

Activating Agency

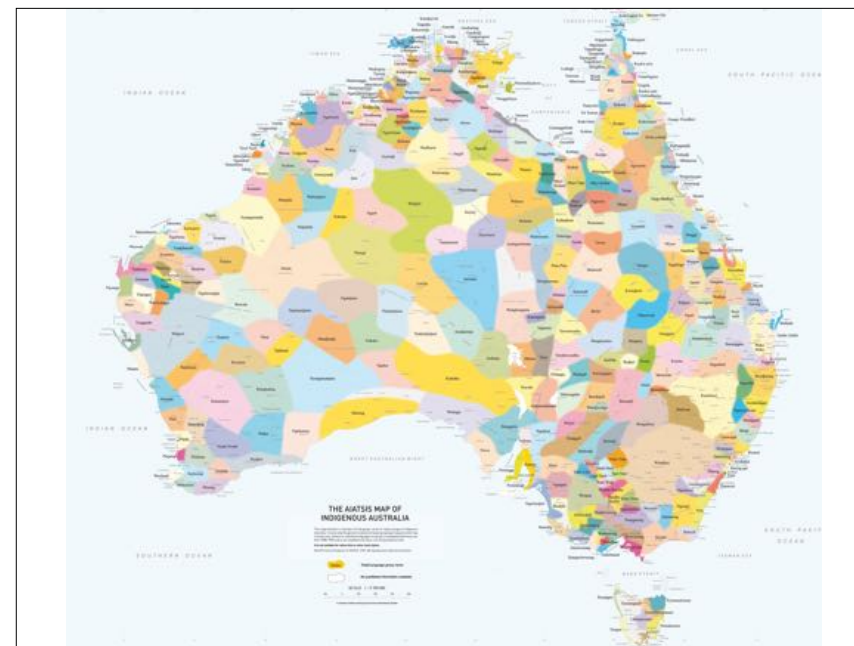
SACPPA 3rd June 2021

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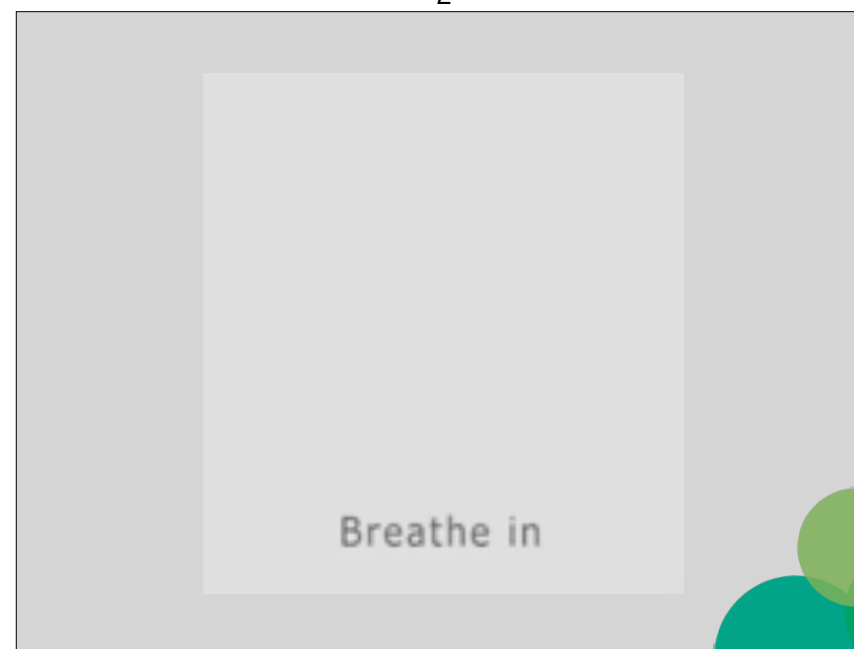
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**Share a time when
you felt most
seen, heard,
powerful?**

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**Agency for the
future of young
people**

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BECOMING MORE HUMAN IN THE
DIGITAL AGE

7

THE BENEFICIARIES OF ALL
SYSTEMS SHOULD HAVE A SAY
IN ITS DESIGN

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STUDENT AGENCY...EMPOWERS
LEARNERS TO INFLUENCE THEIR OWN
PATH TO PURPOSE, MASTERY, AND
CONNECTED AUTONOMY.

