



ECAD4007C

Safbwyntiau Cyferbyniol -
y Plentyn sy'n datblygu
Contesting Views -
The Developing Child



Early Childhood Education Theorists

* Click on each theorist's name for more information *



Jean Piaget

Piaget believed that all people pass through the same four stages in exactly the same order: these stages are sensorimotor, preoperational, concrete operational, and formal operational. These stages are associated with specific ages, but are they only general guidelines, not labels for all children of certain ages. Piaget did say that individuals may go through long periods of transitions so at a certain time the individual could show characteristics of two different stages.



Lev Vygotsky

Vygotsky's sociocultural theory emphasizes role in development of cooperative dialogues between children and more knowledgeable members of society. Children learn the culture of their community through these interactions with others. He also had the idea of the zone of proximal development, this is the phase at which a child can master a task if given appropriate help and support, also called scaffolding.



Erik Erikson

Erikson's psychosocial theory emphasizes the emergence of the self, the search for identity, the individual's relationship with others, and the role of culture throughout life. He regarded development as a passage through an interdependent series of stages, each with its particular goal, concerns, accomplishments, and dangers. Like Piaget he sets his up in a series of stages, being basic trust vs. mistrust, autonomy vs. shame/doubt, initiative vs. guilt, industry vs. inferiority, identity vs. role confusion, intimacy vs. isolation, generativity vs. stagnation, and ego integrity vs. despair.



John Dewey

Dewey is credited for the development of the progressive schools some of which are still in existence today. He thought the curriculum that students are being taught could be ultimately producing students who would be able to deal effectively with the modern world. The four instincts he uses to describe how to characterize a child's behavior are constructive, artistic, expressive, and social. He hoped to accomplish his goals by combining subject areas and materials. By doing this he made connections between subjects and the child's life.



Abraham Maslow

Maslow's theory deals with the hierarchy of needs ranging from lower-level needs for survival and safety to higher-level needs for intellectual achievement and finally self-actualization. Self-actualization is a term for self-fulfillment, the realization of personal potential, and all of the lower needs must be met before the next higher need can be addressed. The four lower-level needs or deficiency needs are survival, safety, belonging, and self-esteem in that order. The three being needs or higher-level needs are intellectual achievement, aesthetic appreciations, and self-actualization.



Urie Bronfenbrenner

Bronfenbrenner's bioecological model of development recognized that the physical and social context in which we develop are ecosystems because they are constantly interacting with and influencing each other. Every person lives within a microsystem (family, school, and work), inside a mesosystem (the interactions between the parts of the microsystem), embedded in an exosystem (Parents' workplace, community, media, all of which are part of the macrosystem (values, beliefs, and laws). All development is influenced by the chronosystem (time period).



Howard Gardner

Gardner's theory is that there are several separate mental abilities or multiple intelligences. His theory of multiple intelligences describes at least eight different intelligences. These eight intelligences are logical-mathematical, linguistic (verbal), musical, spatial, bodily-kinesthetic (movement), interpersonal (understanding others), intrapersonal (understanding yourself), and naturalist (observing and understanding natural and human-made patterns and systems).



Works Cited

Morrison, George S. Early Childhood Education Today. 12th ed. Upper Saddle River, New Jersey: Pearson, 2001. eBook.
<<http://view.ebookplus.pearsoncmg.com>>.

Woodfolk, Anita. Educational Psychology. 12th ed. Pearson, 1997. Print.

THEORIES OF CHILD DEVELOPMENT

SIGMUND FREUD
"Psychoanalytic Theory"

LEV VYGOTZKY
"Socio-cultural Theory"

ERIK ERICKSON
"Psychosocial Theory of Development"

URIE BRONFENBRENNER
"Bio Ecological Theory"

JEAN PIAGET
"Cognitive Development Theory"

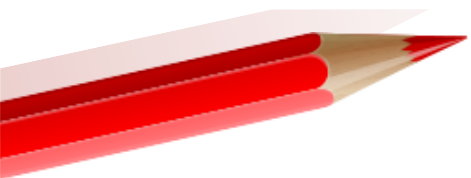
LAWRENCE KHOLBERG
"Moral Development"

Sut mae plant yn dysgu? How do children learn?



