

Personalised Learning Pathways



Education
Public Schools

Name

D.O.B:

School:

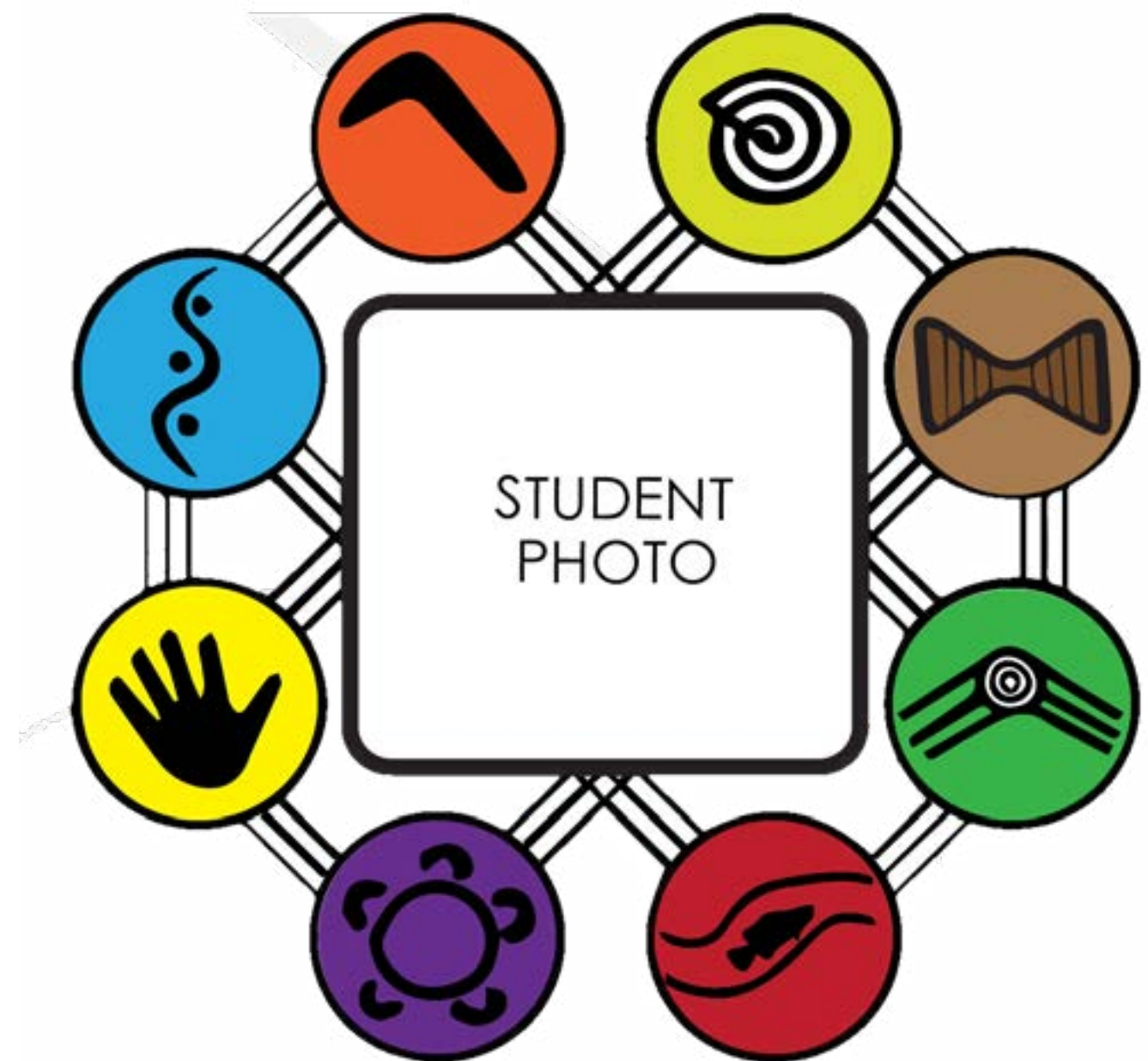
Class:

Teacher:

Parent / caregiver

Mobile

Email



Protocols for using the 8 Ways PLP's

Planning and negotiating with Aboriginal parents, families and communities have been a useful technique in supporting Aboriginal students attending Public Schools for many years. The Schools Aboriginal Education Team have developed in consultation with communities and AECG to offer a template to start a conversation between your students, parents (caregivers), and teachers. We are hoping that these conversations, will lead to a better relationship and thus a true and genuine partnership.

Priorities

Improving Aboriginal education outcomes. Increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%. The government wants all NSW school students to reach their potential, including Aboriginal and Torres Strait Islander students. Currently, these students are under-represented in the top two NAPLAN bands and this needs to change. The government has introduced reforms to help ensure more Aboriginal and Torres Strait Islander students perform better at school.

