Learner Agency: Final Research Report

Kei tua o te pae
Ko te pae tawhiti, whāia kia tata,
ko te pae tata, whakamaua kia tina

Where are we at?

Where are we going?

AGENCY

How will we get there?

Beyond the horizon
Continue seeking to bring distant horizons closer
Consolidate & celebrate what you have already achieved

This resource offers research, experiences and tools we have uncovered to support teachers/leaders to explore the conditions that enable learner agency.

It provides teachers or learning teams, school leaders, educators and learning communities with a shared understanding of learner agency, and provides practical tools for tackling and/or embedding the concept of learner agency within education systems.

We hope you and your learning community will be able to use this to further explore and create the conditions that shift the ownership of teaching and learning and place it firmly in the hands of the learners themselves. It provides questions, prompts and tools to guide learning focused conversations about increasing learner agency.

Contents

Key information

Learner agency is about having the power, combined with choices, to take meaningful action and see the results of those decisions. It can be thought of as a catalyst for change or transformation. Learner agency is about students having the understanding, ability, and opportunity to be part of learning design and taking action to intervene in the learning process and become effective lifelong learners.

Why does this matter?

Learner agency is a moral imperative and "is becoming a default expectation" to meet learning needs in the transforming world around us.

It is not for nothing that one of the first words children learn is "No!" Agency is not a new concept, but it is in the spotlight and quite rightly needs attention within our education system.

Agentic children turn into agentic adults. We have all heard the expression "Successful people act on their beliefs." and this is true of agency. Therefore, the moral imperative lies not just in social and emotional wellbeing. It is an innate human characteristic that must be acknowledged and addressed.

In this fast-paced world of change, knowledge is a central driving force and agentic learners are critical. Students who are involved in key aspects of decision making are able to fully experience the messiness of a real-world project – the opportunities and challenges and the unexpected changes in direction that can arise.

Learners who have agency can be thought of as skilled and flexible. They will be able to connect with others, work collaboratively, and adapt to situations in a changing society

Our approach

This resource is the result of both a literature scan and a series of conversations with students and teachers from three New Zealand schools. The schools involved feature innovative learning environments (ILEs). Students and teachers were asked similar questions about agency and reviewed one another's responses. These dual responses, perspectives, and critique make these research findings interesting.

Our approach identified ten conditions that foster agentic learners. The ten conditions are not presented in any order of importance.

1. **Learners at the centre of all learning experiences**

2. **Relationships and partnerships**

3. **Cultural responsiveness**

4. **Leadership**

5. **Teaching as inquiry**

6. **Curriculum and pedagogy**

7. **Assessment for learning**

8. **Assessment capability**

9. **Technology**

10. **Innovative learning environments**

Learners at the centre   Technology   Relationships and partnerships   Leadership   Teaching as inquiry

Curriculum and pedagogy   Innovative learning environments   Assessment capability   Assessment for learning   Cultural responsiveness

Enabling learner agency: The ten conditions

In this project, we have sought to identify the conditions that enable learner agency to develop and thrive. We acknowledge they are open to personal interpretation and change in any given context or educational climate. Presented below are each of the ten conditions, beginning with a brief summary of the condition, which can be expanded, key themes of what matters to teachers and students, as well as practical resources and tools to watch, listen to, and do, related to each condition.

We hope you will use these conditions to:

- explore new ideas, communicate challenges, and prompt learner-focused discussions

- use the tools to "take the temperature" of learner agency within in your school or community

- identify priorities and implement practices or systems that enable learner agency.

1.   Learners at the centre of all learning experiences

Students should be at the centre of all learning experiences. "Student-centered approaches empower students to engage in active learning experiences" (Hoffman, Steinberg & Wolfe, 2012, p. 2).

To engage children in active learning experiences we need to consider their cultural conditions and their sense of identity. "Our identity is our passport to knowing self." (Treadwell, 2016, p. 80).

Learners at the centre of all learning experiences: An expanded definition of this condition

Key themes of what matters to teachers and students

Respectful and inclusive

Teachers let the kids lead more and respect tangents of learning "It's hard to plan an inquiry – we go where the kids are taking us." "Your plan is almost day-to-day now … this isn't working, so we need to change that". Inquiry is inclusive. "It's about knowing those students and recognising what they can do, acknowledging – What does progress look like for them? How do they feel successful in what they're doing?" Also, inquiry can cater for all students. "Catering for all students … Universal Design for Learning (UDL)… the different abilities within the group, making sure they all feel successful".

Passion-based

A student commented, "One of the best things about this place is they let you pursue your passions from out of school, in school". Students highlighted, "In class you might have a topic, but not all be doing the same thing","You're always going to do better at things you want to do – It's that drive to do it".

Student led-interests

"Teachers probably never assumed they were going to do those things (student interests) in class. They never had it in their school plan." "What happened was the student had the idea, talked to the teachers … the teachers were like, 'How can we use it? How can we make your idea?' They're not, 'I'm sorry, that's not what we want to do for this class'. They're like, 'Yeah, of course we'll be open to the idea, see if it works, test trial it', that kind of thing." "The teachers' response to students' ideas is, 'What steps can we take to move it forward?'"

Influence

"When they (students) have a say it doesn't have to be in words. In inquiry they're talking to us by being who they are, and we are listening by scanning – that's our whole reason, is to notice." Teachers are influenced by the choices students are making as student voice is heard at multiple levels. For example, modules might not run because students haven't chosen them. One teacher found that it was harder to determine if the kids were influencing, "It's complicated, when you're constantly talking to students and looking at things from their perspective, everything tends to blur in. It's really hard to say whether or not they influence it".

Feedback

Students noted, "We give feedback, it goes back to the staff room, they discuss it, you will see a change". "They actually care about what you have to say", and "Even a loose comment can actually get somewhere". An example of this was the school changing from Hapara to Google Classroom. Kids felt that their feedback had an impact on this school decision.

Choices

Teachers noted that it's more than just having choices. "Giving them choices is one thing. Them being aware that their choice matters, that it's being listened to and influencing things", is important."   "We give them a lot of choices they might not want, but we've at least given them the choice."

2. Relationships and partnerships

Learning-focused relationships are about using the potential in the relationship between teacher and student to maximise learning (Absolum, 2006a).

It is the notion or design philosophy of "with" that makes us realise the potential of partnerships in learning.

It is this notion of "with" that makes us realise the potential of partnerships in learning. *The New Zealand Curriculum* recognises community engagement and establishing strong partnerships as crucial in supporting student learning (**Community Engagement**).

Relationships and partnerships: an expanded definition of this condition

Key themes of what matters to teachers and students

Collective capacity to learn

A collective capacity to learn was also referred to in relation to the influence students have on learning. "If it doesn't work, we talk about it as a whole hub, say we've tried this, this is happening, this is not working, how are we going to fix it? So we get their ideas. Ultimately someone's got to make a decision, so it does come back to teachers in the hub, but we take on board their contributions. Student voice is essential," explained one teacher.

