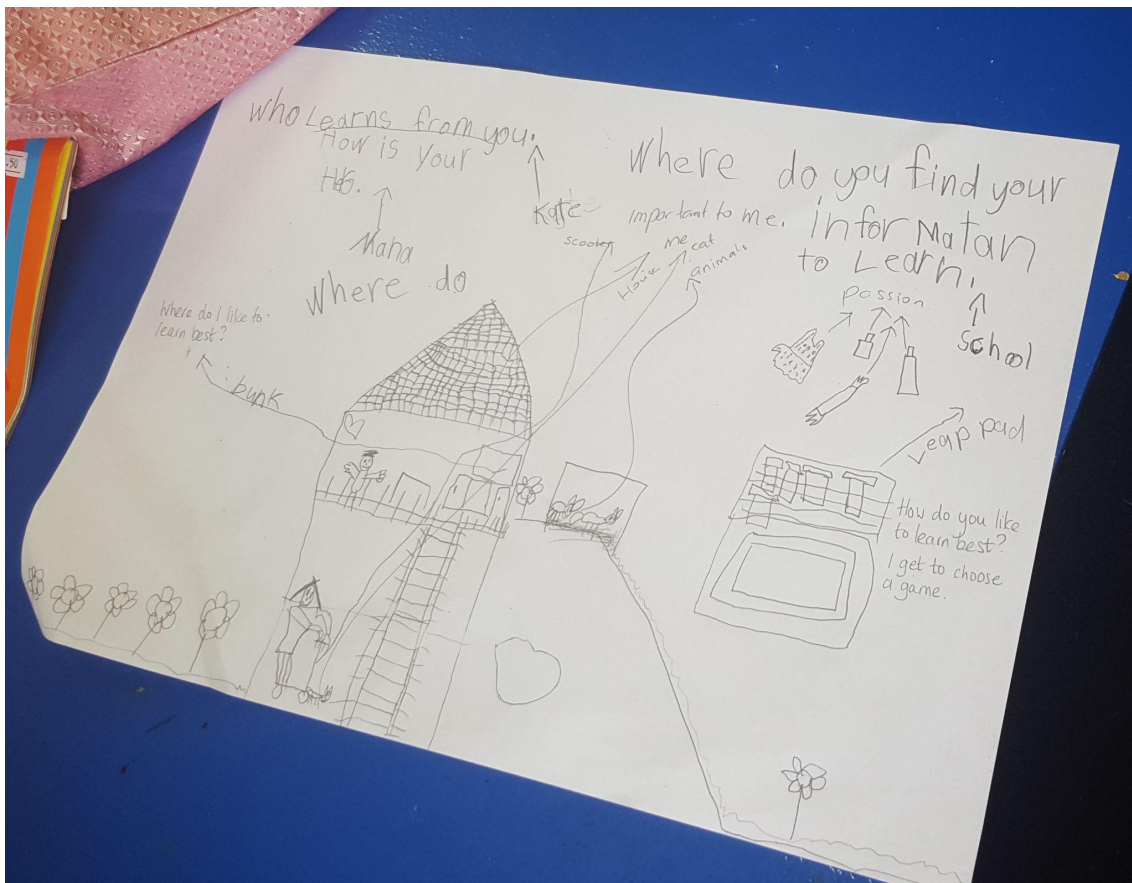


Learner maps



Mapping your learning

Learner maps are a great way to **scan** with your learners to find out more about what they know about learning and what helps them to learn.

“Every student has agency. Activation of agency is a negotiation between the people and environment surrounding the student.”
(Klemičič, 2015)

Activity

Part 1: Create your Learner Map (30 mins)

- Work in pairs.
- You will need a large piece of paper each (A3) and some felt tips.
- You will both create a learner map. One person starts as the ‘teacher’ and one as the ‘learner’. The teacher asks some prompting questions as the learner draws.

Your drawing skills don't matter - stick people are fine! You can use words but try to keep them to a minimum. You will have a chance to tell your story so you can interpret your

drawing for others! Your drawing should include people, tools, places/environments that help you to learn, it should also include the interactions (arrows) – does the learning go both ways? How much?

Prompting Questions

How do you like to learn?

What do you like to learn?

Where do you like learning?

Where do you find information to learn?

Who are the people who encourage you or influence you as a learner?

Who are your heroes? Think about different contexts - whānau, films, science, books, iwi, hapū, school, sports and cultural clubs and groups...

What are the stories that have inspired you?

What are the tools that help your learning? (digital technologies, books, music etc)

Who learns from you?

Who are the people who look to you for inspiration? Whose hero are you?

How do these things connect and interconnect? Use arrows - one way and two way arrows, big and small ones, to make those connections and indicate how strong the connections are.

Part 2: Share, reflect and commit to action (30 mins)

After you have drawn your maps, you will get into groups of 4 and share your stories. Each person tells their story using the map as a prompt.

Discuss:

What is the same?

What is different?

What are your challenges?

What are your passions?

Who would you like to help you with your learning?

Who would you like to help with their learning?

What would you like to change to help you in your learning?

What do you want to do differently?

How might you use these maps with your learners?

How do they fit with your classroom practice?

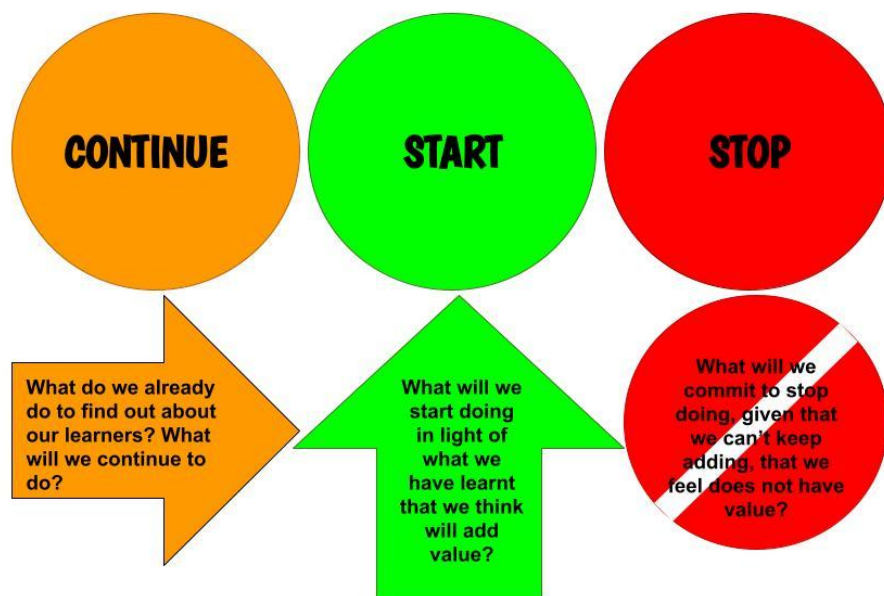
How might they inform your planning for your tamariki?

Can you see them being a useful way to assess for learning?

Use the framework below to set yourself some actions: You can write on the back of your drawing.

Questions to help you dig more deeply:

- Tell me about what you see as being important/how you learn/when/where?
- Why?
- How do you feel when.....?
- How do you think that you learn from....?
- Why do you think Is your hero/champion?
- What is it about ...(place/how/who) that helps you to learn?
- What do you learn from....(your passion)?
- What could we do in school to help you to learn?
- Let's think about one or two goals - practical things we can put in place....



Rauemi

<https://celiafleck.wordpress.com/2016/04/21/learner-agency-and-learning-maps/>

Te Rata School - [newsletter article](#) written by two students

Konini Primary School, Wainuiomata - [a report written](#) by a teacher

A reflection on using Learner Maps in a school. We had 30 children aged between 5 and 12, 2 teachers, a teacher aide and myself.

Learner Maps

Thank you so much for letting me have the privilege of working with your wonderful students. I thoroughly enjoyed myself and learnt so much in the process.

We worked together with the children to create learner maps. All learners were in the room together with myself, Peggy and Rosie. Conversations as children worked were informative. With such a range of ages it was interesting to see how they interpreted the questions.

What does 'learning' mean to children?

How does peer group influence what they draw and how they answer?

How much does knowing a learner well already become a barrier or an enabler for the conversations around the learner maps?

Can our perceptions or our interpretations influence how the children answer or respond to the prompts?

I realised when talking to one child that they don't recognise the learning that happens when they are engaged in their 'passion' but when drawn out of them with questioning they can see it. Do we need to make those connections between play and learning?

Several of the girls started their drawings with their houses. Is this because they see their house as the most important thing in their lives? Or because when in doubt, at that age, draw a house?

Whatever it is, once I started talking to them about it, I could see that they did see their world revolving around their house. The things they hold important are their - emotionally and materially - their family, pets, belongings, places they hang out. When I dug deeper - Why is your bedroom your favourite place to play on your iPad on games? One girl said it was because her younger sibling couldn't bother her there. So digging deeper "How do you feel when you are in your bedroom, playing, learning etc? I feel comfortable, safe, and cosy.

So, how do we replicate the feeling of safety, of comfort in our classrooms?

What next? Now they have created their maps what is the next stage?

Teachers could sit down with each of the children and talk through their maps with them and dig more deeply. This should be recorded somehow - use a voice recorder on your phone and then give the children time to listen back to it. Older children could work in pairs and interview each other but they will need training in using the right sorts of questions so it may be better to do it yourselves for now.

Questions to help you dig more deeply:

- Tell me about what you see as being important/how you learn/when/where?
- Why?
- How do you feel when.....?
- How do you think that you learn from....?
- Why do you think Is your hero/champion?
- What is it about ...(place/how/who) that helps you to learn?
- What do you learn from....(your passion)?
- What could we do in school to help you to learn?
- Let's think about one or two goals - practical things we can put in place....

How can these Learner Maps be used by the students to support their learning?

I think they need to be used every day or week. They are a dynamic document. They need to be in a place that is accessible for the children to refer to them. For some that will be on the wall somewhere, for others, who are more shy and don't yet want to share them with others, it may be in a book or a tote tray or wherever the children keep their work.

You could build in some reflection time after each unit of work, or each week, or sometime reasonably regularly when they can sit down quietly and reflect on their learning at that point. You could use some of the Learner Map questions to get them to think about their learning that week. E.g. (some may be more appropriate for different age groups and you may have fewer questions for the littleys)

- What have I learnt that is new this week?
- What have I understood more deeply that I knew already?
- How did I learn it?
- When did I learn it?
- Where did I learn it?
- From whom did I learn it?
- Did anyone learn from me this week? (for this one, you might ask the children to share in a circle whether they learnt from someone else this week - or you could have a 'learning box' that they put a note in to say what they learnt and who from which you could then quietly share with the person concerned.

They could either write the answers down in a book/journal that you keep with their learner map or it could be recorded orally.

You might like to think about how your students collate and share their learning currently and who gets to see it on a regular basis. Is this all hard copy currently or do you have a digital means e.g. Seesaw, blog, portfolio? This may be a topic of discussion for another day but certainly something to consider as we think about learner agency.

Use them to frame conversations with parents - 3 way conversation with learner, parent and teacher with learners leading the conversation. What can parents add?