EVERY CHILD IS A SCIENTIST

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Pablo Picasso once declared: "Every child is an artist. The problem is how to remain an artist once we grow up." Well, something similar can be said about scientists. According to a new study in Cognition led by Claire Cook, every child is a natural scientist. The problem is how to remain a scientist once we grow up.

Every child has the scientist's sense of curiosity and amazement. They are innate of discovering what’s new around them. Learning and understanding the things that might puzzled them. But sustaining and supporting this sense of wonder presents teachers and parents with a tremendous responsibility - and an extraordinary opportunity. Teachers and parents are responsible to understand the behaviour of children especially their way of learning new things. Most of the time, their manner of playing is really a form of learning, a way of figuring out how the world works.

In a rapidly changing, increasingly digital world, all students need to understand science and technology. Teachers and administrators serve as the springboard in making sure our children know what they need to know especially on constructing new knowledge and understanding.

So if every child is a scientist, then how can we boost their instincts? And why do children seem to lose this innate behaviour as they grow older? These are the questions that challenge the school and the teachers. Actually, it is an obligation and responsibility.
Teachers play vital roles in the lives of the learners inside and outside of the classrooms. Teachers are best known for the role of educating and moulding the students holistically and globally that are placed in their care. Setting the mood of the classrooms, building a friendly environment, mentoring and nurturing and listening and looking for signs of distress are their roles. And, they are the one who supports and lift the innate talents and full potential of every learner.

Inside the four corners of the classroom, every child is a scientist, curious about the things around them, observant about what is happening, and inquisitive with what comes to their minds. That is why, the instructor, who imparts information to them must be the consultant, from whom learners can ask questions.

To continuously supports and guide child – scientist, teacher must provide students with choices to build a greater interest in the topics being taught and making thematic connections uplift the concept that information is not learned in isolation.

As a teacher, employing higher order thinking strategies is necessary in order to effectively teach students not for memorization, but for real world application. Guiding the children with their scientific skills that forces students to learn to apply their knowledge to challenging situations.

A good teacher encourages and helps a student to understand his hidden talents, full potential and mould them.

References: