

## **Human Development**

### **Table of Contents**

Infographic exploring Maslow's model in depth – page 2

Reference List – Page 3, 4

The concept of holistic child development – page 5, 6

Reference List - 7

Maslow's significance in understanding child development – page 8, 9

Reference List - 10

Appendix – page 11

## Infographic exploring Maslow's model in depth

### Self-actualization

And finally, we have progressed to the highest tier on Maslow's Hierarchy of Needs. Self-actualization. It is, in summary, a person's fulfillment as stated by The World of Work Project (2019). According to the World of Work Project (2019), once an individual is satisfied, they then crave fulfillment and want to reach their potential and feel accomplished. Joaquin Selva (2017) detailed examples of everyday self-actualization, for instance an artist creating art in order to be fulfilled or a parent finding their purpose by raising their children. Maslow (1943) also provided us with some historic figures who achieved self-actualization, such as Abraham Lincoln, Thomas Jefferson and Albert Einstein to mention only a few. In the novel *Toward a Psychological Being* (Maslow, 1962, p.187), he explores how self-actualizing people are often more creative and experience a lot of self-growth. Overall, self-actualization is a key part of people's personalities and potential.

### Esteem

According to the World of Work Project (2019), self-esteem is about feeling valued and how everyday situations can impact this. Maslow's theory (1943) on self-esteem has been split into two levels, the lower one being humans seeking respect and status while the higher one is seeking things and confidence in themselves according to The World of Work Project (2019). Mind (2022) has also stated that self-esteem is based on your beliefs, and at times this can be difficult to change. Having low self-esteem can affect your decision-making skills, self-image and capabilities, this can also be caused by your environment, abuse or issues in the home or occasionally, racism as discussed by Mind (2022). Very Well Mind (2023) explores that when a child's self-esteem levels drop, their capabilities and motivation also drop, preventing them from reaching their full potential. Orth *et al* (2018) have explained how research has shown that as a child transitions from yearly years to childhood, 4-8, their average self-esteem levels drop. Maslow also suggests that to build self-esteem, both appreciation for others and self-respect must be met, and once these are fulfilled an individual can grow as a person and reach self-actualization as mentioned by Kids Health (2023).

### Love and Belonging

Love and Belonging, in summary is a sense of acceptance and the need to belong (World of Work Project, 2019). According to Corporate Finance Institution, it is a need for friendship, love and acceptance, and to feel belonging while in a group one must receive and give love. Thought co (2024) explore how this can impact an individual's well-being, and how they personally perceive both needs. Love and Belonging also comes hand in hand with inclusion, courage and self-growth, and in order to grow as an individual you must feel secure and safe and not fear the thought of rejection as stated by Bitesize learning (2024). The World of Work Project (2019) details that many people find creating friendships and being a part of something is highly rewarding, and once achieved it boosts their self-esteem.

### Safety Needs

According to the World of Work Project (2019), safety needs include both physical and emotional safety and security but also health and financial safety. It's the removing of risk. Safety needs are quite a broad spectrum of needs. These can sometimes include health, well-being, access to safety like doctors or hospitals, security in the home or environment and trust in the opinion of Pollard and Thomas (2023). Zheng *et al* (2016) has some really important points to remember when we explore safety needs and how we achieve them. Safety needs are more fundamental than the needs below them, physiological needs. To help us understand this, Zheng *et al* (2016) has supplied us with an example of safety needs in everyday scenarios, "The deer cannot eat (physiological needs) on the wild prairie when the wolves chase them (safety)". In conclusion, safety needs are very important in order to achieve any other needs. When you combine the safety and physiological needs from Maslow's hierarchy, you get what Cherry (2024) has labelled 'basic needs'.

### Physiological needs

Maslow (1943) has placed Physiological Needs at the bottom of the Hierarchy. This means the most basic needs and survival (World of Work Project, 2019). The World of Work Project (2019) has given a few examples of these needs like food, water, comfort, shelter and sleep. According to Thought Co (2024) some of the needs that fall under this title involve meeting the body's requirement for homeostasis, such as keeping a solid body temperature. These physiological needs must be met in order to survive, and without them an individual's survival instincts kick in and they can no longer focus (Bailey, A., 2024). For example, if you are hungry, it is extremely hard to focus on anything else, along with sleep and tiredness distracting you from your everyday tasks as mentioned by Thought Co (2024). Maslow (1943) presented the hierarchy this way to signify importance, and what needs are absolutely necessary, an individual cannot achieve safety needs without the basic physiological needs according to Drew(2024).

