



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Learners, Listeners and Language Learner Agency and the PLC

Primary Languages & Literacy
Webinar November 2024

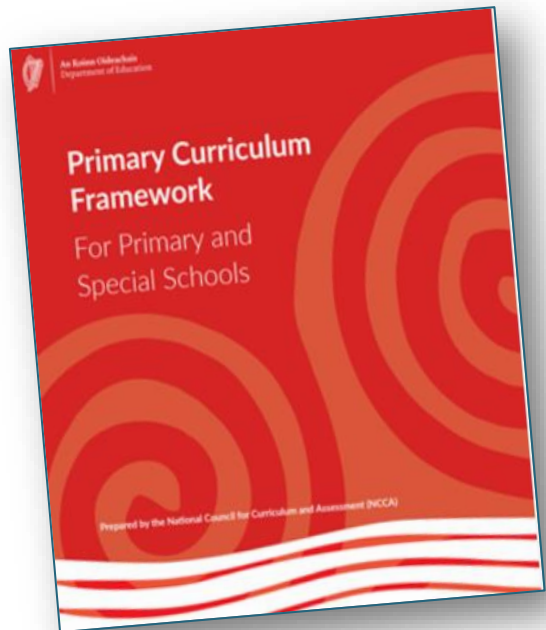


Learners, Listeners and Language

Foghlaimoirí, Éisteoirí agus Teanga

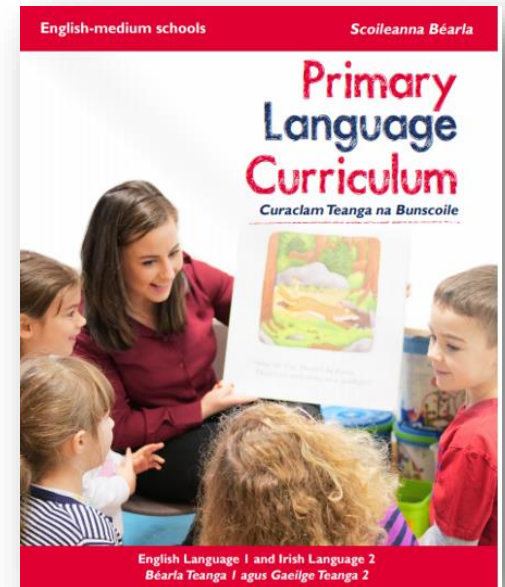


Oide



Deepen understanding
of Learner Agency

Provide teachers
with strategies and ideas
to prioritise learner
agency to
support language learning



Power of Listening

Cumhacht na hÉisteachta



Oide

“Being heard is so close to being loved that for the average person they are almost indistinguishable.”

*- David Augsberger,
Fuller Theological Seminary*



Think of a time when you were listened to and heard. How did this experience make you feel?



Article 12 of the UNCRC

Airteagal 12 de CNACL



I have the right to be listened to, and taken seriously



When adults are making decisions that affect me, I have a right to say what I think and be listened to.



I have a right for my views to help inform decisions about what happens to me, at home, in school, in my community and in my country.



Adults should support me so that I can give my views in a way that is best for me to do so.

Participation Framework

Rannpháirtíocht Leanaí agus Daoine Óga sa Chinnteoireacht



Oide

SPACE: Children and young people must be given safe, inclusive opportunities to form and express their views

VOICE: Children and young people must be facilitated to express their views

AUDIENCE: The views must be listened to

INFLUENCE: The views must be acted upon as appropriate

(Lundy, 2007)

Where can learners give input in your school?



Listening in School

Ag Éisteacht ar scoil



Oide

Macro Space:
Development of
Policy & design
of Services



Micro Space:
Daily Teaching
& Learning in
the Classroom



Learners, Listeners and Language *Foghlaimoirí, Éisteoirí agus Teanga*

ENGAGEMENT & PARTICIPATION

Children are active and demonstrate agency as the capacity to act independently and to make choices about and in their learning. Curriculum experiences provide them with opportunities for decision-making, creativity, and collaboration.

