

Student Agency

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BACKGROUND & CONTEXT

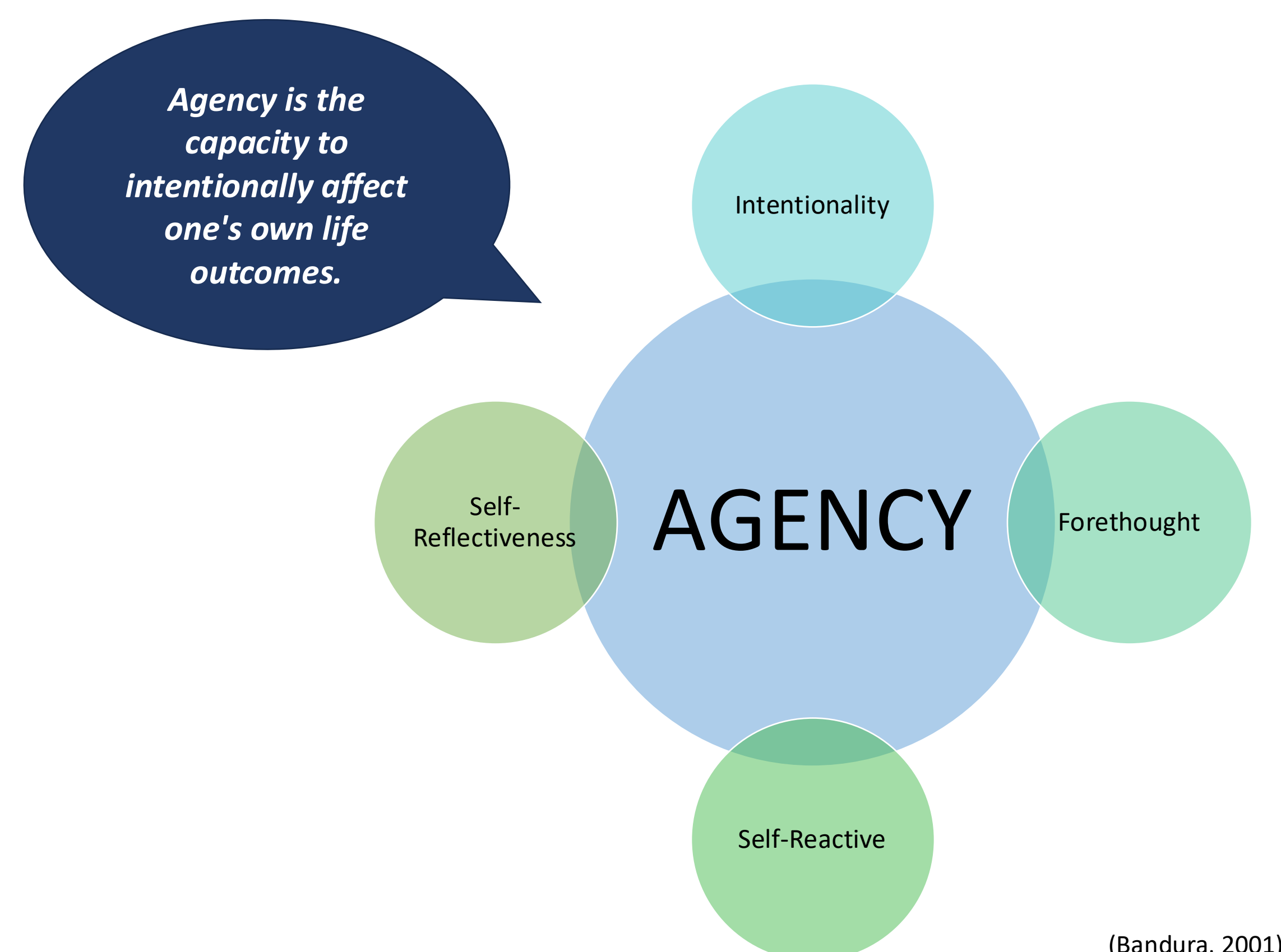
- This is our second year of investigation into the concept of **Agency**.
- Our research project aimed to better understand the current experience of student agency in our learners from Year 5 to 8.

Purpose:

- ❖ To dig deeper into our results from 2023, which highlighted these years as the shifting point for agency in our school.
- ❖ To learn about any facilitators and barriers to student agency currently in practice.

This was both to celebrate and to plan for any shifts in practice that could be beneficial for our new Middle School in 2026.

What the Research Says



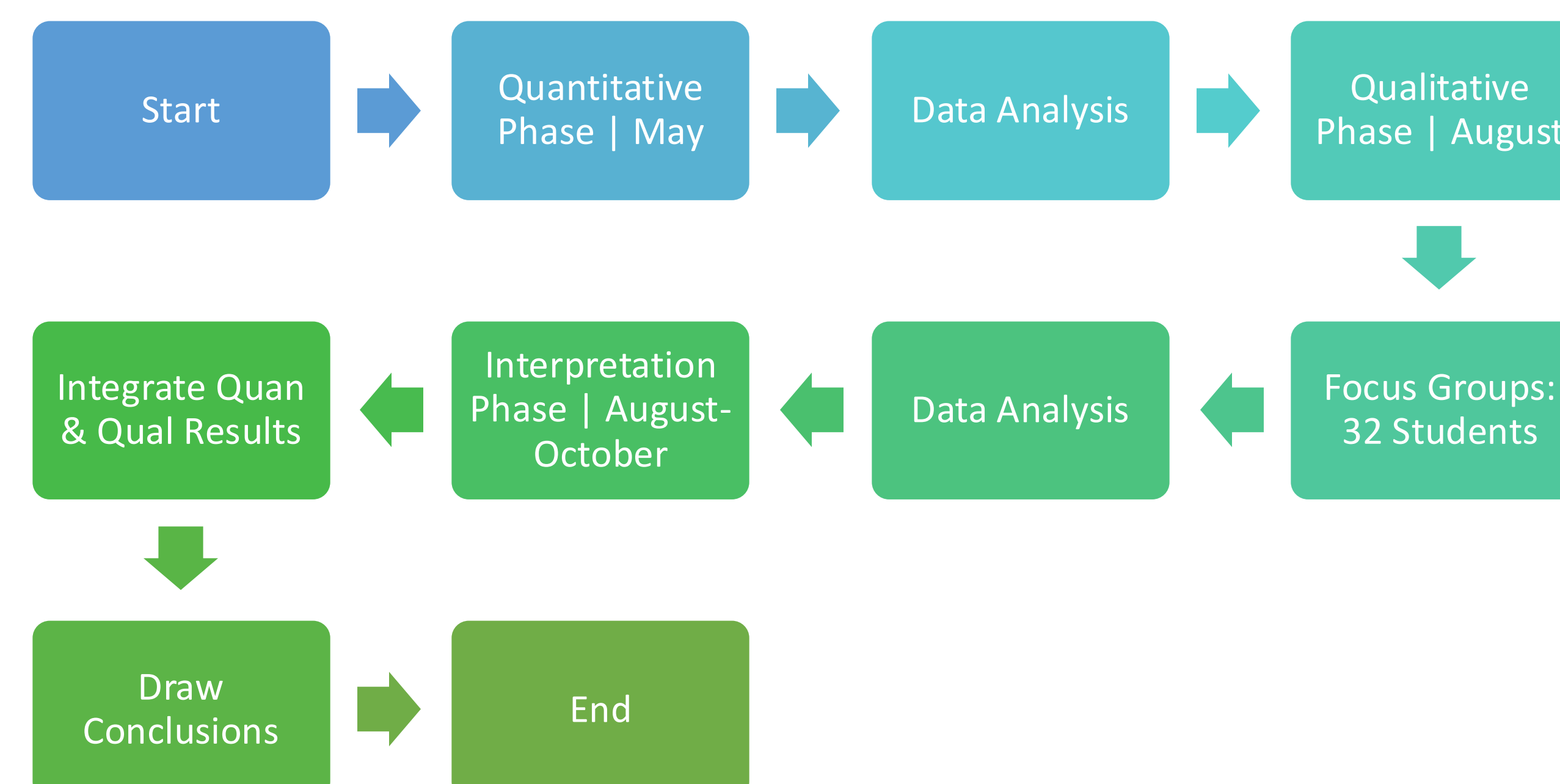
RESEARCH QUESTIONS

What is the current student experience of agency in Years 5-8 at Westbourne Grammar School?

What facilitators and barriers to agency are unique to our students?

