


SELF DIRECTED LEARNERS

Learner agency in a nutshell is the power to act; it involves informed, empowered and enabled learners. Learners that are actively involved in three factors

- self-regulation
- interdependence – mediated by the social-context of the classroom
- an awareness of the responsibility of one's own actions


Pedagogical approaches are highly structured in supporting student agency and sustained and thoughtful engagement, fostering students' abilities to define their own learning goals, ask questions, anticipate the structure of curriculum experiences, use metacognitive strategies when engaging with curriculum, and self-monitor. Mark Osborne claims that sustained higher achievement is possible when teachers use pedagogical approaches that enable students to take charge of their own learning.

Derek Wentworth (2014) makes the clear distinction between agency and independence by stating that there has to be some responsibility of the learner and how their actions affect others, this description allows us to move on from the terms 'personalised learning' and 'learner centeredness' which could indicate that the learner operates in a bubble without consideration of others and their environment - agency aims to remedy that by emphasising interactions with others in the learning process.



Supported

My learning decisions are guided by others. Someone else regulates me and my actions.
I need guidance to make the right decisions.


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Self Managing

I can manage my own learning decisions.

I can manage challenges and problem solve.

I ask questions to help me understand.
I can decide when to work independently and when I need to work with a buddy or a group.

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Self Directed

I take the initiative and responsibility for my learning.

I can select, manage and assess my own learning activities.

I can actively seek and value challenge.

I can plan for and use my and others' strengths.

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