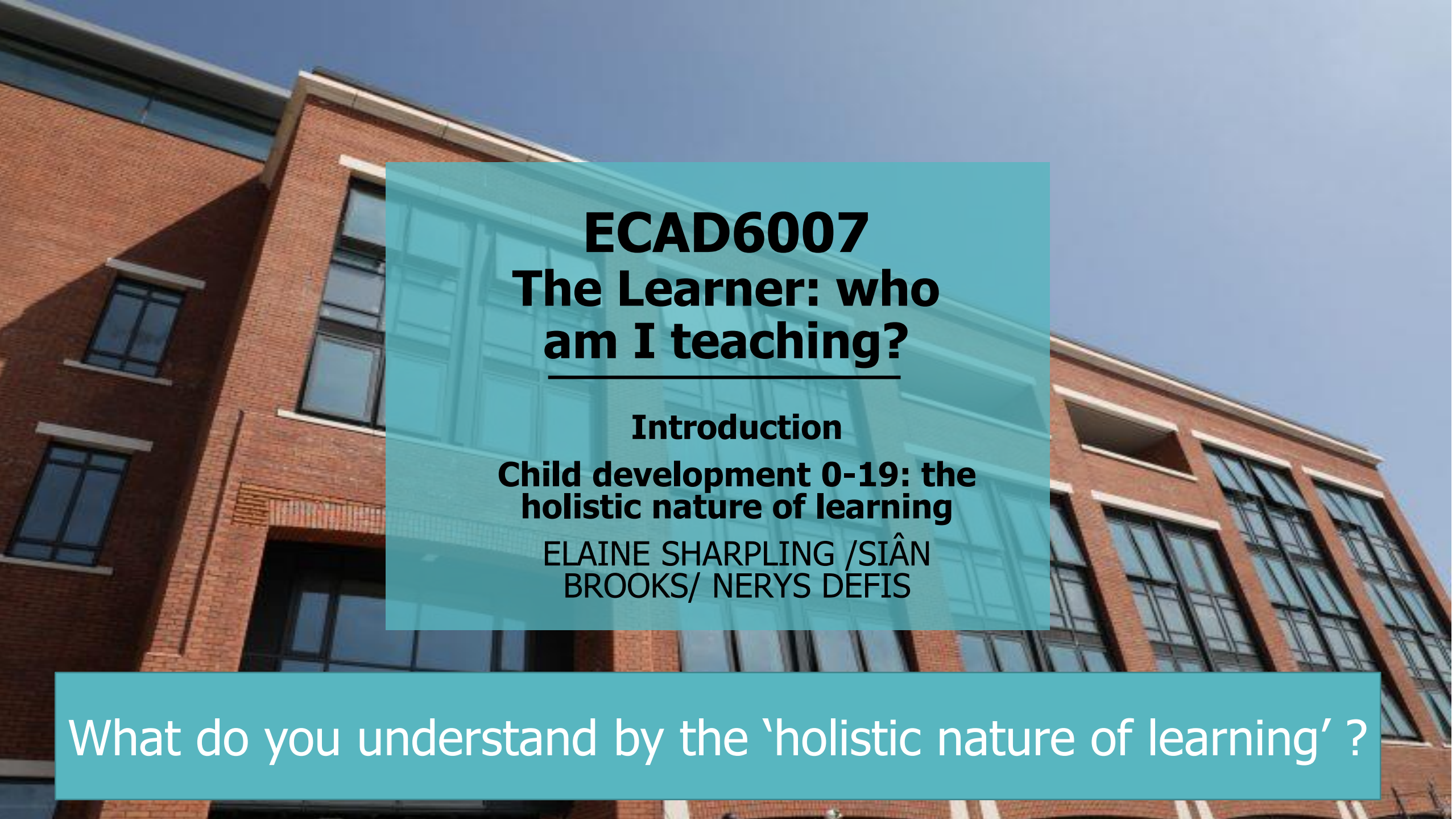




ECAD6007

The Learner: who am I teaching?

Introduction

**Child development 0-19: the
holistic nature of learning**

**ELAINE SHARPLING /SIÂN
BROOKS/ NERYS DEFIS**

What do you understand by the 'holistic nature of learning' ?



WHAT WILL BE COVERED IN THE MODULE?

