

The development towards more Personalised learning

The choices a school makes to shape the personalising of learning influence the primary process and the school organisation.

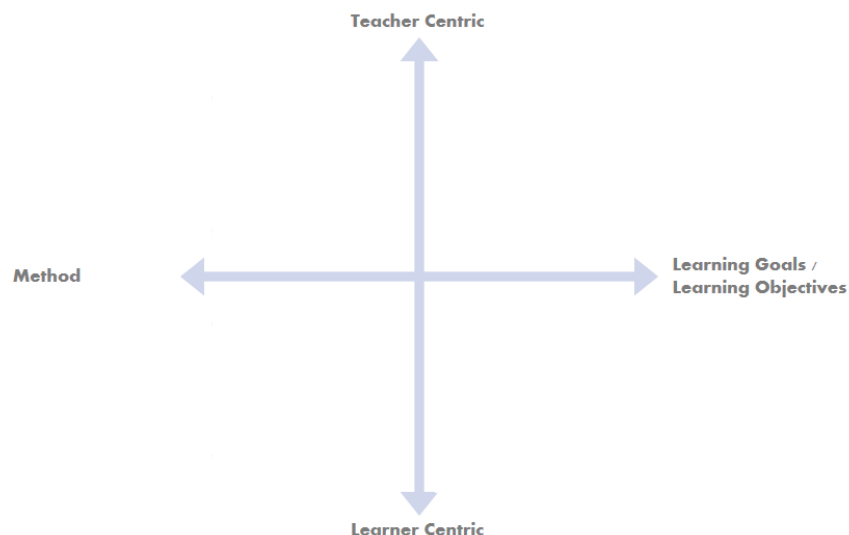
Two important dimensions in education and the way of personalisation:

1. Ownership of the student's development and learning process
teacher-centric <-> learner-centric

Who has influence on, and responsibility for the learning process when it comes to what, when, where, how, why, with whom and at what pace students learn? On one side of the dimension the teacher has full control. The teacher indicates what students where, how, when and with whom to learn, and how long they can take about the learning process. The learner is more a receiver and not an active player and developer of his learning process (OECD, 2013; 2016). On the other side of the dimension the student has full control over his own learning process. All sorts of mixed forms are possible between the two extremes, in which students are more or less co-owner of their own learning process.

2. Didactic approach
Method driven <-> based on learning goals/learning lines
Collective interest <-> individual interest

The degree of personalising learning changes as the balance between individualisation and collectivisation shifts (OECD, 2013). As the collective interest outweighs, the education is further collectivised and standardised. There is little or no personalisation and all students get it same education (one-size-fits-all). There will be less space to make individual choices (In't Veld, 2015). As the individual interest outweighs and education connects with individual goals and learning needs, there is individualisation and differentiation, where students can follow highly personalised learning trajectories or they are able to design their own learning trajectory (one-size-fits-one).



Schools that opt for more teacher-driven education can respond to student needs in two ways, namely through convergent or divergent differentiation.

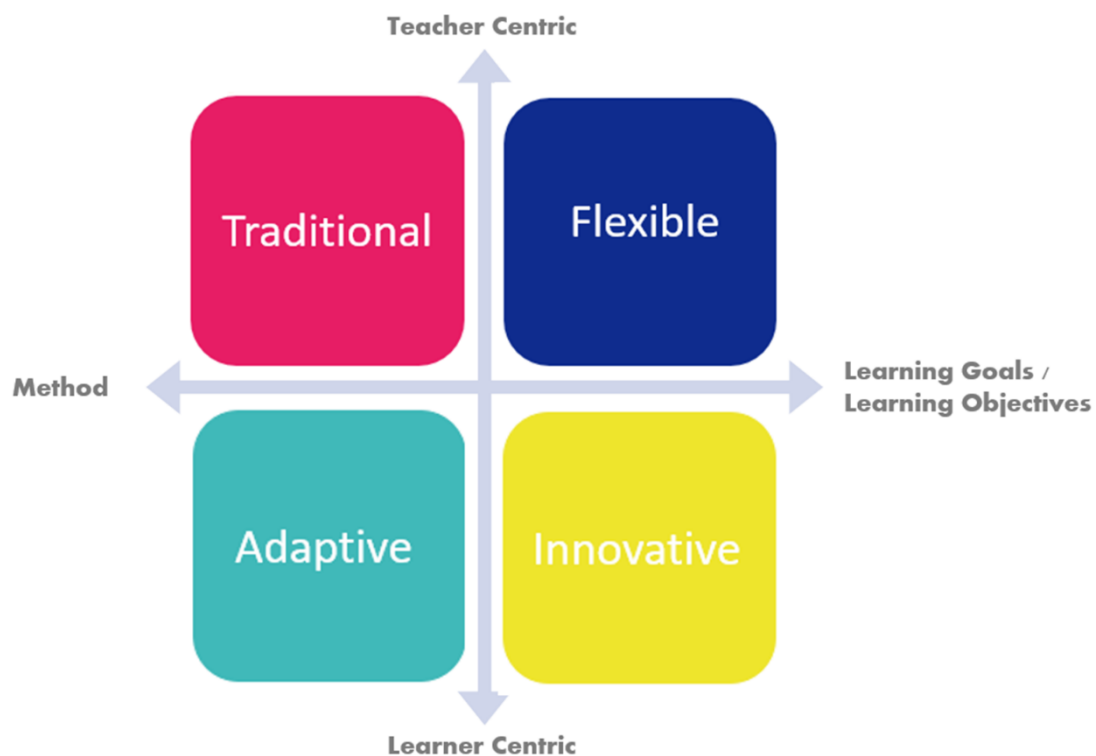
With convergent differentiation, a teacher focuses on minimum goals that all students must reach (Coubergs et al., 2013). The students stay together as long as possible. This often involves forms of group education. **Traditional Education**

With divergent differentiation, the focus is on individual students and the guidance that students receive differs (Coubergs et al., 2013). Students go through their own learning route with appropriate goals and instructions. As a result, the levels and the range of courses on offer vary considerably. This often involves forms of group differentiation and working with individual learning lines. **Flexible Education**

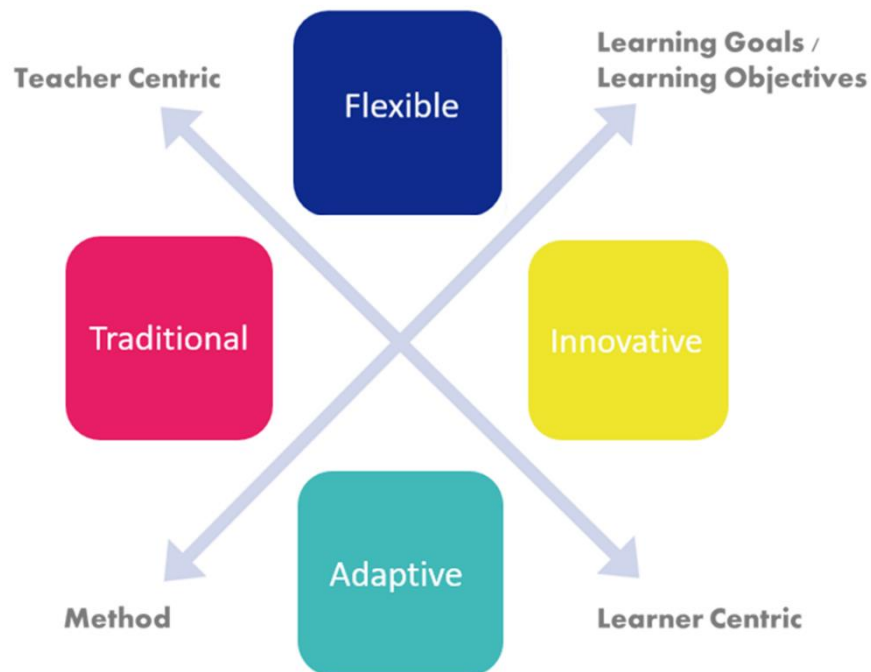
Schools that opt for more student-driven education can respond to student needs in two ways.

