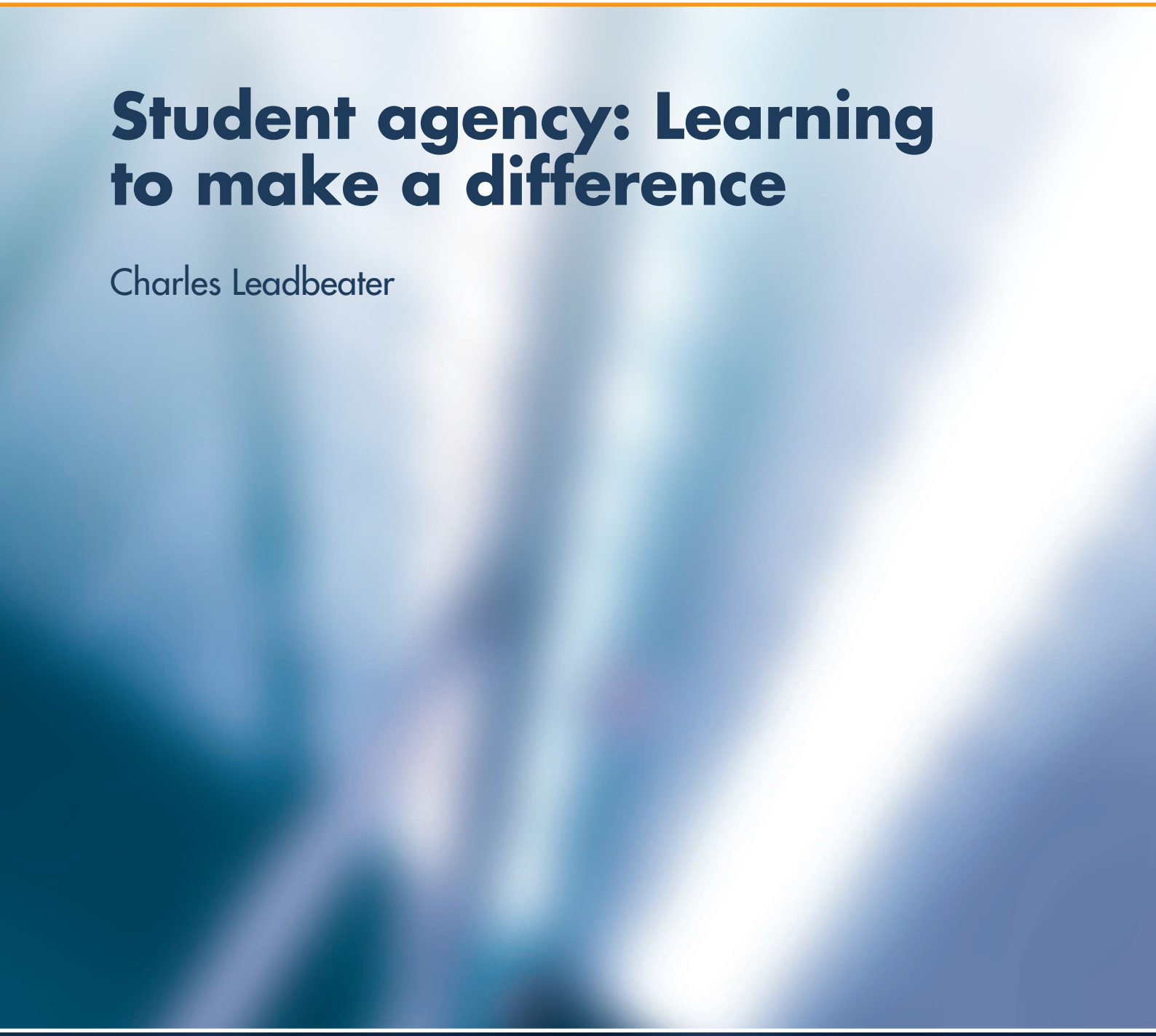
CSE CENTRE FOR STRATEGIC EDUCATION
Leading educational thinking and practice

Student agency: Learning to make a difference

Charles Leadbeater



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Students as agents of change

In a world made more volatile and uncertain, increasingly driven by innovation and entrepreneurship, in which change can emerge suddenly and scale rapidly, we need to equip young people to solve complex problems together and to take opportunities that are not immediately obvious.

