

Personalised Learning Pathways (PLPs)

Self-reflection

Overview

The Personalised Learning Pathways (PLPs) Self-reflection has been designed to support schools to review their processes for the development and implementation of PLPs for Aboriginal and/or Torres Strait Islander Students.

As outlined in the [Personalised Learning Pathways Guidelines](#), PLPs are an effective tool for increasing Aboriginal and/or Torres Strait Islander student engagement and have the potential to support improved learning outcomes and educational and cultural aspirations when they are developed in genuine partnership with Aboriginal and/or Torres Strait Islander students, their families and teachers.

The Self-reflection has been developed to support schools in reviewing their existing processes and procedures relative to their individual context.

The Self-reflection has been divided into two sections:

[Section 1: Analysis of school wide PLP processes](#) This section of the Self-reflection will provide the opportunity to reflect on the process that is used throughout the school to develop and implement PLPs for all Aboriginal and/or Torres Strait Islander students.

[Section 2: Analysis of individual PLPs](#). This section of the Self-reflection will provide the opportunity to review a sample of individual PLPs for students that have been developed.

Please note: the outputs of this tool are used to inform relevant steps in the development of IPMs.

How to complete the Self-reflection

To facilitate the completion of this tool, the Principal, Lead - Aboriginal Education Committee and appropriate teaching staff will collaboratively:

1. Complete [Section 1: Analysis of school wide PLP processes](#). To do this, the Principal will discuss each reflection question and all parties will collaboratively respond Yes/Partially/No/Not sure for required questions or record any reflections and comments if relevant. If required, the Principal can ask prompting questions and encourage the team to reflect on what evidence could be provided to support the determination for each question. The evidence which has been included in the Self-Reflection is only a sample, and alternate evidence may be available for the school.
2. Complete [Section 2: Analysis of individual PLPs](#). If available, the Principal will need to select at least five individual PLPs which are current for Aboriginal and/or Torres Strait Islander students and complete the Self-reflection for each one. To support this review process, the Principal should also access relevant data about each student's academic achievement, improvement journey and pathway planning. As with the previous section, the team will discuss each reflection question and either respond Yes/Partially/No/Not sure for required questions or record any reflections and comments if relevant.

It is recommended that a variety of PLPs are selected to show an adequate cross representation of PLPs which exist within the school. In addition to the individual PLPs, it will be necessary to review any supplementary documentation such as meeting notes, contact with families, emails to families etc.

3. Discuss the overall findings from completing the Self-reflection and how it will be used to further develop and improve the PLP systems and processes within the school.

Section 1: Analysis of school wide PLP processes

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box				Comments
Creating PLPs	Do we have PLPs for each Aboriginal and/or Torres Strait Islander student?	<i>Percentage of PLPs which are created for enrolled Aboriginal and/or Torres Strait Islander students</i>	Not sure*	No	Partially	Yes	
	Do incoming Year 7 students have a PLP which has been shared from Stage 3?	<i>Individual student PLPs</i>	Not sure*	No	Partially	Yes	
	Is a proportionally significant percentage of	<i>SpaRO, SBAR, and EfPT</i>	Not sure*	No	Partially	Yes	

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box				Comments
	equity funding utilised for PLP processes?						
	Do we have a documented process to develop, monitor and evaluate PLPs on a regular basis?	<i>Documented PLP process</i>	Not sure*	No	Partially	Yes	
	What are the documented processes to develop, communicate, monitor and evaluate PLPs?	<i>Documented PLP process</i>	Reflections:				
	Is there a consistent template/approach we use to develop PLPs relative to each stage?	<i>School wide PLP Template</i>	Not sure*	No	Partially	Yes	
	What opportunities exist	<i>Family feedback</i>	Not sure*	No	Partially	Yes	

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box				Comments
	when creating PLPs to build trusting relationships between the school, student and families?						
	How are students provided with the opportunity to own the PLP process and actively contribute to its development?	<i>Student feedback</i>	Not sure*	No	Partially	Yes	
Role of teaching staff	Have staff completed PL for developing and implementing PLPs?	<i>MyPL records of <u>Personalised Learning Pathways course</u> & the schools PL schedule</i>	Not sure*	No	Partially	Yes	
	Who was the presenter	<i>MyPL records of</i>	Reflections:				

	Reflection Questions	Sources of evidence that could provide insight	Please circle the relevant box	Comments
	and when was the PL completed?	<u>Personalised Learning Pathways course</u>		
	Currently what proportion of staff have completed PL for developing and implementing PLPs? How is this monitored?	<i>MyPL records of <u>Personalised Learning Pathways course</u></i>	Reflections:	
	How are new staff provided with an understanding of the PLP and inducted with the current school processes?	<i>New staff induction process</i>	Reflections:	
	To what extent is the PLP understood by the teachers	<i>Teacher feedback</i>	Reflections:	

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box				Comments
	who teach the student?						
	Is it distributed to the teachers of the student?	<i>Documented PLP process</i>	Not sure*	No	Partially	Yes	
	How is the PLP communicated, shared and distributed to students' teachers?	<i>Documented PLP process</i>	Reflections:				
	To what extent do teachers and staff have a collective responsibility for student achievement of PLP goals?	<i>Teacher feedback</i>	Reflections:				
	Does regular program supervision e.g. HT/AP specifically identify links from PLPs to teaching and	<i>Registrations and teaching and learning programs</i>	Not sure*	No	Partially	Yes	