There may be self-regulatory learning. Students must all achieve the same minimum goals, but have control over how, when, where and with whom they learn. The program is therefore fixed, but they can make choices within it. **Adaptive Education**

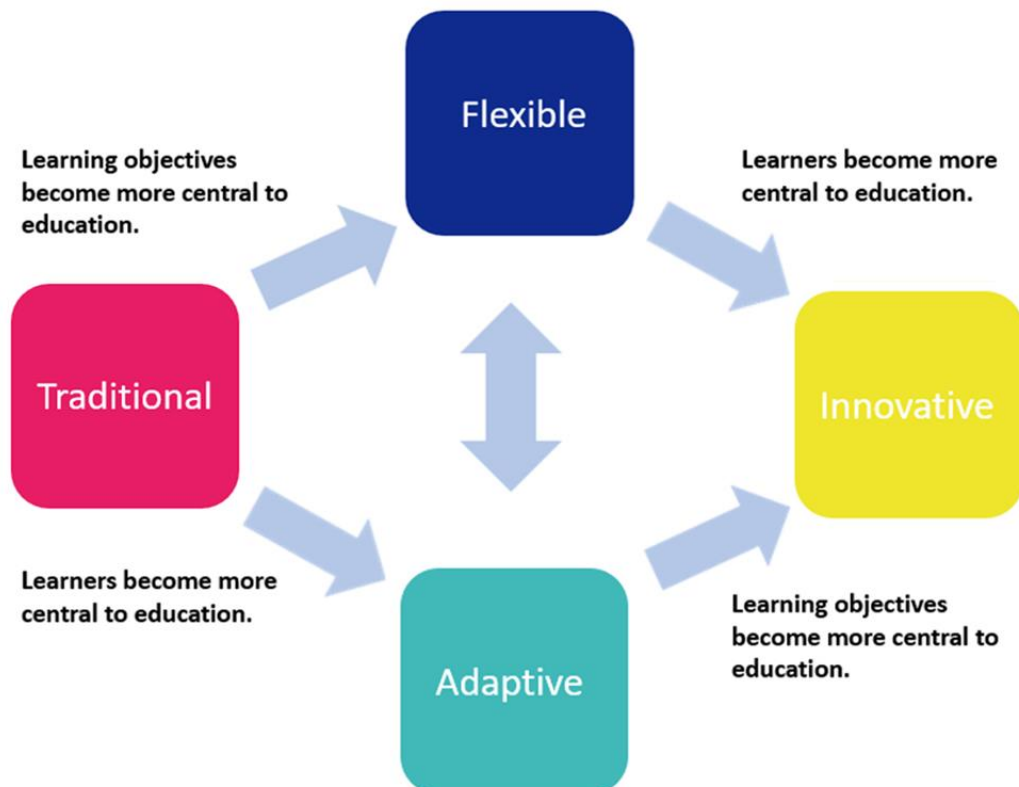
Personalised learning occurs when the individual needs of students are taken into account and when students control their own learning process. Students not only determine how, when, where and with whom they learn, but also influence their own learning objectives. **Innovative Education**



If we turn the model to the left, then traditional education will be on the left and innovative education will be on the right side of the model.



If a school wants to develop in the field of personalised learning, there are generally two routes. It may also be that in one discipline the blue route (Flexible Pathway) is followed and in another discipline the green route (Adaptive Pathway) is followed.



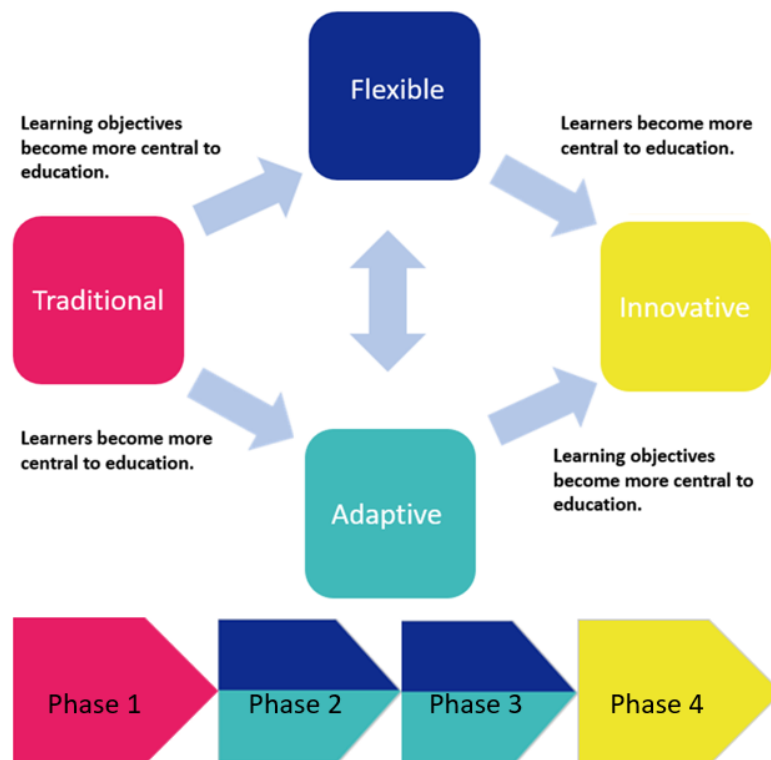
The way in which the school gives substance to personalising learning has consequences for the curriculum, the pedagogical approach, assessment, the professional development of the team, the development of school culture and infrastructure (Bates, 2014).