Word Count: 828

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## **The concept of holistic child development**

### **Introduction**

As a practitioner, there are many concepts to take in to support a child's holistic development. Below are three important examples and their effects it can have on development.

### **Well-Being**

When exploring the concept of holistic child development, practitioners must consider the child's well-being. It is important for the adult to practice emotional communication, and help children talk about their needs and problems (Lindon, 2016, P.94). Lynch (2019, p.37) has provided us with a few examples of what can determinate well-being such as actions and interactions with others, access to healthcare, physical activities, a healthy balanced diet, being informed and being listened too and support with learning. Structural learning (no date) claims that it is important as practitioners to be flexible and learn more about each child in order to provide the best support. Siraj et al. (2015, p.20) have used a sub-scale to demonstrate different tiers of social and emotional well-being, the first one being inadequate. This means the child is being ignored, not feeling warmth from carers and no play. Secondly, we look at minimal care which can be encouraging play, support, attention, warmth and help when it comes to emotional feelings. We then look at the tier labelled good with even more opportunities for play, extra encouragement with their feelings and responsive support. Lastly, we achieve excellent support which means using props and items to demonstrate their feelings, understanding tasks, recognising everyone's feelings and knowing what changes to make and create a comfortable environment. Benjamin (2022) explores that when it comes to theories that relate to well-being, we can take Bowlby's (1958) into account, as the attachment theory complements this. As a practitioner, providing a good environment and understanding the child's needs is extremely important especially in their younger years, and this is something Bowlby explores. According to Childhood Education International (no date) to help a child' develop holistically the practitioner must explore each aspect that can affect this, as seen above, and alternate and support where it's possible.

### **Relationships**

Practitioners must also consider relationships when exploring the concept of child development, and how this can impact a child holistically. When we look at the future of children it is important to create good relationships and bonds at a young age, and by introducing methods such as play into everyday learning this can encourage children to create those relationships (Sanders et al., 2016, p.125). Not only is it important for children to create a good relationship with one another but also with the caregivers,

by building that relationship you are helping that child with their confidence, and this will lead to positive learning (Lindon, 2012, p.144). Unfortunately, factors such as a bad home life can affect a child's appearance of a secure and positive relationship. Aubrey et al. (2022, p.194) explores that a child's ability and want to learn is not only on how he is taught, but also his school life and home life. Lindon (2012, p.144) adds to this how language and speech skills can also be impacted if a child is isolated at home. According to NSPCC (2012) forming a healthy relationship with children can help them feel safe and supported, this will have a positive outcome on how they grow both educationally and personally. A few theorists come to mind when exploring relationships. Such as Bronfenbrenner, Bowlby and Ainsworth. Although Ainsworth and Bowlby explore deeper into attachment theory and secure dependence, they all complement each other well and have many good takes on helping children develop relationships (Aubrey et al., 2022, p.192). It is important for a child to have good relationships to develop holistically as this can have a really positive outcome on their learning, and how they view others (Lindon, 2012, p.145).

### Safety

Another factor to take in when we explore concepts of holistic child development is safety, and it's affects it can have on children. For example, a child's learning can be highly impacted by their environment (Lindon, 2012, p.26). On Maslow's hierarchy of needs (1943) he puts safety as second, making it a basic need. Without safety, a child cannot learn and is then limited (Stoyanov, 2017, p.38). Stoyanov (2017, p.38) also has noted what these factors can be such as food, shelter, water, warmth, care and many more. Schoolhouse (no date) have provided us with more notable strategies to help practitioners create a safe space these include control, availability, acknowledging mistakes, routines, communication, comfort and warmth, safety skills and education all are notable strategies to help with safety. Practitioners can add safety skills into everyday learning by creating tasks that focus on their safety needs, so that children can identify risks which will help them for their future (Mello et al., 2014). Mello et al. (2014) has also added that once a child is safe, and there are no more fear factors, they can fully engage and take intellectual risks. So, when we think of a child's holistic development, safety is such an important factor as this helps children access their cognitive thinking skills and develop educationally and personally (Schoolhouse, no date).

Word Count: 843

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## **Maslow's significance in understanding child development**

### **Introduction**

A practitioner's role is to not only educate and support a child but also understand their development. The examples provided below are just a few to highlight the significance of a child's development.

