

Have you heard of “[One Plan](#)”? (One Child One Plan)

One Plan is a negotiated program designed to facilitate online, off-campus, learning as a common form of education in Australia. Currently, the program is being rolled out by the South Australia Government for primary and secondary special needs students, also there is talk of expanding this program to include mainstream students.

The program acknowledges that a national shift to individualised programs is necessary for delivering the best in Australian education; this is highlighted in current case-management situations and by the mandatory process of *differentiation*; which fundamentally lends itself to individualisation.

Education staff are often reminded that they are not a babysitting service. Therefore, if students are not engaging in school and will engage online, off-campus or with alternate supervision then the Australian Government has a foundational responsibility to provide this service; equitably for all students.

Private and State education facilities and the wider community will benefit from including an *option* for suitable students to elect to learn off-campus. Considering many students can achieve higher standards off-campus they must be provided this opportunity or they are being limited in their learning. It is obvious to many professionals the modern school have been negligent for resisting this style of learning in their scope of practice.

Schools will be making a statement to the education community by adopting this approach and coming into line with other high-achieving and inclusive education institutions around the world.

This proposal outlines a pilot program to expand the *One Plan* design and include an option for any student to access the highest quality education in a digital paradigm.

The expansion will include a holistic, collaborative approach to individual learning. Embracing them with a specialised support network in their home or in a workplace. Students will be involved in a combination of home-based learning while linked in with local organisations and businesses to facilitate specialised learning and training; with the option to attend a school facility when necessary.

Comprehensive tests are administered to gauge students current levels of literacy, numeracy and other abilities - This data informs “Modules” that are delivered in a digital format, providing scope for facilitating learning and assessment offsite.

There are notable hurdles to facilitating a flexible program such as;

- **The role of a teacher will change significantly.** This will be negotiated during the initial stages of implementing the program. Significant consideration must be given to the profound importance of the student/teacher relationship
- The novelty may wear off and students may be at risk of becoming apathetic towards their education? Although, aligning with current engagement levels in the classroom, this can be easily monitored with a regular (weekly/fortnightly) visit to the home or workplace, video conferencing, cooperation with the people in the student’s network and regular submission

of assessment. If the student withdraws, disengages or becomes disenfranchised then there will have an established network of support to coach, teach, consult and advise students. Our data shows that teachers will willingly adapt to provide for this services.

- Some academic subjects require significant collaboration with other students and specialised resources to maximise the learning experience: this is the challenge for schools. The time allocated for student collaboration must be efficient and quality teachers must facilitate quality learning. If a student cannot access the resource within their network then they can attend a school site for this learning.
- The most difficult hurdle in the foreseeable future will be for the Education Departments to admit that the current system is not as effective as it could and should be.

There are many benefits to embracing an online platform:

- Every student has a case plan - amazing right!
- Increase in student ownership and agency
- 21<sup>st</sup> Century skills are organically embedded
- Teachers become more accountable for data
- Behaviour management is dispersed to the individual's wider community
- Less classroom disruptions (Imagine the learning that will occur)
- Increase (equitable) access to appropriate resources for students
- Students collaborating who wouldn't usually work together in a classroom
- Earlier engagement in the workforce when suitable
- Student work will be recorded and accounted for more efficiently
- Family provides more input into the learning experience
- and I am sure you can add many more here.

If you require any information about current programs that support his style of learning or would like to link-in with organisations that guarantee employment upon graduation - please be in touch.

Let's be real about this: the internet has been providing reasonable education tools and pathways for decades. Research skills, digital communication and the ability to identify reliable, functional information are at the heart of high school education in the 21<sup>st</sup> Century.

Comprehensive learning platforms, such as 'Canvas,' are already successfully implemented. More efficient and available platforms are on the way - Our team is currently working on a mobile app., called *My Village*, to facilitate off-campus learning, data collection, resource database, automated assessment integration, professional communication, project management, community networking and more. Seriously, if we have thought of this, we are certain many others are in development mode too.

The world is changing faster than ever before - how will you respond?

By James Fuller