



CORE ELEMENTS OF AN IMPLEMENTATION PLAN

Once the leadership and staff of a school have made a commitment to implement the Walker Learning Approach we recommend a number of key strategies during the process of implementation. It is important to recognise that implementing an actual pedagogy as opposed to a discreet program requires forward planning, time and support.

There are 4 stages to this process: Stages 1 and 2 are the most important and are considered to be the ideal preparation and support for successful implementation of the WLA. Stages 3 and 4 are additional options for schools/staff wishing to proceed further. The recommended WLA implementation plan is attached as a PDF at the bottom of this page.

The anticipated timeline for full, successful implementation of the WLA in at least one whole teaching team, or whole school (depending on the amount of mentoring and professional development as well as the size of the team or school) is usually 12–18 months. Most change theories remind us that effective and sustained change requires time, reflection, evaluation and a period of adjustment (Marion 2002; Mazzuno 2001).

Stage 1

- All team members who will be implementing the approach: (i) attend an information symposium, (ii) visit a school with accredited teachers implementing the approach and/or (iii) attend a two-day study tour (description of these professional development sessions are below).
- Leadership attends a symposium or an introductory overview session as a leadership team.
- At least 6 month's lead-in time of preparation allowed before actual implementation.
- A whole-school overview of the WLA is conducted at a staff meeting after school or during a professional development session.
- A parent information session conducted by WLA staff is provided for further input and information sharing with the wider community.

Stage 2

- Mentoring—with a WLA accredited mentor who has implemented the approach in their own classroom as a teacher—commences.
 - Mentoring provides assistance and information on planning, linking to literacy and numeracy, ensuring curriculum framework outcomes are met, learning environment set-up, resourcing, model teaching and communication board or room set-up.
 - Mentoring consists of a mix of discussions as well as model teaching in the classroom, observations and debriefs.

- Two mentor sessions are recommended for the teaching team in the term before implementation.
 - Three mentor sessions per term are recommended for the first year and two or three sessions in the second year. (For rural, remote and regional schools these are usually conducted in either whole day, half-day or 3-hour sessions combined with distance education support.)
- Regular updates with leadership team.
 - Another visit to other schools for observation.
 - Sustaining the approach if there are changes in the teaching team or leadership.
 - Another study tour once 12 months into implementation.

Stage 3

- Moving the approach into other areas of the school.
- Accrediting teachers who are successfully implementing the WLA.

Stage 4

- Being identified as a school to host visitors to model the WLA.
- Teachers being accredited in the implementation of the WLA.
- Contributing to workshops and conferences.