

Supporting Self-Regulation in School



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For: SD #, West Vancouver

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Getting Started

- What does self-regulation mean to you?
 - What do you know?
 - What do you wonder?



Agenda

- Self-Regulated Learning (SRL) 101
 - What is it?
 - Why is it important?
 - When and how does it develop?
 - How does it break down?
- * What can we do to support self-regulation in school?
- * How can we support teachers to support SRL?



What is Self-regulation?

- Ability to control thoughts and actions to achieve personal goals and respond to environmental demands (Zimmerman, 2008)
- It involves ...
 - Attending to key features of the environment
 - Resisting distractions
 - Persisting when tasks are difficult
 - Responding appropriately, adaptively, flexibly
 - Delaying immediate gratification to meet a more important long-term goal



What Does It Look Like?



BROWSE BY TOPIC

ACTIVITIES

RESOURCES

Reports & Working Papers

Briefs

Multimedia

Articles & Books

FACULTY & PARTNERS

NEWS & EVENTS

ABOUT

VIDEOS

InBrief: Executive Function: Skills for Life and Learning



http://developingchild.harvard.edu/resources/multimedia/videos/inbrief_series/inbrief_executive_function/

How Do Perspectives Differ?

Developmental Focus

- *early years primarily*
- *basic (executive) processes*
- *behaviour & emotion control*
- *atypical development*
- *often situated in research labs & involving tasks not typically done in school*

Educational Focus

- *school years & beyond*
- *higher order processes (e.g., metacognition)*
- *learning in academic tasks as well as social and emotional learning*
- *typical and atypical learners*
- *mainly situated in or oriented to classroom tasks & contexts*



What Do We Regulate?

Cognition & Metacognition

- Makes good judgments about the time it will take to complete a task.
- Makes realistic evaluations of his/her performance.

Motivation

- Enjoys learning new things.
- Is willing to try challenging tasks.

Emotion

- Is able to talk about feelings or describe emotions.
- Copes well with frustration or disappointment.

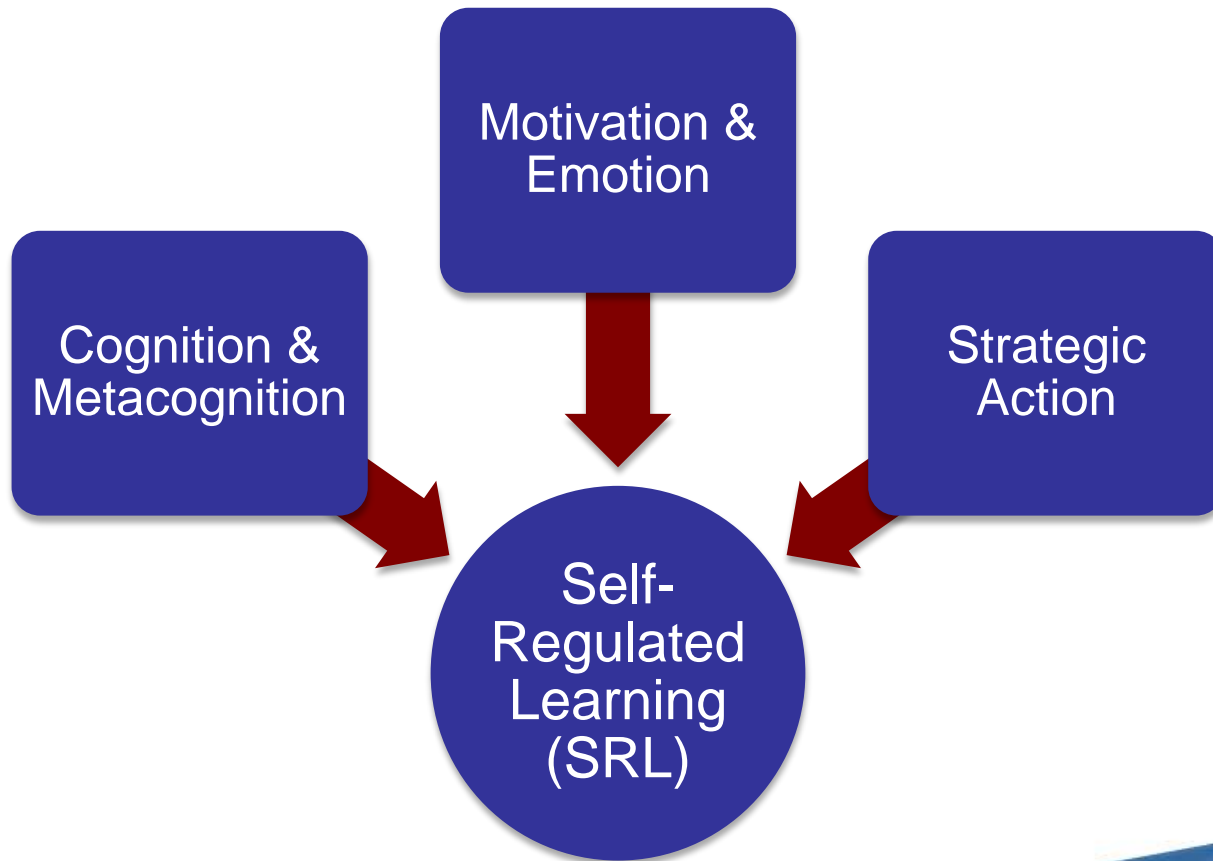
Action

- Can manage a set of directions.
- Chooses a quiet space to work, free of distractions.

Self-Regulation Cycle



Applied to Learning ...

