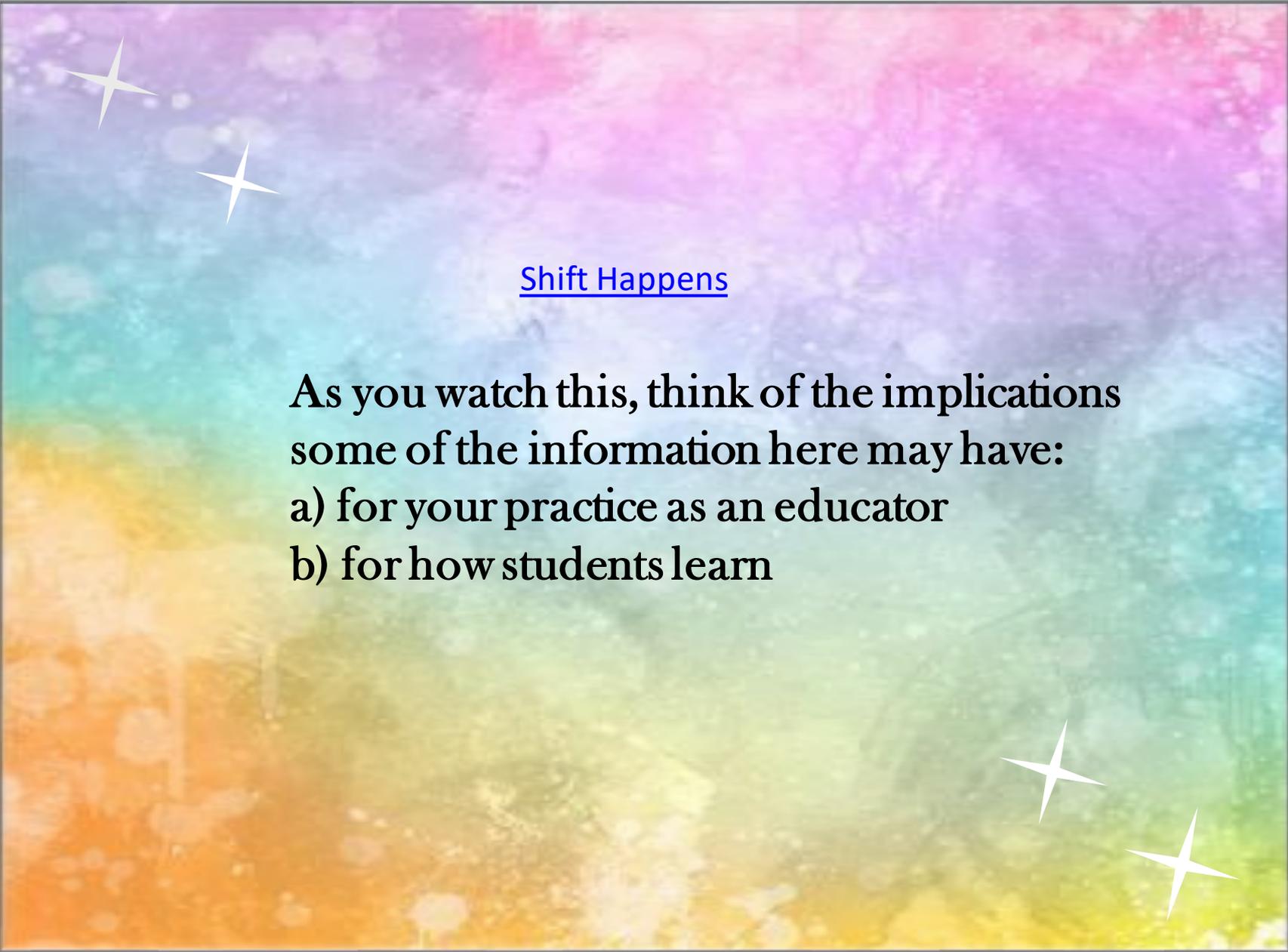


UNDERSTANDING THE ENHANCED PYP

PURPOSE OF THIS SESSION

1. To understand the importance of **student agency** in a global educational context
2. To unpack the term **student agency** as it relates to classroom practice
3. To develop a shared understanding and a working definition of the term **student agency**

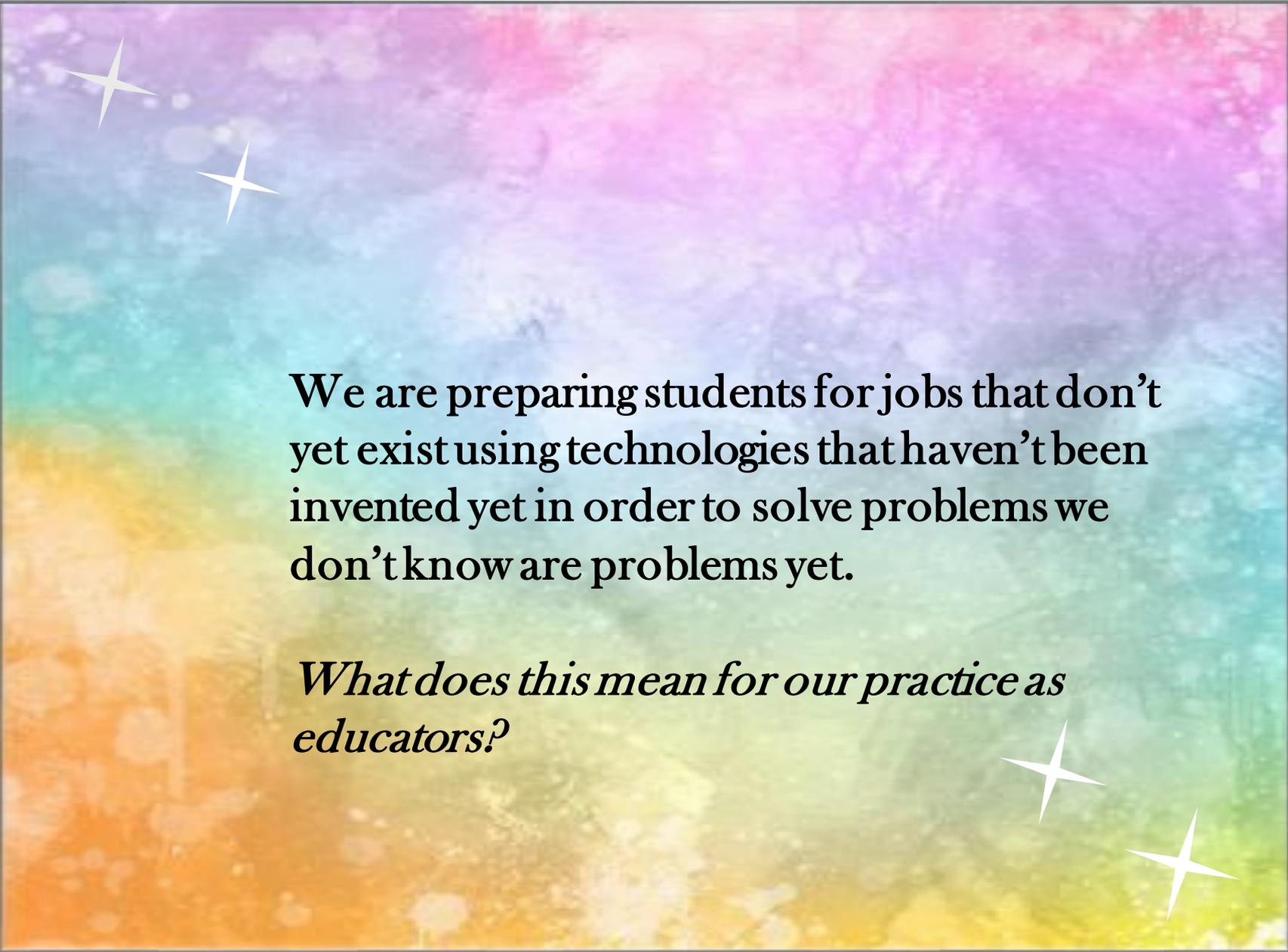
Do you have a personal goal for the session?