They need to be adept at sensing opportunity, forming their own goals, taking risks and making investments, recovering from setbacks and learning how to collaborate with others to solve complex problems that defy easy categorisation. They need to learn how to prosper by not doing the routine tasks at which robots will excel.

We need a new sense of what it means to be well educated in a world that is more fragile and fractured, subject to exponential technological change and yet deeply stuck in terms of social mobility and life chances. In this paper I argue that student agency should provide that shared sense of purpose.

Students should emerge from education as purposeful, reflective responsible agents, investing themselves actively to achieve goals they devise and endorse to shape the future for the better.

Too much schooling does not fully develop these capabilities for responsible, autonomous and collaborative action. Too few students understand and endorse the goals of education, which seem to be set by distant powers and enshrined in standardised test scores. Too many students feel school is demoralising and demotivating. They are physically present but too often are psychologically absent. They learn to do what is required to pass the test, but dutiful diligence is not the same as robust, reflective resilience in the face of a difficult challenge.

To develop students who are rounded, capable agents it is not enough for students merely to be active rather than passive. Chaotic, ill-structured activity with no sense of purpose, uninformed by knowledge of theory and practice, is neither good for learning nor for a sense of agency.

Nor is it enough for students simply to make choices between different alternatives, as if they were consumers. Student agency is not the same as child-centred education, in which children choose what they want to do and a thousand flowers bloom (or wilt). Agency requires students not just to make choices but to make investments in pursuing their goals.

Acting means casting yourself into a future that is uncertain and so involves taking risks. Action is the bridge between the past – what you know and where you start from – and what you want to bring into being. We need more students capable of taking that step responsibly, with purpose, together. It is not what you know that counts but what you can do with what you know, with other people, to take opportunities, create value, solve problems and make a difference. Knowledge comes to life when it is married to purpose and action.

First, let me explain what I mean by agency and then let me outline what education would have to be like to ensure children emerge as confident, able, responsible agents of change.

Action is the bridge between the past – what you know and where you start from – and what you want to bring into being.

The roots of agency

Agency is about acting rather than to be acted upon; shaping rather than to be shaped; and choosing rather than to accept choices decided by others. That requires an orientation toward the future, a meaningful plan, an awareness of one's environment and the ability to connect and collaborate with others. The idea that this should be at the core of a good education is not new, but it takes on added significance in an environment in which the power to change the world has never seemed more concentrated – in the hands of the wealthy and large corporations – and yet more dispersed – in the hands of citizens and movements with the power to organise themselves.

One vital inspiration for these ideas is John Dewey's (1938) argument that students should develop a powerful sense of self control, one that is ordered by intelligence and purpose. Freedom is the power to frame your actions with a purpose and to devise and execute a plan to achieve that purpose – in other words, agency. Finding that purpose should be a vital part of education. Purpose is not just an impulse or a desire; it has to translate into a realistic plan of action based on foresight and observation. Intelligent, reflective activity is the basis for freedom according to Dewey.

Similar themes run through the work of Brazilian pedagogue Paulo Freire, who argued that education should equip students with a critical consciousness of the world and how they could make a difference to that world. Freire argued (1974) that learning should be a participative, interactive and dialogic process, leading to a dynamic combination of reflection and action. Reflection is vital to ensure action is intelligently and thoughtfully directed. Only then would people learn to become 'beings for themselves', Freire argued. Reflective action involves both careful observation of the world but also reflection on the problems and challenges that learners want to address. Education should be organised around a process of 'problem posing', setting challenges to organise learning around. Education should encourage young people to ask 'I wonder?'

For Freire, as with Dewey, action requires purpose, reflection and dialogue because it takes place in a social setting and invariably requires cooperation to succeed. Action without reflection is chaotic activism. Reflection and theory without action is all talk. Individuals only ever take effective action in a social setting. Agency is invariably co-agency: something that is undertaken with others.

A contemporary development of these ideas is the capabilities approach to human development, associated with the work

of development economist Amartya Sen and moral philosopher Martha Nussbaum (2011).

