I believe human learning and human development are interconnected. Development is the growth of various human aspects over time which include behavior, cognitive processes, emotional, language, physical, and social skills. Learning and development involves stages, similar to Piaget’s theory. Children are constantly learning and each stage of development is qualitatively and cognitively different. They are influenced by their family, peers, community, school, environment, and culture; parallel to Urie Bronfenbrenner’s bio-ecological model of child development.

Individuals learn as active learners through experience, play, and exploration. I do not believe there is a difference with gender however each child has a unique cognitive process. Each child’s learning potential is influenced by zone of proximal development, socio-emotional learning skills, and self-regulated learning skills. Children also need autonomy and to make meaningful choices. Since I believe one is always an active learner, this is connected and vital to the constructivism theory. I connect with theorists Bruner, Vygotsky, and Lave & Wenger. They all have important roles in my theoretical beliefs; starting from scaffolded and cooperative learning to social and cultural interactions to situated learning.

I also think learning should be provided in a safe, nurturing environment. Children should be taught about the diversity of the world. Creating empathy is important and when one creates culturally inclusive learning opportunities, particularly relating to diversity within societies, this enables one to take another person’s perspective and empathize with their point of view.

Development helps and hinders learning and the environment plays a vital role in development and opportunity. For example, low cognitive development is shown in areas of low human development, since these lower socio-economic areas greatly affect one’s health this effects learning and retention. Ultimately a child’s home and community influences their freedoms and opportunities originating from their development and learning.