

Walker Learning



CHSS Strategic Plan 2020 - 2023
Focus Area 4: Teaching and Learning



Welcome

▶ Introduction

- ▶ Karen Mackay - Walker Learning mentor (EarlyLife)
- ▶ Rysia Pritchard - Deputy Principal Years 3 - 6
- ▶ Shelley Fanning - Head of Curriculum
- ▶ Matilda Hannigan - 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?

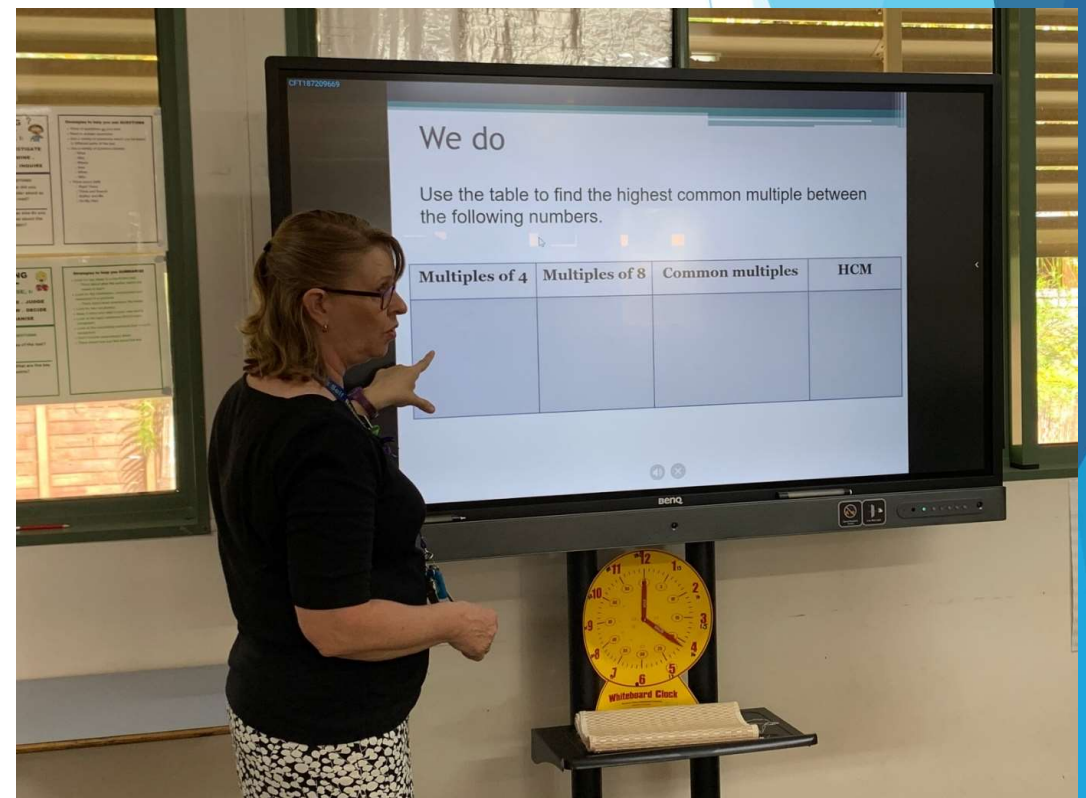
- ▶ Focus Students
- ▶ Tuning In
 - ▶ To the child
 - ▶ To the learning
 - ▶ Creating connections
- ▶ Reflections
 - ▶ Unpacking the skills
 - ▶ Making the skills explicit
 - ▶ Conversations to extend learning





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?