Shift Happens

**As you watch this, think of the implications
some of the information here may have:**

- a) for your practice as an educator**
- b) for how students learn**



We are preparing students for jobs that don't yet exist using technologies that haven't been invented yet in order to solve problems we don't know are problems yet.

What does this mean for our practice as educators?



THE GLOBAL CONTEXT

Our societies and economies have been transformed with knowledge being centralized. Therefore,

- Strong focus and advance in measuring learning outcomes, including through PISA.
- How to change outcomes? In what kinds of learning environments?
- Education has been reformed endlessly - the sense of reaching the limits of educational reform invites a fresh focus on learning itself
- Technology development has re-set the boundaries of educational possibilities but how do we reshape learning environments within those new boundaries?
- The research base on learning grows but so far a “great disconnect” to policy and practice.

“The Nature of Learning: Using Research to Inspire Practice” OECD Publications, Sept. 2010, 338pp.



Expressed in educational terms...

These “principles” mean that learning environments should be:

- **Learner-centred:** highly focused on learning but not as an alternative to the key role for teachers
- **Structured and well-designed:** needs careful design and high professionalism alongside inquiry & autonomous learning
- **Profoundly personalised:** acutely sensitive to individual and group differences and offering tailored feedback
- **Inclusive:** such sensitivity to individual and group differences means they are fundamentally inclusive
- **Social:** learning is effective in group settings when learners collaborate, and when there is a connection to community.

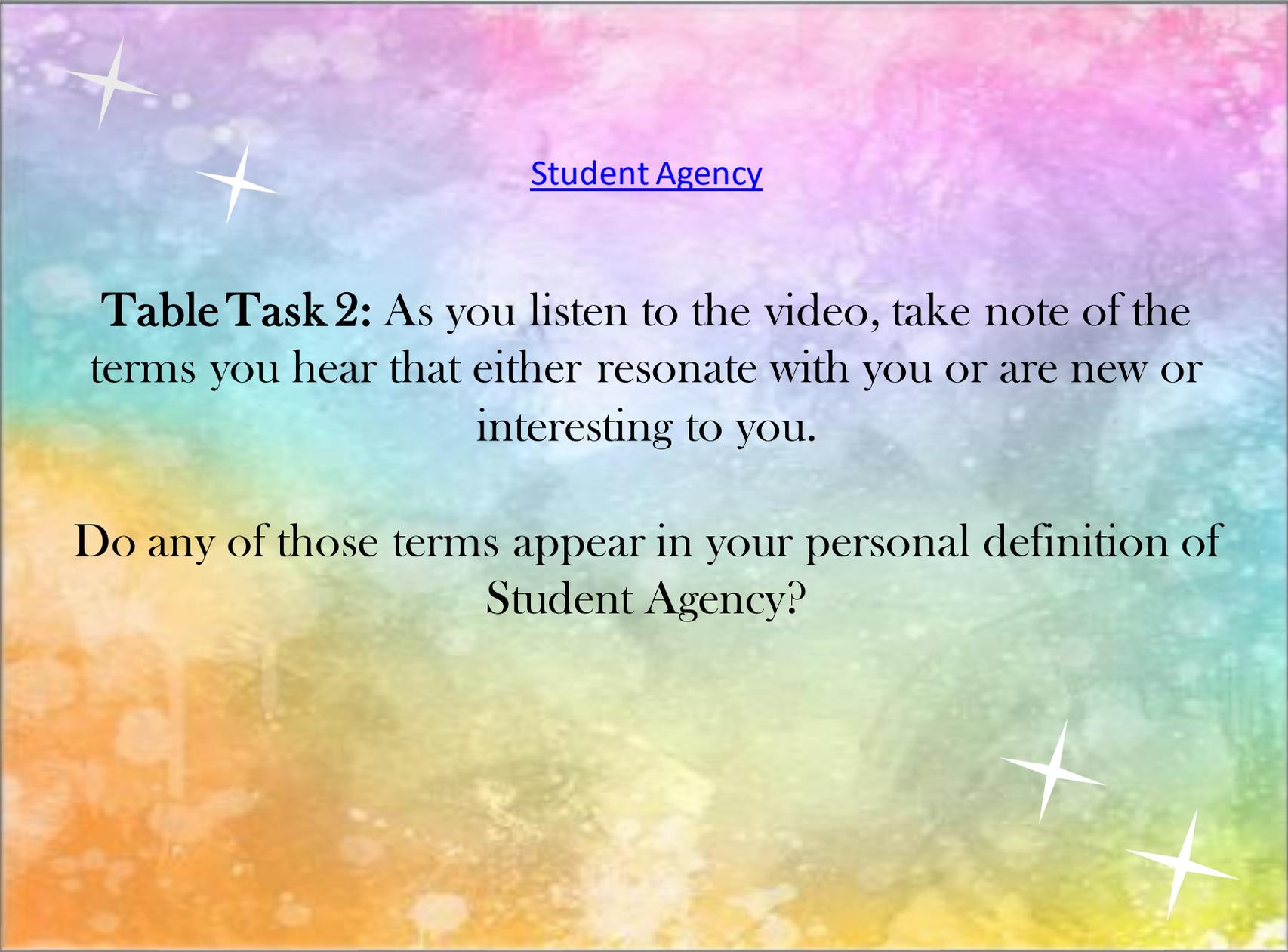
★ Where is **STUDENT AGENCY** located within the OECD's recommendations?
★

