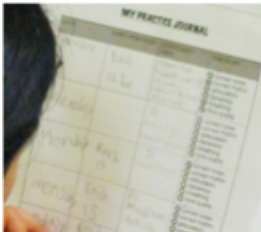
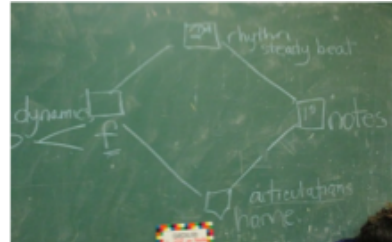


Over time, **teachers and the Music Therapist (MT)** who were involved in the project used and enhanced the quality of teaching practices that support the development of SRL. They:



- ☐ Invited children to generate a list of appropriate behaviors and attitudes for learning
- ☐ Invited children to collaborate and create knowledge together
- ☐ Modeled and shared strategies to become self-regulating musicians
- ☐ Involved children in goal-setting and self-evaluation
- ☐ Engaged children in meaningful practice for learning

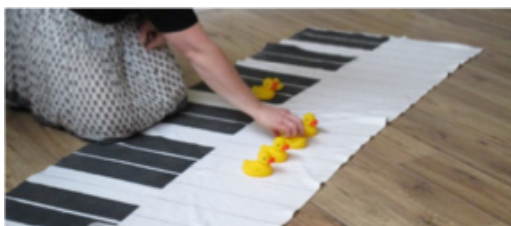
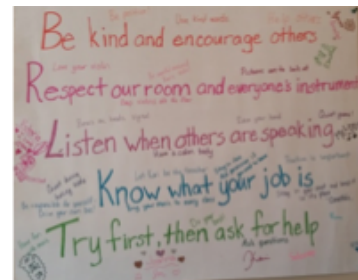


"I highly value the confidence that children develop when they realize that they have the capacity to accomplish any task they are being asked to do. I believe that promoting SRL equips students with a much greater chance for success, both inside and outside the classroom."

"I believe that SRL is the only kind of learning that contributes to long-term success. If as teachers we are not teaching children to teach themselves, we are in fact setting them up for failure when a teacher is taken out of the picture. I really appreciate that the science of SRL is so human and empowering."

All **teachers and the MT** reported having gained practical knowledge about teaching and learning in general, and about supporting children's development of SRL and wellbeing.

"This project made me much more self-aware as a teacher, particularly in my techniques for motivating, disciplining, and praising students. By shifting my focus from "outcomes" to "process", I was able to successfully reach students who were previously withdrawn and fearful of participating. I emerged from this project with a deeper understanding of the different ways that students learn, and was a much more effective teacher on the other side of it as a result."



"This project has radically shaped my experience of teaching at the music program. Music teachers aren't often taught how to teach. The learning team has helped me understand my students better by giving me the tools to encourage them towards achieving their own goals. It's given me the specifics of how to help students."

Self-Regulation for Learning at After School Music Academy

Newsletter Fall 2017

This newsletter summarizes activities and outcomes from the project titled Self-regulation for Learning (SRL) at ----. This project is a partnership between UBC researchers and ---- that started in 2014 and is finishing this year. Thank you to all who took part in this project!

SRL at ----: A Summary of the Project

Shared Purpose: The partnership had two goals:

- Supporting children to become self-regulating learners;
- Enhancing their self-determination by enabling their SRL and by meeting their needs for autonomy, belonging, and competence.

Who was involved?

- 15 teachers, 1 music therapist, 3 staff members
- 31 children and, indirectly, all students taught by participating teachers
- 10 members of the UBC research team

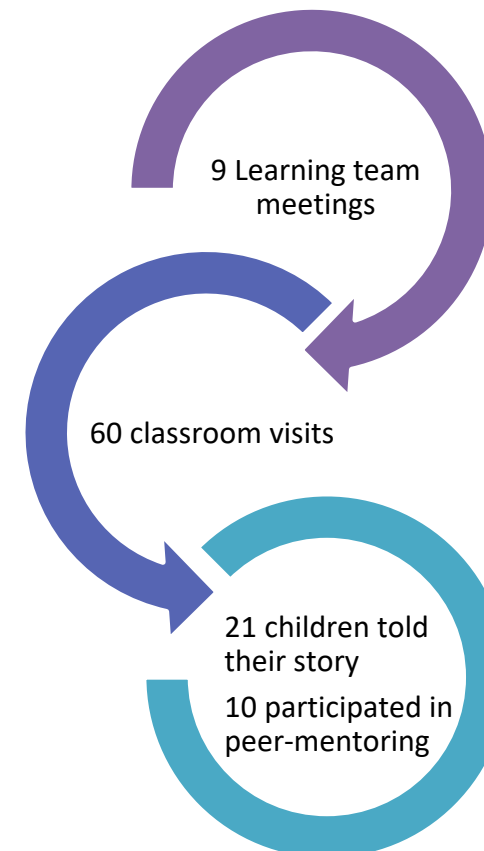
What did we do?

In the past three years:

Teachers and researchers met regularly to talk about SRL, plan to support SRL in music classes, and reflect on how things were going.

Researchers visited classrooms to see what teachers were doing to support SRL and self-determination, and how children were taking up these opportunities.

Children took pictures and videos to create their story of learning at ----. A group of children participated in a peer-mentoring program.

