

Walker Learning Transition from Year 2 Information Session



Welcome

Introduction

- ▶ Rysia Pritchard- Walker Learning mentor (Early Life)
- ▶ Mel McDonald - Deputy Principal Years 3 & 4
- ▶ Jesse Olds Year 4 accredited Walker Learning teacher
- ▶ Mel Teasdale Year 4 accredited Walker Learning teacher



Snapshot of Pedagogy

- ▶ Draws from the fields of developmental psychology and neuroscience
- ▶ Intentional explicit instruction in the skills of literacy, numeracy and STEAM
- ▶ Life skills are intentionally and explicitly integrated across all learning areas
- ▶ Learning is authentically, culturally and personally relevant and meaningful
- ▶ Places relationships as the central motivator for learning
- ▶ Embeds a growth mindset that acknowledges effort, strategy and progress
- ▶ The starting point for all teaching and learning is the whole child

Comparison

Because the brain changes significantly around Grade 2 and 3 - that is significant neurological changes around 7 and 8 years old - so Walker Learning changes too.

Preschool to Year 2
Focus Children
Tuning In & Reflection
Learning Environment
Investigations
Children's Interests
Reporter & Photographer
Parent Information Board
Freebies

Years 3 to 6
Focus Children
Tuning In & Reflection
Learning Environment
Education Research Project (ERP)
Children's interests
Expo
Communication Board
Clinic Groups
Class Meeting

What is the same?

Focus Students

- ▶ Tuning In
 - ▶ To the child
 - ▶ To the learning
 - ▶ Creating connections
- ▶ Reflections
 - ▶ Unpacking the skills
 - ▶ Making the skills explicit
 - ▶ Conversations to extend learning

