Module 2 Handbook

Child Development

Revised 2012

chwarae • dysgu • tyfu
play • learn • grow
cyfnod sylfaen 3–7 foundation phase

Llywodraeth Cymru
Welsh Government

Foundation Phase and Curriculum Branch
Department for Education and Skills
Welsh Government
Cathays Park
Cardiff
CF10 3NQ
Tel: 029 2082 6075
e-mail: FoundationPhaseInfo@wales.gsi.gov.uk

WG16664

Module 2: Child Development

Introduction

Every child is unique and needs a range of experiences in order to develop emotionally, socially, morally, culturally, spiritually, intellectually and physically. Although child development can be divided into the six elements described below, all aspects of a child's development are important and should be interlinked and used to reflect the development of the whole child.

This module focuses on the holistic needs of the child through their development of gross and fine motor skills. It provides an introduction to Child Development in the Foundation Phase and deals individually with the following:

- Personal development
- Social development
- Emotional development
- Cognitive development
- Language development and communication skills
- Physical development.

The training is delivered through a combination of slide presentations and activities, which forms part of the material provided with the module.

The training is broken down into four sessions:

- Why Child Development?
- Areas of Child Development
- Stages of Child Development
- The Role of the Adult.

This handbook contains all of the 'handouts' and 'module materials', required to deliver the training. The following 'Slide sequence guide' details the different elements of the training and marks where the handouts, module materials and DVD clips (also provided with the module) should be used.