The capability approach focuses on what people need in order to live lives that they value. That is not just a question of income, consumption, happiness and utility. The capability to live a good life is defined by a set of 'beings and doings' like being in good health, being able to move around freely and to affiliate with other people. Developing this capacity for freedom should be the purpose of education.

Sen's (1999) approach emerged from his criticism of overly narrow, mechanistic and utilitarian accounts of development focused on individual income and GDP. It is not enough for people to have incomes, goods and rights, Sen argued; they need the capabilities to turn these ingredients into a life worth living. It is not enough to have a commodity like a bike, what matters is whether people can bicycle, and bicycling is probably less important than whether people are in good health and move around safely. Sen's distinction between commodities and capabilities also applies to education: it is not enough to have qualifications that are traded in the jobs market. What matters is what you can do with those qualifications and the knowledge that lies behind them.

These ideas are echoed in more recent research into psychology and learning. Angela Duckworth, in her 2016 book *Grit*, shows how students succeed in a wide range of fields, through a process of determined, reflective and purposeful practice. Successful athletes, chess players and students seek out feedback, reflect on what they have been told and then respond to it methodically to improve their performance. The most successful people in many fields engage in 'deliberate practice'. They do not give up when they get negative feedback but nor do they plough on unthinkingly. They reflect, create a plan, deliberately practise to improve their performance and they try again. *Grit* is an account of how students become better in action by reflecting and practising deliberately, setting out to identify goals, understand problems, make plans to improve and learn in action.

Resilience is both an individual capability and a feature of teams and communities. The best way to become a better swimmer, Duckworth says, is to be part of a very good swimming club that will raise your ambitions and standards and support you while you improve. People become more effective agents together, when they are supporting, encouraging and challenging one another. We find our identity and purpose in and through the relationships we have with others.

Carol Dweck's (2006) work on the 'growth-mindset' complements Duckworth's. People with a fixed mindset believe their talents and intelligence are already fixed and so too is their capacity to learn. They tend to consolidate what they already know and what they are already good at, rather than developing new capabilities. Students with a growth mindset, Duckworth argues, see themselves as open to development. A belief in one's agency – the capacity to learn – is fundamental to learning. Learning and agency have a circular, reinforcing relationship.

Resilience is both an individual capability and a feature of teams and communities.

These diverse contributions from economists, philosophers, psychologists and educators point to a set of common themes that education should be organised around if it is to develop young people as capable of making change.

- They should be able to develop a sense of **purpose**, posing problems, setting goals, seeing opportunities, framing what they understand as living well.

- Through intelligent and planned **action** they need to learn how to take initiatives in the real world to achieve their goals.
- To achieve their goals their action has to be **reflective**; they have to learn from feedback, to apply theory and incorporate deliberate practice to improve.
- Capable agents should have a sense of **responsibility** for their actions, including an ethical sense of acting in the right way, in relation to other people and doing what they commit to.
- This is a deeply **personal** undertaking but also a **social** one: it involves dialogue, discussion and feedback, both to frame shared goals and intentions and to cooperate to achieve them. Agency is invariably co-agency: individuals cooperating to achieve shared goals. Establishing and holding people to shared goals is in itself a vital skill.
- All of this depends on the development, application and combination of different kinds of **knowledge**, both practical and theoretical, explicit and tacit; but it also requires a wide range of other personal and social capabilities, from resilience to empathy and collaboration.

Let's develop those ingredients in a little more detail.

Purpose is a broad and sustained intention to accomplish something one finds meaningful, to oneself but also to a wider world.

Four components of agency

Four components are essential to students becoming agents of change.

First, they should be purposeful

They should learn because they have set themselves goals that they choose and endorse, and which they pursue intentionally. Purpose helps make learning meaningful, and so motivating. Developing a sense of purpose is essential for students to learn what matters to them, and so what matters to learn.

Purpose means having a sense of directedness that provides one with goals and with a sense of meaning. Purpose is a broad and sustained intention to accomplish something one finds meaningful, to oneself but also to a wider world. Purpose drives life goals and daily decisions, by guiding finite attention, energy and resources. A sense of purpose helps people to navigate their way through complex, shifting and confusing environments.

