



Walker Learning Accreditation Criteria Early Childhood Education	
General	
<p>Demonstrated implementation of key principles and practices of WL which include:</p> <ul style="list-style-type: none"> • The four elements of “Tuning In”: Admin; Review & Reflection; Scaffold for Learning; Intentional Dispersal • The four elements of “Reflection”: • Relationships a priority / focus children roster • Roster for reporter and photographer (3+ years) • Learning intentions displayed each day for children • Teacher works with each Focus Child during investigations 	
<p>Demonstrated rigorous application and implementation of investigation time including:</p> <ul style="list-style-type: none"> • Working with Focus Children • Incidental scaffolding of other children • Taking some observations or records 	
<p>Evidence of Intentional Teaching in development and all aspects of learning across all components of the day which includes using:</p> <ul style="list-style-type: none"> • Freebies used as model to link into development, literacy and numeracy or other aspects of learning • Children’s interests for pre planning in development, learning and literacy and numeracy experiences and other learning • Intentional age appropriate numeracy and literacy opportunities that offer breadth and lateral opportunities for intentional, incidental and responsive scaffolding of literacy and numeracy 	
<p>Investigations conducted all day / session</p>	
Planning and Documentation	
<p>Planning which clearly identifies goals in development and learning two weeks ahead (which link to EYLF and development)</p>	



Walker Learning

DEVELOPMENTALLY & CULTURALLY APPROPRIATE PRACTICE

Accurate and systematic records of children’s development, learning and skills acquisition	
Statement of intent and individual record sheets are a part of planning and documentation	
Learning Environment	
Clearly defined learning centres inside and outside	
Learning centres are simple, tidy, engaging and linked to developmentally appropriate practice	
Experiences are open ended	
Print rich experiences at all learning centres	
Broad and rich range of “learning centres” (indoor and outdoor) which stimulate children’s language and thinking skills and link the experiences to literacy, numeracy and other learning across the curriculum	
Learning centres include all key areas including: Dramatic play, collage, sensory, construction, reading corner, painting/drawing/mark making, tinkering, numeracy resource and literacy resource areas. Baby rooms not expected to have all learning centres.	
Learning outdoors -variety of outdoor experiences offered, including variable gross motor opportunities - incorporating balance, coordination and age appropriate physical challenges, quiet/reflective spaces, sensory experiences, natural environment play spaces and dramatic play spaces. Attention to detail with the set up should be noted	
Babies environment - Warm cosy spaces – home like environment, soft furnishings for cuddling and relationship development, sensory opportunities including - visual, tactile, auditory and olfactory opportunities, physical spaces for skill development and mastery – rolling, sitting, crawling, reaching, pulling up, balance and walking (materials & equipment to support all of this). The spaces should be open enough for movement but the division of spaces interesting enough for the children to explore and investigate through the “mini rooms” within the room.	



Tuning In (3 year olds & older)	
Review of the developmental, literacy and numeracy goals set out in the two/three -week planner <u>before</u> the beginning of every investigation block.	
Tuning in” at the beginning of <u>every</u> investigation time which reflects and relates to development, literacy and numeracy goals or other areas	
All children to be a Focus Child once every two/three-week period. Focus children are scheduled into a roster.	
There are focus children each day who have specific responsibilities and expectations	
Teacher demonstrates the skill of ‘scaffolding’ the focus children from their point of interest	
There is a reporter each day	
There is intentional and responsive scaffolding of the reporter	
Photographer each day (optional / may be part of reporter role)	
Investigations	
Teacher spends time with each focus child during investigations for relationship building, not for formal instruction	
Teacher checks in scaffolds reporter and photographer	
Teacher interacts with other children, incidentally scaffolding, chatting, and working alongside.	
Teacher takes notes on daily weekly record sheet for next day’s provocations.	
Teacher to spend time with each focus child during investigations	
Reflection Time (3 year olds & older)	
“Reflection time” each session with focus children, reporter and one or two other children to report back to group	



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DEVELOPMENTALLY & CULTURALLY APPROPRIATE PRACTICE

Teacher demonstrates the skill of 'scaffolding' children from their point of interest	
Pack up ("re-set") the classroom after reflection time	
Professional Learning & Leadership Support	
Continued leadership support of ECE team	
The teacher has completed a <u>minimum</u> of 24 hours professional learning over 2 years	
10 hours mentoring	
1 day study tour	
At least one additional PD (linking literacy and numeracy)	
NOTE; the educator will ensure developmentally appropriate practice by demonstrating intentional flexibility with the criteria	
Comment from Early Life Foundations Accreditor	
Early Life Foundations Accreditor: Signed:	Date: