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Maslow Hierarchy of Needs

To begin with, Maslow's Hierarchy of Needs has a psychological approach that can promote important perspective into human ambition and believes human requirements can be ordered and arranged into a "triangle or pyramid." Maslow's triangle displays children's needs from most important to least important this beings at the end of the pyramid and can only move up when the step has been successful (Bitesize Learning, 2024).

Firstly, at the top of Maslow's pyramid is self-actualisation. This is on top of the pyramid as it can help when you are aiming to reach an individual's maximum capabilities, expanding their skills, and admiring life to its max (simply psychology, 2024). According to Maslow, the most essential components of self-actualisation are the features and identities of fully developed individuals (Weinberg D. R, 2011). This step is used in early years, so children are able to understand your goal and to encourage children to become more resilient and confident in themselves (Maslow, A, 2017).

The next step on the Maslow hierarchy of needs pyramid is social and belonging. The subjective sense of acceptance or inclusion in a group of people has been known as social belonging. A fundamental human need that individuals must fulfil in order to maintain their "identity, physical health, and mental well-being is the sense of belonging or community in a social group" (Masterclass, 2022). Social and belonging are very important in childcare as they help children have a feeling of connection, value, and encouragement to improve their development (Mind 24-7, 2024). Social and belonging are used in early years to display to the children how to communicate with other children and staff members and to help children feel safe and secure (Mind 24-7, 2024).

Lastly, the most important part of the Maslow Hierarchy of Needs pyramid is physiological needs. This step is the most essential part of a child's development and is the most basic need for all children. Physiological needs mean they focus on the essential requirements for an individual's livelihood (Web MD, 2022). According to Web MD (2022) physiological needs are important as individuals need these different factors in order to physically survive. "Air, food, drink, clothing, warmth, sleep, shelter, and health" are only a few forms. Your body cannot perform adequately if these requirements are not fulfilled. This step is essential in the early years, as you childcare workers are able to ensure all children are having all their basic needs and respond and intervene for the children who are unable to have these basic needs (Weinberg, D. R, 2011). Another reason physiological needs are important in early childhood settings is that it helps satisfy the needs of children in early years and supports children's learning, development, and physical well-being (care learning, 2024).

Secondly, the next step on Maslow's pyramid is self-esteem. Self-esteem is how you view and believe about yourself. However, most believe self-esteem is your perspective on yourself however, self-esteem is also about self-confidence (young minds, 2021). Self-esteem is very important for children in the early years, as it encourages children to persevere with their goals and targets and learn how to cope and manage when something doesn't go right. Self-esteem also encourages children to improve themselves in their classroom, in their homes, and with relatives and friends (Nemours Kids Health, 2023). This step is used in early years to provide children and adolescents with belief, have faith in themselves, and experiment and discover new skills to encourage their learning and development (children & young people's health services, 2024).

Also, adding to this another step on the pyramid is safety needs. In Maslow's opinion, safety needs are one of the most important needs for all children to ensure you attempt to minimize the experience of danger, threat, or any time of injury towards children (study.com, 2023) According to Twinkle (No Date), safety needs mean a distinctive sort of safety awareness that is adapted to the potential dangers that children can confront in their day-to-day lives. Ensuring children's safety is important because it encourages to construct a safe and consistent surrounding for children to encourage children to develop, discover, and learn while enjoying themselves during it (early years TV, 2024). Safety needs are prioritised in early childhood settings to ensure children's safety and security, especially in situations in which their relatives are incapable of caring for them (Hyson and Tomlinson, 2014). Another reason safety is prioritised in early childhood settings is to ensure all children are getting the correct amount of care by ensuring you have the accurate number of children to guarantee the children are all equally safe and cared for (Hyson and Tomlinson, 2014).

To conclude, the Maslow hierarchy of needs pyramid is shown to be very useful for all children to allow them to be safe, happy, and confident, social with the children they play with and the adults they see every day, and to reach their goals. Also, Maslow's pyramid is useful to provide for the children who haven't gotten the opportunity to have these, this encourages children to persevere and succeed in all the different steps in the Maslow hierarchy of needs pyramid.

(Very well mind, 2024)



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The Concept of Holistic Development

To begin with, this essay is all about the concept of holistic development. Holistic development means a person's social, emotional, physical, mental, and intellectual ability, which is addressed as their holistic development (HEI School, 2022). It also helps focus on a child's development in all areas, not just their intellectual development, which is what it means to take a holistic approach to education (HEI School, 2022). Holistic development is important for early childhood practitioners to focus on as you are able to observe and teach about all different aspects of development and modify the intensity of the task depending on the children you are working with. You are also able to zoom in on a particular development if you need to focus on one topic, which helps all children to reach their full potential in education (Lindon and Brodie, 2016).

Firstly, positive relationships are critical to discovering the idea of holistic child development. Positive relationships mean successful relationships require work and find common ground for partners, parents, children, and early childhood practitioners also they are also characterised by "open communication, honesty, trust, and respect" (New York State, No Date). Having a positive relationship with the children and parents in your setting is important as parents and guardians are very important parts of children and adolescents lives, and children and adolescents rely a lot on their relatives and can often agree with their opinions ([Wilson, J.](#) 2016). Relationships with parents, careers, and children link to Maslow's hierarchy of needs, as Maslow believes children need to feel safe in school and at home. This has been shown as Maslow believes some children who do not feel safe in school often attract themselves to their hurtful parents to have a feeling of stability and safety rather than sympathy (A. H Maslow, 1943).

theory. These stages are "sensorimotor," which is when babies begin to form an awareness of the world through their sensory experience. The next stage is the "preoperational stage." In this stage, children are learning to communicate and think creatively and create pictures about their family and are able to communicate to you about past events that have taken place. Another stage is the concrete operational stage. In this stage, children learn different appearances for objectives, for example, length, width, and amount. Finally, the last stage is the formal operational stage. This stage is mainly for teenagers. In this stage, adolescents are learning how to understand complex ideas and find solutions for those ideas (Medical News Today, 2021). Another theorist that believes in holistic development is Bowlby. Bowlby's theory is all about attachment. Bowlby believes children's bonds with their carer have a substantial impact on their "emotional and social development" (Bowlby, J. 1969). Bowlby also believes if children are not receiving the love and affection that they need, it can affect how long it takes to develop a particular category and struggle with their social skills and communicating with children and adults (Bowlby J.1969) . This also links to Maslow, who believes children need love and belonging to help become more confident and resilient (Weinberg, D R, 2012). Also, another theorist that believes in holistic development is Bronfenbrenner his theory sees a different perspective of the development of children as a process involving mutual recognition and two-way interactions between a growing person and those in their immediate community (Antony, 2022). Bronfenbrenner believes holistic development is very important for children, as he has acknowledged that cooperative interactions influence development. Also, Bronfenbrenner believes it is important to involve the family, as they have a beneficial effect on the child as well as the learning environment (Bronfenbrenner, U, 2009).

Adding to this, safety is also important when focusing on holistic development. Safety means early childhood educators keep the children protected by making sure

themselves to their hurtful parents to have a feeling of stability and safety rather than sympathy (A. H Maslow, 1943).

Also, there are many different theorists that believe in holistic development, for example, Piaget. Piaget is recognised globally for his significant contribution to child psychology. Piaget's comprehensive research is based on his vision of the brain and the mind of a child and a teenager and studies their intellectual development very closely (Boden. M.A,1994). Piaget has four different stages, which is part of his

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Adding to this, safety is also important when focusing on holistic development.

Safety means early childhood educators keep the children protected by making sure that there are no potential dangers in the environment and that staff are monitoring and giving them loving care to ensure all the children are happy and safe (head start, no date). According to Maslow (1943), as soon as a child's physiological needs have been met, their intention for safety and security becomes more important. When children feel unsafe, it can affect their development in many different places. For

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example, they struggle more to socialise and communicate with children and staff. Children can struggle to learn and develop their intellectual development. According to Traumatic Stress Wales (no date), the effects of traumatic experiences during infertility and the first 4 years of a child's life can last into adult years and have a significant impact on the child's later emotional, mental, and physical health. Adding to this, according to Gerhart (2015), numerous impacts of premature stress on a baby's or toddler's nervous system have been found by recent studies in neuroscience, psychology, and neurobiology. Also, the mother's diet during pregnancy influences the development of the baby's brain, this is then accompanied by wider social and cultural expectations as well as early parenting.

To conclude, holistic development means a person's social, emotional, physical, mental, and intellectual development, not just focusing on one element of children's

To conclude, holistic development means a person's social, emotional, physical, mental, and intellectual development, not just focusing on one element of children's development. Holistic development is very important for all children through all stages of their lives, and children can develop in different stages of their lives. There are also many different theorists that believe in holistic development, for example, Piaget. He is known for his contribution to child psychology. Another theorist that believes in holistic development is Bowlby. Bowlby's theory is based on attachment and believes children should be receiving love and affection to ensure their improving their development. The theorist Bronfenbrenner believes children's families should be involved in the children's as family members have a positive relationship with the children.