Purpose develops slowly, through growth and reflection. Young people need to learn how to create a sense of purpose for themselves, a story about where they are headed and what is important for them.

Second, students should become reflective through learning by doing and in action

Students need to become adept at reflecting on what they are learning and why. They might be learning about themselves: what goals matter to them; what skills and capabilities they have. They might be learning about the world, how it works and what knowledge they need in order to understand and shape it. In the course of pursuing their goals they will learn about how their plans work in the real world and so how to adjust in the light of learning in action. They might be learning about how well they work with other people; how to adjust to their needs and contributions.

Reflective learning involves the use of metacognitive skills to take a critical stance when deciding, choosing and acting. It is the ability to step back from the

assumed, known, apparent and accepted, and to reflect upon a given situation from other perspectives, to look beyond the immediate situation to the longer-term and indirect consequences of action. Reflective capacity is vital to counter the inevitable biases and prejudices that affect our judgements.

Third, students need to make an investment in pursuing their purpose

Agency requires making an investment of time and effort, intellectually and often physically. It also requires persistence to stick at things, to overcome setbacks and obstacles. Making a commitment to a project with an uncertain outcome – a feature of all learning and now a great deal of modern work – involves taking and managing risks. Agency is not just making choices between alternatives, like a consumer. Agency requires investment, effort and capability to make it happen. Children from disadvantaged backgrounds often need more support to make this investment – one that children from more middle class backgrounds might take for granted.

Fourth, students need to learn to take responsibility for their actions

Responsibility is central to a mature sense of agency, to see that actions have consequences and that we have power to affect others, even if only in limited ways.

Responsibility has two main components: an understanding of one's role and what is expected of it; and the belief that personal choices and actions can influence events in life, for better and for worse. To have a sense of responsibility people also need a sense of self-awareness and control; they need a sense that they are able to shape their lives and provide their actions with an underlying narrative.

Being responsible means being accountable and keeping agreements, as well as accepting credit and acknowledging mistakes. Acting responsibly in relation to others means acting ethically.

These four components – purposeful, reflective, responsible investments in learning – need to come together, for students to develop a fuller, deeper sense of agency.

Evolutionary psychologists such as Daniel Kahneman and Jonathan Haidt warn us not to overestimate how much we are in control of what we do. Many of our actions are the result of biases, prejudices, rules of thumb and default positions we take.

Kahneman (2011) argues that we have two systems of thinking: one that is quick, unthinking and instinctual, which we use to navigate daily life; and the other that is slow, reflective and rational, which we can afford to engage only rarely, because it takes so long to work.

Haidt (2012) argues the relationship between our rational, considered decision making and our unconscious is like a rider on a elephant: the rider appears in control but is relatively puny compared with the slow movement and great bulk of the elephant.

None of this means that agency is an illusion but that we should encourage children to learn how to reflect, revise and adjust their judgements in the light of evidence, to avoid reinforcing biases that might blind them to wider possibilities. Children need to become more literate in how they make judgements and decisions.

Children need to become more literate in how they make judgements and decisions.

Levels of agency

Students need to experience a sense of agency at three levels: the individual; the team; and the collective. Agency is invariably collaborative: it is about individuals making their contribution to a shared effort **with** other people.

Individual

Personal agency should focus on the individual as an agent, for example through personalised forms of learning, organised around an individual sense of purpose. This should include the ability to frame and set goals, to plan and keep to deadlines, to adjust to setbacks and regulate emotions. Education should be a deeply personal journey for young people to grow and develop their sense of identity and capability, who they are, what matters to them and what gives them a sense of achievement. Too often education feels like an impersonal experience of fitting into a wider system of levels, exams and grades.

Personal agency is a vital contribution to collaborative and collective agency but also a counterpoint to it. Young people also need to know when to stand out from and against the crowd, to think independently when everyone else is going in another direction.

Collaborative

We find out who we are through what we share and how we differ from other people. One of the most important lessons young people learn as they grow up is that very little of significance can be achieved entirely on their own. Solving complex problems, exploring interesting opportunities, creating valuable work invariably involves the combination of people with different skills, resources and insights. Learning how to work in teams, with others, to address shared challenges will be a fundamental skill in an economy that is more fluid, entrepreneurial and in which organisations are flatter, less hierarchical and more lateral. Young people need to emerge from school with strong experiences of achieving things in teams, whether through project-based learning, drama, sport, outward bounds, or charity work and service learning.

Capable individuals are not self-sufficient loners. They are adept cooperators. Being able to connect with, understand and work with people who are different from you and with whom you may disagree is becoming a vital skill in a world of echo chambers.

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Collective

Finally, young people should understand what it feels like to be a part of something much larger than themselves, a community, a movement, a society, stretching to the global level. This sense of collective, shared agency and responsibility matters for many reasons. It helps individuals to place themselves in a larger social whole; to feel a sense of belonging and identity; shared achievement and purpose. Many of the biggest challenges we face are collective in nature, not least in respect of the environment and climate change. Making a collective impact on complex challenges requires mobilising people across society. That requires systems thinking, to synthesise knowledge from different sources, but also the capacity to connect with people beyond your immediate social circle, who may come from different backgrounds and have different views of the world. Big changes to the world come from coalitions and movements, and understanding how to shift entire systems.

Aspects of agency

Students should learn to develop this sense of agency across four aspects of life, which are often in tension and which need to be resolved if students are to feel a rounded sense of agency.

Moral agents

Developing a sense of moral agency means distinguishing right from wrong and acting on what is right. That means making good on obligations and commitments, to oneself and to others, even when self interest is pulling one in the other direction. That is about keeping promises and not turning your back on those in need.

There are also important connections between knowledge and ethics, which revolve around the role of evidence, expertise, trust and reputation. To be a scientist or an historian is also to be part of an ethical community, respecting evidence and arguments even if one does not agree with them, and being willing to challenge what one has taken for granted. Ethics can be taught through specialised courses but a capacity to distinguish right from wrong and to act accordingly is as much about the norms of community that students belong to.

For individuals, moral agency means understanding how to act on what you as an individual think is right, to develop and follow your conscience and to learn how to keep promises and obligations to others.

In teams, moral agency requires dialogue among a group, to understand how to make shared commitments and to follow shared moral codes of behaviour; for example, to share rewards and to reciprocate when cooperating.

Collective moral agency is about understanding the responsibilities an entire community of which you are part – like a school community – may have to others outside it, especially those who are less fortunate. That matters especially for understanding how to contribute to tackling diffuse and large social challenges like climate change and migration.

Creative agents

Education should help young people develop an understanding of themselves as creative agents, with the power to make things and bring them into the world. This is the foundation of doing good, meaningful work – which is arguably the most important setting for personal growth and self expression.

This sense of learning by making can be very broad, ranging from a film and a play, to making music and making food, to researching a project and making a presentation. At the most basic level it means learning to bring into being something new. That might involve artistic creativity but it might just as easily be a practical, craft skill or for that matter a scientific experiment.

Going to school should be a productive, making activity, in which children learn in different settings what it takes to make great work, especially the process of drafting, revision and refinement, which goes into producing work that is excellent. Making things with what you have learned is a vital way to make learning visible and thus to get feedback.

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This kind of creative agency requires students to link ‘I wonder’ – expressions of imagination and possibility, to – ‘I do’ – how to bring those possibilities into being. It requires both imagination and disciplined, focused action.

At the individual level, creative agency is expressed through personal work, including for example art and design, as well as writing and problem solving. This builds up the 'muscles' for doing good work, which include persistence, resilience and reflective practice.

Collaborative creative agency comes through teamwork, in which good work can only be produced through intensive creative collaboration between people with a mix of skills and contributions.

Finally, collective creative agency stems from being part of a creative community with a shared sense of cause or mission, to which individuals contribute and from which they draw shared strength. Learning to be part of a larger community that makes a longer, deeper and more lasting contribution than your own, is a vital experience both to amplify individual power and to provide it with a context including, for example, a respect for tradition.

The ability to create value that cannot be created by intelligent machines means focusing on human qualities of creativity, empathy and imagination.

Economic agents

Economic agency will be imperative, because many of the jobs available in the current economy, both manual and white-collar, which involve following routines and following rules, may well be automated in the future. This will happen as jobs are broken down into discrete tasks, some of which can be done by machines. In a more fluid, uncertain economy, driven increasingly by innovation using technology, people will need to be more adaptive and entrepreneurial, even within large organisations. The ability to create value that cannot be created by intelligent machines means focusing on human qualities of creativity, empathy and imagination. When machines are skilled at following the script, humans will need to be skilled at making up the script. When machines excel at following the rules, humans will need to spot when the rules need to be put to one side.

In the 21st century economy the most interesting and valuable work will involve non-routine problem solving and human capacities for empathy, care and attention.

Preparing young people to be economic agents does not mean pushing them down a narrow vocational path to a set of jobs that may well not exist in ten years time. It means helping them see how they can create economic value with and for other people in the widest possible sense: how they can make a valued difference to the world.

For individuals this might mean work programs and placements that they choose to develop their understanding of what kind of work appeals to them.

For teams it might mean creating a business together, within the framework of the school, either to provide services within the school or to sell them to customers outside.

Collectively, schools might become modelled more on productive, economic communities. That is true, for example, of Studio Schools and University Technical Colleges in the UK: they are schools modelled more like businesses.

Citizen agency

Learning to be a citizen agent means understanding what it means not just to have rights and responsibilities but how to act on them and make them real with fellow citizens. We can only be citizens within communities of fellow citizens whose rights we also have to acknowledge. To see oneself as a citizen means to acknowledge our membership of a larger community.

Learning about citizenship in a narrow sense might mean understanding the history of rights and responsibilities in relation to the society and state. However, just as important is the experience that young people gain through school as an experience in collaborative self-governance, learning how to govern a community together with teachers and other adults. In most schools good discipline is the result of a form of collective self-discipline and shared governance, which stems from a sense of shared responsibility to and respect for other people.

Developing students as citizen-agents depends on the intelligent and thoughtful exercise of student voice, in which students are knowledgeable and collaborative actors whose insights into and expertise on their own ideas, comments and actions are critical to the development of a full understanding of what transpires and changes at school.

For the individual student, this will mean understanding what it means to have both rights and responsibilities, as part of a larger community that needs rules and norms, but which should also respect people regardless of their differences.

At a collaborative level it means learning the skills and habits of self-governance with others, which entails learning how to respect the contributions of others and how to abide by collaborative decision making.

At a collective level is means understanding how a school or college functions with rules, norms and legitimate forms of authority.

Political systems around the world are in flux, as the societies they govern face significant economic and social challenges that politicians are being called upon to address. One aspect of this is a long-term trend towards political disengagement, as turn-out in elections and membership of political parties fall. Another is the apparent fragmentation of traditional political parties and the growth of formerly fringe and sometimes populist parties. Yet another is the apparent appeal in some parts of society, especially those suffering from economic decline, of more authoritarian, populist solutions that stress monocultural ethnic identity.

In the context of slower growth and quickening innovation, most developed societies are experiencing new tensions between educated, cosmopolitan, urban populations and those who have less education and live in more homogenous communities in rural areas and small towns. Meanwhile, new political challenges are emerging the whole time, around climate change, migration and diversity. All of this means our systems of collective decision making will face immense challenges in the years ahead. Preparing young people to play a full role in these debates and decisions will be a critical task for education systems. To equip young people for the future, schools should need to ready them to be capable citizens.

if education is to develop young people as capable agents it can no longer rely on learning by routine.

Learning to acquire agency

Young people should emerge from school being able to read and write; to add and subtract; to use computers and calculators; to understand a map and the history of the country they live in; and to have a good grasp of basic scientific theory and a foreign language.

Yet if education is to develop young people as capable agents it can no longer rely on learning by routine. It needs to take young people wider, deeper and further,

to give them experiences of what it is like to take action, to make things, to serve the community, to work with others and to take on challenges that might once have daunted them.

To prepare students for a modern economy, schools will need to be places where students develop a sense of agency and responsibility, learning how and when to take the initiative, how to turn an idea into something tangible, often working with others to do so. To prepare young people to govern complex communities they need experiences of being a citizen.

The development of this sense of agency depends on a dynamic interaction of knowledge, personal growth and social skills.

There is growing consensus that the kind of knowledge that education develops should be a dynamic mix of sound basic skills, crucial core knowledge and higher-order thinking. Sound basics, especially literacy and numeracy – as well as basic cognitive processes, such as executive function, which affect memory – are essential building blocks for learning. Young people should also acquire core knowledge, in history and literature, science and mathematics, to help ground them in a sense of who they are, where they come from, what kind of society they are part of and the wider world they inhabit and engage with. What really matters, however, is whether this then enables students to take on more complex, higher-order cognitive tasks involved in creativity and problem solving.

Learning should be a personal journey of growth and discovery. There is no neat boundary between the cognitive, social and emotional aspects of learning. They constantly interact. All learning requires personal strengths of persistence, effort and focus to overcome fears, self doubt and obstacles.

Education should help young people develop personal attributes of character that will count in later life. These personal qualities – growth, persistence and purpose – cannot be developed through traditional instruction alone. Children need to have powerful, lasting experiences of how they develop those qualities in person, in action.

We find out who we are in the context of the relationships that form us; by how we collaborate with and distinguish ourselves from other people. Personal growth and learning is only possible in a social context. Acquiring new knowledge is invariably a collaborative affair: it involves dialogue and discussion to understand and explore both the question and its possible answers. Learning how to get on with other people is one of the most important unwritten lessons of school. To prepare people for an economy in which non-routine problem solving will be perhaps the most vital human skill, schools need to develop deeper and more sophisticated social and emotional capacities required for this kind of work.

Learning to become a capable agent and a creative problem solver requires a dynamic combination of cognitive and non-cognitive skills, hard and soft, explicit and tacit, academic knowledge and ambition to make a difference to the world.

Schools achieve that mix in many different ways but they are all dynamic places to learn. These schools do not fall prey to false dichotomies that separate the head and the hand, theory and action, the personal and the social, the academic and the vocational. On the contrary, they get beyond these divisions and create new combinations. That is what makes them so dynamic.

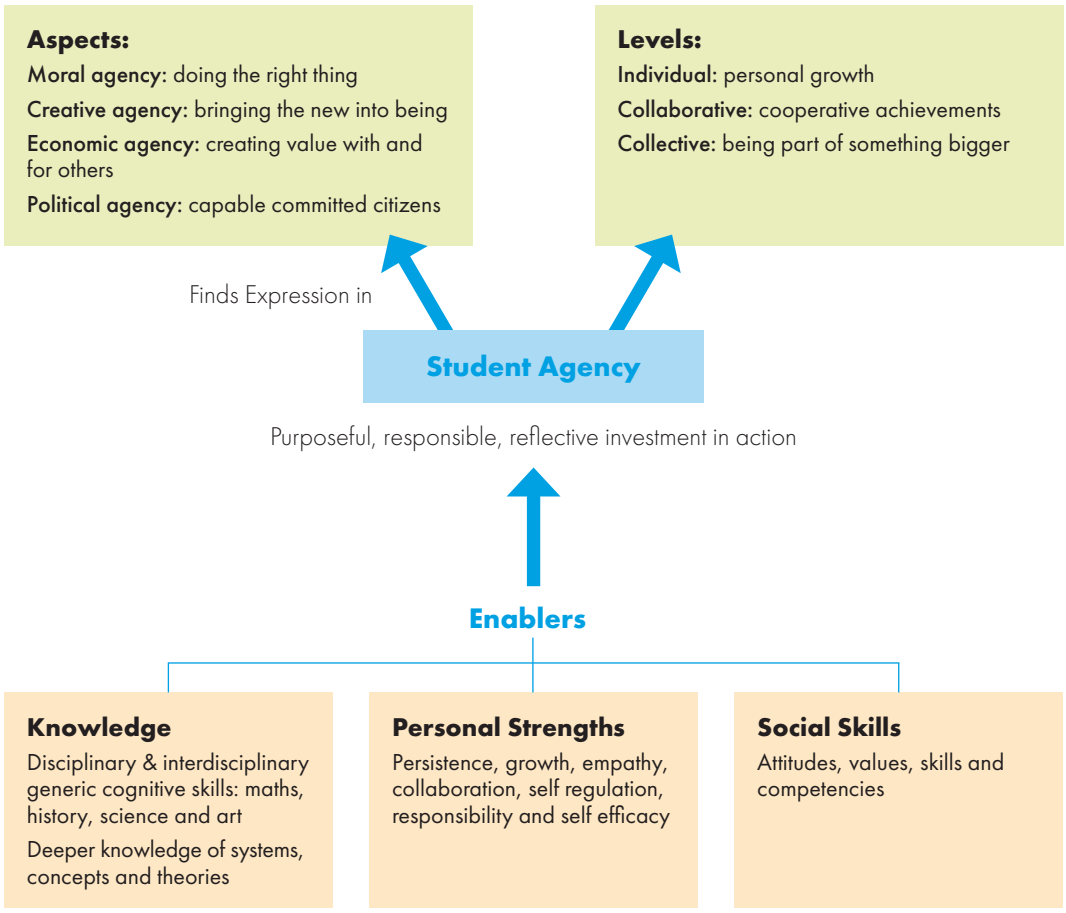
Teachers have an absolutely critical role in this. Is it possible to develop students as agents if teachers themselves are not agents? If teachers are themselves following a script to teach by rote how likely is it that children will learn to become self-determining agents?

