

Cover Sheet

For this assignment I have submitted the following:

Component 1: An infographic to explore Maslow's model in depth

Component 2: The concept of holistic child development with links to Maslow's model and other developmental theories

Component 3: Three examples from early years practice to highlight Maslow's significance in understanding child development

Statement for use of AI

Requested to find me the ULR link for the UNCRC

Requested to check my document for spelling and grammatical errors

Final word count: 2915

Component 1: An infographic to explore Maslow's model in depth

An in-depth look at Maslow's Hierarchy of Needs

Physiological Needs

The foundation of Maslow's Hierarchy of Needs are physiological needs; these are the basic requirements for human survival. These include things such as food, water, sleep, shelter, and clothing. Without these basics, humans cannot function properly. Maslow believed if these needs are not met, then individuals cannot focus on anything else. For example, a person who has not eaten and is hungry will not be able to concentrate on work, relationships, or self-development. All human beings experience these regardless of background, culture, or gender. Maslow thinks physiological needs of a human will be their primary incentive, above all. *A person who is lacking food, safety, love, and esteem would most probably hunger for food more strongly than for anything else.* Maslow, A, 1943, p.379

These also include the need for rest and sleep, which are crucial for physical and mental recovery. When people are sleep-deprived, their ability to think clearly, make decisions, and regulate emotions is compromised.

When these needs are neglected, individuals may experience stress, illness, lack of relationships and trust, unhealthy habits, and even life-threatening conditions. Once these needs are met regularly, you will have a healthy outlook on life, and you can start to focus on the next level of the hierarchy: safety.

Safety Needs

This is the next level in Maslow's Hierarchy of Needs, and all humans need to feel safe in a number of aspects which include: Physical and emotional harm, Financial, Health and Shelter.

To enable us to fulfil these everyone will need to feel that they are in a safe environment free from fear of being hurt be it physical or emotional, have a roof over their head to keep them warm and dry, financially stable to support themselves and their family and have access to good health care should they become unwell and need support or treatment.

If these needs are not met then children may not develop in school and reach their full potential, lack social skills, and not make good stable relationships, and as they grow will follow a similar pattern for their future. As an adult if these needs are not met, they may feel they have failed their family and have not given them everything they need, they may also feel anxious, fearful, and unable to focus on higher-level goals.

When people feel safe, they are more likely to take risks, build relationships, and pursue personal growth.

Love & Belonging

Once people have their basic needs met—like food, water, and safety—they start looking to belong and be accepted. People want to belong to a group, like a family, circle of friends, partner, or community. These relationships help us understand who we are and where we fit in.

Maslow believed if someone does not feel accepted and feels alone, they may have feelings of sadness, anxiousness, and depression however, if you feel like you belong and have formed strong relationships you will be more confident and happier.

For children, love and belonging come from family and friends. Those who feel loved often grow into more confident and kind adults. As we get older, we look for friendships, romantic relationships, and social groups.

When people feel loved and like they belong, they feel safe and valued. This powerful base helps them build confidence and reach their full potential.

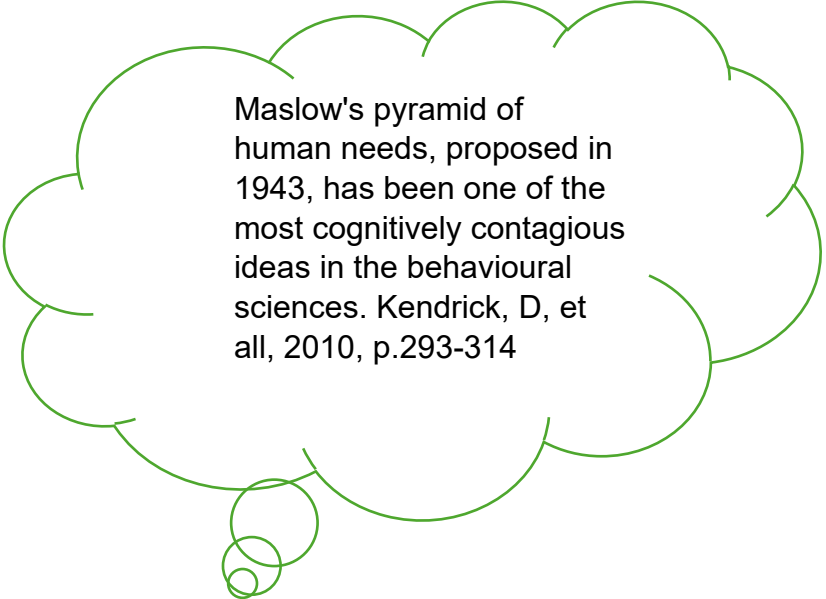
Esteem

This level in Maslow's hierarchy is esteem. This means people want to feel respected and valued—both by themselves and by others.

If you feel respected and appreciated by others, you will feel good about who you are and have more confidence and be motivated to work hard. When this need is met, you are more likely to act, set goals, and help others. But if you have low self-esteem, you will feel you are not good enough and not have the confidence to take on new tasks and your mental health could be affected.