Slide sequence guide

Setting the scene

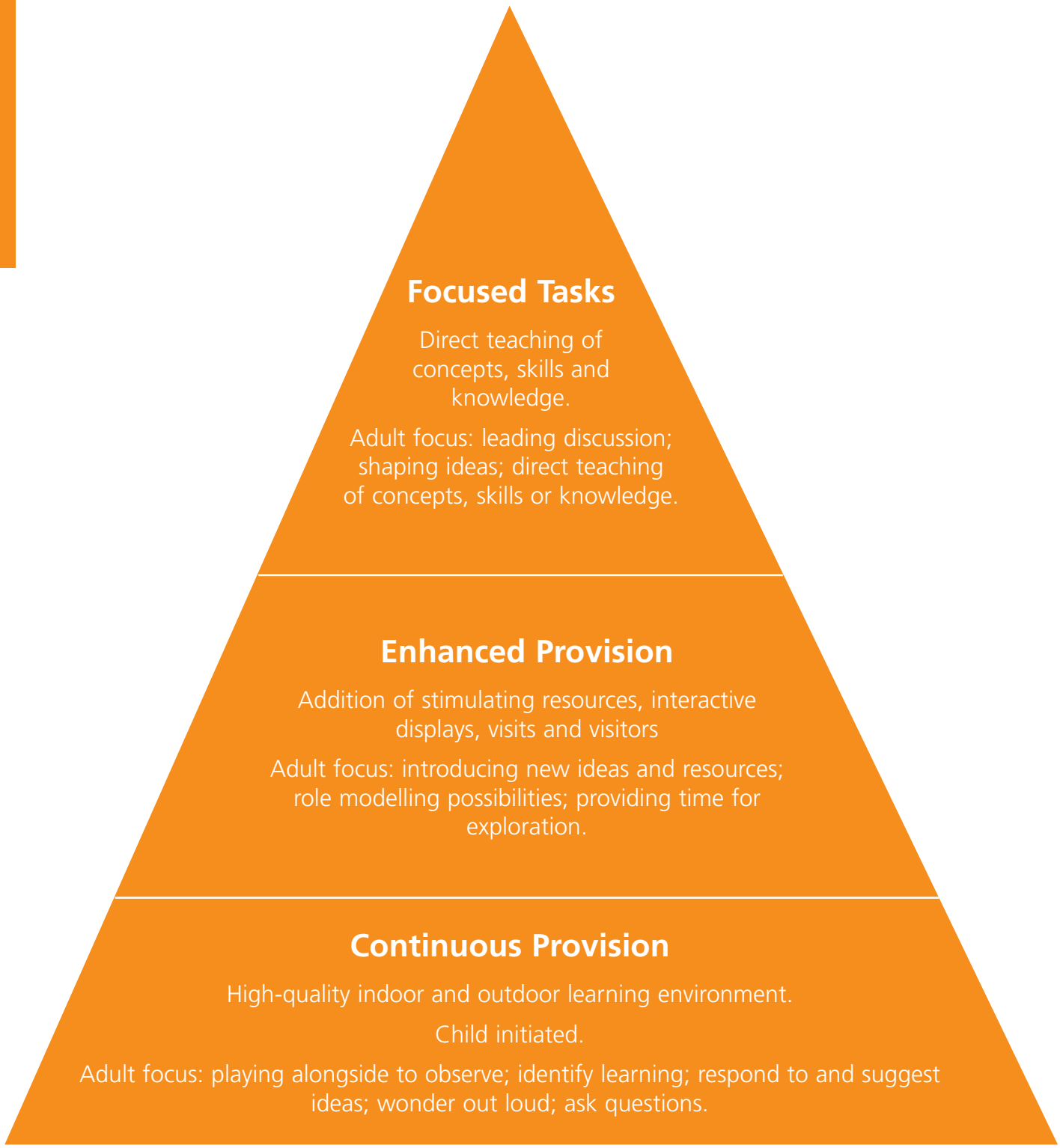
An introduction to Child Development

Every child is unique and needs a range of experiences in order to develop emotionally, socially, morally, culturally, spiritually, intellectually and physically. Although child development can be divided into the following categories all aspects of a child's development are important and should be interlinked and used to reflect the development of the whole child:

- Personal development
- Social development
- Emotional development
- Cognitive development
- Language development and communication skills
- Physical development.

Children from birth through to seven years of age have developmental needs and capacities that differ from those in any other subsequent time of their lives. The patterns of learning and development for individual children vary in ways that are not always predictable. Each child will develop in his or her own way; however, using **developmental norms** or **milestones** will help in understanding these general patterns of development while recognising the wide variation between individuals. The direction and speed of learning and growth will often fluctuate from day to day, according to where the child is and the people they are with.

Effective teaching and learning model



Intended outcomes

I am in the Best School

I'm in the best school,
I'm in the learning class,
I'm learning every morning,
I'm learning really fast.

I have a desk and folder,
I can write my name,
I'm doing really nicely
and my lesson's have an aim.

I can say my letters,
do numbers one to ten,
I can hold a pencil
and I can hold a pen.

My teacher gives me homework,
my sister gets it too.
People say I'm gifted
so I think it must be true.

They've put me in the fast track
and I hope I'll be OK -
I learnt to read quite quickly
but I never learnt to play.

Peter Dixon

Pedagogic influences

Theories of childhood

Dewy thought that it was important to observe children and to determine from these observations what kind of experiences the children are interested in and ready for. Dewy, J (1938) Experience and Education, Kappa Delta P.

Montessori believed that the way to get to know children was to watch them. Careful observation, to Montessori was the key to determining what children are interested in and need to learn. She did not believe there were children who could not learn. She was convinced that if children were not learning, adults were not listening carefully enough or watching closely enough.

Piaget believed that all children pass through the same stages when developing their thinking skills. Parents/carers and teachers should always remember that individual children have their own rates of development and that difference in development stretch over a broad continuum.

Many teachers and other adults wonder if there are things that prevent growth or if there are ways to hurry development along. Piaget believed that children's intellectual growth is based partly on physical development. He also believed that it is affected by children's interactions with the environment. He did not believe that teachers can teach very young children to understand a concept. He was certain that children build their own understanding of the world by the things they do.

Vygotsky believed that in order to scaffold well for children, teachers need to be keen observers. He believed that teachers need to use those observations to determine where children are in the learning process and where they are capable of going, given their individual needs and the social context that surrounds them. Vygotsky believed that from information gathered through observation teachers can support children's learning.

Bowlby believes a child has an innate (i.e. inborn) need to attach to one main attachment figure (i.e. monotropy). Although Bowlby did not rule out the possibility of other attachment figures for a child, he did believe that there should be a primary bond which was much more important than any other (usually the mother). Bowlby believes that this attachment is different in kind (qualitatively different) from any subsequent attachments. Bowlby argues that the relationship with the mother is somehow different altogether from other relationships.

HANDOUT

Bruner writes of the importance of the role of the adult in scaffolding to support the child in developing higher level learning skills.

He believes 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.

