

ECEY4001/C

For this assignment I have submitted the following

Component 1 – Develop an infographic to explain Maslow’s model in depth

Component 2 – Explore in depth the concept of holistic development with links to Maslow

Component 3 – Offer 3 examples from early years practice to highlight Maslow’s significance in understanding child development

I have used AI to proofread for grammar, spelling errors and alphabetical ordering of reference list.

Component 1

Maslow's Hierarchy of needs

Physiological Needs

Maslow believed that physiological needs are the most basic needs a human need to survive these include food, water, warmth and rest. When these needs aren't met, he believed that it created a massive impact on the individual as brain can only then focus on surviving. When a person is hungry, tired or unwell the brain struggles to focus, and it can make the individual feel overwhelmed and unable to focus on the simplest of tasks. When the basic physiological needs are not being met it can cause heightened emotions and cause a person to feel withdrawn. Physiological needs not being met can also have a negative impact on a person's physical health, lack of sleep, food and hydration can affect our immune system leading us to become run down, it can also influence a child's physical growth leading them to not reach physical milestones at the correct time. According to Maslow's hierarchy of needs when physiological needs aren't met it will have massive implications on cognitive, emotional and social development. Maslow also believed that only when these needs are being met then a child is then able to fully engage with their learning.



Image available at [Abraham Maslow, His Theory & Contribution to Psychology](#)

Brief History of Maslow

Maslow's Hierarchy of needs was created by Abraham Maslow an American psychologist in 1943, looking at the theory of human motivation.

Safety needs

Maslow believed that once the physiological needs are met individuals will seek safety and security. When safety needs aren't met it can cause a child or adult to feel constantly worried and hypervigilant this has a massive impact on mental health. The individual can be constantly looking out for potential danger and could even anticipate danger even in the safe situations. When a person doesn't feel safe it can have a massive effect on their wellbeing and their ability to make decisions. Maslow's sense of safety is crucial for personal development and when someone doesn't feel safe whether that is emotionally safe or physically safe it can have an impact on overall development.



Image available at - [Maslow's Hierarchy of Needs](#)

Belonging

Humans are social creatures and need connection with others e.g.

- Friendships
- Family relationships
- Romantic relationships
- Community groups

Maslow believed that if love and belonging are not met then a person can feel disconnected and lonely leading to social anxiety and low self-esteem. When love and belonging aren't met it can lead to emotional and behaviour issues like withdrawal or avoiding others and seeking attention in unhealthy ways. Feeling accepted, loved and connected is essential for emotional wellbeing ensuring these needs are met enables a person to move up Maslow's Hierarchy.

Esteem needs

After belonging, Maslow believed that people seek respect and self-worth from others this can be through achievement, social status, independence or praise. When self-esteem is not met it can result in low self-confidence and a person not feeling valued, under motivated to pursue personal growth.

Maslow believed that if a person doesn't have a fulfilled esteem, then it can result in frustration and will lead to the next step of self-actualization becoming stalled.

Although Maslow created the hierarchy of needs he believed that there was not a set order that these steps will be achieved. Like Maslow many professionals believe this. Sophie King Hill stated in 2015 "The stages in the HON are not mutually exclusive and may overlap based upon which need dominates and motivates the individual at any one time dependent upon individual psychological and physical circumstances. (King-Hill, S. 2015 p.54)

Self-Actualization

Self-Actualization is the highest point on Maslow's hierarchy of needs pyramid. Maslow believed that when a person is feeling stuck and are not motivated, it can result in that person feeling that they are unable to achieve their full potential. "What a man can be, he must be," Maslow summarized. What this entails exactly depends upon what is important to the individual. Self-actualization might involve reaching the maximum physical and athletic ability of an athlete. For a musician, it might involve achieving a high level of accomplishment with their instrument." ([Maslow's Hierarchy of Needs: A Student's Complete Study Guide](#))

Referencing

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Component 2

Explore in depth the concept of holistic development with links to Maslow's model. (1000 words)

Maslow's hierarchy of needs was created by Abraham Maslow an American psychologist he believed that five basic needs that a person needs to be met, these needs include Physiological, Safety, Love and Belonging, Self-esteem and Self-Actualization, Maslow believed that once a person has achieved all of these needs then a person is able to become a confident well-rounded member of society. Maslow believed in Holistic Development looking at the whole picture of a person's development ensuring they can thrive in all aspects of their life and not just from an academic standpoint.