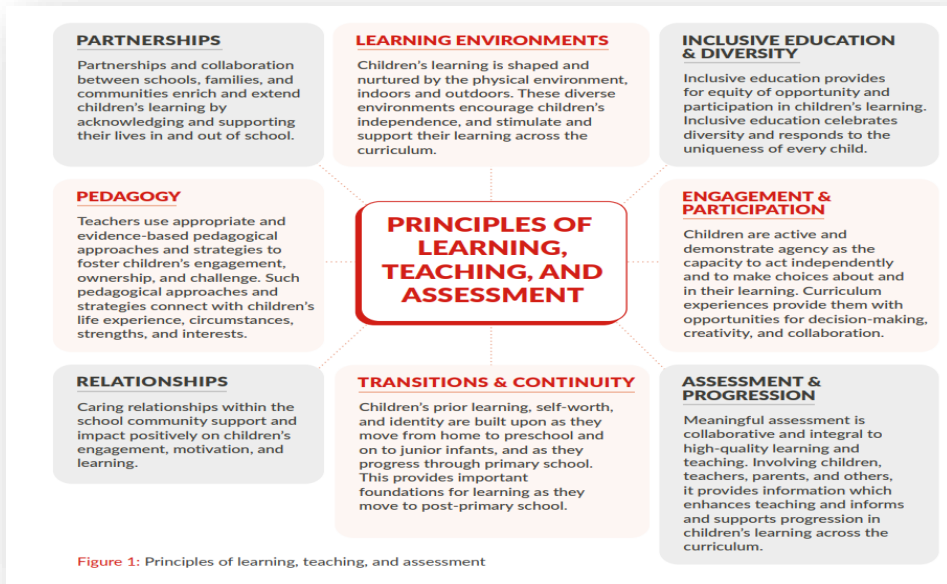
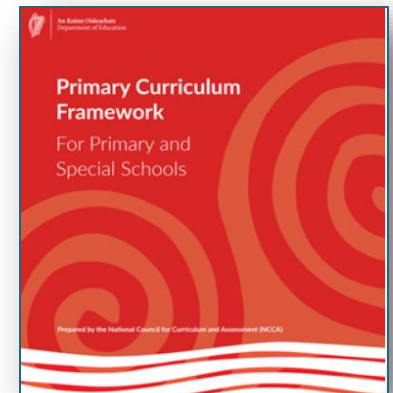
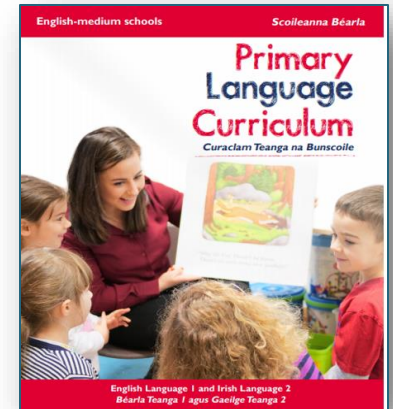


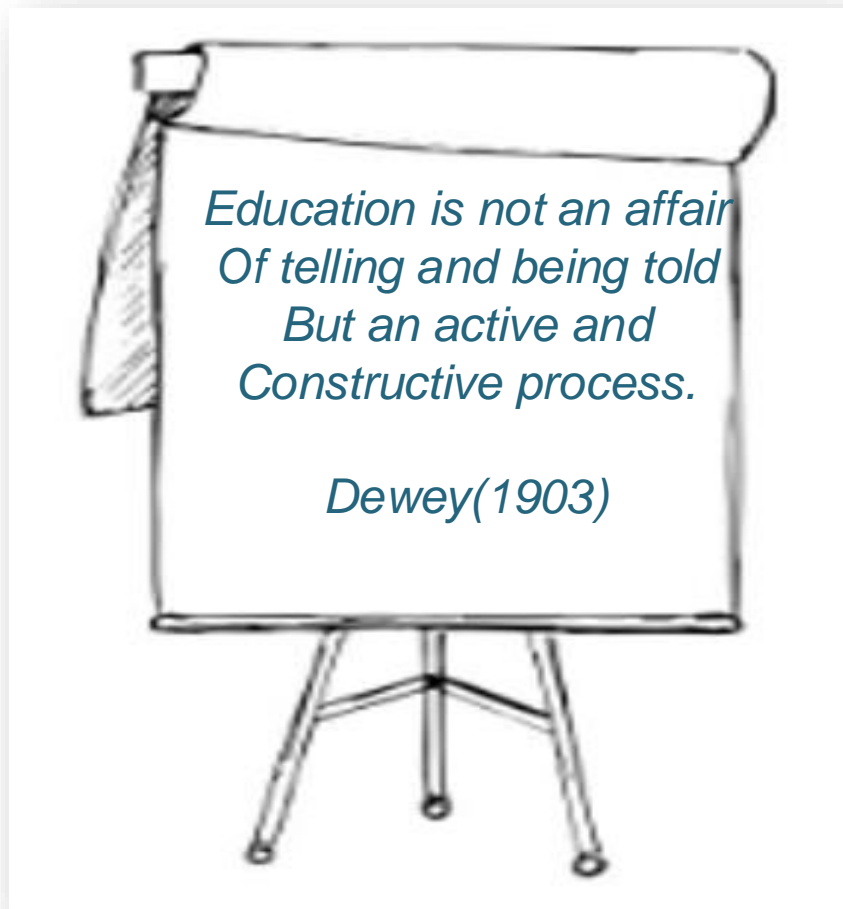
Figure 1: Principles of learning, teaching, and assessment





What is Learner Agency?

Céard é Gníomhaireacht an Fhoghlaimora?



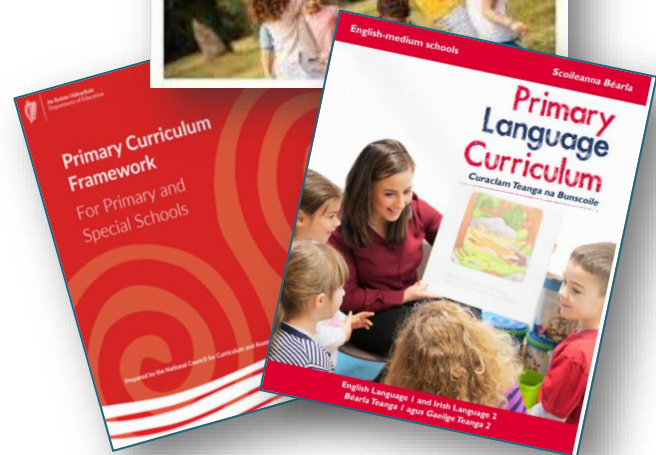
Act independently

Make Choices

Inclusive learning

Offer ideas

Experience control



Vaughn's Model of Learner Agency

Múnla Vaughn ar Ghníomaireacht an Fhoghlaimeora



Oide



Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Activating Learner Agency (Vaughn)

Ag Múscailt Gníomhaireacht an Fhoghlaim

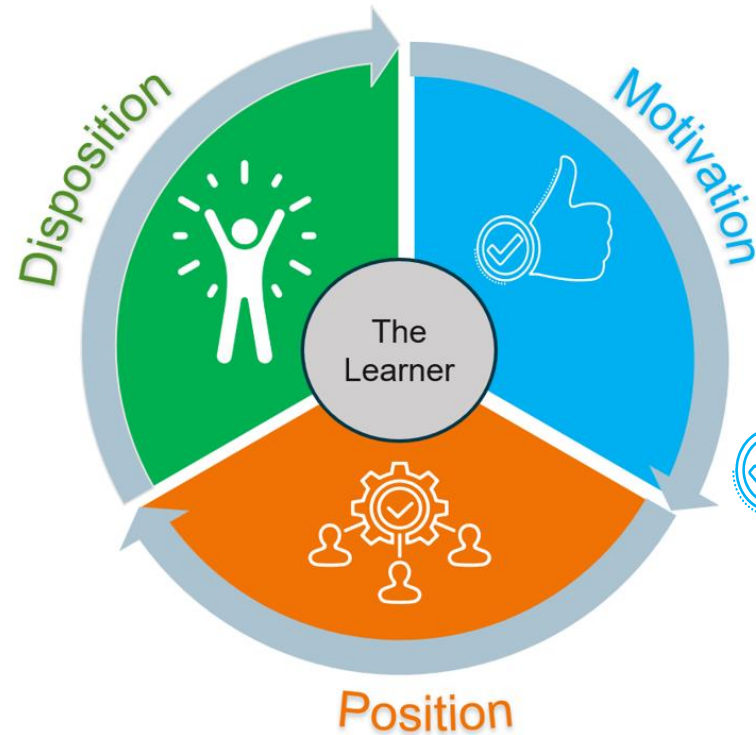


Oide



Disposition / Meoin

Learners **believe** they have agency.



Motivation / Inspreagadh

Learners **want to act** on this agency.



Position / Seasmh

Learners have opportunities to **exercise** this agency.

