

Protect and strengthen students' agency as learners and collaborators

A suggestion for implementing the strategy

'Collaboratively planning a universally designed learning environment' from the

Guide: [Collaborative planning for learning](#)

Includes:

Seek and respond to student voice

Offer learners options to reflect on their learning

Support students to teach each other

Take an “ability-inclusion” approach

Reflection questions

Useful resources

Inclusive Education

From

Guide: [Collaborative planning for learning](#)

Strategy: [Collaboratively planning a universally designed learning environment](#)

Suggestion: [Protect and strengthen students' agency as learners and collaborators](#)

Date

26 June 2026

Link

inclusive.tki.org.nz/guides/collaborative-planning-for-learning/strengthen-student-agency

Seek and respond to student voice



Source:

Adapted from European Commission

<https://www.qub.ac.uk/Research/case-studies/childrens-participation-lundy-model.html>

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Offer learners options to reflect on their learning

There is no one-size-fits-all when it comes to supporting students to take ownership of their learning.

Consider the following approaches.

Explore with students what will work for them.

- ✓ [Story hui](#)
- ✓ [Learning maps](#)
- ✓ [Mentoring conversations](#)
- ✓ [Learner profiles](#)
- ✓ [Strengths chain](#)
- ✓ Listening conferences
- ✓ Learning conversations using puppets
- ✓ [Personal learning progressions using Google Sites](#)
- ✓ [Manutaki Māori](#)
- ✓ [Individual vision board](#)

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Support students to teach each other

Helen Collins shares two stories about the impact of [Developing Mathematical Inquiry Communities \(DMIC\)](#) and inclusion.



Video hosted on Youtube http://youtu.be/Bt7_li9CbAU

No captions or transcript

Source:

[NZEI Te Riu Roa \(NZ\)](#)

<https://www.youtube.com/channel/UCRprYG8ZfKhjMfBQCMstr2g>

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Take an “ability-inclusion” approach

All children can be asked and communicate their views.

Taking an ‘ability’ approach ensures you focus on how children with disabilities can participate and communicate their views on their own learning and the design of the learning environment.

Reflect on how you support student voice and learner agency in your learning space. Do you provide:

- learning and social environments accessible by wheelchairs?
- resources and materials created so every child can access and use them?
- self-review and feedback tools and approaches designed to allow all students to use them?
- access to sign-language interpreters or supporters who can interpret or support communication?
- multilingual resources?
- quiet spaces to take a break?
- regular communication opportunities and do you ask whānau and those who know the children how to improve support?

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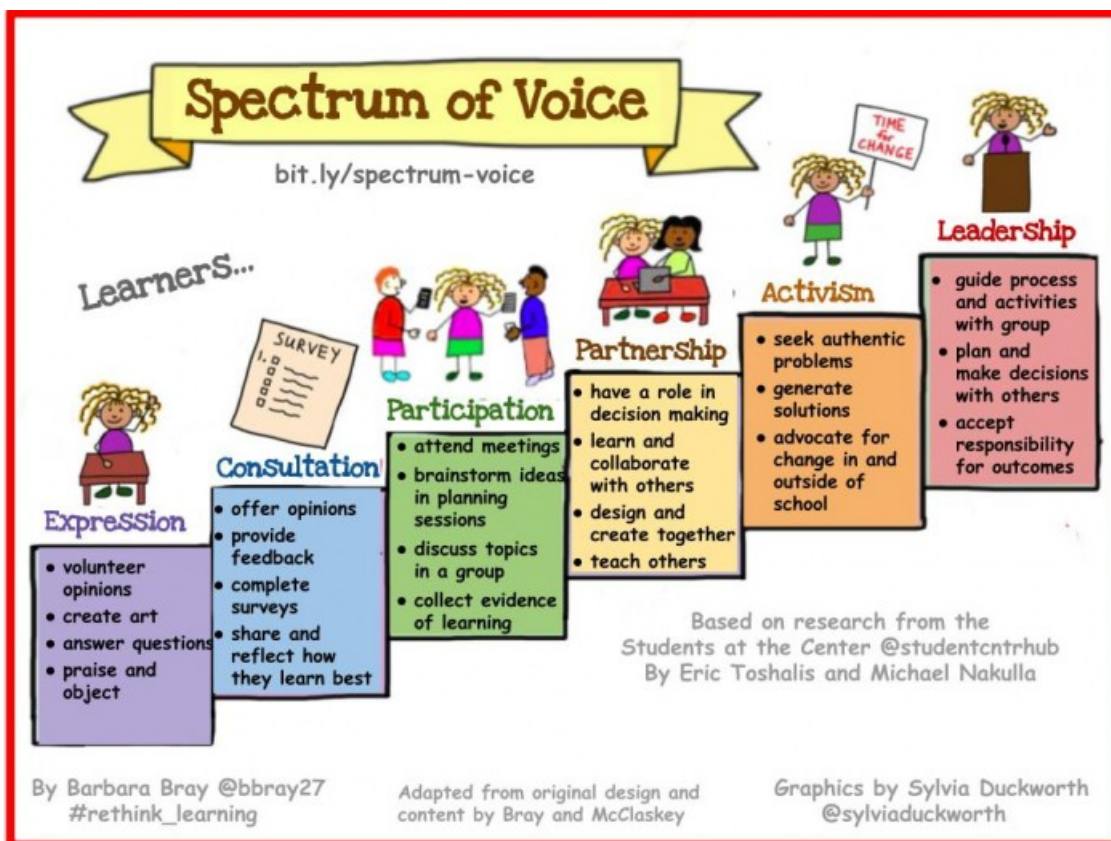
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Reflection questions



Source:

Rethinking Learning

<https://barbarabray.net/2018/09/09/spectrum-of-voice-developing-self-regulation-autonomy-and-agency/>

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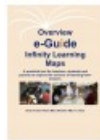
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Useful resources



Overview e-Guide Infinity Learning Maps

A practical tool for teachers, students and parents to explore the science of learning-how-to-learn.

Publisher: Infinity Learn Limited

[Download PDF \(791 KB\)](#)



Personalisation and UDL: A perfect match

Read time: 10 min

Introduction to a three-part approach to supporting personalisation: learner profile, learner backpack, and personal learning plan.

Publisher: ASCD

[Visit website](#)



Engaging children in decision making: A guide for consulting children

Read time: 34 min

This is a practical guide for organisations that are interested in engaging children up to the age of 12 in effective decision making. It outlines best ways to consult with children and explores issues to think about as part of best practice.

Publisher: Western Metro Department of Education and Early Childhood Development (DEECD)

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