



Walker Learning	
Accreditation Criteria Foundation – Years 3-6	
Learning Environment	
The learning space reflects spaces for individuals as well as small groups to work	
No assigned seating allowing for students to make decisions about their seating in most instances	
Provision for students to have opportunities to input into the learning spaces and learning room set up	
Some learning centres / spaces that provide media, technology, creativity, the arts, personal, reading, sensory and input from students	
Communication Board	
Students checking in each morning with use of diaries and schedules,	
Weekly timetable displayed with daily updates	
Statement of Intent (SOI) updated on a fortnightly basis with all areas included	
Current key learning intentions in literacy, numeracy and other key curriculum learning subjects displayed for students	
Subject focus and learning intentions for Education Research Project clearly displayed	
Affirmation section and updated regularly and evidence of how these are shared and stored	
Compulsory and option clinic groups are listed with intentions of each clinic group, names of students listed and times when running.	
Focus student roster	
Educator referring to communication board throughout the day for teaching and learning	
Board positioned in a way that students and teacher can access and use throughout the day and view easily when teaching in a whole group	



Board items at student eye level, easily read and neat and tidy.	
Education Research Project (ERP)	
At least 3 ERP sessions each week (or equivalent of at least 4-5 hours per week)	
Each ERP session to include a mix of immersion, teacher input (explicit teaching instruction) and some times student work time	
Student interests being evident and linked to a learning intention and not linked to a topic based or subject based theme	
Students interests being genuinely invited and discussed and shared at commencement of each new term (records of student interests kept and recorded)	
Immersion experiences linked to a wide range of intentions rather than topic based units	
Assessment to include self and peer assessment	
Emphasis of assessment to include the process not only the end project	
Teacher instruction and input related to proposal form	
Clarity demonstrated in students that it is a project based on the subject focus and learning intentions and that their own interest is a small element of the project	
Minimum requirements and use of computers for "research"	
Range of technologies and resources/materials for projects (avoidance of posters and power points as much as possible)	
Literacy and numeracy and other curriculum areas are able to be linked into the ERP	
Aspects of the ERP can be integrated into Literacy and Numeracy	



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DEVELOPMENTALLY & CULTURALLY APPROPRIATE PRACTICE

<p>A general one sentence aim identified by the teaching team in plain English (not curriculum outcome language) is identified and shared with students as the main aim for the learning for the term.</p>	
<p>3-6 key learning intentions are identified by the teaching team around the main subject focus</p>	
Expo	
<p>Key elements of the expo to include process of learning not just end product, evidence of links between interest and learning intentions, proposal form drafts and development process.</p> <p>Parents and community are invited to attend expo</p> <p>Students organise the expo as much as is possible and appropriate</p> <p>All aspects of learning across all curriculum areas are shared at expo, not just ERP</p>	
<p>A letter of explanation to parents explaining how to ask students about the learning, not the interest is provided at the commencement of expo and at the commencement of each term</p>	
Class Meetings	
<p>A blank Weekly Class meeting agenda posted for student input on a Monday morning on the communication board</p>	
<p>Teacher to have discussions throughout the week and to use prompts such as UTube or news items to facilitate ideas</p>	
<p>Weekly meeting of at least 20-30 minutes held toward the end of a week timetabled as a legitimate aspect of the week every week</p>	
<p>Broad range of issues related to world, national and local events but not about behavior, social or friendship issues</p>	
<p>Class leader and note taker (class minutes) each week</p>	
<p>Student based discussion with facilitation of teacher but not dominated by teacher</p>	



Notes collated in some form and shared with class and perhaps parents or school community	
Focus Students	
Focus students are rostered for each term over each fortnight and participate in discussion with teacher and peers at tuning in.	
Teachers work with focus students at various times during the day in a range of curriculum subjects.	
Focus students reflect with teacher and peers on their learning and life	
Planning and Documentation	
A term menu has been developed for all key curriculum areas (which link to State/National Framework). NB Term menu does not have week numbers	
Students learning is recorded in the Individual Record sheets.	
The Statement of Intent is used as the primary planner on a fortnightly basis for all curriculum areas	
Subject focus, aim and intentions are all planned each term for the ERP	
Clinic Groups	
Compulsory clinic groups are used each week for a range of curriculum areas and displayed on communication board	
Optional clinic groups are offered each week in curriculum areas.	
Professional Learning & School Support	
Leadership	
The leadership of the school understand, endorses and supports the teacher in implementation of SLP WL.	
The leader provides the mentoring and budget for PD, resourcing and parent information	
The leader has attended a study tour or introductory PD of the approach	



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Professional Development	
The teacher has completed a minimum of 30 hours professional learning over 2 years	
15 hours mentoring	
1 day study tour	
At least one additional PD (eg Education Research project)	
Other	
Comment from Early Life Foundations Accreditor	
<p>Years 3 to 7</p>	
Early Life Foundations Accreditor:	Date:
Signed:	