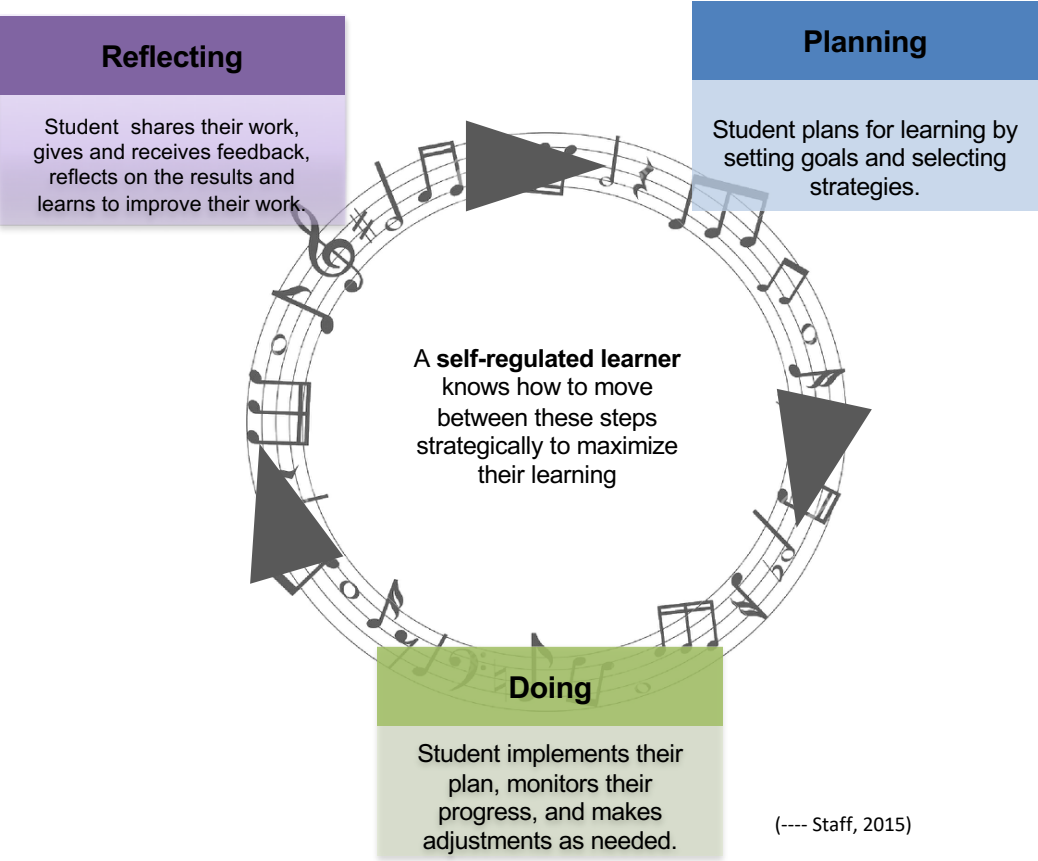


THE UNIVERSITY OF BRITISH COLUMBIA

What is Self-regulation for Learning?

Self-regulation for Learning (SRL) refers to processes learners use to guide their thoughts and actions, before, during and after they engage in learning tasks.

Most instrument and voice learning happens through practice. When self-regulating musicians practice, they set their own learning and performance goals, use and adapt different strategies to improve their musical skills, and monitor their progress towards their goals.



Autonomy, belonging and competence are three “basic psychological needs.” They contribute to people’s sense of wellbeing. You can support children’s autonomy, belonging and competence by:

Autonomy	Belonging	Competence
<ul style="list-style-type: none">• Inviting children to make choices and decisions• Involving them in evaluating their own work• Acknowledging their ideas and opinions	<ul style="list-style-type: none">• Checking in with children and showing you care about them• Offering them the opportunity to cooperate with one another• Encouraging them to give each other positive feedback	<ul style="list-style-type: none">• Setting clear expectations for learning and instructions• Demonstrating how things are done• Commenting on children’s effort and practice, rather than their natural ability



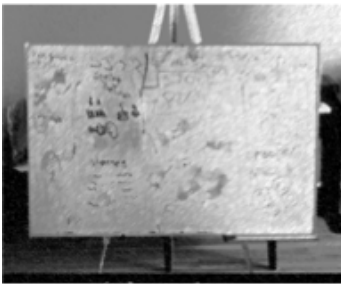
Children’s stories tell how their needs for autonomy, belonging and competence are met at ----. They say that at the Academy they:

- ☐ like how teachers recognize and value them
- ☐ form friendships and meaningful relationships
- ✓ practice and learn with others and that helps them learn
- ☐ have opportunities to develop skills and knowledge that makes them feel successful

“... the teacher asked me to show everyone what time to bow. I felt special because the teacher gave me the opportunity to be a leader.”

“At St. James, you're never not part of a group!”

“I put lots of effort into this concert. Here are the marvelous results.”



Peer Mentoring: Teachers offered older children the opportunity to mentor younger peers.

- ✓ In one class, mentors and mentees composed a song together while forming positive and supportive friendships.
- ✓ After 3 months, mentors and mentees said their friendships supported their feelings of autonomy, belonging, and competence.

SRL initiatives at ----

- ✓ The **new curriculum** at ---- sets specific music and social-emotional learning intentions that engage children in guided and productive learning.
- ✓ The **practice log** also supports children in becoming self-regulating musicians. Teachers help children set specific learning goals for the week, teach them different strategies for practicing, and invite them to reflect on how their practice went and what else they need to do to achieve their goals.

If you have questions or comments about the project, please contact:
Nancy Perry, Lead Researcher (nancy.perry@ubc.ca); or
-----, Executive Director of ---- ()