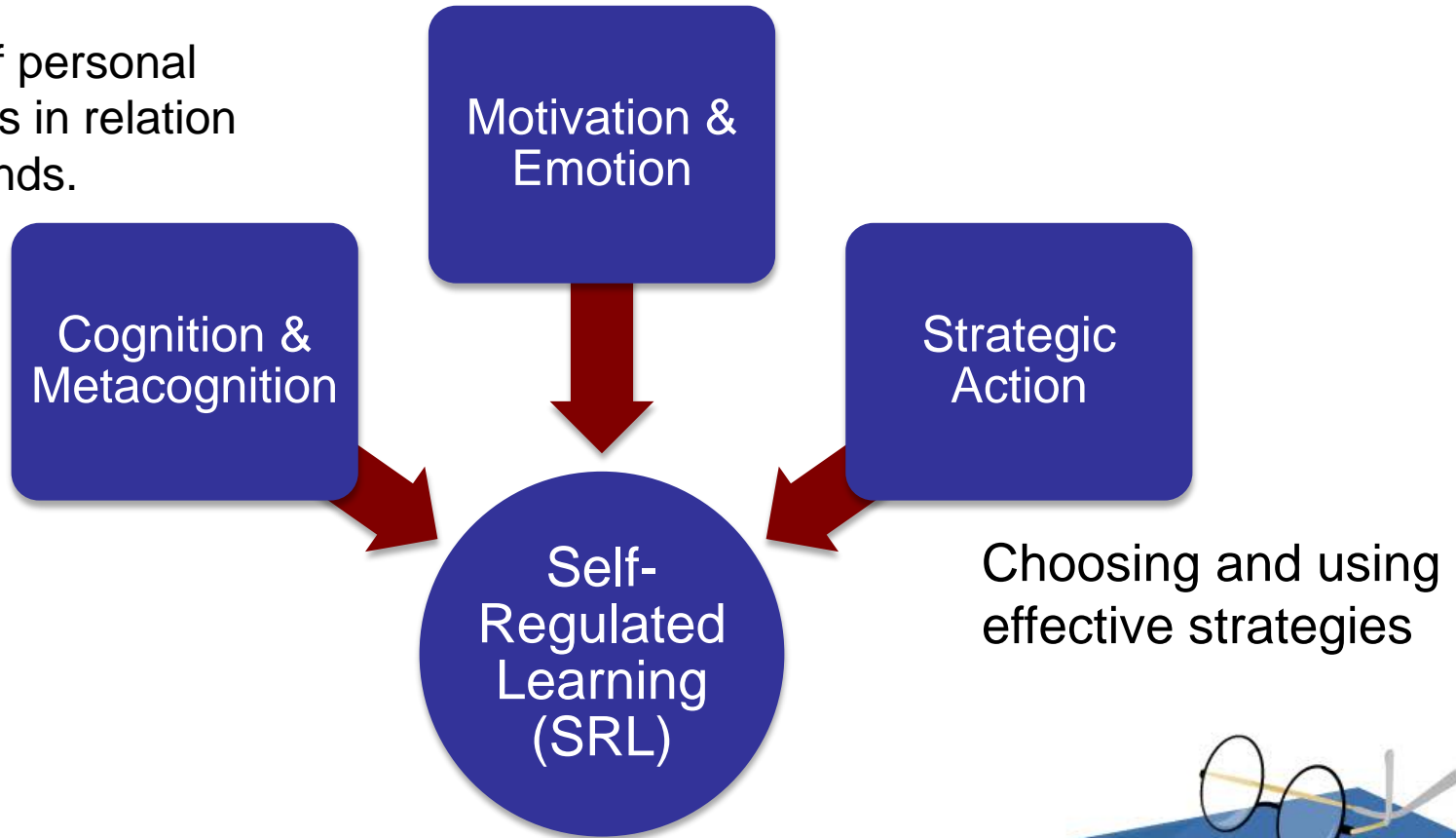


SRL reflects independent, academically effective approaches to learning.



Applied to Learning ...

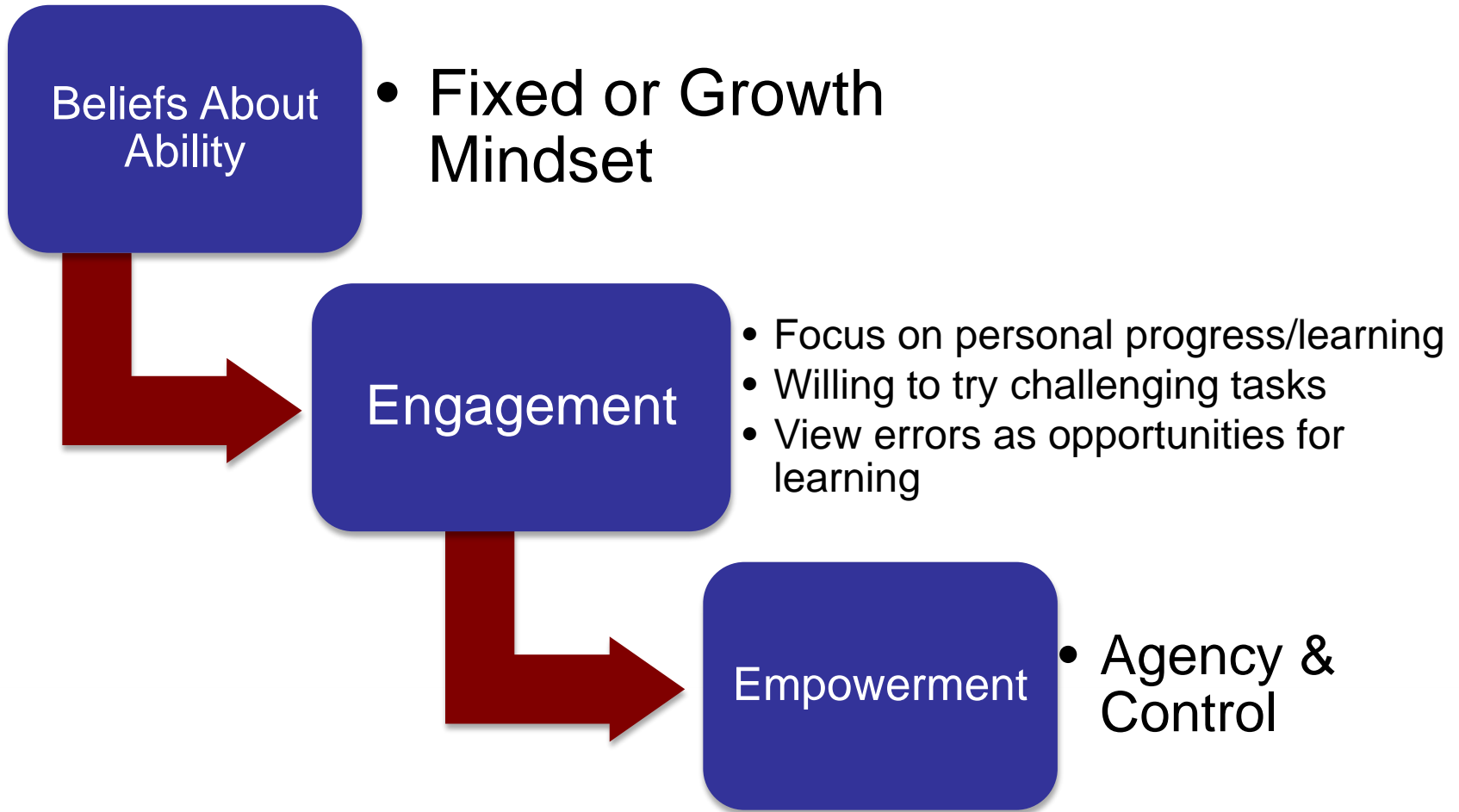
Awareness of personal characteristics in relation to task demands.



SRL reflects independent, academically effective approaches to learning.



Motivation



Fixed vs. Growth Mindsets (Carol Dweck)

http://www.youtube.com/watch?v=TTXrV0_3UjY

Why Is SRL Important?

- Self-regulated learners are successful in and beyond school.
 - Higher motivation and confidence
 - More productive thinking skills and strategies(cognition)
 - More task relevant behaviour
 - Higher achievement
- *All* students benefit from instructional contexts that support SRL, even students with exceptional learning needs.
- SRL promoting practices prompt teachers to consider the needs of *all* learners.



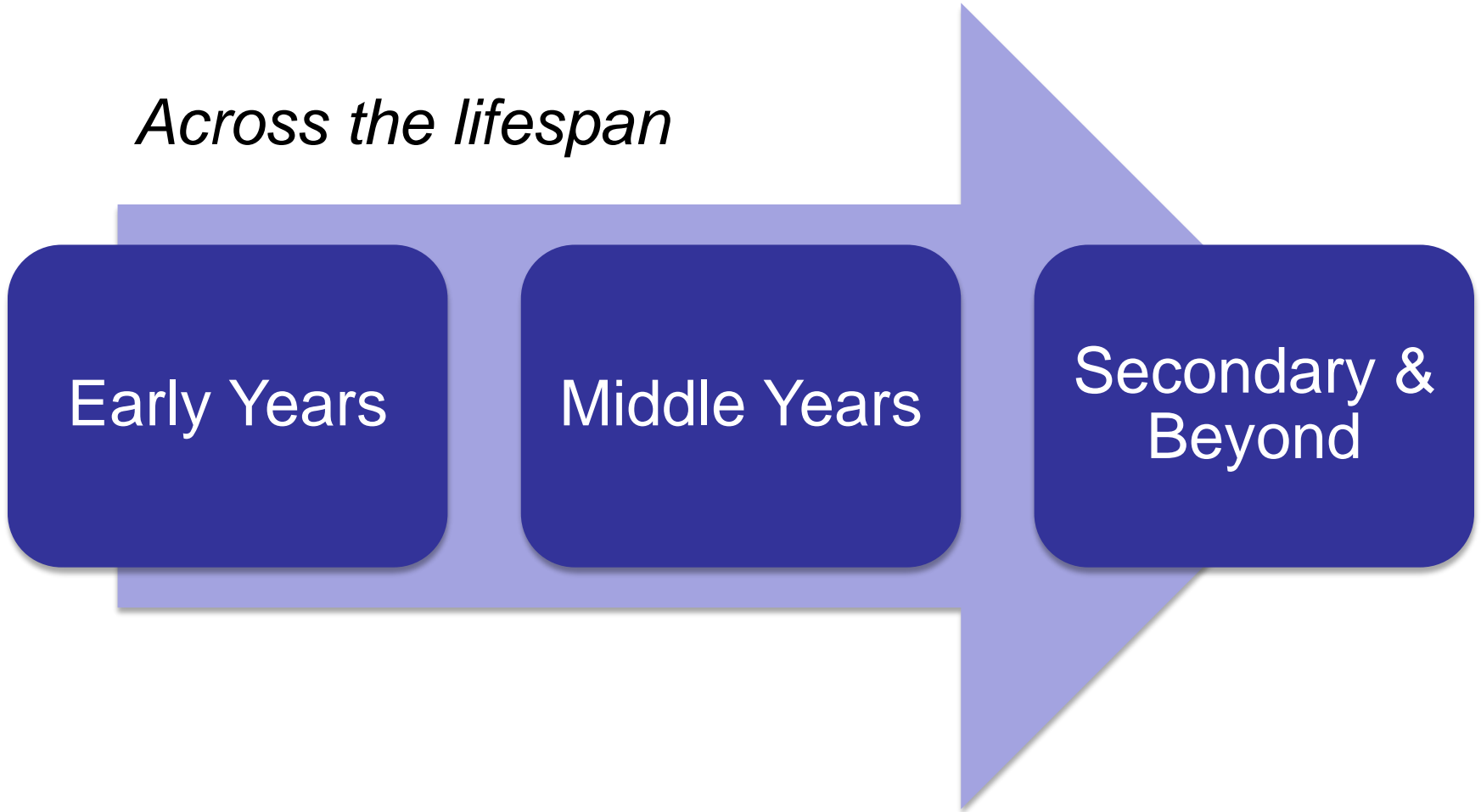
When Is SRL Important?

