**My Human Development and Learning Theory**

 I believe human development is characterised by growth or change over time. Developmental milestones take place at various ages; this progression may be sequential. Emotional, social, physical, or cognitive development can occur at different rates over time with each individual. Children rapidly learn and adjust to their world through their experiences, which they perceive differently than adults. Learning to adjust to change is the work of a lifetime.

 Many factors such as education, genetics, access to health care and adequate nutrition, the interactions of a person within their culture, and national and global sociopolitical forces can influence development. Children learn how to respond to others and understand their environment as they interact with peers and adults in developmentally appropriate ways. Empathy and kindness will drive development in a direction that is significantly different than detachment and harshness. How a person responds to life’s challenges can be influenced by their interpersonal and spiritual supports, resilience, adaptability, and motivation.

 It is my view that both behaviourist and cognitivist learning strategies are effective when applied with consideration for the developmental needs of learners and their circumstances. It is useful for a learner to have a background of basic knowledge, vocabulary, or theory so they have the language for robust understanding through internal and external dialogue. Learning in a social context where knowledgeable peers and adults support learners can result in deep engagement and develop interpersonal and thinking proficiencies. Therefore, it is incumbent on teachers to be open to using all the strategies available to meet the diverse needs of learners.

 Learning and development influence each other. Learning can change actions or thoughts, which in turn can change how development unfolds, which then can alter how or what is learned. This constant interaction is integral to the human experience.