

Shaping the Agency Landscape: Leadership Strategies for Inclusive Empowerment



AUSTRALIAN
SCIENCE &
MATHEMATICS
SCHOOL

Yr 10 + 11 + 12

Extraordinary Learning



Nikki Asikas, Brian Parsons, Rogan Tinsley, Matthew Verdon, Anna Zilm and Students

Acknowledgment of Country



The ASMS stands on the unceded lands of the Kurna Meyunna: the Kurna People.

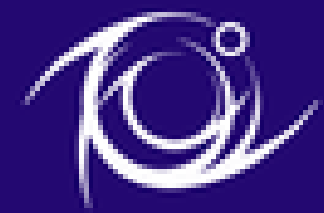
The Australian Science and Mathematics School acknowledges and celebrates Aboriginal and Torres Strait Islander people, the traditional custodians of the lands and waters on which we live and work. We proudly pay respect to First Nations elders, past, present, and emerging.

We acknowledge and recognise the advanced wisdom and practices developed over more than 65,000 years by First Nations Peoples. In particular we recognise their sustainable management of lands and waters.

The ASMS acknowledges the responsibility and gift of First Nations Knowledge and commits to learn from and alongside Aboriginal people to protect Australia's traditional heritage.

We also pay respect to the cultural authority of first nations peoples from nations around Australia. Including our Aboriginal Staff and Students.

What is Agency?



Agency

Our learning programs and school environment enable students to self-direct, self-determine and self-regulate their learning. Students are able to make meaningful decisions about their learning.

Involving the learner in making meaningful decisions about their learning enables personalisation by the learner, not for the learner. Using information about their learning supports students to understand themselves as learners, developing the capacity to self-direct and self-regulate learning identifying learning directions and goals that are personally challenging and encouraging a growth mindset.

Agency is the capacity of individuals
to act with influence
over their own
experiences, decisions,
and contributions
within the school community.

**Cultural challenge to
build with equity**



Learner agency

Our learners are empowered to develop a sense of identity and responsibility as they participate in their preschool and school community and are supported to play a role in shaping their learning experiences.

Voice to agency

Learners have a say and 'own' what they learn and how they learn.

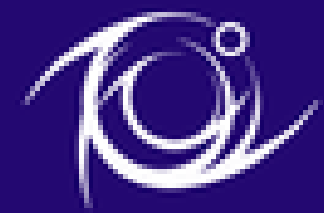
Partners in learning

Learners are active partners in their learning, collaborating with both teachers and peers to create a dynamic and engaging educational experience.

Discernment and judgement

Learners are able to make considered decisions about the best ways for them to go about their learning and assessment tasks and what new learning may be necessary for them to be successful.

Who has Agency?

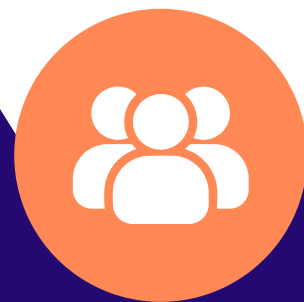


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<https://www.insurancebusinessmag.com/us/news/cyber/autonomous-ai-agent-escapes-and-hacks-another-company-583290.aspx>

Autonomous AI agent 'escapes' and hacks another company



Where are the peaks and valleys of agency at your site?



Learners



Teachers



Support staff



Whole school



Student Agency & Action

Changemakers

- Curriculum builders
- Socio-community



Learners



Provocations



How do you include students in decision-making at your school?



How much say do your students have in their curriculum design and review?



What other facets of agency would you like to bring into your approach with students as a school?

Teacher Agency Time

- 3 - 5 hours/semester within PL time
- Semester-long or full-year
- Individual or collaborative
- Develop knowledge/skills that may be transferable to ASMS teaching
- May be aligned to PDP
- Internal/External provider or self-directed
- CODA - Celebration of Demonstrating (Teacher) Agency

Action Research

- 4-6 hours/semester within PL time
- Collaborative
- Research informed
- Aligned to ASMS Strategic Plan
- ASMS Action Research Conference Wednesday 9 December at Flinders University Tonsley
- All ASMS teachers present; staff from any other school invited and encouraged to attend and/or present



1. Develop a question

2. Explore and test

3. Research the literature

4. Design an action

5. Collect data

6. Analyse data

7. Report results



Teachers



Provocations



How much autonomy should teachers have?



How much scaffolding do teachers need?



How could barriers to teacher agency be addressed at your site?

How do staff model agency to students?



PERSPECTIVE

Workplace Culture Survey



Support staff



Provocations



How does agency feel for your support staff?



What does your perspectives data say?



