

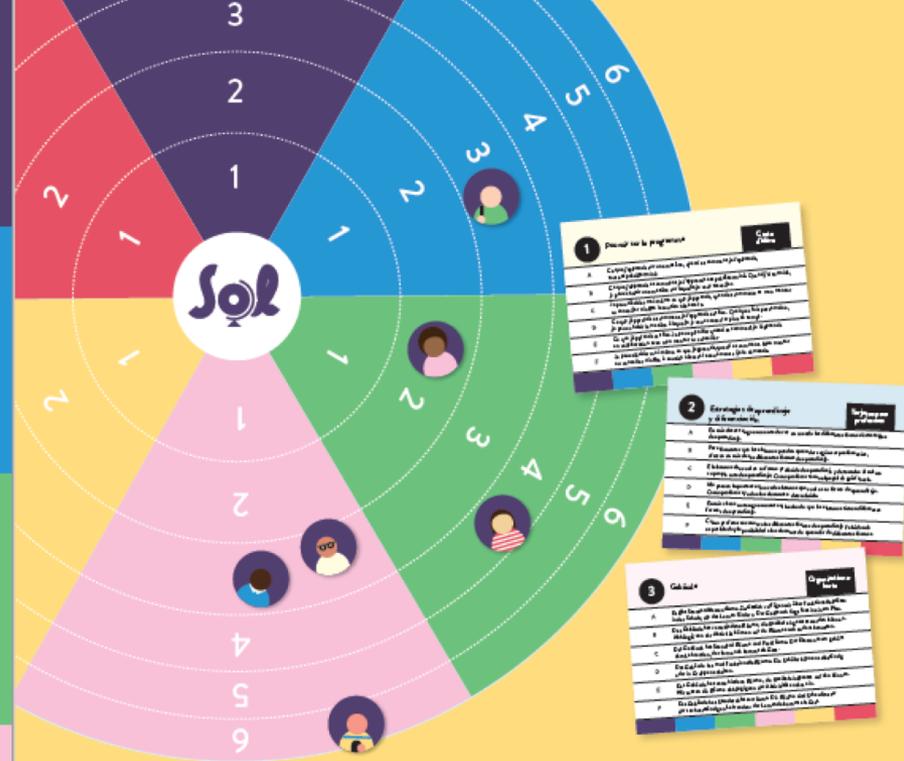
W O T S



Talking about ownership of learning within the school



WWW.STUDENTOWNERSHIP.COM



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



WWW.STUDENTOWNERSHIP.COM

Talking about “ownership of learning” within the school.

Welcome to our workshop:

We own the school: a game, a network and a data tool.

Foundation: Student Ownership of Learning
www.studentownership.com

Freek Wevers, Henk van Woudenberg,
Tessa van der Stek & Bob Hofman.
Mogador Palace - Coliseum.
08-01-2020; 13.30-15.00 h.



Introduction:

- Netherlands
- A learning-lab of teachers, researchers and school-leaders
- What ownership of learning is
- How can it be enhanced



Welcome to our workshop:

Creating an international community “Ownership of Learning”

- Introduction, ownership and taxonomy (15 min)
- The Game (30 min)
- International school culture (25 min)
- Data collection (15 min)
- Feedback (05 min)



DEFINING OWNERSHIP

Our 4-core principles

Experience



Growth



Activity



Taxonomy
of schools



DEFINING OWNERSHIP

Our 4-core principles:

1. Experiencing deep learning in flow moments with a growth mindset.



DEFINING OWNERSHIP

Our 4-core principles:

2. Personal development is visible in the competences, autonomy and relationships of the learner.



DEFINING OWNERSHIP

Our 4-core principles:

3. Ownership is a guiding concept in a learning environment or learning activity, with an optimum pursuit of learning opportunities and wishes of the learner.



DEFINING OWNERSHIP

Our 4-core principles:

4. Ownership is visible in taxonomy of school development.



B. DEFINING OWNERSHIP

Our 4-core principles

Experience: flow
and deep learning



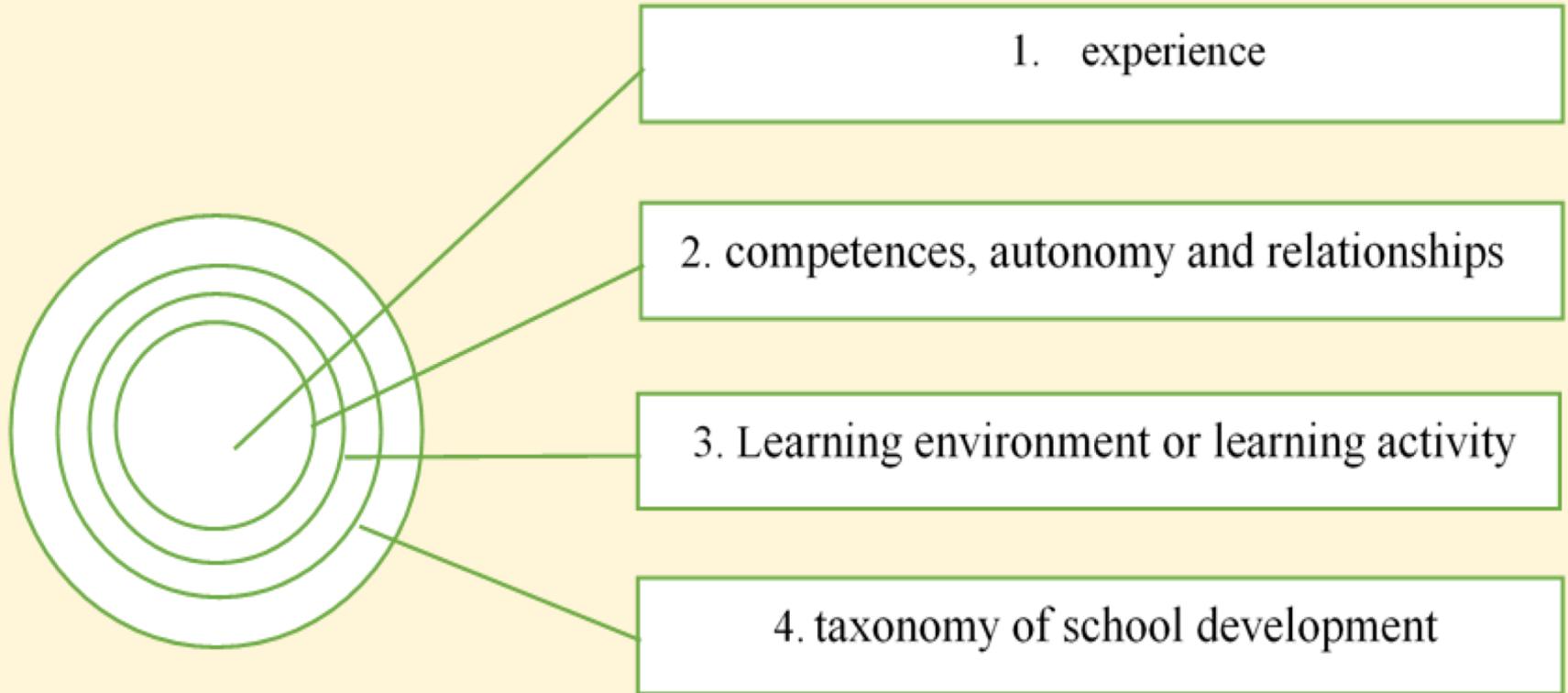
Growth of
competence,
autonomy,
relations



Environment or
activity



The ownership 4 core principles:





The SOL game

- ◆ Designed to start a conversation about ownership with students, parents, teachers and school leaders.
- ◆ Statements organise the discussion in groups.
- ◆ Mixed groups; students, parents, teachers and school leaders several options
- ◆ The statements are about the behaviour of students, teachers and the organizational properties.
- ◆ The game is played twice: Here and Now & Future



1

Control over the curriculum

**Student
card**

2

Control over assessments

**Student
card**

3

Control over time and timetable

**Student
card**

4

Control over place and timetable

**Student
card**

5

Reflective learning

**Student
card**

6

**Mentoring and
personal development**

**Student
card**

1

Giving control to the students

**Teachers'
card**

2

**Learning strategies
and differentiation**

**Teachers'
card**

3

Degree of formative assessment

**Teachers'
card**

4

Mentoring and personal development

**Teachers'
card**

5

Collaboration in the team/school

**Teachers'
card**

6

Professional development

**Teachers'
card**



1

The timetable

**Organisation
card**

2

ICT

**Organisation
card**

3

Building

**Organisation
card**

4

Task allocation policy

**Organisation
card**

5

Decision-making

**Organisation
card**

6

Allocation of roles

**Organisation
card**

How to play the SOL game?



DISCUSSION

QUESTIONS

Here and Now:

- Can you explain your choice?
- Why do you think this statement fits best with our school?
- Can you mention a concrete example of your school that fits this statement?



DISCUSSION

QUESTIONS

Future:

- What would education look like in the ideal situation?
- Why did you choose this statement? Can you explain your choice?
- Why do you think this is important for the future?



Global school culture?



