

Collaborative Inquiry for SRL

With



Deborah Butler
UBC-V

Miriam Miller
Burnaby School District



Leyton Schnellert
UBC-O

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Plan for Today

Sharing

What are you trying?
How is it going?



Resources

Links to the Redesigned Curriculum
Shared Readings: Discussion

Work Time

What will you do?

Orienting Your Sharing



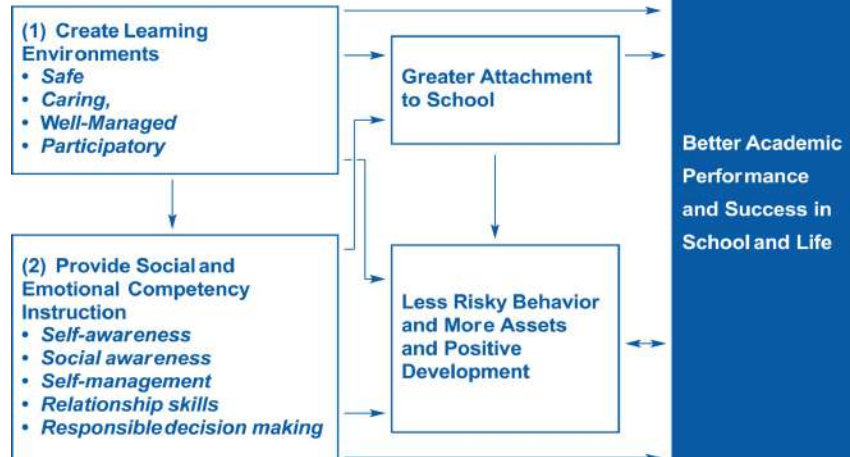
Fostering SRL and SEL



The Process of SEL



Evidence-Based SEL Programs:



What is Self-Regulated Learning?

Lifelong learners are *self-regulating* learners (alone & with others!)

Self-regulating learners know how to control their *thoughts*, *feelings*, and *actions* to achieve personal goals and respond to environmental demands (Zimmerman, 2008)

Self-regulation describes "active," strategic learning

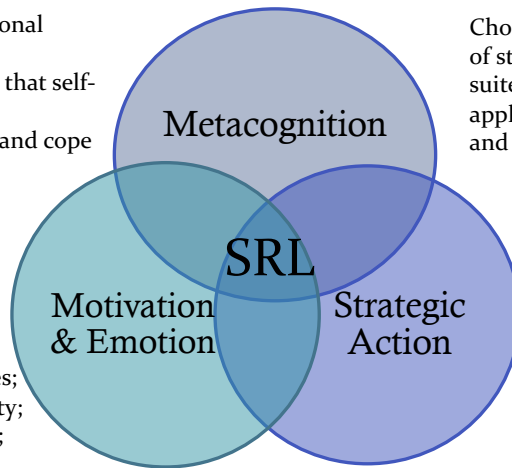
Individuals can take, and feel in control, over learning by deliberately and reflectively "self-regulating" their engagement in activities



Probing Deeper: What is SRL?

Awareness of personal strengths and limitations; Using that self-awareness to solve problems and cope with challenges

Affective responses;
Beliefs about ability;
Willingness to try;
Expectations for success

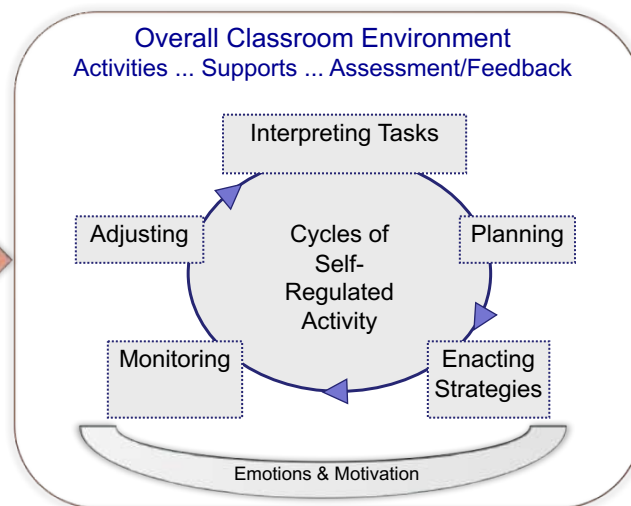


Choosing from a repertoire of strategies those best suited to the situation and applying them effectively and efficiently

An Integrative Model of Self-Regulation (Butler, Schnellert, & Perry, 2016)



*History,
Strengths,
Challenges,
Metacognition,
Knowledge,
Beliefs,
Agency*



Butler, 2002; Butler et al., 2011

Sharing

What have you been thinking or trying in your context related to our focus on SEL/SRL?

