MEETING THE NEEDS OF EDUCATORS IN PROFESSIONAL DEVELOPMENT FOR SELF-REGULATED LEARNING: BRIDGING THE GAP FROM THEORY TO PRACTICE.

by

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Chapter 1

Introduction

There is a growing awareness within education of the necessity to explicitly teach self-regulated learning skills (Spruce & Bol, 2014). Documents published by the Ontario Ministry of Education, *With Our Best Future in Mind (2009)* and *Every Child, Every Opportunity (2010),* demonstrates that there is a critical need to shift away from traditional teaching pedagogies toward pedagogies focused on the development of autonomous learning through fostering self-regulated learning (SRL) skills. Furthermore, in 2010 Ontario's Ministry of Education published 'Growing Success' with the aim of improving student's learning skills and required all educators to asses SRL as 21st century competency skills in K-12. Although the front matter for every curriculum document acknowledges the importance of promoting the development of life-long learning skills these documents may have a more positive impact on learning if teaching and learning is framed within a SRL lens. Framing the teaching in this way also provides continuity as curriculum documents and the approach to teaching from grade 1 to 12 would be more in line with the Kindergarten documents where SRL is central to the play-based learning program.

Today's businesses and workplaces require skills such as critical thinking, problem solving, collaboration, effective communication, motivation, persistence, learning to learn and self-management (Pelligrino & Hilton, 2012). Given the importance researchers and policy makers have placed on SRL it would appear obvious that teachers would be expected to foster SRL in their daily practices with students in K to 12. Although elementary teachers believe SRL to be important, the development and fostering of SRL in elementary classrooms remains limited (De Smul, Heirwig, Devos & Van Keer, 2019). On the surface offering professional development (PD) to support educators in the fostering of SRL seems a practical

solution. However, many teachers are unsatisfied with the PD available to them and as a result do not always take advantage of the PD on offer.

The purpose of this project was to create a PD programme that is flexible and therefore able to address the individual needs of teachers and still provide opportunities for teachers to be involved in collaborative learning. The idea of co-learning, opportunities for professional dialogue, networking and time and space to share, discuss and challenge ideas have been found to be important factors for effective PD (Avalos, 2011). Educators involved in professional conversations as part of my project also identified these factors as important.

In its current form the PD course for teachers on introducing SRL involves a full day of training. Ideally the PD would be built around a four-day course run across the academic year. The decision to develop a one-day PD course was made due to the constraints and feasibility challenges of being a master's student and current challenges faced with COVID 19. The course is an introduction to the fostering and development of SRL and focuses on building the foundation on which to develop students' SRL skills. The day is framed around clearly defined objectives. Attendees will have opportunities to be involved in professional discussion, take part in activities they can use in the classroom, share ideas, questions and experiences in their groups and have time to reflect on where they are in the process of developing and fostering SRL. Most importantly, time is built in for the attendees to process and reflect on what they have learned and decide what their next steps are in fostering and developing SRL in their classroom.

The PD course is designed so that each attendee will receive a booklet which includes space to encourage attendees to make notes on their thoughts, questions, ideas and responses to each activity or discussion. The booklet also includes a summary of all the resources used in the PD day including a resource with links to helpful websites and research articles.

My Biography

In 1999 I graduated from university in the United Kingdom with a Batchelor of Arts with honours and qualified teaching status. I began my career as a supply teacher which enabled me to gain valuable experience and develop skills that have remained invaluable to me throughout my career. I always knew that at the heart of good teaching and learning was a good relationship between teacher and student. I became very adept at quickly building good relationships with students and thoroughly enjoyed the rich and challenging experiences supply teaching offered me.

In my first full time permanent teaching job the school used schemes of work that had been written to fit the curriculum. Although I was grateful for the structure, these schemes of work were often very prescriptive and lacked creativity. As I gained more experience, I saw the schemes of work more as guidelines and became more creative in providing access to activities that I felt were more engaging for my students.

In 2005, my grade 5 teaching team was given the opportunity to take part in a programme called 'Building Learning Power' (BLP) the founder of which was Guy Claxton (Claxton, 2002). BLP was not a 'one stop shop', it was (and still is) about helping teachers and schools to support students in becoming better learners. The programme was four full days across an academic year. In between the training days we applied the program to our classroom practice. It was the first time professional development had a profound effect on my beliefs, my teaching practice and on my students. What I witnessed in embracing BLP was very powerful. Every child, regardless of perceived academic ability, made progress in their ability to learn. These students realised that they had the power to improve their learning. In terms of assessment I had more insight into how each individual child learned, what they needed to work on and how they felt about their learning progress. Becoming more

of a facilitator allowed me to observe learning and have valuable conversations with the children that otherwise might not have been possible. Their development of self and peer evaluation was also important when it came to assessment and was often an indicator (not the only one) of self-efficacy, something that this approach helped to build. I saw an increase in their motivation to learn and watched a class grow socially and academically. These students enjoyed learning. They relished a challenge and because they now had the skills to deal with learning that challenged them, they were not as daunted or put off by learning they knew might be difficult. This programme gave me the opportunity to stand back more and watch my students develop and grow not just as learners but also as human beings. They became better communicators; they were able sort out their own differences. They shared their ideas, which were often better than mine! I was able to give them more autonomy over their learning knowing they had the skills to deal with it. I learned to hand over control or as much as was necessary. I was more focused on the process of learning and commented on students' good use of skills like questioning or imagining rather than only being focused on a good answer or the end product. The process required me to adjust my mind set and trust that the learning would happen with guidance and reflection. There were moments when it felt like the class was in chaos just putting chairs into a circle and I would ask myself 'what am I doing?' That year was a steep learning curve but absolutely worth it.

This programme instilled a belief that I still hold to this day – education has a responsibility to make sure that all students are equipped with the skills they need to become skilled at learning to learn. These skills are transferable and should stick with them beyond the classroom and beyond their education.

After completing the BLP training my colleagues and I were asked to coach the other staff in BLP. We did not have 4 whole days across the year with which to do this only a few staff meetings and as a result I saw first-hand what happened when a whole school was not

involved in a change of approach to teaching and learning and yet still expected to take it on. My grade colleagues and I continued to work using the BLP approach where as other teachers only 'dipped their toes in the water' as it were and as a result there were many students who did not benefit from the experience of BLP.

After BLP our local learning authority made the decision to invest in 'Critical Skills' (CS) (Baudains, Williams, & Pearce, 2008). The course had a similar approach to BLP but there were some differences and those differences meant that the BLP and CS dove tailed beautifully filling gaps that I had not seen until taking the CS course. They say the devil is in the detail and it was that extra detail that enhanced the BLP approach. For example, CS focused in detail on building a community of learners and addressing social and emotional needs for learning. CS also went into great depth on the skills needed for successful collaboration. In both programs the role of the teacher was to empower the students and both courses give the teacher the tools that enable them to do that. Despite the success that these courses offered there were teachers who were unable or unwilling to change their approach and their pedagogical beliefs and continued as they had before.

I was enjoying the best teaching years of my career, but a new government had a very different view on the role of education and educators. Education became more focused on test results and using these results as the only form of assessment used to judge a student's progress and a teacher's quality of teaching. Taking what I believed to be the right approach to learning for the students, meant daily life was a battle – I was not ticking all the necessary boxes. I loved being in the classroom, but I realised that the job I signed up for no longer existed and it was time to see if I could impact education in a different way. After taking part in a 1-year teaching exchange in Canada which was a great experience and enabled me to freely implement the BLP and CS approach to teaching and learning, I returned to the UK to teach for one final year before leaving the teaching profession.

I sold my house and took two years away from teaching spending most of my time travelling. I did go back to supply teaching – things were no better and many young teachers were leaving the profession after less than five years. After a chance conversation with a friend about where my next step might take me, I applied and was accepted to the Master of Education program at Queen's University. I hoped that this would give me a new perspective and that I could use my 17 plus years of teaching experience to impact education in a different way.

It was not too far into the first semester where I found myself reading articles on self-regulated learning. It did not take too much reading before I realised that the combined approach of BLP and CS was exactly that – self-regulated learning. I was reading articles that I wish I had known about and had access to while teaching. Had I been able to present some of this research to my principal and the local education authority, it would have strengthened my argument for continuing with the BLP and CS approach and demonstrated that this was more important than coaching students to pass tests.

The proposal for my application to the Queen's Master of Education course was focused on ADHD and what support there was for teachers with students diagnosed with or who were suspected of having ADHD. This came from my experience both in Canada and the UK where support for these students was minimal and support for teachers teaching students with ADHD was practically non-existent.

Reading the vast amount of research on self-regulated learning enabled me to gain a deeper understanding of the importance of SRL and why it should be at the core of education. Something I had known for a long time but now I had the research to back it up. My focus began to shift from how SRL could support students with ADHD to looking at how it could support ALL students. Yes, SRL is something that certain students find difficult to develop

and they will likely need extra support and guidance to become self-regulated learners. However, it became clear very quickly to me that all students could benefit from being educated in an environment that fostered SRL skills and began to look at how this could be achieved in today's classrooms. I found many articles that were focused on SRL as an intervention for small groups or individuals. However, literature on how teachers could foster and develop SRL skills with a whole class was very limited. Why teachers should be fostering SRL in their classrooms was very clear but how to do this, especially as a whole class approach, was less so. I was curious to find out what current practicing teachers knew of SRL. After informal conversations with practicing teachers on the subject it became clear that knowledge of how to develop SRL was limited as was access to professional development on the fostering of SRL. Which brings me to the present. Developing a professional development programme for teachers on how they can begin to foster and develop SRL in their classroom.

I have always been passionate about teaching and education and the potential power it has to change lives. SRL is not just about learning in the classroom. It's also about learning to manage life. I can't help wondering the difference SRL may have made to students in the current lock down situation of COVID 19. We will never know for sure, but I like to think that it might for some, have eased the transition from the physical classroom to the digital one.

Project Overview

Chapter 1, the introduction, begins with establishing the awareness for the development of self-regulated learning skills to be at the centre of elementary education. This is supported by the extensive research carried out by researchers such as Shanker (2010), Perry, (2000; 2008; 2015) and Zimmerman (2000; 2002; 2013). My biography offers some insight into my teaching experiences and SRL and the journey that eventually led me to this

master's project. Chapter 2, the literature review, focuses on the development of SRL in elementary education and establishes a need for teachers to have access to quality professional development that enables them to develop and implement SRL teaching practices. In chapter 3 I share my findings from an informal focus group with 4 elementary educators who shared their needs and interests in regard to self-regulation. The purpose for the informal focus group was to obtain information that would inform the development of PD for these educators in the future. Chapter 4 presents day 1 of the PD course I developed based on the focus group and the relevant research. The PD day is an introduction to the development of SRL in the classroom. The course enables attendees to figure out where they are and what their next steps are. The day includes small- and whole- group discussion, activities that support the fostering of SRL, resources to take and use in the classroom and time for attendees to plan their next steps and set their goals. The other components, the booklet and the power point can be found in the appendices. Appendix A includes the booklet that attendees will receive on the day of the course. The booklet follows the course with space for note taking. It also includes the activities carried out on the course and resources for fostering SRL. Appendix B is the power point presentation for the course in the form of a booklet to enable attendees to make notes on the slides. Finally, chapter 5 brings my project to an end with the conclusion and next steps. Next steps explore my vision for scaling up the PD across the school year.

Chapter 2

Literature Review

Teacher Beliefs, Perceptions and Understanding of Self-Regulated Learning

Introduction

Students who have opportunities to develop self-regulated learning skills (SRL) are more likely to succeed academically and think positively about their future (Gonzalez-DeHass

& Willems, 2016; Huff & Neitfeld, 2009; Zimmerman, 2002). SRL allows students to know how to learn and to understand themselves as a learner. This focus on how to learn instead of what to learn might be a very powerful motivator for both student and teacher. Although research has found teacher beliefs in regard to the importance of SRL to be generally high (Dignath-van Ewik & vander Werf, 2012; Peeters et al, 2014; Spruce & Bol, 2014) studies as recent as De Smul, Heirwig, Devos and Van Keer (2019) revealed the fostering of SRL in elementary education remains limited.

This review will focus on major themes which emerged throughout the literature. These themes are: self-regulation, self-regulated learning, teacher beliefs, barriers to fostering SRL, teacher's self-efficacy and the fostering of SRL, professional development, SRL strategies, interventions and practices and communities of learners and beyond. This literature review will primarily focus on these themes in relation to elementary teachers and elementary education more broadly.

Self-Regulation

The term self-regulation is understood as the ability to monitor emotions, cognitive abilities and behaviours in order to accomplish a goal and respond to environmental demands (Butler, Schnellert & Perry, 2017; Shanker, 2010; Zimmerman, 2008). Self-regulation is a broad term used across multiple fields including psychology, education, and medicine. This project focuses on self-regulation from an educational context.

Stuart Shanker is a prominent Canadian self-regulation researcher. Shanker (2013) believes self-regulation to be a lens through which we can understand a child's strengths and areas for improvement thus enabling teachers to have a better understanding of what they hope to achieve in their teaching practices. According to Shanker, it is important to understand that self-regulation in an educational context is not the same as self-control.

Teaching students to simply control their emotions in order to avoid negative responses does not allow for a student to fully understand their emotional state. Instead the goal of self-regulation is to "help the child manage his internal states, however difficult we ourselves might find the outbursts" (Shanker, 2013, p.7).

Self-Regulated Learning

The aim of developing self-regulated learning skills in elementary education is to enable students to become more autonomous in their learning and to develop the capacity to apply self-regulated learning skills to other situations and environments. Research has identified strategies teachers can employ in order to support the development of SRL skills. However, a meta-analysis on intervention studies to foster SRL at the primary and secondary levels revealed that effect sizes were higher when interventions were taught by researchers instead of classroom teachers (Dignath & Buettner, 2008). Although classroom teachers believe SRL to be important to teachers' low self-efficacy in how to teach SRL skills across the curriculum remains a barrier.

Research in the field of SRL has enabled the development of various models for self-regulated learning (Boekaerts, 1999; Pintrich, 1999; Schunk, 2001; Winne & Hadwin, 2008; Zimmerman, 1989). Although these models have been developed through different theoretical lenses, they share the common belief that the learner is seen as an active participant in the learning process. This project is informed by the three-phase model created by Zimmerman (2000). The three phases include: forethought, performance, and self-reflection. Phase one, forethought, involves effective and strategic planning, relevant goal setting, and thoughts on how the student is feeling about the task for example, how motivated they are, their expectations and their level of self-efficacy. Phase two, the performance phase, involves applying the strategies selected in the forethought phase, being mindful of how effective the

strategies are and adapting or changing direction if necessary. Self-monitoring is also a part of this phase. For example, managing time, distractions, and feelings and keeping track of progress. Self-monitoring may involve a change of environment, body breaks, or seeking help. The third phase is self-reflection. If the student is going to learn from the previous two phases then time for self-reflection is essential (English & Kisantas, 2013; Zumbrunn & Roberts, 2011). A student will reflect on the process and assess the outcome against the learning goal. Self-reflection involves using the learning experience to make adjustments that increase the effectiveness of the student's methods of learning. Self-regulation is viewed as being a cyclical process. Effective feedback on learning processes and self-reflections from previous learning experiences affect subsequent forethought processes hence the importance of carrying out the third phase.

This model was selected because it can be applied across the curriculum, be used to support homework activities and be adapted to learning in other environments such as the workplace. Furthermore, several studies have been carried out to ensure the validity of the model (Cleary & Zimmerman, 2001; Kitsantas & Zimmerman, 2002; Cleary, Zimmerman & Keating, 2006). The most recent of these studies (Clearly, Zimmerman & Keating, 2006) was designed to improve novice students' SRL in shooting basketball free throws. Four levels of training were provided. No SRL training (control), forethought phase training, forethought, and performance phase training and training in all three phases. Results of the study revealed that the students who received training in all three phases benefitted the most. The reflective phase enabled students to take time to figure out what was or was not working for them. As a result they were able to adapt and modify their strategy enabling them to successfully improve their ability to shoot basketball free throws.

According to Zimmerman (2002; 2007), it was important to explicitly teach SRL skills in order for students to understand how they learn best and to identify their strengths and areas for improvement, so they are able to fully engage in the application of self-regulated learning. Self-regulated learning is not only about having the skills to perform academically. It involves metacognition, emotional intelligence and the development of transferable skills such as collaboration, perseverance, focused questioning, making connections and resilience (Claxton, 2006). SRL involves a student being actively involved in a process that enables them to know and understand their mental states and how to use and apply their abilities in order to develop the skills necessary to become the master of their own learning. Self-regulated learning is not innate therefore it requires explicit teaching, guidance and encouragement to avoid students losing interest. Without explicit teaching of SRL skills and strategies, it is possible that some students might struggle to become confident independent learners. The three-phase model enables specific learning processes, levels of self-awareness (self-monitoring) and motivational beliefs to be combined in order to develop self-regulated learners.

As was demonstrated in Cleary, Zimmerman and Keating's, (2006) study on improving basketball free throws the most successful students were those who engaged in all three phases. Successful development of SRL is reliant on appropriate goal setting, effective monitoring and meaningful reflection. Limited opportunities for students to engage in the learning cycle (all three phases of the model) could hinder their progress in their development of SRL. If the implementation of SRL is to be successful a teacher's understanding of how to facilitate a student's development of SRL is an important factor (Gonzalez-DeHass & Willems, 2016). What is potentially a more important factor is a teacher's belief in SRL and whether they value it highly enough to incorporate it into their teaching practice.

Teacher Beliefs

Teacher beliefs about SRL have been found to influence the extent to which they explicitly teach SRL (Lombaerts, Engels & Braak, 2009; Moos & Ringdal, 2012; Vandevelde, Vandenbussche & Hilde Van Keer, 2012). A student's academic ability and demographic information, such as age and socio-economic status (SES) were found to influence a teachers' SRL beliefs. Research examining teacher SRL beliefs found that some teachers believe some students are too young to develop SRL (Peeters, De Backer, Kinedkins, Triquet & Lombaerts, 2015). More specifically these teachers hold the belief that it is not possible for SRL to be developed until the third or fourth grade or in some cases until students are in middle school (Peeters et al., 2015; Spruce & Bol, 2014; Vandevelde, Vandenbussche & Hilde Van Keer, 2012). Furthermore, some teachers did not work to support SRL skills for students from low socio-economic backgrounds believing that they did not have the necessary parental support to enable them to further enhance these skills at home. In contrast, other teachers increased the promotion of SRL when interacting with students from low-SES families as they felt it was even more important to guide these students toward advancing the use of SRL strategies. (Peeters et al. 2015; Spruce & Bol, 2014). When Peeters et al. (2015) asked how student characteristics such as ethnicity and language, academic ability and learning disorders influenced their promotion of SRL the participants fell into two groups: Those who saw certain student characteristics as enhancing SRL skills and those who saw them as barriers for SRL. A student's ethnic background was seen as both a help and a hindrance in supporting their development of SRL. Some teachers observed that racialized students were expected to take on certain responsibilities at home allowing them more opportunities to practice self-regulation. Other teachers reported that developing SRL in racialized students who often had diverse language backgrounds was often challenging due to language barriers. An additional barrier to the development of SRL is that of students with learning disabilities (LD). Students

with a learning disability often require more effort and support in the development of SRL skills. Teachers were concerned that spending more time supporting SRL in students who had a LD would effect the attainment of their teaching goals highlighting a disconnect between a student's needs and the goals set by the school (Peeters et al., 2015). Academic ability could also determine which students were given opportunities to develop their SRL skills because some teachers were of the belief that only students who had mastered content and were considered high academic achievers should be given the opportunity to develop SRL skills. Students who had yet to master the necessary learning content were not seen as able to work on SRL skills demonstrating that teachers' biased beliefs can have both positive and negative effects on teacher practices in regard to supporting students in developing SRL skills.

Barriers to Fostering SRL

A barrier to the development of SRL is the belief held by some teachers that they should teach academic content separate from the teaching of learning skills. In a study carried out by Vandevelde, Vandenbussche and Van Keer (2012), teachers reported a lack of time and an overloaded curriculum as hampering their ability to implement SRL. Spruce and Bol (2014) found similar results. In their research teachers commented that "they had limited time and space in the curriculum for teaching learning process skills because content specific demands are so high" (p. 270). This research indicates that some teachers perceive SRL to be something that is taught as a stand-alone subject rather than developing SRL skills alongside the teaching of content. It is clear that there is a misalignment among the academic goals that are set out by school boards and teacher's goals which can result in barriers to student's needs.

Limitations in the understanding of the concept of SRL also creates a barrier. The perception that SRL skills need to be taught in isolation may be due to teachers' limited

understanding of the concept of SRL. For example, in a study by Peeters et al. (2014) findings revealed a difference in knowledge between the group of teachers seen as enhancers of SRL and those seen as obstructers of SRL. Teachers in the enhancers' group understood the need for SRL skills to be incorporated across the curriculum and not taught in isolation. They held fewer misconceptions of SRL and were more than competent when it came to describing specific ways in which SRL could be taught across the curriculum. "They voiced actions towards effectively scaffolding instruction, while simultaneously acknowledging individual student needs" (Peeters et al., 2014, p. 92). The two groups also differed in their attributions to a student's failure in SRL. The obstructers' group attributed failure to effectively instruct SRL as a fault in the student and the student's capabilities whereas teachers in the enhancers' group attributed a student's failure to the teacher's attitude and instructional practises.