Across the lifespan

Early Years

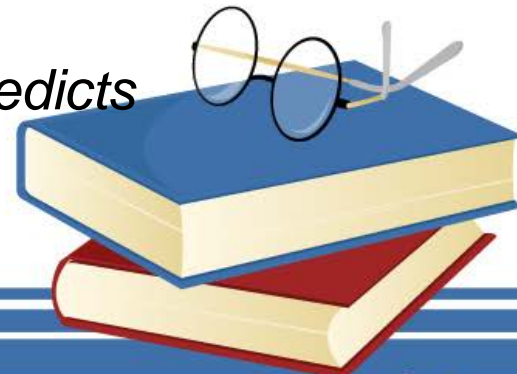
Middle Years

Secondary &
Beyond



For Early Success in School ...

- *Low levels of self-regulation before school predict academic difficulties in school.*
 - *Emotional regulation (coping with frustration, persisting)*
 - *Behaviour regulation (following directions, working independently)*
- *Children with poor regulation have problems with behaviour, completing academic tasks, and relating to peers and their teachers.*
- *Performing well on tasks that require self-regulation predicts early school achievement even more powerfully than IQ scores and knowledge of reading and math.*
- *Successful self-regulation in kindergarten predicts achievement through grade 6.*

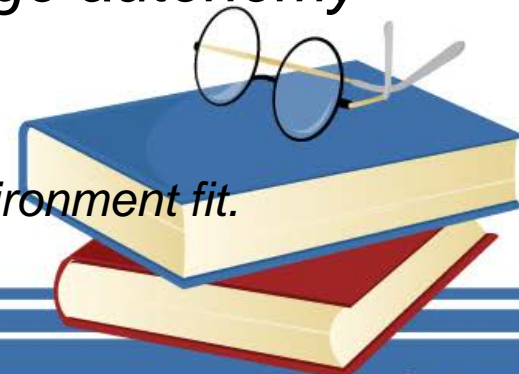


For Success in Middle Years ...

| Stage | Environment | Implications for SRL |
|---------------------|----------------------------|----------------------|
| Desire for autonomy | Tighten control | Fewer opportunities |
| Self-consciousness | Increase social comparison | Lower motivation |

We need to create environments that are psychologically safe and intellectually challenging—encourage autonomy but provide appropriate levels of support.

See J. Eccles & Colleagues writings on the topic stage-environment fit.




For Success in High School ...

- Learning to take responsibility for their learning and motivation
- Preparing for transitions to work or post-secondary where they will need to work and learn independently
 - Learning to grapple with complex tasks
 - Experiencing learning challenges – challenges are opportunities to learn to SRL
 - Applying effort appropriately not just applying more effort
 - Recognizing tasks have a bigger purpose, not just “things the teacher needs to have a grade”



SRL Fits With Personalized Learning

Personalized Learning: From a Learner's Perspective




| | Learner | Teachers | School | Family | Community |
|---------------------|---|--|---|---|--|
| Early Years | <ul style="list-style-type: none"> I am learning through play, from my teacher and increasingly from others I am developing my unique character as a learner I learn how to read, write and do math I am learning about my world and my community | <ul style="list-style-type: none"> provide me with rich learning environments and opportunities, and observe and assess my progress guide me and my family in planning my learning facilitate and teach me how to read, write and do math | <ul style="list-style-type: none"> where I go to learn and explore my world where my teachers support my learning where I get to learn with my classmates, teachers and others may be a Neighbourhood Learning Centre or another community resource | <ul style="list-style-type: none"> helps me develop my personal learning path and work toward my goals receives frequent feedback on my progress has lots of opportunities to discuss my progress with my teachers | <ul style="list-style-type: none"> has safe places where I can expand my learning has a public library where I can get information and use technology has people who can help me as I learn supports me in my project and inquiry-based learning |
| Middle Years | <ul style="list-style-type: none"> I am learning from my teachers as well as others I apply my reading, writing and math skills I explore things in which I am interested I am becoming responsible for my learning and planning | <ul style="list-style-type: none"> guide me in applying my reading, writing and math skills to a variety of projects provide me with opportunities to build my competencies assess my learning and monitor my progress involve me in my assessment | <ul style="list-style-type: none"> where much of my learning happens where I get to work with my classmates, teachers and others may be a Neighbourhood Learning Centre or another community resource | | |
| Grad Years | <ul style="list-style-type: none"> I know what I need to do to be successful I work by myself and with others in inquiry and project-based learning situations I meet with my teachers regularly to ensure I am on the right track to meet my goals. | <ul style="list-style-type: none"> facilitate my learning opportunities or directly teach me what I need to know keep me on track with my plans connect me with people & experiences that increase my competencies | <ul style="list-style-type: none"> where I regularly connect with my teachers and classmates. where I get the balance of autonomy and structure and the support I need. where I learn about opportunities for dual credit, community-based and work-related learning | | |

2

Personalized Learning

Interactive Discussion Guide

3



| | |
|----------|---|
| Learner | <ul style="list-style-type: none"> I know what I need to do to be successful I work by myself and with others in inquiry and project-based learning situations |
| Teachers | <ul style="list-style-type: none"> Facilitate my learning opportunities or directly teach what I need to know Keep me on track with my plans |
| School | <ul style="list-style-type: none"> Where I regularly connect with my teachers and classmates Where I get the balance of autonomy and structure and the support I need |


How Does Self-Regulation Develop?

- Self-regulation and SRL are influenced by personal and social-contextual factors
 - Brain and biological development
 - Temperament
 - Positive parent-child relationships, and teacher-child relationships
 - Authoritative, autonomy supporting parenting and teaching styles
 - Effective co-regulation



