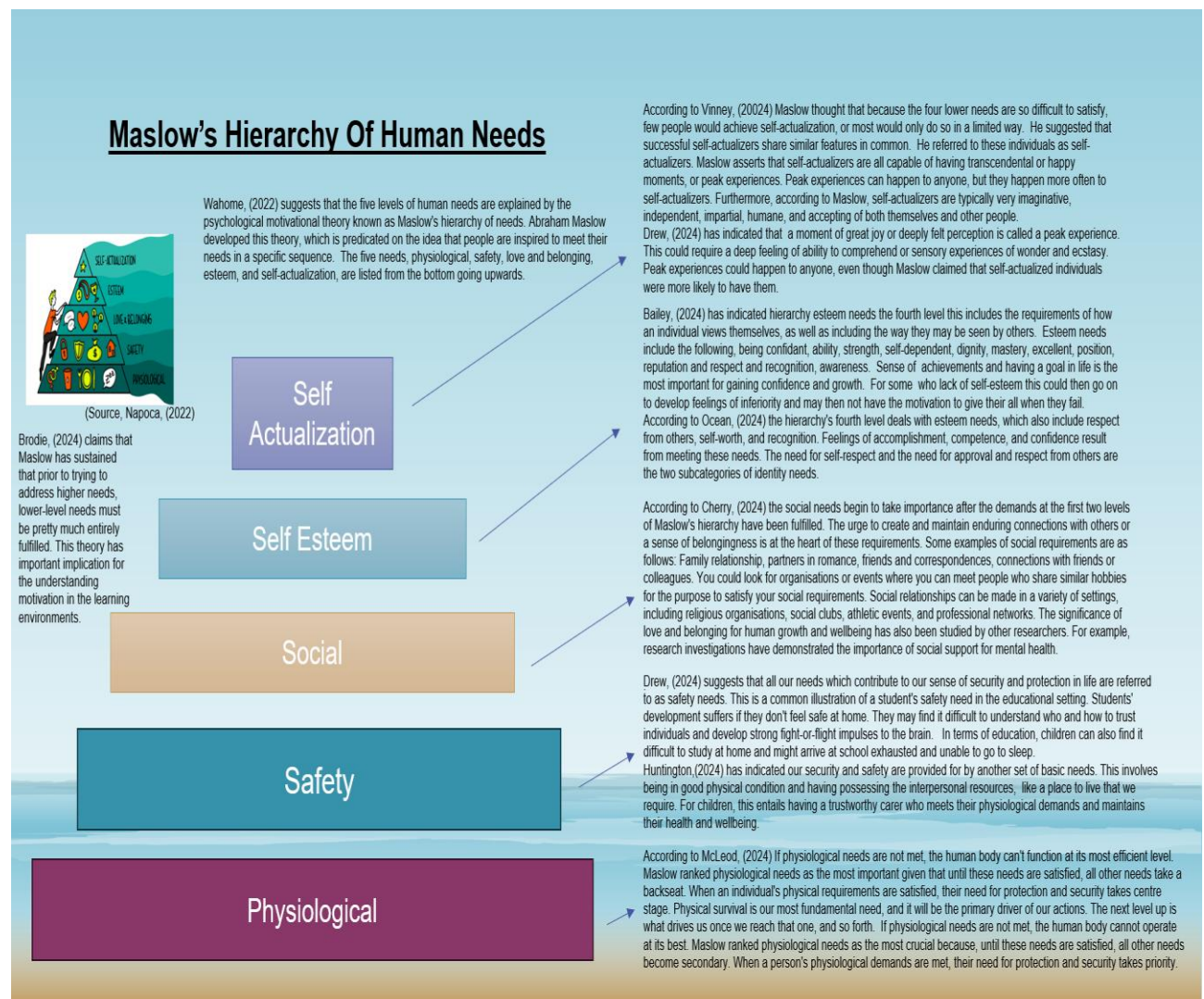


The Human Development Portfolio

Contents

1. Maslow's Hierarchy of Human Needs (Infographic)
2. Reference list for Maslow's Hierarchy of Human Needs (Infographic)
3. The Concept of Holistic Child Development
4. Reference for the Concept of Holistic Child Develop
5. Maslow's significance in understanding Child Development
6. Reference list for Maslow's significance in understanding Child Development



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The Concept of Holistic Child Development

According to Hei Schools, (2022) a child who receives an education that only emphasizes academic skills does not obtain the full range of skills necessary to grow up to be a happy, successful adult. Even though they can read and write, what about expressing their feelings and having to care for their bodies. To the certain degree, these abilities do develop naturally. However, without an education that covers every aspect of holistic development, children won't be able to excel.

