

Références

Aziza, M. (2021). A teacher questioning activity: The use of oral open-ended questions in the mathematics classroom. *Qualitative Research in Education*, 10(1), 31-61.

Badiozaman, I. F. A., Leong, H., & Jikus, O. (2020). Investigating student engagement in Malaysian higher education: A self-determination theory approach. *Journal of Further and Higher Education*, 44(10), 1364–1378. <https://doi.org/10.1080/0309877X.2019.1688264>

Bapst, M.S., Court, L., Zedda, M.L., Oppliger, S., Martin, B., & Pidoux, M. (2023). *Développement du pouvoir d’agir en gestion de classe: Élaboration d’un dispositif de formation*. Haute école pédagogique de Zurich, Zurich.

BC Ministry of Mental Health and Addictions. (2023). *Impacts of Racism and Colonization on Health and Wellness*. Integrated Child and Youth Teams, Provincial Support Office.

Bruno, J. (2021, October 28). *How to build student agency in your classroom*. Teach. Learn. Grow. Blog. NWEA. [Link toNWEA article](#).

Ciekanski, M. (2019). *Comment l’enseignant peut-il guider les élèves vers l’autonomie ?*. CNESCO. Cnesco, Conférence de Consensus.

Cronin, L., Marchant, D., Allen, J. B., Mulvenna, C., Cullen, D., Williams, G., & Ellison, P. (2019). Students’ perceptions of autonomy-supportive versus controlling teaching and basic need satisfaction versus frustration in relation to life skills development in PE. *Psychology of Sport and Exercise*, 44, Article 101562, 1-12. <https://doi.org/10.1016/j.psychsport.2019.101562>

Deci, E.L. and Ryan, R.M. (2013) *Self-Determination Theory: An Approach to Human Motivation and Personality*. University of Rochester.
<http://www.selfdeterminationtheory.org/>

Durler, H. (2016). L'autonomie de l'élève et ses supports pédagogiques. *Recherches en éducation*, 25.

Germani, S., & Palombi, T. (2022). Relationship between autonomy support and students' school well-being: The mediating role of need for competence. In *Education and New Developments 2022 – Volume I* (pp. 436–443). <https://doi.org/10.36315/2022v1end096>.

Hargraves, V. (2019). *How to support student autonomy and enhance motivation*. The Education Hub. Retrieved from <https://theeducationhub.org.nz>.

Independent School Management (ISM). (2022, December 4). *Five ways to promote agency in a student-centered classroom*. Retrieved from <https://isminc.com/advisory/publications/the-source/five-ways-promote-agency-student-centered-classroom>

Isik, S., & Balçikanlı, C. (2020). Learner autonomy: A brief historical perspective and its implications for language teaching. *International Journal of Educational Reform*, 29(1), 63–79. <https://doi.org/10.1177/1056787919893250>

Kleinkorres, R., Stang-Rabrig, J., & McElvany, N. (2023). The longitudinal development of students' well-being in adolescence: The role of perceived teacher autonomy support. *Journal of Research on Adolescence*, 33(1), 162–180. <https://doi.org/10.1111/jora.12821>.

Marshall, T. R. (2022). *The promise, power, and practice of student agency*. *Educational Leadership*, 80(3). Retrieved from <https://ascd.org/>

McQueen, R. (2022). Enhancing student agency in the primary music classroom through culturally responsive practice. *Teachers and Curriculum*

New South Wales Department of Education. (2023). *Student voice, participation and leadership*. Retrieved from <https://education.nsw.gov.au/schooling/students/student-voices/student-voice-and-leadership>

New South Wales Department of Education. (2020). *Amplifying student voice through the School Excellence Cycle*. Retrieved from education.nsw.gov.au

Puntambekar, S. (2021). Distributed Scaffolding: Scaffolding Students in Classroom Environments. *Educational Psychology Review*, 34, 451-472.

Susanti, I. N., Yuspendi, Y., & Megarini, M. Y. (2020). The effect of autonomy training on student engagement in junior high school students. *Indigenous: Jurnal Ilmiah Psikologi*, 5(2), 151–163. <https://doi.org/10.23917/indigenous.v5i2.9149>.

Vansteenkiste, M., & Ryan, R. (2013). On psychological growth and vulnerability: Basic psychological need satisfaction and need frustration as a unifying principle. *Journal of Psychotherapy Integration*, 23(3), 263–280. <https://doi.org/10.1037/a003235>

Wei, D., Zhang, D., & He, J. (2020). The impact of perceived teachers' autonomy support on students' mathematics achievement. *European Journal of Psychology of Education*, 35(1), 235–255.

Zepke, N. (2018). Student engagement in neo-liberal times? What is missing? *Higher Education Research & Development*, 37(2), 433–446.

Zhou, Y. (2019). Collective teacher efficacy: An introduction to its theoretical constructs, impact, and formation. *International Dialogues on Education Journal*, 6(2), 60–77.