

Demonstrate your skills of applying child development theory to practice, by refl...



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BUSTER**

Demonstrate your skills of applying child development theory to practice, by reflecting on observations of children within your work setting. Assessment Criteria

1. Explore and provide informed descriptions and explanations of patterns of child development
2. Consider the role of play in a child's ongoing development
3. Explain the importance of parents and carers in a child's life and the importance of working in partnership
4. Use observed situations to provide a range of judgements on the effectiveness of learning activities in promoting a child's ongoing development
5. Relate your findings to child development theories

Assignment Guidelines\* Include an introduction, conclusion and reference page.\* Your reference page should only include books that are directly referenced in your assignment.\* Internet referencing should be limited to 10%\* Use a minimum of 3 observations in which you link to a range of child development theories. Include the observations in numbered appendices. Word Count2, 000 wordsHand in

date..... IntroductionAll children develop at their own speed. (Sharman, Cross and Vennis, 2007) There are genetic and environmental influences that can affect the rate of their development, but broadly they follow the same sequence. For that reason we observe to see if the children in our care following the general pattern. It has a great importance as an Early Years practitioner to promote the well-being of children. According to Lindon (2005) practitioners have to be knowledgeable about child development, and the theoretical framework that supports such understanding. Good practice includes reflection as well as action."

Reflective practitioner: an outlook for early years, and other professionals, in which you are ready to think as well as act and to be open to new ideas and

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approaches." Lindon (2005) p. 2 The understanding of child development helps you to become a reflective practitioner. Another significant approach in the Early Years for babies and young children's learning and development is the play. Macleod-Brudenell (2008) suggests that babies make meaning of their new environment by looking, seeing, touching, hearing and smelling. That is the way they learn. The importance of play was recognised in the new Children Act 2004. It recommends that play supports children's physical, mental and emotional development. Play also fosters children's self-esteem by extending their choice and control, and hence the satisfaction they gain from it. Lindon (2005) suggests that study of children has included to explain why and how development unfolds. Practitioners need a grasp of the range of theories that have been proposed to explain child development. There are many formal theories of learning expounded by Piaget and, especially, Vygotsky, that acknowledge socio-cultural influences on children. Piaget's theory holds that learning is an active process. He also said that learning is an ongoing experience of solving problems, making mistakes and arriving at solutions. According to Macleod-Brudenell and Kay (2008) applying Piaget's ideas to Early Years learning environment, means that the role of the teacher is to provide an environment which is rich in stimulation for children to explore for themselves, in which they can actively construct their own knowledge through their experiences. Vygotsky's work emphasised the importance of culture, thought, and language. Vygotsky's ideas suggest that a child's learning development is affected by the culture. According to Macleod-Brudenell and Kay (2008) applying Vygotsky's theories on practice children should have opportunities to play, as this allows the skills develop. It

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is important to understand family structures and styles because as a practitioner you need to be able to analyse the relationships between parental behaviour and developmental outcomes for the child. According to Macleod-Brudenell and Kay (2008) the value of the concept of partnership with parents based on the belief that good working relationships, clear communication and common goals between parent and professionals are crucial to the successful delivery of effective services to children.

Main body This assignment studies how children develop and learn. The observations have been carried out in a nursery school with 3 to 5-year-old children. The first observation (see in Appendices pg. 17-18.) was carried out during an outside play. Amy has been observed by the same person who has planned the activity. According to the Early Years Foundation Stage Curriculum children must have opportunities to play indoors and outdoors. Children use the outside environment as an outdoor classroom to explore and play. (Macleod-Brudenell and Kay, 2008.) The objective of the first observation was to observe how Amy socializes with her peers. It could be very interesting because Amy's first language is Mandarin, and she has not spoken in English yet. In addition her mother often goes to the setting to support Amy through staged admission process which is reviewed by staff every half term. It is noticeable from the observation that she prefers playing with her mum and would rather accept instruction from her than from the adults in the setting. The reason of this could be that she is an only child, and spends most of the time with her mother. According to Lindon (2005) children learn and develop socially and emotionally through the love, care and emotional stability provided by their parents and this early social

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bonding between a child and their parents is known as an attachment. In this case the bond is even stronger because of the absence of communication in the setting in relation to the language barrier.