



enabling every
child to learn



o October | o Missile | o 2009



► OUR VISION IS TO ENABLE
EVERY CHILD TO LEARN TO
HIS OR HER FULL POTENTIAL



► OUR MISSION IS TO MAKE
THE MOVE TO LEARN
MOVEMENT SEQUENCES
AVAILABLE TO EVERY CHILD
IN EVERY CLASSROOM

Missile e-mail

The October Missile is here!

Adele's Sydney Seminar

On September 21, I had the pleasure of attending one of Adele's famous seminars here in Sydney. We had a fabulous day, but the comments from those who attended say it all:

- * 'A great day! Can't wait to start implementing the MTL program with my kids.'
- * 'I learnt how essential moving is for good learning'
- * 'It reinforced the great need to have this program in schools'
- * 'It was wonderful to be gathered with like minded people & see Barbara as well'.
- * 'The combination of the theory & the practical was great. Learn by doing!'
- * 'It was a great day. I learnt a lot about signs to look for in children who are having difficulties, also tools I can use in the classroom.'
- * 'I enjoyed getting the foundational knowledge, brain processing, sensory integration & all the movements'
- * 'Days like these really highlight the need for teachers to work with health professionals to help these children'
- * 'I hope to see this program become a part of teacher's training in years to come'
- * 'I learnt how important these movements are for the 5 main sensory areas of learning'
- * 'The whole day was great! I gained so much. I hope that I can pass it on...'



Sydney Seminar Attendees, Sept 2009

And from Adele:

SYDNEY SEMINAR SEPTEMBER 2009

The Sydney Seminar was attended by 18 wonderful people from all over NSW & overseas. It was held at the Randwick Labour Club. Those who attended were teachers, a dietitian, a physiotherapist, early childhood teachers & others who work with children with learning difficulties.

We were very privileged to have Barb & Jini attend the day & share their experiences with us. We began by looking at the nervous system & how we develop our senses through those early infant movements. We then discussed the necessity to move to develop the sensory system & to get the brain & body 'connected'. It is only when our tactile, proprioceptive & vestibular systems are functioning, that we can develop our senses of vision & hearing. It is only when our vision & hearing is functioning that we are able to learn.

When our sensory system is well regulated & we are in a state of 'calm' we are ready to learn. We spent the afternoon practicing the 9 movements & we discovered that we used the senses of touch, proprioception & vestibular for all the 9 movements. This is one of the reasons why Move to Learn is so successful. It helps to develop the **FOUNDATIONS** required for learning.

We had a fabulous day of sharing & learning & we look forward to hearing how everyone is using MtL with the children they work with.

Thank you so much to all those who attended.

Adele Suda

QLD MtL representative



**Participants doing the movement,
Gliding on the stomach**



Uni –Lateral Flip Flops

Updates from the field

Krissie Davis who runs 'Move Your Mind' up on the Gold Coast in Queensland, has been having great success using the Move to Learn program in four childcare centres; Smarter Kids- Varsity, Smarter Kids- Robina, La Petite & Rainbow Town on the Gold Coast. Many of the children are re-enrolling in her group & she tells us she's seen an amazing improvement with the kids she started with.

"I have children in the 3-5 year age range, it's all going well, the word is spreading!"

Carolyn Fisher (Rachel's younger sister) has been busy working with a group of kids up in Caboolture, QLD, at a small ACE school. She tells us:

"At the moment, I have a once a week opportunity to do MtL with everyone from Prep to grade 6, though next term it appears that the Preps & grades 2-4 will be following a 10-min daily MtL program, as their teachers are seeing progress in their student's development."

Updates from the field continued...

Jo Bartlett a teacher at Toodyay District High School in Western Australia, had this wonderful report to share:

Move to Learn – An intervention programme

I incorporated Move to Learn into my teaching & learning programme 1st term of 2008. I was teaching Year 1 at the time. Three of my students had learning difficulties & another two students showed limited body & spatial awareness. The learning disorders & difficulties amongst these children included

- Autism
- Dyspraxia
- Fine motor control
- Speech
- Short term memory
- Immaturity

These difficulties impacted heavily on their reading, writing & numeracy acquisition.

We always started our day with movement & music & this is where I noted 5 of my boys who displayed awkwardness with their bodies & would tend to find a corner or a table to lean on as they moved to the music. My two students with autism would not move at all. The other 3 lacked confidence & were clearly unhappy with the simple dance movements.

Within 3 months of the programme, the class as a whole worked through the morning's movement & music with a greater level of happiness & would invent new dance moves which they would teach each other. 80% of the class clearly had mastered all of the basic movements & were able to assist others experiencing difficulties. Their engagement in the learning programme indicated good use of short & long term memory. By third term, my five boys were experiencing greater confidence with their dance movements & were happy & confident in the classroom & playground. Two of the boys were reading & writing short simple stories & had mastered all the foundation movements.

I am teaching Year 2/3 now & half of my students from last year moved along with me, including my five boys. I have continued with the Move to Learn Programme, however I only target six boys, two of which began this year. Three of the boys were receiving Occupational Therapy weekly throughout term one & two & two have since been discharged as they had achieved age appropriate competency in fine motor control.

Of the six learning difficulties, short term memory, fine motor & immaturity have shown significant improvement. These students are still currently behind in reading & writing acquisition but they are making good progress. They move confidently around the classroom & playground & demonstrate greater fine motor control & planning.

I believe that the Move to Learn Programme, coupled with a number of other intervention strategies, has contributed to the range of movement & language competencies that these boys are now enjoying. It is evident that the programme will need to continue for some time to support & tune them into learning.

Jo Bartlett

Classroom Teacher

TOODYAY DISTRICT HIGH SCHOOL

Updates from the field continued...

