authenticated (ego loosens)

Action Orientation
Linear, perfectionism
Active goal orientation
Context aware – in the moment
Developmental

Feedback
Seen as a threat
Seen as a way to get ahead
Seen as a support for greater authenticity
Seen as a way to grow and develop – recognized as a pattern of projection/introjection

An example of the impact of teaching with a developmental understanding

The following is an example of how understanding a student's developmental needs changed the nature of the student/teacher relationship, helped me to support their success, and contributed to my transformation as an educator.

A handful of years ago I was teaching in a graduate education program. The cohort of students ranged in age from mid-twenties through to early sixties. I was relatively new to applying adult development theory to teaching, however I sensed that the students were developmentally diverse. The curriculum was solidly pluralist in its way of engaging educators in a collaborative and context aware learning process.

One of the oldest students in the cohort, Amy (name changed), was a devoted and skilled teacher who worked prodigiously on her assignments. However, when students engaged in peer feedback or self-reflection, Amy had a harder time engaging with the learning activities. I struggled to understand why and how best to address her concerns.

Students kept reflective learning journals that were assessed collaboratively (by students and faculty), using a rubric that students helped design. Amy's journal was filled with curriculum ideas and other ways of documenting her learning, and lots of attention to detail - in other words, it was something that you might imagine she would be proud to share with her peers. The cohort had been together for a year

and were very supportive and appreciative of each other's work. This was the third time that we engaged in a peer review activity and this time Amy refused to participate and clearly felt threatened by the exercise.

A colleague who coaches developmentally helped me to understand that Amy may be operating from a 3.0 or Expert level of development – where feedback is valued when it comes from an authority or an expert in their field and otherwise can be experienced as a personal threat. Once I understood that Amy might have been operating from this developmental level, I began to understand her in new ways and my work with her was much more effective. I also began to have insight into other aspects of her experience of the curriculum.

I had noticed how productive and professional Amy was in creating curriculum and applying her learning to her teaching, but it was a struggle for Amy to reflect personally on her learning. She also had a hard time integrating (and making connections between) some of the conceptual complexity and interdisciplinary dimensions of the curriculum (for instance an integration of social justice and privilege and oppression work into sustainability education). This level of complexity and integration of diverse perspectives and the expectation of significant reflection would be naturally challenging for someone operating from a 3.0 stage of development.

Understanding Amy more deeply, I was able to tailor the curriculum to meet her learning needs and challenges, stretch her and support her success within the program. This transformed our relationship and Amy's ultimate growth and development in the program was significant. When I saw her recently she expressed a deep appreciation for my mentorship and shared her surprise at some of the elements of the curriculum, but that she appreciated them now and had begun integrating them into her teaching.

This experience also helped me to realize that I had misgauged Amy's development and in doing so, wasn't serving her developmental needs as a learner. The curriculum was geared towards a particular developmental transformation that wasn't a fit for this student. I realized that if I couldn't adapt the curriculum to meet a diversity of developmental needs, I wouldn't serve the students whose development was earlier or later than the majority of the students in a class. It also helped me to understand what a profound impact both the student and the teachers' development has on the teaching/learning process.

Adult Development, Teaching & Learning

> *Our life is an apprenticeship to the truth that around every circle another can be drawn; that there is no end in nature, but every end is a beginning, and under every deep a lower deep opens.* -
> *Ralph Waldo Emerson*

Adult developmental theory, which has arisen out of 45 years of longitudinal grounded theory and probability research, offers insight into the particular developmental needs of students, how an educators' development influences and interacts with a students' development and how to work with the developmental diversity of a cohort of students to better support learning for all (O'Fallon, 2013).

Developmental patterns include widening frames of identity, care and responsibility (from oneself, to one's family or community, to all of humanity, the planet and the cosmos), and patterns of thinking moving from black and white thinking, to either/or, to both/and, to paradoxical thinking. In addition, there are repeating patterns in the spiral of development including an individual or collective focus, increasing perspective taking capacities (1^{st}, 2^{nd}, 3^{rd}, 4^{th} and beyond) and an iteration of whether one is in a more receptive and active orientation with new ways of being and seeing (O'Fallon, 2013). These patterns have significant implications for teaching and learning.