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**"Learner agency is the
capacity to set a goal,
reflect and act
responsibly to effect
change."**

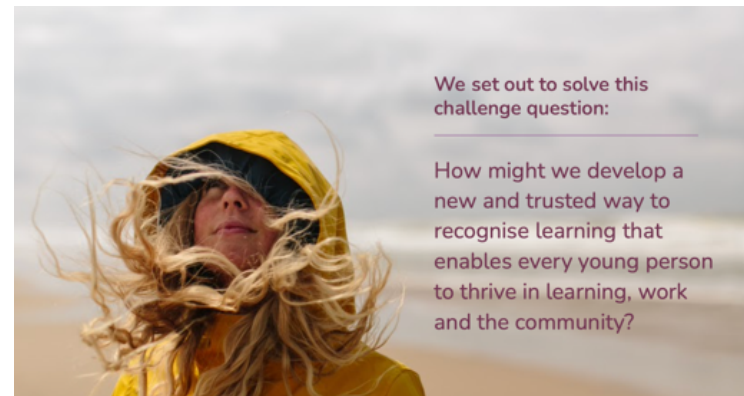
OECD, *Student Agency for 2030*, 2019, p. 12.

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**"Agency is purposeful, responsible,
reflective investment in action.
It has moral, creative, economic
and political aspects, operates on
the individual, collaborative and
collective levels, and is enabled by
knowledge, personal strengths and
social skills."**

Leadbeater, *Student Agency: Learning to Make a Difference*,
2017, p. 12.

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We set out to solve this
challenge question:

How might we develop a
new and trusted way to
recognise learning that
enables every young person
to thrive in learning, work
and the community?

Learning Creates Australia, 2021, Agency Prototyping Team Discoveries

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Our Discoveries

"I wish I had been doing online schooling throughout high school. I feel my grades are so much better because I am so much more motivated and having that freedom is good for my mental health" - yr 11 student

"I enjoyed more freedom and pursuing stuff, motivation is a hard thing to come by, and usually comes by things you are passionate about and interested in. It has been good to have a different perspective and being at home (remote learning) gave me that." - yr 10 student

"The experiences and personal development we gain through the school system is learning for life, not so much what we are taught... I wish we had classes that are focused on knowledge we should have going into adulthood" - yr 12 ATAR student

"I do tutoring, sometimes cook, drive wherever and play basketball. I feel I have more agency here." - yr 12 ATAR student

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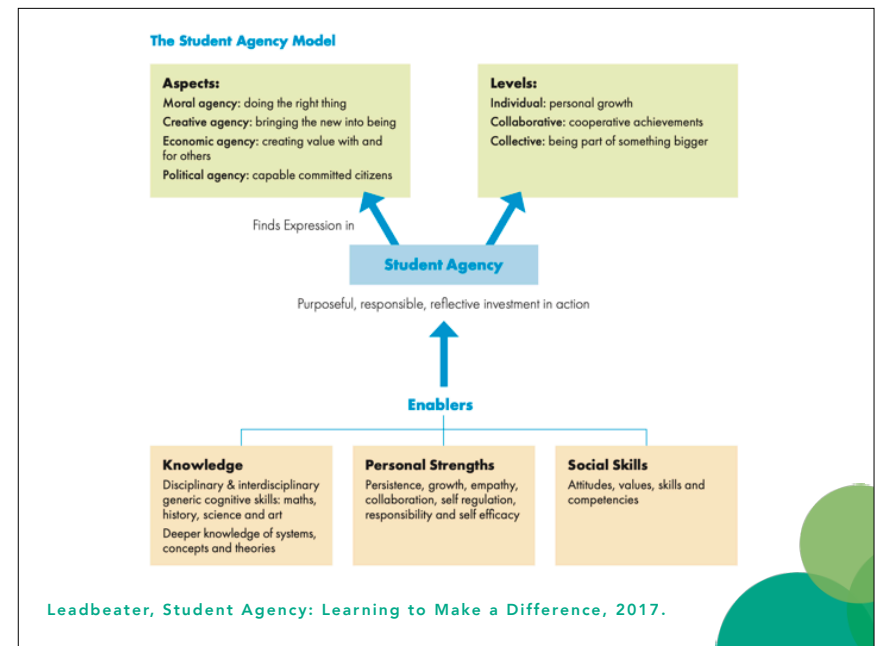
"In our ever-complex and contentious world we can no longer afford to separate wellbeing and learning. For one thing wellbeing is learning. As complexity in the world has evolved, Wellbeing and Learning represent an integrated concept. You cannot be successful on one without the other". - Michael Fullan

