

Bricoleur Play in Early Childhood Development

~~ KAL Policy ~~

Bricoleur et ses amis - Handyperson Mat and friends/with his/her mates



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Aim

The aim of KAL Bricoleur Play Policy is to facilitate active learner initiated learning of children by children for children whilst encouraging them to apply their ingenuity, imagination and design abilities through improvisation and adaption through repurposing assorted play materials.

Guiding Principles

The role of Bricoleur Play in KAL

In KAL (Kids and Adults Learning) we seek to practice BP (I explained the significance of the attachment – my g'daughter playing with a gurney))

What we seek to do is add a Bricoleur slant to children's play – so this means the child is encouraged to conceptualise, design, fabricate and then play with individually or in a group, using bric-a-brac on hand at the time – subsequently this process can be repeated using the same materials after it has been disassembled.

What we are trying not to do is to have the child play with toys!!! And especially those that require instructions and especially instructions that need to be read to the child that is we are seeking to avoid colouring between the lines so to speak metaphorically that is.

So that in BP we have a box of stuff we spoke about will need to include 'stuff' that can be pulled to bits and put back together differently) e.g. Velcro.

Play then is play/research/learning/work from within the living system that is Nature or more validly Gaia. In BP we do NOT seek to separate ourselves from Nature/Gaia rather we seek to become embodied, enNatured, enGaiaed. Therefore Bricolage can become regenerative and use recycled, repurposed and repaired bric-a-brac. <https://www.kal.net.au/>

What then is Bricolage?

(B from French means 'tinkerer') is about the design and use of local/indigenous human ingenuity in a 'crafty' construction made of whatever materials are at hand; something created from a variety of available things – a Jack or Jill of all trades and master of some!!

A person/craftsperson/design/system who/which actions a *logic base* that is comfortable with unfamiliar realms and emergent situations and who is prepared to try/mix'n'match various options out, using *safe-fail rather than fail-safe*. Until a suitable design emerges, such a form of praxis includes design, fabrication & use of both the Project, & the tools for the job at hand.

Bricolage is two tools in one 1 for analysis and 1 for synthesis AAA – the Bricoleur/hermeneutic learning circle so to speak. Here the bricoleur looks for patterns within and without and is able to mix and match materials, in synthesis, to reflect in various ways these patterns. Without also includes mathematics e.g. Fibonacci golden mean say within a flower and or within the human body.

In **Planetary Bricolage** we move this process, over a period of years, to a planetary stage and learn how to scale up our individual, family and community Bricoleuring e.g. sister schools in developing areas, fair trade trade, practical social justice projects, school community service etc.

Tool in the sense of *Techneque* (tool as extension of the human) rather than *Technique* (human as extension of the tool) an absolutely crucial nuance. Tools to be effective pedagogically need to combine gross and fine motor skills and related to the specific developmental levels of each child. One size does not fit all.

Types of Bricolage

Bricolage is used here in its constructivist sense particularly with a physical focus say of craft or physical art form inc. art/craft/music/dance/metal shop/wood shop/gardening/home economics. Subsequently other applications of bricolage such as poetry, word use and sentence ‘fabrication’, painting, and ultimately philosophy can be ‘bricoleured’ though through physical/praxis oriented play and associated activities. Nevertheless Bricolage has the child stand in her lived life praxis play and reflect critically and praxiologically on theory so to speak not vice versa as in the case in the conventional classroom/curriculum.

B Logic Base:

Four underlying processes: BP (applying the six principles of Bricolage (above)), AR (Archaic Renaissance), DP (Direct Participation) & DE (Deep Empathy).

Attributes of PBLB:

- 1 **Participatory governance** – Deep Participation & collaboration of M2M
- 2 Blending **Agency with dexterity**,
- 3 **techneque before technique**,
- 4 A recognition that **‘hand-makes-head’** i.e. ‘chiro generated cogno’ and
- 5 Incorporates **robust functionality and Simplexity** over complexity,
- 6 **DIO Resilience** esp. for youth inc. young men,
- 7 **Learning by doing:** the curriculum from the lived life of the student
- 8 **Evolvable sustainability** - through practical creativity, community economy and harmonisation of diversity not centralisation of conformity,
- 9 **Glocality** – think global act local
- 10 operates often beneath host systems’ radar,
- 11 Politics of Peace we as **Peace Bricoleurs** or Latour’s Artisans of Peace inc.
- 12 A strong commitment to **Power-with** rather than Power-over governance

Attributes of the Bricoleur (B)

Bricoleur ∞ Bush Mechanic ∞ Artificer

16 year Research Project avail Global Commons www.crafters-connect.com inc. working with a half dozen Bush Mechanics, making a boat; historic motor cycle; CED, and BioChar Action Learning Circles & taking this as an Action Research project & publishing all this on the global commons in the public domain

Grounded theory 6 common principles of the Bush Mechanic∞Artificer∞Bricoleur:

- 1 **Exemplar project** (classic journeyman’s piece, 10000hrs)
- 2 **Inner∞outer synergy** (the chiro∞cogno|self∞Gaia dances)
- 3 **Social holon** (mutual aid with care&concern for the ‘other’)

4 **Planetary problematique** (b's are interested in having an earth – Latour)

5 **System∞subsystem synergy** (the parts fit within the whole &VV)

6 **Lived life learning** (join the dots experience shared& reflexed – long wide and deep in line with Feldman's 6 domain theory of child cognitive development).

Spontaneous improvisation: my g'daughter playing with a gurney




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Implementation

Considered and Accepted by		
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