Module ECEY4001/C HUMAN DEVELOPMENT

student number;2025180
ANGHARAD AHMED.

- I Maslow’s model in depth part one .
- The concept of holistic child development part two
- MASLOWS SIGNIGIGANCE IN CHILD DEVELOPMENT
- references

Maslows theory

The highest point of Maslow's hierarchy is self-actualisation, defined as the ongoing process of realising one's full potential, pursuing meaning, and striving for authenticity. Maslow (1943) viewed self-actualisation as an expression of creativity, morality, and personal growth rather than a final state.

Characteristics include:
Creativity and flexible thinking
Engagement in purposeful activities
Curiosity and openness to experience
Curiosity and openness to experience
alignment of behavior with values

Maslow argued that self-actualisation arises when all lower needs are sufficiently met, enabling individuals to focus on personal fulfilment rather than mere survival or social validation. Bowlby's work suggests that secure attachment provides the emotional foundation needed for such growth, as individuals with stable early relationships are more likely to explore identity, pursue independence, and engage deeply with the world. Self-actualisation therefore represents the culmination of psychological security, relational stability, and self-esteem.

(maslow1943) (Bowlby 1969) Erikson's later stage, Intimacy vs. Isolation, reinforces that satisfying the need for belonging during adolescence and adulthood is critical for forming healthy partnerships. Rogers (1961) also emphasised the importance of unconditional positive regard, suggesting that genuine acceptance encourages emotional openness and self-trust. Maslow argued that chronic isolation or exclusion threatens psychological health, often manifesting as loneliness, depression, or impaired self-esteem.

05 self actualisation

MODULE:ECEY4001. STUDENT NUMBER(2025180)WORD COUNT(1129).

ABRAHAM MASLOW'S A THEORY OF HUMAN MOTIVATION (1943) REMAINS A PIVOTAL CONTRIBUTION TO DEVELOPMENTAL AND HUMANISTIC PSYCHOLOGY. EMERGING DURING A PERIOD WHEN PAVLO BEHAVIORISM AND FREUD PSYCHOANALYSIS DOMINATED THE FIELD, MASLOW CHALLENGED THE PREVAILING ASSUMPTION THAT HUMAN BEHAVIOR COULD BE EXPLAINED SOLELY BY CONDITIONED RESPONSES OR UNCONSCIOUS PATHOLOGY (STOYANOV 2017). HE ARGUED THAT THESE MODELS OVERLOOKED THE FUNDAMENTALLY GROWTH-ORIENTED POTENTIAL OF HUMAN BEINGS. INFLUENCED BY ADLER'S FOCUS ON SOCIAL INTEREST MASLOW PROPOSED THAT HUMANS POSSESS INNATE CAPACITIES AND A NATURAL DRIVE TOWARD PSYCHOLOGICAL DEVELOPMENT.(STOYOVAN2017) THIS HUMANISTIC PERSPECTIVE SUBSEQUENTLY INFORMED MAJOR DEVELOPMENTAL THEORISTS, INCLUDING BOWLBY, ERIKSON, AND ROGERS, EACH OF WHOM EXPANDED UPON MASLOW'S RECOGNITION OF RELATIONAL EXPERIENCE, EMOTIONAL SECURITY, AND INTRINSIC MOTIVATION AS FOUNDATIONS FOR LIFELONG GROWTH.

01 phycological needs.

These needs encompass:

- Adequate and consistent nutrition
- Access to clean water and oxygen
- Sleep, rest, and physical recovery
- Temperature regulation and bodily comfort
- Relief from physical distress (Maslow 1943)

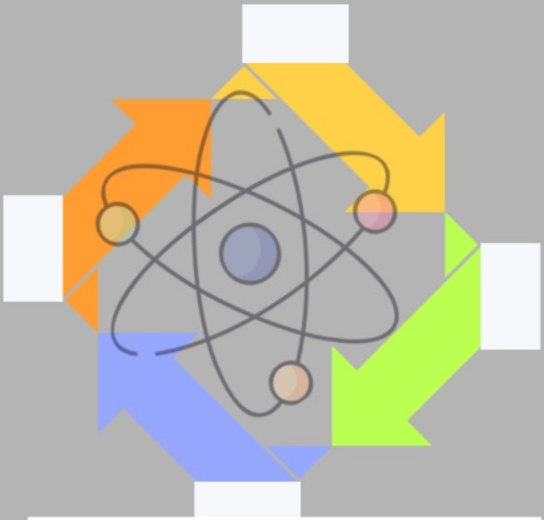
Bowlby (1969) expanded this tier by demonstrating that infants depend on caregivers not only for physical nourishment but also on physiological regulation. A caregiver's responsiveness to hunger, discomfort and fatigue directly shapes the infant's developing nervous system. This aligns with Erickson,s (1963) first stage, trust vs mistrust, in which consistent caregiving fosters security, predictability, and emotional regulation. Conversely inconsistent or neglectful care disrupts physiological stability often leading to early anxiety and the later development of insecure attachment patterns. Therefore, Maslows first tier is inseparable from the emotional stability emphasised by Bowlby.

04 self esteem needs

Maslow divided esteem needs into self-esteem (competence, mastery, confidence) and esteem from others (recognition, respect, status) (Maslow, 1943). When these needs are met, individuals develop self-worth and a sense of capability; when unmet, feelings of inferiority and inadequacy may arise.

Esteem needs include:
Confidence in personal abilities
Recognition and praise from others
Achievement in meaningful tasks
Opportunities for mastery and independence
Development of self-respect (Maslow 1943)

Bowlby's research supports this view, showing that secure attachment leads to an internalised sense of worthiness and competence. Children who experience attuned caregiving learn that their actions are effective, fostering intrinsic motivation (Bowlby 1969). Erikson's Industry vs. Inferiority stage also highlights that encouragement and opportunities for achievement help children develop confidence and perseverance. In contrast, inconsistent caregiving or lack of validation can undermine self-esteem, resulting in anxiety, avoidance of challenge, or dependence on external approval. Maslow believed that persistent deficits at this tier hinder movement toward self-actualisation.



02 safety needs

Once survival is secure, individuals seek safety, predictability, and protection from harm.

Maslow defined safety broadly, including emotional, physical, and environmental security.

Maslow a theory of human motivation. Safety needs include:.
Secure and stable living conditions

- Predictable routines and boundaries
- Emotional safety through consistent responses
- Protection from danger, threat, and chaos
- Opportunities for controlled exploration

Bowlby's (1969) concept of the secure base illustrates that children explore their environment confidently only when they feel protected by a reliable caregiver. This early security supports the development of autonomy, corresponding with Erikson's Autonomy

Erikson's later stage, Intimacy vs. Isolation, reinforces that satisfying the need for belonging during adolescence and adulthood is critical for forming healthy partnerships. Rogers (1961) also emphasis the importance of unconditional positive regard, suggesting that genuine acceptance encourages emotional openness and self trust. Maslow argued that chronic isolation or exclusion threatens psychological health often manifesting as loneliness, depression , or impaired self-esteem.

03 love and belonging

Maslow identified love, affection, belonging, and intimate connection as central to psychological well-being. Once basic safety is secured, individuals seek reciprocal relationships and meaningful social bonds.

Love and belonging needs include:

- Consistent caregiver affection
- Friendships and peer acceptance
- Secure family relationships
- Inclusion in social, cultural, or community groups
- Opportunities for emotional intimacy

These social needs strongly reflect Bowlby's assertion that early attachment relationships form an internal working model for all later relational experiences. Securely attached children typically develop stronger peer relationships, better emotional regulation, and higher resilience. In contrast, insecure attachment is associated with relational difficulties, avoidance, or dependency (bowlby 1969). Erikson's later stage, Intimacy vs. Isolation, reinforces that satisfying the need for belonging during adolescence and adulthood is critical for forming healthy partnerships.

Rogers (1961) also emphasised the importance of unconditional positive regard, suggesting that genuine acceptance encourages emotional openness and self-trust.

Maslow argued that chronic isolation or exclusion threatens psychological health, often manifesting as loneliness, depression, or impaired self-esteem.

Conclusion.

While Maslow's hierarchy continues to offer a valuable framework for understanding human motivation, its limitations must be acknowledged(stoynov 2017.). Scholars note that self-actualision is difficult to operationalise, making it challenging to measure empirically (Stoyanov, 2017). Additionally, the hierarchical structure may not reflect lived experiences; individuals facing poverty or instability may still seek belonging, creativity, or achievement (stoyanov 2017) Cultural critiques further highlight that the model, grounded in Western individualism, does not fully represent societies that prioritise community or collectivism (stoyovan 2017)Nonetheless, when integrated with attachment theory, psychosocial development, and humanistic psychology, Maslow's model remains a powerful tool for understanding how needs interact to shape human development. The work of Bowlby, Erikson, and Rogers enriches this framework by illustrating how early relationships, identity formation, and unconditional acceptance promote lifelong growth. Consequently, Maslow's hierarchy continues to serve as a foundational lens through which to interpret the complexity of human development(Maslow theory of development)

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Part two module ECEY4001

Student number (2025180) MASLOW’S IMPACT ON SUPPORTING HOLISTIC CHILD DEVELOPMENT word count (1055).

Holistic child development involves the combined growth of physical, cognitive, social, emotional, and creative interest, emphasis-in that these components interact powerfully rather than functioning in isolation(miller, 2011; Lester, 2013).

Maslow’s hierarchy of needs(1943)remains a foundational phycological theory for understanding how these interests emerge through the satisfaction of sequential human needs, therefore offering a great structure for supporting holistical development in educational and care giving contexts (Maslow, 1943; huitt, 2007).

Maslow’s model assert’s that children require the consistent fulfilment of basic physiological and safety needs before progressing towards rational , esteem based and self-actualising capacities, therefore providing a conceptual lens for educators to identify and remove developmental barriers(Maslow, 1943; woolfolk, 2013).

Holistic development in EYFS emphasis the interconnectedness of the mind body and spirit. By adopting a holistic approach an EYF’s approach is to not only focus on the child’s cognitive development but on there social and physical well being as well.(twinkle.co.uk) however in holistic learning a child can develop different levels of achievements at once in contrast to Maslow’s strict hierarchy. For example when a child learns to use a spoon it meets a physical need, this also leads to independence which leads to greater esteem therefore the achievement leads to development in both a physical and emotional area of learning. (Twinkle.co.uk)

Maslow’s emphasis on physiological needs such as nutrition, sleep, and physical stability underlines that learning cannot occur without bodily wellbeing thereby positioning physical care needs as the first step in supporting holistic development (Maslow, 1943; aldgate, 2010). This connects strongly with Bowlby’s attachment theory which tells us that that secure attachment relationships help regulate children’s biological stress responses and promote neurological organisation reinforcing the importance of safety and basic care needs(Bowlby, 1969; Schroeder, 2001). The connection between Maslow's safety needs and Bowlby’s concept of a “secure base” highlights how emotional security acts as a developmental platform from which children can explore cognitively and socially demonstrating critical overlaps between theoretical perspectives(Bowlby,1969; Sroufe,2005). Ainsworth attachment classification further strengthen the theory that secure attachment aligns with lower anxiety and more effective exploration , illustrating that safety and directional warmth directly promote holistic functioning across behavioural and cognitive interest (Ainsworth et al ., 1978; Bretherton, 1992).

The third tier of Maslow's hierarchy-belonging and love- relates closely to the socio-emotional dimensions of holistic development, which are strengthened when children experience responsive attuned relationships within caregiving environments (Maslow,1943; Geddes, 2006). Ainsworth's, findings show that caregivers' sensitivity fosters secure attachment which in turn enhances children's peer relationships and emotional regulation, demonstrating the developmental importance of social connections (Ainsworth et al .,1978 Thompson,2008;). Bronfenbrenner's ecological system theory reinforces this by illustrating that relationship not only through parents but through an ecosystem of Microsystems such as schools, extended family networks, and community relationships that shape developmental outcomes (Bronfenbrenner, 1979; Rosa and Tudge, 2013).

Maslow's fourth level esteem needs highlights the importance of competence, achievement and autonomy, which links with Piaget's constructivist theory that children construct knowledge through active engagement with their surroundings (Maslow, 1943; Piaget ,1952). Piaget argues that that cognitive development occurs when children's experiences challenge existing schemas, therefore building success and confidence, which echoes Maslow's idea that esteem is derived from emotional development, as children's sense of self-worth is enhanced through the successful negotiations of learning challenges (Piaget, 1952; Donaldson 1978;). Practitioners applying Maslow and Piaget together therefore prioritise environments rich with hands-on learning, problem-solving, and opportunities for independence promoting both cognitive and emotional aspects of holistic development (Maslow,1943; Malagguzzi, 1994;). Reggio Emilia emphasises expressive collaborative, and exploratory educational practices-what Malaguzzi describes as the "hundred languages of children"that enable self-actualising behaviour behaviours such as creativity, curiosity, and innovation (Malaguzzi, 1994; Edward's et al., 2012;) This structure shows that holistic development includes not only the fulfilment of basic and cognitive needs but the nurturing of artistic, relational, and expressive capacities, recognising children as complex, resourceful learners(Malguzzi, 1994; Ronaldo, 2006). When combined with Maslow's framework the Reggio perspective reinforces that practitioners must provide rich inspiring environments where children can explore their emerging identities and potentials(Maslow, 1943; vecchi, 2010;).

However although Maslow's model is influential, scholars argue that it's hierarchical structure may oversimplify the fluid and interactive nature of development suggesting that children may move between levels in a unstructured ways depending on circumstance (Neher, 1991; Wahba & bridewell ,1976). Attachment researchers note that strong relationships can compensate for deficiencies in phycological stability, challenging Maslow's assumption that needs must be met strictly sequentially (Ainsworth et al., 1978; sroufe,2005).

Bronfenbrenner's ecological model further critiques Maslow by demonstrating that children's ability to meet needs is shaped by social factors such as poverty, family stress, and community support, thus reframing development as a systematic issue rather than solely an individual progression (Bronfenbrenner, 1979; jack,2005). Reggio Emilia and Piaget further complicate Maslow by emphasise agency, collaboration, and creative exploration, showing that children can demonstrate self-actualisation behaviours even when certain lower-level needs are not consistently met (Piaget, 1952; Malguzzi, 1994).

Despite these criticisms, Maslow's model remains significant because it includes biological, emotional, cognitive, and physiological factors, providing a holistic conceptual foundation that works well with contemporary theories (Maslow, 1943; Huitt, 2007). When interpreted flexibly and used along side Bowlby, Ainsworth, Bronfenbrenner, Piaget, and Reggio Emilio , Maslow encourages practitioners to recognise that holistic child development is multi-dimensional, relational contextually shaped, and dependent on environments that that nurture both basic needs and higher-order potential's(Maslow, 1943; Lester, 2013;). The combined use of these theories emphasise that supporting children requires a whole child approach, a whole context perspective that values safety, belonging, autonomy ,creativity, and social connection as combined parts , of development. (Bronfenbrenner, 1979; Rinaldi, 2006;). The theory has been praised for its intuitive structure and applicability to real world contexts such as education, workplaces, motivation, and mental health (Maslow,1943;). If we look at the CFW's five development pathway-belonging ,communication, exploration physical development, and well being (twinkle.co.uk). The EYF's four principles tell us it's a unique child, enabling environments, positive environments and positive relationships(twinkle.co.uk). So therefore we can see the work of Maslow and bowlby in these first important bases of holistic child development.(Maslow,1943; bowlby, 1969;)

Therefore Maslow's model remains a valuable interpretive tool a wonderful foundation when supporting holistic child development but it is important to apply critically and alongside complementary developmental framework works (Maslow, 1943; wolfolk, 2013).

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Why is Maslow so important in child development?

Understanding child development is essential for effective early years practice and developmental theorists provide a wonderful foundation for interpreting children’s well being and learning (Smith,2020;). Maslow’s hierarchy Of needs offers a holistic framework which allows us to recognising how children need physical, emotional and social foundations before higher learning can take place (maslow 1943). This assignment will explore three example,s from early year settings to demonstrate how Maslow’s theory can be used to support practice, with links to attachment theory, cognitive development and socio-ecological influences.

Supporting child d at lunch times. Child d a west Indian 4 year old, displays agitation around lunch time, plays with his food, and becomes rough with peers after eating. A staff member suggests that the behaviour maybe linked to the cold meals he receives, which may be in conflict with cultural norms in which food is typically served hot.

The Setting’s policy prevents reheating, creating a divide between child d’s cultural expectation's and the settings policy’s.Maslow’s hierarchy of needs tells us child d’s phycological needs-specifically access to familiar acceptable food- are not being met. When basic needs are unmet children struggle to reach higher levels of emotional security and social engagement(Maslow, 1943). Providing alternative food options (e.g., thermos kept warm meals approved by policy)could help meet these foundational needs .

From Bronfenbrenner’s ecological systems theory, the conflict lies between child d’s microsystem(home cultural practices) and the mesosystem (home-school interactions). Establishing stronger communication with family about culturally appropriate mealtime practices can help meet expectations and reduce stress (Bronfenbrenne,1979;).

bowlbys attatchment theory highlights the need for a secure base during stressful routines such as lunchtime. Assigning a familiar key person to support child d before and after meals could help reduce child d’s anxiety and help him regulate behaviour(Bowlby, 1969;).

The Reggio Emilio emphasises respecting cultural identity and viewing the child as competent and expressive .

Educators could invite child d’s family to share Cultural food traditions, include these into classroom traditions and allow the child to to participate in decision-making about lunch times routines(Edward’s Gandini and Forman , 2012;).

Together these strategies built from Maslow’s foundation support child d’s emotional security, cultural identity, and behavioural regulation while respecting setting police’s . (Maslow, 1943;).

Child B is a 2 1/2 year-old who has very recently began biting and hitting at other children in the setting. Throughout the day during playtime, transitions, and moments of frustration his behaviour is causing concern amongst staff and the families of other children , making it important that setting practitioners deal with the child and child b’s family in a caring and thought full way .

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why is Maslow so important in child development .

if we look through Marlow's 1946 base layers the school lead first look at whether is basic needs of being met.

behavior, such as biting often indicate, and that needs such as hunger, tiredness over stimulation of emotional discomfort. (Maslow, 1943;)Creating a predictable routine with provided sensory supportive spaces. This will ensure he feels safe lower stress and reduces physical outbursts. Using Bowlby's attachment theory Child b's may show in a need for a stronger emotional connection with a trusted adult(bowlby, 1969;) the setting could provide a consistent person who intern is able to provide human nutrient interactions. The key person supposed child be during transitions and moments of frustration, acknowledges his emotions and helps him with his feelings if we look at Bronfenbrenner ecological system it tells us the child's behaviours influence by homeschool and broader environment (Bronfenbrenner,1979).

the School should work closely with home and child's family to see if there's any changes at home that may be affecting him such as disruptions to sleep routines or family stress. A consistent approach within setting and home strengthen the metro system, offering stability and predictive disability. If we look at the reggio Emilia approach, child b's behaviour should be seen as a form of communication instead of punishment set in staff practitioners should observe a document patterns in his behaviour to understand and math needs and triggers. Raeggio principles encourage rich, play experience and emotional expression, and environments that empower children to make choices and practice empathy. Practitioners act as cool learners more in gentle hands and give child be emotions of simple phrases to express frustration safely. By using Maslow's base and building on that with other theorists the school could support child, peace through emotional connection, consistency, and understanding, helping him develop relationships and make positive Ways of communicated his needs. (Maslow,1945;)

Child c is a five-year-old girl who presents as withdrawn little interest with other children in setting often presents as tired and not interested in surroundings . child c appears wary of adults. Mum also presents, tired and withdrawn, and sometimes presents at school with bruises teachers suspect things are not well at home. If we look at the Reggio. approach, it encourages close observation, no judgment, and respect the child as capable, even when distressed . If we apply bowlbys attachment theory the nervous dynamic between child C and mum may suggest insecure attachment, patterns , potentially shaped by inconsistent caregiving., financial issues and inconsistent emotions. (Bowlby, 1969;). child c sometimes presents as loud and aggressive. This may be a way to draw attention and feel a sense of control in an unpredictable environment while mums nervous response may reflect low confidence or emotional overload. (Bronfenbrenne,1979;).

Child c setting first decide to ensure that child c basic needs are being met ,(food comfort routine , so the child first base needs are met.(Bowlby , 1969; Maslow ;1943;).

gentle safe guarding (gov.co.uk) gentle respectful safe guarding to ensure the child's emotional first tiers are being met. Filling the gab between mum and community support (Bronfenbrenner,1979;) by adding mum to community support groups hubs money advise. Encouraging safe emotional routines with child b and mum(bowlby 1969)

In conclusion if we look at the above example Maslow's hierarchy of needs provides an essential frame work for understanding the conditions required for children to thrive in early years environments (Maslow , 1943). When combined with both B and Ainsworth attachment theories, it becomes clear this key relationships from the emotional foundations of all further learning and development (Ainsworth et al., 1978).

Bronfenbrenner's ecological model reinforces the importance of considering how family, community and wider social influences also contribute to meeting—or limiting—children's needs (Bronfenbrenner, 1979).

The Reggio Emilia philosophy further illustrates how responsive, nurturing and aesthetically rich environments empower children to explore, communicate and construct knowledge when they feel physically and emotionally secure (Edwards, Gandini & Forman, 2012).

Altogether, these theories highlight how early years practitioners must view children holistically, ensuring that wellbeing, attachment, environment and development are addressed simultaneously to support each child's full potential (MacBlain, 2018).

Therefore, Maslow's significance in contemporary practice remains profound, offering a vital lens through which early years professionals can interpret and respond to children's needs in meaningful and developmentally informed ways (Roberts, 2021).