Supportive Relationships

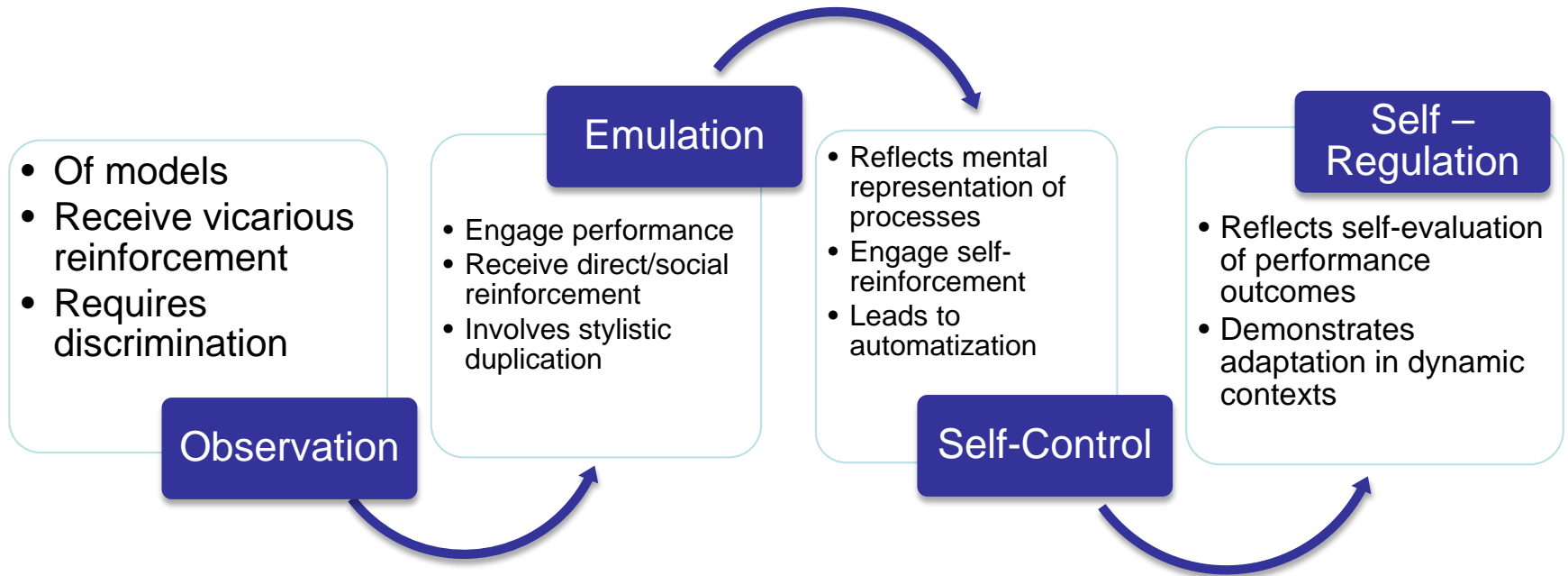
| | | |
|---|--|--|
| | <i>Accepting Responsive Child-centered</i> | <i>Rejecting Unresponsive Parent-centered</i> |
| <i>Demanding, controlling</i> | Authoritative reciprocal High in bidirectional communication | Authoritarian Power assertive |
| <i>Undemanding, low in control attempts</i> | Indulgent | Neglecting, ignoring, indifferent, uninvolved |



ment, 4e. Reproduced with permission of John Wiley & Sons, Inc.

In Woolfolk & Perry (2012), Child and Adolescent Development. Boston: Pearson Education.

Other Regulation to Self-Regulation



Adapted from: Zimmerman (2003). Achieving self-regulation: ... In Pajares & Urdan (Eds.), Academic motivation of adolescents (Vol. 2). Greenwich, CT: Information Age.



Co-Regulation

- Co-regulation is a transitional phase whereby learners gradually appropriate SRL through, for example, ...
 - Instrumental feedback
 - Metacognitive and/or motivational prompts
- Co-regulation implies one participant in an interaction has more expertise than another.
 - teachers
 - peers
 - parents



Where Does SRL Break Down?

*Self-awareness
Self-monitoring
Task understanding*

Motivation &
Emotion

*Willingness to try something new
or challenging. Attributing success
and failure to factors in your control.*

Cognition &
Metacognition

Strategic
Action

Self-
Regulated
Learning
(SRL)

*Knowing strategies AND
knowing when, where, and
how to use them effectively.*



What Derails Self-Regulation?

| | % of students | Areas of Difficulty | % of students |
|---------------------------|----------------------|--|---------------------------------------|
| Interpreting Tasks | 76% | <ul style="list-style-type: none">• Describing task demands• Interpreting assignments | 59% 27% |
| Strategy Use | 76% | <ul style="list-style-type: none">• Strategy description• Aware of problems, but not solutions• Implementing strategies | 71% 39% 8% |
| Monitoring | 49% | <ul style="list-style-type: none">• Problems defining monitoring criteria• Little evidence of monitoring | 48% 10% |

Based on 100 case studies of post-secondary learners (Butler, 2003)



Consider ...

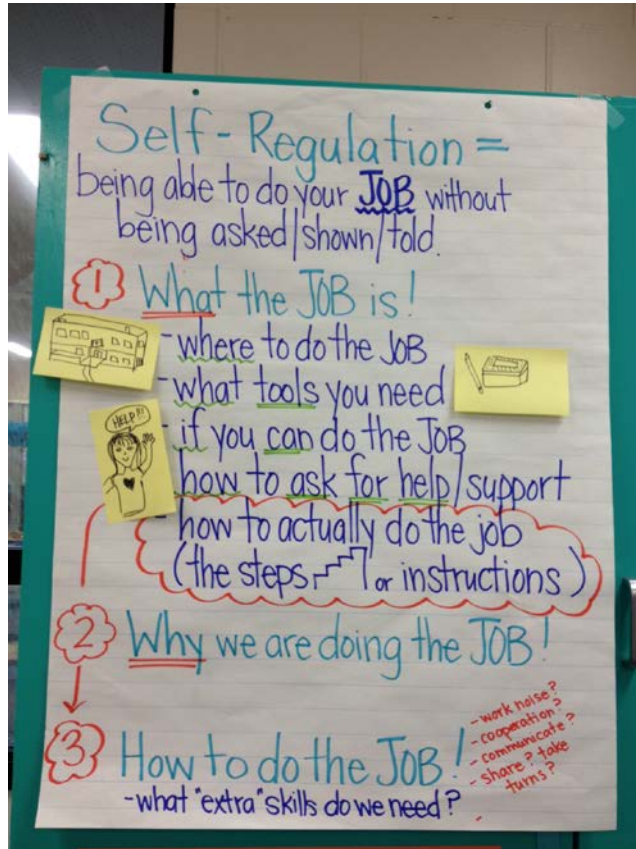
- one or two implications for the work you do with learners in schools?
- one or two ways in which SRL can fit with the plans you have for working with learners in your contexts?



What Can We Do To Support Self-regulation and SRL At School?



What Is Self-Regulation In “Kid Friendly” Terms?

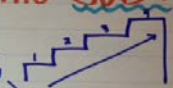


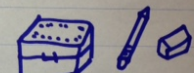


- As part of her learning team project, Kelsey asks: How can we define self-regulation in “kid friendly terms?” How can we help them (her grade 1, 2, 3 students) to understand it?


*Kelsey Keller, Baker Drive Elementary,
Coquitlam*

What Is Self-Regulation In "Kid Friendly" Terms?

Self Regulation =
Being able to do your **JOB** without being Asked / told / shown. 😊

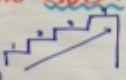
① What is the JOB?
• the steps (instruction) 
* can you do the job?
* do you know to ask for help?








② How to do the JOB?
• what tools? 
• where to do the job? 
• when to do the job? 
• are there "extra skills" needed?
• listen
• share
• take turns
• respect
• ignore
• cooperate



③ Why do we do the JOB?
• to learn something new 
• have fun, make friends 😊
• build stamina ↑
• to practice Self-Regulation





Self Regulation =
Being able to do your **JOB** without being Asked | told | shown. 😊


① What is the JOB?
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Exceeding
-4-

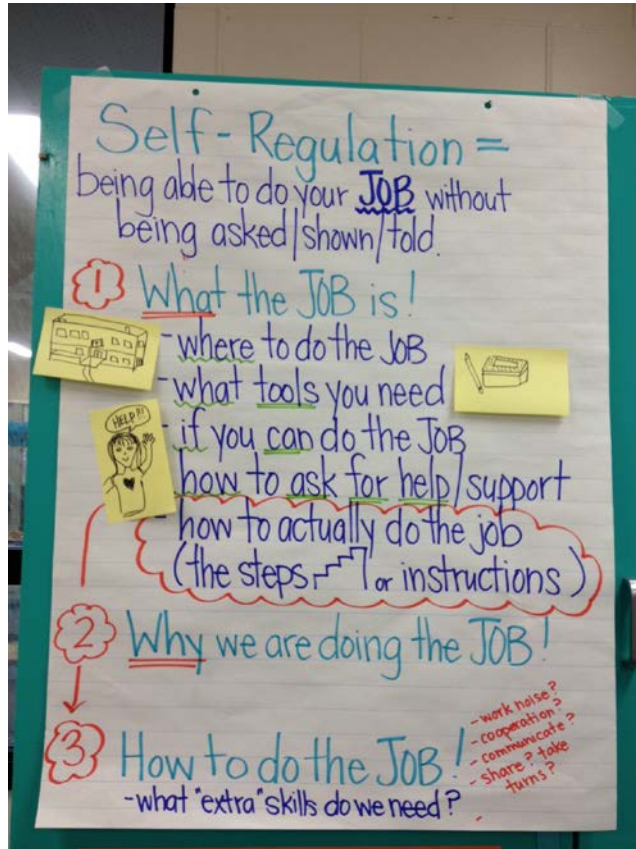

Meeting
-3-


Approaching
-2-


Not Yet Meeting
-1-



What Is Self-Regulation In “Kid Friendly” Terms?



