



Learner Agency

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Karakia

Kia hora te marino
Kia whakapapa pounamu te moana
Hei huarahi mā tatou i te rangi nei
Aroha atu, aroha mai
Tātou i a tātou katoa.

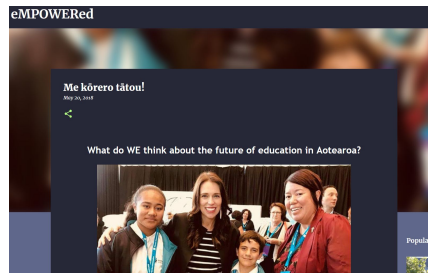
*May peace be widespread. May the sea be
like greenstone; a pathway for all of us this
day. Let us show respect for each other, for
one another. Bind us all together.*

Ko Wai Au?



Ko Rangitoto te maunga
Ko Waiake te moana
Ko Australis te waka
Ko Ngāti Ingarangi te iwi
Ko Tāmaki Makaurau te kāinga
Ko Martin taku hoa tāne
Ko Mikayla rātou, Ko Callum, Ko Madeline, Ko Jack
aku tamariki
Ko Donald Robson Bassett te whānau
Ko Linda Smith tōku māmā, Ko Graham donald
tōku pāpā... Ko Joanne tōku ingoa





Questions to explore:



- What is Learner Agency? Why Learner Agency?
- What are the implications for our school in order to promote learner agency?
- How might we embed learner agency across our school?
- What might we look for as indicators of learner agency?
- How might we measure it?

Outline

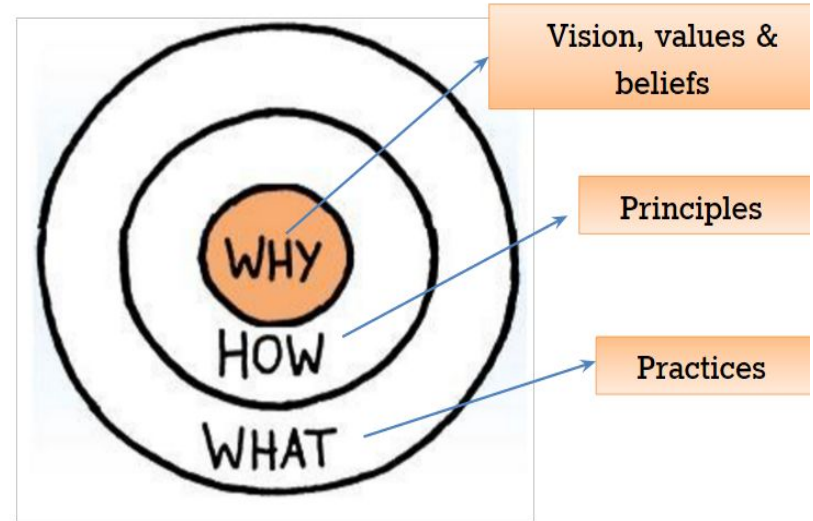
- Learner agency
 - *Why?*
 - *Underpinning research*
 - *Examples*
 - *Where are we at? Where to from here?*

Definition: Agency is...

In what areas should agentic learners be able to make choices?