- Drwy brofiadau
- Amlsynhwyrdd
- Dadleniad
- Llwyddiant /methiant
- Rhyngbersonol
- Amhersonol
- Gofodol

- Through experiences
- Multisensory
- Exposure
- Success/ Failure
- Interpersonal
- Intrapersonal
- Spacial



Niwrowyddoniaeth
Neuroscience



Creu cysylltiadau Making connections



Yr Athro/ Arglwydd Robert Winston

Professor/ Lord Robert Winston

<https://www.bing.com/videos/search?q=+Robert+Winston+the+brain+making+connections&&view=detail&mid=26643AF03D68B30A036826643AF03D68B30A0368&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3D%2520Robert%2520Winston%2520the%2520brain%2520making%2520connections%26qs%3Dn%26form%3DQBVR%26sp%3D-1%26pq%3Drobert%2520winston%2520the%2520brain%2520making%2520connections%26sc%3D0-43%26sk%3D%26cvid%3DD20F180E64264A7FBF4595055DEC3AB2>

Unigrywedd Uniqueness

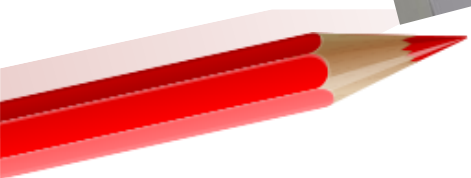


Mae pob bod dynol yn unigryw o bob unigolyn arall, nid oes neb yn y byd wedi cael yr un profiadau a ni – o achos hyn mae ein atgofion a'n dealltwriaeth yn amrywio.

Mae yna gerrig milltir cyffredinol y byddwn yn eu cyrraedd o ran datblygiad a phryfiant ond mae'r modd y gwnaethom eu cyrraedd yn unigryw i bob un ohonom.

Every human being is unique from every other person, no one on earth has had the same experience as us – it is for this reason that our memory and understanding differ.

There are general milestones that we reach during progression and maturation however the way we arrived at those points will be unique to each one of us.



Pwysigrwydd ail-adrodd

The importance of repetition



Mae ail adrodd yn helpu i gryfhau llwybrau niwronol ar gyfer dysgu

- Mae ailadrodd yn dysgu plant sut i ymarfer, meistroli a chadw gwybodaeth
- Mae ailadrodd yn cynnig profiadau ymarfer ac atgyfnerthu
- Mae ailadrodd yn angenrheidiol ar gyfer llwyddiant
- Gwna plant ddysgu drwy ailadrodd a galw i gof
- Wrth ail adrodd mae sgiliau symud a chydlynid yn gwella
- Wrth ail adrodd mae plant yn dysgu gwahaniaethu
- Wrth ail adrodd mae plant yn datblygu hyder i wneud cynnydd
- Mae ail adrodd yn helpu plant i fewnoli cysyniadau

Repetition helps to strengthen the brain's neural processors for learning

- Repetition teaches children to practice, master and retain knowledge
- Repetition provides the opportunity for practice and reinforcement
- Repetition is needed for success
- Children learn through repetition and memorisation
- Through repetition of movement, coordination is improved
- Through repetition, children learn to differentiate variations
- Through repetition, children develop the confidence to progress
- Repetition teaches children to internalise concepts

montessoriacademy.com (Accessed Nov 2019)

Dysgu'n amlsynhwyrdd Multisensory learning

Ystyriwch beth sy'n digwydd yn eich ymennydd?
Consider what is happening in your brain?

