Generate Development Reading Log for Human Development: Birth to Twenty.

**Development Reading Log for Human Development: Birth to Twenty**

Andrew, M. (2002). *Mentoring Students and Young People: A Handbook of Effective Practice.* Routledge.

1. p. 7-8 (Additive - objective #5, 7)

The popularity of mentoring stems from a number of factors.

Mentoring is:

1. Simple: By focusing on an individual's needs, complex social concerns can be addressed.
2. Direct: Mentoring allows an adult to provide direct assistance to a young person in order to improve their lives.
3. Cheap: Mentoring is a low-cost alternative to costly government programs and public-sector labour.
4. Sympathetic: Being referred to as a mentor is a badge of honour associated with a noble tradition.
5. Legitimate: It is considered a legitimate role for disconnected adults to play in the lives of children and adolescents.
6. Flexible: In that, it may be utilized for a variety of purposes and appeals to a wide range of political ideologies.

Chowdhury, M. (2006). *Emphasizing morals, values, ethics, and character education in science education and science teaching.* *4*(2), 1–16.

1. (Additive - objective #4)

Morality and ethics are inextricably linked to all other areas of life experiences (Kang & Glassman, 2010). Moral education is concerned with the moral development and character building of students. Moral philosophy, moral psychology, and moral educational methods all contribute to the theoretical foundation of moral education (Han, 2014). Moral education is concerned with inner transformation, which is a spiritual issue.

Cohen, L. E., & Waite- Stupiansky, S. (2017). *Theories of early childhood education: Developmental, behaviourist, and critical*. Routledge.

1. p. 4 (Additive - objective #1, 2)

Constructivism is a key concept in Piaget's theory, which states that the learner is an active participant in the process of knowledge construction, which is mediated by the impulse to establish a balance between environmental stimuli on the one hand and evolving mental structures on the other. This is a dynamic process in which knowledge is constantly generated and rebuilt as learners' mental representations become increasingly accurate.

1. p. 4 (Variant - objective #2)

While Piaget's hypothesis of cognitive development is still highly regarded in the psychological world, has influenced educational research and motivated other developmental psychologists to investigate new areas of study, and has contributed significantly to our understanding of child development. There are however, some significant disadvantages:

1. Research Methodologies:

The hypothesis was largely inspired by Piaget's observations of his own three children. Furthermore, the youngsters in Piaget's small study sample were all derived from well-educated, affluent professionals. It's difficult to extend his findings to a larger population because of the small sample size.

1. Organized Operations:

Piaget’s assertion that all children progress automatically into the next stage of development is not always accurate in practice. According to certain research, environmental forces may have played a role in the evolution of formal operations over the centuries.

1. p. 6 (Additive - objective #1, 2, 6)

Social-conventional knowledge originates in the child's environment since it is generated by people in the kid's environment who already have the information that must be memorized by the child.

1. p. 7 (Additive - objective #2, 6)

The concept of operations is at the heart of Piaget's theory when it comes to all sorts of development, whether social, moral, cognitive, or motor. "Active schemas formed by the mind," as Piaget puts it, are "operations." Operations are reversible applications of logic that begin with children's early exploration of their bodies, when their sensorimotor operations are at their peak, eventually leading to formal, abstract logic application at the highest levels of thinking, a process that can take a decade or more to mature.

Curran, S., Harrison, R., & Mackinnon, D. (2013). *Working with young people*. SAGE.

1. P. 137-153 (Additive - objective #5)

Many of the decisions that affect young people's life are often out of their hands. It's critical that we seek for ways to make it easier for young people to engage in decision-making processes by giving them opportunities to build skills and confidence in making their own judgments. Participation in decisions about issues that affect people, from relationships with their families and friends to environmental pollution, globalization, and world peace, must be a key priority. Young people may have a voice and have a positive impact on how decisions are made with the help of youth workers. Young people's involvement can help to improve existing services or demand new services to meet community needs.