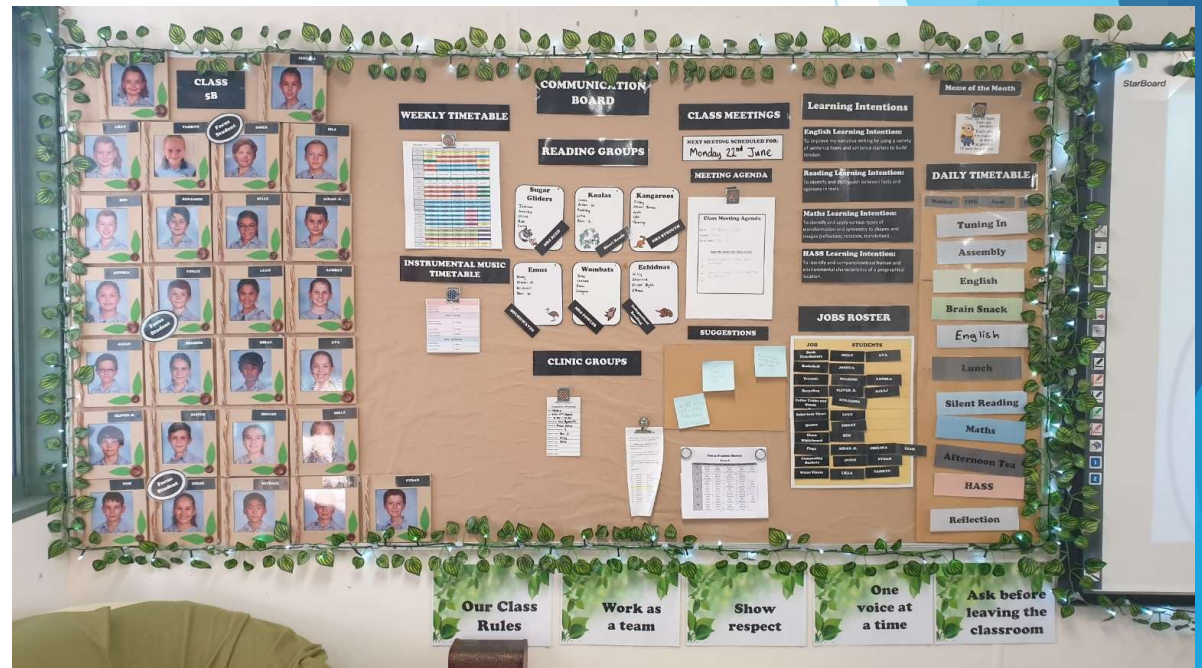
- ▶ Environment
 - ▶ The Year 3 to 6 learning environment does not need the same Investigation areas as Prep to Year 2
 - ▶ A mix of individual and shared spaces: a mix of tables for singles, pairs and groups
 - ▶ Aim to de-institutionalise the classroom
 - ▶ Uniformity doesn't work for all





What is different?

- ▶ Communication Board
 - ▶ 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 in
 - ▶ 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 10-20 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



ERPs begin in planning

- ▶ Identify a **learning area** → a **subject focus**
- ▶ Identify the **skills and knowledge** needed to satisfy the AC and which help to inform the **Learning Intentions (success criteria)**
- ▶ Identify **literacy and numeracy demands and opportunities**
- ▶ Identify **links with other curriculum areas** for whole class or individual personalisation
- ▶ Identify aspects of the AC known as the **General Capabilities**
- ▶ Plan for **explicit teaching, learning experiences and clinic groups etc**



ERP - What does it look like in the classroom?

1	2	3	4	5	6	7	8	9
Student Interest	Immersion Phase	Research Phase				Presentation Phase	Expo	
		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?
<ul style="list-style-type: none"> • Whole class current interests? • ERP introduction • How can I link my interest to the learning intention? 	<ul style="list-style-type: none"> • Explicit teaching of the learning intentions • Learning experiences • Links other curriculum areas • ERP Proposals begin <ul style="list-style-type: none"> - Conferencing - Develop research question • Clinic groups begin 	<ul style="list-style-type: none"> • Timetabled ERP sessions 3-4 x weekly • Clinic groups & Conferencing continue 	<ul style="list-style-type: none"> • Artefact – effective evidence my learning? 	<ul style="list-style-type: none"> • Sharing artefact and articulating learning with an audience 				
Personalised	Differentiated	Differentiated	Personalised	Personalised				
	Targeted Assessment Opportunity			Targeted Assessment Opportunity				



▶ ERP Year 5 Example

Student interest: Skateboarding	
Learning Intentions	Examples
<p>HASS: Students recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices.</p>	<ul style="list-style-type: none"> • Develop a fundraising and marketing campaign to build a skate park.
<p>Maths: Students explain plans for simple budgets.</p>	<ul style="list-style-type: none"> • Demonstrate a budget for the fundraising event in a spreadsheet.
<p>English: Students create persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes</p>	<ul style="list-style-type: none"> • Write a letter to the local council to persuade the council to fund the skate park project.
<p>Design and Technology: Students create designed solutions suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions. Students record project plans including production processes.</p>	<ul style="list-style-type: none"> • Design & create own skateboard.



Questions?

- ▶ More information:

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