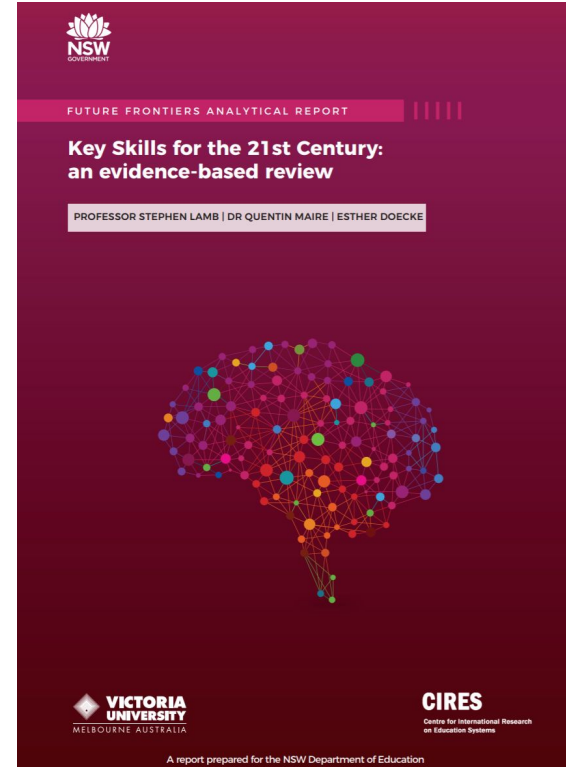
“The capability of individual human beings to **make choices** and **act on these choices** in a way that **makes a difference in their lives**”

Our Vision & Values - Knowing our Why



Preparing for **their** future

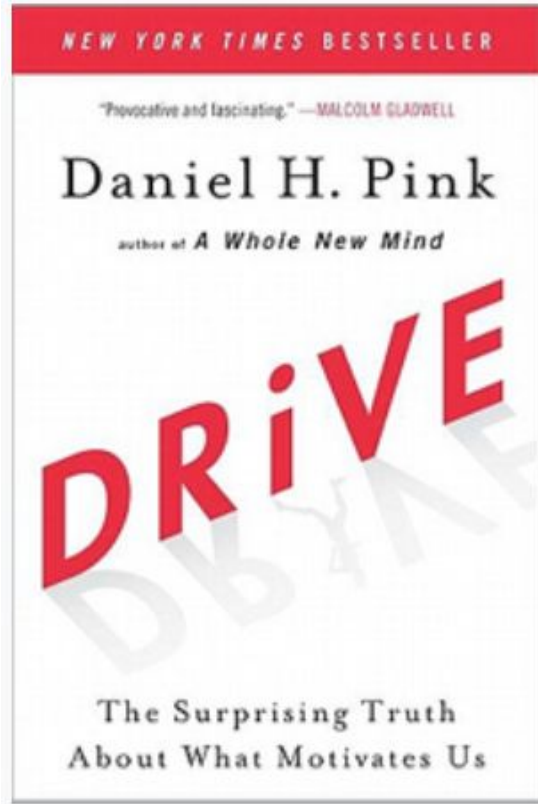
- Critical thinking
- Creativity
- Metacognition
- Problem solving
- Collaboration
- Motivation
- Self-efficacy
- Conscientiousness
- Grit or perseverance





*Student engagement is the product of **motivation** & **active learning**. It's a product rather than a sum because it will not occur if either element is missing*
(Barkley, 2009)

Motivation



Autonomy - *self directed, engagement*

Mastery - *improved skill/knowledge*

Purpose - *meaning, reason, importance*

Intrinsic drive - to do things because they matter



What does the research say?

Research into agency:

Activity:

- Summarise your research finding in exactly 15 words
- Identify some implications from the research
- Which two implications do you think are most important?



The best and most potent motivators are intrinsic to the student: they are held internally and valued by the individual at the level of feelings and desires. Research has demonstrated that students' motivations tend to be stronger, more resilient, and more easily sustained when they emerge from internally held goals rather than from externally applied coercion,

Toshalis, E., & Nakkula, M. J. (2012). Motivation, Engagement, and Student Agency. *Students at the Centre*, (September), 29-36.



Guiding Principles:



From the research and examples we've looked at, what are some guiding principles for the way we develop learner agency?

