

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.





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
	<p>Learners at the centre of all learning experiences</p> <p>What is the <i>purpose</i>?</p>	<p>Emphasis on the transfer of knowledge and development of skills required for gaining employment and being successful in life.</p> <p>Focus on meeting external requirements, such as NCEA standards.</p>		<p>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.</p>





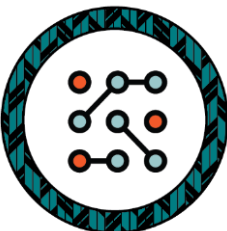



	<p>Relationships and partnerships <i>Who with?</i></p>	<p>Learners work alone to complete personal challenges. Some degree of cooperation encouraged. Group work orchestrated by teachers, often based on ability.</p>		<p>Learners may choose to work alone or in collaboration with others – including peers, 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.</p>
	<p>Cultural responsiveness Culturally located and connected?</p>	<p>Cultural responsiveness is considered as a topic or unit of work, such as comparing cultural celebrations.</p>		<p>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.</p>
	<p>Leadership <i>Who is leading?</i></p>	<p>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.</p>		<p>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.</p>



	<p>Teaching as inquiry Challenging our practice?</p>	<p>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.</p>		<p>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.</p> <p>“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.”</p> <p>(Timperley, Kaser & Halbert, 2014).</p>
	<p>Curriculum and pedagogy <i>What is learned?</i> <i>How is it learned?</i></p>	<p>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.</p> <p>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.</p>		<p>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.</p> <p>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.</p>



	<p>Assessment for learning</p> <p>Feedback and support? Progressions?</p>	<p>Teachers are the primary source of feedback and support for learners.</p> <p>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.</p>		<p>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.</p> <p>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.</p>
	<p>Assessment capability</p> <p>Success criteria? Monitoring progress?</p>	<p>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.</p>		<p>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.</p> <p>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.</p>
	<p>Technology</p> <p>Enabling eLearning?</p>	<p>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.</p>		<p>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.</p>





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.



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.

