

The Philosophy and the Practice of The Andersen Attitude Method of Teaching

by
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The purpose of The Andersen Attitude Method of Teaching is to provide an education, to the teacher of education, that will enable them to improve the learning ability and performance of all of the students in their classes.

This is most necessary today, because school is not now the institution of learning it once was. By this failure, school is not now preparing the child of today with the skills of an adaptable reasoning and greater sensitivity in how they process information, and in how they support each other in their social environment, for the very different economic and social world they must live and work in.

The operation of school does not, therefore, recognise how the work and social world our children will move into will be increasingly dominated by a controlling artificial intelligence and beset with huge social problems as masses of people will be forced to resettle through the effects of global warming. In consequence of this, school is not providing its students with the very necessary skills of higher reason they will need for their time as a citizen worker.

Instead, and because of factors of competition, school has become a processing of the child on the apparent ability they display, in order to present an image of a successful institution. To this end, students are deprived of a clear instruction that compensates for the distractions that play upon their minds and interests, and are drilled on past examination papers, taught exam techniques and given special assistance, where necessary, to gain a better grade. The pressure upon schools to appear successful has developed an increasing tendency to expel students if they are expected to obtain low pass marks in their final examinations, which would affect the status or reputation of their school. Accordingly, in 2017, 15,000 students were expelled from British schools because their teachers could not bring them up to a satisfactory level of performance for their final examinations, and so avoided their schools losing prestige in the national ranking system. The schools of very many other countries adopt the same strategy for the same purpose.

This failure of the teachers to successfully develop the learning ability of their students lies in the philosophy they were educated in and caused to work under, which sees the ability of the student as a greater consequence of social and inherited factors and less so the ability of the teacher. This belief has created within teachers a mind-set that fails to understand the sensitivity of the mind and how this constructs the functioning of the brain to learn.

The Andersen Attitude Method of Teaching offers to reconstruct education globally, by training teachers to understand how this relationship of the mind and the brain of their students is one that their attitude greatly influences. Through this understanding, teachers are caused to be more aware of how their students perceive their presence and feel emotionally able to relate to them and the information their personality introduces them to and requires their understanding of.

It achieves this by firstly explaining why student ability is not the same as intelligence, and is therefore set about factors of language and emotional content within the student. By a full realisation of this, the teacher will be caused to accept less the apparent ability of the students in their classes and consider more how they may improve this ability by their attitude:

Firstly, in the manner of their familiarity, sincerity and wisdom to inspire emotional stability within their students to want to learn, and

Secondly, by the patience and sensitivity by which they explain information, to develop a clear and secure understanding of what is to be learned within the mind of each and every student in their classes, to develop this learning.

Through realising why school ability is not a factor of intelligence, but one that evolves through the “brain environment complex,” teachers of long experience will be caused to realise how and why they are not as effective as they once thought they were.

Once, they have been trained to understand what sensitivity means in how they present their attitude to their students, teachers will witness how their students will be more able to focus on their learning and present a more supportive behaviour towards them and their peers in the classroom, just as their attitude develops greater care in how they relate to, process and present information. By their greater understanding to all that is happening in the learning process, teachers will be better able to guide their students to be more sensitive in how they interrogate information to be clear in understanding it, to be more sensitive in associating this to previous learning experiences to be more accurate and faster in the responses they recognise from these relationships, and, then, to be more sensitive in how they present their mind to the question or response required for their evaluation.

The Andersen Attitude Method of Teaching has evolved through 40 years of a combination of scientific research in how the brain actually develops to learn and practical teaching experience from kindergarten through the school years to the university level, to bring a

new psychology to the education process. This psychology will enable teachers to be better able to develop a higher reasoning ability in their students as to what they are learning, which will enable them to obtain higher results in their final examinations. However, and far more importantly, it will enable them to be more proficient in how they reason once they leave school, to make their world a safer, happier and fairer one for all, and so cause school to be the learning institution it was once designed to be.

You can find out more about The Andersen Attitude Method of Teaching by clicking on the ON-LINE Course: Teaching and Learning in the 21st Century.

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