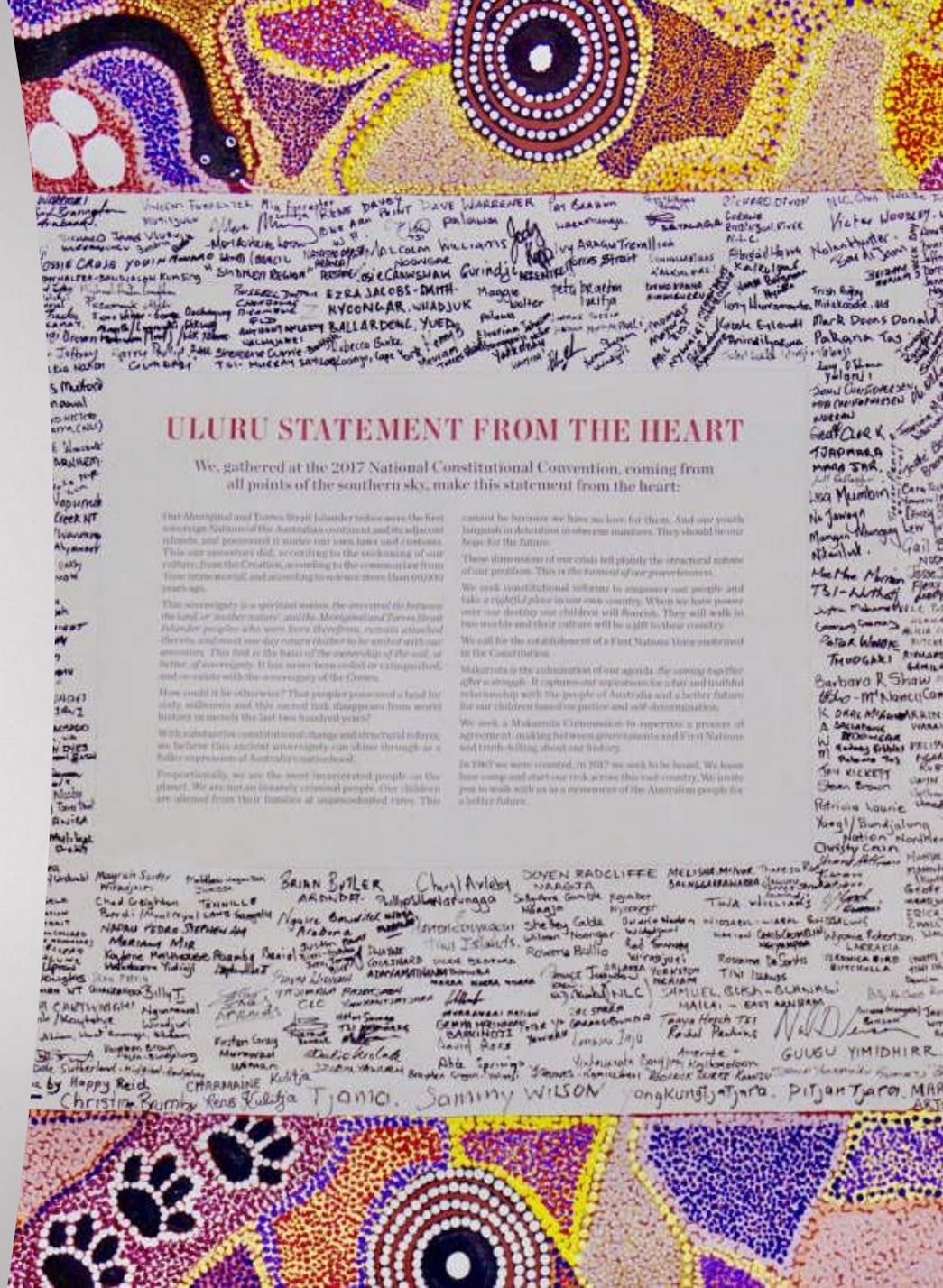
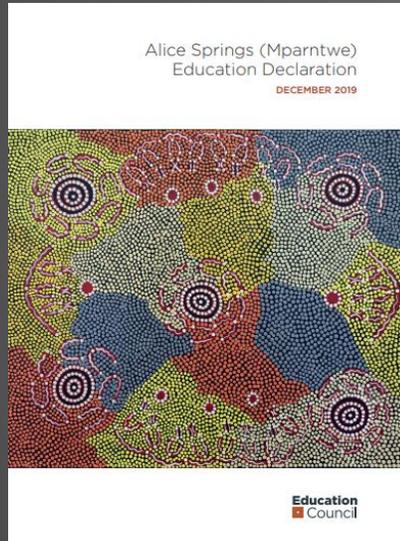




# Acknowledgement of Country

We would like to acknowledge the original custodians of this land, the Kaurana people, and pay our respects to their Elders past, present and future for they hold the memories, traditions, culture and hopes of Indigenous Australians.





## Goal 1: Excellence and Equity

“Ensure that young Australians of all backgrounds are supported to achieve their full educational potential.”

# EQUITY – WHAT IS THE PROBLEM?

“The aim of the public high school is to provide every child with opportunity to acquire the higher forms of knowledge on which our economic and social organization is based.”

**But...**

“Social inequalities arise in education because the demands made by the curriculum outstrip the cultural resources of the schools their children attend...”

Professor Richard Teese, *For the Common Weal*, 2014



# HOW DO WE ADDRESS IT?

Which schools?

- Regional, Rural & Remote
- Low-SES
- All Schools

What are the cultural resources schools need to address social inequalities?

## Equity

Since education is a fundamental human right, its outcomes should not result from differences in parental wealth, social status or influence. The South Australian public education system and its schools pursue equity through such strategies as providing focused support in teaching and learning and additional resources for students from educationally disadvantaged backgrounds or with special needs. The aspiration is for a public system in which educational outcomes are determined by effort and skilled teaching, not by inequalities stemming from social location.



**Equity  
&  
Excellence**

**Priority #1:** The SASPA Board is committed to collaborating with the Department for Education “to ensure that all students, regardless of their backgrounds and where they live, have a world class education that enables them to realise their full potential”. (SASPA Strategic Directions 2021-2023)



Public Education Video - Equity

<b>Policy Settings</b>	Whose interests does this policy, direction or decision serve? Who is advantaged? Who is disadvantaged? Does this help or hinder our goal of achieving equity and excellence?
<b>Funding</b>	Are low-SES and RRR schools funded to address inequalities?
<b>Human Resources</b>	What if equity was a <u>key principle</u> in all system-wide HR policies, procedures and processes?
<b>Responsibility</b>	Narrow accountability foci exacerbate issues of equity. What if a broad range of school responsibilities were holistically reflected in the school and system improvement narrative?