Ownership

Students have ownership in relation to space, "It's our space" and are involved in naming and designing spaces within the hub/class. This co-construction and ownership empowered the relationships and how they "operated" in the environment.

Transparency with students

Students felt they knew a lot about what was happening in the school and why things happened. "Nothing is really kept from us".

Students feeling they are listened to

A teacher commented, "It's that ability to instill in (students) that even though we hear them, there's reasons why we might not action what they say, and having a clear conversation with them, to make them aware that they were heard and not ignored – that's a big thing to move forward."

Differences are valued

Students discussed that there is a certain level of freedom in relation to self-expression and identity. "The attitude is, if it's not going to affect your learning, we (the teachers) don't care." Teacher focus was strongly on the learning rather than how they dress for example. Another student commented, "People here, we celebrate each other's differences. That's what makes everyone unique – it's because we can express ourselves, how we want to do it."

Key values

Students thoughts included: "We need to be strong and trusting", "We have to be equal – at this school that's a priority". They also commented about the importance of effective communication.

Support

Students highlighted that peers offer supportive relationships and partnerships in learning. "It's also pairing up students, so it's not just a teacher helping us, it's also students." It was agency or the power to act in forming wider learning relationships, rather than just with the teacher, that was expressed within the focus group. A teacher commented, "I often give more choices as to the amount of support they get from me, so it's self-directed. They can choose the scaffold".

Empathy

Students commented, "The teachers are humans too, they're also learners." "We make sure they're OK as well, even if that just means being quieter in class, or listening more." "Our teachers are comfortable enough to tell us that they're tired, for example."

Language

Students commented on the words teachers use. "They (teachers) say things like, 'How can we move forward?', not about what is lacking. Or they'll say, 'What are some things that might've been hindering you in the past few weeks, and how can we help?"

3.   Cultural responsiveness

Cultural location is the pivotal factor in creating a culturally responsive curriculum that resonates with the localised voice of iwi. With your cloak of hūmārie you listen to the wind's whispers, the bird songs, and follow the flow of the waterways to their source in waiata.

Many of the concepts of learner agency such as voice, self-determination, and having the power and capacity to act and make choices are reflected in the principle of rangatiratanga – the right to self-determination, ownership, self-management, leadership of a social group, and sovereignty. Learner agency or rangatiratanga, in a Māori worldview, reaches beyond the individual, encapsulating whānau, hapū, and iwi.

Understanding the interconnectedness of whakapapa (genealogy) that the learner and their whānau work within on a daily basis privileges the cultural knowledge, language, and identities each Māori student of hapū, and of iwi, brings to the context of the classroom.

Cultural diversity is one of eight principles in *The New Zealand Curriculum (NZC)* that provide a foundation for schools' decision making. The principle of cultural diversity calls for schools and teachers to affirm students' different cultural identities and incorporate their cultural contexts into teaching and learning.

Key themes of what matters to teachers and students

These teacher and student comments reflect some of the things that matter in terms of Māori and tauiwi (non-Māori) cultural responsiveness.

Connecting across cultures

One student said, "Teachers need more understanding in order to relate properly".

A teacher commented that "making those links [between cultures] really clear to students" is very beneficial. "Making those connections has made a really big impact on those learners."

Validation

Students highlighted the need for their culture to have space – to be heard, seen, and validated within the learning ecology. "The school lets me speak in my own Pacific Island language." "It offers us creative freedom in projects to choose themes that represent our cultures."

A teacher referred to their classroom practice, "Cultural responsiveness validates the learners."

Another teacher commented on students feeling valued when culturally responsive pedagogies are implemented. "The freedom, the ability [as a teacher] to showcase different strengths, to showcase different talents, so they [the students] are actually able to be more agentic."

Strengths

One teacher identified, "Using their [the students'] strengths, so they feel valued and building on the concept of learning from each other". Also, "Identifying their strengths so that we see ourselves within our classroom as a community of learners. We know each other's strengths, so we can tap into them". Students acknowledged the significance of being provided opportunities to embrace their Māoritanga or culture. "We have opportunities and we are pushed towards our strengths – and school allows this," said a student.

Responsive partnerships

Teachers gave insight as to how and when they consider inclusive practices. "You might get the voice of some particular students who don't feel you're meeting their needs, and in the department you might have meetings about how you differentiate – what options you are giving the priority learners; how are they able to touch base and feel they are part of that inclusive environment; when they might not have the skills prerequisite for your learning area."

The significance of responsive partnerships was also reflected in this student's comment, "We need to feel represented and like we have a voice within the school". "To shine in the school, I need to be able to be myself confidently and be successful and proud to be Māori and Tongan."

One teacher cautioned that being culturally responsive takes time and commitment. "You have an awareness of it, but you do find yourself getting so busy in the hustle and bustle. Are we really taking note of our learners and what they bring?"

Cultural diversity

One teacher commented that it is important to, "Respect that students all come from different backgrounds". This was highlighted when the teacher noted, "We don't have the same cultural diversity in our school as other schools, although the main thing for me is the reciprocal relationship with my students as a learner and a teacher myself".

"We have a lot of immigrants who do not have a lot of English but basing their learning on what they already know and what they bring shows them that they are valued. I think we can underestimate what students do bring just because there is that language barrier, so by bringing in what they know and saying, 'Let's write this in your own language and then we can translate it (on Google Translate)'".

4.   Leadership

The building of professional capability and collective capacity is a core function of effective leadership (Education Review Office, 2016). "Nurturing empowered teams and networked learning communities are strong indicators of an organisation's 'adaptive capacity' and ability to lead and thrive in times of change" (Cadwell, 2003, p. 26, cited in Robertson, 2005).

Leadership: An expanded definition of this condition

Key themes of what matters to teachers and students

We acknowledge that within schools there are often pockets of valuable practice. Often practices fly under the radar because the leadership conditions may act as a barrier to agency.

Professional learning

What helps teachers develop practice that supports student agency?

Schoolwide focus: "It's a focus for the school – there's schools out there where it's not being led by anyone."

Professional learning support: "I'm still waiting on a lot of direction [about agency] It's a new concept." "Teacher training – I've heard the word 'agency' a lot, but you just never really heard how you do it – what is a good progression – we're kind of making it up, learning on the spot."

Partnerships: Another teacher felt that they "are on equal footing with the leadership. "I feel that we can approach problems together."

Model that enables student voice

"We're (the teachers) hoping that a leadership model develops and opens the door for student voice in a formal way. We are not quite there yet, and we don't have a really clear student voice in a formal way. It's just incidental, kids saying things to teachers and management." Another school commented that student leadership and voice was evident within their school. An example was when they had a focus group including students about changing the uniform. The student council was another means of including student voice in formalised leadership.

Leaders as perceived by students

Students' mental models and understanding of leadership develops significantly throughout their schooling, both formally and informally. In one primary school focus group, students perceived student leaders to be house leaders and older students (tuakana teina). One also commented it is "a kid who talks a lot".

