

Human Development

Part 1 – 913 words

Part 2 - 919 words

Part 3 – 918 words

AI Statement

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Part 1 – Infographic

Part 2 – The Concept of Holistic Development

Introduction

In this assignment, the meaning of a concept will be explored and the meaning of holistic child development. Links between holistic child development and Maslow's hierarchy of needs will also be explored. Part 2 will also explore topics that will help practitioners better understand the concept

A concept is a thought, aim or idea. (Cambridge Dictionary,2019) The word holistic signifies something whole whilst holistic child development means that each area of learning and growth link with one another (Brodie,2018).

Relationships

To recognise and value the concept of holistic child development a practitioner must consider the benefits of healthy, strong relationships. Positive relationships are relationships that make individuals feel happy and secure. Positive relationships include trust, loyalty and respect. (BBC Bitesize,n.d) Positive relationships are important to holistic child development as positive relationships are a crucial part of Maslow's hierarchy of needs linking to a child's need for love and belonging. Similarly, Bronfenbrenner's theories of human development conveys the importance of positive relationships as children are highly influenced by peers, family members and their environment. Practitioners need to build positive relationships and provide quality care to nurture children's confidence, self-worth and resilience. This will ensure the children develop holistically (Brodie,2018, P.5). John Bowlby also believed that forming positive relationships is essential for holistic child development and that their early attachments with parents form the foundation for all future relationships. Bowlby suggested that if there are problems regarding attachment in the early years this can affect children

socially and emotionally and impact their ability to form positive relationships (Cherry,2023).

Safety

Safety is also essential for practitioners to consider when thinking about the concept of holistic development. Safety in the early years refers to safeguarding, staff training, health and safety, hygiene, behaviour and correctly maintaining and storing children's records. These are taken from the Statutory Framework for The Early Years Foundation Stage which all practitioners working with children have a legal duty to act in accordance with (Burnham,2016). To ensure children are safe it is crucial that practitioners understand the settings safeguarding procedures, are aware of the signs of abuse and neglect and how to raise a concern. This will support children's holistic development as it ensures positive outcomes, proper care and children's safety. Practitioners should also promote well-being and hygiene as this will support children's holistic development by preventing illness and supporting children's emotional well-being and mental health (Early Years Alliance, 2015). However, it is important that children feel safe to prevent negative outcomes.

Environment

A practitioner must also consider a child's environment when exploring the concept of holistic child development. A nurturing, rich environment in the early years includes children's physical, social and emotional environment that encourages children's holistic development. Children's environment is an important part of Maslow's Hierarchy of needs as children require adequate resources to develop holistically. Maslow's hierarchy of needs also demonstrates that a child's environment is crucial to their safety. A child's emotional environment links to Maslow's hierarchy of needs as a positive

emotional environment fosters a feeling of belonging and love which supports children to feel appreciated and safe. A child's emotional environment is important when considering holistic child development as it encourages children's wellbeing, builds positive relationships and promotes good behaviour (Care Learning, 2024). Similarly, Bronfenbrenner also states the importance of environment to children's holistic development as each environment a child is in, such as home or school is a microsystem. Bronfenbrenner also argues that the connections between the microsystem's called mesosystems are crucial to a child's well-being and that if those connections are strong, it can improve their outcomes and help them to develop holistically (Brooker,2008).

Transitions

A transition is a type of change or the procedure in which change happens (Cambridge Dictionary, 2020). Transition is crucial to holistic child development as children's well-being and overall development can be affected by how they encounter different types of transitions, and the stress transitions can cause children can have a detrimental effect on children's progress in school, behaviour and emotional well-being. (Trodd,2013). Supporting transition was also added to the common core of skills and knowledge, which are skills and guidance that support practitioners to help children successfully. It is important that practitioners have the skills to recognise transitions and the affect they have on children as supporting transition is essential for children in their care to develop holistically (Children's workforce development council, 2010). Starting school is a significant transition for children and their families as children may have different reactions when separated from their parents or carers. Maslow (1943, cited in Trodd,2013,p46) suggests that a child may have a positive emotional response to starting school as their needs are being met and they feel safe and loved by care givers. A child may then be able to self-regulate and have the confidence to leave their care giver. Similarly, Bowlby's theory of attachment supports Maslow's belief as children that

have built established attachments are likely to be more self-assured and content and will feel secure enough to leave their primary caregiver (Conkbayir and Pascal, 2014). Practitioners can support children through transition and help them to develop holistically through school visits and giving booklets and, photos and leaflets of the school to parents. This links with Maslow's hierarchy of needs and supports children's holistic development as they will feel less anxious and more secure, they will have a feeling of safety and belonging as they will feel more familiar with the environment and the people within it (Burnham, 2016, P.99)

Part 3

Maslow's significance in understanding human development

Introduction

Part 3 will explore Maslow's hierarchy of needs and the significance of Maslow when understanding child development. Three examples that are essential to holistic child development from early years practice will also be explored. These include the importance of basic human needs, creating a safe environment and building confidence and independence.