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Study notes

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MODULE
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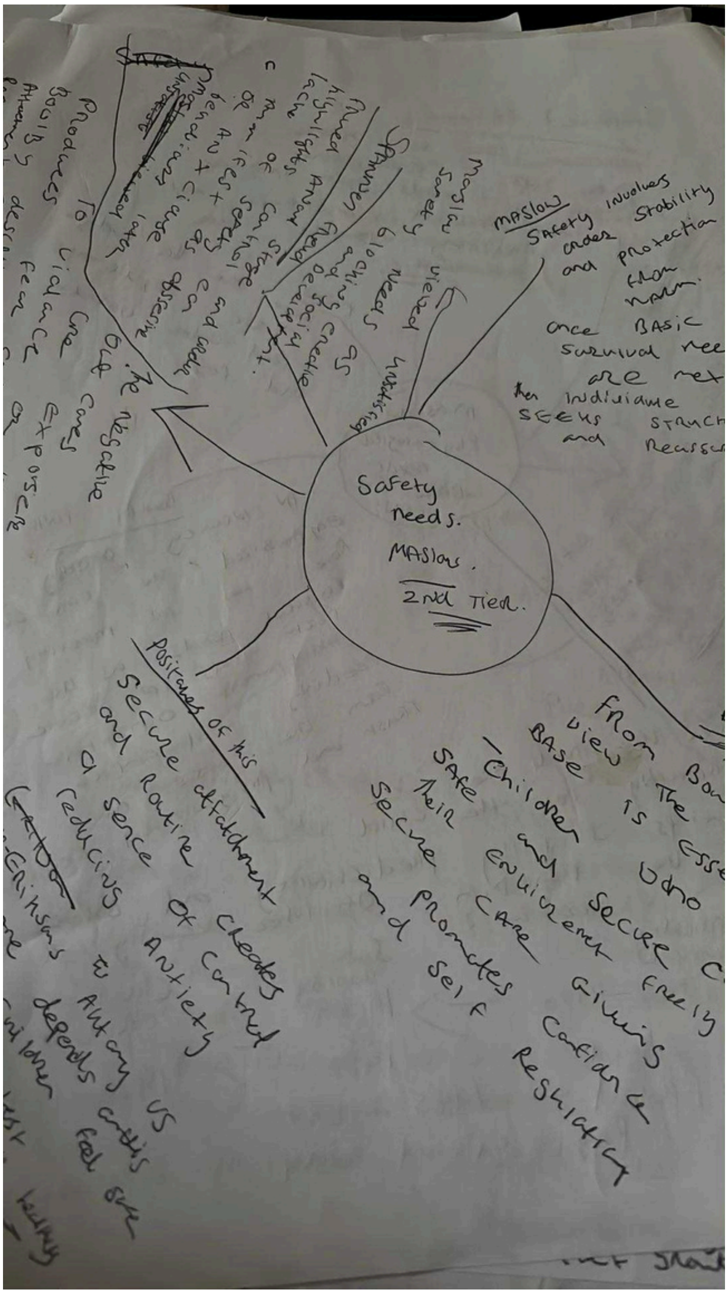
STUDY NOTES



Safety needs.
MASlow.
2nd Tier.

MASLOW
Safety involves stability
order and protection
from harm.
Once BASIC
survival nee
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Maslow viewed
safety needs as unsatisfied
blocking achieving creative
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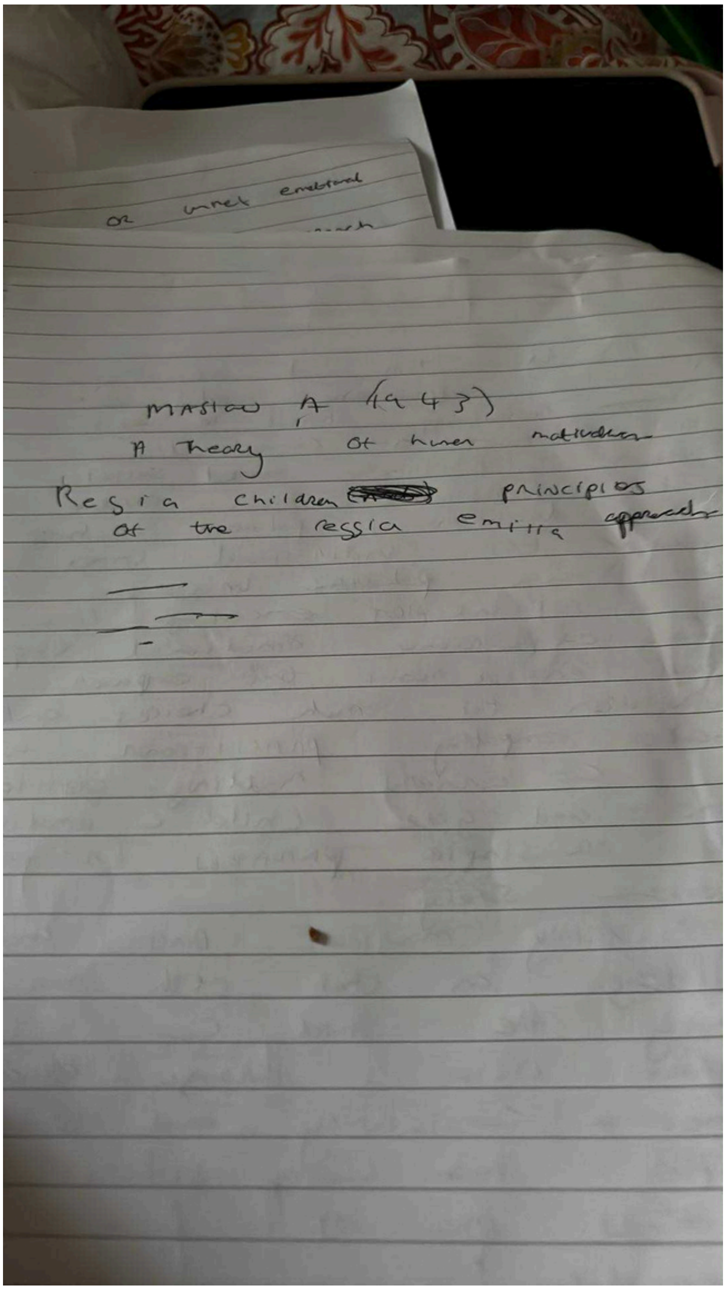

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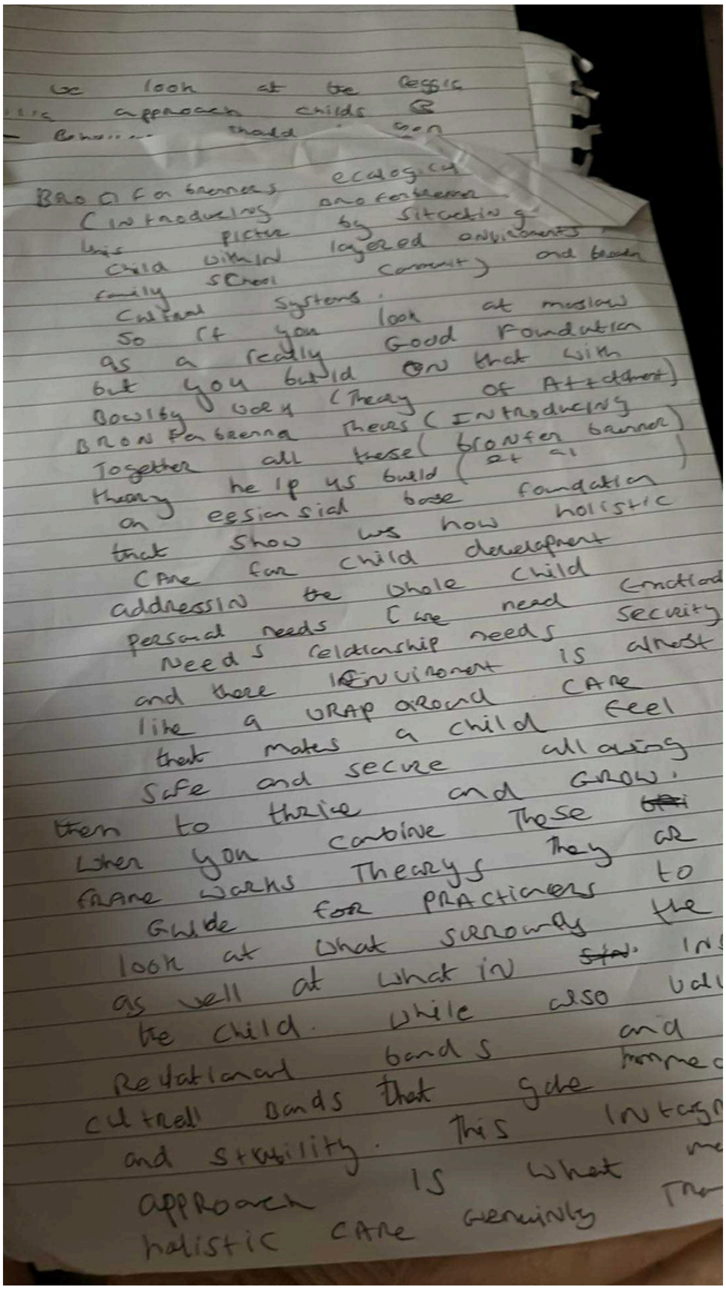

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them to thrive and GROW.
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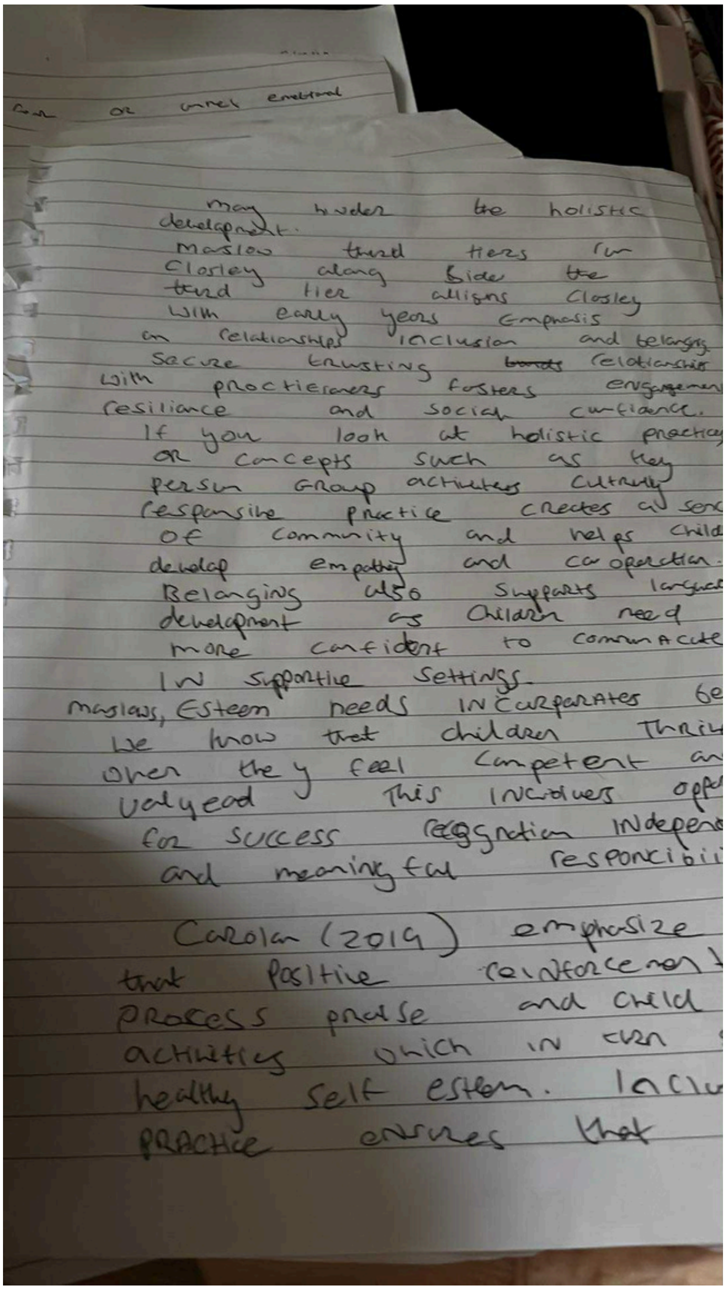


[illegible] or unmet emotional

may hinder the holistic development.

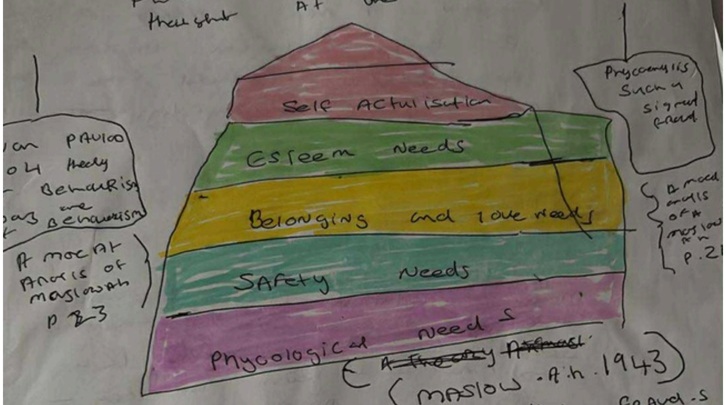
Maslow third tiers run closley along side the third tier allisgns closley with early years emphasis on relationships inclusion and belonging. Secure trusting ~~bonds~~ relationships with proctierners fosters engagemen resiliance and social confidence. If you look at holistic practice or concepts such as key person group activites cultraly responsive practice creates a sen of community and helps child develop empathy and co operaction. Belonging also supports languag development as Children need more confident to communacate in supportive settings.

maslows, Esteem needs incorporates be We know that children Thriv when they feel competent an valyead This incolves opp for success reggnation independ and meaningful responcibili

Carolan (2019) emphasize that positive reinforcemen process praise and child activities which in turn healthy self estem. Inclu practice ensures that

MASlOW A Theary Of human motivation is A significant paper in the field Of Phycalgicaly. (A macAt Andys (module 1 p17)

It is significant because it challenged two domminant schoools of thought At the time.



(MASlOW .A.h. 1943)

But maslow argued that Fraud.s and Ivan Focus on examining peaple were based on pavar experiments dogs. maslow sought to challenge and change these. (A macat Anandis (MASlOW Ah p23

Maslow work was Influenced by mentors such as Alfred — and later Ruth Benedict — and max weathelmer. who inspired to devate his Emphasis on value of human beings better beings understanding of (A macAt analis

acceptable food are not
being Any met (maslow 1943) the
basic needs are unmet Childr
Struggle to Reach higher
levels Of Emotional Secu
and social Engagement (maslow 194
Bowlby 1969) Providing alter
food options (e.g thermos Suitable
warm meals approved by policy) c
help meet these base tie
needs.

From Bronfenbrenners ecologic
system theory the issue li
between child as mycros
(home cultural practice and
the meso system (home
interactions). Establishing str
communication (Bronfenbrenn
Establishing stronger commu
with the family about cult
appropriate meal time practi
can help meet expectations a
reduce Stress. (Bronfe
(1979.)

[illegible] and are not
[illegible] (Maslow 1943) when
[illegible] needs are met children
[illegible] to reach higher
[illegible] of emotional security,
[illegible] social engagement (Maslow 1943)
[illegible] Therefore, [illegible]
[illegible] [illegible] [illegible]
[illegible] needs [illegible] by policy) could
[illegible] meet these [illegible]
needs.

[illegible] Bronfenbrenner's Ecological
Systems theory [illegible] [illegible]
[illegible] child [illegible] microsystem
[illegible] cultural practices and
[illegible] [illegible] system [illegible] [illegible]
[illegible] Establishing stronger
[illegible] (such as [illegible]
[illegible] [illegible] [illegible]
[illegible] [illegible] [illegible] [illegible]
[illegible] [illegible] the practices
[illegible] and [illegible] [illegible]

maslows hierarchy of needs.

Maslows theory — how it works.

8 key References.
7. Critiques limitations
6. Comparison with other theorys
5 Applications — Education
4 How model works.
3 Explanation of each level
pyrimid.

4

3 love belongins
2 safety needs
needs

notes.

So if maslows hierachy provides a foundation for understanding human motivation, while Bowlby Erickson Rogers and Piaget each explain different parto of developing

Bowlby -> emotional bonds and safety.

Erikson -> Social and id Growth

Rogers -> self accep and personal full fi

Piaget - intelectual and progress.

If you put them al together they show a of human development s ~~that~~ to Reach our potential we need secui relationships identity self beleif an

(1950)
Ericson shows how needs are met throughout life not Just at one Point.

his ~~stages~~ theory connect with maslo esteem and self actulisation tho Identity and full fillment.

Rogers humanistic theory

1961. Carl Rogers saw people a naturally towards growth and fullfi the actulizing Teendncy.

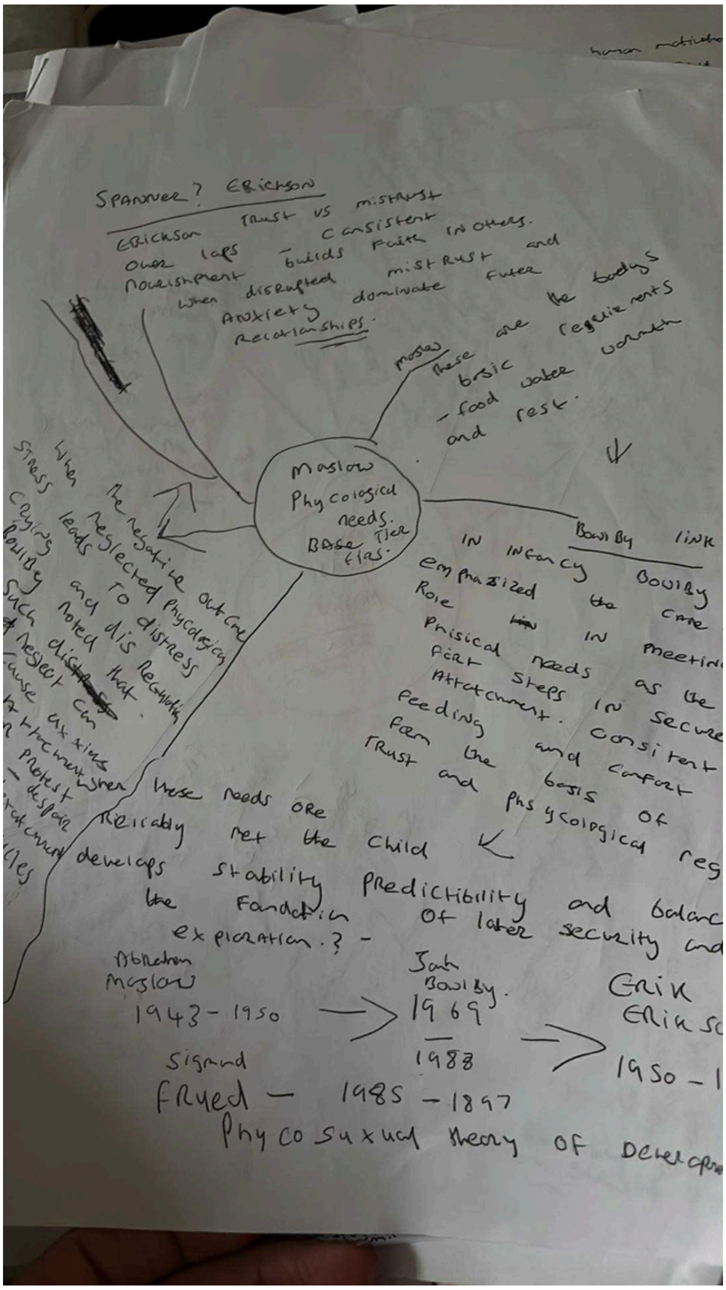
For healthy development Individuals n unconditiond positive reguard. acceptence and empathy.

When self concept matches reality people become fully fu -ing.
Functioning

With comparison to maslow

Both are humanist psyc who beleive in the p for self actylization

Rogers focused ma



SPANNER? ERICKSON

ERICKSON TRUST VS MISTRUST
OVER LAPS - CONSISTENT
NOURISHMENT BUILDS FAITH IN OTHERS.
WHEN DISRUPTED MISTRUST AND
ANXIETY DOMINATE FUTER
RELATIONSHIPS.

maslow
these are the bodys
basic requirements
- food water warmth
and rest.

Maslow
Phycological
needs.
Base Tier
fias.

Bowlby link

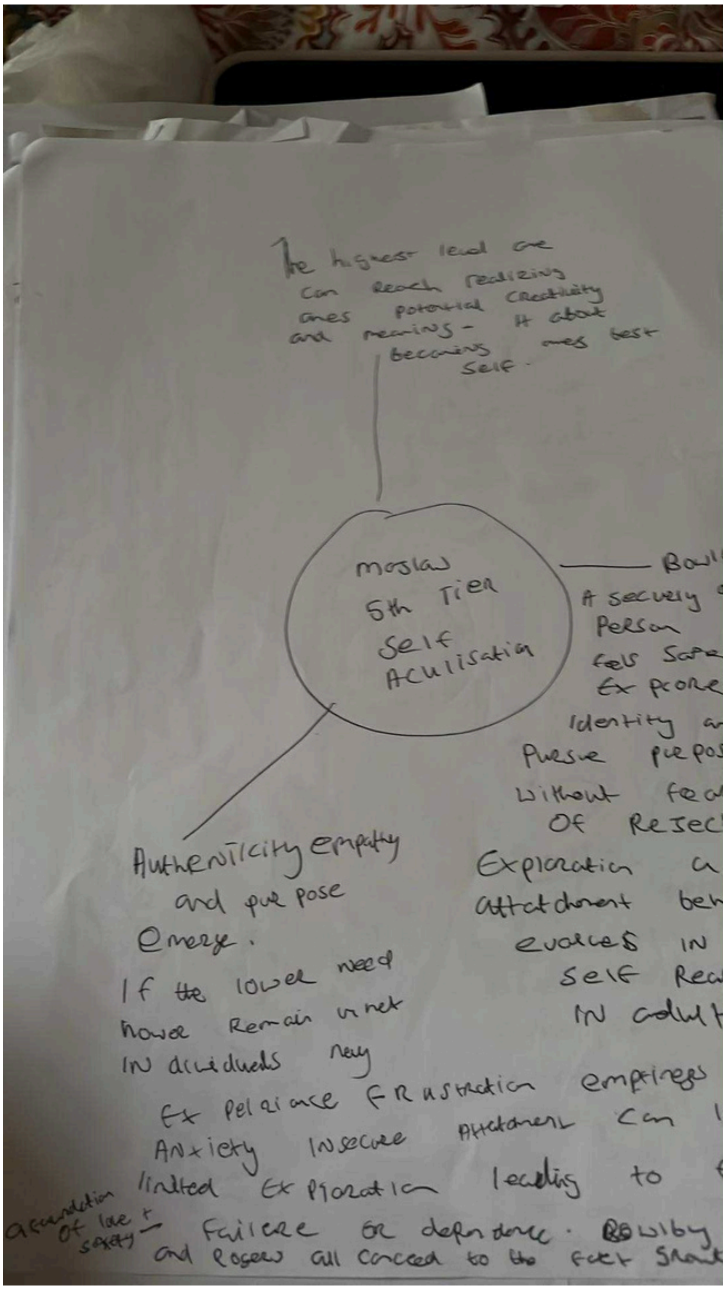
IN INFANCY BOWLBY
EMPHASIZED THE CARE
ROLE ~~IN~~ IN MEETING
PHISICAL NEEDS AS THE
FIRST STEPS IN SECURE
ATTACHMENT. CONSISTENT
FEEDING AND COMFORT
FORM THE BASIS OF
TRUST AND PHSYCOLOGICAL REG

the negative out come
When neglected phycological
Stress leads TO distress
Crying and dis Regulation
Bowlby noted that.
Such ~~distress~~
& neglect can
cause anxiety
attachment when
protest
/ despair
attachment
cycles

these needs are
Reliably met the child
develops stability predictibility and balanc
the Fondation Of later security and
exploration.? -

Abraham
Maslow
1943 - 1950 → John
Bowlby.
1969
—
1988 → Erik
Eriksc
1950 - 1

Sigmund
Frued - 1985 - 1897
Phycosuxual theory OF Developm



The highest level one
can Reach realizing
ones potential creativity
and meaning - it about
becoming ones best
self.