Holistic development is looking at a child's overall development in the five main areas development

- Physical
- Intellectual
- Language
- Emotional

- Social

“Holistic development is vital during the early years of childhood because it provides a strong foundation for the child's lifelong learning and wellbeing” (QMU Blog, n.d.)

By focusing on a child's Holistic Development, a child is able to grow, thrive and achieve their full potential and become a well-rounded individual.

In education we no longer focus solely on academic achievement the new Welsh Curriculum ensures that all learning is a child centred approach meaning children are taught to be Ambitious, Capable Learners, Enterprising, Creative Contributors, Ethical, Informed Citizens and Healthy, Confident individuals from the moment they enter education.

The new curriculum ensures that all children can become independent, resilient and well adapted members of society. Education now focusses on children's emotional and wellbeing development through the Welsh Framework by embedding a whole school approach to emotional and mental wellbeing. The Framework looks at the five areas of wellbeing

- Agency
- Efficacy,
- Safety
- Love
- Belonging

The framework holds links to Maslow's hierarchy of needs, and education have recognised that for children to achieve their full potential they must feel safe, valued, understood and emotionally supported, throughout the day, “all aspects of the school day contribute to the sense of good well-being from arrival, through lessons and play/break times, to departure.’ (Welsh Government, 2021)

The new Welsh Framework like Maslow believe that by ensuring that children's basic needs are met we can guarantee that children can learn and grow at their own progression and are able to become confident individuals. The Welsh framework and

Maslow's Hierarchy of needs recognize that wellbeing is the foundation to learning. And if a child is not in the place to learn it can result in them being unable to access the work that is set for them. By practitioners prioritising and focusing on children's well-being, they can create a safe environment where a child feels comfortable to be their authentic self where they are able to express themselves without fear of judgment. Safety not only links to a child feeling physically safe and secure but also to feel safe with consistency with routine and boundaries set in place without these, it can result in the child feeling anxious as they could feel misunderstood and unsupported. Children that are unable to feel safe because of the inconsistency of boundaries set can often result in disruptive behaviour this is why it is vitally important that everyone involved with that child are able to work together with the same consistent approach.

Practitioners have a duty to ensure that all children in their setting feel emotionally and physically safe, "Safety demands include both physical and emotional security. Which is required for effective learning. Educators have an important role in creating safe and supportive classroom settings in which students feel secure and appreciated. This includes setting clear behavioural expectations, dealing with incidents of bullying or harassment, and offering assistance to students who may be facing personal or emotional difficulties" (Brooks and Kirk, n.d.)

Even though it is vitally important that a child's Holistic Development to be at the centre of a child's learning journey there can be some challenges to it. One example of this is that it is time consuming for practitioners as when planning activities that meet all areas of development for every child in the class it can result in a lack of quality teaching and learning. It can also be difficult to measure the progress as academic progress is easier to identify and record, emotional and social progress is more difficult to identify. An example of this is recently the ELSA (Emotional Literacy Support Assistant) network have trained current ELSA's to complete and upload their SMART targets, questionnaires and documents completed with the children over the course of the ELSA intervention "SMART targets for the ELSA to achieve with the child or young person. This makes the intervention measurable, so the school knows the child or young person has made progress and the intervention has been successful." (Elsa Support, n.d.). With the documentation now being uploaded to the local authority they

can measure the impact that the ELSA's are having with the children they are working with, by the local authority being able to see the impact the ELSA intervention is having it will show how important the ELSA role is and the intervention will be continued to be funded so that children they work with will be able to achieve their full potential.

