

JACKSON'S INVESTIGATIONS KEEP GETTING MORE AND MORE COMPLEX!!!!



PRESENTLY, THE WORK REVOLVES AROUND HOT WHEELS EXPERIMENTS, SUPPORTED BY IMPRESSIVE MOTORWAYS THAT TAKE MANY HOURS EACH DAY TO CONSTRUCT AS MORE AND MORE COMPLEX DESIGNS ARE BUILT AND DISMANTLED

Jackson's investigations began a long time ago....

It seems to me that ever since I met Jackson as a very young baby he has had 'investigation' on his mind. His curiosity, on that first morning as he sat on the grass for over an hour playing with the hose, was limitless. He was testing the water flow by putting his finger in the end of the hose and releasing it. I've seen that little video often and I am always so intrigued by the effort and practice, the complete intent to test and re-test, as Jackson built theories around how the pressure from his finger

changed the way the water squirted. Such determination for someone so young! If ever I want to recall an incident that epitomises Te Whāriki's aspiration statement '...that children are competent and capable...' it is this one, particularly when referring to babies. What was important then and remains so now for teachers/kaiako, is a burning desire to support children to find the things that captivate their interests. When we set up an environment that is full of intrigue and allows space and time

for children's investigations, we generate a setting that supports children to 'learn to love to learn'. Their research is driven by dispositions that keep them involved, setting and solving problems and building social spaces to test their theories. This is just what Jackson continually does. A traditional Te Ao Māori method of carrying a baby is a metaphor that describes for me the way a learning setting might truly support individual children to explore their world. A blanket was woven, made from the

How do we get from hose to block building extravaganzas?

Jackson can tell you.....practice and effort driven by a disposition to be curious and a willingness to set goals that require testing and re-testing to reach your goals. These are internally motivated dispositions that can be shifted from one context to another and allow learners and learning to thrive!



JACKSON AS A YOUNG EXPERIMENTER AT EMMETT STREET



harakeke plant to provide strength and filled with albatross feathers for warmth.

The blanket (te whatu pokeka) was pliable and so, as the baby grew, it took on the shape of the child, rather than the child fitting into a predetermined shape. I love this image as it relates to the learning culture we have for so long now, tried to grow here at Greerton. Jackson so shapes his own learning and more and more now he is drawing other children into his experiments as this passionate learner excites others to become involved. The latest movies I've taken show this social side to Jackson, as his inclusive leadership enables a huge experimental culture around hotwheels cars and the building of motorways to thrive. He now has a range of friends who are 'on the job' with him as engineers, co-constructing these technological marvels. He has a band of 'apprentices' who range from avid watchers of the 'experts in action', to the tentative contributor, that is the hallmark of learning the skills, they have first of all observed so closely.

This is a tuakana teina relationship where an older child assists a younger less experienced child and enables them to participate and grow their skills alongside experts.

Jackson models such passion for experimentation, for testing and re-testing and does so in a way that is fascinating to watch. One particular afternoon recently I was in awe as seven actively involved boys worked together in the area just by the office where we currently have situated the blocks. As these boys weaved in and around each other building and rebuilding, cars flew frenetically down the tracks on test runs and shot off in various directions, the watchers were present around the edges and action abounded everywhere, yet all I witnessed was unified harmony. I wish the country could be run with such clarity of purpose! Jackson was the CEO of a major company with colleagues dedicated to a vision based on stretching their imaginations and working hard to reach their goals. He has developed a community of learners or what might also be described as a 'kaupapa whanau'. A community drawn together by



The work in its infancy - my how the buildings have expanded in complexity since February

a common purpose and a commitment to action. So Jackson is in our community here at Greerton, being a learner and being a teacher; leading, collaborating, pushing the boundaries of design and workmanship. What a fabulous place to be....at the edge of learning, wanting more and prepared to risk failure as a way to learn! Kia kaha, Jackson.

From Your friend, Lorraine



JACKSON'S CV

NOW AT 4, JACKSON IS THE CEO OF A THRIVING, EXPERIMENTAL COMPANY OF ENGINEERS WHO PASSIONATELY DONATE THEIR TIME AND EFFORT TO THE INTERESTS OF PUSHING TECHNOLOGY BEYOND CURRENT KNOWN LIMITS.

FUTURE ASPIRATIONS

THE SKILLS REQUIRED IN THE 21ST CENTURY ARE AS YET UNKNOWN BECAUSE THE JOBS HAVEN'T BEEN INVENTED YET. THE DISPOSITIONS REQUIRED TO BE THE INVENTORS OF THOSE JOBS ARE ALREADY BEING PRACTICED BY JACKSON. WATCH THIS SPACE!