Hargreaves (2006) indicates that at different levels of the school organisation changes must take place to successfully personalise learning. Learning, teaching, and the organisation of the school must be in one line. This requires a change in vision of learning and education, other student and teacher behaviour and changes in the school organisation.

Conversely, a certain school organisation is needed for changes in teachers' behaviour.

The connection between the 2 Pathways and the 4 Phases towards Personalised Learning

During the development towards personalized learning, the school can follow two different pathways within each 'Design Question' (The Flexible or The Adaptive Pathway).



Within these pathways for each "Design Question" the school has to decide in which phase the school is at that moment. For each "Design Question" in the Personalised Learning Model (PLM) you will find the next step that can be taken to develop from one Phase to another.

For most "Design Questions" the steps can be taken within "The Flexible pathway" or "The adaptive pathway".

Personalised Learning Model (PLM)

Third version – 7 may 2019

Managing Complex Change The Design matrix for personalised learning	Phase 1	Phase 2	Phase 3	Phase 4
Design questions	Differentiated group education (Traditional)	Suitable group education focused on learning goals (Flexible)	Personalised education, transformation to personalised learning. Focused on learning goals. (Flexible)	Personalised learning (Innovative)
		Suitable group education focused on the pupils. (Adaptive)	Personalised education, transformation to personalised learning. Focused on pupils. (Adaptive)	

If within the PLM, the school chooses to develop in the area of "Teacher Skills", then they can continue with the much more extensive "Assessment Tool for Teachers".

Skills	Teacher	How does the role of the teacher change?	The teacher understands how different groups of pupils learn best and makes instructional	The teacher knows the learning lines and adjusts instruction based on the learning goals.	The teacher gives pupils the opportunity to decide the learning goals.	The teacher is a partner in pupil-driven learning. He provides coaching and feedback.
			decisions based on strengths and challenges of the group.	The teacher understands how each pupil learns best and makes instructional decisions based on strengths and challenges.	The teacher understands how pupils learn best and gives them opportunities to decide based on strengths, challenges, and interests.	

The "Assessment Tool for Teachers" is made up of 4 "Themes" (Readiness, Environment, Learning, Engagement), each of which is subdivided into a number of "Strands".

Theme	Strand	Beginning	Embedding	Securing	Expert
Readiness	Self-management The extent to which the teacher enables pupils to drive forward their own learning goals	The teacher is responsible for learning goal setting. The teacher is responsible for planning progress in lessons/sessions and sets the pace for all children The teacher is responsible for assessing the pupil against their goals.	The teacher discusses the learning goals set, with the pupil. The teacher plans lessons/sessions, but children may make choices about the pace they work at. The teacher is responsible for assessing goals, but the pupil may also be asked to assess themselves.	The teacher and pupil discuss the learning goals set. Sometimes these are set in collaboration. The teacher plans lessons/sessions, but children often make choices about the pace they work at. The teacher is responsible for assessing goals, but the pupil is often invited to assess themselves.	The teacher and pupil discuss the learning goals set. These are set in collaboration. The teacher and pupil plan learning activities to support meeting learning goals. The teacher and pupil assess whether the learning goal has been achieved.
	Desire for learning The extent to which the teacher ensures pupils are motivated to achieve their learning goals	The teacher has an awareness of the overall motivation of the group they are teaching.	The teacher has a growing awareness of motivation of individual children in the group.	The teacher has a good understanding of individual levels of motivation, and also understands the different barriers to desire for learning for each pupil.	The teacher has an in depth understanding of individual levels of motivation. The teacher and pupil discuss barriers to desire for learning.

