

AI Cover Sheet

I confirm that i have not presented any AI generated text as my own work. I confirm i have copies of my drafts, notes and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

Contents page

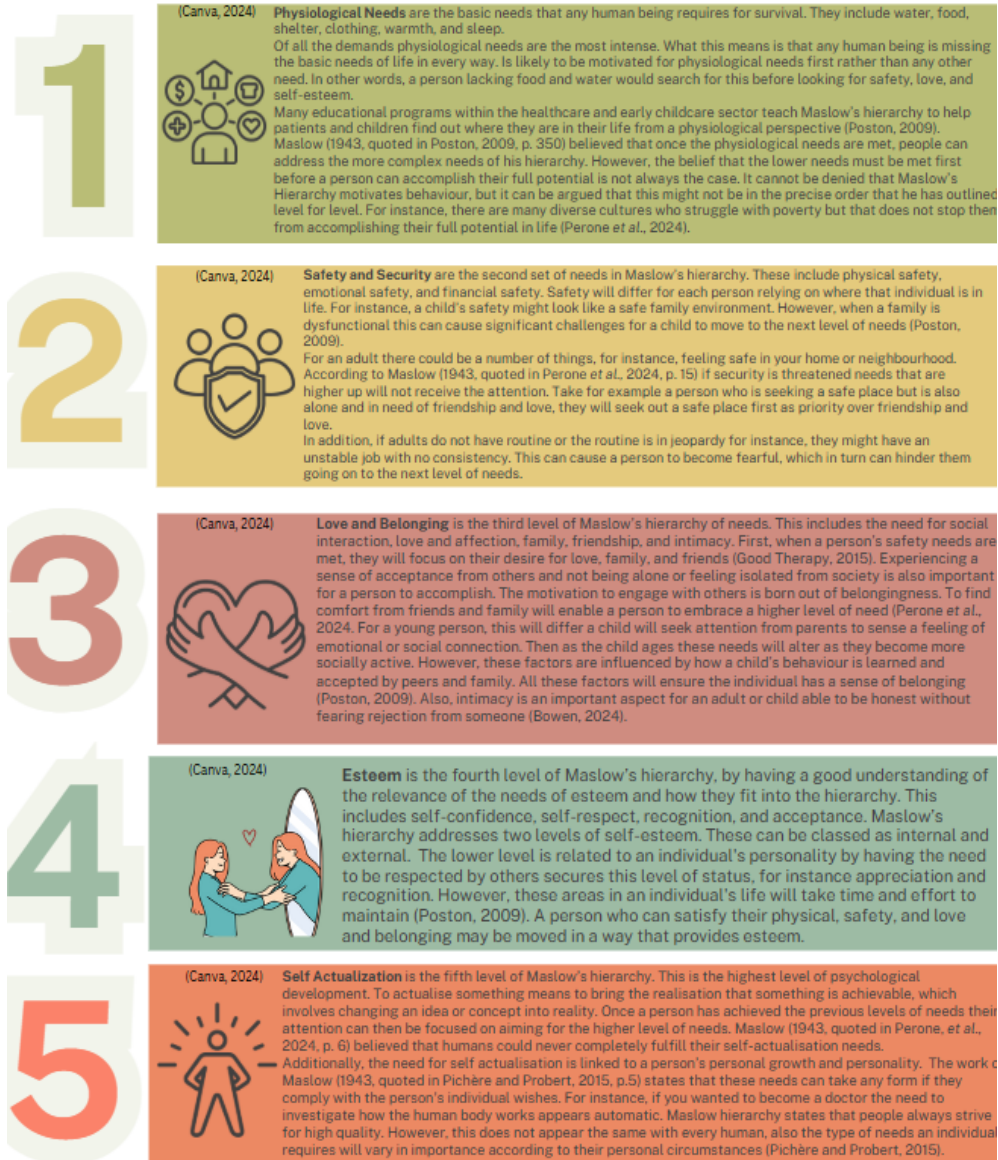
1. Infographic poster structure one
2. The concept of Holistic child development structure two
3. Human development structure three
4. Reference List

Part 1 Human Development: Part 1 Structure

Safety and Security are the second set of needs in Maslow's hierarchy. These include physical safety

MASLOW'S HIERARCHY OF HUMAN NEEDS

introduction: Maslow's hierarchy of needs is an inspirational psychology theory focusing on five human needs models



To conclude Maslow's hierarchy is defining the needs of human beings from the basic function of eating and sleeping to a more fulfilling of self-empowerment. Maslow's hierarchy is frequently used throughout different working sectors as an effective way of identifying the various stages of human development.

