



JULY 2020



**EXPLORING CHILDREN'S
DEVELOPMENT IN
MIDDLE CHILDHOOD**



During this session we will



Introduce	Introduce the characteristics of middle childhood development
Begin	Begin to apply understandings of child development to the children you work with through reflecting on your role supporting children.
Reflect	Reflect on ways that play and learning experiences respond to the child.



READ THE CHILD, NOT THE BOOK!

The Heart School



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**IN MIDDLE
CHILDHOOD,
DEVELOPMENT IS
CHARACTERISED
THROUGH THREE
KEY AGE GROUPS**



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What is happening for Five and Six Year Old Children?



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Thinking and Communication

- Rapid growth of vocabulary.
- Seeing other people's points of view.
- Able to hold attention for longer periods of time.
- Beginning to read and recognize new words.

Playing

- Children are still learning through play.
- You will see dramatic play and social play as children enjoy being with friends.
- In this age group games that involve following rules becomes an important for children.
- Play connects social, emotional and thinking skills.

Feeling

- At this age, children are developing more awareness of their feelings,
- Due to an increased awareness the world through new experiences and interactions at school new fears and feelings may merge.
- Children will need the support of trusting relationships with adults to manage and understand new behaviours like: frustration or jealousy.
- Being accepted by their peer group is important to children in this age group.

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What is happening
for and six to
Eight Year Old
Children?



Thinking and Communication

- Aware of cause and effect especially the impact of actions on others.
- Rich processes of inquiry through deeper questions forming of the surrounding world.
- Complexity in conversational skills.
- The average eight-year-old learns about 20 new words per day, mostly through being read to or reading.

Feeling

- A focus on doing things the 'right way' becomes increasingly important as children are seeking acceptance and approval from the adults in their life.
- Sensitivity to other people's views and beliefs.
- Feels the impact of events portrayed in the media, like natural disasters.
- Conscious of the feelings of others – family and friends and shows a deepening sense of empathy.

Playing

- Play is complex with children exploring diverse roles.
- Children are playing more games involving rules, including winning, losing and fairness.
- Friendships are increasingly important but also can pose challenges as children negotiate differences in personality.

What is happening
for Children in the
Pre-teen age
group?



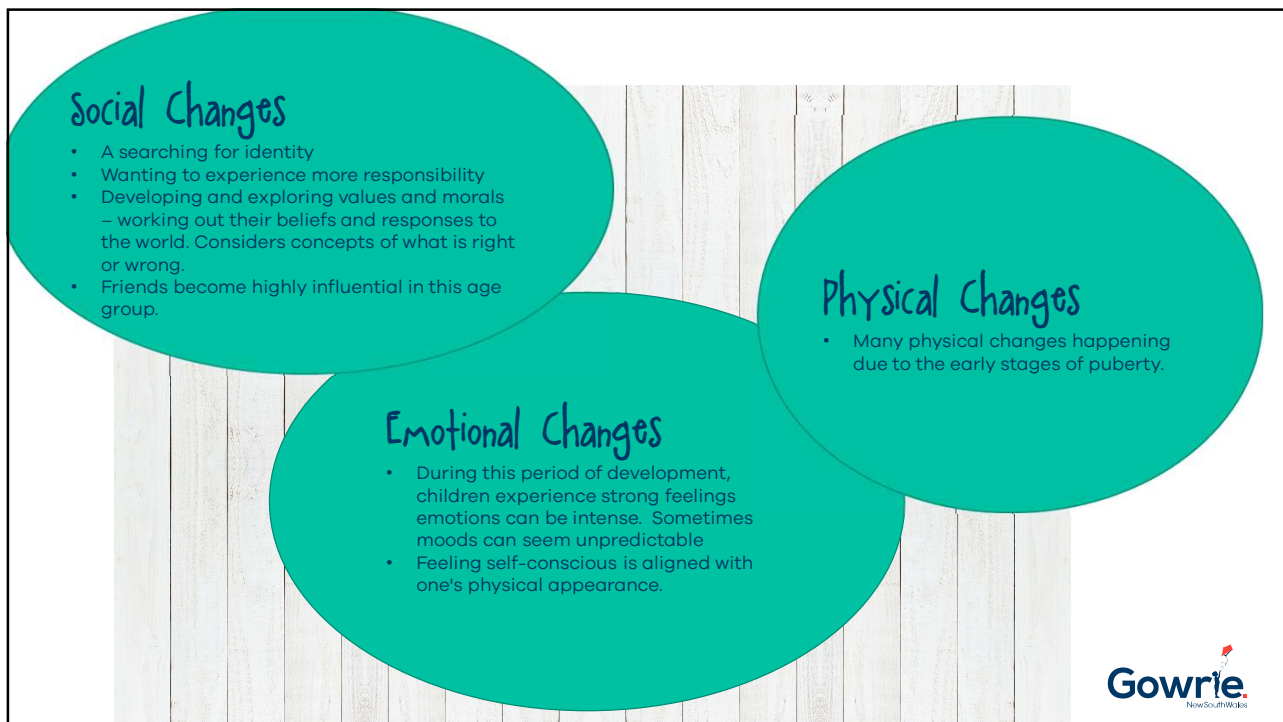
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**THERE ARE MANY
CHANGES HAPPENING
FOR CHILDREN DURING
THIS STAGE OF
DEVELOPMENT**

