

# Theory of Learner Agency

## Definition of Learner Agency

Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.



## Key Characteristics of Learner Agency

### Mindset (Who I Am as a Learner)

Characteristics	Description	Evidence
<b>Belief in Oneself and One's Capacity</b>	Confident perspective of who one is and what one can do	Learner's manner and behavior demonstrated as self-assurance and evidenced in output/results
<b>Love of Learning or Intrinsic Motivation</b>	Passionate, curious interest in learning which is driven from inside an individual rather than external rewards	Learner's manner and behavior reflect focus and energy when engaged in learning
<b>Resilience</b>	Ability to properly adapt and rebound from stress and adversity or when confronting overwhelming obstacles	Learner's manner and behavior reflect strength and fortitude when confronted with challenges or setbacks with learning
<b>Learning Style</b>	Approach to learning which recognizes the unique strengths, gaps, and preferences of a learner	Learner's disposition and approach to learning reflect nuances associated with and characteristic of this particular learner

### Know-how (What Tools, Models, and Methods I Utilize when Engaged with Learning)

Characteristics	Description	Evidence
<b>Strategies (including problem solving and decision making)</b>	Approach to and processes for how to learn and how to use learnings to solve problems and be successful	Learner's approach and engagement reflect deliberate means and methods for pursuing and applying learning
<b>Ownership and Accountability</b>	Responsible for and ownership of one's role in the learning process	Learner's approach and engagement reflect deliberate involvement and personal responsibility for learning
<b>Adaptability</b>	Can flex and adapt in response to how one perceives the conditions of the learning environment and/or in how one interacts with other learners	Learner's approach and engagement reflect flexibility and adjustments in response to context of the environment or interaction with other learners

### Actions (How I Structure, Participate, and Monitor My Learning)

Characteristics	Description	Evidence
<b>Goal Setting or Planning</b>	Mapping out short and long term goals for learning in a manner that values and relates to personal aspirations	A set of clear and meaningful short and long term expectations which reflect consideration for individual aspirations
<b>Engagement</b>	Active and meaningful involvement in learning processes so the learner is invested and energized by the learning experience	Learner's involvement with learning reflects a deliberate and active participation of one's mind and/or one's senses
<b>Follow-Through</b>	Capacity to persist and adapt during the learning process so the learner accomplishes outcomes	Learner's experience reflects ongoing commitment and discipline which supports continuous improvement for reaching outcomes
<b>Reflection</b>	Processing learning experiences as a means for a learner to deepen, enhance, value, and grow their learnings and thinking skills	A learner log or portfolio which provides evidence or demonstrates increased knowledge and thinking skills