The best schools are dynamic places to learn. They provide a dynamic education. At the heart of this is the dynamic teacher, sometimes an instructor, often a designer, guide coach and facilitator but **always** an activator devising ways to make learning more engaging, demanding and rewarding. Dynamic learning involves both students **and** teachers doing great work, together. Student agency and teacher agency must go together. Teachers should craft learning experiences for children.

Nothing about the world that young people face is straightforward. To thrive, young people will have to be alert and open, able to contribute alongside others and work outside normal parameters, to fly without autopilot, especially in a crisis. It is a world full of opportunities to make what you will of life, and yet also a world replete with risk, uncertainty and inequality.

Our current education systems work hard at developing basic skills and imparting core academic knowledge. Yet young people also need to learn how to make themselves available to the world around them and to worlds beyond their own; to see things as a whole and to make connections between ideas; to find their own tasks and purposes to become committed to. Young people will need to judge when it is right to

The Student Agency Model



follow instructions and stick to the rules and when to take the initiative with other people without looking at a manual. They will need to be brave enough to open up interesting questions when there is no obvious right answer, and to take action when the outcome is uncertain. That will require persistence and resilience as they try out solutions, fail, adapt fast to feedback and try again, overcoming obstacles and learning from setbacks, as they pivot, twist and turn to find the best way forward.

Too much learning in school locks knowledge in subject silos; creativity and insight often comes from finding connections between those disciplines.

For too many students, the point of school is not to excite their imagination, encourage creativity, build self reliance, form character, learn self governance, strengthen resilience – nor to develop them as leaders. Instead children are schooled to put aside what fires them up and to knuckle down to what gets them through.

That kind of education will not equip learners for the world we now face. The goal of education should be for young people to become purposeful, reflective, responsible, capable agents of change.

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Charles Leadbeater

About the Author

Charles Leadbeater is a writer and social innovator, who has written extensively on education – from *Personalisation Through Participation* (Demos, 2004) through to *The Problem Solvers* (Pearson, 2016) – exploring the kind of education young people will need to shape a complex, uncertain and volatile world. His TED talks on education and innovation have been watched by millions of people and he has advised national, regional and city governments around the world on the future of education.

About the Paper

This paper on student agency stems from the author's work as an advisor to the OECD Education 2030 project, and is designed to develop further the framework for learning that he set out in his book The Problem Solvers. He explains what he means by agency, explores the origins and development of the concept, and outlines what education would have to be like to ensure that learners emerge from schooling as confident, able, responsible agents of change. He identifies the essential components, levels and aspects of agency for this to be achieved, and comments on the required approach to learning.

The paper on student agency is a summary of a paper that the OECD had commissioned the author to write as an expert to the OECD Education 2030 project, and is designed to support the development of the OECD Education 2030 Learning Framework.

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