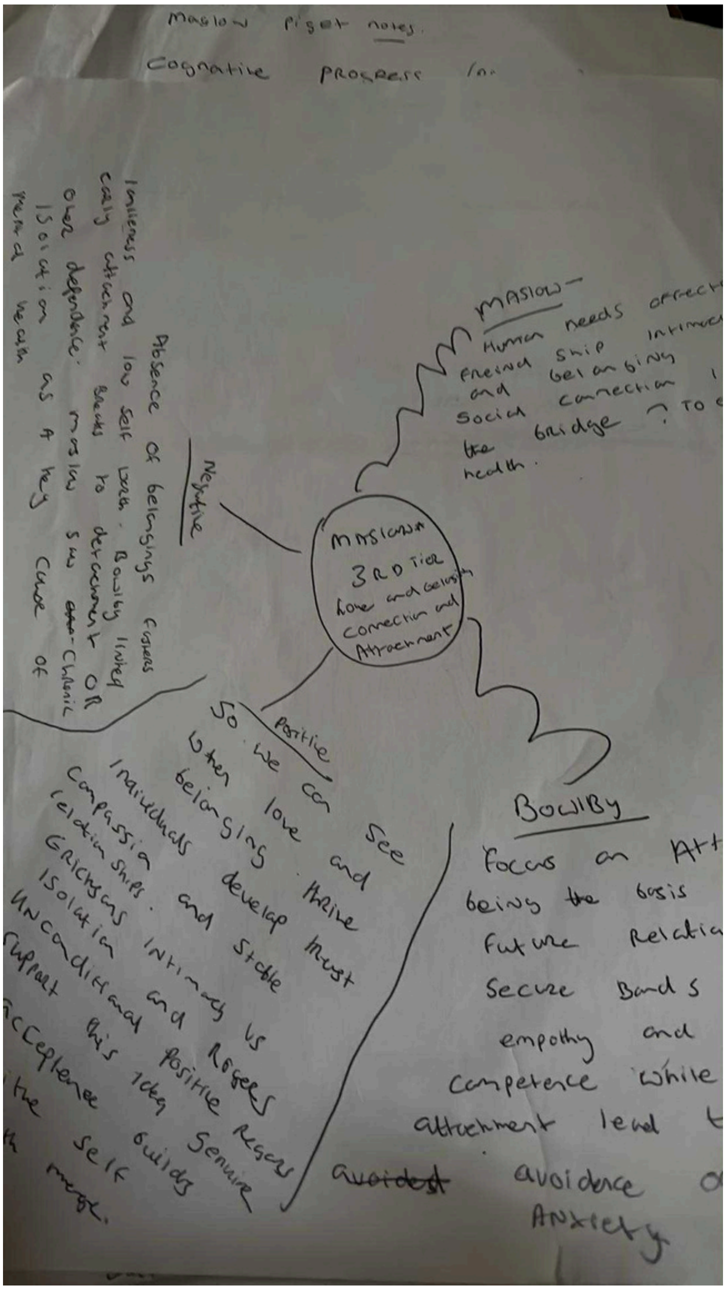
moslaw
5th Tier
self
Aculisation

Bowl
A secuely
Person
feels Safe
Ex prore
Identity a
Puesue pue pos
without fea
Of Rejec

Exploration a
attatchment beh
evolves IN
self Rea
IN adult

Authenticity empathy
and pue pose
emerge.
If the lower need
have Remain unmet
IN dividuals may
Ex perience FRustration emptiness
Anxiety insecure Attachment can l
limited Ex ploration leading to f
Failure or dependence. Bowlby
and Rogers all concced to the fact Shou

accumulation
Of love +
safety



Maslow Piget notes.

Cognative progress in.

MASLOWS
3RD Tier
Love and belonging
Connection and
Attachment

MASLOW—
Human needs affect
friend ship intimac
and belonging
social connection !
the bridge ? To
health.

Negative

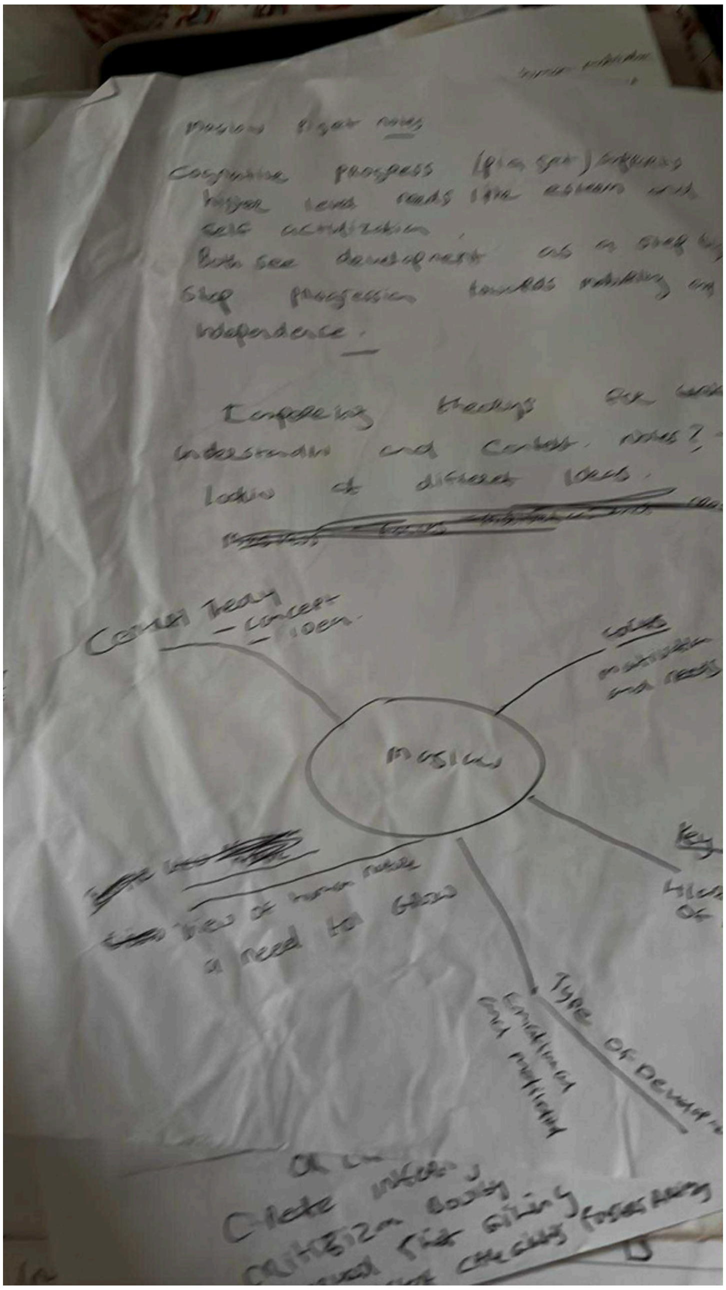
Absence of belongings Fosters
loneliness and low self worth. Bowlby linked
early attachment breaks to detachment OR
over dependence. maslow saw ~~[illegible]~~-Chronic
isolation as a key cause of
mental health

Positive

So. we can see
others love and
belonging. thrive
individuals develop must
compassion and stable
relationships.
Ericksons Intimacy vs
Isolation and Rogers
Unconditional positive regard
support this idea. Genuine
acceptance builds
the self
th mage.

BOWLBY

Focus on Att
being the basis
future Relatio
secure bonds
empathy and
competence while
attachment lead t
~~avoidest~~ avoidence o
Anxiety



Maslow Piaget notes

Cognitive progress (piaget) aligns higher level needs like esteem and self actualization.
Both see development as a step by step progression towards mobility and independence.

Comparing theorys for understandin and context. notes? looking at different ideas.

~~[illegible]~~

Central theory
— concept
— idea.

Maslow

goals
motivation and needs

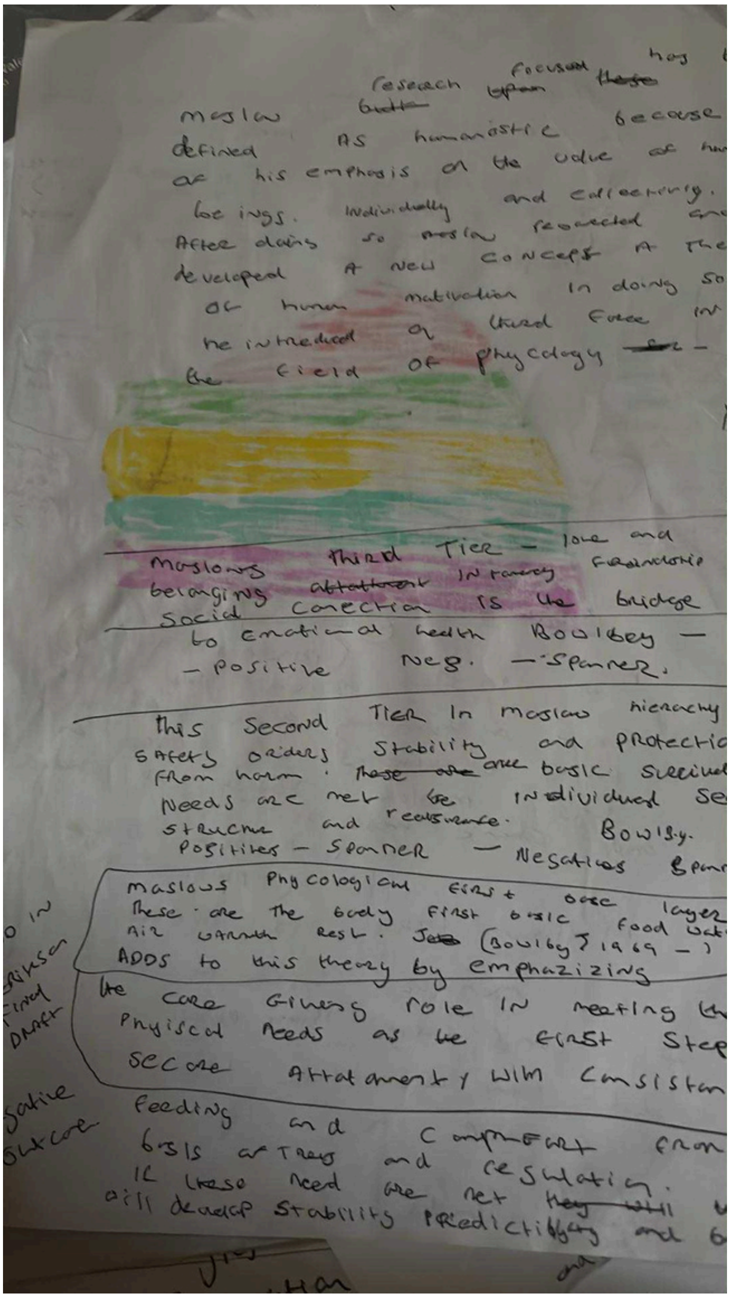
Key
Hierarchy
Of

~~[illegible]~~
view of human nature
a need to Grow

Type of Develop

Emotional and motivational

Ok [illegible]
Create interest
Criticism [illegible]
[illegible] for giving
[illegible] checking fosters [illegible]



research ~~upon~~ focused ~~these~~ has
maslow ~~both~~ because
defined AS humanistic
of his emphasis on the value of hu
beings. individually and collectively.
After doing so maslow researched an
developed A new concept A The
of human motivation In doing so
he introduced a third Force in
the field of phycology ~~for~~ –

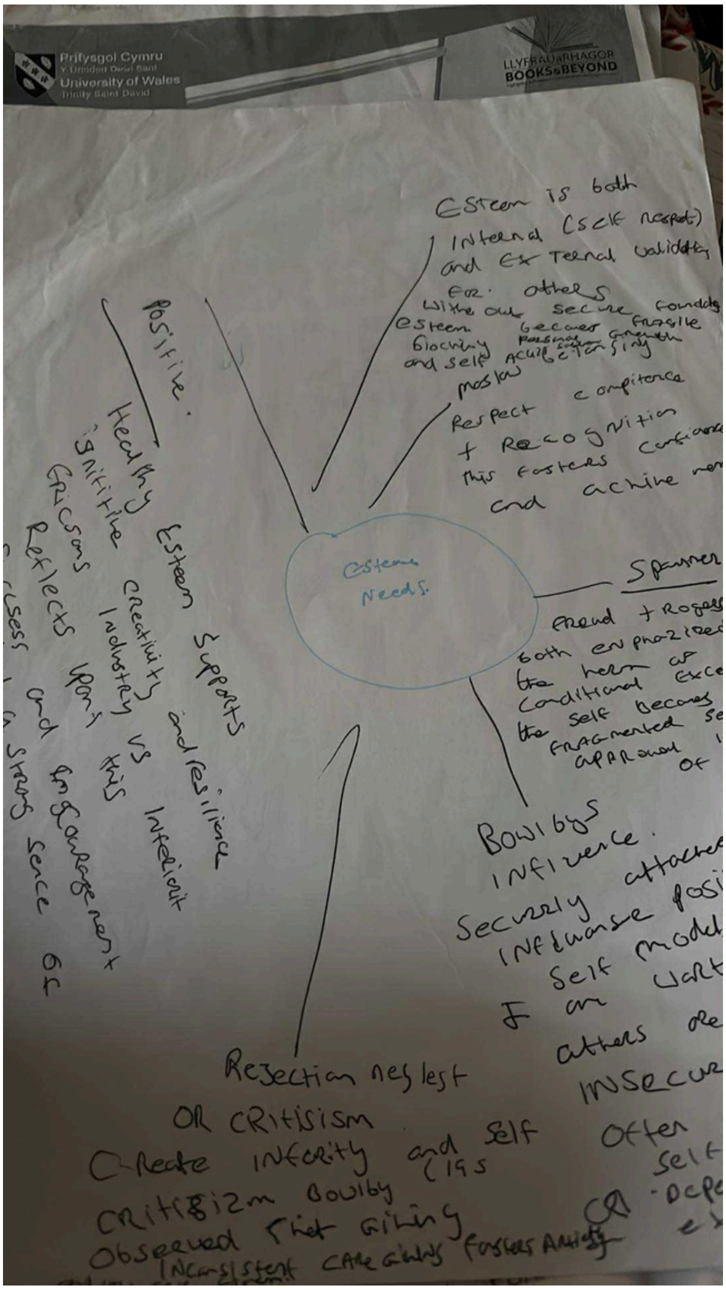
Maslows third Tier – love and
belonging ~~attatchment~~ intimacy friendship
Social connection is the bridge
to emotional health Bowlbey –
– positive Neg. – Spanner.

This second Tier In maslow hierarchy
safety orders stability and protectio
From harm. ~~these are~~ are basic survival
Needs are met the individual se
structure and reassurance. Bowlby.
Positives – Spanner – Negatives Spanr

maslows Phycological first base layer
These are the body first basic food wat
Air warmth rest. ~~Je~~ (Bowlby) 1969 –)
ADDS to this theory by emphazizing
the care Givers role in meeting th
Physical needs as the first step
secure Attatchment y with Consisten
feeding and comfort from
basis as Trays and regulation.
If these need are met ~~they will~~
will develop stability predictibility and

o in
Eriksen
first
DRAFT

gative
outcome



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

LLYFRAU a RHAGOR
BOOKS & BEYOND

Esteem Needs.

Esteem is both Internal (self respect) and External validity for. others Withe out secure foundtg esteem becomes fragile blocking personal growth and self acuibe sation sing maslow

Respect competence + Recognition this fosters confidence and achive men

Spanner

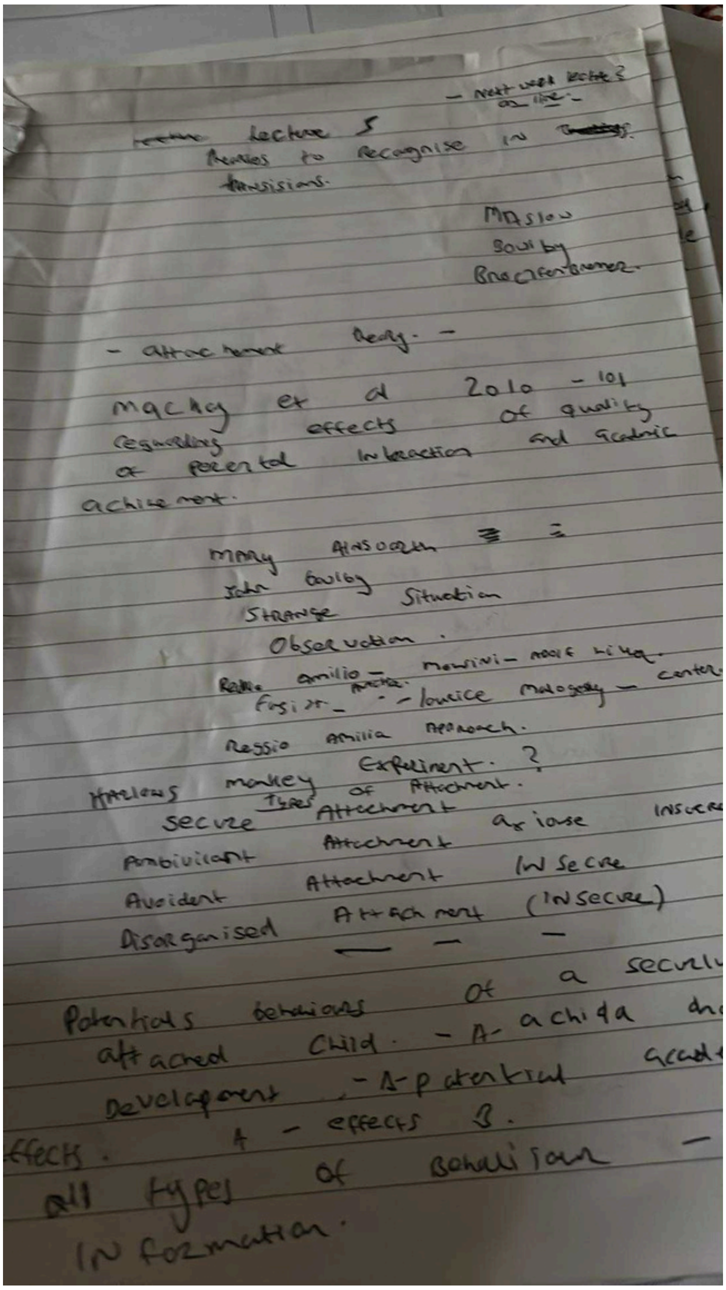
Freud + Rogers both emphazized the harm of conditional exce the self becomes fragmented se approval of

Bowlbys Influence. Securely attache influanse posi self model I am worth others re insecure often self -depe or ex

Rejection neglest OR Critisism Create inferity and self critisizm Bowlby (195 Observed that giving Inconsistent care giving fosters Anxiety

Positive.

Healthy Esteem supports and resilience initiative creativity vs Inteleiout Ericsons Industry this Reflects upon and engagement success and a strong sence of



– Next week lecture?
as like. –

~~[illegible]~~ Lecture 5
Theories to Recognise in [illegible].
transisions.

MASlow
Boulby
Bronfenbrenner.

– attachment theory. –

Mackay et al 2010 – 101
regarding effects of quality
of parental interaction and acadmic
achivement.

MARY AINSWORTH
John Bowlby
STRANGE Situation
Observation.
Reggio amilio – Practice. montessori – more like.
Forest – – Lowrice Malogozy – center.
Reggio Amilia Approach.
Harlows monkey Experiment. ?
Types of Attachment.
secure Attachment anxiose insecure
Ambivilant Attachment
Avoident Attachment In Secure
Disorganised Attachment (INSECURE)

Potentials behaviours of a securly
attached Child. – A- a child a ch
Development. – A- potential acad
effects. A – effects B. –
all types of behaviour
IN formation.

Avoident Attachment

- Child
mother - Withdrawn
Distant - Does not Explore
Disengaged - Quiet.
Neglectful. -

Disorganised attachment.
- frightened passive ~~Extreme~~ Extreme
frightening
Child - Depressed Angry passive
unresponsive.
Discuss some of the long term
effects of insecure Attachment
in child hood.
the nurtrance of being
Jacob ham utcbe.
Attachment - variations
Different types.

Bronfen - link - connection.
brenner -
Ecological theory. Donaldson 2015.
~~Succesful~~ -
O
An independant stock take
the foundations phase in
Welsh Goverments (2014)

~~TI whariki~~ links bet
- learning ment.
observation and assesment

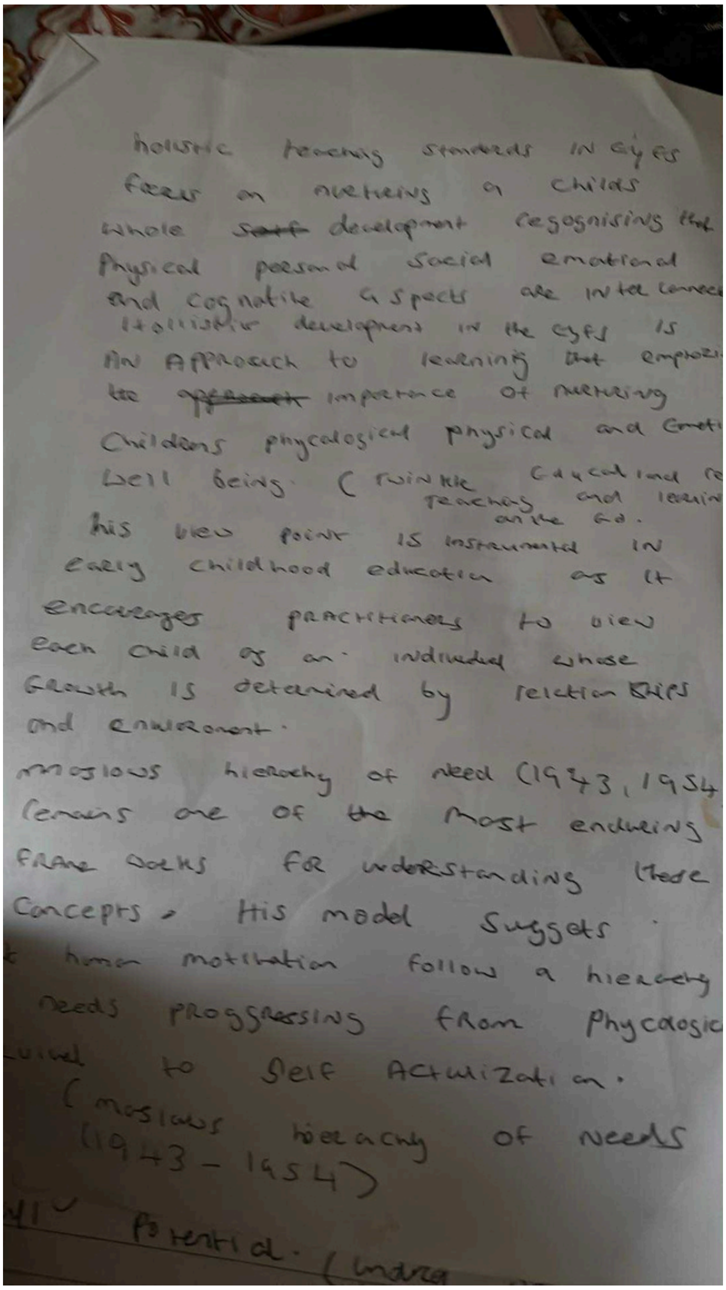
Consistent and Responcive
Care giving allows for trust
and emotional stability which then
enable exploration and learning.
maslow love and belonging
Stage highlights how feelings
of being accepted belonging stage
display? ~~Shows~~ how feelings of accep
within a group (Setting school
are important for phycologic
well being. (maslow)
once all masclows lower
base line need are met
Children are capable of engaging
In higher order thinking and
Problem solving in per wit
maslows heerachi.
The search for self Actulisatio
reflects a child natural
motivation to learn and c
and acheive. Encouraging ex
and Self Expression al
Children to develop cognitive
Independence and Self confi
qualities essential for Growth a

and Programmes for emotional
well being. (Department for education
2021.

Department for Education (DFE). (2021)
Statutory Frame work for the Early
Years Foundation Stage.)

~~Things~~ Implements such as
these Types of practice (ie Breakfast
Club reflect the ethos of holistic
practice - because it means educators
early years practitioners see that
In principle cognative growth cannot
be seperated from physical health needs
or Emotional security. By supporti
~~S~~ the fundamental needs educators create
conditions in which, curiosity resili
and creativity can ~~thre~~ thrive
maslows Emphasis on belonging
and esteem corresponds with
the crucialness of secure ~~Attach~~
Attachment. and positive Relati
ships in child development
~~Accordings~~ If we look at (Bo
1969)

GRowth. This Then IN turn lets practicioners look under the surface to understand why a child is struggling. For example a child who appears withdrawn or displaying difficult behaviour may be acting out to a environmen lacking predictability or emotional warmth. maslow model Encourages ~~therapists~~ practioners to create consistent nurturing Environments where children can progress to confidence and creativity however what does not work well in practise is maslows linear and universal sequence. Children dont alway progress from tier to tier in a neat line due to cultral differences ~~due~~ nd family system. Additionally maslow nder play the role of Relationships ocusing instead on individual fullfilment But Bowlby (Attatchment and oss volume one) offer crucial depth Bowlby makes it clear that Child that a childs sence of safety and identity is rooted fundamentally in early attatchment experiances. Secure attatchment not only meets maslows belongi ed but also shapes the child apacity for exploration and Regulation and resillance.



holistic teaching standards in eyfs focus on nurturing a childs whole ~~self~~ development recognising the physical personal social emotional and cognative aspects are interconnec

Hollistic development in the eyfs is an Approach to learning that emphasi the ~~approach~~ importance of nurturing childrens phycological physical and emoti well being. (twinkle educational re teaching and learnin on the Go.

his view point is instrumental in early childhood education as it encourages practitioners to view each child as an individual whose Growth is determined by relationships and environment.

maslows hierarchy of need (1943, 1954 remains one of the most enduring frame works for understanding these concepts. His model suggets

k human motivation follow a hierarchy needs proggressing from phycologic uivel to self Actualization.
(maslows hierarchy of needs (1943 - 1954)

ll ✓ potential. (Indra

holistic Child development works on the emphasis of interconnected nature of physical cognative social and emotional growth.

In Early years foundations practicioners use more and more on phycoliogical theories to understand how childrens needs shape learning and behaviour. maslow hierarchy of needs (1943, 1987) offers a powerful foundations helping practicioners understand the foundations for development. When we consider this Along side ~~[illegible]~~ Bowlbys attatchment theory (Attachment and loss volume1) maslows model becomes more useful as this builds upon as attathement needs explain ~~how~~ how many of these eeds are met through relation ships. ~~[illegible]~~

holistic development views children as whole being ~~whose developme~~ which prioritize ~~whole Child~~ al aspects of a childs develapent need to advance educational equit and to ensure that every child achives their full potential. (undrstanding the whole Chi Development, (Vaart]

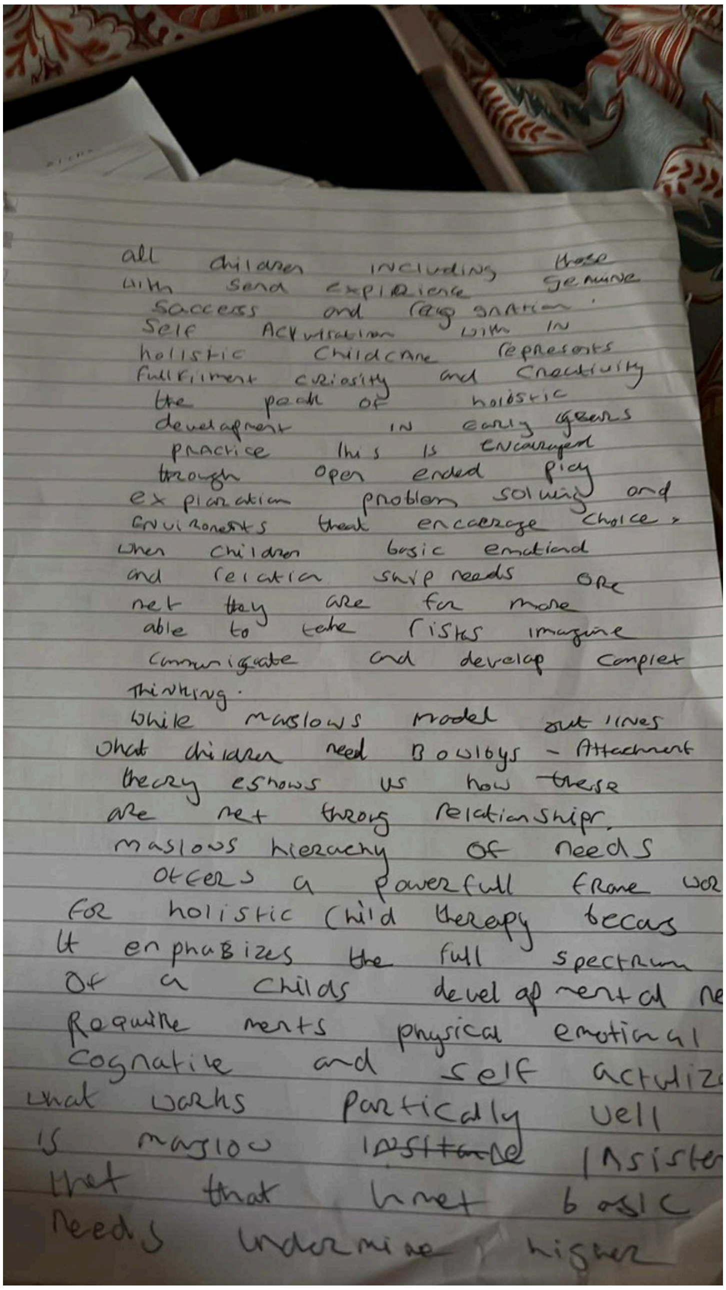
IN fact Nutration and lack
of basic need infact is causes
delayed mentals development poor Schol
Performanc and reduced intellected
capacity. (~~[illegible]~~ malnutration in children
world health organisation WHO)
So Early years Address this
and build upon maslosos
first foundation needs with Breakfast
Class healthy snacks routine
around meal times outdoor play
fresh air. While ensuring these
needs are met it making a
~~st~~ good Starting fowdation for
children to thrive

When If we look at Maslow
Safety Needs when a child feels
safe the feel secure to play
and we know children learn
through play. predictable routines
Clear boundries and consistent
adult responses help children feel
safe to explore. Boulby
lso Emphazies this safety need
feeling secure in Attachmets (Bou
Emotional safety is crucial
ess CAPICITY to regulate t
ings and participate in
lation ships (Dowling 2014)
children do Not feel safe
y be come hyper vigalant C
Avoidant some of the

t shows us that in holisti
care that develapment and
growth occur not through
a single methatd or theory
ut through seeing to every
ayer of a childs lived
eiriance.

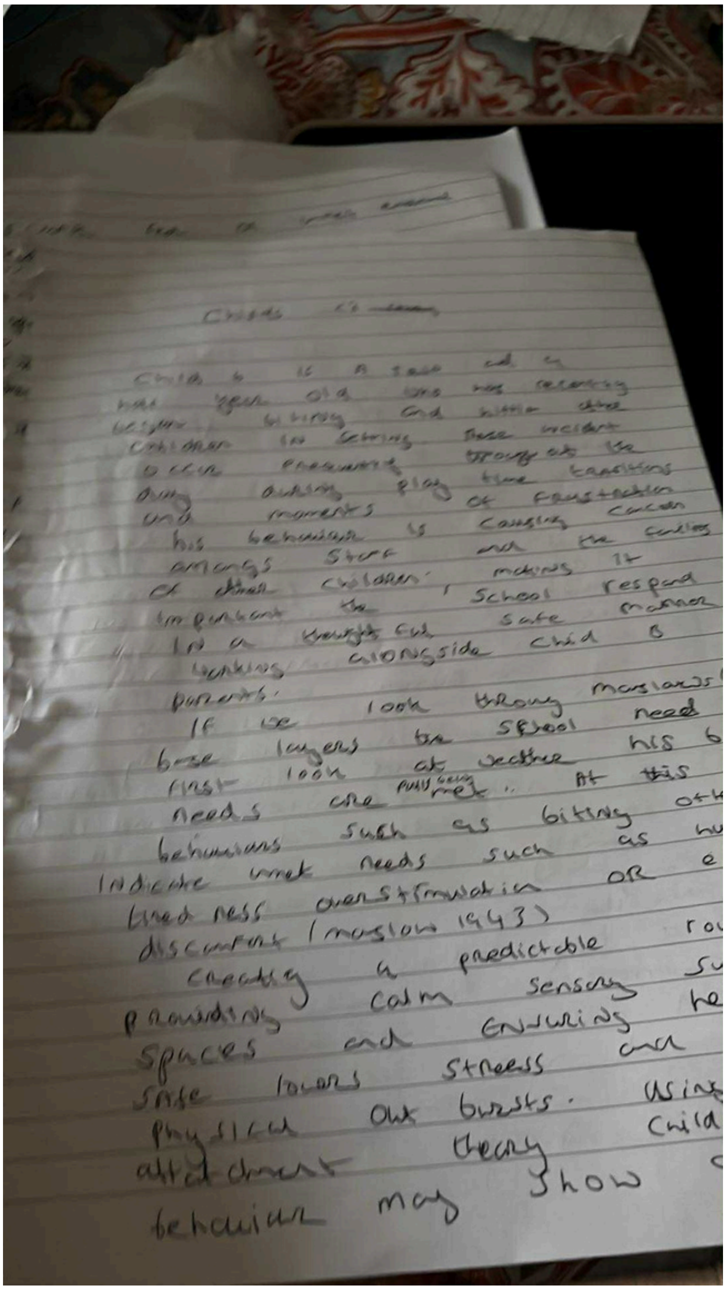
So we know maslow base layer Require ~~the base layer~~ A ~~person~~ Child basic foundation needs is eating water in order to be able to work through the tiers and we know through studies children who dont eat breakfast lack focus and concentration making learning difficult. as lack of focus and consentration on Gov uk website they simply say " we have introduced a free breakfast Clubs - 30 minute sessions before School where Children get a free breakfast so every child is ready to learn") (Gov .uk) ~~It also~~

Physical well being influences emotional regulation emotional securit influences cognitive engagement expressive languages and social relationships. maslows hierarchy can be applied directly within early setting to support holistic development throughout settings practice. maslows physiological needs are the basic needs such a food hydration and rest and comfort form of the essential foundation fo learning.



all children including those with send expirience genuine success and recognation. Self Actulisation with in holistic Childcare represents fullfilment criosity and creativity the peak of holistic development in early years practice this is encouraged through open ended play explaration problem solving and environents that encarage choice. When children basic emotional and relation ship needs are met they are far more able to take risks imagine communigate and develop complet thinking.

While maslows model out lines what children need Bowlbys - Attachment theory eshows us how these are met throug relationship. maslows hierachy of needs offers a powerfull frame wor for holistic child therapy becas it emphasizes the full spectrum of a childs developmental ne requirements physical emotional cognative and self actuliz what works partically well is maslow ~~insitance~~ insiste that that unmet basic needs undermine higher

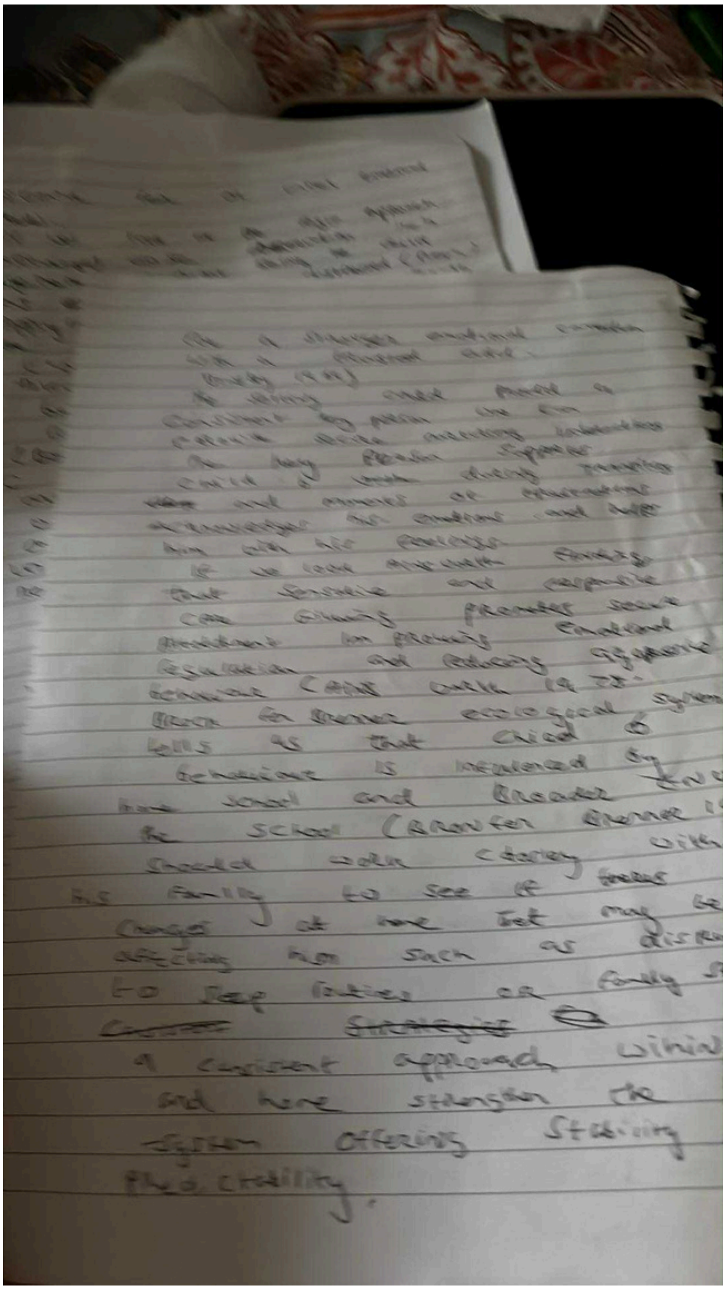


Childs [illegible]

Child b is A [illegible] and a
half year old who has recently
begun biting and hitting other
children in setting. These incident
occur frequently through out the
day during play time transitions
and moments of frustration
his behaviour is causing concern
amongs staff and the families
of other children, making it
important the school respond
in a thoughtful safe manner
working alongside child B
parents.

If we look through maslows
base layers the school need
first look at weather his b
needs are fully being met. At this
behaviours such as biting oth
indicate unmet needs such as hu
tiredness overstimulation or e
discomfort (maslow 1943)

creating a predictable rou
providing calm sensory su
spaces and ensuring he
safe lowers stress and
physical out bursts. Using
attachment theory child
behaviour may show



by a stronger emotional connection with a trusted adult. Bowlby ([illegible])

By staying calm and provide a consistent key person we can create secure attachment relationship. The key person supports child's needs during transitions ~~[illegible]~~ and moments of frustrations acknowledges his emotions and helps him with his feelings.

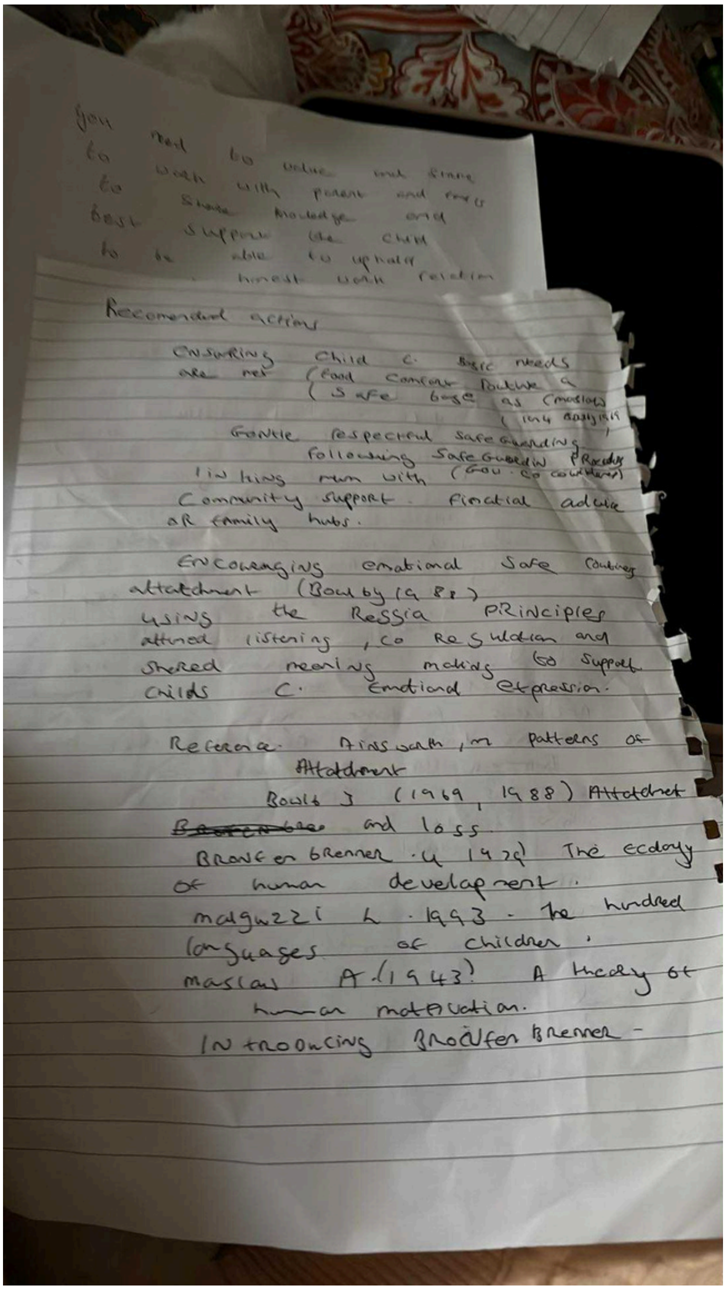
If we look at research findings that sensitive and responsive care giving promotes secure attachment in promoting emotional regulation and reducing aggressive behaviour (Ainsworth 19[illegible]).

Bronfenbrenner ecological system tells us that child's behaviour is influenced by Env[illegible] home school and broader

The school (Bronfenbrenner 1[illegible] should work closely with his family to see if there are changes at home that may be affecting him such as disru[illegible] to sleep routines or family s[illegible]

~~[illegible]~~ ~~Strategies~~ ~~[illegible]~~

a consistent approach within school and home strengthen the system offering stability and stability.



you need to value and share
to work with parent and famils
to share knowledge and
best support the child
to be able to uphold
honest work relation

Recomended actions

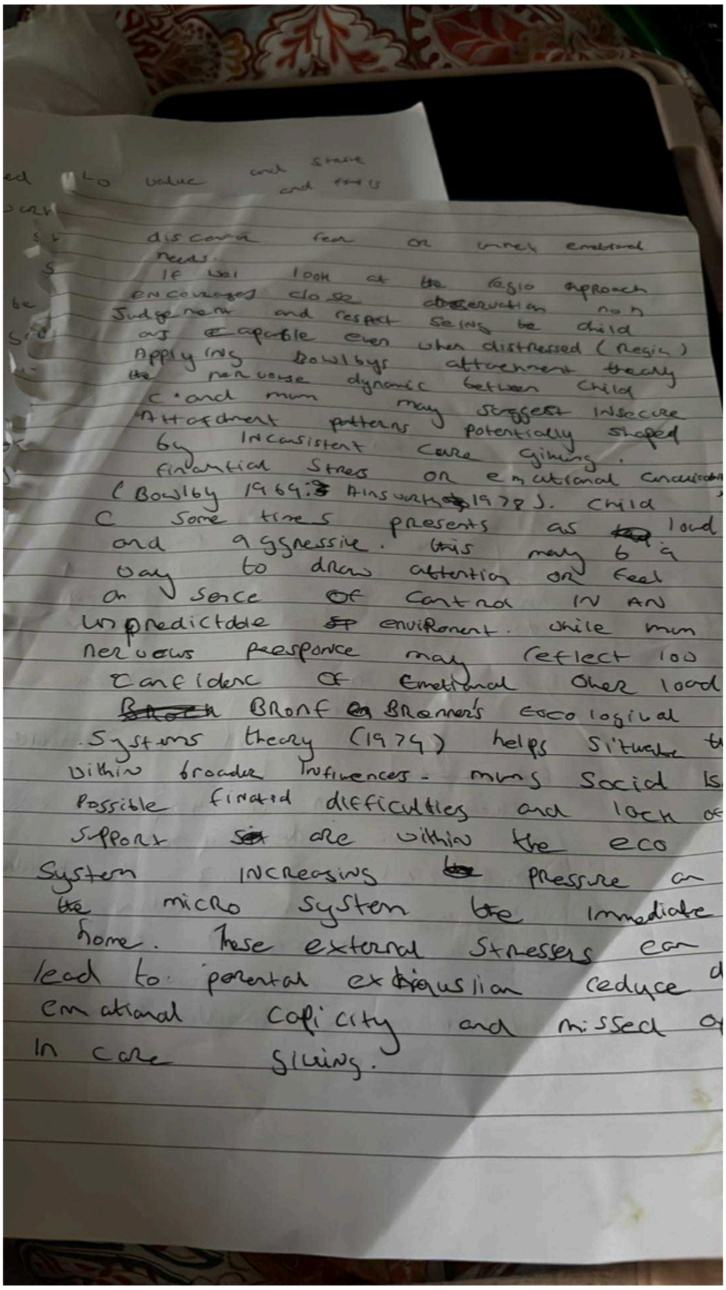
Ensuring child c. basic needs
are met (food comfort routine a
(safe base as (maslow
(1943 Bowlby 1969)

Gentle respectful safeguarding
following safeguardin procedurs
linking mum with (Gov. co coworkers)
Community support. finatial advice
or family hubs.

Encouraging emotional safe continues
attatchment (Bowlby 1988)
using the Ressia principles
attuned listening, co regulation and
shared meaning making to support
childs c. emotional expression.

Reference. Ainsworth, m patterns of
Attatchment
Bowlb J (1969, 1988) Attatchent
~~[illegible]~~ and loss.
Bronfen brenner. U 1979) The ecology
of human development.
malguzzi L. 1993. the hundred
languages of children.
maslow A.(1943) A theory of
human motivation.
Introducing Bronfen Brenner -

discord [illegible] or unmet emotional
needs.
If we look at the Rogin approach
encourages close observation non
Judgement and respect seeing the child
as capable even when distressed (Rogin)
Applying Bowlbys attachment theory
the [illegible] dynamic between child
C and mum may suggest insecure
attachment patterns potentially shaped
by inconsistent care giving,
financial stress or emotional [illegible]
(Bowlby 1969; Ainsworth 1978). Child
C sometimes presents as ~~[illegible]~~ loud
and aggressive. This may be a
way to draw attention or feel
a sense of control in an
unpredictable ~~[illegible]~~ enviroment. While mum
nervous presence may reflect low
confidence or emotional over load.
~~[illegible]~~ Bronf ~~[illegible]~~ Bronner's ecological
systems theory (1979) helps situate the
within broader influences. Mums social iso
possible financial difficulties and lack of
support ~~[illegible]~~ are within the eco
system increasing ~~[illegible]~~ pressure on
the micro system the immediate
home. These external stressers can
lead to parental exhaustion reduce
emotional capicity and missed
in care giving.



ed to value and share
and this

discomfort fear or unmet emotional needs.

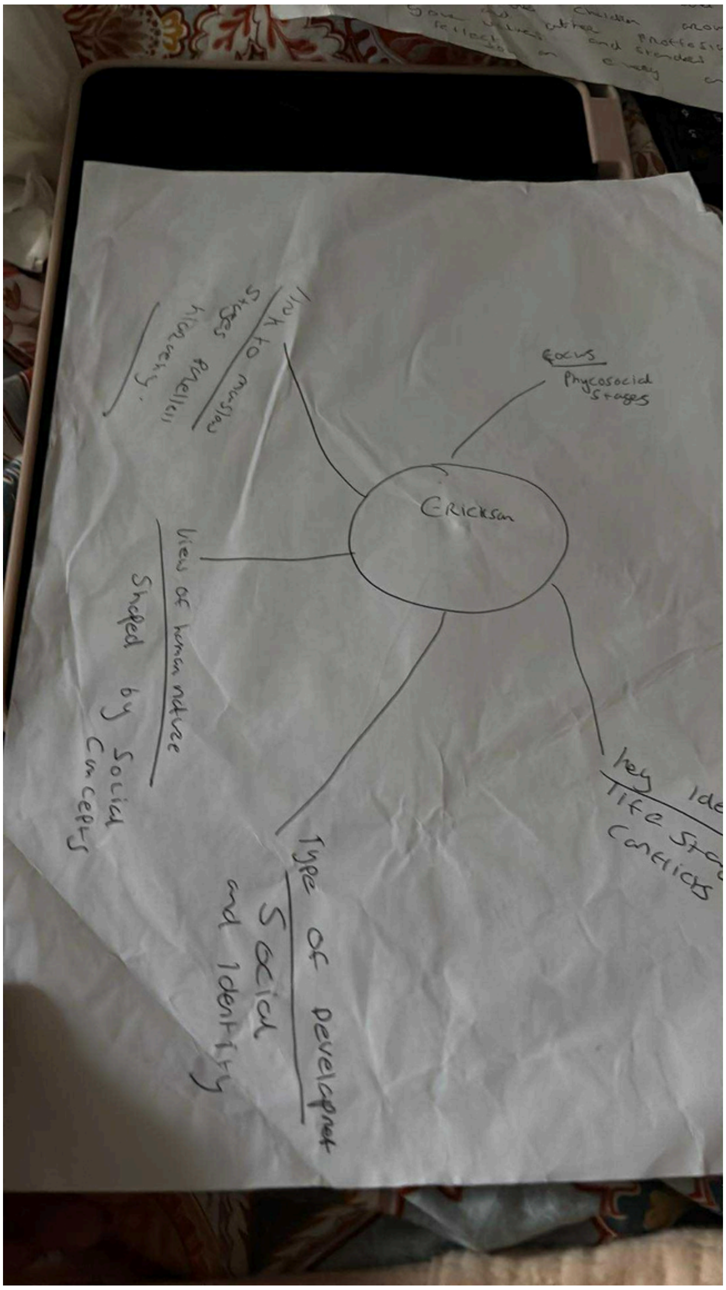
If we look at the Regio approach encourages close observation non Judgement and respect seeing the child as capable even when distressed (Regio) Applying Bowlbys attachment theory the nervouse dynamic between Child C and mum may suggest insecure attachment patterns potentially shaped by inconsistent care giving. financial stress or emotional unavailability (Bowlby 1969; Ainsworth 1978). Child C sometimes presents as loud and aggressive. this may be a way to draw attention or feel a sence of control in an unpredictable enviroment. while mum nervous responce may reflect low confidenc of emotional over load.

~~Bronf~~ Bronf Brenner's ecological systems theory (1979) helps situate th within broader influences - mums social is possible finatial difficulties and lack of support are within the eco system increasing pressure on the micro system the immediate home. These external stressers can lead to parental exhaustion reduce d emotional capicity and missed o in care giving.

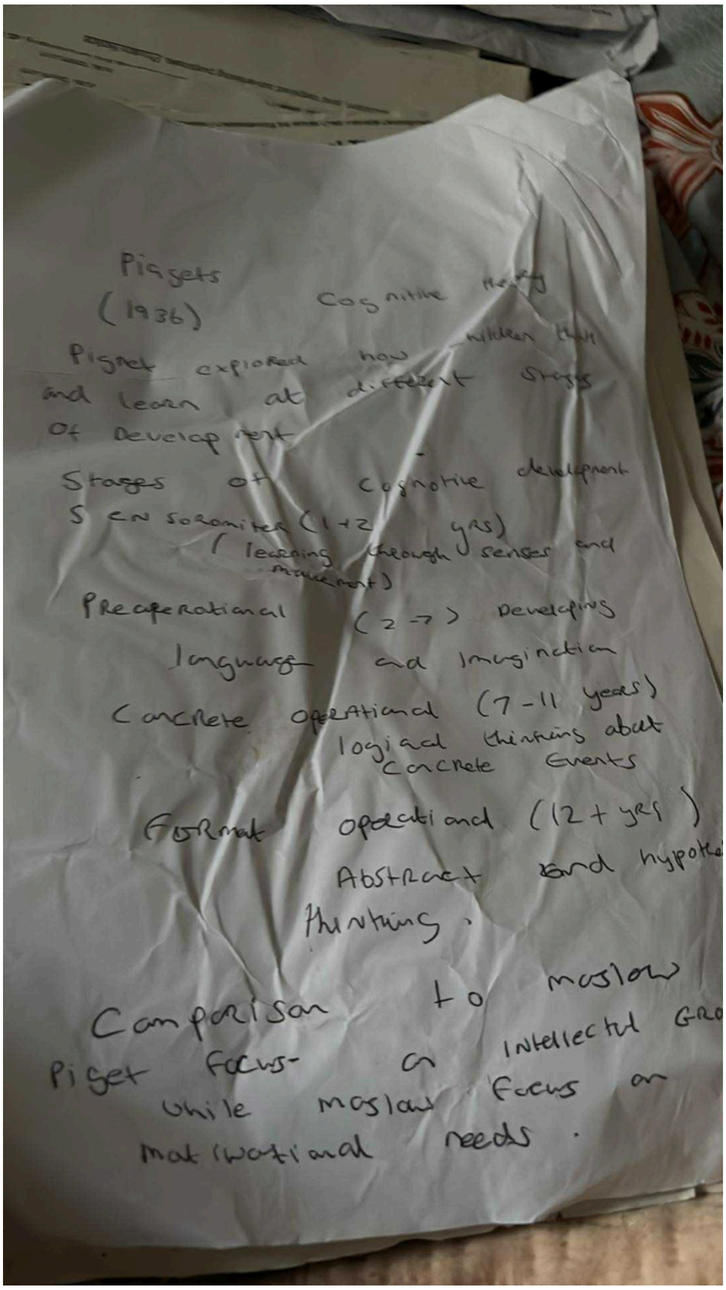
Te Whariki

① Offer three examples
from early years practise
to highlight meaningful ~~[illegible]~~ Significan
IN early years practice.
(1000 words.)

Child B is a ~~three~~ ~~five~~ fou
year old who presents as
withdrawn little interest with p
and not interested in surround
seems a little wary with
adult.. very withdrawn when
Dad picks up Often prese
as tired. Mum often appear
tired and withdrawn prese
with bruises teachers suspec
things are not ok at hom
the school is mums o
contact as she does
work and appears Soci
Child 6. often presents
hungry and


Ericksan
Focus
Phycosocial Stages
link to maslow
Stages parellel
hierachy.
View of human nature
Shaped by Social Concepts
Type of development
Social and Identity
key Ide
life Sta
Conflicts

Child C presents as hungr
with drawn and possible signs of negl
The school deside in the s
st child C a holistig multi the
approach will help identify the
eeds and risks. Child see presents as
Child C situation raises l
oncerns using the Gotton
~~as a gui~~de. Of Maslows
as a guide spesificaly h
Phycological and safety need
maslow (1943) hunger limite
ontact and low engargement
ll be signs that the care r
are not beins met. mum s
appears withdrawn sociall
nd anxiouse sussesting the
own unmet needs and
tress may be ~~Under mi...~~
ay be making it diffic
um to provide stable
ough the reggia E
ild ~~S~~ behavior some
cd or Emationally w
be seen as Ex
munication. According
Children comparis



Piagets
(1936) Cognitive theory

Pignet explored how children think and learn at different stages of Development

Stages of cognitive development

Sensoromiter (1+2 yrs)
(learning through senses and movement)

Preoperational (2-7) Developing language and imagination

Concrete operational (7-11 years) logical thinking about concrete Events

Formal operational (12+ yrs) Abstract and hypothe thinking.

Comparison to maslow

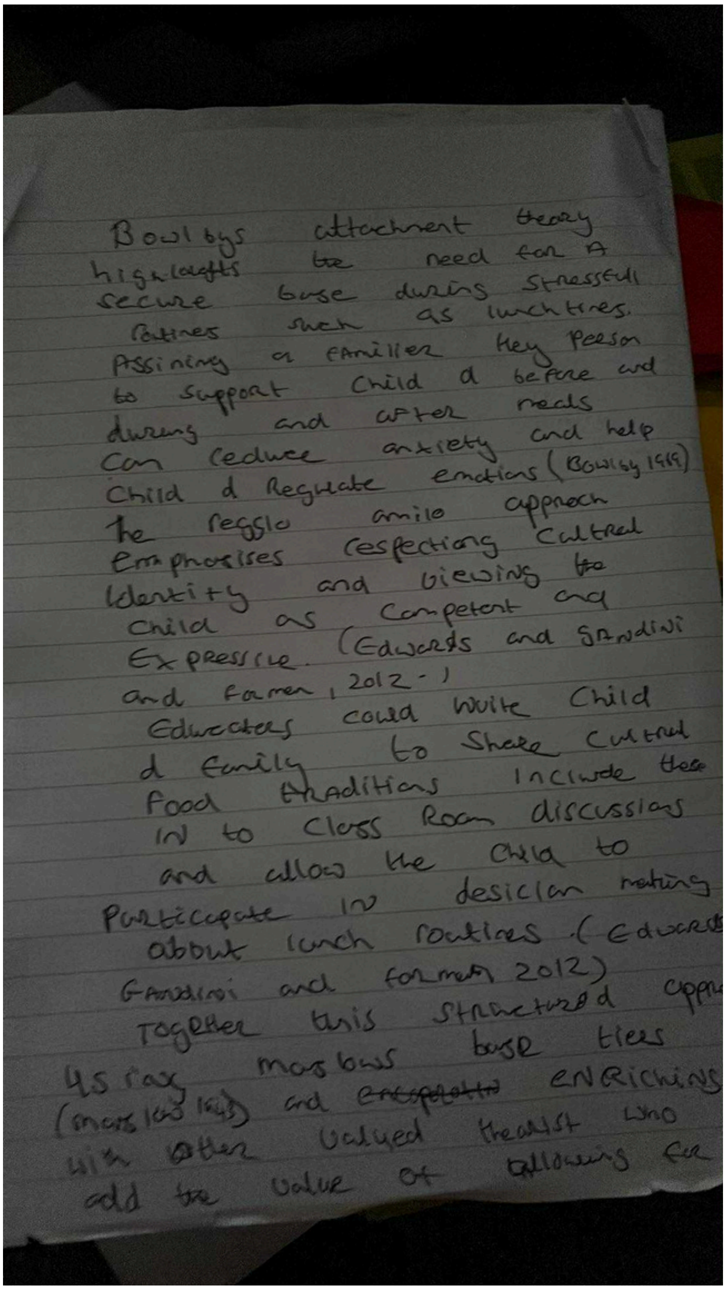
Piget focus on intellectual GRO while maslow focus on motivational needs.

Cultral Differences and ~~more~~ different approaches in policys allow for child a emotional security cultral identity behavioural regulation while respecting setting policys.

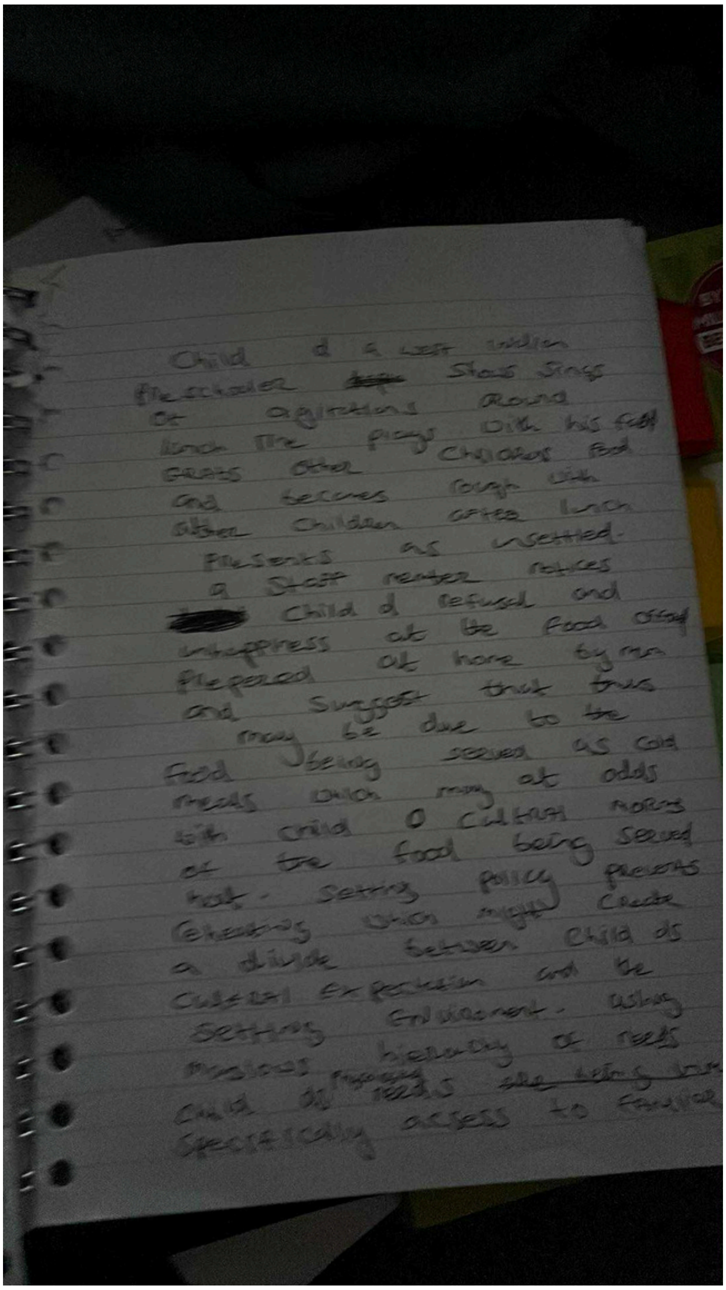
Maslows hierachy needs (1943 Phocological paper. —

Introducing Brockfenbrenner (1979)
Bowlby theary of Attatchment 60(1
—

edwards Gandini and Forman 2012. The hundred languages Of Children The Reggsia Emilo Experiance in Trasformation third Edition.



