Contents

1. Infographic to explore Maslow's model in depth (1000 words).

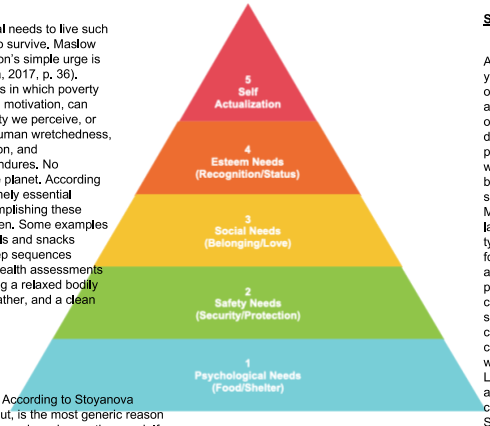
2. Explore in depth the concept of holistic child development with links to Maslow's model and other developmental theories (1000 words).

3. Offer three examples from early years practice to highlight Maslow's significance in understanding child development (1000 words).

Maslow's Hierarchy of Needs

Physiological/Biological Needs

Biological requirements are the belongings that an individual needs to live such as food and water. Our bodies mentally necessitate these to survive. Maslow supposes that when all added aspects are exposed, a person's simple urge is to locate food and water – nothing else matters. (Stoyanova, 2017, p. 36). According to Weinberg (2012), in nations and circumstances in which poverty and starvation govern, the day-today attention, the person's motivation, can solitary be on the attainment of food and shelter. The poverty we perceive, or should perceive in those disastrous situations, is not only human wretchedness, however also human waste of own achievement, progression, and implementation and its outcome on the society in which it endures. No uncertainty, the waste of human ability distresses the whole planet. According to Care Learning (2024), biological requirements are extremely essential requirements for subsistence. During the early years, accomplishing these demands guarantees the physical help and growth of children. Some examples in early childhood are Sustenance: providing balanced meals and snacks applicable for a child's age. Sleep: Creating systematic sleep sequences balance a child's growing period. Health Care: Consistent health assessments and immunisations to avoid sickness. Comfort: Safeguarding a relaxed bodily atmosphere such as having appropriate clothing for the weather, and a clean safe place to play.



Social Needs

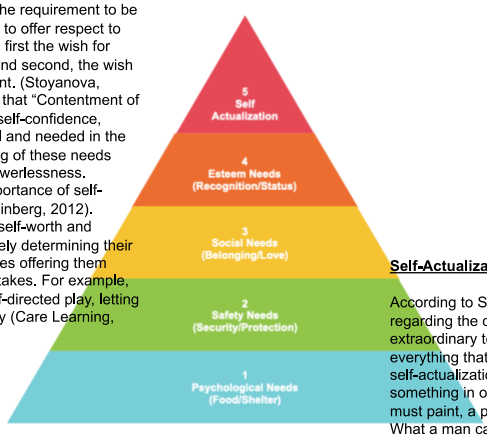
The next necessity is for love, affection and belongingness. According to Stoyanova (2017, p. 37) the dismissal of this demand, Maslow points out, is the most generic reason of instances of maladjustment and severe mental disease. Love is an imperative need. If an individual feels loved, they are more likely to perform a productive part in society. As Malow points out that "Love and affection, as well as their conceivable expression in sexuality are usually watched upon with uncertainty and regularly hedged about with many boundaries and self-consciousness." This is challenging since the "thwarting of the love needs donates meaningfully to maladjustments. According to Care Learning (2024), children have an intrinsic demand for love and belongingness. This need is vital for social and emotional expansion. Examples in Early Childhood: Warm Relationships: Developing loving relations with caregivers, parents and peers. Group activities: Joining activities that inspire coordination and cooperation. Inclusive Environment: Generating an inclusive surrounding that greets various upbringings and nurtures a feeling of community. Attachment Bonds: Boosting safe attachments via reliable and receptive care. (Weinberg, 2012)

