



# Agency in the classroom; STUDENT WORKSHOP

Title of workshop		Agency in classroom*
<b>Aim</b>		To allow students and their teacher to reflect on the outcomes of Agency in Classroom audit tool once it had been completed by all students
<b>Participants</b>		Students in target class group
<b>Room layout</b>		Sit with partner and have capacity available for two pairs to work together during the session
<b>Facilitator</b>		Class teacher
<b>Time</b>		40 min.
<b>Resources</b>		Copy of <i>Agency in Classroom</i> <sup>1</sup> audit tool for each student (Appendix 1)
<b>Introduction</b>		Flip chart or other means of recording students contributions
<b>Step 1</b>	10 Min	As your teacher, it is important to me to understand what it is like for you to learn and to be in my classroom. I have been trying to include ongoing opportunities to involve you in decision making about how we do things here and about your learning. This audit tool will allow us to have a conversation about this. I will use the outcomes of this workshop to inform my planning to increase your sense of agency and make this classroom a place where you can get more involved.
<b>Step 2</b>	10 Min	Students, individually, are asked to circle the statements that they felt were most important and were being addressed well in their classroom now.
<b>Step 3</b>	10 Min	<p>Pair, Share: In pairs, the students discuss their responses and agree the three most important statements and one/two ways that these areas might be improved even further.</p> <p>What is working well? Even better if...?</p> <p>The responses can be recorded on a template and shared with their teacher.</p>

1 The audit tool used in this workshop was initially developed by Roger Holdsworth and others in Victoria, Australia in 2018-19, and published in the **Connect** journal. It is used here with their permission.

\* Agency describes the extent to which students have the self-belief to contribute to and /or lead decision making in the classroom.

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<b>Step 4</b>	5 Min.	<p>Each pair joins another pair. Consider the following:</p> <p><i>If you were to pick one area on the audit tool or another area not included on the audit tool that would make this classroom a better place for students and their learning, what would it be?</i></p> <p><i>What advice would your group offer on how this might happen?</i></p> <p>The young people's ideas can be presented in written, oral or visual format.</p>
<b>Conclusion</b>	5 Min.	<p>Each group is asked to share its idea with the class. The teacher records these.</p> <p>The class is then asked to vote on which ideas they would like to see prioritised for attention.</p> <p>Each student has one vote</p>

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# APPENDIX 1

## Agency in the classroom audit tool

Agency describes the extent to which students have the self-belief to contribute to and /or lead decision making in the classroom.

Please complete this audit tool and your feedback will be used to improve your agency in the classroom.

Practice	HOW OFTEN DOES THIS HAPPEN?					HOW IMPORTANT IS THIS?		
	ALWAYS	OFTEN	SOME-TIMES	SELDOM	NEVER	HIGH	MEDIUM	LOW
<b>INDIVIDUAL LEARNING</b>								
2.1 Students have time and opportunity to set goals for their own learning								
2.2 Students are supported to choose topics for learning and related assessments								
2.3 Students have opportunities to choose how they will complete assessments.								
2.4 Where relevant, students participate in the creation of their Individual Education Plan (IEP) with their teachers								
<b>GROUP LEARNING</b>								
2.5 All students are actively engaged in learning in their classroom								
2.6 Students and teachers work together to design learning activities for the class								
2.7 Students lead class lessons								
2.8 Students learn explicitly about teamwork, how to speak up, take action, and participate								

Practice	HOW OFTEN DOES THIS HAPPEN?					HOW IMPORTANT IS THIS?		
	ALWAYS	OFTEN	SOME-TIMES	SELDOM	NEVER	HIGH	MEDIUM	LOW
<b>ROLES AND REPRESENTATIVES</b>								
2.9 Students have specific roles of responsibility in the classroom								
2.10 Students democratically select representatives for roles within and outside the classroom (e.g. Student Council representatives)								
2.11 Support is provided for student representatives e.g. training, time to consult with and report to other students								
<b>CONNECTIONS IN LEARNING</b>								
2.12 Students make connections between their learning and the world beyond the classroom.								
2.13 The outcomes of students learning (making media; resources, survey findings, etc.) are seen outside the classroom								
2.14 Students write for the school newsletter and/or website, local papers or present on local radio about their learning								
2.15 Students work with external community organisations around issues of shared common interest or concern								