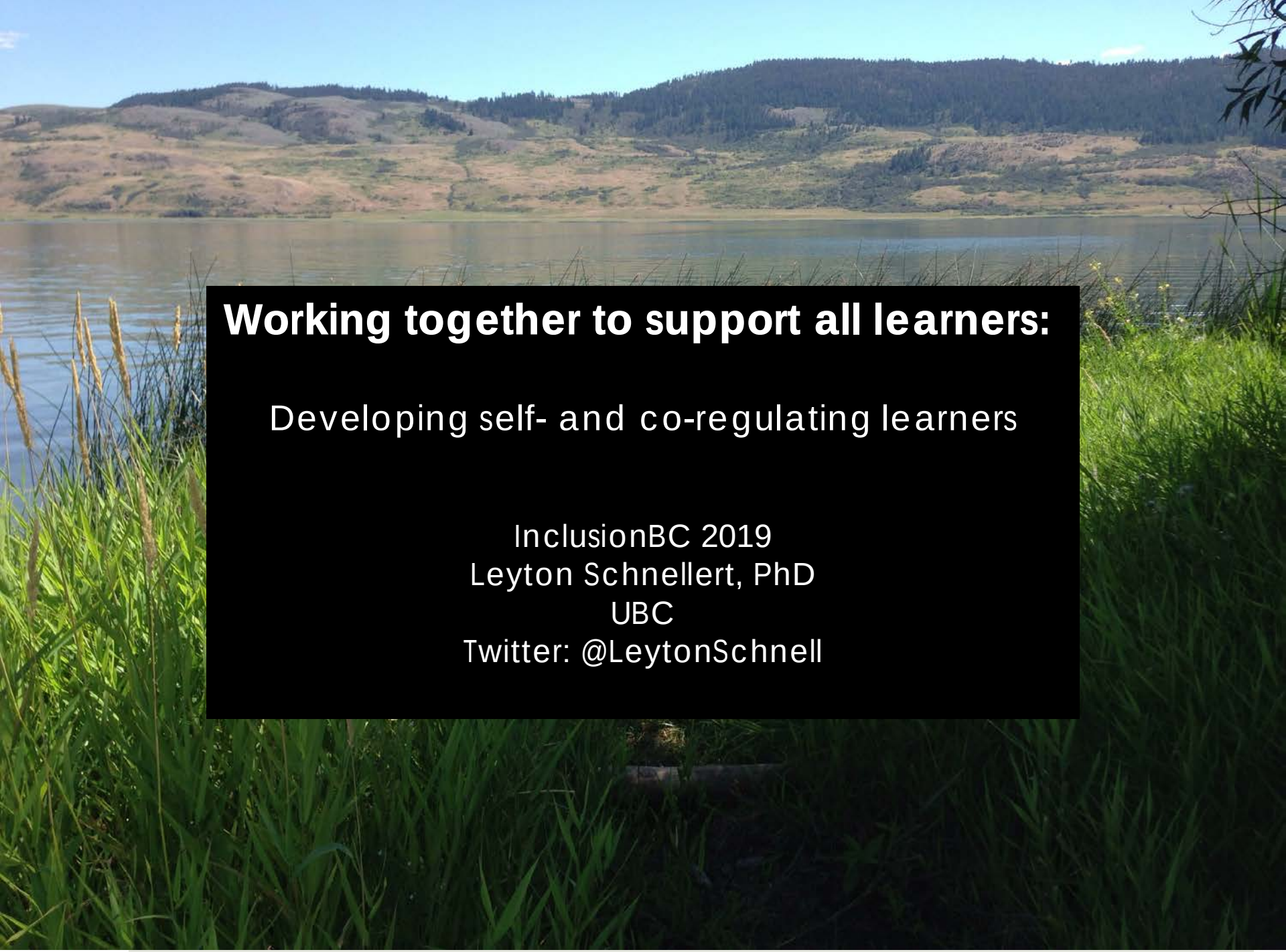


Working together to support all learners:

Developing self- and co-regulating learners

InclusionBC 2019
Leyton Schnellert, PhD
UBC
Twitter: @LeytonSchnell

I acknowledge and respect the Lekwungen-speaking Peoples on whose traditional territories the convention centre stands and the Songhees and Esquimalt peoples whose historical relationships with the land continue to this day.