## Facing Equity & Inclusion Challenges in SA Schools

Pasi Sahlberg, *academic*

Caitlin Senior, *emerging doctoral student*

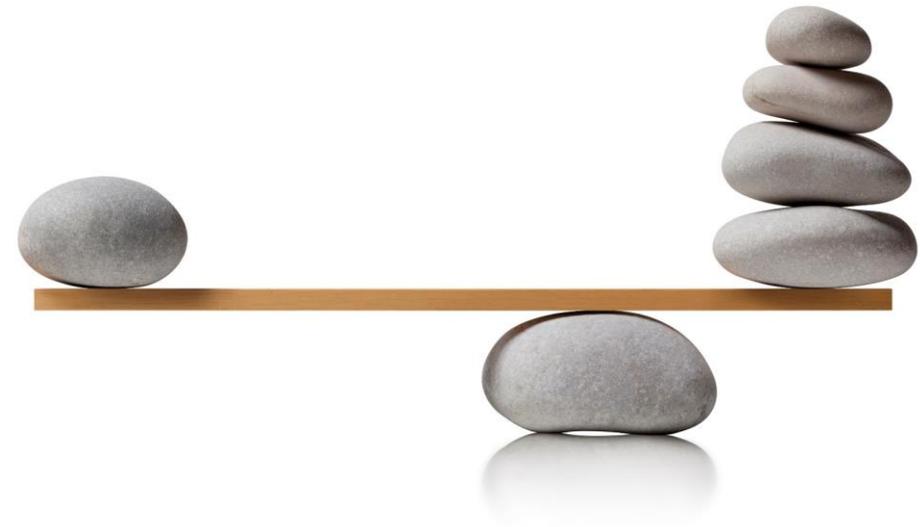
Rosie Heinicke, *Craigmore HS*

Penny Tranter, *Seaview HS*

Lisa Pope & Matt Verdon, *ASMS*

# What to expect during the next 1.5 hours.....

- Hear from each of our schools about our work in building a culture that enables learner agency to flourish
- Hear Pasi & Caitlin's observations from their time with us
- Discuss/share/consider your thoughts of relationship between agency & equity & inclusion



Equity- what are we talking about?



*Our Premise:*

**Learner agency**

is central to addressing  
equity & inclusion in SA schools



# Seaview

- Cat 5 School
- under performing
- Declining enrolments
- Activating student voice-  
accelerating improvement
- Students at the Centre –
- *A personalised approach to  
quality teaching and learning*



> 500 enrolment (local 34%)



Retention



Attendance and engagement



IESP enrolments



Behaviour incidents



SACE completion



SACE achievement



NAPLAN Achievement



GPA

# Craigmore

Increased diversity in our student and staff demographics, variance in our student growth data and focus on student connectedness to school led us to question:

‘how do we develop and enhance agency for students [and staff] in our school community?’

... we are still on our journey!



EALD student enrolments increasing



Students with IESP funding increasing – both cognitive and behavioural



ATSI student enrolments increasing



Number of families on school card >60%



Increase in number of CiC



Increase in number of students below SEA for Reading, Numeracy & subject achievement (standardized and school-based data)



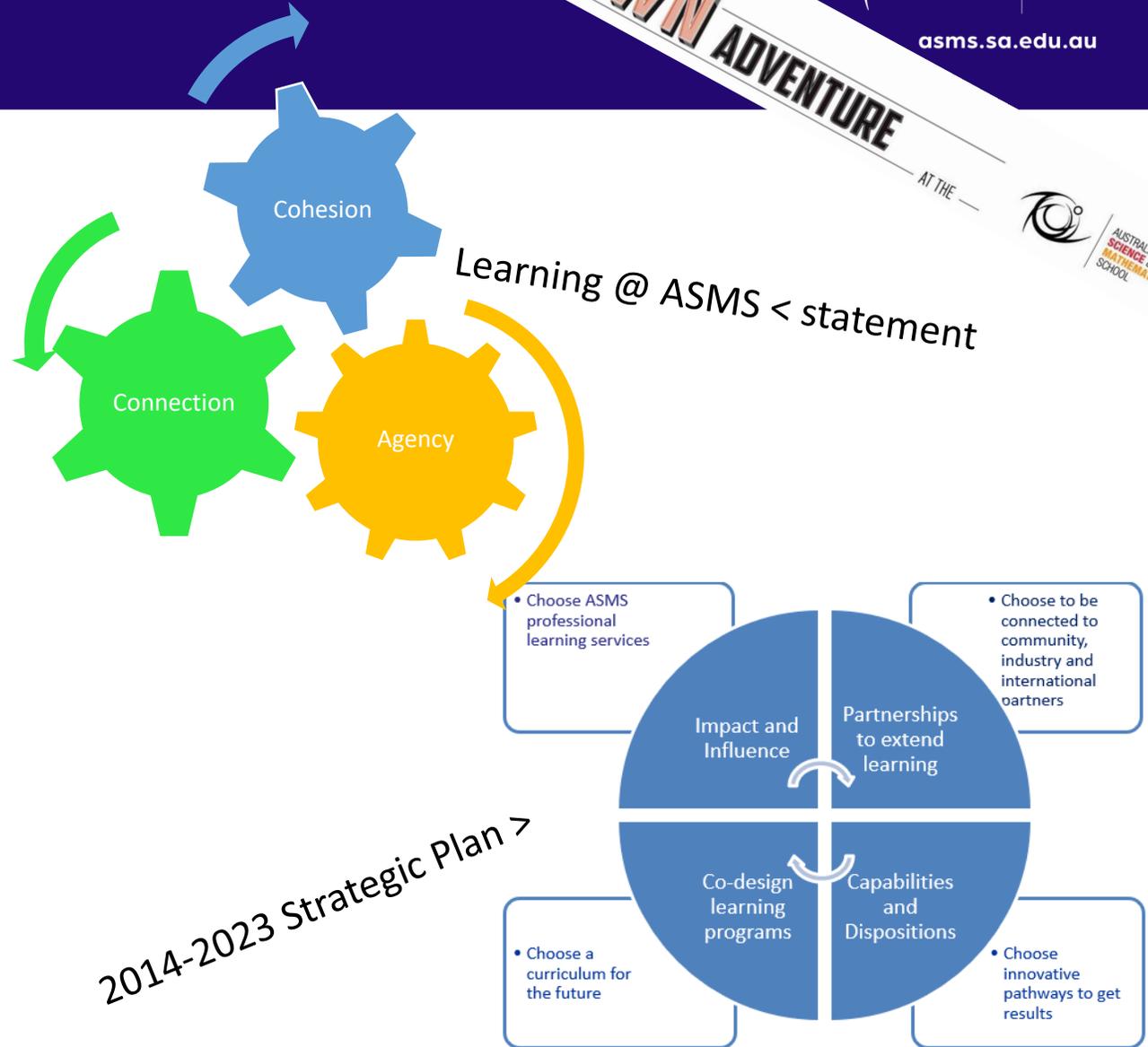
FLO enrolments increasing and outcomes decreasing



WEC data – decrease in number of students reporting high wellbeing particularly in the sub-category of Connectedness to school

# The importance of Learner Agency @ ASMS

- A feature of the school since inception
- Flexibility and reflexive responsiveness to learners
- Agency involves, *but is not confined to*, providing choices for students
- Create an environment for students to be the sentient enactors of their own education = students as the conscious, metacognitive drivers supported & guided by skilled professional educators.
- WHY? – so all of our students as opposed to some students experience and recognise growth in self allowing them to confidently move forward in their lives as skilled learners.



So what do  
*we* mean  
by  
"learner agency"?

Student agency is defined as the capacity to set a goal, reflect and act responsibly to effect change.

It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others.

*OECD Future of Education & Skills 2030*

So what do  
**we** mean  
by  
"learner agency"?

....self-regulation is a major aim of learning.

*John Hattie. Visible learning for teachers.*

So what do  
*we* mean  
by  
"learner agency"?

Learners who have agency are purposive, reflective, invested and action-oriented.

Agency means:

- Developing goals (personal & social)
- Initiating action towards those goals
- Reflecting on & regulating progress towards those goals
- Belief in self-efficacy

Hannon & Peterson; Thrive

So what do  
*we* mean  
by  
"learner agency"?

Agency is not action for the sake of it.

Nor is it simply offering students more choice from a pre-set menu, nor an occasional voice to give feedback on their teachers.

*Charles Leadbeater: Learning on Purpose*

Share your thoughts

*Is learner agency  
central to equity  
& inclusion?*

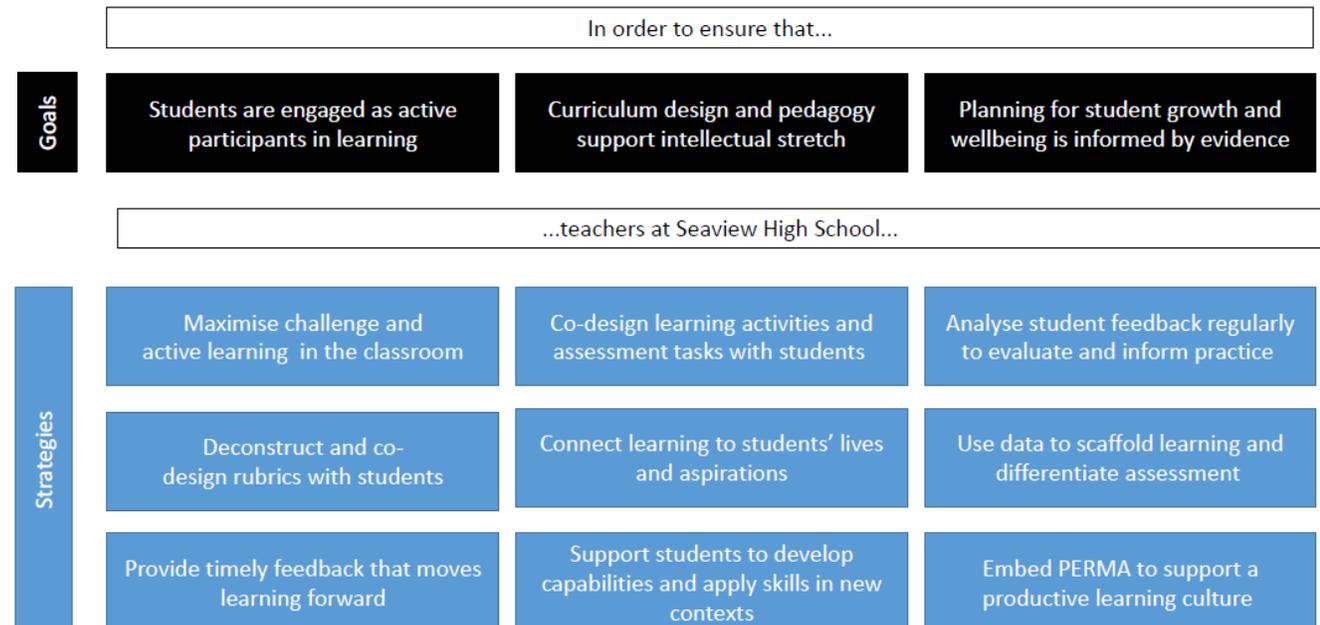


## Site Improvement Plan – a plan for everyone

- Engaging students as participants in the learning
- Problem solving and entrepreneurial models support intellectual stretch and risk taking across all curriculum areas
- Using data to plan for individual growth

### # 2 Refining the actions - scaffolding the process

Seaview High School is committed to preparing students for life beyond school by providing challenging and enriching learning opportunities and supporting students to achieve their personal best.



