**LITERATURE REVIEW**

DEVELOPING SUCCESSFUL SCHOOLS

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Journal: [**Developing Successful Schools**](https://link.springer.com/book/10.1007/978-3-031-06916-1)

The paper suggests that when we talk about being "holistic" in the context of schools, we're referring to a couple of key things. First, it's about having school leaders who think about the big picture and see the development of the whole person as important. These leaders use different styles of leadership and consider many aspects of what's happening in and around the school. A successful school, according to this idea, is one where everything fits together well. This means that the school's structures, programs, and efforts to improve are all in line with the school's vision. When it comes to what students are learning, a holistic curriculum covers a lot of ground. It's not just about academics; it also includes things like social skills, emotions, physical health, art, morality, and even spirituality. The paper talks about a three-phase model for developing this kind of curriculum. Teachers also play a big role in this approach. They need to learn in a way that's holistic too, meaning they think about their personal lives as well as their professional development. This helps them handle the challenges that come with teaching and helps them connect better with their students. Teaching, under this holistic idea, is not just about what happens in the classroom. It's also about what students do outside of school and how they learn together in different settings. It's a mix of hands-on activities and time for thinking about what they've done. When it comes to grading and assessing students, the paper suggests looking at things from many angles. This includes having different people assess students, using various forms of assessment, considering many aspects of students' lives, and thinking about how students are learning in the world around them. Building strong relationships between teachers and families is also seen as important in this holistic approach. This might involve teachers and families meeting separately or together to strengthen their understanding and support for the students. Lastly, the paper talks about how schools can connect with their communities in meaningful ways. This could be through after-school programs, students doing community service, or partnerships with universities. These connections help the school become a more integral part of the community it serves.

[Play-based pedagogy: An approach to advance young children’s holistic development](https://journals.co.za/doi/full/10.4102/sajce.v12i1.1133)

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# Journal: [**Play-based pedagogy**](https://journals.co.za/doi/full/10.4102/sajce.v12i1.1133)

The paper suggests that children's holistic development, which encompasses physical, cognitive, socio-emotional, moral, and affective aspects, is a critical focus in early childhood development education (ECDE). Research indicates that children learn best through age-appropriate teaching methods, emphasizing the importance of implementing a play-based approach during the early years. This study, rooted in the theory of play as a spiral of learning, aimed to illustrate how a play-based pedagogy could effectively enhance holistic development in young children. Set in three ECD centers in Gauteng, South Africa, the Thutopapadi (play-based learning) research involved an action learning set (ALS) consisting of a Grade R teacher, two practitioners, a Grade R facilitator, and three North-West University researchers. Employing a qualitative approach within the participatory action learning and action research (PALAR) design, the study sought to explore the potential of a play-based pedagogy in nurturing the holistic development of young children. Data were gathered through transcriptions of ALS meetings and photovoice, allowing participants to reflect upon and discuss themes arising from the ALS. Thematic content analysis was used to interpret the data. The results of the study suggest that to promote holistic development in young children, practitioners and parents should emphasize and maximize the use of a play-based methodology in both social and learning environments. The conclusion drawn is that ongoing follow-ups are crucial to ensure that the pedagogical approaches employed in early childhood development education centers align with the evolving needs of young children's development. This ongoing alignment will further support the holistic growth and well-being of children in their early years of learning and development.

# Clinical Holistic Medicine: Holistic Treatment of Children

Søren Ventegodt,Mohammed Morad,Gideon Vardi and Joav Merrick

Journal: <https://www.hindawi.com/journals/tswj/2004/573489/>

The paper suggests that taking a holistic approach to issues faced by children and adolescents can greatly benefit not just the young person, but the entire family. Typically, children have less influence in family decisions compared to their parents, meaning parents often set the tone and make the choices at home and in relation to the child. It's often the parents who become concerned and seek help when the child is not doing well. In this sense, the child can be seen as an indicator of the family's overall well-being. When a child is unwell or struggling, it often reflects challenges within the family dynamics. Many of the challenges that stem from dysfunctional patterns can be incredibly challenging for parents to navigate alone. However, the paper suggests that with guidance and support from a physician who takes a holistic approach, many of these issues can be identified and addressed. This approach isn't just about addressing physical health problems; it also involves looking at how the family as a whole is thriving. Acting as a coach, the physician can offer the family specific exercises and guidance to help change these dysfunctional patterns. The paper also highlights the effectiveness of consciousness-based medicine, especially with children and adolescents who are more sensitive to the psychosocial aspects compared to adults. It outlines five essential needs for a child's thriving and health: attention, respect, love, acceptance (often through touch), and acknowledgment. The physician, following this holistic model, should be able to identify if the child is lacking in any of these needs and then demonstrate to the parents how they can address these gaps. This guidance would be followed by straightforward instructions and exercises for the parents, essentially coaching them in fulfilling these needs for their child. This holistic approach is particularly emphasized when dealing with chronically ill children, as it takes into account not just the physical symptoms but also the emotional and relational aspects that can greatly impact the child's well-being. By addressing these needs and patterns within the family unit, the paper suggests that many problems can be better understood and managed, ultimately leading to a healthier and more thriving environment for the child and the family as a whole.