The social, emotional, physical, mental, and intellectual development of an individual is referred to as holistic development. Focusing on a child's development in all areas, not just their learning achievement, is what it means to take a holistic approach to education. Above all, it's about establishing the child's general health.

TeachKloud, (2023) claims that children's overall development is based on holistic development because this covers all aspects of the child's development, including their language, social, emotional, physical, and cognitive. It evaluates in more detail why this strategy can have a significant impact on children's lives.

Brodie, (2024) suggest that a perspective on human motivation and development has been provided by Maslow's Hierarchy of Needs. Maslow's theory provides educators, students, and early childhood professionals with important insights into the needs, behaviour patterns, and learning processes of early childhood. His theories, which emphasize the value of developing and nurturing environments that promote holistic development, have completely changed the way that early childhood education is approached.

Maslow's Hierarchy offers a framework for understanding the intricate interactions between variables affecting a child's development and learning, expanding from basic physiological needs to self-actualization. This theory challenges educators to consider children emotional, social, and physical health in addition to their cognitive development.

According to Egersdorff and Mundy, (2017) the first four layers of Maslow's pyramid are the focus of our living model, which is based on his theory that a child cannot be fully engaged, motivated, regulated, and prepared to learn until the most fundamental human needs are fulfilled. The four layers from the perspective of: Eat, sleep, play, and learn.

Brodie, (2024) has shown the psychological theory known as John Bowlby's attachment theory completely changed how we think about how children develop.

This theory was developed in the middle of the 20th century by British psychoanalyst John Bowlby and illustrates the importance of early relationships in influencing a child's emotional and social development.

To fully understand how children develop relationships with their primary caregivers and how these early experiences impact their emotional health and guiding future, attachment theory was applied. It has greatly influenced early childhood practice, impacting how educators and childcare providers approach their work.

Important concepts include:

The importance of providing care that is responsive

The idea of a safe base for education and research

Early experiences influence on relationships in later life.

Referring to Bradbury, (2021) says that compared to other well-known early childhood specialist, Bronfenbrenner is a child development theorist who is not as well-known. His theory focused on the effects of familiar contexts for children, like nursery, school, and places of worship. Additionally, his research revealed the significance of the various facets of a child's social position and their interactions with each of them. It has supported earlier government initiatives for children and families and impacted our understanding of the relationships between child development.

To understand the concept of holistic child development it is important to consider positive relationships.

Stonehouse, (2015) suggests that positive relationships are good programs for each child that are based on a foundation of strong, loving, and positive individualized relationships between educators and learners. The significance of children's relationships is highlighted in both My Time, Our Place and Belonging, Being and Becoming. Relationships between educators and learners as well as children's relationships with each other.

Positive relationships are important to holistic child development because Lavis (2016) suggests that this will give children a good start in life and is essential for their healthy development. Securely attached children are better able to connect to others and control their own emotions and behaviour pattern. Additionally, this helps babies start off with a more positive social way to progress.

Queen Margaret University, (2023) claims that strong bonds between children, teachers, and caregivers develop a feeling of emotional control and belonging. This encourages social and emotional growth and lays the foundation for positive dialogue and relationships.

Practitioners must also consider safety when exploring the concept of holistic child development.

According to Nspcc, (2024) safety refers to everyone who works and volunteers with young children and their families, from midwives and health visitors to childminders and nursery staff, has a role to play in making sure the children have the best start in life. Safeguarding is a critical element of this.

Safeguarding in the early years refers to preventing harm and advancing the wellbeing of newborn babies, infants, and young children as well as supporting new and expectant parents in meeting their child's needs. This entails making certain that everyone in your company or organization is aware of their responsibilities to ensure the safety of children and that you have the proper training, policies, and procedures in place.

It is important that a child feels safe to develop holistically because according to CAO Central, (2021) a child's development is based on them feeling safe and valued. When schoolchildren worry about bullying, fear for their safeness, or don't feel their teachers hold them to high or good standards, learning then suffers. Children are engaged and willing to accept academic chances when they are in a positive, atmosphere of peace. They behave as according established standards and guidelines that are upheld and modelled by their teachers and school administrators. Positive relationships between teachers and other children, an environment where true respect is the norm, and a sense of belonging among all schoolchildren are characteristics of such a community.

Schoolhouse, (2024) suggest that It is essential to children's development to make sure they feel safe. In conclusion, providing a safe, a loving environment can help a child feel secure. We can promote children's confidence and wellbeing by applying useful techniques like open communication, consistent availability, and clear boundaries. These initiatives give children the resilience addition to helping overcome these obstacles in the future in them in thriving in the future.

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Maslow's significance in understanding Child Development

We will explore Maslow's significance and understanding in connection to early years practice through transition, attachment, and play in greater detail in this model. What is the importance and why these three are important in the Early Years.

