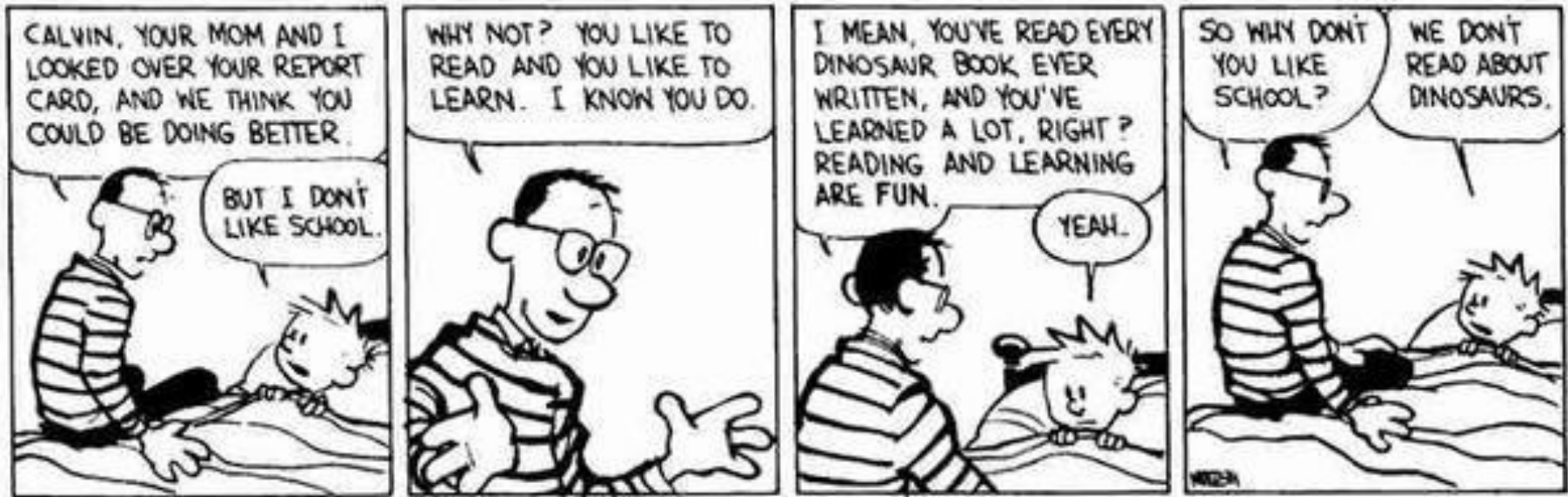


Voice and Choice

Fostering Engagement and Motivation through Learner Autonomy



GUSTO
GROWING UP IS A JOY, TEACHING IS A JOY

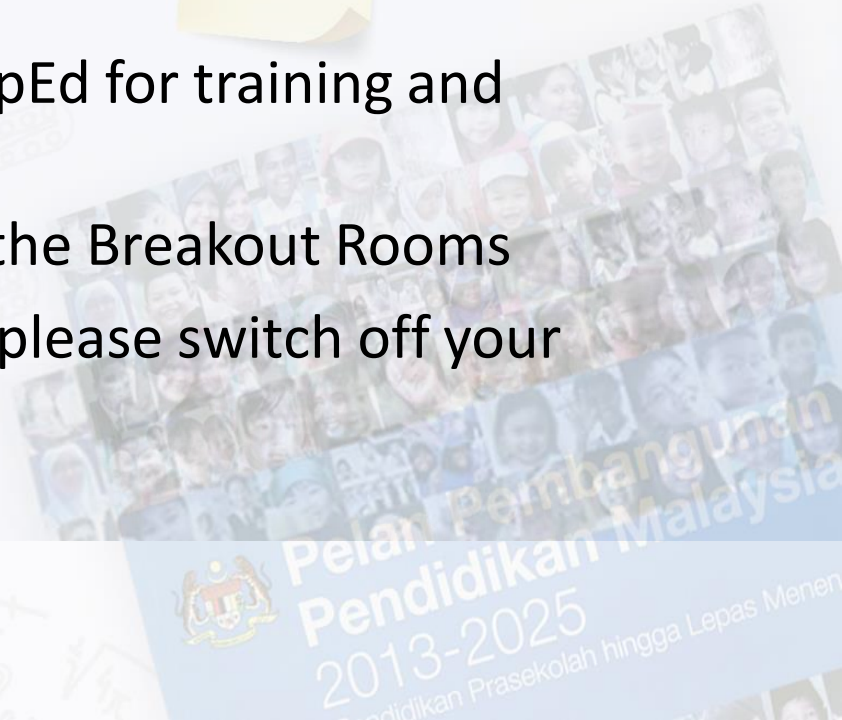
sheila.santhara@leapedservices.com and susan.bennett@leapedservices.com





