Thumbnail sketch of the developmental stages for the junior student

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|  | Name | Stage | Key Traits |
| Piaget | Piagatian Theory of Cognitive Development | Concrete operational 7-11 years  Concept of Equilibration  (like cognitive dissonance) | * Able to solve concrete hands on problems in a logical fashion. * Able to classify information * For example students understand that buttons can be classified by colour, then reclassified by number of holes   **Tip: Give opportunities to classify and group objects and idea on increasingly complex levels.** |
| Vygotsky | Sociocultural Theory | Vygotsky doesn’t espouse formal stages  Zone of Proximal Development (ZPD)  Fostered co-construction (unlike Piaget’s conflict | * Importance of ‘self talk’ or private speech * Importance of ZPD (the area whee a child cannot solve a problem alone, but can be successful under adult guidance. * The best teacher may be a student that has just figured out the problem   **Tip: Capitalize on dialogue and group learning** |
| Erikson | Psychosocial Development | Industry versus inferiority (age six-twelve)  And perhaps  Identity versus role confusion (adolescence) | * Students begin to see the relationship between perseverance and the pleasure of a job completed. * Interaction with peers becomes increasingly important * The child’s ability to move between worlds to cope with academics, athletics, peers, and friends can lead to a sense of accomplishment * Difficulty can lead to a sense of inferiority   **Tip: Make sure students have opportunities to set and work toward realistic goals** |

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| Kohlberg | Moral Development | Conventional Moral Reasoning  Law and order orientation | * Stresses adherence to the rules * Laws are absolute * Loyalty to family and loved ones   Tip: Introduce abstract principles like justice and mercy.  *Tip: Be aware of cultural differences in the area of morality and moral development* |
| Gilligan | Ethic of care | Gilligan doesn’t espouse stages.  Individuals move from a focus on self interests to moral reasoning based on commitment to specific individuals and relationship  Highest morality is based on the principals of responsibility and caring for all | * Both males and females seem to adopt a care orientation or at least be capable of doing so * Teach taking the perspective of others   **Tip: consider organizing the curriculum around themes that raise an awareness of caring, morality, character, or citizenship**  *Tip: Be aware of cultural differences in the area of morality and moral development* |

Rationale: This developmental timeline is intended to unpack the work of the major education psychologists and philosophers and put some of the information relevant to the junior teacher in one place. The thing that teachers, and people in general, must remember, is that the research is multiplex and conflicting—that there is much to learn and contest in the area of education. While the idea of “stages” has been challenged, it can be helpful to reflect upon what these seminal experts have said and examine junior students in real classroom settings.

The information in the above timeline was compiled from :

Woolfolk, A, H., P, & Ellen, N. (2002). *Educational psychology*. Toronto, Canada: [Allyn and Bacon], [2002].