



Play-based learning Walker Learning P-2

@LYNDHURST



Walker Learning P-2 – “Investigations”

Walker Learning P-2 “Investigations”, which has been running in our school since the very beginning, follows the latest in brain science on how young students learn. You know as parents that, at home, your children have been learning through play since they were born. It’s how they experience and make sense of the world. Play continues to be a major source of their learning through to, at least 8 years of age when, at Lyndhurst, the students move into a more inquiry-based curriculum. This document gives you the science and the common sense of the Walker Learning P-2 program and helps you to understand why it continues to be a key pillar in our teaching and learning structure.

Walker Learning P-2 authentically personalizes learning and is developmentally and culturally appropriate to the child. It embraces the concept of the “Whole child” and embraces the child holistically in terms of their overall development.

In Walker Learning P-2, the learning is real, relevant, and meaningful for all children regardless of their age, culture or family context. Walker Learning P-2 is underpinned by intentional teaching, using children’s interests as a catalyst for engagement, motivation and skill instruction.

The Walker Learning Approach:

- Provides children with real, authentic learning opportunities where they can explore and acquire new skills through hands-on experiences.
- Provides a developmentally appropriate framework for children to learn and grow at their point of need.
- Facilitates children’s social engagement and interactions with their peers (particularly with those with whom they may not normally associate).
- Explores additional concepts at a community or school level and incorporates these within the planning and set up of Walker Learning.
- Extends thinking and problem-solving skills linked to current areas of curriculum learned across the day.
- Provides additional opportunities to extend and link tools and skills in literacy and numeracy.
- Includes aspects of technology as a means of reporting and recording.
- Provides opportunities to scaffold, extend and build upon each child’s skills and interests in curriculum areas.
- Provides opportunities for building self-esteem and resilience.

Teachers plan fortnightly in accordance with literacy and numeracy outcomes as well as developmental domains. The planner is displayed in each classroom for parents to access. Investigations are usually conducted 4 mornings per week. Planning documents clearly note individual differences in student's needs and expectations for learning. There is a range of learning experiences on offer to students including sensory, collage, writing, maths, science, nature, construction and tinkering areas.

The learning areas reflect student's interests and questions. The learning areas change or are altered to meet the needs of students. Each learning centre has vocabulary displayed as well as other materials to engage learning, eg. related texts, clipboards for writing. Learning centres have provocations, with links to the Learning Intentions of the week, and literacy and numeracy focus areas.

The teacher uses effective questioning to enable the focus students and other students to articulate their own learning intentions during their investigation time. The teacher has a large repertoire of questions which are consistently used to scaffold and deepen student learning.

Students record their learning in investigations consistently. The teacher maintains anecdotal notes on focus students regarding the learning centres they visit and skills learned, as well as making links to literacy and numeracy.

References:

Play Matters: Kathy Walker and Shona Bass

Early Life Foundations

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