Collaborative Inquiry for SRL

With

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November 3, 2017

Plan for Today

Sharing
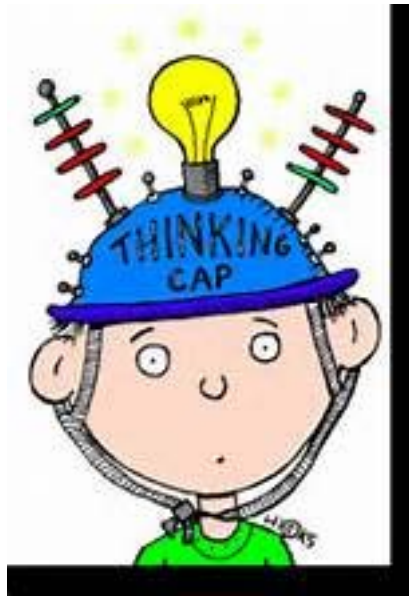What are you trying?
How is it going?

Resources
Creating Safe & Supportive Environments
Shared Readings: Discussion

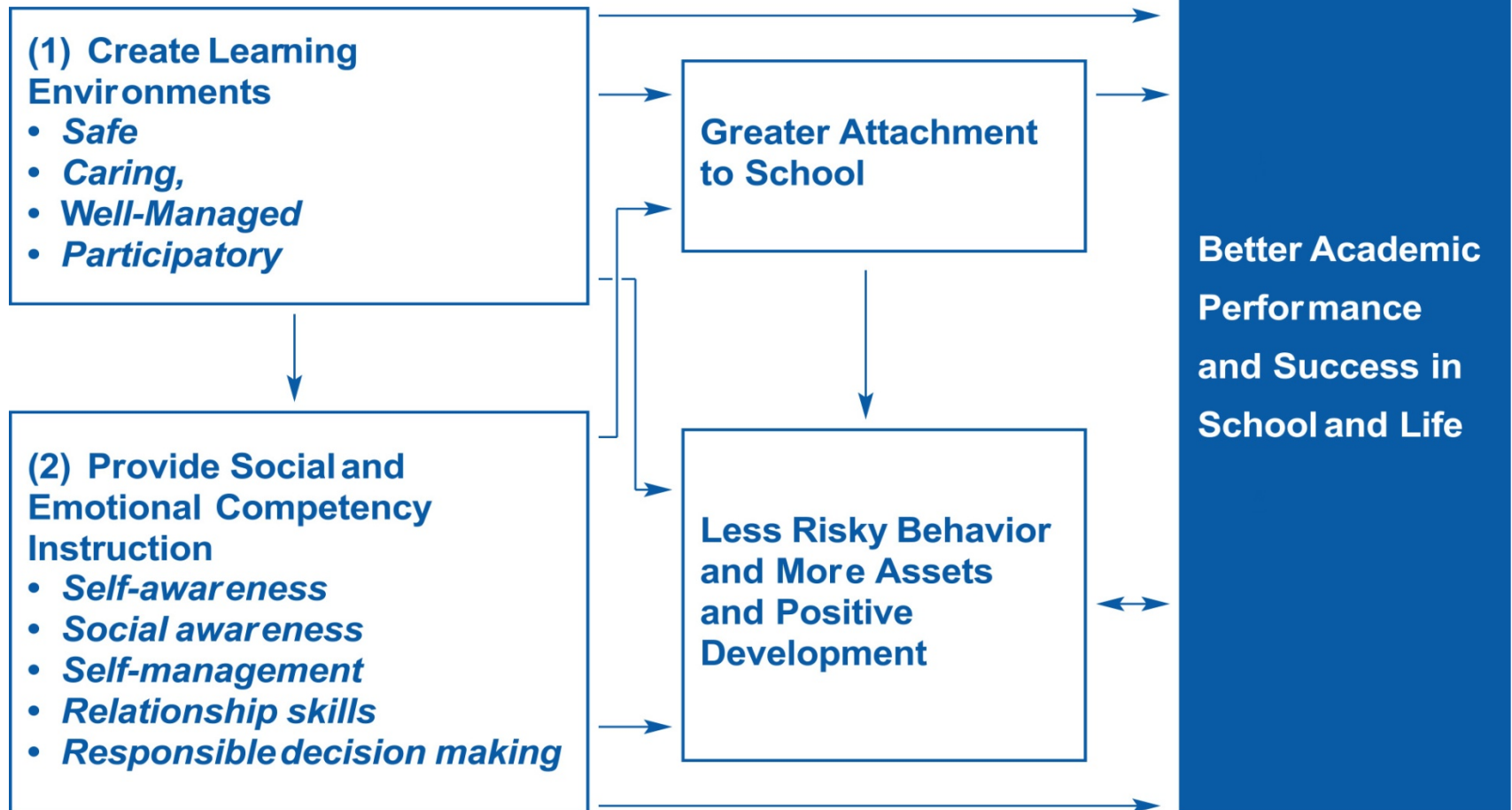## Work Time
What will you do?

Orienting Your Sharing

Fostering SRL and SEL

The Process of SEL

Evidence-Based SEL Programs:

(1) Create Learning Environments
- *Safe*
- *Caring,*
- *Well-Managed*
- *Participatory*

(2) Provide Social and Emotional Competency Instruction
- *Self-awareness*
- *Social awareness*
- *Self-management*
- *Relationship skills*
- *Responsible decision making*