Developmental practitioners refer to developmental maps as a spectrum of compassion (Cook-Greuter, 2013; O'Fallon, 2013), because the maps support increased understanding and valuing of multiple ways of being in the world. Each developmental phase, either active or latent as a capacity within each of us, offers both gifts and blind spots. The maps also offer insight and understanding for the learning process – that there are times in a persons' life where they are opening to new ways of being and seeing, times where they are stabilizing and integrating new insights and times where they are learning to be active in the world with these new insights.

A developmentally informed educator recognizes the various phases of development or transformation that students are in, and makes adjustments to work with students where they are. The educator is also aware of the developmental diversity of a group of students and doesn't aim for a particular worldview or transformative outcome – but adjusts the outcome, processes and mentoring to meet the students where they are. Without this awareness and knowledge, many educational programs teach for particular forms of development, which are likely to be an appropriate stretch for some students but not for others and frequently are a product of the instructor's developmental level rather than the students.

Constructive Development Theory

Constructive-developmental theory is based on the assumption that everyone has a lens through which he or she experiences the world, and this lens shapes the reality that each person experiences and the meaning she or he makes of it. Research reveals that these meaning-making systems develop over time

and with patterns that are consistent across gender, socio-cultural context and other personality differences (Cook-Greuter, 2013).

Constructive-developmental theory for ego development was created by Jane Loevinger (1976) and expanded upon by Torbert (2004), Cook-Greuter (2013) and O'Fallon (2013). It integrates cognitive (thinking), affective (being or identity), and behavioral (doing) development. Ego development theory and its research has profound implications for the ways in which students respond to and make meaning of their learning experiences and how they approach their subject matter and their research. It also has valuable implications for ways in which educators can design and deliver curriculum and mentor their students in developmentally responsive ways, as well as ways in which to be more aware of their own development and perspective taking. According to Harvard professor Robert Kegan,

> What gradually happens is not just a linear accretion of more and more that one can look at or think about, but a qualitative shift in the very shape of the window or lens through which one looks at the world. (2002, p. 148)

Students' developmental centers of gravity influence how they make meaning, what they are aware of and therefore able to act upon, how they orient to feedback, their perspective-taking capacities, and their tendencies with regards to thinking patterns – whether they are more black and white, both/and, or paradoxical in their thinking (Cook-Greuter, 2013; O'Fallon, 2013). Individuals' stages of development also affect the kind of support and challenges that they need as learners.

STAGES

The STAGES model, a developmental theory and assessment methodology for human development, was created by Terri O'Fallon (2013). This model evolved from and builds on Loevinger's ego development theory (1970), expanded upon by Torbert (Torbert, et al., 2004, 2014), with additional research into the later stages by Cook-Greuter (1999, 2004). STAGES has been statistically grounded (with a high level of reproducibility) to correlate with the SCTi-MAP, the most widely-used and researched assessment tool of adult human development, and the assessment used in this study (O'Fallon, 2013).

The STAGES model validates three new, later stages of development beyond Construct Aware, (5.5 Transpersonal, 6.0 Universal and Illumined 6.5), and is the first integrally-based model, incorporating quadrants, states, lines, and types. It "reveals a natural sequence of deep 'vertical' structures, as well as repeating, wave-like patterns of development". O'Fallon uses the person perspective-taking capacities of each stage of development (first, second, third, fourth etc.) as way of naming the stages.