1. P. 137-153 (Additive - objective #5)

Establishing appropriate relationships with young people is important and critical. This entails:

1. Face-to-face contact with young people in a variety of contexts determined by area and/or target group via outreach and detached work.
2. Establishing contact with young people in different settings defined by area and/or target group through outreach work and detached work.
3. Building relationships with young people individually and in groups.
4. Bringing young people together in groups and shared activities.
5. Involving young people in the assessment of interests, planning, monitoring, and developing, as well as participating themselves in relevant activities, projects, or services.
6. Facilitating discussions, arts-based activities, community/environmental projects, open days, residentials (overnight stays), outdoor education, and sports.
7. Raising topics related to personal and social education (for example, health, fitness, smoking, drugs, the environment, relationships, bullying, globalism).
8. Addressing issues related to anti-oppressive practice, such as racism, sexism, heterosexism, disablism, classism, ageism, sex trafficking, child labour and domestic abuse.
9. Acting as an advocate for young people’s interests, for example, representation in decision making, improvements in resources and services for young people.
10. p. 137-153 (Additive - objective #5)

A dedication to creating connections based on respect for young people, listening to them, and recognizing mutual respect is required in youth work practice. Rather than simply offering information, guidance, or services, the goal is to include young people in making decisions about issues that impact them. The goal isn't to dictate tactics or outcomes. Youth work tries to focus on establishing chances for young people to explore their alternatives and build their awareness of choices and consequences, despite the fact that it often serves a beneficial, therapeutic, and preventative purpose for young people and society.

1. P. 137-153 (Additive - objective #5)

Establishing positive interactions with small children is critical. All children develop and thrive in the setting of stable, close relationships that give love and nurturing security, and responsive interactions. A healthy adult-child relationship based on trust, understanding, and concern will boost children's cooperation and motivation at school, as well as their academic success.

1. P. 137-153 (Additive - objective #5)

The act of engaging in tactics to create healthy relationships by teachers and caregivers can be thought of as "making a deposit" into a child's relationship piggy bank. When adults, on the other hand, make demands, nag, or criticize youngsters, it seems as if they are withdrawing from a relationship with the child.

Davidson, G., Devaney, J., & Spratt, T. (2010). *The impact of adversity in childhood on outcomes in adulthood.* *10*(2), 369–390. <https://doi.org/10.1177/1468017310378783>

1. (Additive - Objective #3)

Davies (2019) cited Browne and Finkelhor (1986) in their early review of the literature on the long-term effects of childhood sexual abuse, in which they looked at 28 studies and found that people frequently reported depression, self-harm, anxiety, social isolation, stigma, low self-esteem, relationship difficulties, and substance misuse.

Deputy, M., DeVivo, J., Fasolo, N., Jones, L., Martin, D., & Pennant, V. (2016). *Spiritual attitudes and values in young children.* *2*(1), 1–29.

1. (Additive - Objective #1, 4)

Fowler characterized faith and spirituality as the fundamental beliefs that shape people's beings, how they define the world, and how they deal with life's challenges. Fowler's stages are designed with a Christian worldview in mind. Of his six stages (i.e., Primal, Intuitive-projective, Mythic-literal, Synthetic-conventional, Individuative-reflective, Conjunctive, and Universalizing), young children are in both the Intuitive-projective and Mythic literal stages.

1. (Additive - Objective #1, 4)

According to Fowler (2004), the Mythic literal stage is the next critical step in faith development. This stage begins in middle childhood and continues until the kid develops a sufficient grasp of faith on his or her own; this stage is not necessarily age-limited. Children and teenagers at this stage of faith growth begin to recognize that their prior belief in God rewarding good and punishing evil is not always accurate. Individuals begin to view God in less concrete and more abstract terms, and even doubts begin to arise. This can be viewed as a watershed moment in a person's faith; he or she can either cling to their beliefs or forsake them in favour of concepts that appear to provide more clarity.

1. (Additive - objective #1, 4)

Kohlberg's research emphasized children's moral development rather than spiritual development. Kohlberg identified six stages of moral growth. These stages defined moral development as changes in a person's mental form or structure related to morals and values. Kohlberg classified moral development into three stages: preconventional, conventional, and postconventional. Every level contains two stages.

The preconventional level controls a child's moral sensibility. Children believe authoritative figures like parents and teachers and judge actions based on their consequences.

On the conventional level, morality is linked to personal and social connections. Children still obey authority persons' rules, but they do so because they believe it is required for healthy relationships and social order.

The final stage, dubbed postconventional, occurs when people begin to think abstractly about morality, thinking, for example, that everyone has the right to life, liberty, and the pursuit of happiness. Additionally, at this point, people know that law and morality do not always coincide.