Greater Attachment to School

Less Risky Behavior and More Assets and Positive Development

Better Academic Performance and Success in School and Life

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

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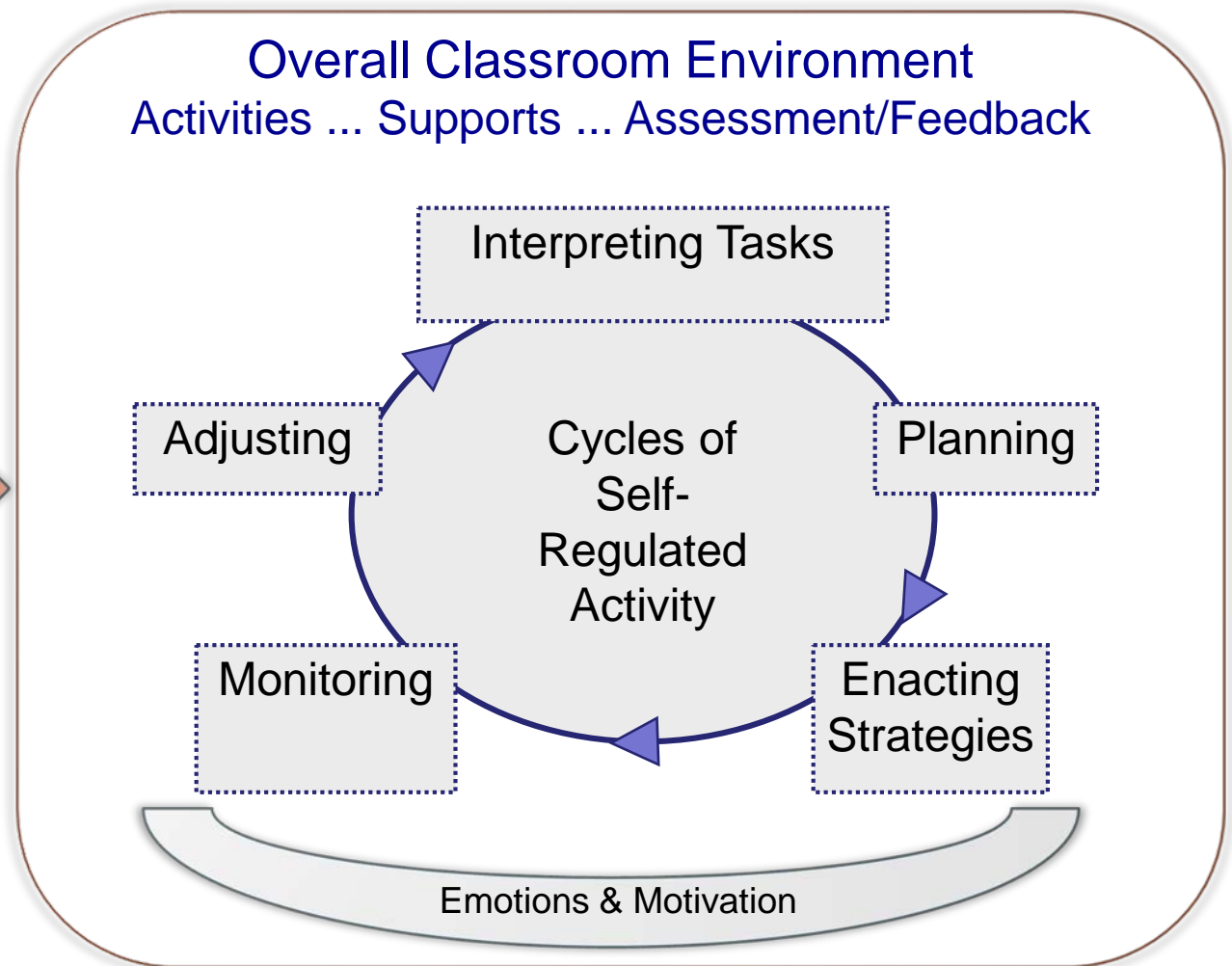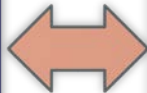
Metacognition

SRL

Motivation & Emotion

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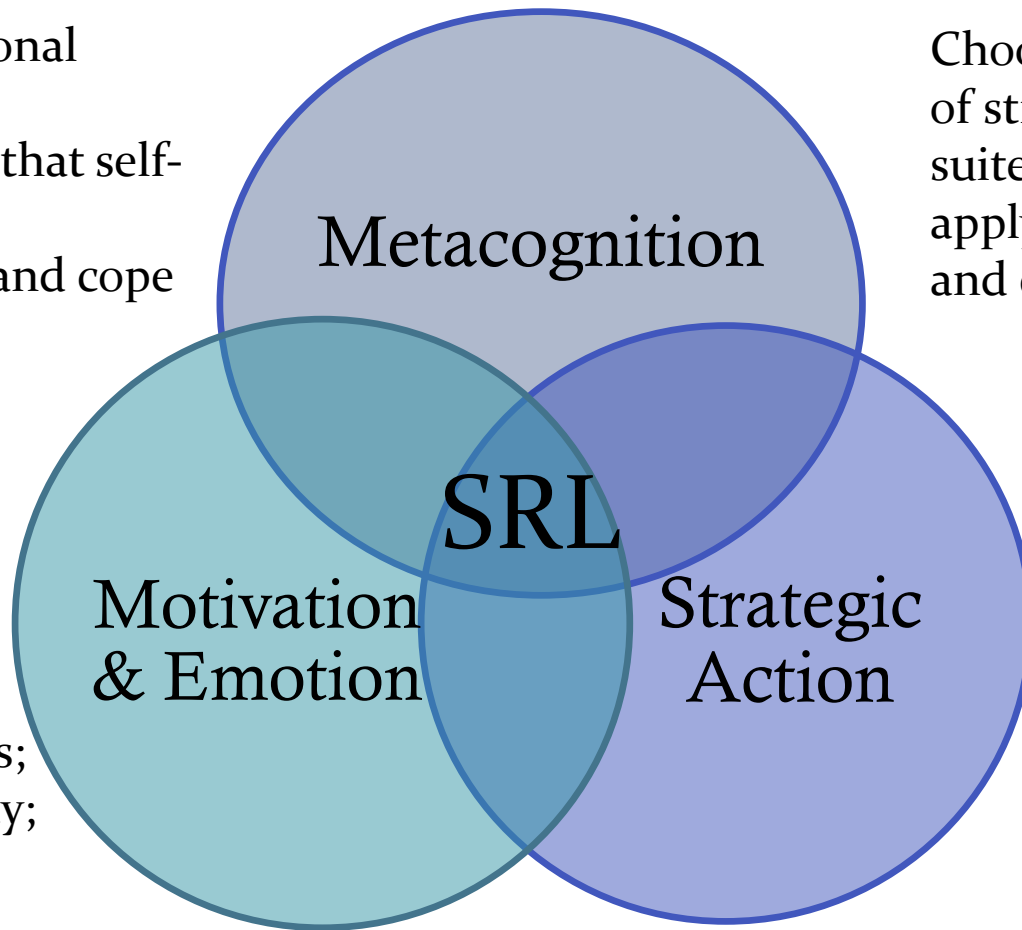
Affective responses; Beliefs about ability; Willingness to try; Expectations for success