Laevers observed that young children regularly become absorbed in what they are doing and is convinced that 'an involved child is gaining a deep, motivated, intense and long term learning experience.' Professor Laevers bases his theories on the premise that the most productive learning, whatever our age, occurs when we are so involved with something that we lose ourselves in it.

With very young children in their early years, we can measure processes and achievements in learning in other ways rather than looking at outcomes. In order to do this, you need an agreed and consistent methodology and Professor Laevers' Leuven Involvement Scale provides this.

The methodology relies on the observation of a child when he or she is in the setting, with the observer looking for a list of signals that are recorded on a five-point scale.

These signals range from Level One, 'where a child may seem absent and display no energy, activity is simple, repetitive and passive', to Level Five 'where a child is concentrated, creative, energetic and persistent with intense activity revealing the greatest involvement'.

HANDOUT

Explanatory notes on early mark-making handouts

The importance of scribbling

The first drawing attempts of a child are very important. Adults usually pay little attention to children's early art attempts. The very word scribble may suggest a waste of time or a lack of content. In fact the very opposite is true. At some point, usually at about two years of age, the child when given crayons will begin to make marks on a piece of paper. Although scribbling may start earlier than this, a very young child will find a crayon more interesting to look at or feel or taste. The first scribbles will be random marks; the child may even be looking elsewhere as she/he scribbles.

We usually refer to this haphazard array of marks as the stage of **disorderly scribbles**. Parents/carers may try to find something in the scribbling that they can recognise or even draw something for the child to copy. At this point or stage of development drawing something real is inconceivable to the child. Such attempts could be described as being similar to trying to teach a babbling baby to pronounce words correctly or to use them in sentences. It is therefore inappropriate to the stage of development.

Since the child has no visual control over the scribbling, parents/carers and teachers/adults should regard this as an indication that the child is not yet ready to perform tasks that require such control over their movements.

Controlled scribbles (3 years-plus)

At some point the child will discover that there is a connection between his/her movements and the marks on the paper itself – this may occur at about six months or so after the child has started to scribble. (Refer to early mark making no. 4 on the accompanying sheet.) These scribbles were made by a three-year-old girl who has just returned from the park. She has drawn what it felt like to be on the swings (movement). A more mature child would have drawn the appearance of the swings, but at this stage it is only the movement that is shown.

The next clearly identifiable stage in a child's development in drawing is seen when objects are represented instead of movement alone. Towards the end of the previous stage children practice circular scribbles (see handout sheets, drawing no. 6).

Then the circular scribble is condensed and the child says the scribble represents 'me'. The scribbles then become stylised into a symbol to represent a person – at first it is the 'self'. The sequence appears to be like this for all children all over the world.

HANDOUT

Naming of the scribble stage

This is a very significant step in the development of the child. This is when one day the child starts to name the scribble. He/she may say 'this is daddy' or 'I am running' although neither daddy nor he/she can be seen. This naming of the scribble is of the highest significance for it is an indication that the child's **thinking** has changed.

Before this stage he/she was happy with movement itself but now he/she has connected movements to the world around them. He/she has changed from kinaesthetic thinking in terms of movement to imaginative thinking in terms of pictures.

If we try to think back in our own memory as far as we can, our memory would only carry us as far as the 'naming of the scribble' stage. Therefore, when the child begins to think in terms of mental pictures, usually at about three-and-a-half he/she has developed a basis of visual retention.

HANDOUT

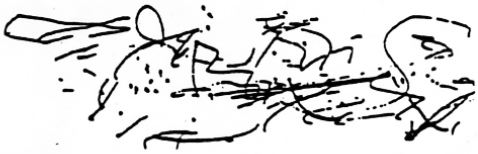
HANDOUT

EARLY MARK MAKING

1.

All children begin by taking a mark making instrument and making a mark.

2.



At first the marks are made in random directions without control. If the child is expressing anything it is movement – the feeling of the moving the crayon or pencil or of the sound it makes

3.

At this stage the children are able to impose a visual control over on the marks they make. Gaining control over their actions is a vital experience for the child and they get great satisfaction from repeating the same kind of mark. Children at this stage usually approach scribbling with great enthusiasm since this coordination between visual and motor control is a very important achievement.

Later as control improves children can arrange their lines to represent the feeling of the movement.

4.

Here the teacher asked the child to show her her how high he could jump, then, afterwards suggested he drew jumping.