# Mindset Profile (Who I Am as a Learner)

Characteristics	Evidence of Need	Early Evidence	Promising Evidence	Convincing Evidence
<p><b>Belief in Oneself and One's Capacity</b>  <b>Description:</b> <i>Confident perspective of who one is and what one can do</i>  <b>Evidence:</b> <i>Learner's manner and behavior demonstrated as self-assurance and evidenced in output/results</i></p> <p><b>Love of Learning or Intrinsic Motivation</b>  <b>Description:</b> <i>Passionate, curious interest in learning which is driven from inside an individual rather than external rewards</i>  <b>Evidence:</b> <i>Learner's manner and behavior reflect focus and energy when engaged in learning</i></p>	<p>Nearly every day, I feel others are much more confident and capable than I am in learning situations.</p> <p>In most learning situations, I sense that I'm unlikely to succeed.</p> <p>Nearly every day I am indifferent or even resistant about pursuing new subjects at school.</p> <p>Nearly every day I am not interested or motivated about completing required assignments.</p> <p>Seldom does a learning opportunity at school engage or energize me.</p> <p>I react with resistance or avoidance when faced with problems or obstacles.</p> <p>I am easily discouraged by setbacks.</p> <p>In most situations, I am uncomfortable asking my facilitator or peers for assistance when confronted with a problem.</p> <p>In most situations, I am not aware of my preferences of learning.</p> <p>In most situations, I am not aware of how and when I learn best.</p> <p>I would not identify any of the learning formats at school as a particular preference for me.</p>	<p>I am tentative about my confidence and capabilities, but a time or two each week I sense myself feeling or even responding more confidently in learning situations.</p> <p>In most learning situations, I depend on the support or modeling of others for success.</p> <p>Often I am hesitant or tentative about learning new subjects at school.</p> <p>On a typical day I complete required assignments to satisfy others more than myself.</p> <p>Certain subjects or learning opportunities at school engage and energize me.</p> <p>With the encouragement and support of others, I consider alternatives when faced with problems or obstacles.</p> <p>With the encouragement and support of others, I can address setbacks constructively.</p> <p>Sometimes I am comfortable asking my facilitator or peers for assistance when confronted with a problem.</p> <p>I am gaining an awareness of some of my preferences of learning.</p> <p>I possess some sense about how and when I like to learn best.</p> <p>I am gaining an awareness of which learning formats at school are my preference.</p>	<p>Most days of the week, I experience myself feeling or even responding more confidently and capably in learning situations.</p> <p>With encouragement from others, I am apt to succeed in most learning situations.</p> <p>More and more I am experiencing a growing interest in pursuing new subjects.</p> <p>I complete required assignments willingly and sometimes sense value beyond the classroom.</p> <p>I find myself initiating particular learning activities at school because they engage and energize me.</p> <p>I can coach myself to consider and pursue alternatives when faced with problems or obstacles.</p> <p>With diligence, I can coach myself to work through setbacks constructively.</p> <p>Mostly, I am comfortable asking my facilitator or peers for assistance when confronted with a problem.</p> <p>I am aware of many of my preferences of learning.</p> <p>I recognize and understand how and when I like to learn best.</p> <p>I recognize and understand the learning formats which are my preference.</p>	<p>I am confident and capable consistently in a diversity of learning situations.</p> <p>I believe I can succeed in most learning situations.</p> <p>I am curious and find myself thinking about or even posing questions as I pursue new subjects.</p> <p>I like working and learning beyond required assignments and I consider applications beyond the classroom.</p> <p>Repeatedly I am so engaged and energized with learning at school that I lose track of time.</p> <p>I identify and pursue alternatives when faced with problems or obstacles.</p> <p>I persist through setbacks comfortably and productively.</p> <p>I pursue my facilitator or peers for assistance when confronted with a problem.</p> <p>I am aware of my preferences of learning and understand how they can impact my learning.</p> <p>I understand and apply how and when I like to learn best.</p> <p>I actively choose the format of how I learn, for example, lecture, self-paced, small group, and individual.</p>
<p><b>Resilience</b>  <b>Description:</b> <i>Ability to properly adapt and rebound from stress and adversity or when confronting overwhelming obstacles</i>  <b>Evidence:</b> <i>Learner's manner and behavior reflect strength and fortitude when confronted with challenges or setbacks with learning</i></p> <p><b>Learning Style</b>  <b>Description:</b> <i>Approach to learning which recognizes the unique strengths, gaps, and preferences of a learner</i>  <b>Evidence:</b> <i>Learner's disposition and approach to learning reflect nuances associated with and characteristics of this particular learner</i></p>	<p>I react with resistance or avoidance when faced with problems or obstacles.</p> <p>I am easily discouraged by setbacks.</p> <p>In most situations, I am uncomfortable asking my facilitator or peers for assistance when confronted with a problem.</p> <p>In most situations, I am not aware of my preferences of learning.</p> <p>In most situations, I am not aware of how and when I learn best.</p> <p>I would not identify any of the learning formats at school as a particular preference for me.</p>	<p>With the encouragement and support of others, I consider alternatives when faced with problems or obstacles.</p> <p>With the encouragement and support of others, I can address setbacks constructively.</p> <p>Sometimes I am comfortable asking my facilitator or peers for assistance when confronted with a problem.</p> <p>I am gaining an awareness of some of my preferences of learning.</p> <p>I possess some sense about how and when I like to learn best.</p> <p>I am gaining an awareness of which learning formats at school are my preference.</p>	<p>I can coach myself to consider and pursue alternatives when faced with problems or obstacles.</p> <p>With diligence, I can coach myself to work through setbacks constructively.</p> <p>Mostly, I am comfortable asking my facilitator or peers for assistance when confronted with a problem.</p> <p>I am aware of many of my preferences of learning.</p> <p>I recognize and understand how and when I like to learn best.</p> <p>I recognize and understand the learning formats which are my preference.</p>	<p>I identify and pursue alternatives when faced with problems or obstacles.</p> <p>I persist through setbacks comfortably and productively.</p> <p>I pursue my facilitator or peers for assistance when confronted with a problem.</p> <p>I am aware of my preferences of learning and understand how they can impact my learning.</p> <p>I understand and apply how and when I like to learn best.</p> <p>I actively choose the format of how I learn, for example, lecture, self-paced, small group, and individual.</p>