And From **Winsome Richards**:

"Well the Early Years in Education Society Spring Conference is over & we, that is the Move to Learn in WA team of Wendy, Charmian, Margaret, Leanne & Winsome presented two 50 minute workshops to 42 & 43 participants.

Unfortunately Dot & Davina were unable to come down to Perth.

Given the small amount of time we had to get the message across, the movement demonstration was quite short so we just had Leanne demonstrating instead of everyone participating. However we have offered to go out to schools & at this stage have been approached by a number of schools in various parts of the state.

Charm was the "icing on the cake" & I will send you her contribution.

She is a wonder woman & so inspiring.

She now has 200 students at the school doing the MtL program."

Charmian Venn's contribution at the Early Years in Education Society Spring Conference:

For several years now I have been teaching my reading program with selected students from years 4-7 at TDHS. During the first week or two of each school year I test each student to assess their reading age. Those who test up to -3 years behind their CA are removed from their classes for small group work twice a week. I begin with a phonetic based program, move to a spelling program & finally to a sight word & comprehension based program.

I devote the first 20 minutes of each session to MtL exercises & then move to the reading program for the remaining 20 minutes. After several weeks of introducing & perfecting the MtL exercises I add other physical components, to the exercises, like balancing, throwing, catching, bouncing, hopping, juggling etc. The immediate benefits that I noticed once I start the exercises with a group of students is that they become less fidgety, are happier & begin to follow instructions more easily. The classroom teachers notice similar improvements too.

At the end of the semester I test the students & the results have been consistently impressive. Year 4 & year 5 students improve their reading age at an average rate of 6 months & Year 6s & Year 7s, 12 months. The most impressive improvement in a reading age for a student over one semester has been 2 years & 9 months. This improvement is beyond the normal CA increase. I have been responsible for implementing this program at our school for three years now.

At the beginning of last year, two year 1 teachers began to teach MtL to their whole classes which was a huge task &, I might add, at which they persevered admirably. In one of these year 1 classes there were two boys diagnosed with autism, one with dyspraxia & one who was decidedly different who hadn't been diagnosed with anything except 'very intelligent with oral language but unable to write a thing on paper'. These students were especially hard to teach the

Updates from the field continued...

exercises to & with the whole class involved at the same time & only 2-3 adults helping at any one time. Progress seemed minimal. But, more of that later.

The school admin began to take notice of the results I was getting along with the positive comments from the year 1 teachers! So, in semester two last year we decided to introduce MtL to the three P-P classes with 2 x 40 mins sessions a week. It took 8-9 weeks to correctly implement the exercises, so that the students, the P-P teachers & the teacher assistants were confident with what they were doing. We chose to survey the parents of the P-P students at the end of term 3 to see if they had noticed any positive behaviour changes with their child since the beginning of the term.

Some of the choices were:-

- . happier
- . concentrating more
- . remembering messages
- . showing better sleep patterns
- . showing increased self confidence
- . improved throwing skills & balancing

Overwhelmingly, the parents replied with 'improved sleep patterns'.

In term 4 the P-P teachers & assistants continued on their own. At the end of the year the teachers noted a general improvement in the mood & overall happiness of the classes as a whole. One teacher noted a specific improvement with a student who was unable to climb on any equipment as he had little balance, difficulty gripping anything with his hands & lacked confidence. By the end of the year he was climbing the equipment with all his mates & hasn't looked back.

At the completion of the year our school decided to implement MtL into all the JP classes in 2009.

So at the beginning of this year students who had been taught MtL in year 1 were placed in 4 different year 2/3 classes & with their up skilled teachers & assistants continued with the program which has been very successful. All year 1 & P-P classes have continued with the program this year as well. That left the Kindy class! I decided that I would attempt to teach the program to the brand new 3 & 4 year old Kindy kids as soon as they started school in term 1.

After several near meltdowns the Kindergarten teacher & I succeeded in implementing the program over the first semester. It is now a pleasure to walk into the Kindy class when they are doing MtL & watch the progress that these 'babies' have made since February this year.

Thank you to the Kindy teacher for persevering.

So now our entire Junior Primary classes are experiencing the MtL exercises & regime
- a total of 200 students.

Updates from the field continued...

Talking of progress, remember the year 1 students (from last year) with autism, dyspraxia & the non-writer? Well, in June this year I was called to the class by the teacher to see the results of 16 months of MtL with these students. Not only did I see some with neat, legible work, correct phonetic spelling & incredible stories I saw of one boy writing, who was told he would never be able to write a word because of his autism. He can now write from L-R & top – bottom & form letters correctly & independently.

I know we will continue to see more & more success stories like those in the future.

In my opinion the MtL program, as a holistic program, has changed the lives of some students at TDHS whether it be they are happier, sleeping better, more confident & coordinated or improved reading & spelling ages. We are certainly lucky at TDHS with such dedicated staff to teach & implement MtL as well as having the support of Admin & parents.

Perhaps by the time I get to test the year 4-7 students in the future I will not have any candidates for my small group reading program! That would be progress!

Thank you.

And finally, from **Helen Key**, a reference to a **very interesting article**.

It's copyright material, so we can't reprint it but it's well worth looking up.

Just follow the link below or google the title of the article:

"Dear Team,

On Monday, at Adele's Move to Learn Workshop, I mentioned this research about the connection between estrogen levels & how the brain processes sound & was asked to forward it on to you as it might be an article for a future "Missile".

Trust it may be of interest to you."

Estrogen Controls How The Brain Processes Sound

ScienceDaily (May 6, 2009)

<http://www.sciencedaily.com/releases/2009/05/090505174543.htm>

Until next month, keep on rolling!

From The Move to Learn Team
Barbara, Jini, Stacey, Rick & Nikki & Manny



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