



Holy Trinity

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Individual Learning Plans

The following process may assist staff in developing Individual Learning Plans and in profiling and supporting students with learning difficulties. It is advisable when developing an Individual Learning Plan (ILP) to follow a specific planning and implementation sequence.

Stage 1

Identifying the student's needs

Stage 2

Determining adjustments that need to be made to the curriculum

Stage 3

Completing and implementing an Individual Learning Plan

Stage 4

Monitoring and evaluation

Stage 1: Identifying the student's needs

Teachers bring to an ILP expertise in designing and delivering a curriculum program. Teachers are also able to identify and meaningfully liaise with others (e.g. parent/guardian/carer, consultants) when profiling a student's strengths, skills, learning preferences and abilities, and identifying the most appropriate learning style.

Think about your students. What knowledge of their strengths, skills, learning preferences and abilities do you have? What other education approaches do you already know that you could bring to an analysis of how to meet a student's learning needs (e.g. educational taxonomies, learning theory, etc.)?

Children and young people have preferences for the way in which they interpret information, make connections between learning, and demonstrate that learning. Major differences in learning styles include learning by experimenting, reflecting, doing or feeling, and learning individually or within a group

Stage 2: Determining adjustments that need to be made to the curriculum

An ILP can be used to set annual, long- and short-term educational goals for students with language difficulties. When setting goals for a student, a teacher or an SSO should consider these principles:

- goals should allow the student to participate in their classroom programs
- goals should be based on curriculum content and experiences similar to those for same-age peers
- goals should be fully inclusive where possible
- all parties should agree upon the goals
- the goals should also be a priority for the student
- goals should build upon the strengths and skills of the student
- annual, long- and short-term goals need to be differentiated
- goals must be achievable, and able to be monitored and evaluated.

Stage 3: Completing and implementing an Individual Learning Plan

An ILP typically defines what needs to be taught, priorities for the content to be taught, and appropriate pedagogies. It is assumed in an ILP that the teaching may occur at home, in the classroom, during recreation and when the student is engaging in community activities.

Key questions	Considerations
When	<ul style="list-style-type: none">• time of day when the student learns best• time required for teaching and learning
Where	<ul style="list-style-type: none">• most appropriate environment (e.g. class, home, recreation, community)• many students with language difficulties are unable to concentrate on, or process, language in noisy, distracting environments
By whom	<ul style="list-style-type: none">• team-teaching is encouraged• sharing of human and physical resources between schools, including local specialist schools, can occur
With whom	<ul style="list-style-type: none">• flexible groupings to allow for a variety of learning groups for students• individual learning, small group learning, peer and cross-age tutoring and cooperative learning arrangements consistent with those used for other class members

Stage 4: Monitoring and Evaluation

Assessment and the development of revised strategies for teaching and learning is a core area of expertise of teachers. Monitoring and evaluation for students with learning difficulties enables student progress to be measured, the effectiveness of the program to be assessed and new goals to be developed. Where a student's progress does not seem to be occurring within the time frame allowed for, or planned, you may need to adopt problem-solving strategies to reassess goals, targets

At Holy Trinity we recommend that teachers set no more than three long term goals for each Individual Learning Plan and two or three short terms goals for each long term goal. It is expected that the 4 steps will be addressed for each ILP.

Individual Learning Plans are required for children that are on Literacy, Numeracy and Special Learning Needs Programme (LNSLN). Parents of funded children and children on individual learning plans will meet with the school once a term.

In consultation with the school Principal and Deputy Principal, Individual Learning Plans will be written for children with specific learning challenges.

Children that are identified with learning challenges however not funded will be catered for through explicit learning group activities that will include a learning intention and a success criteria. This learning record will be available for parents to reflect on during parent teacher conversations.