Bowlbys attachment theory highlaughts the need for A secure base during stressfull routines such as lunch times. Assining a familler key person to support child d before and during and after meals can reduce anxiety and help child d Regulate emotions (Bowlby 1969) The reggio amilo approach emphasises respecting cultral identity and viewing the child as competent and Expressive. (Edwards and Gandini and forman, 2012.) Child Educaters could invite child d family to share cultral food traditions include these in to class Room discussions and allow the child to Participate in desicion making about lunch routines. (Edwar Gandini and forman 2012) Together this structured appr 45 rax maslows base tiers (maslow 1943) and ~~[illegible]~~ enriching with other valued theorist who add the value of allowing for



Child d a west indian preschooler ~~[illegible]~~ shows signs of agitations around lunch time plays with his food grabs other childrens food and becomes rough with other children after lunch. presents as unsettled. a staff member notices [redacted] child d refusal and unhappiness at the food offered prepared at home by mum and suggest that this may be due to the food being served as cold meals which may at odds with child d cultural norms of the food being served hot. Setting policy prevents reheating which might create a divide between child ds cultural expectation and the setting environment. Using Maslows hierarchy of needs child ds physiological needs ~~are being un~~ specifically access to familiar

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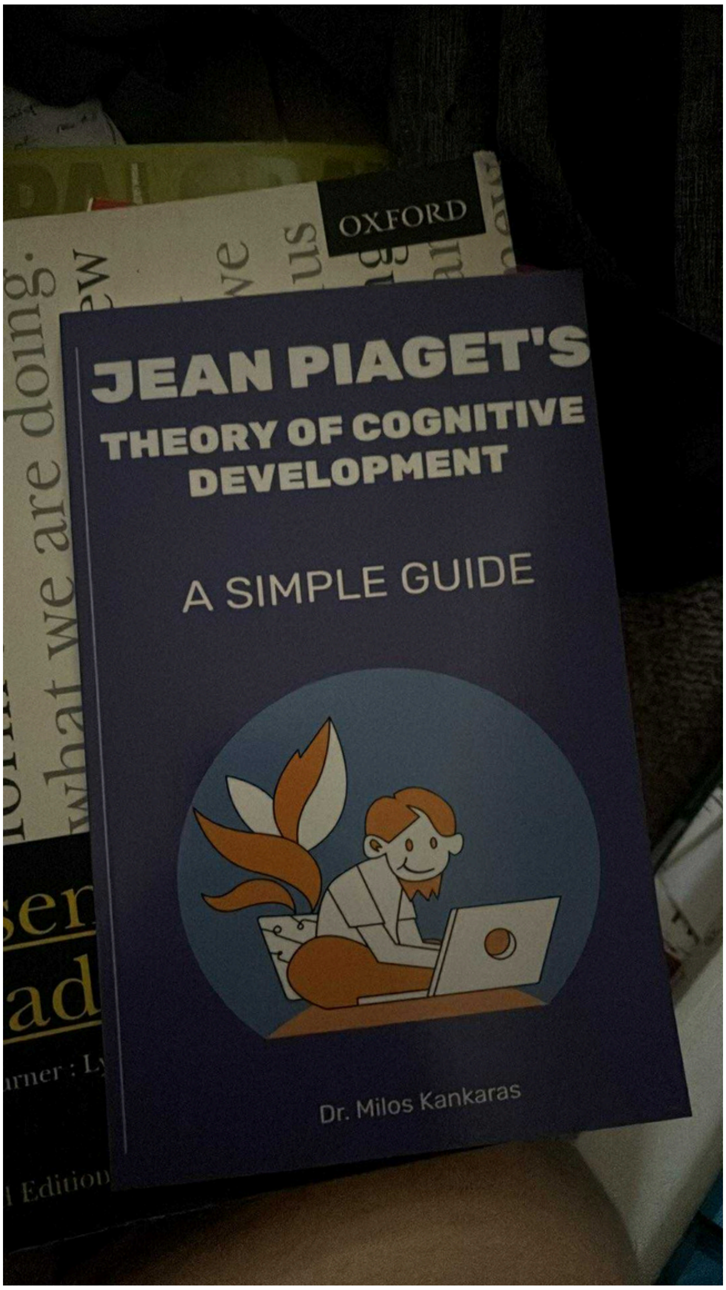

JEAN PIAGET'S
THEORY OF COGNITIVE
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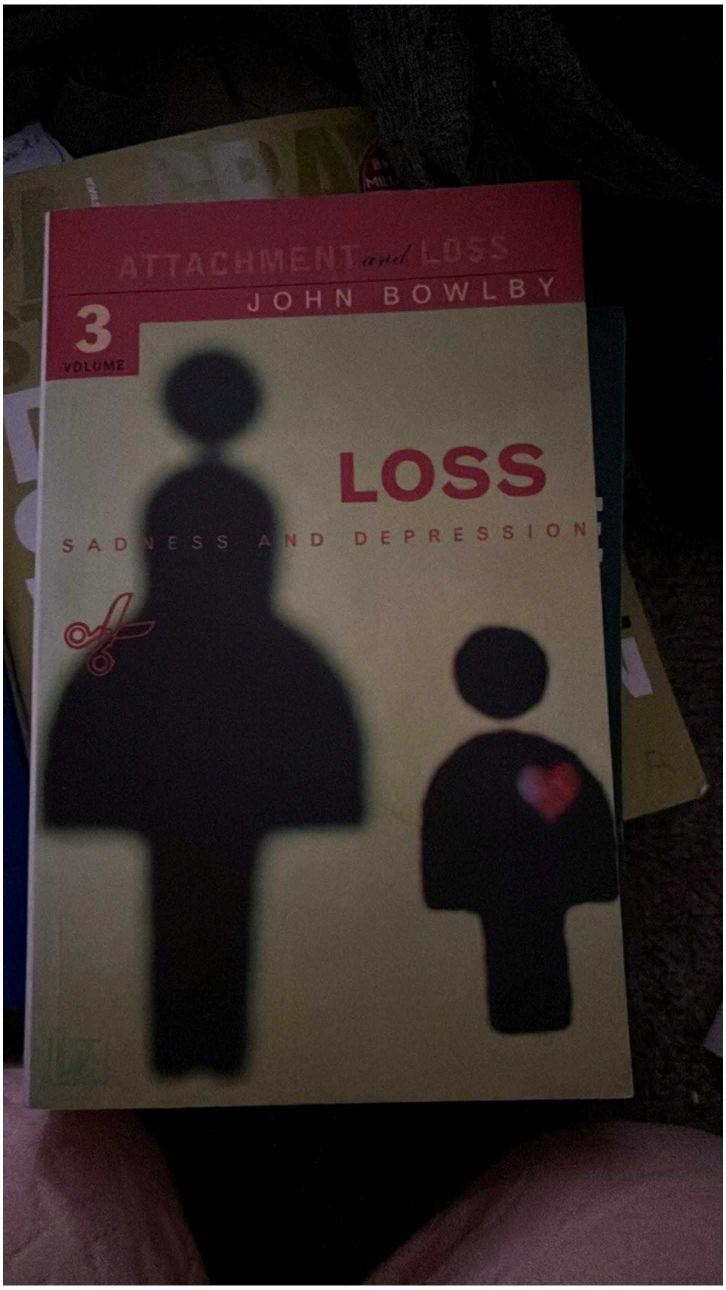
Dr. Milos Kankaras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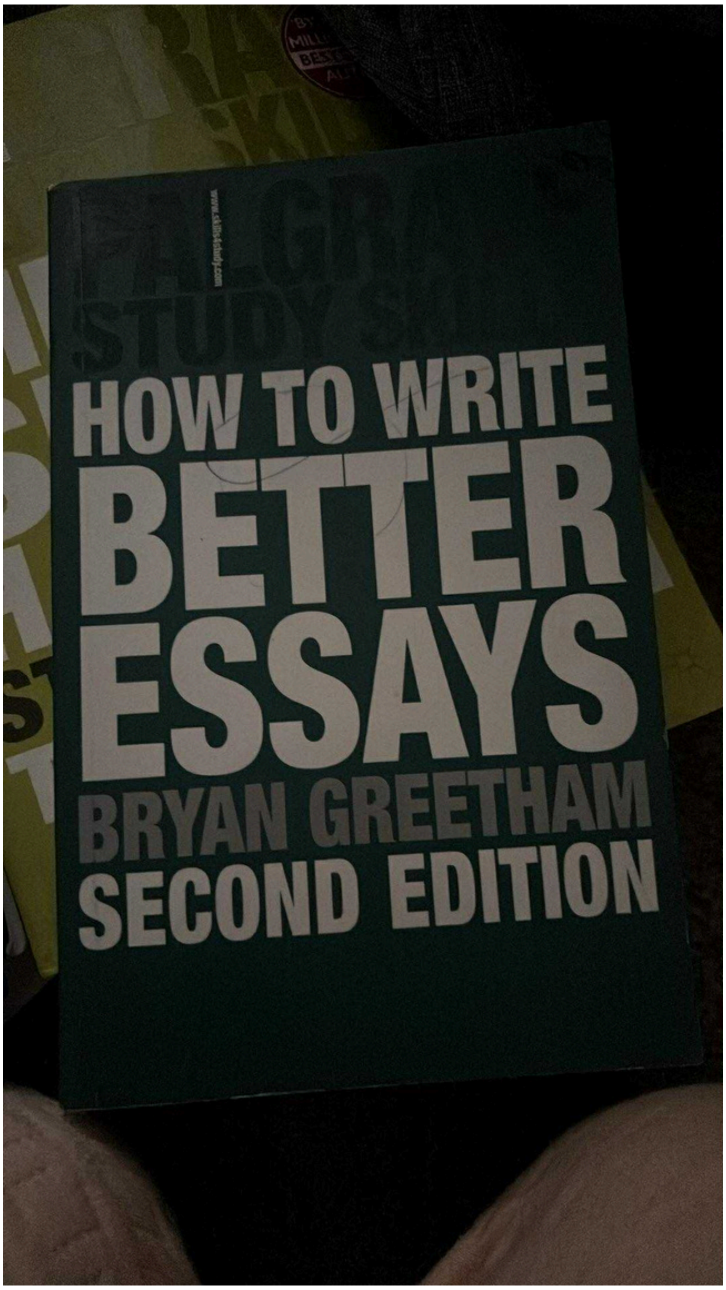

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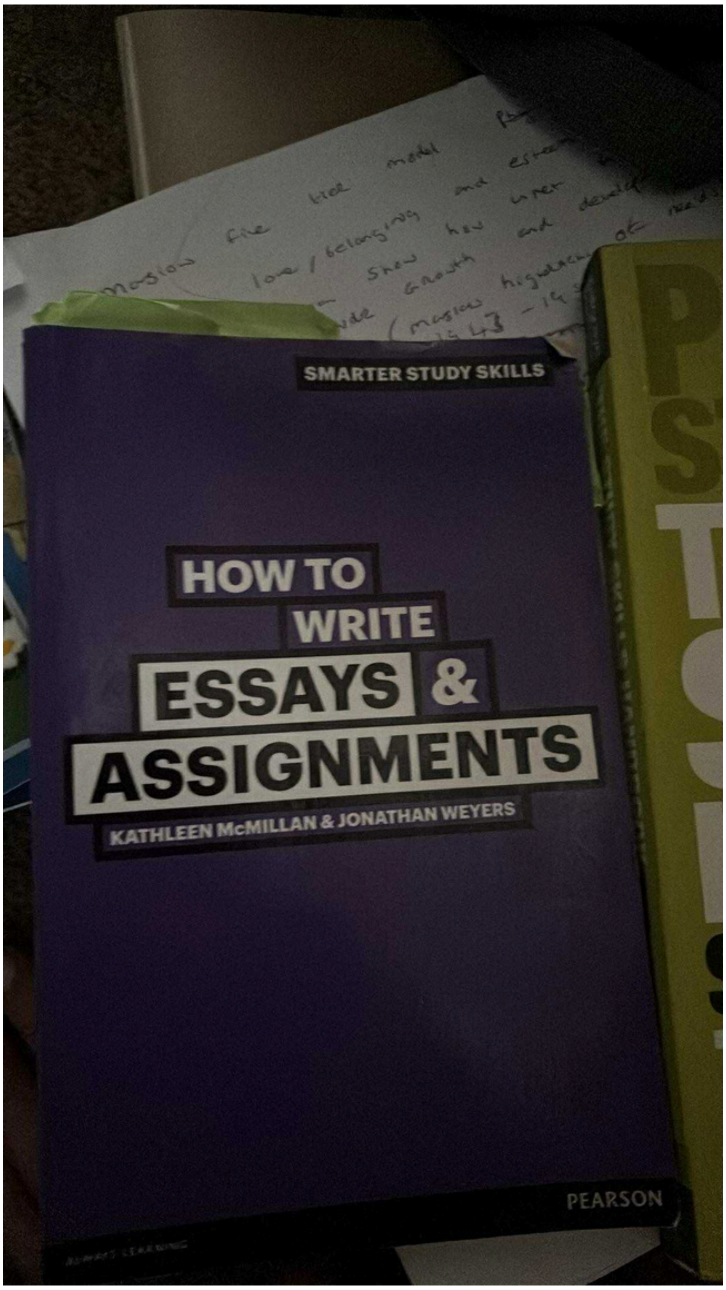

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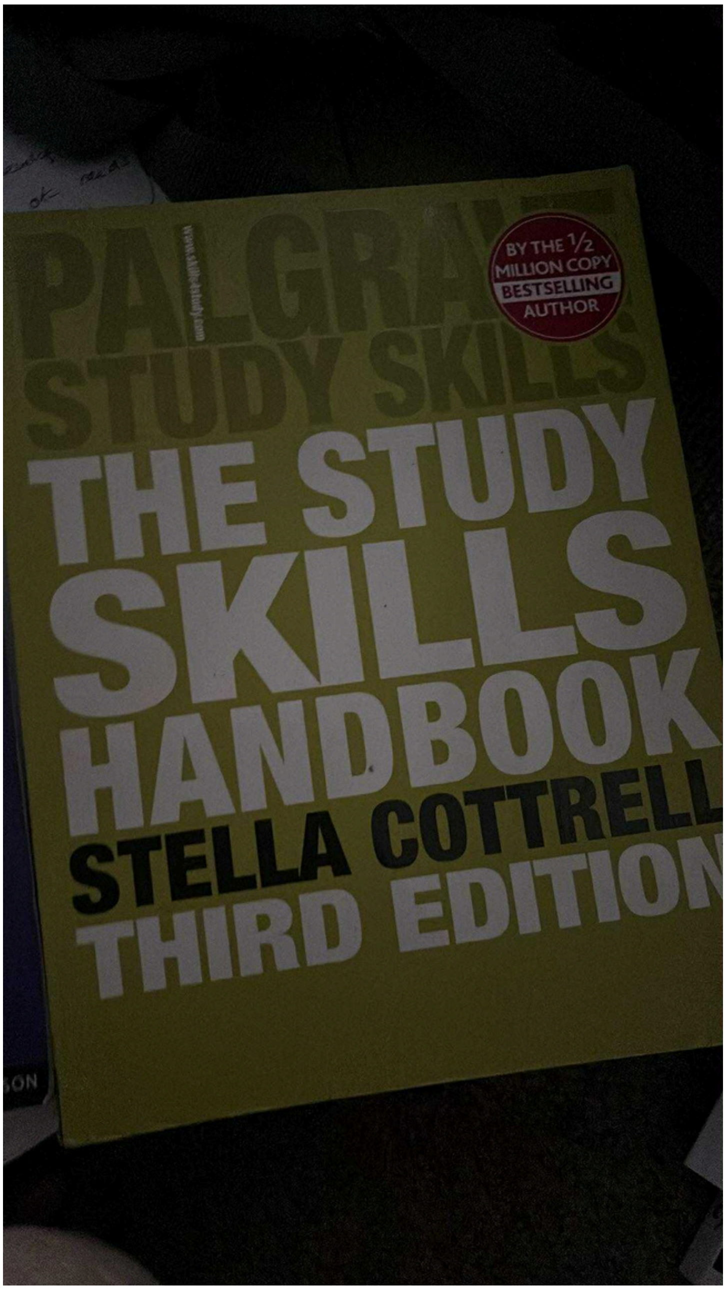

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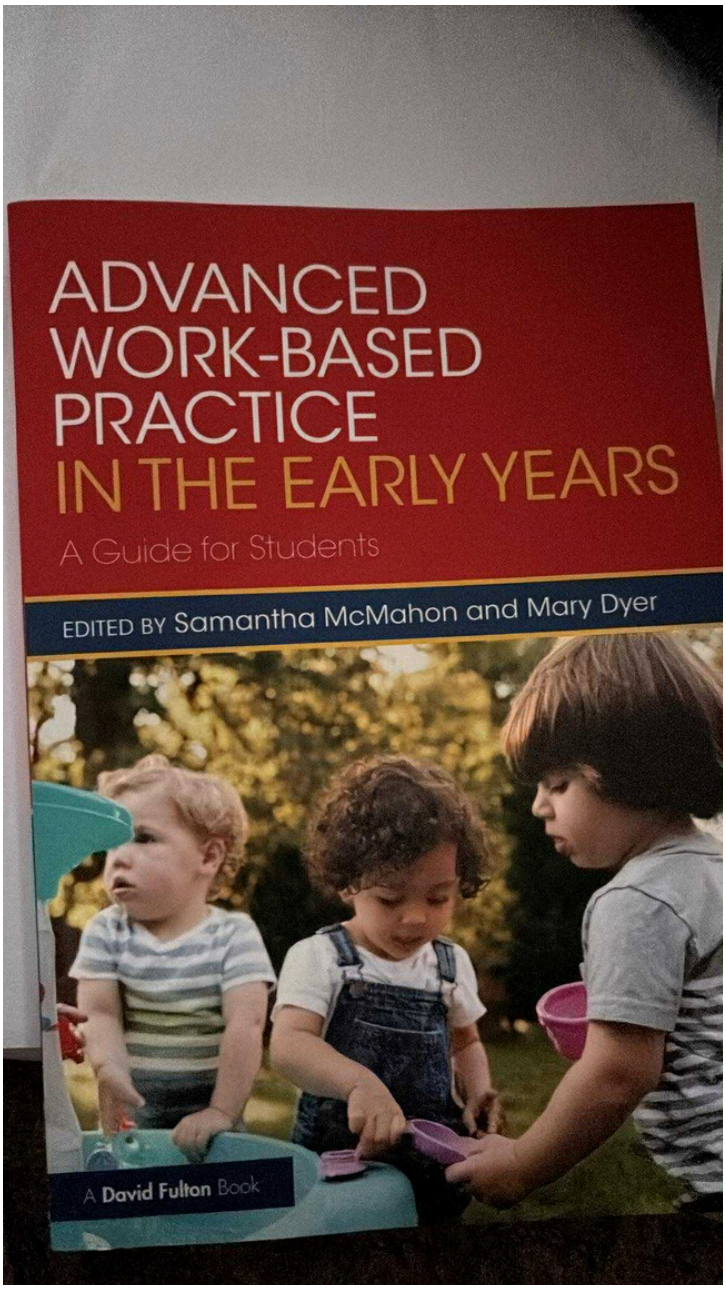

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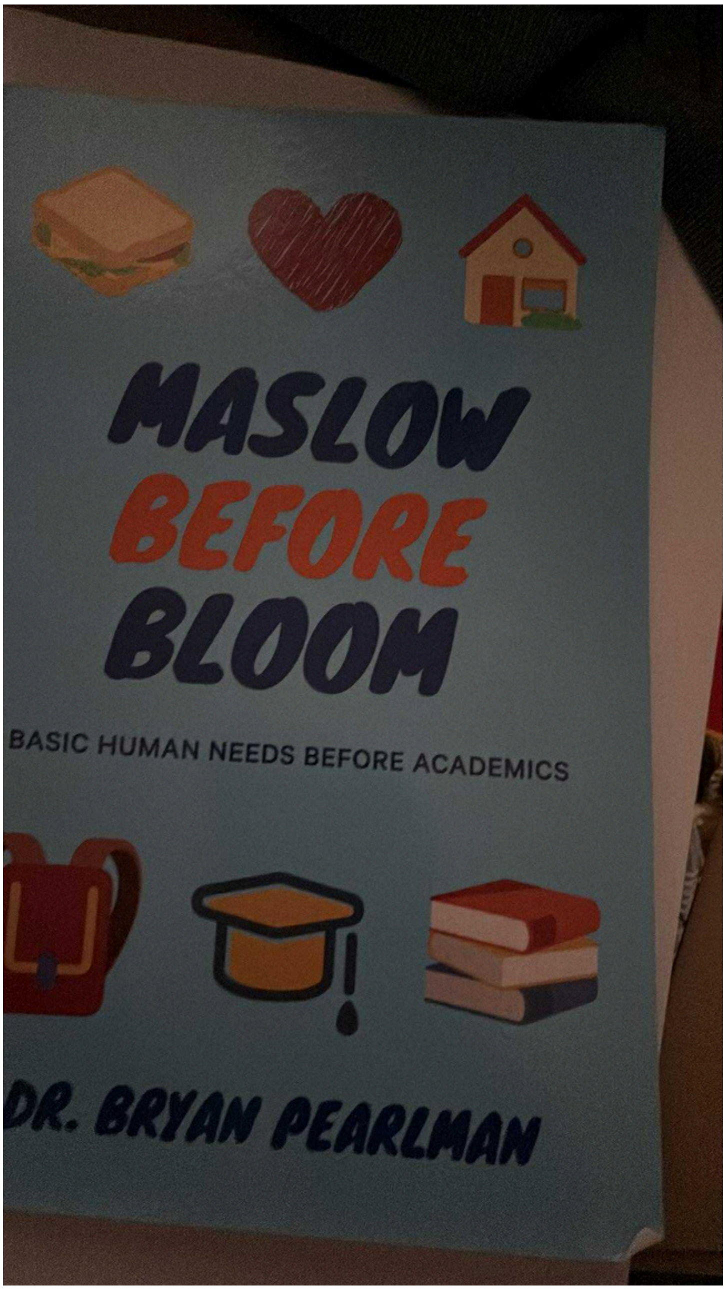

MASLOW
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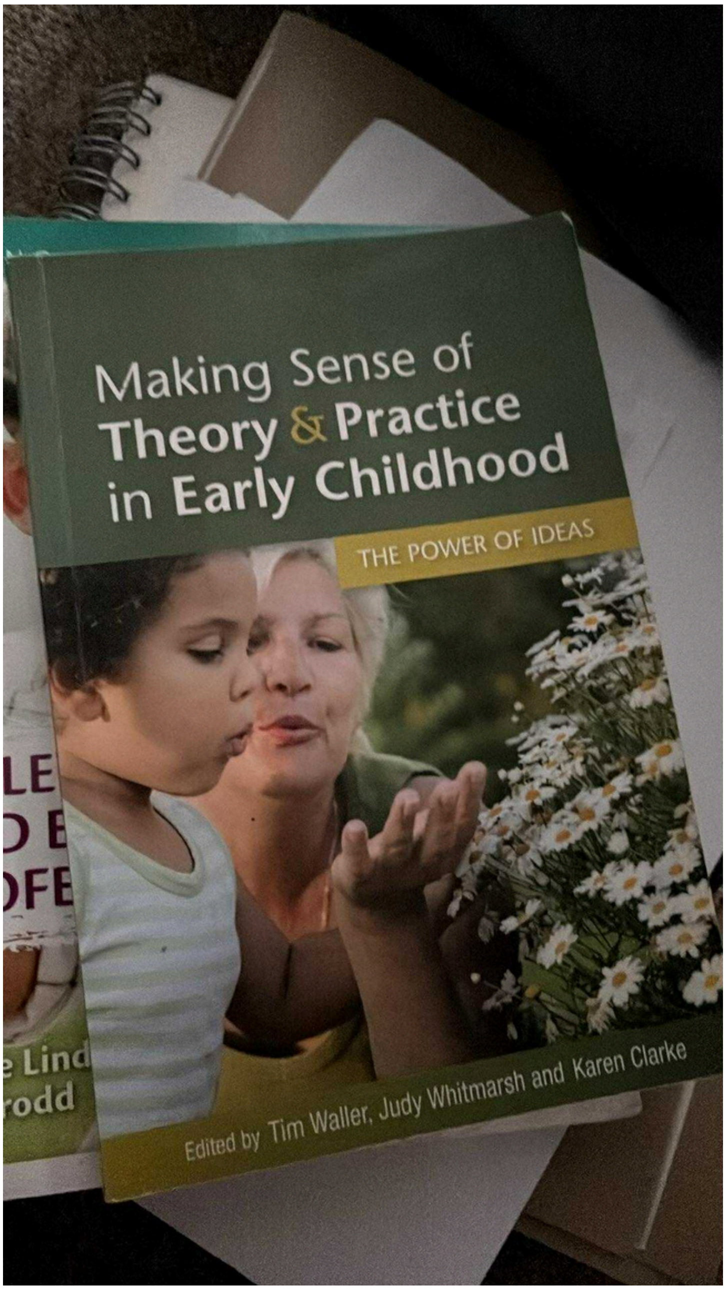
BLOOM

BASIC HUMAN NEEDS BEFORE ACADEMICS

DR. BRYAN PEARLMAN



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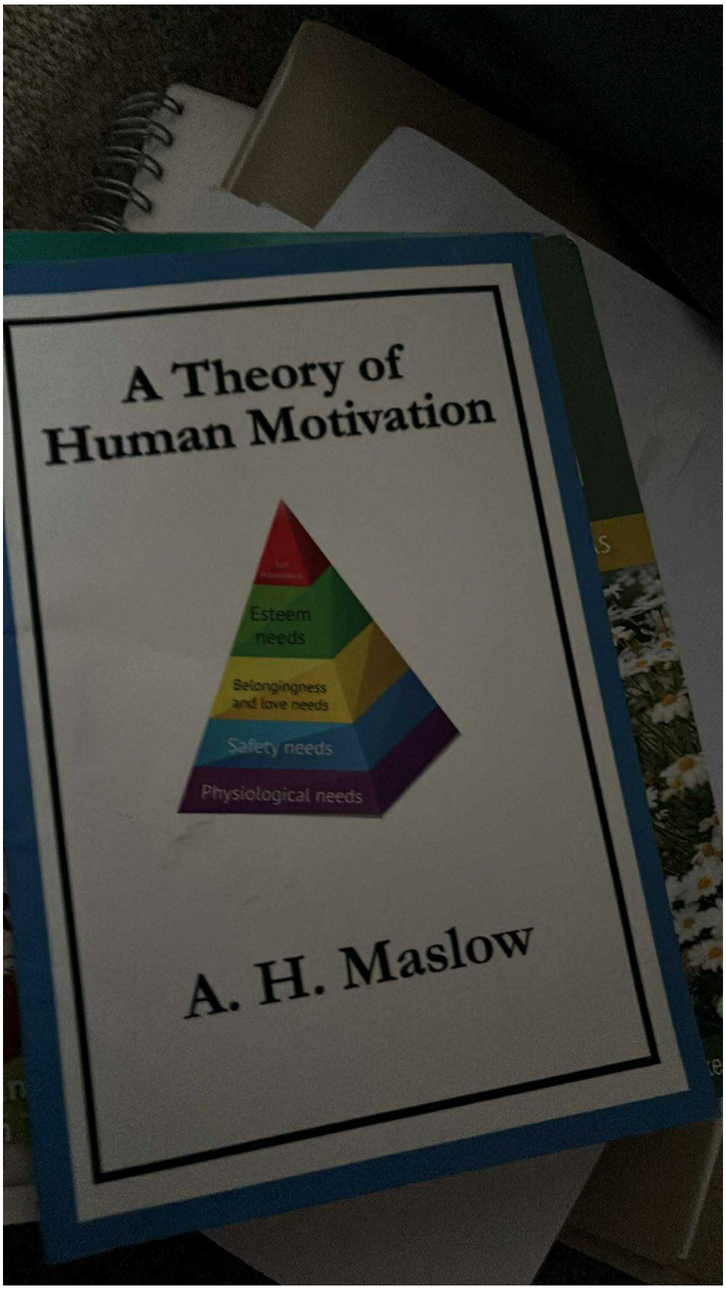

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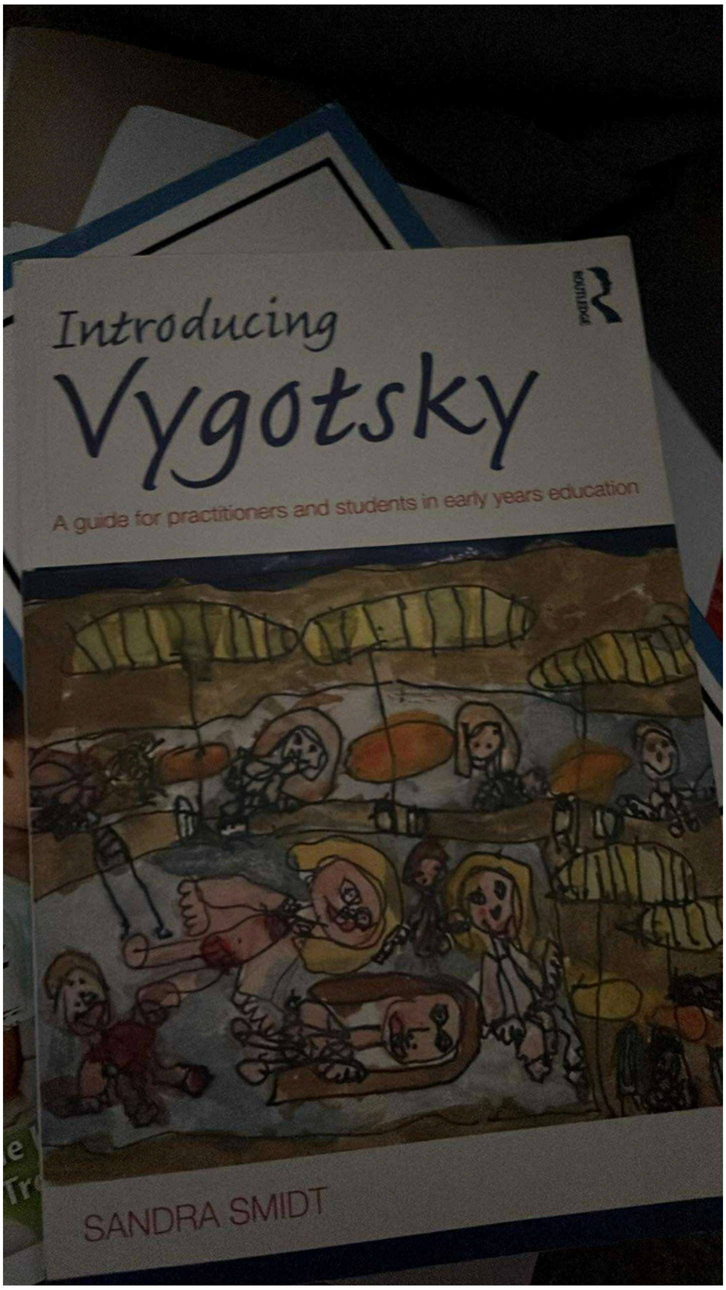

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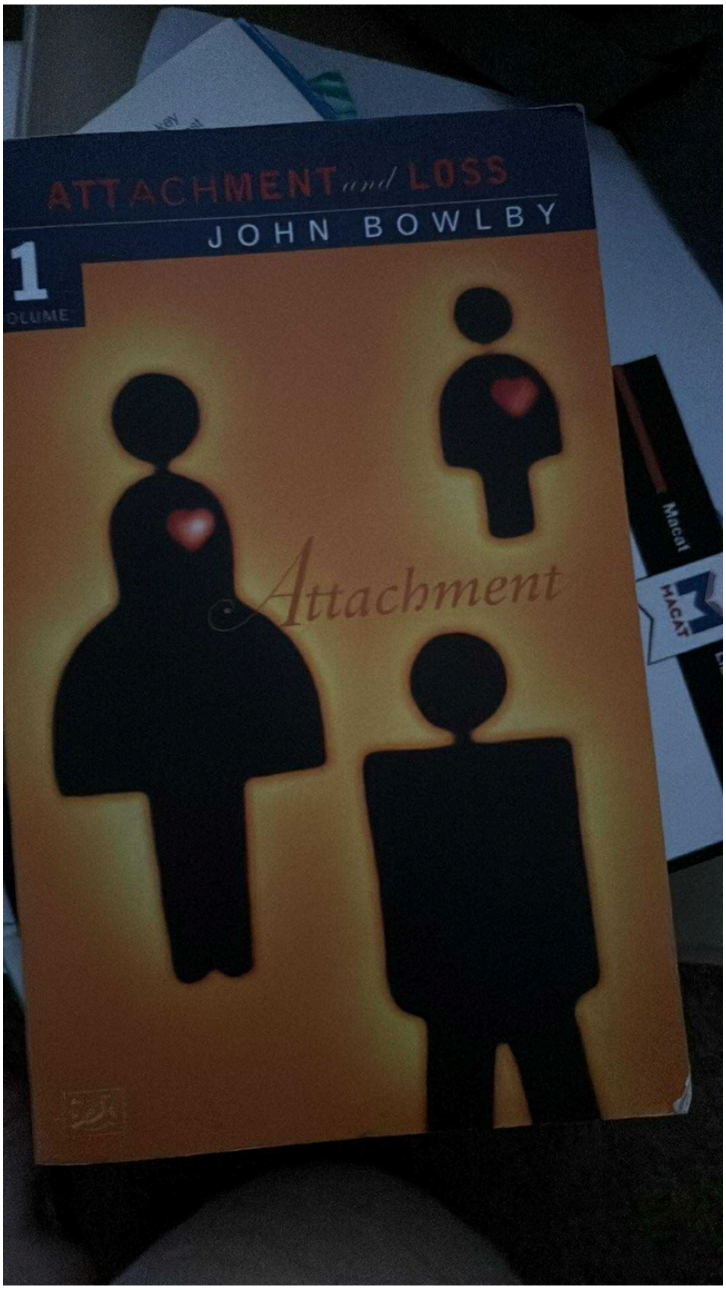
Introducing
Vygotsky

A guide for practitioners and students in early years education

SANDRA SMIDT



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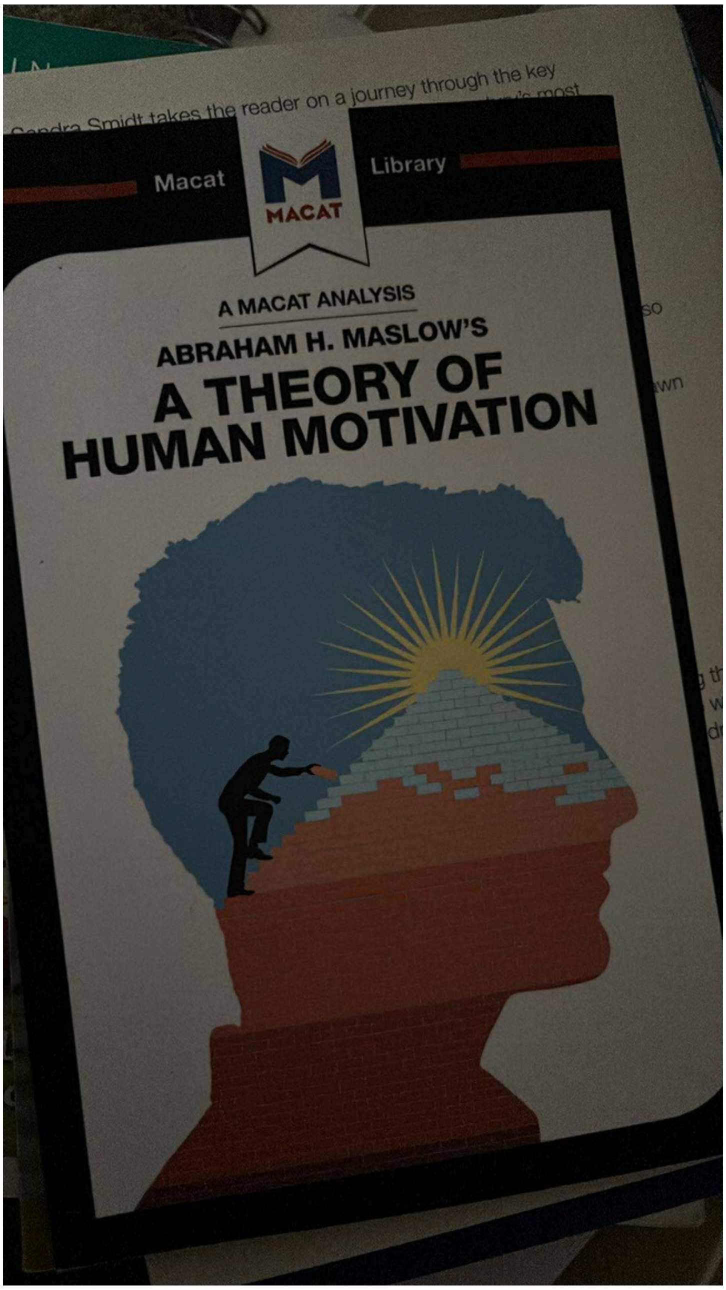

Sandra Smidt takes the reader on a journey through the key

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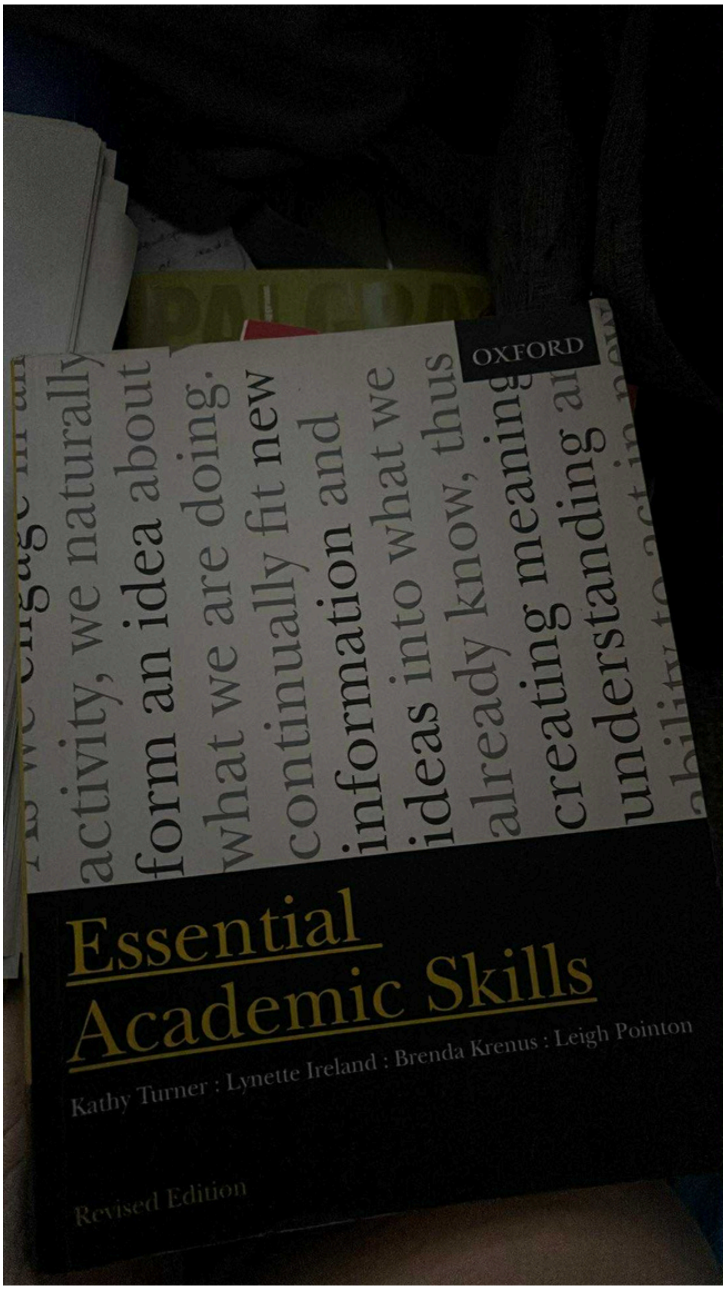

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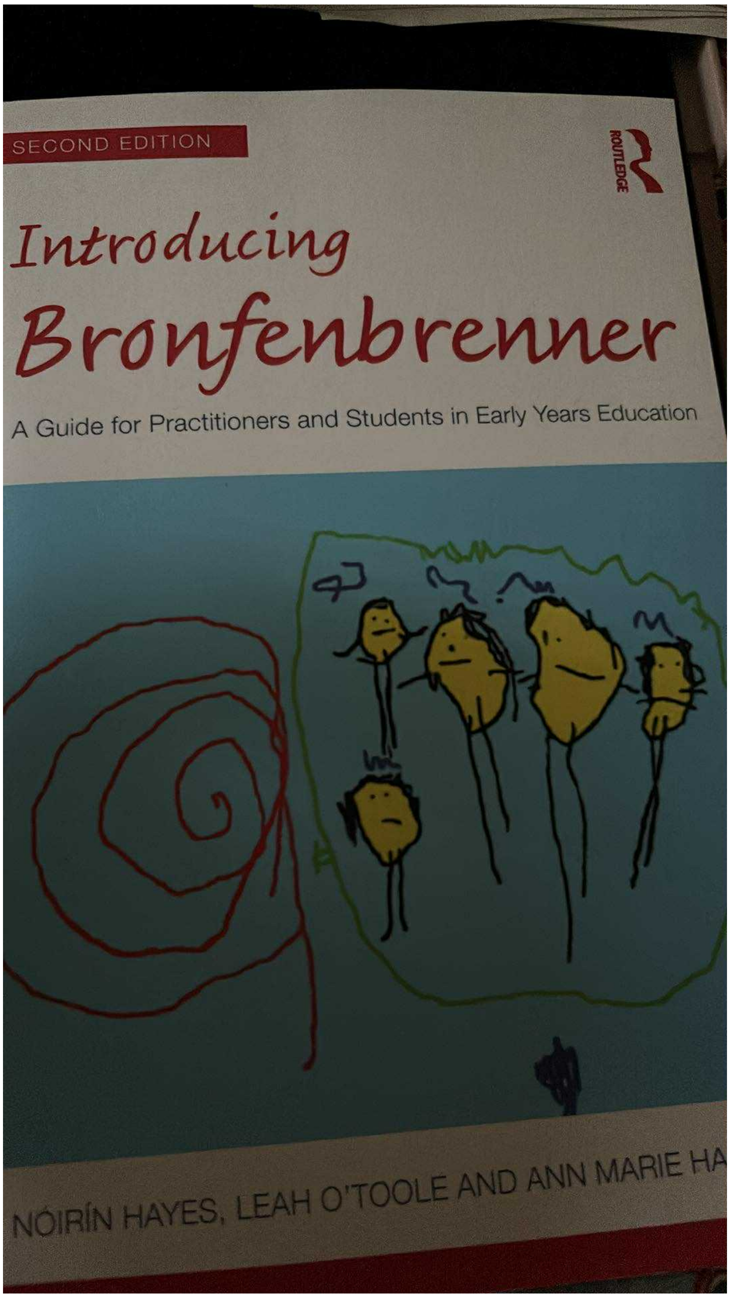

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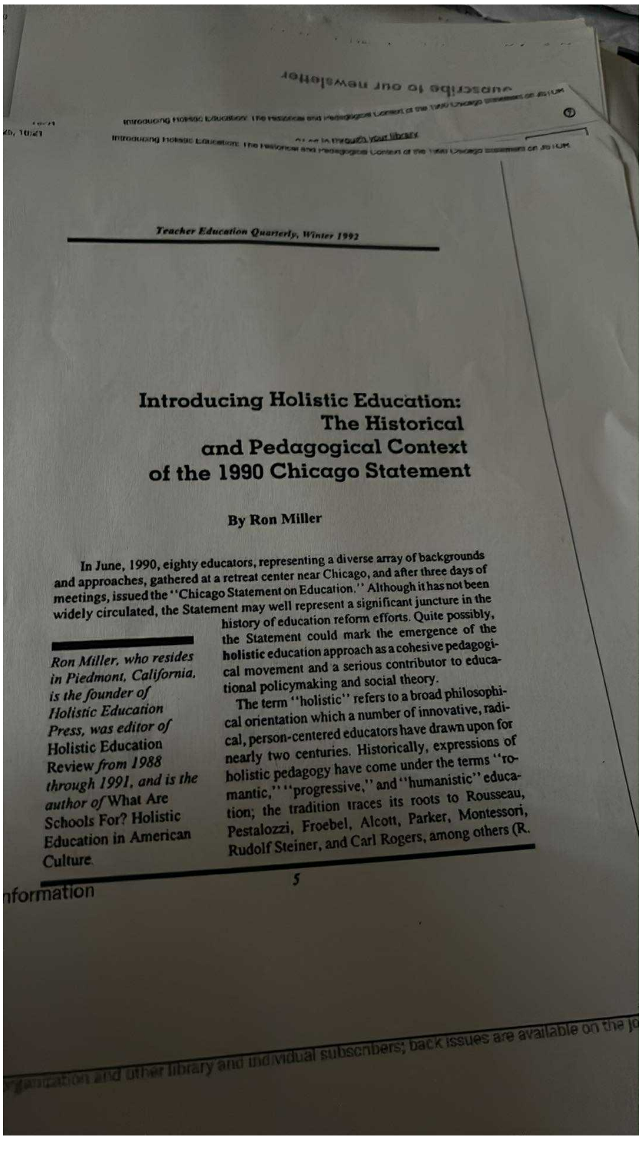