Safety Needs

According to Styanove (2017, p. 37), Maslow believes that a yearning for safety is similarly some of the prime controllers of organisms, whether humans or animals. Safety occurs in groups and for groups to function, they need to be controlled. For most of the part, the requirement for protection from animals, dangerous temperatures – tyranny is gratified, however for the people who breathe in poverty, the need for protection, to find work, to live in a secure area - is persistent. After individually biological and safety requirements come together, further secondary requirements arise. According to Weinberg (2012) Maslow believes that safety demands inhabit the first rung of the ladder. From observations, we can simplify and say that the typical child in society usually favours a harmless, arranged, foreseeable, structured planet, in which he can count on. As soon as the child's realm grows to be less and less foreseeable, from parents arguing, domestic violence, separation, or divorce, the consequence possibly will be a permanent mental quest for safety at the cost of self -actualization. The necessity to feel safe can be as overbearing and fanatical as the need for food. It can control all of a person's drives and responsiveness. For children, welfare includes both physical safety and emotional solidity. Care Learning (2024) address the examples in Early Childhood which are: Safe atmosphere: Child proofing spaces to avoid catastrophes, guaranteeing safe toys and school yard apparatus. Schedules and Constancy: Upholding expected schedules to deliver an awareness of dependability and safety. Emotional Safety: Increasing trusting relations with caregivers to shape belief in their situation. Health Protection: Educating straightforward sanitation practices such as washing hands to avert the spread of bacteria. Childcare locations must have a duty to follow firm care values. This comprises constant management then risk assessments. For example, a nursery school may perhaps handle standard fire practices to formulate children and staff in the event of an emergency.

Esteem Needs

Next in the pyramid of needs, Maslow argues, is the requirement to be respected by others, to consume self-esteem and to offer respect to others. He disrupts esteem down into two groups: first the wish for strength, success, competence and confidence, and second, the wish for a decent character, status, or acknowledgement. (Stoyanova, 2017, p. 38). Esteem is essential. Maslow argues that "Contentment of the self-esteem necessities indicates to spirits of self-confidence, power, ability and competence, of being beneficial and needed in the world. However, Maslow also argues that thwarting of these needs creates feelings of lowliness; of weakness and powerlessness. Parents and educators should understand the importance of self-esteem, self-respect and esteem from others (Weinberg, 2012). Esteem needs emphasise on children increasing self-worth and confidence. This stage is important for progressively determining their self-image. Promoting esteem in children comprises offering them chances and assisting them when they make mistakes. For example, a nursery teacher could let children contribute self-directed play, letting them investigate and resolve issues autonomously (Care Learning, 2024).



Self-Actualization

According to Stoyanov (2017, p. 39), Maslow is deliberately unclear regarding the detailed character of self-actualization needs, for it is extraordinary to discover someone who has accomplished everything that they have wanted to accomplish. He explains that self-actualization hinders from an irritating want to complete something in one's life. 'A musician must make music, an artist must paint, a poet must write, if he is to be ultimately unhappy. What a man can be, he must be." Self-actualization is something that simply an insignificant sector of the population hardly ever accomplish. Challengingly, as Maslow recognises "we do not know much about self-actualization, either empirically or clinically. It endures a stimulating issue for research. Self-actualization in early years is about cultivating children to study their interests and progress their abilities. Educators and caregivers support self-actualization by offering diverse experiences. This might involve project-based education where children can look into subjects they are impassioned about or interactional Storytimes that arouse imagination.

Part two: The Concept of Holistic Child Development

This essay will discuss two main topics which will help to understand the concept of child development amongst other learning theories. These will include: Exploration/Cognitive and Well-being. According to Early Years TV (2024), a concept is an idea or a principle that is connected with something abstract.