Derbyn
Prosesu
Cysylltu
Didoli
Dosbarthu



Ail adrodd
Angori

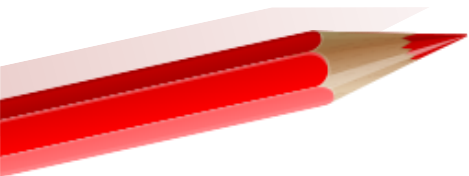
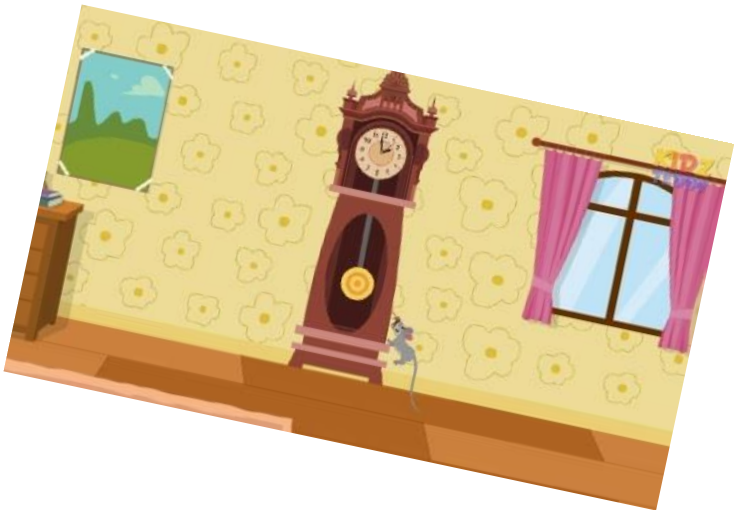
Receive
Process
Connect
Sort
Compartmentalise



Repeat
Anchor



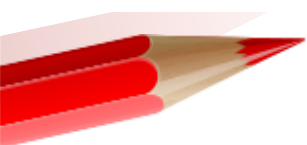
Rhoi'r ddamcaniaeth ar brawf...
Putting theory to the test...



Adalw

Recalling





The importance of repetition to Bruner's concept of learning was particularly clear in his description of the spiral curriculum which, he said, "as it develops [revisits] basic ideas repeatedly, building upon them until the student has grasped the full formal apparatus that goes with them.

(J. S. Bruner, 1960)



Y Cwricwlwm Troellog
The Spiral Curriculum

Cysyniadau newydd New concepts



Dŵr

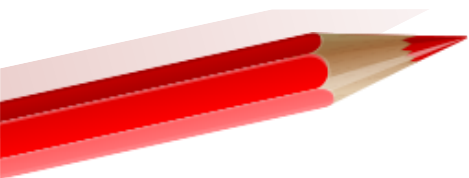
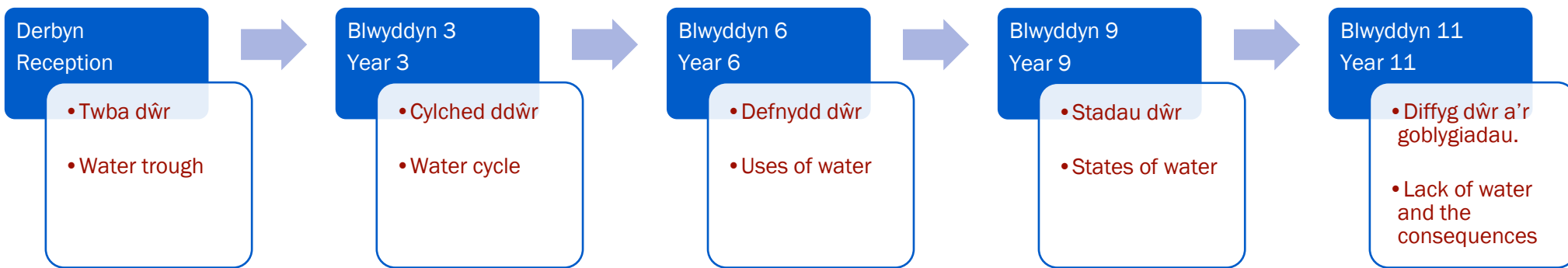
Mae dŵr yn gysyniad sydd yn gyson o fewn addysg plant mewn gwahanol ffurfiau.