Secondary students commented on leadership opportunities and roles in relation to leadership camp and student council. "Two to three leaders in the council create what is called a habitat. For example, there's leadership habitat, wellbeing habitat, sports habitat, cultural events, and every year for a few days we will all come together for camp. We also meet each Wednesday to see how we can better the school." "Each year, each habitat produces two really big impact events, or they do something that helps the students and teachers within the school." "Habitats do surveys as well. It's anonymous, so everyone can feel comfortable giving feedback."

Another student commented that leadership doesn't need to be regarded in a formalised way. "For example, there's a lot of leadership in getting sports teams together or in the hubs. Some people just know how the school works better than other people do, so you help others through it, especially new year 9s". "At other schools leadership might be just council, head girl or head boy, but in this school there's a lot of different opportunities. You don't need to know everything or everyone if you want to be in a leadership position." Leadership is voluntary, "You don't get forced into these things".

Vision, involvement and expectations

"In some ways you don't want the top-down approach, but in terms of getting shift in staff, it does have to start with everyone (and the leadership) having a clear vision and everyone being on board with it and positive about it." "Not pushing things on people but trying to get their opinions and collecting teacher and student voice."

Another teacher commented about leaders being explicit about expectations. "Sometimes the message is given too subtly. I wonder if it needs to be explicitly explained – this is something that we want and there is an expectation. We expect children to be able to talk about their learning at any given time, not just prepared to give a student-led conference speel."

"Leadership at our school values making things really clear for the kids. That is at the forefront of their (leadership) minds". Another teacher supported this idea by saying, "I guess having a central point that it (agency) is echoed throughout, so the vision is talked about by teachers, by leadership, and it is modelled, it is actually lived, and we constantly allude back to that".

A teacher commented about the strategic plan in relation to leadership, "Everything is aligned back to the strategic plan. It is very much the living document, rather than something that is said at the start of the year and then never looked at again."

Risk taking and learners in the driver's seat

Teachers commented about leadership enabling risk taking, learners being at the centre, and learners in the driver's seat. "I think we are really lucky that our leadership team encourage us to take risks and challenge us to put the learners in the driver's seat." Another teacher commented, "That mantra that we value their (students) voice because they are worth it. For leadership it comes back to the kids, it comes back to our learners and that is actually what is at the heart of learning, then you can hang everything else off it. It is actually really easy because you can spiral it down and say, "What is actually at the heart, is this best for the kids?".

5. Teaching as inquiry and student inquiry

Teaching as inquiry is "where teachers inquire into their own practice and use evidence to make decisions about ways to change that practice for the benefit of the students" (Stenhouse, 1981).

"Innovation floats on a sea of inquiry and curiosity is a driver for change."
(Timperley, Kaser and Halbert, 2014)

Teaching as inquiry : An expanded definition of this condition

Key themes of what matters to teachers and students

Teaching as inquiry is often mistaken as inquiry teaching or student inquiry. Some teachers and students talked about inquiry teaching and student inquiry.

Teaching as inquiry

Teachers commented on the process of enabling student agency through teaching as inquiry.

"It's the uncomfortable zone. You've got to be OK being in the uncomfortable zone to a certain degree."   "I don't think it's fear of letting go, but it's fear of the unknown, of how that looks. Everyone I talk to, they want to do it [agency], it's just how do we do it. They just want the answers, the technical, the playbook – but there isn't one."

"Teaching inquiry questions change and grow and go off on tangents or circle back on themselves depending on the data and what you do with it. It's about us as teachers. It's all about improving your practice."

Key themes of inquiry for students

Self-review

One school highlighted that student inquiry is needs-based and that there is "a lot of flexibility". Self-review was highlighted as important and that they (teachers) change if they need to. "You've got to be responsive as and when it happens. Always accept constructive feedback."

Scaffolding

Teachers guide the students' choices. "Students are grouped, identify an area of interest/passion within the context, then explore their own stance on it and decide how they'll share their information back. We discovered that we've needed to do a little bit more scaffolding through our own teaching and reflect on what had happened, through what we saw the kids doing and what they were feeding back to us. I think we need to go a little bit further with them before we set them loose."

Co-teaching strategy

Innovative learning environments and the affordance these offer for co-teaching strategies were highlighted as enabling agency. "For example, one teacher can work with, say 20 students, who want to look at a particular thing (as part of an inquiry project). The other teachers can look after the others. You don't have to juggle it all."

Student inquiry – Assessment

A lot of the assessment actually comes from the students themselves. It's all those 21st-century skills we're trying to impart – that becomes the assessment. "How successful was your group?" "Tell us about the journey." "Why did you go down this avenue? "What have you learned?"

6.   Curriculum and pedagogy

Pedagogy is curriculum. We know that how we teach, not just what is taught, matters. For teachers to be competent they need to bring together capability and agency. (Lash and Belfiore 2015; Wiliam 2011).
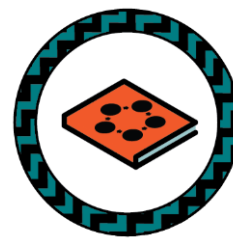
Curriculum and pedagogy: An expanded definition of this condition

Key themes of what matters to teachers and students

Progressions

Progressions can be thought of as building blocks that present the curriculum. Often progressions in student speak form a basis for discussion between teachers and students. Students use the progressions when developing success criteria. "My writers, the kids, have input into what they think it (the success criteria) should look like."

Planning

A teacher commented, "Ideally the whole thing is to get the kids engaged, and be relevant, meaningful, and then hopefully it fits in to something [i.e. assessment], which you normally can wrangle". Some would see this as designing real learning and finding 'the sweet spot' for each student, utilising their passions, purpose, and gifts. In a secondary school context, choice within inquiry content, pathways, and workshops were highlighted as ways in which students had choices in planning what to learn and how the content could be differentiated.

Rubrics and self-assessment

There are choices that allow students to take control of what is learned, how they know where they are at, and where they are going. Rubrics are a way of "showing what beginner / intermediate / advanced looks like, and what they will need to do with each skill to move up to the next step. It's a form of self-assessment," commented one teacher.

Tracking systems

Teachers highlighted a "need to be much more flexible, to only plan one step ahead. You don't plan for the whole week, just for a lesson at a time and see where it goes." They also said that enabling agency "keeps you on your toes. You have students all over the place, who you need to keep track of". Teachers highlighted a need for systems to manage the agentic learners.

Accountability

One teacher felt that the curriculum "is still quite teacher driven and directed. It comes back to we know where they need to be and we need to get them there. We're held accountable for that". Another teacher felt that "tracking and coverage was a barrier to enabling agency. With the pathways, NCEA standards, it's not the teachers telling them 'You aren't ready for this one,' or that 'You should be doing this one.' They have a choice, there's a lot of negotiation." A teacher noted, "Especially in foundation I feel like I have a bit more choice to give them. You talk to them about 'This is the concept, this is what I need to teach you in maths. Now we can go down this route, this route or this route. Which one appeals to you?' You do have that flexibility to negotiate the start-up of your modules."

Time

Talking about students having choice in how they go about learning, a teacher commented, "You might have an activity, they choose when to do it. Like you give them such and such success criteria and at the end of this particular check-in point, you need to have these completed, but I don't care what process you go through or what order you complete them in. It's not saying, 'Today we are focusing on this'". A student supported this comment saying, "We decide how we learn".

Lack of resources

"Sometimes there's not the resources out there. For example, interesting reading topics for boys – it's hard to find a resource at their level that they can really engage with. Sometimes it might be a bit old for them and it's a topic they're interested in, but they can't read it." Digital technologies are helpful, although the time it takes for teachers to differentiate curriculum needs to meet students' interests is a notable challenge.

7.   Assessment for learning

Students who engage and take active responsibility for their learning need to be able to answer these questions:

- Where am I at?

- Where am I going?

- How am I going to get there?

(Chappuis, Stiggins, Chappuis & Arter, 2012)

Assessment for learning: An expanded definition of this condition

## Key themes of what matters to teachers and students

Feedback

Discussion with teachers highlighted that there was a lot more opportunity for 1-1 time in innovative learning environments. "We can discuss what they're-doing and kids have flexibility as to who they go to for feedback." It was noted that feedback was built into lessons and students were seeking feedback by sending requests (sometimes random emails) all the time. Kids also gave feedback after an activity commenting on how it was and was it worthwhile. "This is taken on board. You might do things differently next time and make them part of the process of planning the next activity."

Reflection

Commenting about students reflecting on their behaviour and who they work best with, a teacher noted, "The students are very honest". Teachers felt that the students were not as reflective around their progression of learning. "It's their level of understanding and their level of interest in it. Some are interested, some couldn't give a hoot."

Progress

A teacher commented about how students may feel when they are below the national standards. "They (the students) have made progress, but it's the small steps that they take. It's important for them to know they're still gaining." This comment related to Hattie's achievement and progress diagram, celebrating progress as well as achievement.

John Hattie
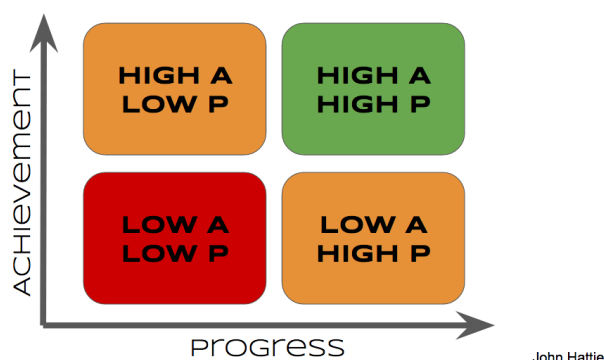
Progressions

One student commented, "They give us a rubric, this is our base, we can build on that". One teacher said "There should be certain scaffolds/supports that are simple for everyone to understand and that don't change, because you can't change what the standards are. So, let's just simplify that and give it to everyone, rather than letting each school interpret and modify it differently and waste time." This suggestion raises important questions about the language of learning and aligning this to school or Kāhui Ako contexts.

Quality work

One student reported, "Teachers would give rubrics for a selection of topics and will give the links to each level, which allows for differentiated learning according to abilities. You didn't have to tell anyone, but you could choose to work at a different level." Another student commented "You don't need to tell anyone, for example, if you feel like 'I need to work at this level because I'm struggling a bit'. You can just click the link because they give you that option to choose."

8. Assessment capability

Assessment-capable children who have developed a growth mindset and language of learning are likely to be agentic learners. A language of learning and a growth mindset are essential to increasing assessment capability so there is clarity around how to communicate to others about learning and students have the self-efficacy that they can improve performance.

(Treadwell, 2016, p.14).

Assessment capability: An expanded definition of this condition

Key themes of what matters to teachers and students

Student inquiry changes the nature of assessment

"All teachers need to buy into it (assessment capability). It is quite a change in practice for students to be able to assess their own learning. I'm a believer that they can do it". A teacher shared some of the scaffolding questions she asked her students. "How successful was your group? Tell us about the journey. Why did you go down this avenue? What have you learned?" "It takes it off the teacher and that's your assessment. Inquiry is "the biggest area where there's more freedom – we're not in a box either".

Progressions

One teacher commented, "I think the first thing is having the tools to do it – sharing learning progressions in reading, writing, and maths with students. Rather than just saying, 'Look at your goals', it was saying, 'Look at your goals and talk to someone about what you are needing to work on', then having check-in points where they are getting feedback". Talking about how progressions support assessment capability, a teacher commented "It is about the building of professional capacity. That's a lot of the designing real learning, giving that ownership back to the learners and saying, 'If you look at your progressions, this is where you are. This is where you need to go.' The progressions give us a really clear scaffold for how we can get the kids there."

Sharing assessment information

Teachers spoke about the need to be deliberate in sharing and analysing assessment information with students and making connections for them between assessments and their progressions. They used the GloSS test as an example, showing students how it analysed the strategies they used and how the test could be used to record their progressions. Students could then see the link between assessment and identifying their next steps.

Feedback

Teachers commented on aligning self- and peer-assessments and being more deliberate about how these assessments are done, "so that students are assessing and evaluating the right things, rather than being too general, such as 'I think your writing is good because you have used capital letters' – getting more specific with feedback around their learning goals."

Scaffolding

Teacher comments included: "I think you need to put the structures in place and do a lot of the teaching, talking, and modelling what language you want them to be thinking about and what you are looking for." "There is a huge amount of work from the teachers behind the success in students being able to talk about their learning – students knowing what they are doing, what they are doing well, what they need to work on, what their goals are."

Growth mindset

A teacher commented, "In terms of a growth mindset – what I try to show them is that I make mistakes as well and show them how I deal with it and give them that really clear model so it takes away the fear of taking risks. I think it is really important to give learners the tools so that they can drive their learning, so they can come to me and say, 'I've finished this, this, and this. I actually found this too easy. Can you give me a test to see if I'm up onto the next level?'"

Language of learning

One teacher commented, "I think if you have a language of learning, you have a shared consensus of what learning is and so you have a shared scaffold – not just in terms of what a problem might be, but also identifying problems that you may have." Another teacher continued, "It is not just problem finders, but problem solvers. I think really for our future that is what we need. The problems we are going to face aren't even defined yet, so we actually need them [the students] to be assessment-capable".

9.   Technology

Technology can amplify both good and bad teaching. Often low-level technology uses tend to be associated with teacher-centered practices, while high-level uses tend to be associated with student-centered practices. (Ertmer, 2005; OECD, 2016).

Technology: An expanded definition of this condition
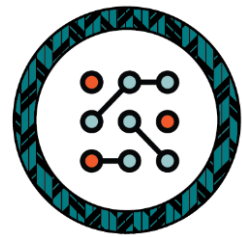
Key themes of what matters to teachers and students

Removing barriers to learning

One teacher said, "It's broken down a lot of barriers for students." Another responded, "It certainly opens the doors to learning. They don't have to come to a teacher or another student, they can go and find out an answer themselves." Another commented, "It doesn't replace a teacher but aids in the way they can do their work".

Devices

Accessibility to devices aids agentic learning. Schools need to consider how much technology is within a school, the input into the decision-making process students have had, and how responsive to technology the school is.

Student expertise

Student expertise highlights the need for teachers to let go of control and be prepared to be in the learners' seat more often. Schools must perceive this as being okay. Teachers commented on how learning "which tool they use can be up to the kids. "Often they know about things we don't know about."

Opportunities

Teachers said, "Technology allows them [the students] options for how they present, provides accessibility, and breaks down barriers against getting ideas down and communicating learning. It also opens doors to collaboration." Teachers considered that digital technologies provided opportunities for:

- collaboration and feedback: "Collaboration is the other big thing. Kids can work on the same document at once, and can give each other feedback anytime, anywhere."

- life skills: "Communication, how to email, problem-solve, how to access information and know its validity, how to receive and act on feedback."

- time management: "Time management, prioritising – for example, not spending half an hour on the font and not getting down what they need to get down."

- tool selection: "Choosing the right tool for the job. They keep learning about more tools so they're continually thinking, 'That's going to work the best for me to do this task'."

Barriers

Technology can be viewed as creating barriers to students developing their handwriting and spelling skills. Parents often raised this concern. However, from a broader perspective, technology enables agency.

Owning the learning

When students were asked about the part technology plays in their being able to own their learning, students commented, "It's a big part of it. We can research things so much quicker and easier." "Teachers answer your questions, using questions." "If someone doesn't work as well using technology, they can still work on paper. Everyone's different."

Focus

We asked students what happens when students get distracted by technology. A student responded, "The teachers don't tell them to get off the computer, they make a plan for you to be able to work at your best level."

10.   Innovative learning environments

The OECD defines a learning environment as "an organic, holistic concept that embraces the learning taking place, as well as the setting: an eco-system of learning that includes the activity and outcomes of the learning," which functions over time (OECD, 2013, p. 22).

Innovative learning environments : An expanded definition of this condition

Key themes of what matters to teachers and students

Space and equipment

Breakout spaces, rather than "just one big barn," were identified as the types of spaces that support agency in innovative learning environments. "Some students like putting themselves away where it's a bit quieter, or if they're wanting to work more independently." "Having a central area big enough for everyone to meet is important".

One teacher summed up that "This [ILE] is the perfect environment for giving students agency," while another teacher cautioned, "I think it can aid it, but it's not the biggest factor. You can promote agency in any space, but it's easier to do it in a flexible space."

Design

Student voice had an impact on the design. "When the school was built, the architects did a good job. They came around the school and went into classrooms, looked at how students were sitting, and spoke to them. They saw the kids sitting on bean bags, around corners, and under desks, and designed little spaces in the hubs for this."

Managing time

ILEs were identified by a secondary teacher as enabling "choices of actions" and could be seen as being negative or positive. "Without any bells, it gives them choices that they actually have to start interpreting what that means for their responsibilities and how they manage themselves. A lot of the time they can negotiate with me, so it's how they manage themselves, their time, and priorities."

Student voice

Teachers identified that they had deliberately let students have a voice in how the school runs. "Students have had voice around the timetable – lunch hours were too long so they were shortened. Hub was in the morning and the students preferred it in the afternoon." "Students discussed interruptions (such as reception calling over the intercom) and measures were now in place to avoid announcements that interrupt class time."

Student choice

Students said that they can choose "most of the time". Student choice in relation to the environment was largely interpreted as where and who students work with. A student said, "They [the teachers] will even give support on how you can refocus again, rather than just moving the students immediately, and give you prompting questions to get you engaged again". "If you're someone who works better with your peer group, they'll put you with someone who can help you. They won't just put you in the deep end and force you to work by yourself if you can't handle it."

Conclusion

Our research identified ten conditions that enable learner agency. In some instances, these were experienced or interpreted differently from teacher or student perspectives. For example, leadership was expressed more formally by teachers, whereas students pointed out more informal acts of leadership, along with obvious student leadership roles. Informal leadership was evidenced among their peer groups in sports leaders, or students who took a facilitation lead among their peers. Another example of varying perspectives was in the teaching as inquiry condition. This was interpreted as teaching as inquiry by teachers and inquiry learning by students.

However, both teachers and students highlighted that positive relationships and co-design lie at the heart of agency. Both require scaffolding and systems that place learners at the centre of all learning experiences.

"To do all this, you need the right scaffolding and systems in place to support the process," declared one teacher. Systems and scaffolding can be supported in many ways in the context of this resource.

It was clear that learner agency must be promoted through leadership that enables risk taking and iteration and challenges teachers to place learners in the driver's seat.

Learner agency is all about students having the understanding, ability, and opportunity to be part of learning design, and taking action to intervene in the learning process and become effective lifelong learners.

The formula for learner agency is having the power, combined with choices, to take meaningful action and see the results of decisions taken. It can be thought of as a catalyst for change or transformation.

Choices + Power = Meaningful Action

Learner agency review tools

1. **Shifting the ownership of learning**

   (Where am I at?)

2. **Learner agency across your cluster or school -**

   a) Qualitative data –

      Focus group: Gathering student and teacher voice

   b) Quantitative data –

   c) **Google form – Where is our school/cluster at?**

Appendix 1: Definitions

1. Learners at the centre of all learning experiences: An expanded definition of this condition

Students should be at the centre of all learning experiences. This would enable the educational umwelt of a child to be fostered (Benson, 2012). "Student-centered approaches empower students to engage in active learning experiences that are relevant to their lives and goals, both inside and outside the classroom" (Hoffman, Steinberg & Wolfe, 2012, p. 2). It is this relevance that is pertinent for learner agency. As educators we need to consider what our learners bring to their learning before we even start. What cultural conditions and sense of identity do these children have that will shape their learning journey? We teach to differentiated needs but sometimes we may underestimate how differentiated they are. "Our identity is our passport to knowing self" (Treadwell, 2016, p. 80). As we continue to increase the focus on "building learning capacity, rather than teaching", a sense of identity will help learners. They will "think and question, manage their world and collaborate successfully, connect their new learning to their existing understanding, and apply their language of learning in a way that allows them to share their learning more efficiently and effectively" (Treadwell, 2016, p. 10). To respond appropriately and effectively to the increasing cultural diversity of our classrooms and to the needs of all learners, we need to ensure that our assessment practice is inclusive and informative (Absolum, et al., 2009, p. 7).

Wolfe & Poon (2015) summarise the four key principles of student-centred learning:

- Learning is personalised.
- Learning is competency based.
- Learning takes place anytime, anywhere.
- Students have agency and ownership over their learning.