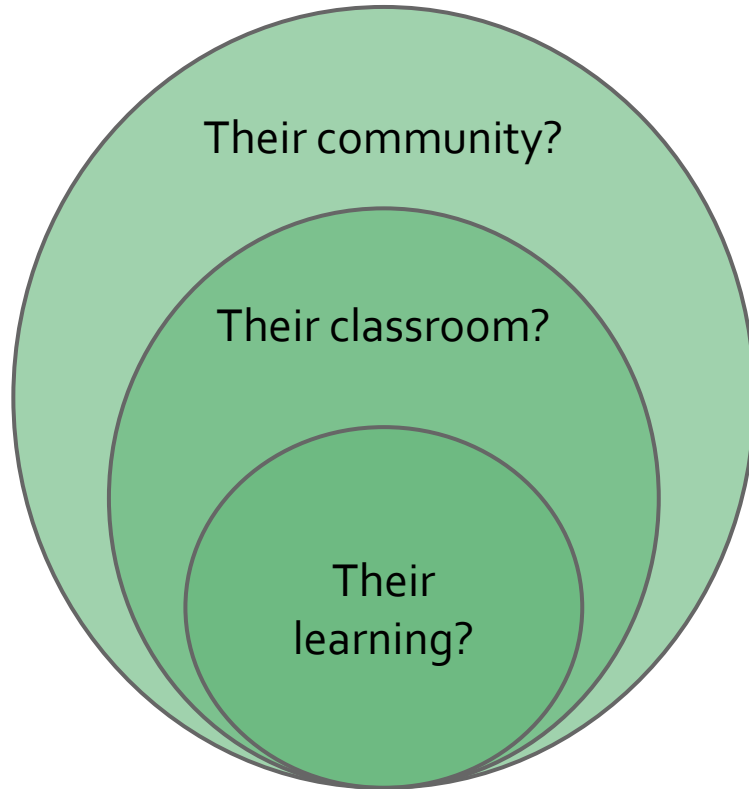
- **We define learner agency as...**
- **We believe learner agency is important because...**
- **We believe developing learner agency will be most successful when...**
- **We will know we have been successful when...**

Research links learner agency with:

- Increased motivation and ownership of learning
- Increased emotion in learning and therefore engagement
- Increased neural development (through active learning)
- Greater differentiation
- Increased sense of belonging
- Increased likelihood to continue in schooling
- Increased achievement



How can learners be given opportunities to:



Overcome challenges in the local and global community

Overcome challenges in the class and wider school environment

Overcome challenges in their own learning and the learning of others

Must do / can do:

There are 7 MUST DO tasks - all are achievable by Friday lunchtime.

Must Do Task	Success Criteria
TYPING CARD Create your own typing card log.	You have; 1. Created a log with a Card Number, Time, Date column 2. Linked doc to your weekly timetable
Brain Bank Create a record of the appropriate Brain Bank for the reading level.	You have: 1. Selected the correct template for your reading group 2. Made a copy in your drive and shared it with the teachers 3. Linked it to your timetable.