Jean Vanier

"When we love and respect people,
revealing to them their value (by listening to their voices),
they can begin to come out from the walls that protect them."

Empowering students as self advocates

- **Self-advocacy** (Merchant & Gajar, 1997)
  - the ability to speak on one's behalf and represent personal needs and interests.
  - involves understanding one's **learning** strengths and developing the ability to communicate **learning** needs and required access points and pathways

Where have we been? Where are we going?

- **Nothing about us without us** (Charlton, 1998).

- **Supporting disabled students in the development of a positive disability identity** (DSESIG, 2019).

- **Challenging the concept of normal as damaging and oppressive** (Conner, 2019)

ROMANCE, RELATIONSHIPS & RIGHTS

A Community Creation

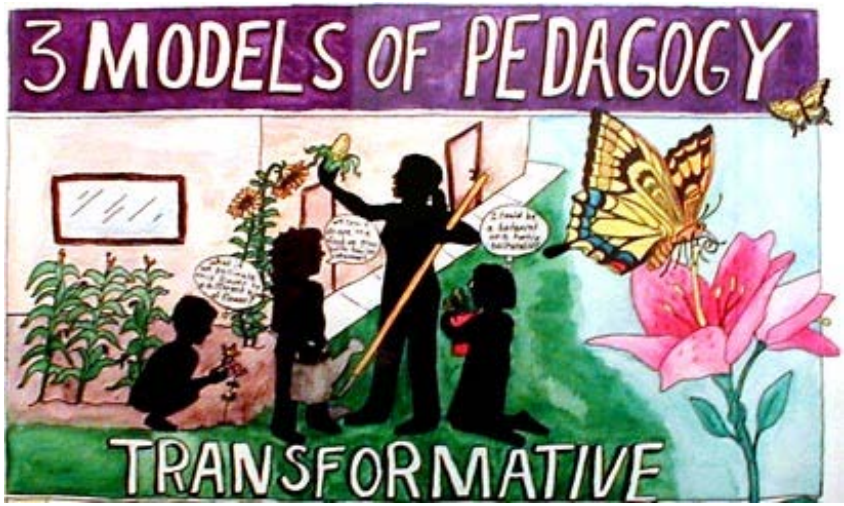
Questions for exploration

- How can we draw from the diverse funds of knowledge that our students offer to deepen and personalize student learning?
- How can we empower students as self- and co-regulating learners in our schools?
- How can collaborative inquiry with students help us to take up theory- and research-based pedagogies that are student-centered and diversity-positive?

Teaching as...

TRANSMISSION

GENERATIVE


3 MODELS OF PEDAGOGY
TRANSFORMATIVE

Bringing in student voice
(Schnellert, 2017)

Children and youth as active agents, co-creators, change-makers, and citizens

learner driven and derived

SRL

- **metacognition** (awareness)
- **control over learning**

21st century learning

- **adaptive expertise**
- **teacher as facilitator**
- **self-directed learning**
- **competency-based**

Student voice

- **inquiry-oriented and open-ended pedagogies**
- **deep learning**
- **authentic agency**

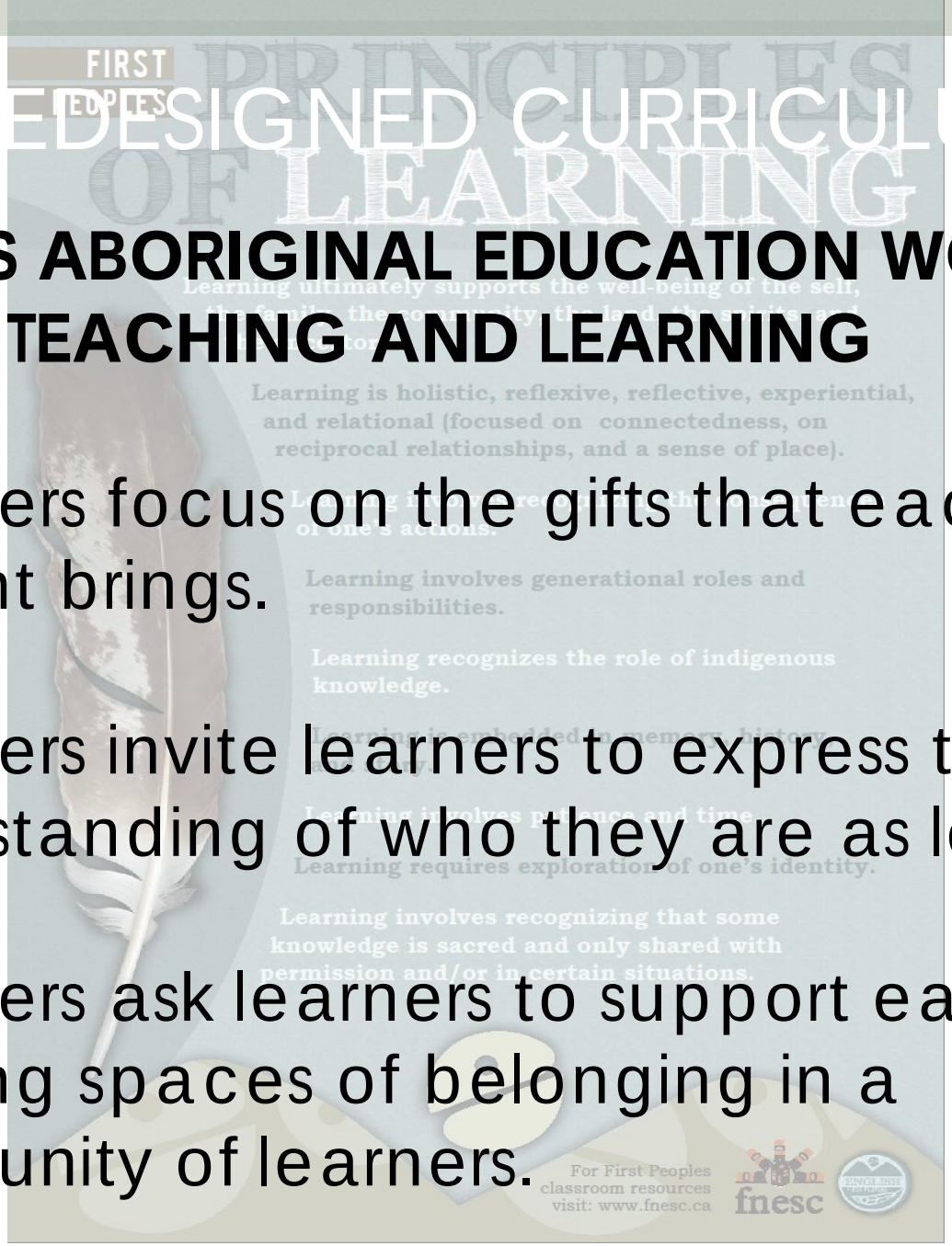
Bringing in Student Voice
(Groundwater-Smith, 2016)

- **Student voice** (interpretation and meaning-making) is often marginalized at best and even frequently ignored.
- **Participation**, the exercise of authentic agency, must address matters of power.
- We have a tendency to reduce concepts of "voice" to nominal engagement that **co-opts student voice** to legitimate the entrenched interests that inform the design and enactment of schooling practices.

EDESIGNED CURRICUL

SUPPORTS ABORIGINAL EDUCATION WOVEN INTO ALL TEACHING AND LEARNING

- Teachers focus on the gifts that each student brings.
- Teachers invite learners to express their understanding of who they are as learners.
- Teachers ask learners to support each other creating spaces of belonging in a community of learners.