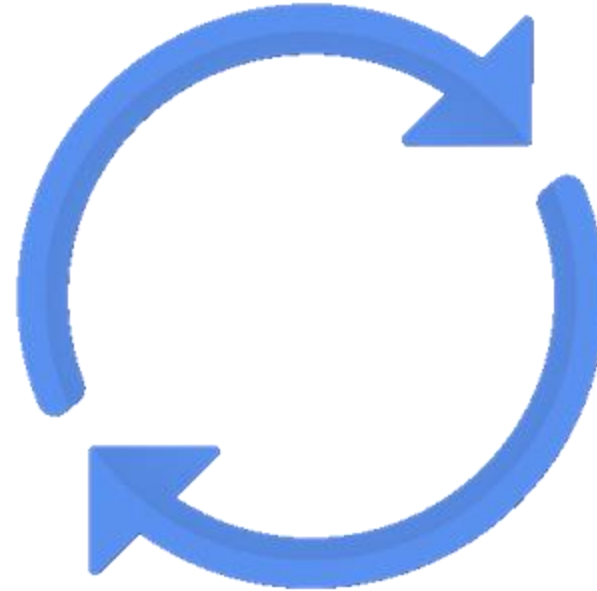
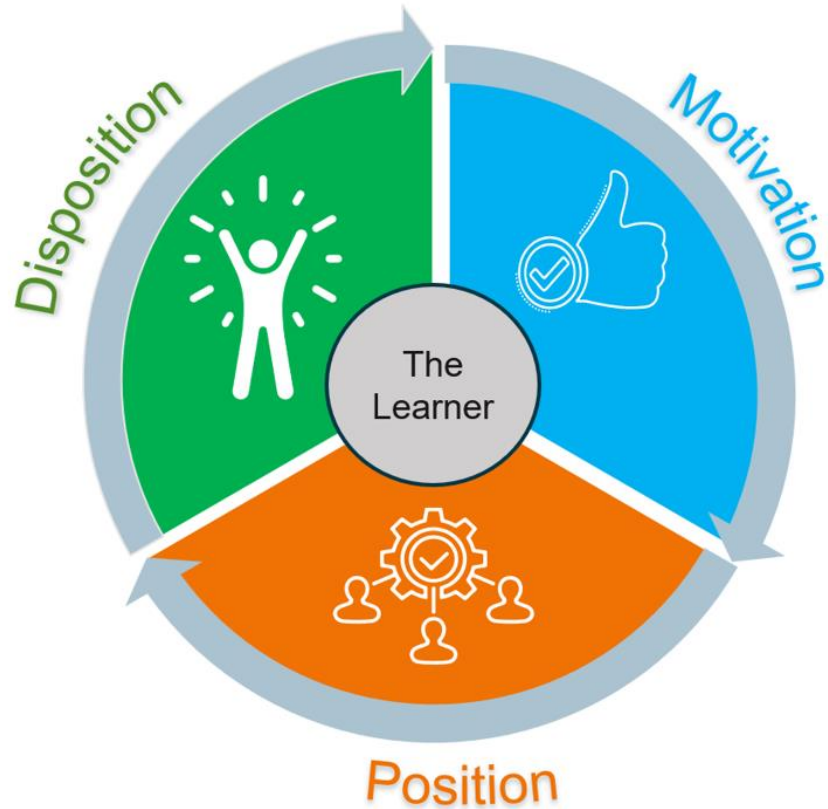
Activating Learner Agency

Ag Spreagadh Gníomhaireacht an Fhoghlaimeora



Oide

Lundy



Vaughn

Activities to Support: Disposition

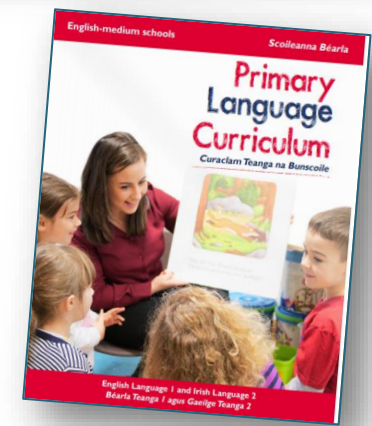
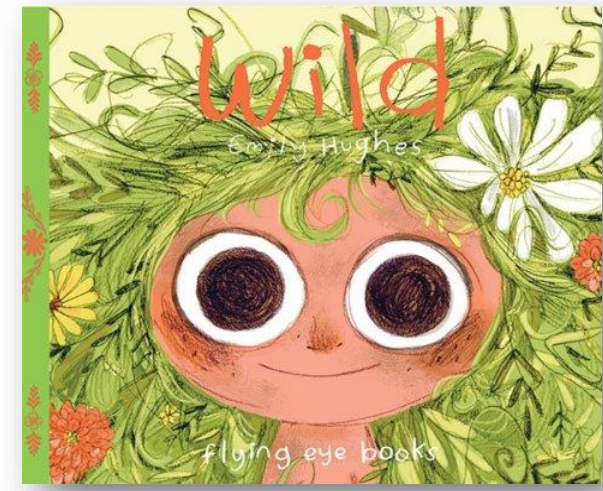
Gníomhaíochtaí a thacaíonn le: Meoin



1	2	3	4	5
Engagement				
Stage 1				
Junior & Senior Infants				
Through appropriately playful and engaging learning experiences, children should be able to				
Attend to, take part in and enjoy listening to the meaning and interpretation of what others say, recognising themselves as active participants in communication.				
Discover and explore texts in various media.				

g
The child...
enjoys interpreting text and illustration and shares these while listening to and questioning others' interpretations.