The concept of Holistic Child Development

A concept is a notion that forms the basis of more solid principles. For instance, Maslow had an idea on human motivation in which he built on that idea to create five fundamental categories. Firstly, the concept of holistic child development ensures that the whole child is developed.

A holistic approach to child development focuses on nurturing a child's growth in the following areas, physical, social, emotional, intellectual, and moral/spiritual. (Lindon and Brodie, 2024, p. 4) says that it is evident from observing and listening to children that they do not separate their development, that is why a holistic approach is essential in a child's development.

Relationships

To understand the concept of holistic child development it is important to consider positive relationships. The ability to form and sustain positive relationships is necessary to our existence as social beings. It is a fundamental component to our mental health and well-being. This is also true with children and young people throughout their lives. Having positive relationships is critical for healthy development Lavis (2016). Through relationships children develop their communication and social skills. Maslow's hierarchy symbolises this throughout the stages with children having a safe and secure environment to engage with the need for love and belonging. However, the need for love and belonging can become overlooked by focusing on physiological needs (Burleson and Thoron, 2014).

By fostering loving relationships with parents, peers and caregivers. One should not forget that although most children will naturally acquire these skills as they develop there are some children who will need additional support for instance children who find it hard to form relationships because of a learning disability, autism spectrum disorders and so on. It is important that the people around these children give more consideration

to their needs and act as role models on how to engage and form lasting friendships. To illustrate this point, one might refer to Bowlby attachment theory in which he believes in the child parent relationship. This model has expanded over the years and includes other relationships which individuals will form throughout their lifetime. Bowlby calls these relationships attachments which provide individuals with a secure base (Thompson, Simpson and Berlin, 2024)

Other theorists, for example Bronfenbrenner bioecological theory are visually presented as a series of concentric circles. The theory encompasses children's direct daily interactions with family members, peers and friends. A child's environment such as early years setting and schools are included in the innermost circle.

Bronfenbrenner (1989, quoted in Zaatari and Maalouf, 2022) highlights the value of a positive relationship in preventing harm in an ineffective environment. He states without a loving and caring connection even a constructive environment could not be enough to promote an emotionally healthy development. This theory provides an essential framework. It helps us understand and support the affects different environmental factors have on a child. Vygotsky (1962, quoted in Johnston *et al.*, 2018, p 255) believes that children are active organisers of their own knowledge. He believed that from the age of two the interactions the child engaged in influenced their social development, he called this the culture line. Through the observations of social interactions young children came to understand and acknowledge them as social standards.

Safety

Practitioners must also consider safety when exploring the concept of holistic child development. Safety refers to physical, emotional and financial safety. It is important that a child feels safe to develop holistically. Firstly, it is important to discuss the emotional bond that a child will have towards their parent/parents. Having a safe home environment forms a solid base for growth. It is important that children have the opportunity for attachment. Johnston *et al.*, (2018) says that having a secure emotional attachment in the early years has an important effect on later development.

Children will experience different types of home environments from their peers, from multicultural to blended homes. Maybin and Woodland (2003 quoted in Johnston *et al.*, 2018, p 291) This foundation encourages diversity and enriches a child into becoming more open minded and culturally aware enabling them to form positive attachments, whilst also feeling safe and secure within their home environment. A child who is in a stable environment and who feels like they have a sense of belonging will have a significant impact on their emotional development. According to National Scientific Council on the Developing Child, (2024), All children regardless of where they grow up should be able to live in an environment that supports their healthy development and provides safety and security within that structure. An example of this is Maslow's Hierarchy for physical needs of food, water and shelter. When a child has the basic needs met, they will then feel safe and secure to embrace other needs such as love and belonging in which they will form long lasting relationships and express their feelings and emotions.