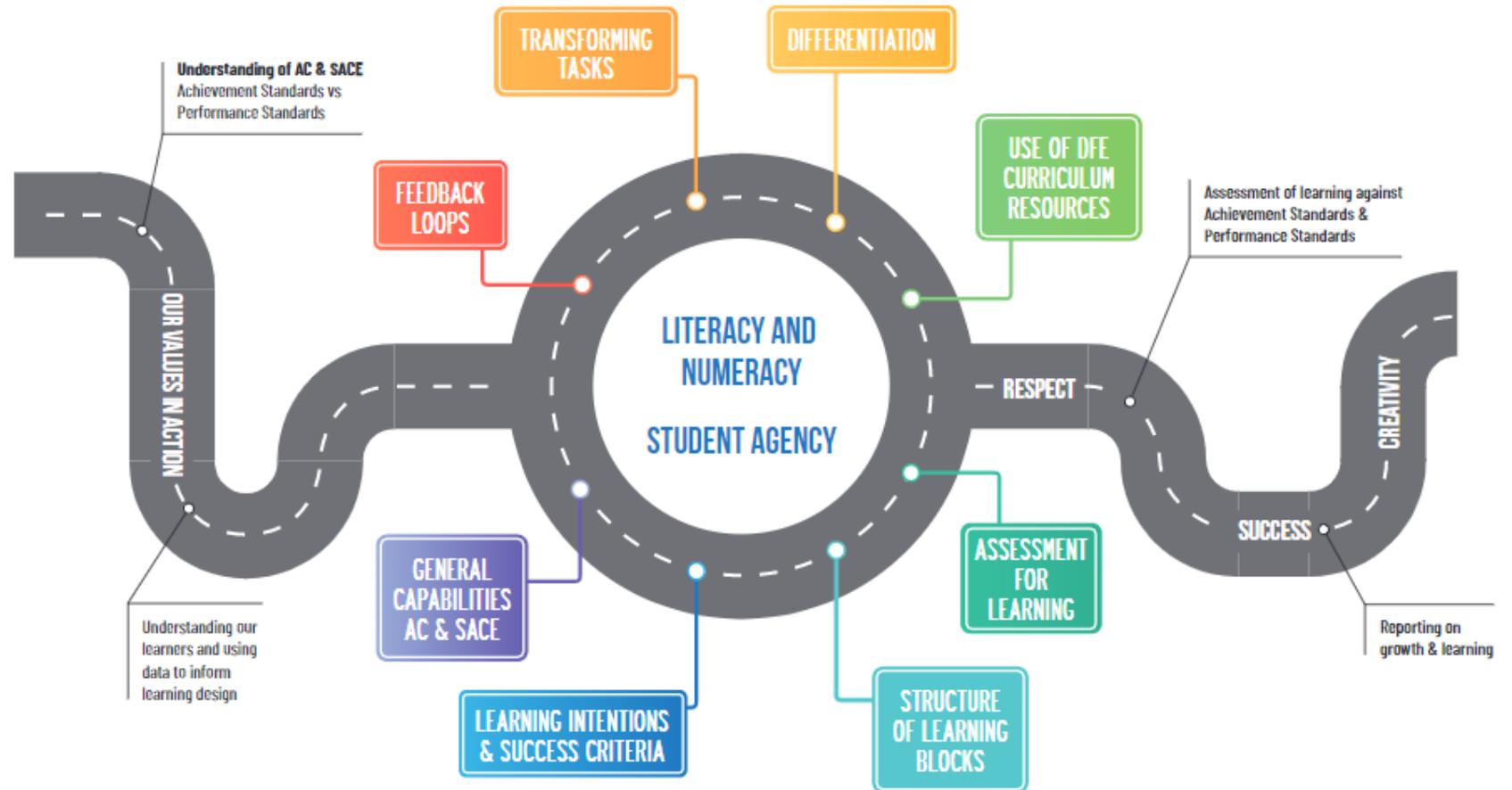
# CRAIGMORE HIGH SCHOOL ROAD MAP TO QUALITY TEACHING & LEARNING

IMPROVING LEARNING OUTCOMES WITH OUR LEARNERS

Craigmore

To inspire and empower our community to prosper through innovation.

Respect, Success, Creativity



# Challenge of Practice – Numeracy

Improve students' agency in developing their understanding and transferring numeracy skills across the curriculum:

*If we strengthen whole-school approaches to student numeracy by explicitly designing for and highlighting the numeracy opportunities in our Year 10-12 programs and support students to articulate their numeracy learning growth, then we will improve students' ability to use agency in developing their understanding and in transferring their numeracy skills across the curriculum.*

*I have used the malleability of my co design course to develop my assessments and knowledge around areas I am interested in, I have also very slightly modified assessments in other central studies to reflect my co design tasks, this has allowed me to create clear bridges between my learning and my tasks between central studies.*

*Bodhi Co-design Yr 11 2021*

*I was able to use some of my learning from TEE in semester 1 in my maths work and I was able to better translate scientific facts and inquiries through writing from building on the brief "communicating the message" module in Comm Sys.*

*Emily Co-design Yr 10 2021*

*"This week I have gotten my first co-design maths assignment assessed by XXX and I got an A! I was so proud of what I had achieved because maths has always been a struggle for me. I think this reflects upon the value of co-design because I was motivated to learn about what the maths task was about because I have a great interest in it. After I got my task assessed, I started planning for my persuasive task that I have done throughout the week. I am not yet finished and I endeavour to finish this early next term.*

*Overall, this week I have gained a lot of confidence in my mathematical abilities which I have to say was the highlight of the week."*

*Annaliese Co-design Yr 11 2021*

# Table talk



- What are you noticing?
- What are your questions?
- What are you thinking?

