

# Andy Reed



Author

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Previously

- Headteacher – Primary School
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## Effective Learning

### New Paths for the School Practice

#### Presentations and Workshops

Nursery / Primary / Secondary

#### Available Content

Learning, Mathematics, English as second language,  
first language, social studies,  
co-operative games and dance

See sample descriptions and references on  
[www.absolutelyLEARNING.de](http://www.absolutelyLEARNING.de)  
under Presentations.

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## Essentials

The abstraction process develops through  
the visible learning levels.

**concrete** → **illustrative** → **written**  
object                      picture                      text  
life                              diagram                      symbol

- exclusively based on can-do and success
- meeting all recommendations of the neuro-didactic research
- The process and content competencies are “inseparable from each other” throughout the learning process. (a)
- “differentiation through individual access and various learning levels” is necessary (b)
- The child is “effectively co-constructor of its own learning development.” (c)
- All topics are introduced at the concrete learning level and so enable all children access (inclusion).
- Each child decides at any time at which learning level to develop or to follow the learning entirely mentally – thus eliminating over-burdening and under-achieving for each and every child.

### Conventional practice is restricted.

Frequently the conventional learning approach – Instruction, Textbooks, Worksheets – produces disappointment when not a feeling of failure. This is hardly surprising as the conventional approach inherently either fails to reflect the essentials for effective learning or only partly includes them.

New learning approaches should therefore be introduced urgently.

## School Practice Solution

### „Journey of Learning Discovery based on a concrete fundament“

Characteristics of this approach are

- the essentials for effective learning (see start)
- interaction of **Doing, Thinking, Speaking**
- captivating impulse activities
- promotion of innovation
- group synergy
- remarkable advancement in learning in comparison with instruction
- enjoyment
- larger groups are possible
- modest set-up and running costs

The *System for Establishing and Recording Learning Development* “...accentuates strengths, describes progress and emphasises (exclusively) success” (d) This system is time-saving, encourages and supports, is accessible and clear for all, promotes the child’s ability to make learning decisions and requires little investment in time or resources.

As class tests frequently demonstrate „cannot-do“ or even failure, these have been replaced with a new time-saving testing & assessment process, within which each child plays the deciding role, experiences success and consequently enjoys improved motivation.

This school practice solution is suitable for schools and/or teachers who are unhappy, disappointed or even frustrated with the conventional practice and are seeking an effective approach.

Quotes have been translated from the German originals.  
KMK(national) & KM(state) are abbreviations for Education Ministry.  
(a) Bildungsstandards, Mathematik, Primarbereich, KMK, 2004, S.6  
(b) Kerncurriculum Mathematik, GS, KM, Niedersachsen, 2006, S.8  
(c) Leitgedanken, KM, Thüringen, 2010, S.4  
(d) Grundsatzband, KM, Sachsen-Anhalt, 2007, S.13/14