Teacher Education Quarterly, Winter 1992

Introducing Holistic Education: The Historical and Pedagogical Context of the 1990 Chicago Statement

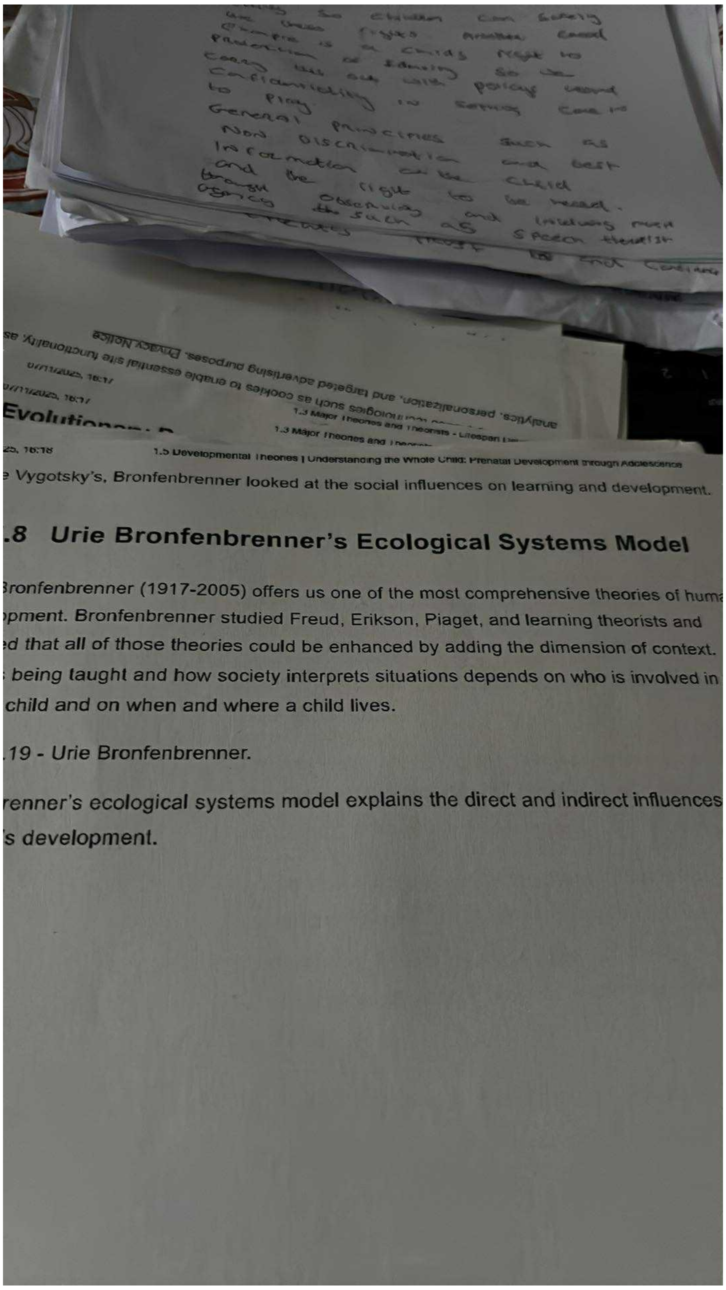
By Ron Miller

In June, 1990, eighty educators, representing a diverse array of backgrounds and approaches, gathered at a retreat center near Chicago, and after three days of meetings, issued the "Chicago Statement on Education." Although it has not been widely circulated, the Statement may well represent a significant juncture in the history of education reform efforts. Quite possibly, the Statement could mark the emergence of the holistic education approach as a cohesive pedagogical movement and a serious contributor to educational policymaking and social theory.

The term "holistic" refers to a broad philosophical orientation which a number of innovative, radical, person-centered educators have drawn upon for nearly two centuries. Historically, expressions of holistic pedagogy have come under the terms "romantic," "progressive," and "humanistic" education; the tradition traces its roots to Rousseau, Pestalozzi, Froebel, Alcott, Parker, Montessori, Rudolf Steiner, and Carl Rogers, among others (R.

Ron Miller, who resides in Piedmont, California, is the founder of Holistic Education Press, was editor of Holistic Education Review *from 1988 through 1991, and is the author of* What Are Schools For? Holistic Education in American Culture.

5



so children can safely
use these rights another good
example is a childs right to
protection of identity so we
carry this out with policy around
confidentiality in setting care to
to play
General principles such as
Non discrimination and best
information of the child
and the right to be heard.
through observing and involving multi
agency the such as speech therapist
[illegible] to find [illegible]

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Evolution

1.3 Major Theories and Theorists - Lifespan

1.3 Major Theories and Theori

e Vygotsky's, Bronfenbrenner looked at the social influences on learning and development.

.8 Urie Bronfenbrenner's Ecological Systems Model

Bronfenbrenner (1917-2005) offers us one of the most comprehensive theories of huma
pment. Bronfenbrenner studied Freud, Erikson, Piaget, and learning theorists and
ed that all of those theories could be enhanced by adding the dimension of context.
being taught and how society interprets situations depends on who is involved in
child and on when and where a child lives.

.19 - Urie Bronfenbrenner.

renner's ecological systems model explains the direct and indirect influences
's development.

1.5.5.1 Criticisms of Piaget's Theory

Piaget has been criticized for overemphasizing the role that physical maturation p
cognitive development and in underestimating the role that culture and interactio
experience) plays in cognitive development. Looking across cultures reveals con
variation in what children are able to do at various ages. Piaget may have under
what children are capable of given the right circumstances.[33]

1.5.5.2 Main Points To Note About Piaget's Theory of Co Development

Piaget, one of the most influential cognitive theorists, believed that

- Understanding is motivated by trying to balance what we sense in the
  what we know in our minds.
- Understanding is organized through creating categories of knowledg
  presented with new knowledge we may add new schema or modify e

Children's understanding of the world of the world changes are their cog
mature through 4 stages: sensorimotor stage, preoperational stage, co
stage, and formal operational stage.

1.5.6 Lev Vygotsky's Sociocultural Theory

Lev Vygotsky (1896-1934) was a Russian psychologist who wrote in th
whose work was discovered in the United States in the 1960s but beca
in the 1980s. Vygotsky differed with Piaget in that he believed that a p
of abilities, but also a set of potential abilities that can be realized if gi
from others. His sociocultural theory emphasizes the importance of c
the development of cognitive abilities. He believed that through guid
scaffolding, with a teacher or capable peer, a child can learn cogniti
range known as the **zone of proximal development**[34]. His belief v
occurred first through children's immediate social interactions, and
individual level as they began to internalize their learning.[35]

Figure 1.17: Jean Piaget.[32]

believed our desire to understand the world comes from a need fo
ium. This is an agreement or balance between what we sense in
know in our minds. If we experience something that we cannot
he balance by either changing our thoughts or by altering the ex
do understand. Perhaps you meet someone who is very differe
w do you make sense of this person? You might use them to e
of people in your mind or you might think about how they are

or schemes are categories of knowledge. They are like me
o learn many concepts. They may have a scheme for “unde
. All of these are schema. Our efforts to understand the wo
w schema and to modify old ones.

make sense of new experiences is to focus on how the
w. This is **assimilation.** So the person we meet who is
as being “sort of like my brother” or “his voice sounds
assimilated when we determine that it tastes like chic

s the fear of loud noises so he proceeded to make a loud noise eac
Albert's favorites, a white rat. After hearing the loud noise several
ert soon came to fear the rat and began to cry when it was introd
eriment for posterity and used it to demonstrate that he could h
es they desired, if they would only follow his advice. Watson wr
pers and in magazines and gained a lot of popularity among p
to household order.

conditioning, on the other hand, looks at the way the conse
or decrease the likelihood of a behavior occurring again. S

B.F. Skinner and Operant Conditioning

er (1904-1990), who brought us the principles of ope
cement is a more effective means of encouraging a
t. By focusing on strengthening desirable behavior,
ize what is undesirable. Reinforcement is anythin
obtain.

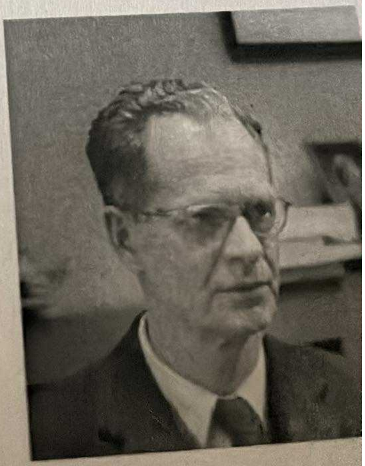


Figure 1.15: B. F. Sk

vs. guilt, industry vs. inferiority, identity vs. rol
generativity vs. stagnation, and integrity vs.

1.5.4 Behaviorism

While Freud and Erikson looked at what was goin
reference to mind and viewed overt and observab
sychology. Through the scientific study of behav
e derived that would promote the prediction and

.5.4.1 Ivan Pavlov

n Pavlov (1880-1937) was a Russian physiol
orded the amount of salivation his laborator
actually began to salivate before the food
toward the cage. “This,” he thought, “is no
matically salivate when food hit their pala
had happened was . . . you tell me. That
se they had learned to associate the fo
ed”. A learned response is called a “co

providing a framework from which to elaborate and modify subsequent theories of development. Many later theories, particularly behaviorism and humanism, were challenges to Freud's views.[22]

1.5.2.2 Main Points to Note About Freud's Psychosexual Theory

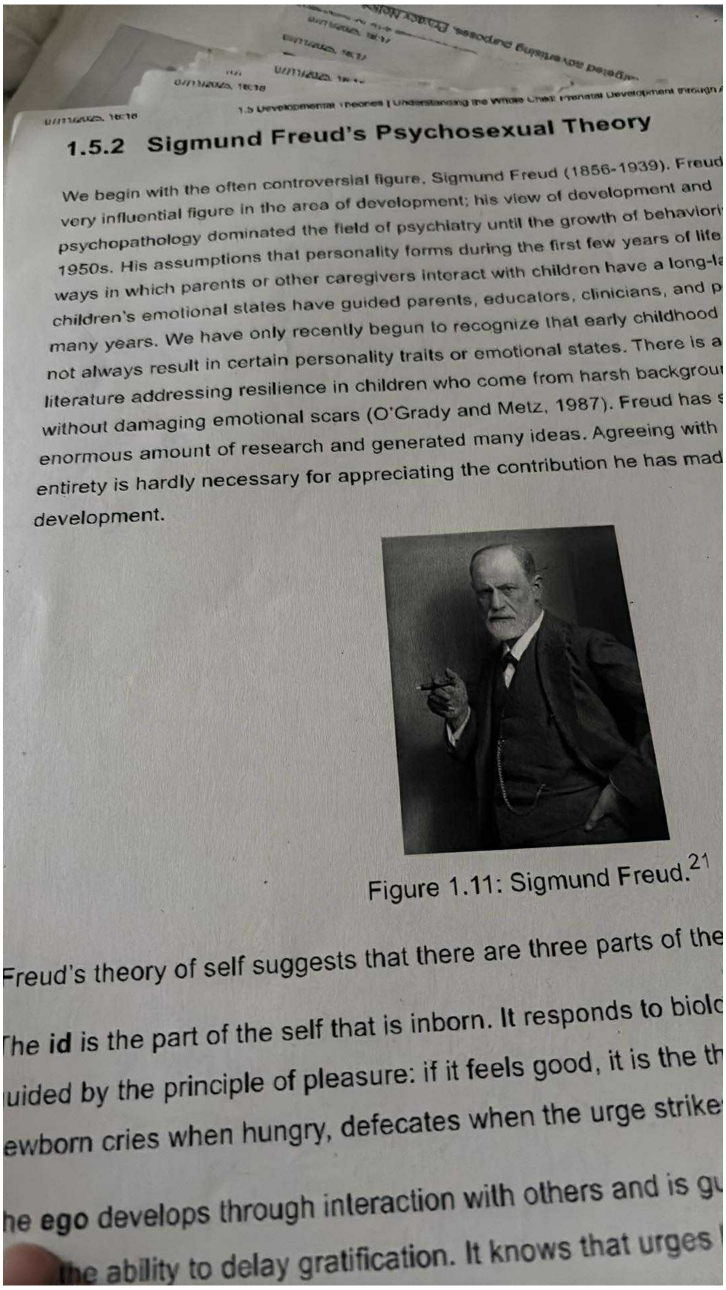
Freud believed that:

- Development in the early years has a lasting impact.
- There are three parts of the self: the id, the ego, and the superego
- People go through five stages of psychosexual development: the oral stage, the anal stage, the phallic stage, latency, and the genital stage

We study Freud because his assumptions the importance of early childhood experience provide a framework for later theories (the both elaborated and contradicted/challenged his work).

1.5.3 Erik Erikson's Psychosocial Theory

Now, let's turn to a less controversial theorist, Erik Erikson. Erikson (1902-1994) suggested that our relationships and society's expectations motivate much of our behavior in his theo psychosocial development. Erikson was a student of Freud's but emphasized the importa of the ego, or conscious thought, in determining our actions. In other words, he believed we are not driven by unconscious urges. We know what motivates us and we conscious about how to achieve our goals. He is considered the father of developmental psycholo because his model gives us a guideline for the entire life span and suggests certain p psychological and social concerns throughout life.



1.5.2 Sigmund Freud's Psychosexual Theory

We begin with the often controversial figure, Sigmund Freud (1856-1939). Freud
very influential figure in the area of development; his view of development and
psychopathology dominated the field of psychiatry until the growth of behavior
1950s. His assumptions that personality forms during the first few years of life
ways in which parents or other caregivers interact with children have a long-la
children's emotional states have guided parents, educators, clinicians, and p
many years. We have only recently begun to recognize that early childhood
not always result in certain personality traits or emotional states. There is a
literature addressing resilience in children who come from harsh backgrou
without damaging emotional scars (O'Grady and Metz, 1987). Freud has s
enormous amount of research and generated many ideas. Agreeing with
entirety is hardly necessary for appreciating the contribution he has mad
development.

Figure 1.11: Sigmund Freud.[21]

reud's theory of self suggests that there are three parts of the

he **id** is the part of the self that is inborn. It responds to biolo
uided by the principle of pleasure: if it feels good, it is the th
ewborn cries when hungry, defecates when the urge strike

he **ego** develops through interaction with others and is gu
the ability to delay gratification. It knows that urges

1.5 Developmental Theories

1.5.1 What is a theory?

Students sometimes feel intimidated by theory; even the phrase, "Now we
some theories..." is met with blank stares and other indications that the a
But theories are valuable tools for understanding human behavior; in fact
explanations for the "how" and "whys" of development. Have you ever w
year old so inquisitive?" or "Why are some fifth graders rejected by their
Theories can help explain these and other occurrences. Developmental
explanations about how we develop, why we change over time and the
impact development.

A **theory** guides and helps us interpret research findings as well. It pr
with a blueprint or model to be used to help piece together various st
as guidelines much like directions that come with an appliance or oth
assembly. The instructions can help one piece together smaller parts
and error are used.

Theories can be developed using induction in which a number of si
nd after patterns or similarities are noted, the theorist develops i
xamples. Established theories are then tested through research;
ually suited to scientific investigation. Some theories are diffic
nulating debate or providing concepts that have practical app
ries are not facts; they are guidelines for investigation and
ibility through research that fails to disprove them.[20]

take a look at some key theories in Child Development.

The use of **positive reinforcement** involves adding something to a situation in encourage a behavior. For example, if I give a child a cookie for cleaning a roo of the cookie makes cleaning more likely in the future. Think of ways in which reinforce others.

Negative reinforcement occurs when taking something unpleasant away fr encourages behavior. For example, I have an alarm clock that makes a very sound when it goes off in the morning. As a result, I get up and turn it off. B noise, I am reinforced for getting up. How do you negatively reinforce other

Punishment is an effort to stop a behavior. It means to follow an action w unpleasant or painful. Punishment is often less effective than reinforceme reasons. It doesn't indicate the desired behavior, it may result in suppres stopping a behavior, (in other words, the person may not do what is bein you're around, but may do it often when you leave), and a focus on puni not noticing when the person does well.

Not all behaviors are learned through association or reinforcement. Ma are learned by watching others. This is addressed in social learning th

1.5.4.4 Social Learning Theory

Albert Bandura (1925-) is a leading contributor to social learning the to the ways in which many of our actions are not learned through c learned by watching others (1977). Young children frequently learn

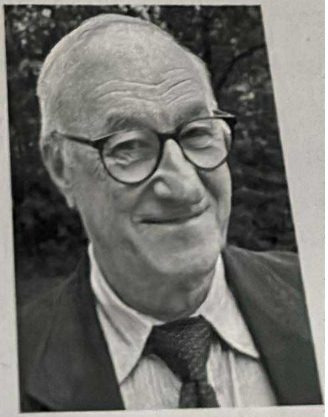
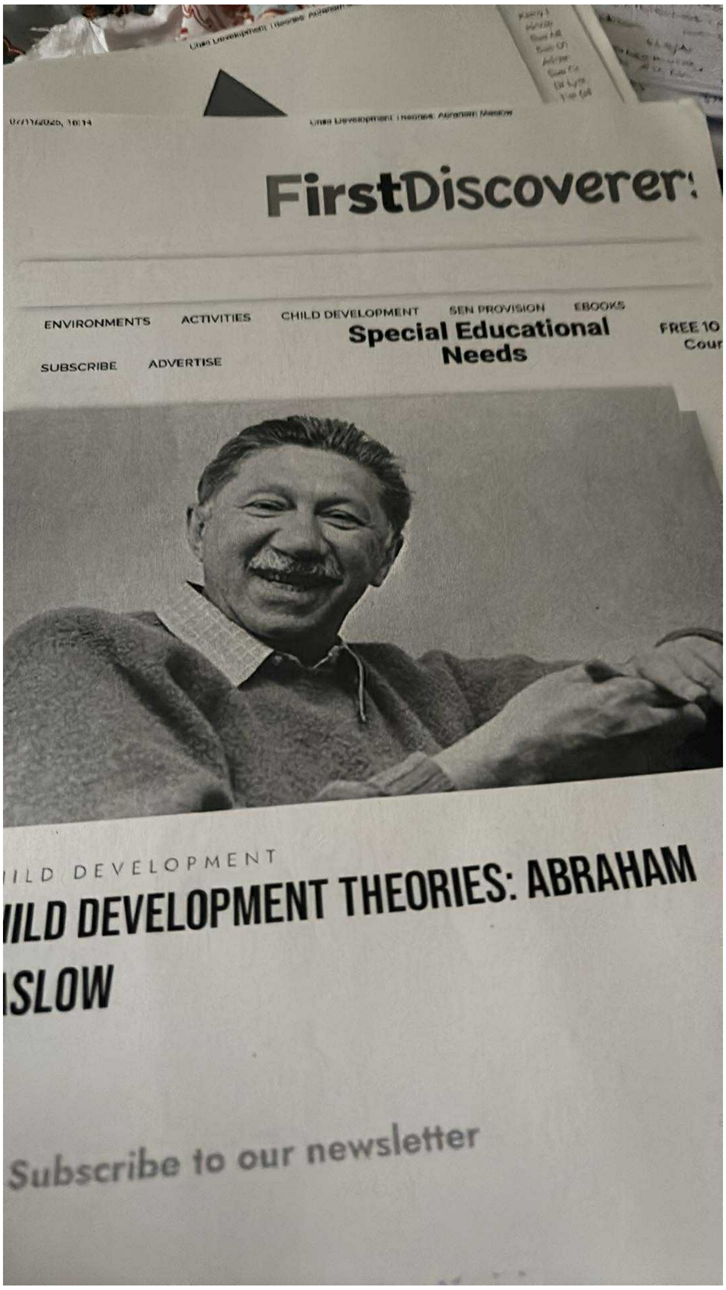


Figure 1.16: Albert Bandur

etimes, particularly when we do not know what else t



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MODULE ECEY4001

END NOTE

Module ECEY4001 student number 2025180 Angharad Ahmed - end note.

As I reach the end of this portfolio, I have taken time to reflect on both the challenges and growth I have experienced throughout this process. The contrast between my previous assignment and this one has been particularly important in helping me understand not only my academic development, but also the personal circumstances that affected my work. During my last assignment, I had just left an evening job which had been my main source of income. At the same time I was working full-time in a nursery setting during the day, so it was an extremely stressful and emotional week. My laptop also started acting up, and because I had been so overwhelmed, I had not checked it beforehand. I rushed the work, did not explore programs that could have supported me in presenting a coherent portfolio, and the final submission felt disorganised and below the standard I expect of myself. Reflecting back, I can clearly see that I should have given myself more time, more structure and more care. This time, I made a conscious decision to take a very different approach. I put in the hours, carried out proper research, and worked in ways that I know support my learning. For me this meant purchasing actual books, reading them carefully, printing resources on various theorists and creating something that i could work with . I also made an effort to slow down and pay attention to grammar, spelling, and the structure of each section. I checked references thoroughly and tried to be as accurate and thorough as possible. Alongside this, I have begun the process of being assessed for dyslexia and other learning needs, and understanding this about myself has helped me be more patient and reflect on how I learn. What made this assignment especially enjoyable was how fascinating I found the context.

Maslow’s hierarchy of needs, in particular captured my interest, and I learned so much through exploring it. What stood out to me is how well his theory connects with others : Bowlby, Bronfenbrenner, Reggio Emilia, Eric Erickson, and Mary Ainsworth. When I began looking more deeply at the questions, I found myself thinking carefully about how all of these theorists interlink. Maslow’s hierarchy provides a brilliant foundation, but I realised that his theory does not stand alone. Instead it supports and interacts with the work of these other theorists, building a strong base for the holistic, wraparound care that I believe is essential in early year practice. Understanding these links made the assignment richer and much more meaningful. I have also come to accept that these are early assignments in my course, and I am still learning. However, with more care, structure, and better time management I can already seeimprovement. I have been giving myself a “morning coffee hour” in which to study, an hour in the evening, and a couple hours the weekend days to focus solely on my work. I have stuck to this routine, turned of my phone and tv and created a calmer study environment. I hope the effort I have put in this time is reflected in the quality of my work, and I feel happy with the progress I am making.