"Text" defined as: oral, gesture, sign, written, visual, using Picture Exchange Communication System (PECS), objects of reference, Braille, tactile, electronic, digital and/or multimodal

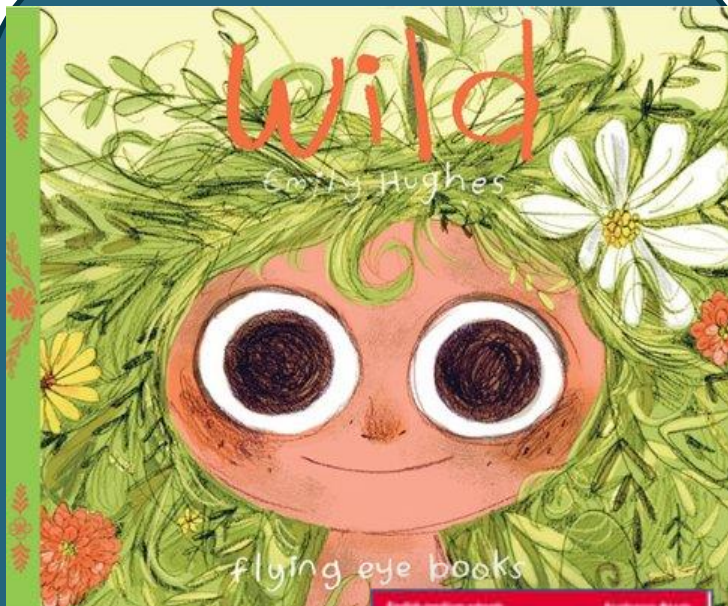


Activities to Support: Disposition

Gníomhaíochtaí a thacaíonn le: Meoin



Oide



I like the jungle
you drew in
the wild...

Can you draw
how your body
acts as Wild?

How does wild
make you
feel?

T.A.G

- Tell me something you liked
- Ask me a question
- Give me a suggestion

Activities to Support: Motivation



Oide

Gníomhaíochtaí a thacaíonn le: Inspreagadh

Motivation and choice

Stage 1

Junior & Senior Infants

Through appropriately playful and engaging learning experiences, children should be able to

Choose, read and communicate about text in a range of genres and languages for pleasure and interest.

Stage 2

1st & 2nd Class

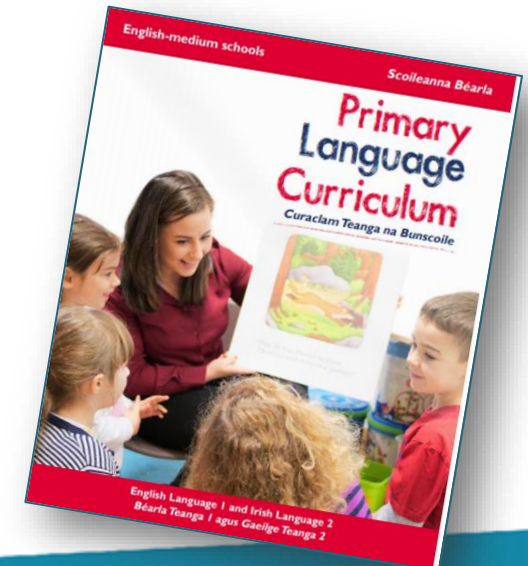
Through appropriately playful and engaging learning experiences, children should be able to

Choose, read and communicate about text in a range of genres and languages for pleasure, interest and specific purposes.

i

The child...

chooses and engages with texts for specific purposes and evaluates texts with a purpose/ project in mind.



Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

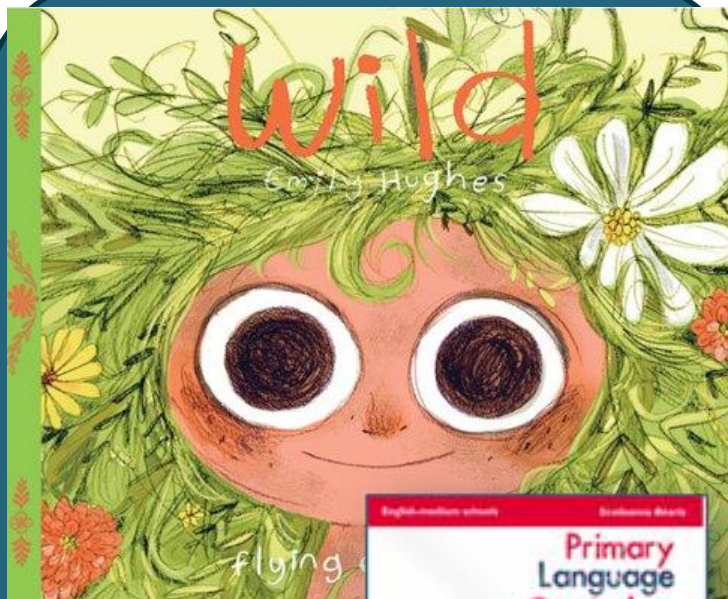
Supporting the Professional Learning of School Leaders and Teachers