Conclusion

Having a holistic approach to child development is fundamental to a child's progress throughout their life, encouraging an individual to discover and explore for themselves by observing the world around them. Maslow's hierarchy and the five concepts of

human needs gives us a theoretical tool with which to pursue a more comprehensive and accurate understanding of human personality and behaviour (Koltko-Rivera, 2024). It cannot be denied that although Maslow's theory does give us a firm basis to human needs. However, it must be noted that in some cultures the need for physiological needs differs and although this need may not be met fully it does not control that individuals need for self – actualisation. For instance, a person living in poverty throughout their life should not be dismissed from reaching their full potential. If that individual has the discipline to achieve greatness so, be it.

Human Development: Part 3 Structure

Offer three examples from early years practice to highlight Maslow's significance in understanding child development.

Firstly, practitioners in early years setting need a clear understanding of child development theories. This helps for the basis and approaches to good practice. Psychology played an important part in the early years sector and has significant influence on how development is approached. The first aspect to note is Johnston *et al.*, (2018) says that by observing and listening to children it is clear that they do not divide up their development.

Basic needs

Understanding the importance of basic needs for a child who is in poverty be that poverty of insufficient food or an inconsistent home environment has a detrimental effect to a child's development. A practitioner's role is to support children by making their time in education a fulfilling, safe and inclusive experience for every individual. Brodie (2024) says that by understanding different theories of child development, including Maslow's theory practitioners will be able to create more effective child centered learning experiences. Maslow's motivation theory begins with physical needs. It is important that practitioners have a good relationship with parents/ caregivers to enable a better understanding of the needs of the child. Ensuring that the children within your care receive nutritious meals and have time to rest when necessary. It could be that the family is struggling financially and the only hot meal that the child will receive is during school time. That is why it is necessary to have a good understanding of the support that is needed for each individual child. Molloy (2019) believes that effective early intervention can substantially reduce the impact of poverty on children's development when it is sufficiently intensive and reaches the families who need it the most.

It is important for a practitioner to understand a child's basic needs as this can have both an emotional and physical impact on their development. Practitioners need to be aware of certain signs that the child is not meeting their human needs. For instance, a child that is looking lethargic and malnourished. It could also be that the child is sleeping a lot during their nursery sessions these are all vital signs to look out for (Poston, 2009).

Creating a safe and stable environment

Firstly, early years practitioners can create a safe and stable environment with positive encouragement and a physically safe setting to enable children to explore and develop independently. Johnston *et al.*, (2018) believes that the Reggio Emilia approach to education places a great deal of attention on the environment. It is considered an essential educational process. This approach puts children in the driver's seat.

That is why having a setting which is calm, peaceful and structured will enable the children to feel safe and secure. If the setting was chaotic and unstructured children could feel anxious. Brodie (2024) states that Maslow's work highlights the importance of creating an environment that supports holistic development. To illustrate this point we can refer to Maslow's theory of safety and security, this is not just within a child's family environment but also their educational setting.

Building confidence and independence in transition

Firstly, there are so many changes a child will go through from birth up till the point they start to attend an early year setting. It is important to remember that this can be an extremely stressful time for both the child and their parents/guardians. The child can go through numerous amounts of emotions. However, O'Connor (2017), suggests that it is essential that a practitioner has a good understanding of attachment theory, which is necessary to enable them to support the children in their care. Attachment theory focuses on the first feeling of emotional security. In Bowlby's theory the urge for attachment is an instinctive drive for safety, security and protection. O'Connor (2017) points out that humans are not born with the need to regulate emotions but when babies

are in distress, they will seek comfort from their parents to help regulate them. This signals a pathway to the brain through repeated positive experiences.

Secondly it is important to point out that children will have their own individual way of coping with transition within their setting. For a practitioner it is important that they show encouragement along with positive reinforcements. Practitioners can encourage children to make choices within their settings and support children to feel good about themselves. This will increase their confidence. For example, getting their opinion on something that they are playing with or what they might like added in a certain area of the classroom by doing this will encourage the child's curiosity (Johnston *et al.*, 2018).

Furthermore, it is essential that clear communication is central to working with children and their families. It helps build trust and encourages them to seek advice. When the practitioner forms a positive relationship, this helps the child recognise a bond and enables the child to become more secure within their setting.

Conclusion

In conclusion, Brodie (2024) believes that Maslow's motivational theory is significant to early years practice. His work has significantly influenced educational practices and their approach to child development. The implications his theory promotes by the importance of a child's basic needs to helping support practitioners understand the

factors that might affect a child's behaviour or motivation has enabled educators to have a clearer understanding of the needs of children.