Eich tasg yw ceisio meddwl am weithgareddau ar gyfer plant o 5-16 oed o ddŵr.

Water

Water is a Concept that is constant but in different guises within children's education.

Your task is to try to think of activities for children from 5 – 16 yrs involving water.



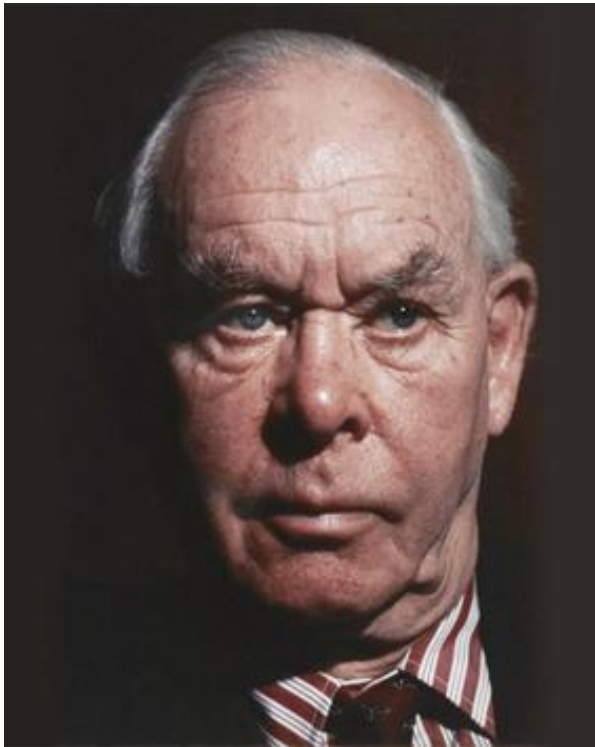
Datblygiad Cymdeithasol
Social Development

Lev Vygotsky – Ferre Laevers

Kathy Sylva



John Bowlby



Bowlby's evolutionary theory of attachment suggests that children come into the world biologically pre-programmed to form attachments with others, because this will help them to survive.

Bowlby believed that this attachment is qualitatively different from any subsequent attachments. Bowlby argued that the relationship with the mother is somehow different altogether from other relationships.

simplypsychology.org

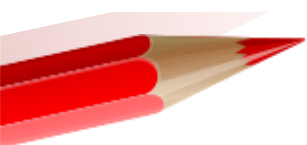
<https://www.bing.com/videos/search?q=John+Bowlby&view=detail&mid=C862DC548271B83134FDC862DC548271B83134FD&FORM=VIRE>

Datblygiad Ysbrydol Spritual Development

'For a human being, especially a child or young person, to have a full quality of life, spirituality in all its aspects must be nurtured and affirmed. For children or young people who have been marginalised or who have suffered deprivation in every way, the need for such nurture and affirmation in human spirituality is all the more pronounced'.

John Bradford





Data analysis resulted in a preliminary definition of spiritual development as a system of children's deep connections leading first to self-awareness, and later to the nurturing of basic and complex dispositions ignited by moments of wonderment, awe, joy, and inner peace that develop into the prosocial personality traits of caring, kindness, empathy, and reverence.

(Schein, 2014)

Datblygiad emosiynol Emotional Development

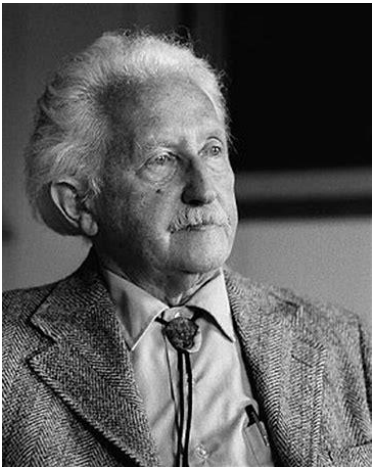
- Hapus
- Crac
- Trist
- Drwg
- Cenfigennus
- Penbleth
- Diddordeb
- Llwythog
- Syrffedus
- Cyffrous
- Pryder
- Embaras

