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?**

- **Metacognition**: Awareness of personal strengths and limitations; Using that self-awareness to solve problems and cope with challenges.
- **SRL**: Choosing from a repertoire of strategies those best suited to the situation and applying them effectively and efficiently.
- **Motivation & Emotion**: Affective responses; Beliefs about ability; Willingness to try; Expectations for success.

**SRL** is the intersection of these three components, emphasizing the importance of aligning one’s self-awareness with effective strategic action and motivation to achieve success.
An Integrative Model of Self-Regulation  
(Butler, Schnellert, & Perry, 2016)
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

Cycles of Self-Regulated Activity

- Planning
- Monitoring
- Adjusting
- Enacting Strategies
- Interpreting Tasks

Cycles of Self-Regulated Activity:

- Planning
- Monitoring
- Adjusting
- Enacting Strategies
- Interpreting Tasks

Emotions & Motivation

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

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

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
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

In Division 10, we want to feel...

Included

Confident

Respected

Fair

Calm

Safe!

Happy

We can show these feelings by:

If we hurt others' feelings, we can...

We will try our best to make ourselves and others feel this way at school every day.
In Division 10, we want to feel...

Included

Calm

Respected

Respectful

Safe!

Happy

Comfortable

Fair
we can show these feelings by

We will try our best to make ourselves and others feel this way at school every day.

Bottom Line Behaviours
Physical Hurting
Emotional Hurting
Defence
Violence
If we hurt each other's feelings, we can:

- Ask, "Are you OK? How can I help?"
- Apologize and use the problem-solving statement.
- Take them to the office or an adult.

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.
<table>
<thead>
<tr>
<th>safe</th>
<th>respected</th>
<th>like things are fair</th>
<th>happy</th>
<th>excited</th>
</tr>
</thead>
<tbody>
<tr>
<td>like I'm having fun</td>
<td>like I belong ✓</td>
<td>included</td>
<td>appreciated ✓</td>
<td>valued</td>
</tr>
</tbody>
</table>

At school I feel **like I belong** when
other PePPal invite me to play
at recesses 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
recesses and lunch.
# Charter Reflections

Name: ____________________

<table>
<thead>
<tr>
<th>comfortable</th>
<th>included</th>
<th>calm</th>
<th>happy</th>
</tr>
</thead>
<tbody>
<tr>
<td>safe</td>
<td>fair</td>
<td></td>
<td>respected and respectful</td>
</tr>
</tbody>
</table>

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?
- Build in Supports for Students to Know HOW to participate (goals & strategies)
- Foster Ownership by Engaging Students in Creating Them
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

- **What is my job?**
  - Getting ready for outside

- **What are the steps?**
  1. Put coat on
  2. Put outside shoes on
  3. Put pinny on
  4. Line up & Stay quiet

- **How do I do my job?**
  - **What tools?**
    - Outside shoes
    - Coat
    - Pinny
  - **Where? With who?**
    - Cloak room
    - By yourself
Daily Routines: Michelle Frith

- Planner
- Clean your area
- Say thank you to a friend who helped you today
- Shoes changed
- Check the cloakroom
- Greet Mrs. Frith

Ways to get GREEN!

- Drawing or colouring
- Reading
- Breathing
- Talk to an adult
- Exercising or yoga
- Give yourself some space
- Get fresh air
- Counting

Peace Corner

Thinking about good times
Active Listening
Greg Miyanaga, grade 3

Listening

- look at person talking
- empty hands
- feet still
- follow instructions
- nod
- raise my hand before talking in a group

- silent
- do not interrupt
- laugh or react the right way

Why we listen

- it is what friends do
- to learn
- get information
- get instructions
- be safe
Partner Talk
(Harpreet Esmail & Shannon Bains)

1. Partner A says something, then Partner B says something back.

2. Same as Level 1 AND:
   - asked a question to push the conversation further.

3. Same as Level 2 AND:
   - makes a connection to something the partner says.

4. Same as Level 3 AND:
   - makes connections to the partner
   - asks questions to understand better
   - learns something new from the conversation
   - conversation keeps going back and forth
   - the conversation is richer

**Partner Talk Rubric**
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)
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?
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?
What do you need to focus on?
How is it going? What’s next?
What do you think is going on?
What will you do?
What do you need to learn about?

Scanning
Developing a hunch
New professional learning
Taking action
Checking
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?
What Will Be Our Shared Reading?

<table>
<thead>
<tr>
<th>Part</th>
<th>Chapter</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>Developing Self-Regulating Learners</td>
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<tr>
<td>Part One: Portraits of Self-Regulated Learning</td>
<td>Chapter One: What is Self-Regulated Learning?</td>
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<tr>
<td></td>
<td>Chapter Two: Why is Supporting Self-Regulated Learning Important?</td>
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<td>Chapter Three: How is Self-Regulated Learning Related to Social-Emotional Learning and Executive Functioning?</td>
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<td>Chapter Four: What Goals Should We Focus on to Foster Self-Regulated Learning?</td>
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<td>Part Three: Pulling it All Together: The Promise of Supporting Self-Regulated Learning</td>
<td>Chapter Ten: Meeting the Needs of Diverse Learners</td>
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<td>Chapter Eleven: Motivating and Engaging Learners</td>
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<td>Chapter Twelve: Empowering 21st-Century Learning</td>
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<tr>
<td>Epilogue</td>
<td>Working Collaboratively to Foster the Development of Self-Regulating Learners</td>
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Shared Readings For Next Time

All Read: Chapter Twelve

Choose One of: Chapter Ten Chapter Eleven
# Inquiring into SRL

<table>
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<tr>
<th>Context: Where might you focus your efforts with SRL-related practices based on what you know about the strengths and stretches of your class?</th>
<th>Refining your focus: What is your goal? What do you plan to try?</th>
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<tbody>
<tr>
<td>Observation: What happened? What did you notice about the students’ reactions and learning?</td>
<td>Reflect and Plan: What more do you need to know? What will you try next?</td>
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You can use this tool to record your thinking when you want to try something and reflect on what happens.
Have a Wonderful Evening!