C. TAXONOMY OF OWNERSHIP

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

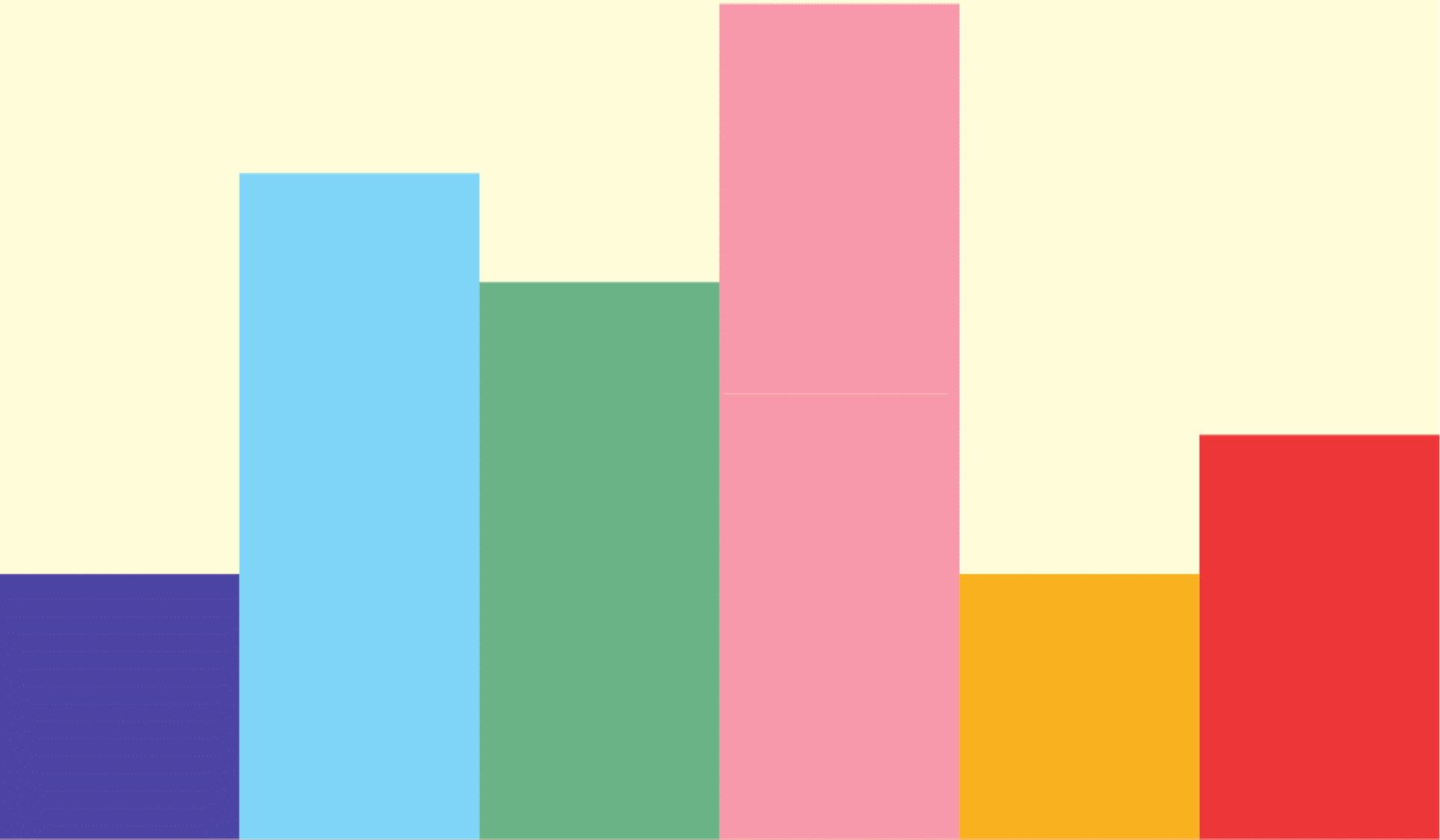


C. TAXONOMY OF OWNERSHIP

In our model we describe 6 types of schools where “ownership” has a different meaning and creates a different practise.



3. TAXONOMY OF OWNERSHIP



FORMAL

The traditional school

The distribution of roles and tasks in the school is traditional

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

- Formal rules take centrestage.
- The teacher takes the lead and the students follow in what befits a natural setting.
- 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.



PRAGMATIC

The warm-we are family-school.

Roles, tasks and responsibilities
are assigned in ad hoc.

Roles, tasks and responsibilities are assigned in ad hoc.

- Pragmatic culture: solution-oriented, reactive and smooth and informal operation.
- Personal relationships are valued. There are old faiths. “ We know each other.”
- There is room for informal moments.
- Sports club, entertainment committees and the excursion teams play an important role in the school.
- Class representatives have a say.
- Warm atmosphere and agreeable workload allocation.
- Responsibilities are shared on the belief that many hands make light work.
- Some students obtain more freedom to act based on their familiarity with particular teachers.
- There is a feeling of security and risks avoidance.
- The culture is intuitive and is highly internalized.
- Experience is applied to avoid waste of energy.



STRATEGIC



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

The modern school: 'A well oiled machine'

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

- Everyone's roles, tasks and responsibilities are clearly defined.
- Task allocation is goal oriented.
- Education prepares the student for the outside world.
- There is a culture of recognized differences.
- Being a team player is a core value of the school.
- Assign tasks based on talents, specializations and individual strengths.
- The prescribed and assigned tasks are cyclically evaluated.
- Students have clear roles and responsibilities eg student councils, school associations, or cleaning schedules.
- The learning process is well organized.
- Homework, lesson objectives, testing, teaching content and exam requirements are clearly defined.
- The long term development of pupils is core.



