

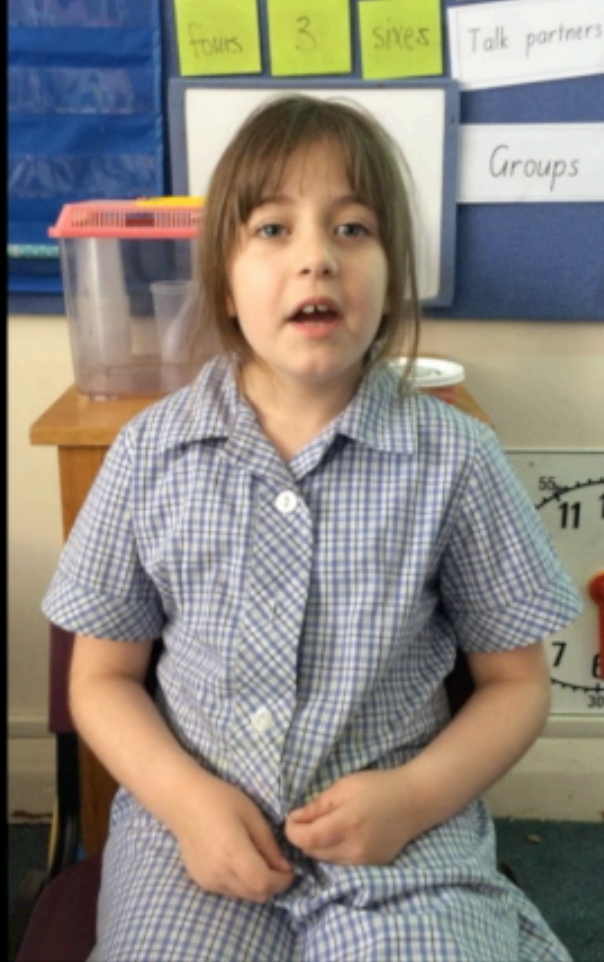
Developing student agency in South Australia - SA



Margot Foster PSM, Director Professional Practice, SA Department for Education



State STEM Learning Strategy from 2017 - Annual SA Aboriginal Students' STEM Congress
1000+ participants - Aboriginal students, elders, community, educators and workers



the learner
mindset we
were
trying to
develop

Elyssia was one of South Australia's first student learning ambassadors - her focus was feedback in learning and the 'learning pit.'

