



SYMPOSIUM BREAKOUT SESSION
TUESDAY, OCTOBER 26, 2021 | 2:30-2:40 PM ET

How Schools Can Help Cultivate Learner Identity and Agency

PRESENTERS:

- Bennison Ntsakey, Brooklyn LAB
- Amir, El, Senior, Brooklyn LAB
- Joseph South, ISTE



How Schools Can Help Cultivate Learner Identity & Agency

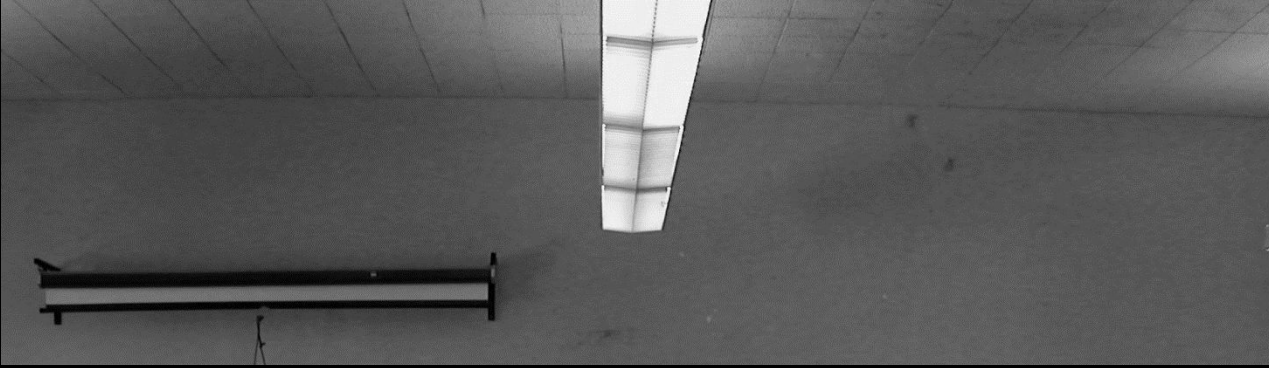
Joseph South
ISTE Chief Learning Officer
International Society for
Technology in Education
@southjoseph

Bb Ntsakey
Senior Director, Academics
Brooklyn Laboratory
Charter Schools
@BklynLabSchool



A young man with dark, curly hair is shown in profile, looking down and to the left with a thoughtful expression. He is wearing a black t-shirt with an orange lanyard around his neck. The background is a blurred school hallway with other students and a whiteboard.

in school vs out of school



Achievement-oriented
Rules-compliant
Content-focused



Experience oriented

Self Directed

Interest focused





Can bring their **whole selves**? Where they fully belong?

Can become experts **right now** in something they **really care about**? And gain confidence **learning on their own**?

Can begin **shaping the world** they want to live in?

Purpose-Driven Expertise



Purpose



Expertise

What is Purpose?

Purpose is a stable intention to accomplish something that is both meaningful to the self and of consequence to the world beyond the self.”

Three components:

1. **Goal-directedness** -- A long-term aim that provides an inspiring and enduring sense of direction.
2. **Personally meaningful** -- Highly motivating. Commitment of time, energy, and resources toward its pursuit.
3. **Beyond the self orientation** -- Inspired by a desire to make a difference in the “broader world.”

Purpose can exist entirely outside of school, but it shouldn't.

Increased hope, life satisfaction¹ & positive affect²
Increased academic engagement³ & success⁴
Increased resiliency & internal locus of control⁵
Individuals with purpose report that their school work is more meaningful⁶

¹Bronk, Hill, Lapsley, Talib, & Finch, 2009 | ²Burrow, O'Dell, & Hill, 2010 | ³Liang et al., 2017 | ⁴Benard, 1991; Hill, Burrow, & Bronk, 2014; Pizzolato, Brown, & Kanny, 2011; Solberg, O'Brien, Villarreal, Kennel, & Davis, 1993 | ⁵Yeager & Bundick, 2009

What is Expertise?

Expertise -- “Practical mastery of a skill or domain.”

Three components:

1. **Applied** -- Expertise is characterized by being able to accomplish something in the world, not just know about it.
2. **Interrelated** -- Knowledge structures connect concepts, examples, and contexts.
3. **Adaptive** -- Expertise can be broadly applied and transferred to new situations.

How do you develop expertise?

1. **Deliberate practice** -- Specific, sustained effort focused on application and improving upon areas of weakness
2. **A knowledgeable mentor** -- Feedback from someone who has mastered the domain and can spot areas for improvement
3. **Metacognitive development** -- Developing an awareness of your own thought processes so you can plan, monitor, and assess your own understanding and performance

Purpose-Driven Expertise



Purpose

IDENTITY



Expertise

AGENCY



**BROOKLYN LAB
CHARTER SCHOOL**

Back to School

LEARNER IDENTITY & AGENCY GUIDEBOOK

This Guidebook unpacks how to develop student identity and agency to provide more equitable and inclusive learning environments for all students. It aggregates the leading research, thinking, and strategies from experts in sociology, psychology, special education, educational equity, social justice, and student-centered education to support educators in this work.



Version 1: August 24, 2020



DR. ANINDYA KUNDU
Education Sociologist | Educator | Author



Character LAB



Dezudio

www.equitybydesign.org/identity-and-agency-guidebook

This will be the most challenging school year we have ever faced. Yet, it's an opportunity to do things differently. This moment—during an international pandemic, ongoing systemic racism, and an economic downturn—is a chance to reimagine the power dynamics of education and intentionally design schools that affirm and develop students' authentic identities, personalize learning, and cultivate agency.

Together with partners from across the country, we're building a Guidebook that outlines the leading research, resources, and strategies to provide the building blocks to deliver school environments that are identity affirming, student-driven, culturally competent, equity focused, and aligned with scholar interests and passions.

We anchored this work with the question:

What would it look like if Brooklyn LAB students developed their identity and agency to shift the locus of control and successfully navigate complex life and learning transitions?





SYMPOSIUM BREAKOUT SESSION
TUESDAY, OCTOBER 26, 2021 | 2:30-2:40 PM ET

How Schools Can Help Cultivate Learner Identity and Agency

PRESENTERS:

- Bennison Ntsakey, Brooklyn LAB
- Amir, El, Senior, Brooklyn LAB
- Joseph South, ISTE



The background is a collage of various images from the Aurora Institute Symposium 2019, including people networking, presentations, and group photos. The text is overlaid on this collage.

AURORA INSTITUTE *Symposium*

OCTOBER 25-27, 2021 | VIRTUAL

“Leading Competency-Based Education Redesign”

Thank you for joining us!

Share Your Thoughts.

Participate in our one-minute poll (link in chat box).