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This edition features current research throughout, as well as a focus on the cultural diversity that exists around the world, with particular attention to Australia and New Zealand. We have worked closely with the Pearson team to develop a wide range of features that make the content and cultural approach engaging. However, what sets this book apart, more than anything else, is that it presents a portrayal of development that covers the whole amazing range of human cultural diversity. As individuals who have taught human development in higher education for years, and being familiar with the available textbooks, we were struck by how narrow they all seemed to be. Many textbooks focus on human development in the United States as if it were the typical pattern for people everywhere, with only the occasional mention of people in other parts of the world. With this adapted textbook, we have carefully scrutinised the applicability of the mainstream American model for students in Australia and New Zealand. In some cases, the research is similar; sometimes, the content is very different; and sometimes American research serves as an interesting contrast for development patterns in New Zealand and Australia.

So, in writing and adapting this textbook for an Australian and New Zealand audience, we decided to take a cultural approach, and one that pays close attention to development in our own part of the world as well as beyond. We set out to portray human development as it takes place across all the different varieties of cultural patterns that people have devised in response to their local conditions and the creative inspiration of their imaginations. Our goal was to teach students to think culturally, so that when they apply human development to the work they do or to their own lives, they understand that there is, always and everywhere, a cultural basis to development. The cultural approach also includes learning how to critique research for the extent to which it does or does not take the cultural basis of development into account. We provide this kind of critique at numerous points throughout the book, with the intent that students will learn how to do it themselves by the time they reach the end. By exploring a balance of examples of research from Australia, New Zealand, the United States and throughout the world, students studying with this textbook will learn how culture shapes human development at all stages of the life span.

We know from our experiences as university lecturers that students find it fascinating to learn about the different forms that human development takes in various cultures, but there are also practical benefits to the cultural approach. It is more important than ever for students to have knowledge of the wider world because of the increasingly globalised economy and because so many problems, such as disease and climate change, cross borders. Whether they travel the globe or remain in their home towns, in a culturally diverse and globalised world, students will benefit from being able to apply the cultural approach and think culturally about development, whether in social interactions with friends and neighbours, or in their careers, as they may have patients, students or co-workers who come from different cultures.
Did you notice that the front cover is a woven mat? We have taken as inspiration the whāriki from indigenous Māori culture. Whāriki are usually the result of many people working together who are valued for their artistry. There is also a symbolic meaning. The individual strands of the whāriki represent the aspects of life that describe and support human development, and the completed whāriki represents ‘a woven mat for all to stand on’ (Ministry of Education, 2017, p. 10). The weaving metaphor is also present in other cultures. There is a Tongan saying that ‘society is like a mat being woven’, and the Malagasy from Madagascar have a proverb that says, ‘All who live under the sky are woven together like one big mat’. The cover image captures the interwoven nature of culture, experiences and historical context for individuals in their development, as well as biological, cognitive and psychosocial aspects of development. As individuals, we need to look beyond our own experiences and not assume that what is true for ourselves is true for others. We have grown up in a certain cultural context. We have learned to think about life in a certain way. Most of us do not realise how broad and diverse our world really is. Our hope is that this book will help more students identify the strands of the weaving that represent an individual’s development, and appreciate the wonderful diversity of human development.

The cultural approach makes this textbook much different from other life span textbooks, but there are other features that make this textbook distinct. This is the only major textbook to include a separate chapter on toddlerhood, the second and third years of life. We have always been puzzled by the way other textbooks gloss over toddlerhood, usually including the second year of life as part of ‘infancy’, and the third year of life as part of ‘early childhood’. Yet, any parent knows that years 2 and 3 are very different from what comes before or after, and we know this well from our own experiences as parents. Infants cannot walk or talk, and once toddlers learn to do both in years 2 and 3, their experience of life—and their parents’ experience—changes completely. Toddlers are also different from older children in that their ability for emotional self-regulation and their awareness of what is and is not acceptable behaviour in their culture is much more limited.