Transition

According to Birth to 5 matters, (2021) transitions include a chance for professional communication with the home and between environments. All early years practitioners have a duty to make sure that children are managed to make feel at home, develop a sense of belonging, and receive support in having to settle in.

Transitions involve more than just moving linear way from one environment to another, they also involve moving horizontally from one room to another within the same environment, going to a more structured time of day, like dinner, or going from home to the nursery, childminder, and back again during the same day.

Transition is not an event, it is a process.

Good transitions understand how important it is to feel known.

Some children are particularly at-risk during periods of transition.

Transitions provide a forum for professional discussion.

The key person establishes essential relationships.

Making the change the from EYFS to KS1 is part of the transition.

Birth to 5 matters, (2021) also suggests good transitions understand how important it is to feel known. Ensuring continuity between the home, important individuals, and all the settings that comprise each child's individual learning journey is fundamental to delivering all early childhood children with high experience. Children in today's society may have a lot of experiences outside the home through childcare, toddler groups, day care, and nursery schools, and they may seem to handle change well. Even though transitions might happen frequently, not all children can manage them well or enjoyably.

Patel, (2019) shows us that when helping children through more significant transitions, we can encourage similarly positive experiences. Such suggestions:

- Consider transition as a process rather than an event be proactive children. Consider the concerns of children, take priority the children's welfare and the transition.
- Ask the schools where your children will be attending to send parents welcome packets with important dates and information.
- Bring the child to new places, ask new professional people to come and make sure there is at least a phone call to hand over.
- Share significant facts about a child's background, language, and social skills, transfer assessments, progress reports, and learning journeys on time.

Open A Nursery, (2023) suggests that a child's social, emotional, and cognitive development is supported by smooth transitions. Children learn essential life skills like self-control, resilience, and problem-solving as they adapt to the environment.

It is impossible to overstate the significance of transitions in the early years. A child's growth and wellbeing depend on smooth transitions, which also help them learn important life skills, adjust to change, and form good and healthy bonds with their families and teachers.

Attachment

Care Learning, (2024) explained that according to John Bowlby, children have the capacity to develop attachments from birth. It is suggested that, clinging and crying are explanations of attachment behaviours that are adaptive reactions meant to increase a child's chances of surviving.

Bowlby's work was extended by Mary Ainsworth in her, strange situation study. Four primary attachment styles were identified by her:

Children to secure attachment experience anxiety when their caregiver departs, but they are able to acquire themselves even though they know that their caregiver will return.

Children with avoidant attachment avoid their caregivers when they return and are not upset when they leave.

Children with resistant (or ambivalent) attachment are ambivalent when their caregivers return and deeply upset when they are gone.

Children with insecure attachment exhibit unclear attachment behaviours. They might very well act in ways that are inconsistent and contradictory.

According to Heale, (2020) It is now generally known that a person's mental, emotional, and physical health are shaped during their first three years of life and are significantly more significant than their later childhood years.

The third birthday is a significant milestone because speech is established, brain development is approximately 90% complete, and it seems to get easier to separate from the primary caregiver. New opportunities emerge, including the possibility of friendships, the relevance of preschool education, and the opportunity to practice independence.

We now understand that all of this is made possible by loving, constant care. It stimulates the connections that allow the brain to grow, especially in the emotional centre of the brain.

Play

Birth to 5 matters, (no date) shows us that children's development depends on play, which boosts their self-esteem as they learn to start exploring, make contact with others, set targets, and resolve issues. Children learn by having participated in play that is monitored by adults and by trying to direct their own play.

Unicef, (2018) suggests that children don't think, now I'm going to learn something from this activity, when they intend to play. But even so, their play offers significant educational opportunities in every developmental domain. Play can foster skills in all learning stages, including motor, cognitive, social, and emotional abilities, even though learning and development are intricate and comprehensive procedures.

According to Bryce-Clegg, (no date) our social development is dependent on play. It helps facilitate the difficult process of learning to recognise the emotional responses of others as well as our own preferences and feelings. We become much more exposed to other children's play styles and improve our ability to read other people as we have more play and interaction opportunities. Children who don't have enough play opportunities don't have enough time to observe, practice, and rehearse the subtleties of social signalling, which are what make us appropriate and effective communicators.

National Literacy Trust, (2024), points out play is important for encouraging children's language and communication skills as well as for promoting their learning and general well-being. Play provides numerous opportunities for, play fosters creativity, improves problem-solving abilities, and supports language development, all of which contribute to cognitive development.

This conclusion demonstrates that every need is critical to the development of young children. This can help children manage and develop a sense of belonging because it enhances their cognitive, social, and emotional skills, children learn essential life skills like self-control, resilience, and problem-solving, in addition to supporting their learning abilities.

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