

## Index

Aboriginal knowledges, 198 Australian Institute of Aboriginal and Torres Aboriginal and Torres Strait Islander people Strait Islander Studies (AIATSIS), 208 dimensions, 192-3 Australian Institute of Family Studies, 195 human rights, 184 Australian Museum, 192 rights of, 187-8 theories imposed on, 182-3 Bandura's social learning theory see also Building Bridges Community case critiques, 225 study; communities described, 223-4 accommodation, 75 mediational processes, 224-5 adaptation, 74 observational learning, 224 affective development, 73 behaviour changes, 106 behaviourism, 226 age, cultural, 138 age groups, 39 best practice models, 186 Alice in Wonderland Project, 171, 173–7 big ideas concepts, 25 bioecological model. See Bronfenbrenner's analysis and child development theories, 26 bioecological model Bobo dolls, 224-5 of motives, 156-7 of observations, 33-4 Bozhovich, LI, 140, 142, 147 post-structuralist theories, 234-8 Bronfenbrenner, Urie three lenses, 46-52 biography, 98-9 Ancestral Core, 201 influences, 102 Anderson, Peter on play, 100-1 biography, 181 research approach, 99–100 on theories, 181 Bronfenbrenner's bioecological model Anderson's rights-based approach chronosystem, 118 content for, 192-3 components, 120 credible sources, 187-91 development of, 117-19 described, 184-7 force characteristics, 122-3 doing the right thing, 191-2 microsystem magnified, 123-4 anecdotal records, 37 person characteristics, 122 animism, 69, 83 propositions, 118-19 assessment proximal processes, 121, 123 and Collective Inquiry School case study, structure of, 119-20 89-90 time dimension, 124-5 Rogoff's view, 88 Bronfenbrenner's ecological model assimilation, 75 critiques, 112-16 Australian Early Development (AED) Index, 236 critiques from others, 113-16 Australian Human Rights Commission, 184-5 described, 101-3, 106-8



Index

ecological transitions, 106	described, 19–25
interrelatedness, 108	Hedegaard's theory of child development,
molar activity, 106	171–7
Resourceful Community case study, 103–5	Martin's theory of relatedness, 214
Russian Babushka doll metaphor, 102–3	motive orientation across years, 162-7
self-critiques, 112–13	motives, 172
shortcomings, 105	Piaget's theory of child development, 89–90
systems, 103–5, 107	social situation of development, 172
and systems theory, 108	summary, 9, 246
using, 109, 112	colonial narrative, 186
Building Bridges Community case study	colonisation, 184
cultural expectations, 87–8	communities
described, 52–7	engaging with, 191
Martin's theory of relatedness, 211–13	entering, 205–6
Piaget's theory of child development, 88	resource guides, 191
Rogoff's theory of child development, 58	Resourceful Community case study, 12
summary, 9, 246	competence, 166
3ummary, 9, 240	competition, 166
case studies, 6–7	compost, 109–11
summary, 9–10, 246	concrete operations stage, 73, 75, 82–5
see also Building Bridges Community case	conditioning, 227
study; Collective Inquiry School case study;	conformity, 236
Culturally Diverse Preschool case study;	conservation tasks, 83–5
Resourceful Community case study	constructivism, described, 93–4
causality, 79	constructivist views, 67–70
child development theories	see also Piaget's theory of child development
and analysis, 26	contexts, 32, 34–5, 157, 199
aspects of, 26	crises, 133, 140
<del>-</del>	critical theories
in Australia, 182–3	
critiquing, 242–5	described, 6, 231–3 and EYLF, 240
and EYLF, 5–7, 223, 239–40, 244	•
future directions, 248–50	critiques, common aspects, 30
key learnings, 246–7	cultural development 152
key points, 182	cultural development, 152
listed, 242	cultural diversity, 209
and National Curriculum, 5	cultural factors, 45
and Te Whāriki, 6	cultural-historical approach
understanding, 4–6	concepts, 128
using, 246–8	described, 29, 42–3
see also specific theories, e.g. Vygotsky's	model, 149–53
theory of child development	Resourceful Community case study, 131–6
child study approaches, 30, 38–9	used, 25
children	see also Vygotsky's theory of child
gifted, 232	development
see also observations	cultural knowledge, 54
child's perspective, capturing, 29–30	cultural proficiency, 189
chronosystem, 118	cultural safety, 188
classical conditioning, 227	cultural studies, 55
classification, 236	ethical practice, 55–6
clinical interviews, 70	Culturally Diverse Preschool case study
cognitive egocentrism, 78	described, 70–1
Collective Inquiry School case study	Hedegaard's theory of child development,
and assessment, 89–90	168–71