2. Relationships and partnerships: An expanded definition of this condition

A lead thinker in education noted that teachers do not create learning, Learners create learning and it is the teachers who create the conditions (Wiliam, 2006). However, "learners need to learn how to learn" (Bull, 2009, p. 1). The same can be said for leadership within an organisation, particularly an educational organisation. Leaders create the conditions for teachers, who create the conditions for learners to learn. Of course, it is the interplay between these relationships that foster and cultivate the conditions that enable learner agency for teachers and students. Absolum refers to this as 'learning-focused relationships' (Absolum, 2006a).

> *Learning-focused relationships are about using the considerable potential in the relationship between teacher and student to maximise the student's engagement with learning; about enabling the student to play a meaningful role in deciding what to learn and how to learn it; and about enabling the student to become a confident, resilient, active, self-regulating learner."*

Absolum, 2006a, p. 43.

The New Zealand Curriculum endorses this emphasis on learning-focused relationships. People learn most effectively with others through collaborative, interactive, and active participation – developing knowledge and making sense, and trying out what they are learning (Leadbeater, 2009). 'With' is a design philosophy for learning (Leadbeater, 2009). It is this notion of 'with' that makes us realise the potential of partnerships in learning. Community engagement is one of the eight principles of *The New Zealand Curriculum*. This is about establishing strong partnerships with parents, whanau, communities of learning (CoLs), community organisations and businesses that are involved in and support student learning. These partnerships relate to CORE's Ten trends; Networked Communities and Community Focus and the Ministry of Education's Community Engagement. The redistribution and responsibility of power, and the concept of 'with' has the potential to impact on learners' agency through relationships and partnerships.

### 3.	Cultural responsiveness: An expanded definition of this condition

Me aro ki te hā o te ākonga

Be responsive to students learning, identities and wellbeing

Culturally responsive and relational pedagogy is understood to be contexts for learning where learners are able to connect new learning to their own prior knowledge and cultural experiences. Each learner's 'cultural toolkit' (Bruner 1996), is accepted as valid and legitimate. In this way, cognitive levels and learning activities are responsive to the interests and abilities of individual learners.

<div align="right">Kia Eke Panuku Building on Success, 2013–2016.</div>

Cultural location is derived from the reo of the people, identity borne of environmental features and significant places that resound in ancestral exploits, all serving to immortalise placental belonging – tangata whenua – people born of the land. Three pātai (questions) are pivotal to location:

*	nō hea? (where are you from?)
*	nā wai? (who do you represent?)
*	ko wai? (from whose waters were you born from?)

Understanding the interconnectedness of the whakapapa that the learner and their whānau work within on a daily basis privileges the cultural knowledge, language, and identities that each Māori student brings to the classroom context.

Teachers and students who acquire the knowledge, skills, and attitudes of cultures other than their own are more equipped for a life in a multicultural world. *The Best Evidence Synthesis: Quality Teaching for Diverse Students in Schooling* (2003) shows that students learn best when their cultures and languages are visible and expressed within the learning environment.

### 4.	Leadership: An expanded definition of this condition

"Educational leadership refers to the capacity to nurture a learning community" (Cadwell, 2003, p. 26, cited in Robertson, 2005). "Educational leadership is not about the position one holds, but rather the actions taken to improve opportunities for learning" (Robertson, 2005, p. 40). Traditional views of leadership within schools often relate to positions within a hierarchy. This paper espouses a broader sense of the word and includes distributed leadership (DeLuca, Klinger, Pyper, & Woods, 2015) and horizontal leadership. Networked, empowered teams are often an indicator of an organisation's 'adaptive capacity' (CORE , Change Leadership).

The building of professional capability and collective capacity is a core function of effective leadership. Engagement in continuing professional learning opportunities increases teachers' knowledge and skills, developing adaptive expertise and improving the quality of teaching and organisational change.

<div align="right">Education Review Office, 2016, p. 38.</div>

Leaders need to harness expertise within their school (Hattie, 2015). "Leaders who pave the way and create conditions that pull students' and teachers' initiative forward, recognise the need to share the leadership of learning; new pedagogies therefore take off and spread rapidly" (Fullan & Langworthy, 2014). We often say teachers need to let go of the control to enable learner agency. Shared leadership too can be viewed as a "letting go" of control.

5. Teaching as inquiry: An expanded definition of this condition

Teaching as inquiry is "where teachers inquire into their own practice and use evidence to make decisions about ways to change that practice for the benefit of the students" (Stenhouse, 1981). The Spirals of Inquiry Framework (a framework used to support teacher inquiry) involves many stakeholders (learners, their families, and communities) throughout the inquiry phases. As students help to identify and address issues in their learning environment, there is a shift from student voice to the development of learner agency (Timperley, Kaser & Halbert, 2014). "Applying the spiral of inquiry as a way of professional life can be a personal, professional, school, district and provincial system changer" (Halbert & Kaser, 2013, p. 48).

Timperley, Kaser and Halbert's (2014) central argument is that innovation floats on a sea of inquiry and that curiosity is a driver for change. Creating the conditions in schools and learning settings where curiosity is encouraged, developed, and sustained is essential to opening up thinking, changing practice, and creating more innovative approaches to learning and teaching (p. 4). Teaching as Inquiry therefore is a condition that is required to support, encourage and foster learner agency. "Inquiry needs to become a common pedagogical practice" (Mercado, 2001, p. 166).

CORE Education identified three strategies to engage teachers in teaching as Inquiry:

- the effective use of evidence about learners

- keeping a manageable pace when learning about teaching as Inquiry

- developing evidence seeking and inquiry/growth mindsets to improve collaborative teaching and learning.

(**Building collaborative teaching as inquiry teams using spirals of inquiry, CORE Education**, 2015)

6. Curriculum and pedagogy: An expanded definition of this condition

The New Zealand Curriculum is open and its principle function is to support schools to set the direction for learning and design their own curriculum (Bull, 2009). This is a strength of the document when schools see it as permission to do something transformatively different, rather than attaching new labels to old practices (Bull, 2009). "Curriculum design is no longer about listing what knowledge will be remembered, but rather it now needs to include:

- how learning takes place

- building learner agency over their learning

- ensuring learners are competent

- a focus on formative assessment

- the role of technology and learning environments

- a conceptual approach to the learning" (Treadwell, 2016, p.169).

Charteris (2015a) suggests that "agency as a central element of the New Zealand Curriculum key competencies is a dynamic phenomenon that is in constant motion" (p. 177). "*The New Zealand Curriculum* is a "framework designed to ensure that all young New Zealanders are equipped with the knowledge, competencies, and values they will need to be successful citizens in the twenty-first century" (MoE, 2007, p. 4). "As more than just knowledge and skills, *The New Zealand Curriculum* (Ministry of Education, 2007) key competencies encompass dispositions for lifelong learning (OECD, 2005). "A range of studies associate learner agency within the dispositions that are embedded in these key competencies" (Charteris, 2015, p. 175). Lash and Belfiore (2015) state that developing agency within specific competencies, rather than as a separate ability, is an important learning from their research. "Competence in any pursuit is the union of capability and agency."

