

The Holistic Nature of Learning

This session

Theories related to the nature of development and learning

Consideration of the influences on development

The role of the educator in development

Development and Learning

- What do we mean by:
 - Child development
 - The holistic nature of learning
- What is the purpose of a school?

How have these notions been realized in the new Curriculum for Wales

The four purposes

The **four purposes** are the shared vision and aspiration for every child and young person. In fulfilling these, we set high expectations for all, promote individual and national well-being, tackle ignorance and misinformation, and encourage critical and civic engagement.

A school's curriculum is everything a learner experiences in pursuit of the **four purposes**.

(Gov.wales, 2015)

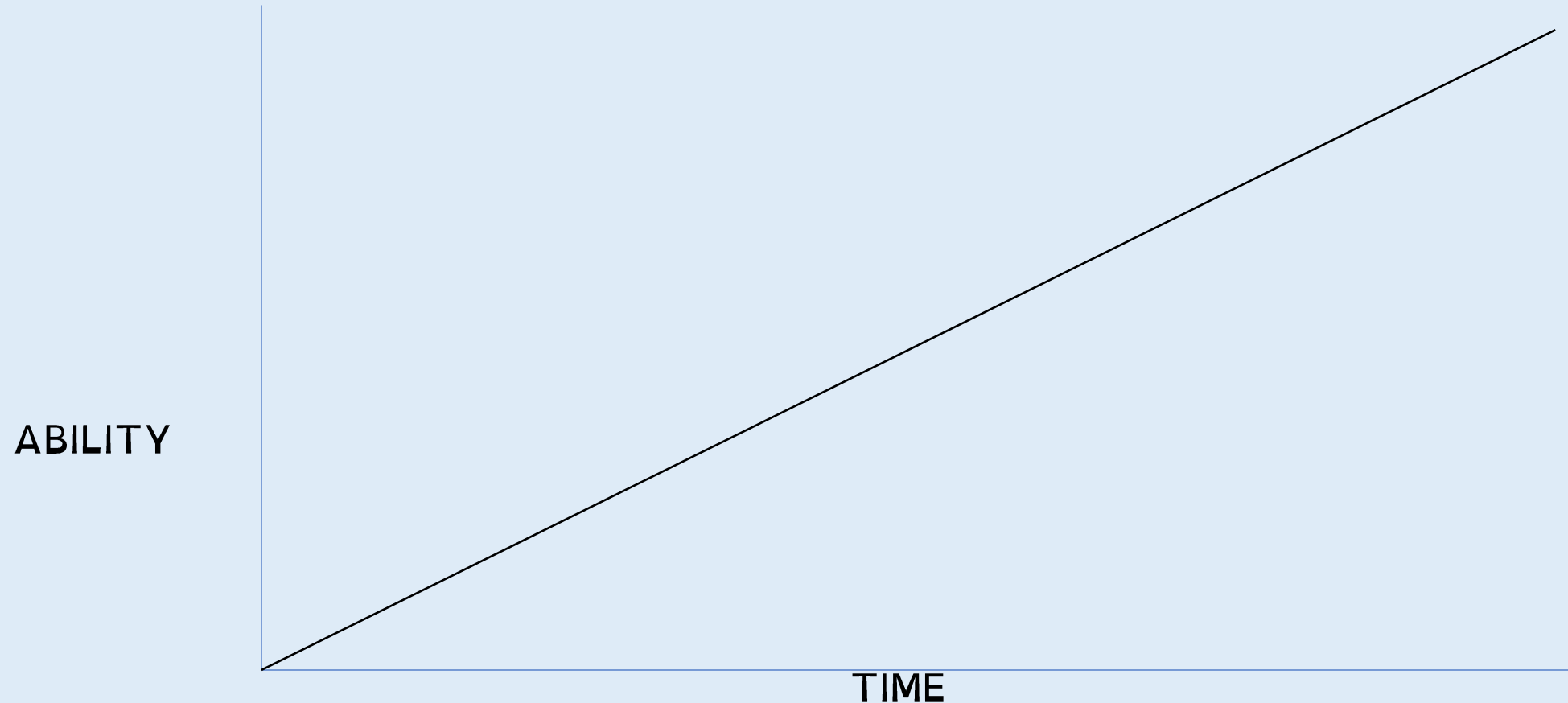
The Four Purposes

The Four Purposes are that all children and young people will be:

- **Ambitious, capable learners** who are ready to learn throughout their lives.
- **Enterprising, creative contributors** who are ready to play a full part in life and work.
- **Ethical, informed citizens** who are ready to be citizens of Wales and the world.
- **Healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.