- As part of her learning team project, Kelsey asks: How can we define self-regulation in “kid friendly” terms?

*I have to admit I'm pretty can
thrilled to see my
students taking
ownership ... taking
pride in their SR ...
being so honest and
self-aware of their
needs.*

Task Understanding

- Developing an accurate understanding of tasks is challenging for students.
 - What's the purpose?
 - How is it structured?
 - What are its components?
 - How do I feel about it?
 - What are my learning strengths and weaknesses in relation to it?
 - Do I know strategies that help me complete it?
- Task understanding is important for SRL and success.



Check Task Understanding

Explicit

- Instructions
- Information in available materials

Implicit

- Purpose
- Standards for success

Contextual

- Knowledge of a domain
- Strategies for help-seeking or collaborating

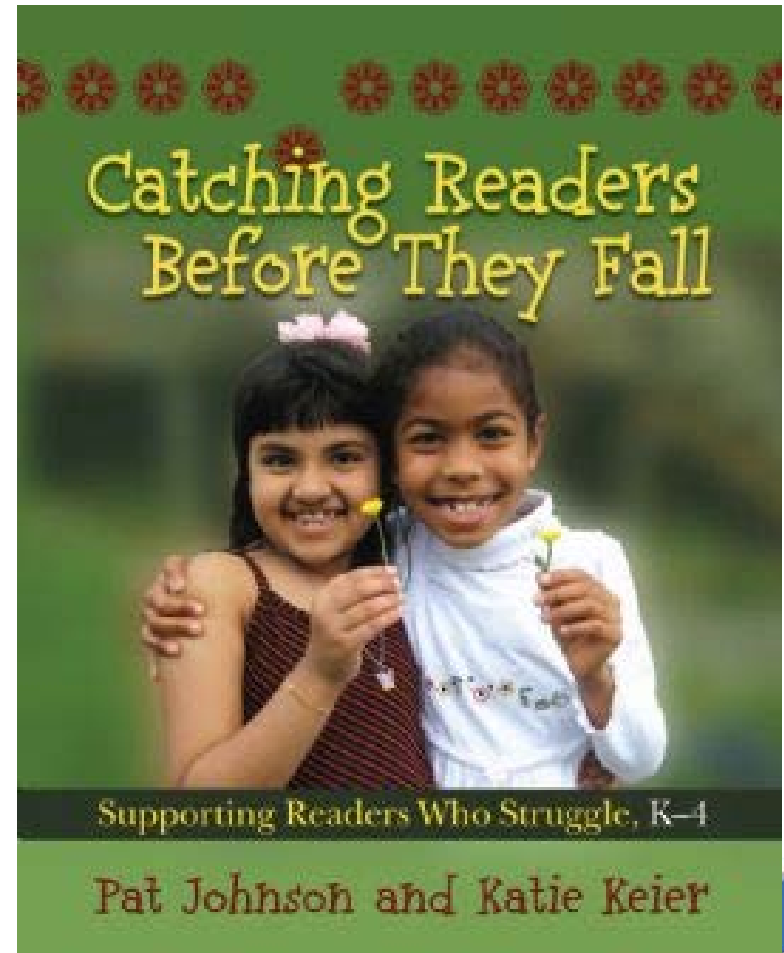
Hadwin, Oshige, Miller, Fior, & Tupper, 2008



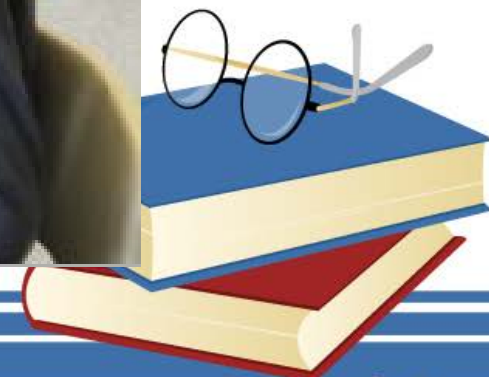
Strategy Cards



Laurie Brooks, Kamloops







Reading Strategies



Skippy the Frog

- Skip the word
- Hop back & read it again



Eagle Eye

- Look at the pictures for clues



Tryin' Lion

- Try to re-read it again



Chunky Monkey

- Chunk the word (break it into parts)
- Look for a small word in a big word



Stretchy Snake

- Stretch the word out smoothly!

Adapted from <http://realclassroomideas.com/194.html>
Beanie Babies reading strategies.

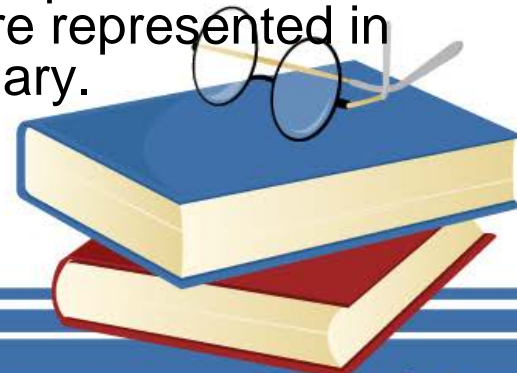
*Michelle Miller
Gauthier,
Nechako Lakes*



Know What Strategies Work Best

- To study for a test ...
 - I concentrate on the things that are easy.
 - I read quickly through my materials twice.
- To write a summary
 - Before I write, I read the text as many times as possible.
 - I try to copy out accurately as many sentences as possible.
- To study for a test ...
 - I review material that is relevant and challenging and
 - I discuss topics on the test with other people.
- To write a summary ...
 - I read through the text, underlining the most important sentences. Then I write the summary.
 - I carefully check whether the most important facts in the text are represented in the summary.

Source: PISA, 2009



Know What Strategies Work Best

- To study for a test ...
 - I concentrate on the things that are easy.
 - I read quickly through my materials twice.
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Surface

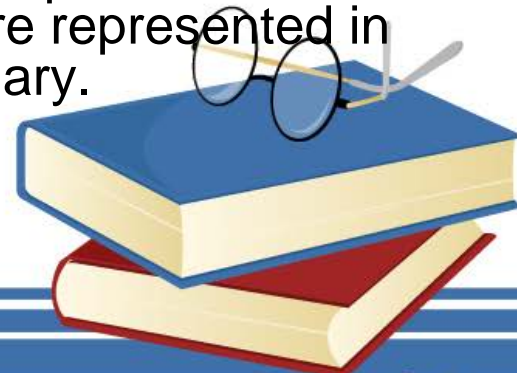
 - Before I write, I read the text as many times as possible.
 - I try to copy out accurately as many sentences as possible.

- To study for a test ...
 - I review material that is relevant and challenging and
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- To write a summary ...

Deep

 - I read through the text, underlining the most important sentences. Then I write the summary.
 - I carefully check whether the most important facts in the text are represented in the summary.

Source: PISA, 2009



Be Strategic

- Four SRL profiles (Butler et al., 2011)
 - Actively engaged
 - Disengaged
 - Actively inefficient
 - Passively efficient



Be Strategic

- Four SRL profiles (Butler et al., 2011)
 - * **Actively engaged**
 - Disengaged
 - Actively inefficient
 - Passively efficient



How Can We Support Self-Regulation?

