

Promoting learning agency in secondary students with the Curriculum Progress Tools

Once teachers understand the Learning Progression Frameworks and how to use them for themselves, they can then share and 'unpack' the aspects and their progressions with their students, giving them the means to monitor their own learning. Some tips for getting started:

- Remember that this is not just for English and maths teachers. The illustrations feature the ways in which students use their "core" reading, writing and maths skills as they work in the curriculum areas of English, science and social science.
- Have the sets of illustrations from the LPF readily available and shareable. Some schools photocopy and laminate sets of them, while others prefer to use the LPF App. The App allows users to browse the frameworks and illustrations anywhere, anytime and make notes to help them in their work. (It's available for Apple from the App store and Android devices from Google Play by searching for "learning progressions".)
- Be explicit at first, working through aspects and illustrations slowly and discretely. Only after students understand the separate aspects of the discipline can they then develop a holistic understanding of what good work looks like.
- Link to the particular aspects of reading, writing or maths that will lead to success and high achievement in NCEA in the relevant subject area.

When students develop a thorough understanding of how the Frameworks work, they develop the agency to:

- ❖ answer the question - Where am I going? - through using the exemplars to develop an understanding of what good work looks like. Students and teachers are very familiar with NCEA exemplars, and the LPF enable this process at years 9 and 10.
- ❖ answer the question - How will I get there? – by working with the teacher and other students to identify clear criteria for successful work at each progression.
- ❖ answer the question – Where am I at the moment? – by developing skills of accurate self-assessment. They compare their work with the illustrations and learn to make an accurate self-assessment of where they sit in the progressions.
- ❖ answer the question – What do I need to learn next? – by using the illustrations to figure out their next steps to improvement.
- ❖ work with other students, in pairs or groups, to use their skills of self and peer assessment to deepen their understanding of what quality work looks like and how to go about it.
- ❖ monitor their own progress, in consultation with the teacher.
- ❖ set and monitor learning goals for themselves.
- ❖ create and build up a portfolio of work, either within or across curriculum areas, to measure and take pride in their progress
- ❖ have informed and robust conversations about their progress and achievement with their teachers, parents and whānau.

The Curriculum Progress Tools, when used carefully and creatively, are a powerful means by which teachers can create student agency in learning, that nirvana where students have the tools, the motivation and the confidence to be independent learners.