In a more recent study Steinbach and Stoeger (2016) examined how teachers' attitudes towards SRL influence their approach to teaching and the implementation of training in classrooms. Steinbach and Stoeger (2016) carried out two studies. In study 1 the participants, 47 grade 4 teachers from 33 primary schools in Germany, were asked to complete a survey. The survey assessed the influence of teachers' SRL attitudes on their self-reported instructional behaviour. Steinbach and Stoeger (2106) also wanted to examine the influence of the teachers' SRL attitudes on their actual behaviour. Results of the self-report questionnaire were used to predict teachers' willingness to sign up for a 2-day seminar and subsequently agree to implement a 7-week daily SRL intervention with their students. Teachers were split into two groups; those willing to participate in the training and those who were not. Findings demonstrated that although some participants expressed a desire to implement SRL they did not take the opportunity to sign up to the course which would not only have supported them in the fostering of SRL but also would have provided them with concrete resources to further that support. Years of experience and previous experience with

SRL did not influence teachers' decisions in signing up for the training program. Where the two groups did differ was in their valuing of SRL. In line with other studies, Dignath van Ewik and Greetje van der Werf, (2012) and Peeters et al., (2015), Steinbach and Stoeger (2016) discovered that teachers who signed up to the training program saw value in the fostering of SRL and they also held more constructivist beliefs than the non-participating teachers. Building in the insights from study 1 Steinbach and Stoeger (2016) carried out a second study.

In study two the researchers investigated how teachers' attitudes towards SRL influenced their actual implementation of the 7-week daily SRL training program in their own classrooms. 22 teachers from 21 primary schools in Germany volunteered to participate in study 2. Teachers completed a questionnaire that assessed SRL attitudes before and after the 7-week program. Both the 2 day and the 7-week training program significantly increased teachers' reported value of SRL practices. This was noteworthy because they valued SRL prior to the seminar and training program. Teachers' use of the mandatory training materials was very high, 96%, in contrast teachers made use of only 11% of the optional training materials. Results demonstrated that teachers' attitudes to SRL influenced their use of the optional material. Steinbach and Stoeger (2016) found that the more positive a teacher's attitude to SRL was the more likely they were to use the optional materials while implementing the 7-week program. It appears that while some teachers report to value SRL and claim to have a desire to foster SRL, as in study 1 of Steinbach and Stoeger (2016) they are unable or unwilling to take the next step and implement SRL into their daily practice. Steinbach and Stoeger (2016) suggest, as other researchers have, that a barrier to implementing SRL is a teacher's uncertainty of how to move from the theory of SRL to instructional practice of SRL (Dignath-van Ewik & van der Werf, 2012; Spruce & Bol, 2014; Vandevelde, Vandenbussche & Van Keer, 2012). It is evident that teachers need support in

developing and extending their knowledge in order to help students become self-regulated learners. In study 1 (Steinbach & Stoeger, 2016) many teachers expressed a belief that SRL is important and want to incorporate SRL into their daily teaching practice. However, a number of those same teachers did not sign up for the training program. Unfortunately, the study does not include any information on what influenced their decision not to participate. Understanding the reasons for their decision might have be useful in identifying more specific barriers to the implementation of SRL.

Despite many teachers claiming to believe that SRL is important, research has found there to be inconsistencies between what teachers say they believe and what they actually do in their classroom practice (Dignath van Ewik & Greetje van der Werf, 2012). A belief that SRL is important does not automatically transfer into an ability to successfully promote SRL or mean that the promotion of SRL is actually taking place in the classroom. Spruce and Bol, (2014) found that teachers who valued SRL reported to implement SRL skills in their classroom more often. However, classroom observations revealed that the explicit teaching of SRL skills was actually very low. Studies researching teacher's beliefs, knowledge and perceptions of SRL often use self-reporting methods and/or interviews. Researchers admit that self-reporting methods can be seen as a limitation in the studies as they often examine teachers' subjective beliefs without the inclusion of other data, for example classroom observations and lesson plans, that could support the beliefs making the data more reliable (Chatzistamatiou, Dermitzaki & Bagiatis, 2014). With this limitation in mind Dignath-van Ewik and van der Werf (2012) and Spruce and Bol (2014) examined the alignment between teacher declarations of knowledge and beliefs and their classroom practice. Spruce and Bol (2014) used multiple data collection strategies: self-report questionnaires, follow up interviews and classroom observations. Limitations of this study include a small sample size of ten teachers. Furthermore, each participant was only observed twice; however, on each

occasion it was for the entire lesson and the observation instrument used had an inter-rater reliability of 94%. Dignath-van Ewik and van der Werf (2012) used a more in-depth questionnaire requiring teachers to answer open-ended questions to report on their understanding of SRL and how they implemented SRL in their classrooms.

Both studies found a disconnect between the declarations made by teachers in interviews and questionnaires and their actual classroom practice. Spruce and Bol (2014) found that none of the SRL activities discussed in detail in the interviews were observed in practice. Similarly, Dignath-van Ewijik and van der Werf (2012) found that few teachers were able to discuss in detail strategy instruction when asked about their understanding of SRL. Results of classroom observations also revealed that when teachers did encourage SRL in the classroom it was mainly during the monitoring phase, and the instruction of SRL was also found to be more implicit than explicit. In both studies teachers who reported to value SRL were found to focus on creating a learning environment to stimulate SRL and provided students with opportunities for autonomy in their learning. However, students were not provided with the necessary learning strategies to effectively support that autonomy (Spruce & Bol, 2014) as is exemplified in the following quote. “Despite expressing positive beliefs about SRL in the classroom, teachers’ knowledge of SRL and their classroom application of it were generally low” (Spruce & Bol, 2014, p. 269).

Teacher’s self-efficacy and the fostering of SRL

Researchers are particularly interested in the influence a teacher’s self-efficacy has on the development of students’ SRL in the classroom (Chatzistamatiou, Dermitzaki & Bagiatis, 2014; Dignath-van Ewijk, 2016). Teachers may hold the belief that SRL should be fostered in elementary education however; they may not have the self-efficacy, the confidence in their own abilities, skills, or knowledge to put that belief into practice in the classroom. Teachers

who engage in discussions about SRL feel more competent when it comes to the promotion of SRL (De Smul, Heirwig, Devos & Van Keer, 2019). Research on self-efficacy as a determinant of a teacher's promotion of SRL is relatively new. Teacher self-efficacy was found to be strongly related to teachers' implementation of SRL (Chatzistamatiou, Dermitzaki & Bagiatis, 2014; Dignath-van Ewijk, 2016). Chatzistamatiou, Dermitzaki and Bagiatis (2014) focused specifically on the promotion of SRL in math, in primary schools in Greece surveying 292 elementary school teachers. Path analysis showed that self-efficacy was a strong predictor of a teacher's use of SRL in their own teaching and for enhancing students' SRL. Dignath-van Ewijk (2016) surveyed 173 primary school teachers in southern Germany and also found that the higher a teacher's self-efficacy in SRL the more likely they are to promote and foster SRL in their classroom practice. There are two limitations to these studies, 1) the reliance on teachers self-reporting and, 2) the focus on a single subject area. Despite these limitations, the fact that in both studies a teacher's self-efficacy in the promotion of SRL had a strong predictive value in the use of SRL in the classroom indicates that it is a factor worth further investigation.

De Smul, Heirweg, Devos and Van Keer (2019) explored how different schools implement self-regulated learning and what factors are most strongly related to the successful promotion of SRL. Data was collected from a survey completed by 331 teachers in 44 primary schools. Results showed that although teachers believed SRL to be important teachers reported to implement SRL to a limited extent and only felt moderately competent when it came to the application of SRL strategies in the classroom. This result is not surprising as research has revealed inconsistencies in teachers' beliefs of SRL and their practices (Dignath-van Ewik & van der Werf, 2012; Spruce & Bol, 2014). Teacher self-efficacy for self-regulated learning had the largest direct effect on teacher self-reported implementation of SRL. A direct relationship was also found between teachers' self-efficacy

for SRL and reflective dialogue highlighting the necessity for teachers to work together and support each other in the promotion and fostering of SRL.

All three studies (Chatzistamatiou, Dermitzaki & Bagiatis, 2014; De Smul et al. 2019 & Dignath-van Ewijk, 2016) found self-efficacy to be a strong determinant in the promotion of SRL than had perhaps been considered previously. In order for teachers to support their students in the development of SRL they must feel competent enough to do so. This means having a high level of self-efficacy in their abilities to foster and develop SRL. Knowledge that a teacher's self-efficacy has a direct effect on the promotion and fostering of SRL could be very important in understanding how to better support teachers in the implementation of self-regulated learning strategies in the elementary classroom. If teachers are to receive training in SRL, as has been suggested in several studies (Perels, Merget-Kullmann & Wende, 2009; Spruce & Bol, 2014;Vandevelde, Vandenbussche & van Keer, 2012) then increasing teacher self-efficacy in the promotion and fostering of SRL should be a strong consideration in the planning and implementation of professional development for SRL.

Professional Development

Teachers have a limited understanding and knowledge of how to effectively move from the theory of SRL to the instructional practice of SRL skills and strategies (Spruce & Bol, 2014). Studies indicate that teachers did not consider a lack of training as a barrier to implementing SRL and yet several studies on teachers' promotion of SRL have suggested that teachers could benefit from explicit training in the implementation of SRL (Spruce & Bol, 2014; Vandevelde, Vandenbussche & van Keer, 2012). Studies have also demonstrated that training for teachers in SRL can be successful in developing the skills and building the knowledge necessary to foster SRL in the classroom (Kramaski & Michalsky, 2009; Lombaerts, Engels & Braak, 2009; Perels, Merget-Kullmann & Wende, 2009; Perry,

Hutchinson & Thauberger, 2008). It is therefore important to create opportunities in professional development that supports teachers' in the fostering and implementation of SRL. Steinbach and Stoeger (2016) demonstrated the positive impact explicit SRL training can have on teachers self-efficacy; however, they also discovered that not all teachers were willing to sign up for professional development training and those who did, did so voluntarily and already believed the development of SRL to be of value. One reason for the reluctance to commit to professional development could be that teacher's prior experiences of professional development have not been positive.

A study investigating the unconference professional development model, where the agenda is set by those who attend, found that many of the participants were not satisfied with the current professional development models that were on offer and preferred to have more control over their learning (Carpenter & Linton, 2016). Most models for professional development are based on the deficiency-training mastery model and views teachers as passive learners rather than active participants in their own learning (Carpenter, 2016). This is the opposite perspective of teacher learning for SRL, and does not enable teachers to experiment, be innovative or take risks. There is, in contrast to the traditional model that treats teachers as passive learners and rarely offers any on-going support, the professional growth model. This model allows teachers to be more active in their learning and use their motivation and classroom experiences to identify areas in which they wish to develop their skills and expertise. Research has recognised the need for professional development to be a collaborative experience. Avalos (2011) in her review of teachers and teacher education found teacher co-learning, teachers working together and sharing practices with learning purposes, to be very powerful. Co-learning required networking, exchanges between schools, and time and space for teachers to talk. Musanti and Pence (2010) concluded that "professional development needs to be conceived as a collaborative enterprise, where a space for learning

through mutual exchange, dialogue, and constant challenge is created" (p. 87).

Teachers often work in isolation and yet research suggests that teachers benefit from talking about educational issues and sharing experiences. Educational dialogue between teachers supports teachers in learning from each other and can result in teachers feeling more competent (De Smul, Heirweg, Devos & Van Keer, 2019). Collaboration enables a rich and diverse group of teachers to share their experiences and expertise. If professional development is to be effective then it needs to be seen as an on going process. Teachers need to be supported, challenged and given time to embed new practices (Guskey, 2002; Hunzicker, 2011). If teachers have access to regular contact time with their colleagues to discuss, share and reflect on their training experiences they are more likely to succeed and beliefs are more likely to be changed (Clarke & Hollingsworth, 2002). Hunzicker (2011) sums up effective professional development by stating that "When professional development is supportive, job-embedded, instructionally focused, collaborative and ongoing, teachers are more likely to consider it relevant and authentic, which is more likely to result in teacher learning and improved teaching practice" (p. 178). Effective professional development could play an important role in supporting teachers' development of SRL and increasing their self-efficacy in the fostering of SRL in their students.

Self-Regulated Learning Strategies, Interventions and Practices

With the increased focus on the importance of developing self-regulated learning in education, research has moved towards investigating strategies interventions and practices that might support a student's development of SRL. According to Zimmerman (2002) SRL must be developed across all three phases (the forethought phase, performance and self-monitoring phase and self-reflection phase) of the model if a student is to become a successful self-regulated learner. Without skills that support the three-phase model the capacity to transfer strategies to other learning situations and environments might be reduced. Therefore,

it is important for these skills and strategies to be integrated and not seen as separate to the teaching of content (Gonzalez-DeHass & Willems, 2016). However, the promotion of SRL does not necessarily happen across all three phases or across the whole curriculum (Spruce & Bol, 2014). SRL skills need to be taught explicitly so students can practice and apply SRL on a regular basis and develop those necessary higher order strategies (Dignath, Buettner & Langfeldt , 2006; Gonzalez De Hass & Willems, 2016; Zimmerman, 2002). If students are expected to engage in SRL students need to understand what the strategies are for and why they are using them. Students also need to know how to apply strategies and what the benefits of applying them are (Dignath et al. 2006). Studies have found that the development of SRL in students is more likely to be successful when a combination of explicitly taught strategies, effective feedback on strategy improvement and the use of enquiring questions that enable independent thinking (Gonzalez-DeHass & Willems, 2016; Neitzel & Connor, 2017).

A common factor that is highlighted in many of the studies on the teaching of SRL strategies is the importance of teachers giving effective feedback throughout the learning process enabling teachers to support students more effectively and to assess their progress (Butler, 2002). In the planning phase teachers are encouraged to give feedback on the students' approach to learning and provide suggestions on how students might plan their work (this can also be based on previous experience of planning strategies; what worked and what did not work) before their learning. Throughout the performance phase teachers can discuss strategy choice or suggest new strategies. The self-reflection phase is an opportunity for students to develop skills in critically evaluating their learning experience and benefit from feedback on their evaluation skills supporting them in the use of success criteria and expectations. Effective feedback enables students to further their understanding something all students can benefit from (Braund & DeLuca, 2018).

Another part of the three-phase process is appropriate goal setting and feedback that relates to the goal set (Schunk & Zimmerman, 2007). Students need support and guidance when setting goals and planning the learning journey to achieve them. Learning activities need to be clearly linked to learning goals. This enables students to make connections between the learning goal and the learning activities as well as giving a focus for effective feedback (English & Kitsanatas, 2013). In order for students to feel they have some control over their learning and that a task is meaningful the goal needs to pertain to the student's personal learning process. Goals that are measured by academic success such as grades have been shown to have a negative effect on SRL whereas goals that encourage mastery of processes and focus on individual improvement are seen to increase higher levels of SRL (Neitzel & Connor, 2017). Students need to feel motivated to implement SRL, and setting appropriate goals in collaboration with the teacher can increase intrinsic motivation to work towards those goals. Having ownership of their goals means that students are more likely to persevere when they encounter barriers and as a result find the process more satisfying and rewarding (Wolters 2003 cited in Zumbrunn & Roberts, 2011).

In a study by Schunk and Rice (1991) 30 grade 5 students who could decode but found comprehension challenging were given explicit strategy instruction on finding main ideas in a text. The students were assigned either a process goal, a product goal or a process goal plus verbal feedback linked to strategy use and improved performance. Results of the study found that the process goal plus feedback group demonstrated higher self-efficacy and comprehension. Explicit feedback was crucial in supporting the group's attainment of a process goal.

English and Kitsantas (2013) discuss the importance of the right amount and type of feedback. For students to take ownership of their learning in their projects it was important that teachers monitored student progress and gave feedback that was general, enabling the

students to check their work on their own, find information and figure out solutions independently thus empowering the students to take responsibility for their learning. This may contradict the research on the need for feedback to be more explicit and strategy focused. The type of feedback should perhaps be dependent on where the student is in their development of SRL and as the student becomes more confident and competent the feedback can become more general.

Teacher modelling and scaffolding of a strategy or strategies is not a new concept; however, for modelling and scaffolding to be successful teachers must create opportunities for students to practice the strategies they have modelled (Schunk & Zimmerman, 2007). Reciprocal teaching, peer-assisted learning, peer-collaboration and peer-mediated learning have been found to be useful strategies in scaffolding students' SRL. Reciprocal teaching is when the child becomes the teacher after the process has been modelled. Reciprocal teaching can be used to support reading comprehension but is a strategy that is easily transferable to other learning situations. The teacher leads a group discussion using summarizing, question generating, clarifying and predicting. Students then take turns to lead the group following the model. Research shows that students who have opportunities to practice reciprocal teaching in small groups have higher reading comprehension scores (Gonzales-DeHass & Willems, 2016).

Positive relationships with peers can also effectively support the development of SRL strategies (Gonzales-DeHass & Willems, 2016). In peer-assisted learning the stronger student models first and then roles are reversed enabling the students to benefit from active task engagement and immediate feedback both of which improve academic outcomes. Peer-assisted learning is most effective after the modelling and explicit teaching of strategies. Peer-assisted learing also create opportunities for independent practice that should follow guided practice reinforcing autonomy and increasing motivation and self-efficacy (Zumbrunn

& Roberts, 2011). Peer-mediated learning activities allow children to share and express different opinions and perspectives, justify and explain their positions, find new information and adapt to new frameworks. In peer-mediated learning students are involved in more open-ended tasks that have more than one solution which promotes engagement and challenge, enables students to compare learning strategies with their peers, observe how their peers approach a task, and challenges their own metacognitive abilities. Students can share theories, explanations and pose thought provoking questions that can help to build new knowledge (Gonzalaez-DeHass & Willems, 2016).

These strategies, reciprocal teaching, peer assisted learning, collaboration, and peer mediated learning rely on a strong community of learners which is imperative if SRL is to be successful (Drummond and Perry, 2002; Gonzalez-DeHass and Willems, 2016). Building a strong community of learners involves encouraging effective communication and collaboration, valuing student voice, giving students a choice when planning, finding resources, and deciding the best way to approach a task or project (English & Kitsantas, 2013). Lessons, environments and teachers need to be flexible and students need to feel a level of autonomy (Dignath & Buettner, 2008). If a class is too rule bound the implementation of SRL will decrease (Neitzel & Connor, 2016).

Communities of Learners and Beyond

Fostering Communities of Learners (FCL) (Brown, 1997 as cited in, Gonzalez-DeHass and Willems, 2016) uses the three-phase cycle of learning and adult or peer models to lead group activities and support the internalization of thinking, planning and reflective strategies eventually enabling the group to assume responsibility. Students are immersed in a collaborative culture that also creates opportunities for students to develop individual areas of expertise and reflect on their own learning. Cooperative learning was found to benefit

students in the development of problem-solving skills, critical thinking and higher-level reasoning. “When students in groups think aloud, model learning and problem-solving strategies, and challenge one another’s current ways of thinking, students develop better strategy use, self-regulated learning abilities, and metacognitive awareness (Gonzalez- De-Hass and Willems, 2016).

Research conducted on cooperative grouping has shown to significantly enhance student achievement (Gonzalez- De-Hass & Willems, 2016). In contrast, a meta-analysis on self-regulation training programmes found that interventions that did not train students by means of group work had higher significant effects. Dignath et al. (2006) acknowledged that the studies included in the meta-analysis had limited information about the implementation of group work in the learning setting. For group work to be successful and have a positive effect on students’ SRL the instruction must be explicit. Dignath et al. (2006) state that “it would not be enough to let students sit around a table in small groups without providing them with any systematic instruction” (p. 120). Many students do not instinctively know how to learn in a group. If the expectation is that students will learn in or as a group, they need to be taught how.

Extending the community of learners beyond the classroom can be effective in the fostering of SRL this might include communicating the benefits and importance of SRL with parents (Gonzalez-DeHass & Willems, 2016). Sharing proven learning strategies with parents might mean that they are more willing to be involved in encouraging their children in the development of SRL. This could prove to be particularly important for younger children as they begin to develop habits of learning. Parent or caregiver involvement would be ideal as it can provide more opportunities to practice SRL however, this could also be challenging as not all parents or caregivers are able or willing to be involved in such a way as SRL demands. English and Kitsantas (2013) look to use the wider community in a different way by involving

them in the evaluation and reflection phase. Students are encouraged to present their solutions and projects to audiences outside of their own classmates. This provides a more authentic learning experience as students are required to answer questions about their projects justifying and explaining the process. This can motivate students to be more critical and reflective in their thinking as well as more thorough in the process.

When supporting students in SRL the aim is for a shift in responsibility from teacher to student. The role of the teacher and possibly the wider community is to model and facilitate SRL strategies and create opportunities for practice but also to facilitate, guide and encourage students to take more responsibility for their learning.

Conclusion

Direct strategy instruction, modelling, and guided and independent practice are all key factors in the development of SRL. If students are to maintain SRL skills over time it is imperative that opportunities for practicing SRL skills happens frequently and are explicitly taught to students. Students need to understand the advantages of using SRL and be able to discuss strategy choice. If a student is able to verbalise their processes and strategy choice teachers are in a better position to guide and support the specific needs of individual students (English & Kitsantas, 2013; Gonzalez-DeHass & Willems, 2016).

When it comes to the role of the teacher several researchers agreed that the implementation and development of self-regulated learning should happen in collaboration with the students (Nietzel & Connor, 2016; Perry & Drummond, 2002). However, meeting the diverse needs of today's classrooms is a challenge. Each student will have different needs in the development of SRL therefore the level of support offered must match the level needed to enhance the student's SRL (English & Kitsantas, 2013).

