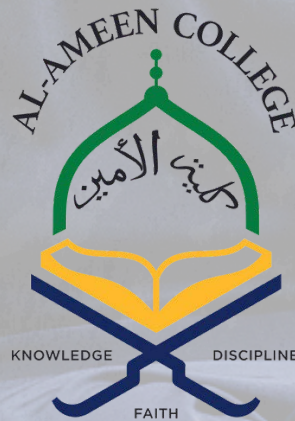


2024
P A R E N T G U I D E

WALKER LEARNING APPROACH



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'nurturing the mind, heart
and spirit of every student'

CONTENTS

INFORMATION GUIDE	2
MORNING SESSION	4
TUNING IN	5
INVESTIGATIONS	5
REFLECTION & RESET	6
ROLE OF TEACHERS	7
FOCUS CHILDREN	7
REPORTER & PHOTOGRAPHER	8
OBSERVATION REPORT	9
STATEMENT OF INTENT	10
ASSESSMENT	11
THE HUNDRED LANGUAGES OF CHILDREN	13

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Information guide

Dear Kindergarten and Pre-Primary parents,

We are so pleased to introduce Walker learning in Kindergarten and Pre-Primary at Al-Ameen College in 2024. There is plenty of research around play-based learning and how it enhances children's academic and developmental learning outcomes.

The Walker Learning Approach encourages children to be problem solvers, deep thinkers and creative learners. It also facilitates the development of a rich vocabulary as children discuss, question, hypothesise and negotiate their learning. The learning opportunities provided during Investigations time equip students with vital skills needed to succeed in their future schooling and later in adult life.



Walker Learning Approach at Al Ameen College

The Walker learning environment at Al-Ameen College is designed to harness children's curiosity to develop the children's knowledge and understandings of not only the curriculum but much more. In our classrooms, learning occurs as a natural consequence of all the activities and experiences children engage in. They will learn academic skills and concepts but also develop in their social and emotional skills too.

Al-Ameen strives to find the perfect balance between play-based learning and explicit instruction. As we all need to meet curriculum benchmarks, it is important to note that play-based learning at Al-Ameen is not free play, rather it is intentionally planned to link curriculum learning intentions. The teachers timetable 40 minutes of play-based learning into each day and within this time multiple curriculum standards are met.



Our educational philosophy of 'the whole person paradigm' is founded in the need to nurture the mind, heart, body and spirit of each student for a complete, rounded and balanced education, preparing students for a successful life in this world and the here after.



Morning Session

We all meet on the mat for class morning session or morning meeting where we take attendance, discuss the calendar and the upcoming day's timetable. Teachers may also use this time to teach a certain concept from one of the core learning areas. We then discuss the curriculum learning intentions for the day. These learning intentions will be a focus in the play-based learning time (investigations) and in our explicit teaching lessons later in the day.



'nurturing the mind, heart and spirit
of every student'



Tuning In & Investigations

After we discuss the learning intentions, we talk to our focus children and finish our tuning in session with a short discussion of our daily photographer and reporter tasks.

Investigation time runs for at least 40 minutes. This is our play-based learning time. We have a variety of play based learning activities set up in 10 different learning spaces.

1. Construction area
2. Reading corner
3. Tinkering area
4. Painting/Drawing area
5. Dramatic play area
6. Writing area
7. Science and Nature area
8. Sensory area
9. Art and Collage area
10. Numeracy area





Investigations Continued

Each of the areas listed above have been carefully designed to invite children to learn with different provocations added around the classroom on a regular basis. Children are individually dismissed from the mat with purpose and intention. Usually the focus children, reporter and photographer will be the first to leave the mat.

Reflection & Reset

At the end of investigation time, students are called back to the mat although we do not tidy up yet. The class gathers to discuss the learning that has happened. The children are encouraged to think deeply, make connections, build on their strengths and skills and to articulate their learning.

After reflection time, the children are given a few minutes to go back to the investigation areas and reset them ready for investigations the next day.



