

PERSONALISED LEARNING



The personalised learning approach is when we value an individual learner's unique capabilities, capacities and experiences. We can use this understanding as a guide to collaboratively develop a learning plan that is highly personalised.

As an educator, you have a significant role to play in learner self-determination, which means allowing learners to be themselves, to be individual, and to participate in learning in unique and personal ways.

Understanding personalised learning

A personalised learning approach is documented in a personalised learning plan such as the One Plan. This plan:

- is written with a strength-based focus
- reflects the learner's growth and progression
- documents the teaching and adjustments required for the learner to achieve positive outcomes, support their desired pathways, and reach their full potential
- is regularly reviewed and adjusted to meet the changing needs of the learner.

Who needs personalised learning?

A personalised learning approach will benefit any learner, but these key groups often require this approach:

- learners with disabilities
- learners with learning difficulties
- learners with English as an additional language or dialect (EALD)
- learners who may have distinct language, cultural or social requirements
- learners who have experienced or are in vulnerable situations, including those with:
 - mental health needs
 - levels of ability that require explicit strategies to ensure access to the curriculum
 - experience of significant trauma
- students enrolled in Flexible Learning Options (FLO)
- Aboriginal learners in preschool or school
- children and young people in care in school or preschool
- learners who are gifted and who need substantial adjustments.



**Government
of South Australia**

Department for Education

HOW TO DEVELOP AND DELIVER PERSONALISED LEARNING



Consult and collaborate

Consult or collaborate, or 'know your learner' by:

- building knowledge of the learner's background
- engaging the learner
- engaging with families, carers or guardians
- reviewing and analysing documents such as plans, education assessment data and professional assessments.

Assess and identify learner needs

Assess and identify learner needs, or 'design for the learner' by:

- considering where the learner is now
- considering where the learner could be
- identifying learning priorities
- aligning the learning priorities to the curriculum
- identifying learning aims and goals
- developing learning goals.



Implement personalised adjustments and supports

Provide support through:

- curriculum adjustments
- instructional adjustments
- environmental adjustments.

Monitor and review

Monitor and review learning by:

- checking through assessments in school and preschool
- being aware of cultural considerations
- making assessments accessible for students with disability
- updating SMARTAR goals
- giving effective feedback to the learners
- having formal reviews with learners and carers
- updating the plan at the end of the school year.