How our idea of learning has changed

- How we used to think learning happened



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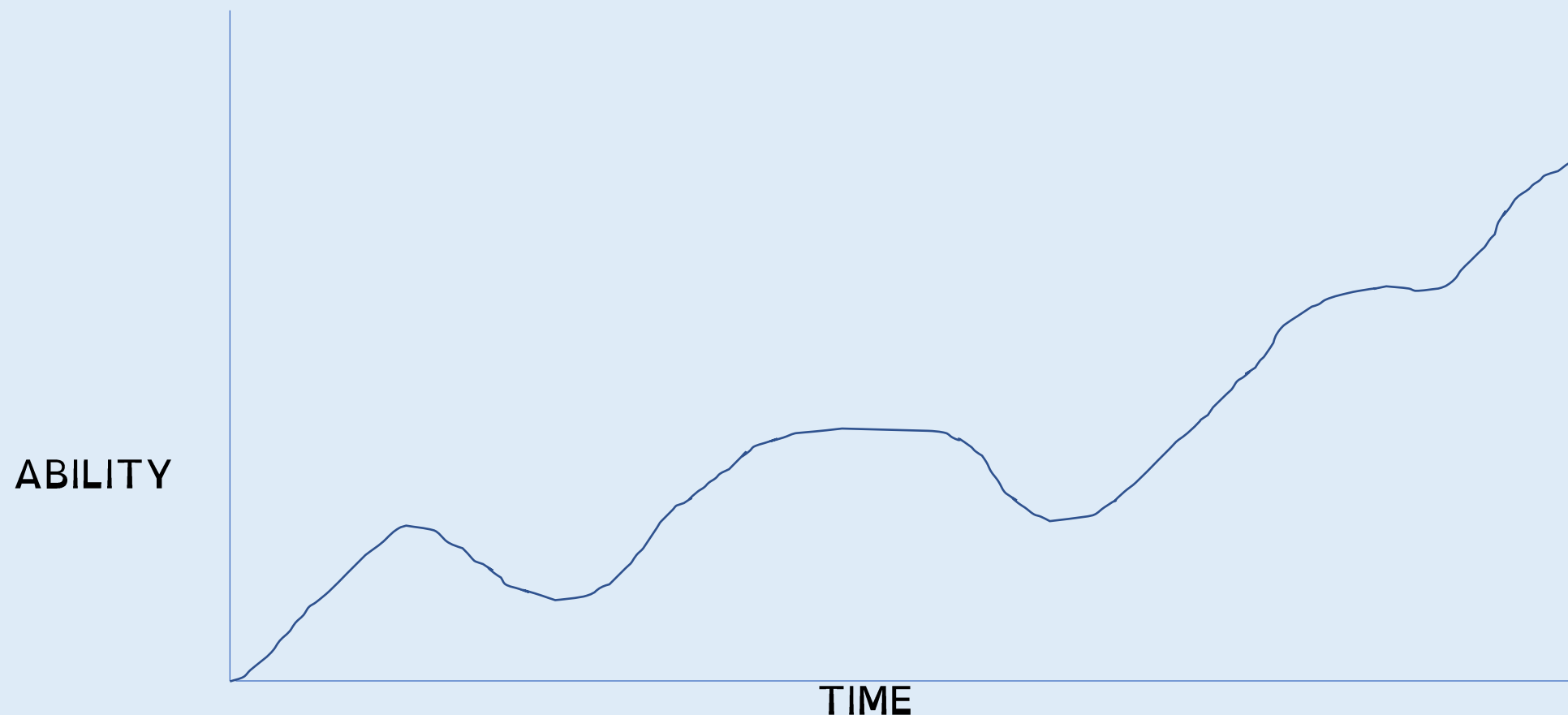
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How our idea of Learning has changed