Theories of Learning

Well-being, rights and voices

Physical literacy

ALN

Emotional literacy and mental health

Behaviour

Team around the learner

Observing the learner

Professional dialogue

MODULE LEARNING OUTCOMES

Upon the successful completion of this module, you should be able to demonstrate the ability to:

evidence a critical understanding of theories and research that impact on well-being, child development and learning from 0-19 years and apply this to personal practice.

present a personal, critical stance on the role of the professional teacher in relation to meeting the needs of a diverse range of children and young people, including challenging assumptions, beliefs that lead to prejudice and stereotyping.

critically reflect and evaluate a range of different approaches for meeting the diverse needs of all learners in a range of settings, and justify choices made in personal practice.

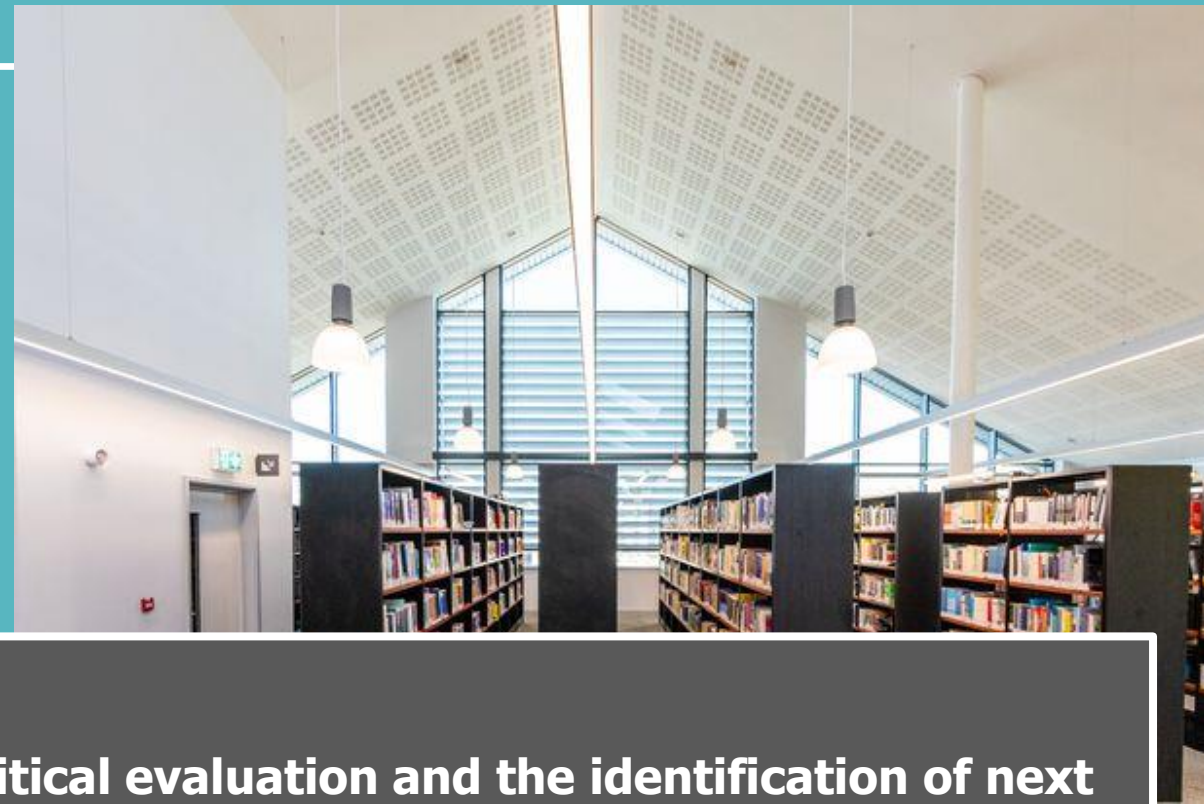
ECAD6007 Assignment

- How will this session contribute to the assignment?

Session objectives:

To set the context for the module.

To introduce the notion of a 'critical incident' in education and some of the features of child development.



A critical evaluation and the identification of next teaching and learning steps focusing on a case study of an individual learner or a group of learners, based on an observed critical incident (equivalent to 5000 words).

Submission: 29/10/19 (deadline 23:59)

How many definitions of 'critical' can you think of?