Fullan describes that having agency imbedded in a school's culture supports wellbeing and learning. "...to students finding school as a place where they feel good about themselves and the person they are becoming; where they have opportunities to develop or strengthen positive values in themselves and in their colleagues; where they influence their own environments (in school, in the community, in their world); and where student voice and agency are not so much 'permitted', but are deliberately activated as a natural byproduct of the culture built in the school and the system as a whole"

"The right drivers for success" - M.Fullan

Learning Creates Australia, 2021, Agency Prototyping Team Discoveries

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Making it real:

Where are you strongest now with student voice and choice?

What could be next?

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Agency has always been the pillar of learning, but not of schooling.

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Exhibit 1: Students require 16 skills for the 21st century



Note: ICT stands for information and communications technology.

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SNAPSHOT

This report followed 14,000 young people's journey over a decade (15 to 25 years old) and found...



Credit: Foundation for Young Australians

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School as Partnership

DEGREES OF CO-AGENCY



Vaughan, T., Howarth, S., Cartwright, S., & Cleary, J. (2020). Student agency in action in the Northern Territory. Australian Council for Educational Research. https://www.teachermagazine.com/au_en/articles/student-agency-in-action-in-the-northern-territory

Degrees of co-agency, adapted from (Hart, 1992; OECD, 2019, p.11; State of Victoria (Department of Education and Training), 2019).

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School as Relationship

Senior Group
Managing my learning

Supported Learner		Self-managing Learner		Self-directed Learner	
I need help to determine all, or most of: • WHAT I do • WHY I do it • HOW I do it • WHERE I do it • With WHOM I do it I need help to direct/support me in my personal and community responsibilities I need help to direct/support and scaffold my behaviours and actions I reflect on and succeed in my learning when I am told what to do.		I am open to support in deciding some/all of: • WHAT I do • WHY I do it • HOW I do it • WHERE I do it • With WHOM I do it I am becoming more aware of my personal and community responsibilities I actively keep track of my own behaviours and actions I reflect on and succeed in my learning with frequent feedback and guidance		I determine: • WHAT I do • WHY I do it • HOW I do it • WHERE I do it • With WHOM I do it I am conscious of, and act on personal and community responsibilities I actively direct my own behaviours and actions and encourage others to do the same I reflect on and succeed in my learning, knowing when to seek and accept guidance and feedback	
WHAT	WHY	HOW	WHEN	WHERE	WHO
Do I set measurable, achievable, specific personal goals? Do I actively plan to achieve my goals? Do I set personal challenges? Do I reflect and act? Do I celebrate my learning?	Can I identify the motivation, importance and worth of doing what I am doing? Do I understand my intentions?	Am I prepared? Do I know how to start? Do I know how and what to do? Do I know how to finish it? Do I know how to work with others?	Do I know how long it will take? Can I create timelines? Can I meet deadlines? Do I choose when in the day/week? Can I create a timeline? Can I manage my time?	Can I choose where it's best to work? Can I choose where to go to get things done?	Can I choose who I will learn with? Can I decide who I need? Can I choose whom I work with best? Can I identify who can help? Do I lead?