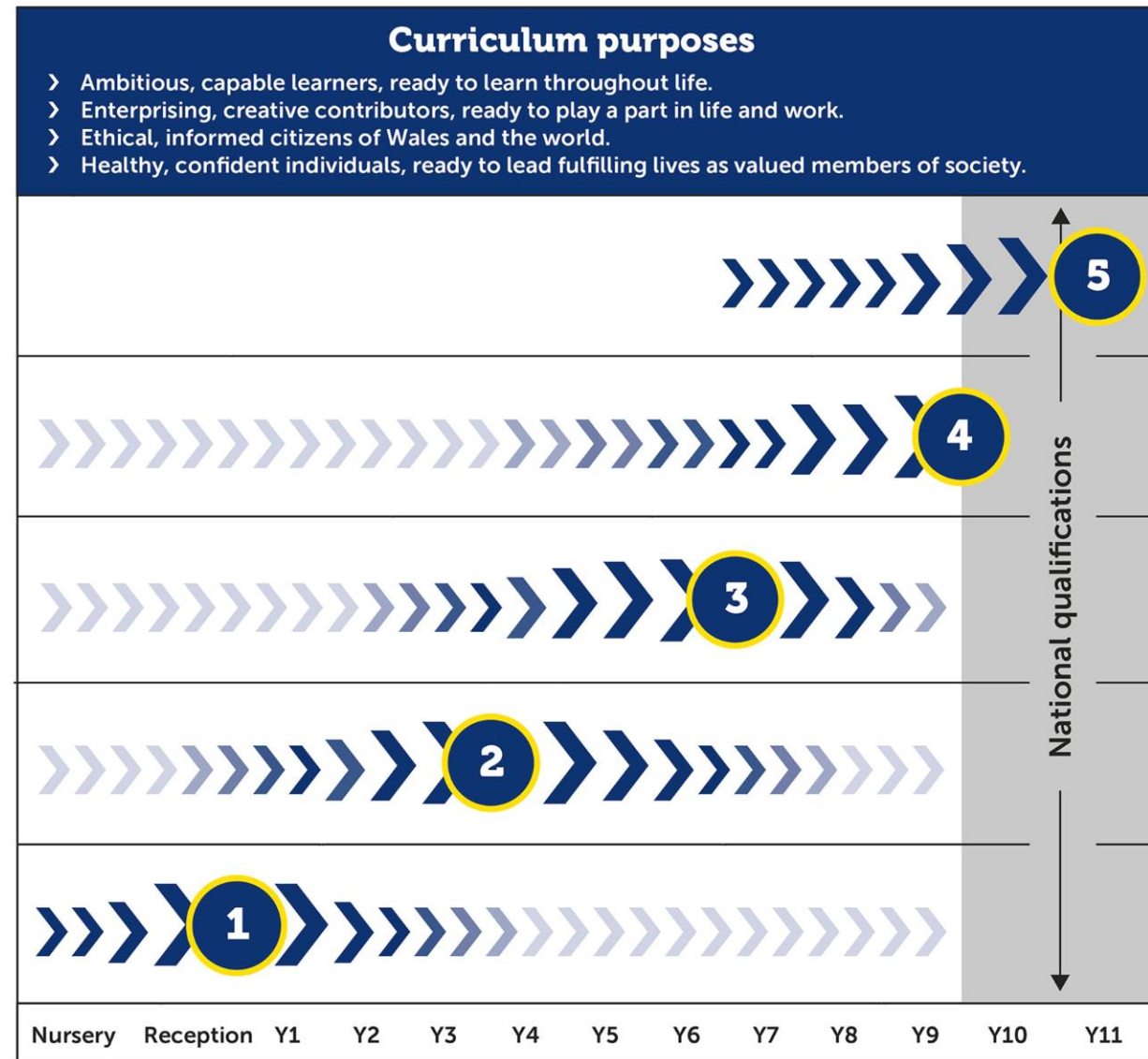
- How we now know Learning happens



How the curriculum for Wales accounts for this

- Removal of age-related expectations
- Move towards the idea of 'progression steps' in areas

Depth Complexity Accomplishment Responsibility



Achievement Outcomes in all Areas of Learning and Experience

● = Progression Steps 1, 2, 3, 4 and 5 are indicative of the likely progress of most children.

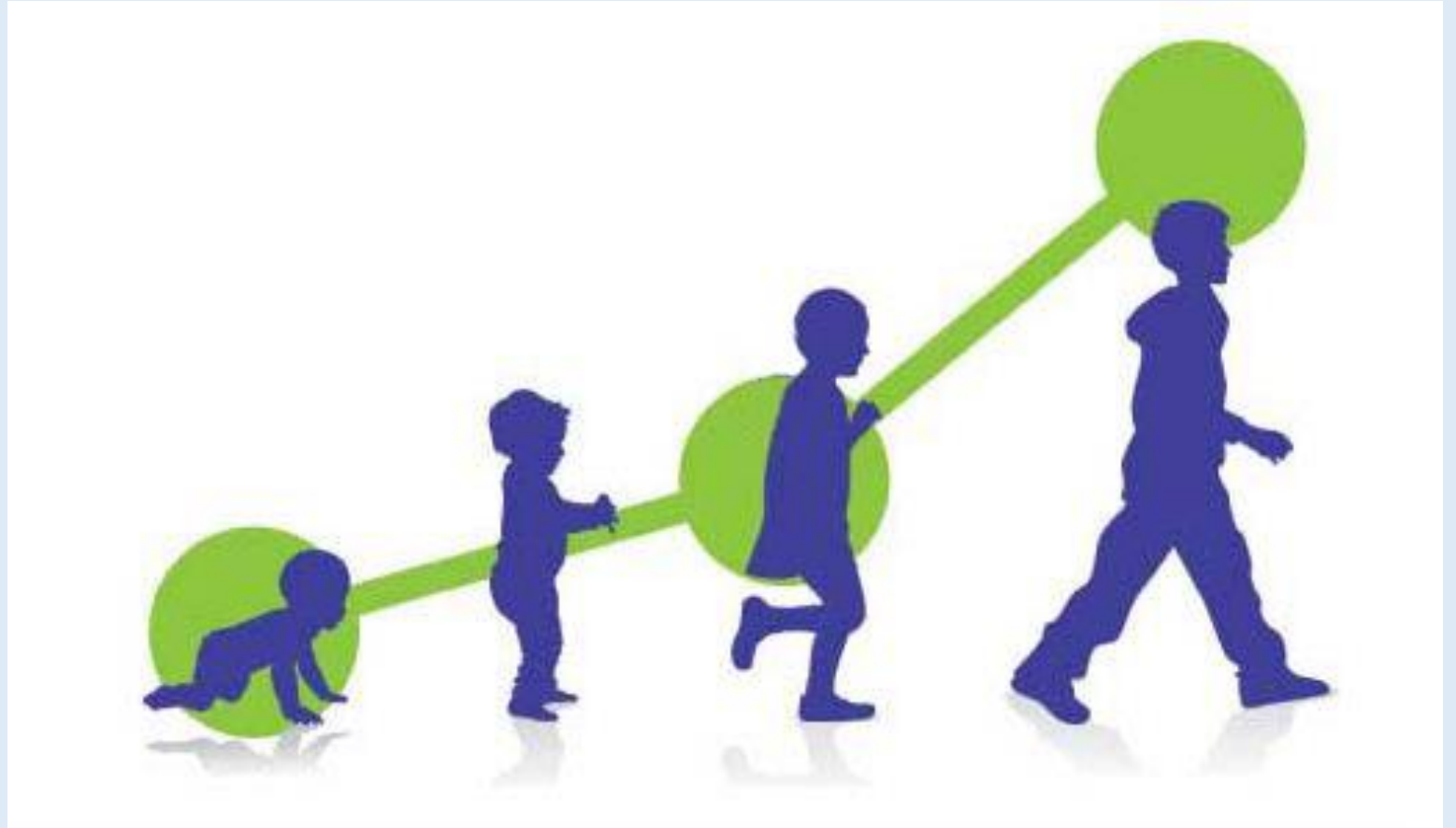
Key Questions?

- How does our understanding of a child development theory influence how we teach and how does this impact the learning in the classroom?
- How does this new knowledge of child development underpin their individual classroom practice?



