

## Personalised Learning Model (PLM)

Final version – June 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)	
Vision	Vision	Why do the pupils learn?	Pupils learn to form and develop a broad base tailored to their needs.	Pupils learn to form and develop a broad base based on their needs.	Pupils learn to form and develop a broad base in which they can keep developing themselves.	Pupils learn to form and develop personally, broadly and in a committed way in a specific context.
	Pupils	What is the status of the pupil? In what way does the pupil stand central to the learning process?	The learning process is tailored to the learning preferences of different groups of pupils.	The learning process is tailored to the learning preferences of different pupils.	The learning process is matched to the learning needs of different pupils.	The learning process is matched to learning needs, tailored to learning preferences, and attached to specific themes that interest pupils.

	Evaluate and test	How are pupils' results and progress assessed, analysed and evaluated? What is the purpose of evaluation and testing?	Summative evaluation. The teacher monitors learning based on standardised tests and grade level.	Summative evaluation. The teacher monitors learning based on flexible tests and grade level.	Formative evaluation. Pupils demonstrate mastery of content based on flexible tests and a competency based model (portfolio).	Formative evaluation. Pupils demonstrate mastery of content in a competency-based model.
				Summative evaluation. The teacher monitors learning based on adaptive tests and grade level. Focused on pupils needs	Formative evaluation. The teacher monitors learning based on adaptive tests and grade level. Focused on pupils needs.	
	Learn to learn	How do pupils reflect on the learning process?	The teacher uses data and assessments to provide ongoing feedback for groups of pupils to advance learning.	The teacher uses data and assessments to provide ongoing feedback for individual pupils based on settled goals to advance learning.	The teacher uses data and assessments to provide ongoing feedback for individual pupils to advance learning.	The pupil becomes a self-directed learner who monitors progress and reflects on learning based on mastery of content and skills
				The pupil guided by the teacher, chooses appropriate assessment tools, to provide ongoing feedback for individual pupils to advance learning.	The pupil chooses assessment tools to substantiate his progress, confirmed by the teacher.	

	Learning content	What do pupils learn?	The learning content adjusts to learning needs of groups of pupils.	The learning content adjusts to learning needs of pupils. Adaptation during progress.	The learning content accommodates learning needs of pupils. The content is prepared related to the learning needs.	The learning content connects learning with interests, passions, and aspirations of the pupils.
	Learning goals	What do pupils learn? What must be achieved with the assignment or lesson?	Learning goals are described in learning lines on different levels.	Pupils choose learning goals as described in learning lines on different levels.	Pupils describe their learning goals related to the learning lines.	Pupils describe their learning goals based on their interests, passions and aspirations.
	Learning activities	How do pupils learn independently and together?	The teacher designs learning activities that encourage voice and choice of groups of pupils.	The teacher designs learning activities that encourage voice and choice of individual pupils.	Pupils and teachers co-design learning activities that encourage learner voice and choice.	Pupils design learning activities in flexible projects that allow them to use their own voices and choose the best way to demonstrate mastery in competency based learning.

Resources	Where do pupils learn?		The teacher gives pupils their specific seat in the classroom based on differentiation.	The teacher gives pupils opportunities to choose their workplace according to the task which will be carried out.	Pupils choose their workplace according to the task which will be carried out.	Pupils choose their workplace according to the task which will be carried out. Learning can take place in and outside the school.
	Time	When do pupils learn?	The teacher plans the work schedule of the groups of pupils based on differentiation.	The teacher plans the work schedule based on the pupils needs.	The pupils plan their own work schedule during lessons.	The pupils plan their own work schedule, there is no timetable.
	ICT (and technology)	How and when pupils learn digitally?	The teacher thoughtfully integrates ICT and technology in the curriculum to instruct groups of pupils based on how they learn best.	The teacher is transitioning to a competency based ICT system where pupils begin to demonstrate mastery of learning.	Pupils learn in a competency based ICT system where they monitor progress and demonstrate mastery of learning in a theme.	Pupils learn at their own pace where they monitor progress with a constant feedback loop provided by ICT and technology.
				The teacher thoughtfully integrates ICT and technology in to the curriculum to instruct pupils based on how they learn best.	The pupils thoughtfully integrates ICT and technology based on how they learn best.	
	Support	How does the pupil receive support on the learning process?	Adjusted group support by the teacher at regular bases.	Adjusted individual support by the teacher at regular bases,	The support is provided by Instruction, coaching and feedback, based on	The support is provided by Instruction, coaching and feedback, based on the learning process, the needs and preferences of the pupil.

				based on the learning lines.	the progress of the pupil on the learning lines.	
				Adjusted individual support by the teacher at regular bases based on the needs of the pupils.	The support is provided by Instruction, coaching and feedback, based on the learning process and the needs of the pupil.	
	Parents	How do we involve parents?	Parents are informed about the progress their child makes on the learning line.	Parents are informed about the progress their child makes on the learning line.	Parents have insight in the learning lines and are asked to help the pupils in their development on the learning lines.	The parents are partners in pupil-driven learning. They support the learning progress.
	Partners	How do we involve external partners: companies and organisations?	External partners are asked to be involved on specific subjects.	External partners have insight in the learning lines and are asked by the teacher to support the learning progress with their expertise.	External partners have insight in the learning lines and are asked by the pupil to support the learning progress with their expertise.	The external partners are partners in pupil-driven learning. They support the learning progress.

				Pupils ask, guided by the teacher, external partners be involved on specific subjects.	Pupils ask external partners to support their learning progress with their expertise.	
Skills	Teacher	How does the role of the teacher change?	The teacher understands how different groups of pupils learn best and makes instructional decisions based on strengths and challenges of the group.	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.
				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.	

Ownership on the way to personalized learning (Source: [www.exova.nl](http://www.exova.nl)), combined with the flow chart 'Model for Managing Complex Change' (Knoster, 1991), the Design matrix for personalised learning (OMJS, 2017) and the Intellectual Outputs of the Erasmus+ Project Personalised Learning.