The "Assessment Tool for Teachers" provides insight into the "Skills" of the teacher at the current workplace. It is intended as a development tool and not as an assessment tool, so that the teacher feels safe when using the Tool.

Using Learning Networks to support the implementation of Personalised Learning.

Learning Networks to facilitate professionalisation

A teachers professionalisation largely takes place in an informal way. Teachers learn through work experience and contact with colleagues, students and their parents. They are also encouraged to build and share their knowledge with colleagues, because learning from and with each other is very effective.

Working in today's education requires cooperation within and outside the school and looking at things from different perspectives. Participating in networks is very suitable for meeting people who look at the subject from a different perspective.

Learning networks facilitate learning from and with each other. There is a joint responsibility for increasing/broadening the knowledge that is required. There is a direct link between learning and practice. Learning networks offer the possibility of making connections outside the organization. It always concerns groups of people or organizations that jointly pursue one or more goals with a view to learning (of individuals) or improving (of organizations).

Research emphasizes the importance of self-directed learning within networks. Becoming a member of a network is usually on a voluntary and informal basis. People share the knowledge in that case because they want it themselves; the self-regulatory nature plays a role in this.

It can be a trap that people come to an answer together too quickly. After meeting two or three times it is said: "there is nothing more to be gained there" or "this is a waste of my time". The nurturing of questions hides an inquisitive attitude and learning acquires a collective dimension. In that collective process, a network learner must make a personal connection from his own practice. Not thinking for others, but introducing your own case studies and thinking along with others.

Success factors for learning networks:

1. The subject (topic) of the network has to be meaningful for all participants. The closer the subject of a network is to the daily activities of the members, the more valuable the network is to them.
2. It is important that all members are actively involved and feel owner of the learning process for a good group result.
Knowledge sharing also requires some kind of trust and this starts with knowing who is sharing knowledge with. The better the image of the people in the group, the more trust will arise and the greater the success of the network.
3. Learning networks in which a great deal of knowledge is shared and new knowledge is also created are valuable for network members. With the knowledge that the members get from the network, they can, for example, solve work-related problems.
Active members who share knowledge, encourage others to do the same.
4. The network meets regularly (6 - 10 times a year).
5. A network coordinator ensures that members are encouraged to ask questions and share knowledge. This keeps the network moving. The coordinator also coordinates the network meetings. In order to guarantee sufficient knowledge within the group, the development from externally driven (stimulated by a coordinator) to self-directed learning must take place gradually.

6. Without the required resources (finances, manpower, time or equipment), it is often not possible to organize the desired consultations.

The Personalised Learning Model (PLM)

The Personalised Learning Model and the Teacherprofile can be used to give a direction to the Personalised Learning Network.

All members choose one or more topics they want to develop on and share their knowledge about other topics in which they feel expert. Learning questions (related to the daily activities of the members) are drawn up to guide the network. The Model and the Teacherprofile provide information about the next possible step to take in the development of personalised learning. It's recommended to aim for a wide variety of members, in order to prevent the learning questions in the network from being too similar.

Experts from within the network are encouraged to share their knowledge on the chosen topics. If there are too few experts on the chosen topic (or learning questions) an external expert should be invited.

Without experts (from within or from outside the network) sharing their knowledge on certain topics, the members who want to develop on that topic are struggling to get more knowledge.

The network coordinator coordinates the network meetings and keeps the network moving. The Model and the Teacherprofile can be used to determine the right direction of the network.

Bates, S. (2014). Personalised learning: Implications for curricula, staff and students. Paper presented at the *Universitas 21 (U21) Educational Innovation Conference*.

Coubergs, C., Struyven, K., Gheysens, E., & Engels, N. (2013). *Binnenklasdifferentiatie: Leerkansen voor alle leerlingen*. Mechelen: Wolters - Plantyn.

Hargreaves, D. (2006) *Personalising learning 6: The final gateway: school design and organisation*. London: Specialist Schools Trust.

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OECD (2013). *Education at a Glance 2013: OECD Indicators*. Paris: OECD Publishing.

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