

# What is vertical development?

- What was subject becomes object to a new subject
- e.g. in relation to emotions:
  - Dis-embed
  - Stand outside, have psychological distance
  - No longer bound by or jerked around by them
  - We have emotions, but they don't have us
  - Can move at right angles to
  - Can access other resources to decide action e.g. cognition
  - But does not repress
- Same for thinking
- The new subject or self is a new, emergent level of psychological organization or management that 'transcends but includes'

# How can vertical development be trained?

- Need to build a new subject/'higher level of management' that stands outside existing processes
- This can be achieved by:
  - Practicing dis-embedding and moving to a witness state
  - This is the essence of effective meditation practices
  - But need to practice in the face of all challenges encountered in the midst of ordinary life
  - So practice in progressively more challenging circumstances
  - Then the freedom that is achieved from the dictates of emotions, conditioning and habitual responses is used to re-make oneself
- The practices are structured and designed to provide first social and then self-scaffolding for the new subject
- For more see

<http://www.evolutionarymanifesto.com/Materials.html>

# Key insights and materials for scaffolding higher cognition taken from Otto Laske's work

- Clearly identifies the limitations of analytical/rational (A/R) thinking
  - A/R thinking cannot adequately represent most of reality which comprises complex systems in transformation
- Identifies what is left out by A/R thinking
  - And therefore shows where attention must be directed to build mental models of complex, evolving reality
- This points to how the use of the quadrants of dialectic and the thought forms can be used to scaffold the building of better models
  - For more see:  
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# Scaffolding has three phases:

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- Social scaffolding which opens up access to the Zone of Proximal Development
  - Self-scaffolding which enables operation within the Z of PD without external support
    - Without self-scaffolding, the individual will revert to the lower level whenever social-scaffolding is absent.
  - Automaticity, mastery and fluidity
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# Why a higher level of subject/management is critical to higher cognitive development. It enables:

- Dis-embedding from A/R thinking
- The ability to see A/R thinking as object and to therefore see its limitations
- The capacity to access different resources that are essential for modelling complexity
  - Including pattern recognition, intuition, emotions
- Prevention of reversion to A/R thinking when attention is moved to the quadrants and thought forms
  - This enables attention to be moved fluidly and freely around the quadrants, and prevents cognition from building only A/R models of phenomenon identified by using the quadrants
    - Because science is embedded in A/R thinking, it builds A/R models of process, relationships, context and transforming systems

In summary, our approach to training higher social/emotional and cognitive capacities entails providing individuals with tools to:

- Scaffold a new subject/higher level of psychological management
- Re-make themselves by providing freedom from habitual thinking, emotional predispositions and conditioning.
- Equip their new subject with dialectical/meta-systemic thinking

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