

Parents participating in 'Thinking in Playgrounds'



Laying The Foundations For Young Thinkers

With A Thinking Skills **Beginners'** Week

Creativity and happiness are not always the first things students comment on when speaking about learning. However, **Marcelo Staricoff** believes this is inevitable when students are taught how to use creative learning models.

think that the world of architecture has it got it right!

I have always been fascinated by how the building profession manages to achieve what seems utterly impossible. How is it possible to build a skyscraper, construct a suspension bridge or create a new underground system? Where does one even start?

There must be a myriad of things that need to be considered, planned for, time-lined, coordinated, communicated and resourced before a project gets off the ground. Once all this planning has been done and the project is ready to go, incredibly skilled personnel must be sourced who are able to put all the planning into action and to gradually work towards what inevitably is always a very impressive end product, matching the intended design and its modelling.

Being in awe of how such a multi-professional team approach can achieve something so seemingly implausible, I have, as teacher, senior leader and headteacher, sought to emulate this in the world of education and in the life of the school.

It is possible to equate the project of constructing a skyscraper, a bridge or an underground system with the 'construction of a learner'. As with architecture, schools also start with a huge amount of preparation, planning, coordination, communication and resourcing linked to individual visions, infrastructure, curriculum design and pedagogical approaches.

Using my 'Joy of Not Knowing' approach, schools, like architects, are also able to share all the preparation and the planning with 'incredibly skilled personnel', i.e. the students themselves.

The Joy of Not Knowing (JONK) is based on the premise that students learn better when they don't fear getting something wrong, or not knowing the answer to a problem. The skills, attitudes, behaviours and dispositions that students develop through this approach, enable them, like the experts sought out by the architects, to be able to interpret, personalise and use all the planning to also produce some very impressive end products – the students themselves as thriving and successful individuals, lifelong learners and global citizens.

Architects always start with a very clear picture of their end product

As with an architect's final design, the JONK approach ensures that students also have a very clear picture of what excellence looks like in terms of the learning objective and end product.

Publication Preview

Please contact us for the
full publication

