

Module Title:	The Holistic Approach to Child Development
Module Code:	BAEY14C/BAEY24C
Level:	4
Credits:	30
Pre-requisites:	Placement with child 0-8

Module Description:

Understanding how children develop is a key requirement for all those who work in early years settings. It is a time of rapid growth, and professionals need to develop an understanding of the implications of children's developmental processes in order to meet their holistic needs. Central to this understanding is the development of skills in observing children and of interpreting those observations.

Indicative Content:

Factors influencing development, such as ecological systems theory, and neuroscience

- Key theories and perspectives in child development
 - Approaches to studying the developing child – observation and other research methods
 - Physical development and biological theories of child development
 - Cognitive development – perception, memory, attention, and intelligence theories
 - Language development, focusing on social constructivist theories
 - Social development, considering theories of socialisation, friendship and morality
 - Emotional development, attachment theory and psychoanalytic theories
 - External influences on development including the learning environment, differences and diversity.
 - Styles and techniques for observing children
 - Practice in observing children
 - Child engagement: The strength of an activity.
 - How to evaluate those observations using theories of child development and learning
 - Making recommendations based on theories of child development and learning
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Learning and Teaching Methods:

Students will look at typical and atypical growth and development of young children and their interaction with their environment, towards a transactional view of how biological, social and cultural factors influence patterns of change. This will be done principally through the medium of their observations of young children in early years settings. Students will evaluate their observations, considering predominant psychological and educational theories and perspectives. They will be encouraged to understand stage theories based upon normative models of child

development, and to critique this view of childhood. They will consider implications for inclusive learning and begin to relate these to curriculum frameworks, beginning to develop a critical understanding of current educational practice.

Specific Learning Resources:

Bibliography

Highly recommended

- Cohen, D. (2013) [*How the Child's Mind Develops*](#), 2nd edition. Hove: Routledge
- Doherty, J. and Hughes, M. (2014) [*Child Development: theory and practice 0-11*](#), 2nd edition, Harlow: Pearson Education
- Dowling, M. (2014) [*Young Children's Personal, Social and Emotional Development*](#), 4th edition London: Sage
- Gray, C. and MacBlain, S. (2012) [*Learning Theories in Childhood*](#), London: Sage
- Keenan, J. and Evans, S. (2009) [*An Introduction to Child Development*](#), 2nd edition, London: Sage
- Lindon, J. (2012) [*Understanding Child Development 0-8 years*](#), 3rd edition, London: Hodder Education
- Meggitt, C. (2012) [*Understand Child Development*](#), London: Hodder Education
- Neaum, S. (2013) [*Child Development for Early Years Students and Practitioners*](#), 2nd edition, London: Learning Matters
- Palaiologou, I. (2012) [*Child Observation: for the early years*](#), 2nd edition, London: Learning Matters

Recommended

- Arnold, C. (2003) [*Observing Harry: child development and learning 0-5*](#), Maidenhead: Open University Press
- Duffy, A., Chambers, F., Croughan, S. and Stephens, J. (2006) [*Working with Babies and Children Under Three*](#), Oxford: Heinemann Educational
- Kamen, T. (2000) [*Psychology for Childhood Studies*](#), London: Hodder and Stoughton
- Jarvis, P., George, J. and Holland, W. (2013) [*The Early Years Professional's Complete Companion*](#), 2nd edition, Harlow: Pearson Education
- Mukherji, P. and O'Dea, T. (2000) [*Understanding Children's Language and Literacy*](#), Cheltenham: Nelson Thornes
- Penn, H. (2014) [*Understanding Early Childhood: issues and controversies*](#), 3rd edition, Maidenhead: Open University Press
- Rich, D. (2002) [*More Than Words: children developing communication, language and literacy*](#), London: British Association for Early Childhood Education
- Woodfield, L. (2004) [*Physical Development in the Early Years*](#), London: Continuum

Journals

[Child: Care, Health and Development](#)

Module Specifications: School of Health & Social Sciences

[Child Development](#)

[Early Years Educator](#)

[International Journal of Early Years](#)

Background reading

Dryden, L., Forbes, R., Mukherji, P. and Pound, L. (2005) [Essential Early Years](#), London: Hodder Arnold

Gillen, J. (2003) [The Language of Children](#), London: Routledge

Macleod-Brudenell, I. and Kay, J. (2008) [Advanced Early Years: for foundation degrees and levels 4/5](#), 2nd edition, Harlow: Heinemann

Meggitt, C. (2012) [Child Development: an illustrated guide](#), 3rd edition, Harlow: Pearson Education

Murray, L. and Andrews, L. (2000) [The Social Baby: understanding babies' communication from birth](#), Richmond: CP Publishing

Taylor, J., Bond, E. and Woods, M. (eds) (2013) [Early Childhood Studies: a multidisciplinary and holistic introduction](#), 3rd edition, London: Hodder Education

Module Learning Outcomes

Subject Specific Learning Outcomes

On successful completion of this module you will be able to:

LO1	Demonstrate an understanding of the stages of development. Explore the impact this has on the care needs of the child 0-8yrs.
LO2	Discuss the impact of the environment on the development of the psychosocial, emotional and physical development of the child 0-8years.
LO3	Outline the developing skills of the selected observed child. Discuss how this relates to theories explored in module.
LO4	Analyse and evaluate three selected theorists and how this can relate to the holistic development of the child.

Assessment Title or element	Weighting (%)
<u>Written assignment: 6,000 words*</u> To demonstrate your knowledge of the holistic development of the child 0- 8yrs and the relating care needs. This is to include a child study comprising of a range of child observations, and a reflective commentary, which demonstrates the application of theories of learning and perspectives from developmental psychology to enrich their understanding of the individual child.	100%

Module Specifications: *School of Health & Social Sciences*

* All module assessment requires demonstration that the learning outcomes for this module have been achieved.

Information correct at point of publication.