

# Journey of Discovery in Mathematics



Enthralling, Inspiring, Involving

## Progress Development Reference System

### Introduction

This system has been developed and designed to serve **Investigative, Intuitive Learning on a Concrete Basis** and consequently is based on “can do”. To enable the reader to appreciate the system, I begin with a background to this learning approach.

### Background

**Investigative, Intuitive Learning on a Concrete Basis** builds entirely on success. New topics develop upwards from the concrete level and so every child experiences success. Further progress consists of the developing, extending and refining of existing competences. Building on success means that there are no learning holes to plug and there is no failure to correct. For these reasons the conventional diagnostic approaches, normally testing, and the correction of perceived failures are unnecessary.

Each and every child learns with and within the group, and **Interaction** through **Doing**, **Thinking**, and **Talking** is a natural part of the activities. The approach includes a stream of new Impulse-Activities for pair and group work together with periods wherein each child, pair or group exercises choice over activity, the content within it and the abstraction level at which it will be pursued. Learning advances on a wide front. Learning progress has been shown to be surprisingly high and easily exceeds the performance of all known conventional courses and current syllabi.

Children collect their illustrative and written work in their own **Creative Portfolio**, the organisation of which, under specific fundamental requirements, remains their responsibility. The very nature of the **Creative Portfolio** quickly gives a person – child, guide, parent – a good view of the learning progress made and clearly indicates learning avenues which could be followed.

The **Creative Portfolio** is further supported by the **Journey of Discovery in Mathematics Progress Development Reference System**.

### The Journey of Discovery in Mathematics Progress Development Reference System

is fundamentally an analytical developmental instrument, fully indicating the children’s learning progress and where development can take place.

Each competence is described using only a few words and in the early stages small illustrations are also provided to assist non-readers. There are separate categories for each of mental, concrete, illustrative and written competences. Recording progress consists of indicating with colour lines the competence development attained to date. At any time the recording can be updated. This is a very quick process and can be easily understood and performed by the guide or the children themselves.

Determining the competence progress can be achieved by observation, interaction, examination of spoken, illustrative and written output as well as by considering the children’s **test pieces**. The **test pieces** are composed and conducted, under specific fundamental requirements, by the children themselves.

The **Content** part of this **Reference System** together with the **Creative Portfolio** can be very easily and quickly understood and interpreted thus providing an ideal situation for reflection and analysis for all concerned – children, guide and parent. Children are thus equipped and able to exercise choice and make day-to-day decisions about their learning programme, independently or in consultation with a guide or companion.

The **Process** part of this **Reference System** refers to the children’s approach to **Investigation** and **Interaction** and serves as an impulse to discuss improvements in these competences.

**Note:** The **Progress Development Reference Systems** in the other Absolutely Learning subjects are similarly designed. In all cases they are available under license.

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