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TESTIMONIALS

We want to be measured by our results and already they are impressive. Here are just a few of the testimonials received so far:

- "There has been a significant increase in engagement, productivity and enjoyment for the students who have been using the products. The quality of the work they are now producing is much improved and the students themselves are excited about being able to stand rather than sit. The results have been so positive that I would not have believed them if I hadn't seen them. We have now increased our order and the rest of the teaching staff are eager to use them in their classrooms."*

Todd Langford – Head of Teaching and Learning – Mueller College
- "The teachers noted that the stools are helping with co-operative learning and improve the concentration of the students."*

Melise Sutton – Principal Margaret Jurd College
- "There was a general feeling of increased attentiveness and engagement when students were using the stand-up stretch desks. It also provided greater visibility for students in the back of the room. The increased ability to use non-verbals and eye-contact aided student engagement."*

Chris Nstrom – Smith Cannon Hill Anglican School
- "They could sit and stand easily, re-group deskstops or even put them away against the wall to free up the learning spaces (for drama activities or kinaesthetic learning, for example). Innovative teaching and learning is highly valued at Newington, so we want to maximise the benefits for our students."*

Dr Yvonne Smith – Head of Library – Stanmore Senior Campus Newington College

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LEARNITURE™

We would like more schools as trial sites and we have a compelling offer. Allow our Certified Ergonomic Evaluators to come in and assess your needs and come back with a **prescription** of furniture and strategies for its effective implementation. If you follow the guidelines, we are convinced you will see results quickly and that those results will translate into higher standardised test scores. What we ask in return is that you share this data with us on a confidential basis as part of a larger study we are undertaking across Australian institutions of learning.

If we are wrong (we are not) then **we offer you your money back after 12 months.** The choice is simple: watch other schools overtake you or join the **Reed Learniture Revolution.**

LEARNITURE™

CREATED TO PRODUCE
IMPROVED LEARNING OUTCOMES

- ✓ Conceived in Neuroscience
- ✓ Designed in Cognitive Ergonomics
- ✓ Engineered for performance

**HIGHER
EXAM
RESULTS
GUARANTEED**

Focus
Activation
Task orientation
Productivity
Declarative memory
Concentration
Creativity
Cognition
Attention

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INTRO

Recent research shows that new neurons can be created in the hippocampus in a process called Neurogenesis. What drives the creation of these new brain cells is not maths equations, puzzles or remembering Shakespeare's sonnets; it is movement, especially aerobic movement.



NEUROSCIENCE

Movement

Further, increased oxygen flow to the brain through movement has recently been shown to increase capacity and flexibility in the frontal lobe, that uniquely human part of the brain where Executive Control occurs. The increased flow of oxygen and nutrients stimulates the growth of capillaries throughout the brain.



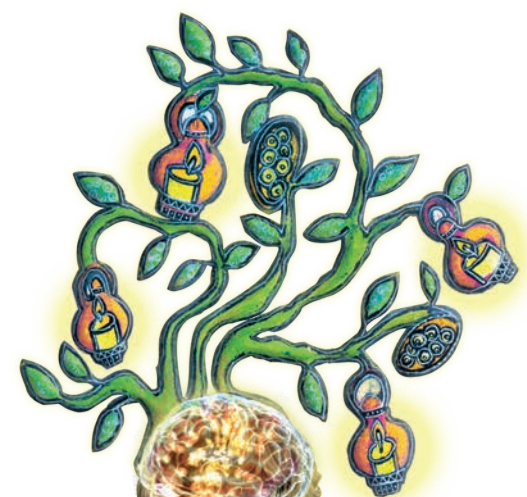
"Physically fit children identify visual stimuli faster than sedentary ones. They appear to concentrate better. Brain activation studies show that children and adolescents who are fit allocate more cognitive resources to a task and do so for longer periods of time."