Role of Teachers During Investigations

The primary role of the teacher during investigations is that of an observer. The Walker learning approach (WLA) gives the teachers the opportunity to really get to know each child and their individual interests and developmental needs. Teachers will observe who students are working with, what they are doing, where they choose to work and for how long. Teachers will use this collective information to plan for possible future resources and learning invitations which will suit the individual needs of different students in the class

Focus Children

Our students love being the focus child. It makes them feel special and it helps to build a classroom community too.

They also get to wear a special vest which makes them stand out. Every child in the class will have a turn to be focus child and we usually have 2-3 focus children each day. A roster chart is displayed in the classroom so children know when they will have their turn.

The focus child will usually sit at the front of the classroom with the teacher and they will have a conversation centered around the focus child with attention to the child's learning goals, interests and personal life.

This information in turn helps to inform the teacher of possible future assessment and planning.





Reporter & Photographer

Just like the focus children, students rotate through the reporter and photographer roles. The reporter and photographer are provided with a special personalised task to complete during investigation time. They both also have special vests to wear and each have very distinctive tasks - the reporter will usually have a clipboard in hand and the photographer will snap pictures using our class iPads.

The specific tasks given to the reporter and photographer are linked to our learning intentions and are personalised for each student depending on their strengths and needs. The reporter and photographer report their findings to the class during reflection time, providing an opportunity for students to develop their skills speaking in front of the class.

From term 2, Kindy and Pre-primary students will have a practice at being a Reporter and Photographer but teacher observations for these roles will only be sent through Seesaw from Term 3.

By the end of the year, you should receive several observations for your child via Seesaw:

- 2 x Focus children observations
- 1 x Reporter observations
- 1 x Photographer observations




Observation Report

Example of an Observation Report sent on Seesaw



Sample Student ▼ < 📅 Dates > 📁 Folders ▼ Clear 🖨️ ☰ 📅

Sample Student



AL-AMEEN COLLEGE
The Walker Learning Approach
www.alameen.org

Student name: Muhammad Yusuf Date: 7th May 2024



Student observation record Collage area

Muhammad explored different materials and chose those which he thought would be appropriate to make an airplane. We discussed the recyclables he chose and their shapes such as a paper roll (circle), cereal box (rectangle). We talked about the colours he would use to colour his creation. Muhammad is an excellent thinker and problem solver.

Skill development observed	
Displays artistic expression	Demonstrates planning and designing
Development of fine motor and muscle control	
Displays persistence and resilience	
Displays imagination and creativity	

[View Original](#)

Kindergarten C

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Statement of Intent (SOI)

A Statement of intent is a planning document outlining what teachers intend to teach within a span of 3 weeks. It is written with reference to the curriculum and is informed by a teacher's knowledge of student developmental needs and interests.

Each teacher will have their Statement of intent displayed on their classroom noticeboard outside the classroom and uploaded onto Seesaw for your reference. Please take time to read through the SOI so you can be informed about what the students are learning and what the learning goals are.

