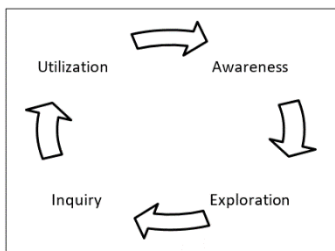


## Stages of Learning

The stages of learning are based on an interactive-constructivist view. The cycle is not developmental; children and adults experience the cycle of learning whenever they acquire a new skill or gain new knowledge.

<b>Awareness</b>	<b><u>What Children Do</u></b> Experience Acquire an interest Attend Perceive	<b><u>What Teachers Do</u></b> Create the environment Provide opportunities; introduce new objects, events, people Respond to child's interest/experience Show interest, enthusiasm
<b>Exploration</b>	<b><u>What Children Do</u></b> Observe Explore materials Discover Create Figure out components Construct own understanding Apply own rules Create personal meaning Represent own meaning	<b><u>What Teachers Do</u></b> Facilitate Support/enhance exploration Extend play Describe child's activity Ask open-ended questions "What else could you do?" Respect child's thinking and rule systems Allow for constructive error
<b>Inquiry</b>	<b><u>What Children Do</u></b> <b>Examine</b> Investigate Propose explanations Compare own thinking with others Generalize Relate to prior learning Adjust to conventional rule systems	<b><u>What Teachers Do</u></b> <b>Help refine understanding</b> Guide children, focus attention Focused questions, "What else works like this?" Help make connections
<b>Utilization</b>	<b><u>What Children Do</u></b> Use the learning in many ways; Learning becomes functional Representing learning in various ways	<b><u>What Teachers Do</u></b> Create vehicles for application in real world Help children apply learning in new situations Provide meaningful situations in which to use learning.



Content taken from: Bredekamp, Sue and Teresa Rosegrant, *Reaching Potentials: Appropriate Curriculum and Assessment for Young Children, Volume 1*, National Association for the Education of Young Children, Washington D.C. 1992. pgs. 28-42.

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