



Not one size fits all. When considering the matter of student ownership, the ideal situation is where students have a high level of ownership of the initial question/idea/problem/issue and then seek ways of developing these into meaningful contexts. However, there will always be degrees of readiness and students will rely on the skill of the teacher to determine the most appropriate steps to move them on.

The following pages outline possible ways of understanding how to group your students. Your class is unique so not all criteria will apply to you. After some time working with YouPlanIt Classroom you can manage a greater range.

**Suggestion:** Start with a small group of more able students, putting them into the “No Student Ownership” group to test the programme, releasing them to the following stages as appropriate. Expand to include other students in the following term.

Like any new program it takes time to establish yourself and feel comfortable so prepare yourself and your students with the mindset of patience and being okay with “simplicity first”.



## How do you prepare for this?

- Accept that moving away from a prescribed curriculum to a student ownership approach to learning helps restore your students' ability to manage their world, collaborate effectively with others and become life-long learners.
- Recognise a change in relationship from teacher and student to learning coach and learner.
- Accept that the role of the teacher of the past, an expert in traditional passive learning techniques, has changed to become that of a guide, mentor, counsellor and facilitator. Teachers of today need to become experts in training students how to analyse information, problem solve, collaborate across networks, think, manage self, relate to others, participate and contribute.
- Support students to accept diversity, value curiosity and admire out of the box thinking.
- Prepare students to understand the power of the human brain and to explore new ways of collecting data on how neuroscience, cognitive science, behavioural psychology and pedagogy are intertwined in the development of the brain and its capabilities in creating the unimaginable.
- Let go and trust the learning process.



# Who goes where and how do you manage it?

**Have an overarching curriculum goal for the school, class or groups**

When presenting this to students, it is most efficient to deliver to the whole class.

*Then group students according to their ability of student ownership*

ELL	LSR	No SO	Early SO	Med SO	High SO
Teacher Lead Focus on those things which have direct meaning and connection with the students' personal lives. Teacher creates plans to fit with the needs and abilities of these students.	Teacher Lead Focus on those things which have direct meaning and connection with the students' personal lives. Teacher creates plans to fit with the needs and abilities of these students.	Teacher Lead <b>with collaborative conversations</b> about possible plans. Teacher creates these plans and scaffolds each lesson with the group.	Teacher Directed Teacher directs students to plan in a specific topic. <b>ONLY ONE AT A TIME FOR NOW.</b> A writing plan such as an information report would be a typical choice.	Student Directed Teacher provides criteria and students choose the context. Students plan their own lessons based on the criteria set by the teacher.	Student Directed The teacher is a coach for learning. Students can work with their teacher's set criteria or create their own, decide on the curriculum and context for learning. Students plan their lessons.

## Student group definitions

**ELL** = Teacher lead—English Language learners

**LSR** = Teacher Lead—Learning Support Required

**No SO** = Teacher lead— No Student ownership

**Early SO** = Teacher directed—Early stages of student ownership

**Med SO** = Student directed/Teacher directed—Medium student ownership

**High SO** = Student directed— High level of student ownership

***More details on student levels may be found in the following pages.***



## High Level of Student Ownership

*These students may or may not follow the school's overarching curriculum goals, that is up to the teacher*

### What students will be doing

- Choosing criteria for learning
- Choosing context for learning
- Creating their own plans
- Co-constructing achievement objectives
- Finding own resources
- Setting learning intentions and success criteria
- Self-assessment
- Reflecting
- Driving their own learning

### Continued...

- Identifying resources and gathering data
- Engaging in collaborative teams
- Testing ideas
- Seeking feedback and considering the opinions of others
- Reflecting again
- Communicating understandings
- Evaluating success
- **Returning to child creativity**



## Medium Level of Student Ownership

*These students rely on the teacher to set the criteria but the students may choose the context*

### What students will be doing

- Following teacher-set criteria
- Choosing the context for learning
- Creating their own plans
- Co-constructing achievement objectives based on criteria set by the teacher
- Finding own resources
- Co-constructing learning intentions and success criteria
- Self-assessment
- Reflecting
- Driving their own learning