- **Critical in this context** = involving the objective analysis and evaluation of an issue in order to form a judgement.



'CRITICAL INCIDENT'

A DEFINITION

- "Critical incidents and critical events are particular events or occurrences that **typify or illuminate very starkly a particular feature**" (Cohen et al., 551)
- "Incidents tend to be 'typical' rather than 'critical' at first sight, but are **rendered critical through analysis.**" (Tripp, 1993:25)

SCHOOL VISIT

PAIRWORK DISCUSSION:

Can you identify any 'critical incidents' that arose during your school visits?

What reflections could you make?



Are there any
points in this clip
which could count
as a 'critical
incident'?



Child development is usually subdivided:
prenatal → infancy & toddlerhood → early childhood → later childhood → adolescence

Child Development: a definition

Child development is the study of changes due to **maturation** (following the genetic plan) and **learning** (changes due to experience).

What affects Child Development?

“Child development is a dynamic, interactive process. **Every child is unique in interacting with the world around them**, and what they invoke and receive from others and the environment also shapes how they think and behave”.

<http://theconversation.com/how-culture-influences-childrens-development-99791>



What can affect a child's development?

“Children growing up in different cultures receive specific inputs from their environment. For that reason, there's a vast array of cultural differences in children's beliefs and behaviour.”

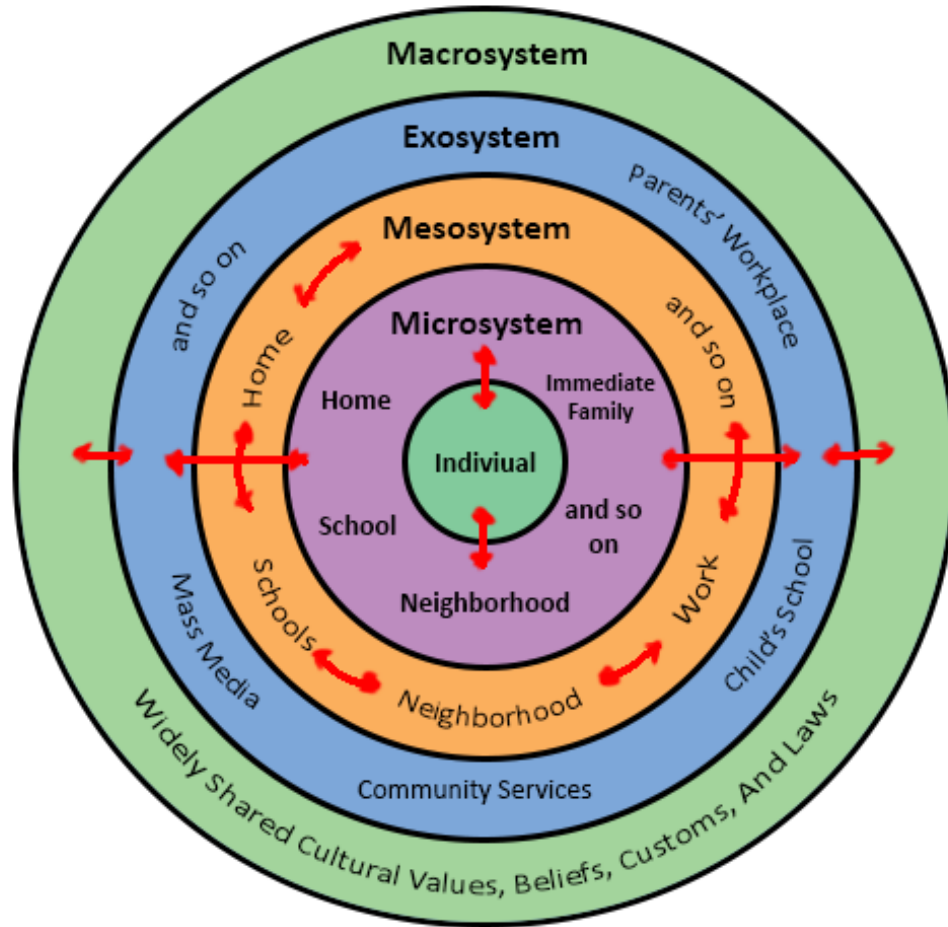


THE CHILD AT THE CENTRE

1. Make a note of the team and the world around the child.
2. Group these influences into different categories.

Which of the influences has the greatest impact on the child?