### **Understanding Basic Needs**

Early year practitioners should know that providing basic needs for children is bare minimum. Stoyanov (2017, p.36) has provided us with a few examples of basic needs such as nutritious food, water, shelter, warmth, safety and security and movement. These are all things that practitioners must provide, as these needs come first before anything (Drew, 2024). To ensure this, they must aim to satisfy these needs to boost a child's motivation and see better more positive outcomes when learning (Department for Education, 2024). Another example of a basic need is a child's right. Children have the right to be protected from physical and mental violence, neglect, and sexual abuse and exploitation, and it is a practitioner's role to ensure that this is maintained (Falch-Eriksen et al., 2018, p.16). Under article 19, which Falch-Eriksen et al. (2018, p.19) details, children's rights are as equally substantial as a practitioner right. Providing basic needs for children helps create strong foundations (Drew, 2024). Drew (2024) also explores that by practitioners being flexible and adaptive, they can provide great communication and demonstrations for children to help them identify basic needs. Maslow (1943) believes that physiological needs and safety needs go hand in hand when discussing basic needs. Stoyanov (2017, p.36) tells us that these needs are physical, and that a child must have them to survive and progress as a human.

### **Importance of Play**

Another notable part that practitioners should know when it comes to child development is play, and the importance of it. Ouvre et al. (2020, p.79) explores how learning does not need to be inside a

classroom while reading and writing, and that it is more important for younger children to experience learning through play. A few ways practitioners can incorporate play is by going outside and simply looking at what resources can help with learning (Ouvry et al., 2020, p.79). By doing this, you can further a child's imaginative and information skills, such as hiding behind a wall or transforming one thing to another (Gascoyne, 2018, p.41). National Literacy Trust (2024) has provided us with a few examples of the outcome of play, such as exploring their own voice and new words, how it stimulates cognitive behavior, practices inclusivity, support reading and writing skills, safety and independence. These are extremely important in understanding child development. Maslow's hierarchy of needs (1943) makes another appearance here, and it links to love and belonging. By not supporting a child's need to play and socialize we are rejecting them and limiting them. This can have a big impact on their health, and sometimes this leads to mental disorders (Stoyanov, 2017, p.37).

### Transitioning

Finally, when practitioners explore child development, it is important to encourage children's transitions. Transition is a process, and not an event. There are three main types of transitions that Scottish Social Service Council (SSSC) (No Date) has provided us with, these include between activities, multiple settings and between establishments. Such as having a snack between play or leaving nursery with nan and then going to her house and even going from nursery to primary (SSSC, No Date). As a practitioner, there are a few steps you can take to ensure a smooth transition for children. Having policies in place, good communication, planned visits, being flexible, follow ups and working with caregivers and parents (Brooker, 2008, p.21). Sometimes, transitioning can be troubling especially for children who suffer with ADHD, Anxiety or Autism. They find these big events really overwhelming and this can lead to a meltdown, avoidance or resistance (Martinelli, 2024). By doing your own research as a practitioner, and spending time observing the child, you can learn ways to assist them better by knowing their individual struggles (Martinelli, 2024). This can make the transition process easier. Having a good transition can help children become more creative and learn more skills, by supporting these practitioners can understand when a child is struggling (Brooker, 2008, p.99). Not only does it benefit the child, but by working through difficult transitions as a practitioner it will make you stronger and more resilient, and will help a caregiver grow personally (Trodd, 2013, p.98). It is also important to consider the child's voice when transitioning, as according to Trodd (2013, p.118) this is a fundamental right. Maslow (1943) comes in here a few times, as practitioners can link multiple needs. Such as love and belonging, by providing children with a warm environment which can result in making transitioning easier. Self-esteem can also be added, as building a child's confidence can help them with future transitions. And lastly, safety (Stoyanov, 2017, p.47).

### Conclusion

To conclude, when practitioners take these examples of child development into consideration, Maslow (1943) plays a very important part in understanding different developments. Without his hierarchy of

needs (1943), understanding a child and the way they react would be extremely difficult. As Stoyanov (2017) discusses, without these needs being fulfilled a child's experience can be difficult and as a practitioner, it is their main goal to support a child as best as they can. According to Trodd (2013) many experiences caregivers face will help them in the future, and how to overcome them and understand a child.

Word Count: 888

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## **Appendix**

I have not used AI to support my work.