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box				Comments
	learning programs?						
Reviewing PLPs	How frequently are PLPs reviewed? When does this occur?	<i>Documented PLP process</i>	Reflections:				
	How would you summarise the review process? E.g. who is at the review and when/how does it take place.	<i>Documented PLP process</i>	Reflections:				
	Is the PLP easily accessible in hard copy or online to the student, family and staff?	<i>Documented PLP process & family feedback</i>	Reflections:				
Community engagement	Has our PLP process been collaboratively developed	<i>Record and/or minutes from</i>	Not sure*	No	Partially	Yes	

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box				Comments
	with the local/regional AECG?	<i>AECG meeting</i>					
	Has our PLP process been collaboratively developed with the local school community?	<i>Record of meeting/ documented PLP process</i>	Not sure*	No	Partially	Yes	
	How are PLPs collaboratively developed with students and families?	<i>Record of contact with parents e.g. Sentral data</i>	Reflections:				
	Is there opportunities for families to provide feedback about the PLP process and plan?	<i>Record of meeting Families voice and feedback</i>	Reflections:				
	How would you describe	<i>Meeting records</i>	Reflections:				

	Reflection Questions	Sources of evidence that could provide insight	Please circle the relevant box	Comments
	the consultation process with the local AECG?	<i>of Aboriginal Education Committee</i>		
	How would you describe the consultation process with the local school community?	<i>Meeting records of AEC</i>	Reflections:	
	How does the Aboriginal Education Committee support the PLP process within our school?	<i>Relevant meeting records</i>	Reflections:	
	Where relevant, how do Aboriginal staff/AEO, specialist and/or program staff delivering services around the school support	<i>Relevant meeting records Documented PLP process</i>	Reflections:	

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box	Comments
	the PLP process within our school?			
Overall	Based on the responses above, have you identified aspects of your PLP processes that could be modified to improve quality and sustainability?			Reflections:

* 'Not sure' may necessitate further evidence before a decision can be made.

Tool completed by: _____ Date completed: _____

Section 2: Analysis of individual PLPs

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box				Comments
Student engagement in the PLP process	Has this PLP been developed with the student?	<i>Feedback from student</i>	Not sure*	No	Partially	Yes	
	Has the student been provided with an opportunity to own the process and contribute to the development of their PLP?	<i>Feedback from student</i>	Not sure*	No	Partially	Yes	
	How was this student provided with ownership over their PLP process? Are there student identified	<i>Feedback from student</i>	Reflections:				

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box				Comments
	goals?						
	Does the PLP acknowledge a student's culture, and (where appropriate) include cultural goals?	<i>Review of PLP documentation</i>	Not sure*	No	Partially	Yes	
	How does the PLP support the student to navigate post school options and pathways (where relevant)?	<i>Review of PLP documentation</i>	Reflections:				
Teacher engagement in the PLP process	Has this PLP been distributed to the teacher(s) of this student?	<i>Email correspondence to classroom teacher(s)</i>	Not sure*	No	Partially	Yes	

	Reflection Questions	Sources of evidence that could provide insight	Please circle the relevant box	Comments
	How do teachers link the student's PLP goals to their academic goals and where applicable post school destination aspirations?	<i>Review of PLP documentation and student achievement data</i>	Reflections:	
	How has a combination of subject specific goals and more general goals (e.g. literacy and numeracy component) been incorporated into the student's PLP?	<i>Review of PLP documentation and student achievement data</i>	Reflections:	
	Have aspirational goals been developed to promote student engagement, provide challenging and	<i>Review of PLP documentation</i>	Reflections:	

	Reflection Questions	Sources of evidence that could provide insight	Please circle the relevant box	Comments
	purposeful opportunities and advanced learning pathways?			
	How did relevant teacher(s) contribute to the development of the PLP?	<i>Teacher feedback</i>	Reflections:	
	What evidence is there of how teachers have incorporated the student's goals from the PLP into their teaching practice?	<i>Teaching and learning programs</i>	Reflections:	
	Does this PLP influence teacher expectations for achievement of	<i>Teaching and learning programs</i>	Reflections:	

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box				Comments
	individual students?						
	Are the goals in this PLP SMARTER goals and reflect high aspirations and expectations?	<i>Review of PLP documentation</i>	Reflections:				
Community engagement in the PLP process	Has this PLP been developed in partnership with the student's family?	<i>Review of minutes from PLP meeting with family</i>	Not sure*	No	Partially	Yes	
	Is the student's family aware of the PLP goals for their child/student?	<i>Record of contact with parents e.g. Sentral data</i>	Not sure*	No	Partially	Yes	
	How do teachers work in partnership with	<i>Family feedback</i>	Not sure*	No	Partially	Yes	

Reflection Questions		Sources of evidence that could provide insight	Please circle the relevant box				Comments
	families to support the student to achieve the goals outlined in the PLP?						
	How has the PLP process assisted the development of positive relationships with this student and their family?	<i>Family feedback</i>	Reflections:				
	How does the school celebrate achievement of goals identified in the PLP with the student and their family?	<i>Family feedback</i>	Reflections:				
Overall	Based on your responses above, do		Not sure*	No	Partially	Yes	

	Reflection Questions	Sources of evidence that could provide insight	Please circle the relevant box		Comments
	you think this PLP has the potential to support the learning outcomes and aspirations of this student?				

* 'Not sure' may necessitate further evidence before a decision can be made.

Tool completed by: _____ Date completed: _____