Sol

Talking about ownership of learning within the school

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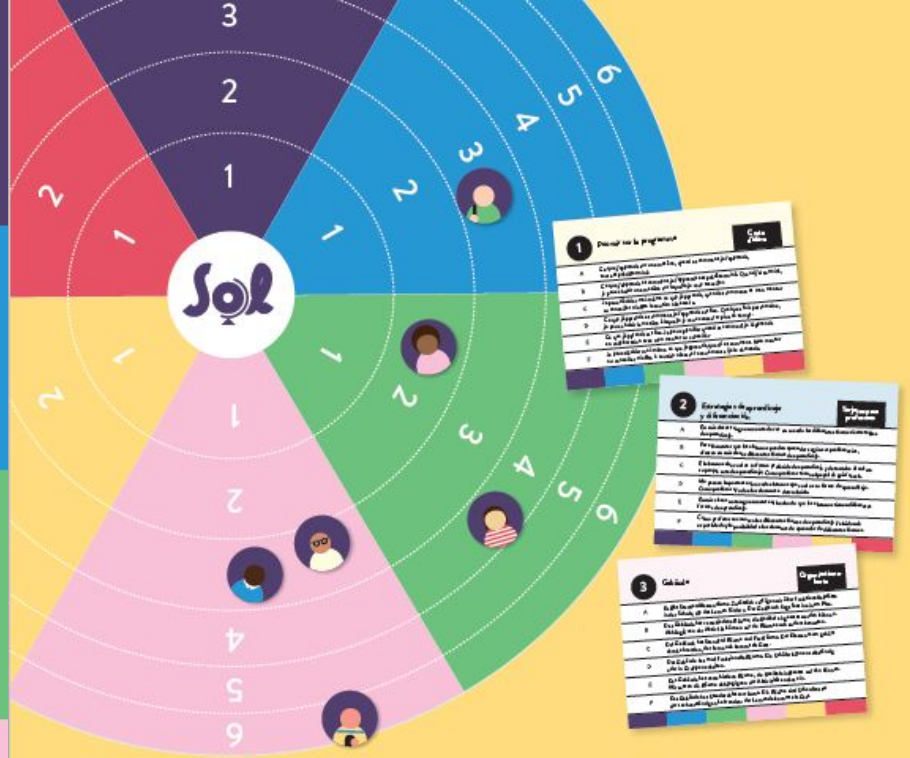

An educational game created by and for educators. Eighteen ownership-topics for student, teachers and leadership.

Serious gaming, visual reports and data-analysis after a game session are optional.

This educational game is created by and for educators.
Commissioned by Student Ownership Of Learning

info@studentownership.com

Talking about “ownership of learning” within the school.

Welcome to our Paper session:

We own the school: A World Wide Network on “Ownership of Learning”

Bob Hofman, Henk van Woudenberg,
Freek Wevers & Tessa van der Stek.
Mogador Palace – Zilis Room.
09-01-2020; 11.00-12.30 h.

Welcome to our Paper session:

We own the school: A World Wide Network on "Ownership of Learning"

Introduction

Ownership, taxonomy and culture (10 min)

The value of an international network (15 min)

Your feedback (5 min)

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Introduction

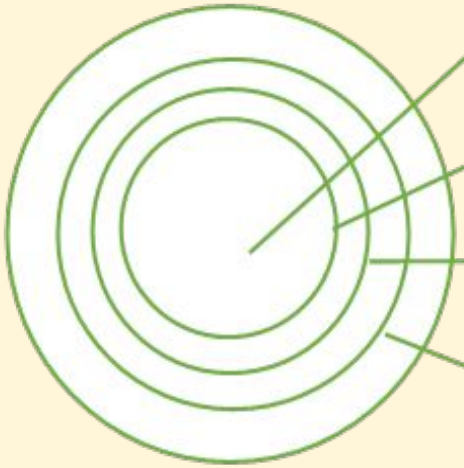
We are from the Netherlands

A learning-lab of teachers, researchers and school leaders

Research topic was: ownership of learning

And how ownership could be enhanced

The ownership 4 core principles:



1. experience
2. competences, autonomy and relationships
3. Learning environment or learning activity
4. taxonomy of school development

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TAXONOMY OF OWNERSHIP

We are focussing at the school level.

We developed a model, a taxonomy of ownership, derived from the work of John Macbeath on distributed leadership.

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TAXONOMY OF OWNERSHIP

In our model we described 6 types of schools where "ownership" has a different meaning and creates a different educational practise.

3. TAXONOMY OF OWNERSHIP

FORMAL The distribution of roles and tasks in the school is traditional

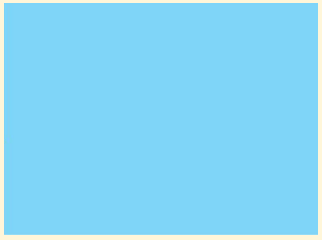
PRAGMATIC Roles, tasks and responsibilities are assigned in ad hoc.