- Glad
- Mad
- Sad
- Bad
- Jealous
- Confused
- Interested
- Overwhelmed
- Bored
- Excited
- Worried
- Embarrassed



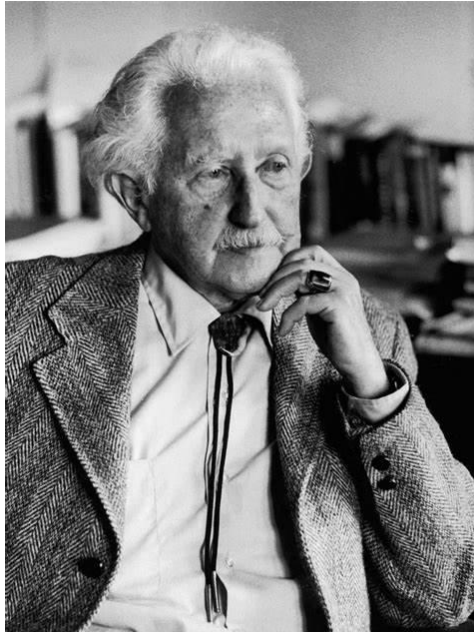
Erikson maintained that personality develops in a predetermined order through eight stages of psychosocial development, from infancy to adulthood. During each stage, the person experiences a psychosocial crisis which could have a positive or negative outcome for personality development.

For Erikson (1958, 1963), these crises are of a psychosocial nature because they involve psychological needs of the individual (i.e., psycho) conflicting with the needs of society (i.e., social).



simplypsychology.org (2020)

Erik Erikson



ERIKSON'S STAGES OF PSYCHOSOCIAL DEVELOPMENT

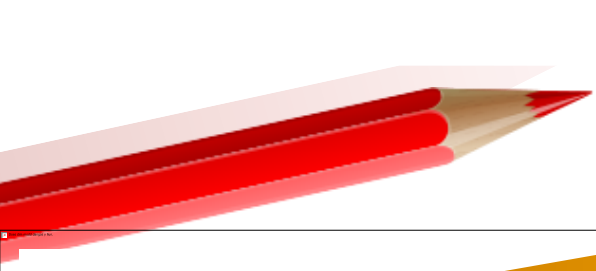
Stage (approximate age)	Issue	Description of Task
Infancy (to 1 year)	Trust vs. mistrust	If needs are dependably met, infants develop a sense of basic trust.
Toddlerhood (1 to 3 years)	Autonomy vs. shame and doubt	Toddlers learn to exercise their will and do things for themselves, or they doubt their abilities.
Preschool (3 to 6 years)	Initiative vs. guilt	Preschoolers learn to initiate tasks and carry out plans, or they feel guilty about their efforts to be independent.
Elementary school (6 years to puberty)	Industry vs. inferiority	Children learn the pleasure of applying themselves to tasks, or they feel inferior.
Adolescence (teen years into 20s)	Identity vs. role confusion	Teenagers work at refining a sense of self by testing roles and then integrating them to form a single identity, or they become confused about who they are.
Young adulthood (20s to early 40s)	Intimacy vs. isolation	Young adults struggle to form close relationships and to gain the capacity for intimate love, or they feel socially isolated.
Middle adulthood (40s to 60s)	Generativity vs. stagnation	In middle age, people discover a sense of contributing to the world, usually through family and work, or they may feel a lack of purpose.
Late adulthood (late 60s and up)	Integrity vs. despair	Reflecting on his or her life, an older adult may feel a sense of satisfaction or failure.

<https://www.quora.com/What-are-educational-implications-of-Eriksons-theory-of-psychosocial-development>





Ella



Diolch
Thank you

