

Learning Plan Procedure

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Version 1.1 – 14/05/2021

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1. Purpose

This Procedure applies to employees of the Department of Education (DoE) and particularly assists staff, including principals, teachers and support and professional personnel in developing Learning Plans for students in all DoE learning environments.

The DoE recognises that the personalised learning process plays a pivotal role in supporting the learning for a diverse range of students.

The most important features of learning plans are collaborative development, implementation and review; and the quality of the information conveyed.

The umbrella term 'Learning Plan' encompasses various types of plans. The Department has two recommended plan formats; a Word template and an online plan, which are to be saved in the Student Support System (SSS). Schools select the type of learning plan to best suit the student and their context. As above, the type of plan in use is secondary to collaborative processes and quality.

2. Overview

Learning Plans identify students' priority learning goals and guide teachers in making adjustments to support students' learning. They outline students' aspirations, strengths, interests and needs, embedded in required curriculum. They also convey important information that impacts on the student's learning or wellbeing. Effective planning processes invite, capture and highlight student voice in goal setting and identifying key teaching strategies.

The Learning Plan is the product of consultative discussions with students (wherever possible), parents / carers, teaching and professional support staff, and where appropriate community representatives. Parents / carers have a right to decide on the degree of their engagement in this process. Should a parent/carer choose not to participate in the process, a Learning Plan is still required to guide and support the student's learning program, if the student's needs meet the criteria described in section 4.

Learning Plans convey the educational adjustments, beyond Quality Differentiated Teaching Practice (QDTP) that are required in order to meet the student's needs and enable them to achieve their goals. All adjustments to the teaching and learning program which support the student must be detailed in the plan.

A Learning Plan informs assessment and reporting processes, for example when the student is not working towards the established curriculum outcomes, as may be the case for a student with disability.

3. Roles and Responsibilities

3.1 The Secretary and Deputy Secretaries

- Ensure the relevant Acts and Standards are adhered to, including but not limited to, Disability Discrimination Act 1992, Disability Standards for Education, 2005 and the Personal Information Protection Act, 2004.
- Initiate processes for the regular review and evaluation of the Procedure to ensure relevance.

3.2 Student Support Leaders and Student Support Teams

- Ensure all schools and colleges are familiar with, and implement, this Procedure.

3.3 School Principals

- Provide structures and systems for staff collaboration to support the Learning Plan cycle.
- Assign responsibility for the development of the plan.

- Make certain teaching and professional support staff understand that Learning Plans are a requirement for a range of students as part of professional teaching practice.
- Liaise with relevant stakeholders from other agencies when required.
- Ensure consultation is undertaken with parents / carers throughout the Learning Plan process and that they are encouraged and supported to participate in developing their child's Learning Plan.
- Ensure teachers have access to professional learning in the development and implementation of Learning Plans.

3.4 Teachers

- Collaborate with Support Teachers to develop Learning Plans where required for students in their class.
- Work with the student, parents, support and professional personnel to identify strengths, needs and the types of educational adjustments (curriculum, instructional, environmental) that will support implementation of the Learning Plan.
- Implement the Learning Plan through the teaching and learning program.
- Evaluate and report the student's progress against the Learning Plan in the Student Assessment and Reporting Information System (SARIS).
- Record and maintain documentation in relation to the Learning Plan in the SSS.
- Develop the Learning Plan using the department's quality measures (e.g. quality IEP Rubric) and recommended templates.

3.5 Support and Professional Personnel

- Work with teachers to help support understanding of professional report recommendations and to record the student's strengths and needs in their Learning Plan.
- Work with teachers to help identify goals and expectations for the student's learning aligned to the mandated curriculum in their Learning Plan.
- Work with teachers to help identify the types of adjustments (curriculum, instructional, environmental) that will support implementation of the Learning Plan.
- Support teachers as they implement the Learning Plan through the teaching and learning program.
- Support teachers to evaluate and report the student's progress against the Learning Plan.
- Assist in recording and maintaining documentation in relation to the Learning Plan in the Student Support System.
- Work as needed with an extended support network (including others outside the school) to inform the Learning Plan.

3.6 Parents and Carers

- Participate in the collaborative development of goals and expectations for their child's learning program.
- Appoint a nominee to participate in the planning on their behalf.
- Provide the school with information to assist in the understanding of their child's learning needs.
- Maintain contact with teachers in relation to their child's progress and ways to assist learning.

3.7 Education Performance and Review (EPR)

- Maintain the Student Support System.
- Maintain the Student Assessment and Reporting Information System.

4. Process

4.1 Which students require a Learning Plan?

Many students have multiple, diverse and changing needs. Learning Plans are a requirement when the students' learning needs are not met through Quality Differentiated Teaching Practice (QDTP). Parents / carers and students (wherever possible) must be consulted when establishing a Learning Plan where there is sufficient evidence to show that a student's learning needs are not met through QDTP.