# Pasi's visit plans & observations



# Table discussions



**Over to you.....**

# Seaview

## Where we are now - :

- From Voice to Agency

Holding the line on what we value

- CULTURE, INCLUSION, & CONNECTION
  - Recruitment
  - Restorative Practice
  - Seaview Plus
  - Student Service
  - LGBTQI Collective
  - Embedding PERMA
  - Values in Action



# Craigmore

With the transition of 500+ students in 2022 and 1/3 of our teaching staff new to our site, the challenges we face in placing learner agency at the heart of our community are real!

---

Building on our culture to ensure we all understand the fears, doubts and obstacles that students face in their learning journey and the capabilities required to be agents in their learning during and beyond school life.

*Here are some thoughts that will get us started:*

- What do we **understand by student agency** in our school community?
- Revisit our **sense of purpose** as a learning community through an interconnected **lens of student agency, equity and inclusion**.
- Tighten the **alignment** between our **school values** and the **implementation** of our **structures, programs and practices**

*Through asking and responding to the following global questions:*

- Does every student experience a personalised learning journey of **growth** and **discovery**? How do we know?
- How **responsive is our curriculum** to the needs of students so they develop the **capability** and **power** to initiate, lead and direct their learning (and not withdraw)?
- How do we balance a system of **compulsion** with one of **co-design**?
- How do we **structure learning** through the **lens of student agency**?
- What [further] **professional learning** will our staff, students and community need to develop our notion of agency?
- .... And there are many more!



# Current Challenges & The Way Ahead

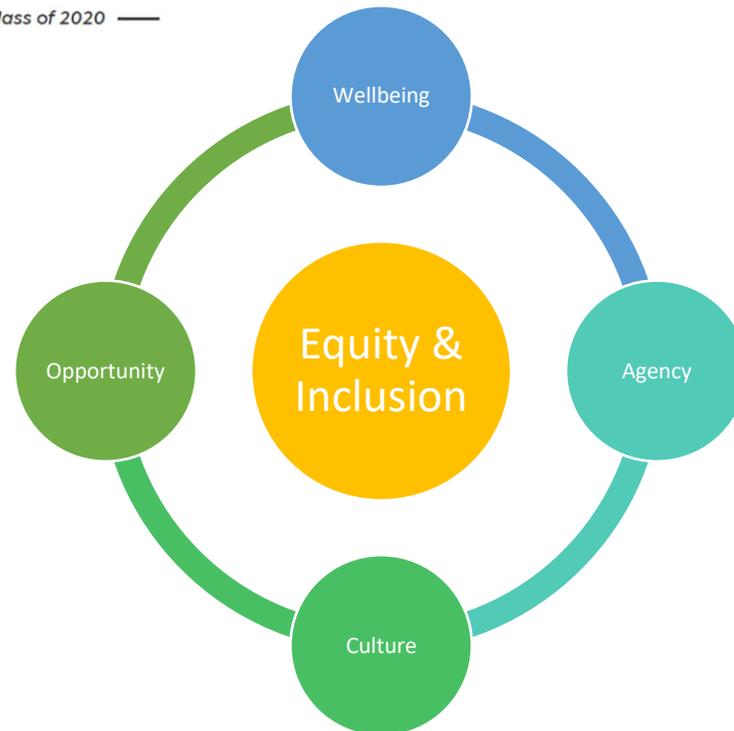


“

The learning environment at the ASMS is different to anything I've experienced. It's easy to connect with other students and teachers; everyone is equal, and everyone is passionate about learning.

*Nevie, class of 2020* —

Is everyone equal?...if they are is this equitable?



## CHALLENGES/OPPORTUNITIES

- New Principal
- 50% of Leadership new
- Transmission of culture when every year 1/3 of students are new to the school...and the their 1<sup>st</sup> 2 weeks at the school are online learning

# What next for you.....?



## Read:

- [OECD. Future Education Skills 2030](#)
- [Learning on purpose. C Leadbeater](#)
- [Visible learning for teachers. Maximising impact on learning. John Hattie](#)



## Watch:

- [Thought leaders: Student Agency. OECD](#)



## Talk:

- Seaview
- Craigmore
- ASMS