When children are in school, esteem grows when positive feedback is given, when they are doing well in class, and when they are rewarded. For adults at work, it builds through recognition, learning new skills, and being treated with respect. In everyday life, it comes from close relationships, fun activities, and taking care of yourself.

Maslow believed that real self-esteem comes from doing meaningful things and feeling proud of them. While praise from others helps, strong self-esteem is built by working hard, thinking about your actions, and growing as a person.



Maslow's pyramid of human needs, proposed in 1943, has been one of the most cognitively contagious ideas in the behavioural sciences. Kendrick, D, et al, 2010, p.293-314

Self-Actualisation

At the very top of Maslow's pyramid is self-actualisation which means wanting to be the best version of yourself. It is not about being perfect at everything you do but trying your best. It is also about growing and learning about yourself. Finding out what you are good at and setting goals to move forward with, this could be a personal or professional. You may find yourself starting a business or giving time volunteering.

Before anyone can focus on self-actualisation, they need to have all their other needs met including psychological needs, safety, feeling loved and belonging and having a good level of esteem. These are the lower levels of Maslow's Hierarchy of Needs.

Self-actualisation is not something that everyone will achieve and it is something that can be on going for a number of years. *Self-actualisation is reached when all needs are fulfilled, in particular the highest need. Because of the positive feedback, self-actualization is not a fixed state, but a process of development which does not end.* Heylighen, F, 1992, p39–58

Today, self-actualization can be supported within schools, allowing the children personal growth. Schools will ask the children questions like “who do they want to be?” “What are they going to do for the future?” When people follow this path, they will often inspire others to be kind and more creative themselves.

Heylighen, F. (1992) 'A cognitive-systemic reconstruction of maslow's theory of self-actualization', *Behavioural Science*, 37(1), pp. 39–58. Available at: <https://doi-org.ezproxy.uwtsd.ac.uk/10.1002/bs.3830370105>

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Component 2: The concept of holistic child development with links to Maslow's model and other developmental theories

An in depth the concept of holistic child development with links to Maslow's model and other developmental theories

Holistic child development is a way of understanding how children grow and learn by looking at the child as a whole. Instead of focusing only academically or on physical growth. Holistic development considers every part of a child's life. It includes physical, emotional, social, language and cognitive development. The idea is all these areas are connected, and progress in one area will often affect the others. Leading to a good level of independence, as children will all reach different milestones at various times, however, if you look at these children holistically, you will see that physical development impacts cognitive development and emotional development impacts social development and vice versa. Maslow believes that to enable a child to progress they must be fulfilled at each level of his Hierarchy of needs before they can progress to the next which embodies Holistic Development. *In Maslow's theory, you should satisfy the needs of each level, before moving up to the next one.* (Pichère, P, Cadiat, A.-C, 2015, p.5).

Other theorists also promote holistic development for example Froebel who focuses on child development as a whole whereas Maslow focused on human needs as a whole. Froebels theory is centred on play-based activities and nurtures every aspect of growth; therefore, holistic development is always on show with the children. *In developing this concept of the 'whole' (unity), Froebel brought together many existing ideas. In doing so, across the years, slowly and gradually, by the time he died in 1852, he had developed an understanding of the need to see children as whole people with thoughts, feelings, physical selves, and relationships to others.* (Bruce, 2012, p.7).

In using a holistic approach for development, you ensure that individuals become well rounded, resilient, capable, and ambitious learners. When a child plays, they will often use all their senses to carry out the activities they are doing meaning every time they carry out these activities they are developing their skills holistically. Frobel based his theory on a number of principles which include:

- ❖ Unity and connectedness
- ❖ Autonomous learners
- ❖ Creativity
- ❖ Importance of play
- ❖ Knowledgeable nurturing educators
- ❖ Relationships
- ❖ Engaging with Nature
- ❖ The value of childhood in its own right

The foundation phase in Wales certainly looks at Frobel's and other theorists' theories and encourages outdoor play "*Foundation Phase framework advocates an experiential, play-based approach to learning in which practitioner-directed activities are balanced with those initiated by children. Seven 'areas of learning' are specified and while specific outcomes are identified in relation to each of these, it is maintained that it is personal and social development, well-being and cultural diversity that is 'at the heart of the Foundation Phase' with the child placed 'at the heart of any planned curriculum' the framework also states that a greater emphasis should be placed on the outdoor environment as a resource for children's learning while it is noted that both indoors and outdoors children should be given opportunities to 'take risks' and 'become confident explorers' (Maynard et al., 2011).*

With that in mind the holistic development is embedded into the new Welsh curriculum with the learning within foundation phase, as schools will offer the children many experiences and opportunities to explore the classroom and the outside world offering activities such as outdoor learning activities, which enable them to be outside with nature learning a number of different behaviours and skills regardless of the weather. *The Foundation Phase in Wales is a holistic play-based learning continuum for children aged three to seven. A range of international approaches to early years education influenced the development of the Foundation Phase, with ministers in Wales drawing on best practice from Reggio Emilia in Northern Italy (Wainwright, 2021, p.567).*

Another theorist who believes that holistic child development is important is Vygotsky. He states, "*It has been shown that learning in one area has very little influence on overall development.*" (Vygotsky, 1978, p.82). He believes that children will learn better through social interaction. His concept of the zone of proximal development suggests that children will achieve more with the support of adults who provide scaffolding for their learning.

