



Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (VRQ) (Mr Cornell)

Unit 1: Child Development (External examination)

SUMMER 1



Learning aim C: Theories that consider children's personality and the development of self-esteem:

- How to use Erikson's psychosocial theory of personality development by:
 - o encouraging children to try out new things for themselves
 - o reacting appropriately when children make mistakes
 - o giving positive and unconditional support to the child
 - o helping parents to understand the importance of their doing similarly at home.

continued UNIT 1: CHILD DEVELOPMENT Specification – Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development – Issue 1 – February 2014 © Pearson Education Limited 2014 57 Unit content

- How to use the theory behind Harter's model of self-esteem and the 'looking glass effect' by:
 - o providing positive and unconditional responses
 - o smiling and using positive body language
 - o showing an interest in what they are doing
 - o making positive comments.

Theories that consider children's moral development:

- How to use the theory behind Kohlberg's and Piaget's stages of moral development – adults should react proportionately when children show unwanted behaviour and provide explanations of why it is good to behave in certain ways. Theories that consider children's development in relation to their environment:

- How to use the principles behind Bronfenbrenner's ecological systems theory of human development: the importance of working in partnership with parents; supporting the children's learning in the home; talking to children and planning activities based on what they do with their family and in the community; going on visits in the local community and inviting people to come in to the setting. Theories that consider attachment:

- How to use the principles behind Bowlby's attachment theory and Ainsworth's research in order to ensure that a child has an attachment to a key person before separation takes place; to develop flexible settling in procedures; to observe that a child's attachment to their key person is secure; to recognise and act to reunite the child with their parent if there are signs of separation anxiety; to make sure that when a child is moving from the care of one adult to another that sufficient time is allowed for the child to become settled.

WHAT I'M GOING TO LEARN

Be able to apply theories and models of child development to support children's development

- How to use **Erikson's** psychosocial theory of personality development
- How to use the theory behind **Kohlberg's and Piaget's** stages of moral development
- How to use the principles behind **Bronfenbrenner's ecological systems theory** of human development
- How to use the principles behind **Bowlby's attachment theory and Ainsworth's research**

I HAVE ACHIEVED THIS BY...



SKILLS THIS WILL HELP ME TO USE & DEVELOP

- LITERACY** through response practice, extrapolation (selection) of information
- SYNTHESIS** through using a variety of sources to explain the various tendencies within educational theory
- COMMUNICATION** skills through delivering presentation; engaging in class debates
- INDEPENDENT LEARNING** through out the lesson study and development of guides for students
- SELF MANAGEMENT** through submission of work , assessment and revision on time and to the standards/criteria set

I HAVE SHOWN THESE SKILLS BY...



HOW I'LL KNOW HOW WELL I'M DOING

- Peer-Assessments** of mid-unit practice questions
- Self-Assessment** criteria reviews of Pass, Merit Distinction criteria
- Knowledge test** 20 key terms and concepts
- Leicester Oral (Self- and Peer-) Assessment** for debates and presentations
- Formative (feedback) practice questions** for examination assessments
- Summative (graded) practice assessments** at the end of the unit
- Oracy formation and debating skills** to test my knowledge of synopticity within this area of study
- Ongoing Self-Assessment / Dialogue review sheets** to identify my strengths and areas for development

MY RESULTS, FEEDBACK & TARGETS

