

Developing an Education Plan

The Learning Support Team is responsible for developing an Education plan for each student new into Out of home care (OOHC) and monitoring the student's progress through an annual review.

The purpose of an Education plan is to describe a set of strategies to address the particular educational needs of the child or young person in OOHC. Schools may use existing templates already in use or the attached OOHC education plan templates and coversheet. In developing an Education plan to support a student, the Learning Support Team may wish to use the following planning sequence to ensure that optimum learning outcomes are facilitated.

Step 1: Understanding the student

- Share understandings of factors that impact on the student's schooling.
- Identify the student's skills, strengths, preferences, abilities and motivations.
- Identify the student's preferred learning style.

Step 2: Set goals

- Consider key long-term goals that reflect learning outcomes in social, academic and life skills development.
- Establish short-term goals that will lead sequentially to the achievement of long-term goals.
- Ensure that the goals are specific, measurable, achievable, realistic and time-framed.

Step 3: Develop the plan

- Identify what needs to be addressed to ensure achievement of goals.

Step 4: Implement the plan

- Identify strategies for program delivery – when, where, by whom and with whom.

Step 5: Monitor and evaluate the plan

- Determine how the student's plan is to be measured, rated and reported.
- Measure the student's progress in social, academic and life skills development.
- Revisit goals and priorities.
- Adjust the plan and implementation strategies.

When developing individual goals, it can be helpful to use the **SMART** principle:

SMART goals are:

S	Specific - the goal should relate to a particular skill or ability, not be a generalised broad statement.
M	Measurable - achievement of the skill or behaviour should be quantifiable and observable.
A	Achievable - the skill, ability or behaviour targeted should have a reasonable chance of successful achievement.
R	Realistic - the skill should be realistic in terms of the student's circumstances and capabilities.
T	Timely and Teachable - the learning of the skill, ability or behaviour should be achievable within a reasonable time frame, and the time of learning the skill, ability or behaviour should be appropriate for the student's age and life.

The goals should:

- where possible lead to the student's *inclusion* in school activities
- be *individualised* in terms of the student's needs (both short-term and long-term) and their current achievements and future aspirations
- be based on the student's strengths