



Walker Learning Leadership Accreditation

Walker Learning is an Australian designed teaching and learning approach (pedagogy) that authentically personalises learning and is developmentally and culturally appropriate. It is published through the Australian Council of Education Research Australia and designed by Kathy Walker (OAM) and Dr Shona Bass both former academics and researchers in education.

Walker Learning retains explicit teaching and learning of academic curriculum such as literacy and numeracy while making learning real, relevant and meaningful for all children regardless of their age, culture, family context, socioeconomic background or geographical position. It recognises skills for learning and skills for life as equal partners in education – education of the ‘whole child’.

Schools and early childhood centres (nationally and internationally) have implemented Walker Learning for over 20 years. It places the child at the centre of their learning and utilises developmental psychology and neuroscience as evidence based practice alongside cultural and environmental influences. Elements of social and emotional development are key aspects of Walker Learning.

Walker Learning is incorporated in a systems based model for the education of the whole child (birth to 12 years). It includes parent education, empowerment and inclusion of all children, teaching and learning in early childhood and at school, and establishing and sustaining links and networks between family and community. Walker Learning provides a seamless pedagogy and transition from childcare to preschool, to early and upper primary school and beyond.

Leadership who have been awarded Walker Learning Leadership Accreditation will have consistently demonstrated their conceptual understanding and practical application of Walker Learning as Whole School or whole Early Childhood Centre Philosophy that provides personalized learning for the “Whole Child”.

Leaders who are awarded accreditation have demonstrated awareness that consistency of philosophy and practice across a school or early childhood centre creates optimum learning for children and families.

Walker Learning Leadership Accreditation is for 2 years and renewed by a representative of Early Life Foundations (Walker Learning Division). Leadership undergoing accreditation process must provide evidence of the above through:

- Associated documents of dates or PD receipts of study tours, professional development and mentoring.
- Confirmation from Early Life Foundations representatives that leadership attended mentoring and other associated meetings or briefings of staff and parent sessions
- Evidence of Walker Learning parent sessions either conducted by ELF consultants or by School / EC educators
- Evidence of acknowledgment of Walker Learning listed on Website and brochures
- Evidence of Walker Learning being the guiding influence through strategic plans or board/council meetings.
- Demonstration that resourcing is provided in order for staff and learning environments to fulfill Walker Learning requirements in teaching and learning.
- Evidence that the school recruits staff aligned to Walker Learning philosophy
- Evidence of ongoing PD and mentoring for staff
- A 1-hour meeting is held with ELF staff (WL) to verify the above.
- A tour of the school/ECE to observe Walker Learning in action and the learning environments.



Leadership will have demonstrated excellence in leadership and implementation of Walker Learning. Leadership will demonstrate the conceptual understandings of Walker Learning philosophy, theoretical constructs and empirical research underpinning the approach (neuroscience, developmental psychology, emotional intelligence, planning and documentation)

- Whole school commitment to Walker Learning pedagogy from Preschool - Year 6 or preschool or Birth- 5 years in Early Childhood Centre.
 - Leadership has attended Walker Learning professional development, including Study Tour(s) and/or P-6, 3-6, F-2 or Early Childhood introductory sessions
 - Leadership attends 70% of Walker Learning mentoring sessions with a Walker Learning Consultant
 - Leadership has a rigorous understanding of the key elements the Walker Learning pedagogy and has read both Play Matters & Engagement Matters or Early childhood Matters (if ECE)
 - Walker Learning has been implemented in the school or ECE for at least minimum 2-3 years
 - Walker Learning is embedded in the school or ECE strategic and operational plan
- Professional development of teachers in the implementation of Walker Learning is strategic, planned and prioritized within the school
- Ongoing budget for Walker Learning professional development is provided for ongoing growth and development across the school of staff, resources, PD and mentoring
 - New staff are hired, recruited and supported into the Walker Learning environment
- Parent and community education of Walker Learning is strategic, planned and prioritized within the school
- School Council supports the active and ongoing implementation of Walker Learning pedagogy
 - Parent community are informed annually and included in discussions regarding Walker Learning pedagogy
 - Walker Learning is acknowledged by the school/ECE in its brochures, website as being the teaching and learning philosophy being used in the school