Individual Learning Plans (ILP) Policy

Board of Trustees Minute reference : Part 1 Item 10

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Review date (1 year cycle) : July 2018

Owner : DCE Ako; Learner Services Runanga

Responsibility : Learner Services Runanga

**Background**

Individual Learning Plans (ILPs) provide a personalised approach to curriculum delivery. ILPs provide a framework and starting point for teachers, students and supervisors or whānau to develop goals that inform the establishment of programmes of learning (POLs). They are intended to be ‘living’ documents which clearly reflect each student’s changing needs. The ILPs support the Personalising Learning Policy by establishing an explicit link to the Big Picture Building Block 4 ‘Individual Learning Plan (ILP)’.

**Policy statement**

At Te Kura an ILP

* is a working and living document that changes and grows with the student reflecting their stated passions, aspirations and interests,
* is student centred and driven by the student within whānau and community contexts, where place, culture and identity is recognised
* is part of a toolbox to develop more effective instruction and learning
* focuses on engagement as well as achievement, literacy and numeracy in Years 1- 6, a broad and balanced curriculum in Years 7-10, and includes qualifications guidance in Years 11-13
* in year 7 and above, contains a career-related and/or planning goal for students to help with the transition from school
* is developed in discussion between the Learning Advisor (LA), the student, their family, whānau and/or wider support networks and community
* is developed for all full-time students and qualifying fee-paying students in Years 1-8
* where appropriate is developed for Young Adult students
* is regularly monitored and reviewed over the course of a school year
* provides evidence through auditable and up-to-date records that Te Kura has been able to assist the student in reaching the objectives of their personalised learning programme.

**Guidelines**

ILPs are accessible and future-focused, driven by the student and based on past learning, current reality and future aspirations. They should reflect Te Kura’s authentic learning strategic focus.

Staff should develop ILPs in conjunction with the student and whānau, using information gathered from:

* relevant diagnostic and assessment information
* student self-assessments and family/whānau and community reflections
* evidence from the previous educational setting
* consultation and discussion between the teacher/LA, student, family, whānau and/or supervisor, in-region staff and other appropriate agencies

In addition, the following should be considered in the ILP’s development:

* Treat the ILP as a working and living document, the goals of which are reflected and recorded in the student’s POLs and teacher/student interactions.
* Assess their effectiveness for improving student learning outcomes
* Review ILPs as appropriate in terms of discussions with the student formalising this as part of the mid-year and end of year reporting cycles.
* ILPs establish a common interest base for dialogue and interaction between the LA, student, supervisor/parent/whānau and in-region staff.
* They are focused on raising and improving individual student engagement and achievement and provide a basis for meaningful, specific reporting.

**Supporting documentation**

The New Zealand Disability Strategy

National Administration Guidelines

Mitchell, D. Morton, M., and Hornby G. (2010) “*Review of the Literature on Individual Education Plans: Report to the New Zealand Ministry of Education*”. (Christchurch College of Education, University of Canterbury, retrieved via Google+21 July 2017)

Differentiated Service Model Staff Handbook

Monitoring Schedule for Learner Services Team Leaders

Authentic Learning documentation including AL000

Individual Learning Plans (ILPs) – Staff Procedures

Personalising Learning Policy

Big Picture authentic learning advisory Policy

Careers Policy

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**Approved as a governance policy Date**

**Karen Sewell**

**Chair**

**Board of Trustees**