Caveats

When discussing development, it is important to remember that humans are complex beings and how they think and behave is influenced by a variety of factors, their stage of development being only of these factors. Don Beck who researches the development of value systems, talks about a value system being like a musical note, while its expression is more like a chord or a melody. Beck and Cowan (1996)

describe the values systems in the following way:

> These Value Systems describe types in rather than types of people. None of these worldviews is inherently better or worse than any other. They differ in levels of complexity, capacity to deal with diverse situations, and degrees of personal commitment. They do not reflect intelligence or character, or temperament, as those dimensions run across worldviews. People value different things because they think in different ways. Everyone is motivated, but we are not motivated by the same things. Each Value System has a particular set of driving forces that stimulate it to action. (As cited in Brown, 2012, p.13)

It is important to acknowledge that developmental psychology, while discovering patterns that appear to be cross-cultural, is also an approximation of complex phenomena that may never be fully understood. It is essential that this theory, like all theories be held lightly, with the awareness that even while it offers insights, it is also partial in its understanding. The intention is not to box or limit people to a particular stage, but actually to support their liberation by deeply understanding where they are and meeting them there in a way that paradoxically can support their growth and transformation. Additionally, as Cook-Greuter (2013) notes, these models and their stages are idealizations of how adults develop. The actual lived and embodied expressions of these developmental stages are different from the idealizations.

As Beck and Cowan stated in the previous quote, later levels are not intrinsically better than earlier levels nor is someone a better person just for having a more complex meaning system. There are unique capacities that emerge with later stages that may be more adequate for addressing the complexity of a particular context. However, it is essential to recognize that every stage of development and the variety of ways that people express these, has critical contributions and unique perspective to offer society. Every stage also has both strengths and "stage-specific vulnerabilities and new forms of unhealthy expression" (Cook-Greuter, 2013, p. 17). Every stage of development is inherently valuable and worthy of respect and care. Additionally, the unfolding of developmental perspectives is not predictably evident along the lines of age, gender, nationality, or affluence.

Adult Learning

Adult learning is a complex and diverse field of theory and practice and therefore can be challenging to define:

> Perspectives on adult learning have changed dramatically over the decades. Adult learning has been viewed as a process of being freed from the oppression of being illiterate, a means of gaining knowledge and skills, a way to satisfy learner needs, and a process of critical self-reflection that can lead to transformation. The phenomenon of adult learning is complex and difficult to capture in any one definition. (Cranton, 1994, p. 1)

Developmental researcher and educator, O'Fallon speaks to this when she says "there is a different

educational theory for every developmental perspective", making the point that educators operating from different action-logics are drawn to and enact different educational theories (2011, para. 3). The idea is that there are multiple dimensions of diversity, including for example family backgrounds, learning styles, age, and culture, all of which influence learning needs and interests. However, there is a "hidden form of diversity" which Drago-Severson calls "the new pluralism" (2004a), that functions like an internal operating system in the individual. The developmental diversity of both the educators and their students, has significant implications for teaching and learning. Constructive development theory for ego development looks at the development of the whole person (including affective, behavioral, and identity development) and therefore integrates and includes many of the other forms of diversity.

In addition to the diversity of individuals in a teaching/learning context, the rapidly changing contexts of our lives in the twenty first century also informs the needs and aims of adult education. The aims of adult education have often been stated as preparing adults to participate in the domains of work, family, and society (Merriam & Caffarella, 2006). However, accelerating complexity and the rate of changes in our increasingly global words call for "innovative habits of learning as a way to better manage work/life situations" (Goleman, 1997; Goleman et al, 2002; Heifetz, 1994 as cited in Nicolaides, 2008). The ability to think systematically increasingly becomes an imperative if we are to thrive in our more interdependent global society and constructively engage with complex global issues (Harris, 2002).

Development Theory and Adult Learning

The implications of constructive development theory for adult learning are many and varied. Constructive development theory can inform the development of curriculum, and the practices of teaching and mentoring for effective and transformative learning by informing what more developmentally mature teaching/learning can look like (by providing a map of emerging capacities). Adult development theory can also guide curriculum design, and teaching and mentoring in developmentally responsive and appropriate ways – how to meet students where they are developmentally and support their next steps, as well as how to more effectively work with the developmental diversity of a learning community (Cook-Greuter, 2006; Drago-Severson, 2004a, 2004b; Kegan, 1982, 1994; O'Fallon, 2010b, 2013; Torbert, 200b, 2004, 2014). An important first step is recognizing the developmental diversity of learners. How adults make meaning, how they respond to different educational experiences, their capacities for and styles of self-reflection, self-direction, and collaborative learning are all significantly influenced by a student's developmental stage.