Activity

In groups, make a list of the different things that can affect a child's development from 0-19



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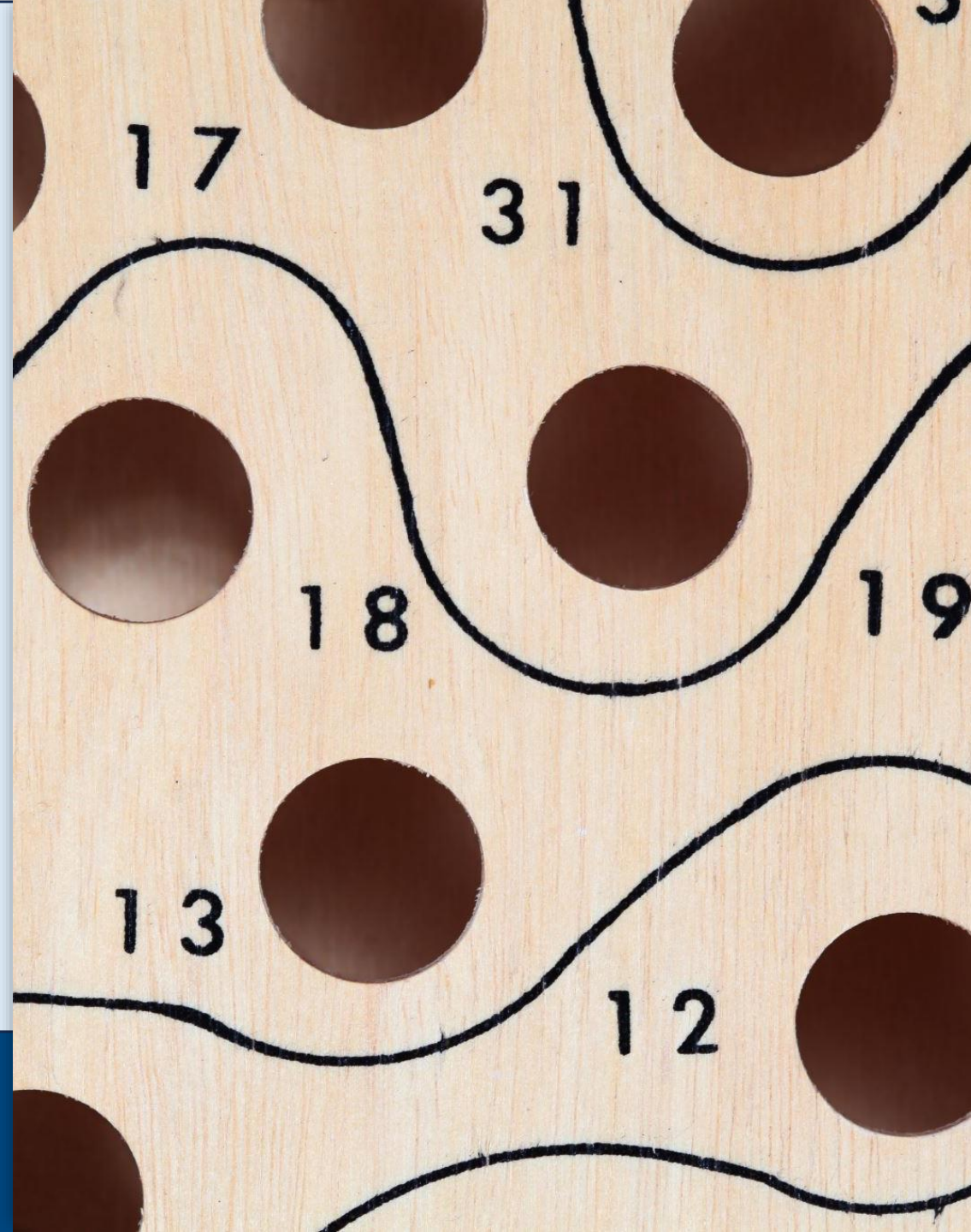
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theory / stage	0-6 months	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9-11 years
developmental theory: Sequential stages, defined by physical, cognitive and emotional milestones theorists: Sheridan M, 1997 Fahlberg V, 1994	Lifts leg; grasps foot. Lifts head. Rolls over front to back. Eyes move in unison. Turns to carer's voice. Vocalises, laughs. Puts everything to mouth.	Sits and crawls. May stand alone. Picks up small objects. Uses both hands. Knows and turns to own name. Babbles. Drinks from cup. Stranger anxiety - likes to be within sight and hearing of familiar adult/ caregiver.	Runs and climbs on furniture. Can walk backwards. Walks down stairs. Builds tower of six bricks. Uses 50 words. Uses own name – not 'I'. Dry during day. Demands attention. Cannot share.	Walks up stairs. Turns while running and pulling toys. Walks on tip toe. Draws person with head. Cuts with scissors. Knows full name and uses 'I'. Asks what, where and who questions. Uses fork and spoon. Dry at night. Can share.	Turns sharp corners, running, pushing and pulling. Hops and climbs. Draws person with head, trunk, legs and often arms. Speech intelligible – 1500 words. Gives name and address. Appreciates past, present and future. Helps with dressing.	Skips, dances and hops. Copies square and triangle. Writes a few letters. Draws a house. Counts fingers on one hand. Gives name, age, address and birthday. Dresses/ undresses alone.	Very active physically. Developing concentration. Wants to take on more than can manage. Often regresses to an earlier stage under pressure. Responds to praise. Co-operative but needs help.	Concentration much improved and gets very absorbed. More likely to sulk and be withdrawn when in difficulties. Easily frustrated by own failures. Learning about 'fairness' and 'luck'.	Eager but impatient with self and others. Better at group games and at losing. Has more developed sense of time. Interested in own past. Developing sense of humour and interest in jokes and riddles.	Quick and extreme emotional shifts. Increasingly independent and cooperative but can be critical. Integrates learning from multiple sources. Outside home and peer friendships important. Worried by mistakes and school failure.
cognitive theory: Ways of thinking about interactions with the surrounding world theorist: Piaget J, 1896-1990	sensory-motor stage Although language development and thought begins, the major developmental tasks in this stage relate to experiencing the world through the five senses (sensory): learns to crawl and walk (gross motor) and to grasp and manipulate small objects and simple 'tools' (fine motor). Learns how to learn through exploration and manipulation of surroundings, linking cause and effect: for instance, understands that shaking a rattle produces noise or that sucking produces milk. Understands that objects are permanent and exist even when not visible. Beginnings of self-identity.			pre-operational stage Capable of symbolic representations of the world in play and language. Uses toys to represent something else. Not yet capable of sustained systematic thought. Develops language and drawing to express self and experiences. Becoming less egocentric.		concrete operational stage Able to think logically to solve problems and organise information learned. Able to: > understand that some things remain unchanged despite changes in appearance: eg, liquid in different shaped cups > mentally reverse a process or action > concentrate on more than one aspect of a situation at a time > deduce new relationships from earlier ones: eg, if pencil A is longer than B and B is longer than C, then A must be longer than C > order things in sequence > group objects on the basis of common features Begins to think logically about concrete events but difficulty understanding abstract concepts or general principles applied to specific events.				
psychosocial theory: Specific developmental stages or social 'crises' which need to be resolved in a pre-determined sequence although uncompleted stages can be resolved at any time theorist: Erickson E, 1902-1994	trust vs mistrust First feelings form about the world and whether or not it is a safe place, based on the level of familiarity, consistency and continuity of carers and care-giving. Positive experiences lead to a belief that people are reliable and loving. Trust, security and hope or the strong belief that the world is a good place develop. Unreliable or inadequate care leads to fear and inner mistrust of the world. May be apprehensive, insecure and mistrustful.		autonomy vs shame and doubt Increasing self-awareness and desire to do things themselves. Will power develops; defiance, tantrums and stubbornness may appear. Needs safe space for experimenting without shame or ridicule as new skills are tried out (eg, food choices, toy preferences, clothing selection). Displays pride in assertion of choice and autonomy. Failure to manage transitions lead to feelings of worthlessness and inadequacy, doubting own ability to act autonomously. Low self-esteem and a tendency to be overly dependent on others can develop.		initiative vs guilt Conscience and imagination develops. Understanding of what people expect of them and with some responsibility for own actions. Begins to assert power and control over the world through directing play of all sorts, including fantasy. Learns to cooperate with others and to lead as well as to follow. Initiative grows when encouraged to make plans and express fantasies safely, developing new skills and abilities to learn, enjoy, and achieve mastery. Has sense of purpose and feels capable. Attempts to exert too much power lead to experiences of disapproval, and feelings of guilt develop. Can become fearful, hang on the fringes of groups, continue to depend unduly on adults. Displays limited play skills and imagination. Initiative is squashed where carers interfere with, interrupt or control free play, create too many strict boundaries or force too much responsibility.			industry vs inferiority Wants to learn, stick to tasks, do things well and learn from others. Possibly competitive. Consciously putting problem-solving and language skills to work. Through social interactions, begins to develop pride in accomplishments and abilities. Encouraged and commended by parents, teachers and peers, a sense of competence and belief in skills develops. Prior mastery of trust, autonomy and initiative provides the basis for increasing self-discipline, application and industry. Repeated failure and criticism leads to frustration and inadequacy. The mistrusting child will doubt the future; the shame-and-guilt filled child will experience defeat and inferiority which can be exacerbated by racism and sexism.		



