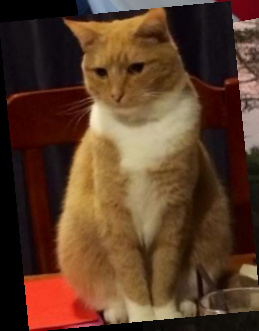




Choice, Voice & Agency

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Tēnā koutou katoa
 Ko Rangitoto tōku maunga
 Ko Waikato tōku awa
 Ko Martin tōku hapū
 Ko Petone tōku matua tane
 Ko Waikerie South Australia toke
 whaea
 Nō Glenfield ahau
 Ko Rodney tōku matua
 Ko Jillian tōku whaea
 Ko Timothy taku tāne
 Ko Brooke Trenwith tōku ingoa

KUD



Know: what learner agency is

Understand: the difference between agency and voice

Do: notice where strategies need to be developed for students to know **where they are at** and **what their next steps** are in their learning.

What is learner agency?

We have a sense of 'agency' when we feel in control of things that happen around us; when we feel that we can influence events. This is an important sense for learners to develop.

Learners must understand:

- when they need new learning and how to learn what they need
- when they need to unlearn what will no longer serve them
- when they need to relearn what they need to be successful

[The Institute of Personalise Learning, 2015](#)

The power to act. [D.Wenmoth, 2014](#)

From our POP tool

- Agentic Learners have self belief that they can positively impact their own and others' learning.
- Agentic Learners have the ability to be curious about their learning and able to transfer it into appropriate context across the curriculum.

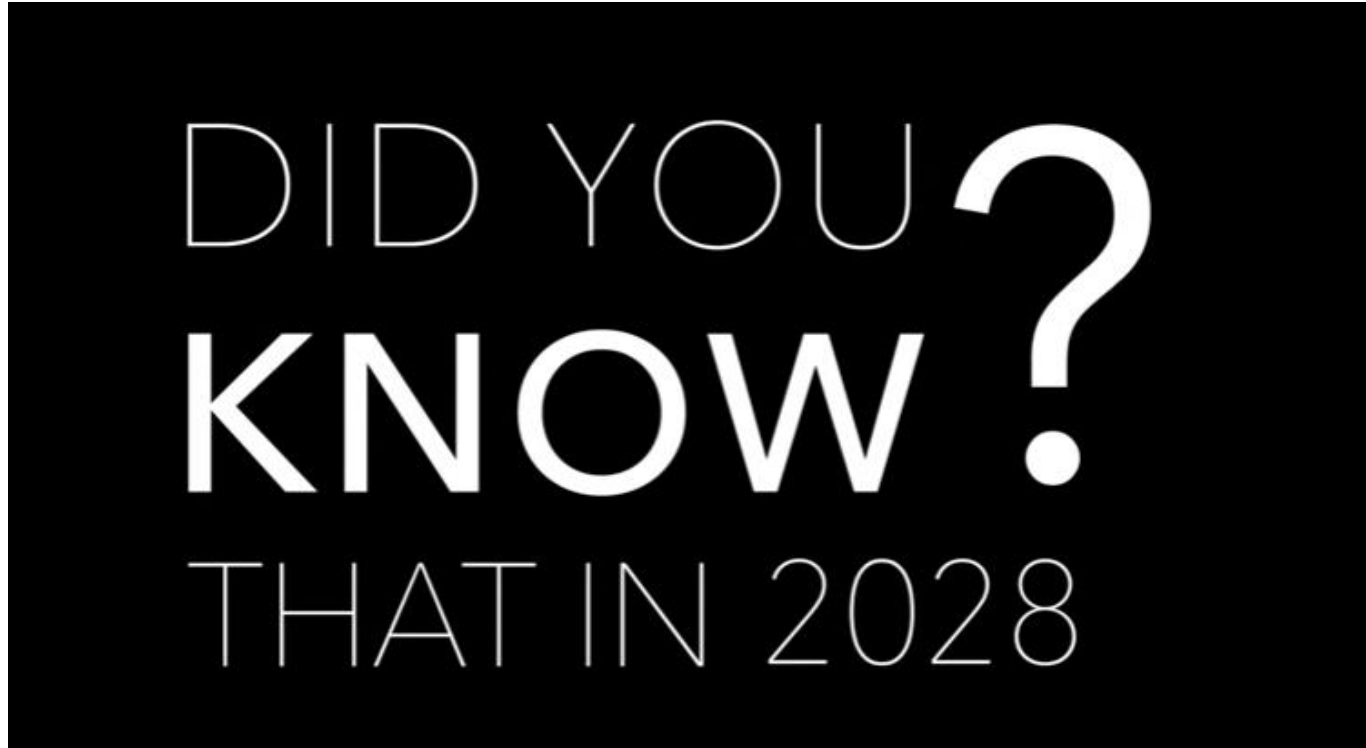
From our POP tool

- Agentic Learners will know whether or not they have been effective in their learning through reflection and feedback.
- Agentic Learner will have the ability to identify the skills required to approach learning with increasing independence and confidence.

