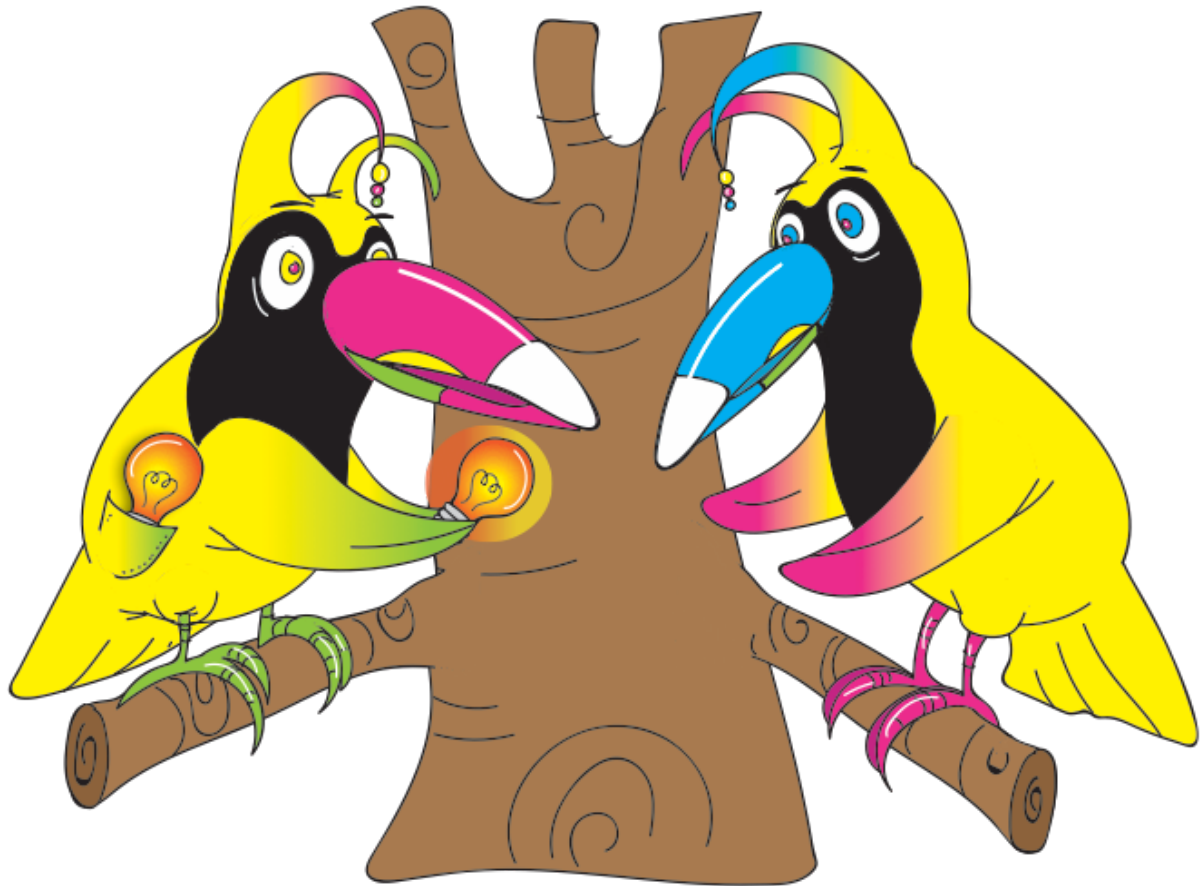




FREYA MODEL GRAPHIC ORGANISER

- Unpacking Ideas About learner Agency -



Aim: To provide members of a learning community with a framework for exploring the properties and attributes of agency, in order to develop a shared understanding.

Subject links: Learning community development organisation

Included in the resource: Freya Model Graphic organizer for agency, generic (colour and black and white) Freya Model Graphic organizer, ideas for use page

Teaching resources that move [Beyond Conventional Wisdom](#).

Our resources are designed to support learner choice, voice and agency. The resources are ideal for all teaching styles, but particularly suited to inquiry (constructivist) teaching.

Our aim is to move beyond conventional teaching tools, consultancy and training by creating tailored resources, strategies and training opportunities that enable teachers to implement supportive, differentiated, challenging and innovative learning experiences.

