# Engagement and Attendance

Surveys of students' performance from the Fall 2019 were compared to those in Spring 2020 and the results showed:

1. students engagement became lower
2. students found speaking to be the most challenging skill
3. teachers could not get students motivated or interested during online classes
4. students could not see the relevance and purpose of what they study

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For a just selection, everybody has to take the same exam: Please climb that tree.
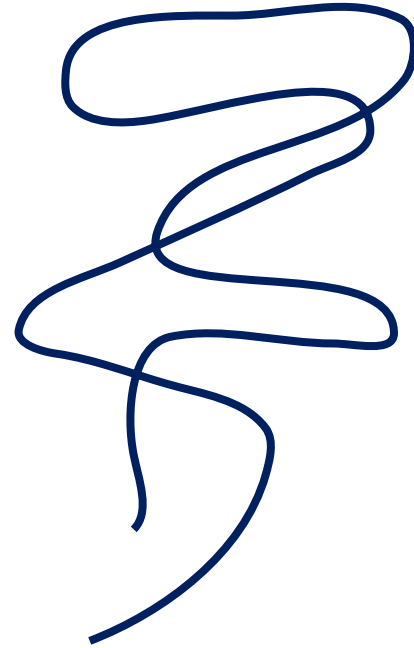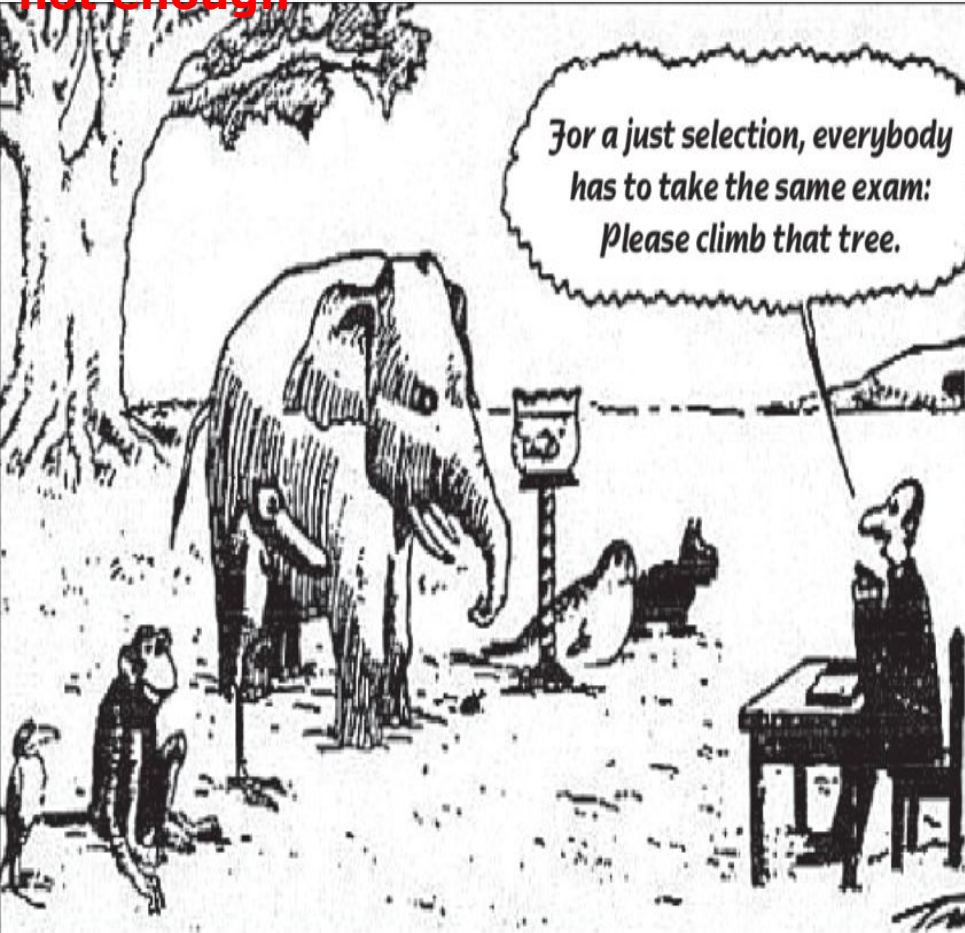
Time to reflect back

Wake up call to revisit the system and strengthen resilience

❏ Is it time to revisit the type of lessons that teachers are planning?

❏ Is it possible that we are killing that art and unintentionally forcing all of our students into a delivery machine?

❏ Do our lessons allow room for mistakes, discussions and opinions?

❏ Are our students ready to accept the change in content delivery?

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Time to Act

1. What are the teacher's roles?
2. What type of students do we need to develop?
3. What should teachers consider when planning their lessons?
4. How can the classroom be the startup of such power?

What are the teacher's roles? to:

➜ be coaches and facilitators and provide options for learning (goal setting not content)

➜ nurture inquiry and risk taking/ help maximize students' potentials/ choose meaningful tasks (planning)

➜ give students the language and opportunity to express themselves (input)

➜ provide tools to help students making plans that are measurable/ use their voice authentically (practice)

➜ involve students in assessment and vary in assessing progress (assessment)

assessment through illustrations, posters, presentations, speeches, songs, even TikToks, whatever it takes

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How to plan for such power

Lesson planning that promotes agency should:

➜ include language input for purposeful and authentic communication with consideration to differentiation

➜ help students set short and long-term goals, check their progress towards those goals, manage their time, and develop positive learning strategies

➜ help students better understand their strengths and priorities

➜ focus on the students' interests and choice before deciding what to do in class

➜ include presentations, debates, forums, interviews to maximise authentic language output

➜ integrate skills such as problem solving, critical thinking

What type of students do we need to develop? those who:

- are curious, adaptable, ready to handle life's challenge

- are able to assume responsibility for their choices, actions

- can take initiatives, create opportunities to learn and look for resources to solve problems

- are open to mistakes and ready to learn from them

- are flexible to accept feedback

- are able to cope with stressful and challenging situations

- can grow to be lifelong learners

- have divergent thinking

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DOs

1. inspire positive thinking
2. practice SMART
3. choose tasks driven from students' interest
4. provide choices and train students on how to select and make priorities
5. check students' digital literacy skills
6. encourage relevance along with engagement
7. encourage multiple ways to share answers
8. provide constructive feedback
9. measure/ evaluate agency
10. publish the students' work

DONTs

1. rush into making judgements
2. divert from the agreed upon outcomes
3. let students think they can just do whatever they want
4. penalize students for making mistakes
5. ignore the overall learning objectives set by your school

Classroom practice

1. agree on **learning/ opinion space**: jamboard or sticky notes or choice boards
2. start the class with a **positive thinking activity**
3. use **conversation stems** and **checklists**: to train students and KWL
4. introduce **stamina charts**: a visualization tool to track their progress
5. design **low-floor high-ceiling tasks**: those with different and varied outcomes of the achieved aims/ tasks that can work for everyone
6. plan **projects relevant to the community**: those that require social action and problem solving
7. encourage **self and peer assessment** routine
8. use variety of **exit tickets**

link to padlet

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Quiz time
True or False

1. Students agents need to be trained to be better prepared in meeting inside and beyond the classroom challenges and opportunities

2. Teacher agency and learner agency can not work side by side

3. Agency is all about exploring new ideas, communicating challenges, and prompting learner focused discussions

4. There is nothing that can stop teachers and students from being agents

5. Learner agency is similar to autonomy

6. Learner agency is not a life skill nor can be exercised beyond the classroom

7. Agency can become a routine or a regularly practiced part of instruction

8. Student agency requires a shift in mindset by both the teacher and the student

Thank you 😊

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Questions to use to help students set SMART goals

- What do you know and what do you still need to learn?
- What resources i.e books, articles, videos might help you learn more?
- How does this connect to what you already know?
- What are some creative ways to solve this problem?
- Who are the experts you can learn from?
- How will you share what you are learning?
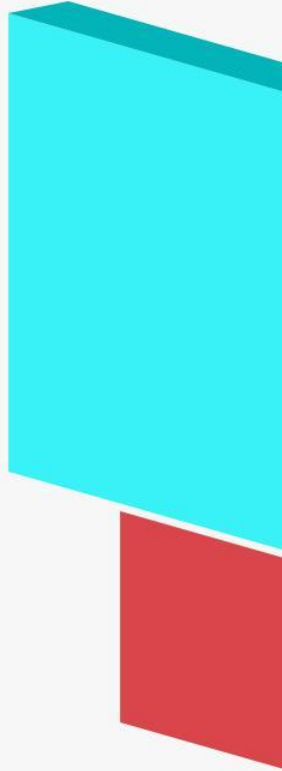
Questions to use to help students track their progress

- What do you know and what do you still need to learn?
- What resources i.e books, articles, videos might help you learn more?
- How does this connect to what you already know?
- What are some creative ways to solve this problem?
- Who are the experts you can learn from?
- How will you share what you are learning?

Questions to self assess themselves

- What do I need to do?
- How will I measure my progress?
- How will I do it?
- Will it help me improve my English skills?
- When will I need to complete it?
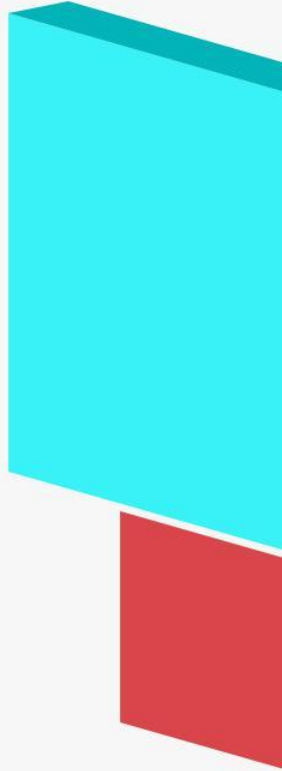
Questions to measure and evaluate agency

1. When you are working independently, how often do you stay focused? (Almost never/Sometimes/Fairly often/Almost always)
2. How sure are you that you can complete all the work that is assigned in your classes? (Not at all sure/Quite Sure/Sure/Very sure)
3. When complicated ideas are presented in class, how confident are you that you can understand them? (Not at all confident/Quite confident/Confident/Very confident)
4. How sure are you that you can do the hardest work that is assigned in your classes? (Not at all sure/Quite Sure/Sure/Very sure)
5. When you get stuck while learning something new, how likely are you to try a different strategy? (Not at all likely/Quite likely/Likely/Very likely)
6. Before you start on a challenging project, how often do you think about the best way to approach the project? (Almost never/Sometimes/Fairly often/Almost always)
7. How much effort do you put into your homework for class? (Very little effort/Some effort/Quite a bit of effort/A lot of effort)
8. When your teacher is speaking, how much effort do you put into trying to pay attention? (Very little effort/Some effort/Quite a bit of effort/A lot of effort)
9. How often do you seek to challenge yourself in your learning? (Almost never/Sometimes/Fairly often/Almost always)
10. How often do you make connections between your learning and the things that are important to you in your life? (Almost never/Sometimes/Fairly often/Almost always)
11. How often do you seek help and feedback so that you can improve your work and reach your goals? (Almost never/Sometimes/Fairly often/Almost always)
12. How confident are you that you can achieve the goals that you set for yourself at school? (Not at all confident/Quite confident/Confident/Very confident)
13. How confident do you feel to evaluate your progress towards achieving your goals at school and work out what else you need to learn or master? (Not at all confident/Quite confident/Confident/Very confident)