



Walker Learning Accreditation Criteria Foundation – Year 2	
Tuning In	
Tuning in occurs first thing four mornings each week and does not exceed 20 minutes	
Tuning in welcomes students and provides opportunity for relationship building, is warm, inviting and engaging for the students	
A tuning in board displays daily learning and developmental intentions, the focus students, reporter and photographer	
A roster of all focus students, photographers and reporters is evident and displayed	
A review and brief discussion of some of the current learning and developmental intentions occurs including students to be role models and involved in modelling.	
Links to some of the investigations will be made at this time.	
2-3 focus students are brought to the front one at a time to hold discussion with teacher about life and learning re investigations. Scaffolding occurs. Honouring of student choice is observed.	
Photographer and reporter are each given appropriate and personalised task; students wear an identifying badge, jacket or similar	
Provocation box or provocations may be used to highlight a new resource in investigations or learning	
Reminder that teacher maybe on the look out for a freebie	
Intentional dispersal: The teacher checks in with a range of students re where and what and scaffolding takes place	
Evidence that any additional needs or other students that may require more support at dispersal have time with teacher	



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	
Accurate and systematic records of children's learning and skills acquisition are kept in the individual student record forms	
Statement of Intent (SOI) is used as the basis for planning.  Literacy and Numeracy intentions are clearly indicated and used for literacy and numeracy explicit sessions  Developmental domains are used for planning in the SOI	
The daily weekly record sheet is used for daily provocations	
Children's interests are documented and used in the planning for investigations and other curriculum areas	
Teacher plans for skills and learning intentions rather than activities in all key curriculum areas as the starting point in the planning process	
Focus Students	
All students are a focus over a 2 week period (3 weeks if class size is over 26)	
Evidence of focus students being a focus for the entire day, not just during investigations	
Focus students are provided with additional time with teacher during investigations and if possible during the day	
Focus students may be given additional jobs such as the roll to the office or collecting lunches	
Focus students talk at tuning in and reflection time, their special day as a focus	
Focus students wear an identifying badge or jacket so that other teachers throughout the school have the opportunity to chat and identify them as having their special day as focus	



Learning Environment	
The learning environment is not dominated by tables and chairs and there is no assigned seating for children	
Learning centres provide rich attention to detail	
Experiences are open ended and do not contain stencilled art work	
There is a range of relevant print rich experiences at most learning centres but no design briefs	
A broad and rich range of materials are present 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, literacy and numeracy resource areas, collage, sensory, construction, reading corner, and all areas as identified in Play Matters.	
The environment has a range of semi enclosed learning spaces, defined places and is set out to reflect opportunities for investigating alone, alongside one other or in a small group.	
If there is the opportunity, an outdoor investigation area is set up with similar areas.	
Investigations	
Teacher spends time with each focus student during investigations for relationship building, not for formal instruction	
Teacher checks in and scaffolds reporter and photographer	
Teacher interacts with other students, incidentally scaffolding, chatting, and working alongside.	
Teacher takes notes on daily weekly record sheet for next days provocations.	
Reflection Time	
Teacher demonstrated ability to scaffold any learning or skill, behaviour or value that the focus student represented or experienced	
Teacher did not just scaffold student into current learning intentions	



# Walker Learning

DEVELOPMENTALLY & CULTURALLY APPROPRIATE PRACTICE

Students (“re-set”) the classroom after reflection time and this was done calmly without extrinsic rewards	
Freebies were used for linking into next explicit literacy or numeracy session	
Freebies were used for affirming student or acknowledgement of work or effort or behaviour	
Reporter and photographer tasks were shared with students	
Students were included in general discussion of learning	
Teacher summarised learning and skills observed and modelled during the investigation and reflection session and how some of these may link to current or past or future learning	
<b>Linking to formalised instruction in other curriculum areas (including literacy and numeracy)</b>	
Teacher uses SOI to plan how explicit literacy and numeracy sessions will include students interests from home and investigations	
Teacher uses reflection when appropriate through freebies to link students investigations back to other curriculum learning	
Teacher uses provocation basket or other provocations in investigations to provide additional resources which link to current curriculum areas of learning.	
<b>Professional Learning &amp; School Support</b>	
<b>Leadership</b>	
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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DEVELOPMENTALLY & CULTURALLY APPROPRIATE PRACTICE

<b>Professional Development</b>	
The teacher has completed a minimum of 30 hours professional learning over 2 years	
15 hours mentoring	
2 day study tour	
At least one additional PD (linking literacy and numeracy)	
Other	
<b>Comment from Early Life Foundations Accreditor</b>	
<p style="text-align: center; opacity: 0.5; font-size: 48px; transform: rotate(-30deg);">Foundation - Year 2</p>	
<b>Early Life Foundations Accreditor:</b>  <b>Signed:</b>	<b>Date:</b>