A call to adventure: Learner agency in the traditional school

http://goo.gl/XwQ7lW

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e-Fellow 2014

#ULearn14 | #CENZ14

www.ulearn.core-ed.org
Low Agency

Teacher centered

Authoritarian

Transmission

Passive

Watching

Compulsory

Assembly Line

Programmed

High Agency

Active

Doing

Elective

Intent

Participation

Student Centered

Student Voice

Constructivism

In Control

Schwartz, D. L, & Okita, S. The Productive Agency in Learning by Teaching.
active, constructive, cooperative, authentic, intentional

Environment Experience
Low Agency
Teacher centred
Authoritarian
Transmission
Passive
Watching
Compulsory
Assembly Line
Programmed
Create an environment where we could learn, share and listen... to the diversity in the classroom.
Learner agency:
- Empowering learners
- Power to act
- Self-regulated
- How, where, what and when they learn
- Aware of responsibilities and bigger picture
- Motivation
- Ask...
The academy is not paradise. But learning is a place where paradise can be created. **The classroom, with all its limitations, remains a location of possibility.** (Hooks, 1994 p.207)

Hacking the curriculum

We are going to look at individual NCEA internal assessments and work out how we could change them to suit us. If you want to annotate or comment on the standards use this link to see the online standards [http://bit.ly/1teOYQe](http://bit.ly/1teOYQe)

Your username (timg@gisboyshigh.net) will be recorded when you submit this form. Not timg? Sign out

*Required

**What is the internal?**
Number and version

**How many credits is it worth?**

**What is the written name?**
eg. Train to gain

**What is the learning area of the standard?**
read the front page and find out

**What is the general idea of the standard?**
What do you have to do to pass with a good grade (merit/excellent)

**What activities do you have to do in this internal?**
Is it practical, planning, or theory - or a combination?

**What could we change in the 'learning tasks' to make it more relevant to us?**
Also write on the standard (or even better on the digital version)

**What could we change about the marking schedule to make it work for us?**
Also write on the standard (or even better on the digital version)

**Any other ideas about how we could modify it?**

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Access to all PE internals, commented on and filled in a feedback form.

Crowd sourced and from the students

Link to blog...Lit review

Another channel and way to communicate…
<table>
<thead>
<tr>
<th>Number</th>
<th>Standard Name</th>
<th>Credits</th>
<th>Learning Area</th>
<th>Description</th>
<th>Possible modifications, personalisation options.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1a</td>
<td>What's on offer and why</td>
<td>3</td>
<td>Role and significance of physical activity in the lives of young people</td>
<td>Look into how physical activity opportunities at school are meeting student needs, then looking at the wider role of how physical activity has an impact on young peoples lives. This is looking more at extra-curricular activities.</td>
<td>Work alongside Sport Tairawhiti to analyse the impacts of Wednesday sport programme, prepare a report for the organisers.</td>
</tr>
<tr>
<td>2.1b</td>
<td>Does our Physical Education programme fit?</td>
<td>3</td>
<td>Role and significance of physical activity in the lives of young people</td>
<td>Investigate how how and why physical activity has a role and significance in the lives of the young people in New Zealand and summaries how well your school's Physical Education programme fits to young people's requirements. This is looking closely at our school PE curriculum and the benefits of physical activity.</td>
<td>Connect with other local schools to find out what they do in their PE programmes, and the opinions of their students.</td>
</tr>
<tr>
<td>2.2a</td>
<td>A ball of a chance</td>
<td>5</td>
<td>How and why biophysical principles relate to the</td>
<td>Apply biophysical principles to volleyball, analysing the skills of a junior student and helping them improve through analysing functional anatomy, biomechanics, skill learning and psychology.</td>
<td>Could use coaches eye and break down the skills digitally. Could choose a different sport to analyse.</td>
</tr>
</tbody>
</table>
Personalised learning maps

Allow autonomy, as well as scaffolding

Enabling constraints to avoid ‘falling through the gaps’
My brain doesn’t like thinking..

Tell me where to write the answers...

Spread thinly as a teacher...

Think about your freedom...

You can do anything you like...

Just ask for help...
Are you exercising agency by not wanting anything to do with it?

Agency requires you to make choices in a way that makes a difference...
Did not enjoy learning about metacognition

Needed more focus on ‘credits’

Felt lost and aimless

Needed guidance and support

Enjoyed learning about metacognition

More practical activities were great

Liked the freedom

Control of their own learning
Motivation to come to school

Increased confidence as a learner
Motivation and confidence for 'at risk' learners.

Support and encourage agency.

That sort of agency is acceptable?

What sort of agency is acceptable?

Exploiting creativity outside of PE traditional secondary context.

Situational agency into agency, and who does it well why?
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http://www.wallpapervortex.com/wallpaper-26979_star_wars_darth_vader_vs_obiwan_kenobi.html#.VDOpS5OSzV0