Key Theories

- Piaget- Cognitive Development Theory
- Vygotsky- Socio-Cultural Theory
- Bruner-
- Bronfenbrenner- Biological Model of Development
- Skinner- Operant Conditioning
- Bandura – Social Learning Theory



Activity – major child development theorists

- Jean Piaget
- Lev Vygostky
- Erik Erikson
- B.F. Skinner
- Albert Bandura
- Urie Bronfenbrenner
- Arnold Gesell

In groups, use the template on Moodle to create a one-page profile for your assigned theorist

Will have: their details

Major contributions/what they say about development

Discuss the merits or possible issues with their theories, and be ready to discuss with the class

Save the file with your theorist's name plus your group name HERE

Y tîm o gwmpas y plentyn The team around the child

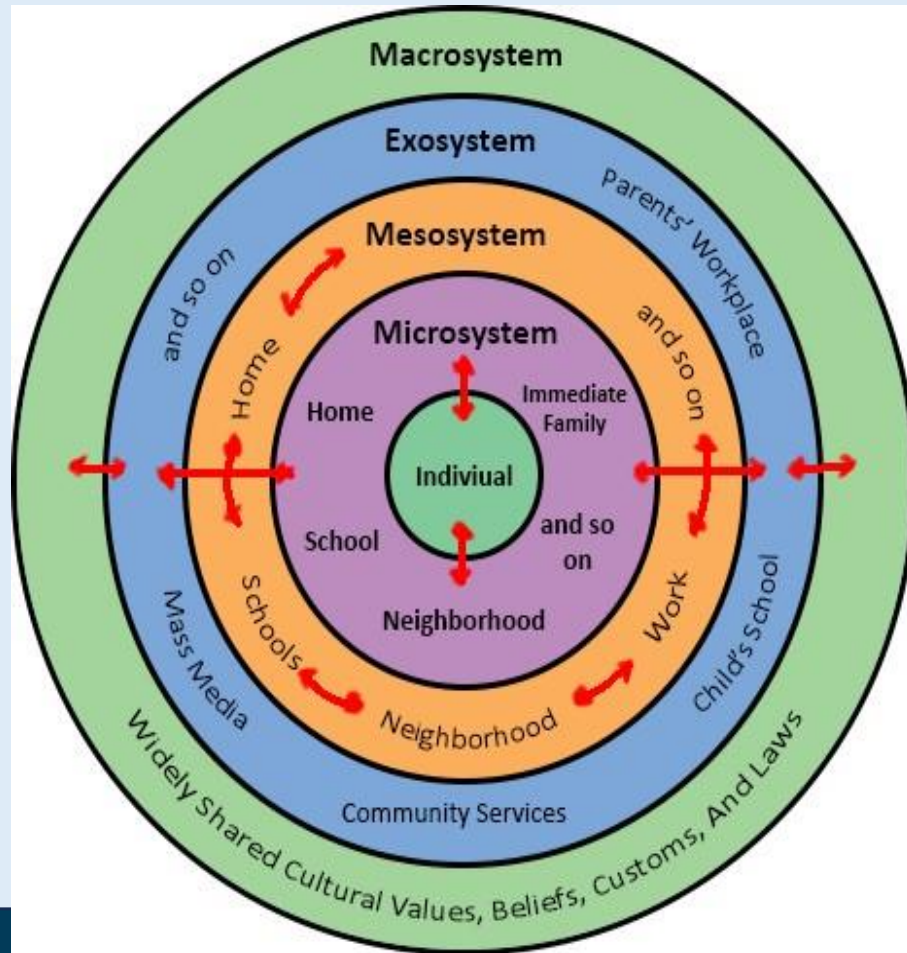
Crëwch ddiagram o'r
tîm a'r byd o gwmpas
y plentyn gan grwpio'r
dylanwadau gwahanol i
gategorïau.

Pa ddylanwadau a allai
fod y rhai mwyaf?

Create a diagram of the
team and the world
surrounding the child.
Group and categorise the
various influences.

Which influences might be
the greatest?

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

Beirniadaeth o'r model

Criticism of the model

- Mae rhai beirniad yn meddwl bod angen ychwanegu **cronosystem** (newidiadau dros amser).
- Gwêl eraill yr angen i gynnwys haenen tu allan i'r **macro** i gwmpasu'r modd y gall unigolion ddylanwadu ar eu hunain.
- Some critics consider a **chronosystem** to be a necessary addition (changes over time).
- Others see the need to include an **ex-macro** layer to account for the way individuals may influence themselves.

Tasks

In a group of 4 read a section of an academic paper relating to a theory of child development, explain your understanding of this theoretical framework to the group.

Group to plan four activities according to four different theoretical frameworks. Share with whole group

Reflect on a theory of learning and how this impacts their own philosophy of education

Reflect on theoretical knowledge of child development and theory of learning and plan a task with progressions for an area of specialism (secondary) an AoLE (primary)

Consider what are the key perspectives that are going to influence your DAP (developmentally appropriate practice)

Linked Videos to watch

- Piaget Conservation Task
- [A typical child on Piaget's conservation tasks - YouTube](#)
- Vygotsky- PD
- [Charlie demonstrates Vygotsky 0001 - YouTube](#)
- Bandura- Social Learning
- [Bandura's Bobo Doll Experiment - YouTube](#)

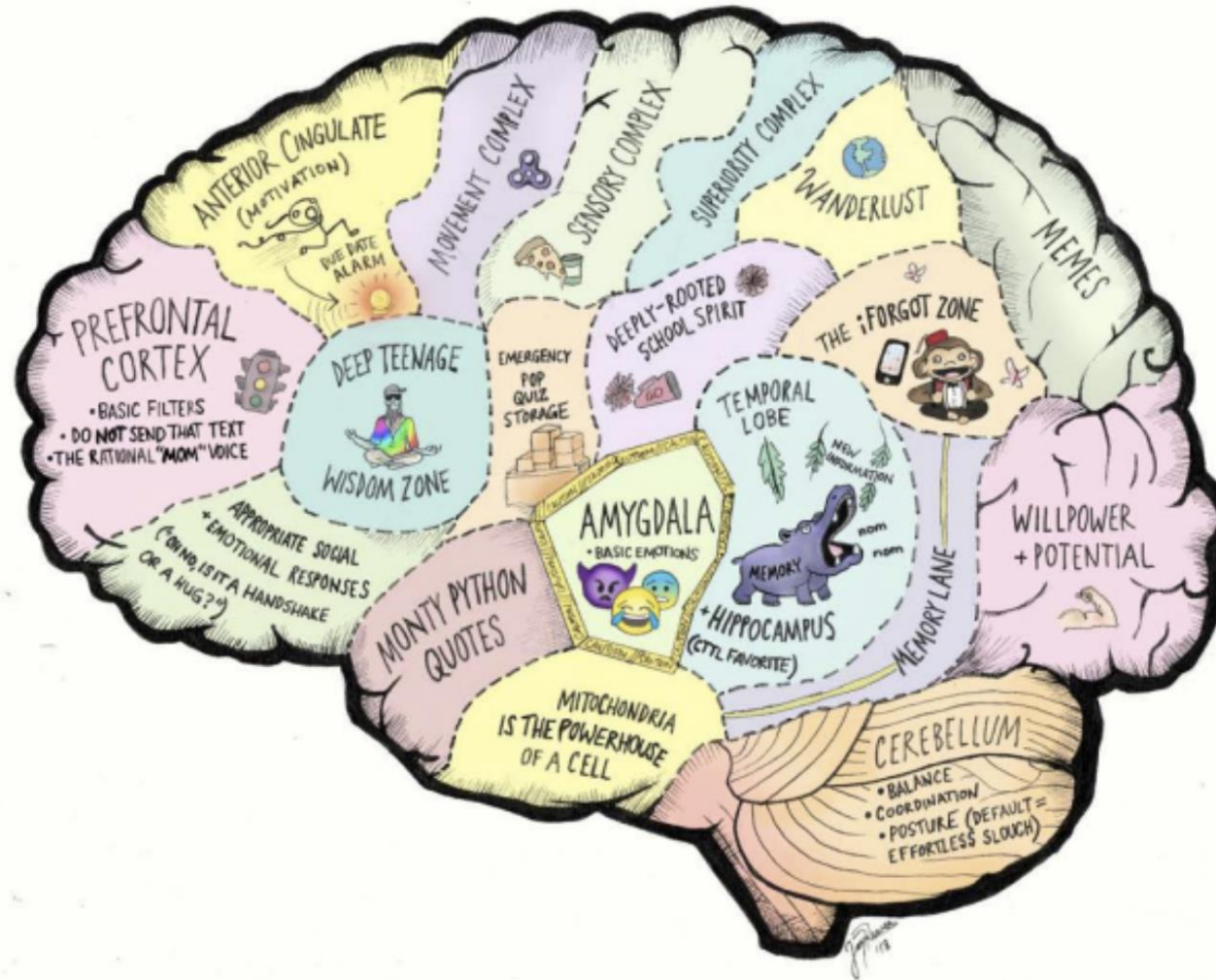


Stages of Adolescent Development	Early Adolescence (Approximately 10-14 years of age)	Middle Adolescence (Approximately 15-16 years of age)	Late Adolescence (Approximately 17-21 years of age)
Identity Development and Movement Toward Independence	Emerging identity shaped by in/external influences; moodiness; improved speech to express oneself; more likely to express feelings by action than by words (may be more true for males); close friendships gain importance; less attention shown to parents, with occasional rudeness; realization parents not perfect; identification of own faults; search for new people to love in addition to parents; tendency to return to childish behavior during times of stress; peer group influence on personal interests and clothing styles.	Self-involvement, alternating between unrealistically high expectations and worries about failure; complaints that parents interfere with independence; extremely concerned with appearance and body; feelings of strangeness about one's self and body; lowered opinion of and withdrawal from parents; effort to make new friends; strong emphasis on the new peer group; periods of sadness as the psychological loss of parents takes place; examination of inner experiences, which may include writing a diary.	Firmer identity; ability to delay gratification; ability to think through ideas; ability to express ideas in words; more developed sense of humor; interests and emotions become more stable; ability to make independent decisions; ability to compromise; pride in one's work; self reliance; greater concern for others.
Future Interests and Cognitive Development	Increasing career interests; mostly interested in present and near future; greater ability to work.	Intellectual interests gain importance; some sexual and aggressive energies directed into creative and career interests; anxiety can emerge related to school and academic performance.	More defined work habits; higher level of concern for the future; thoughts about one's role in life.
Ethics and Self-Direction	Rule and limit testing; experimentation with cigarettes, marijuana, and alcohol; capacity for abstract thought.	Development of ideals and selection of role models; more consistent evidence of conscience; greater goal setting capacity; interest in moral reasoning.	Useful insight; focus on personal dignity and self-esteem; ability to set goals and follow through; acceptance of social institutions and cultural traditions; self-regulation of self esteem.
Sexuality	Girls mature faster than boys; shyness, blushing, and modesty; more showing off; greater interest in privacy; experimentation with body (masturbation); worries about being normal.	Concerns about sexual attractiveness; frequently changing relationships; more clearly defined sexual orientation, with internal conflict often experienced by those who are not heterosexual; tenderness and fears shown toward opposite sex; feelings of love and passion.	Concerned with serious relationships; clear sexual identity; capacities for tender and sensual love.
Physical Changes	Gains in height and weight; growth of pubic/ underarm hair; increased perspiration, increased oil production of hair and skin. Girls: breast development and menstruation. Boys: growth of testicles and penis, nocturnal emissions (wet dreams), deepening of voice, facial hair.	Males show continued height and weight gains while female growth slows down (females grow only 1-2 inches after their first menstrual period).	Most young women are fully developed; young men continue to gain height, weight, muscle mass, body hair.



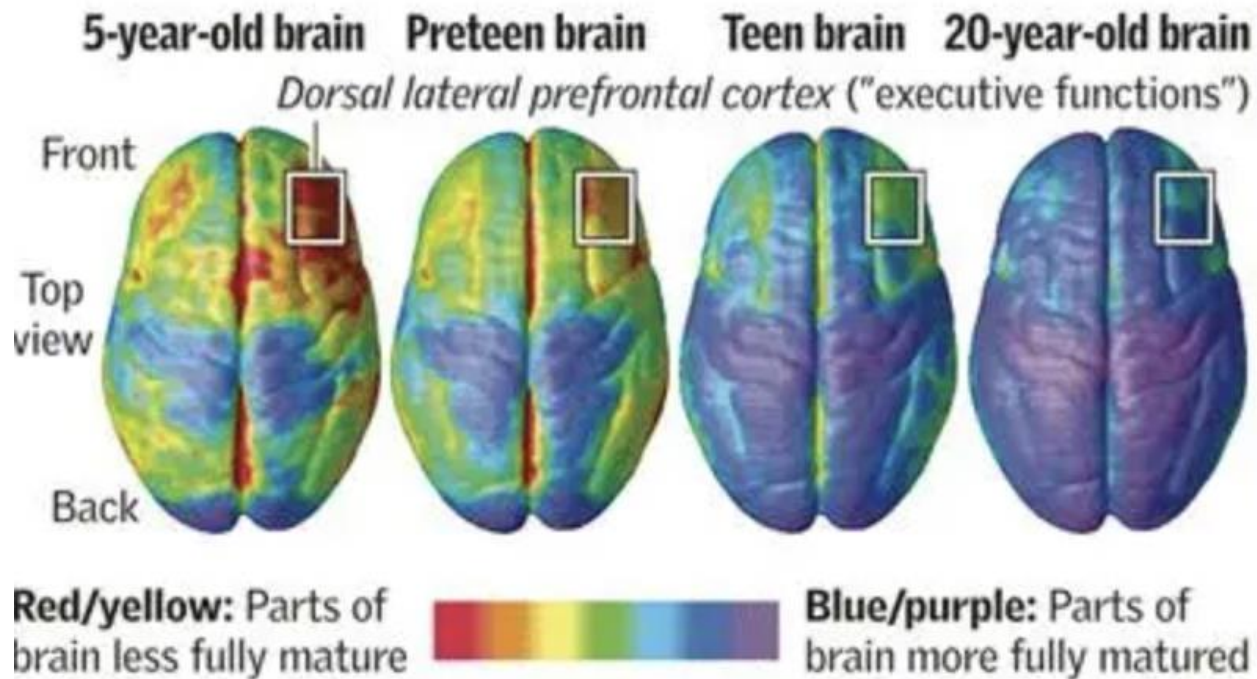
STAGES OF HEALTHY ADOLESCENT DEVELOPMENT			
Stage with Age Range (Approx)	Early Adolescence (ages 10-14 years)	Middle Adolescence (ages 15-17 years)	Late Adolescence (ages 18-21 years)
Characteristic Developmental Milestones and Tasks			
Physical Growth	* Puberty: Rapid growth period * Secondary sexual characteristics appear	* Secondary sexual characteristics advanced * 95% of adult height reached	* Physical maturity and reproductive growth leveling off and ending
Intellectual/ Cognition	* Concrete thought dominates "here and now" * Cause-effect relationships underdeveloped * Stronger "self" than "social awareness"	* Growth in abstract thought; reverts to concrete thought under stress * Cause-effect relationships better understood * Very self-absorbed	* Abstract thought established * Future oriented; able to understand, plan and pursue long range goals * Philosophical and idealistic
Autonomy	* Challenge authority, family; antiparent * Loneliness * Wide mood swings * Things of childhood rejected * Argumentative and disobedient	* Conflict with family predominates due to ambivalence about emerging independence	* Emancipation: -- vocational/technical/college and/or work -- adult lifestyle
Body Image	* Preoccupation with physical changes and critical of appearance * Anxieties about secondary sexual characteristic changes * Peers used as a standard for normal appearance (comparison of self to peers)	* Less concern about physical changes but increased interest in personal attractiveness * Excessive physical activity alternating with lethargy	* Usually comfortable with body image
Peer Group	* Serves a developmental purpose * Intense friendship with same sex * Contact with opposite sex in groups	* Strong peer allegiances – fad behaviors * Sexual drives emerge and teens begin to explore ability to date and attract a partner	* Decisions/values less influenced by peers * Relates to individuals more than to peer group * Selection of partner based on individual preference
Identity Development	* "Am I normal?" * Daydreaming * Vocational goals change frequently * Begin to develop own value system * Emerging sexual feelings and sexual exploration * Imaginary audience * Desire for privacy * Magnify own problems: "no one understands"	* Experimentation – sex, drugs, friends, jobs, risk-taking behavior	* Pursue realistic vocational goals with training or career employment * Relate to family as adult * Realizations of own limitations & mortality * Establishment of sexual identity, sexual activity is more common * Establishment of ethical and moral value system * More capable of intimate, complex relationships

PARTS OF THE STUDENT BRAIN



Judgment last to develop

The area of the brain that controls "executive functions" — including weighing long-term consequences and controlling impulses — is among the last to fully mature. Brain development from childhood to adulthood:



Sources: National Institute of Mental Health;
Paul Thompson, Ph.D., UCLA Laboratory of
Neuro Imaging

Thomas McKay | The Denver Post

Y plentyn The child

- Tynnwch lun o 'blentyn' a dewis ei oedran.
 - Ar un ochr nodwch ei holl anghenion mewn perthynas ag agweddau datblygiad cyfannol.
 - Ar yr ochr arall, meddyliwch sut gallech chi fel athro ddatblygu'r agweddau hynny?
- 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.

Poverty, progression and development

There were **3.9 million children** living in poverty in the UK in 2020-21. That's 27 per cent of children, or **eight in a classroom of 30**

49 per cent of children living in **lone-parent families** are in poverty. Children from **Black and minority ethnic groups** are more likely to be in poverty: 46 per cent are now in poverty, compared with 26 per cent of children in white British families.

Work does not provide a guaranteed route out of poverty in the UK. 75 per cent of children growing up in poverty live in a **household where at least one person works**.

Children in **larger families** are at a far greater risk of living in poverty – 47 per cent of children living in families with 3 or more children live in poverty. (CPAG, 2022)



Final reflection

How does what you have learned today
about progression and development
impact how you think about working in
education?



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References

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- Hayes, N., O'Toole, L. and Halpenny, A.M., 2022. *Introducing Bronfenbrenner: A guide for practitioners and students in early years education*. Taylor & Francis. (Chapter 2)
- Stephen Newman & Ashkan Latifi (2021) Vygotsky, education, and teacher education, *Journal of Education for Teaching*, 47:1, 4-17, DOI: [10.1080/02607476.2020.1831375](https://doi.org/10.1080/02607476.2020.1831375)



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