1. Understanding the importance of basic needs

The practitioner's role would include providing nutritious meals, healthy snacks such as milk and fruit and breakfast club. Proper nutrition helps children to grow and develop, whilst poor nutrition in the early years can have a detrimental effect on the brain, motor development and health (Johnston and Nahmad-Williams, 2014). Practitioners' role also includes promoting health and well-being. Practitioners do this by promoting proper hygiene such as hand washing and many schools in Wales follow the Design to smile scheme. Additionally, practitioners ensure children get time for rest and adequate breaks. This ensures children get the opportunity to exercise, have access to fresh air, vitamin D and time to socialise with their peers which has an impact on children's well-being and development (UCL, 2017). It is important for practitioners to have a good understanding of children's basic needs as according to Maslow; these needs are fundamental to children's survival and when these needs are not met children are more likely to become ill or be in discomfort. When these needs are not met children are not able to concentrate properly on other things and their other needs of safety, belonging and self-esteem will not be met which will have a detrimental effect on children's holistic development (Dixie, 2007).

2. Creating a safe and stable environment

Early years practitioners can create a safe and stable environment by building positive and trusting relationships with children. Practitioners also ensure children have consistent routines which helps children to understand what is expected of them and relieves anxiety. Practitioners will make sure the children's classroom and environment is safe and carry out risk assessments. This helps children feel safe and secure which is crucial as a child feeling safe, secure and valued is important for the child to develop holistically. A child's wellbeing and learning suffers when their need of safety is not met, and they may feel scared or anxious. This will mean the child is unable to move to their next level of need which will have a detrimental effect on their development and wellbeing (Thomas Fordham Institute,2021). Practitioners also create an inclusive, welcoming environment which helps children to feel safe. This links to a child's need for love and belonging and is crucial as Maslow suggests that people like to belong to a group and have a desire to feel wanted by others (Dixie,2007,P118)

3. Building confidence and independence

Practitioners can build confidence and independence by encouraging children and letting them explore their interests. Practitioners also use praise and positive reinforcement to promote children's confidence and independence. Practitioners encourage children to make choices and take appropriate risks. It is important for children to take risks as it will help them to learn the consequences of their actions and builds their confidence. Children will then be able to manage risks and develop from their mistakes. Practitioners give children appropriate challenges to build their confidence and independence. This is important as it builds children's resilience (Early years careers,2016). Independence starts when children have the confidence to try new things. Practitioners can promote children's independence by giving children the opportunity to attempt a task without support and praising children when they do. Practitioners will need to be patient and allow children to decide things for themselves and make choices independently. Practitioners can support this by allowing children to

take control of their own learning and providing opportunities to build independence through play and child led activities. Practitioners can also make sure the setting is child friendly and accessible such as the toilets and sinks. This will support children's independence as they can take control of their personal hygiene, this will also support children's self-esteem. Promoting independence in the early years is important as it helps children's self-image and self-belief and supports their social and emotional development. (Early years careers,2015)

When a child starts school, it is a crucial transition. It is important for a practitioner to build a child's confidence and independence to ensure a smooth transition from home to a school setting. To support this transition practitioners can provide parents with leaflets and photos to familiarise them with the setting. Practitioners can also run open days and stay and play sessions with parents to support the transition. The transition of starting school will build a child's confidence and independence as they will interact with other children, dress themselves and begin learning how to do buttons and zips independently. They will also start to take responsibility for their belongings such as their bags and coats.

Conclusion

To conclude, Maslow is significant to early years practice because Maslow's hierarchy of needs gives practitioners an understanding and awareness of children's needs and how to properly care for them. It is important that practitioners understand each part of Maslow's hierarchy of needs so that they can provide children with a positive, rich environment that encourages their holistic development. Making sure children's needs are continually met is essential for children's education and well-being. Working towards self-actualisation is a process in the early years and is achieved by practitioners understanding Maslow's hierarchy of needs and providing rich and nurturing environments and experiences (Care learning,2024).

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