Bronfenbrenner's ecological systems theory (1979)



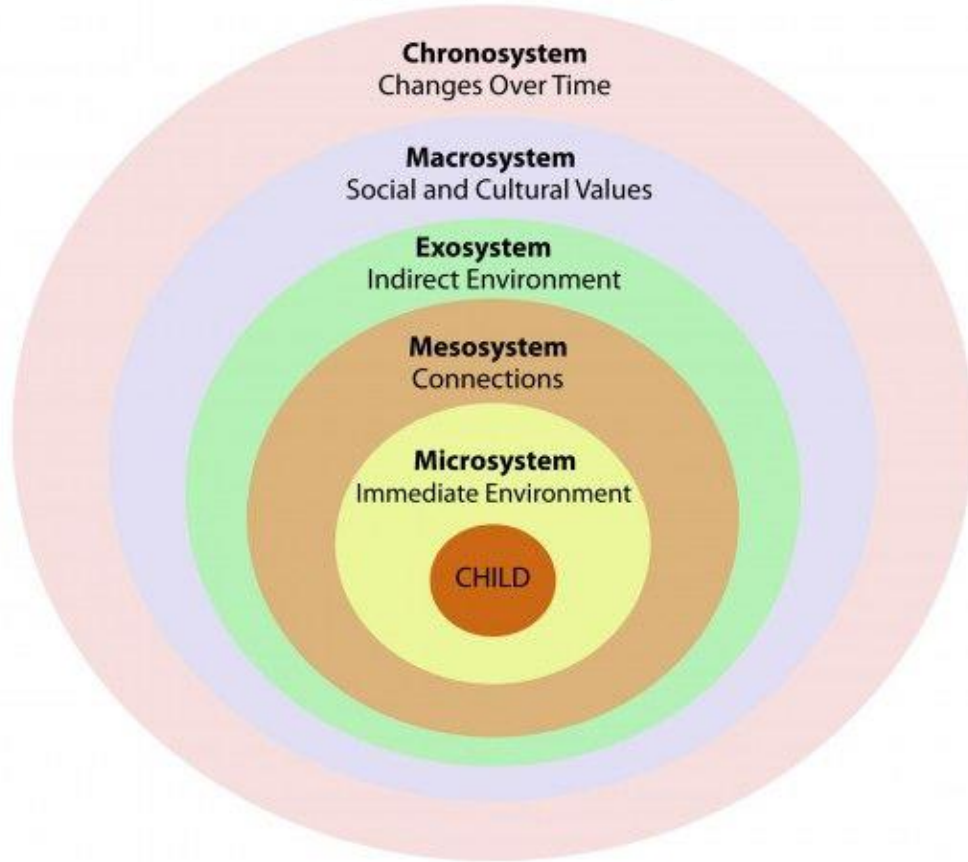
Microsystem: the child's own close family & friends

Mesosystem: extended family, friends & teachers

Exosystem: cultural system outside the family (church, employer etc)

Macrosystem: larger society

Bronfenbrenner's Ecological Systems Theory



CRITICISM OF THE EARLY MODEL

Bronfenbrenner's early model of the bioecological system has sometimes been criticised for not emphasising the **active role of the individual in his or her own development.**

In later iterations, a fifth stage is considered part of the bioecological model, called the **chronosystem.** This system focuses on the interaction between the various systems and how they affect one another over time.

Major Child Development Theorists

- **Jean Piaget** – Children must be given learning tasks appropriate to their level of development.
- **Lev Vygotsky** – Children should be given the opportunity for frequent social interaction. Social contact is essential to intellectual development.
- **Erik Erikson** – Parents & other caregivers must be aware of, and sensitive to, children's needs at each stage of development and support them through crises.
- **B.F. Skinner** – Parents and other caregivers can affect a child's behavior through the use of negative and positive feedback.
- **Albert Bandura** – Caregivers must provide good examples for children to follow.
- **Urie Bronfenbrenner** – Child's primary relationship with a caregiver needs to be stable, loving, and lasting. Environment affects development.
- **Arnold Gesell** - Development genetically determined by universal "maturation patterns" which occur in a predictable sequence.

Dividing development into stages presupposes a 'norm'

How do teachers perpetuate the idea of a 'norm'?

Are our assessments based on a 'norm'?



What is the 'norm' in regard to a child's development?

What if a pupil does not fit into the 'norm'?

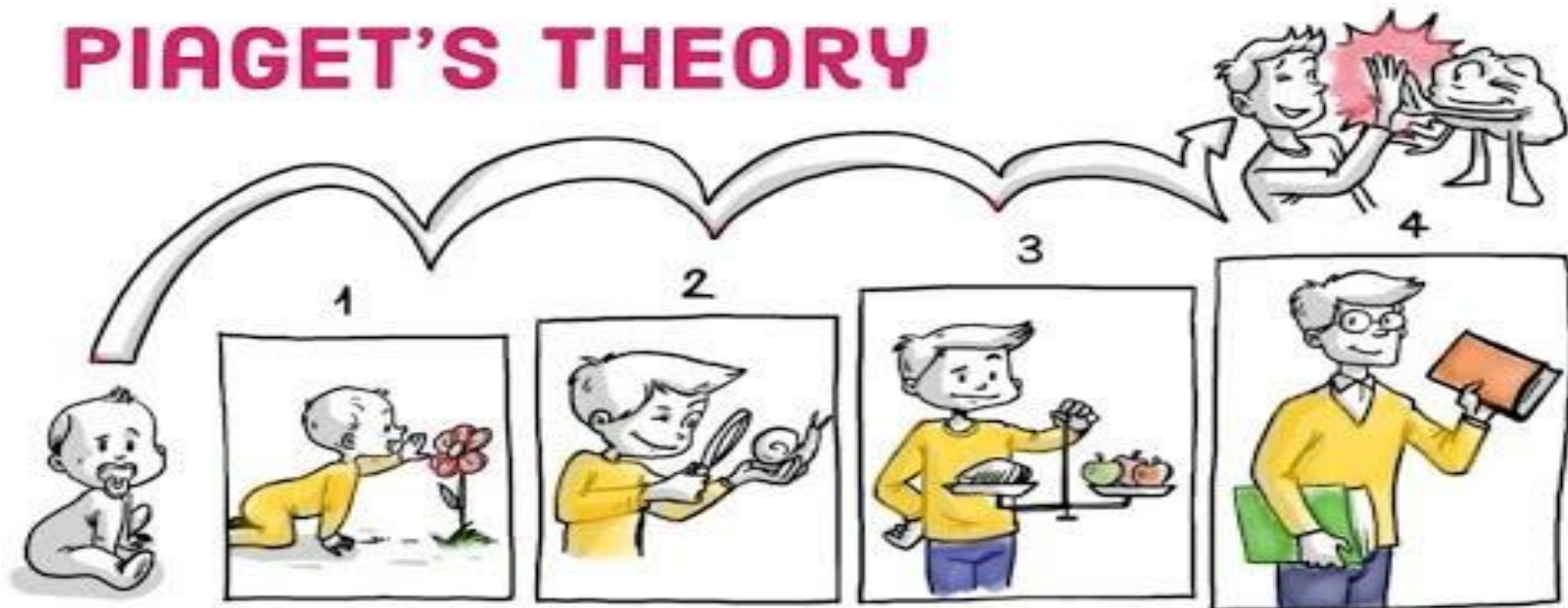
What are the problems of a conceptual framework of child development structured by age?

Piaget's Periods of Cognitive Development

Birth to 2 years	Sensori-motor	Uses senses and motor skills, items known by touch	Object permanence learned
2-6 yrs	Pre-operational	Imaginative play, symbolic thought	Imagination/pretense, child development
7-11 yrs	Concrete operational	Logical thinking about concrete events	Conservation, numbers, ideas, relationships
12 yrs to adulthood	Formal operational	Thinks abstractly, hypothetical ideas (broader issues)	Ethics, politics, social/moral issues explored