Dr John Medina
Brain Rules

Fidgeting

Even small movements are beneficial and can serve to maintain focus through a process of occupying neural pathways. Teachers are familiar with the VAK model of learning where students display a clear preference for receiving information through one of three neural channels - Visual Auditory or Kinaesthetic. The Teaching Alliance of America estimates that the current student cohort is:

- **Visual 29%**
- **Auditory 34%**
- **Kinaesthetic 37%**



A useful strategy for many students is to occupy other neural pathways to focus on the desired pathway needed at that time. Some students doodle to listen, others fidget to focus on audio-visual tasks, some listen to music to watch and observe. What may appear to teachers to be a student fidgeting and exhibiting a total lack of attention, can in fact be the opposite. The rule of thumb is that as long as the student is not disrupting others, then let them fidget and move as it is a strategy for concentration.

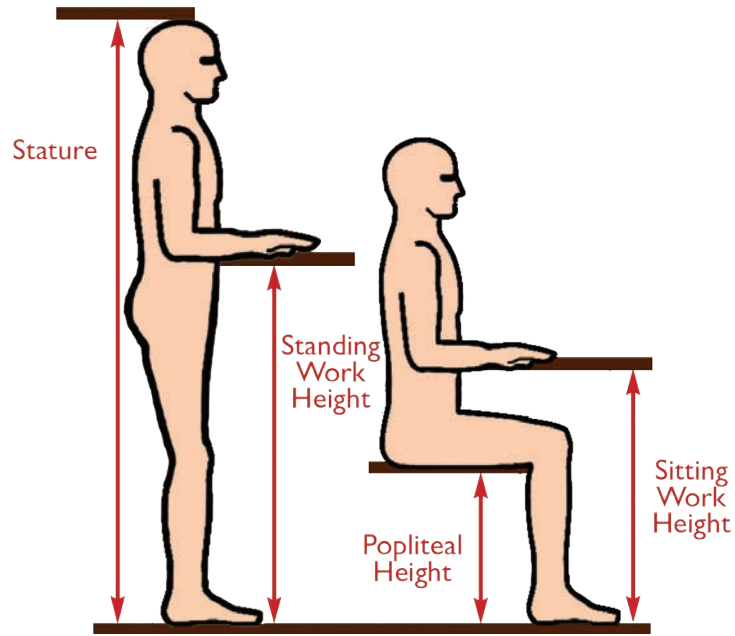
This strategy is particularly relevant for students who have been diagnosed with ADHD, a poorly described disorder as in fact that these students do not have a deficit of attention but in fact have a surfeit of attention - but the attention is directed everywhere.