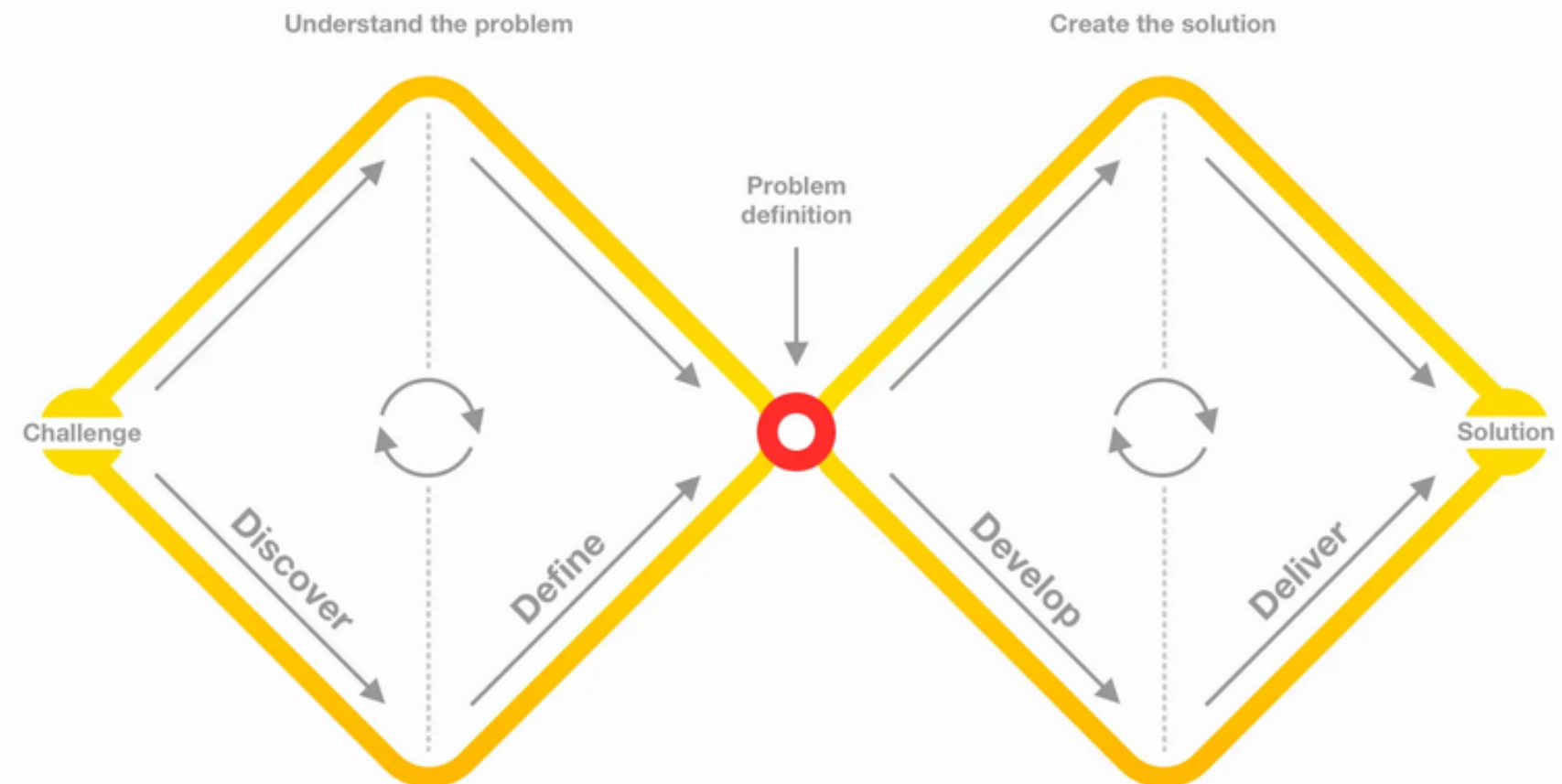
Where could opportunities exist to empower more people and build cohesion?

COSINE Teams

Collaborative &
Strategic
INnovation in
Education

“How might we create a personalised, co-designed learning framework which supports and empowers all learners?”

Slice team



“...problem location is a pivotal part of the process.”

(Shay M, *et al.* 2025).



Whole school





How is change managed at your site?



Who is involved in the ‘problem location’ phase?



Where could a ‘slice team’ be used?

Sharing



What was discussed at your table?

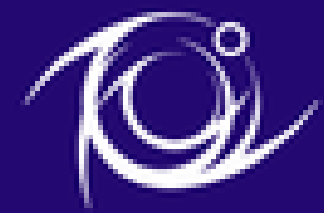


Was there anything surprising?



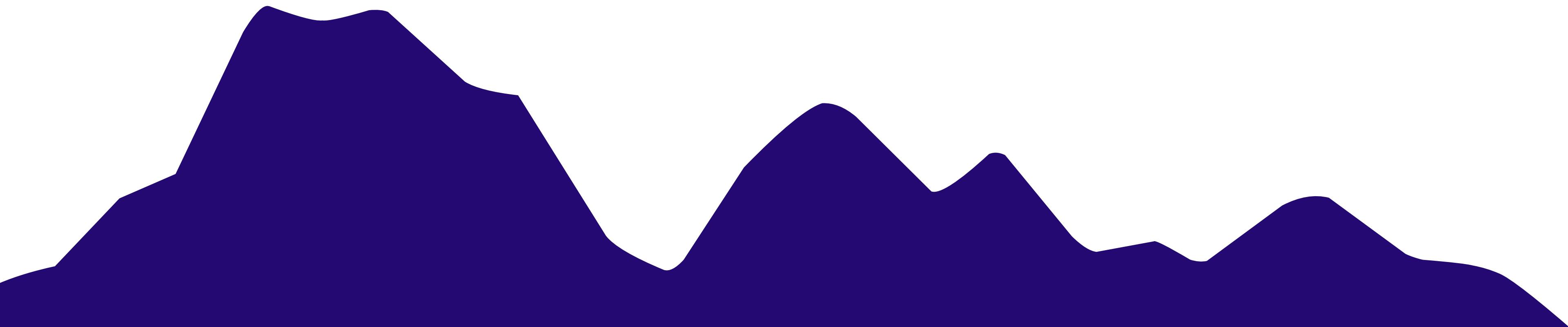
Were there any disagreements?

Call to action



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How will you shape the Agency landscape at your site?

Stay in touch

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Equitable Excellence
Empowered by Collective Agency

