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Individual learning plan template



Parent Case Study Template

Thank you for sharing your Portfolio experience with the National Portfolio Association. Your case study will only be used to support our Portfolio website and to be shared with parents who wish to learn more about the Portfolio. We will not share your case study with anyone else without your written permission.

Completed by: _____ **Date:** _____

Portfolio Title: _____

Portfolio Summary: Please describe your Portfolio in a few sentences. What were you doing? How did you do it? What were your achievements? What challenges did you face? How did you overcome them? (Maximum 500 characters)

Reflection:

- Describe your Portfolio - when you did it, your feelings, your observations
- How did you feel about your Portfolio? What were your feelings?
- How did you feel about your Portfolio? What were your feelings?
- How did you feel about your Portfolio? What were your feelings?

Portfolio Summary (This may include assessment, observation, planning, meeting, writing, etc.):

- How did you feel about your Portfolio? (Include what you did and how you did it)
- How did you feel about your Portfolio? (Include what you did and how you did it)
- How did you feel about your Portfolio? (Include what you did and how you did it)

Portfolio Summary (This may include assessment, observation, planning, meeting, writing, etc.):

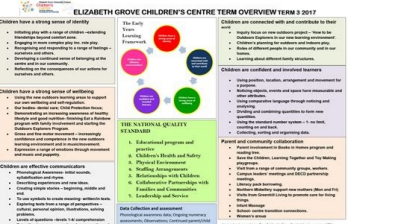
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Training Plan Template

Training Name											
Training Type	<input type="checkbox"/> Training <input type="checkbox"/> Simulation <input type="checkbox"/> Workshop <input type="checkbox"/> Presentation										
Training Responsible	<ul style="list-style-type: none"> • • (trainer responsible for the Training)										
Training Goals	1. 2. 3. (goals of the Training)										
Connection to Conference Goals	<ul style="list-style-type: none"> • • • (how the goals of conference/ track will be realized by this Training)										
Participants	(short description) <table border="1"> <thead> <tr> <th>#</th> <th>What training should they attend before this one?</th> <th>What training should they attend after this?</th> </tr> </thead> <tbody> <tr> <td></td> <td>•</td> <td>•</td> </tr> <tr> <td></td> <td>•</td> <td>•</td> </tr> </tbody> </table>	#	What training should they attend before this one?	What training should they attend after this?		•	•		•	•	
#	What training should they attend before this one?	What training should they attend after this?									
	•	•									
	•	•									
Date & Time											
Facilitators	(how many trainers should participate and who)										
Logistics requirements	<table border="1"> <thead> <tr> <th>What is needed?</th> <th>How to organize training room?</th> </tr> </thead> <tbody> <tr> <td>•</td> <td></td> </tr> <tr> <td>•</td> <td></td> </tr> <tr> <td>•</td> <td></td> </tr> <tr> <td>•</td> <td></td> </tr> </tbody> </table>	What is needed?	How to organize training room?	•		•		•		•	
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Explore and use what you need. The ILPasi assure ensure with learning difficulties and disabilities have access to a meaningful curriculum suited to their particular needs. Outline what the student can currently do. It is editable so you may change the details to fit your school. Ā Ā Click here forĀ Ā the ILPĀ Ā Meeting Guide. You can use it during the meeting to guide your questioning. Ā Ā Ā Click here to go to the SMART goals page ILP Creator You can add your school's crest or logo in the top left hand corner. Ā Ā Ā Click here for Planning Form During the meeting ILP Meeting Guide The following document will assist you to collect relevant information from the parent/carer toĀ Ā complete the ILP. How will the student'sĀ Ā progress be monitored and reported? ILPĀ Ā progress will be written by the teacher during and after an ILP meeting with parents, carers, case workers, therapists, school counsellors, and anyone else positively involved in the student'sĀ Ā life. Documents to Use Before the meeting To help inform, gather information and plan for the meeting: Student Questionnaires and Inventories Wanting to find out more about your students' preferred learning styles, interests, strengths etc? If you would like to practice writing a SMART goal before using this template, go to theĀ Ā Ā And read up on how to create a proper SMART goal. Focus on strengths and potential. Please edit if needed to include details relevant to your school. Plan the Program Include organisational strategies such as when, how, where and by whom the lessons will be taught. Ensuring Real Benefit There are a number of things we can do to ensure our ILPs have real benefit for our students; research (A Systematic review of what is known about Individualized Learning Plans, Barnett et al, 2012) suggests the following: The student and all care providers are included in the process. It is focused on strengths and challenges. There is general agreement on the goals. The student'sĀ Ā voice is in evidence throughout the ILP. Goals measurable and explicit. The student is aware of his/her goals and targets. The ILP is expressed in age-appropriate, simple language. It is a working document with clear procedures for monitoring progress. The ILP process is accepted within the school as a normal part of school procedures. Allocation of time to develop plans, conduct meetings and review progress, as well as providing professional development is established. A standardised format such as software or web-based tool is used. This link will take you to a selection of useful websites for this purpose. Ā Ā Ā Click here for Questionnaires pageĀ Ā ILP Checklist For ILP Coordinators to ensure all steps in the process have been covered. Be individualised and based on a student'sĀ Ā needs and aspirations. ILPs build on a student'sĀ Ā current level of learning and take into consideration a student'sĀ Ā cultural, linguistic and social-economic background. What learning experiences will you plan? What teaching methods will you use? When will the learning take place? 1. Ā Ā Understand the Student- what are their needs? Clearly indicate responsibilities. What resources do you need? The documents and printables on this page and in the right hand menu will assist you during the whole ILP process. What motivates them? Be regularly reviewed. What will be your process for reviewing and adjusting the plan? ILPĀ Ā should - Contain a meaningful educational program outlining specific, measurable goals and strategies to best achieve those goals. Be age and developmentally appropriate. Can the learning experiences be integrated into your daily teaching practice? practice?

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