1. (Variant - objective #1, 4)

While Kohlberg's theory of moral development has a beneficial effect on educational issues, particularly on the education of adolescents and their feeling of intellectual and moral development, his thesis has come under fire for its cultural and gender biases in favour of white, upper-class men and boys. Additionally, it disregards inconsistencies in moral judgments.

Duncan, E. V. (1995). *Forgiveness unlimited: Forgiveness brings a ray of hope.* Exousia Books.

1. p. 37 (Variant - Objective #3)

The proverb "The child is the father of the man" has evolved into a guiding principle in behavioural science study. While one cannot deny that early experiences impact childhood behaviour patterns inevitably, one cannot deny that this theory has certain realities. This premise of cause and effect is not always that straightforward. From a biblical perspective, there are intrinsic aspects to consider, such as the inner man—the union of the soul and spirit—which processes life events. This helps to explain why some people grow up contradicting conventional stereotypes. For instance, a child reared in a stable home and environment may develop into a bandit. On the other hand, someone who overcomes adversity may develop into an honourable person.

Gumiandari, S., Nafi’a, Ii., & Jamaluddin, D. (2019). *Criticizing montessori’s method of early childhood education using Islamic Psychology Perspective. Jurnal Pendidikan Islam.* *5*(2), 133–148.

1. (Variant - Objective #2, 6)

While Montessori's technique emphasizes cognitive development, children's potential encompasses not only cognitive, emotional, and psychomotor components, but also spiritual ones.

The learning environment should be structured, orderly, realistic, and natural. This approach is appropriate for upper-class educational institutions, but it would be problematic for middle-to-low-income groups due to the high cost of the resources required by Montessori's method.

Parents and teachers must serve as observers and interpreters. This function may present difficulties for parents and teachers because not all parents and teachers have the criteria to operate in accordance with Montessori's technique.

Miller. H, P. (2016). *Theories of developmental psychology* (6th ed.). Worth Publishers, Inc.

1. p. 182 (Additive - objective #1, 2, 6)

Vygotsky's Sociocultural Development Theory plays a significant role in developmental psychology, highlighting how social and cultural interactions profoundly impact children's cognitive and language growth. This theory emphasizes the strong connection between a child's progress and their involvement in social and cultural contexts. According to Vygotsky, children learn best when they interact with those who know more, leading to cognitive advancement. This interaction not only helps them acquire information but also absorb problem-solving abilities, cultural norms, and language nuances. In essence, the theory underscores the link between individual development and culture, showing how they shape a child's cognitive and language development. Vygotsky's Sociocultural Development Theory reveals the complex mix of influences shaping a child's learning journey, underscoring the importance of social and cultural interactions in their development.

1. p. 150 (Additive - objective #1, 2, 6)

Erik Erikson's Psychosocial Development Theory holds a crucial place in psychology by highlighting how social and cultural experiences shape our self-identity and relationships. The theory features eight stages of development, spanning infancy to late adulthood, showing how our psychological growth interacts with society and culture. This theory stresses that our sense of self and relationships evolve alongside these stages. Each stage presents unique challenges and growth opportunities, influenced by interactions with society, family, and cultural norms. In essence, Erikson's theory connects our inner progress with the outer world, showing how social and cultural factors shape human development throughout life.

1. p. 150 (Variant - objective #1, 2, 6)

Erikson's theory remains important and impactful, contributing significantly to our grasp of human development. However, it tends to focus excessively on social and environmental influences, neglecting the role of biological factors. Genetic traits and neurological differences, for instance, play a crucial role in how an individual develops. Erikson's theory might not fully acknowledge how these biological aspects work together with external influences to shape personal growth and behaviour. This criticism underscores the need for a more comprehensive approach, blending both social-environmental and biological elements in psychosocial development theories. Despite this critique, Erikson's theory maintains its relevance, as scholars continue to refine it to align with contemporary perspectives and research.

Nolan, A., & Radan, B. (2015). *Theories into practice understanding and rethinking our work with young children*. Teaching Solutions.

1. p. 10 (Additive - objective #1, 2)

Bandura's theory incorporated a social component, claiming that people might acquire new knowledge and actions through observation of others. This sort of learning, referred to as observational learning, can be used to explain a wide variety of actions, including some that are frequently unaccounted for by other learning theories.

