



**PLaN**  
Partners in Literacy  
and Numeracy


School of  
**Education**



**For Schools and  
Early Learning  
Centres**

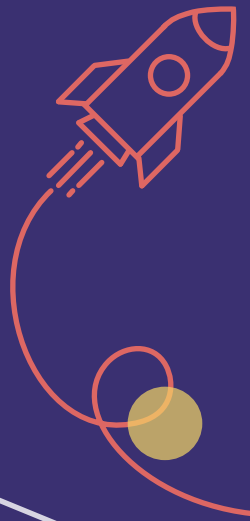


**A Rewarding Service  
Learning Initiative**



“I would highly recommend that other schools get involved with the plan program, our school has seen massive benefits from being involved. Our students of course have excelled and the other benefit is that our teachers get the opportunity to develop their leadership skills”

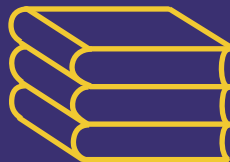
**Deputy Principal and PLaN  
Coordinator**



# PLaN

A service-learning approach to literacy and numeracy improvement in schools.

To better prepare new teachers with the practical skills needed for strong beginnings in the classroom!







## What is PLaN?





PLaN is a School of Education initiative and service-learning program that allows Pre-Service Teachers (PLaN members) to engage with local schools and early learning centres to support the delivery of literacy and numeracy programs in the classroom.

Service learning is a pedagogical approach that combines learning with community service to meet a societal need. PLaN is not a work integrated learning experience, nor paid work, nor a volunteer role.

The PLaN program facilitates beneficial opportunities for both PLaN members and participating schools and centres. For Pre-Service Teachers it allows them to gain extra classroom experiences and practice their teaching skills, helping to enrich their professional understanding and practice of the Australian Professional Standards for Teachers (Graduate Teacher Level). For schools and centres the PLaN members provide additional classroom support in the delivery of literacy and numeracy programs to positively impact their students' learning.

# PLaN Partners

“This is such a great program...  
I really do think it has helped me improve my  
small group work, planning and teaching”

**Isabelle, Bachelor of  
Education (Primary)**

We would like to thank and acknowledge our current PLaN Partner schools and centres for supporting this program and the ECU Pre-Service Teachers who have given their service so far.

PLaN Partner Primary Schools/Centres	PLaN Partner Secondary Schools
Adam Road Primary School	Ashdale Secondary College
Ashburton Drive Primary School	Australind Senior High School
Ashdale Primary School	Balcatta Senior High School
Atlantis Child Care Ocean Keys	Baldivis Secondary College
Australind Primary School	Ballajura Community College
Banksia Grove Primary School	Busselton Senior High School
Bayswater Primary School	Butler College
Bruce Rock District High School (Yr1-6)	Bruce Rock District High School
Cooinda Primary School	Cecil Andrews College
Carramar Primary School	Clarkson Community High School
Clarkson Primary School	Comet Bay College
Dalyellup Primary School	Dalyellup College
Dianella Primary College	Dianella Secondary College
Doubleview Primary College	Ellenbrook Secondary College
East Butler Primary School	Girrawheen Senior High School
East Manjimup Primary School	Governor Stirling Senior High School
Ellenbrook Primary School	Indie School, Midland
Hollywood Primary School	Joseph Banks Secondary College
Inglewood Primary School	Kinross College
Joondalup Primary School	Melville Senior High School
Madeley Primary School	Morawa District High School
Midvale Primary School	Mount Lawley Senior High School
Mosman Park Primary School	Ocean Reef Senior High School
North Dandalup Primary School	Swan View Senior High School
Roseworth Primary School	
Seaforth Primary School	
Shorehaven Primary School	
Wattle Grove Primary School	
West Busselton Primary School	
West Northam Primary School	
Yanchep Beach Primary School	

“It was a valuable  
experience as part of my  
teaching degree”

**Madeleine, Bachelor of  
Education (Secondary)**





# Information for PLaN Partner Schools and Early Learning Centres

## **What should occur at the initial meeting between PLaN members and PLaN Coordinator?**

- Negotiate the day(s) and time the PLaN member will provide their service;
- Introductions between the classroom teacher and the PLaN member;
- A debrief about the specific learning needs of the students that the PLaN member may be working with if possible;
- The PLaN member can complete school inductions or training if required; and
- Discuss the allocated the year group(s) the PLaN member will work with.

**Note:** The PLaN member should be placed to work with students who are the relevant age/year group that align with their current course of study. For example; A PLaN member enrolled in a Secondary course should be placed in year 7 to year 12 groups.

## **Who is a PLaN school/ventre site coordinator?**

A PLaN site coordinator is the representative who facilitates the PLaN program within their school or centre and is the point of contact for the PLaN members and ECU PLaN team.

## **What is the role of a PLaN school/centre site coordinator?**

PLaN site coordinators play a vital role facilitating PLaN member in-service within the school/centre as they:

- Liaise with the PLaN member once receiving an e-introduction email from the PLaN team.
- Meet with the PLaN member prior to the commencement of their PLaN in-service to discuss and organise a schedule (day, time, hours, class allocation etc).
- Inform the school staff of the PLaN program and select a classroom mentor teacher for the PLaN member.
- Liaise with the ECU PLaN team regarding any issues or queries.

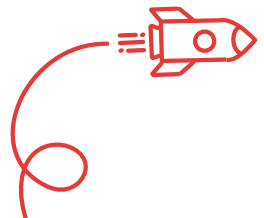
## **What prior classroom experience does a PLaN member need to have?**

A PLaN member can be a Pre-Service Teacher enrolled in either a Bachelor of Education or Master of Teaching Course (initial teacher education). They can be at any year level of their degree therefore; the amount of experience PLaN members have will vary.

## **What is the PLaN members' role in the classroom?**

PLaN members are to support an individual or a small group of students (typically 2-3) to engage in the literacy or numeracy programs as designed by the school/centre and as directed by the classroom teacher. PLaN members should not teach full classes.

The PLaN member should be placed to work with students who are the relevant age/year group that align with their current course of study.







For example; A PLaN member enrolled in an Early Childhood Studies course should be placed in year groups aged zero-eight years old.

**Note:** PLaN Members may choose to work with older or younger year groups if negotiated with their PLaN Coordinator.

### **Should PLaN members design and prepare teaching and learning programs, lessons and resources?**

No. PLaN members are not expected to design programs. It is the PLaN partner school/centre and classroom teacher's responsibility to:

- Determine, design and plan the literacy or numeracy program and classroom activities;
- Organise and prepare classroom lessons and activities;
- Create and prepare required teaching and learning resources for the lessons including all materials, worksheets etc;
- The student groups that the PLaN member can support; and
- The timing of the PLaN programs / lessons.

### **What is the PLaN member's commitment to the school's or centre's program?**

Each PLaN member is to be available for a dedicated time-slot each week (a minimum of one hour) and preferably for a full school term. The PLaN member can continue their service into the next term if both parties agree.

### **How can the classroom teacher support the PLaN member?**

The classroom teacher is an invaluable mentor allowing the PLaN member to observe, discuss and engage in simple teaching tasks to support the PLaN members' professional development.

### **Does the PLaN school or classroom teacher formally assess the PLaN member?**

No. PLaN is not a formal Professional Experience.

### **I would like our school/centre to participate in PLaN – what's next?**

Email the PLaN team at [plan@ecu.edu.au](mailto:plan@ecu.edu.au)



**Scan the QR code to sign up and become a PLaN school or centre**

"The staff at this school have been super helpful, they are understanding of my unfamiliarity with being in the setting, plus they are definitely compassionate and encouraging of my future ambitions"

**PLaN Pre-Service Teacher**

# PLaN Charter

Upon joining the PLaN program both student members and PLaN school coordinators are provided with a copy of the PLaN charter.

This charter sets out the responsibilities of PLaN student members in maintaining a high standard of professional conduct in all their interactions whilst engaging with PLaN school/centre coordinators, supervising teachers, other school/centre personnel, parents, members of the school/centre community and the classroom students whom they are partnered with.



# PLaN Charter

Whilst engaging in PLaN service learning you have responsibility for maintaining a high standard of professional conduct in all of your interactions with PLaN school/centre site coordinators, supervising teachers, other school/centre personnel, parents, members of the school/centre community and the students.

**PLaN partners are to ensure at all times to:**

- Abide by ECU's values of Integrity, Respect, Rational Inquiry and Personal Excellence
- Adopt an approachable, pleasant and respectful demeanour towards students, staff, and parent/caregivers at the PLaN school/centre
- Adopt professional attire
- Meet school/centre agreed PLaN attendance and time requirements and expectations
- Display awareness of professional teaching standards and are familiar with compliance requirements such as Working with Children Check (WWCC), Nationally Coordinated Criminal History Check (NCCHC) and Occupational Health & Safety (OHS) policies
- Promptly notify or refer confidential issues relating to the PLaN students to which you have been assigned, to the PLaN site coordinator
- Respect and maintain the confidentiality of students, colleagues, and parents/carers relating to the assigned PLaN school/centre

The PLaN Charter relates to the AITSL Domain of Professional Engagement (<https://www.aitsl.edu.au/teach/standards>), specifically standards:

## **7.1 Meet professional ethics and responsibilities**

Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.

## **7.2 Comply with legislative, administrative and organisational requirements**

Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage

This charter is also aligned to ECU's Student Code of Conduct and ECU's Student Charter



School of  
**Education**





“Amazing professional experience, I loved being out in the classroom and my mentor teacher is fantastic”

**PLaN Pre-Service Teacher**

# Testimonials

“The PLaN students showed initiative in the classroom and were always willing to help out in any way needed by the classroom teacher”

**PLaN School Coordinator**

“Our English and Maths HoLA's have said they fit in very well with the rest of the department and have built positive relationships with all staff members”

**PLaN School Coordinator**

“Thank you for the opportunity to be involved, the input and support from your students was invaluable”

**PLaN School Coordinator**

## Connect with the School of Education

School of Education  
Edith Cowan University  
2 Bradford Street  
Mount Lawley WA 6050  
Australia

Email: [plan@ecu.edu.au](mailto:plan@ecu.edu.au)  
Visit our Website:



“To experience classrooms from the perspective of a teacher and interacting with students has been amazing. I have a much deeper understanding of what is going to be required of me as well as what I will be experiencing once I am a teacher myself”

**PLaN Pre-Service Teacher**