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

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

Overall Classroom Environment
Activities ... Supports ... Assessment/Feedback

Interpreting Tasks

Adjusting

Planning

Cycles of Self-Regulated Activity

Monitoring

Enacting Strategies

Emotions & Motivation

Butler, 2002; Butler et al., 2011

Sharing

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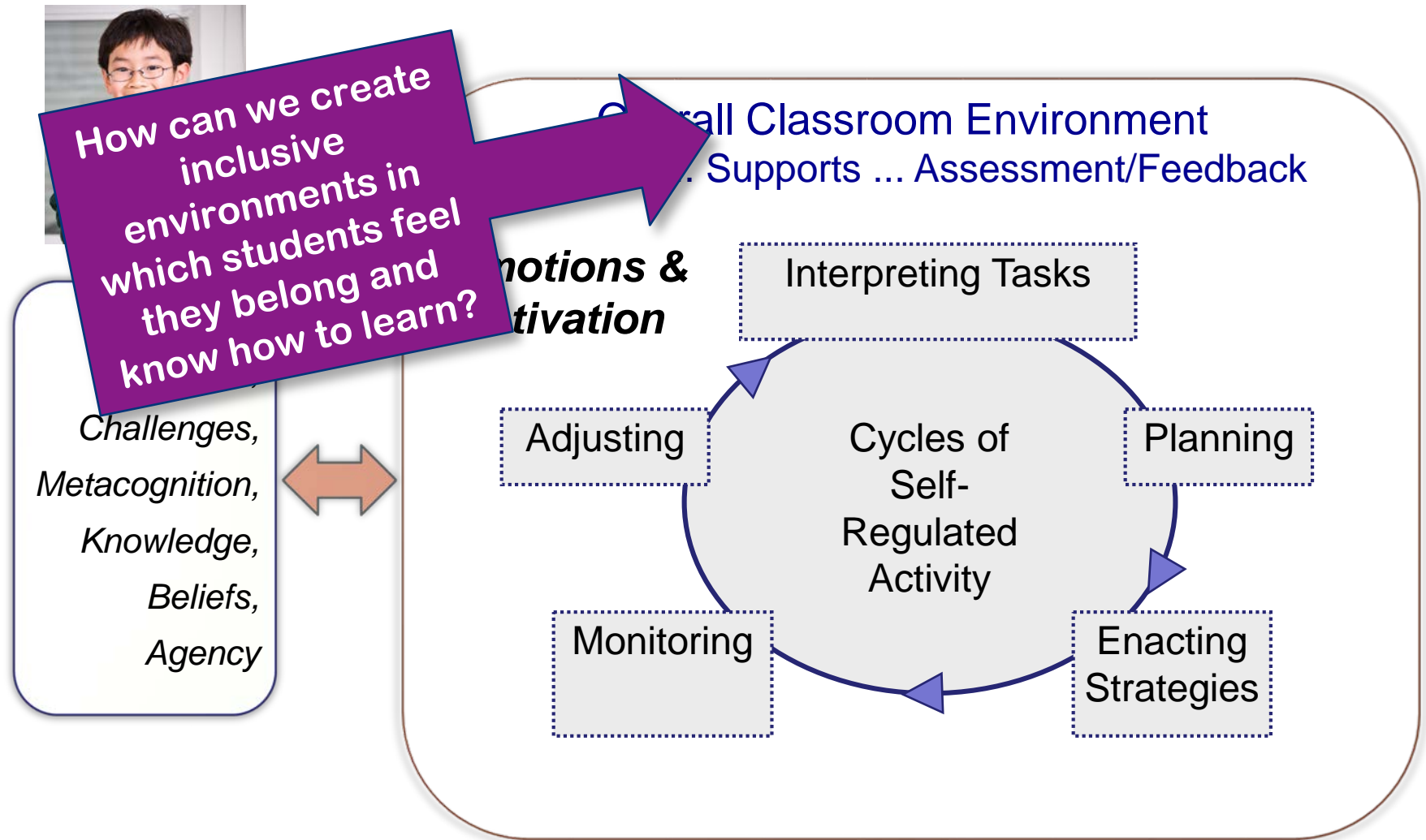
Where is your inquiry focusing?

What have you been seeing in practice?
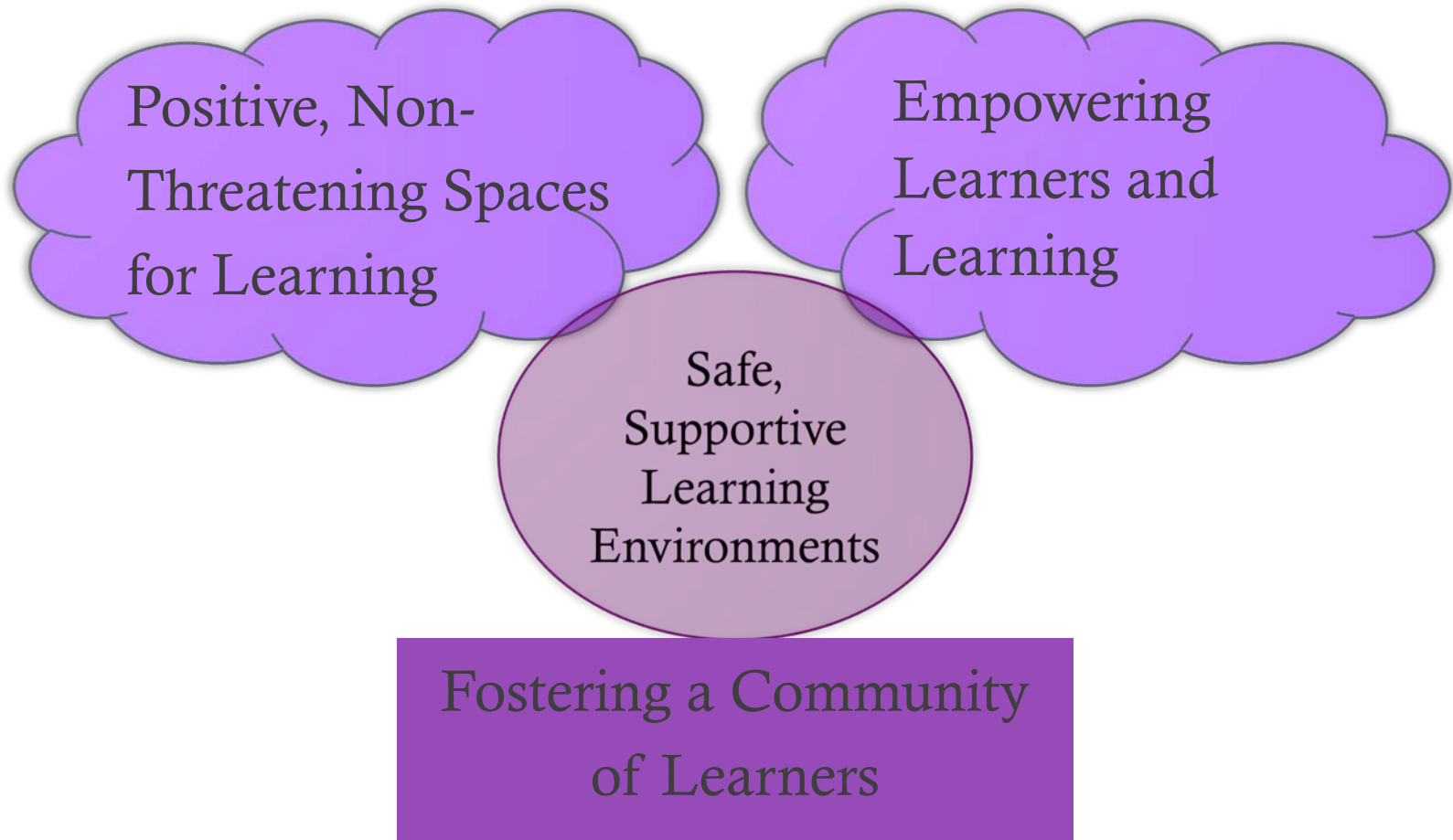
What have you tried or are you thinking of trying?

Creating Safe & Supportive Learning Environments

How Can Classroom Practices Empower SRL?

Overall Classroom Environment
... Supports ... Assessment/Feedback

How can we create inclusive environments in which students feel they belong and know how to learn?

Challenges, Metacognition, Knowledge, Beliefs, Agency

Emotions & Motivation

Interpreting Tasks

Planning

Adjusting

Cycles of Self-Regulated Activity

Monitoring

Enacting Strategies

Butler, 2002; Butler et al., 2011

Creating Inclusive Learning Environments

Positive, Non-Threatening Spaces for Learning

Empowering Learners and Learning

Safe, Supportive Learning Environments

Fostering a Community of Learners

Fostering a Community of Learners

Building a Community of Learners

Learning communities respect all individuals as valued members, recognize and accept their various strengths and challenges, accommodate diverse interests and needs, and foster peer-to-peer co-learning.

Establishing a community of learners creates an environment in which students feel comfortable taking risks in order to push their thinking and learning forward

Butler et al. (2016), p. 60

Inspirational Examples

Creating a Caring Community

Understanding Classroom Expectations
Dave Dunnigan (Coquitlam School District)

At the beginning of the year, Dave and his Grade 6/7 students go through a visioning process to create their learning community.
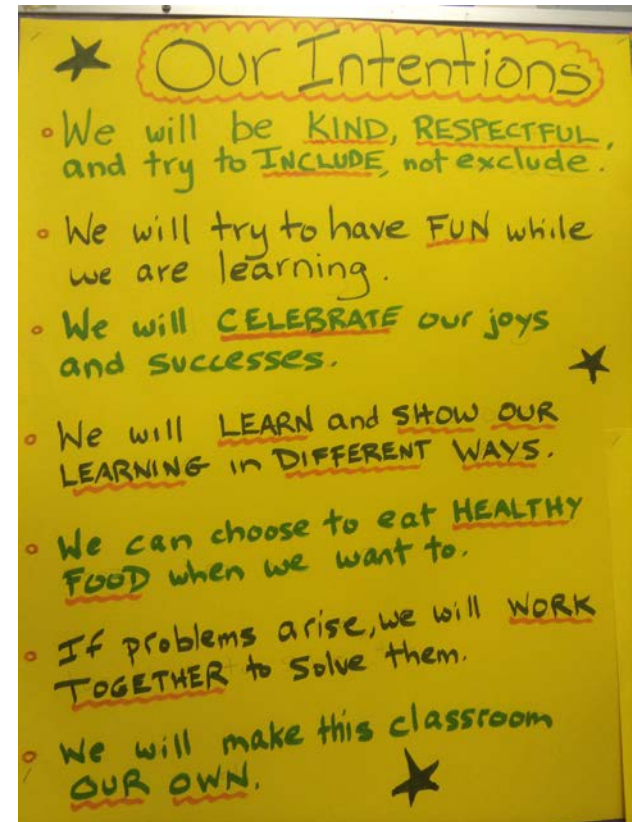
He asks students:
> what makes a great classroom?
> How are the students learning?
> How is the teacher teaching?
> How does everyone treat each other and interact with each other?
> What routines and expectations help us in our learning?

Creating a Safe Environment:
An Emotional Literacy Charter

Designed to foster a safe emotional climate

- How do we want to feel as a community of learners?

- What can we do to support these feelings?

- How will we handle conflict or uncomfortable feelings?

(Yale Center for Emotional Intelligence)

Laura Singh, Brentwood Park, SD41

If we hurt each other's feelings we can...

ask "are you ok?" and "how can I help?"

Apologize and use the problem solving statement

Take them to the office or an adult

help them calm down

I - Problem Solving Statements

I feel _____ when you _____.
I need to feel _____ at school.
Please don't do that again.

I'm sorry that I made you feel _____
and that I _____. Next time I will
_____.

I accept your apology.