Unfortunately holistic development requires more resources for example more staff, materials and space which some schools will find difficult because of budget situations which can then put strain on the educators and settings and local authorities.

Component 3

Offer three examples from early years practice to highlight Maslow's significance in understanding child development (1000 words)

Supporting belonging and self-esteem

In early years practice supporting belonging and self-esteem is a vital part of the overall development and wellbeing of all the children in the setting. One example of this is celebrating children's achievements both inside and outside of school this helps the child build confidence and a positive self-image, encourages the child to stay motivated to keep trying, learning and challenge themselves, this can also result in a boost to their self-esteem and confidence. Early years also promote belonging and self-esteem by displaying children's work helping children to feel valued and a part of the community around them. This also ensures that children feel connected to the learning environment, and they feel proud of themselves.

Circle time also provides practitioners to create a safe space where everyone feels included, by staff encouraging all children to participate and listen to others this helps children to feel valued part of the group/ class. Circle time gives children a voice by encouraging them to share their thoughts, ideas and achievements. Circle time can also offer those vital opportunities to teach children to listen to others, and to practice expressing their feelings and understanding others this in turn will support children with emotional regulation skills in a safe and supportive space. Supporting belonging and self-esteem can also be seen in classrooms where belonging boards displaying pictures of their family and important experiences can be seen. These boards enable

the child to feel valued and recognised and building those connections between school and home. By acknowledging and valuing children's culture background settings encourage children to feel included and can help them build friendships and connections with others, feel proud of who they are.

Maslow believed when a child feels valued and included, they develop socially and emotionally and become more motivated to learn. By supporting belonging and self-esteem in a setting from the moment children start their education we can build the foundations to support that child through their education and then to become an active and confident member of society.

Creating safety and emotional security

By creating safety and emotional security in early years practice you are laying the foundation of a child's development. When a child feels physically protected and emotionally safe, they can learn, explore and develop healthy relationships with peers and the adults supporting them. When creating safety and emotional security it is vital that children understand what is expected of them and what is acceptable behaviour enabling them and their peers to feel safe and secure within their environment. By early years practice setting clear and simple rules that children can understand they ensure that the children are able to grasp and remember them. Clear boundaries to ensure they feel safe and supports them to develop the skills where they can manage their own behaviour and to understand that sometimes a wrong decision can lead to consequences, teaching children that they need to take responsibility for their actions. Like Maslow, Lev Vygotsky believed that when you create a safe environment where children have clear and safe boundaries in place it will help them to build confidence and form relationships working that will motivate a child to learn and reach their full potential, Both Vygotsky and Maslow have influenced other professionals to look at how the environment can support children through their learning Marcom states 'teachers are well placed to create a supportive learning environment and promote positive relationships through scaffolding social and emotional learning' (Morcom 2014)

Meeting physiological needs

Healthy schools is an initiative that promotes children's physical, emotional and social wellbeing needs. An example of this is a focus on nutritious meals offered to children throughout the day. The UK government have implemented settings to offer children a healthy diet and exercise. Physical education has become a core part of the curriculum ensuring that children are able to access regular exercise throughout the day and they are encouraged to maintain good level of physical fitness throughout their education. The Welsh Government have also implemented the free breakfast club initiative aimed at providing free breakfast to all primary school aged children. The government document states "research suggests that children who have the opportunity to eat a healthy and nutritious breakfast prior to the start of the school day are more likely to achieve their full educational potential" (Welsh Government, 2018) this initiative not only offers children the opportunity to a healthy meal to their day but it also offers them a safe and welcoming space for a child to settle into the school day given them this opportunity can ensure that children are able to start their day in a good head space Once these needs are met children feel more settled and able to focus by ensuring their basic needs are met. By settings embedding healthy eating and exercise from a young age practitioners can minimise the risk of children developing health problems as they get older these health issues could include obesity, diabetes and heart disease. When the basic physiological needs are met Maslow believed that people are then motivated to pursue higher level needs. The focus is then shifted from survival needs like, food, water, shelter and health people are then able to focus on self-development goals.

Referencing

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