## CONTENTS

Chapter 1: Working as a reflective practitioner	1
★ What, how and why in child development	1
★ Key issues in trying to explain child development	9
Chapter 2: Explaining child development: weighing up nature and nurture	17
★ Biological-maturation theories	17
★ Environmental-learning theories	26
Chapter 3: Explaining child development: from cognitive-developmental to socio-cultural perspectives	35
★ Cognitive-developmental theories	35
★ Socio-cultural theories	43
Chapter 4: Research as a source of information and ideas	59
★ Different ways to study children	59
★ Planning and interpretation in research	65
★ Linking research with practice	73
Chapter 5: Social and emotional development – the foundation	85
★ The importance of attachment	85
★ Emotional literacy	95
★ Dispositions – where feeling meets thinking	103
Chapter 6: The importance of physical skills and movement	115
★ Physical development and children's experience	115
★ Learning through the senses	122
★ The importance of outdoor learning	130
Chapter 7: Understanding and supporting children's communication	139
★ How do children learn spoken language?	139
★ Early social interaction	145
★ Developmentally appropriate early literacy	155
Chapter 8: Thinking and learning	166
★ Very young thinkers	166
★ The sounds of the children thinking	169
★ Working within the zone of proximal development	178

## Contents

Chapter 9: How	do children learn to behave?	195
*	Temperament and behaviour	195
*	Learning from experience	199
*	Pro-social behaviour	206
Chapter 10: Chi	ildren as part of a social and cultural community	223
☆	Childhood experienced in a time and place	223
	Early education and childcare in context	228
*	Children within families and a community	242
Using further re	esources	252
	Magazines	252
	Using the internet	252
	Useful organisations	255
	Books	257
	Videos	268
Name index		270
Subject index		272