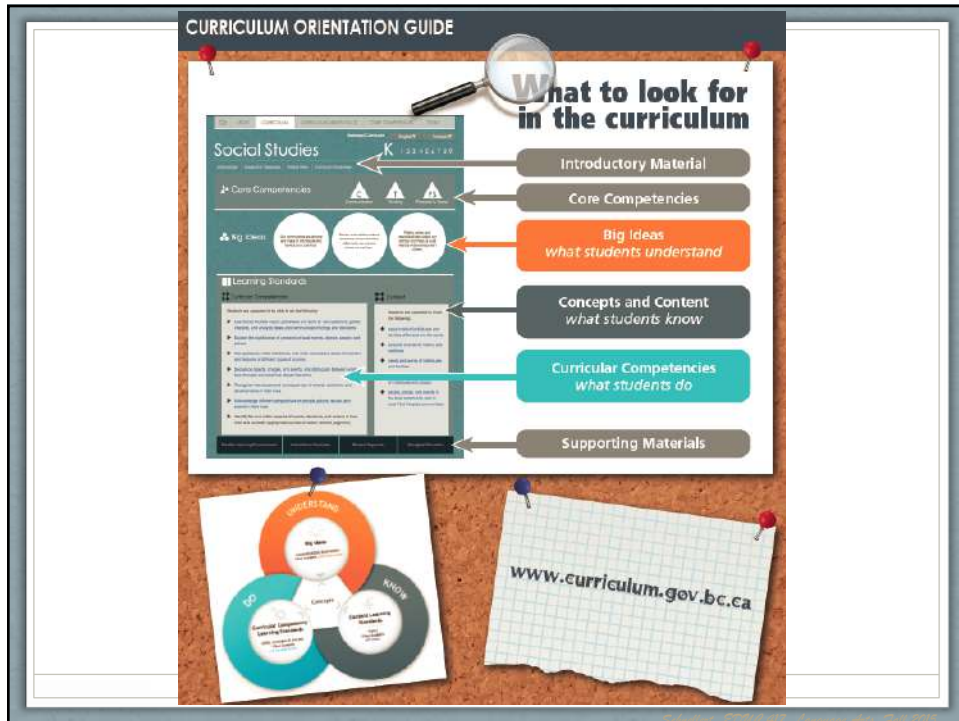
Where is your inquiry focusing?

What have you been seeing in practice?

What have you tried or are you thinking of trying?

Links to the Redesigned Curriculum





Core Competencies

Provincial consultation and extensive research identified these categories of core competencies that support life-long learning:

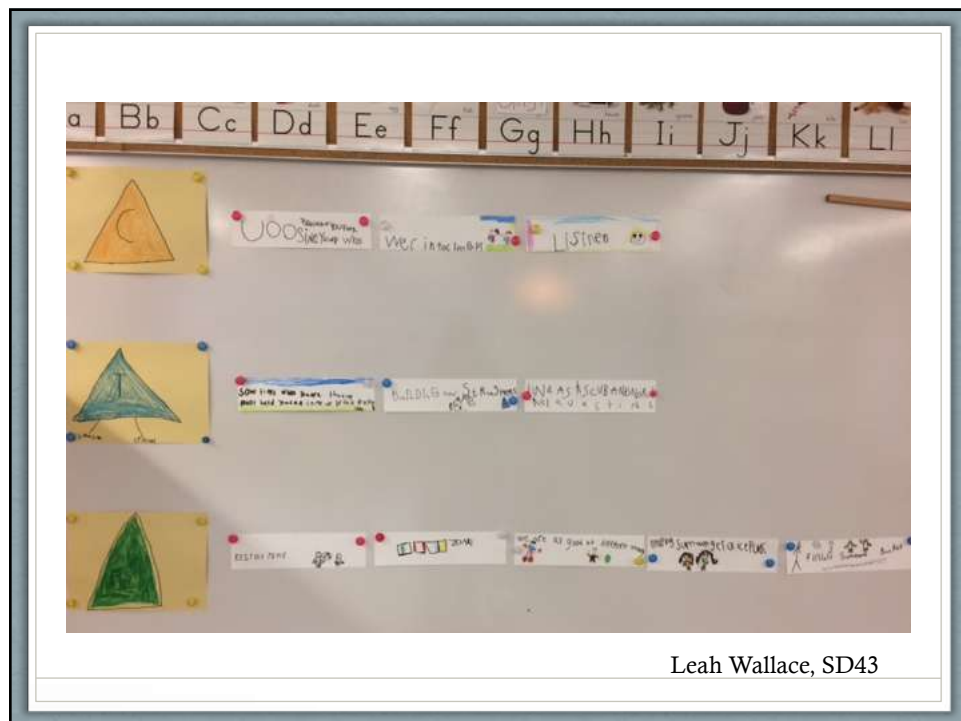
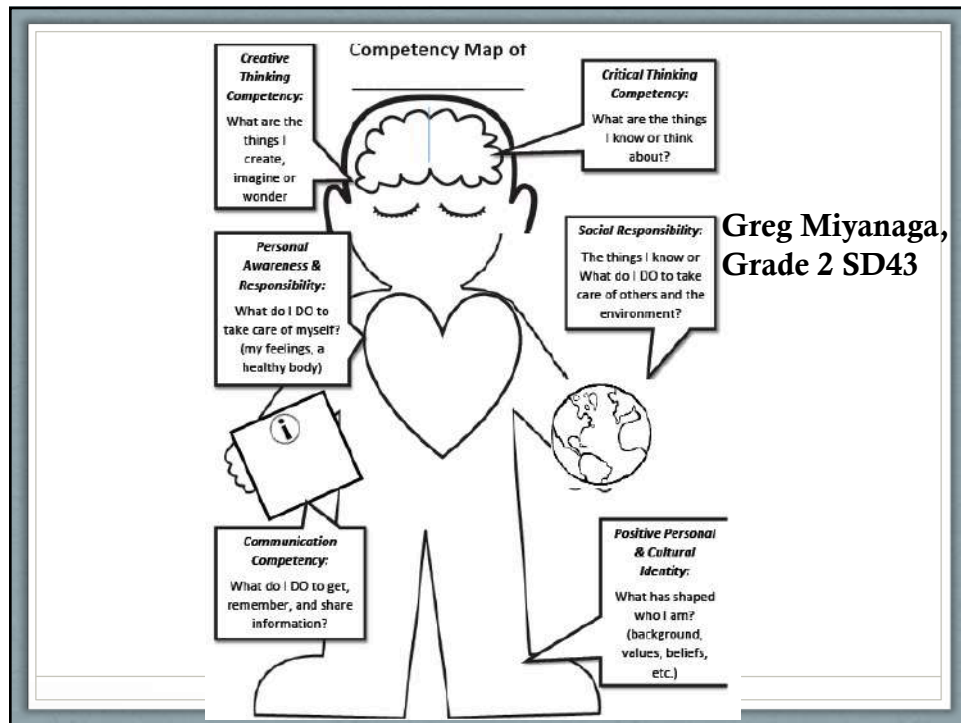
- **Thinking Competency**
 - Critical thinking
 - Creative thinking
- **Communication Competency**
(oral, written, visual, digital; includes collaboration and reflection)
- **Personal and Social Competency**
 - Positive personal and cultural identity
 - Personal awareness and responsibility (includes self-regulation)
 - Social awareness and responsibility

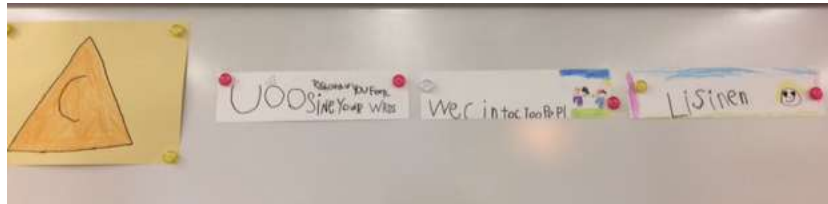
Inspirational Examples

Links to the
Redesigned
Curriculum

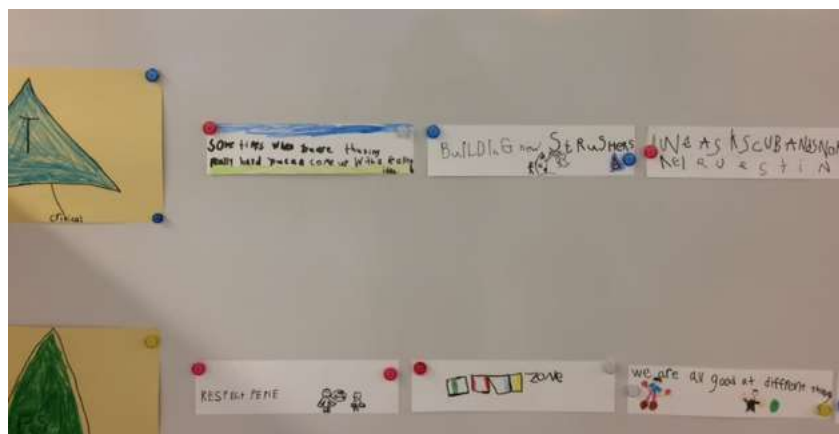


Core Competencies:
Using Student Friendly Language



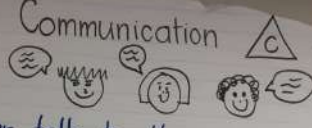


Leah Wallace, SD43



Leah Wallace, SD43

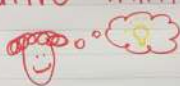
Communication



- I can talk to others
- I can tell others my plan
- I can share my ideas
- I can listen to others
- I can disagree respectfully
- I can ask questions if I don't understand
- I can be supportive and encouraging when others share their ideas

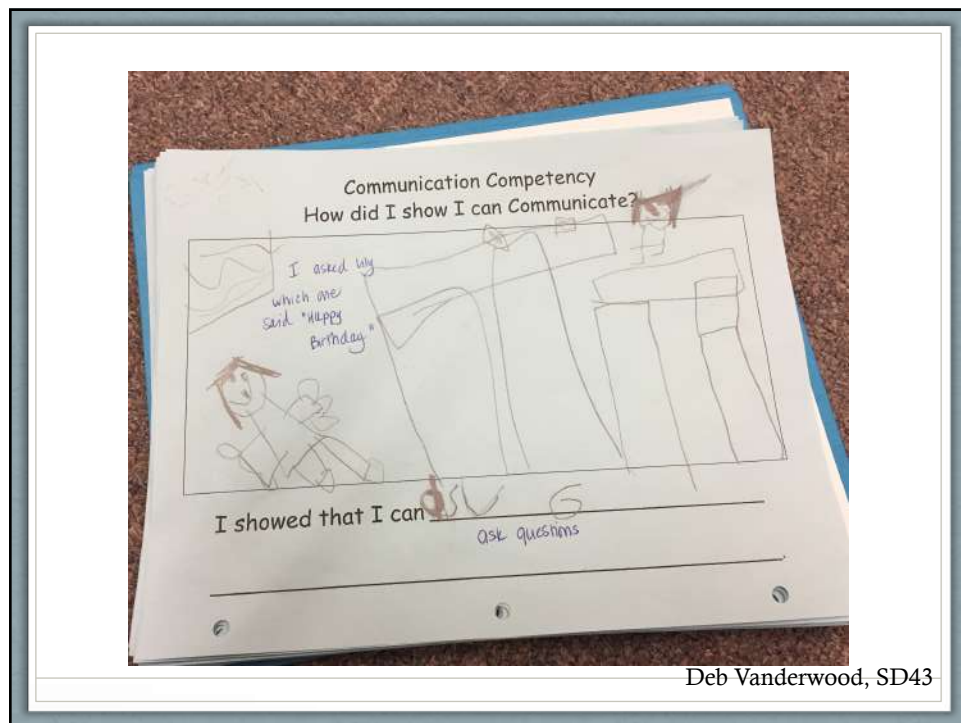
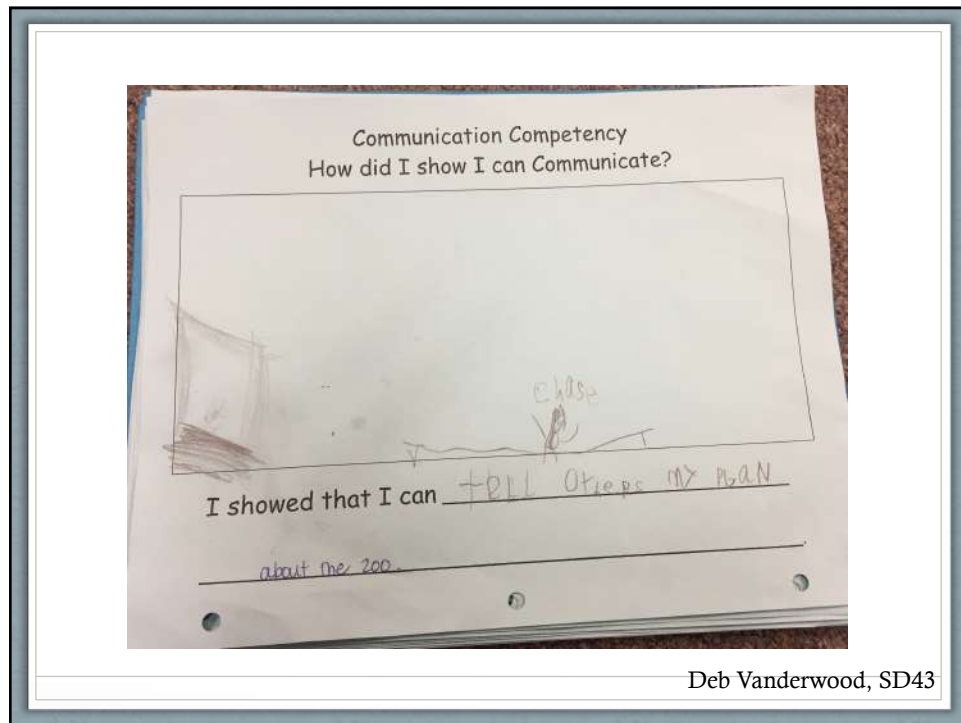
Deb Vanderwood, SD4

