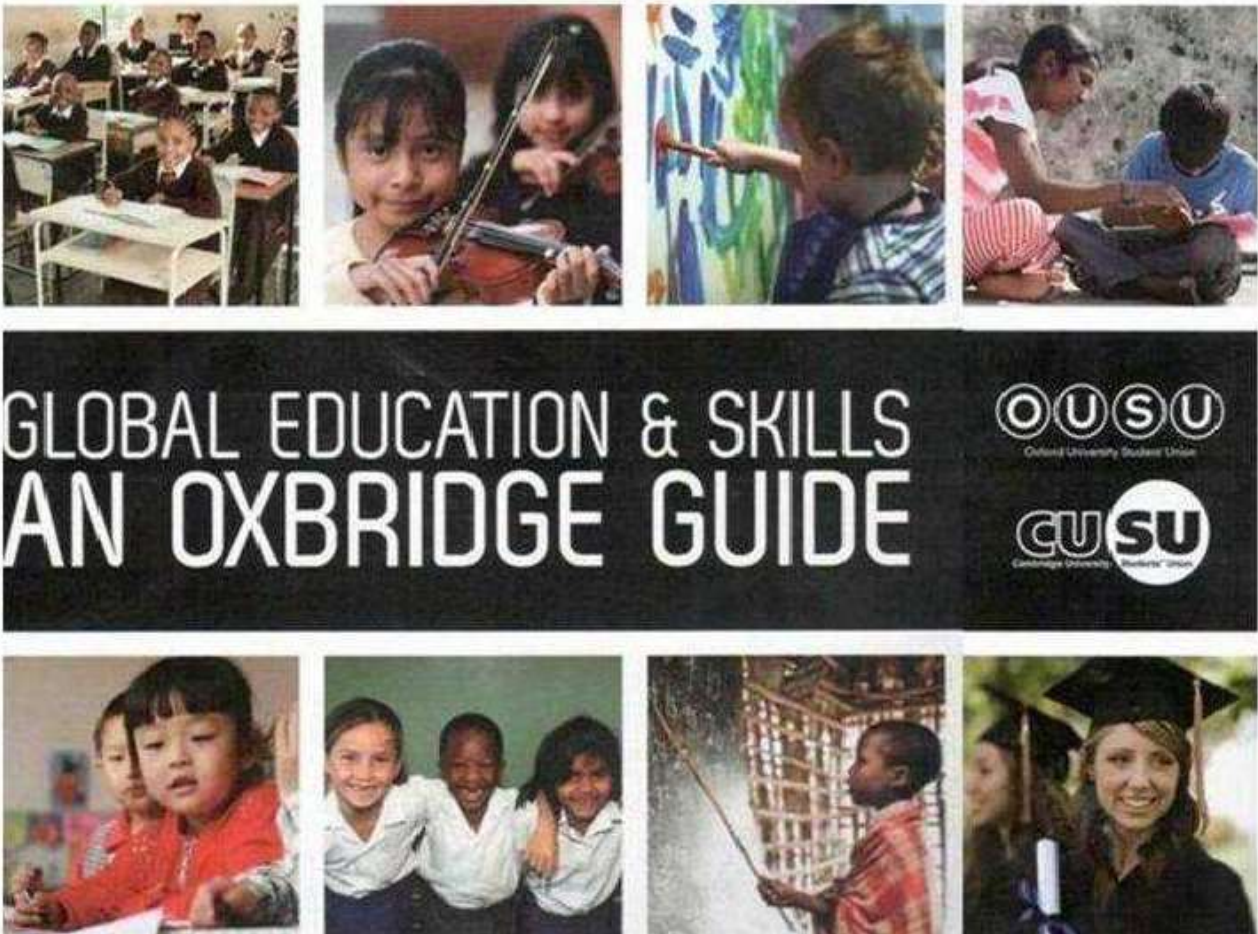


Cambridge-Oxford Universities Oxbridge Guide: Global Education Skills

Recognition of Excellence in Education

Reynold Learning is proud to have been selected to profile amongst the top 200 schools and programmes in the world for innovative education in the first and second edition of the **Oxbridge Guide: Global Education and Skills**



The Global Education & Skills: An Oxbridge Guide provides a list of schools and educational institution around the world that are working to improve education at a national level and international level. The Guide presents the beacons of learning achievement that have been setting the standards in Britain and around the world. The guide showcases educational institutions and organisations that are blazing a trail to excellence in providing innovation in education.

The Oxbridge Guide explores the quality and effectiveness of education systems and seeks to demonstrate how the combined efforts of governments, schools and universities will be needed to advance the quality of our education in future. The Reynold Learning programme has been selected to profile as a leader in providing innovative education and children's learning development.

Building Young Minds

A PIONEERING INITIATIVE FROM REYNOLD LEARNING IS PROVING HIGHLY SUCCESSFUL IN EDUCATING CHILDREN WITH LEARNING DIFFICULTIES

The Reynold Learning Programme in Singapore has revolutionized children's learning development through an educational programme that is the only one of its kind in the world.

SCIENCE MEETS EDUCATION

Reynold Learning has developed a neurological understanding of learning to increase children's capabilities and raise their academic achievement. "Our approach is based on a philosophy of learning which proposes that the ability to learn is a developmental process with improvements coming when neural processing is stimulated", says Dr Christopher Reynolds who established the Reynold Learning Programme in 2004.

"Our approach is founded on four principals: First, that children are in a constant state of learning and their cognitive abilities develop as they learn. Second, that a child's capacity to learn is always increasing and can be accelerated by stimulating neurophysiological development. Third, that it is possible to train the brain's neuro-processing procedures to influence a child's think processes. And fourth, that learning is interactive and children require the just-right balance of interaction and creative challenge in order to learn. This foundation, or philosophy, has resulted in bespoke programmes that are integrated into children's schooling and general learning", says Reynolds.

The Reynold Learning Programme now operates in schools and therapy centres across Singapore and has a special license as a talented children development centre in recognition of the way it nurtures children's abilities by increasing their learning capacity and intelligence. "Every child has their own individual learning development programme designed for them with the aim of enhancing learning capacity and thereby increasing learning achievement," explains Reynolds. "Children's learning capabilities and performance have been shown to improve when they receive personalized support to develop their mind and body. Child who are slow in learning processing can be labeled for life if they do receive intervention to stimulate the perception and integration processes of the brain. Our research shows that because the brain is continually learning it is possible to accelerate and direct development to improve actual learning ability.'

INTELLIGENT ASSESSMENT

The multi-disciplinary team of Reynold Learning offers a range of assessments and therapies, including sensory integration, speech therapy, auditory processing and education psychology. The Reynold company is planning to build a school centred on learning development and progressive inclusion and will develop a modified curriculum for children with learning difficulties. At present, it offers in-school learning development programmes to schools and professional development courses to teachers and schools across the region.



Recently, Dr Reynolds completed a two year study of the effectiveness of sensory integration in increasing neuro-efficiency and intelligence eight assessments were carried out with 62 children aged from 6-14 years and the results showed an average of 16% increase in neurological capability where usually no year-on-year change in capacity is expected.

Although most frequently applied to children with learning difficulties, the Reynold programme can be used for all children enabling them to reach the full intellectual capability. The programme has nurtured scores of children to levels of academic achievement that far exceeds their initial expectation with some revealing to be actually gifted and talented children

MAXIMISING LEARNING

A UNIQUE PERSPECTIVE ON LEARNING GIVES REYNOLD LEARNING AN AWARD WINNING ADVANTAGE

REYNOLD LEARNING OFFERS A UNIQUE EDUCATIONAL PROGRAMME THAT ENHANCES CHILDREN'S LEARNING ABILITY AND INTELLIGENCE.

Reynold Learning advocates that education is dependent upon the ability to learn and that it is possible to increase children's learning capacities through stimulating their neuro-physiological development. Dr Christopher Reynolds believes the essential element to education is focusing on how children learn and promoting learning development. It is this hallmark perspective on learning-based education that makes Reynold Learning unique.

A new educational paradigm

In 2004 Dr Christopher Reynolds established a learning development programme that became the Reynold Learning Programme. Reynold Learning is an Australian registered company that aligned with the Reynold Trust company. The essence of the success of the Reynold programme is integrating two paradigms to form a new education paradigm centred on learning. Building on a medical approach of addressing learning difficulties through improving neuro-physiological capacity, Reynolds modified the British education programme to produce a learning-centred school programme to stimulate learning development.

The programme asserts that learning is implicitly a neurological function and the capacity to learn can be increased by increasing neurological efficiency. 'Children's learning capabilities and performance can improve where children receive personal coaching first to develop the foundational sensory systems of the mind and

body', says Dr Reynolds.

The Reynold philosophy of learning

The approach to education is based on the four key principles of the Reynold Philosophy of Learning. First; that children are constantly learning and their cognitive abilities develop as they learn. Second; that children's capacity to learn is increasing and can be accelerated by stimulating neuro-physiological development. Third; that it is possible to train neuro-processing procedures of the brain and influence a child's thinking processes. And fourth; that learning is interactive and children require a just-right interaction and creative challenge in order to learn.

A research study over two years of the effectiveness of sensory integration to increase neuro-efficiency and intelligence showed outstanding results. Studying 62 children over eight assessments and two years of therapy showed an average increase of 4 grade levels of learning capacity (16% increase in neurological capability) for these children, while 1½ grade levels was to be expected. 'Whatever a child's abilities, it is possible to develop their cognitive ability and increase their learning and academic capabilities', says Dr Reynolds. This impressive research is a first in the region and a hallmark study in child development across the world.