Exploration/Cognitive

Children's curiosity about the world around them is a strong motivator for exploration. Practitioners should build on children's curiosity during everyday occurrences, to stimulate awe and wonder. Children should have the opportunity to explore and investigate by themselves, and with others, in order to share their delight in new knowledge or skills, and to learn from each other, and celebrate their achievements and those of their peers. Children should be encouraged to seek knowledge and skills that are both within and beyond their current capabilities. With appropriate support, they can focus attention for extended periods of time on things that are of interest to them. As their exploration develops, they can rehearse and practise skills and test emerging theories, both alone and with others. Learning involves the gradual development of skills, knowledge and competencies in increasingly complex ways. Inclusive environments, both indoors and outdoors, that provide time and opportunity to explore, play and investigate, and where adults are attuned to children's interests, can support positive dispositions towards learning, as well as increasing knowledge and skills. Metacognition means thinking about your own thinking. There are three elements to this: What can I do? What do I have to do? What do I know can help me? (Lindon and Brodie, 2016, p.36)

Well-being

Feeling connected, secure and safe is essential for positive well-being. Children are influenced by the adults, experiences and environments they encounter. These three enablers should work together to provide children with opportunities to develop their

emotional, social and physical health to create a strong sense of well-being. Practitioners should create emotionally safe environments that support children to begin to recognise and manage their feelings and behaviours in positive ways. They can also help children to begin to understand that actions have consequences. Practitioners should provide opportunities for children to develop secure attachments and relationships so they can feel confident in themselves and be better able to make choices, take risks, show greater resilience and independence, and participate positively in everyday activities. (Nutbrown, 2014)

Other learning theories

Froebel (1782 to 1852)

Froebel's theory is based on the teacher's role as one to assist in the child's discovery. He claimed that effective learning occurs via a child's regular interaction with the world. He believed that humans are inherently creative beings and that play helps facilitate creative expression. Early years settings should be environments in which children could reach their full creative potential under the protective and interactive guidance of an adult. Froebel's kindergarten engaged children in group learning and provided materials for imaginative use versus practical use. Froebel believed that fostering the imagination and social relationships should precede the expansion of the intellect. (Early Education, 2021)

Dewey 1859 to 1952)

Dewey was a founder of the philosophical movement called pragmatism and a key theorist of the progressive movement in education. Like Froebel, Dewey believed that a child's daily experience is critical to learning and that the curriculum should relate to children's lives. This idea moved away from the authoritarianism and wrote learning that was in place. He suggested that a child's mind grows via social participation, which is the primary purpose of school. He felt that children do not need activities to learn because they have their own internal tendencies toward action. Lastly, Dewey focuses on the importance of living in the present. (Early Years Tv, 2024)

Montessori (1870 to 1952)

Montessori believed in the importance of the senses in cultivating the independence of the child. She agreed with Dewey that children have a natural aim to learn. In her book, T*he Secret of Childhood she* wrote, “When a new being comes to existence, it contains within itself mysterious guiding principles, which will be the source of its work, character and adaptation to its surroundings.” In some ways, her ideas strayed from those of other theorists. She argued that only by developing the intellect can the imagination and social relationships emerge. She emphasised freedom from a structured environment. (Simple Psychology, 2024)

Piaget (1869 to 1980)

Piaget’s theory of cognitive development focuses on stages of growth and on a child’s ability to acquire knowledge gradually. He believed that children develop because of their personal interactions. Piaget described acquiring information through the use of schemas – the basic building block of intelligent behaviour as a way of organising knowledge. Indeed, it is useful to think of schemas as ‘units’ of knowledge, each relating to one aspect of the world, including objects, actions, and abstract (i.e. theoretical) concepts. (BBC, 2024)

Vygotsky (1896 to 1934)

Vygotsky had several learning theories including:

- The zone of proximal development (ZPD) – the area of understanding just outside what they know but are capable of learning
- More knowledgeable other (MKO) – The person doing the teaching, a parent/carer or teacher
- Scaffolding – a framework provided around which to build understanding, and that is removed as confidence is gained
- Social learning theory – the process by which children move from thinking out loud to using inner speech to learn. (McLeod, 2024)

Although at the time he had little impact on learning, his work resurfaced in the 1970s and 1980s and much of it has been extrapolated further. (McLeod, 2024)

Bruner (1915 to 2016)

Bruner wrote of the importance of the role of the adult in scaffolding to support the child in developing higher learning skills through constructivism. He believed that:

- Children learn when they have access to a supportive, interested adult or peer.
- Scaffolding by an adult is important for learning by provoking assistance and support when children are faced with challenging tasks, and withdrawing that support as competence develops.
- Tasks must be presented to the child in a meaningful way appropriate to their developmental stage
- Children learn by the resolution of cognitive conflict.