INCREMENTAL



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

The conscious school

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

- Envisions a continuous development of individual attributes.
- Top-down and bottom-up initiatives.
- Pragmatic and strategic.
- Enhances growth and personal development of students.
- Leadership of students is recognized and appreciated.
- Speaks out on positive expectations on students performance and personal attributes.
- Ideas are welcomed.
- Emphasis is more on people and their capacities than work and tasks.
- Students participate in extracurricular activities. A wide variety of choices exists.
- Trust is a core value.



COMPETENT



Here the ownership is more shared than divided.

The school of recognition

Here the ownership is more shared than divided.

- Ownership is more taken than given.
- Enhanced bottom-up approach.
- The process is more natural than planned.
- Ownership at all levels of the organization and goals
- A more professional culture where people address each other openly.
- Symbiotic relationships.
- Ambitious and energetic.
- Opportunities and social enterprise.
- Power of Collective Ambition.
- Intuitive and independent.
- Everyone has a developmental perspective, talent is recognized and appreciated.
- The power of the initiatives.



CULTURAL



Shared ownership is deeply anchored in practice and thinking.

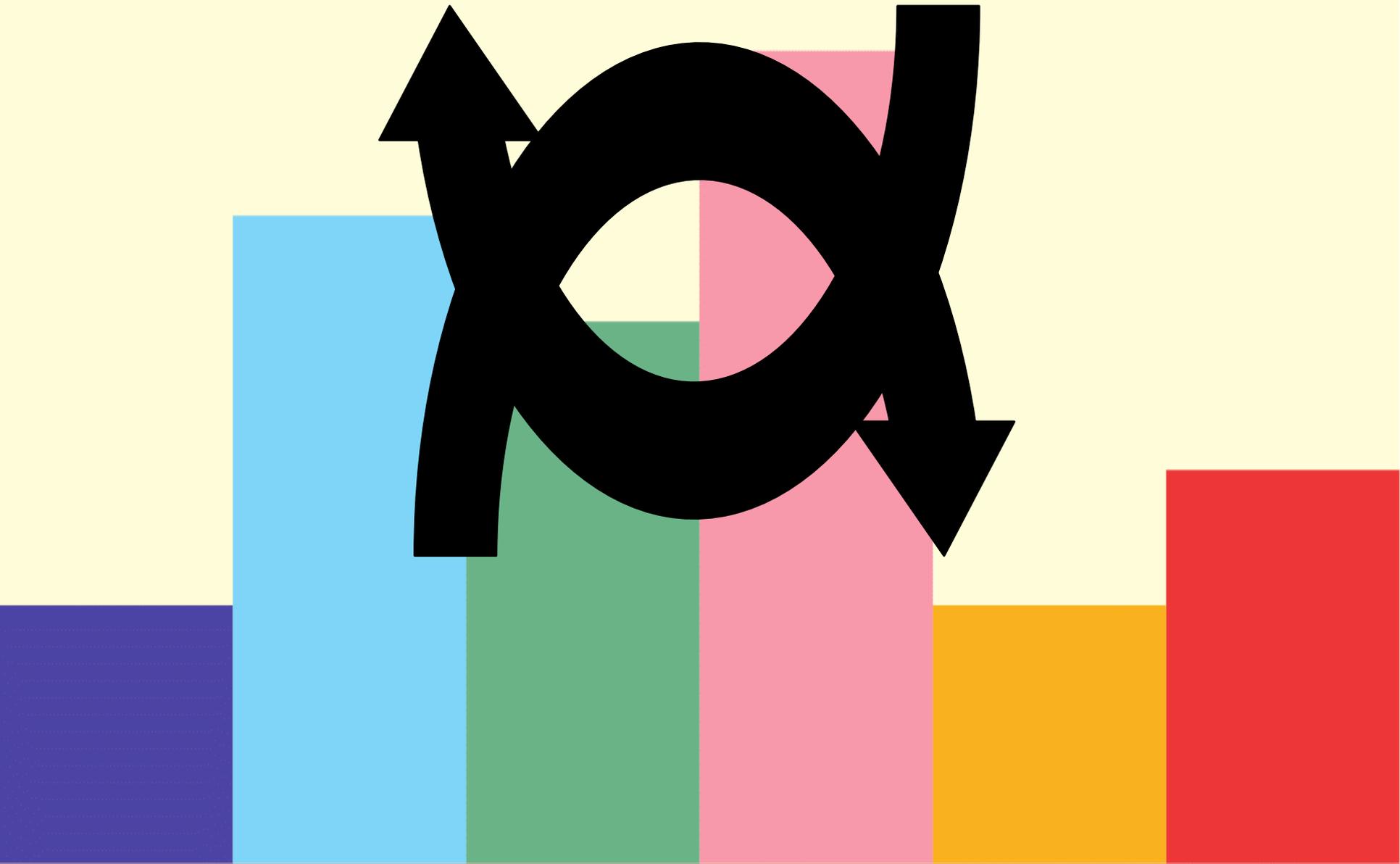
The sustainable school

Shared ownership is deeply anchored in practice and thinking.

- Intuition controls the steering process.
- Naturally shared and embedded in culture.
- The question is more of “what” than “who”.
- First, activities, then roles.
- Relationships are spontaneous and collaborative.
- Who leads or follows depends on the subject, task or situation.
- A community of people working together.
- Activities are done through a shared ownership mentality.
- A professional learning community; where learning from and with each other is central.
- Student Ownership is a core value.



3. TAXONOMY OF OWNERSHIP



3. TAXONOMY OF OWNERSHIP

FORMAL

The distribution of roles and tasks in the school is traditional

INCREMENTAL

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

PRAGMATIC

Roles, tasks and responsibilities are assigned in ad hoc.

COMPETENT

Here the ownership is more shared than divided.

STRATEGIC

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

CULTURAL

Shared ownership is deeply anchored in practice and thinking.



What type of school was your
own secondary school?

Discussion in couples.



What type of school is the school that you are working with now.

Discussion in group of 3/4.



How does the taxonomy of schools look like in your country of origin?

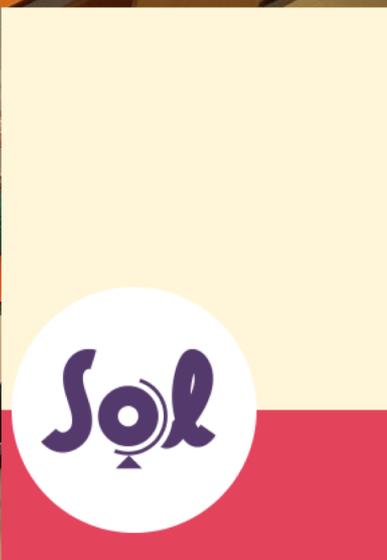
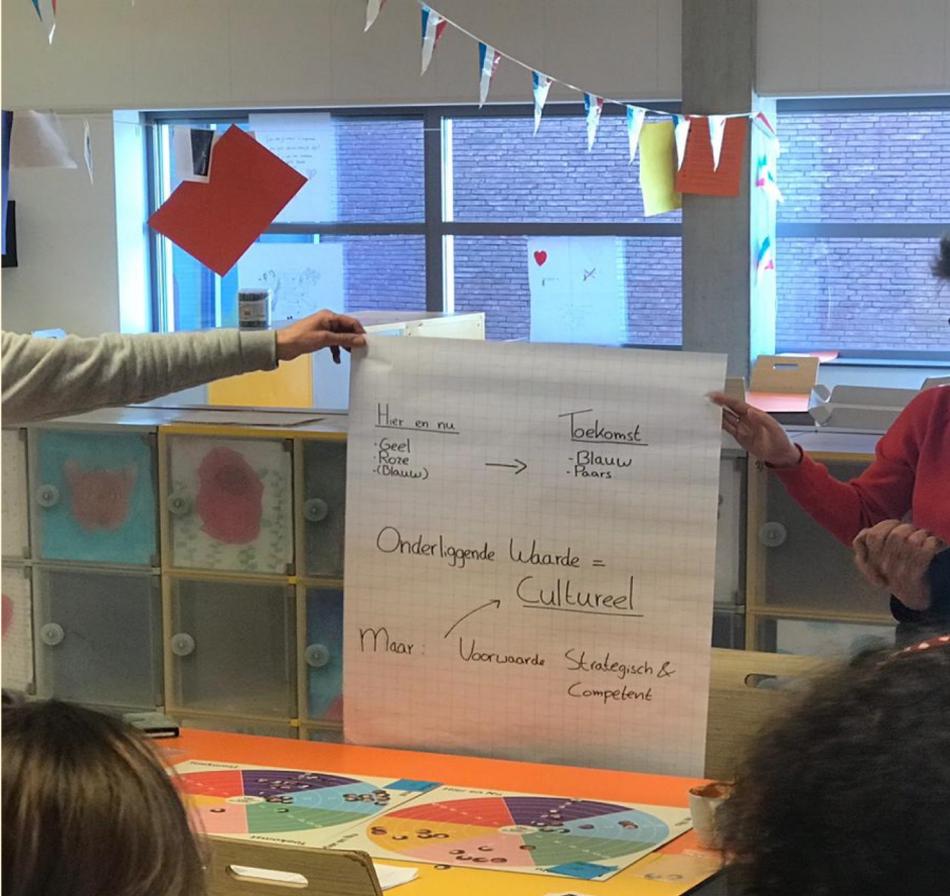
Discussion in group of 3/4.



How does the taxonomy of schools look like in your country of origin?
And is in the future?.....

Discussion in group of 3/4.





Data results (digital form) after playing the game

BORD 1

Totaal Hier en Nu	1	2	3	4	5	6	1	2	3	4	5	6	Totaal Toekomst
9		1	2	1	2	3							0
15	1	1	4	5	2	2							0
6		4			1	1	3		4	6			13
5	4				1		1	3			5	5	14
0							1		2		1		4
1	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

Totaal Hier en Nu	1	2	3	4	5	6	1	2	3	4	5	6	Totaal Toekomst
13	4	1	1	4	1	2							0
11	2	1	5	2		1							0
10		4			3	3	2	1	4	4		1	12
2					2		4	4	1		4	3	16
0									1	2	2	2	7
0								1					1

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
7	4				3		7	9	1		10	10	37
2	1					1	1		4	5	4	2	16
3	2				1		2	5			1	1	9



Data results: total views in graphics and numbers



SchoolNaam

Vathorst college

SpeelDatum

Meerdere selecties

KaartType

Alle

StellingOmschrijving

Alle

BordNr

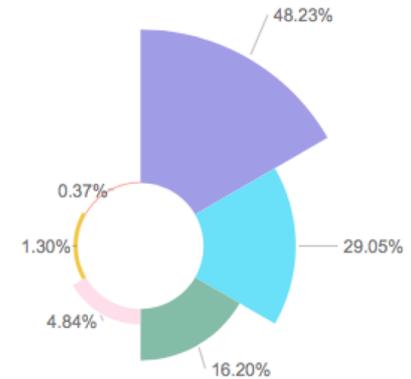
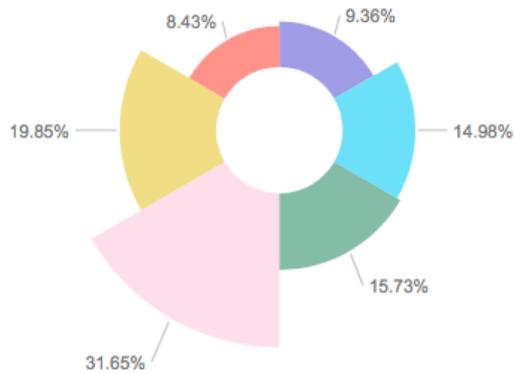
Alle

Hier en nu

Toekomst

● Cultureel
 ● Competent
 ● Incrementeel
 ● Strategisch
 ● Pragmatisch
 ● Formeel

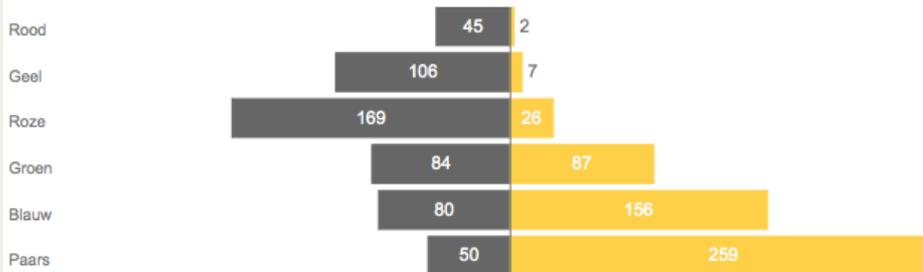
● Cultureel
 ● Competent
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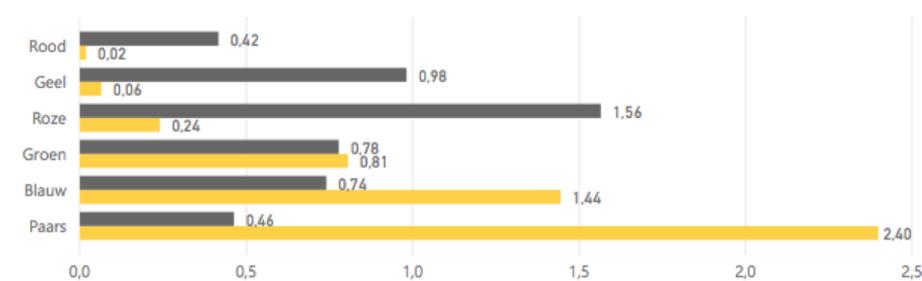
Verskil Hier en Nu vs Toekomst