# Know-how Profile (What Tools, Models, and Methods I Utilize when Engaged with Learning)

Characteristics	Evidence of Need	Early Evidence	Promising Evidence	Convincing Evidence
<p><b>Strategies (including problem solving and decision making)</b>  <b>Description:</b> Approach to and processes for how to learn and how to use learnings to solve problems and be successful  <b>Evidence:</b> Learner's approach and engagement reflect deliberate means and methods for pursuing and applying learning</p>	<p>In most situations, I would rather work on my own than collaborate and communicate with others.                      When something is not working, I need prompting or support to problem solve.                      My decisions are made primarily on my own perceptions rather than objective information.                      I do not like to take risks as failure is uncomfortable for me.                      I am not often aware of my role in the learning process.                      With strong support, I can complete tasks daily.                      I prefer to follow a structured plan that is developed by others.                      It is hard for me to think flexibly and adapt to new situations in my learning.                      It is hard for me to work with others when their ideas are different than mine.</p>	<p>I occasionally collaborate and communicate with others.                      When something is not working, I sometimes problem solve to find an alternative strategy.                      With encouragement and support from others, I consider objective information along with my own perceptions before making a decision.                      I realize mistakes are part of the learning process and I am willing to take a risk, with support.                      I am aware of my role in individual learning processes with guidance from others.                      I sometimes need reminders from others to complete tasks daily.                      I prefer to follow a plan, but am open to change with guidance.                      I sometimes think flexibly and adapt to new situations in my learning.                      I consider the ideas of others and am open to working with them.</p>	<p>Depending on the situation, I can work independently or collaborate and communicate with others.                      I know and apply problem solving strategies.                      I coach myself to consider objective information along with my own perceptions for making an informed decision.                      I accept and consider informed risks as a challenging part of the learning process.                      I am aware of and apply my individual learning processes and can explain strategies used in decision-making.                      I own my own learning and am accountable daily.                      I consider new information and adjust my thinking and planning as appropriate.                      Most of the time I think flexibly and adapt to new situations in my learning.                      In working together, I value the ideas of others.</p>	<p>When appropriate, I pursue and provide leadership to collaborate and communicate with others.                      I know and apply problem solving strategies and can support others in problem solving.                      I make informed decisions based on objective and compelling data which empowers me to achieve my learning outcomes.                      I am a responsible risk-taker with my learning and view setbacks as opportunities to grow.                      I consciously reflect on which learning processes work and which ones don't, adjust accordingly, and explain the process to others.                      I own my own learning, am accountable daily, and value the perspectives of others about my learning.                      I consider new information, adjust my thinking and planning, and extend learning to new situations.                      Routinely I think flexibly and adapt to new situations in my learning.                      I seek the input and ideas of others for meaningful collaboration.</p>
<p><b>Ownership and Accountability</b>  <b>Description:</b> Responsible for and ownership of one's role in the learning process  <b>Evidence:</b> Learner's approach and engagement reflect deliberate involvement and personal accountability for learning</p>				
<p><b>Adaptability</b>  <b>Description:</b> Can flex and adapt in response to how one perceives the conditions of the learning environment and/or in how one interacts with other learners  <b>Evidence:</b> Learner's approach and engagement reflect flexibility and adjustments in response to context of the environment or interaction with other learners</p>				