STRATEGIC A planned and systematic distribution of roles, tasks and responsibilities.

TAXONOMY OF OWNERSHIP

INCREMENTAL

Roles and tasks are divided with the aim of enhancing student ownership.

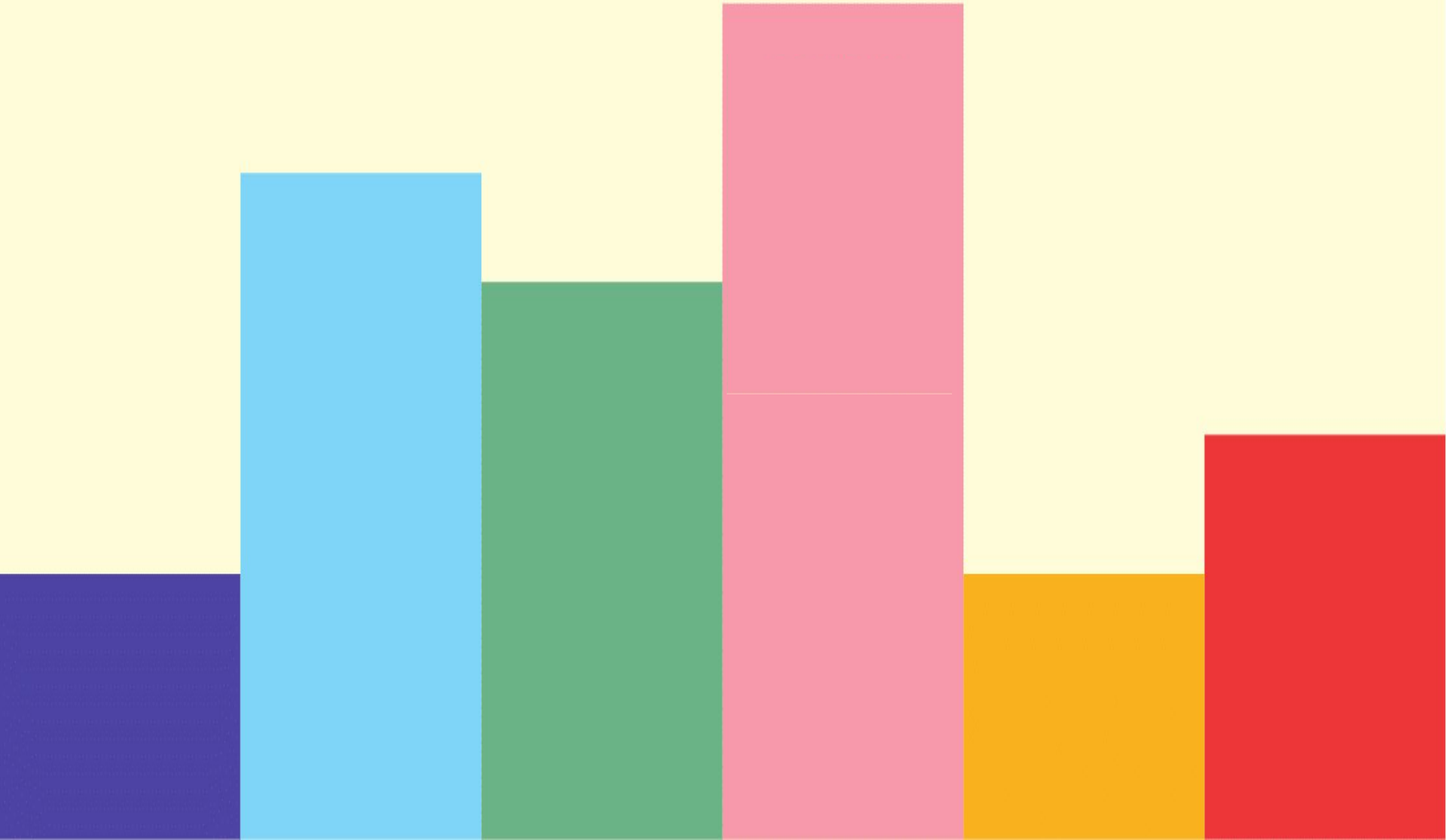
COMPETENT 

Here the ownership is more shared than divided.

CULTURAL

Shared ownership is deeply anchored in practice and thinking.

3. TAXONOMY OF OWNERSHIP



Create an International Network of SOL ambassadors

Why?

- To create debate about ownership of learning among educators.
- To to enlarge our “community of ownership”.
- To deepen our understanding of education in connected countries North / South - Worldwide.