There are many benefits to holistic development, which include: children becoming well rounded individuals nurturing all aspects of development, children will become more adaptable to changes, having good critical thinking and problem solving skills, they will have good emotional and social skills building empathy and resilience, which will promote excellent communication, and it will promote strong connections with others. There are also some negatives points to holistic development, which some educators may believe could have an impact on these children; which include: some aspects of the curriculum being difficult to measure, such as empathy and resilience, it could have a negative impact on academic skills and it make be hard to maintain consistency in learning across different year groups as the children progress through the school.

In conclusion, holistic development in children is about them becoming more knowledgeable, well- rounded learners who learn and grow better when all aspects of their development is nurtured. There is a great deal of information and research into Holistic development which substantiates this as a positive concept for them to grow and develop into well rounded adults, being able to make informed decisions and build lasting relationships with others. Maslow's hierarchy of needs shows us that without the basic needs being met, a child will not be able to move on, and progress and theorists including Froebel and Vygotsky also add to this theory. As we progress forward with the new Welsh Curriculum Holistic development will continue to improve and progress.

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Component 3: Three examples from early years practice to highlight Maslow's significance in understanding child development

Three examples from early years practice to highlight Maslow's significance in understanding child development

Example 1

Attachment in children is something that is highlighted in Maslow's Hierarchy of needs as important in shaping a child and their development. Whilst in school children will make a number of attachments with both children and adults alike. The adults will form relationships with the children however, there are often children that will require more attention, care and love. This could be for a number of reasons which could include the adult in school being the only constant in that child's life, lack of care, love and nurture, experiencing a traumatic incident and not feeling they live in a safe environment. *Attachment Theory is in essence a spatial theory, both literally and metaphorically: when I am close to my loved one I feel good, when I am far away I am anxious, sad or lonely. (Holmes, 2014, p.53).* One incident that has arisen in school, was with a family dealing with serious illness and every day the youngest child would refuse to come into school for fear that if she left her aunty she would no longer be with us when she returned home. A relationship was built up with the teaching assistant, who would make sure that the child was greeted on a daily basis, and she would then ensure she was settled into the classroom with a friend. The teaching assistant would always make herself available to support the little girl should she feel sad or just needed to sit with someone. Over the course of the year the little girl became happier to come into school knowing there was someone who she could turn to and talk about how she was feeling. Once the child moved onto the next year group, there was some trepidation she would have no one to talk to. It was explained to the little girl she would always be available even when they were no longer in the same class. This was also discussed with the new class teacher. The role of the dedicated adult for this child was important for her to deal with her grief and continue her learning journey. Bronfenbrenner (1991, quoted in Brendtro, 2006, p.163) believes *In order to develop-intellectually, emotionally, socially, and morally-*

a child requires participation in progressively more complex reciprocal activity, on a regular basis over an extended period in the child's life, with one or more persons with whom the child develops a strong, mutual, irrational, emotional attachment and who is committed to the child's well-being and development, preferably for life. (Bronfenbrenner, 1991, p. 2)

Example 2

Transitions for children can be traumatic as changes could occur very abruptly. These could include family break ups, loss of home, school change and grief. These can be categorised into 3 different sections: vertical transition, horizontal transition and multiple transition. Within a school transitions happen each year and whilst lots of children adjust to these changes lots of children really struggle with the change of a new year group, new teacher and new classmates. There is a fear of instability, unsettlement and change. We need to ensure that we are well prepared for these transitions to help in the here and now and also the future. *A lack of appropriate support through the transition process can lead to negative long-term effects on children, for example low self-esteem and confidence, an inability to form meaningful relationships, and a reduced capacity to cope with change in the short and longer term.* (Welsh Assembly Government 2022). We are able to assist the children with transition within a school with regular meetings with the new staff, being familiar with the new classroom and placing these children with current friends. We can also offer younger children the option of a social story to prepare them for the change. They will then be able to use this through the holidays to prepare and with this all in place the child will hopefully feel more settled and confident and will adapt to the change. Having a good relationship between the school and home will also assist with transitions, as we will be able to discuss concerns from everyone involved. *Building trusting relationships between the home and our setting, where we share the same aspirations for learning and development, nurtures children's well-being and sense of belonging.* (Welsh Assembly Government 2022).

Example 3

In early years, play is very important for a child's development. Whilst these children are playing they are developing holistically as they are using lots of different skills and learning at the same time without realising. They will be physically developing; using different parts of their bodies and growing stronger, socially developing; learning to talk and interact with others, learning the share and take turns and mentally developing; their brains will be stimulated and therefore many connections will be made. *Through their play, children practice and consolidate their learning, play with ideas, experiment, take risks, solve problems, and make decisions individually, in small and in large groups'* (Welsh Government, 2015). If a child has been given many opportunities to play, they are more likely to be more confident going forward, as they will have developed many skills along the way. It is also recognised that every child should be given and have the right to play. *Article 31 1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts. 2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity. (UNICEF 1989)*

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