

Teacher Accreditation

Teachers who wish to be accredited will be reviewed by Kathy Walker or Shona Bass according to the following list of the key elements required for successful and sustained implementation of the Walker Learning Approach (ADC) including direct links to literacy and numeracy. These key criteria must be demonstrated consistently and reliably with understanding and commitment. Cost for accreditation is equivalent to that incurred for a mentoring session.

Key Criteria	Comment
General	
Continued leadership support of team	
Teaching staff who have had at least 20 hours of mentoring (in and out of classroom work) with our consultancy	
Following the key principles and practices of the approach.	
Demonstrated specific and rigorous application and implementation of investigation time	
Evidence of Intentional Teaching across all components of the day	
At least 1.5 hours of investigation time 4 times a week (20 minutes of tuning in and 20 minutes of reflection)	
Planning and Documentation	
Planning which clearly identifies goals in development and learning two weeks ahead (which link to State Framework)	
Accurate and systematic records of children's learning and skills acquisition	
Statement of intent and individual record sheets are a part of planning and documentation	
Learning Centres	
Clearly defined learning centres	
Learning centres are simple, tidy, engaging and linked to developmentally appropriate practice	
Activities are open ended	
Print rich experiences at all learning centres	
Broad and rich range of "learning centres" which stimulate children's language and thinking skills and link the experiences to literacy, numeracy and other learning across the curriculum	
Learning centres include: Dramatic play, writers workshop, collage, sensory, construction, reading corner	

Tuning In	
Review of the developmental, literacy and numeracy goals set out in the two week planner <u>before</u> the beginning of every session.	
Tuning in” at the beginning of <u>every</u> investigation time which reflects and relates to development, literacy and numeracy goals	
Tuning in is for the whole day (not just investigation)	
When there is more than one class sharing investigation time (i.e. in the same learning centres) tuning in and reflection time, focus children, reporters and photographers are to be undertaken within their own class (NOT as the larger group).	
All children in the class to be a focus child once every two week period. There is a system developed where focus children are scheduled into a two week roster.	
There are focus children each day who have specific responsibilities and expectations	
Teacher demonstrates the skill of ‘scaffolding’ the focus children from their point of interest	
There is a reporter each day	
There is intentional scaffolding of the reporter	
Photographer each day (optional or may be part of reporter role)	
Investigations	
Teacher to spend time with each focus child during investigations (and during explicit teaching)	
Teacher to scaffold reporter and photographer	
Reflection Time	
“Reflection time” each session with focus children, reporter and one or two other children to report back to group with links to literacy and numeracy	
Teacher demonstrates the skill of ‘scaffolding’ children from their point of interest	
Pack up (“re-set”) the classroom after reflection time	
Linking to Formalised Instruction	
Explicit scaffolding of learning through investigations back into literacy and numeracy instruction	
Teachers use the interests of children as a springboard to formal instruction. Aiming for at least 60% to 80% of formal instruction being introduced by investigation provocations.	