Lastly, Brodie (2024) states that although Maslow's theory remains a useful framework for early year setting. An equally important aspect to note is future advancements which inspire early childhood educators to examine Maslow's theories by adapting them to fit into a modern setting but still maintaining the fundamental understanding of human needs. Early years professionals should also consider the cultural differences that might affect the hierarchy. These needs can be pursued not in order as Maslow's theory presents itself but simultaneously.

Reference List

Bowen, B. (2024). The matrix of needs: reframing Maslow's hierarchy. *Health*, [online] 13(05), pp.538–563. doi:<https://doi.org/10.4236/health.2021.135041>.

Brodie, K. (2024). *Maslow's Hierarchy of Needs*. [online] Early Years TV. Available at: <https://www.earlyyears.tv/maslows-hierarchy-of-needs/> [Accessed 30 Nov. 2024].

Burleson, S.E. and Thoron, A.C. (2014). Maslow's Hierarchy of Needs and Its Relation to Learning and Achievement. *EDIS*, 2014(4). doi:<https://doi.org/10.32473/edis-wc159-2014>.

El Zaatari, W. and Maalouf, I. (2022). How the bronfenbrenner bio-ecological system theory explains the development of students' sense of belonging to school? *SAGE Open*, [online] 12(4). doi:<https://doi.org/10.1177/21582440221134089>.

GoodTherapy (2015). *Maslow's hierarchy of needs*. [online] GoodTherapy.org Therapy Blog. Available at: <https://www.goodtherapy.org/blog/psychpedia/maslow-hierarchy-needs> [Accessed 17 Nov. 2024].

Johnston, J., Nahmad-Williams, L., Oates, R. and Wood, V. (2018). *Early Childhood Studies*. Routledge.

Koltko-Rivera, M.E. (2024). Rediscovering the Later Version of Maslow's Hierarchy of Needs: Self-Transcendence and Opportunities for Theory, Research, and Unification. *Review of General Psychology*, 10(4), pp.302–317. doi:<https://doi.org/10.1037/1089-2680.10.4.302>.

Lavis, P. (2016). *Why relationships are so important for children and young people*. [online] www.mentalhealth.org.uk. Available at: <https://www.mentalhealth.org.uk/explore-mental-health/blogs/why-relationships-are-so-important-children-and-young-people> [Accessed 23 Nov. 2024].

Lindon, J. and Brodie, K. (2024). *Understanding child development 0-8 years : Linking theory and practice*. Hodder Education.

Molloy, D. (2019). *Child poverty and early intervention*. [online] Early Intervention Foundation. Available at: <https://www.eif.org.uk/blog/child-poverty-and-early-intervention> [Accessed 30 Nov. 2024].

National Scientific Council on the Developing Child (2024). *Place Matters: The Environment We Create Shapes the Foundations of Healthy Development*. [online] Available at: https://harvardcenter.wpenginpowered.com/wp-content/uploads/2023/03/HCDC_WP16_R2A.pdf.

O’connor, A. (2017). *Understanding transitions in the early years : supporting change through attachment and resilience*. Abingdon, Oxon: Routledge, London.

Perone, J.S., Winters, P.L., Read, M. and Sankah, I. (2024). *Assessing the Hierarchy of Needs in Levels of Service*. [online] ROSA P. Available at: <https://rosap.ntl.bts.gov/view/dot/16234>.

Pichère, P. and Probert, C. (2015). *Maslow’s Hierarchy of Needs*. Namur, Belgium: 50Minutes.com.

Poston, B. (2009). *An Exercise in Personal Exploration: Maslow’s Hierarchy of Needs*. [online] *ast.org*, Association of Surgical Technologists, pp.347–353. Available at: <https://www.ast.org/pdf/308.pdf> [Accessed 16 Nov. 2024].

Research History (2012). *Maslow’s Hierarchy of Needs*. [online] Research History. Available at: <https://www.researchhistory.org/2012/06/16/maslows-hierarchy-of-needs/?print=1> [Accessed 16 Nov. 2024].

Thompson, R.A., Simpson, J.A. and Berlin, L.J. (2024). Taking Perspective on Attachment Theory and research: Nine Fundamental Questions. *Attachment & Human Development*, [online] 24(5), pp.543–560. doi:<https://doi.org/10.1080/14616734.2022.2030132>.