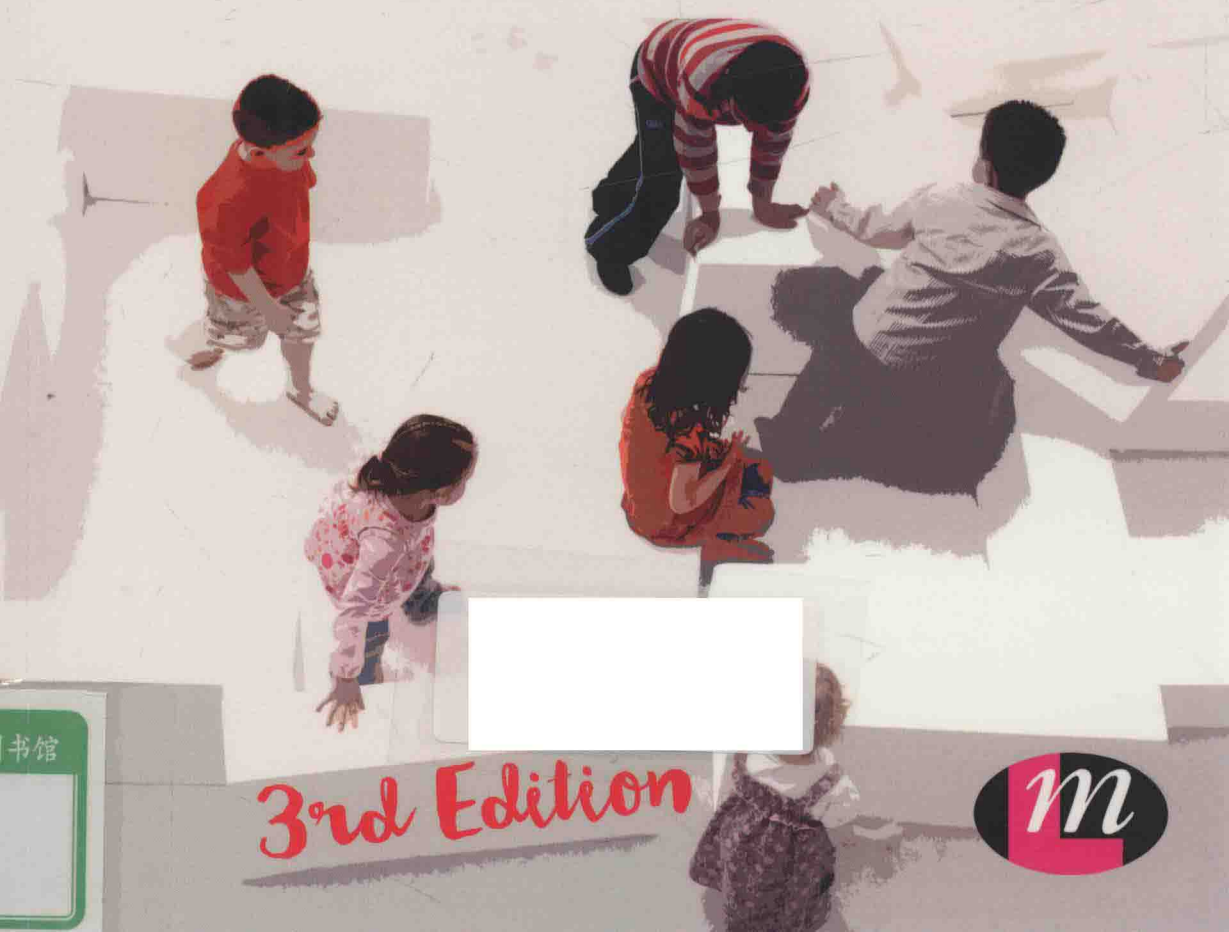


Sally Neaum

# CHILD DEVELOPMENT

FOR EARLY YEARS STUDENTS  
AND PRACTITIONERS



3rd Edition



*Sally Neaum*

# CHILD DEVELOPMENT

FOR EARLY YEARS STUDENTS  
AND PRACTITIONERS

*3rd Edition*

 **SAGE**

Los Angeles | London | New Delhi  
Singapore | Washington DC

 **LearningMatters**



Learning Matters  
An imprint of SAGE Publications Ltd  
1 Oliver's Yard  
55 City Road  
London EC1Y 1SP

SAGE Publications Inc.  
2455 Teller Road  
Thousand Oaks, California 91320

SAGE Publications India Pvt Ltd  
B 1/I 1 Mohan Cooperative Industrial Area  
Mathura Road  
New Delhi 110 044

SAGE Publications Asia-Pacific Pte Ltd  
3 Church Street  
#10-04 Samsung Hub  
Singapore 049483

---

Editor: Amy Thornton  
Development editor: Geoff Barker  
Production controller: Chris Marke  
Project management: Deer Park Productions,  
Tavistock, Devon  
Marketing manager: Lorna Patkai  
Cover design: Wendy Scott  
Typeset by: C&M Digital (P) Ltd, Chennai, India  
Printed in Great Britain by  
CPI Group (UK) Ltd, Croydon, CR0 4YY

© 2016 Sally Neaum

First published in 2010 by Learning Matters Ltd  
Second edition published in 2013  
Third edition published in 2016

Apart from any fair dealing for the purposes of research or private study, or criticism or review, as permitted under the Copyright, Design and Patents Act, 1988, this publication may be reproduced, stored or transmitted in any form, or by any means, only with the prior permission in writing of the publishers, or in the case of reprographic reproduction, in accordance with the terms of licences issued by the Copyright Licensing Agency. Enquiries concerning reproduction outside these terms should be sent to the publishers.

**Library of Congress Control Number: 2015951584**

**British Library Cataloguing in Publication Data**

A catalogue record for this book is available from the British Library

ISBN 978 1 4739 4456 5 (hbk)  
ISBN 978 1 4739 4457 2 (pbk)

**CHILD  
DEVELOPMENT**  
FOR EARLY YEARS STUDENTS  
AND PRACTITIONERS

**SAGE** was founded in 1965 by Sara Miller McCune to support the dissemination of usable knowledge by publishing innovative and high-quality research and teaching content. Today, we publish over 900 journals, including those of more than 400 learned societies, more than 800 new books per year, and a growing range of library products including archives, data, case studies, reports, and video. SAGE remains majority-owned by our founder, and after Sara's lifetime will become owned by a charitable trust that secures our continued independence.

Los Angeles | London | New Delhi | Singapore | Washington DC

此为试读, 需要完整PDF请访问: [www.ertongbook.com](http://www.ertongbook.com)

## *The author*

**Sally Neaum** is a lecturer in Early Childhood, and has taught Primary English in initial teacher training. She has worked as a nursery and primary school teacher and as an advisor in early years and inclusion. She has an M.Ed in Educational Psychology and Special Educational Needs, and her doctoral research was in the pedagogy of early literacy.

# *Acknowledgements*

The author and publisher would like to thank the following for permission to reproduce copyright material: SAGE and Nelson Thornes publishers and my co-authors Jill Tallack, Marion Beaver and Jo Brewster, as well as Anning and Ball, for permission to use material from our books.

Every effort has been made to trace the copyright holders and to obtain their permission for the use of copyright material. The publisher and author will gladly receive any information enabling them to rectify any error or omission in subsequent editions.

Contents

|   |        |
|---|--------|
| The author  | vii    |
| Acknowledgements  | viii   |
| Introduction  | 1      |
| <br>Section 1: Early childhood context and policy       | <br>5  |
| 1 Children and childhood: a historical perspective      | 7      |
| 2 The current policy context of early years             | 25     |
| <br>Section 2: Children's development                   | <br>43 |
| 3   | 45     |
| 4 Children's development                                | 54     |
| 5 Development in the Early Years Foundation Stage       | 82     |
| 6 Factors affecting children's learning and development | 94     |



|   |            |
|---|------------|
| <b>Section 3: Applying child development in practice</b>                                | <b>117</b> |
| <b>7</b> Supporting children's learning and development                                 | 119        |
| <b>8</b> Observing and assessing children's learning and development                    | 139        |
| <b>Section 4: Enhancing practice and understanding</b>                                  | <b>155</b> |
| <b>9</b> Reflecting on children's learning and development                              | 157        |
| <b>10</b> Thinking, questioning and challenging: a critical approach to the early years | 171        |
| Index   | 190        |