- Design **tasks** that include opportunities for SR/SRL and attend to students' task understanding
- Promote **student autonomy**
 - **Choice**
 - **Challenge**
 - **Student Self-evaluation**
- Provide **support** that is instrumental to SR/SRL
 - **Teacher**
 - **Peer**



The Three Pigs

- Goals/Objectives:
 - to practice decoding and comprehension strategies while reading The Three Little Pigs
 - to sequence story events and write an alternative ending to The Three Little Pigs
 - to evaluate the pigs' response to the wolf's actions



The Three Pigs

- Task/Activity Description:
 - Students read The Three Little Pigs (twice)
 - Practiced tracking, context clues, sounding out, making connections and predicting
 - Students discussed the story’s ending
 - “When someone is mean to us, should we be mean right back?”
 - Students sequenced pictures from story, wrote a sentence for each, and a new ending!



The Three Little Pigs

| Choice | Challenge | Self-Evaluation |
|---|---|---|
| <ul style="list-style-type: none">• shared reading or [teacher reading]• tracking• problem solving strategies • voted on the actions of the pigs• alternative ending • where to work | <ul style="list-style-type: none">• help from peers and the teacher • one idea or ...• drawing as writing | <ul style="list-style-type: none">• Do you need to ...? [Re tracking] • What could [student] do? • Judge the pigs now ... • evaluating feelings, explain why ... |



Choices

- Choices invite SRL when they ask students to consider the demands of tasks and reflect on their learning strengths and weaknesses, then take responsibility for learning (e.g., by making plans and monitoring progress).
- Choices are motivating; when students have choices they are more likely to predict positive outcome, increase effort, and persist longer.
 - *Choices can include:*
 - *What to work on*
 - *What materials to use*
 - *Where to work*
 - *Who to work with*



Challenge

- Tasks that are moderately challenging are best for promoting SRL
 - Not too easy —> Boring
 - Not too difficult —> Frustrating
- Giving students choices often creates opportunities for them to control challenge
 - *What if students make poor academic choices?*
 - *Choices can have constraints*
 - *Model and teach good decision-making*
 - *Provide feedback about choices made*



Self-Assessment

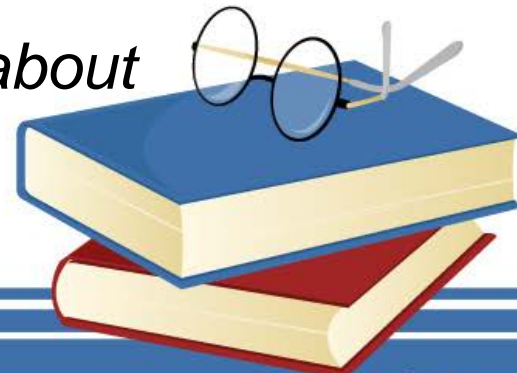
Self-assessment ...

- Promotes metacognition (includes monitoring)
- Should ...
 - Be embedded in day-to-day activities
 - Emphasize process as well as products
 - Celebrate progress
 - Help students interpret errors as opportunities to learn
- *Increases motivation and reduces anxiety that often accompanies assessment; learners perceive they have a say in the assessment process —> willingness to try challenging tasks because the cost of errors is small*



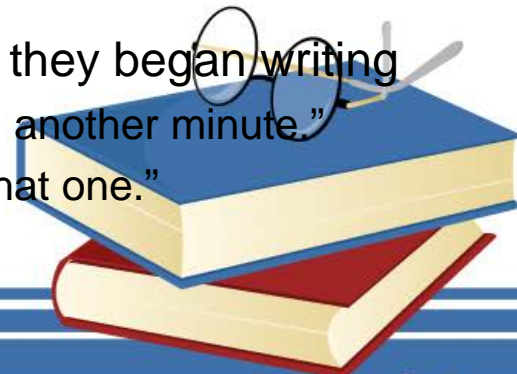
Teacher Support

- Set up familiar routines
 - E.g., shared reading, tracking, word-reading strategies, drawing as writing, kids writing
- Model and teach learning and problem solving strategies—be self-regulating teachers
- Guide children's thinking and performing
 - *Provide informative and corrective feedback*
 - *Offer encouragement*
 - *Engage children in conversations about learning and SRL*



The Three Little Pigs

- The teacher ...
 - supported students' reading by ...
 - monitoring children's decision to track or not to track
 - “Was that a good choice for you?”
 - prompting use and evaluation of decoding strategies
 - “What could [student] do? ...”
 - facilitated discussion through ...
 - Pair share
 - “Who thinks ...? Who thinks ...? Tell your partner why?”
 - “Is it OK to change your mind? What changed your mind? Was it listening to other people's opinions?”
 - helped students prepare for writing by ...
 - checking students' ideas for story endings before they began writing
 - “I was hoping we'd change the ending. I'll give you another minute.”
 - “[Student] stay here a minute. I'm not sure about that one.”



Outcomes for Kindergarten to Grade 1 Learners?

The book ... was quite difficult for them to read. ... We read it together. I read some and they read some. And they handled it and it was really neat to see them doing that.

I found that, particularly during the discussion, there wasn't anybody that wasn't engaged, which is not always the case with my group. ... I looked around and everybody was really into what we were doing.” (for 40 minutes)

I thought, very naturally, a debate came out of it ... They realized that some questions are really difficult to answer ... It isn't so black and white. So it was a really excellent discussion.

Perry, VandeKamp, Mercer, & Nordby, 2002



Design Tasks that Afford Opportunities for Self-Regulation

Compost EcoProject

Our class is working on getting a school wide compost program started. The students are visiting classrooms in the school to distribute food scrap pails and educate their peers on what composting is and how it works. For the rest of the year we will be building our own compost pile, and most importantly, reducing our impact on the landfills! I have posted a video titled "Composting for Dummies" that shows how to get your own compost bin started.



How does this task create conditions for children to regulate their own and others' learning?

The Compost Project/Task

- Open ended
- Meaningful
- Addressed multiple goals
- Involved multiple processes
- Allowed for varied demonstrations of learning

Inspiration for the Project

Below is the video that started off our entire EcoProject. This video shows that kids at any age can make a positive impact on the environment.



Katie Toutges, Student Teacher at Roy Stibbs Elementary, Coquitlam

Encouraged Autonomy

Preparing for the beginning of our Compost Project

Today we put the finishing touches on our Compost Project for the EcoKids Challenge. Each student did a lot of work: assembling pails, creating artwork for the pails, designing posters with our very own "Rosie the Recycler", and preparing speeches to share with the other classes. It was a busy day but we completed everything we wanted to finish and are now ready to make our visits to distribute the pails tomorrow!



- Choice: “What can we do?”
- Control over challenge by choosing what, how, who ...
- Self-evaluation:



Instrumental Support



- From the teacher:
“What can you do? ...
How can I help?”
- From peers through
their collaborations
- From other teachers
and students in the
school

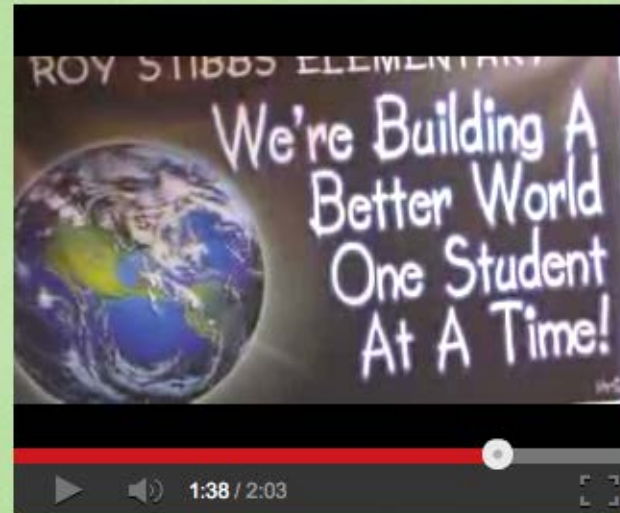


Summary

- * The project was innovative and creative.
- * It grew out of students' curiosity and concern.
- * Through it, the teacher was able to support students' self-regulated learning.
- * Students came away with a sense of satisfaction and confidence that they could make a difference.