1. p. 11 (Variant - objective #1, 2, 6)

Among the ideas that define behaviourism is the concept that anyone can learn anything given the correct reinforcement and that positive reinforcement is what motivates people to learn. As a result, learning is related to social and physical conditioning. What is learned is determined by the reinforcement of the child's behaviours or, in the case of social learning theory, by the behaviours of others or the environment. This means that the emphasis is on learning and the conditions that facilitate or constrain learning, rather than on development.

Tsubaki, M., & Matsuishi, T. (2008). *On the pedagogical theory of Maria Montessori.* *18*, 1–4.

1. (Variant - objective # 2)

While Maria Montessori is known for encouraging independence and self-directed learning. Students could benefit from extra guidance on how to work together. In today's environment, teamwork is a highly prized skill.

1. (Variant - objective #2)

While Maria Montessori adheres to the Pedagogical Principle, which holds that children learn by seeking out information on their own, absorbing it into their minds, and incorporating it into their bodies. In some cases, for some children, this learning structure could be frightening. Routine is essential for a sense of security and a feeling of mastery. The mastery they gain as they advance will enable them to handle unavoidable changes. Therefore, it is important to provide children with a consistent daily routine, so that they can adjust to major changes. Structuring will keep children feeling safe and ready to take on new challenges and roles in development, while also contributing to another crucial developmental need. Structures and routines provide children with the knowledge and strategies they need to handle themselves and their surroundings effectively.

Yaşaroğlu, C. (2016). *Cooperation and importance of school and family on values education.* *1*(2), 66–71.

1. (Additive - objective #4)

Character education, at the very least, begins at home. Prior to starting school, children form a substantial chunk of their identities and attitudes toward good and evil. Historically, young children's opinions about what is right and bad have been heavily impacted by their families, who have served as the primary or exclusive transmitters of values. While school plays a critical role in shaping students' personalities, the most profound influence on children' development comes from their family, particularly their parents, whether in terms of social, moral, behavioural, or academic development. One could argue that the family is the child's primary moral instructor. Parents are their children's initial moral educators, and they also have the longest-lasting influence.

**Analysis & Summary of Readings**

1. There was a total of twenty-six (26) entries.
2. The total number of books used were six (6).
3. The total number of journals used were six (6).
4. Total number of entries that are additive – Sixteen (16)
5. Total number of entries that are variant – Eight (8)
6. Total number of entries that met course objective 1 – Eleven (11)
7. Total number of entries that met course objective 2 – Twelve (12)
8. Total number of entries that met course objective 3 – Three (2)
9. Total number of entries that met course objective 4 – Six (6)
10. Total number of entries that met course objective 5 – Six (6)
11. Total number of entries that met course objective 6 – Seven (7)
12. Total number of entries that met course objective 7 – One (1)
13. Reflection:
14. In reflecting upon the readings, I have engaged with, I find them to be aligned with my academic course of study and relevant to my profession as a Pastor. These readings encompass a diverse range of topics, contributing to a comprehensive understanding of various aspects of human development, education, and mentoring, all of which are highly relevant to my role.
15. Upon considering the balance in my readings, I observe a well-rounded approach. I have delved into theories of developmental psychology, character education, mentoring, and various educational methodologies. This diversity ensures that I am gaining a holistic perspective on the subjects that pertain to my field of study and practice.
16. The sources I have utilised include academic books and articles from the library and google which provide both theoretical frameworks and practical insights. These sources contribute to a rich and well-informed understanding of the subjects at hand.
17. While my readings have been well-rounded, there is room for improvement in certain areas. Specifically, I would benefit from delving deeper into the interplay between spirituality, character education, and child development. Additionally, expanding my knowledge of how to effectively integrate social-environmental and biological factors into educational practices would be beneficial.
18. In some areas, I find the need for more information to enhance my grasp of certain concepts. Further exploration of how the theories discussed in these readings can be practically applied in my role as a Pastor would greatly enrich my understanding and allow me to better serve my community. This is particularly relevant in terms of promoting positive character development and spiritual growth among the individuals I work with.
19. The insights gleaned from these readings hold immense value in my life as a Pastor. They equip me with a deeper understanding of human development, education, and character formation, enabling me to guide and support individuals within my congregation more effectively. The diverse range of perspectives and methodologies presented in these readings empowers me to approach pastoral work with a more holistic and informed approach. Ultimately, this knowledge will contribute to fostering positive growth, ethical development, and spiritual well-being among the individuals I serve.