# *Introduction*

This book is about children's development and learning. The focus is on understanding both the developmental patterns and sequences in children's development and how the context of this learning impacts on children's progress. Knowing about children and their development underpins all that we do in early years. It enables people who live and work with very young children to interact with them in an appropriate way and to provide developmentally appropriate experiences to support their development. Knowing about child development also enables us to identify children who may need additional support to enable them to maintain developmental progress and to learn.

This book is divided into four sections:

- understanding the context of children's development;
- understanding children's development;
- child development in practice;
- enhancing practice and understanding.

## **Section 1: Early childhood context and policy**

### **Chapter 1: Children and childhood: a historical perspective**

This chapter explores how our understandings of children and childhood have changed over time according to the moral, ethical and political choices that we have made within society. To illustrate this there are examples of the differences in the experience of children across time and cultures. The chapter also explores our current conceptualisation of what it means to be a child in our society. You are asked to consider the complexity of our current understanding of children and childhood by considering how we talk, write and think about children in our society. Pen portraits of influential early years thinkers, theories and pioneers are outlined.

### **Chapter 2: The current policy context of early years**

This chapter identifies and explains the important policies, practice frameworks and workforce development initiatives in the field of early years. The chapter outlines the evidence regarding young children's learning and development that underpins policy, practice and workforce development.

## **Section 2: Children's development**

### **Chapter 3: Holistic development**

'Holistic' is a term that is often used about young children's learning and development. This chapter outlines what is meant by holistic development and gives an example

of how the nature of young children's play remains holistic however we as adults choose to deconstruct, label and categorise what young children do. It also addresses how we ensure that at all levels of provision we acknowledge and provide for the holistic nature of young children's learning.

## **Chapter 4: Children's development**

This chapter outlines developmental sequences and progress across all aspects of young children's learning. It starts with the principles of development and then outlines expected developmental parameters, between birth and seven years old, in the areas of physical development, cognitive (intellectual) development, linguistic development and emotional and social development.

## **Chapter 5: Development in the Early Years Foundation Stage**

The Early Years Foundation Stage (EYFS) (2014) is the statutory framework that all funded early years providers must work within. This chapter outlines the ways in which development is understood in the EYFS and the requirements for practitioners to make assessments of children's developmental progress towards a series of stated learning goals. The role and expectations of practitioners in providing for young children's development and learning is outlined.

## **Chapter 6: Factors affecting children's learning and development**

This chapter identifies and explains the factors that are known to affect children's learning and development. It explores the question of why it is that some children, and some identifiable groups of children, consistently fall outside of expected developmental parameters. The chapter explores the importance of providing for all children's learning and development both as a moral and political choice within our society and as inclusive practice.

## **Section 3: Applying child development in practice**

### **Chapter 7: Supporting children's learning and development**

If children are to learn and develop well it is important that practitioners, parents and carers understand how children learn and how to interact with children to best support this learning. This chapter outlines learning theory that articulates how young children learn, including the importance of language in learning, and the pedagogical practices that support children's learning. The significance of the home environment in children's learning and development is acknowledged and the initiatives to support parents to enable them to understand their child's development and their role in supporting it are identified.

## **Chapter 8: Observing and assessing children's learning and development**

This chapter looks at why we observe and assess young children's learning. It outlines what we can observe and assess, and how to do this. The distinction is made between formative and summative assessment and this is related to early years practice. The requirement for observation-based assessment in the EYFS is highlighted.

## **Section 4: Enhancing practice and understanding**

### **Chapter 9: Reflecting on children's learning and development**

This chapter introduces the idea of reflective practice as an important professional skill. It outlines the process of reflection and explains how reflective practice supports children's learning and development. The importance of the reflective process in developing our own understandings of what constitutes effective early years practice is emphasised.