Learn more about the 8 Ways PLP's

| **Why** | **What** | **Who** | **When** | **Where** |



Cultural interface protocols for engaging with Aboriginal knowledge

Build your knowledge around real relationship.

Use this knowledge for the benefit of the Aboriginal community.

Approach Aboriginal knowledge in gradual stages, not all at once.

"Whether you like it or not, culture is at the core of all thinking & learning. So if learning is your core business, then so is culture"

If you have any questions or comments? Email the Schools Aboriginal Education Team at bangamalanhacentre@det.nsw.edu.au or call on 68 413850

Story sharing

School History

Has your child attended any other preschool / school?

If yes, last school

Did the previous school have any of the following plans in place for your child?

PLP, Health care Behaviour Attendance Out of Home care

Communication

How would you like us to communicate with you about your child?

Text Phone call Email Home visit Face-to-face.

Family History

Is there any significant family history we need to know about? (+/-)



Community links

Family

What other family members are living with the student?

Who else is living in the house at the present time?

What roles do other extended family members play?

- Nan
- Uncle
- Aunty
- Older brothers/sisters
- Cousins

Support Networks

Are there community services supporting your family?

- | | | |
|----------------------------|--------------------------|---------------|
| Aboriginal Health Services | Aboriginal Land Councils | Elders Groups |
| CareWest | Barnardos | FACs |
| | | Other |



Community links

Sharing Information

Who do you give permission for the PLP to be shared with?

- Staff at this school
- Feeder School
- Outside Agency

Community Connections

Is there anyone that your child is particularly connected to within the community?

Friends

Who are your friends at school?

Who are your friends outside school?



Symbols and Images

Engagement

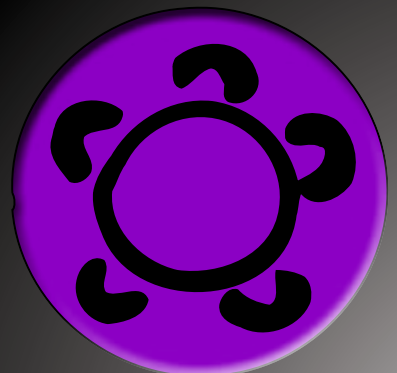
What does your child enjoy the most at school?

What areas of school does your child least enjoy?

What does your child like to do the most outside of school?

Learning Styles

How does your child learn best? Eg - Listening, Reading, ICT, Music, Hands on Quiet Space



Non-verbal

Wellbeing

Has your child had any of the following assessments?

Vision Hearing Mobility Speech Pathology Early Intervention

OT Counselling Other

Is there any other medical or wellbeing issue about your child we need to know? e.g. - Medical, school counsellors, access, CAMHS

Is there anything we need to know to help your child come to school each day?

In the event of an incident at school that could lead to suspension, how would you like this managed and who would be the first point of contact?

If you are unavailable would you like the support of an AEO, SLSO or teacher whom could be used as a support person for your child? Yes No



Land Links

Local Knowledge/ Culture

Student

What do you know about your own culture?

What do you want to know about your culture?

Parent

Are there any cultural activities you wish your child to learn or take part in?

Is there anyone in the family that can support the school with Aboriginal culture, Aboriginal history, Dance, Language, Art etc?

Is there anyone in the family that can teach Aboriginal Culture/ Aboriginal History e.g. Dance, Language or Art?

Connections Country

What [countries](#) do the family have connections with?

Is there any places/towns you visit regularly?



Non-linear

Meeting Outcomes Working Together

What support would you like for your child to complete homework/ assessment tasks?

What do I need to do to help you?

How do we work together to achieve the best for your child?

Does the student relate well to a member of staff?



Learning Maps

Goals *for* the Student

Literacy

Literacy Progressions

Numeracy

Numeracy Progressions

Sporting / Social / Leadership

Cultural

Goals *of* the Student

What do you want to be when you grow up?

How to get there?

How can you map your Learning Pathway with your teacher?

What social / leadership skills do you want to learn?



Deconstruct / Reconstruct

Teaching Strategies

Parent / Carer Support

Literacy

Numeracy

Sporting / Social / Leadership

Cultural



Plan

Focus	Student goals	Teaching Strategies	Parent / Carer Support
Literacy <i>Date Achieved</i>			
Numeracy <i>Date Achieved</i>			

We agreed to these goals at our meeting held on

We will review these goals on

Parent / Caregivers

Student

Teacher



Plan

Focus	Student goals	Teaching Strategies	Parent / Carer Support
Sporting / Social <i>Date Achieved</i>			
Cultural <i>Date Achieved</i>			

We agreed to these goals at our meeting held on

Parent / Caregivers

We will review these goals on

Student

Teacher

