

Identifying elements to assess the readiness to implement Personalised Approach of Learning (PAL) in Vocational Education and Training

Introduction

The following description of Personalised Approach of Learning (PAL) in Vocational Education and Training (VET) could be considered as a definition: *"The term Personalised Approach of Learning in Vocational Education and Training refers to a diverse variety of educational training programs, learning experiences, instructional practices, that are intended to address the learning needs, interests, aspirations, or cultural backgrounds of individual learner/students."*

Personalised Approach of Learning (PAL) in VET can take shape in various ways at school. In this context, we talk about different constellations of PAL. The various constellations are based on 4 dimensions. The choice regarding a dimension determines how the degree of Personalised Approach of Learning at the VET-organisation may look like.

To explain the variation in constellations, the dimensions on which these constellations differ. The two dimensions are distinguished, namely:

1. External Direction versus Self-Governance;
2. Collective Interest versus Individual Interest.

The first dimension is that of directing the learning of the student with SEN. That is, the influence on and responsibility for the learning process in terms of what, when, where, how, why, with whom and at what pace the students with SEN learn. At one end of the dimension, the direction lies entirely with the teacher, a programme or the method. The teacher, a programme or the method indicates what students with SEN learn, where, when with whom and how long it takes them to complete the learning process. The student with SEN is more considered as a receiver and not an active player and developer of his/her learning process. On the otherside of the dimension is the students with SEN who is in full control of his/her own learning process. Between the two extremes are all kinds of hybrid forms, in which students with SEN are more or less co-owners of their own learning process. A choice on these dimensions can have consequences for the role of teacher/trainer and students with SEN in the school.

In the Vocational Education and Training (VET) systems, choices are made as to what needs to be taught. This involves weighing up individual and collective interests. VET does not only serve the interests of the individual, but also the interests of the society. This involves socialisation, that is, the ways in which we become part of existing traditions and practices through education and training. Socialisation is related to things such as being able to communicate with each other, to organise events, to make and to observe rules. The formation of an individual into a reflective and critical human being is also important in this context. In the VET-organisation, education and training prepare students with SEN for employment, and it provides diplomas. But VET also serves individual interests: the development of the talents of students and responding to the individual wishes, needs and expectations.

The degree of Personalised Approach of Learning (PAL) changes as the balance between individualisation and collectivisation shifts. As the collective interest weighs more heavily, there will be far-reaching form of collectivisation and standardisation in the provision of VET, in which there is little or no Personalised Approach of Learning and students with SEN receive the same education and training (one-size-fits-all). The more that is laid down at the collective level, the less scope remains for making individual choices. As individual interests become more important and VET matches individual goals and learning needs, there is individualisation and differentiation, with students following highly personalised learning pathways or designing their own learning pathway (one-size-fits-one).



Identifying elements

Enclosed you find are some proposed elements you may need to assess (explore) the readiness of the VET-provider to apply methods of Personalised Approach of Learning (PAL). The proposed elements are structured according the dimensions of the 7S-model of McKinsey. The 7S model is extremely useful to identifying strengths and weaknesses of a VET-provider in implementing changes: implementing a more Personalised Approach of Learning (PAL) for students with SEN. The information gathered in a self-evaluation can guide the changes in the organisation of the VET-provider. The McKinsey's 7S model combines rational and hard dimensions (**Strategy, Structure and Systems**), with emotional and soft dimensions (**Style, Staff, Skills and Shared Values**).

Please mind that the formulations of the proposed elements are intended for self-assessment on readiness to implement a more Personalised Approach of Learning (PAL). You may add additional elements which you think are relevant for implementing a more Personalised Approach of Learning (PAL) in your organisation.

Strategy

Specific elements within the strategy of VET-provider have a positive influence on the readiness of the organisation to implement a more Personalised Approach of Learning (PAL) for students with SEN.