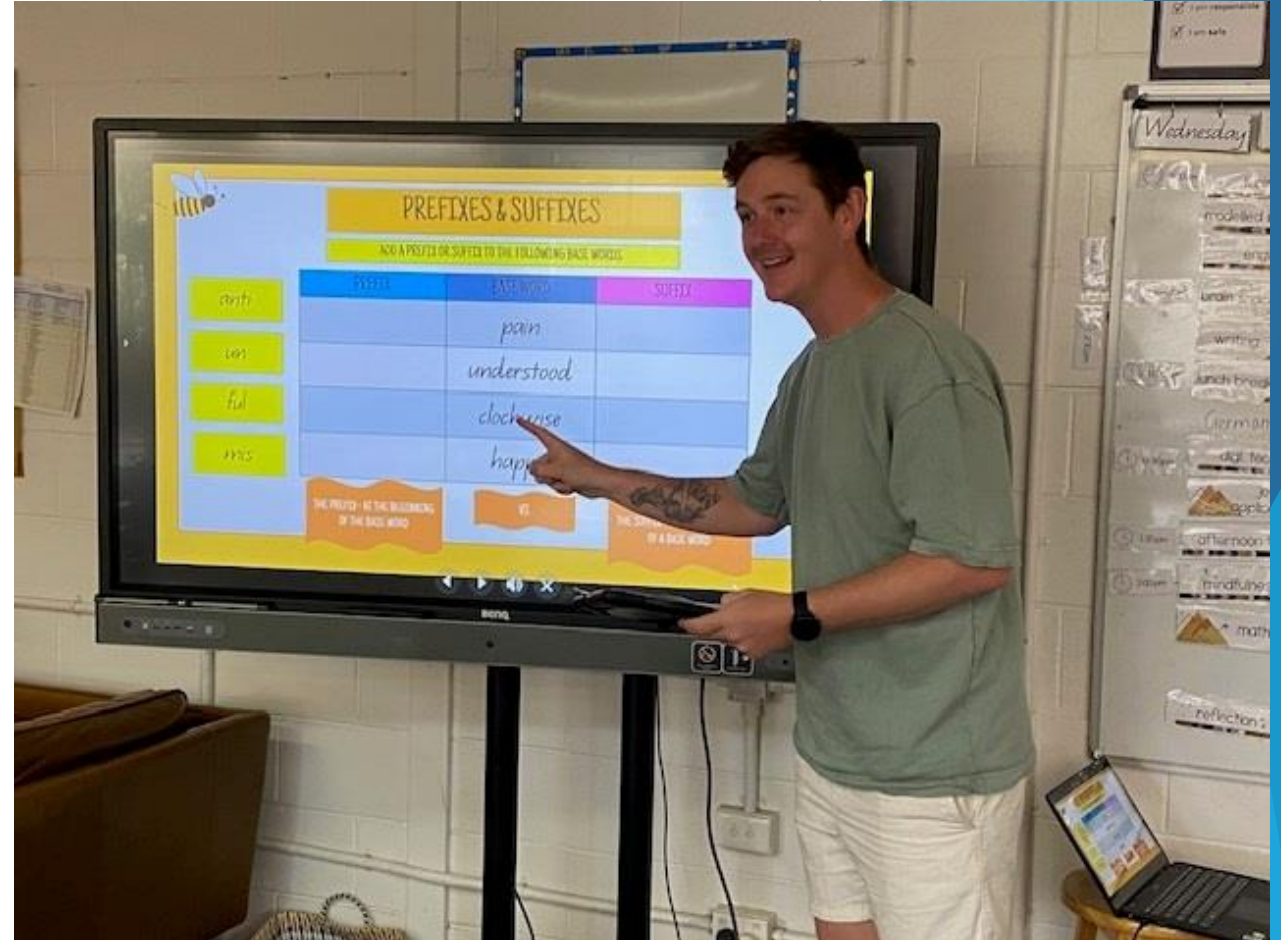


What is the same?

Explicit Teaching

No different

- ▶ Walker Learning provides a range of strategies to engage students and that complement and **add value** to explicit teaching and learning in all curricular areas.
- ▶ Intentional



What is different?

Environment

The Year 3 to 6 learning environment does not need the same Investigation areas as Prep to Year 2

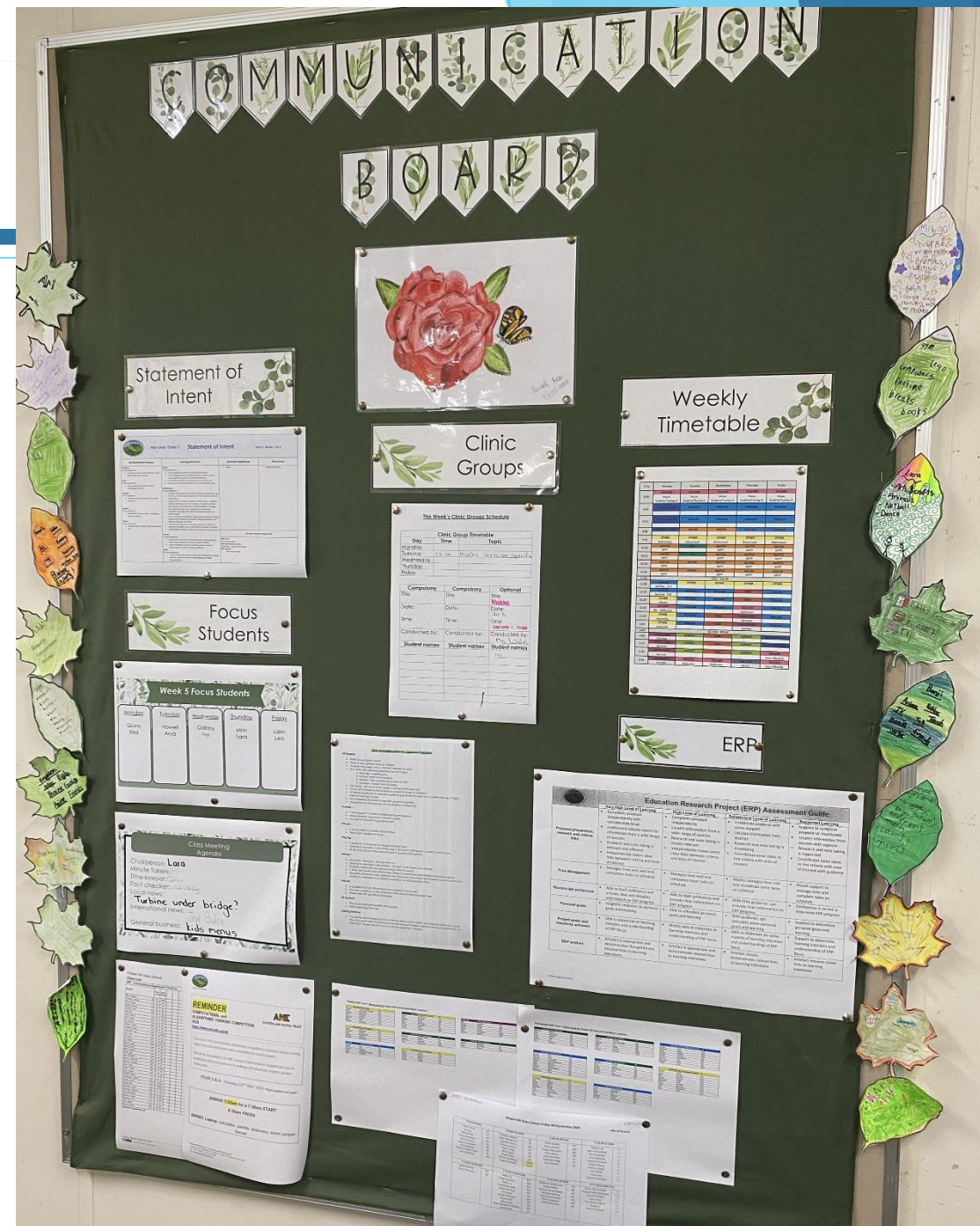
- ▶ A balance of individual and shared spaces: a mix of tables for singles, pairs and groups
- ▶ Aim to de-institutionalise the classroom
- ▶ Uniformity doesn't work for all



What is different?

Communication Board - child-friendly

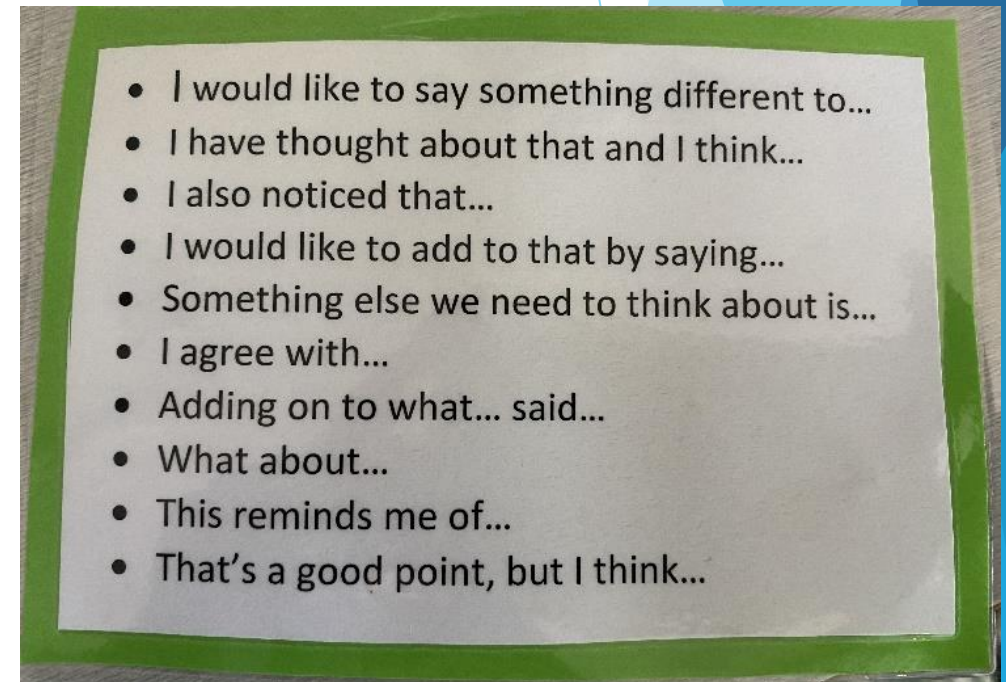
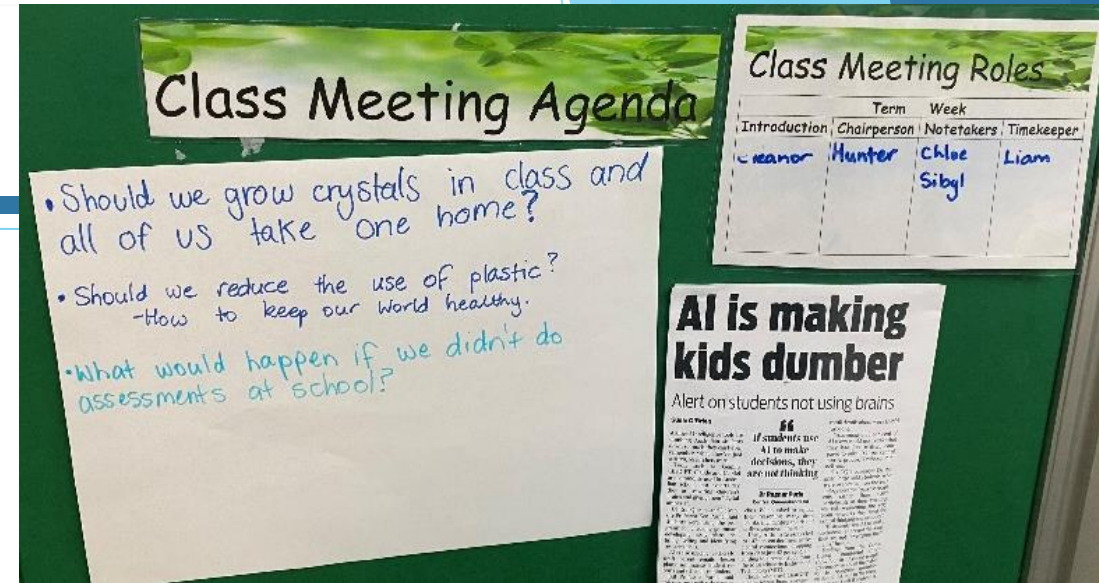
- ▶ Timetable
- ▶ Learning Intentions
- ▶ Statement of Intent/Unit overview/Curriculum documents
- ▶ Clinic Groups (Compulsory & Optional)
- ▶ Class Meeting Agenda
- ▶ Affirmation section
- ▶ Focus Students



What is different?

Class Meetings

- ▶ Conducted - weekly-timetabled
- ▶ Student Chairperson/Note taker (roster)
- ▶ Teacher and Chairperson to discuss agenda
- ▶ Students raise and list issues
- ▶ Teacher to model in the beginning
- ▶ General interactive social rules apply
- ▶ Approximately 20 minutes
- ▶ Minutes documented including discussions, action items and other relevant information
- ▶ Minutes can be compiled in a journal or in any way that suits the class/cohort



What is different?

Clinic Groups

- ▶ Clinic Groups are small pre-planned teaching groups where children's learning is revised, supported or extended
- ▶ Clinic Groups can be based on specific concepts, skills or interests across all learning areas
- ▶ Clinic groups may be Compulsory or Optional
- ▶ Clinic Groups may be run by students, parents, other staff or community members



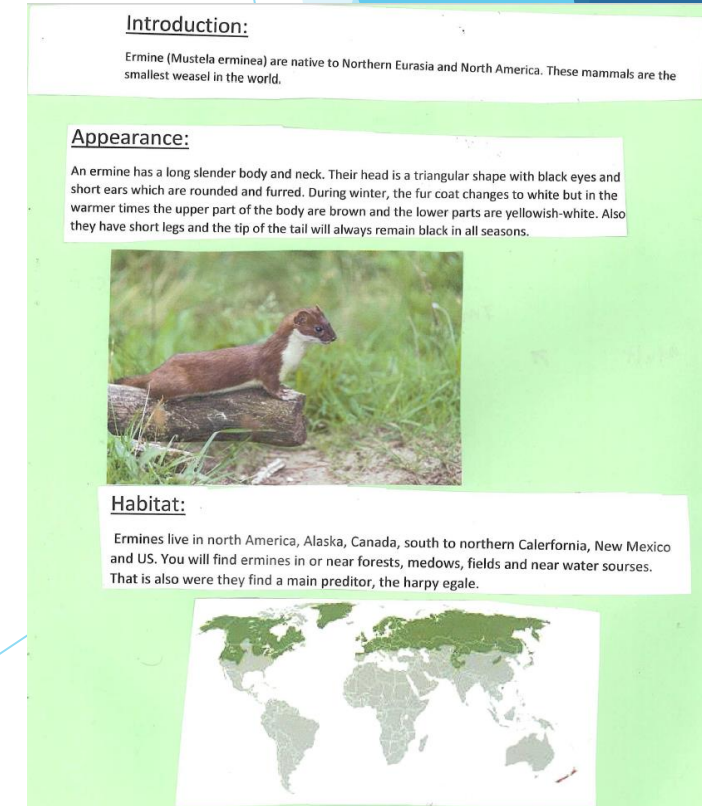
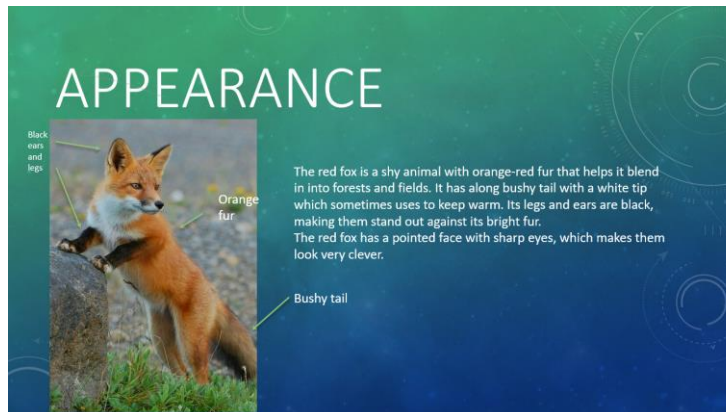
Educational Research Projects (ERPs)

- ▶ Personalised learning is achieved through Education Research Projects (ERP).
- ▶ ERP's are based on learning intentions that are taken from the Australian Curriculum and link directly to what students are learning in class.
- ▶ The students choose a project following conferences held with the teacher and then complete a project proposal which sets out timelines, interests and specific goals the student is working towards, and how they will present their project.
- ▶ The project aims to authentically integrate the curriculum where subject areas are contextualised and personalised for each student.

From Investigations to ERPs - What is the same?

- ▶ Personalised inquiry learning - authentically linked to personal interests
- ▶ Investigations and Project work - important vehicles for developing self-regulation, problem solving, expressing interests and developing initiative
- ▶ Based on the idea that children learn best by doing; actively involved in their own learning
- ▶ Involve teacher scaffolding, modelling and formal instruction
- ▶ Involve explicit Learning Intentions derived from the academic learning areas of the Australian Curriculum and the general capabilities

For Example: Animal Information Report
Students chose the animal of interest and how they wanted to present their information.

