

## Erikson's Model of Psychosocial Development

In "Erik Erikson's Developmental Stages: A Healthy Personality for Every Child" in this chapter, Erik H. Erikson and Joan M. Erikson present a model for human development based on eight stages of growth—from infancy to old age. Shortly before his death in 1994, Erikson postulated a ninth stage in the human life cycle, *gerotranscendence*, during which humans must confront—and, if possible, transcend—the reality of their deteriorating bodies and faculties. In the final chapter of an extended version of Erikson's *The Life Cycle Completed*, first published in 1982, his wife and lifelong colleague, Joan M. Erikson, describes the challenges of moving into gerotranscendence:

Old age in one's eighties and nineties brings with it new demands, reevaluations, and daily difficulties. . . . Even the best cared-for bodies begin to weaken and do not function as they once did. In spite of every effort to maintain strength and control, the body continues to lose its autonomy. Despair, which haunts the eighth stage, is a close companion in the ninth, because it is almost impossible to know what emergencies and losses of physical ability are imminent. As independence and control are challenged, self-esteem and confidence weaken. Hope and trust, which once provided firm support, are no longer the sturdy props of former days. To face down despair with faith and appropriate humility is perhaps the wisest course. (Erikson, 1997, pp. 105–106)

## Kohlberg's and Gilligan's Models for Moral Development

Among the many perspectives on the moral development of human beings, Kohlberg's cognitive-developmental approach to moral education, based on Piaget's stages of cognitive development and John Dewey's levels of moral development, has had perhaps the greatest influence on curriculum leadership. However, one might ask, "Should moral education be an aspect of human development that is considered by curriculum leaders?" Perhaps the question is moot because education is not value-free—it is a moral enterprise whether we wish it to be or not. Students' curricular experiences, including countless hours observing their teachers as moral models, have a profound influence on how they think and behave regarding moral issues.

In "The Cognitive-Developmental Approach to Moral Education" in this chapter, Lawrence Kohlberg states that moral principles are ultimately "principles of justice," and that at each stage of moral development, the concept of justice is reorganized. However, Carol Gilligan, at one point a colleague of Kohlberg, believes that his research depends too heavily on studies of men and that women's moral judgments are more likely to reflect care and concern for others. In "Woman's Place in Man's Life Cycle" in this chapter, Gilligan examines these two perspectives and suggests that the female perspective on morality is based on the understanding of responsibility and relationships, while the male perspective is based on rights and rules.

## Maslow's Model of a Hierarchy of Needs

Students' developmental levels also vary according to how well their biological and psychological needs have been satisfied. Psychologist Abraham Maslow (1908–1970) formulated a model of a hierarchy of needs that suggests that people are motivated by