Schools that have been most successful in integrating the key competencies into their curriculum have been characterised by a "rethinking of pedagogy and teaching practice" (Charteris, 2015, p. 181).

> *A bad curriculum well taught is invariably a better experience for students than a good curriculum badly taught: pedagogy trumps curriculum. Or more precisely, pedagogy is curriculum, because what matters is how things are taught, rather than what is taught" (p. 13). John Hattie (2009) reflects, "It is less the content of curricula that is important than the strategies teachers use to implement the curriculum, so students' progress upwards through the curricula content.*

> Dylan Wiliam 2011, p. 159.

"Max van Manen (1991) reminds us that the most important pedagogical question a teacher can ask is how a particular learner is experiencing what's being taught" (Tomlinson, 2014, p. 9). This question is underpinned by the notion of learner agency. "Learning how to give learners agency can be transformational and a dynamic process of change for those who previously thought their main job and important tasks were to deliver and cover the curriculum" (Burner, 2015; Timperley, Kaser & Halbert, 2014). "Agency is when learning involves the activity and the initiative of the learner, more than the inputs that are transmitted to the learner from the teacher, from the curriculum, the resources and so forth" (CORE Education, 2015).

New pedagogies, and the effectiveness of their implementation, rely on roles and conditions that support the culture and capacity within a team (Fullan & Langworthy, 2014); to "ensure quality teaching in every classroom… reducing within-school variance in student achievement" (MoE, 2015, p. 22). The most significant investment is time to support professional development and capacity building around the new pedagogies. Capacity building is one of the effective drivers and an anchor for whole system reform. Others include group work, instruction and systemic solutions – they "are effective because they work directly on changing the culture of school systems" (Fullan, 2011, p. 5).

7.   Assessment for learning: An expanded definition of this condition

Learner agency can be thought of as fundamental to assessment for learning. "There is a solid link between AfL and learner agency in that agentic learners make decisions about their learning" (Watkins, Carnell, & Lodge, 2007, cited in Charteris, 2015b, p. 2). For students to engage and take active responsibility for their learning we can ensure that they can answer assessment for learning's three questions

- Where am I at?

- Where am I going?

- How am I going to get there? (Chappuis, Stiggins, Chappuis & Arter, 2012):

Other variations to these questions exist and have been linked to formative assessment (Groff, 2012; Leahy & Wiliam, 2011; Moss & Brookhart, 2009). However, others note that assessment for learning is much broader than formative assessment (Chappuis, Stiggins, Chappuis & Arter, 2012). What is important in the context of learner agency is that assessment for learning processes focus on what's next instructionally (Callingham, 2010; Charteris, 2015; Waldrip et al., 2008). The learner can use the next steps to make choices and take meaningful action in the learning process. It is this student participation that is a vitally important characteristic of effective assessment for learning and learner agency (MoE, 2011b).

The role of teacher is often questioned in 21st century learning, when students are called on to take more of a lead in owning their learning (Brackenbury, 2012; Dixon & Hawe, 2015; Lehtonen, 2015). It is these shifts that are necessary for successful implementation of assessment for learning and for it to reach its full potential (Dixon & Hawe, 2015). Teacher pedagogy and learning partnerships/relationships, factors discussed in earlier sections, are also seen as important elements to assessment for learning (Dixon & Hawe, 2015).

8.   Assessment capability: An expanded definition of this condition

Assessment capable students who have developed a growth mindset and language of learning are likely to be agentic learners. "All our young people should be educated in ways that develop their capability to assess their own learning" (Absolum et al. 2009, p. 19). Engaging students as "active participants in assessment conversations where they are given opportunities to present—and have heard—their own perspectives on their efforts and achievements" is one way of attending to the needs of all our learners (Absolum et al. 2009, p. 7). "However, before we start talking about learning, we must first define the *language of learning* so that we have clarity about learning and how we communicate with others about learning" (Treadwell, 2016, p. 14).

Transparent assessment information is one way to encourage students to feel deeply accountable for their own progress and monitor and evaluate the quality of their own work (Booth, Dixon & Hill, 2016; Sadler, 1989). "Transparency is a core value in competency education. It is the magic ingredient for increasing students' agency and ownership of their education" (Sturgis, 2014, p. 17). As students' assessment capability grows and develops, they can become more and more actively involved building on their agency as a learner (MoE, 2011b). Growth mindsets enable us (Bitter, et al., 2014) and are therefore key in assessment capability. Mindsets are a foundation for agency (Ferguson, Phillips, Rowley & Friedlander, 2015) and both notions are relevant to each other (Carr, 2008). Carol Dweck's research has shown that a student's growth mindset can improve performance. This has profound implications for teaching and learning and hence for learner agency.

9.   Technology: An expanded definition of this condition

New technologies have been linked to students experiencing more agency in their learning. Students can know more about their learning through the transparency that technology makes possible. (Taylor, 2016). Ubiquity, agency, and connectedness are the three concepts that digital pedagogy is based upon (21st CLRG, 2014). Technology itself will not necessarily improve learning outcomes although the engagement, connectedness, and involvement (i.e. agency) that the tools allow, both inside and outside the classroom, will do so (Benson, 2012; Fullan & Langworthy, 2013). This is further supported by Patrick et al. (2013) when he refers to blended learning. The instructional model needs to be redesigned first, then the technology can be applied as an enabler, rather than the driver. Pedagogy, rather than technology, should be in the driving seat. Technology has been winning the race. It gets better while instruction doesn't (Fullan, 2011; Fullan, 2013).

Innovative strategies include the smart implementation and use of technology, as it holds significant potential to leverage better teaching and learning practices (OECD, 2016, p.32), although it must be noted that technology can amplify both good and bad teaching. In general, low-level technology uses tend to be associated with teacher-centred practices, while high-level uses tend to be associated with student-centred practices (Ertmer, 2005; OECD, 2016).

Making thinking visible is an ongoing component of effective teaching (Ritchhart, Church, M & Morrison, 2011). This component is made more possible through integrating technologies into authentic learning experiences, making learning visible and accessible, and supporting agency in the learning process.

10.   Innovative Learning Environments: An expanded definition of this condition

There is a growing awareness across education of the role the physical environment plays in supporting powerful teaching and learning (CORE Education link). The OECD's (2013) "understanding of a 'learning environment' is an organic, holistic concept that embraces the learning taking place, as well as the setting: an eco-system of learning that includes the activity and outcomes of the learning" which functions over time (p. 22). As a key aspect of ILEs is the placement of the learner at its centre, (CORE Education link), ILEs encourage and support learner agency. However, learner agency is not dependent on an ILE and can be fostered in any teaching environment.