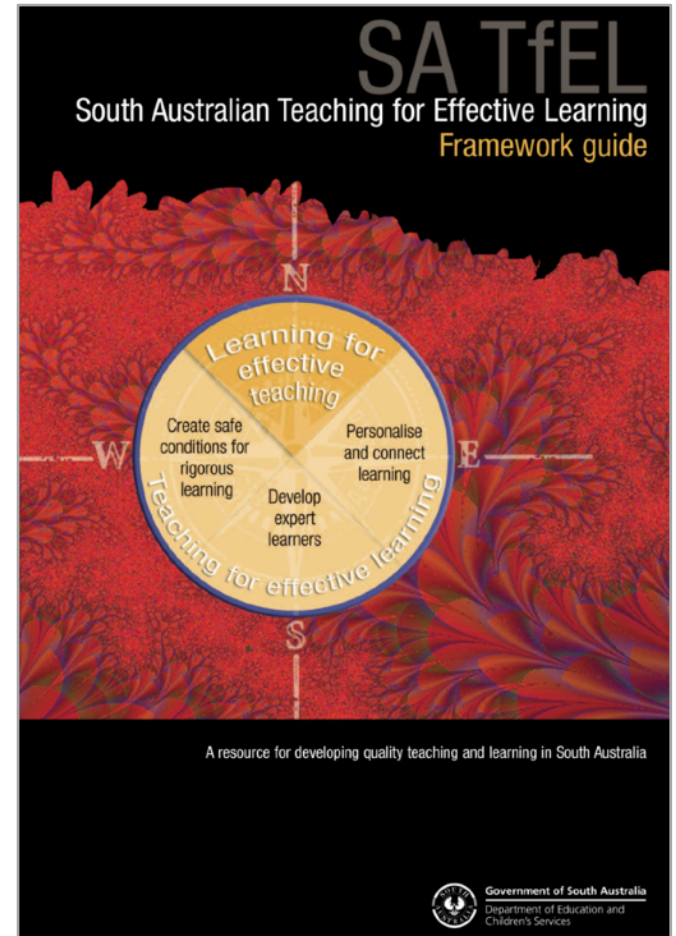
TfEL* Pilot Project 2014 - 2016

LEARNING

TO LEARN



1999 - 2009



South Australia's State
Schools' Pedagogy Policy TfEL



What are our students saying about their learning?



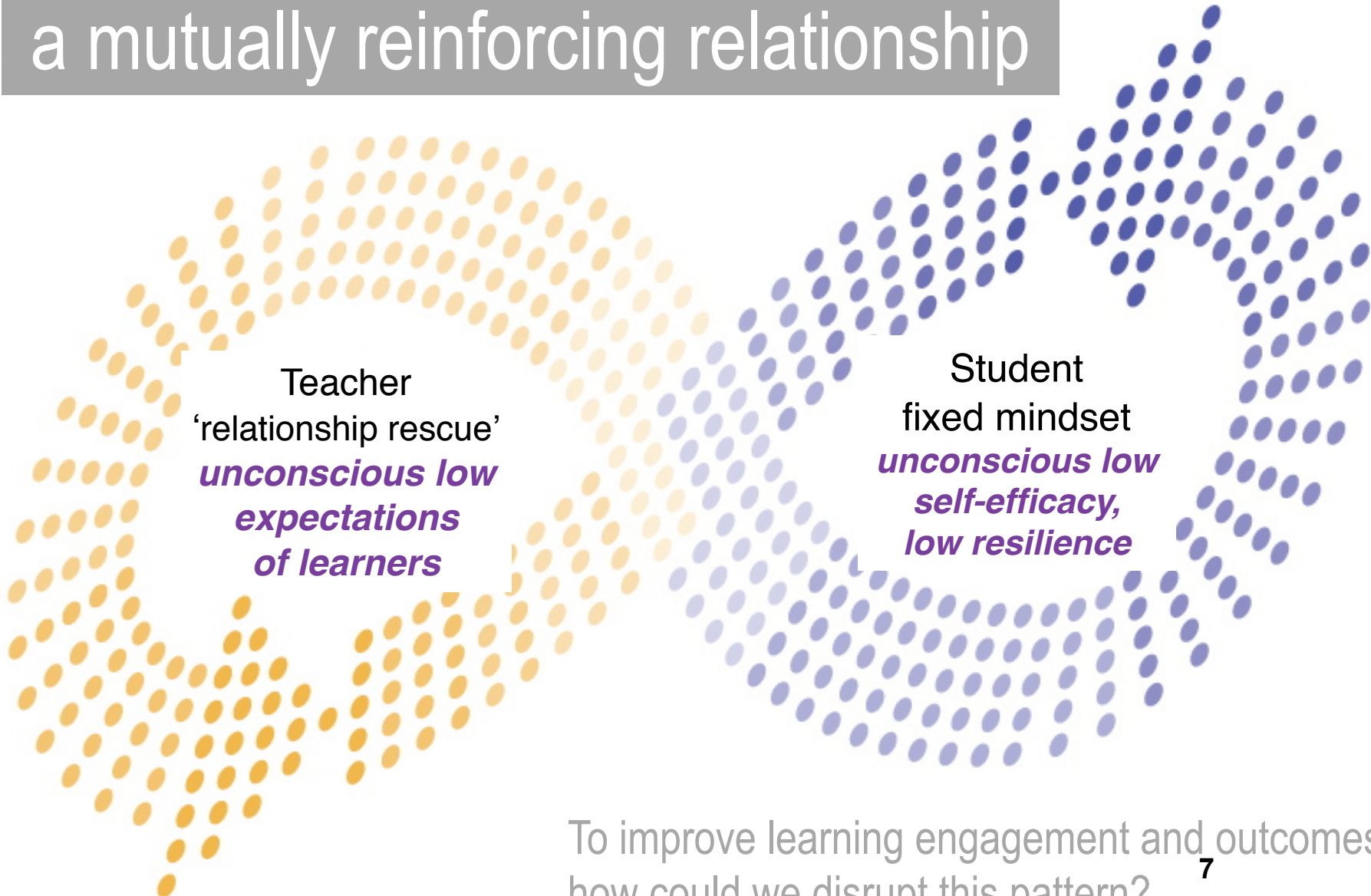
20,000+ students

We need more

- **challenge - we're bored**
- **time to collaborate and talk with our peers**
- **time to ask questions and think**

Where did this way of experiencing learning come from - what was the prevailing paradigm of teaching and learning?

a mutually reinforcing relationship



The diagram illustrates a mutually reinforcing relationship between a teacher's and a student's mindset. It features two large, stylized, interlocking shapes. The left shape is composed of orange dots and contains text about a teacher's mindset. The right shape is composed of blue dots and contains text about a student's mindset. The shapes are connected by a wavy line, suggesting a continuous, reinforcing cycle.

Teacher
'relationship rescue'
*unconscious low
expectations
of learners*

Student
fixed mindset
*unconscious low
self-efficacy,
low resilience*

To improve learning engagement and outcomes,
how could we disrupt this pattern?

TfEL PILOT project

2014 | 2015 | 2016



**These school principal leaders
saw their role as
deliberate disruptors, to disrupt
current assumptions and expectations
about teaching, learning
and learners.**



The non-negotiable of the TfEL PILOT
co-design the change with students
‘work shoulder to shoulder’



Students as evaluators

Students give feedback to their peers and teachers.

Students as learning designers

Students talk with others about what they need to learn and why.

Students as decision-makers

Students discuss decisions made by adults in their preschool/school.

Students as teachers

Students see their teacher being a learner.

Students as researchers

Students reflect on what works and doesn't work for their learning.

Students as advocates for 21C learning

Students practise being a confident, resilient and powerful learner wherever they learn.

DO WE SEE THIS?

- Not yet
- In individual students
- In individual classrooms/learning spaces
- Embedded in preschool/school-wide practices

Student Voice Audits

The UK Harris Federation inspired this work.

students as:

- evaluators
- learning designers
- decision makers
- teachers
- researchers
- advocates for 21C learning

Activating student voice to accelerate learning improvement
STUDENT VOICE AUDIT ACTION TILES

<https://acleadersresource.sa.edu.au/resources/teaching-for-effective-learning-resources/>