Bottom Line Behaviours

Physical Hurting
Emotional Hurting
Defiance
Violence
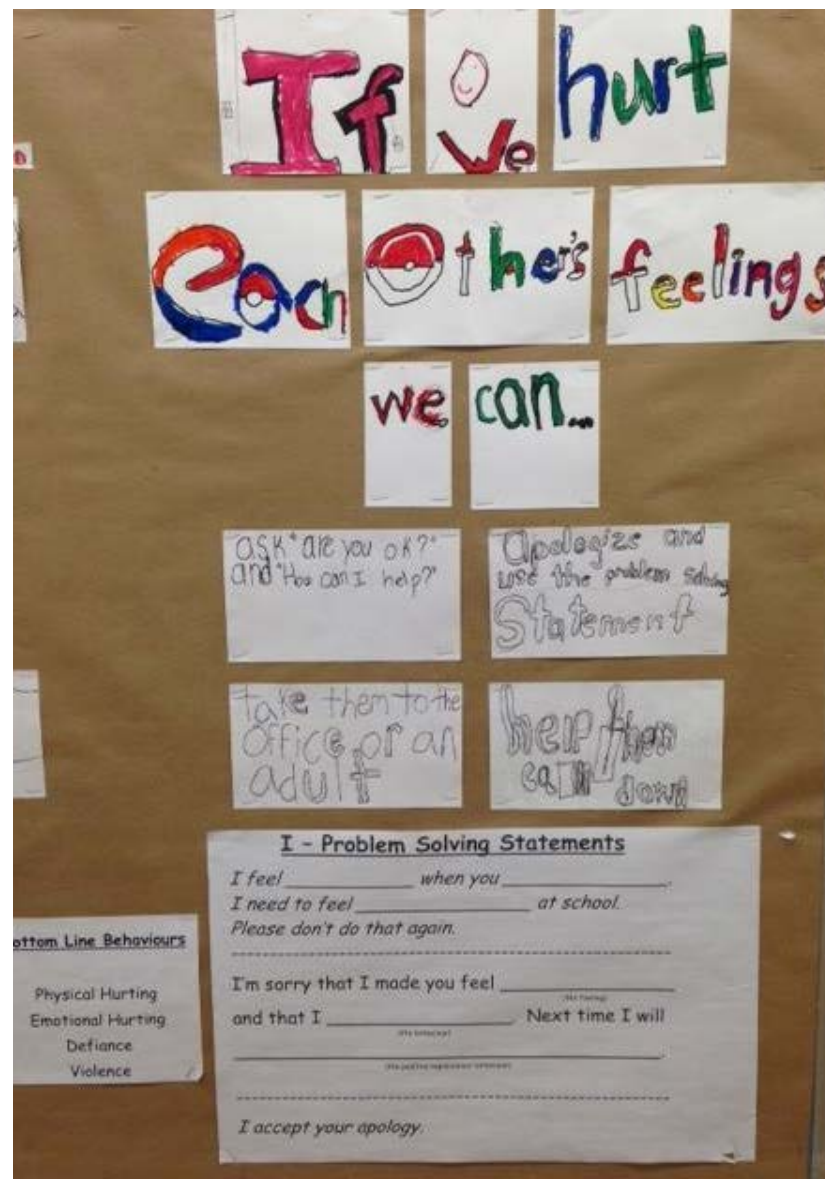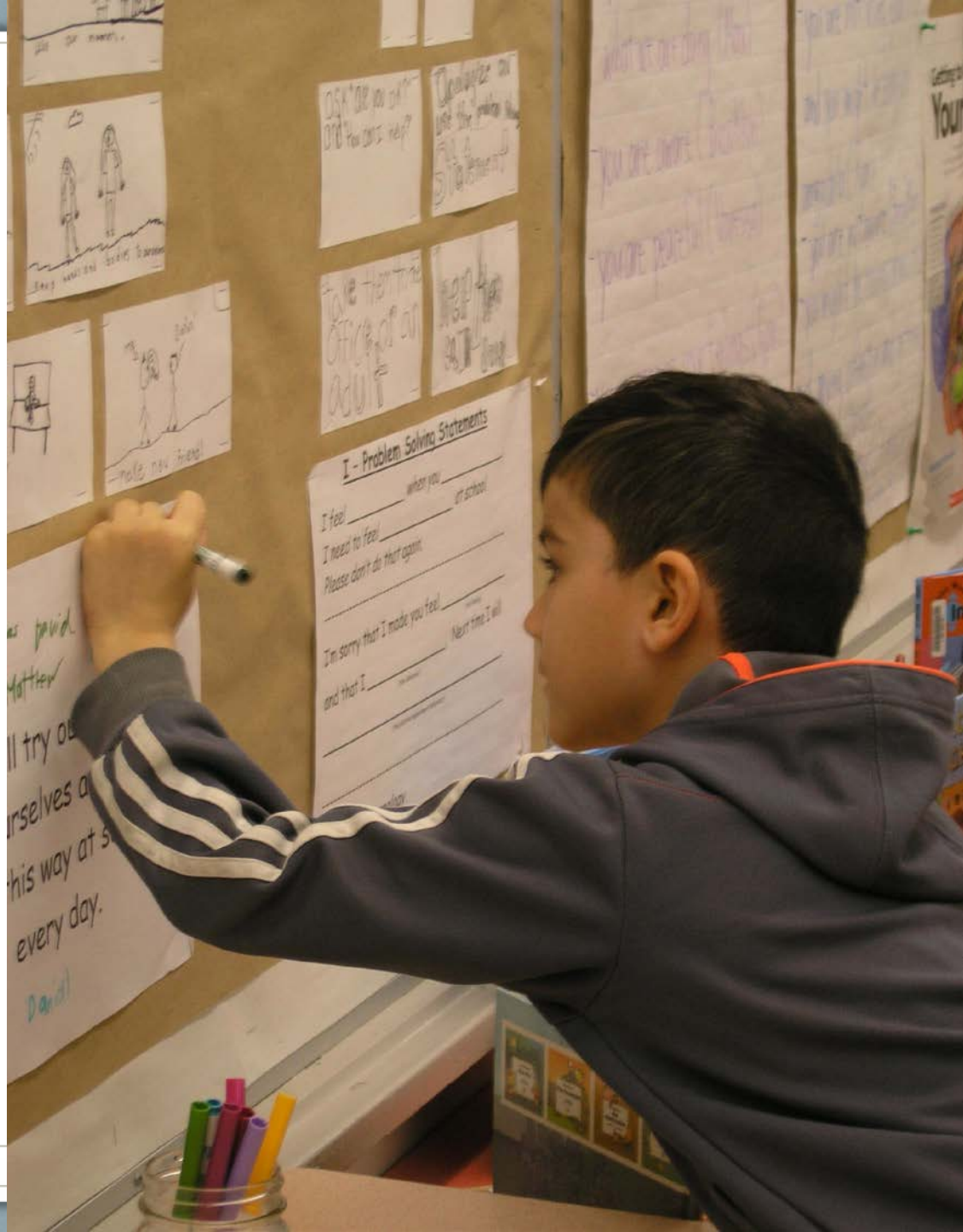
Social-Emotional Literacy Charter Reflections

Name: _____

safe	respected	like things are fair	happy	excited
like I'm having fun	like I belong ✓	included	appreciated ✓	valued

At school I feel ___like I belong___ when
other PePPal invite me to Play
at res.es and morning choice
time.

At school I feel ___appreciated___ when
others make room for me in the
line up, carpet and in the circle

At school I feel ___like i'm having fun___ when
i'm Playing with my friends at
resses and lunch

Charter Reflections

Name:_____

comfortable	included	calm	happy
safe	fair	respected and respectful	

At school, I can make others feel _____

by _____

_____

_____

Reflection

What does it take to create a community of learners?

How can we ensure that learners…

 Feel like they *belong*?

 Can focus on *learning*?

 Know *how to* participate?

Participation Structures

What are Participation Structures?

Morning meetings

Sharing circles

Daily 5

Peer-to-peer feedback

"Ask three before me"

Routines for self-assessment and lesson closure

"What have you learned about yourself as a reader/writer today?"
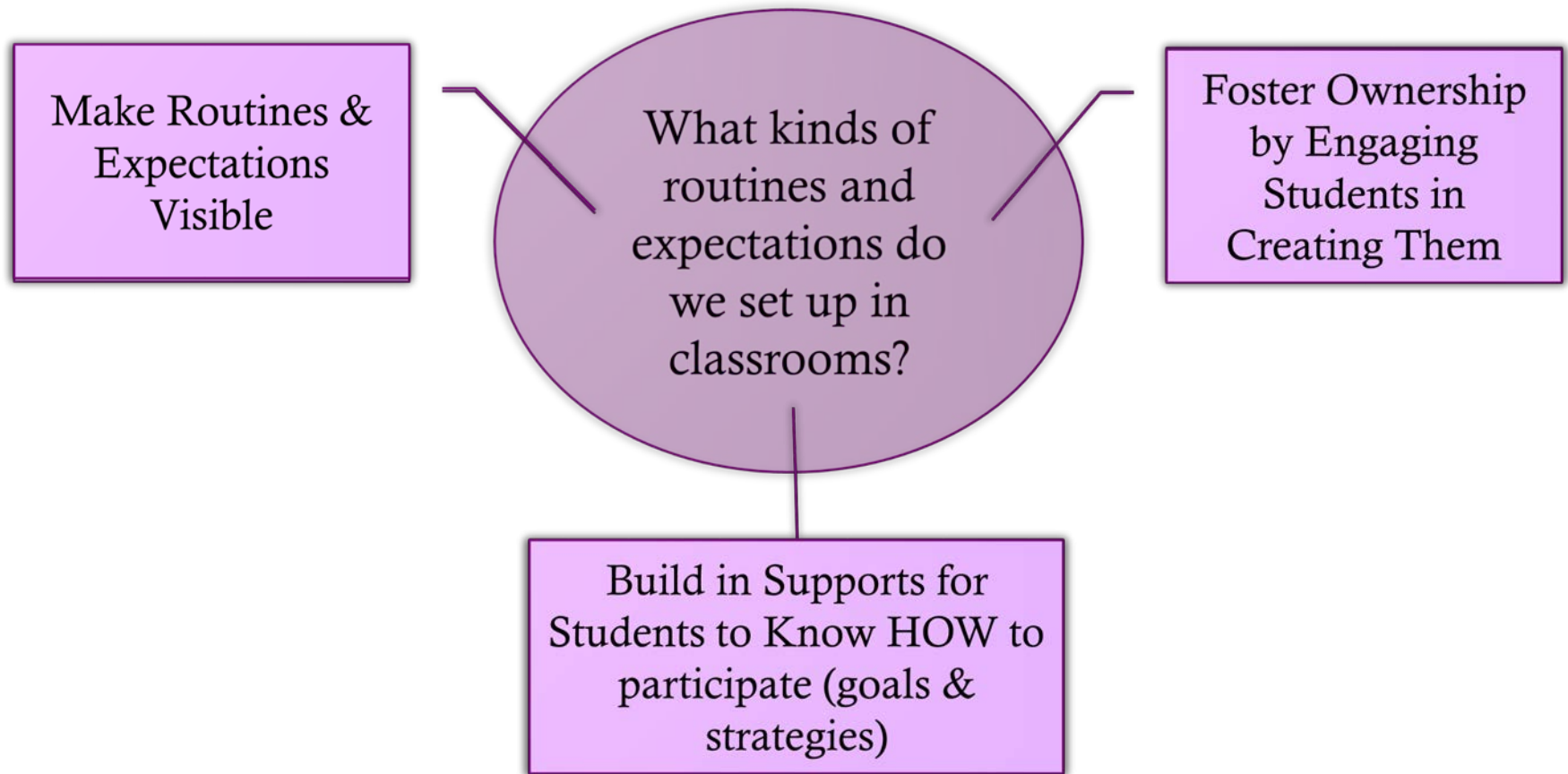
"What have you learned that you can use over, and over, and over again?"

Participation Structures in Your Classroom and School?

What participation structures do you have in place in your classrooms and school?
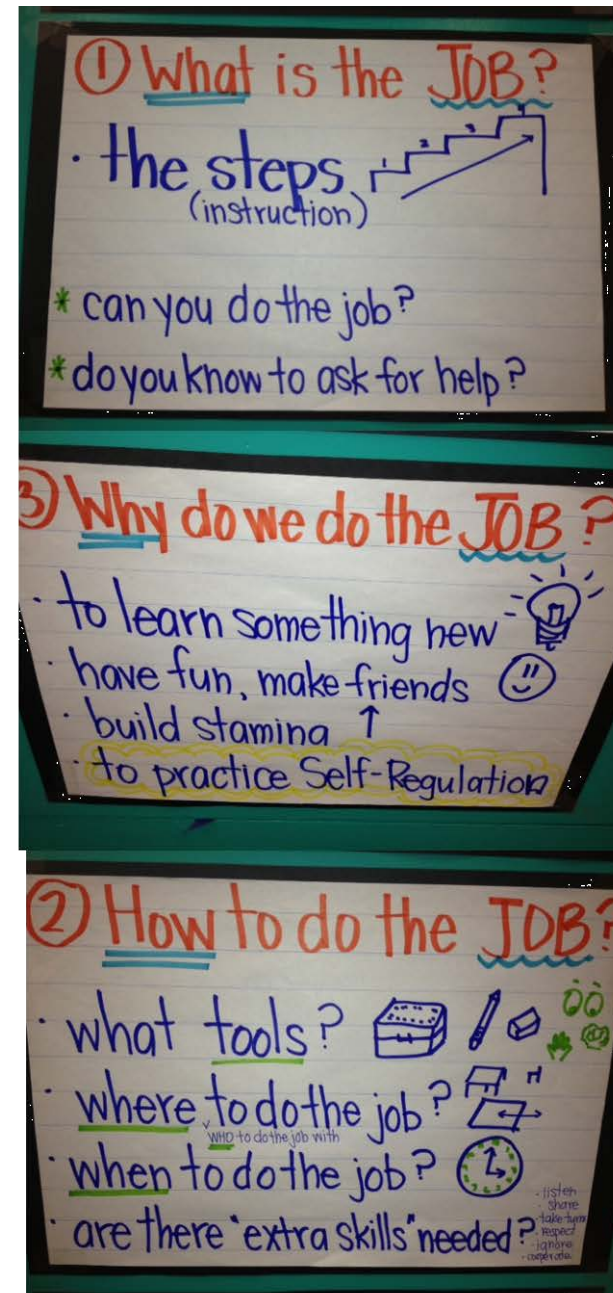

Classroom Routines in KC

Every week the morning message connects to the theme

Mystery Monday
bubble bag, shared reading

Talking Tuesday
survey question

WOW words Wednesday
vocabulary words, math words

Thinking Maps Thursday
incorporate TM into what we are learning

Funny Friday
read funny books

Participation Structures: Big Ideas

Make Routines & Expectations Visible

What kinds of routines and expectations do we set up in classrooms?

Foster Ownership by Engaging Students in Creating Them

Build in Supports for Students to Know HOW to participate (goals & strategies)

Inspirational Examples

Helping Students Navigate the Life of the Classroom

Talking about "self-regulated learning" in "kid friendly" terms
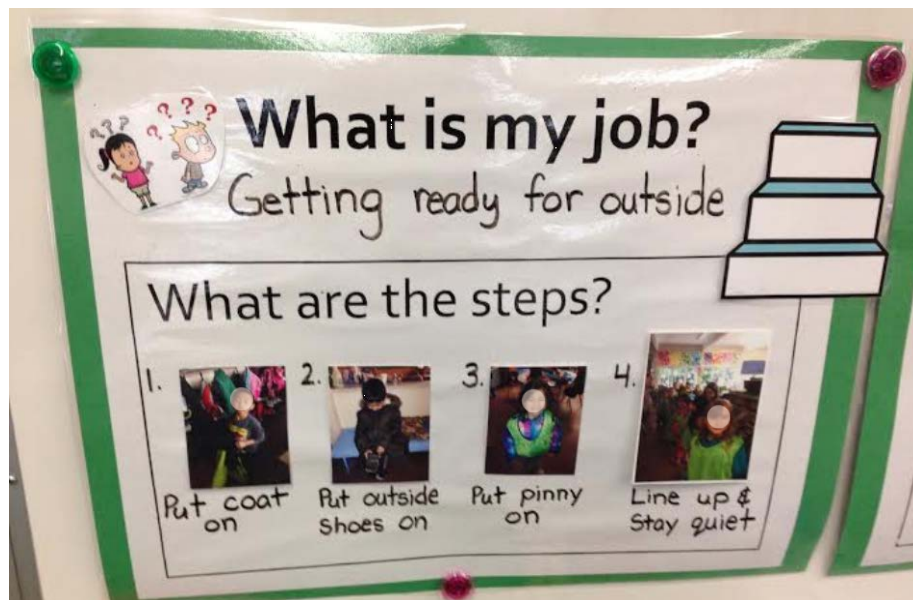
Kelsey Keller
Coquitlam School District