# **Factors Influencing The Holistic Development Of A Child: A Systematic Review**

**Dr. Smitha Philip**

Journal: <https://mail.journalppw.com/index.php/jpsp/article/view/10451/6755>

The paper suggests a thorough examination of how parenting and the home environment significantly influence child development. Traditionally, parenting has been seen as a nurturing process, guiding a child's physical, emotional, social, spiritual, and intellectual growth from infancy into adulthood. The ultimate aim is to raise socially responsible and productive individuals who bring joy and benefit to both their families and society as a whole. Particularly, the paper delves into how the family environment shapes the positive personality development of adolescents, emphasizing that a supportive family foundation is crucial for an adolescent's growth. When a teenager's family environment is cohesive, characterized by good relations and close bonding among family members, it fosters emotional stability and contributes to a positive personality. Moreover, the paper explores different parenting styles, examining both their negative and positive impacts. It highlights that academic performance is notably improved when it is linked with healthy family relationships and well-structured family dynamics. Positive familial relationships and support among family members correlate with better academic performance and positive behaviors in adolescents. The theory of the family system is cited to underscore the importance of the family environment in adolescent growth. This theory emphasizes the pivotal role parents play in child rearing and the formation of healthy family dynamics. It suggests that family members should adapt to environmental changes to maintain a nurturing family environment. In essence, the paper stresses the importance of a supportive family structure in shaping adolescents' personalities and behaviors, with the understanding that a positive family environment contributes significantly to their academic success and overall well-being.

**Teach the Children Well: A Holistic Approach to Developing Psychosocial and Behavioral Competencies Through Physical Education**

[Maureen R. Weiss](https://www.tandfonline.com/author/Weiss%2C+Maureen+R)

Journal: <https://www.tandfonline.com/doi/abs/10.1080/00336297.2011.10483663>

The paper suggests that adopting a positive youth development perspective aims to foster healthy physical and psychosocial growth in young individuals. This approach involves various social and contextual factors, such as teacher behaviors, classroom structure, and student activities, all designed to equip youth with attributes, skills, competencies, and values. These qualities are seen as crucial for young people to become productive, socially aware, and healthy citizens as they grow. Within this framework, school physical education emerges as a significant context with the potential to promote positive youth development. It serves as a platform for students to acquire life skills, as well as psychosocial and behavioral attributes. Importantly, these skills are viewed as beneficial not only within the school environment but also in other important areas of life such as family and work, both in the present and throughout their lives. The paper argues that this developmental approach should encompass both motor skill development and physical activity and health objectives. By focusing on these aspects within the school setting, educators and policymakers can contribute significantly to the holistic growth and well-being of young individuals, preparing them to navigate various life challenges and responsibilities as they mature.

# Children and the Law: Examples of Applied Developmental Psychology in Action

[Lindsay C. Malloy](https://www.taylorfrancis.com/search?contributorName=Lindsay%20C.%20Malloy&contributorRole=author&redirectFromPDP=true&context=ubx), [Michael E. Lamb](https://www.taylorfrancis.com/search?contributorName=Michael%20E.%20Lamb&contributorRole=author&redirectFromPDP=true&context=ubx), [Carmit Katz](https://www.taylorfrancis.com/search?contributorName=Carmit%20Katz&contributorRole=author&redirectFromPDP=true&context=ubx)

Journal: [Social and Personality Development](https://www.taylorfrancis.com/books/mono/10.4324/9780203813386/social-personality-development?refId=3c92235c-831a-4834-bb80-6835faaac7e2&context=ubx)

The paper suggests that each year, a rising number of children worldwide are encountering legal, social service, and child welfare systems, often due to experiences of child maltreatment, parental separation or divorce, and involvement in delinquent behaviour. This growing demographic of children represents what the authors term as "a large and expanding legal constituency," facing unique challenges related to fundamental developmental competencies like cognitive, social, and emotional skills. In light of these trends, there has been a rapid increase in research focused on children and the law, making it one of the fastest-growing areas within developmental psychology (Bruck et al., 2006). The paper highlights that individuals such as lawyers, judges, social workers, jurors, and parents regularly face the task of making crucial, and often life-altering decisions concerning children's lives in various contexts. Given the gravity of these decisions, the authors argue that it is essential for psychological research to play a guiding role. The central question posed by the paper is whether psychological research effectively informs these significant decisions. It prompts a critical examination of the extent to which psychological findings are utilized and integrated into the legal and child welfare systems to ensure the well-being and appropriate treatment of children involved in these complex situations. By raising this question, the paper aims to initiate a discussion on the role of psychological research in shaping policies, procedures, and interventions that safeguard the rights and interests of children within legal contexts.

The role of parents in early childhood learning

SUSAN H. LANDRY

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The paper suggests that young children's development of cognitive skills is significantly influenced by their interactions with parents. It points to evidence indicating that the effectiveness of parental responsiveness in supporting cognitive growth may depend on the consistency of this parenting style across a child's development stages. Recognizing that child and parent exist within a broader social context, the paper discusses various factors that can either bolster or hinder a parent's ability to consistently employ responsive behaviors. Factors that may undermine a parent's responsiveness include personal challenges such as depression, negative perceptions of their own upbringing experiences, or beliefs that diminish their sense of importance in their child's life. However, the paper also highlights that certain factors, such as strong social support from friends and family, can mitigate these negative influences. For instance, a recent study found that parents who perceived having a positive social support network were more likely to transition from a non-responsive to a responsive parenting style with the help of interventions. This finding is seen as promising, suggesting that parenting interventions could be designed to offer the social support that mothers from high-risk social backgrounds might require to cultivate responsive parenting styles. By addressing the social-personal factors that can hinder parental responsiveness and leveraging positive social support networks, interventions could potentially have a significant impact on promoting healthier parent-child interactions and fostering cognitive development in young children.