<https://www.ero.govt.nz/publications/teaching-approaches-and-strategies-that-work/developing-student-agency-and-motivation-through-effective-teacher-practices-and-inquiry/>

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Benefits of increased student agency

- INCREASED STUDENT INDEPENDENCE AND EMPOWERMENT
- INCREASED PROBLEM-SOLVING SKILLS
- COLLEGE/CAREER/LIFE READINESS
- POTENTIAL FOR DECREASED STUDENT FRUSTRATION AND A CORRESPONDING INCREASE IN TRUST AMONG STUDENTS
- DIFFERENTIATED INSTRUCTION

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School as Apprenticeship

PRINT SHOP CLASS

- STUDENTS RECEIVE ORDERS FROM TEACHERS TO DESIGN POSTERS AND BROCHURES FOR CLASSROOMS
- RESPONSIBLE FOR CREATING THE SCHOOL'S STUDENT ID CARDS.

SERVICE LEARNING CLASS

- STUDENTS PRACTICE TEACHING THE SCHOOL'S FOUR CORNERSTONES AS EDUCATORS
- LEADERSHIP, STEWARDSHIP, SCHOLARSHIP, AND CITIZENSHIP

LOCAL ARCHITECTS, NURSES, ENGINEERS, AND GRAPHIC DESIGNERS ARE INVITED INTO CLASSROOMS TO DIALOGUE WITH YOUNG PEOPLE ABOUT THEIR JOBS.

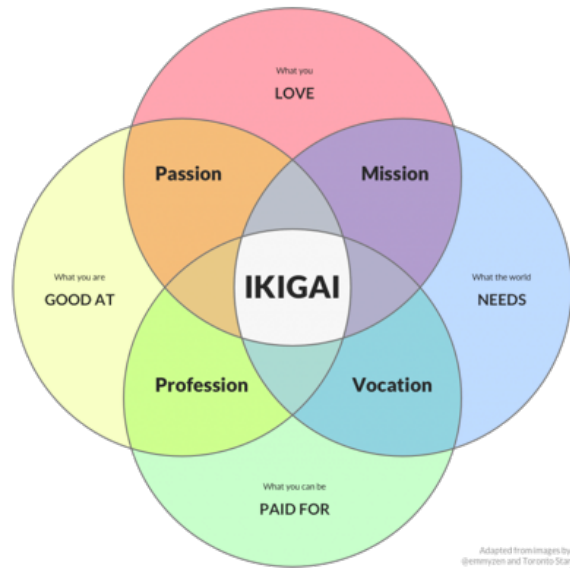
GOSNER, S. (2020). HOW AN APPRENTICESHIP MODEL ENGAGED STUDENTS AND TURNED A SCHOOL AROUND. @EDUTOPIA. [HTTPS://WWW.EDUTOPIA.ORG/ARTICLE/HOW-APPRENTICESHIP-MODEL-ENGAGED-STUDENTS-AND-TURNED-SCHOOL-AROUND](https://www.edutopia.org/article/how-apprenticeship-model-engaged-students-and-turned-school-around)

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Challenges of increased student agency

- LARGE AMOUNT OF PRE-PLANNING REQUIRED
- TEACHERS MUST BE FLEXIBLE, PREPARED, AND HAVE A DEEP UNDERSTANDING OF THE TOPICS AT HAND
- POTENTIAL DECREASE IN STANDARDISED TESTING PERFORMANCE

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Teacher-determined

Teacher-centred

Student-centred

Student-driven

Student-determined

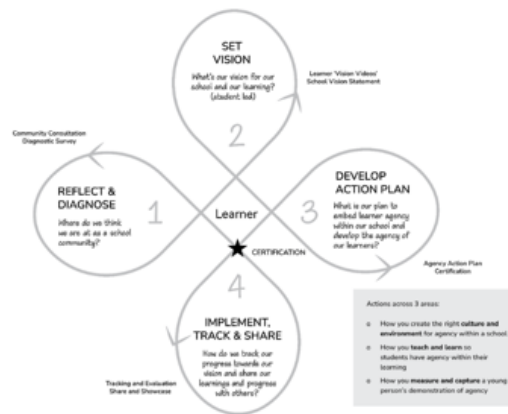
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THE LEARNER AGENCY ROADMAP

The Learner Agency Roadmap is a toolkit developed for schools and learning communities who want to take meaningful steps to create greater learner agency within their school and students – so that learners have greater voice, choice and ownership of their learning.