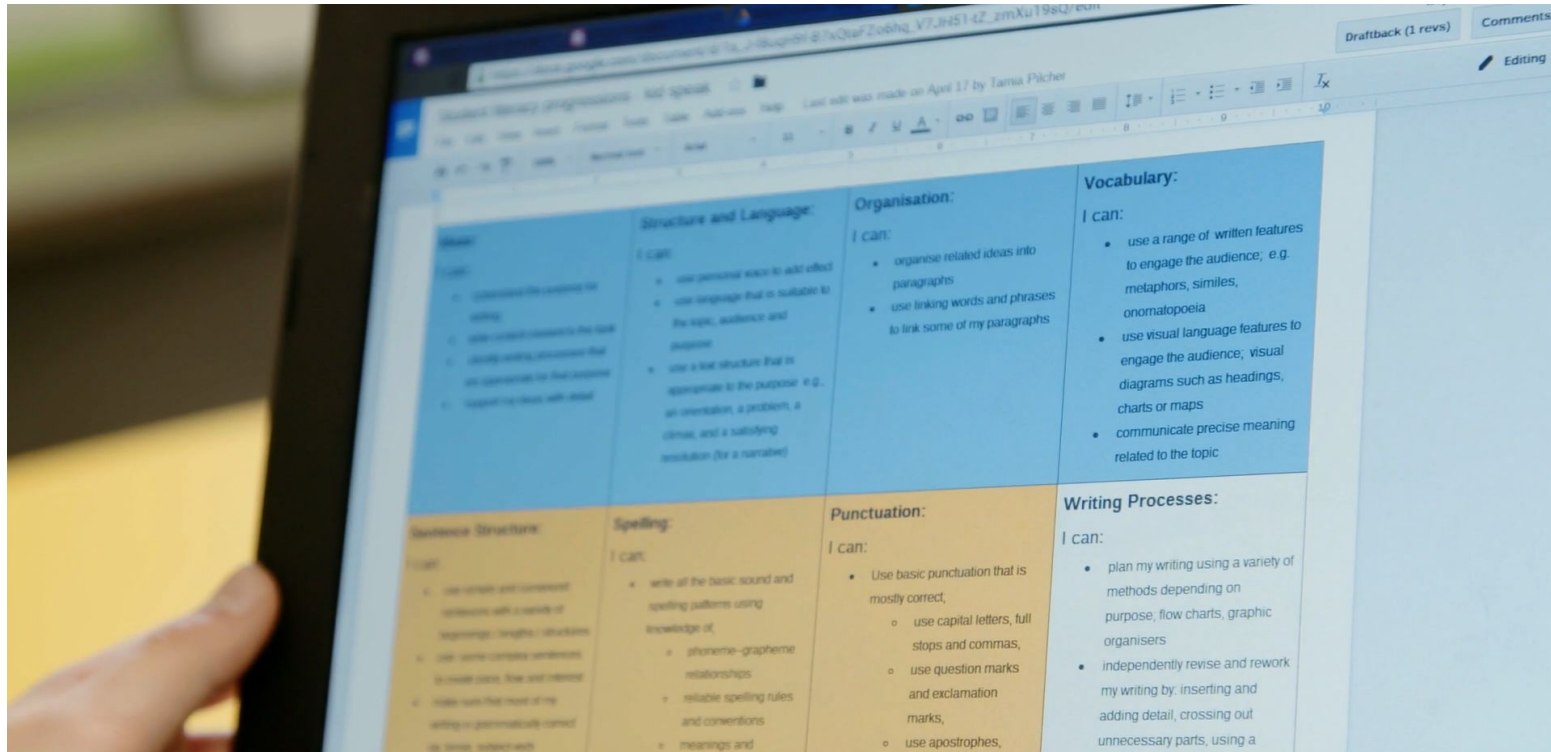
Students gather evidence they have completed 'must do' activities which allows them to choose from (or write their own) 'can do' activities.

Monitor progress through an activity:



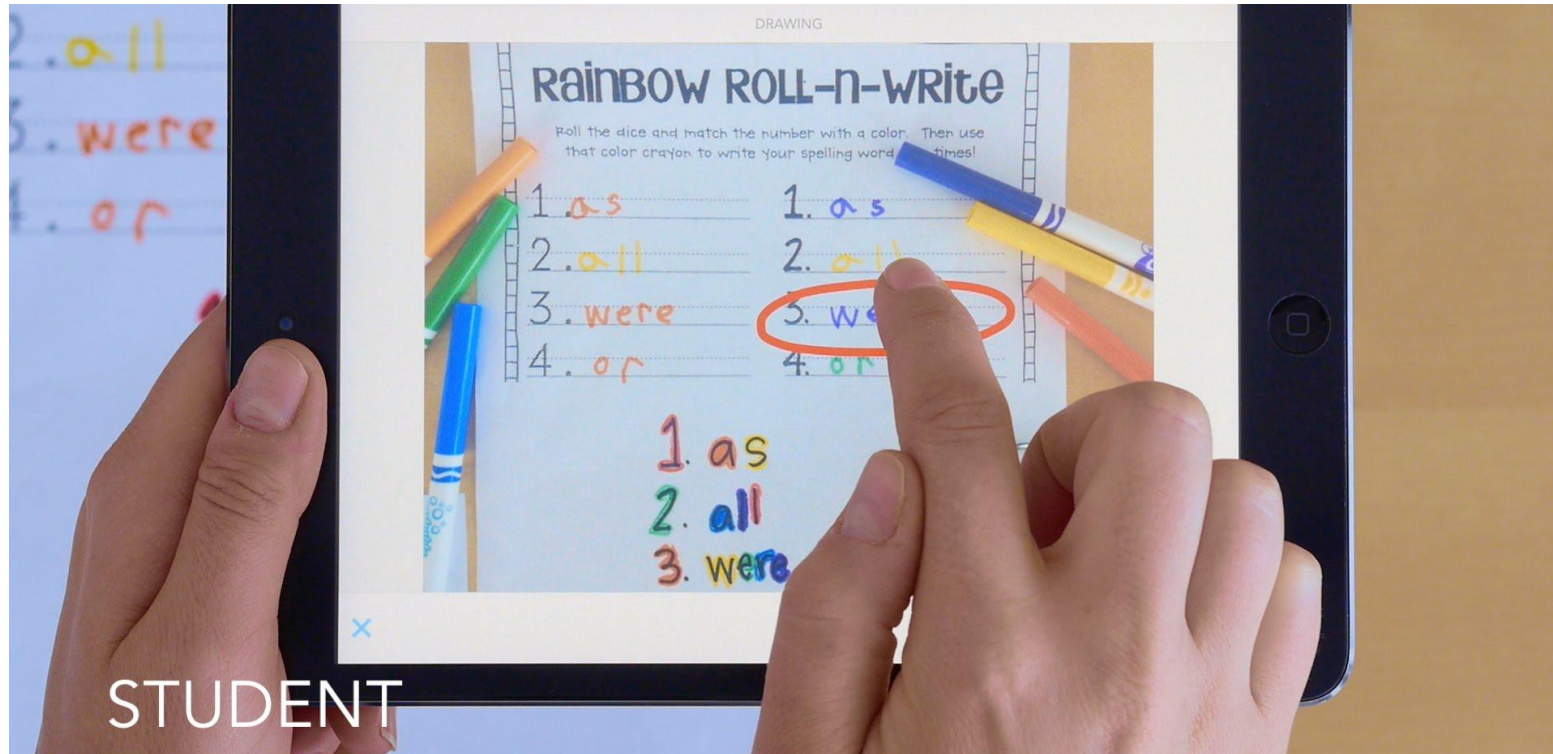
Students self-assess and indicate how far through a process they are, like stages of writing. Groups can be formed, based on this.

Self-assess and set goals using progressions:



Transparent rubrics / success criteria ("I can..." statements) are shared with students using shared documents.

Digital storytelling / reflection tools:



Students use digital storytelling (like Showme or See Saw) to record reflections or evidence of learning. Can be shared with teachers or home.

Peer-to-peer learning



Two-day conference where students book into workshops run by other students. (Harakeke/weaving, film-making etc.)

Establishing and maintaining culture:



Local and global community:



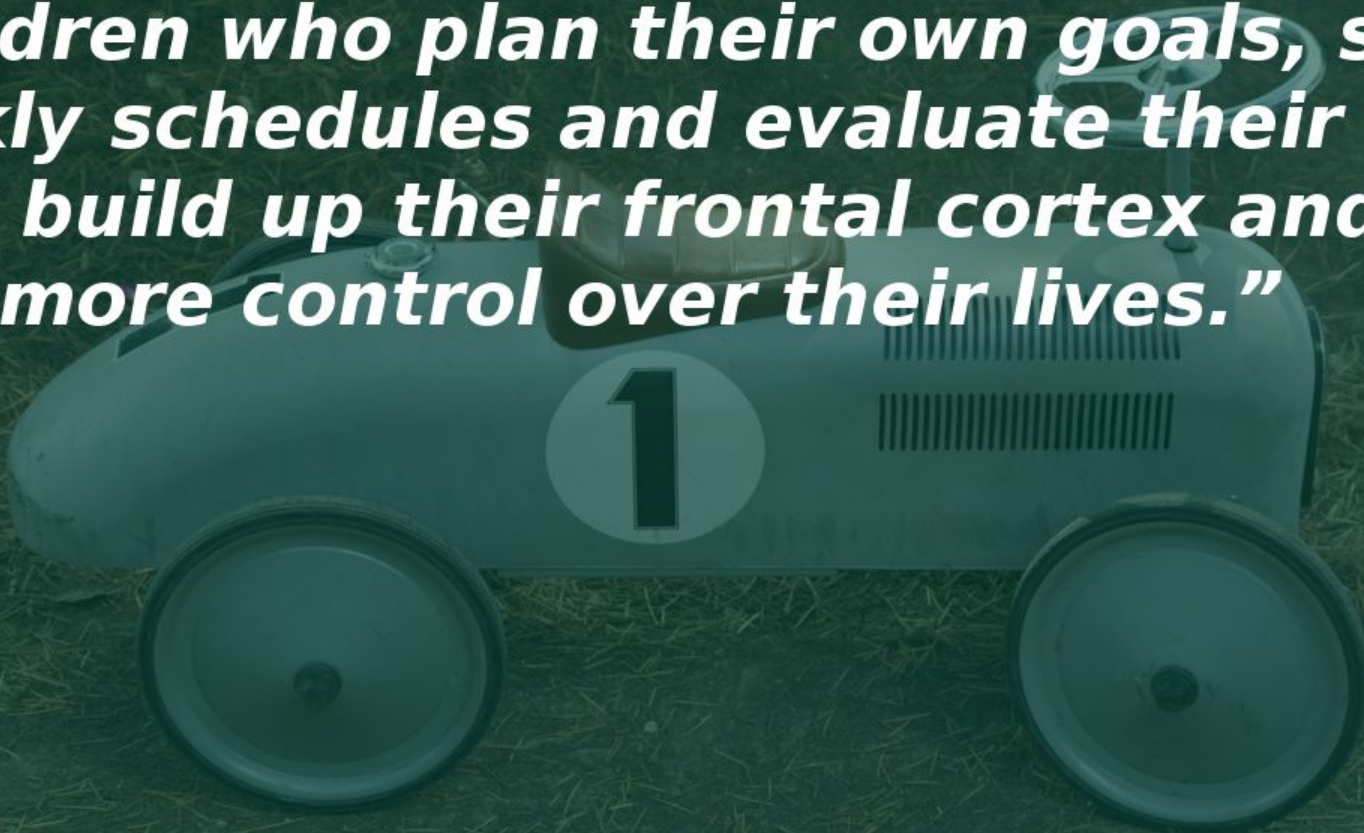
Local and global community:





We are in partnership with our students, to help guide them through their learning journey

Claire Amos, HPSS



“Children who plan their own goals, set weekly schedules and evaluate their own work build up their frontal cortex and take more control over their lives.”

Definition: Agency is...



“The capability of individual human beings to **make choices** and **act on these choices** in a way that **makes a difference in their lives**”

Cognitively, self-regulated learners **plan, set goals, organize, self-monitor, and self-evaluate** at various points while building new knowledge or skills.”

Karakia

Ka whaka iria te tapu
Kia watea ai te ara
Kia tūruki whakataha ai
Kia tūruki whakataha ai
Haumi ē Hui ē Tāiki ē

*Restrictions are moved aside
So the pathway is clear
To return to everyday activities
Enriched and unified*