In addition, some students may require a Learning Plan due to their background, current care arrangements or the level of tailored learning provisions required to support their learning. Where a student has multiple diverse needs only one Learning Plan is required. Students requiring learning plans are those who:

- Identify as Aboriginal
- Have a disability requiring educational adjustments
- Are supported through an approved Tier 3 or 4 flexible learning option or re-engagement provision (refer to the DoE Student Engagement Procedure for more information)
- Have approved short term/transition arrangements which involves an adjustment to the attendance requirement to attend every school day, for a period of less than a term
- Are highly gifted and/or have been accelerated
- Are Under Care and Protection Orders:
 - » Guardianship to 18yrs s42(4)(d)(i)
 - » Custody and Guardianship to 12mths s42(4)
 - » Guardianship for 12mths s42(4)(c)
 - » Custody for 12mths s42(4)(b)
 - » Extension s44
- Have English as an Additional Language or Dialect (EAL/D)

4.2 Guiding Principles

- The Learning Plan process occurs continuously throughout a student's schooling from early years to secondary education and links to post-school options.
- The Department of Education's Learner's First Strategic Plan outlines the driving values that support all learners of all backgrounds and abilities in all schools. These include the values of equity and excellence.
- All students are capable learners.
- All students are entitled to quality educational experiences based on mandated curriculum frameworks for their year level of schooling. Using curriculum frameworks flexibly, to embed learning goals and plan for next steps, helps address the learning needs of all students.
- Supporting and extending the learning of all students is the responsibility of school staff.
- Students requiring educational adjustments in addition to QDTP, must have their adjustments documented in a Learning Plan.
- The Learning Plan is constructed in a consultative manner bringing together the knowledge and experience of students, families, school personnel including professional support staff, and other relevant people.

- Effective Learning Plans are user-friendly, constructive in tone, student-centred and reflect the values and diversity of students and their families.
- In the case of students with disability, the student or their associate must be consulted regarding all adjustments to learning programs and environments. (Refer to The Disability Standards for Education, 2005).
- Families have a right to participate and make decisions about the nature of their involvement in the development of Learning Plans.
- School principals are responsible for assigning staff the responsibility for the construction of the plan and establishing school-wide systems to support the ongoing process. This is a school-based decision, which enables flexibility in meeting the student's needs within the given context.
- A team approach including Professional Support Staff alongside teachers ensures a range of expert knowledge is considered when developing and reviewing the plan.
- Teachers have primary responsibility for developing, implementing, monitoring, and updating the Learning Plan as they know their students the best.
- Teachers are also responsible for assessing and reporting learner progress against the goals described in the Learning Plan.
- Learning Plans are particularly important at key transition times such as from year to year and school to school or from school to post-school options.