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- This webinar is being recorded
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- This may include conversations in the Breakout Rooms
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Survey Feedback: Expectations and Challenges



Personalised Learning and Differentiation

Conversations for Learning - moving students forward

Mastery-learning: rubrics, samples, modelling, AfL, reflection, task-setting.

Structuring Voice and Choice in learning

Building 21st Century and transversal skills: confidence, critical thinking, leadership, civic mindedness

Building classroom culture for student voice and choice

Building real-world context in learning.

Strength-based model vs deficit model



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Today's Learning Intentions are ...



To understand elements of learner voice and choice
in planning learning and teaching.



By the end of this session, you'll be able to:



Determine elements of voice and choice that you would like to develop in the learning space and lessons



Create conditions for supporting and developing voice and choice for your learners and classroom.



Evaluate the impact on the holistic outcomes : Motivation and engagement.

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Voice and Choice:

Social Learning and Constructivism.



Why: Increased motivation and engagement → achievement, real-world skills development, social-emotional competencies and 21C skills



How: Scaffolding ownership and making explicit and clear the standards, outcomes and assessment.



What: 1. Voice: Knowledge and skills to talk about their learning 2. Choice: Make decisions about their learning progression.

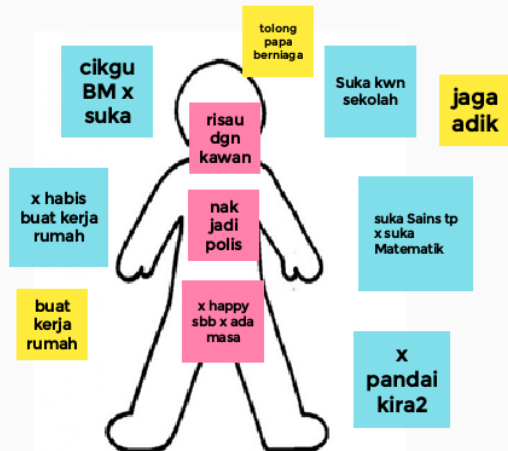


Breakout 1

1. What can I do to understand my students' levels motivation and academic engagement?



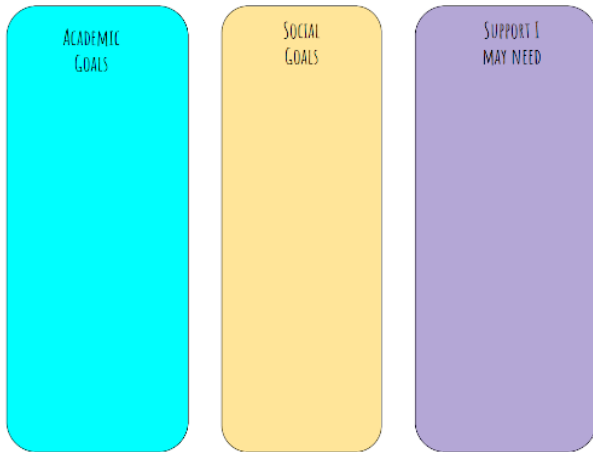
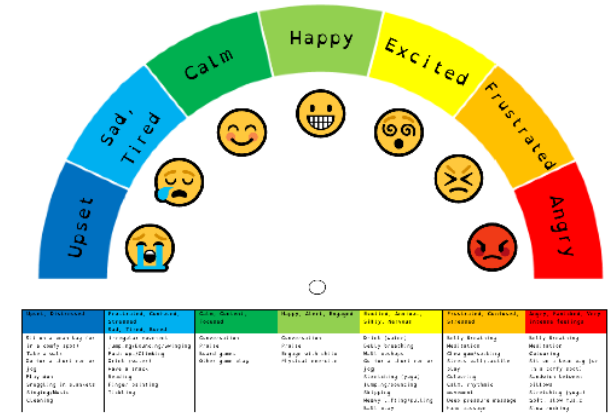
Push-Pull/ Internal-External



Circle Time Starters

Circle Time Starters	My favourite place to visit is...	I am not pleased with myself when...	When I argue with my parents they...
Something I like to do with my best friend is...	Something I like to do with my family is...	Someone I hope to be like is...	New experiences make me feel...
Something I hope to achieve is...	Something I have achieved recently is...	Today I feel...	Something I like doing but am not very good at is...
Something I would like to do again is...	If I could make changes to the world I would...	When children make mistakes teachers should...	I feel happy when...

Zones of Regulation



Academic and Social Goals

Who are my students?	What do they like?	How can I plan for their learning?	Have it? Was it successful? Why?

Planning for Learning



Voice

- Knowledge and skills to talk about their learning

Choice

- Make decisions about their learning progression.



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- High Expectations
- Supports and Scaffolds
- Multiple pathways in Instruction and assessment.



Focus on
Learner

Focus on
Learning

- Clear expectations, standards and targets
- Effects of Formative feedback
- Conversations for learning/Learning targets
- Ongoing performance-based assessment
- Personalisation
- Differentiation
- Inclusion



Pembangunan
dikan Malaysia
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Prasekolah hingga Lepas Menen

“...empowering students with Choice leads to authentic student Voice..”



Learning



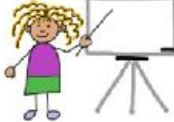
Programme Pembangunan Pendidikan Malaysia 2013-2025 Pendidikan Prasekolah hingga Lepas Menengah



Continuum of Choice

Teacher-centered ← Learner-driven →

by Barbara Bray @bbray27
& Kathleen McClaskey @khmmc



Participant	Co-Designer	Designer	Advocate	Entrepreneur
Teacher...	Teacher...	Learner...	Learner...	Learner...
<ul style="list-style-type: none"> provides menu of options provides choices to access, engage and express 	<ul style="list-style-type: none"> points to options and then gets out of the way invites input from learners 	<ul style="list-style-type: none"> chooses topic based on interests or questions identifies ideas for designing 	<ul style="list-style-type: none"> identifies challenges or problems chooses strategies and people to develop action plan for advocacy 	<ul style="list-style-type: none"> self-regulates learning based on passion and purpose expands purpose by creating business