Developmental research applied to adult learning reveals significant difference across the developmental stages with regards to how someone orients to and perceives feedback, their perspective-taking capacities, their space frame or who they include in their circles of care and responsibility, and their time frames (differing capacities to include past and future generations in their decision-making and behavior). It also addresses the rules that guide an individual's sense-making and choice of action, whether their thinking is more black and white, either/or, both/and or paradoxical, their capacity for and style of self-reflection, and their awareness of and capacities to work effectively

with complexity. While knowing something about a student's development is only one dimension of the complexity of the individual, it can provide insight into their learning experiences. These developmental differences can inform mentoring, teaching, and curriculum development. They indicate ways of providing developmentally-informed learning supports and challenges. The following paragraphs examine two of the patterns: perspective-taking and feedback. These patterns offer an example of a developmental progression that is relevant to learning and teaching.

Perspective-taking is a central pattern of the developmental process. Kegan examines the subject-object move at the center of constructive development theory; that when someone is subject to something, it has them rather than them having it. In other words they are not able to see "it" and therefore cannot work consciously with it or change it. With ego development and the STAGES model, perspective-taking capacity expands throughout the stages from first through sixth person perspectives and beyond. As is illustrated in Table 1, an awareness of one's own interior doesn't arise until the beginning of the third person perspective, first available with the Expert developmental level. Until this point, self-reflection, considered essential for transformative learning, is challenging if not impossible. It is still very difficult at the Expert action-logic and needs to be clearly structured and guided. Students operating from this stage of development may be prolific at generating new ideas or curriculum for instance, but will have a hard time reflecting on their own process and why they generated the work they did. Self-reflection becomes easier at the Achiever stage of development, especially if it is clearly tied to goals and outcomes. Self-reflecting in this way can be transformative for Achiever students. Self-reflection tends to be highly valued by Pluralists, and as result, research methods such as autoethnography and phenomenology are of interest. Much of higher education aims for critical self-reflection, a capacity that becomes available at the Achiever stage or Kegan's self-authoring stage (Drago-Severson, 2004a, 2004b; Kegan 1982, 1994). Another common goal of postmodern higher education is social deconstruction and this capacity isn't naturally available until the context-aware capacities of a fourth person perspective at Pluralist. Expecting outcomes that are beyond a student's developmental capacity puts them in over their heads and might be experienced as an over-stretch. It is important to understand the developmental supports that different students might need and integrate these into the design of curriculum. It is equally important to be attentive to the epistemological demands and assumptions that classes make on students and to recognize that if a student cannot engage successfully in an activity, it might be because it is beyond the capacities of their current way of making meaning (Cook-Greuter, 2006; Drago-Severson, 2004a, 2004b; Kegan 1982, 1994; O'Fallon, 2010b, 2013).

Developmental Stage	Perspective-Taking and Polarity Patterns
2.5 Conformist	Late 2nd person perspective: In relationship with another, can take their own perspective, needs, desires and those of the other. "See others seeing them". Concerned about socially expected behavior, approval, avoids conflict, loyalty to chosen group. Wants to belong. One right way thinking. Uses hierarchical thinking to distinguish between levels of morality and appropriateness (good better best)
3.0 Expert	Early 3rd person perspective: Stands back and observes two others interacting and 'objectively sees what is happening' on a subtle interior level. Beginning recognition of one's own ideas separate from social groups (interiors arise). Interested in expertise, procedure and efficiency, what's logical. Has a hard time prioritizing these ideas. Knows the answer. Black and White thinking. Can hold only one side of black or white in their consciousness at once, but can think of both sides but not at the same time. .
3.5 Achiever	Late 3rd person perspective: Interested in rational scientific analysis, success within a system, thinking about thinking. Prioritizes ideas for effectiveness and goal-oriented results. Either/or thinking. Tends to talk at, rather than with.
4.0 Pluralist	Early 4th person perspective: Stands back and sees that the observer is situated in a social context, and therefore subjective. Can see others seeing them on a subtle level. Knows others can see things in them that they can't see in themselves, and has the courage to delve into what others may see, even if they don't like what they hear. Have the courage to give others feedback even if they risk rejection. Has a hard time prioritizing contexts – relativism. Both/and thinking.
4.5 Strategist	Late 4th person perspective: Understands and prioritizes interior and exterior contexts, sees developmental unfolding, shapes contexts to support development of self and others. Works with dynamic systems and paradox, linking theory and practice. Sees that what they judge in others is held within themselves.
5.0 Construct Aware	Early 5th person perspective: Stands back and see the previous pattern of observing observers observing, awareness of the constructs we hold, the complexity of meaning-making, witnesses the emptiness of words and illusion of meaning. Has a hard time prioritizing constructs.