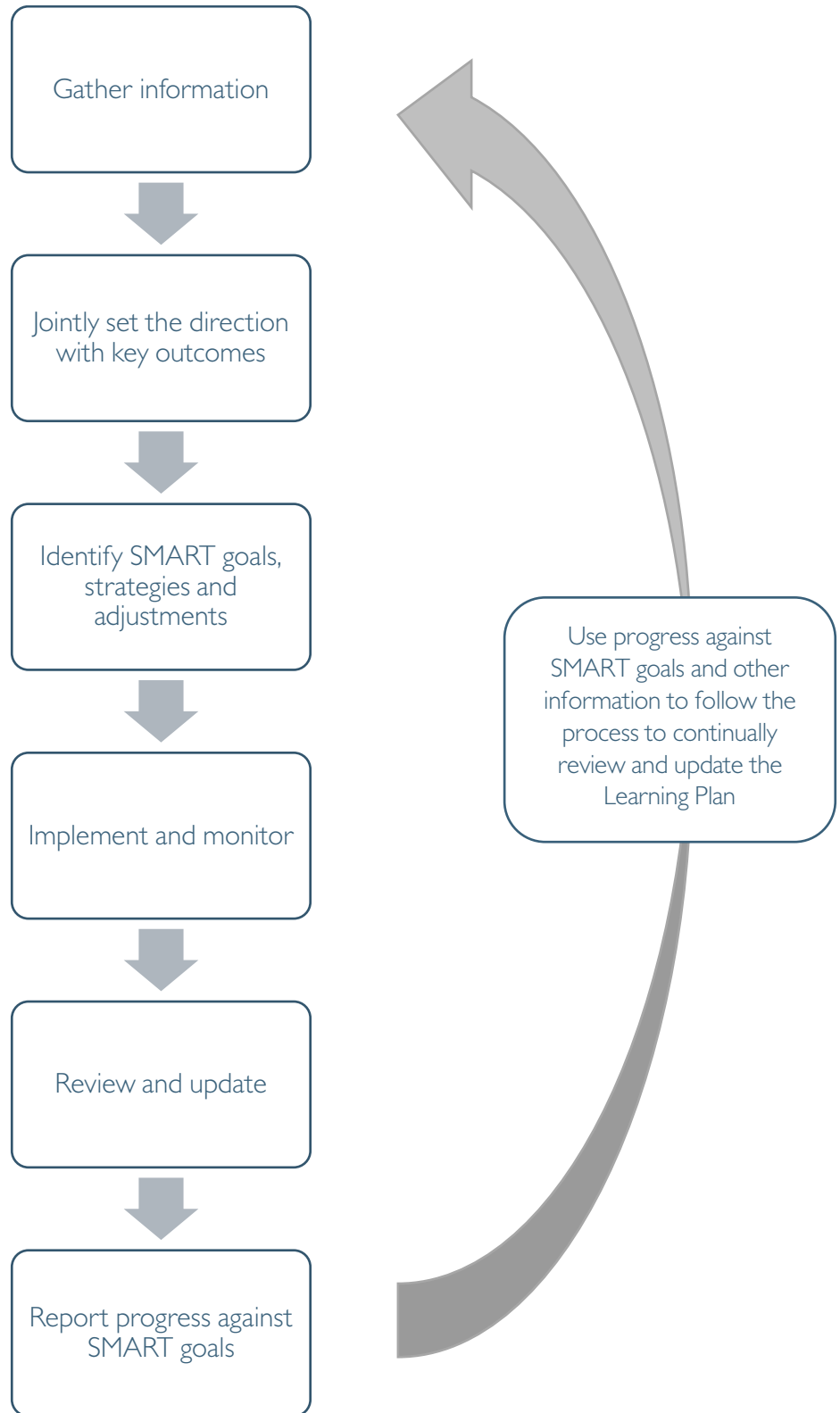
4.3 Learning Plan Process

Inclusive schools demonstrate respect and support for student diversity through responsive actions and structures. Principals are responsible for establishing school systems of communication and support for the Learning Plan cycle.

Learning Plans must be:

- developed on an annual basis prior to the completion of Term 1, or at the end of the term in which a child enrolls, unless an extended timeframe is explicitly agreed by parents/carers
- developed by teachers, in consultation with parents/carers and include the student wherever possible
- inclusive of input from professional support staff, including the Support Teacher as appropriate
- aligned to the Early Years Learning Framework, Australian Curriculum Framework or appropriate senior secondary curriculum or VET program
- reviewed at least twice a year, at mid-year and end of year intervals to coincide with reporting procedures
- assessed against the Assessment and Reporting Procedures that apply to all students
- stored within the Student Support System (SSS)

A summary of the Learning Plan process is outlined below:



4.4 Learning Plan Checklist

Establish a team approach

- ✓ Assign roles and responsibilities for the Learning Plan cycle.

Gather information

- ✓ Review the student's records on the Student Support System (SSS), including any previous Learning Plans, professional reports, attendance and behavioural information
- ✓ Observe the student and collect objective data for evaluation
- ✓ Review the student's current learning program
- ✓ Conduct further assessments, if required
- ✓ Begin recording information on a new or revised Learning Plan (for examples refer to the online template in SSS or the DoE IEP template).

Consult with principle contributors

- ✓ Establish a consultative approach with others including: parents/carers, teaching staff, English as an additional language teachers, literacy and numeracy specialist teachers and professional support staff (such as speech and language pathologists and school psychologists) as required.
- ✓ Ensure the student (wherever possible) is invited to jointly set the direction of the plan
- ✓ Establish ongoing communication processes.

Develop the Learning Plan

- ✓ Based on the data collected describe the student's strengths, needs and interests including academic achievement and functional performance
- ✓ Identify SMART goals and align to the relevant curriculum
- ✓ Describe teaching strategies, supports and any educational adjustments (curriculum, instructional, environmental)
- ✓ Establish a monitoring cycle.

Implement the Learning Plan

- ✓ Ensure copies of the Learning Plan are shared with all involved and uploaded to SSS
- ✓ Implement the Learning Plan through the teaching and learning program
- ✓ Regularly evaluate the student's progress and consider the involvement of other staff to support analysis and establish future goals and strategies.
- ✓ Adjust goals, expectations, strategies and supports as necessary.

Review and Update the Learning Plan

- ✓ Update the Learning Plan in line with nominated review and monitoring cycles
- ✓ Report on student learning outcomes in line with requirements from the DoE Assessment and Reporting Procedure
- ✓ Develop a transition plan for students as required, especially at key movement times such as from year to year or school to school.