### **Chapter 10: Thinking, questioning and challenging: a critical approach to the early years**

This is a completely new chapter since the first edition of this book (previously entitled *Child Development for Early Childhood Studies*). This chapter encourages you to adopt a critical approach to early years: a thoughtful, analytical and evaluative approach. The chapter explores why this is important and offers some examples of a critical approach in the early years. It also encourages you to think carefully about assumptions that we may make when we talk about children and childhood. Clearly there is a substantial body of professional knowledge and skill that early years practitioners need to acquire and it is important to learn this. However, it is just as important to think carefully about what you know and what you do to ensure that your professional knowledge and skills are not just *acquired* knowledge but *considered* knowledge.



# *Section 1*

## **Early childhood context and policy**



# 1 Children and childhood: a historical perspective

This chapter enables you to understand:

- different concepts of children and childhood through history;
- the nature–nurture debate in child development;
- our current understandings of children and childhood;
- child development as a combination of observable biological development and social experience within a specific social, cultural and historical context;
- the importance of seeing child development in a holistic way;
- how to be critically aware of the conceptualisation of children in literature, reports and frameworks associated with children and childhood.

## Introduction

Have you ever thought about what it means when we talk about children or childhood? What is your understanding of what it means to be a child or have a childhood? What is child development? Where have these understandings come from? How do these understandings influence approaches to children? Consideration of these issues will allow early years practitioners to engage in critical thinking about current concepts of children and childhood and how they influence our thinking and practice. This chapter will enable you to understand different ways of seeing children and childhood and explore how this informs our current understanding of child development.

Through the nineteenth and twentieth centuries there has been a series of changes of focus in our understandings and perceptions of children and childhood. Academic disciplines such as science, medicine, psychology and sociology, and changes in the influence of faith in society, have had a powerful influence over how society is constructed. Concepts of children and childhood are part of these changes and re-conceptualisations.

The frameworks that determine understandings of children and childhood are ethical and political choices made within wider ideas, values and rationalities of a society (Moss and Petrie, 2002). These ethical and political choices determine what each society will construct as what it means to be a child and to experience childhood within that society at that point in history. As these ethical and political frameworks develop and change it is very likely that understandings of children and childhood within each society will also develop and change.



Alan Prout (2005) traces these changes through the nineteenth and twentieth centuries. He observes that, with regard to children and childhood, there has been a shift in both intellectual processes and material practices. Prout (2005) highlights the significant shifts in our understandings of children and childhood which have come together to form our current conceptualisation of what it means to be a child in our society.

## The concept of childhood: an overview

In medieval times children, once they were weaned, were regarded as little adults. There was no distinct phase of life known or understood as childhood. Hugh Cunningham observes that childhood was not thought to be as important as we now consider it in the formation of personality and character. The predominant social force was the Church whose focus was upon the baptism – to free the child from original sin and receive them into the Church. Children were regarded as imperfect and sinful and their upbringing usually reflected these harsh beliefs.

From the seventeenth century, in Western countries, a different concept of childhood began to emerge. This was heavily influenced by the work of the philosopher John Locke (1632–1704) whose ideas about learning and education suggested that there were differences between adults and children. Locke's work is characterised by his opposition to authoritarianism. He wanted individuals to use reason to search after truth rather than unquestionably accept the opinion of authorities, including the Church, or rely on superstition. One of Locke's most influential ideas was that we are all born as blank slates (*tabula rasa*), that we have no innate knowledge but we acquire what we know after we are born through sensation and reflection. Similarly the ideas of philosopher Jean-Jacques Rousseau (1712–1778) were highly influential in encouraging thinking about what is meant to be a child and how children learn and grow and develop. Rousseau proposed that we were all born essentially good and innocent; therefore children should be loved, nurtured and protected. Education, he believed, would support this process by cultivating the good in people. Both philosophers' ideas challenged the notion of original sin and began the process of a different way of thinking about children and childhood. These shifts and changes in our understandings of children and childhood have continued through to the present day.

### ACTIVITY 1

- What is meant by original sin?
- How did this influence the view of children in society?

Find out more about the work of Locke and Rousseau.

- How did their ideas challenge existing understandings of childhood?
- What impact do you think this had on how children were perceived in society?
- What is your view on these different conceptualisations of children?