Table 1 *Action-logics, Perspective-Taking Capacities and Patterns of Thinking.* Adapted from Cook-Greuter (2004), O'Fallon (2010b, 2013).

Another example of developmental progression that is relevant for curriculum design is how feedback is perceived through the stages of development. As can be seen in Table 2, in the earlier stages feedback (Expert, 3.0) can be experienced as very threatening and may only be accepted from those considered to be an authority in the field. Student-to-student and collective feedback and assessment processes can be threatening and not very effective at the Conformist and Expert stages of development.

Developmental Stage	Feedback
2.5 Conformist	Receive feedback as disapproval, or as a reminder of norms. Deflect feedback that threatens loss of face. Unable to give feedback to others. Cannot question group norms.
3.0 Expert	May take it personally, defend own position; dismiss feedback from those who are not seen as experts in the same field
3.5 Achiever	Accept feedback especially if it helps them to achieve their goals and to improve
4.0 Pluralist	Welcome feedback as necessary for self-knowledge and to uncover hidden aspects of their own behavior, to discover their authentic self
4.5 Strategist	Invite feedback for self-actualization; conflict seen as an inevitable aspect of viable and multiple relationships
5.0 Construct Aware	View feedback (loops) as a natural part of living systems; essential for learning and change; and take it with a grain of salt.

Table 2 *Action-logics and Patterns in Relation to Receiving Feedback*

Another area of the significance of adult development theory and research for education is the recognition that educators are also developing, which influences their perspectives and practices with regards to teaching and mentoring. Constructive development theory can support the professional development of faculty through increased self-awareness, self-knowledge, and self-reflection, and by supporting an understanding of the developmental diversity of students. Developmentally-aware professional development might help educators avoid a common tendency to unknowingly project their own developmental needs or worldviews on their students, which may not be a developmental match for their students (O'Fallon, 2011).

Additionally, a particular program and school have their own developmental tendencies related to the culture of the school, the aims of the program, and the development of the faculty members. Although these frameworks focus on the development of individuals, groups or collectives also demonstrate their own developmental patterns that relate to the aggregate development of the individuals, the culture of the collective, and the collectives' maturation. According to several researchers and theorists, much of undergraduate education aims for the development from Kegan's socializing to self-authoring (2.0 Diplomat to 3.5 Achiever/4.0 Pluralist) ways of thinking (Kegan, 1982, 1994; Loevinger, 1998; Cook-Greuter, 2002; Baxter Magolda, 2002, 2004). This includes developing capacities for self-reflection, critical reflection, and the development of personal values and voice independent of one's social groups. Cook-Greuter articulated this in the following:

> Achiever is the target stage for much of Western culture. Our educational systems are geared towards producing adults with the mental capacity and emotional self-reliance of the Achiever stage, that is, rationally competent and independent adults. (2013, p. 40)

Constructive development theory also informs the transformative learning process. An understanding of

the developmental stages can guide the transformative process by revealing how a student or educator is currently making meaning and what might be next or is newly emerging. This can inform the kinds of support a student might need and what might be challenging for them (Harris, 2002; McCallum, 2008). Additionally, constructive development theory suggests that developmental movement from one stage generally takes years. Kegan states that it takes five years, however more recent research shows that in certain developmental contexts and in response to significant life events, development from one stage to another can happen more quickly (O'Fallon, 2010a). Given that stage development can be slow, that a pressure to transform can be counterproductive, and that an individual's readiness to transform is particular to their own developmental process, it can be more effective and supportive to provide a mix of challenge and support. Kegan and Lahey emphasize this point in the following: "an optimal incubator for development provides opportunities to both experience success by exercising already fully developed capabilities and stretching toward the development of slightly more complex capabilities" (2006, p. 11).