Table Task 1: On the sticky note provided, please write your personal definition of student agency as you understand it



We will return to these definitions periodically during the session.





Student Agency

Table Task 2: As you listen to the video, take note of the terms you hear that either resonate with you or are new or interesting to you.

Do any of those terms appear in your personal definition of Student Agency?

TABLE TASK 3



The cards at your table represent **YES** and **NO** examples of concepts related to student agency. The **GREEN CARDS** are YES examples and the **RED** Cards are NO examples.

Please sort the cards and try to identify the concepts represented in those examples.

PERSONALISE
FACILITATE
INSTRUCT
GUIDE
COACH
MOTIVATE
FEEDBACK
FEEDFORWARD

INCREASING
RESPONSIBILITY
FOR LEARNING

CONTENT
TIMING
ENVIRONMENT
PEOPLE

SURVEYS ON:
- ENGAGEMENT
- TEACHER PRACTICE
- WELLBEING

"THE POWER
TO ACT"

WHAT IS
STUDENT AGENCY?

VOICE
CHOICE

What do
you want
to learn?



TABLE TASK 4



Review your definition again.

What concepts of **STUDENT AGENCY** can be identified in your definition? What is missing?

Share your definition at your table and craft a joint definition.

We will return to the joint definition later.



UNLEARN IN ORDER TO LEARN

Using the research available to us, let's be clear with one another about student agency. It is not a fleeting behavior or an innate personality trait. It is not just a manifestation of free will, or an exercise of one's vocal chords, or a "buck up and be responsible" mentality. Rather, it is a multi-faceted skill and disposition.

~JENNIFER DAVIS POON~



WHAT DOES THE LITERATURE SAY?

- There is no broad consensus
- The definitions are complex and multi-dimensional
- There are 4 concepts that can be described in terms of what the student needs to do that appear consistently:
 - Setting beneficial goals
 - Initiating action toward those goals
 - Reflecting on and regulating progress toward those goals
 - Internalizing self-efficacy