Activities to Support: Motivation

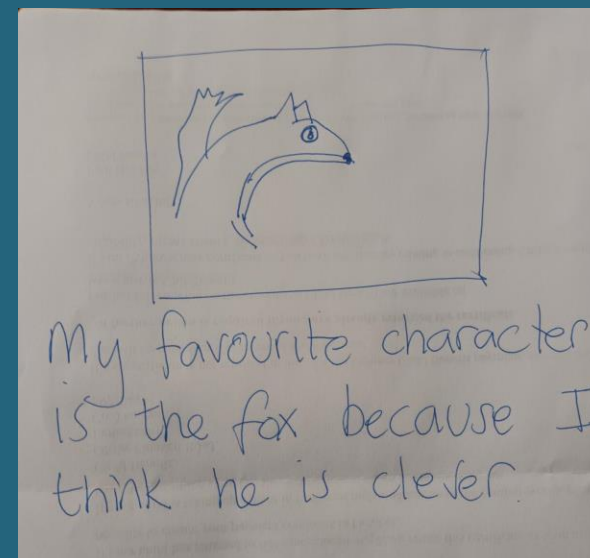
Gníomhaíochtaí a thacaíonn le: Inspreagadh



Oide



Sharing your character:
Gallery walk



Activities to Support: Position

Gníomhaíochtaí a thacaíonn le: Seasamh



Response and author's intent			
Stage 1 Junior & Senior Infants Through appropriately playful and engaging learning experiences, children should be able to	Stage 2 1st & 2nd Class Through appropriately playful and engaging learning experiences, children should be able to	Stage 3 3rd & 4th Class Through appropriately playful and engaging learning experiences, children should be able to	Stage 4 Fifth and Sixth class Through appropriately engaging learning experiences, children should be able to
Discuss and share thoughts and opinions on texts in a range of genres across the curriculum. Consider and discuss author's intent.		Compare, contrast and critically reflect on the intent of different authors and discuss various interpretations of text in a wide range of genres.	

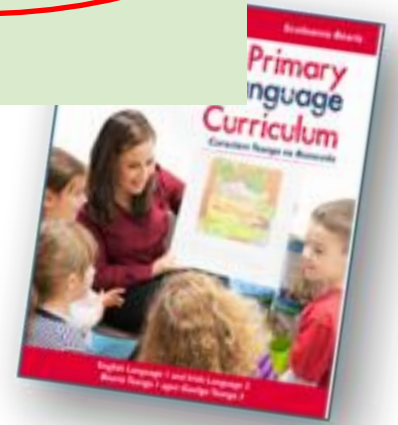
Progression steps

e The child... expresses thoughts, feelings and opinions in relation to a text and gives reasons for their opinions based on the information provided in the text.	f The child... begins to identify, with support and direction, the author's intent and discusses the point of view being presented in a text. Begins to use evidence from the text to support their views.	g The child... expresses personal opinions about texts and about the ideas presented in texts. identifies the author's point of view presented in a text. Uses evidence from the text to support their views.	h The child... explains their understanding and interpretation of a text, justifying their responses logically, referring to evidence in the text and discussing the author's intent and point of view.
--	---	--	---

e

The child...

expresses thoughts, feelings and opinions in relation to a text and gives reasons for their opinions based on the information provided in the text.

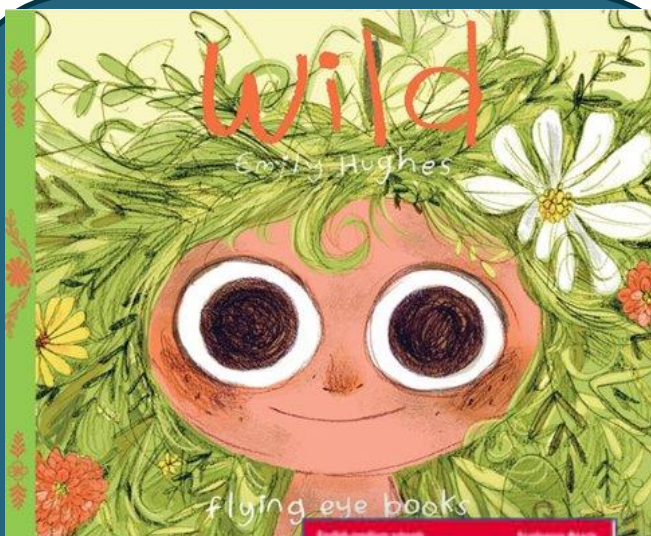


Activities to Support: Position

Gníomhaíochtaí a thacaíonn le: Seasamh



Oide



Aontaím
I agree

Walking Debate:
Children move as the
fishbowl statements are
read aloud

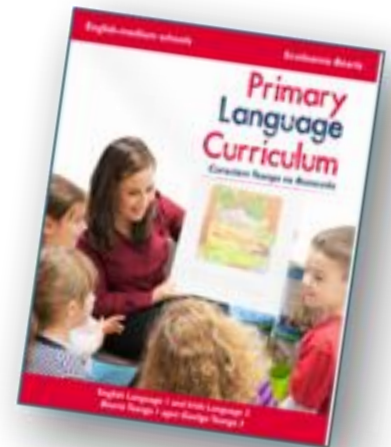
The family
were kind to
rescue her...

Ní
aontaím/
I disagree

Any thoughts? Smaointe eile?



Oide



Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Activities to Support: Disposition

Gníomhaíochtaí a thacaíonn le: Meoin



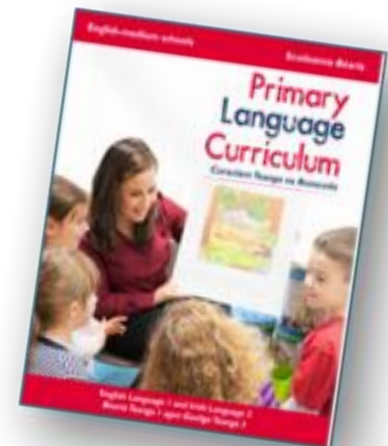
Oide

Engagement	
Stage 1 Junior & Senior Infants Through appropriately playful and engaging learning experiences, children should be able to Attend to, take part in and have fun mark-making, drawing and writing, across languages where appropriate, to communicate with others.	Stage 2 1st & 2nd Class Through appropriately playful and engaging learning experiences, children should be able to Take part in and enjoy writing, across languages where appropriate, to communicate with others.

g

The child...

enjoys writing in a wider range of genres, exploring his/her own style, adding detail to ideas and verbally discussing these with others.



Activities to Support: Disposition

Gníomhaíochtaí a thacaíonn le: Meoin



Author's Chair

Ask the Audience! 🧐

My topics for: Nathaniel	What are you interested in? Scale 0-10
1. <i>Harling</i>	9
2. <i>Soccer</i>	9
3. <i>Match Attax</i>	8
4. <i>Cats</i>	10

Activities to Support: Motivation



Oide

Gníomhaíochtaí a thacaíonn le: Inspreagadh

Purpose, genre, and voice

Stage 1

Junior & Senior Infants

Through appropriately playful and engaging learning experiences, children should be able to

Stage 2

1st & 2nd Class

Through appropriately playful and engaging learning experiences, children should be able to

Draw and write with a Sense of purpose & audience

Draw and write with a sense of purpose and audience while creating texts in a range of genres and other languages where appropriate.

Explore and use the typical text structure and language features associated with a variety of genres.

Develop an individual voice to share their thoughts, knowledge and experiences.



Activities to Support: Motivation

Gníomhaíochtaí a thacaíonn le: Inspreagadh



Oide



Author's Chair



What if....

- The world was made of cheese.
- I had a million billion euro
- Animals ruled the world.
- Cats could talk.
- you could go invisible
- you could jump between planets.

Activities to Support: Position

Gníomhaíochtaí a thacaíonn le: Seasamh

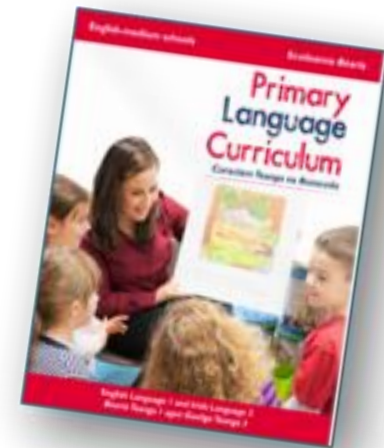


Motivation and choice 			
Stage 1 Junior & Senior Infants Through appropriately playful and engaging learning experiences, children should be able to	Stage 2 1st & 2nd Class Through appropriately playful and engaging learning experiences, children should be able to	Stage 3 3rd & 4th Class Through appropriately playful and engaging learning experiences, children should be able to	Stage 4 Fifth and Sixth class Through appropriately engaging learning experiences, cl
Choose appropriate tools, content and topics for their own writing and select texts for sharing with others. 		Evaluate and critically choose appropriate content and topics to create text in a range of genres for a variety of purposes and audiences:	

g

The child...

chooses and refines ideas and content for their texts, and selects from a range of presentation formats to share their writing.



