

Shifting the Ownership of Learning

	Existing Practice	Agentic Practice
What is the <i>purpose</i> ?	Emphasis on the transfer of knowledge and development of skills required for gaining employment and being successful in life. Focus on meeting external requirements (i.e. standards etc.)	All learning activity is focused on meeting the identified needs of the individual, preparing them as capable, confident, self-directed learners. Emphasis on development of competencies.
What is learned?	School curriculum selected and organized by teachers with an emphasis on coverage. Little opportunity to incorporate topical content. Emphasis on breadth over depth.	Learners participate in all decisions about learning content (themes, topics etc.) Learning focus is authentic to the learners' context and experience. Emphasis on depth over breadth.
How is it learned?	The teacher determines learning activities and approaches – frequently as whole class or group direction. Some variety in approach may be offered, but choice limited to what the teacher has designed.	Emphasis on learning as activity, where learners have choice about the way they approach learning tasks, and are supported in this by Universal Design for Learning principles. They have a sense of ownership of and take responsibility for learning.
Who with?	Learners work alone to complete personal challenges. Some degree of cooperation encouraged. Group work orchestrated by teachers, often based on ability.	Learners may choose to work alone or in collaboration with others – including peers, teacher etc. Learners are aware that every decision and action she or he takes, will impact on the thinking, behaviour or decisions of others – and vice versa.
Where?	The primary focus for learning is within a school/classroom setting, with some use of specialist spaces (e.g. library, computer lab). Assigned tasks to be completed at home or in student's own time.	Learning occurs in a range of settings that the learner is free to choose between, and which are appropriate to the learning activity. Learners are growing, working, and participating in their communities. This includes settings outside of school, including online.
Feedback & Support?	Teachers are the primary source of feedback and support for learners.	Learners identify where support is required and seek support/feedback from the best person to guide them. Learners recognise other students' learning and supports this through effective personalised feedback/forward, questioning.
Progressions?	Teachers use data to determine the next steps in learning for students. Decisions about progressions in learning are made by the teacher, and are often time-bound and/or related to group achievement.	Learners use data to determine next steps in their learning. Learners are proficient in using a range of strategies for solving personal learning challenges in order to achieve the next steps in learning.
Success criteria?	Pursuit of learning objectives/intentions substitutes for success criteria. Teachers make all judgments on when these are met.	Learners capable of constructing or co-constructing their own success criteria, with the support of peers or teacher as required. Focus is on learners' ability to succeed, with levels of performance (success) recorded in rubrics.
Monitoring progress?	Teachers maintain systems for monitoring and recording progress and achievement – and for reporting on this. Often a big emphasis on 'sampling' as time limits ability to engage deeply with each learner.	Self-assessment and monitoring is embedded throughout the learning process. Learners use a variety of tools and frameworks (e.g. portfolios, rubrics) to accurately identify and record their own progress and achievement.