**Modelled mathematics**

a teaching approach used in  
**small group focus**

**The teacher:**
- presents the learning experience
- models and describes effective strategies, making links to the students' previous experiences
- shares other related skills and understandings that can be brought to the experience
- uses materials and records the mathematics
- allows time for students to think and work independently

**The students:**
- talk about the demonstration
- model the strategies using materials and/or diagrams

**Prompts**
- Watch me while I …
- Do you remember how we …?
- Let's try that now …
- Listen while I explain …
- Imagine yourselves …
- Now you try …
- Tell me about …
- When have you used this before?
- How is this the same?
- How is this different?

**Shared mathematics**

a teaching approach used in  
**whole class focus**  
**small group focus**

**The teacher:**
- introduces the learning experience

**The teacher and students:**
- identify and practice the known skills and understandings relevant to the experience

**The teacher and students:**
- highlight and explore other related skills and understandings

**The teacher:**
- introduces the key mathematical ideas and provides time for individual thought
- leads the discussion and questions students, helping them to make connections

**The teacher and students:**
- explore the mathematics using materials, oral language and/or written recording
- share and justify their ideas
- make connections between mathematical ideas to create a generalisation

**The students:**
- articulate their own ideas to describe these connections and generalisations

**Prompts**
- Today we are looking at …
- What do you know about …?
- Do you remember when we …?
- Why do you think that would work?
- What do you know about?
- Show me …

**Guided mathematics**

a teaching approach used in  
**small group focus**

**The teacher:**
- introduces the learning experience
- encourages students to identify relevant known skills and understandings
- provides time for individual thought
- guides students
- scaffolds individual learning

**The students:**
- talk, think and work their way towards making sense of the mathematical ideas
- engage in conversations with the teacher
- make connections to develop a generalisation

**The teacher:**
- reinforces the generalisation with the group
- Addresses any issues that may arise

**The students:**
- question, explain and justify their own views and interpretations

**The teacher and students**
- Use materials, oral language and/or written recording to support the use of the generalisation in new situations

**The teacher**
- Acknowledges successful problem solving and appropriate estimation and checking strategies

**Prompts**
- Today you will ...
- What mathematics could you use?
- Tell me about ...
- When have you used something like this before?
- How are these the same?
- How are they different?