Several articles identified specific strategies and practices that if taught explicitly can lead to successful student implementation of SRL. Students need to be exposed to multiple successful models and allowed time for guided and individual practice of these models (Perry & Drummond, 2002; Schunk & Zimmerman, 2007; Gonzalez-DeHass & Willems, 2016; English & Kitsantas, 2013). Effective and encouraging feedback on learning processes and strategies is important if students are to attribute success or failure to strategy choice and not ability as ability is often seen as fixed, which in turn can influence self-efficacy in SRL (English & Kitsantas, 2013; Schunk & Zimmerman, 2007). For reflection to be an effective skill it needs to be encouraged throughout the learning process and not just in the reflection phase of the cycle. This supports self-monitoring and enables students to make adjustments throughout the process. Self-monitoring needs to be in alignment with task and success criteria enabling the student to evaluate the outcomes without relying on peer or teacher judgement (Butler, 2002). Keeping students thinking visible, which can be done using white boards, allows the teacher to give regular feedback and guidance in the learning process ensuring students are linking the learning activities to the learning goal (English & Kitsantas, 2013). Constructive questioning, opportunities to control challenge, involving students in meaningful tasks and appropriate goal setting are also valuable strategies identified in research that enhance SRL and increase student motivation (Dignath & Buettner, 2008; Perry & Drummond, 2002).

What is truly being asked of many teachers is a change in their practice which for some educators could also mean a change in their beliefs. Research suggests that the key to changing teachers' practice lies in effective professional development (Carpenter, 2016; Hunzicker, 2011). Teachers need to see evidence of the effectiveness of SRL and that the promotion and fostering of SRL in their classroom practice will have a positive and even profound effect on their students before they fully commit to changes in their practice

(Guskey, 2002). There is a plethora of research demonstrating the positive effect SRL has on students and their academic achievement as well as their ability to understand themselves as a learner (Mason, Harris & Graham, 2011; Moos & Ringdal, 2012; Ness & Middleton, 2012, Pintrich, 2002; Zimmerman, 2012). The challenge is to effectively use professional development to bridge the gap between the research and classroom practice and provide an experience that is valuable and meaningful if PD is to be the catalyst for a change in beliefs and attitudes towards SRL. In Guskey's (2002) opinion, "it is not the professional development *per se*, but the experience of successful implementation that changes teachers' attitudes and beliefs. They believe it works because they have seen it work, and that experience shapes their attitudes and beliefs" (p. 383).

Chapter 3

Setting the context of the project: Conversations with Professionals

On February 20th, 2020 a group of four educators were involved in a 1 hour and 40-minute focused discussion (8:10- 9:50pm) on professional development related to teaching self-regulated learning (SRL). The four educators consisted of 1 principal, a grade 4/5 teacher, a grade 5/6 teacher and a teacher who covered planning time from K to 8 to teach music, art and physical education. Three of the educators were known to me prior to the focused discussion. I worked with them as part of a teaching exchange in 2014/2015. I was connected with the fourth educator through a mutual friend. All educators were selected to take part in the focused discussion for the following reasons: 1) existing collegial relationship 2) interest in supporting SRL 3) rich and varied experience. As an educator myself I facilitated the discussion and when appropriate shared my experiences.

Four areas of importance emerged from the discussion: 1) barriers to professional development and the implementation of self-regulated learning, 2) understanding self-regulated learning, 3) being explicit, and 4) goal setting.

1: Barriers to professional development and the implementation of self-regulated learning

When discussing positive and negative experiences with professional development the participants discussion focused on three key issues that were seen as barriers to effective PD: sustainability, teacher beliefs, and time/funding.

Sustainability

The participants identified two key pillars to sustainable PD: 1) Follow up support after PD sessions. This could include access to a facilitator or knowledgeable other to support with maintaining the learning and implementation of practices, and 2) ongoing scheduled meetings with colleagues to share learning and progress.

Teachers had previously experienced professional development through the unconference model a model that enables teachers to decide on the agenda and workshops. This model allows for an informal and flexible program enabling participants to suggest topics of their own interest and choose sessions accordingly. This model had been successful in terms of teachers being inspired and engaged; however, the principal questioned the sustainability of this model and in her opinion "there needs to be more follow up support in actually incorporating the experience into teaching practice." The grade 5/6 teacher also felt that PD was rarely sustained due to other school commitments like report card writing. These additional commitments result in "never getting back to what you had started".

Consistency was also seen as a key component to sustainability. The planning teacher previously taught in a behaviour program and regular meetings with colleagues were

important to keep the program in motion and fulfil its purpose. “In my experience regular meetings with colleagues has in the past helped to maintain consistency in supporting students but when the collaboration went away that’s when the program fell apart.” The grade 5/6 teacher agreed that meeting regularly with colleagues to share what you have learned “takes it up a notch and consolidates it. It becomes more powerful”. The principal talked about the need for a ‘knowledgeable other’. In her experience being assigned a ‘facilitator’ or knowledgeable other for four half days of Math PD had been really helpful. “Having a knowledgeable other at the table that doesn’t tell you what to do but to ask the right questions and guide you helped to anchor the learning and keep the learning on track.” I asked if having access on a regular basis to a knowledgeable other would help sustainability and all educators agreed it would. The grade 5/6 teacher stated that “having someone to lean on like that would make a huge difference.”

Teacher Beliefs

The principal felt that many teachers still hold the belief that curriculum coverage is the main priority, “they feel so much pressure to get through the curriculum – to front load everything explicitly and show[ing] students what you want them to do is hard.” I suggested that schools take small steps and start small. I expanded and asked how important it is to educators to know that they have permission from the principal to do what you need to do and not have to worry about covering the entire curriculum. The principal shared “Well, I’ve never met the curriculum police. I’ve managed to convince teachers to let content go and focus on skills.” She would also like to get rid of reporting on strands in math as “that’s the only one I haven’t been able to convince to let go.” The grade 5/6 teacher felt that he has a lot of freedom and was surprised that some teachers still felt so constrained. The principal did not think that all principals give that permission for flexibility, “Some principals don’t even know to give permission. They don’t necessarily think to do it.” The principal also believes that

teachers get stuck because of competing agendas with parents and principals and preparing them for high school, “teachers want to shift but are worried about competing agendas.” The grade 5/6 teacher thinks that many teachers still believe that the end product is more important, “I think teachers are afraid to say what they really feel and a lot of them don’t even know about Growing Success.”

In summary, the educator’s beliefs regarding barriers to supporting SRL revealed four common beliefs/perspectives: 1) curriculum coverage remains a priority for teachers, 2) value placed on the end product instead of the learning process, 3) a need for explicit permission to focus on skills over content, and 4) teachers feel caught between competing agendas as they feel pressure to answer to parents, administration, and their own belief system.

Time/Funding

Although time was identified as a barrier to effective PD and implementing SRL, time was also discussed in the context of time management for PD and how the time for PD could be structured. All participants agreed that finding time for effective PD has become very difficult. The grade 5/6 teacher stated that, “you can’t do PD for one hour a month like a staff meeting”. He believes it is going to take a commitment from people outside of the allotted time in order for PD to really work. The planning teacher agreed that this was something he was more likely to do. “I’m happy to volunteer my time if it is something I’m interested in and really want to do.” The grade 4/5 teacher talked about literacy-based PD from some years ago. Time was given for groups of teachers from several schools to meet and talk and observe someone in the group teaching. The grade 4/5 teacher commented that “teachers were invested in it, so we met a lot of times after school and in planning time. People were willing to put in their own time because we felt it was really valuable to us.” The principal shared how her staff are currently feeling regarding time to talk stating that “my teachers are feeling

very isolated right now because they are not able to talk." "We just don't have time," responded the 4/5 teacher.

The participants were asked about the value of full day verses half day PD and which they preferred and why. The immediate response to this question was half days as their experience was such that full days were too much and "after lunch there was a lot of time wasted." However, as the discussion evolved the response became more mixed and very much depended on how the time was structured. The grade 5/6 teacher felt that "if you are going to have a full day it needed to have time that involved other activities." I made the suggestion that some of that time could be spent on planning and thinking about how they might implement what they learned or at least thinking of next steps and setting goals. The grade 5/6 teacher responded with "ah yeah, if you have a product at the end of the day that you can use in your practice then that's worthwhile."

The grade 4/5 teacher who was still keen on a half day described how the half-day literacy PD that they discussed earlier was structured. "Teachers would meet for 50 minutes for discussion. The next 50 minutes was used to observe lessons and the last session was a debrief which helped the teachers stay on track." She continued, "We had recess after the observation which helped teachers get their talking out and then we could get back to it." I asked how this met the individual needs of the teachers involved and she replied saying, "The PD was set up so each teacher in the group had an opportunity to be observed in a lesson of their choosing however, if they were not comfortable with this they did not have to do it."

As the discussion turned to the fostering of SRL the issue of time arose again. The educators shared concerns about finding time to teach the skills for SRL. The principal talked about the pressures of what a teacher has to teach in a day and curriculum coverage, "a lot of teachers don't have time to front load that kind of stuff."

The issue of time in regard to staff meetings was also an issue. Staff meetings are often cancelled due to snow days or for other reasons. These meetings are then not rescheduled and so “staff meetings are hard to make useful,” commented the grade5/6 teacher. The principal then shared how she was attempting to make better use of them by replacing them with something else. “The idea was that it would be a time for teachers to help each other problem solve students who were stuck.”

There is a definite over-lap with time and money. A lack of funding has made it harder for teachers to work together and sustain PD. The grade 4/5 teacher pointed out that “Even with support for PD coming from within the school for example, co-teaching, time is still needed from the classroom which means money is needed to fund the release time.” The literacy-based PD described by the 4/5 teacher “was expensive because it involved a lot of release time.” The grade 5/6 teacher commented that “that was when there was funding for PD.”

To summarize, teachers will likely volunteer to continue PD outside of school hours if they value it. Teachers feel that time to ‘talk’ is limited, and this is causing teachers to feel more isolated. PD time needs to be well structured and if possible, result in something practical to take-away and use in the classroom. Staff meetings are not an effective use of time for PD and could be used in other ways to support teachers.

2: Understanding Self-Regulated Learning

Prior to a discussion about their knowledge, experiences and understanding of SRL the educators received an outline of effective SRL skills and strategies linked to Zimmerman’s three-phase cycle of forethought, performance and reflection.

Ideas, concepts and experiences of SRL

When the conversation turned to discuss the topic of self-regulated learning, ideas concepts, and experiences were far more varied. The grade 5/6 teacher thought that SRL was very much like the "'expert learner', the student knows themselves and what they need to do in order to achieve a goal." I agreed but also made the point that students need to be taught those skills and that is what I was learning to do through Building Learning Power as I did not feel I was doing the best job at teaching my students to become better learners. The grade 5/6 teacher responded with, "That's because it's really hard." The planning teacher talked about self-awareness and how two students may have the same outcome, but one will have reached their goal because what they just happened to work and the other may have reached their goal by being aware of what strategies they needed and what their next steps were. He asked the question, "Is self-awareness a critical part of SRL?" The general consensus was yes, it is. It is important that student's understand how and why they were or are successful and vice versa. He went on to clarify this. "So a student needs to know how they got that math question right or did well on a test, for example, I read my notes." I further developed this point and the importance of a student seeing their success or failure as something that is in their control. If a student attributes their success or failure to their ability, then that is often seen as fixed and therefore cannot be changed. If a student attributes success or failure to strategy choice for example, that can be changed and improved upon.

The principal thought that SRL is about empowering students stating that, "They need to know and understand that learning and becoming better at learning is within their control." The principal went on to talk about different classroom environments tackling the misconception that compliance is self-regulated learning. "Highly controlled and compliant classrooms can look like students are self-regulating but actually they are not. They are just being told what they need to do." The principal continued to talk about how for some students these classrooms are very easy to be in because they are predictable, there is a routine, and

they do not have to do very much thinking at all. The educators identified this as problem if that child then found themselves in a classroom where they were expected to think for themselves resulting in things for that student very quickly falling apart. This highlighted the need for continuity across the school. The principal also thought that one could gage a student's level of self-regulation by their response to a supply teacher, "often the less self-regulated the more they fall apart."

I introduced Zimmerman's three-phase cycle for self-regulated learning and talked about how the model can help to frame SRL in the classroom. The educators began to discuss meta-cognition, the role it has in SRL and how much do you as a teacher focus on meta-cognition in one day. The planning teacher shared his thinking, "How often do students want to be thinking about their thinking? Sometimes learning is just fun right? Is it about choosing your critical moments?" The grade 5/6 teacher's thinking went in a different direction, "I know someone who is doing 'Think Alouds' so I'm wondering how that might work – should I be modelling my own thinking process?"

From this conversation it is clear that the educators are unsure of how to foster SRL in the classroom. Regarding the understanding of SRL the educators agreed on the following: 1) compliance is not SRL, 2) self-awareness is an integral part of SRL, 3) metacognition (implicit and explicit) is important for SRL, and 4) the principal and grade 5/6 teacher believed that SRL can empower students supporting them in the realization that learning can be within their control.

3: Being Explicit

I introduced the use of a 'Reflective Diary' (completed by students) and shared extracts from my grade 5 class's reflective diaries. This prompted a discussion on the importance of language for learning and the need for consistency in language if the goal is for

students to be more independent in their learning. The 5/6 teacher thought that language used to model his thought processes would be key. The principal agreed and also thought it would be key in shifting the focus of student's self-talk from 'What does the teacher want me to do?' to 'What do I need to do to be successful right now?' The planning teacher felt that many students do not have the language for reflection. He used the example of how many students when asked what they did at school they really don't answer with more than 'I don't know'. "It's about teaching them the language for reflection, right? What they are really saying is I don't know where to start. We need to give them options and model the language." The principal thought that student's responses could also be a result of them not knowing what to value, the planning teacher went on to say that maybe we should be explicit to students that we as teachers are going to help them through something hard. He gave the example of playing the guitar and how he has suggested that students can look at the diagram to help them find the chord but that the students though that was cheating and so the task was harder than it needed to be. The grade 5/6 teacher also talked of students who collaborated on a math challenge. "They told me they felt badly about it because they felt they had cheated." The principal wondered where students get the idea that looking something up is cheating and that working together is cheating. "Maybe we don't talk enough about what we value." The planning teacher agreed and commented that "We also don't explain process very well. For example, students don't realise that many songs are worked on by several people. Maybe they look at something and think I'll never be able to do something that well without realising that it doesn't have to be independent – it's still valuable if it's a collaboration."

When I shared how I explicitly taught/modelled perseverance and how I supported students in becoming aware of their levels of perseverance I described how I worked with students on 'What to do when I get stuck' and how I would try to make myself as the teacher,

the last resort. The principal commented that, “We don’t really give those as options to students – we don’t set them up for that.”

There were three main contexts identified where educators need to be explicit: 1) teachers need to be explicit with the language used, 2) teachers need to be explicit about what they value, and 3) teachers need to be explicit about the importance of the learning process.

4: Goal setting: Shifting the Lens

A key element of SRL is being able to set appropriate goals. This is something that the principal’s two schools are working on right now. She has been amazed at “the power of students really knowing their own goals.” The grade 5/6 teacher felt that this was also very important for teachers too, “almost everything we are talking about regarding students and SRL is interchangeable with teachers.” At the principal’s two schools they are focusing on conferencing for goal setting which has shifted the control over learning from the teacher to the students. “Now the students are able to tell me exactly what they are working on and not what the teacher has told them to do but this is what I’m working on becoming better as a writer.” The principal also felt that students needed to understand that having control over their learning can lead to their success and “so how we define success is really important.” The grade 5/6 teacher pointed out that standardised tests should not be how success is defined or measured. The need for more effective goal setting had come from the teachers and the need for independent reading to be more effective. The principal had used a book on conferencing to enable her to ask her students the right kind of questions. In his experience, the grade 5/6 teacher found that students would just give goals that they had heard from teachers like ‘I need to read with more fluency’ but “they wouldn’t really know what goal they needed to set.” The conferencing was supporting students in developing their ability to set appropriate goals in turn this enables teachers to be more focused on how they could

support students in achieving those goals. The principal commented that when she has meetings with the teachers it is not about their teaching practice. “It is about the student’s learning and the teacher saying, ‘yes I know they are stuck on that’ and we start to talk about what to do about it. The focus is more on how the teacher can better support the student’s learning. The goal setting is now being used in writing as well as reading but they are finding setting goals in maths is harder.” This also had an impact on report writing for math. The principal talked about wanting to go deeper into learning goals. “I want to go beyond ‘I want to stop looking out the window’”.

The grade 4/5 teacher talked about how difficult it is to set personal goals with her class size but did state that her class is working collaboratively. The planning teacher talked about there always being an implicit goal but that there is not always an explicit one. “Maybe the explicit one works better. The more concrete one with a lot of kids sinks in more.” The grade 5/6 teacher also thought that the ‘end goal’ should not be a mystery and that we “should show them what success looks like.”

Key points arising from this conversation included: 1) support in effective and appropriate goal setting can be empowering for students, 2) in some cases the focus of professional conversations about progress is more about how a teacher can best support a student’s learning, and 3) the importance of sharing what success looks like.

Conclusion

From the professional conversation I identified four key elements necessary for PD in SRL to be effective at meeting the needs of the educators.

- PD needs to be well structured and made sustainable by regular check-ins/meetings.
- Teachers need to be able to see the value in the PD being provided.

- PD needs to include practical ideas, time for teachers to discuss, interact and develop plans for SRL in their own context.
- Teachers need explicit steps on how to foster SRL in the classroom.
- Teachers feel pressure; therefore, small steps to fostering SRL in the classroom is important to avoid teachers feeling overwhelmed.

Chapter 4

Product Created

The product created is a PD course based on what I learned through research on SRL, research of effective PD, and the professional conversation that took place with a group of educators (see chapter 3). This chapter includes the facilitators plan for the PD course. I have also created a booklet for the attendees of the course to use (see appendix A) and a handout of the power point slides that are referred to in the facilitators plan for the PD course. The slides are in a booklet to enable attendees to make notes on the slides should they find that useful (see appendix B).

Professional Development Day: Plan for course facilitator

I have used what I learned from the professional conversation of effective PD to plan PD on SRL. In order to include all the key elements identified in the professional conversation the PD needs to run for more than one day. In chapter 5, Next Steps, I explain how I plan to expand the PD and include key elements such as sustainability. In the PD course I include videos and interviews with teachers and students who are already using the SRL model and the impact SRL has had on both teacher and student. Teachers hearing from students and teachers first hand creates an opportunity for teachers on the PD courseto see the value in SRL. Teachers have the opportunity to take part in activities that support SRL and will be given resources that develop SRL skills that they can use/adapt for their own

classroom. This PD course allows time for teachers to reflect on what they have learned and to plan their first steps to fostering and developing SRL.

An Introduction to Self-Regulated Learning and the fostering of SRL in the classroom

Pre-reading

Teachers will have had an article to read before the PD session (Perry and Drummond, 2002) and be prepared to discuss. There is also a more recent article available, "Encouraging SRL in the Classroom" (Zumbrunn, Tadlock and Roberts, 2011). However, the Perry and Drummond (2002) article is the best practical example in my professional opinion focused on how a teacher can develop SRL in their classroom.

8:30 – 9:15 Coffee and introductions and group discussion on article - key questions provided to support discussion.

9:15 – 10:30 Commitment - the long-term goal

To engage you in understanding, fostering and sustaining the development of self-regulated learning throughout your school(s)

What is our intent regarding SRL? What are we aiming for?

- Support students in becoming self-regulated learners.
- For the application of SRL skills to become automated in our students.

(Slide 1) Aims for today (Appendix B)

Today is about finding out where you are with fostering SRL. What are you already doing that you can build on? Today is also about learning from each other and discovering what we can offer our community here – this community of educators who have a shared interest in supporting students in developing their SRL skills. The learning and sharing should not end when today is over. I want to encourage you to meet, talk, share and support each other. I am also here as a facilitator beyond today and am more than happy to support when and where I can.

(Slide 2) Welcome and Check- in

Defining SRL – did the article help in understanding what SRL is and what it might look like in the classroom?

(Slide 3 & 4) SRL is when individuals are involved in a strategic cycle of planning, monitoring, and evaluating their learning and the learning process. (Diagram of the three-phase cycle of learning)

(Slide 5 & 6) Why do we need to be fostering students' SRL?

(Slide 7) Benefits most but good for all

(Slide 8) What SRL might look like (booklet Appendix A)

(Slide 9) My adapted model of Zimmerman's three-phase cycle (booklet)

Students may go through many cycles throughout the course of a learning task.

(Slide 10) Table of SRL skills/capacities (booklet)

How are we going to try to achieve this?

(Slide 11) Reflect on our current teaching practice and figure out what changes or adjustments we need to begin making.

1) Teacher as learner – putting ourselves under the SRL microscope.
2) Building a community of learners and sharing our intentions/goals with the students –the community. We ALL need to know where we are headed.
3) Creating a common language
4) Find out about the learning habits of our students

Teacher as learner – putting ourselves under the SRL microscope.

Get curious about your own learning.

Share questions to help teachers think about their own learning – give them time to read/answer/reflect on the questions and time to discuss if appropriate.

(Slide 12) Taking a look at your own learning – questions. (see booklet)

Why is this important? We will be asking and expecting our students to make observations about their own learning. Looking at our own learning is a good place to start. It also helps with building relationships in shared learning experiences.

(Slide 13) Beliefs – we need to examine our belief system and possibly challenge it.

Building a community of learners and sharing our intentions/goals with the students the community.