Defining agency

Characteristics of agency

Sites of agency



Examples of agency

Examples of limited or hijacked agency

Definition

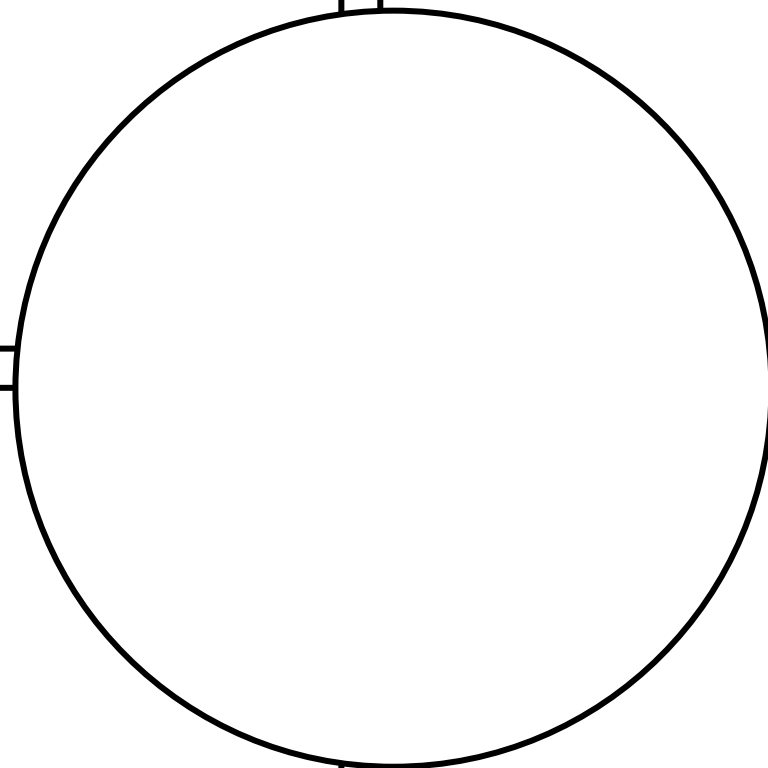
Characteristics

Examples

Non-examples

Definition

Characteristics



Examples

Non-examples

FREYA MODEL: IDEAS FOR USE

PURPOSE

- This graphic organizer is used to help define or clarify ideas about what learner agency is and is not.
- Learning community members will need an opportunity to examine and understand ideas about the features of agency in order to help them use the Freya model.

IDEAS FOR USE

- This graphic organizer and process can be used by adults or children alike. It can be done in a staff meeting to develop a shared understanding and language of agency or with a learner-based learning community.
- Individually, in pairs or as a group, reflect on your ideas, experiences and understandings about agency and sites of agency within a learning community. Use critical thinking to clarify, analyze and collect a series of examples or non-examples of agency as a concept, experience and idea.

EXAMPLE: Examining agency in the school or in your classroom

- *Divide the learning community into self chosen groups based on their interests, experiences or beliefs about agency.*
- *Provide some definitions about agency from various sources and positions. Have the learners discuss and reflect on these ideas.*
- *Working as a group have the learning community sort and group real life examples of agency in their own lives, in their current work/learning situations or in other realworld situations they know/have seen/ have read about.*
- *Invite the learners to justify and test ideas and sort out the non- examples, thus developing the language of agency. Learners can then record the ideas on the Freya model and use it to create a definition.*

FREYA MODEL: IDEAS FOR USE

Having learners (whether they be teachers, learners or parents) go through this process, will make visible their ideas, perspectives, biases and beliefs about agency. They can be uncovered and explored constructively, thus helping to create a situation where a shared vision for the learners and their voice and choice in learning can begin to develop. This process helps uncover beliefs and biases about learner agency that could help or hinder its implementation.

- Sites of agency in the learning community and environment are connected to
 - Teachers intent - Quality of choices
 - Sites of agency- Prior knowledge, scaffolding and experience choice making
 - learners being response-abled
- Sites of agency in the learning community and environment are built upon the some of the following beliefs
 - Ideas about learner capabilities
 - Power, accountability and choice
 - Values and trust

FREYA MODEL: IDEAS FOR USE

PURPOSE

- This graphic organizer is used to help define or clarify ideas. It is great for any subject where learners are clarifying or analyzing ideas.
- learners will also need an opportunity to examine and understand ideas about attributes or features in order to help them use the Freya model.

IDEAS FOR USE

- Think about the topic you want the learners to clarify or analyze and collect a series of examples or non-examples for the learners to examine.
 - *SCIENCE EXAMPLE: Examining states of matter: Divide the learners into groups based on their interests in solids, liquids or gases. Provide some simple definitions of the state of matter and ask the learners to highlight key words and features of the state of matter. Then working as a group have the learners' sort and group real life examples of the states of matter so that they can justify and test ideas and sort out the non- examples, thus developing the language of scientists and consolidating their thinking. Then learners can record the ideas on the Freya model and use it to create a definition.*
 - *TEXT TYPE EXAMPLE: Have the learners deconstruct several examples of the same text type (e.g. narrative, or procedural) to explore its features and attributes and then supply the learners with a range of other texts to compare and sort out their ideas. Have the learners sort the text types into examples and non-examples and compare the features, thus developing the language of authors and consolidating their own thinking. These ideas can be recorded on the Freya model and used to create a definition.*
 - *SOCIAL STUDIES EXAMPLE: If the learning community is exploring or investigating the concept of community or organizations etc. have them predict what they think the features might be. Then have the learners explore, locate and look at a range of examples of the topic- extending beyond the usual everyday to include broader ideas. (e.g. communities can be a set of plants, or animals or both etc.). From here have the learners use the Freya model to create a definition and find some non-examples.*

FREYA MODEL: IDEAS FOR USE

- *MATH EXAMPLE: If the class is inquiring into a given math topic like fractions, graphs or specific areas of measurement, learners can then use the Freya model to refine their ideas mid-way through an inquiry. Have the learners collect what they think are examples of the topic or concept and organize them to identify and analyze the attributes/features. Then provide the learners with a mix of real and non-examples of the same topic and have the learners compare, re-sort and justify their thinking using the attributes they identified. This gives the learners a chance to explore or identify any misconceptions and complete the Freya model. While inquiring into, developing and refining ideas it gives the learners a chance to develop the language of mathematicians and consolidate their thinking.*

EXTENSION

Provide learners with a completed but untitled Freya model and have them work backwards with the information to see if they can work out what the information represents. Then have the learners test their ideas to see if they can prove or disprove what was recorded.



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