

The Question of Developmental stages

Early learning and childcare
Scottish Government

Some facts ...

- Recent emphasis on developmental stages.
- Staff probably had information while training.
- Renewed focus with the EY Collaborative and their workstreams.
- A little bit of uncertainty currently exists.

Domains of developmental progress

- Motor development
- Fine motor, perceptual and non-verbal cognitive development .
- Speech language and communication
- Social behaviour and play
- Early literacy development
- Self-regulation of emotions and attention
- Attachment, temperament and development of self
- Vision and Hearing

Some other facts...

Building the Ambition is written with the belief that children cannot be categorised into chronological age groups.

There are no set rules for when a baby stops being a baby and becomes a toddler and so on ..

Age alone is not the pre-determining factor in children's development.

Childhood : A thought ...

“a mind uncluttered by the affliction of adult common – sense!”

Professor Brian Cox

Potential Tensions

- Organising a setting.
- Getting to an understanding from a parent's point of view.
- Providing appropriate experiences and opportunities for children
- Feeling uncertain as to know what to do

Possible solutions

- Improve understanding of how children learn and develop is **critical** for the practitioner to get to grips with.
- Work hard at getting the message over to parents and carers
- Provide experiences, interactions and environment which best suits the child.

Basic premise

Each child is an individual who deserves to be valued for what he is and what he brings and should not be seen as a two, three or four year old who must fit into an organisational category.

In practice

- balance of opportunities
- Approaches to the key drivers of early learning
- Organisation of space, inside and out of doors
- Materials which are available
- Response to how children engage
- Type of environment
- focus of interactions
- Through observations how they will change and adapt

Conclusion

It is better to think of children as individuals, with unique life stories, experiences and preferences.