We ALL need to know where we are headed.

Self-Regulated Learning needs a platform and that platform is a community of learners.

A powerful way to create a safe and supportive environment is to position ALL members of a classroom as members of a Community of Learners – partners in learning how to learn.

All individuals are valued, recognised and accepted for their strengths and challenges, diverse interests and needs are accommodated and peer to peer co-learning is fostered.

Share a little of my background in Building Learning Power (BLP), Critical Skills training, and how these connect to SRL.

(Slide 14) Share how I built community of learners.

Where did I position myself and other adults in the classroom?

- Check in and Check out – organising the classroom (booklet)
- Roles and Responsibilities with students – rules? (booklet)
- Greet students individually in the morning - encourage students to say ‘hi’

- Focus on relationships from day 1 – when we know our students and the students know each other it fosters a safe and supportive environment.
- Community Builders – these are NOT icebreakers (booklet)
- Remain professional – learning is your job. How can you best do your job? You may not like or get along with everyone but throughout the school year you will be given the opportunity to work with everyone in the community it is expected that you will do so with professionalism.

Share a community builder – do one together if there is time. Debrief is very important.

(Slide 15) Supportive learning environments positions all students as valued members of the learning community. They understand how their classroom works; they feel safe and comfortable in taking risks. They can work independently and collaboratively to push everyone's learning forward. Students who live and learn in these supportive environments are ready to actively engage in rich learning experiences and SRL (Butler, Schnellert & Perry, 2017, p. 77).

What do you do to build a community of learners? Share – does anyone have any ideas/resources they think will be useful in building a community of learners?

(Slide 16) Language

A safe and supportive environment that uses language for learning results in empowered self-regulated learners.

The language we use as educators and what that says about what we value.

What we say and what students hear

Praise. Are you praising effort or ability?

Shift the praise from the 'right answer' or 'end product' to the process and use of learning habits.

Create a common language

A common language for learning is key.

Introduce the 4 R's and SRL capacities.

Look at Zimmerman's three- phase cycle in more detail and link to the capacities.

How might you set this up in your classroom? How might you begin to introduce the language and remain consistent in its use? For example, you might display the language.

Involve students – this is a community responsibility.

(Slide 17) Share thoughts ideas and recap on what you have covered so far.

- Build a community of learners – this continues throughout the school year
- Share the goals/intentions with the community – you are in this together
- Have a common language and use it consistently – making changes later if necessary

10:30 – 10:45 break

10:45 – 12:00

Our students and their learning habits/capacities

(Slide 18) Observe your students learning habits/skills - what do you notice? Use the guide to help you. (see booklet)

(Slide 19) Ask students what they think about their learning skills - use questions. For younger students this could be conferencing or small groups or 1 to 1 conversation during an activity. (see booklet)

(Slide 20) How can we use this information?

(Slide 21) SRL/BLP in action

Give context for these clips.

Share you tube clips from BLP

BLP in action – The professionals https://www.youtube.com/watch?v=4XF5QxbOeLo

Amber talks about BLP start at 2.14 https://www.youtube.com/watch?v=9HYuahGaXS8

Ask for comments/responses/questions – discuss in groups first and then share with the room.

(Slide 22) What are you already doing to foster SRL in your students? (see booklet)

Work on or discuss 'What do I do that enables students to . . .

What might I do?

This is a work in progress – what are you already doing? What might you think about starting to do?

Are you explicit about this?

Suggest that this might be useful to do in the planning time this afternoon. There will be time to share thoughts/comments/ questions before the end of the day.

Share an example of how you can activate and evaluate a skill or capacity

(Slide 23) Activating Reasoning

What skills are needed for this to be successful? E.g. group work/learning – you may wish to address this before or leave it as an outcome of the activity e.g. the students recognise that they need support in developing collaboration skills (learning/working in a group)

Share the challenge sheet and my experiences of these activities. (see booklet)

Observers – make notes of language used (this can include direct quotes), how the group collaborate, any specific capacities used e.g. revising, questioning, perseverance (observation sheet in booklet)

Half the groups observe making notes the other half do the activity – switch.

Debrief. What did the observers see/hear/sense?

How did the participants in the activity feel?

WWW and EBI – reflection and recording. Write **exactly** what the students say.

What have we learned from this and what action needs to be taken? For example, do students need more opportunities in developing their collaboration skills? How can that be supported?

How do you see this working in your classroom context?

How could we stretch and transfer this?

If we are to foster SRL in the classroom then we need to design activities/lessons/units of learning that allow students to use and develop their SRL skills. This may be a little further down the line for you, but it doesn't hurt to be mindful of it when you're planning – it could be that you simply add in reflection time.

"When students choose and then use strategies as part of a strategic action cycle, they start to view SRL processes, not as a curriculum to be learned, but as an effective way of working". (Butler, Schnellert & Perry, 2017, p. 86)

12:00 – 12:45 lunch (get outside if you can)

Bring group back together.

Goal for planning time – to have planned your next steps in fostering SRL in the classroom.

Your time to process, reflect and plan.

Independent/group planning time.

What to focus on – where do I start?

(Slide 24) 5 Practical strategies to help develop self-regulated learning in the elementary classroom.

Detailed examples of these are in the booklet.

1) Check – in's

2) Community Builders

3) What helps me to learn. What stops from me from learning.

4) What to do when I get stuck 'Being stuck is a good place to be'

5) Be Reflective - ideas to build reflection into the day.

What are your next steps in your context for fostering SRL?

Observe

Ask students about their learning habits.

Try one of the 5 strategies.

Make some changes to your classroom.

How and when will you do this? Resources/time/schedule

How will you stay on track? Involve the students/share responsibility

Who will you check in with and when will you next check in to reflect on your journey so far? A colleague/time with students/staff meeting/informal 'chat'

Remember – this takes time a long time!

One step at a time!

How can I support you?

Observations

Team teaching

Planning

Finding resources

Regular check ins

2:30

Share your goals and any other questions you may have.

Are you clear on what you are going to do in class to begin developing your student' SRL?

(Slide 25) Teacher Behaviours that Support SRL

Explain - Be explicit about learning to learn.

Orchestrate – Orchestrate resources, the environment and activities in order to develop SRL.

Design learning activities that develop and enhance the capacities for SRL.

Commentate – comment on students learning capacities through informal discussions.

Comment on progress made and action that could be taken to strengthen capacities of SRL. Display the learning progression of the students' work rather than just the finished product/perfect outcome.

Reward good questions as much as good answers.

Point out when students are using SRL capacities.

Model – model being a learner.

Encourage a commitment to learning by getting stuck, persevering, trying different approaches and making mistakes.

(Slide 26) Before the next PD day

Practice noticing skills.

Notice students learning behaviour. To what extent do they demonstrate the use of SRL capacities? (There is an observation sheet included in the booklet that may be helpful).

What might you want to do more of? What might you want to do less of?

Complete your own learning profile.

Stay in touch and contact me in time (a week before) with anything you would like to work on/be addressed/supported with, in the next session.

End of day.

Information provided to participants: I am available to support you in any way I can. The support does not end here. In preparation for our next PD day be ready to share where you are so far, your experiences, challenges, successes and think about where you would like to go next.

Chapter 5

Conclusion and Next Steps

This project has presented me with the challenge of bridging the gap between the theory and practice of SRL. We know from the in-depth research on SRL that the fostering of SRL skills in education is critical if we are to develop students who can adapt to an ever-changing world and become life-long learners. We also know that this responsibility falls on the shoulders of educators. Educators know that the development of SRL in their daily practice is important and beneficial to both student and teacher. What is missing is support for educators in how this can be accomplished on a practical level; in a way that makes sense to teachers and becomes a part of the daily teaching practice and not an additional 'subject' to teach. Research along with my own experience provided me with the answer – professional development. Effective PD that focuses on supporting elementary educators on integrating the development of students' SRL as a whole class approach.

Through professional conversations with educators and reading research on effective PD, I concluded that the PD I provide for educators on SRL needs to be practical, useful, and sustainable. The PD I have developed offers educators a foundation on which to build the development of SRL in their classroom practice. The PD is based on the growth model and provides opportunities for educators to apply their learning to their own context. By the end of

the PD educators will have gained an understanding of SRL and how to begin to develop SRL in their own classroom context. They will have had time to plan their next steps, so they are able to begin their journey along with the students in developing SRL the next day. Teachers on the PD course will also have chosen a partner or small group that they can check in with and discuss their progress. The check-ins can happen informally, but teachers are encouraged to plan meetings on a regular basis. Regular check-ins can help to keep teachers motivated and support the sustainability of fostering and developing SRL in their classrooms.

Next Steps

My vision for PD in SRL goes beyond the scope of this project. Due to the constraints of a master's degree the PD I have developed for this project is only one day which makes sustainability a challenge. For this course to meet the criteria of effective PD it needs to be more than one day. My plan is for the PD to be run on four separate days across the school year. In between the PD sessions teachers will be encouraged to create a community and set aside planned time to check in with each other on their progress and share challenges and successes. As the facilitator I will be available to the participants to support in any way that the educators need. For example, team teaching, lesson observations, talking through next steps or seeking out resources. Each course day will build on knowledge and skills from the previous session. Not all educators will be moving at the same space and so each day will begin with teachers evaluating where they are at and where they need to go next. Time will be built in for educators to share this with others in the group and myself so they can plan their next steps and not lose momentum. At the end of each session the educator will have set themselves up to three goals. They will also have planned how they will achieve the goals before the next PD day. By the end of the 4-day course educators will be part of a community that puts SRL at the centre of learning. They will be confident in supporting other teachers in developing SRL and will have had experience in developing lesson plans that create

opportunities for students to develop SRL skills. What is most important is that these educators will go into the next school year with confidence in how to develop SRL skills in their students. Educators will be able to apply and build on their learning and they will have a community with whom they can continue their journey. The development of SRL skills will be part of their daily practice with students. This is effective PD.

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Appendix A – Booklet for attendees of the PD course.

An Introduction to Self-Regulated Learning

Day 1

Welcome to Building the Foundations for Self-Regulated Learning

Programme Aims –

To engage you in developing an understanding of SRL.

To enable you to implement, foster and sustain the development of SRL in your classroom and in your school.

Objectives

By the end of the programme, you will be able to:

- build a community of learners
- demonstrate an understanding of the capacities for SRL
- design learning challenges that develop SRL
- identify SRL capacities used by individual students
- maintain the development of SRL

Our Objectives for Day One

By the end of day 1 you will be able to:

describe SRL

identify the capacities for SRL

analyse yourself as a Self-Regulated Learner

identify your first steps to developing SRL in your classroom.

open up a discussion about learning with your students.

What is SRL and why do we need it?

Defining SRL

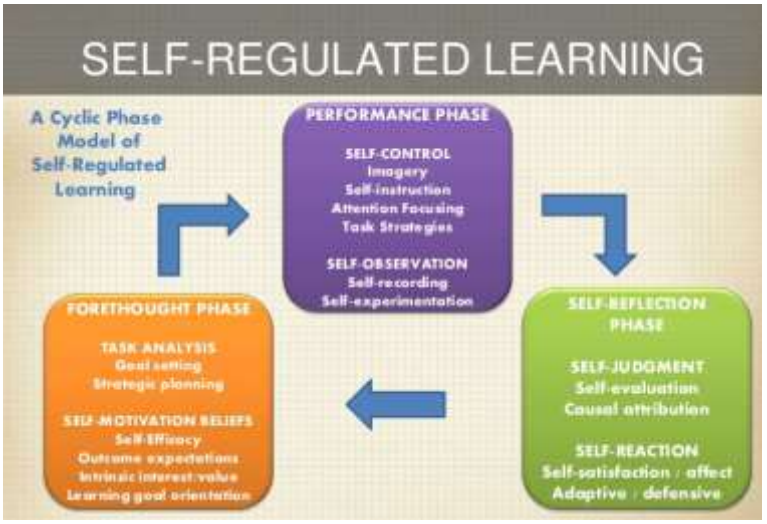
- SRL is when individuals are deliberately seeking to learn and are involved in a strategic cycle of planning, monitoring, and evaluating their learning and the learning process.

Self-Regulated Learning cont'd . . .

- Self-regulated learning (SRL) is a process that students actively use to support them in becoming an independent learner.
- SRL is about approaching learning with diligence and a knowledge of ones strengths and limitations.
- Having the knowledge of how and where to seek out help from others when needed.
- SRL is about perseverance and resilience, adaptability and reflection and finding ways to overcome barriers to learning.
- It is also about knowing how you learn best in different contexts; the ability to learn independently and collaboratively.

Why do we need to be fostering SRL?

- The real world demands more than being able to pass tests
- We need to be preparing our students for a world we can't imagine\jobs that do not even exist yet
- The world is moving at a fast pace – what we are teaching now could be out dated by the time students leave school
- Students need to be able to adapt and respond quickly and with confidence to shifting conditions in the work place and daily life
- Today's world demands continual learning and adaptive expertise
- Self-regulated learning can be very powerful and in today's society is deemed by some as essential for lifelong learning. (Shanker, 2010; Zimmerman, 2002).



Notes/Questions/links

What does a self-regulated learner look like?

It is important to bear in mind that the process of becoming a self-regulated learner takes a long time, hence the importance of beginning the process in elementary education. Self-regulated learning is a process that is constantly being refined and adjusted. A student may get to a point where they feel very comfortable as a self-regulated learner but there will be times when their ability to self-regulate will be challenged. There will always be room for improvement.

A Self-Regulated Learner:

Sets their own learning goals (Forethought Phase)

Plans the time, strategies and resources they need to reach the goal.

Is intrinsically motivated.

Purposefully clears their minds.

Manipulates the environment/manages their distractions.

Pays Attention to Self (Performance Phase)

Asks inquiring questions.

Chooses and adjusts strategies as needed and when appropriate.

Makes connections.

Self-monitors – asks 'How am I doing?'

Checks in with their emotional state.

Finds causal relationships and takes ownership of the learning process.

Asks for help to work towards independent learning.

Perseveres.

Self-Evaluates and Reflects (Self-Reflection phase)

Analysis their performance and the strategies used in order to make adjustments in the future.

Reflects on their behaviours and what they have learned about themselves as well as what they have learned academically.

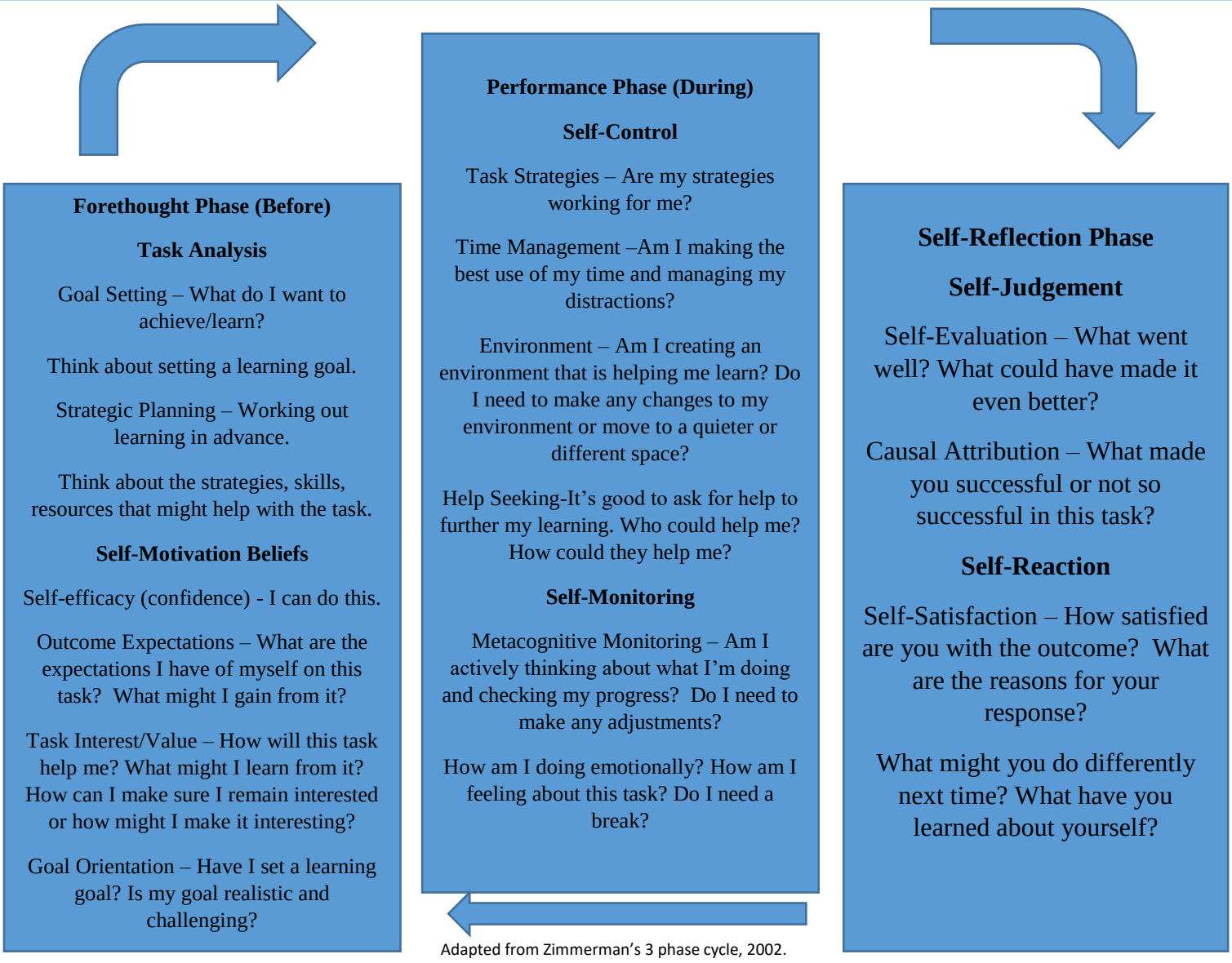
Attributes their success/failure to something they can change/improve.

Learns from experiences and learns from mistakes.

These three sections of a SRL are the three-phases shown in the diagram below.

Self-Regulated Learning Model

How does your teaching practise enable students to develop these capacities? What changes might you make to your teaching practice to better support students in developing these capacities?



Adapted from Zimmerman's 3 phase cycle, 2002.

Students may go through many cycles throughout the course of a learning task.

Adaptions for Primary Children

Planning – Choose what they might need for the task/ lesson e.g. any special equipment, scissors, ruler, etc.

Taking part in the task - They can think about how well they are getting on with their group if it is a collaborative task or if they are working well (on task) on their own. Check in with them at 10-minute intervals to help support monitoring of their progress. This can be done whole class or checking in on groups.

How did I/we do – Discuss with them what they thought about the task and their level of enjoyment or how well they think they stayed on task and what they learned. (thumbs up/down or traffic light colours). Some might be able to justify their reasons.

How can we introduce SRL capacities?

Resilience	Resourcefulness	Reflectiveness	Reciprocity
Managing your environment – create the best environment for learning that you can.	Ask enquiring questions – be curious and look below the surface	Goal Setting – set appropriate **learning goals.** This may be a set of short-term goals in order to make the long term goal.	Interdependence-knowing when to learn on your own and when to learn with others.
Noticing – look for details and patterns and nuances in experiences.	Imagining/Wondering– ask, what if? Explore different possibilities.	Planning – thinking about how you approach a task, time management, resources you will need and anticipating any obstacles.	Collaboration-know what you can offer collaborative learning. Respect and recognise what others have to offer. Draw from the strength of a team.
Perseverance – be able to channel frustration productively. Understanding that learning can be a slow process.	Making connections – seeing connections between disparate events and experiences.	Distilling/Filtering-figuring out what is important to your learning/which strategies to use. Using it/them to further aid your learning	Empathy and Listening-be able to put yourself in another person's shoes. Listen well by showing you really understand what others are saying.
Absorption – totally engrossed in learning.	Capitalising – make effective use of resources available around you. E.g. books, internet, manipulatives, people, personal experiences, other peoples' experiences.	Revising/Adapting-be flexible. Change direction or strategy if something is not working.	Imitation-recognise and adopt effective methods and learning habits and good values you observe in others
	Reasoning – be able to explain your answers and /or points of view. Work logically and methodically. Construct good arguments. Consider various possible solutions to a problem	Self-monitoring-regular check ins with your emotions and the approach to the task. How am I feeling about this? Is this path working? Am I in the best environment?	Peer Learning/coaching-Supporting each other in the learning process. Teach your partner. This enforces what you have learned. Ask them to explain it back to you?
		Meta-Learning/Self-Awareness- knowing yourself as a learner. Knowing how you learn best and how to talk about the learning process. Understand that how you learn can change.	

Adapted from BLP, 2005

What do you notice?

What questions do you have?

What connections have you made?

Looking at ourselves as learners.

Take your time with these.

When answering these questions, you do not have to think solely about academics –think about cooking, keeping healthy, a new hobby or a home improvement project.

Make sure you answer your questions openly and honestly. Dig below the surface to find out how your learning mind really work

Which of these circumstances are you most likely to thrive in?

Do different circumstances affect your learning (e.g., time of day, people, environment?)

When have you felt challenged and had to persevere? What did you do or could you have done to address the challenges?

	Questions	Rarely	Sometimes/ in certain circumstances	Always
1	I become very engrossed in my learning.			
2	I am able to ignore and shut out distractions when I'm learning.			
3	I am observant. I notice details and pay close attention to the world around me.			
4	I am able to persevere with learning when I find it challenging.			
5	I always have a lot of questions to ask.			
6	I do not accept everything I am told – I like to challenge people's thinking and my own thinking.			
7	When learning something new I look for connections to what I already know.			
8	I use my imagination in learning.			
9	I am very organised, logical and methodical in my learning.			
10	I spend time carefully planning my approach to a task.			
11	I set appropriate and achievable learning goals.			
12	I monitor my learning as I go.			
13	I reflect on my learning and look for ways to improve.			
14	I think about and notice how I am changing as a learner.			
15	I know when I will benefit from learning with others and when I will benefit from learning alone.			
16	I am able to be an effective part of a team.			
17	I am able to see things from other people's points of view.			
18	I take on effective learning habits from others.			
19	I know when to take a break to be more effective.			
20	I understand how my emotional state can affect my learning.			
21	I stop at various points in my learning to review what I have learned so far.			
22	I know what to do when I don't know what to do.			

Adapted from BLP, 2004

What do you believe about learning?

Read each statement and decide whether you agree or disagree. You can jot an A or D next to the statement depending on your response.

1. Good learners always find learning easy.
2. Good learners have excellent organisational skills.
3. Good learners always persevere.
4. Good learners are completely independent.
5. Good learners do not make mistakes.
6. Being a good learner means you know a lot.
7. Good learners are logical and methodical.
8. There is usually only one best way to learn.
9. Self-esteem is the most important influence on learning.
10. Being successful at school means you are a good real-life learner.

Adapted from BLP, 2004

Notes

To what extent does your teaching style reflect what you say and believe about good learning?

Are you explicit in your teaching of good learning?

Do you (sometimes) act as if you believe something different to what you say you believe?

What do your students believe about their learning?

A) I know what to do when I get stuck. 1 2 3 4

B) I am good at managing my distractions. 1 2 3 4

C) I often set myself learning goals. 1 2 3 4

D) When I am set a learning task I spend time thinking about how I will approach it. 1 2 3 4

E) I check in with myself (or someone else) to make sure I am on the right track. 1 2 3 4

F) I don't mind making mistakes. 1 2 3 4

G) I like to ask questions that help me learn and understand. 1 2 3 4

H) I don't mind sharing my opinion and know that sometimes it might change.

1 2 3 4

I) I listen carefully to others. 1 2 3 4

J) I know where to go to find things out or to find resources to help me with my learning. 1 2 3 4

K) I am good at learning with other people. 1 2 3 4

L) I reflect on what I have learned and how I learned it. 1 2 3 4

M) I understand that learning can sometimes be challenging but I try to keep going. 1 2 3 4

N) I know when my emotions are getting the better of me and I need to take a break. 1 2 3 4

Adapted from BLP, 2004

How can we use this data?

Involve our students in analysing the general data

As a teacher you may focus on specific questions

You may focus on specific students or look at groups, gender, SEN

What are the surprises?

Involve your students in a discussion about some of the specific aspects of SRL that might be good to focus on.

You could have a class SRL profile to help them familiarise themselves with the capacities. (language)

Ask students to contribute to the research – they may come up with some interesting questions of their own.

What might this look like if you collected data again in 3 months time?

Adapted from BLP, 2004

Notes – thoughts/responses

What are you already doing to foster SRL in your students?

Are you being explicit about it?

What I do that enables students to		What I might do
Organise their learning		
Set appropriate goals		
Anticipate any barriers or obstacles		
Learn for extended periods of time		
Persevere when they find learning hard		
Not be afraid or worried about finding something hard		
Enjoy learning		
Enjoy a challenge		
Manage their distractions		
Manage their time effectively		
Seek out help when necessary		
Have easy access to learning resources		
Make good use of resources		
Know that being stuck is a good place to be		
Ask enquiring questions		
Monitor their progress		
Change strategies if necessary		
Talk about their learning process		
Collaborate effectively		
Know when to learn alone or with others		
Listen to others effectively		
Observe and absorb how others learn		
Use their imagination to help learning		
Learn from mistakes		
Take risks in learning		
Have some autonomy in their learning		
Talk about how experience might change how we do something		
Know what to do when they don't know what to do		
Understand that they have control over their learning.		

Adapted from BLP, 2004

Teacher Behaviours that Support SRL.

Explain - Be explicit about learning to learn.

Orchestrate – Orchestrate resources, the environment and activities in order to develop SRL.

Design learning activities that that develop and enhance the capacities for SRL.

Commentate – comment on students learning capacities through informal discussions.

Comment on progress made and action that could be taken to strengthen capacities of SRL. Display the learning progression of the students' work rather than just the finished product/perfect outcome.

Reward good questions as much as good answers.

Point out when students are using SRL capacities.

Model – model being a learner.

Encourage a commitment to learning by getting stuck, persevering, trying different approaches, making mistakes etc.

Adapted from BLP, 2004

Notes/thoughts/comments

Before Next Session

- Practice noticing skills.
- Notice students learning behaviour. To what extent do they demonstrate the use of SRL capacities? (There is an observation sheet included in the booklet that may be helpful).
- What might you want to do more of?
- What might you want to do less of?
- Complete your own learning profile.

Resources

1. Example of Roles and Responsibilities
2. Check-ins
3. Community Builders
4. What Helps Me Learn and What Stops Me From Learning?
5. What to do when I am stuck!
6. Developing Reflection
7. Observing a Learning Challenge
8. Mystery Accident Challenge
9. Useful websites

1) Roles and Responsibilities

Our Intentions

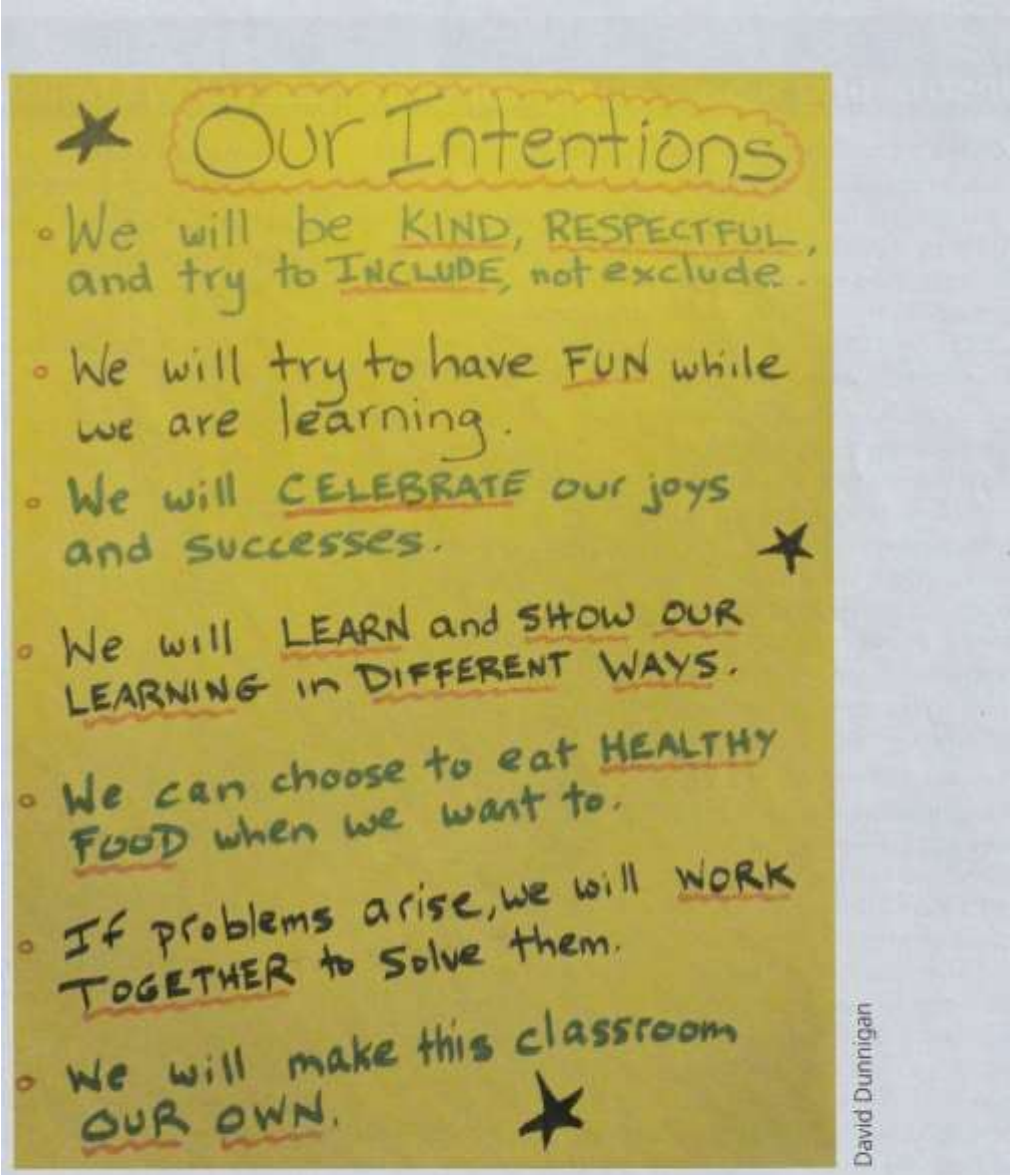


Figure 5-2 Learning Intentions Co-Constructed by Dave and His Grade 6/7 Students

(Butler, Schnellert & Perry, 2017, p. 69)

2) Check-ins

Check-ins are not a new thing, but they can end up happening sporadically and often fall off the timetable due to time constraints or other priorities. However, the first time the children and I were really able to see the benefit was when they were made a priority. At first check-ins can take quite a while but over time the children begin to take on more ownership. Typically, this would be done in the morning as it can be a good indicator as to how children are doing that day and enables you to respond appropriately. Depending on the age of the children I would have them sat on chairs in a circle; younger children could sit on the floor. I would ask the students to set this up. This in itself is an exercise in building a community. At first it is a little chaotic and does takes time but persevere and eventually the children figure out a system and are able to set up pretty quickly. The check-in is simple but can be very powerful. It takes time to build and not all children are comfortable to begin with but over time it becomes a very important part of the day. There are a few rules, and these of course can be modified if necessary. When a child is sharing there should not be any interruptions. If the children have questions or want to offer support after the sharing, then the teacher can decide how to orchestrate that. This is about creating opportunities to develop empathy and listening. In the beginning the teacher usually starts and models the process.

- Turn to each person sitting either side of you and say good morning to them making sure to use their name.
- Be sure to make eye contact. Some children are not comfortable with this so just do what works for them.
- The teacher can then proceed to share something from the morning, the day before or just talk about how they are feeling. E.g., I have signed up to do a mud run which I'm a little apprehensive about. Yesterday was my first day of training and I think it went quite well.
- Continue around the circle with the children saying good morning to their neighbours and sharing.
- Some children may not want to take part straight away so they can pass, and you can come back to them later. It can take some children several sessions before they share.
- After all the children have had their turn it's important to thank them for sharing and for listening. Remind those who did not share that they are welcome to do so next time or if later in the day they decide they want to share that you will try and find an appropriate time for them to do so.
- Try not to close the sharing circle. The reason for this is that it enables certain things to come to light that otherwise may not. You can then offer the necessary support or take the necessary action.

At the beginning most children will sit in the circle with their friends but after a few sessions try to change that. Have them sit in alphabetical order or height order - anything that mixes them up. Community Builders will also help with this and over time you will hopefully see children happy to sit next to anyone in the class.

How does this link to self-regulated learning? Self-regulated learning can be social - collaborative, reciprocal and cooperative. The more comfortable children feel with each other the easier it is to foster an environment that supports SRL.

3) Community Builders

These are not icebreakers. Community builders are activities designed to do just that – build a community. There are so many of these to choose from and with the internet they are easy to access. What is important is ensuring that the children are aware of the purpose and given an opportunity to reflect on the activity and learn from it. Debriefing the community builders is very important as it is an essential part of building that community.

I sit on the Grass…

This promotes inclusion, discussion on feelings, is fun and develops community spirit.

- Sit on chairs in a circle with one extra chair. One of the children next to the empty chair starts by saying **'I sit'** and moves onto the empty chair, the next person moves onto the now empty chair saying **'on the grass'** the next person moves onto the empty chair saying **'with my friend'** and chooses someone from the circle to come and sit on the empty chair next to them.
- As that person gets up the person either side of the chair is allowed to slap their hand down to claim the chair as theirs! The quickest hand gets the chair (if it is a draw – discuss compromise).
- Now the person who wins the chair starts again.
- The game finishes when the whole community has been asked to move as a 'friend'.

Possible Debrief

After the first game have a discussion about inclusion. Was everyone included? How do we feel if excluded – how can we indicate we have had a turn? How do we feel when we are included? How did we choose our 'friends'? Gender divides? Friendship groups? When we play this again what rules might we add?

You can of course play around with the words. I sit . . .on the bus/beach/mountain. You could add in words so every fourth person is chosen instead of very third. Challenge the group to become quicker. Time them and see if they can beat their previous time. Record their 'community record' and throughout the year keep a track of how they do. Lots of great discussion can come out of this.

Persevere with this one. It does get quicker and is a great opportunity to enable the class to work together and build that community.

Sit Down

This develops collaborative skills and large group problem solving.

- Create a circle of chairs. Everybody stands up
- The facilitator explains that the aim of the task is for everyone to sit down one at a time.
- No speaking is allowed, and someone must start
- If two people attempt to sit down at the same time, then everyone stands up and the task begins again.

Possible Debrief

How did people in the group feel during and after this activity? What attitudes, skills, knowledge were needed to succeed? Did the group workout a system – how? Can they work out a system?

This is one that my class used to want to do over and over. It developed perseverance as well as community. When they finally succeeded, and it took a while, they really celebrated their success and experienced the reward of a community that persevered.

Check on physical needs for this one or other disabilities that might cause people not to pick up on group signals - how can the group ensure inclusion?

Community Webb (you need a ball of string)

This activity is about building a community and valuing the people in it. Children need to know that what they say is positive and consideration needs to be given to who is chosen first/last.

1. Everyone sits in a circle. The facilitator begins (or identifies someone else to) and chooses someone giving a reason for their choice. E.g. 'Vicky, because she has a great sense of humour.'

2. Holding onto the end of the string, whoever started then rolls the ball to that person.

3. The next person picks up the ball of string and holds onto the string at the point it reached them, making a straight connection between the facilitator and themselves.

4. They then choose someone else in the circle, give a reason and roll the ball of string to them, whilst keeping hold of the string at the point it reached them.

5. This continues until everyone has received the string once, so forming a web.

6. Then everyone stands up maintaining the web and says "we are a strong community because…"

7. After the debrief it is a lot of fun to try and untangle the web!

Possible Debrief

How did it feel when you were chosen?

How did it feel while you were waiting? Why do you think that is?

Why is it important to say, 'thank you', to value people, to recognise their skills, talents and what they do for the community?

What happens if someone let's go of the web? How is this the same in our behaviours within our class/community?

This was an activity I did about three times in the year. The reasons from the first attempt at the beginning of the year were very different to the ones at the end of the year. The children had really gotten to know each other.

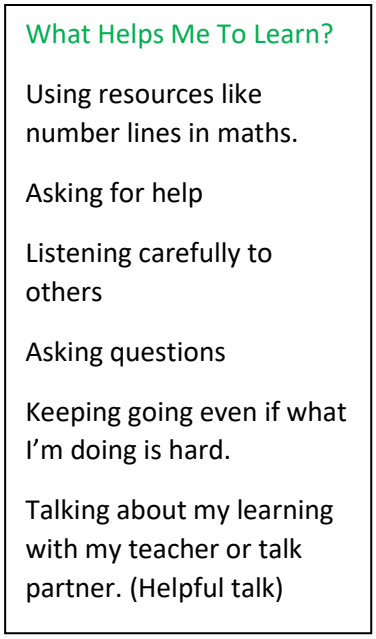
Those are your community builders and as in any community in order to build it and keep it going, community events need to be held on a regular basis.

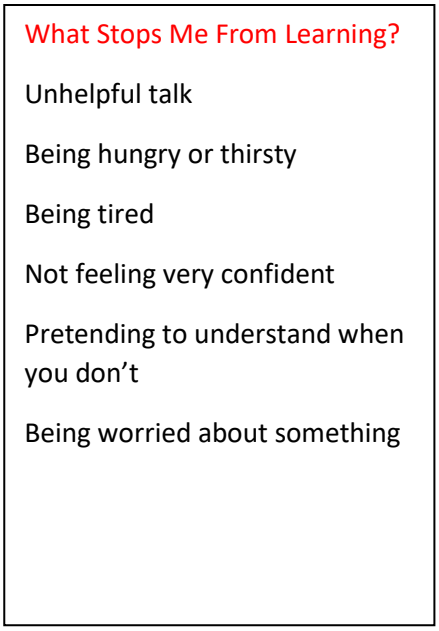
4) What helps me learn? What stops me from learning?

This is an activity I tend to do at the beginning of the school year usually about two weeks in. It is a working document and always available for adjustments to be made by the children and for them to be discussed. This activity helps to create a learning environment that promotes self-regulated learning and is heavily reliant on contributions from the children as it is something they should feel they have ownership of. They will need guidance in the discussion through careful questioning but ultimately this needs to be their creation. This makes it a more powerful tool for class rules.

As this is a whole class document being created. I ask the class the question and then give them time to discuss their ideas in pairs or groups. They could brainstorm on paper or make jottings in notebooks if they have them. Giving them the time to discuss the question usually enables more children to contribute. I give them around ten minutes and sometimes put a timer up for them to see so they can better manage their time. If you feel they are being productive and staying on task, then of course give them longer. I really encourage children to think in terms of what to do instead of what not to do. For example, do try and manage your distractions rather than do not be distracted. The way things are worded does make a difference and 'do try' feels like it is more possible than 'don't be'. When time is up each group shares their thoughts and ideas and I write them down exactly as they are said under the appropriate heading. If there are repetitions, I just put a tick next to the written idea each time it is shared and that way it is still valued.

There is no real right or wrong answer for this activity - it is personal to each class. I have included some of the ideas that children have suggested in previous classes. As my children were also involved in BLP you will notice some of those capacities are used.





These are just a few examples. The list continued to evolve throughout the year and children added to it as and when they felt it necessary either because they experienced something that should be added or saw someone else experience something. If it is to be successful, it needs to be referred to by the teacher and by the children on a regular basis. Reflected upon and reviewed like any other important document. This can be done with all ages in elementary

school. It may need to be more guided for the younger children but let's not underestimate what children, who are given the right support and environment, are capable of.

5) What to do when I get stuck

This is set up in a similar way to the previous strategy. Before the children talk in their groups about what they can do if they get stuck it is important to talk about exactly what that means. It is often linked to negative experiences and feelings and usually a child has not been given the tools with which to help themselves when they are stuck. This can mean that there is also a feeling of the situation being out of their hands. What if it is seen as a good place to be? What if being stuck means that you are ready for the next step of learning? Or being stuck does not mean that you are helpless, in fact the opposite. This is what this exercise is about. We have all felt stuck and had that feeling of helplessness but most of us know how and where we can get help to move us forward. It is amazing what children come up with. The list is not as long as in the previous activity but is a very powerful learning tool in becoming an independent learner. Displaying each action in the classroom where it is visible and accessible is important if the expectation is that the children will use it. The idea is that when a child is stuck, they go through the steps to help themselves and if none of those steps are successful – it is time to call in the teacher. It might take a while for it to become routine and constant reminders and checks that children are using the steps may be necessary for a while. However, when it works it is very rewarding.

- ✓ If you are stuck on a question read it again trying to pick out the important information.
- ✓ Ask a classmate to read question/instructions to you.
- ✓ Move on to the next question and come back to the one you are stuck on later.
- ✓ Think about previous learning – do you have an example from a previous lesson that might help you?
- ✓ Are there resources that might help you? E.g. dictionary, thesaurus, manipulatives?
- ✓ Will brainstorming some ideas help? Or creating a visual/picture/diagram?
- ✓ Ask someone on your table to help you if they can. (This does not mean they do it for you)
- ✓ If you have tried all the other suggestions and you are still feeling stuck, then ask your teacher – they will be very happy to help you find a solution together.

Create as many opportunities as possible to model these strategies to the students. It can really help their confidence when it comes to applying these strategies independently.

6) Developing the ability to Reflect

Some ideas to build reflection into the day.

As you will have seen in the model, reflection is an important part of self-regulated learning. Reflections do not have to be all about the academics. They should include emotions and behaviours too and reflective diaries can be a great way to support that especially in the upper grades. However, reflection can happen with any grade. Simply asking children if they enjoyed an activity or not and why they did or didn't enjoy it is developing reflection. It can become more in depth and focused but just getting children used to having that time to reflect on how their day has gone or how they felt they did in an activity is a good start. The

capacities can be really useful to help guide children in how and what to reflect on. Asking which capacities they have used is a simple and effective way to help focus a reflection.

A set of sentence beginners can also help:

I am proud because…

Today I was able to…

Today I learned that…

I helped someone to/learn…

I worked really hard at…

I need more help with…

I would like to improve…

It is always helpful for the teacher to model reflections. At first children may use a lot of imitation but as they become more confident and get to know themselves better as learners, they will become more independent in their reflections.