@sylvia duckworth

bit.ly/continuumchoice

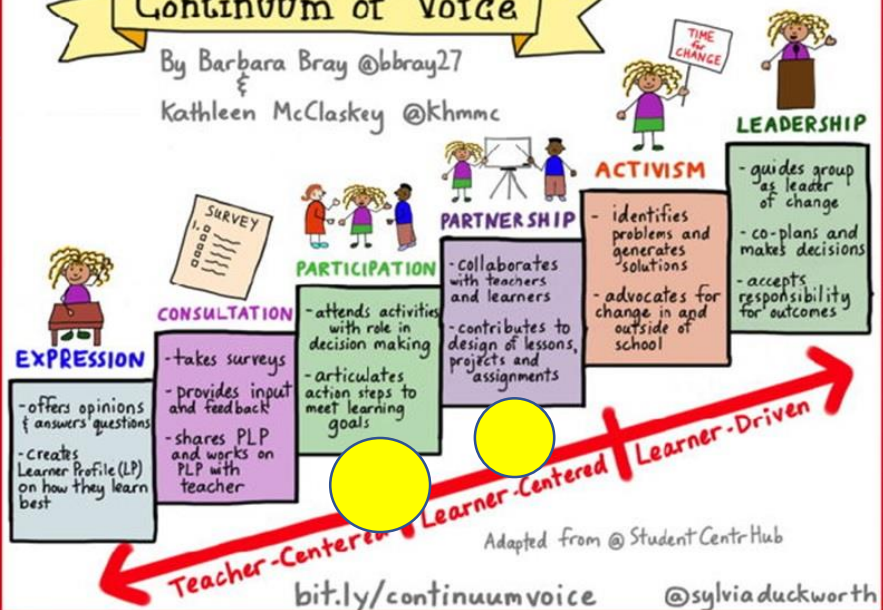
Building Intrinsic motivation: Purpose, Cognitive and Psychological Engagement

Context and Problem solving: Beyond the Classroom

Design Thinking,
Service Learning, 6D
Solutions Fluency,
Project/problem-based
Learning.

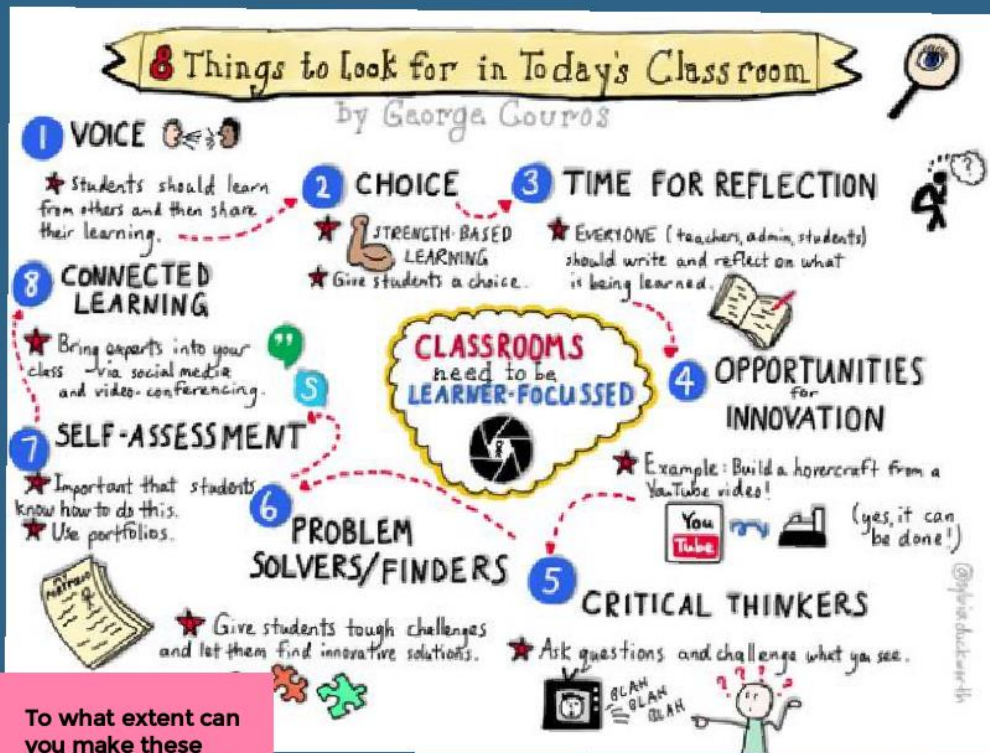
Continuum of Voice

By Barbara Bray @bbray27
& Kathleen McClaskey @khmmc



Breakout 2

2. How can I plan for voice and choice?



Student Choice = Ownership

Ownership = Value

Value = Engagement

Engagement = Learning

@smarterteacher

Make the learning relevant to the learners' world but also global in context by drawing links, reflecting

Use inquiry approach with a real context and purpose

COULD YOU GIVE STUDENTS MORE CONTROL OVER THEIR LEARNING?

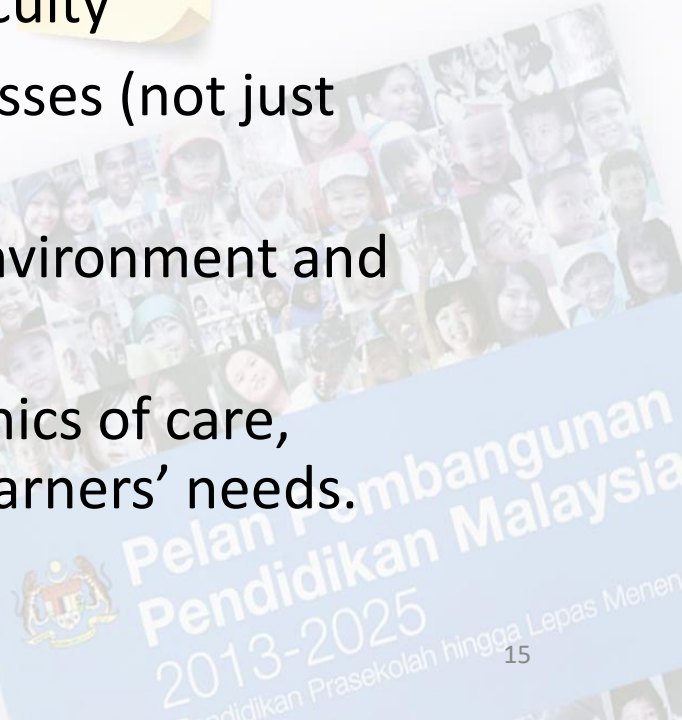
Know your learners and make the topics personal so learners can connect with the material.