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Social Changes

- A searching for identity
- Wanting to experience more responsibility
- Developing and exploring values and morals – working out their beliefs and responses to the world. Considers concepts of what is right or wrong.
- Friends become highly influential in this age group.

Physical Changes

- Many physical changes happening due to the early stages of puberty.

Emotional Changes

- During this period of development, children experience strong feelings emotions can be intense. Sometimes moods can seem unpredictable
- Feeling self-conscious is aligned with one's physical appearance.

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WHAT DO THE DIFFERENT STAGES OF MIDDLE CHILDHOOD DEVELOPMENT MEAN FOR OUR WORK WITH CHILDREN?



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DRAWING CONNECTIONS TO YOUR WORK BECOMES IMPORTANT

"At all times, the child must be central to program planning, so devising experiences around children's needs and their interests is a good starting place"

Educators - My Time, Our Place, p.15

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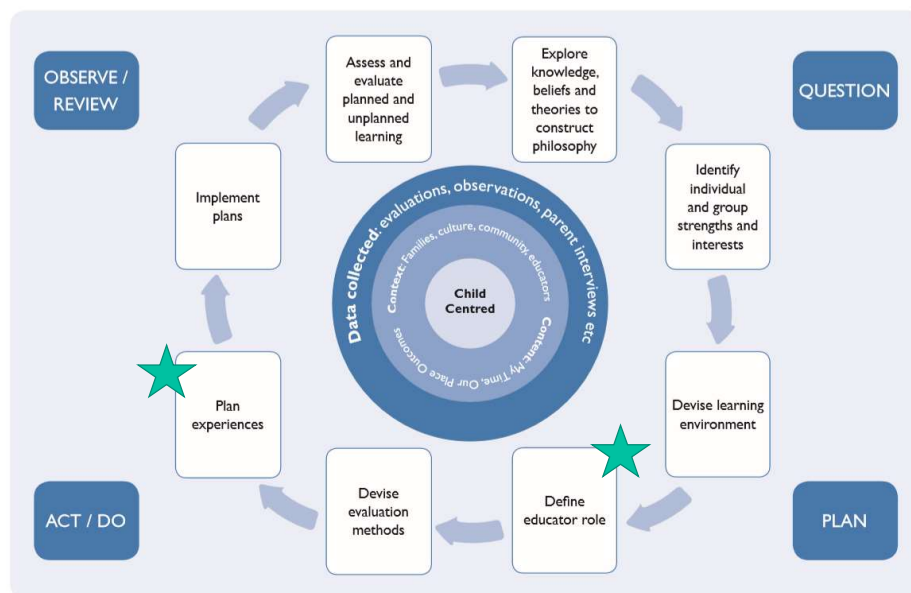


Image from: Educators My Time, Our Place, P. 16

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Defining Our Role as Educator, Are we –



A Facilitator?

A Communicator?

A Coach?

A Mediator?

A Director?

A Model?

A Planner?

A Nurturer/Supporter?

An Advocate?

An Observer?

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How do you see your role?

- **Facilitator:** Providing the right amount of stimulus.
- **Coach:** Assisting children to develop skills – provide opportunities to practice and perfect these.
- **Mediator:** providing a bridge between the teaching and learning to support the child.
- **Model:** modelling to the child to support their learning.
- **Nurturer:** building a close relationship to provide support to enable a positive learning experience.



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Reflect on the following

- *What new learnings will you take from this webinar?*
- *What new questions do you have from today?*



Thank you on behalf of
Gowrie NSW Education Hub



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