Schwarts & Okita (n.d.) identify that agency enables individuals to be autonomous or in control of their social or material environments; both have a reciprocal influence over learning. In situations of high agency, the person is in charge while in situations of low agency the environment is in charge. While agency is experienced through individual minds, it should be understood as a system where people and their environment are recursive. People can exert agency through altering their environment so that it affects them in adaptive ways. Their term for this is 'productive agency' (Schwarts & Okita, n.d).

Appendix 2: Shifting the ownership of learning

This resource is a practical tool for teachers or learning teams, leaders, educators, and learning communities to support the process of change and shift the ownership of teaching and learning, placing it firmly in the hands of the learners themselves.

We hope you will use these conditions to:

- explore new ideas, communicate challenges, and prompt learner-focused discussions

- use the tool to "take the temperature" of learner agency within in your school or community

- identify priorities and implement practices or systems that enable learner agency.

1   2   3   4   5

The table below provides simplistic examples of traditional and modern agentic teaching and learning practices. Use these examples to ignite discussion and review your practices against each of the conditions, placing yourself on the continuum from "emerging' through to "empowering".

1-Pre-emerging – 2. Emerging – 3. Embedding – 4. Extending – 5. Empowering

Next steps
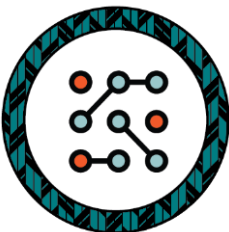
As you review your practice and shift the ownership of learning, use the supporting tools from each of the conditions to help you develop next steps.

		Traditional practice	Where am I/are we at?	Modern agentic practice
	Learners at the centre of all learning experiences What is the *purpose*?	Emphasis on the transfer of knowledge and development of skills required for gaining employment and being successful in life. Focus on meeting external requirements, such as NCEA standards.	**1 2 3 4 5**	All learning activity is focused on meeting the identified needs of the individual, preparing them as capable, confident, self-directed learners. Emphasis on the development of competencies.

	Relationships and partnerships *Who* with?	Learners work alone to complete personal challenges. Some degree of cooperation encouraged. Group work orchestrated by teachers, often based on ability.	← **1 2 3 4 5** →	Learners may choose to work alone or in collaboration with others – including peers, teacher and so on. Learners are aware that every decision and action they take will impact on the thinking, behaviour, or decisions of others – and vice versa.
	Cultural responsiveness Culturally located and connected?	Cultural responsiveness is considered as a topic or unit of work, such as comparing cultural celebrations.	← **1 2 3 4 5** →	Cultural responsiveness is… Inclusiveness is a key aspect… integrated, design of real learning… rich learning opportunities… Learners and their whānau or aiga contribute to the learning.
	Leadership Who is leading?	A hierarchical notion of leadership in relation to positions. Traditional roles exist within a leadership team with a top- down model of information, content, and strategic delivery. Core values and beliefs are not mutually agreed upon or owned by the school community. Core may have been set without a shared voice (teacher/student/parent/community) Educational leadership is about a position rather than a focus on improving learning outcomes.	← **1 2 3 4 5** →	Leadership is distributed – shared, collective, and extended leadership practice that builds the capacity for change and improvement. A shared voice (teacher/student/parent/community) is valued, and this contributes to values, beliefs, learning design, and systems within the learning environment. Leadership is open, nurturing, and connected to a wider learning community.

	Teaching as inquiry Challenging our practice?	Teaching as inquiry begins with a topic being selected. It may be imposed on teachers or driven by external factors. Evidence about learners may not have been taken into consideration when shaping the inquiry. School-wide inquiries are set according to a target. Achievement goals are the primary focus of the inquiry.	⟵ **1 2 3 4 5** ⟶	Learning is driven by what is going on for learners in terms of their achievement, engagement and wellbeing. Achievement goals act as a lens for the inquiry, rather than its focus. "As students help to identify and address issues in their learning environment, there is a shift from student voice to the development of learner agency. Teachers interrogate their own practice and use evidence to make decisions about ways to change that practice for the benefit of the students." (Timperley, Kaser & Halbert, 2014).
	Curriculum and pedagogy *What* is learned? *How* is it learned?	School curriculum is selected and organised by teachers with an emphasis on coverage. There is little opportunity to incorporate topical content. Emphasis is on breadth over depth. The teacher determines learning activities and approaches – frequently with a whole-class or group direction. Some variety in approach may be offered, but choice is limited to what the teacher has designed.	⟵ **1 2 3 4 5** ⟶	Learners participate in all decisions about learning content (themes, topics and so on.) Learning focus is authentic to the learners' context and experience. Emphasis is on depth over breadth. Emphasis on learning as activity, where learners have choice about the way they approach learning tasks, and are supported in this by Universal Design for Learning principles. They have a sense of ownership of and take responsibility for learning.

	Assessment for learning Feedback and support? Progressions?	Teachers are the primary source of feedback and support for learners. Teachers use data to determine the next steps in learning for students. Decisions about progressions in learning are made by the teacher and are often time-bound and/or related to group achievement.	⬅➡ **1 2 3 4 5**	Learners identify where support is required and seek support and feedback from the best person to guide them. Learners recognise other students' learning and support this through effective personalised feedback/forward and questioning. Learners use data to determine next steps in their learning. Learners are proficient in using a range of strategies for solving personal learning challenges to achieve the next steps in their learning.
	Assessment capability Success criteria? Monitoring progress?	Pursuit of learning objectives/intentions substitutes for success criteria. Teachers make all judgments about when these are met. Teachers maintain systems for monitoring and recording progress and achievement – and for reporting on this. Often there is a big emphasis on 'sampling' as time limits ability to engage deeply with each learner.	⬅➡ **1 2 3 4 5**	Learners are capable of constructing or co-constructing their own success criteria with the support of peers or teacher as required. Focus is on learners' ability to succeed, with levels of performance (success) recorded in rubrics. Self-assessment and monitoring is embedded throughout the learning process. Learners use a variety of tools and frameworks, such as portfolios and rubrics, to accurately identify and record their own progress and achievement.
	Technology Enabling eLearning?	In the classroom, you may see technologies added on to teacher-directed tasks, possibly as a substitute for non-digital approaches. You may begin to see technologies used as part of higher-order (deep), collaborative teaching, and learning. The technologies begin to improve aspects of the learning experience.	⬅➡ **1 2 3 4 5**	The use of technologies is appropriate and allows significant adaptation of learning experiences to meet all learners' needs. In the classroom, teachers and students may work together to use technologies as part of authentic, higher order, co-constructed learning. Technologies make new ways of learning possible. These are collaborative, personalised, higher-order, and embedded in the real world.

| | **Innovative learning environments** *Where?* | The primary focus for learning is within a school/classroom setting, with some use of specialist spaces, such as a library or computer lab. Assigned tasks are completed at home or in the student's own time. | **1 2 3 4 5** | Learning occurs in a range of settings that the learner is free to choose between and which are appropriate to the learning activity. Learners are growing, working, and participating in their communities. This includes settings outside of school, including online. |

Where am I/we going? (Next steps)