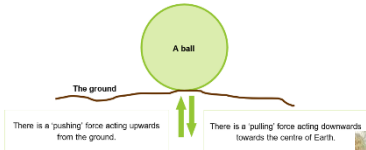


ERPs begin in planning

- ▶ Identify a **learning area** (eg. Science) → a **subject focus** (Science - how forces cause movement of objects)
- ▶ Identify the **skills** and **knowledge** needed to satisfy the AC and which help to inform the **Learning Intentions (success criteria)** (eg. Develop inquiry questions, create timelines, identify sources, consider different perspectives, note taking, etc.)
- ▶ Identify **literacy** and **numeracy demands** and **opportunities** (eg. Literacy groups, Writing, etc.)
- ▶ Identify **links with other curriculum areas** for whole class or individual personalisation (eg. Design Technology, English, etc.)
- ▶ Identify aspects of the AC known as the **General Capabilities** (eg. Ethical understanding, ICT skills etc.)
- ▶ Plan for **explicit teaching, learning experiences** and **clinic groups** etc (eg. Excursions, Teacher reads a book, clinic groups, hands-on learning experiences)

ERP - What does it look like in the classroom?

Immersion



Research



Presentation



Expo



1	2	3	4	5	6	7	8	9
Student Interest	Immersion Phase	Research Phase					Expo	
			Presentation Phase					
What interests me?	What do I need to know? Has immersion sparked a new interest?	What would I like to know? How do I link my interest to the subject focus and the learning intentions?			How will I present my learning?		Can I articulate my learning to others?	
• Whole class current interests? • ERP introduction • How can I link my interest to the learning intention?	• Explicit teaching of the learning intentions • Learning experiences • Links other curriculum areas • ERP Proposals begin - Conferencing - Develop research question • Clinic groups begin	• Timetabled ERP sessions 3-4 x weekly • Clinic groups & Conferencing continue			• Artefact – effective evidence my learning?		• Sharing artefact and articulating learning with an audience	
Personalised	Differentiated			Differentiated		Personalised		Personalised
	Targeted Assessment Opportunity							Targeted Assessment Opportunity

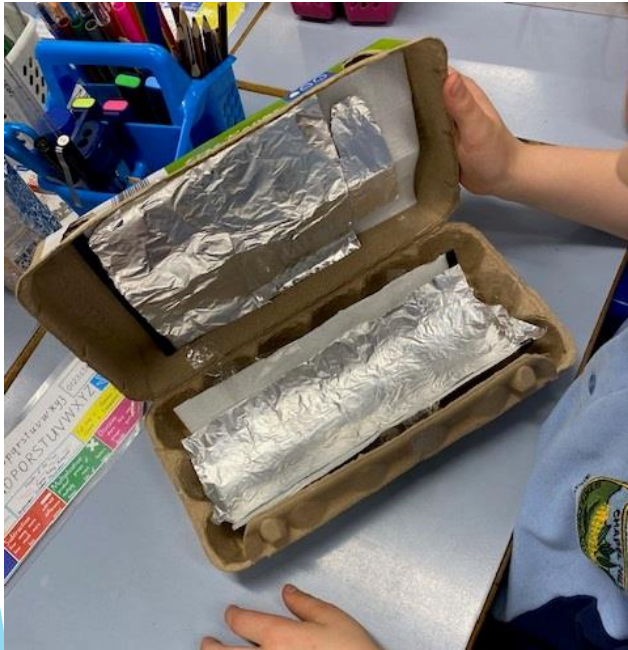
► ERP Year 4 Example



Student interest: Planets in the Solar System	
Learning Intentions	Examples
Science: Students use games to investigate and demonstrate the direction of forces and effect of contact and non-contact forces on objects.	Determine how push and pull forces can be used to produce an entertaining game.
English: Students explore persuasive features of an argument create texts to present arguments to an audience using feature of voice. They make presentations for defined purposes	Write and present a persuasive speech to convince an audience of their peers that they should play the game they designed.
Design and Technology: Students investigate materials, technologies for shaping and joining materials and how designs meet people's needs. They generate and refine their ideas for making a game using forces. Students record project plans including production processes.	Design & create own game made from recyclable materials with a theme relating to their interest.

Year 3 still:

Paint



Create with
boxes



Sing

Times Tables learnt with
Taylor Swift and Ed Sheerin
songs

Questions?

- ▶ More information:

<https://earlylife.com.au/>

