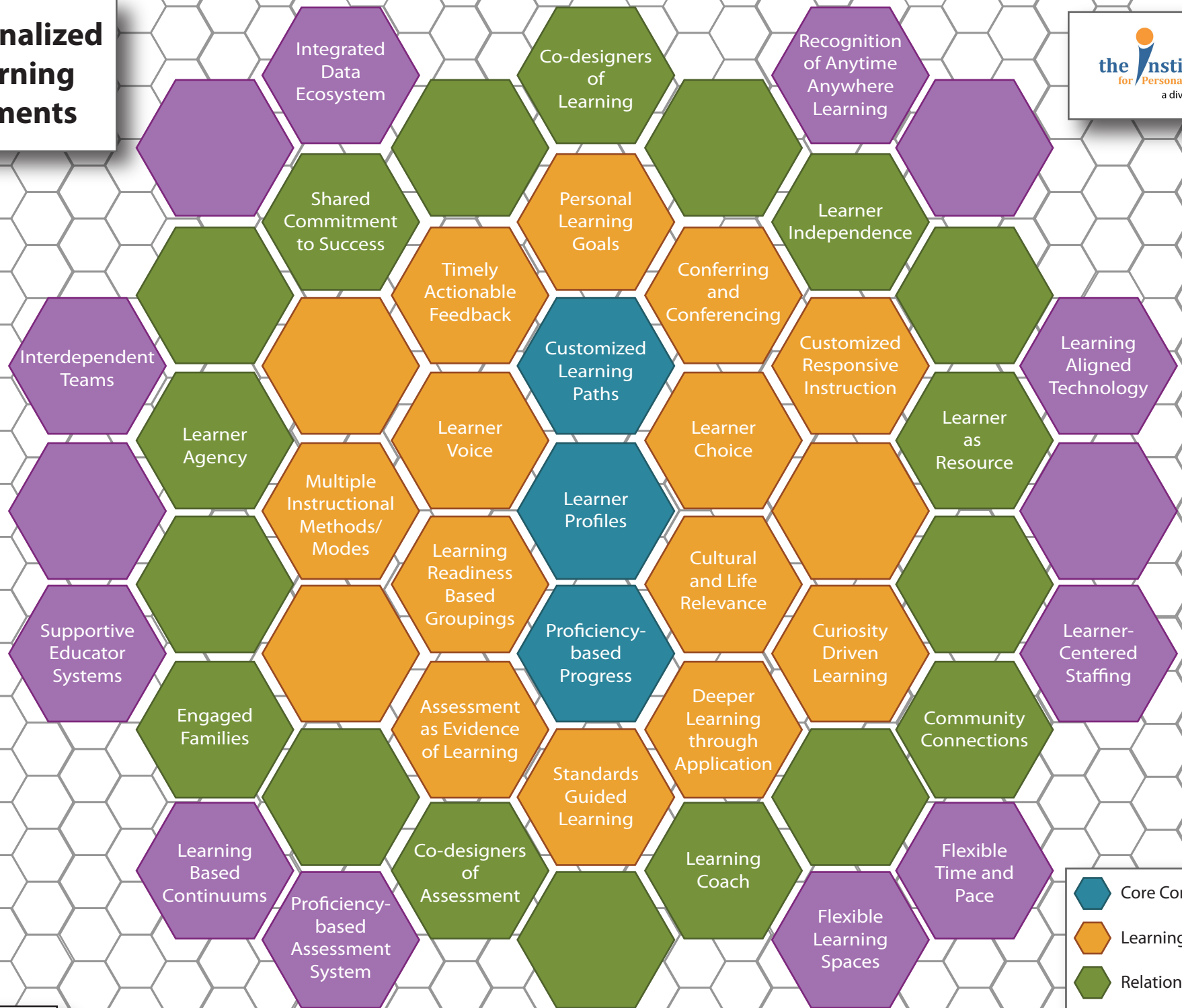


# Personalized Learning Elements



	Core Components
	Learning & Teaching
	Relationships & Roles
	Structures & Policies

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## The Honeycomb

Real, lasting change is difficult—especially for large, established institutions like public education. The Institute for Personalized Learning developed a personalized learning model and the accompanying honeycomb graphic to guide districts as they strive to get learning right the first time—every time. The model consists of a three-phase strategy wrapped around three core components. The arrangement of the honeycomb cells is intentional. While the model is not linear, it should begin at the center with the core components and generally expand outward toward the perimeter.

## Core Components

Although the very nature of personalized learning demands a departure from one-size-fits-all education and allows for a myriad of models and practices for its implementation, three components form the core of a personalized learning system:

- Learner Profiles – Comprehensive, data-rich learner profiles convey how a student learns best and are used to plan a customized learning environment and instructional strategies. When we have a deep understanding of each learner, we can leverage individual strengths to determine the correct blend of learning modalities and strategies to ensure success.
- Customized Learning Paths – Each learner follows a unique path based on their individual interests, strengths and learning style. By personalizing learning for each student, we create a circumstance where we can address needs as they occur rather than having to remediate later.
- Proficiency-based Progress – Learner progress is based on demonstrated proficiency in pre-defined, agreed-upon standards. Advancement is tied to performance, not seat time or credits.

## Change Strategy

There are numerous other personalized learning elements that complete the model. They are arranged into a three-phase change strategy that generally builds outward from the center of the honeycomb toward the perimeter.

- Learning and Teaching – The nexus of learning and teaching is where education transformation begins. The elements in this phase are focused on interactions at the classroom level and promote the concept of wrapping learning and teaching strategies around the unique strengths and needs of each student. It is not necessary to address all of the elements at once. Focusing on a few thoughtfully selected learning and teaching elements, to start with, is recommended.
- Relationships and Roles – Personalizing learning and teaching will have a significant impact the relationships and roles of both learners and educators. Increasingly, educators will work in interdependent teams to design instruction that is based on authentic learner input. Educators may identify and assume specialized roles that tap into their individual strengths and interests while meeting student needs. Learners will become more independent as they work with educators, family and other community members to co-create a path to reach their educational and life goals.
- Structures and Policies – As new practices take shape and develop around learning/teaching and relationships/roles, they will place stress on existing structures such as schedules, calendars, or grading practices. This is when conversations about flexibility and changing existing structures should begin to take place. Changes to policy are the last phase of the strategy since they serve to stabilize a system and allow successful practices to flourish.