

Instructions for authors, subscriptions and further details:

<http://remie.hipatiapress.com>

Postformal Education: a Philosophy for Complex Futures. Basel, Switzerland: Springer International

Éverton M. Batisteti¹

1) Federal University of São Carlos. Brazil.

Date of publication: February 15th, 2018

Edition period: February 2018 - June 2018

To cite this article: Batisteti, E. (2018). Postformal education: A philosophy for complex futures. Basel, Switzerland: Springer International. [Review of the book]. *REMIE- Multidisciplinary Journal of Educational Research*, 8(1), 111-113. doi:10.17583/remie.2018. 3267

To link this article: <http://dx.doi.org/doi:10.17583/remie.2018.3267>

PLEASE SCROLL DOWN FOR ARTICLE

The terms and conditions of use are related to the Open Journal System and to [Creative Commons Attribution License](#) (CC-BY).

Review

Gidley, J. M. (2016). *Postformal education: A philosophy for complex futures*. Basel, Switzerland: Springer International. 291 pp. ISBN 9783319290683.

The complexity of the problems that have occurred in the last century and the projection of future challenges make us reflect on the current educational model developed in the nineteenth century for industrial expansion, which is insufficient for the education of children and young people today. Problems such as global climate crises, growing economic disparity, mass migration and the youth mental health epidemic respond for a large part of these problems, pointing out the need for new solutions based on scientific knowledge.

Thinking about this scenario, Jennifer Gidley wrote her book *Postformal education: A philosophy for complex futures*. This book carries reflections of the writing process that lasted almost 10 years, plus the four decades of professional and academic work focused on education. This offers the readers the possibility of a radical change in their thoughts about education, from solid theories that open new ways of thinking the education of children and young people in the face of a proposal of a postformal education.

The contributions of adult developmental psychology show that there are superior stages of reasoning in adults called postformal. Based on this fact, the key for Gidley's work appears: How to educate children and young people in order for them to reach more mature forms of reasoning, so that they can face the problems that challenge our society?

Aiming to develop the subject, the book was written in a structure of differentiation and repetition, with an extensive collection of scientific citations and short personal narratives that enable the readers to understand

112 Madaleno – *Postformal education* [Book Review]

Gidley's intention as she integrates the historical, cultural, psychological and dimensions of research.

The book is divided into 12 chapters that interconnect in 3 parts. The first part, entitled *An evolutionary approach to education*, is divided into three chapters. The cultural evolution of humanity is described, especially of the current context considered plural; the theories of development, its limits and advances; and also the pedagogical model in which the origins of formal education are based.

In the second part - *Postformal Psychology: Beyond Piaget's Formal* - the discussion delves deeper into adult development studies in light of postformal education. Gidley first brings the theoretical bases of postformal education in the field of psychology, following with an analysis of the postformal theoretical basis in the educational field. She concludes the second part with the intersection of theoretical analysis resulting in a postformal education philosophy for complex futures that is divided into four major core themes.

The last five chapters that comprise the third part of the book – *An evolving postformal education philosophy* - are dedicated to each of the core of postformal education philosophy: a pedagogical love for the development of social and emotional education; a pedagogical life for a sustainable and ecological education; a pedagogical wisdom for the development of creativity and complex social relations; and a pedagogical voice that contemplates a critical, true, global and aesthetic education; and Meta-reflections.

Gidley's commitment to writing a work that is transformative stands out. Her proposition appears in the smallest details of her work as in choosing the core Pedagogical Love to come first to others because she believes it to be the most important and the most lacking. This transforming attitude that sees love as inherent in pedagogy is also found in the work of another transformative educator, Paulo Freire, who reminds us that "education is an act of love, therefore, an act of courage" (Freire, 1967, p.97).

In conclusion, the book is recommended to all those interested in philosophy of education, developmental psychology and education professionals, so that they can reflect on the concepts of their practices and the paving of a new path that considers the complex world we live in, such

as the proposition of a postformal education. This work joins other voices for the development of a transformative and inspiring education to which all children and young people are entitled.

References

Freire, P. (1967). *Educação como prática da liberdade*. Rio de Janeiro, Brasil: Paz e Terra.

Éverton M. Batisteti, NIASE – Núcleo de Investigação e Ação Social e Educativa, Federal University of São Carlos
everton.batisteti@gmail.com