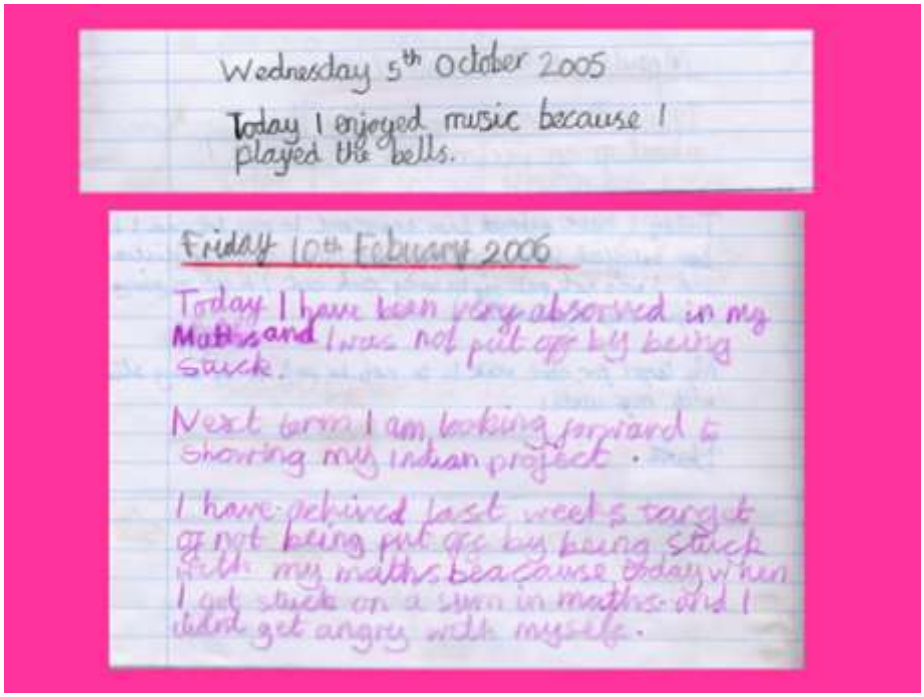
Check-outs
Similar to check-ins but instead children reflect on the 'highlights' or 'lowlights' of their day and think about what they have learned from them and how that may impact future actions/decisions. These do not have to be complicated. It could be something as simple as "I asked a really good question in a discussion today." Or "I was able to stay focused for a full 15 minutes. Tomorrow I'm going to try 20m minutes." Or "I learned a new method in math today and it has made adding much easier." Or "I didn't do as well as I wanted to in my writing task today" Why do you think that is? What can we do to be more successful with the writing tomorrow? Another way for check outs to work is to have slips of paper for children to write on and leave them in a reflections box if they want to remain anonymous (they can still be shared with the class) or put up on display and shared that way. You could always start the next day with reflections from the previous one.

- Mini – Reflections
  Sometimes reflecting on a full day is a challenge so why not break it up. Build in a little reflection time after a task or lesson. How these reflections are recorded is up to you. They can be done orally, with children sharing, in a diary if you have that set up, or on slips as talked about previously. I have seen teachers create a big book of reflections where they have written down some children's reflections or stuck in the reflective slips.

- What went well (WWW) and even better if (EBI) is a useful tool for reflections. I have used this mainly when reflecting on group challenges, but it works well for individuals too. Over the course of the school year the WWW and EBI are recorded on chart paper and displayed around the classroom. Before each challenge the WWW and EBI from the previous one is revisited to remind us what we need to work on. Gradually, the WWW list becomes longer than the EBI list. The class can see their progress charted throughout the year - having a visual map of progress as a community is both powerful and rewarding.

Reflective Diaries

They take a while to set up, but they are a great lens through which to see your students. Using the examples of sentence beginning is useful when children first begin using the diaries, but they will soon be writing more independently. These are not pieces of writing to be assessed. It needs to be non-threatening. The goal is to be able to reflect-it's important the children know this. Once children get used to using the diaries it's nice to have them out for them to use whenever they choose and not just at the end of the day. After all the goal is for them to become more independent. Below are some examples of reflective diary entries. They show an entry from September and then a few months later.



Observing a learning challenge

What can you see? How often do you see it?

Making connections

Stop and think

Change a plan

Collaborate

Make a plan

Ask relevant/enquiring questions

Learn from mistakes

Notice things/details

Imagine

Persevere

Being resourceful

Listen carefully

Using resources

Ask for help

Managing Distractions

Mystery Accident Challenge

Learning Objective
To be able to use reasoning

Key Skill
Creative Thinking – make connections through noticing


Huddle


One person talking at a time in the group.

Problem to solve
Can you work out what happened?

What will we have to do?
Use reasoning skills and information given to come up with a sequence of events.

What are the rules?

- You have 25 minutes to complete task.
- Be prepared to present your findings

What will the display or learning look like?
A presentation by the group.

What will have to be in it?
Their sequence of events.

Steps to success (How the process may proceed)

- **Roles**
- **Sweep**
- **Brainstorm**
- **Cull/combine**
- **Share out tasks**
- **Come together – reflect and share**

Debrief
What went well (WWW) Even better if (EBI)

Steps to Solving

The Mystery Accident

This is one way you could model an approach to a challenge.

You do not have to use these, but they may be helpful to guide some students**.**

Challenge 1 What questions will you need to answer in order to solve the mystery?

Challenge 2 How many people and animals are involved in the events of this January morning? Use your noticing capacity to arrive at a cast list.

Challenge 3 Where does the story start? Use your reasoning capacity to find the point at which the event begins.

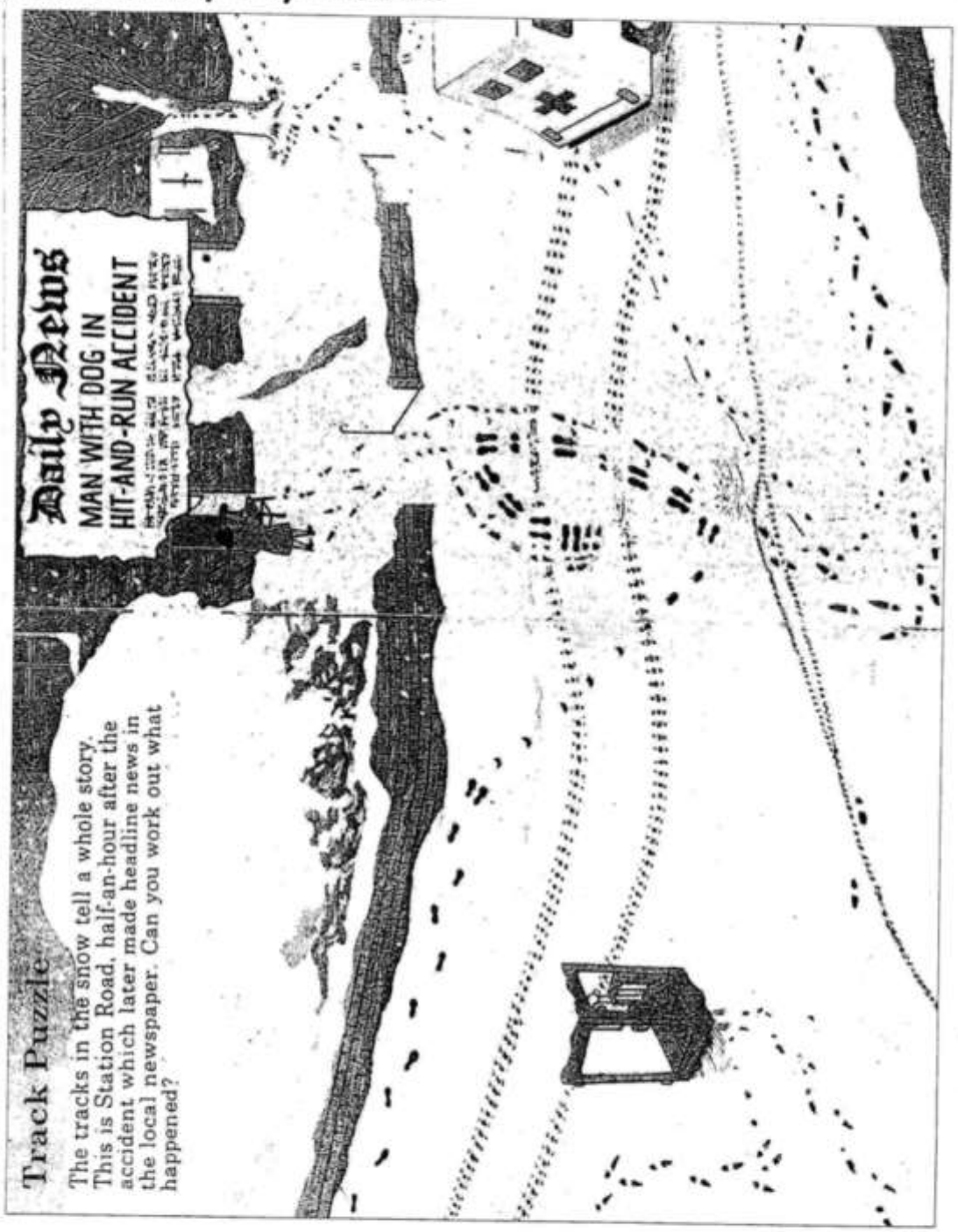
Challenge 4 How does the story end and what happens from beginning to end? Get absorbed in the picture and distil your reading of events as a flow diagram.

Challenge 5 What happens to the cyclist? Imagine what goes through the cyclists mind – list the range of emotions that are felt from the beginning of the morning onwards.

Challenge 6 What part does the old lady play? Make links from the clues available and imagine her thought process.

Mystery Challenge adapted from BLP (2004) and Critical Skills (2008)

Resource: Mystery Accident



Links to useful articles and websites

A short article on teaching SRL skills

https://www.teachermagazine.com.au/articles/teaching-self-regulated-learning-skills

Develop self-regulated learners: choosing and using the best strategies for the task.

https://serc.carleton.edu/sage2yc/self_regulated/index.html

Self-regulated learning: what is it and why it is important.

https://exploringyourmind.com/self-regulated-learning-important/

The importance of autonomous, self-regulated learning in primary initial teacher training

https://www.frontiersin.org/articles/10.3389/feduc.2019.00102/full

Social and emotional learning: Helping students develop self-regulation.

https://www.edutopia.org/article/helping-students-develop-self-regulation

Seven recommendations for teaching self-regulated learning and metacognition.

https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/

Helping students become better learners both in school and out. Includes teaching resources, articles and videos.

https://www.buildinglearningpower.com/

An article written by Guy Claxton founder of Building Learning Power on expanding students' capacity to learn.

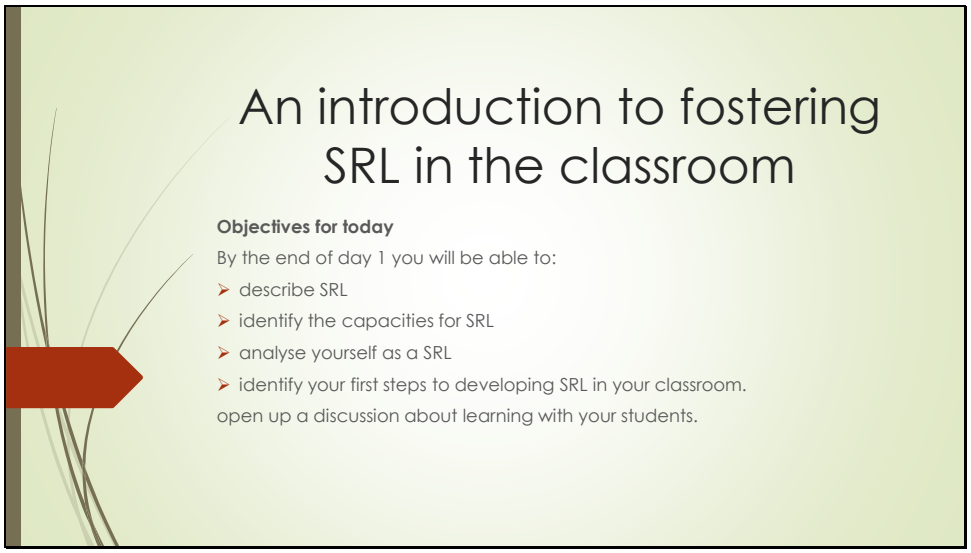
https://www.researchgate.net/publication/242098099_Expanding_the_capacity_to_learn_A_new_end_for_education

An article written by Guy Claxton on teacher instruction that promotes resilience, curiosity, independence, and a positive disposition toward learning.

https://www.researchgate.net/publication/323404875_Deep_rivers_of_learning

Appendix B
Handout for Power Point

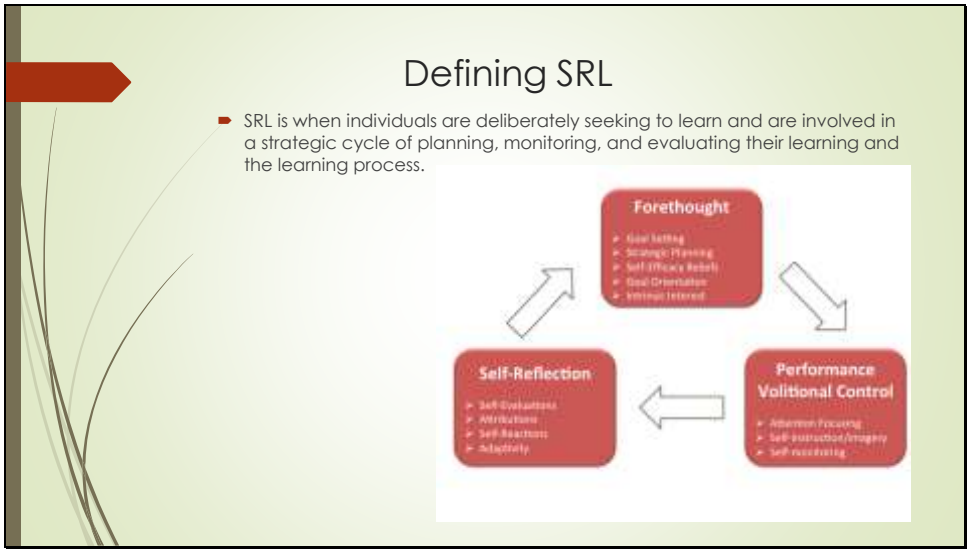
Slide 1



Slide 2


Welcome, Check-in and Discussion
Check – in (you can do this with your class)
How do you feel today? What are you hoping to get out of today or share anything you feel comfortable with or pass. We can always come back to you.
Article discussion - Helping young students become self-regulated researchers and writers, (Perry & Drummond, 2002).
Questions Responses
Thoughts
Opinions
Was this article helpful? How was it helpful?

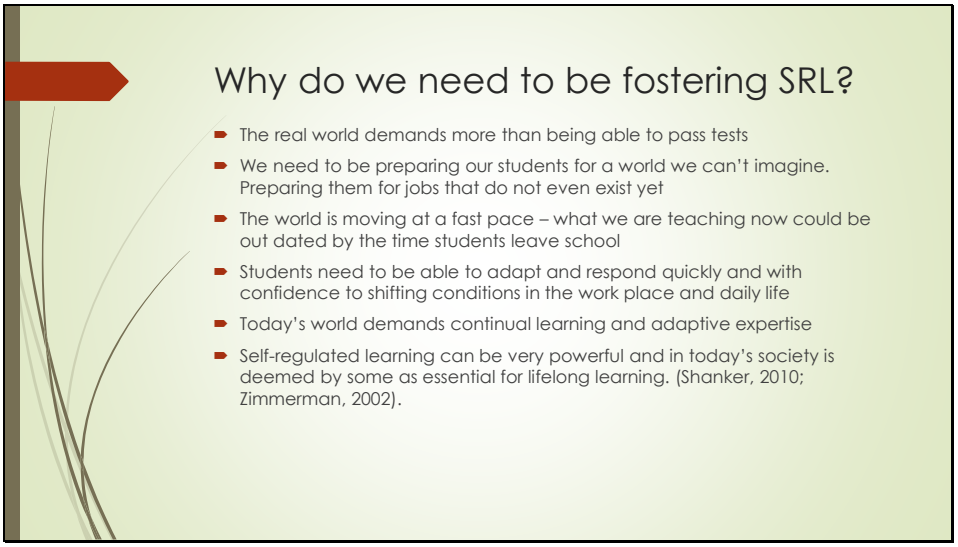
Slide 3


Defining SRL
SRL is when individuals are deliberately seeking to learn and are involved in a strategic cycle of planning, monitoring, and evaluating their learning and the learning process.
Forethought
Performance
Volitional Control
Self-Reflection

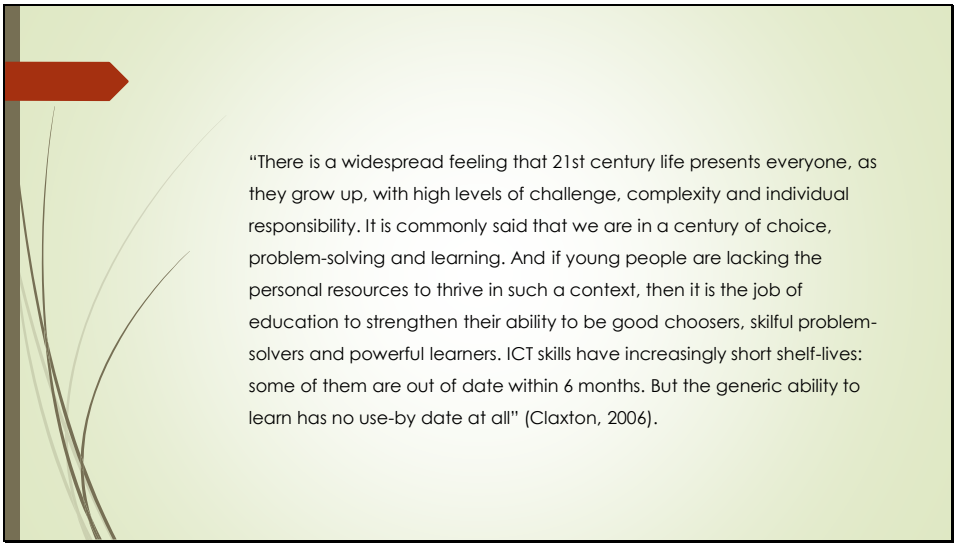
Slide 4


Self-Regulated Learning cont'd . . .
Self-regulated learning (SRL) is a process that students actively use to support them in becoming an independent learner.
SRL is about approaching learning with diligence and a knowledge of one's strengths and limitations.
Having the knowledge of how and where to seek out help from others when needed.
SRL is about perseverance and resilience, adaptability and reflection and finding ways to overcome barriers to learning.
It is also about knowing how you learn best in different contexts; the ability to learn independently and collaboratively.

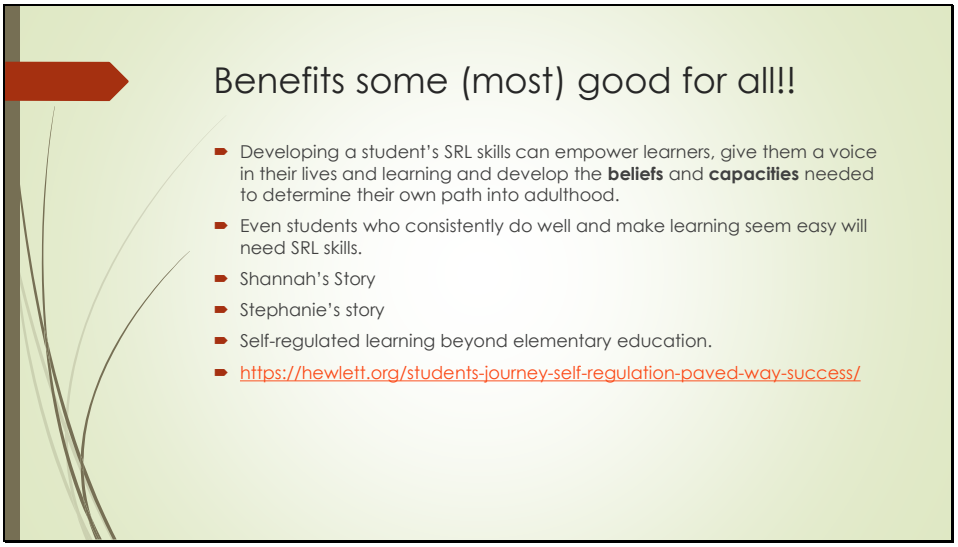
Slide 5


Why do we need to be fostering SRL?
The real world demands more than being able to pass tests
We need to be preparing our students for a world we can't imagine. Preparing them for jobs that do not even exist yet
The world is moving at a fast pace – what we are teaching now could be out dated by the time students leave school
Students need to be able to adapt and respond quickly and with confidence to shifting conditions in the work place and daily life
Today's world demands continual learning and adaptive expertise
Self-regulated learning can be very powerful and in today's society is deemed by some as essential for lifelong learning. (Shanker, 2010; Zimmerman, 2002).

Slide 6


"There is a widespread feeling that 21st century life presents everyone, as they grow up, with high levels of challenge, complexity and individual responsibility. It is commonly said that we are in a century of choice, problem-solving and learning. And if young people are lacking the personal resources to thrive in such a context, then it is the job of education to strengthen their ability to be good choosers, skilful problem-solvers and powerful learners. ICT skills have increasingly short shelf-lives: some of them are out of date within 6 months. But the generic ability to learn has no use-by date at all" (Claxton, 2006).