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- Agentic Learners will have the opportunity to initially make choices and have more autonomy that will impact positively on their learning, by having the opportunity to contribute to the context, content, process and learning experiences.

-
- Learner of agency isn't about handing complete / unsupported / autonomous control over to the learner - rather for the teacher it involves strong curriculum knowledge whilst allowing flexibility for an active duality of student / teacher collaboration and relationship.

Why is learner agency so important?



<https://www.youtube.com/watch?v=QpEFjWbXog>
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“Through agentic action, people devise ways of adapting flexibly to remarkably diverse geographic, climatic and social environments; they figure out ways to circumvent physical and environmental constraints, redesign and construct environments to their liking... By these inventive means, people improve their odds in the fitness survival game.”

Albert Bandura

What is the difference between student/learner agency & student/learner voice?

“**Student agency** refers to the level of control, autonomy, and power that a student experiences in an educational situation. Student agency can be manifested in the choice of learning environment, subject matter, approach, and/or pace.”

<https://www.knewton.com/resources/blog/ed-tech-101/student-agency>

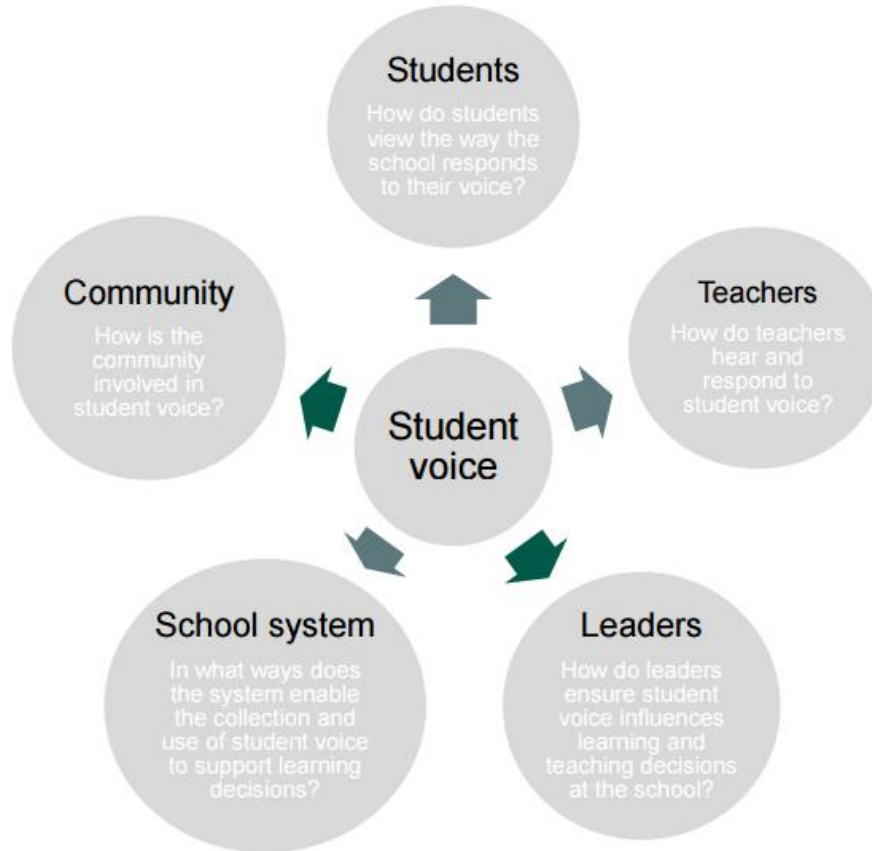
“**Student voice** is when a student expresses their opinion, it is heard by the teacher and something is done.”

Russell Quaglia and Michael Corso

“Student Voice is the intentional collection and use of students’ thinking and feedback on their learning and using these voices to inform and improve teaching, learning and school-wide decision-making.”

Whakatupuhia te reo, whakatupuhia te tamaiti
(Enhancing Student Voice to influence school-wide decision-making and accelerate student progress)

Notice what we are doing



http://cognitioneducationtrust.org/studentvoice/media/Other%20resources/Guidelines%20for%20implementing%20student%20voice_final_020916.pdf



Learner agency

Building confidence of teachers and students

Power
sharing

Learner
choice

Learner
agency

Adaptive Expertise

Many scholars agree that the ultimate goal of learning and associated teaching in different subjects is to acquire *adaptive expertise*—i.e. the ability to apply meaningfully-learned knowledge and skills flexibly and creatively in different situations. This goes beyond acquiring mastery or routine expertise in a discipline. Rather, it involves the willingness and ability to change core competencies and continually expand the breadth and depth of one's expertise. It is therefore central to *lifelong learning*.