Supporting Students' Engagement in Classroom Routines: Jennifer Ross

Self-Regulated "Listening" in Kindergarten, French Immersion

Supporting Students' Engagement in Classroom Routines: Jennifer Ross

Getting Ready to Go Outside

Daily Routines: Michelle Frith

Active Listening
Greg Miyanaga,
grade 3

Partner Talk
(Harpreet Esmail & Shannon Bains)
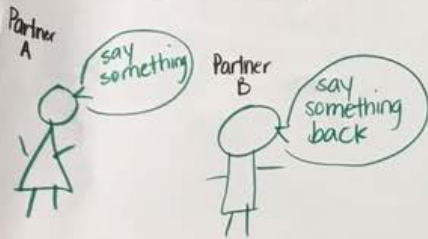
Strategic Questioning

Interpreting Activities and Tasks	• What is your job? • What is this assignment asking you to do? • How will you know if you've done a good job?
Choosing and Using Strategies	• How will you approach this task (given your goals?) • What strategies have worked for you before? • What don't you show me what you can try? • I noticed you did this. Is that a strategy you are using? • What are you doing here that you can do again and again?
Monitoring and Adjusting	• How are you doing? How do you know? • What criteria are you using here to judge your work? • What can you do differently to solve that problem?

What is My Job?

Nicole Desy (Delta) asked her primary students what their job was when listening at the carpet. Their answer?

"To be Quiet"

Nicole worked with her students to reconstruct an understanding of "purpose". They eventually agreed that their job was actually:

"To Listen and Learn from One Another"

What is My Job?

Once we figured out what our job was, we were able to break it down into tasks or steps. We made a visual representation and now, when we are at the carpet, we can discuss where we are in relation to our job.

Some students have begun self-identifying saying things such as, "I'm on step 4" or "I'm still on step 1". I have seen already that the visual representation is helpful to both them and I. I also find it is much more effective to ask, "what step are you on?" than to have to repeat my directions over and over again.

Nicole Desy
(Delta School District)

Using Strategic Questioning
by Amy Semple (Delta School District)

It is recess time. The children are asked to put their coats on and line up. This routine has been the same since September. Every single day, Alex (pseudonym) does not do this. He wanders around the classroom and rarely even has his coat in his hands.

In the past, I would always ask him to put his coat on. Since all I have learned, I decided to change my language; I now ask him what his job is. He always knows the correct answer. For this example, his answer would be, "I should put on my coat and line up." Once he offers that information, he will go, get his coat, and ask for help to put it on.

I have found that this slight change in my language has created a powerful shift! The children (including Alex) are starting to take ownership over what they are supposed to be doing (rather than relying on having the information repeated over and over again). Alex is very capable of following the directions but constantly relies on adults to help him

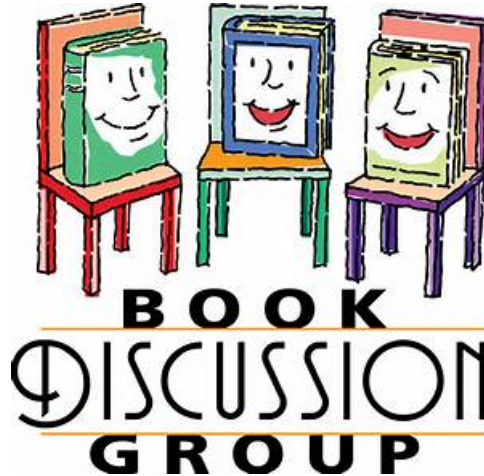From Butler, Schnellert, & Perry (2016), Chapter 8

Empowering Learners

Can we assume students know how to participate in the life of a classroom?

How can we empower *students* to take control over their learning and behaviour?

Reflection
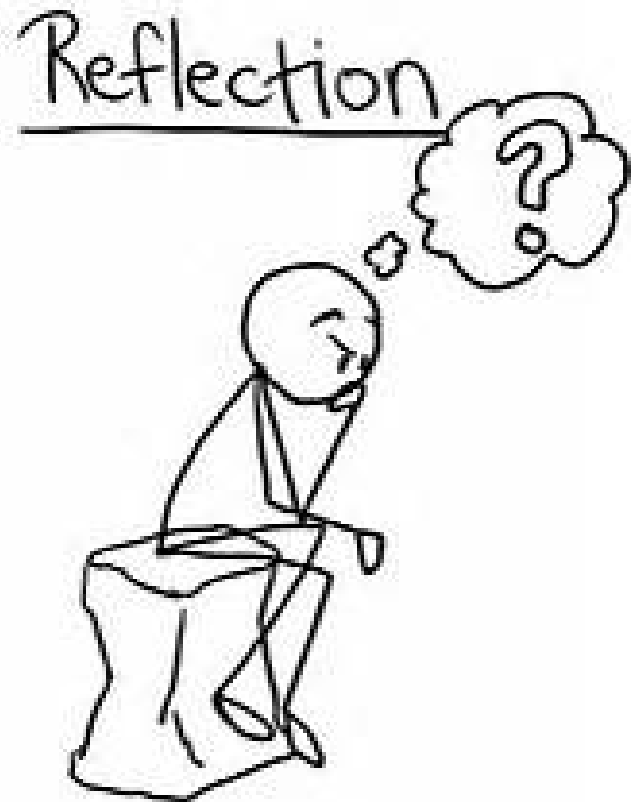
Chapter Discussions

Chapter Discussions

For today we suggested everyone read Chapter 5 in Butler, Schnellert, & Perry (2017)

Then we suggested you choose Chapters 6, 7, 8, or 9 for deeper discussion today

What Did You Choose?

Chapter Five: Creating Safe and Supportive Learning Environments

Chapter Six: Guidelines for Designing SRL-Promoting Practices

Chapter Seven: Designing Activities to Foster SRL

Chapter Eight: Providing Supports for SRL

Chapter Nine: Designing Assessment & Feedback to Nurture SRL

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?