EcoProject Video made by Ms. Toutges

I'm proud of all the hard work the whole class did to get this project started! Here is a video I made for the class documenting the work they put into the compost eco-project.



Peer Support for Regulation



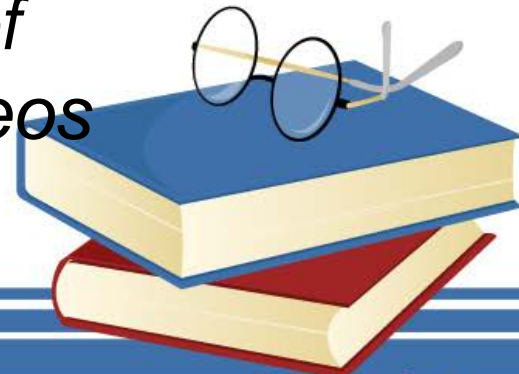
Jennifer-Leigh Gould, Director of Education

"Peer-to-Peer Education Program (P-PEP)

http://www.whitecrowvillage.org/education/for_children_youth.html

Jennifer's Research

- Purpose
 - To study regulation in school-age children/youth with FASD in naturalistic social situations
- Strategy
 - *To observe youth (12-17 years old) as they plan and produce a series of educational and promotional videos*



Example

http://www.youtube.com/watch?v=P9nL6tZI8BU&list=PL6C087DB84D8EA953&index=2&feature=plpp_video



Consider ...

- What will you try?
 - What will your goals be?
 - What will be your plan of action?
 - How will you judge if you are making a difference?



How Can We Support Teachers to Support SRL?



Learning Teams ...

- Provide practicing-teachers with opportunities to:
 - come together as communities of professionals;
 - reflect on their practices, consider and plan alternatives, and experiment between meetings;
 - receive guidance and sustained support from colleagues.

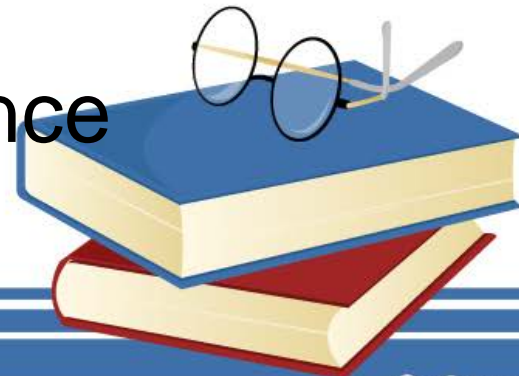


Our Process of Inquiry



Team Meetings

- Free Write
 - Air Time
 - More Focused Discussion
 - Work Time
 - Reporting Out
- * Reporting Out to a Wider Audience



Self-Regulation Stories

| Aspects of SR | Examples | A Learning Story |
|---------------|--|------------------|
| Emotions | <ol style="list-style-type: none">1. Managing powerful emotions2. Taking responsibility for emotional responses | |
| Behaviours | <ol style="list-style-type: none">1. Using language to resolve conflicts2. Waiting for a turn3. Using a number of strategies to reach a goal | |
| Motivation | <ol style="list-style-type: none">1. Paying attention even when it's hard2. Struggling through the hard parts to learn something new | |

From: Sharon Bain, Teacher at Baker Drive Elementary, Coquitlam

Self-Regulation Stories

| Aspects of SR | Examples | A Learning Story |
|---------------|---|------------------|
| Emotions | <ol style="list-style-type: none">1. Managing powerful emotions2. Taking responsibility for emotional responses | |
| Behaviours | <ol style="list-style-type: none">1. Take my time2. Check for understanding (e.g., say it in my own words)3. Get help when I need it (from a friend, the teacher, Mom or Dad) | |
| Motivation | <ol style="list-style-type: none">1. Paying attention even when it's hard2. Struggling through the hard parts to learn something new | |

Self-Regulation Stories

What learning is going on here?

Child's viewpoint:

Family's viewpoint:

What are the opportunities/possibilities for SR and SRL?

Child's viewpoint:

Family's viewpoint:

Resources



SRL Canada

Canadian Consortium for Self-Regulated Learning

[SD #61 Reynolds School](#)

[SD# 58 Resources for teachers](#)

[SD#44 Argyle Secondary School](#)

[SD#61 Administrators Retreat](#)

[UVic-LTC Lets talk about teaching](#)

[What Is SRL?](#)

[Who Are We?](#)



Who Are We?

SRL Canada is a consortium of researchers who actively collaborate with educators, schools, and learners to improve learning, collaboration, and student engagement. Together we have been engaged with applied classroom research about SRL for over 20 years, frequently in collaboration with educational partners. Our research demonstrates that self-regulated learning (SRL) is critical to success, and that learners from early childhood through adulthood can learn to regulate their learning.

Search

Workshops & Resources

- [SD# 58 Resources for teachers](#)
- [UVic-LTC Lets talk about teaching](#)

Knowledge Snapshots

- [Transitions to high school](#)

<http://srlcanada.ca>



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Teacher Newsmagazine

Volume 25, Number 5, March 2013

Keys to promoting self-regulated learning

By Nancy Perry and Philip Winne

Ideas associated with self-regulation and self-regulated learning (SRL) are catching hold in BC's schools. Important markers of this trend are the Ministry of Education's commitment to supporting students' development of self-regulation and SRL in the 2011 BC Education Plan, and initiatives such as Changing Results for Young Readers. We are excited but not surprised by these developments. More than 30 years of research about SRL demonstrates how self-regulating learners are successful in and beyond school. They tend to have high motivation and confidence for learning and use productive-thinking and problem-solving skills. These characteristics lead to task-relevant behaviour and high levels of achievement.

What is self-regulation? Broadly speaking, it is individuals' ability to control thoughts and action to achieve personal goals and respond to environmental factors (Zimmerman, 2008). Effective self-regulating learners attend to key features of tasks (e.g., What am I being asked to do?), resist distractions (e.g., What might I rather be doing?), persist when tasks are difficult and respond to challenges appropriately, adaptively, and flexibly.

SRL is a particular focus for general self-regulation. It involves metacognition, motivation, and strategic action (Winne & Perry, 2000) dedicated to learning. Effectively self-regulating learners are aware of strengths and weaknesses they bring to tasks. They draw from a repertoire of effective-thinking and problem-solving strategies when they encounter challenges. They are motivated to learn with a genuine interest in learning processes and beliefs that effort and strategy use leads to success. This makes them willing to try challenging tasks and inclines them to view errors, when they occur, as opportunities for learning. Importantly, the "self" in SRL identifies who regulates learning—the student, of

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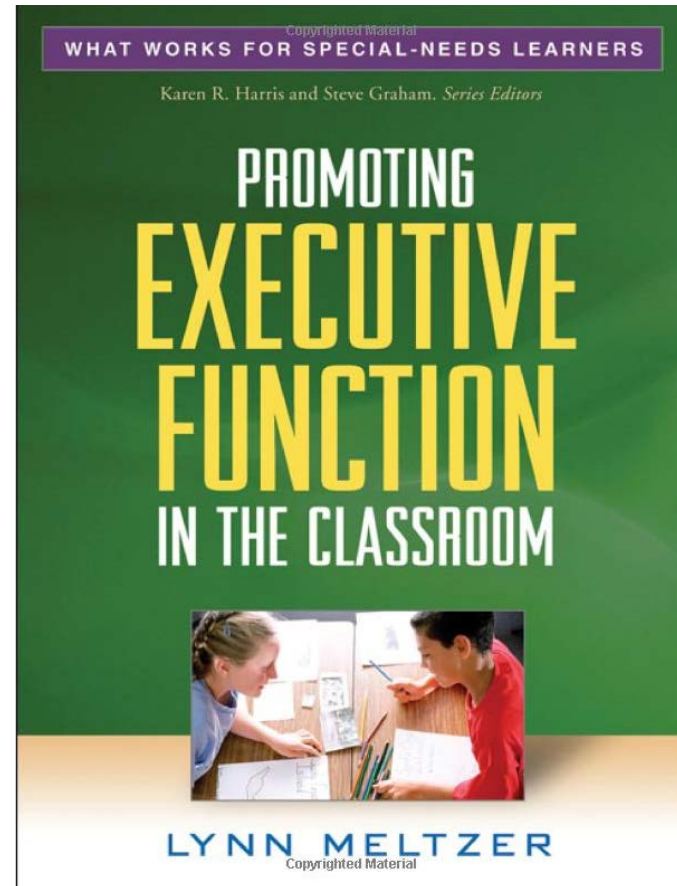