Task: "Please review the elements for implementing a more Personalised Approach in Vocational Education and Training and **formulate additional relevant elements (if needed).**" (Maximum: 25 elements)

The VET-provider ...	
1	has a clear vision of Personalised Approach of Learning for students with SEN.
2	has a Personalised Approach of Learning a part of the mission, aims and values
3	sees innovation as a success factor for its organisation
4	is open to pioneer and to experiment
5	has a commitment to apply methods of Personalised Approach of Learning for students with SEN.
6	is open for new ideas.
7	works towards creating Personalised Approach of Learning for its Students with SEN.
8	develops and expands its services continuously.
9	uses innovation as a way of finding new answers and new ways of providing VET for students with SEN.
10	seek for funding to support solutions in providing VET for its students with SEN.
11	uses innovative tools to support its strategy to provide VET for its students with SEN.
12	has networks with local authorities, other schools and other stakeholders.
13	has employed staff who are in charge for supporting its teachers in providing PAL to students with SEN.
14	employs employees who are in charge for the supporting its students with SEN in their learning process.
15	has a supporting monitoring system.
16	evaluates its education and training to students with SEN regularly.
17	exchanges experiences with other VET-providers to improve its education/training to students with SEN.
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Structure

Structure represents the way the departments of the VET-provider are organised and include the information of who is accountable to whom. Structure divides tasks and then provides coordination. In other words, structure is the organisational chart of the VET-provider.

Specific elements within the structure of the VET-provider have a positive influence on the readiness of the organisation to implement a more Personalised Approach of Learning for students with SEN.

Task: "Please review the elements for implementing a more Personalised Approach in Vocational Education and Training and **formulate additional relevant elements** (if needed)." (Maximum: 25 elements)

The VET-provider ...	
1	has clear descriptions of roles and responsibilities of its teachers.
2	has clear descriptions of roles and responsibilities of its trainers.
3	has clear descriptions of roles and responsibilities of its supporting staff.
4	has clear ways for any employee to share the new ideas.
5	Manage the core processes to implement new approaches
6	has a stable group of people who makes decisions
7	involves relevant stakeholders in the implementation of new approaches.
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Systems

Systems are all procedures, formal and informal, that make the organisation go, day by day and year by year: e.g. financial budgeting systems, education and training systems, procedures, working processes, quality systems, management system etc. Systems are the processes and procedures of the VET-provider, which reveal organisations' daily activities and how decisions are made. Systems also determine how activities in the organisation are carried out. This may and should be the main focus for managers during the change process. Specific elements within the systems of an organisation have a positive influence on the readiness of the VET-provider to implement a more Personalised Approach of Learning for students with SEN.

Task: "Please review the elements for implementing a more Personalised Approach in Vocational Education and Training and **formulate additional relevant elements** (if needed)." (Maximum: 25 elements)

The VET-provider ...	
1	has an internal communication system that communicates new ways of education and training and allows to read important information is in place.
2	allows to read important information.
3	has documented its education and learning processes.
4	has documented the supporting processes to students with SEN.
5	has documented its operative key processes.
6	allocates resources (time, staff, budget, etc.) for projects.
7	works with Interdisciplinary teams to foster knowledge and taking new perspectives.
8	works with a system of collecting and analysing feedback of its education and training to students with SEN.
9	works with a system of collecting and analysing feedback of supporting students with SEN.
10	has identified the added value for its organisation when using new approach of education and training.
11	has documented the added value for its organisation when using new approach of education and training.
12	has an effective system of managing contacts with students with SEN.
13	aims to reduce administrative processes for students with SEN.
14	has a systematic way to discuss ideas and to make decisions for development and improvement.
15	has a system for managing projects.
16	has a database of students with SEN who attend the Vocational Education and Training programs.
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Style

Style represents the way the VET-provider is managed by managers, how they interact, what actions do they take and their symbolic value. In other words, it is the management style of VET-providers' leaders. Staff in organisations may listen to what managers say, but they believe what managers do. Not words, but patterns of actions and behaviour are decisive.

Specific elements within the style of a VET-provider have a positive influence on the readiness of the organisation to implement a more Personalised Approach of Learning for students with SEN.