It includes a formalised process to develop an Agency Action Plan, that demonstrates the schools' level of progress, commitment to change and the practical steps it's taking to get there.

The roadmap guides schools through 4 key steps:

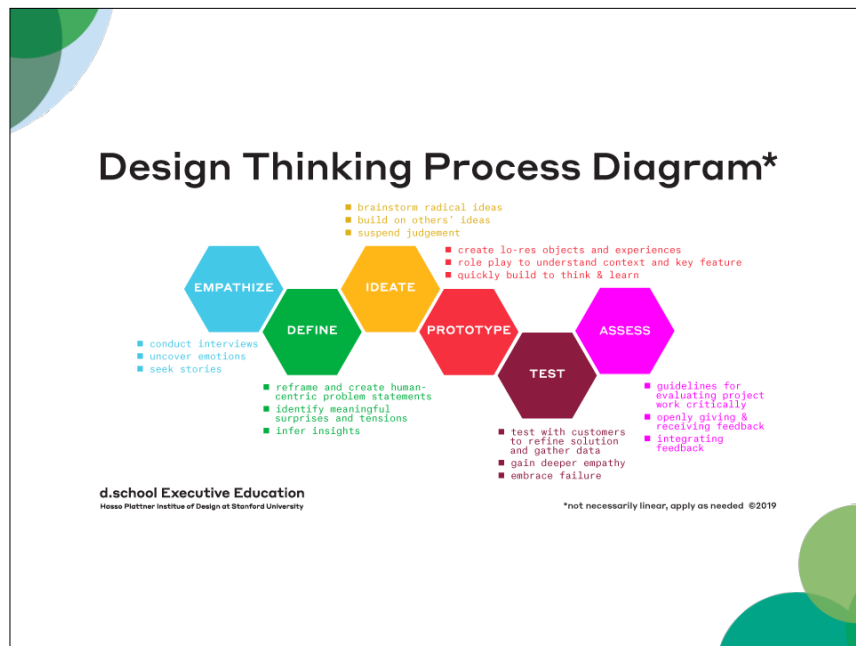


Learning Creates Australia, 2021, Agency Prototyping Team Discoveries

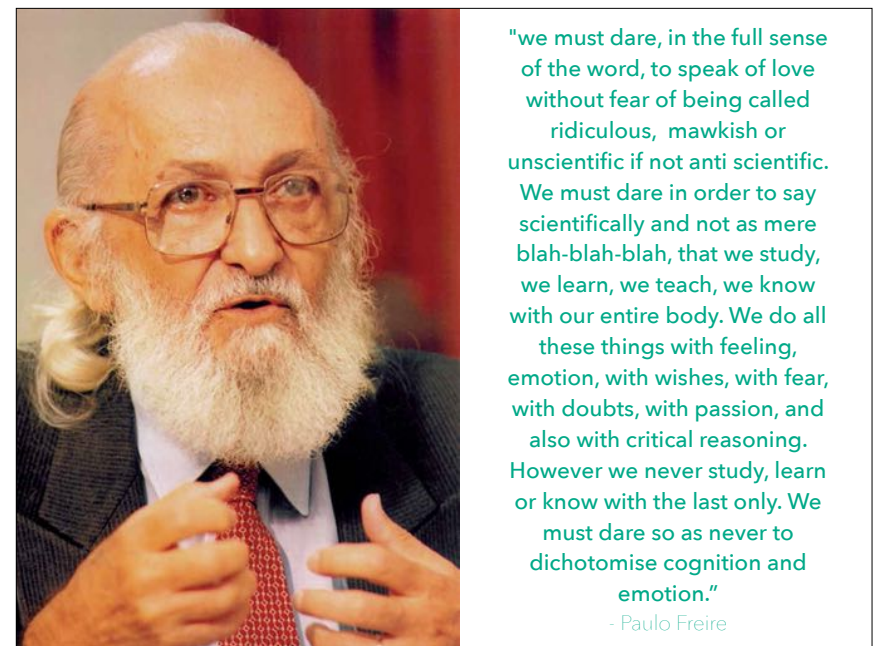
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Thanks! And keep in touch :)

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