Twitter

<http://bctf.ca/publications/NewsmagArticle.aspx?id=29340>

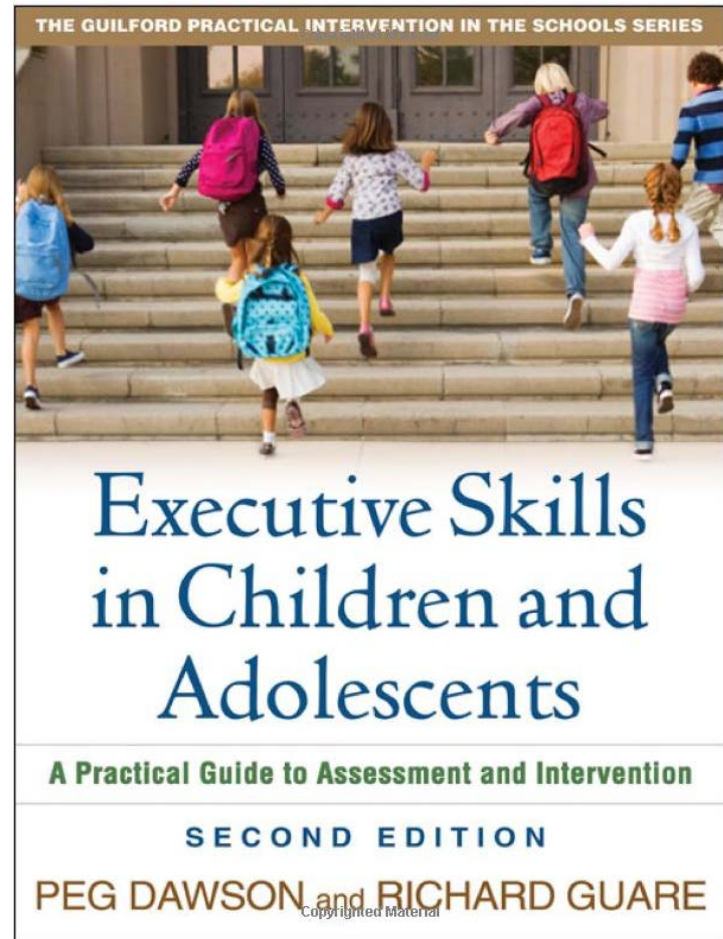
Available at Amazon.ca for \$24

... effective strategies for optimizing what K–12 students learn by improving how they learn ... easy-to-implement assessment tools, teaching techniques and activities, and planning aids ... numerous whole-class ideas and suggestions ... how to differentiate instruction for students with learning or attention difficulties ... reproducibles are included ...

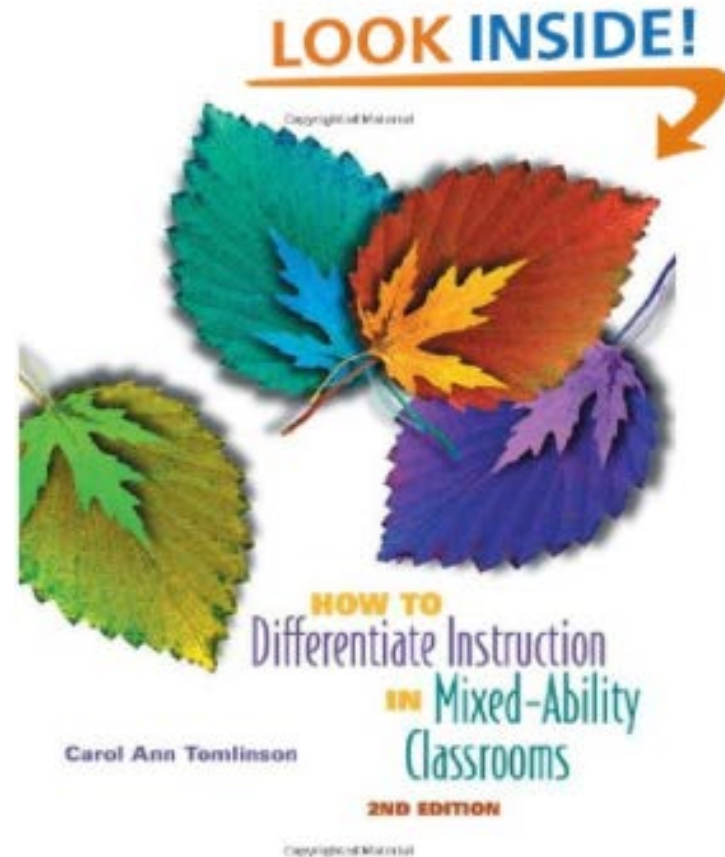
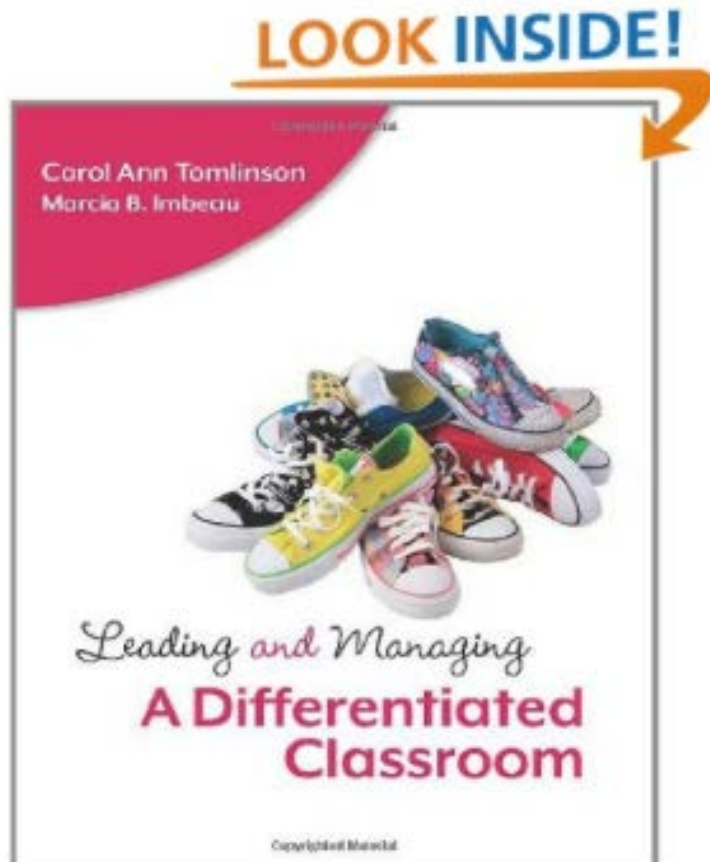


Available at Amazon for \$36

... step-by-step detail ... research-based framework ... how executive skills develop in children and are used in everyday life--from the self-regulation required for responsible behavior to the planning and initiation abilities needed to complete homework on time ... includes over a dozen reproducible assessment tools, checklists, and planning sheets



Carol Ann Tomlinson



Upcoming Opportunities



Upcoming Opportunities

Sunday June 2 | **Knowledge Mobilization for Educators and Researchers**
Canadian Society for Studies in Education
University of Victoria

Friday June 21 | **SRL Institute: Connecting Self-Regulation to Learning in BC Schools**
Continuing Professional Development, UBC with the SRL Canada Consortium



Building Supports for Inquiry-Based Professional Learning

SRL Inquiry Hub

Proposed start: Sept 2013



SRL MEd Program

Proposed start: Jan 2014

For more information see: <http://pdce.educ.ubc.ca/>

Reflect ...

- What have you learned?
 - What more do you want to know?
 - What questions do you have for me now?



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