This textbook is also alone among major textbooks in dividing the adult life span into stages of emerging adulthood, young adulthood, middle adulthood and late adulthood. Emerging adulthood, roughly ages 18–29, is a new life stage that has arisen in developed countries over the past 50 years, as people have entered later into the commitments that structure adult life in most cultures: marriage, parenthood and stable work. Other textbooks either call the whole period from age 18 to 40 ‘young adulthood’ (which makes little sense, in that for most people in developed countries ages 18–29 are vastly different from ages 30–40), or they have an emerging adulthood chapter and then lump young and middle adulthood together as ‘adulthood’ (which also makes little sense, given that it means applying one life stage term to ages 25–60). Arnett originally proposed the theory of emerging adulthood in 2000, and it has now become widely used in the social sciences. We think it is a fascinating and dynamic time of life, and we know students enjoy learning about it, as many of them are in that life stage or have recently passed through it.

This textbook is somewhat shorter than most other texts on human development. There is one chapter devoted to each phase of life, for a total of 13 chapters. Each chapter is divided into three main sections, which correspond to the physical, the cognitive and the emotional and social domains of development. This is an introductory textbook, and the goal is not to teach students everything there is to know about every aspect of human development, but rather to provide them with a foundation of knowledge on human development that hopefully will inspire them to learn more, in other courses and throughout life.
During middle childhood, _______________.

Running a 4-minute mile, jumping over hurdles and dribbling a basketball are tasks that accelerates the reaction time for both boys and girls.

During middle childhood, their understanding of cultural models acquires greater complexity, so that they are capable of taking on a much broader range of tasks (Gaskins, 2015; Weisner, 1996).

Middle childhood is when children first show a grasp of cultural models as an important shift in children's development, when they become capable of greater social and cultural awareness (Sameroff & Haith, 1996). Middle childhood is also a time when children begin formal schooling in middle childhood, which includes cultural models of 'listen to the teacher', 'wait your turn', 'follow the rules', etc. These new roles contribute to the social and cultural contexts of middle childhood.

During middle childhood, the proportion of body fat is identical for girls and boys. Boys are usually taller and heavier than girls, and this difference increases because of more exposure to germs during the school years. The incidence of myopia decreases, whereas ear infections are more likely than they were earlier in the life span. Boys continue to run longer and faster because of expanded lung capacity.

With regard to writing, in early childhood most children learn to write a few letters and numbers in rough form. In middle childhood, their skills have advanced so that they are able to write the letters of the alphabet, their own name, and numbers. They are also able to make their letters smaller and neater (Figure 7.1; Case & Okamoto, 1996). Schauble, Kugelmass & Winter, 1993). They also learn to draw objects and making near objects larger than distant ones (Braine, 1966). Children during middle childhood learn to indicate three-dimensional depth by overlapping objects and making near objects larger than distant ones (Braine, 1966). They also learn to distinguish between flat and立体 objects (Gaskins, 2015; Weisner, 1996). According to Roy D'Andrade (1987), middle childhood is a time when children begin to think of others as individuals with different characteristics and skills. This is a cognitive challenge and personal responsibility (Sameroff & Haith, 1996).
Research focus features offer a detailed description of a research study, including its premises, methods, results and limitations. Multiple-choice review questions at the end of the feature ensure that students have a solid understanding of the research study and methodology.

Critical thinking questions encourage students to think more deeply and critically about a developmental topic. These questions appear in every main section and often focus on the role of culture in human development.

Cultural focus features highlight how culture impacts various aspects of development, such as breastfeeding practices, gross motor development, marriage and family relationships, and work and retirement. Students read an overview of the topic and then answer a review question.
Practice quizzes appear at the end of each section within the chapter to test knowledge gained during the topic.

Chapter quizzes at the end of each chapter consist of multiple choice questions covering topics raised in all sections of the chapter to ensure good knowledge of content.
We are grateful to all of the talented and dedicated people who have contributed to this first edition. Anna Carter, Development Editor at Pearson Australia, deserves a massive thank you for her support and encouragement throughout the writing process. Another big thank you to Stephen Heasley, Senior Portfolio Manager, who initiated this project and supported the team throughout.

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Dr Jessica Paynter, Griffith University
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Dr Disa Smee, University of Canberra
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Finally, we thank everyone who participated in ways great and small, and hope that you are as pleased with the finished product as we are!
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