254

Index

Culturally Diverse Preschool case study (cont.)	Early Childhood Australia (ECA), 111
Martin's theory of relatedness,	Early Years Learning Framework (EYLF)
214–15	and child development theories, 5–7, 223
outdoor play, 109–11	239–40, 244
summary, 10, 246	and critical theories, 240
curriculum	developmental milestones, 39-40
and child development theories, 5–6	and developmental theories, 240
embedding, 25	play as leading motive, 159
focus on, 90	and post-structuralist theories, 240
see also Early Years Learning Framework	and socio-behaviourist theories, 229, 240
(EYLF)	and sociocultural theories, 223, 240
,	ecological model. See Bronfenbrenner's
data gathering, 70–1	ecological model
decentring, 83	ecological transitions, 106
decolonisation, 185	ecology, definition, 118
demand characteristics, 122	educational institutions
development	leading motives, 158
as revolutionary process, 152	social positions, 158
central lines of, 138	egocentrism, 83
definition, 106, 119	cognitive, 78, 93
peripheral lines of, 138	El'konin, DB
process, 120	on motives, 133
relation between the ideal and real form, 134,	periodisation, 140–1
160, 173–7	environments
developmental approaches, 29, 41	changes in, 125
see also observations	positive, 124
developmental milestones	ethical practice, 55–6
and EYLF, 39–40	evolutionary views, 75–87
and Resourceful Community case study,	exclusion, 236
40–1	exosystem, 104, 107
World Health Organization (WHO), 40	experiences, 120, 147
developmental theories	experiences, 120, 117
approaches, 30	families
challenges to, 40–2	middle-class, 157
critiques, 44–9, 57–9	using theory to understand, 17–19
described, 6	filming, 35
and EYLF, 223, 240	see also digital tools
guiding observations, 30–40	Filters, 201
see also child development theories	focus of attention, 123
digital tools	formal operations stage, 73, 75, 85–7
capturing play, 168–9	Foucault, Michel, 233
children using, 71–2	friendships, 166
setting up, 32	menasiips, 100
time sampling, 32	games, 100–1
using, 35	generative characteristics, 122
disequilibrium, 75	genes, 114
disruptive characteristics, 123	gifted children, 232
distribution, 236	Grant, Stan, 187
dominant motives, 159	growth charts, 40
Donaldson, Margaret, 93	grow til Citatio, to
drawing, 81	Hall, G. Stanley, 38
dyads, 99	Hedegaard, Mariane, biography, 130
ayaas, JJ	incacgaara, iviarianc, biography, 100



