

THE 4 STAGES OF LEARNING

NEW LEARNING - GOOD STRUGGLE

1 Students' brains are actively working on new knowledge, skills or understanding that they have not seen before. Their recall, performance or discussion is, at the beginning, hesitant and unsure. It is often rough and ready until the student begins to get a little more comfortable. New Learning is never smooth and never 'successful' at whatever level the student is performing. Early on at the 'New Learning' stage the student may appear hesitant and unsure, slowly gathering confidence as the new Learning begins to be more familiar to them. Students at the New Learning stage are in Good Struggle and look for relatively frequent re-assurance that they are at least on the right track in order to stay motivated.



CONSOLIDATING - GOOD STRUGGLE

2 Students at Consolidating level still need support and reassurance but much less frequently than at 'Beginning' level. They are more comfortable with what they have to learn and how they have to learn it, but they still have some way to go before their Learning becomes fixed. Students at this stage have a relatively clear idea on what they need to do to get better and what it will look like.



TREADING WATER - NO STRUGGLE

3 Students are not getting better. They may be getting everything right or making the same mistakes repeatedly with no struggle to get better. Students may be busy and engaged, but they are not busy Learning. Students' brains may not be working hard and hence there is no struggle. Students can appear distracted, off task, or have low productivity.



DROWNING - BAD STRUGGLE

4 Students are in a negative state and are feeling bad about their Learning or moving backwards in their Learning. They may appear overly dependent on others (copying) or hide from the teacher and not participate due to fear about their Learning. They may have little or no motivation to try hard, and they may be reluctant to ask for support having given up. Students may be busy, but are repeating mistakes that reinforce misconceptions, leading to the brain hardwiring the wrong knowledge, skill or understanding. Students may appear frustrated and overwhelmed.