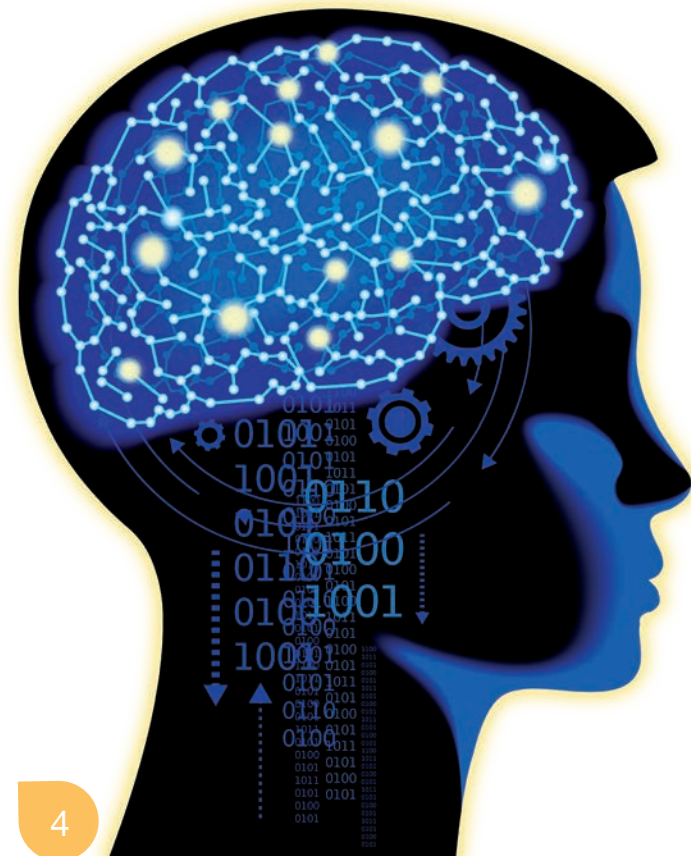
Attention/Distraction

We are pre-programmed to be interrupted. We give preference of attention to the new and novel. If our ancestors had not developed that skill they were less likely to be our forebears and more likely to be someone's lunch! A loud noise, a bright light a smell of fire gets our attention, and clearly, the largest source of distraction in the classroom is other students. According to research, however, even a relatively small change in either the presentation of material or in the perspective of the student reinvigorates attention. The ability of students to change location in the classroom reset the timer on attention span. That included a change in posture from seated to standing and vice versa.

Reports on increases in productivity amongst office workers using SitStand desks allowing postural change are dramatic, with **49% increase** in successfully completed work tasks over a control group using fixed desks. Figures being quoted in schools for similar strategies show approximately 10% improvement in cognitive development.



"Kids are less likely to be disruptive in terms of their classroom behaviour when they are active"
Dr Antoinette Yancey



COGNITIVE ERGONOMICS

Ergonomics is the process of fitting the worker (in this case the student) to the task, but the vast bulk of Australian students are totally ill-equipped for their job of learning to the best of their ability. While in offices and businesses the adult population has for more than a generation been better outfitted than ever to enhance productivity students have been completely neglected.

There may be a number of reasons for this:

- There is no commercial return for efficiency with students
- Budgetary constraints are perennial and no one looks at the ROI on furniture
- A simple lack of understanding of the impact of improved furnishings and ergonomics on student performance

In fact the need for ergonomically designed products in schools is much greater than in businesses because of the huge anthropometric variance in the student cohort.

The early years of high school are perhaps the worst case when girls experience a growth spurt first and then 18 months to 24 months later the boys overtake them again. Thus co-ed schools are more problematic than single sex schools. There is evidence too that schools in lower socio-economic settings have a more ethnically diverse student cohort, leading to still further variation in heights and weights of children.



Further there is a structural problem, a real lack of data on today's sizes of students. The Victorian Education Department shows growth charts on its website. These growth charts are now almost 30 years old and both anecdotal and observational evidence is that students at each age are taller and heavier than at any time before. The average young man is 3 shoe sizes larger than his father, yet almost all Australian furniture suppliers are still using data from last century as the design criteria. Even worse that data is not Australian, it is American.

Simply because of geography and demography the Australian population is more diverse, both ethnically and in terms of body size and shape. Our proximity to Asia with typically slither body shapes is compounded by our proximity to the Pacific Islands with typically more robust body shapes.

Many companies have products that move and adjust; the difference lies in what we know and how we can add real value to the teaching and learning experience.

Australia may well be the most challenging nation on the globe to fit the student to the right sized age appropriate furniture. Most suppliers are simply recommending the wrong sized furniture and most schools don't know the difference. **Reed Furniture** has addressed this issue in two ways, improved training and the use of the most recent broad based multinational anthropometric data available.

- ALL of our staff who are facing customers are Certified Office Ergonomics Evaluators. They are not just sales people but people who can assess and recommend what will best suit each individual school.
- We use a survey of over 100,000 students conducted across 15 nations as the basis for design and recommendation.



RESULTS

By combining the disciplines of Cognitive Ergonomics and Neuroscience we are able to target those students who are most likely to benefit from our strategies and the good news is that these strategies seem to be most effective in lifting from the bottom - the troublesome students, the distracted and the underachievers.

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Those who have the most room for improvement have the most to gain in terms of real results. For school-wide averages this is mathematically very significant. While all students will benefit to some extent, the students who are already performing and achieving do not have quite as much upside but will gain by having others in the class being less distracted and disruptive.

Does this show up in standardised tests such as Naplan, ATARS etc? We are working on it as this is still very new. We are asking schools to report back and the evidence so far has been very impressive, in fact astonishing.