# Actions Profile (How I Structure, Participate, and Monitor My Learning)

Characteristics	Evidence of Need	Early Evidence	Promising Evidence	Convincing Evidence
<p><b>Goal Setting or Planning</b>  <b>Description:</b> Mapping out short and long term goals for learning in a manner that values and relates to personal aspirations  <b>Evidence:</b> A set of clear and meaningful short and long term expectations which reflect consideration for individual aspirations</p>	<p>I have had few opportunities or guidance to set learning goals.</p> <p>Most times my learning goals are not connected to my personal likes and interests.</p>	<p>With guidance, I can set my learning goals.</p> <p>Sometimes my learning goals are connected to my personal likes and interests.</p>	<p>I have the needed skills and play a role in defining and setting my learning goals.</p> <p>I see value in learning goals and am able to connect them to my likes and interests.</p>	<p>I routinely set my short and long term goals and play an active role in revising them, as appropriate.</p> <p>I base the learning goals that I set on my interests, prior knowledge, and what I want to be able to achieve.</p>
<p><b>Engagement</b>  <b>Description:</b> Active and meaningful involvement in learning processes so the learner is invested and energized by their learning experience  <b>Evidence:</b> Learner's involvement with learning reflects a deliberate and active participation of one's mind and/or one's senses</p>	<p>Nearly every day, I am disinterested and neither my mind nor my senses are stimulated by the learning opportunity.</p> <p>I sense or experience little, if any, personal interest or energy from my participation in my learning opportunities.</p>	<p>With encouragement, I find my mind and/or particular senses drawn into participating in particular learning opportunities.</p> <p>With encouragement, I am discovering personal energy from participation in particular learning opportunities associated with my interests.</p>	<p>Several times a week, I find my mind and/or particular senses drawn into participating in a range of learning opportunities.</p> <p>Several times a week, I am energized by the learning that I am experiencing from meaningful participation in the process associated with my learning opportunities.</p>	<p>I routinely find my mind and/or particular senses fully involved in learning opportunities and even wanting more.</p> <p>I am routinely energized by the learning that I am experiencing from meaningful participation in the process and it spurs me to invest even more of myself in learning opportunities.</p>
<p><b>Follow-through</b>  <b>Description:</b> Capacity to persist and adapt during the learning process so the learner accomplishes outcomes  <b>Evidence:</b> Learner's experience reflects ongoing commitment and discipline which supports continuous improvement for reaching outcomes</p>	<p>It is hard for me to stay on task and complete content work, especially if I am not interested in the topic.</p> <p>In general, I do not feel comfortable asking for guidance when trying to complete content work.</p> <p>Most of the time when faced with new learning, I feel like giving up.</p>	<p>With some type of daily monitoring, I am able to stay on task and finish content work even if my interest is limited.</p> <p>Sometimes I will ask questions of others to help me complete content work.</p> <p>When faced with new learning, I need support with strategies and guidance from others to succeed.</p>	<p>Most days, I am able to remain on task, complete content work, and stay on schedule with required work.</p> <p>Most of the time, I will share my thinking and ask questions to help me complete content work.</p> <p>When there is new learning, I stay focused, and utilize strategies to help me succeed.</p>	<p>I independently check my progress, complete content work, and adjust my schedule when needed.</p> <p>I readily engage in conversations with others and actively extend my thinking beyond the required content work.</p> <p>I welcome new learning as it energizes me. I utilize appropriate strategies and can work both independently and with others.</p>
<p><b>Reflection</b>  <b>Description:</b> Processing learning experiences as a means for a learner to deepen, enhance, value, and grow their learnings and thinking skills  <b>Evidence:</b> A learner log or portfolio which provides evidence or demonstrates increased knowledge and thinking skills</p>	<p>On nearly an-every-day basis, I do not think about what I know or don't know. At best, I just want to get my work done.</p> <p>In general, I do not have the skills to help me process what I am learning.</p> <p>Most of the time, I do not engage with others when processing my learning.</p>	<p>Once or twice throughout the week, I reflect on my learning when given an appropriate checklist or rubric.</p> <p>When given a plan or checklist, I am able to show evidence of my learning.</p> <p>Sometimes communicating with others helps me reflect on my learning.</p>	<p>Several times throughout the week, I reflect on my learning, based on the mastery of content and skills.</p> <p>I can show evidence of my learning in one or more ways.</p> <p>I am able to reflect on my learning both independently and with others.</p>	<p>I routinely self-reflect on my learning and monitor my progress based on the mastery of content and skills.</p> <p>I assess my progress and show evidence of my learning using a variety of methods.</p> <p>I self-reflect and value the feedback of others. I seek out opportunities to collaborate on my learning.</p>