The STAGES of Development Applied to Education

Each stage of development, values and interacts with education in remarkably different ways; each one is essentially operating in a landscape that is unique to their way of being, seeing, and acting in the world.

> Identifying a stage of development can predict that which a person can comprehend, attend to, and accept responsibility for, and that which they are likely to find interesting, worthy of exploration, and learning. It helps identify what people can conceive and comprehend if it is presented to them. Identifying a stage of development can also predict the type of "holding environment" that will facilitate further learning and development. This can include the setting, the types of relationships, and the set of support services and systems that will provide a secure foundation for further exploration. (Kegan cited in Boyer, 2005, p. 782)

The following describes some of the patterns of the six stages of development most commonly found in higher education.

Students at the 3.0 (Expert) stage of development are awash in new ideas of their own, independent from the groups they identify with and have a hard time prioritizing ideas – this is a receptive stage. They also tend to be more black and white thinkers, can experience feedback as a personal attack, and may dismiss feedback from anyone not considered to be an expert in their field. They have a hard time reflecting on their own thoughts and feelings, and may struggle with self-direction, time management and completing assignments. This stage of development often emerges in early college students.

3.5 or Achiever students are actively goal-oriented, may be overwhelmed with pluralistic or complex system perspectives, tend to think in either/or terms, (making appropriate choices) are more single-system and results-oriented, and are establishing their skills and capacities as self-directed learners.

They tend to see linearly and one-way. Achiever learners tend to accept feedback if it helps them to achieve a goal and are not very aware of their own subjectivity or that of others.

4.0, Pluralist students are likely to be interested in their own authentic interior voices separate from society's expectations, seek creative and unique approaches to their work, are aware of social contexts (their own and others), want to hear everyone's voices including faculty's', welcome feedback to discover their authentic selves, and may be strident about their pluralism and other socially critical ideologies. These students are both/and thinkers and recognize the subjectivity of objective perspectives. They begin to see that people are socially constructed by the contexts they are embedded in. They are "had" by and created by their contextual embeddedness

4.5 Strategist students tend to be more complex systemic and paradoxical thinkers, and they are aware of and passionate about their own and others' transformation and development. They are action-oriented, interested in taking multiple perspectives, may be impatient with excessive sharing and processing, and may be critical of a mentor or program that is not transformative enough. They can step outside of systems and contexts and see how they have the capacity to shape contexts and systems, and thus are no longer subject to the experience of being created by contexts and systems. They also begin to see that the subtle things they see in others, are also within themselves; this is the mature part of the Strategist.

Construct Aware (5.0) and Transpersonal (5.5) students are aware of the individually constructed and developmental nature of perspective taking, and they are flexible and adaptive in their communication and actions. Their thinking, which may be perceived as complex, includes both paradoxical and one-within-another (projections and introjections) ways of thinking in the moment. They may source their way of doing and being from a transpersonal experience of encountering a "vibrant and alive" world. These students may not feel seen or understood, and because of the relative rarity of these stages, it is unlikely that there would be other students or faculty with similar developmental capacities (Cook-Greuter, 2013; O'Fallon, 2010, 2013).

