

Developing and implementing Individual Learning Plans (ILPs): Reflection questions

Supporting resource for Webinar 4: Early childhood inclusion step 3: Developing and implementing ILPs



“Assessment refers to the gathering of information about children’s learning, development and wellbeing, undertaken over time using a range of strategies. Evaluation refers to educators’ critical reflection on and analysis of this information, and consideration of the effectiveness of their planning and implementation of curriculum for children’s learning. Using assessment and evaluation information, educators in collaboration with children, families and other professionals formulate short- and long-term learning goals for each child.”

Belonging, Being and Becoming: The Early Years Learning Framework for Australia V2.0, p. 25

Questions to guide critical reflection

After the webinar, you may have questions about how the content could apply to your practice. Write these down so you can reflect on them and seek input from families and colleagues.

You can use the following questions and prompts and the resource '**Individual Learning Plan Guide**' to guide your personal and team reflection on how to best develop and implement Individual Learning Plans (ILPs) within your service.

1. How do you decide which children need an ILP?	Reflections	Actions
Do any of the children at your service currently have ILPs? If yes, who was involved in deciding which children needed an ILP? Should anyone else be involved in deciding who needs an ILP? Why or why not?		

1. How do you decide which children need an ILP?	Reflections	Actions
<p>Why did you decide to create ILP documents for these children?</p> <p>Who is advantaged by these children having (or not having) an ILP? Who is disadvantaged, excluded or silenced?</p> <p>How are 'reasonable adjustments' for children with disability currently documented?</p> <p>What are the advantages of documenting the adjustments this way? Could they be documented differently?</p>		

2. Who is currently involved in developing and implementing ILPs and should this change?	Reflections	Actions
<p>Are all educators involved in developing and implementing ILP objectives? Why or why not?</p> <p>Who is advantaged by these current arrangements? Who is disadvantaged or excluded?</p> <p>How can all educators be supported or upskilled to understand ILP objectives and effectively implement planned teaching strategies?</p> <p>What does it mean for educators, children and families, when all educators are included in the process of developing and implementing ILPs?</p>		

3. How can you and your colleagues work together as a team to make sure that you are implementing each child's ILP consistently?	Reflections	Actions
<p>How do you communicate as a team to ensure that all team members are aware of the objectives and teaching strategies included in the ILP?</p> <p>What are some ways you ensure all educators are implementing strategies consistently?</p> <p>How do you approach guiding changes in practice when strategies are not implemented consistently?</p>		
4. Who is involved in monitoring and evaluating the ILP?	Reflections	Actions
<p>How do you record information daily to help you track the child's progress towards objectives? Do all educators know how and where to record this information? Why or why not?</p>		

4. Who is involved in monitoring and evaluating the ILP?	Reflections	Actions
<p>Who is involved in evaluating the ILP and objectives?</p> <p>Could different educators be involved in the evaluation process? If different educators were involved, would this change their understanding of the ILP objectives or their motivation to implement strategies?</p> <p>How often or at what stage are the ILPs reviewed? Is this adequate?</p> <p>What happens once the ILPs have been reviewed? What are next steps for your service?</p>		

Notes