Example of a Statement of Intent (SOI) Source: Early Life Foundations

Statement of Intent		Year 2	Term 3	Weeks 5 & 6	
Developmental Domain Objectives	Learning Objectives	Students' Current Interests	Staff/School/Community Interests	Related Learning Experiences	
<p>Emotional (Identity) For the children to: Use the skill of self-control.</p> <p>Social (Community) For the children to: Identify and describe the various groups to which they belong.</p> <p>Language (Communication) For the children to: Describe some thinking strategies.</p> <p>Cognitive (Learning) For the children to: Demonstrate independence by completing routine tasks by themselves.</p> <p>Physical (Well-being) For the children to: Identify rules and play fairly.</p>	<p>ENGLISH For the children to: Innovate on familiar texts by experimenting with character, setting or plot. Read and discuss different journey tale stories, identifying how they are similar or different. Understand that different types of texts have identifiable text structures and language features.</p> <p>MATHEMATICS For the children to: Compare masses of objects using balance scales. Tell time to the quarter hour, using the language of 'past' and 'to'. Explore units of time.</p> <p>HASS For the children to: Identify ways in which Aboriginal and Torres Strait Islander Peoples maintain connections to Country. Pose questions about the familiar and unfamiliar. Explore the history of the local community and what it reveals about the past.</p> <p>SCIENCE For the children to: Pose and respond to questions about the Earth's resources. Consider where the Earth's water comes from. Represent and communicate observations.</p> <p>VISUAL ART For the children to: Explore and experiment with the visual art elements of form and colour. Create artwork to communicate ideas and messages to an audience.</p> <p>HEALTH EDUCATION For the children to: Recognise that relationships require maintenance work: they grow and change. Identify and appreciate similarities and differences in people and groups.</p> <p>TECHNOLOGY For the children to: Develop, communicate and discuss design ideas. Design and produce a chair suitable for a teddy to sit on. Work independently or collaboratively to organize information and ideas. Explore the characteristics and properties of materials used in chairs.</p>	<p>Lego Minecraft Painting Collage Reading Camping Insects Chemistry Art Cooking Robots Volcanoes Travelling Music Dressing up Spinners Tsunamis Tornadoes Nature Horses AFI Construction Cars Detectives Sports - netball, soccer, basketball Dancing Roller Motorbikes Animals Fishing Snakes Doctors Vet Bush Video Games</p>	<p>Core Values</p> <ul style="list-style-type: none"> Responsibility Respect Courage Compassion Honesty <p>Monday - Friday Swimming lessons</p> <p>Tuesday Smoking Ceremony - George Walley, School oval</p> <p>Thursday Music Incursion</p> <p>Saturday P.E. C Fete</p>	<p>Investigation Provocations</p> <p>Dramatic Play Veterinary surgery (left toy animals, computer, phone, medical kit and supplies, posters, calculator, stopwatch, sign re-no tolerance of bad behaviour, clock, calendar). Puppet Theatre Australian animal puppets Camping Tent, sleeping bags, campfire, clapping sticks, coolamon, bush tucker pictures, Aboriginal doll.</p> <p>Reading Selection of fiction and non-fiction texts - Inc. Snail and the Whale, The Gruffalo, Mandurah-mapi, Downs-syndrome doll.</p> <p>Construction Cubes, magnets, wooden blocks, digital/mechanical scales, planning prompts, Lego, robot made from collage materials, MAB blocks.</p> <p>Sensory Light table - Coloured leaves, magnetic shapes, overhead projector, snow cube Bowl of water, plastic cloud, jug, containers Play dough - scented and coloured.</p> <p>Literacy Selection of writing tools and papers, Story idea cards, envelopes, magnetic letters, wooden letters, books, word cards, familiar narrative texts, various mind-map prompts</p> <p>Mathematics number lines, bead string, cm squared paper, objects to count, wooden numbers, 100 squares, books, balance scales.</p> <p>Art/Drawing Paint, brushes, easel, variety of paper, vase of flowers, photos of diverse groups of people, families, Van Gogh's chair.</p> <p>Science/Nature Water conservation poster, levers, Pulleys, wheels and axles, digital scales, reduce, reuse, recycle objects for sorting, language for questioning.</p> <p>Tinkering Tools, wooden planks, bolts, nuts, screws, nails, hammers, items for deconstruction, mind maps, picture of light bulb lit up, analogue scale, design brief.</p> <p>Collage Selection of craft materials collected natural seeds/nuts grouped.</p>	<p>Explicit Teaching Sessions</p> <p>Mathematics Measurement - Time Clock, Mass- variety of objects to weigh.</p> <p>English Innovation, short burst descriptive writing - picture prompts</p> <p>Science Earth's resources - water - fire hydrant, puddles</p> <p>HASS - Social area History of the Mandurah locality - maps</p> <p>Visual Art Colour, pattern Art examples - paper collage examples.</p> <p>Technology Chairs - pictures of different chairs</p>

Assessment

In line with the Walker Learning Approach, each day during investigations, teachers observe the focus children, reporters and photographers and note down their comments on an observation sheet. This information is used to plan for new provocations and resources to be added to different learning spaces as well as plan for future learning goals for individual children.