Influence of a Developmental Perspective on the Practice of Teaching

Integrating a developmental perspective into the practice of teaching and mentoring students can be profound. It has the possibility of significantly influencing an educator's personal and professional development and their ways of working with their students. This may include the following:

- Aware that an individual's development influences their perspective on the experience of the curriculum, faculty are more likely to be sensitive to and discerning about who their students (and colleagues) are and listen deeply for what their developmental needs might be.
- More aware of their own development, educators may be less likely to project their own developmental needs onto their students.
- Because development influences how someone experiences the curriculum, there is increased recognition that simply learning about a particular topic through reading etc., may not be sufficient to translate into comprehension and integration of the perspective or ideology. In addition, requiring certain levels of self-reflection, critical thought, a willingness to engage with

diverse perspectives and to balance advocacy with inquiry, isn't sufficient to ensure these happen. These capacities need to be cultivated and students need to be guided and mentored in their development, sometimes in very direct and structured ways.

- Awareness of one's own development and the development of students can generate a greater flexibility and adaptive approach to mentorship and teaching – cultivating a dynamic balance between direct teaching and encouraging student directed learning. This includes transcending the dichotomy between "sage on the stage and guide on the side"; finding a dynamic way to include both and discern when one is needed more than the other. A willingness to adapt to what is needed for both individuals and the cohort as a whole.
- A recognition of development naturally highlights the importance of integrating interiors (values, worldviews, psychology, subjective perspectives and experiences) in our teaching through practices such as dialogue, other ways of knowing, contemplative practices, reflection, shadow work, etc; while not neglecting the importance of more traditional approaches such as empiricism, understanding complex systems and their role in sustainability challenges and solutions etc.
- It is important to understand that every perspective and/or stage of development is both whole and partial. Each stage contains important truths and yet misses something of the larger whole. This recognition can help faculty navigate conflicting perspectives in a community of learners and discourse in general. Teachers can highlight the value and truth of particular endeavors, beliefs or approaches, while also seeing their limits. This can offer guidance in 1) how to navigate a multiplicity of perspectives and not get lost in the flatland of pluralism, 2) by being able to identify and choose perspectives, projects and/or approaches to their chosen discipline that may be the best fit for a certain context or circumstance.
- Understanding adult development and the transformative process can support a program or institution to be clear about its aims and outcomes, by understanding the developmental implications of these, and how to structure learning to better support students to thrive and achieve the program outcomes. It can also help a program adjust their aims and outcomes so that they are developmentally appropriate for their student body – providing a developmental stretch, but not overstretching.

Reflections on Teaching Developmentally by Terri O'Fallon

This is my 50th year of teaching; I started as a first grade teacher at the age of 19, with 30 children, 25 boys and 5 girls and two children that didn't speak English. It was a tough year for a young naïve teacher, with only two years of college and no prior classroom experience; through that experience and subsequent years of teaching (the gifted, developmentally disabled adults, all levels of grade school K-8, some high-school, administrative work including Elementary Principal, Special Education Director and Superintendent of Schools; college and university teaching, private corporate teaching, online teaching) it has been a humbling and exquisitely delicious time in which I learned far more than I ever taught.

There has been so much learning during these years, but the most important insight I have gained is the beneficial effects on learning and teaching that occurs when we know the developmental trajectory of individuals, from tiny babies to the epitome of the wise elder, as well as the developmental arc of our human family as a whole. It is a pure miracle, how each one of us actually grows up and wakes up in our

own individual way, in a pool of other humans (who are also doing so at variable rates and capacities) in communities that are themselves, generally centered at particular developmental worldviews.

There is a different educational theory for every developmental perspective and while a mentor can teach certain important skills regardless of their developmental level, the way those skills are taught will be influenced by their model of teaching; teachers are likely to select a teaching model that fits their own developmental view. Individuals in the process of growing up…*babies, elementary children, middle school children, high-school students, college students, higher education students, and others… are all being taught by teachers or mentors who are also in the process of growing up*, and in that growing up space, their own path is affecting those they are teaching. They are often teaching the way that suits them and their own developmental needs without considering where the student is at developmentally; projecting their own developmental needs on the student. Also influencing teachers are the way they themselves have been taught and their personal experience of each developmental level as they lived it themselves—how a level was expressed for them in an earlier time is often very different than the way people experience these levels now. Developmental levels are not only vertical but they are horizontal and diagonal.