Index

Hedegaard's theory of child development	logical thinking, 86
Collective Inquiry School case study,	longitudinal studies, 195–6
171–7	Lunt, I, 92
Culturally Diverse Preschool case study,	
168–71	MacNaughton, G, 234
described, 149–53	macrochronological systems, 124
framework, 158–9	macrosystem, 104, 107, 114
on motives, 144, 158–61	magnification, 169
school learning, 143	map of Indigenous Australia, 208
helping at home, 157	Martin, Karen, biography, 197
hip-hop songs, 173–4	Martin's theory of relatedness
homework routine, 14–15, 143	Building Bridges Community case study,
Horkheimer, Max, 231	211–13
Hughes, Martin, 93	Collective Inquiry School case study, 214
human rights, 184	Culturally Diverse Preschool case study, 214–15
individualisation, 236	and knowledge generation, 199–202
inquiry-based learning approach, 24	model, 210
institutions, transitions to, 149–50	and play, 199
interpersonal relationships, 46, 189	relatedness, 205–8
interrelatedness, 108	Resourceful Community case study, 213
	Ways of Being, 200, 202–3, 210
journals	Ways of Doing, 200, 203–4, 210
and observations, 31	Ways of Knowing, 198–200, 202, 210
writing, 7	Marx, Carl, 232
3,	mathematics
knowledge	constructivist principles, 93
Aboriginal, 198	number tasks, 84–5
bands, 200	and Piaget, 72
cultural, 54	maturation, 73
generation, 199–202	maturational theories
societal, 149–50	approaches, 30
Kravstova, Elena, biography, 130	challenges to, 40–2
Kravstova's theory of child development,	critiques, 44–9, 57–9
described, 137–8	guiding observations, 30–40
acberibea, 157 o	mechanism, determining, 74
laboratory-based settings, 34, 38, 99	mediational processes, 224–5
language	memoranda of intent, 24
and observations, 32	mental images, 81
preoperational stage, 81	mesochronological system, 124
leading activities, 139–40	mesosystem, 104, 107
leading motives	microbes, studying, 71
change in, 160	microchronological system, 124
described, 158	microsystem, 103, 107
educational institutions, 158	magnified, 123–4
	milestones. See developmental milestones
learning, 159	mobile phones. See digital tools
observations, 170	molar activity, 106
play, 159	-
learning as leading motive, 159	moral development, 73
learning motives, 141–3	motive orientation, years of schooling, 162– motives
liquids tasks, 84	
logic, stages of development, 68–9	analysing, 156–7



256

Index

motives (cont.)	Piaget, Jean
change in leading, 160	biography, 65–7
Collective Inquiry School case study, 172	constructivist views, 67–70
cultural-historical reading of, 133	on maturation, 73
described, 157–9	Piaget's theory of child development
dominant, 159	accommodation, 75
leading, 158–9, 170	adaptation, 74
learning, 141–3	assimilation, 75
learning as leading, 159	Building Bridges Community case study, 88
meaning-giving, 160–1	challenges to, 90–3
motivating conditions, 171	Collective Inquiry School case study, 89–90
and periodisation, 140	evolutionary views, 75–87
	great development periods, 73
play as leading, 159	mechanism, 74
Resourceful Community case study, 131–6	
stimulating, 160	Resourceful Community case study, 77, 80
mountain task, 83	structural integrity, 74
	pigeons, 228
National Curriculum, 5	places, 208
natural world, logic about, 67–9	play
naturalistic settings, 34, 38	Bronfenbrenner on, 100–1
negative punishment, 227	digitally captured, 168–9
negative reinforcement, 227	as leading motive, 159
neoformation. See psychological formations	Martin on, 199
New Zealand Curriculum (Te Whāriki), 6, 97, 207	outdoor, 109–11
normalisation, 235	symbolic, 80–1
number tasks, 84–5	positive punishment, 227
	positive reinforcement, 227
object permanence, 78	post-structuralist theories
observational learning, 224	analysing, 234–8
observations	described, 6, 233–4
analysing, 33–4	and EYLF, 240
approaches, 29	preoperational stage, 73, 75, 79–81
child study approach, 38–9	process-person-context-time (PPCT) model,
contexts, 32, 34–5	118
described, 31	propositional operations, 85–7
ethical practice, 55–6	proximal processes, 119, 121, 123
observers influencing, 31	focus of attention, 123
sampling, 32, 36	properties of, 121
	in solo activities, 123
setting up, 31–2 three lenses, 46–52	
	psychological formations, 137–8
types of records, 36–9	punishment, 227
writing, 31–2	
see also digital tools; research	racist teaching practices, 186, 188–9
observers	Reconciliation Action Plan (RAP), 190–1
bias, 31	Reconciliation Australia, 190
influencing observations, 31	records, observational, 36–9
operant conditioning, 227	regulation, 237
	reinforcement
Pavlov, Ivan, 228	positive and negative, 227
pendulum problem, 86	scheduled, 228
perezhivanie, 146–7	see also Martin's theory of relatedness
periodisation, 139–41	relatedness
physical development, 39	building, 204



Index

capturing development, 210	self-awareness, 137
described, 201, 205–8	sensorimotor intelligence, 77
relationships, 124, 190, 205	sensorimotor stage, 73, 75, 77–9
interpersonal, 46, 189	seriation, 90–2
research	settings
in Australia, 193–6	group, 44
see also observations	laboratory-based, 34, 38, 99
Bronfenbrenner's approach, 99–100	naturalistic, 34, 38
child's perspective, 29–30	see also contexts
for knowledge generation, 199–202	shadows, 67–9
resource characteristics, 122	Skinner's theory of behaviourism
Resourceful Community case study	conditioning, 227
Bronfenbrenner's ecological model,	described, 227
103–5	punishment, 227
	_
comments on, 17–19	reinforcement, 227
described, 11–12	scheduled reinforcement, 228
developing motives, 131–6	social development, 73
and developmental milestones, 40–1	social influences, 45
learning motives, 141–3	social learning theory. See Bandura's social
Martin's theory of relatedness, 213	learning theory
Peninsula family, 13–15, 17–19, 40–1, 131–6,	social positions, 171
144–6, 152	educational institutions, 158
Piaget's theory of child development, 77, 80	social situation of development, 146, 152
social situation of development, 144–6	Collective Inquiry School case study, 172
summary, 9, 246	Resourceful Community case study, 144–6
Vygotsky's theory of child development, 136,	societal knowledge, 149–50
147	socio-behaviourist theories
Westernport family, 15–16, 141–3, 152	Bandura's social learning theory, 223–6
respect, 190	described, 6, 229–30
rights-based approach, 187–91	and EYLF, 229, 240
Rogoff, Barbara	Skinner's theory of behaviourism, 226-9
biography, 43–4	socio-cultural theories, 42–3
on assessment, 88	described, 6
on Bronfenbrenner's ecological model, 113	and EYLF, 223, 240
Rogoff's theory of child development	see also Rogoff's theory of child development
Building Bridges Community case study, 58	sociograms, 37
described, 42	solo activities, 123
sociocultural approach, 44–9	space and time, 79
three lenses for observing and analysing,	Spirits, 201
46–52	structural integrity, 74
running records, 36	student teachers
Russian Babushka dolls, 102–3	and child development theories, 4–6
Russiali Dabusiika dolls, 102–3	journals, 7
safe, feeling, 186, 188	and Peninsula family, 17–19
	surveillance, 235
sampling, observations, 32, 36	
scheduled reinforcement, 228	sustainability, 111
school, starting, 149–50	Sylva, K, 92
science education, 72	symbolic play, 80–1
constructivist principles, 93	symbolic representation, 79–80
misconceptions, 70	systems theory, 108
and Piaget's views, 86	
Secretariat of the National Aboriginal and	tablets. See digital tools
Islander Child Care (SNAICC), 188–90	talented children, 232



258

Index

Te Whāriki, 6, 97, 207 crises, 133 cultural development, 152 teachers motivating conditions, 171 described, 42-3 non-Indigenous, 191 on development, 136 see also student teachers peripheral lines of development, teaching practices, racist, 186, 188-9 138 theories. See child development theories psychological formations, 137-8 three lenses for observing and analysing, 46–52 relation between the ideal and real form, and space, 79 Resourceful Community case study, in bioecological model, 124-5 136, 147 exploring, 22-4 social situation of development, 146, 152 time sampling, 32, 36 tinkering clubs, 11 zone of proximal development (ZPD), 121, totalisation, 236 transformation-of-participation perspective, 46 Ways of Being, 200, 202-3, 210 transition points, 133 transitions to institutions, 149-50 Ways of Doing, 200, 203-4, 210 Tudge, Jonathan, on Bronfenbrenner's Ways of Knowing, 198–200, 202, 210 World Health Organization (WHO), 40 ecological model, 100, 105, 113-16, 118 worldviews, 207 United Nations Declaration on the Rights of writing journals, 7 Indigenous Peoples, 185, 193 observations, 31-2 Vygotsky, Lev, biography, 129 Vygotsky's theory of child development zone of proximal development (ZPD), 121, central lines of development, 138 148, 152