

# Activate student agency and ownership

A suggestion for implementing the strategy  
'Enable access and participation in learning'  
from the Guide: [Behaviour and learning](#)

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## **Includes:**

- Support learner agency
- Provide varied assessments
- Support choice making
- Offer physical and digital tools
- Self-assessment
- Useful resources

Inclusive Education

From

Guide: [Behaviour and learning](#)

Strategy: [Enable access and participation in learning](#)

Suggestion: [Activate student agency and ownership](#)

Date

16 May 2024

Link

[inclusive.tki.org.nz/guides/behaviour-and-learning/activate-student-agency-and-ownership](https://inclusive.tki.org.nz/guides/behaviour-and-learning/activate-student-agency-and-ownership)

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## Support learner agency

Derek Wenmoth describes three features of learner agency: self-regulation of the learner, the impact of the culture of the classroom, and the learner's self-awareness.



Video hosted on Vimeo <http://vimeo.com/85218303>

No captions or transcript

Source:

[EDTalks \(NZ\)](#)

<https://vimeo.com/edtalsnz>

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## Provide varied assessments



Source:

[Nicole Mays](#)

<https://www.flickr.com/photos/mnicolem/4157988165/>

[View full image \(2.9 MB\)](#)

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## Support choice making

Teach students how to make choices that help them be effective learners. Provide supported opportunities to practice choice making.

### Approaches:

- Steadily increase the options on offer
- Regularly touch base with students to review choice making.

### Areas where choice can be offered :

- Where to study
- Who to work with
- Timetable for the day
- When to take a food or stretch break
- How to demonstrate their learning
- The text or topic for an inquiry
- The subject of creative work.

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## Offer physical and digital tools

Support access to a variety of tools and approaches giving students options in how they present and share their learning.

### Visual tools and approaches:

- drawings, graphics, infographics, posters, acrostics, comics
- mural, display, timeline, collage, installation
- board game, magazine, brochure, digital presentation
- movie, storyboard, stop motion film, photographs, advert.

### Auditory tools and approaches:

- write and record songs, raps, slam poetry, jingles
- voice avatar (Voki or Voicethread)
- make a news report, podcast
- conversation in social media (Twitter or Facebook)
- publish a blog post, website
- design a survey and interview, talk show, debate, lecture, questions for a trivia show
- soundtrack to a novel, poem, time period, feeling.

### Physical tools and approaches:

- construct a model (for example, diorama), installation, sculpture
- create a role play, skit, tableau, dance, puppet show, demonstration, costumes.

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## Self-assessment

Are these strategies emerging, partly in place, or established in your practice?

Illustrate your response with examples from your own teaching.

- ✓ Students understand their next academic and behavioural learning steps.
- ✓ Students are helped to set goals and to monitor their progress towards them.
- ✓ Consider a variety of elements when offering choices (for example, order, materials, partners, location, and type of task).
- ✓ Ensure students understand what each option involves and teach them how to make good choices.
- ✓ Provide a range of ways that students can express their understanding of key ideas and demonstrate their skills.
- ✓ Support students who have difficulty with tasks through scaffolds such as writing frames and sentence starters.
- ✓ Use digital supports to engage and motivate students to express their ideas.

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## Useful resources



### How to successfully introduce self-assessment in your classroom

Read time: 14 min

Guidance and tools on using self-assessment.

Publisher: The Education Hub

[Visit website](#)



### Self monitoring ready to use resources

A UDL-aligned collection of checklists for self-monitoring focussed on behaviour, academic progress, and time management. Use as a reference to create your own.

Publisher: Goalbook

[Visit website](#)



### Discover the learner – Building the skills of agency and self-advocacy using the UDL lens

Information about how learners identify and develop skills.

Publisher: iNACOL

[Visit website](#)

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