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For example:

FORMAL - The traditional school

- The teacher takes the lead and the students follow
- The organization is at the forefront and the ownership of the students is coincidental.
- Hierarchy prevails and is experienced as supportive.
- Delegation of responsibilities is executed through a top-down structure with clear procedures.
- The working atmosphere portrays accountability and regularity.
- Knowing and performing the defined roles and tasks is welcomed and practiced as a norm.
- Assignments are performed from a sound discipline.
- Safety and reliability remain core values of the school.

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Outcome	SOL processes the game data and provides feedback in graphics. **Q:** Is outcome only to be used for the individual school or is their value in outcome being visible worldwide?
Strategies	What strategies / activities are used in school to get from A → B? **Q:** Is there value in sharing these different approaches?
Future	Users' feedback guides the SOL-team in future improvements of the game

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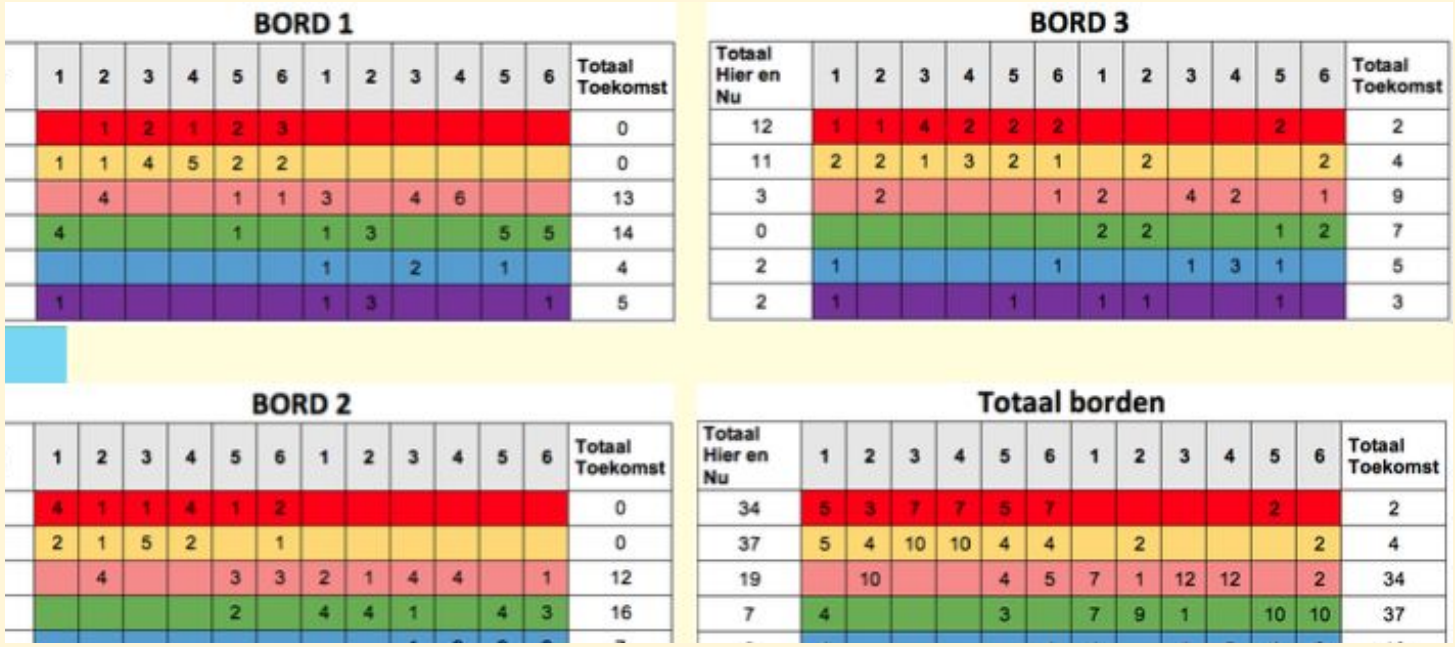

BORD 1

1	2	3	4	5	6	1	2	3	4	5	6	Totaal Toekomst
	1	2	1	2	3							0
1	1	4	5	2	2							0
	4			1	1	3		4	6			13
4				1		1	3			5	5	14
						1		2		1		4
1						1	3				1	5

BORD 3

Totaal Hier en Nu	1	2	3	4	5	6	1	2	3	4	5	6	Totaal Toekomst
12	1	1	4	2	2	2					2		2
11	2	2	1	3	2	1		2				2	4
3		2				1	2		4	2		1	9
0							2	2			1	2	7
2	1					1			1	3	1		5
2	1				1		1	1			1		3

BORD 2

1	2	3	4	5	6	1	2	3	4	5	6	Totaal Toekomst
4	1	1	4	1	2							0
2	1	5	2		1							0
	4			3	3	2	1	4	4		1	12
				2		4	4	1		4	3	16

Totaal borden

Totaal Hier en Nu	1	2	3	4	5	6	1	2	3	4	5	6	Totaal Toekomst
34	5	3	7	7	5	7					2		2
37	5	4	10	10	4	4		2				2	4
19		10			4	5	7	1	12	12		2	34
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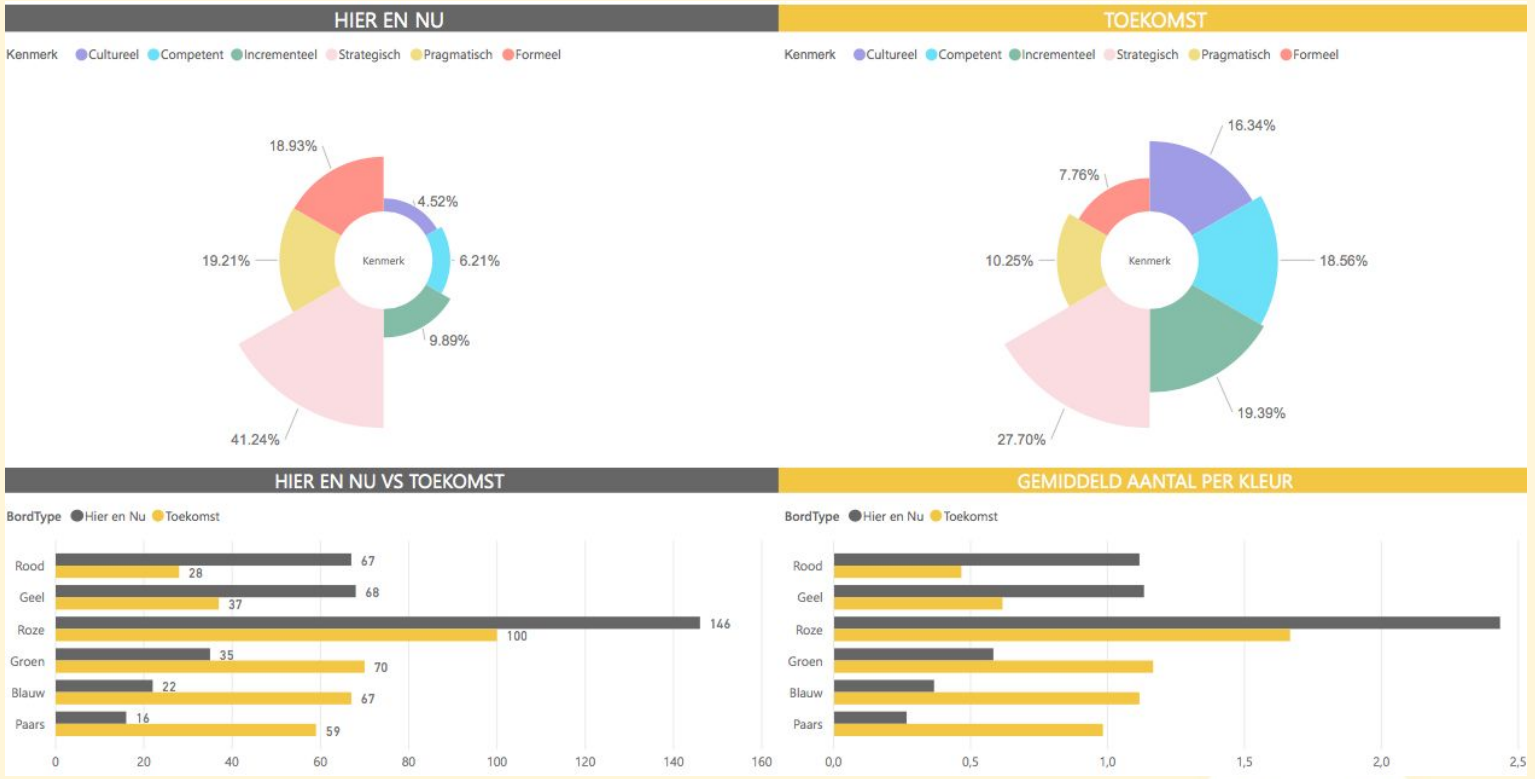

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Kulturell

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Strategies	What strategies / activities are used in school to get from A → B? **Q:** Is there value in sharing these different approaches?
	We welcome your feedback…..

Create an International Network of SOL ambassadors

If you would like to become a
Student **O**wnership of **L**earning **(SOL)**
Ambassador in your country……
please find us and connect to us during
ICSEI 2020.

Or contact us at:

info@studentownership.com

www.studentownership.com