5. Related policies

- Nil

6. Related procedures

- [Acceleration of Gifted Students Procedure](#)
- [Student Engagement Procedures](#)

7. Supporting information/websites

- [Learning Plan \(IEP\) Template](#)
- [Student Support System \(SSS\) – Help Zone](#)
- [Good Teaching guides](#)

8. Legislation

- [Disability Discrimination Act 1992 \(Cth\)](#)
- [Disability Standards for Education 2005 \(Cth\)](#)

9. Definitions

Aboriginal: Students of Aboriginal and/or Torres Strait Islander descent who identify themselves as an Aboriginal and/or Torres Strait Islander.

Care and Protection Orders: Court orders that are made under State law for children who are at risk and in need of care and protection. The legislation provides for action that can be taken if a child is found to be in need of care and protection, to ensure the child is kept safe and well cared for. There are a number of different care and protection orders. Care and protection orders can involve transfer of legal guardianship to an authorised department or individual, as well as supervisory orders in which guardianship is not affected.

Curriculum: The mandated curriculum for the student's year of schooling. For students attending Kindergarten that is the Belonging, Being and Becoming; The Early Years Learning Framework while for students from Prep to Year 10 the core curriculum framework is the Australian Curriculum. Teachers of students in Years 11 and 12 implement Tasmanian Assessment, Standards and Certification and VET accredited courses. All students are entitled to rigorous, relevant and engaging learning programs drawn from a challenging curriculum that addresses their individual learning needs.

Disability: As described in the Disability Discrimination Act 1992 is:

- a. total or partial loss of the person's bodily or mental functions; or
- b. total or partial loss of a part of the body; or
- c. the presence in the body of organisms causing disease or illness; or
- d. the presence in the body of organisms capable of causing disease or illness; or
- e. the malfunction, malformation or disfigurement of part of the person's body; or
- f. a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- g. a disorder, illness or disease that affects a person's thought processes, perception or reality, emotions or judgement or that results in disturbed behaviour; and includes a disability that:

- h. presently exists; or
- i. previously existed but no longer exists; or
- j. may exist in the future (including because of a genetic predisposition to that disability); or
- k. is imputed to a person.

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.

Educational Adjustments: Adjustments are supports, accommodations or adaptations that assist a student to access meaningful learning opportunities, to achieve their learning goals and show evidence of their learning. Adjustments may be relatively minor as within Quality Differentiated Teaching Practice or more tailored and extensive in nature as would be the case for students in re-engagement programs or with complex needs. Based on the extent or level, adjustments can be described as supplementary, substantial or extensive. The Disability Standards for Education (DSE, 2005) require that reasonable adjustments are provided to students with disability. For more information on reasonable adjustments refer to the DSE, 2005.

English as an Additional Language or Dialect: EAL/D students are those whose first language is a language other than English and who require additional support to assist them to develop proficiency in English. They come from diverse multilingual backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English
- Aboriginal and Torres Strait Islander students whose first language is an Indigenous language, including traditional languages, creoles and related varieties of Aboriginal English.

Gifted: Students who are gifted have the capacity for advanced development relative to their age peers in at least one ability domain (intellectual, physical, creative or social) to a degree that places them at least among the top 10% of their age peers. The nature of their giftedness varies. Significant adjustment to the educational program of gifted students is often necessary to develop their gifts into talents. A Learning Plan is required for any student who is formally accelerated.

Inclusive Education: Teaching inclusively is valuing, understanding and responding to students' strengths, aspirations and needs irrespective of their background. It is about maximising the student's learning potential and the learning of others around them.

Professional Support Staff: Include support teachers, school psychologists, speech and language pathologists, and social workers. These professional support staff help school staff and students resolve problems and can refer families to further professional help when required.

Quality Differentiated Teaching Practice (QDTP): Describes a teaching philosophy and approach that takes into account the varying strengths, needs and interests of all students. It is a requirement of the Australian Professional Standards for Teachers that students' learning is supported through differentiated teaching practice. Some students may have their learning needs met through differentiated teaching practice. For identified students this should be discussed with the student, their parent / carer and recorded in SSS. The detail of the differentiated teaching practice is contained in teacher planning notes rather than a Learning Plan.

Re-engagement provisions: are directed at engaging students and can be described along a continuum ranging from 'Tier 1' to 'Tier 4'. Tier 1 refers to universal strategies directed at engaging every student in all schools. 'Tier 4' re-engagement programs are directed at a few students who have disengaged from education and require specialised support. These are further described in the DoE Student Engagement Procedures.

Student Support System (SSS): SSS is the Departmental web-based data management system used to capture and store student support information. Learning Plans can be written directly into the SSS template provided. Alternatively, Learning Plans may be created using the Department's offline template and attached within the

Learning Plan in SSS. All Learning Plans must be either completed in the SSS template or uploaded to the student's record.

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Last Significant Review: 20 January 2020

Review Due: 1 March 2021

This Document Replaced: Learning Plan Procedure (2015); Individual Education Plan Guidelines (2013)