Gemiddeld Aantal Per Kleur

● Hier en Nu
 ● Toekomst



BordType



Data results: graphics student statement cards



Data results: statement visual reports



Leerling

SchoolNaam

Vathorst college ▾

SpeelDatum

Alle ▾

BordNr

Alle ▾

Kleur

Alle ▾

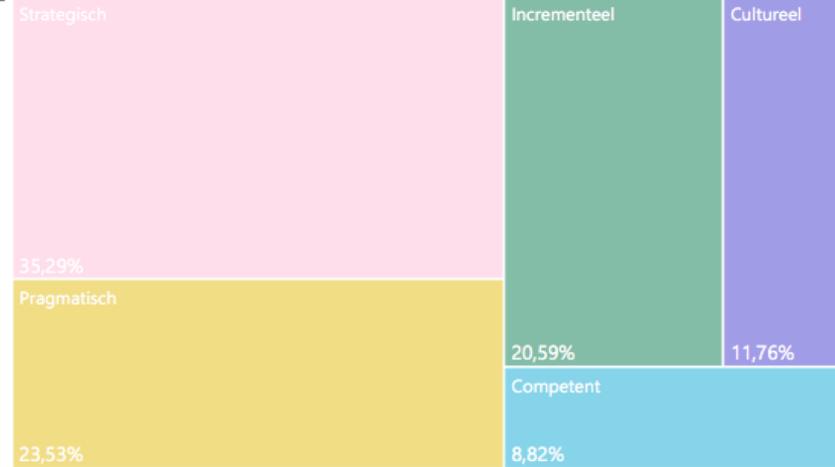
Regie over leerstof

AntwoordOmschrijving	Aantal
Wat ik leer staat vast. Wanneer ik leer en hoe ik leer, plan ik samen met mijn mentor/coach.	7
Wat ik leer bij een vak, wanneer ik dit leer en hoe staat vast.	0
Wat en hoe ik leer staat vast. Ik kies een paar keer per week aan welk vak ik extra wil werken.	12
Wat en hoe ik leer staat vast. Als ik klaar ben, mag ik kiezen aan welk vak ik werk.	8
Ik bepaal zelf wat, wanneer en hoe ik leer. Op mijn verzoek begeleidt mijn mentor/coach mij daarbij.	4
Ik bepaal zelf wat, wanneer en hoe ik leer. Mijn mentor/coach begeleidt mij daarbij.	3

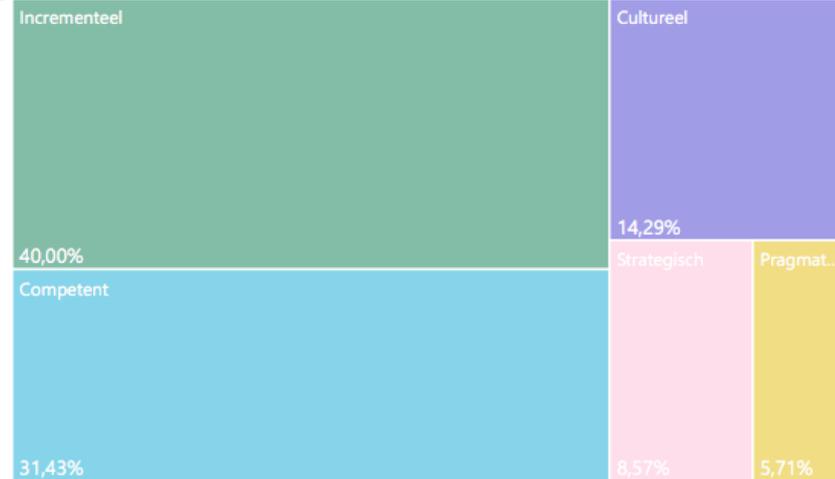
Regie over leerstof

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Wat ik leer staat vast. Wanneer ik leer en hoe ik leer, plan ik samen met mijn mentor/coach.	14
Wat ik leer bij een vak, wanneer ik dit leer en hoe staat vast.	0
Wat en hoe ik leer staat vast. Ik kies een paar keer per week aan welk vak ik extra wil werken.	3
Wat en hoe ik leer staat vast. Als ik klaar ben, mag ik kiezen aan welk vak ik werk.	2
Ik bepaal zelf wat, wanneer en hoe ik leer. Op mijn verzoek begeleidt mijn mentor/coach mij daarbij.	5
Ik bepaal zelf wat, wanneer en hoe ik leer. Mijn mentor/coach begeleidt mij daarbij.	11

HIER EN NU



TOEKOMST



Data results: statement visual reports



Docent

SchoolNaam

Vathorst college ▾

SpeelDatum

Alle ▾

BordNr

Alle ▾

Kleur

Alle ▾

De mate van formatief leren

AntwoordOmschrijving	Aantal
Leerlingen leren individueel in een klassikale setting. Ze werken toe naar een schriftelijke eindtoets.	2
Leerlingen leren individueel en in een klassikale setting. Ze werken toe naar verschillende soorten eindopdrachten en eindtoetsen.	7
Leerlingen leren individueel en door samen te werken. Eindopdrachten en toetsen sluiten hierop aan.	13
Leerlingen leren formatief door reflectie, feedback en samenwerkend leren. Leerlingen leren structureel en spontaan van en met elkaar, in interactie met docent/coach.	9
Leerlingen leren formatief door reflectie, feedback en samenwerkend leren.	5
Leerlingen leren door structureel samen te werken, feedback geven en krijgen is daar een onderdeel van. Leerlingen worden beoordeeld op inhoud, vaardigheden en het leerproces.	9

