

# Examining Learner Agency in your setting

*How are learners actively responsible for their own learning?*

*Where are students exercising their agency?*

## What is the Learner doing?

Learners:

- are actively engaged in various stages of learning, including: thinking about, planning, modifying and creating
- are actively involved in discussion, questioning and by being self-directed in their creating (as opposed to passive receiving)
- apply their understanding of concepts through the construction of their projects/play
- make connections to the real world by taking past experiences into their play worlds
- have an active voice and stake in the classroom/community
- face challenges and are given the freedom to independently overcome these or fail through trial and error or experimentation
- are risk-takers
- express their theories of the world and these are honoured in the environment
- reflect on their actions and self-regulate.

## What is the Adult/facilitator doing?

Adult/facilitator:

- is a careful and responsive observer (but not too helpful!)
- strives to position students as actors and authors of their own learning
- ensures opportunities for student voice to be heard and to influence the flow of events
- negotiates with students to overcome tensions around control and agency, striving for balance
- creates opportunities for students' interests and experiences to be built into learning
- provides freedom and choice that enables students to exercise their agency
- supports students to plan, modify and discuss their projects
- responds to students' plans and curates appropriate resources so they can make their plans a reality
- provides the scaffolding required for the construction process
- highlights students making responsible decisions
- models risk-taking behaviour
- provides resources that will support and stimulate
- engages in "play" and "stories" with students
- provides authentic learning challenges and tasks
- collaborates with students, parents and other teachers on learning
- documents and celebrates learning with students
- looks for ways to strengthen the relationships learners have with those around them and the environment
- supports a growth (rather than fixed) mindset.

## What's happening in the Environment?

The classroom/physical learning environment:

- provides space for students to demonstrate their learning through their construction
- offers accessibility to promote independence (students can readily access what they need without having to ask for help or permission)
- is flexible and provides options for ways of working depending on student needs or preferences
- celebrates both the process and products of the creative process
- offers a broad range of experiences and perspectives
- promotes collaboration and interaction
- provides evidence of student ownership/ autonomy of their environment and opportunities for responsibility
- supports a growth (rather than fixed) mindset
- promotes awareness of the responsibility of one's own actions in the environment and on others
- is safe - both physically and emotionally.

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### Reflection questions for practice

#### As a student I have the opportunity to:

- ask questions during class
- tell my teacher what I like and what I don't like
- let my teacher know what I'm interested in
- express my preferences and opinions during class
- offer suggestions about how to make the class better.

#### How do you and other educators at your school:

- encourage student agency through meaningful interactions?
- include student's perspectives?
- work with students as co-constructors of curriculum?



### SAVE THE DATE

Next Early Years Webinar on 23 August at 4pm (Singapore time)

#### More support:

- Research Summary

<http://www.ibo.org/globalassets/publications/ib-research/pyp/pypearlyyearsengweb.pdf>

Early years education in the Primary Years Programme: Implementation strategies and programme outcomes

- Explore

<http://ibo.org/globalassets/professional-development/pd-catalogue-2017-en.pdf>

Our new range of School Enhancement Services and opportunities for Professional Development