GOAL SETTING

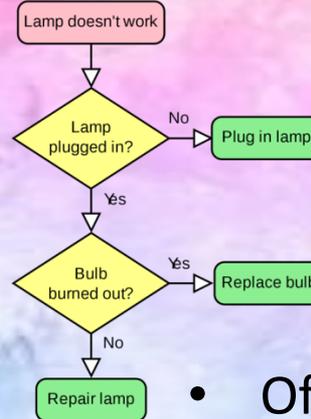
STUDENT

- Understanding where s/he needs to get to
- Being aware of own strengths and needs
- Understanding difference between attainable and unattainable goals as well as high leverage goals
- Using feedback for improvement

TEACHER

- Design pathways to develop metacognitive skills
- Offer opportunities for self-assessment
- Offer constructive, descriptive feedback
- Teach specific skills related to intention and thoughtfulness as they relate to goal setting

Initiating Action Toward Goals



STUDENT

- Setting own direction
- Voicing opinions
- Making appropriate choices to meet goals
- Taking initiative to reap benefits
- Expressing free will and taking responsibility for choices made

TEACHER

- Offering open-ended opportunities
- Make choices available
- Allowing students to explore topics of interest and relevance to them
- Teaching skills of organization, note-taking and rehearsing
- Designing environment to inspire and motivate

Monitoring Progress Toward Goals

STUDENT

TEACHER



- Plans, acts and reflects on progress
 - Demonstrates perseverance and self-discipline
 - Shows evidence of using self-reflection to determine and guide areas of improvement
- Offers opportunities for students to externalize their thinking – think-aloud in order to receive feedback
 - Offers opportunities for students to give and receive feedback from peers and adults
 - Design structures that reward perseverance or offer opportunities to practice it

Internalizing self-efficacy



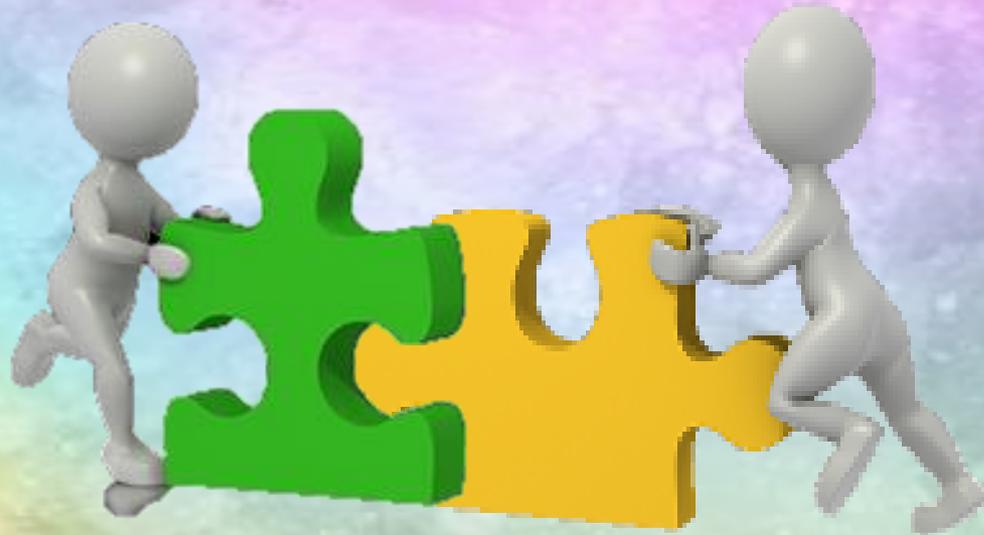
STUDENT

- Working with a growth mindset
- Believing in the value of effort and the power to change circumstances
- Rejecting learned helplessness
- Understanding and managing one's emotions

TEACHER

- Recognizing and celebrating specific areas of success based on competencies
- Teaching within the zone of proximal development to challenge students just enough
- Sharing stories of role models who overcome hurdles to success
- Teaching about growth mindsets
- Specifically attending to students' emotional states

Any missing pieces?



Revisit your group's definition.
Anything you would like to add?
We invite you to share your definition.



Point of Interest?

Where do the
APPROACHES TO LEARNING
fit vis-à-vis
STUDENT AGENCY?

HAVE WE ACHIEVED THE PURPOSE OF THIS SESSION?

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