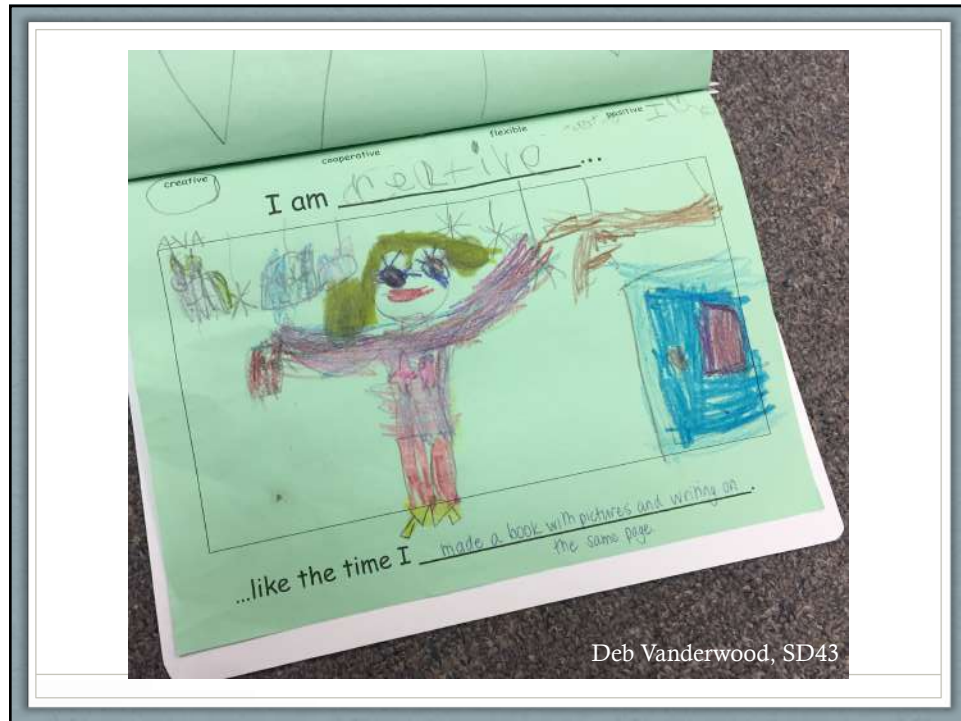
Creative Thinking



- I can think hard
- I have new ideas
- I can use others' ideas to make new ones
- I can use my ideas to make new things
- I get ideas when I play
- We have ideas wherever we go.

Deb Vanderwood, SD43

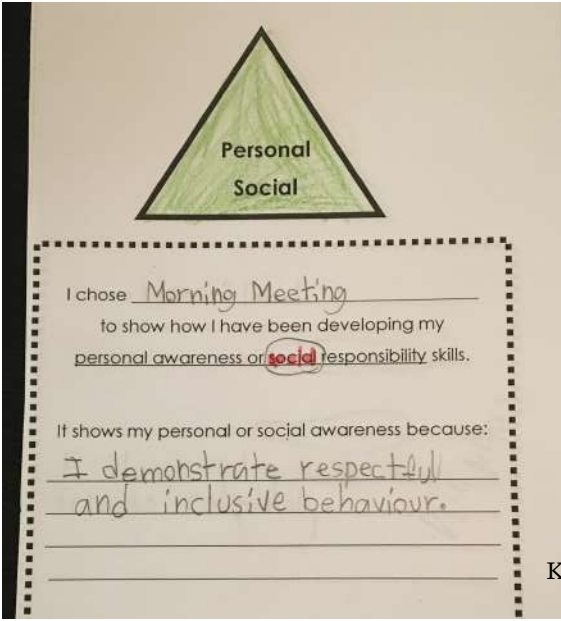




Kelsey Keller, SD43

Communication	Thinking Creative -Critical	Personal Social
I chose _____ to show how I have been developing my <u>communication</u> skills.	I chose _____ to show how I have been developing my <u>creative and critical thinking</u> skills.	I chose _____ to show how I have been developing my <u>personal awareness and social responsibility</u> skills.
It shows my communication because: _____ _____	It shows my thinking because: _____ _____	It shows my personal or social awareness because: _____ _____
I want you to notice _____ _____	I want you to notice _____ _____	I want you to notice _____ _____
One thing I would do differently next time is _____ because _____	One thing I would do differently next time is _____ because _____	One thing I would do differently next time is _____ because _____

Kelsey Keller - kskeller@sd43.bc.ca

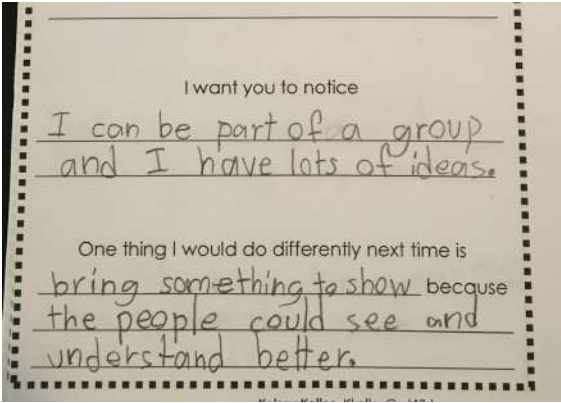


Personal
Social

I chose Morning Meeting
to show how I have been developing my
personal awareness or social responsibility skills.

It shows my personal or social awareness because:
I demonstrate respectful
and inclusive behaviour.

Kelsey Keller, SD43



I want you to notice
I can be part of a group
and I have lots of ideas.

One thing I would do differently next time is
bring something to show because
the people could see and
understand better.

Kelsey Keller, SD43

REFLECTION:

My "Good" this week was: _____

My "Ugly" this week was: _____

I developed my \triangle ^{thinking? communication? Personal? social?} skills this week when I ...

I struggled with \triangle ^{thinking? communication? social? Personal?} skills this week during _____ because _____

Kelsey Keller, SD43

I want you to notice _____

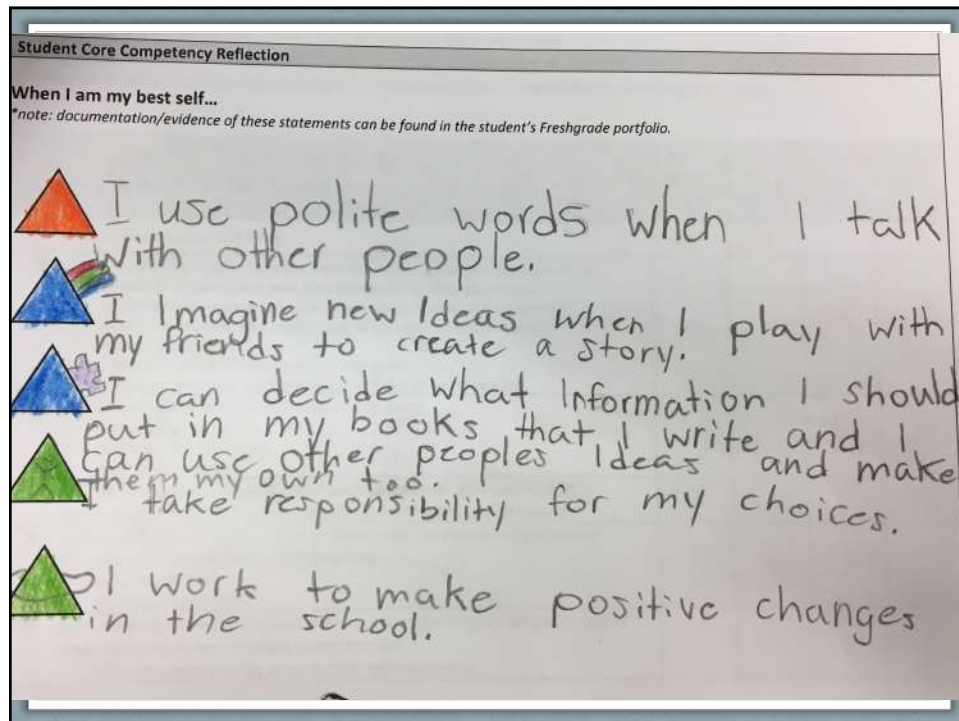
My "Good" this week was: Spelling because I finished all of it on Monday.

My "Ugly" this week was: Math (multiplication) because it took me forever.

I developed my \triangle ^{thinking? communication? Personal? social?} skills this week when I ...
Was doing harder math than I usually do and was getting better at it.

I struggled with \triangle ^{thinking? communication? social? Personal?} skills this week during lunch play because Someone thought I was mad at them when I was only using mad body language in a game for fun.

I want you to notice I learned a new way to use the checker board.



Reflection

How can you bring core competencies to life in kid friendly language?

How can you activate the core competencies through your curricular content?

How can you engage students in documenting their growth in core competencies?

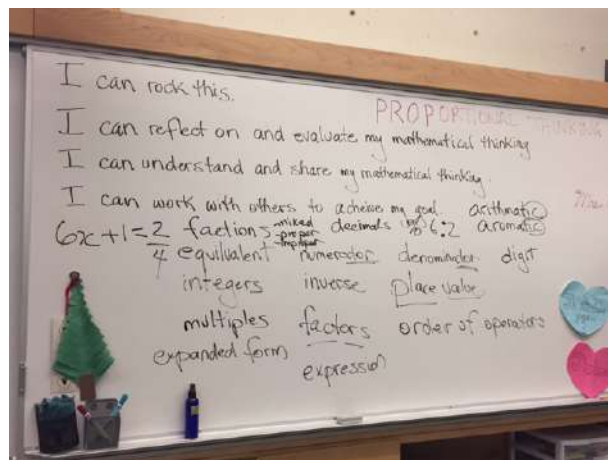


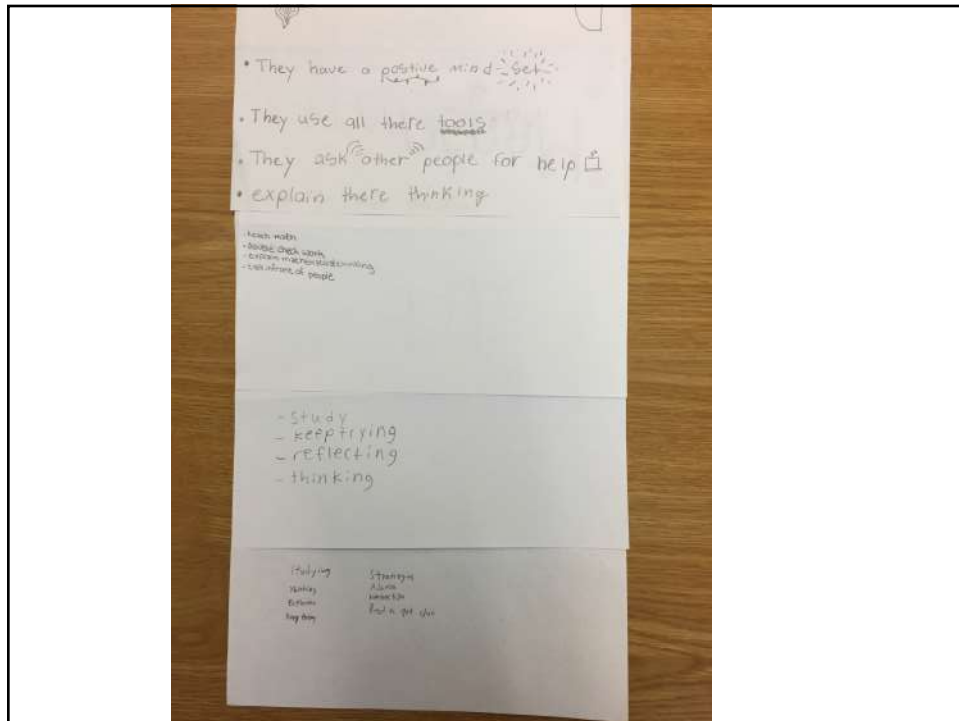
Numeracy Circles



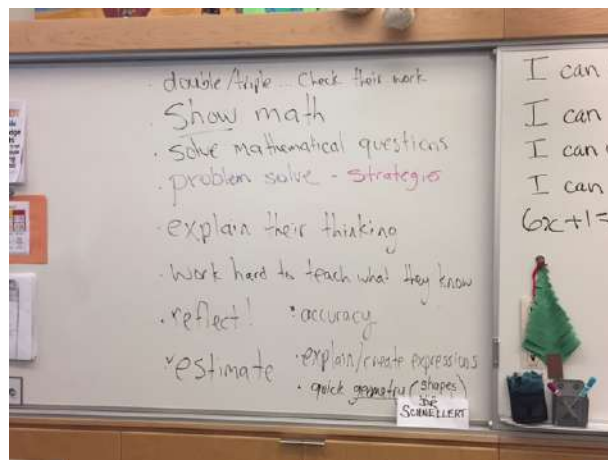
Butler, Schnellert & Perry, 2016; Schnellert, Watson & Widdess, 2015

Learning intentions





Activating prior knowledge



<p>One night the King couldn't sleep, so he went down into the Royal kitchen, where he found a bowl full of mangoes. Being hungry, he took $\frac{1}{6}$ of the mangoes.</p> <p>Later that same night, the Queen was hungry and couldn't sleep. She, too, found the mangoes and took $\frac{1}{5}$ of what the King had left.</p> <p>Still later, the first Prince awoke, went to the kitchen, and ate $\frac{1}{4}$ of the remaining mangoes.</p> <p>Even later, his brother, the second Prince, ate $\frac{1}{3}$ of what was then left.</p> <p>Finally, the third Prince ate $\frac{1}{2}$ of what was left, leaving only three mangoes for the servants.</p> <p>How many mangoes were originally in the bowl?</p>	<p>Three sailors were marooned on a deserted island that was also inhabited by a band of monkeys. The sailors worked all day to collect coconuts but were too tired that night to count them. They agreed to divide them equally the next morning.</p> <p>During the night, one sailor woke up and decided to take his share. He found that he could make three equal piles, with one coconut left over, which he threw to the monkeys. Thereupon, he put his own share in a pile down the beach, and left the remainder in a single pile near where they all slept.</p> <p>Later that night, the second sailor awoke and, likewise, decided to take his share of coconuts. He also was able to make three equal piles, with one coconut left over, which he threw to the monkeys.</p> <p>Somewhat later, the third sailor awoke and did exactly the same thing with the remaining coconuts.</p> <p>In the morning, all three sailors noticed that the pile was considerably smaller, but each thought that he knew why and said nothing. When they then divided what was left of the original pile of coconuts equally, each sailor received seven and one was left over, which they threw to the monkeys.</p> <p>How many coconuts were in the original pile?</p>
<p>Dad bakes some cookies. He eats one, hot out of the oven, and leaves the rest on the counter to cool. He goes outside to read.</p> <p>Dave comes into the kitchen and finds the cookies. Since he is hungry, he eats half a dozen of them.</p> <p>Then Kate wanders by, feeling rather hungry as well. She eats half as many as Dave did. Jim and Eileen walk through next, and each of them eats one third of the remaining cookies. Hollis comes into the kitchen and eats half of the cookies that are left on the counter. Last of all, Mom eats just one cookie. Dad comes back inside, ready to pig out. "Hey!" he exclaims. "There is only one cookie left!"</p> <p>How many cookies did Dad bake in all?</p>	<p>Raul and Esteban just started working at their uncle's farm on the weekends. Their first task was to count the ostriches and llamas. When they reported to their uncle, Raul said, "I counted 47 heads." Esteban added, "I counted 122 legs."</p> <p>"How many are ostriches? How many are llamas?" asked their uncle. "It's getting dark and I promised your mother I'd get you home for dinner. There's no time to count again. You'll have to figure out how many ostriches and how many llamas there are from that information when you get home. Can you give me a call after dinner and let me know your answer?"</p> <p>How did Raul and Esteban figure out how many ostriches and how many llamas there were?</p>