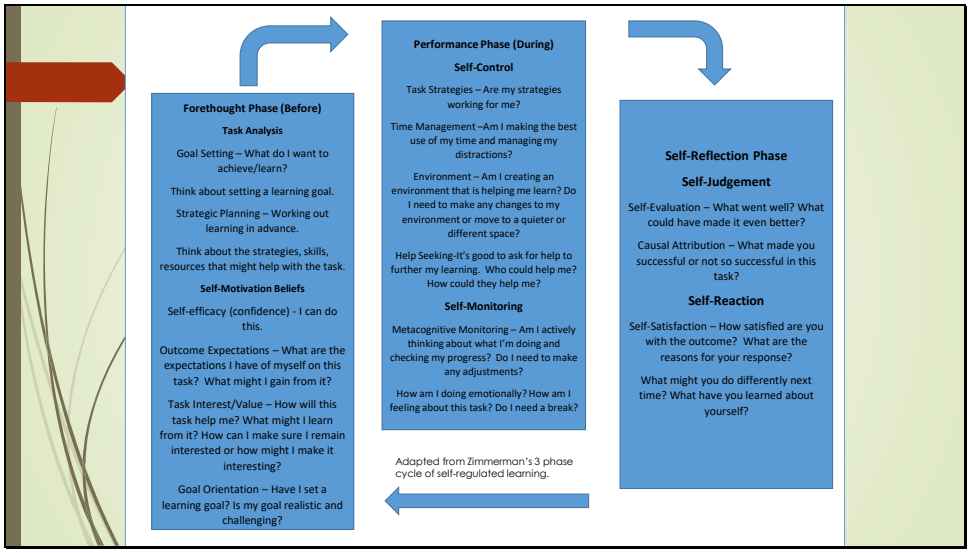
Slide 7


Benefits some (most) good for all!!
Developing a student's SRL skills can empower learners, give them a voice in their lives and learning and develop the **beliefs** and **capacities** needed to determine their own path into adulthood.
Even students who consistently do well and make learning seem easy will need SRL skills.
Shannah's Story
Stephanie's story
Self-regulated learning beyond elementary education.
https://hewlett.org/students-journey-self-regulation-paved-way-success/

Slide 8


A self – regulated learner . . . .
What does a self-regulated learner look like?
It is important to bear in mind that the process of becoming a self-regulated learner takes a long time, hence the importance of beginning the process in elementary education. It is a process that is constantly being refined and adjusted. A student may get to a point where they feel very comfortable as a self-regulated learner but there will be times when their ability to self-regulate will be challenged. There will always be room for improvement.
A Self-Regulated Learner . . . .
Sets their own learning goals
Plans the time, strategies and resources they need to reach the goal
Is intrinsically motivated
Purposefully clears their minds
Manipulates the environment/manages their distractions
Pays Attention to Self
Asks inquiring questions
Chooses and adjusts strategies as needed and appropriate
Makes connections
Self-monitors – asks 'How am I doing?'
Checks in with their emotional state
Finds causal relationships and takes ownership of the learning process
Asks for help to work towards independent learning
Perseveres
Self-Evaluates and Reflects
Analysis their performance and the strategies used in order to make adjustments in the future
Reflects on their behaviours and what they have learned about themselves as well as what they have learned academically.
Attributes their success/failure to something they can change/improve
Learns from experience and learns from mistakes

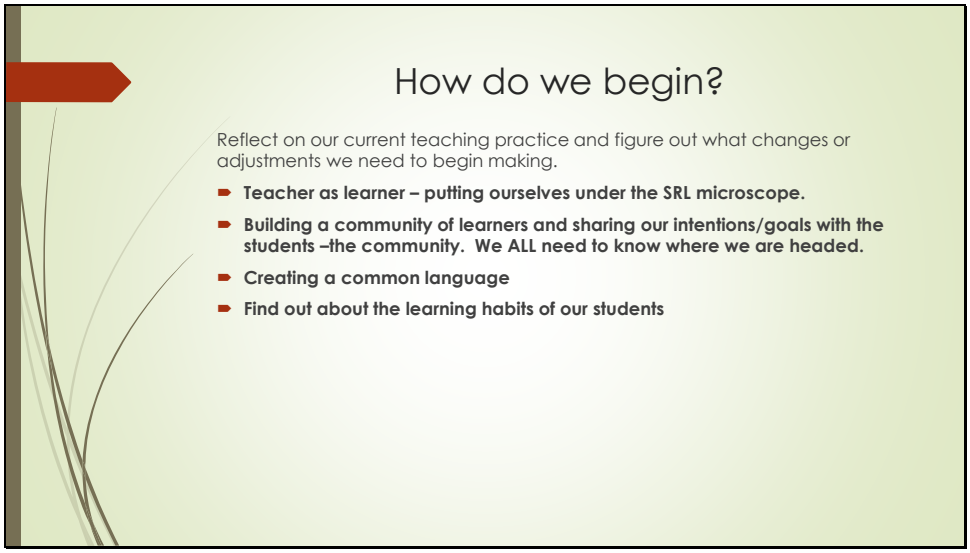
Slide 9


Forethought Phase (Before)
Task Analysis
Goal Setting – What do I want to achieve/learn?
Think about setting a learning goal.
Strategic Planning – Working out learning in advance.
Think about the strategies, skills, resources that might help with the task.
Self-Motivation Beliefs
Self-efficacy (confidence) - I can do this.
Outcome Expectations – What are the expectations I have of myself on this task? What might I gain from it?
Task Interest/Value – How will this task help me? What might I learn from it? How can I make sure I remain interested or how might I make it interesting?
Goal Orientation – Have I set a learning goal? Is my goal realistic and challenging?
Performance Phase (During)
Self-Control
Task Strategies – Are my strategies working for me?
Time Management –Am I making the best use of my time and managing my distractions?
Environment – Am I creating an environment that is helping me learn? Do I need to make any changes to my environment or move to a quieter or different space?
Help Seeking-It's good to ask for help to further my learning. Who could help me? How could they help me?
Self-Monitoring
Metacognitive Monitoring – Am I actively thinking about what I'm doing and checking my progress? Do I need to make any adjustments?
How am I doing emotionally? How am I feeling about this task? Do I need a break?
Adapted from Zimmerman's 3 phase cycle of self-regulated learning.
Self-Reflection Phase
Self-Judgement
Self-Evaluation – What went well? What could have made it even better?
Causal Attribution – What made you successful or not so successful in this task?
Self-Reaction
Self-Satisfaction – How satisfied are you with the outcome? What are the reasons for your response?
What might you do differently next time? What have you learned about yourself?

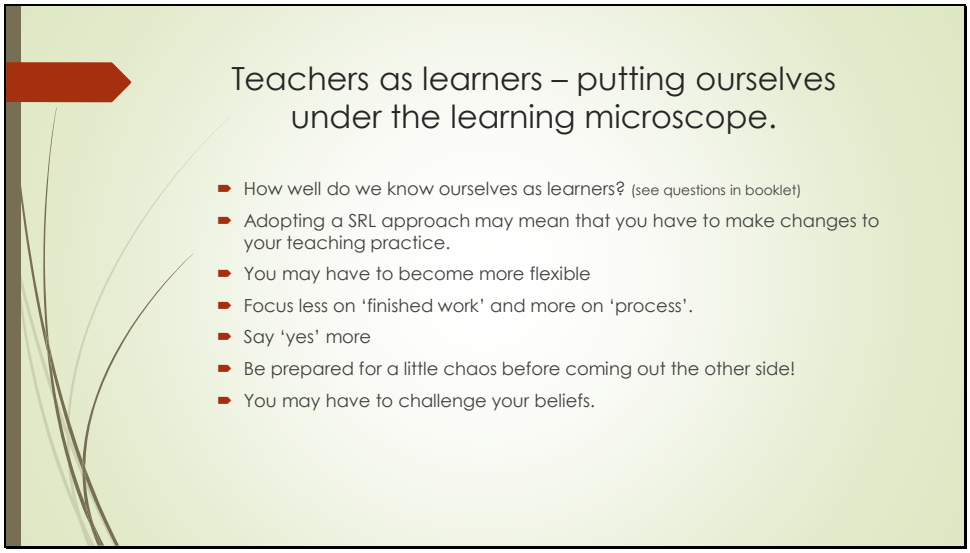
Slide 10

Resilience	Resourcefulness	Reflectiveness	Reciprocity
Managing your environment – create the best environment for learning that you can.	Ask enquiring questions – be curious and look below the surface	Goal Setting – set appropriate **learning goals.** This may be a set of short-term goals in order to make the long term goal.	**Interdependence-knowing when to learn on your own and when to learn with others.**
Noticing – look for details and patterns and nuances in experiences.	Imagining/Wondering– ask, what if? Explore different possibilities.	Planning – thinking about how you approach a task, time management, resources you will need and anticipating any obstacles.	**Collaboration-know what you can offer collaborative learning. Respect and recognise what others have to offer. Draw from the strength of a team.**
Perseverance – be able to channel frustration productively. Understanding that learning can be a slow process.	Making connections – seeing connections between disparate events and experiences.	Distilling/Filtering- figuring out what is important to your learning/which strategies to use. Using it/them to further aid your learning	**Empathy and Listening-be able to put yourself in another person's shoes. Listen well by showing you really understand what others are saying.**
Absorption – totally engrossed in learning.	Capitalising – make effective use of resources available around you. E.g. books, internet, manipulatives, people, personal experiences, other peoples' experiences.	Revising/Adapting-be flexible. Change direction or strategy if something is not working.	**Imitation-recognise and adopt effective methods and learning habits and good values you observe in others**
	Reasoning – be able to explain your answers and /or points of view. Work logically and methodically. Construct good arguments. Consider various possible solutions to a problem	Self-monitoring-regular check ins with your emotions and the approach to the task. How am I feeling about this? Is this path working? Am I in the best environment?	**Peer Learning/coaching-Supporting each other in the learning process. Teach your partner. This enforces what you have learned. Ask them to explain it back to you?**
		Meta-Learning/Self-Awareness- knowing yourself as a learner. Knowing how you learn best and how to talk about the learning process.	

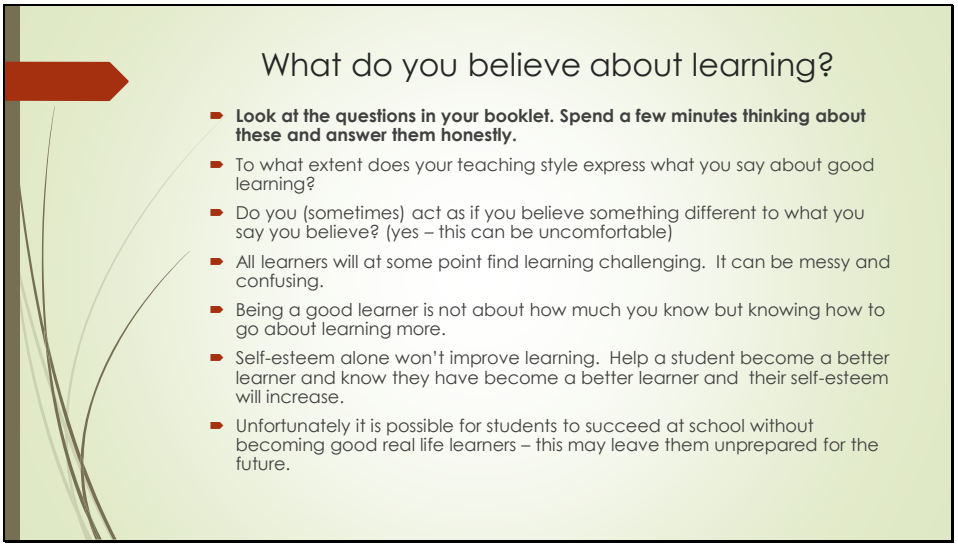
Slide 11


How do we begin?
Reflect on our current teaching practice and figure out what changes or adjustments we need to begin making.
Teacher as learner – putting ourselves under the SRL microscope.
Building a community of learners and sharing our intentions/goals with the students –the community. We ALL need to know where we are headed.
Creating a common language
Find out about the learning habits of our students

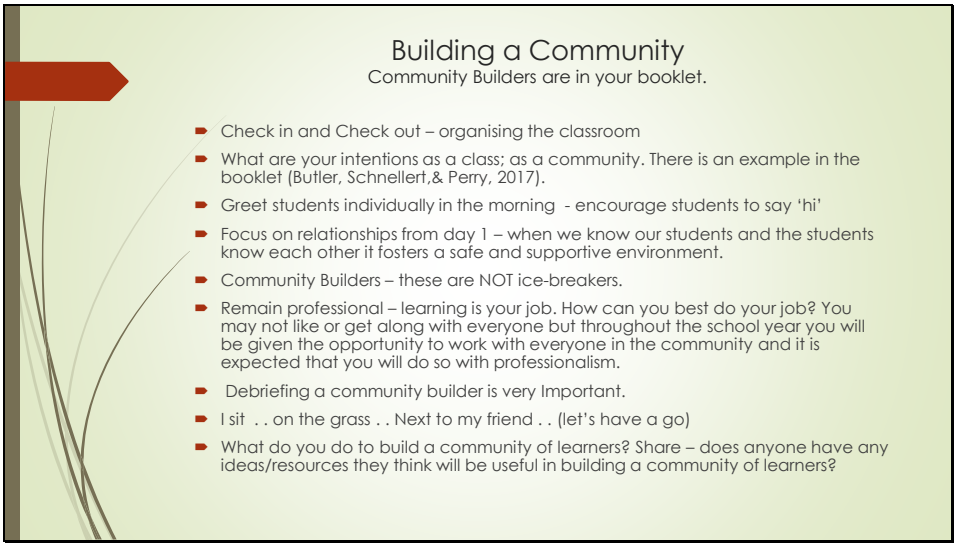
Slide 12


Teachers as learners – putting ourselves under the learning microscope.
How well do we know ourselves as learners? (see questions in booklet)
Adopting a SRL approach may mean that you have to make changes to your teaching practice.
You may have to become more flexible
Focus less on 'finished work' and more on 'process'.
Say 'yes' more
Be prepared for a little chaos before coming out the other side!
You may have to challenge your beliefs.

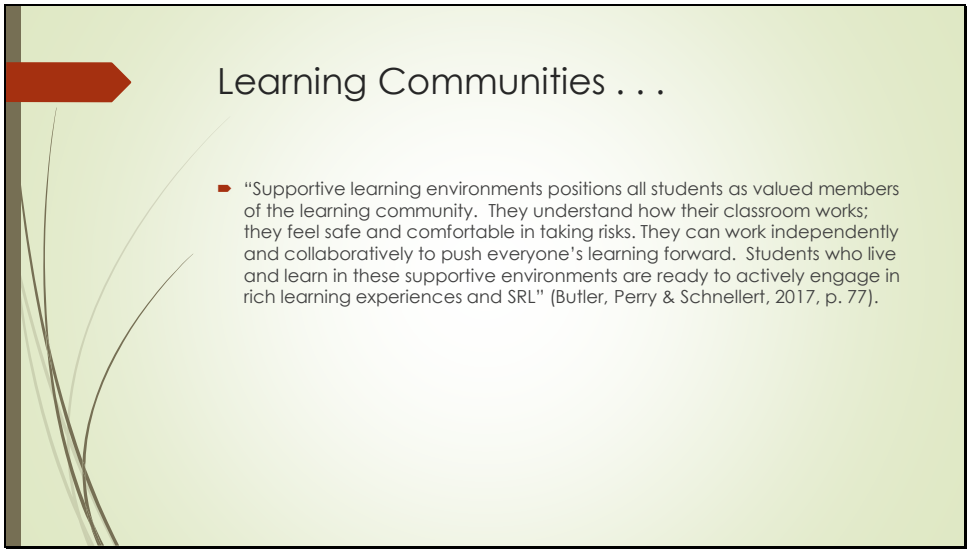
Slide 13


What do you believe about learning?
Look at the questions in your booklet. Spend a few minutes thinking about these and answer them honestly.
To what extent does your teaching style express what you say about good learning?
Do you (sometimes) act as if you believe something different to what you say you believe? (yes – this can be uncomfortable)
All learners will at some point find learning challenging. It can be messy and confusing.
Being a good learner is not about how much you know but knowing how to go about learning more.
Self-esteem alone won't improve learning. Help a student become a better learner and know they have become a better learner and their self-esteem will increase.
Unfortunately it is possible for students to succeed at school without becoming good real life learners – this may leave them unprepared for the future.

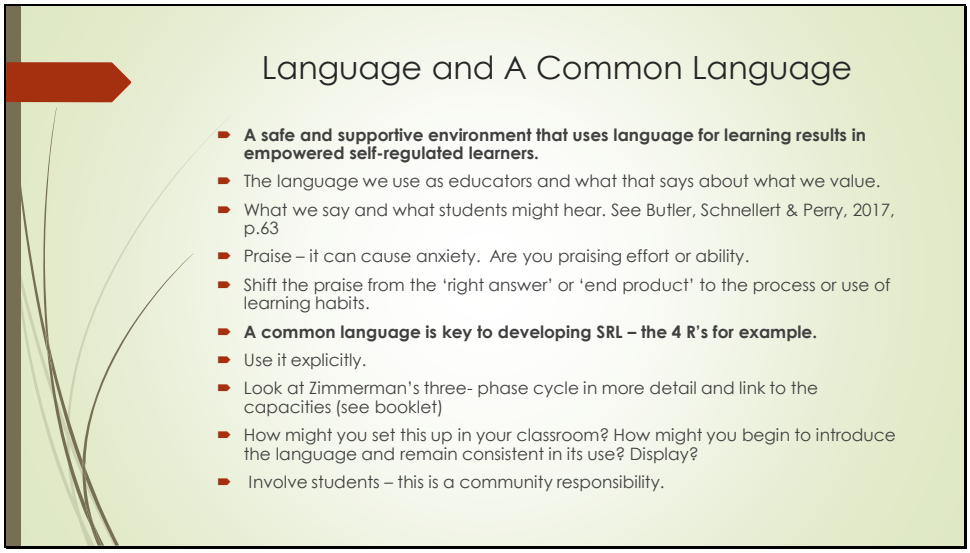
Slide 14


Building a Community
Community Builders are in your booklet.
Check in and Check out – organising the classroom
What are your intentions as a class; as a community. There is an example in the booklet (Butler, Schnellert,& Perry, 2017).
Greet students individually in the morning - encourage students to say 'hi'
Focus on relationships from day 1 – when we know our students and the students know each other it fosters a safe and supportive environment.
Community Builders – these are NOT ice-breakers.
Remain professional – learning is your job. How can you best do your job? You may not like or get along with everyone but throughout the school year you will be given the opportunity to work with everyone in the community and it is expected that you will do so with professionalism.
Debriefing a community builder is very Important.
I sit . . on the grass . . Next to my friend . . (let's have a go)
What do you do to build a community of learners? Share – does anyone have any ideas/resources they think will be useful in building a community of learners?

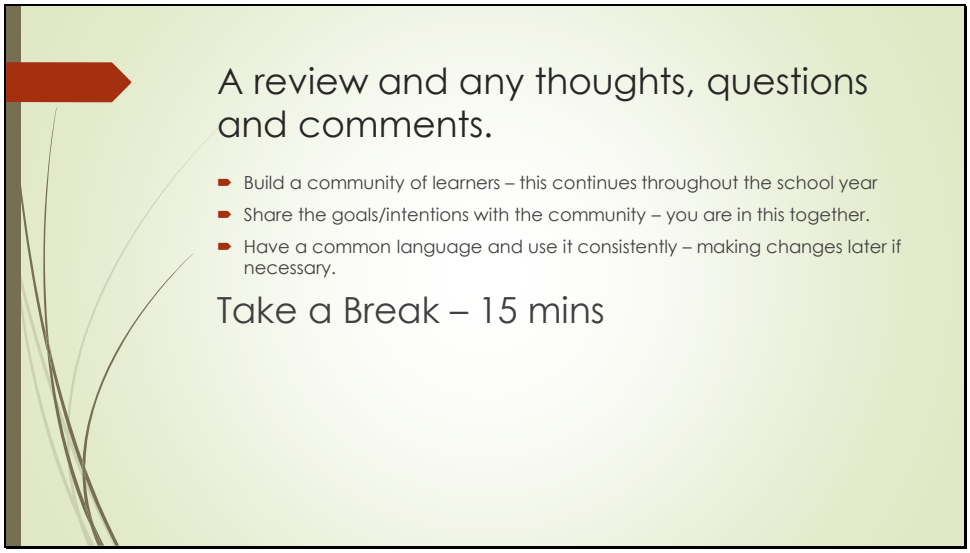
Slide 15


Learning Communities . . .
"Supportive learning environments positions all students as valued members of the learning community. They understand how their classroom works; they feel safe and comfortable in taking risks. They can work independently and collaboratively to push everyone's learning forward. Students who live and learn in these supportive environments are ready to actively engage in rich learning experiences and SRL" (Butler, Perry & Schnellert, 2017, p. 77).