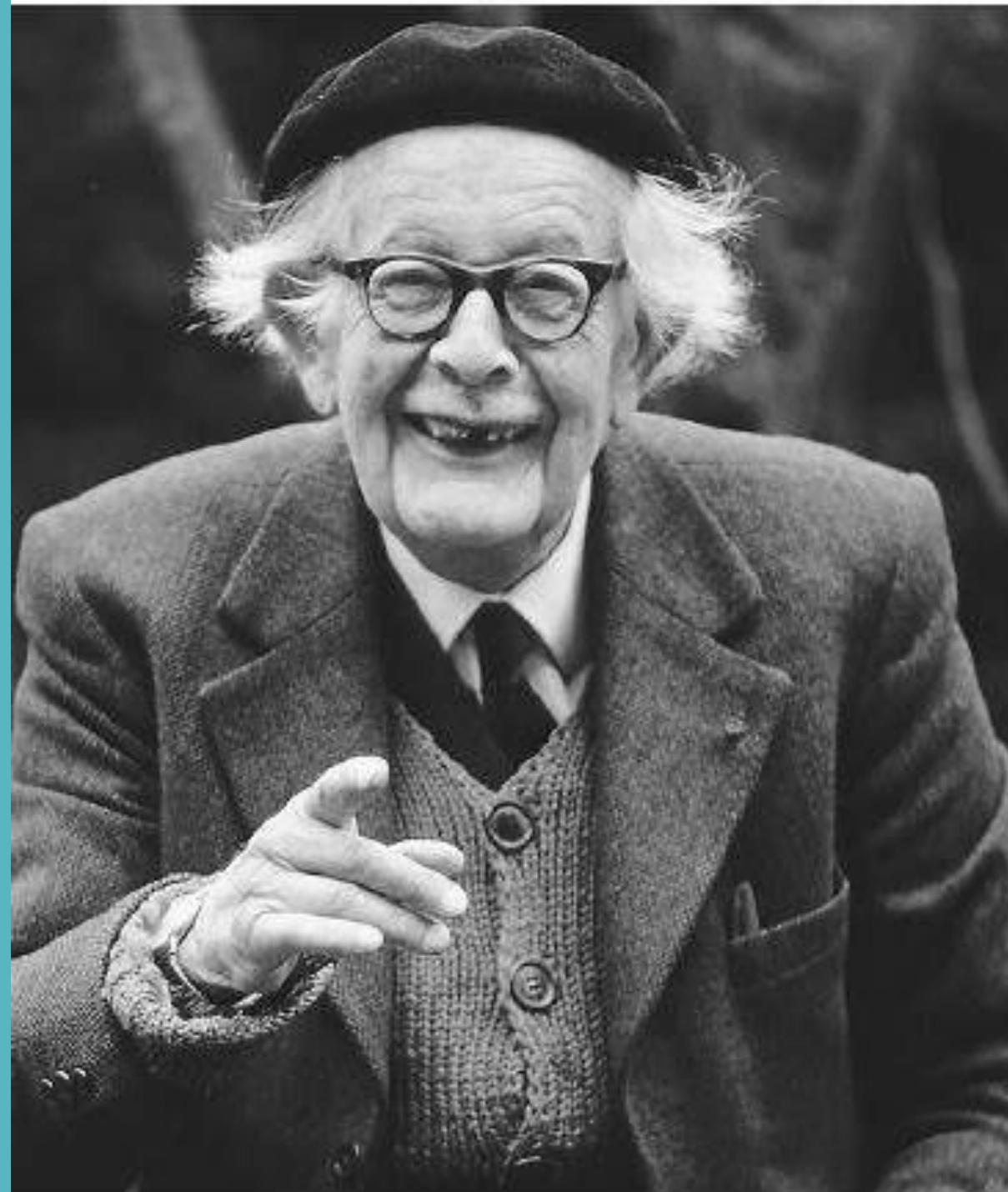
What do you notice about the different stages?

PIAGET'S THEORY



Criticisms of Piaget's theory

- Piaget studied his own children and the children of his colleagues in Geneva.
- Piaget might have underestimated children's cognitive abilities.
- Piaget ignored the role of social setting on a child's development.
- Piaget's belief that cognitive development happens purely through maturation has been challenged.



- To deliver key public health messages from conception to 7 years, so that families are supported to make long term health enhancing choices.
- To promote bonding and attachment to support positive parent-child relationships resulting in secure emotional attachment for children.
- To promote positive maternal and family emotional health and resilience.
- To support and empower families to make informed choices in order to provide a safe, nurturing environment.
- To assist children to meet all growth and developmental milestones enabling them to achieve school readiness.
- To support the transition into the school environment.
- To protect them from avoidable childhood diseases through a universal immunisation.
- To ensure early detection of physical, metabolic, developmental or growth problems through an appropriate, universal screening programme.