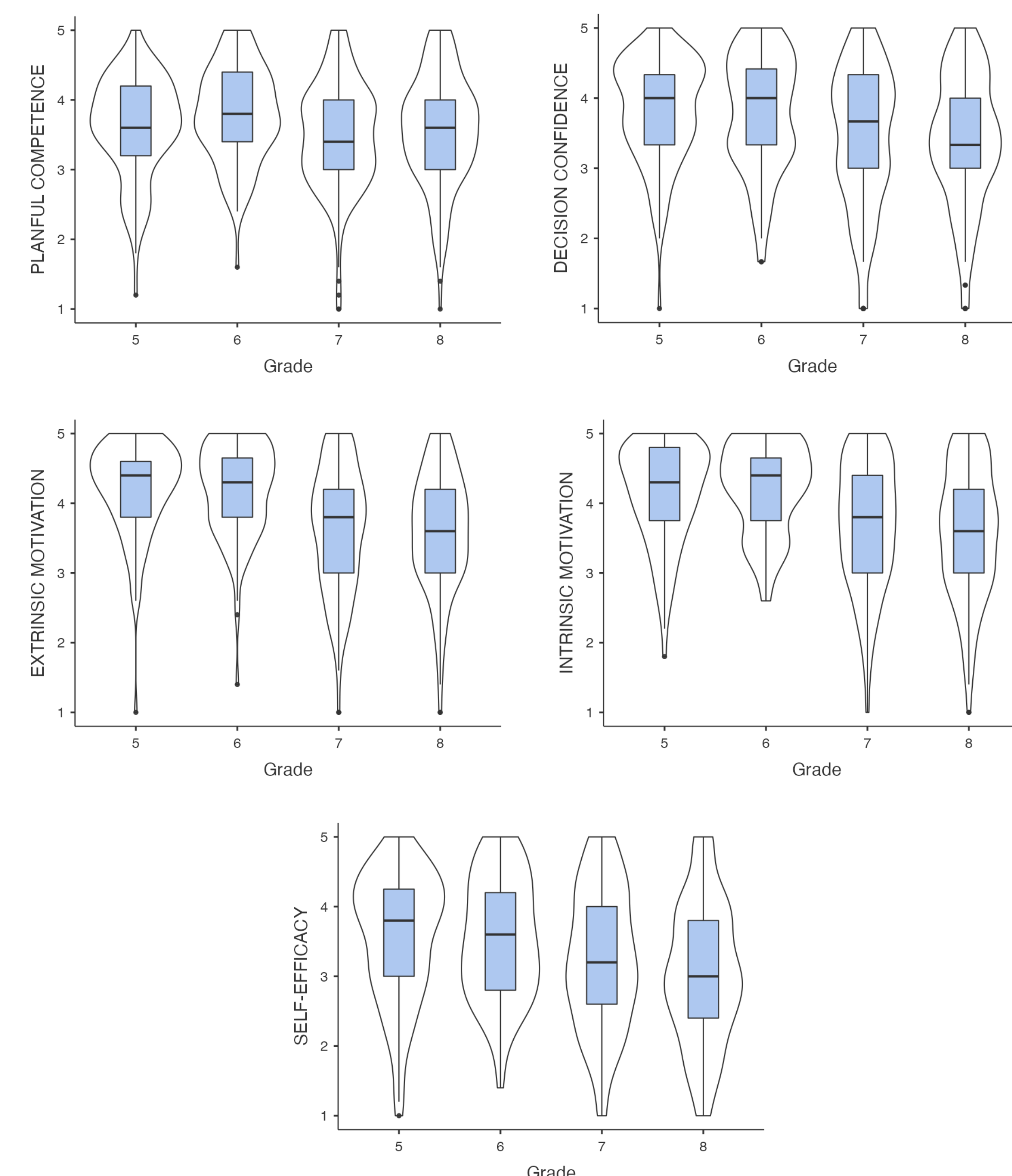
What conditions need to be met for students to be their most agentic self?

METHODS



ANALYSIS & RESULTS

Quantitative Findings



ANALYSIS & RESULTS

Qualitative Findings

"I would weigh out my decisions and personally I don't love writing. So, I would choose robotics since that interests me more."

"I think the fact that it's compulsory and that it's not really useful ... yeah, it's not like I'm gonna become like an artist one day, like help people draw stuff and everything"

"I like the topic, but I just don't really like doing it in my free time when I could be doing something else"

"If you look them (subject choices) both equally. One of them has a friend, one of them doesn't. I'd probably do the one with a friend."

Key Learnings

- Enhanced understanding of student agency and its importance in education. Gained deeper insights into how student choice impacts learning outcomes and engagement.
- Improved analytical skills in interpreting quantitative and qualitative data. Developed proficiency in utilizing diverse data sources to inform educational practices.
- Commitment to increasing opportunities for student choice across subjects. Implementing strategies to empower students with more decision-making authority in their learning journey.
- Refined approach to student transitions needed, particularly from year 6 to 7. Research findings will be used to develop targeted transition strategies.
- Incorporation of reflective practices needed to help students understand their own agency to encourage student self-reflection and metacognition, enabling learners to recognize and leverage their capacity for autonomous decision-making.

CONCLUSIONS & NEXT STEPS

Research Extensions

- Long-term tracking: Year 5-12 student agency development
- Test targeted interventions during Year 6-7 transition
- Create cross-curricular framework for agency activities

Integration Opportunities

- Digital learning enhancement of student agency
- Well-being program collaboration
- Community partnerships for real-world application

Professional Development Plan

- Teacher workshops series
- Colleague mentoring program
- Online resource hub creation

Expected Outcome

- School-wide culture of student agency
- Better prepared students for future challenges