Examples from the field

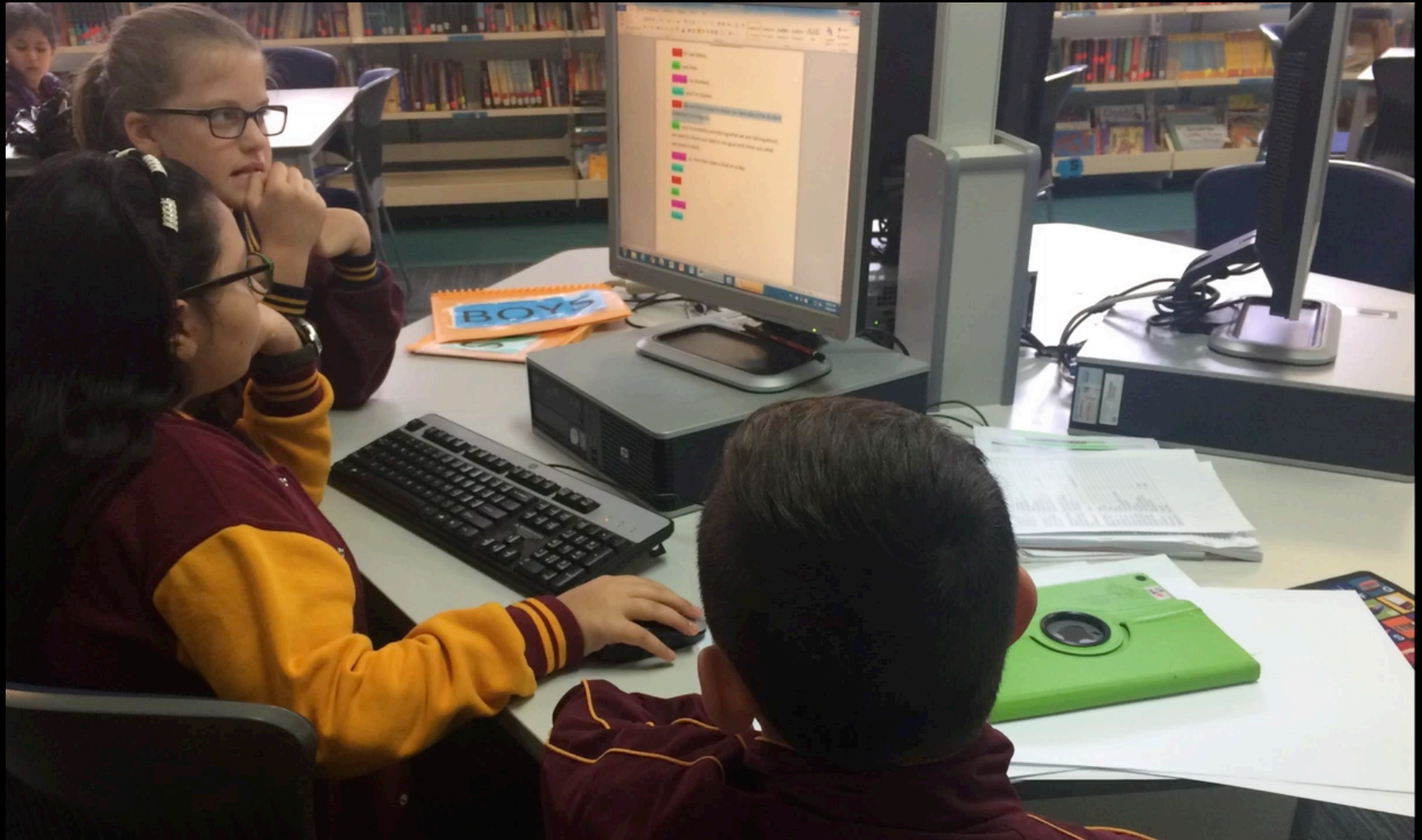
Developing understanding about
learning at Renmark PS
- the power of 'yet'

Student Learning Rounds across
the Marion Coast network of 10
Schools - Preschool to Year 12
- we are all a learning community



**Marion Coast Partnership
Student Learning Rounds**

**Does everyone know about
stretch thinking?**





students understanding learning
the power of 'yet'

The question is whether our profession is able to take hold of this opportunity to reassert a role as great learning designers and facilitators, or whether schools will be sending home worksheets and lists of things to do.



Abe Moore @Arbay38 · Apr 7

And just like that, our little school committed to being a gradeless, formative FB rich, collaborative & agile school focused on the health, safety & wellbeing of our families above all, particularly those most at risk.

When this is all over, I hope we never go back to "normal"



2



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I am inspired by our teachers. They are hopeful.



Abe Moore @Arbay38 · Apr 7

Sorry to hear that. I saw more willingness to embrace change and challenge inequitable pedagogy today than I've seen in eight years at my school. Glacial change melted away because the goalposts got moved.

"Don't waste a crisis"



2



5



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