Example of a Weekly Observation Chart

Source: Early Life Foundations



Daily - Weekly Observations Record: Foundation-Year 2						Date:
CHILD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
Rosie	In home corner checking recipes and writing extra recipes			In the shop using the calculator to estimate cost of shopping		
Hussein		Working in vet as receptionist making appointments			In construction with Balunn making mini city	
Mary		Building with blocks as architect				
Kathy					Reading books under tree about horses	
Noah	Conducting an experiment in science-nature		In the vet clinic weighing the animals			
Abdul		In vet clinic writing a report on the animals				
Alan	Constructing a marble run with 4 bends and different angles			Designing a frequency table the monitor the number of successful marble runs		
George			With Kathy designing dog kennels			
Balunn			In construction with Hussein designing city			
Jesse				In sensory estimating volume of different flasks		

earlylife.com.au

Creating the best learning environment for your child



Assessment Continued

Each student also has an individual observation sheet which notes down their progress in each of the following developmental domains throughout the year:

- Social
- Emotional
- Cognitive
- Language
- Physical

Observations and individualised learning goals are also noted for Literacy and Numeracy as well as any specific interests/topics a student may show curiosity in.

Example of an Individual Observation Sheet (IOS)
Source: Early Life Foundations

Individual Observation Planning Record (IOPR): Foundation – Year 2	
Childs Name:	Date of Birth:
DEVELOPMENT	
Emotional (Identity)	25/3 Julie is having trouble expressing her frustrations verbally with her peers 6/4 Julie is currently unsettled and easily upset. Her parent is away OS
Social (Community)	25/3 Julie is initiating contact and discussion with a range of peers 4/4 Julie tends to dominate the social interactions
Cognitive (Learning)	27/3 Julie often reflects lateral thinking and good problem solving
Language (Communication)	4/4 Julie uses appropriate grammar in tenses when describing events
Physical (Well being)	25/3 Julie's general upper body coordination seems appropriate, with good strength in arms in swinging (monkey bars)
Developmental Intentions	Focus for term 1 For Julie to extend her positive initiation with peers but to also learn how to express her feelings, frustrations with her peers.
KEY LEARNING AREAS	
Literacy Observation	25/3 Julie is recognising key words, key aspects of punctuation including full stops, question marks. 4/4 Julie enjoys reading and choosing her own books. She is beginning to use more expression in her words when reading.
Literacy Goal	For Julie to use expression in her words and continue to sound out when reading.
Numeracy Observation	25/3 Julie is demonstrating appropriate basic number skills and understandings. Seems to particularly enjoy numeracy classes.
Numeracy Goal	For Julie to be extended in her number understanding and commence more complex addition.
Science Observation	
Science Goal	
History Observation	
History Goal	

The Hundred Languages of Children



Source:
My
Teaching
Cupboard

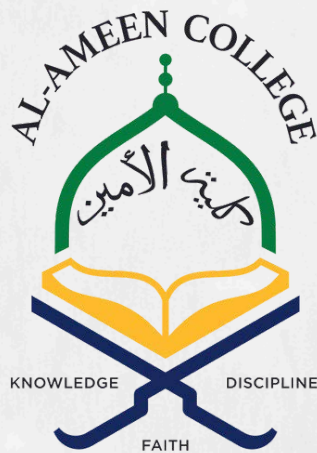
The Early childhood teachers at Al-Ameen College are invested in creating the best learning environment for your child but this is only possible with your support and cooperation. We rely on our partnership with parents to ensure we give each child the best start to their schooling.



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