Healthy Child Wales Programme Key Priorities



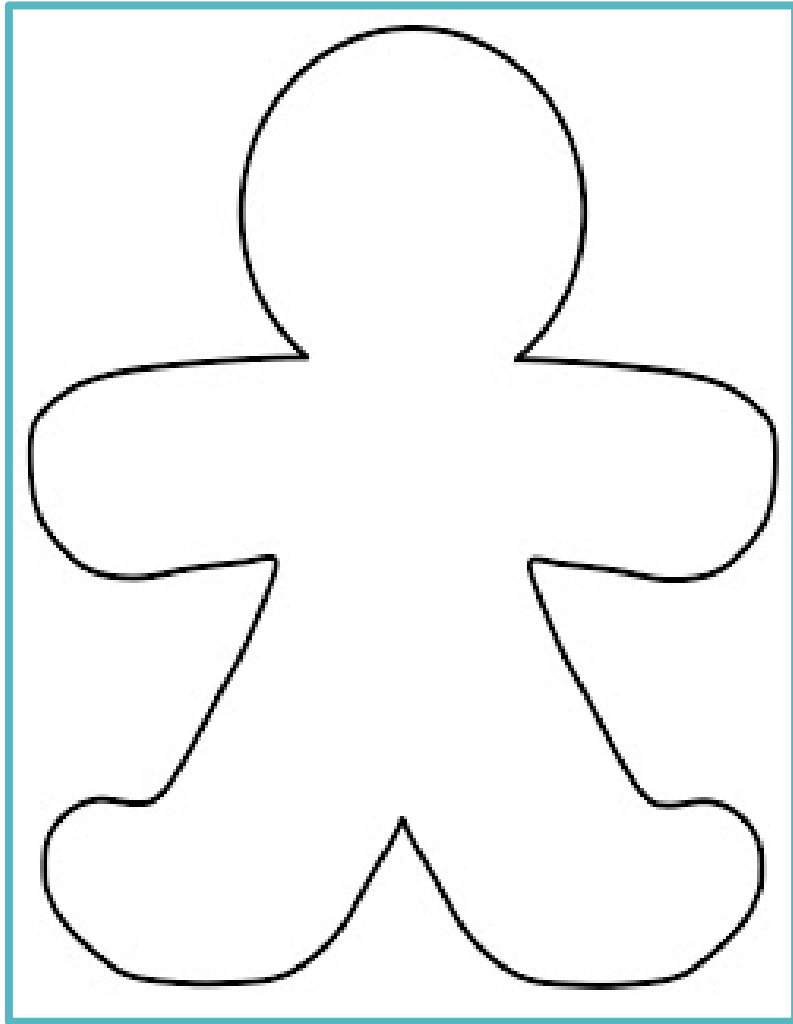
0-7

A photograph of children running on a green grassy field under a clear blue sky. A large teal speech bubble is overlaid on the image, containing text.

Why should we
invest in 0-7
years?
**THINK / PAIR /
SHARE**

HUMAN CAPITAL SUMMIT: INVESTING IN THE EARLY YEARS FOR GROWTH AND PRODUCTIVITY

“Investing in the early years is one of the smartest investments a country can make to break the cycle of poverty, address inequality, and boost productivity later in life. Today, millions of young children are not reaching their full potential because of inadequate nutrition, lack of early stimulation and learning, and exposure to stress. Investments in the physical, mental, and emotional development of children -- from before birth until they enter primary school – are critical for the future productivity of individuals and for the economic competitiveness of nations.”