NUMERACY CIRCLES		Name _____	
THE BIG 4: What to ask to get a handle on any word problem			
What do I KNOW for sure? What is HAPPENING in the problem?	What will the answer TELL me? What am I trying to FIND out?	Are there any special CONDITIONS, RULES, or is there BACKGROUND KNOWLEDGE I need to know?	ABOUT how much is the answer?
This is how I solved the problem using pictures, numbers, and words:		<input type="checkbox"/> ORIGINAL COLOUR	<input type="checkbox"/> NEW UNDERSTANDINGS COLOUR
REFLECTING ON MY LEARNING (or Why I am smarter after my meeting):			
<input type="checkbox"/> I'm positive <input type="checkbox"/> I'm pretty sure <input type="checkbox"/> I'm not sure			

NUMERACY CIRCLES

THE BIG 4: What to ask to get a handle on any word problem

What do I KNOW for sure? What is HAPPENING in the problem? - we're counting legs - and legs	What will the answer TELL me? What am I trying to FIND out? - Find out how many - ostriches and how - many = 33 ostriches - both are.	Are there any special CONDITIONS , RULES , or is there BACKGROUND KNOWLEDGE - need to know?	ABOUT how much is the answer? - 33 - 22
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This is how I solved the problem using pictures, numbers, and words:

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Reflection

How can drawing together the core and curricular competencies support students to develop as self-regulating learners?

- Posting learning intentions?
- Referring to criteria when engaging in learning?
- Reflecting on social, emotional and content-based learning?

Reflection

How can I empower my students as 21st-century learners?



Chapter Discussions



Chapter Discussions

For today we suggested everyone read Chapter 12 in Butler, Schnellert, & Perry (2017)

Then we suggested you choose Chapters 10 or 11 for deeper discussion today



What Did You Choose?

Chapter Ten: Meeting the Needs of
Diverse Learners

Chapter Eleven: Motivating and
Engaging Learners

Chapter Twelve: Empowering 21st-
Century Learning



Focus Questions

As you chat about your chosen readings, you might take up the following questions:

What struck you as important or resonated with you in the chapter?

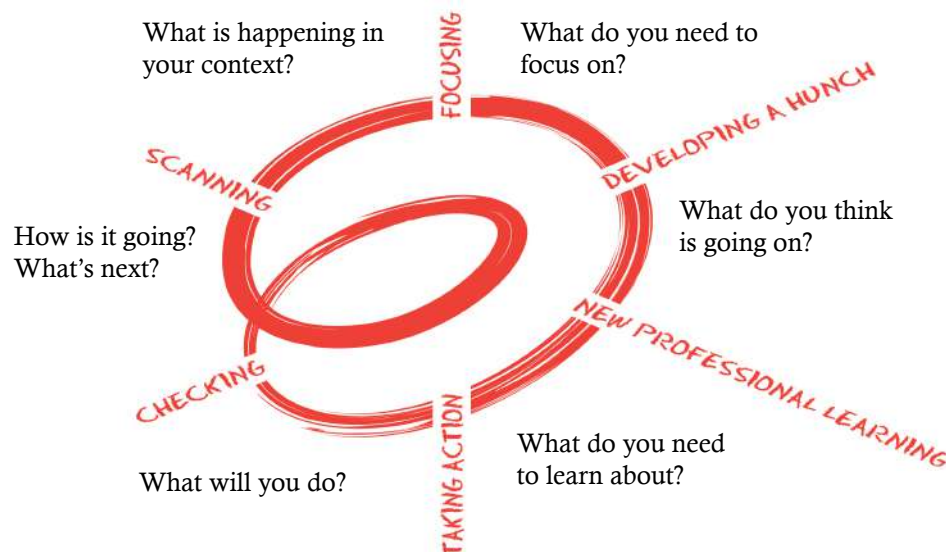
What are some examples of what this might look like?

How might the ideas/topics apply to your practice?

Your Collaborative Inquiry



Spirals of Inquiry (Halbert & Kaser, 2013)



Work Time

What will you learn about or try in your context related to our focus on SEL/SRL?

Where will you focus your inquiry?

What will you look for in practice?

What will you try?

What's Next?



Have a Wonderful Evening!