Activities to Support: Position

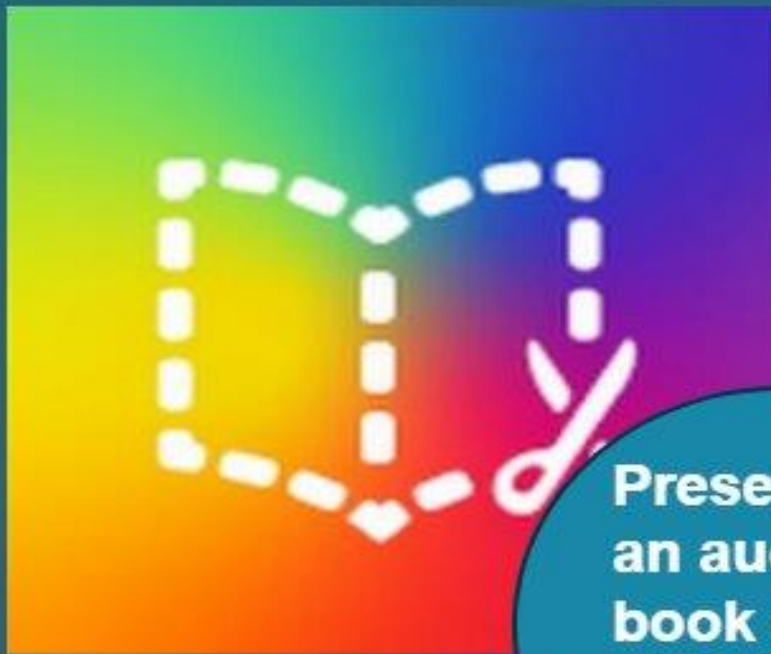
Gníomhaíochtaí a thacaíonn le: Seasamh



Oide



Author's Chair



Present as
an audio
book or
with book
creator....





An Cheardlann

TORTHAÍ FOGHLAMA

- Rannpháirtíocht
- Spreagadh agus rogha
- Gnásanna cló agus struchtúr abairte
- Litriú
- Foclóir
- Cuspóir, seánra agus guth
- An próiseas scríbhneoireachta
- Freagairt agus intinn an údair
- Peannaireacht

Do gach scríbhneoir, idir óg agus aosta, is próiseas casta í an scríbhneoireacht. Tá tascanna/céimeanna ag gabháil léi: roghnaíonn an scríbhneoir topaicí, tagtar ar smaointe, déantar an chéad dréacht as na smaointe, agus déantar athbhreithniú ar a bhfuil scríofa. Baineann páistí tairbhe as nuair a thaispeántar go soiléir arís is arís eile

www.curriculumonline.ie

na
an
ne
cl
tr
sé
sc
ag
a f
go
ne
at
ec
fh
iúl
a g
da
dé
ní
lit
bh
fac
ón
gc
a s

PRIMARY LANGUAGE CURRICULUM
ENGLISH

Abhar Tacaíochta

GAELIGE | SCRÍBHNEOIREACHT | Céim 1 - Céim 4

The Writing Workshop

LEARNING OUTCOMES

Children develop concepts, dispositions and skills in relation to:

- Engagement
- Motivation and choice
- Conventions of print and sentence structure
- Spelling
- Vocabulary
- Purpose, genre and voice
- Writing process
- Response and author's intent

Why a Writing Workshop?

For all writers, young and old, writing is a complex process. It involves tasks/stages during which the writer chooses topics to write about, plans ideas, translates ideas into a first draft, and reviews what has been written.

www.curriculumonline.ie
www.ncca.ie/primary

Children need **repeated, explicit demonstrations** of the processes involved in writing, with plenty of **opportunities to practise and experiment**. Planning for and teaching the **process, craft and mechanical aspects of writing** is essential for children to develop into independent, self-regulated writers who can easily draw on needed information from long-term memory. Communicating to children that the most important part of writing is the sharing of their thoughts and ideas and that lower-level skills such as grammar, spelling and punctuation can be dealt with when editing and publishing, can relieve their anxiety and increase children's confidence and sense of self-efficacy.



Because writers are continually planning and revising as they write, researchers recommend a **process approach** to the teaching of writing. This approach views writing as a set of behaviours which can be taught, learned, discussed and developed. It emphasises the importance of thinking, inquiring, imagining, creating, communicating and exploring language through writing and gives **equal attention to processes of writing and the written product**. The Writing Workshop is an instructional framework which teachers can use to support children as writers.

Children sharing their thoughts and ideas is the most important part of writing; lower-level skills such as grammar, spelling and punctuation can be dealt with when editing and publishing.

E Bulletin 9 Motivation/ Inspreagadh



Learners, Listeners and Language

Foghlaimoirí, Éisteoirí agus Teanga



Oide



Teachers and
Learners
experiences of
child agency

WHAT IS YOUR
EXPERIENCE OF
LISTENING TO THE
CHILD'S VOICE IN YOUR
CLASSROOM?

Learner Agency

Gníomhaireacht an Fhoghlaim



Oide



Over to you

What is your one word or phrase to take away from this evening's webinar?

Doras Feasa Fiafraí

The door to knowledge lies in asking questions



Oide