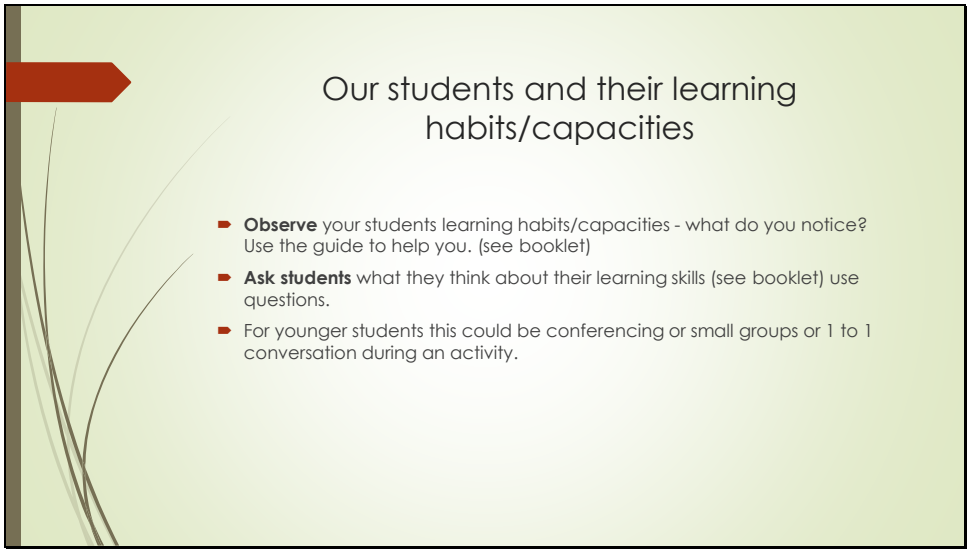
Slide 16


Language and A Common Language
A safe and supportive environment that uses language for learning results in empowered self-regulated learners.
The language we use as educators and what that says about what we value.
What we say and what students might hear. See Butler, Schnellert & Perry, 2017, p.63
Praise – it can cause anxiety. Are you praising effort or ability.
Shift the praise from the 'right answer' or 'end product' to the process or use of learning habits.
A common language is key to developing SRL – the 4 R's for example.
Use it explicitly.
Look at Zimmerman's three- phase cycle in more detail and link to the capacities (see booklet)
How might you set this up in your classroom? How might you begin to introduce the language and remain consistent in its use? Display?
Involve students – this is a community responsibility.

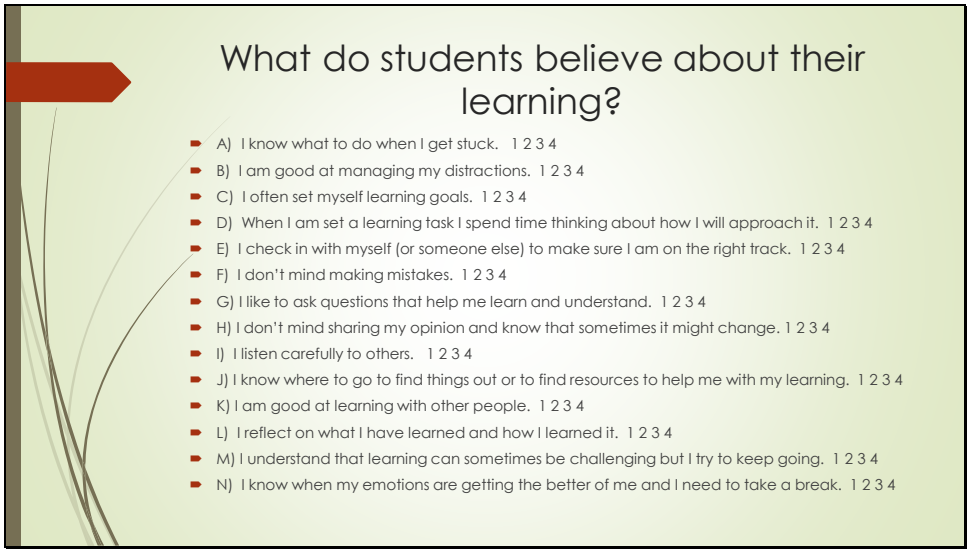
Slide 17


A review and any thoughts, questions and comments.
Build a community of learners – this continues throughout the school year
Share the goals/intentions with the community – you are in this together.
Have a common language and use it consistently – making changes later if necessary.
Take a Break – 15 mins

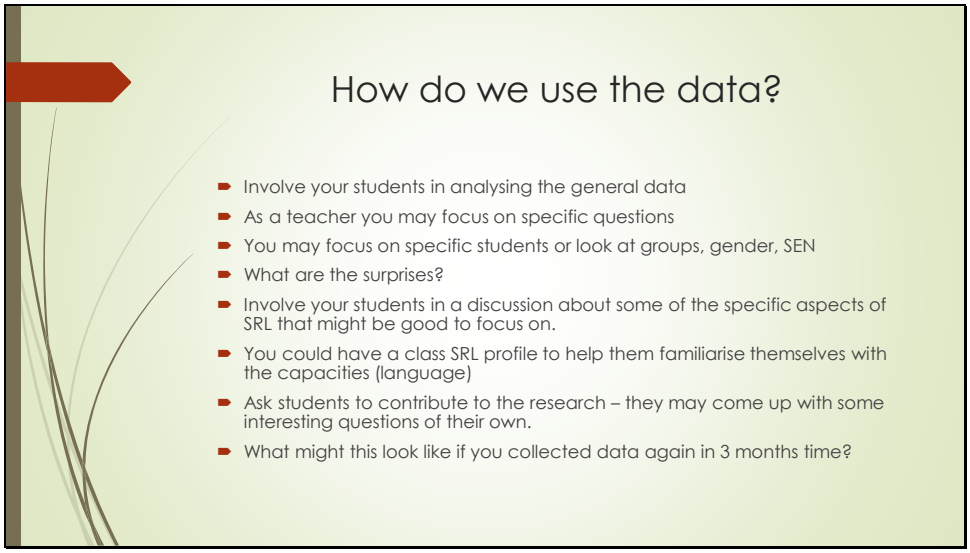
Slide 18


Our students and their learning habits/capacities
Observe your students learning habits/capacities - what do you notice? Use the guide to help you. (see booklet)
Ask students what they think about their learning skills (see booklet) use questions.
For younger students this could be conferencing or small groups or 1 to 1 conversation during an activity.

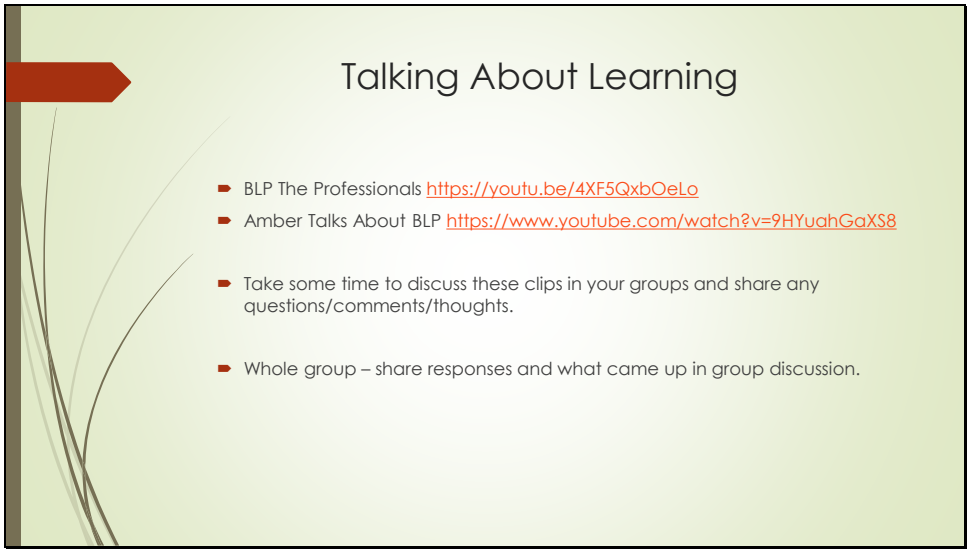
Slide 19


What do students believe about their learning?
A) I know what to do when I get stuck. 1 2 3 4
B) I am good at managing my distractions. 1 2 3 4
C) I often set myself learning goals. 1 2 3 4
D) When I am set a learning task I spend time thinking about how I will approach it. 1 2 3 4
E) I check in with myself (or someone else) to make sure I am on the right track. 1 2 3 4
F) I don't mind making mistakes. 1 2 3 4
G) I like to ask questions that help me learn and understand. 1 2 3 4
H) I don't mind sharing my opinion and know that sometimes it might change. 1 2 3 4
I) I listen carefully to others. 1 2 3 4
J) I know where to go to find things out or to find resources to help me with my learning. 1 2 3 4
K) I am good at learning with other people. 1 2 3 4
L) I reflect on what I have learned and how I learned it. 1 2 3 4
M) I understand that learning can sometimes be challenging but I try to keep going. 1 2 3 4
N) I know when my emotions are getting the better of me and I need to take a break. 1 2 3 4

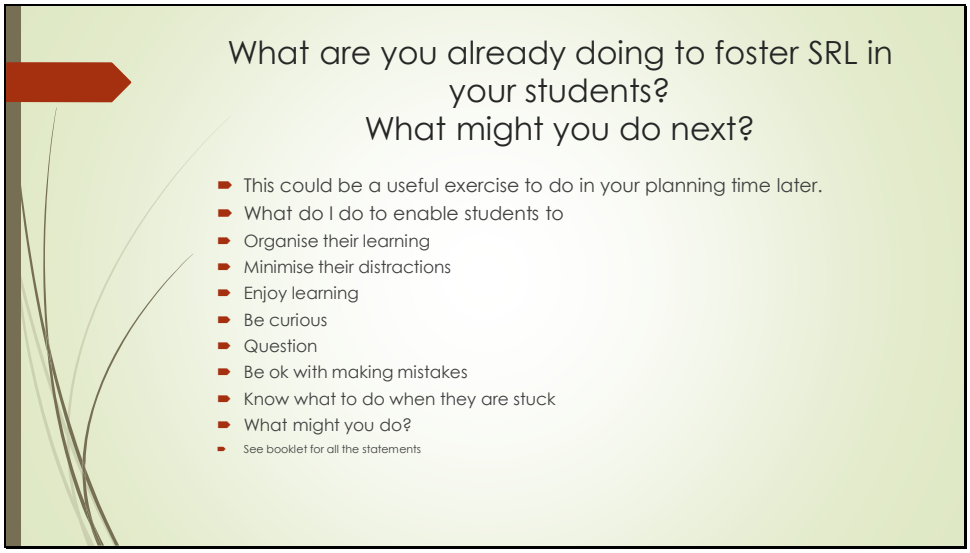
Slide 20


How do we use the data?
Involve your students in analysing the general data
As a teacher you may focus on specific questions
You may focus on specific students or look at groups, gender, SEN
What are the surprises?
Involve your students in a discussion about some of the specific aspects of SRL that might be good to focus on.
You could have a class SRL profile to help them familiarise themselves with the capacities (language)
Ask students to contribute to the research – they may come up with some interesting questions of their own.
What might this look like if you collected data again in 3 months time?

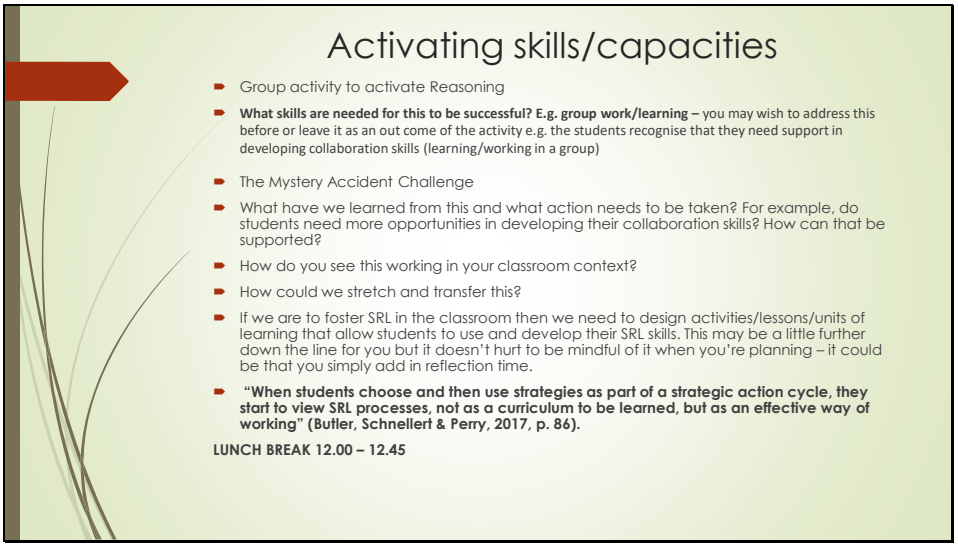
Slide 21


Talking About Learning
BLP The Professionals https://youtu.be/4XF5QxbOeLo
Amber Talks About BLP https://www.youtube.com/watch?v=9HYuahGaXS8
Take some time to discuss these clips in your groups and share any questions/comments/thoughts.
Whole group – share responses and what came up in group discussion.

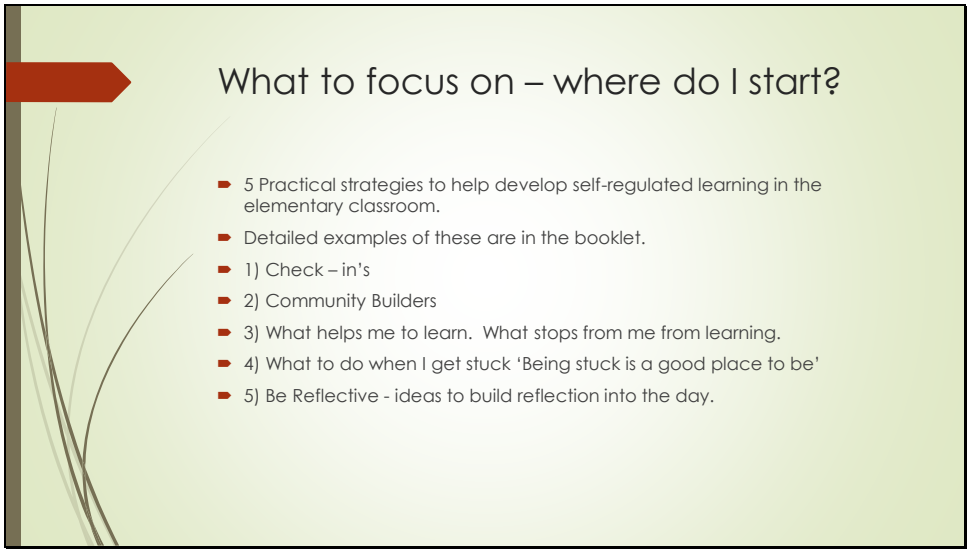
Slide 22


What are you already doing to foster SRL in your students?
What might you do next?
This could be a useful exercise to do in your planning time later.
What do I do to enable students to
Organise their learning
Minimise their distractions
Enjoy learning
Be curious
Question
Be ok with making mistakes
Know what to do when they are stuck
What might you do?
See booklet for all the statements

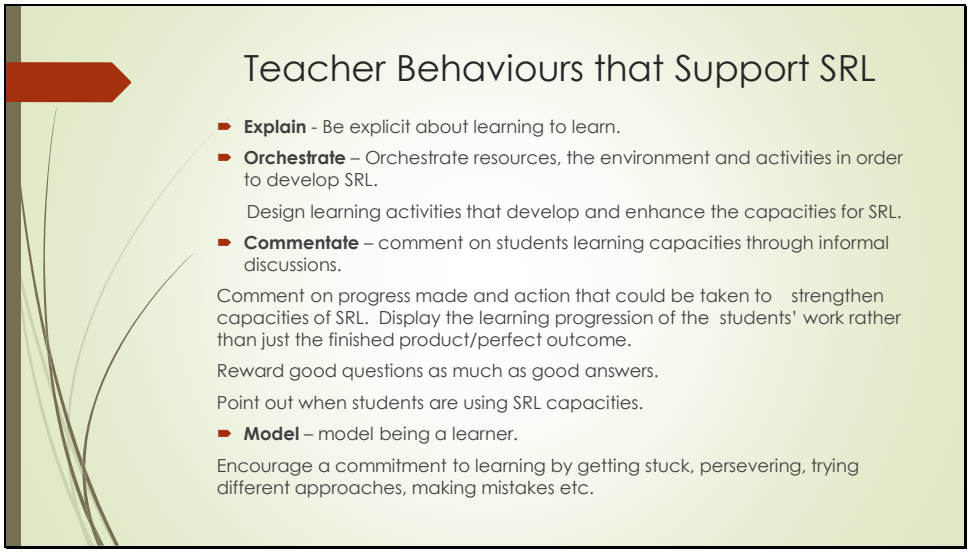
Slide 23


Activating skills/capacities
Group activity to activate Reasoning
What skills are needed for this to be successful? E.g. group work/learning – you may wish to address this before or leave it as an out come of the activity e.g. the students recognise that they need support in developing collaboration skills (learning/working in a group)
The Mystery Accident Challenge
What have we learned from this and what action needs to be taken? For example, do students need more opportunities in developing their collaboration skills? How can that be supported?
How do you see this working in your classroom context?
How could we stretch and transfer this?
If we are to foster SRL in the classroom then we need to design activities/lessons/units of learning that allow students to use and develop their SRL skills. This may be a little further down the line for you but it doesn't hurt to be mindful of it when you're planning – it could be that you simply add in reflection time.
"When students choose and then use strategies as part of a strategic action cycle, they start to view SRL processes, not as a curriculum to be learned, but as an effective way of working" (Butler, Schnellert & Perry, 2017, p. 86).
LUNCH BREAK 12.00 – 12.45

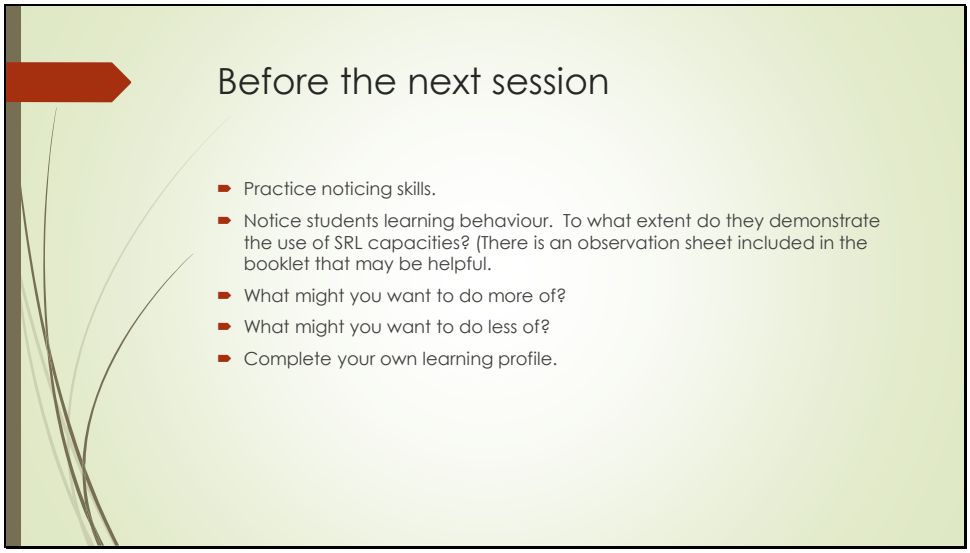
Slide 24


What to focus on – where do I start?
5 Practical strategies to help develop self-regulated learning in the elementary classroom.
Detailed examples of these are in the booklet.
1) Check – in's
2) Community Builders
3) What helps me to learn. What stops from me from learning.
4) What to do when I get stuck 'Being stuck is a good place to be'
5) Be Reflective - ideas to build reflection into the day.

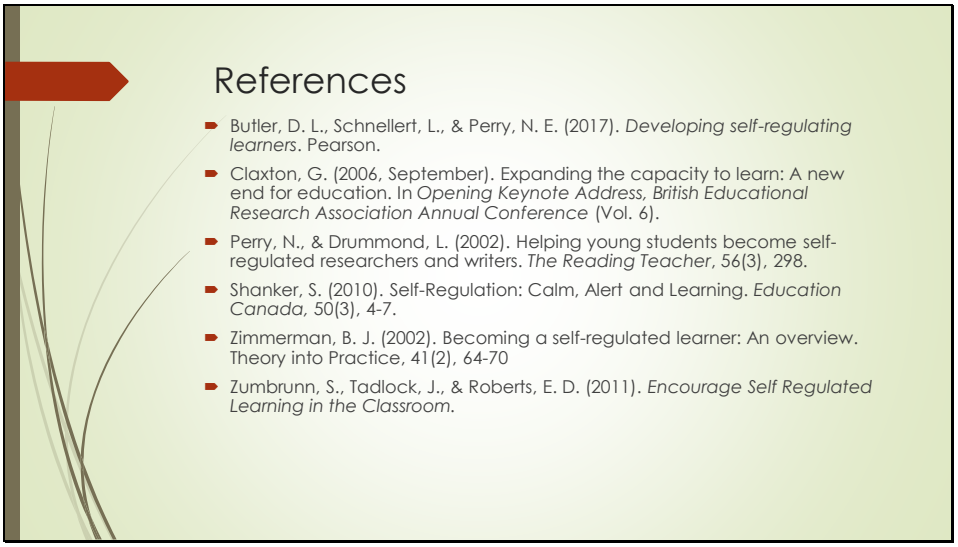
Slide 25


Teacher Behaviours that Support SRL
Explain - Be explicit about learning to learn.
Orchestrate – Orchestrate resources, the environment and activities in order to develop SRL.
Design learning activities that develop and enhance the capacities for SRL.
Commentate – comment on students learning capacities through informal discussions.
Comment on progress made and action that could be taken to strengthen capacities of SRL. Display the learning progression of the students' work rather than just the finished product/perfect outcome.
Reward good questions as much as good answers.
Point out when students are using SRL capacities.
Model – model being a learner.
Encourage a commitment to learning by getting stuck, persevering, trying different approaches, making mistakes etc.

Slide 26


Before the next session
Practice noticing skills.
Notice students learning behaviour. To what extent do they demonstrate the use of SRL capacities? (There is an observation sheet included in the booklet that may be helpful.
What might you want to do more of?
What might you want to do less of?
Complete your own learning profile.

Slide 27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