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Maslow's significance in understanding child development

To begin with, this essay is based on holistic development and Maslow's significance in understanding child development. Also, in this essay there will be three different topics being discussed. The topics will be transitions, attachment, and play. The target of holistic development is to nurture children's physical, psychological, socioeconomic, and sentimental health by providing an accommodating and stable environment in which they can develop and learn. The aim is to expand the entire child, not just their educational understanding (nursery & school guided, 2024).

Firstly, the first topic that will be discussed is transitions. Transitions mean the procedure or time frame in which a scenario changes to another situation (Oxford Learn's Dictionaries, 2024). There are many different types of transitions you can have, for example, completing an activity, then starting a new one, losing a family member, and moving house (trying together, 2024). According to (Kirklees Council) it is important when it comes to assisting children to feel more comfortable during the transition, parents are extremely important. Children and parents should be provided with the opportunity to become familiar with the school setting so they can start developing relationships with essential staff members. As shown by A. H. Maslow (1943), children must first feel safe, free from any danger, and secure in their surroundings before they can progress to other learning opportunities. As shown in some school settings, children are offered a stay and play before officially beginning the academic school year. Children are offered three or four stays and plays. The first one allows you to come in and see the classroom and meet the staff members with your careers and guardians. The staff will then provide you with dates to come back for your child to spend time in class for 1 hour. This links to the United Nations Convention on the Rights of the Child. The UNCRC has "54 articles" that ensure all children are protected through their whole life (UNICEF, no date). The stay and play scheme links to the United Nations Convention on the Rights of the Child as "Article 3 is about the best interests of the child" and stay and play. The staff members sometimes extend the stay and play if the child is shown to not be coping. Another article is "Article 31: Leisure, Play, and Culture," as during your stay and play session

you are provided with different activities to play with (UNICEF, no date).

Secondly, attachment is also very important. According to Anna Freud Mentally Healthy School (no date), attachment means a child or young person's relationship connection with their main carer is addressed as attachment. A child's concept of identity, growth, improvement, and future relationships with others are all impacted by this early-life bond. In some settings, there can be children who are very anxious to come into school, as they get very nervous about leaving their mothers and fathers, especially if they know they're not picking them up. This links to Maslow, as Maslow believes safety is a very important step for all children, and all children need to feel safe and secure at home and in their setting (A.H. Maslow, 1943) in order to encourage their development and allow them to enjoy school. Bowlby also believes attachment is very important. Bowlby theory implies children's relationships with their main carer have a humongous impact on their development (Holmes .J, 2014). Another theorist that also believes in attachment is Mary Ainsworth. Ainsworth has

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the same theory as Bowlby, as they worked closely together. Bowlby and Ainsworth believe children rely on their main carers completely however, while the children are relying on their main carers, they are understanding and building a relationship and building trust with them (Watson. M, 2018).

Adding to this play is also a very important part of children's lives. Play means, according to Smidt (2011), play could be anything a user wishes it to be, whether it's to demonstrate a feeling, find a solution, or fulfil a need. Play links to Maslow as Maslow believes children should feel self-esteem, love, and belonging, according to

Weinberg. D. R (2011) children thrive when they are with their friends and have a feeling of unity. He also believes children feel more confident when with each other and consider other people's feelings. Which helps develop the children's social skills and basic skills. In some settings, bucket time is a strategy that is used to encourage children with additional learning needs to concentrate and observe the toy that comes out of the bucket. Once bucket time is over, the children are then allowed to play with the different sensory toys in the room but are still unable to touch the bucket. A framework that links to children's play is the Welsh government play policy. "In 2002, the Welsh Government published its play policy," the nation's first global play policy. The concept that each and every child has the right to play represented as the foundation for the policy (Play Wales, 2002). A theorist that links to play is Piaget. Piaget theory was about cognitive development she had four different stages: "Sensorimotor stage, Preoperational stage. "Concrete operational stage, Formal operational stage" (BBC TINY PEOPLE, 2024) Piaget links to play as play helps encourage the child's speech and grow and develop (Pentagon for learning and play, no date).

To conclude, Maslow links to many different aspects, for example, transitions for children, play, and attachment. There are many different types of transitions children can go through and different ways of supporting the children. The UNCRC links to the attachment, as there are 54 articles that provide children with rights. One of the articles is about ensuring that all children are protected. Play also encourages children to express their emotions and develop basic skills. While children are playing, they are also more confident in themselves and think of other children's feelings while playing. The Welsh Government is also useful as they ensure all children have the right to play.

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