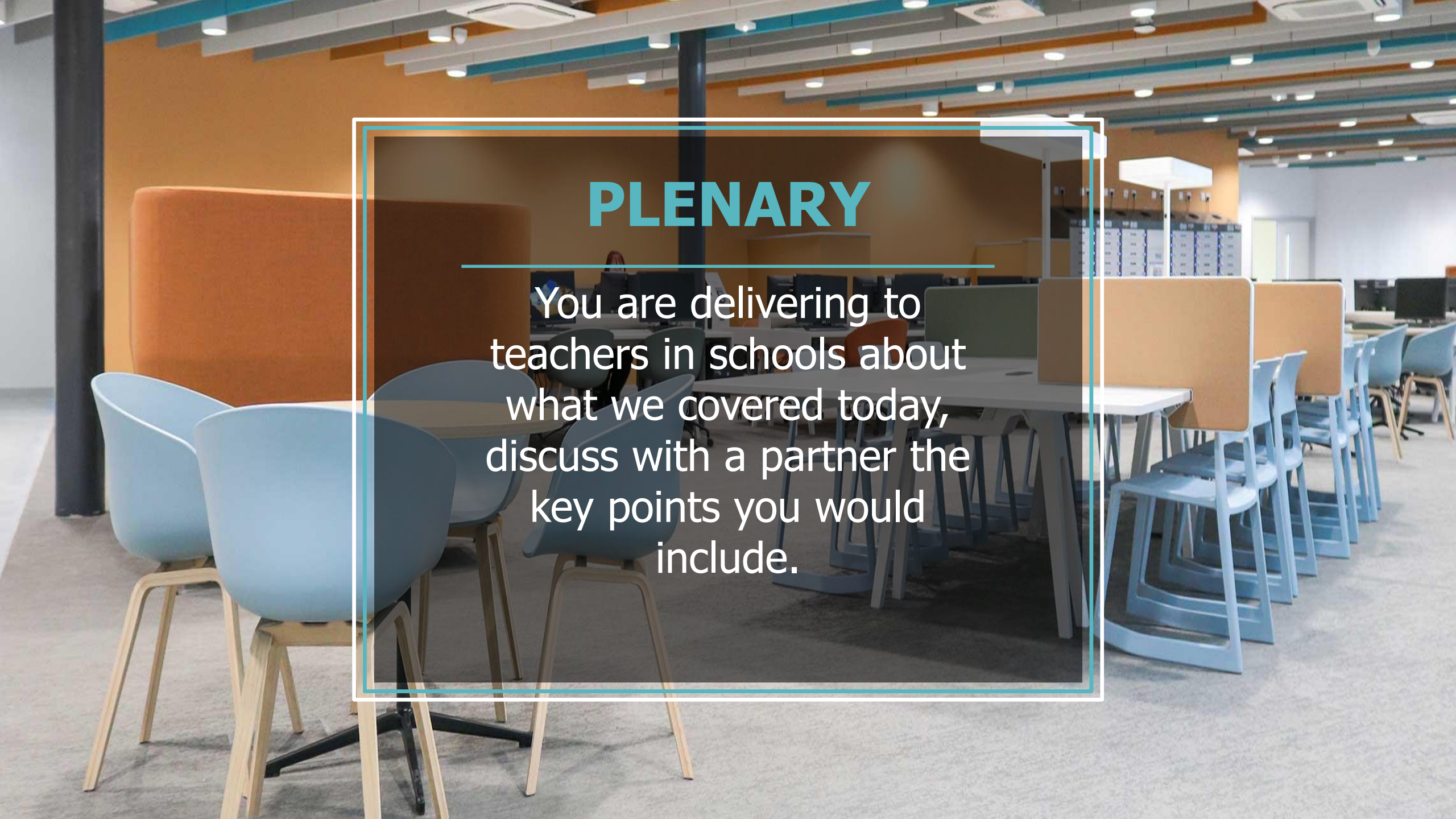


HOLISTIC DEVELOPMENT

- Draw a 'child' and choose his/her age.
- Write down on one side all of the needs related to the aspects of holistic development
- On the other side, think about how you as a teacher might develop those aspects.

'DANCE OF DEVELOPMENT'



A modern meeting room with orange walls and blue chairs. The room is furnished with several round tables and chairs, and there are large windows in the background. The text "PLENARY" is overlaid on the image in a large, bold, blue font.

PLENARY

You are delivering to teachers in schools about what we covered today, discuss with a partner the key points you would include.

“Children represent the future, and ensuring their physical, socio-emotional and language and cognitive development ought to be a priority for all societies. Children are particularly vulnerable to malnutrition and infectious diseases, many of which can be effectively prevented or treated.”

World Health Organisation



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