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Who decides in your classroom?

Today we will:

- Explore *why* student decision-making matters
- Discover *what* kinds of decisions students can make
- Learn *how* to scaffold decision-making with 4 practical strategies

Please use the chat box during this session!

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How do you feel about student decision-making?



Join the poll!

1 Go to [slido.com](https://www.slido.com)

2 Insert the code:

2664619 or use the QR code



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Don't get overwhelmed!
Start small, build confidence



How comfortable do you feel letting your students make decisions in class?

Presenting with animations, GIFs or speaker notes? Enable our [Chrome extension](#) slido

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Why we might hold back

- 🤖 Fear of chaos / losing control
- ⌚ Not enough time / curriculum pressure
- ❓ Worried they'll choose "wrong"
- 🗣️ Unsure where to start
- 😬 Students find it hard / lack confidence / disagree with other people's choices



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Why we should encourage decision-making

- Builds critical life skills
- Increases engagement & ownership
- Develops metacognition & responsibility

4 Reflect
Did we take turns speaking?

90 I can order food in a restaurant. ○



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When can students make decisions?

Routines	Tasks	Learning path	Classroom culture
Taking the register	Which activity to do	What to do next	Class rules
Handing out materials	Which questions to answer	What homework to do	Problem-solving
Writing the date on the board	How to work		
Clearing up	Who to work with		

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Key Idea

Start with low-risk, high structure choices.

Strategy 1: This or that?



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Strategy 1: This or that?

Prepare your conversation. Use phrases from B and your own ideas.



Can you come to my house on **Thursday / Friday**?

Sorry, I can't. I do **karate / yoga** on ...

What about **Saturday / Sunday**?

We can **play a game / play soccer**.



Materials from the Global Explorers series

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Key Idea

Structured responsibility through routines

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Strategy 2: Classroom roles



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Strategy 2: Classroom roles

Starting the lesson
entering the classroom, taking the register, collecting homework, writing the date on board

During the lesson
Monitoring noise levels, checking answers, leading an activity

Ending the lesson
tidying up, putting litter in the bin, turning off lights, cleaning the board

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Strategy 2: Classroom roles

Jobs rota

- teaching assistant
- board cleaner
- tech wizard
- materials manager
- messenger

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Key Idea

It's essential to scaffold the journey from simple choices to more complex decisions

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Three golden rules

- 1. Give them the map**
Students need enough information to make an informed decision.
- 1. Make it safe to fly**
Create a supportive environment where mistakes are part of learning.
- 1. Look back to move forward**
Build in reflection at every stage.

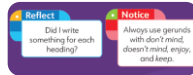
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Three golden rules

1. The map



1. Safe environment



1. Reflection

Materials from the Global Explorers series,

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The map

Making good decision

What do I need to decide?
 What are all my options?
 What are the pros and cons for me?
 What are the pros and cons for my classmates?
 Are there any rules I need to think about?
 How does that decision make me feel?

3 Choose and Create
 Choose a way to present your "Go Green" plan.
 • Make a poster.
 • Make a video.
 • Record a podcast.
 • Other

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The decision tree



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Key Idea

Inviting choice and voice



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Strategy 3: The feedback box



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Strategy 3: The feedback box

Anonymous feedback = honest feedback



Images created with AI on Canva Pro

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Key Idea

Make decisions together!



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Strategy 4: Decision buddies

Students work with a trusted partner to make decisions.

Tips:

- Give them role cards or a map to follow.
- Provide sentence starters or a graphic organiser.
- Allow the use of L1.



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Strategy 4: Decision buddies

Individual or partner thinking time

Scaffolded group planning

Project: A Community Garden

- Think**
What foods grow near you?
Choose three to grow in your community garden.
- Plan**
Plan your garden.
• How much water and sunlight do your plants need?
• Who will take care of your garden?
• What will you do with the fresh food from your garden?
- Choose and Create**
Choose one to draw your garden plan.
• Choose seeds
• Add a main component
• Write a description
• Draw a picture
- Share**
Share your plan with the class. Talk about how the garden can help your community.
- Explain**
Grow vegetables in your classroom! Bring seeds from home and plant them in small containers.

Collaborative decision-making

Materials from the Global

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Key Idea

Build reflection into every stage



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Assessment for learning



Use circle time/plenary or exit tickets at the end of each lesson.

- Complete 'can do' statements
- 2 things I learned today
1 question I have
- Self-evaluation with stars or emojis



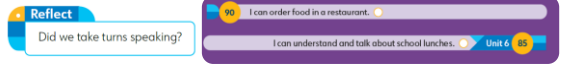
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Assessment for learning



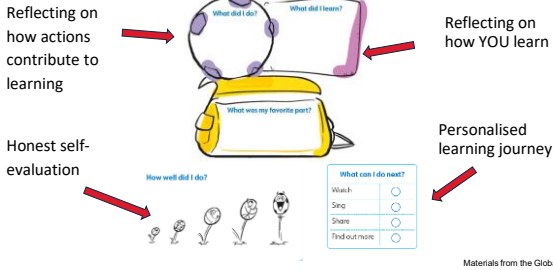
Use circle time/plenary or exit tickets at the end of each lesson.

- Complete 'can do' statements
- 2 things I learned today
1 question I have
- Self-evaluation with stars or emojis



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Developing agency through reflection



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Your turn!



How will you start?



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Getting started



First choices & decisions The This or That game 	Building routine & responsibility Introduce one or two new classroom jobs 	Encouraging student voice The feedback box or exit slips 	Fostering decision-making skills The decision tree
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Key principles to remember





- Model, model, model!
- Give them a "map".
- Create a safe environment.
- Praise students when they try.
- Build in reflection.



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Want more?

For a more scaffolded and extended approach to learner agency, get weekly videos in your inbox.
<https://subscribepage.io/learning-to-fly>

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Contact me









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Coming up

<p>Day 6 - Monday 16th February - Agency</p> <p> The Global Communication Backpack: Functional English every child should carry Michelle Ong</p>	<p> From Choices to Decisions: Agency in the primary classroom Michelle Worgan</p>
<p>Day 7 (Pre-record session) Tuesday 17th February - Generation AI</p> <p> Agents, assistants and us - Who's actually doing the work? Liamon O'Leary</p>	<p> The Human Edge: Safeguarding Teacher Agency in the AI Era Mark Arthur</p>
<p>Day 8 - Wednesday 18th February - Expression</p> <p> Learning Through Play: Adapting to young children natural preferences Hayden Anderson</p>	<p> Step into Character: Nurturing confident orators in the 21st Classroom Miranda Legge</p>
<p>Day 9 - Thursday 19th February - Inclusion</p> <p> Universal Design for Learning: The Foundation of how to meet the needs of all learners Aislinn Pease</p>	<p> The UDL Guidelines: Structure and Practical Classroom Applications Dr Ryan Lohan</p>
<p>Day 10 - Friday 20th February - Challenge</p> <p> Lowering the Affective Filter in Digital Learning Pia Caputo</p>	<p> Supporting The Quiet Learner Sarah</p>

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Acknowledgements

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