There are different broad pedagogical approaches that can help to develop adaptive expertise:

Guided Learning: the teachers take the main relevant decisions about the goals of learning, learning strategies, and how to measure outcomes, while taking care of feedback, judgements and rewards.

Action Learning: the learners play a much more active role in determining the objectives of the learning than in guided learning; there is a strong element of learner self-organisation and self-planning.

Experiential Learning: this is not controlled by teachers and there are no predetermined objectives. What is learned is determined by context, learners' motivations, the others with whom they come in contact, discoveries made, etc. It is a by-product of the activities in which people are involved.

We will always have a role...

In order to support the progressive acquisition of adaptive expertise, there must be a balanced, integrated use of all three approaches. Such a balance should allow for structure and guidance by the teacher and it should create space for substantial self-regulated and self-determined learning. It should leave open opportunities for “expressive outcomes”—unanticipated results from the learning that takes place in a variety of situations outside schools and classrooms.



Our approach needs to support learners becoming more self directed.

Pedagogical Approach

Guided Learning

Supported Learner

Teacher guided – learning decisions are made with students to ensure they are on the right path. When something is new this might be where students start.

Action Learning

Self Managing Learner

An individual student understands what is required and can work through a range of tasks at their own pace independently. These students ask for clarification when required and are confident to work collaboratively with others to achieve a goal.

Experiential Learning

Self Directed Learner

An individual student takes responsibility for their learning, involved in planning and assessment frameworks. They are aware of their next steps in learning and actively seek expertise from a range of sources in a timely manner.

Learner agency in action: in your teams go to <http://bit.ly/TPoKLVLA>

Learner choice is...teacher centred	Learner agency is...student centred
e.g. Choosing the text I read (from a set of books the teacher has selected for my independent reading level)	e.g. Discussing my e-asTTle assessment with my teacher and planning my new learning goal.

Learner choice is...teacher centred

Choosing the text I read (from a set of books the teacher has selected for my independent reading level)

Working through a Daily 5 sheet, choosing which activity to do and when to do it around the teacher session.

Choosing a peer to help me with an activity the teacher has given me.

Choosing my inquiry topic (within a theme set by the teacher) and completing activities the teacher has pre-decided.

Learner agency is...student centred

Discussing my e-asTTle assessment with my teacher and planning my new learning goal.

Planning out my next steps in my learning based on where I am at and seeing an example of what my learning goal looks like.

Searching out peers (and others) that have the knowledge I need to complete my next step in learning, working towards a learning goal that I have identified in consultation with my teacher.

Designing a learning project that I have an interest in that will demonstrate my skills in formal writing, so choosing how that will be completed.

From the top...

“Students are given explicit instruction in learning strategies (such as goal setting, self-monitoring and deliberate practice) that enable them to take control of their learning, develop meta-cognitive skills, self-regulate, and develop self-efficacy and agency.”

[ERO School Evaluation Indicators](#), domain 4

What does learner agency look like?

Success criteria

	Students	Teachers	Leaders	The system	The community
Learning environment	Students are confident to take risks to voice their learning needs.	Teachers have established an open, collaborative class culture where students are valued participants.	Leaders encourage regular conversations about learning and expect student voice to be a key data source.	The system is designed to support the collection, analysis, and use of student voice.	The community values the views of its children and expects them to be confident in discussing their learning needs.
Teaching and learning	Students expect to contribute to decisions about their next steps for learning.	Teachers' planning decisions are informed by students' views of their own needs.	Leaders expect that teaching decisions will be informed by student voice.	Assessment data and evidence is easily accessed by leaders, teachers, students, and the community.	
Assessment practices	Students are assessment-capable learners.	Teachers use student voice as an essential data source to inform their practice.	School-wide targets and goals are informed by assessments, including those where student voice has been a data source.		

How do we measure learner agency?

Where are we at? Let's put a stake in the ground.

<http://bit.ly/TPoKRubric>



Te Puna o Kemureti

Learner Voice Rubric Review

[Whakatupuhia te reo. whakatupuhia te tamaiti](#)

Links and Resources

[Student Voice](#), Cognition Education Trust, 2017

[Kid Speak Literacy Progressions](#), Matata School, 2014

[Learner Agency](#), NZC Online, 2016

[Learner Agency: The Missing Link](#), The Institute for Personalized Learning, 2015

[Student Voice Literature Review](#), Cognition Education Trust, 2016

[Teachers at work](#): Six exemplars of everyday practice. Students at the Centre.
2012

[Discourse](#), Graham Nuthall, 2015

[Developing Student Voice](#), Matakohē School on NZC site, 2013

[Learner Agency Resources](#), 2017

KUD Reflection



Do you know? what learner agency is

Do you understand? the difference between agency and voice

Can you do? notice where strategies need to be developed for students to know **where they are at** and **what their next steps** are in their learning.



www.pinterest.nz/Pot2Per/



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