Task: "Please review the elements for implementing a more Personalised Approach in Vocational Education and Training and **formulate additional relevant elements** (if needed)." (Maximum: 25 elements)

The VET-provider ...	
1	has an open-minded style of managing the organisation.
2	involves our employees in decision-making.
3	encourages teamwork.
4	Has an open and flexible work attitude is needed to implement Personalised Approach of Learning for students with SEN.
5	has an open communication.
6	celebrates and share our successes.
7	is open to changes and innovation.
8	has an student-cantered mind and approach, besides the focus on the interest of employer and society.
9	trusts on the competencies of our employees.
10	recognises ethical values.
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Staff

Staff is focussing on what type and how many employees a VET-provider will need and how they will be recruited, trained, motivated and rewarded. Staff is often treated in one of two ways. At the hard end of the spectrum, it is about appraisal systems, pay scales, formal training programs, and the like. At the soft end it is about morale, attitude, motivation, appreciation and behaviour.

Specific elements within the staff of a VET provider have a positive influence on the readiness of the VET-provider to implement a more Personalised Approach of Learning for students with SEN.

Task: "Please review the elements for implementing a more Personalised Approach in Vocational Education and Training and **formulate additional relevant elements** (if needed)." (Maximum: 25 elements)

The staff of the VET-provider ...	
1	share the value of Personalised Approach of Learning for students with SEN and promote it.
2	has a student-oriented approach.
3	is aware of their role and responsibility concerning vocational education and training to students with SEN.
4	Has an internal expert of Personalised Approach of Learning for students with SEN is necessary.
5	works in teams.
6	uses a multidisciplinary approach in their team work.
7	has services of coaching for students with SEN.
8	has good observation skills.
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Skills

Skills are the abilities that the employees of the VET-providers perform very well. They also include capabilities and competences. During organisational change, the question often arises of what skills the VET-provider will really need to reinforce its new strategy or new method.

Specific elements within the skills of a VET-provider have a positive influence on the readiness of the VET-provider to implement a more Personalised Approach of Learning for students with SEN.

Task: "Please review the elements for implementing a more Personalised Approach in Vocational Education and Training and **formulate additional relevant elements** (if needed)." (Maximum: 25 elements)

The employees' Skills are: ...	
1	having knowledge about Personalised Approach of Learning of students with SEN.
2	making tailored made plans for vocational education and training of the students with SEN.
3	being able to communicate with students with SEN.
4	being able to build up relations with students with SEN.
5	being able to create trust with students with SEN.
6	having knowledge of a more Personalised Approach of Learning of students with SEN.
7	having knowledge of skills and competences of its students with SEN.
8	using networks in daily activities.
9	having interpersonal and communication skills.
10	having knowledge on educational and training processes.
11	being flexible.
12	monitoring Personalised Approach of Learning of students with SEN.
13	measuring the effect and added value of Personalised Approach of Learning of students with SEN.
14	documenting the progress and results of Personalised Approach of Learning of students with SEN.
15	having knowledge about change management and innovation.
17	paying attention to details.
18	being able to give timely responses.
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Shared Values

Specific elements within the shared values of an organisation may have a positive influence on the readiness of the VET-provider to implement a more Personalised Approach of Learning for students with SEN.

Task: "Please review the elements for implementing a more Personalised Approach in Vocational Education and Training and **formulate additional relevant elements (if needed).**" (Maximum: 25 elements)

The VET-provider ...	
1	has defined its core values for Personalised Approach of Learning
2	The core values for PAL are accepted by all
3	has a mission which is in line with the intention of Personalised Approach of Learning for students with SEN.
4	has a vision which is in line with the intention of Personalised Approach of Learning for students with SEN.
5	has a culture that allows diversity
6	has a culture that appreciates diversity
7	focuses on inclusion of students with SEN in its vocational education and training programs.
8	focuses on abilities
9	focuses on ethical behaviour of the staff
10	contributes to create an inclusive society
11	has a participative and collaborative culture
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THANK YOU VERY MUCH FOR YOUR COOPERATION.

Please send the completed potential list of elements for implementing a more Personalised Approach of Learning for students with SEN to Guus van Beek (quality@xs4all.nl) before 30 May 2022.