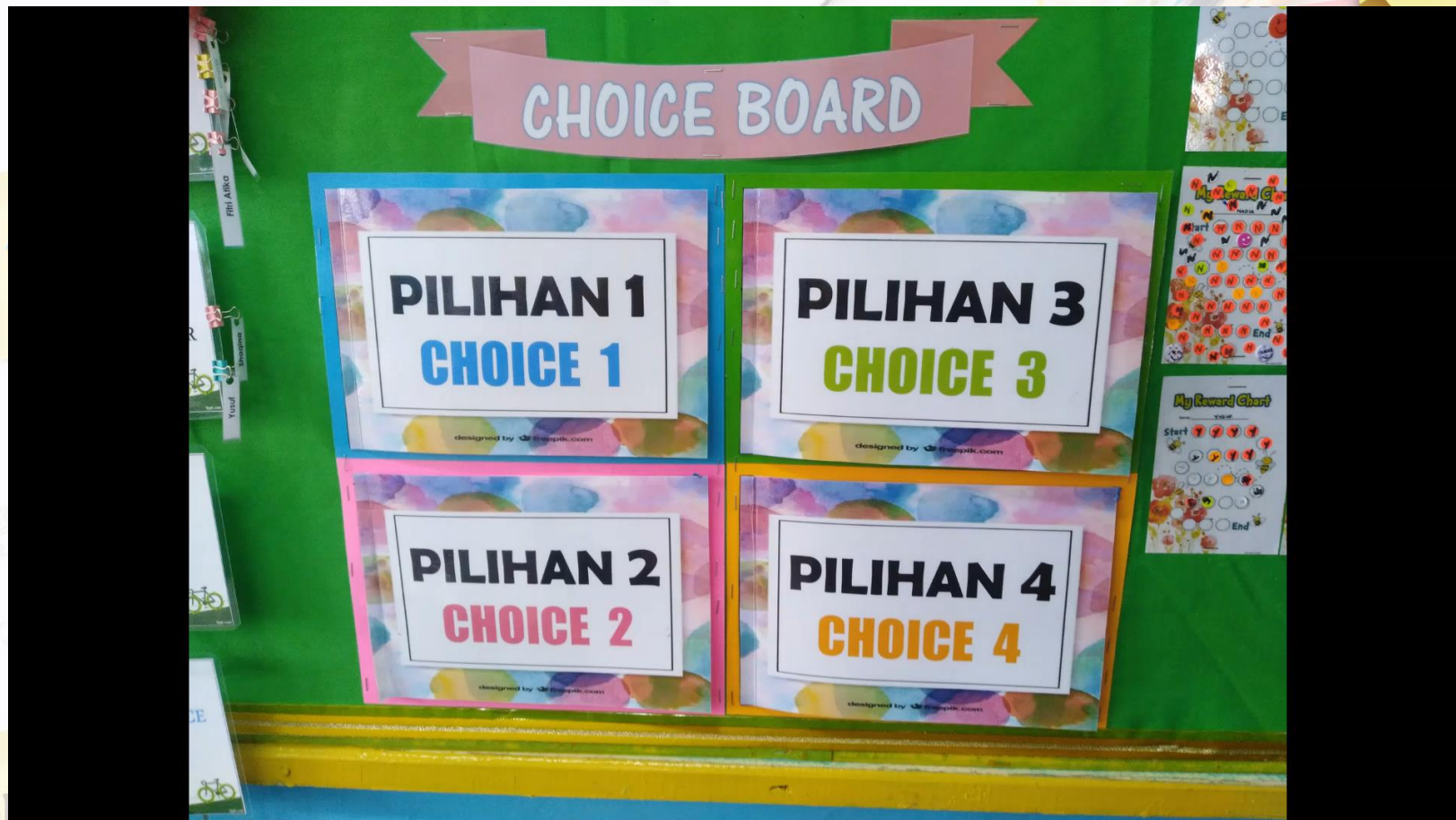
To what extent can you make these elements happen in your classroom? What is the impact and challenges? What have you tried?



Learning Culture: Strategies

- Inviting questions, [validating opinions](#) from students
- Asking [reflective questions](#) : Eg. “Have you considered...?”, “How do you feel..”, “What do you think...”
- Accepting their identities, culture and backgrounds; finding common ground
- Helping students to persist through difficulty
- Recognizing effort and celebrating successes (not just achievement)
- Addressing behavior as a result of the environment and incidents, not as intentional disruption.
- Negotiating norms and practising the ethics of care, compassion and contribution to meet learners’ needs.





Learners as Stakeholders and Change Agents:

- To what extent can I succeed in this activity?
- Is this activity or the learning really important or valuable to me?



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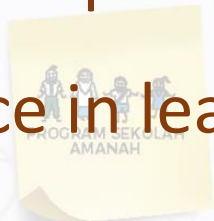


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Breakout 3



3. What next steps could you do to improve voice and choice in learning spaces and lesson planning?



Classroom Practices: Strategies

1. Offering voice in means of engagement, representation, expression and action ([Universal Design for Learning](#))
2. Focusing on the 'Why' of learning and making connections. Eg. IBL, [PBL](#), [Genius Hour](#), [STE\(A\)M projects](#),
3. Using technology purposefully, discussions, collaboration, [station rotation models](#), flipped classrooms, [real-world role plays](#) and [scenarios](#).
4. Giving time for reflection and feedback, target setting and performance discussions.

How can we
evaluate the
impact
of voice and
choice on
Engagement?

Academic

Behavioural

Cognitive

Psychological

**To find out more about engagement among
your learners, which area would you
evaluate to best inform your practice?**

Academic

Behavioural

Cognitive

Psychological

Please leave us your feedback



<https://tinyurl.com/y88uypd8>