### Continued...

- Using a combination of resources from the teacher and their own
- Engaging in collaborative groups
- Testing ideas
- Seeking feedback and considering the opinions of others
- Reflecting again
- Communicate any changes or misunderstandings
- Evaluate success
- **Returning to child creativity**



## Early Level of Student Ownership

*Teacher directed—these students plan lessons as directed by the teacher*

### What students will be doing

- Following teacher-set criteria and context for learning
- Creating one or two plans based on the achievement objectives set by the teacher
- Finding own resources
- Following learning intentions and success criteria set by the teacher or co-constructed
- Self-assessment
- Reflecting

### Continued...

- Using a combination of resources from the teacher and their own
- Engaging in collaborative groups
- Testing ideas
- Seeking feedback and considering the opinions of others
- Reflecting again
- Communicating any changes or misunderstandings
- Evaluating success
- **Returning to child creativity**



## No Student Ownership

*Teacher directed—students are learning to collaborate and provide ideas for lessons*

### What students will be doing

- Following teacher-set criteria and context for learning
- Following plans teacher has created
- Working to achievement objectives set by teacher
- Finding own resources
- Working to learning intentions and success criteria set by the teacher or co-constructed
- Self-assessment
- Reflection

### Continued...

- Using a combination of resources from the teacher and their own
- Engaging in collaborative groups
- Testing ideas
- Seeking feedback and considering the opinions of others
- Communicating any changes or misunderstandings
- Evaluating success
- **Returning to child creativity**



**ELL and Students with learning difficulties**

*Teacher directed*

**Coming soon!**



## Student's ownership skills and mindsets

**"When I set my own success, it feels natural to ignore the failures and try again."**

### ***Student mindsets***

- Confidence in their ability to create something unique from their own thinking
- Strength of character to overcome setbacks
- Be okay with failing and trying again
- Take ownership, the results are up to them
- A can-do attitude, seeing themselves as capable learners
- Have the confidence to know when to lead and when to listen to others and how to act independently
- Be good collaborators
- Be adaptable, creative and curious

### **Continued...**

- Look internally for answers (connect with self, mind, emotions, interests, questions, and wonderings)
- Commit to deciding on the context for learning
- Seek advice, take active measures to confirm decisions
- Determine what needs to be done next
- Set goals, make plans, manage projects and set own standard for success
- Manage relationships
- Have social awareness
- Onus to develop own best practices



## Teacher's ownership mindsets

“There is much to be done, and much to be prevented.” Charlotte Mason (1890)

### ***Teacher skills and mindsets***

- See students' work as a journey, not a destination
- Be prepared to be educated by their students
- Be aware of the students' emotional journey and know how to support them through this, providing opportunities of personal growth in understanding self
- Be aware when a student's learning journey is not connected to “self-awareness”
- Be aware when a teacher's best intentions may be interfering with the development of curiosity, exploration and investigation

### **Continued...**

- Be able to report using the Key Competencies and understand how this can be integrated with typical disciplines of assessment
- Teach students to ask the right questions
- Be adaptable, courageous, confident and relaxed
- Know when to support a student to take a different direction and be okay with this
- Know when to release or withhold control to the student



# Introducing YouPlanIt Classroom to the whole class

***Student ownership not only requires the teacher to understand the stages of ownership but also know when to move their students on with the right scaffolding.***

## Things you can do

- Explain the purpose of student ownership
- Explain how students can take ownership of their learning
- Show students how to log in and set their personal avatar  
<https://vimeo.com/313122899/9aae55999c>
- Show students their dashboard <https://vimeo.com/313521929/bc4d97d8f8>
- Show students how to plan their own lessons <https://vimeo.com/313522021/6612305bf5>
- Show students their work area <https://vimeo.com/313522045/477685f23b>
- Show students how to track their learning using the self-assessment digital rubric (Go to the help menu inside YouPlanIt Classroom)
- Show students how to carry out a reflection (Go to the help menu inside YouPlanIt Classroom)
- Show students how to access their reports (Go to the help menu inside YouPlanIt Classroom)