He proposed the spiral curriculum (a curriculum that returns to the same topics over time). (McLeod, 2024)

Part three: Maslow's significance in understanding child development

This essay will discuss three examples from early years practice in regard to Maslow's significance in understanding child development. These include social/belonging, communication and physical development.

Belonging/Social

Belonging is essential to a sense of happiness and well-being. It shapes a child's sense of who they are and who they can become, and should underpin the ethos of all settings. During the early years, children begin to develop a sense of their importance within the. The practitioner's role would include to develop an ethos that fosters strong and secure relationships, as those are vital to a strong sense of belonging for all children. A strong sense of belonging can help to create positive feelings of connection between children and their home, as well as their setting, and which can also be extended to their community and to the wider world. Settings that value, celebrate and build upon past and present experiences from the child's home and their community, can strengthen a sense of belonging. Settings should ensure children feel safe and secure within their environment, and show genuine care and provide emotional support. (Wilson, 2016)

Communication

Communication is fundamental to a child's development. It is vital to the foundation of relationships and essential for learning, play and social interaction. Communication involves developing attention, listening and understanding skills, alongside vocabulary and expressive skills. The amount, and type of, language children experience and interact with can have a marked effect on their communication development. Practitioners should also make the most of interactions to support children to understand and make themselves understood. Children acquire and develop skills at different rates, and practitioners can support their language development by modelling active listening and speaking for different purposes. Practitioners should provide an environment that supports children to express and communicate their needs, thoughts and feelings. Developing effective communication, language and literacy skills is important to self-expression, to the

development of strong and social relationships and to learning more generally. (Smidt, 2015)

Physical Development

Physical literacy is when children have developed the skills and confidence to participate in may different physical activities and sports. Physical activity and movement are fundamental to the development of all children and are linked to cognition and learning. Engaging in physical activities enhances a child's sense of belonging and well-being and can support greater levels of concentration, motivation and memory, as well as support healthy bone and muscle development. Practitioners should provide plenty of oppurtunities for movement and understand its important relationship to learning. As part of their development, all children have a natural need to move, or be moved, and to move or manipulate objects. This involves both gross motor and fine motor manipulation. These motor movements become more refined and smoothly co-ordinated with time and opportunity. Repetition and variety are critical to development as children begin to explore their increasing physical capabilities and develop increasing independence. There are two main areas of development that are gross motor by using large muscles (walking, climbing, running). The other one is called fine motor – gross manipulative skills for example, throwing and fine manipulative skills (buttons). (Ouvry and Marjorie, 2020)

Transitions include not just movements between one setting and another in a linear way, but movements "horizontally" from one room to another within the same setting, moving to a more structured part of the day such as lunchtime, or moving from home to childminder, to nursery and back again all in the course of the same day. (Birth to 5 Matters, 2021).

Maslow is significant to early years practice because he wrote a hierarchy of needs that children progress through, i.e. a set of sequential needs from physiological to self-actualisation. As they move up through the levels, they feel more comfortable in their learning environment and have greater confidence to try harder. It is important to note that any group will have children at different levels, some may not have the lower levels met at home so making sure these children feel safe and secure is of the utmost importance as they will find it very hard to move to the upper levels. Maslow's theory lends itself more to building child/teacher

relationships rather than lesson or curriculum structure. You can have the best resources and most tightly planned lessons in the world but if you don’t show enthusiasm, passion and empathy, it will be very different for your children to feel their needs have been met.