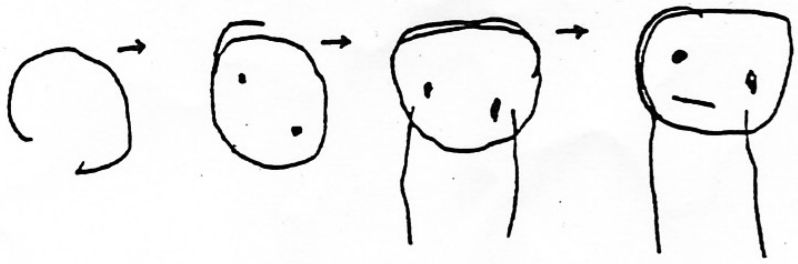
5.

6.

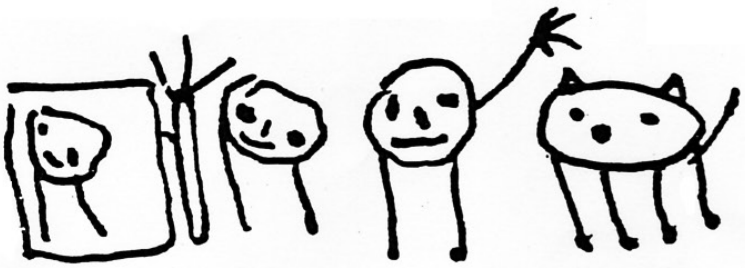
This drawing shows a wasp buzzing around. There is, no way of knowing what these lines mean without being told by the child but if one knows that they represent lines of movement one is more likely to be able to talk sensibly to the child about it.

Representing People and Objects

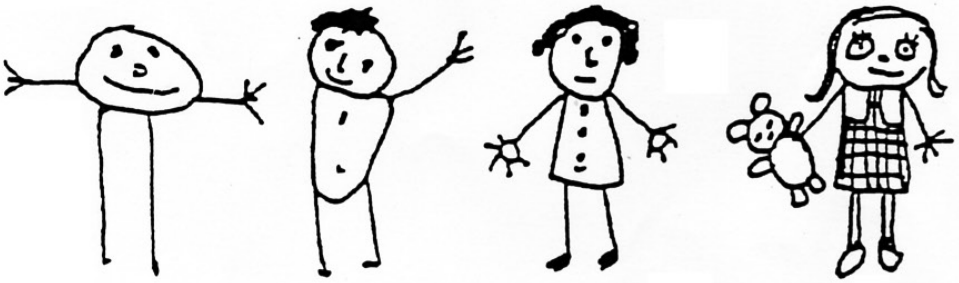
7.



8.



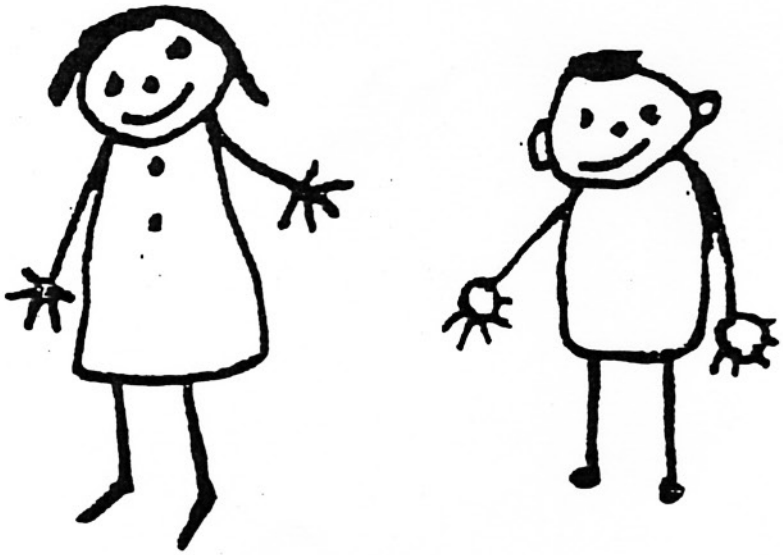
9.



10

HANDOUT

The child controls line sufficiently well to ensure that each new line will exactly fit with existing ones.....



HANDOUT

Questions, questions, questions … ?

Lower-order thinking questions require children to remember. They are likely to test recall of knowledge, check understanding, revise learning, lead to new learning and diagnose difficulties.