I can use myself as an example. When I grew up in a "little house on the prairie" environment so many years ago, a concrete conventional community was a small church community sharing common neighbors whose children went to the one room country school I attended and to the small farming high-school of 80 students. All these settings were supported by a strong set of conventional behavioral rules to which we mostly complied. We often think of "Amber" or "Conformist" (i.e., ethnocentric) cultures to be "close knit" collectives that follow the same rules, and while this may be true, these days, a child's "close knit" community may actually reside all over the world, given the access they have of the internet, texting, tweeting, and other technological approaches to communication, as well as the domestic and international travel that many enjoy. Learners can be mentored by and influenced by someone on the other side of the globe, as "conventional" space has expanded exponentially and continues to do so.

In addition, if children with early conventional perspectives have post-conventional parents who live out their worldviews in the home environment, these children may have the diagonal experience of learning many postmodern terms and conventions even as they are still very early in their development, for their parents are constructing post-conventional contexts for the child to put their conventional development into, ready or not. *A child who might thrive on rules may simply not have any in the face of the "humane" intentions of their parents*. Development often isn't a conscious part of the teaching act even though it is the DNA that carries so much learning.

In these conditions, the question we must ask is: What does a basic understanding of developmental education for children and parents and teachers look like, if we are all growing up and waking up together at different levels? We are currently compelled to live in an era in which these worldviews concur and shift very quickly. How do we address the needs of the children, parents and teachers, so

that everyone has the opportunity to evolve in learning environments that support their particular developmental needs? Children aren't experiencing the same thing we did when we were at their level of development. Brothers and sisters aren't even experiencing the same contexts, they are changing so quickly. What might a teacher do? (And by teacher I mean parents, who are the child's first teachers, school instructors at all levels, coaches and anyone who is in any kind of mentoring role to anyone else, older or younger.)

First, we can support children in understanding that they are growing and developing. They love to look at pictures of themselves when they were younger and a parent or mentor can call attention to how they have grown, not only concretely, but also subtly—what do they know now that they didn't when they were younger. This can be a constant subtle process of reminding and sharing with children, perhaps using electronic portfolios, and a rapid review process every now and then so that the children themselves begin to understand in a fundamental way that they are changing, eternally developing beings through their lifetime, and to be able to recognize these concrete and subtle changes for themselves. This simple early focus can begin the autopoietic, self-replicating process of awareness of one's own concrete and subtle changing through time.

Secondly, we can learn what perspective taking is:

- What, specifically, is a first person perspective?
- Can we distinguish that from a second person perspective in those we are connecting to?
- Do we recognize when our children/students/friends are in transition from one perspective to another?

Regardless of the fast paced changing contexts these perspectives are living in, these 1st through 6th person perspectives are part of our deep structure and are quite predictable; they can be seen by the trained eye despite changing contexts. The capacity to recognize when a child (or an adult) is taking a particular perspective can be very helpful in the teaching/learning moment. If you understand basic first, second, third and fourth person perspective taking and their patterns, you can adjust your mentoring and support for those you are working with. You can also notice your favorite ways to teach, mentor and parent, and perhaps, note the urge to use your favorite approach, rather than what the student may learn best from. You can also notice the level of the contexts that can be created and begin to construct contexts for your students that are appropriate to their developmental level, which may or may not be congruent with the one you prefer to mentor in and teach in. You can learn to be fluid in your teaching and context building, as students transition from one level of perspective taking to another.

Lastly you can support a subtle commons; that is, the right for every person to know their own level of perspective taking, and to have the means to monitor their own growth without undue cost such that most people on the planet can access this knowledge. This is not, at this point, a human right; but as Ken Wilber says, knowing one's own developmental level is psycho active; it helps one grow up and wake up to simply have access to that knowledge.

For me, developmental understanding, recognition, teaching and context construction paves the teaching road with compassion. It helps me step out of my own urges to support another's deepest learning needs in the moment, and in that act, I find myself developing as well, one of my greatest joys.

Additional Learning Resources

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