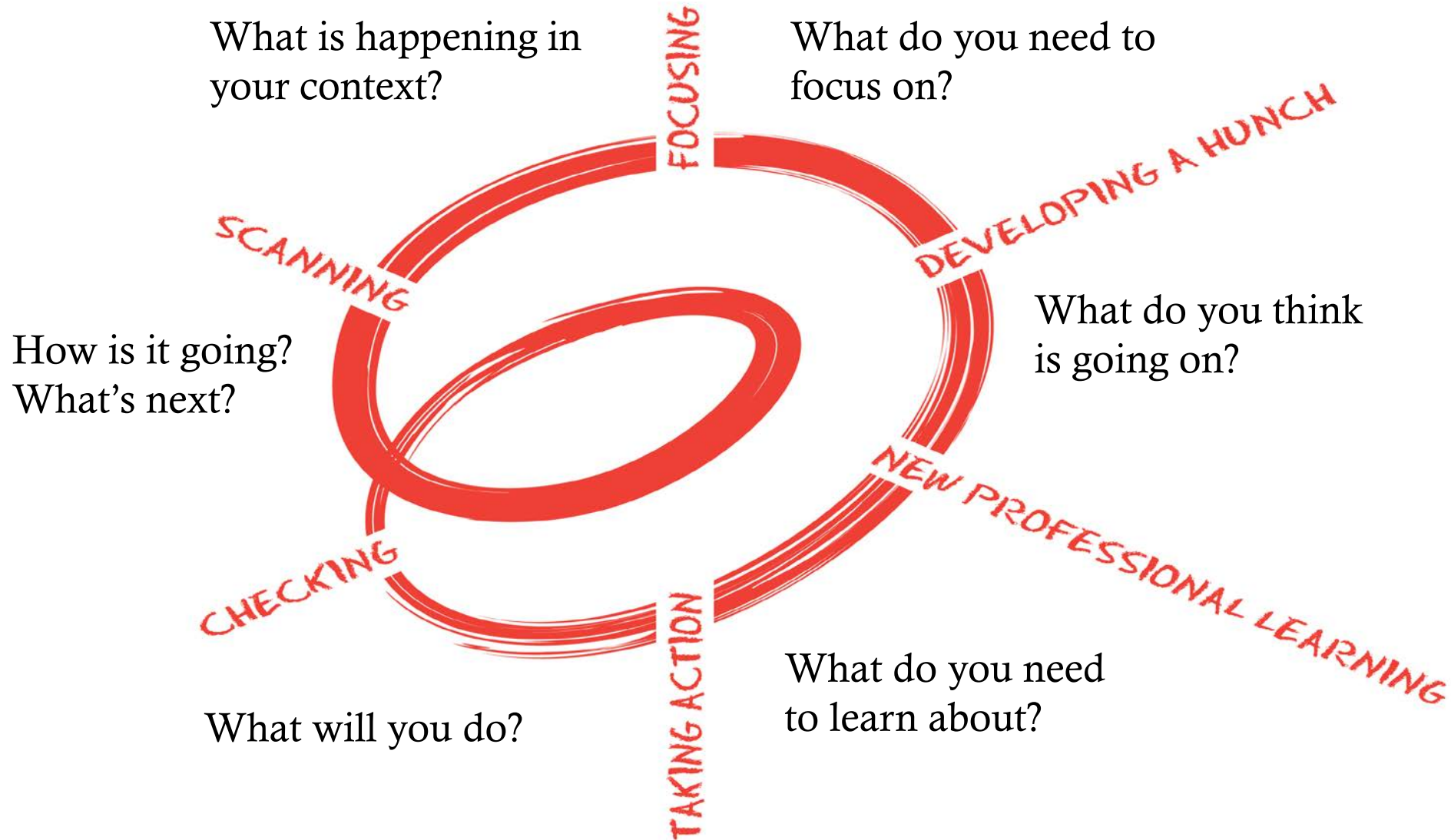What are some examples of what this might look like?

How might the ideas/topics apply to your practice?

Your Collaborative Inquiry

Spirals of Inquiry
(Halbert & Kaser, 2013)

What is happening in your context?

FOCUSING

What do you need to focus on?

DEVELOPING A HUNCH

SCANNING

How is it going? What's next?

What do you think is going on?

NEW PROFESSIONAL LEARNING

CHECKING

TAKING ACTION

What do you need to learn about?

What will you do?

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?

Plan for Our Next Meeting

Sharing

What are you trying?

How is it going?

Resources

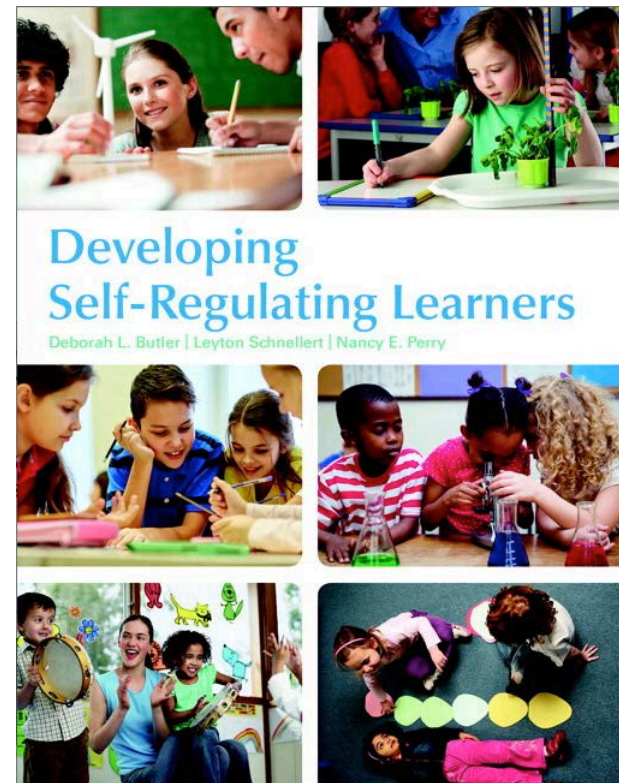Fostering SEL and SRL

Shared Readings: Discussion

Work Time

What will you do?

Thinking AHEAD

What Will Be Our Shared Reading?

Butler, D. L., Schnellert, L., & Perry, N. E. (2016). *Developing self-regulating learners*. Don Mills, ON: Pearson.

Butler, D. L., Schnellert, L., & Perry, N. E. (2016). *Developing self-regulating learners*. Don Mills, ON: Pearson.

Shared Readings For Next Time

All Read:
Chapter Twelve

Choose One of:
Chapter Ten
Chapter Eleven

Part	Chapter
Introduction	Developing Self-Regulating Learners
Part One: Portraits of Self-Regulated Learning	Chapter One: What is Self-Regulated Learning?
	Chapter Two: Why is Supporting Self-Regulated Learning Important?
	Chapter Three: How is Self-Regulated Learning Related to Social-Emotional Learning and Executive Functioning?
	Chapter Four: What Goals Should We Focus on to Foster Self-Regulated Learning?
Part Two: Developing Self-Regulating Learners	Chapter Five: Creating Safe and Supportive Learning Environments
	Chapter Six: Guidelines for Designing SRL Promoting Practices
	Chapter Seven: Designing Activities To Foster Self-Regulated Learning
	Chapter Eight: Providing Supports for Self-Regulated Learning
	Chapter Nine: Designing Assessment and Feedback to Nurture Self-Regulated Learning
Part Three: Pulling it All Together: The Promise of Supporting Self-Regulated Learning	Chapter Ten: Meeting the Needs of Diverse Learners
	Chapter Eleven: Motivating and Engaging Learners
	Chapter Twelve: Empowering 21st-Century Learning
Epilogue	Working Collaboratively to Foster the Development of Self-Regulating Learners

Inquiring into SRL

Context: Where might you focus your efforts with SRL-related practices based on what you know about the strengths and stretches of your class?	**Refining your focus:** What is your goal? What do you plan to try?
Observation. What happened? What did you notice about the students' reactions and learning?	**Reflect and Plan:** What more do you need to know? What will you try next?

You can use this tool to record your thinking when you want to try something and reflect on what happens

Have a Wonderful Evening!