Examples

How many … ?

Where is … ?

Who came … ?

What is … ?

Higher-order thinking questions require children to think. They are likely to arouse curiosity, focus attention, elicit views, feelings and experiences and stimulate discussion.

Examples

Tell me about … ?

Why did you decide to … ?

What did you learn from doing that … ?

What do you think would have happened if … ?

What would you do differently next time … ?

Is that what you expected to happen … ?

Can you give an example of … ?

What makes you think that … ?

Can you think of any more questions?

HANDOUT

Examples of interactions

Tuning in: Listening carefully to what is being said, observing body language and what the child is doing.

Showing genuine interest: giving your whole attention, maintaining eye contact, affirming, smiling, nodding.

Respecting children's own decisions and choices: inviting children to elaborate – 'I really want to know more about this.'

Recapping: 'So you think that … '

Offering your own experience: 'I like to listen to music when I cook supper at home.'

Clarifying ideas: 'Right Darren, so you think that this stone will melt if I boil it in water?'

Suggesting: 'You might like to try doing it this way.'

Reminding: 'Don't forget that you said that this stone will melt if I boil it.'

Using encouragement for further thinking: 'You have really thought hard about where to put this door in the place but where on earth will you put the windows?'

Offering an alternative viewpoint: 'Maybe Goldilocks wasn't naughty when she ate the porridge.'

Speculating: 'Do you think the three bears would have liked Goldilocks to come to live with them as their friend?'

Reciprocating: 'Thank goodness that you were wearing wellington boots when you jumped in those puddles Kwame. Look at my feet – they are soaking wet.'

Asking open questions: 'How did you?', 'Why does this ... ?', 'What happens next?', 'What do you think?'

Modelling thinking: 'I have to think hard about what I do this evening. I need to take my dog to the vet's because he has a sore foot, take my library books back to the library and buy some food for dinner tonight. But I just won't have time to do all of these things.'

HANDOUT

Additional reading

Bilton, H (2010 3rd edn) Outdoor Play in the Early Years, Routledge

Bruce, T (2003, 2nd edn) Developing Learning in Early Childhood (0-8 years), Sage, London

Bruce, T (2001) Learning Through Play, Hodder and Arnold

Cole, M and Cole, S R and Lightfoot, C (2009 6th edn) The Development of Children, Worth

Doherty, J and Bailey, R (2003) Supporting Physical Development and Physical Education in the Early Years, Open University Press, Maidenhead

Duffy, B (2006 2nd edn) Supporting Creativity and Imagination in the Early Years, Open University Press, Maidenhead

Eddington, M (2002) The Great Outdoors – Developing children's learning through outdoor provision, British Association for Early Childhood Education, London

Garvey, C (1991 2nd Revised edn) Play, Fontana

Harries, J (2003) Role Play, Step Forward Publishers

Hutchin, V (1999) Right from the Start Effective Planning and Assessment in the Early Years, Hodder and Murray

MacIntyre, C (2011 2nd edn) Enhancing Learning through Play, Routledge

Moyles, J (2010 3rd edn) The Excellence of Play, Open University Press, Maidenhead

Nutbrown, C (2011, 4th edn) Threads of Thinking, Sage, London

Riley, J (2003) Learning in the Early Years, Sage, London

Robson, S and Smedley, S (1996) Education in Early Childhood, Fulton

Siraj-Blatchford, I and Clarke, P (2003) Supporting Identity Diversity and Language in the Early Years, Open University Press

Wales Pre-school Playgroup Association Planning for Play and Learning in Early Years Settings, info@walesppa.org (2000)

Wales Pre-school Providers Association Physical Fun, info@walesppa.org (1999)

Pecyn Hyfforddi Cenedlaethol y Cyfnod Sylfaen

Foundation Phase National Training Pack

Hyn sydd i dystio bod
This is to certify that

.....

wedi cwblhau/has completed

Modiwl/Module 2

Datblygiad Plant fel rhan o
Becyn Hyfforddi Cenedlaethol y Cyfnod Sylfaen

Child Development as part of the
Foundation Phase National Training Pack

ar/on

.....

chwarae • dysgu • tyfu
play • learn • grow
cyfnod sylfaen 3–7 foundation phase

Llywodraeth Cymru
Welsh Government