Phases of learning

Phase of learning 14	Exit goal(s) The student can:	Effective teaching strategies The teacher should:
Acquisition *In this phase:* Students learn to demonstrate facts, concepts, strategies and procedures	• demonstrate facts, concepts, strategies and procedures accurately, with minimal support	• model the use of facts, concepts, strategies and procedures, talking through their approach • present examples that assist students to build on their background knowledge and skills • model multiple examples before students are expected to demonstrate their understanding of facts, concepts, strategies and procedures independently • provide students with permanent models for their reference (eg completed problems) • monitor student responses in order to

		ensure understanding • monitor student responses in order to ensure students do not repeat errors • provide appropriate feedback to students about *accuracy* and *effort*
Fluency *In this phase:* Students get faster at demonstrating facts, concepts, strategies and procedures	• demonstrate facts, concepts, strategies and procedures readily • combine newly acquired knowledge and skills with existing knowledge and skills	• provide frequent opportunities to practise the use of facts, concepts, strategies and procedures • provide opportunities for guided practice before independent practice • plan learning experiences that elicit frequent student responses • provide appropriate feedback to students about *accuracy* and *fluency*
Maintenance *In this phase:* Students demonstrate their ability to retain facts, concepts, strategies and procedures	• demonstrate the retention of facts, concepts, strategies and procedures	• initially provide opportunities for frequent review of previously learned facts, concepts, strategies and procedures. The need for review reduces over time.

		• build on students' understanding of facts, concepts, strategies and procedures by providing varied and increasingly complex examples • provide opportunities for students to reflect on and evaluate their learning • provide appropriate feedback to students
Generalisation *In this phase:* Students learn to apply facts, concepts, strategies and procedures in different contexts	• distinguish between similar facts, concepts, strategies and procedures • use facts, concepts, strategies and procedures in different contexts	• identify conceptual links between strands • provide opportunities for students to use facts, concepts, strategies and procedures in unfamiliar contexts, including problem solving • provide opportunities for students to use problem-solving strategies in everyday contexts

Legend

Code	Level of Support	Definition
FP	Full physical assistance	Physically assisting a student through every action involved with completing a task
PP	Partial physical assistance	Partial physical guidance to complete a task. Such as: a touch on the hand
M	Modelled response	A demonstration to the student of the required action.
G/S	Gesture/sign	A non-verbal action/instruction which cues a student to perform a task or required action (e.g. signing/pointing)
V	Verbal	A spoken instruction which informs the student of the desired action.
I	Independent	Completing a task with no level of support