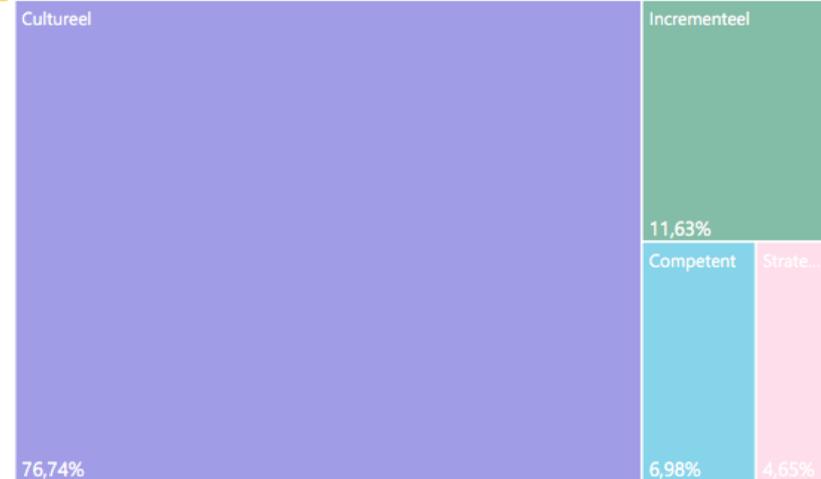
De mate van formatief leren

AntwoordOmschrijving	Aantal
Leerlingen leren individueel in een klassikale setting. Ze werken toe naar een schriftelijke eindtoets.	0
Leerlingen leren individueel en in een klassikale setting. Ze werken toe naar verschillende soorten eindopdrachten en eindtoetsen.	0
Leerlingen leren individueel en door samen te werken. Eindopdrachten en toetsen sluiten hierop aan.	2
Leerlingen leren formatief door reflectie, feedback en samenwerkend leren. Leerlingen leren structureel en spontaan van en met elkaar, in interactie met docent/coach.	33
Leerlingen leren formatief door reflectie, feedback en samenwerkend leren.	3
Leerlingen leren door structureel samen te werken, feedback geven en krijgen is daar een onderdeel van. Leerlingen worden beoordeeld op inhoud, vaardigheden en het leerproces.	5

HIER EN NU



TOEKOMST





*This educational game is created by and for educators.
Commissioned by Foundation Student Ownership of
Learning (SOL)*

*Visual reports and data analysis after a game session are
optional.*

*Check **www.studentownership.com***



Our sessions this week at ICSEI 2020:

Thursday 09-01-20 11.00 - 12.30 h:

Mogador Palace - Zilis room

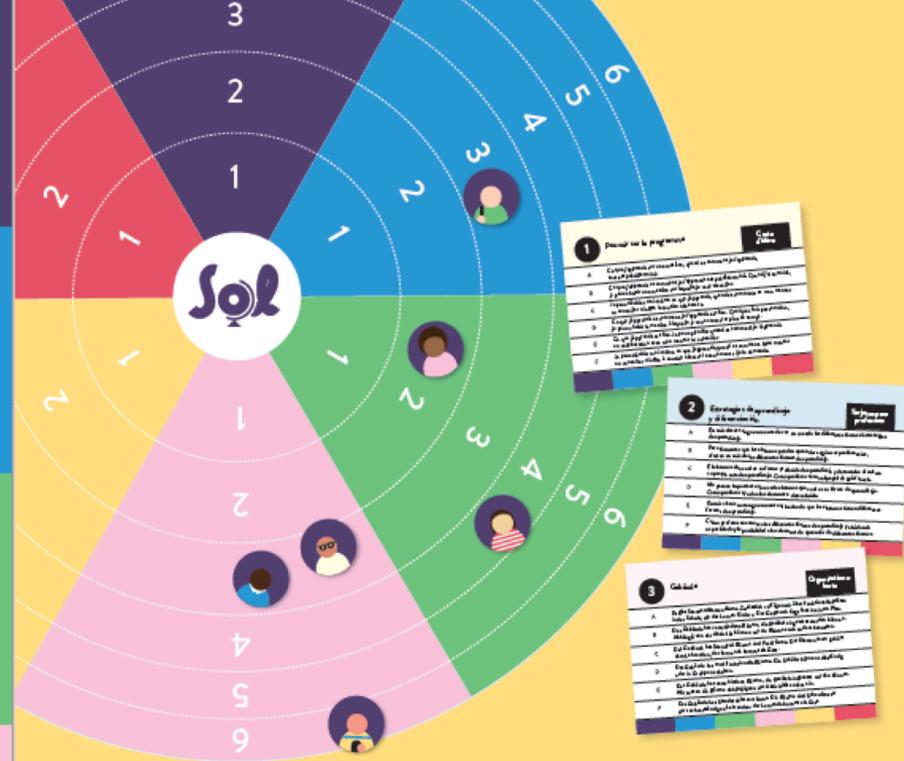
Paper session about creating a world wide network about
“Ownership of Learning”



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