CURRICULUM ORIENTATION GUIDE
What to look for in the curriculum
Social Studies
K 1 2 3 4 5 6 7 8 9
Core Competencies
C
T
PS
Big Ideas
Learning Standards
Introductory Material
Core Competencies
Big Ideas
what students understand
Concepts and Content
what students know
Curricular Competencies
what students do
Supporting Materials
UNDERSTAND
Big Ideas
KNOW
Content Learning Standards
DO
Curricular Competency Learning Standards
Concepts
www.curriculum.gov.bc.ca

Fostering Self-Regulated Learning

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)

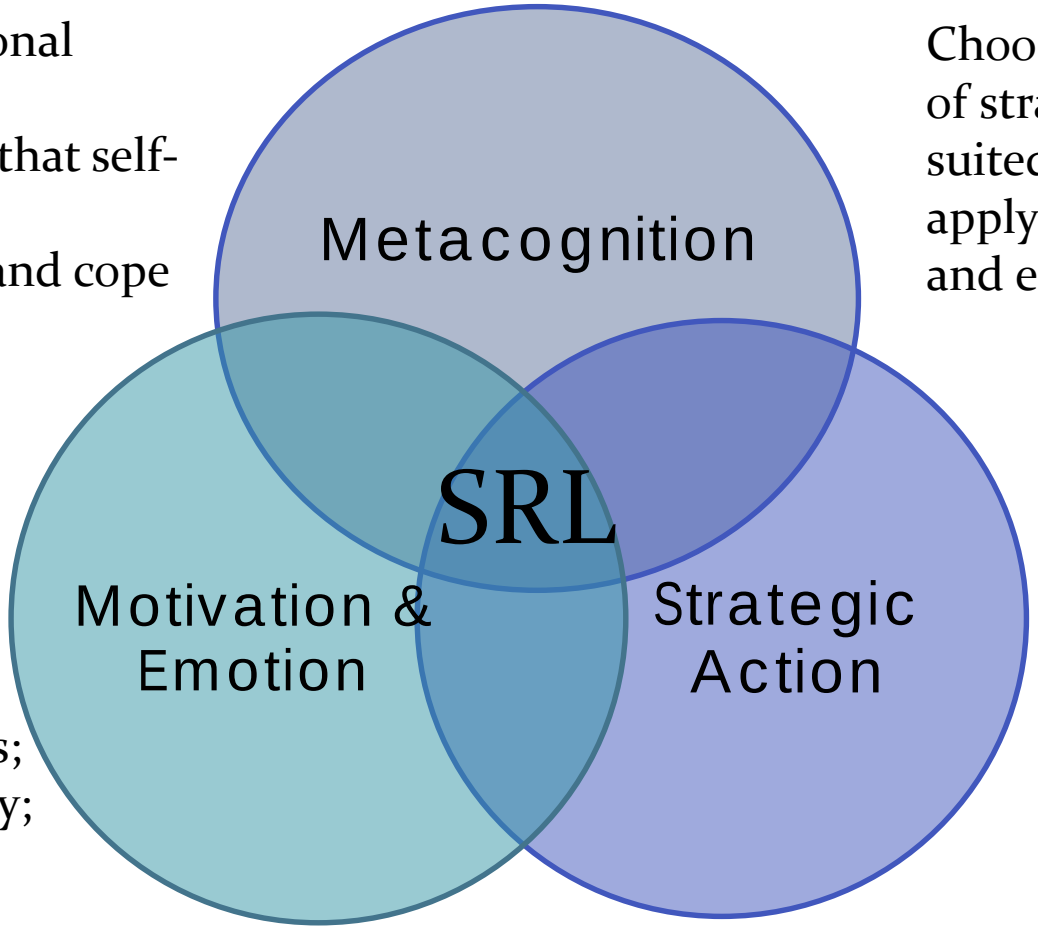
Self-regulation describes "active," strategic learning

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

(Butler, Schnellert, & Perry, 2017)

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

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

(Butler, Schnellert, & Perry, 2017)

An Integrative Model of Self-Regulation

(Butler, Schnellert, & Perry, 2017)

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

Overall Classroom Environment

Activities ... Supports ... Assessment/Feedback

Interpreting Tasks

Planning

Enacting Strategies

Monitoring

Adjusting

Cycles of Self-Regulated Activity

Emotions & Motivation

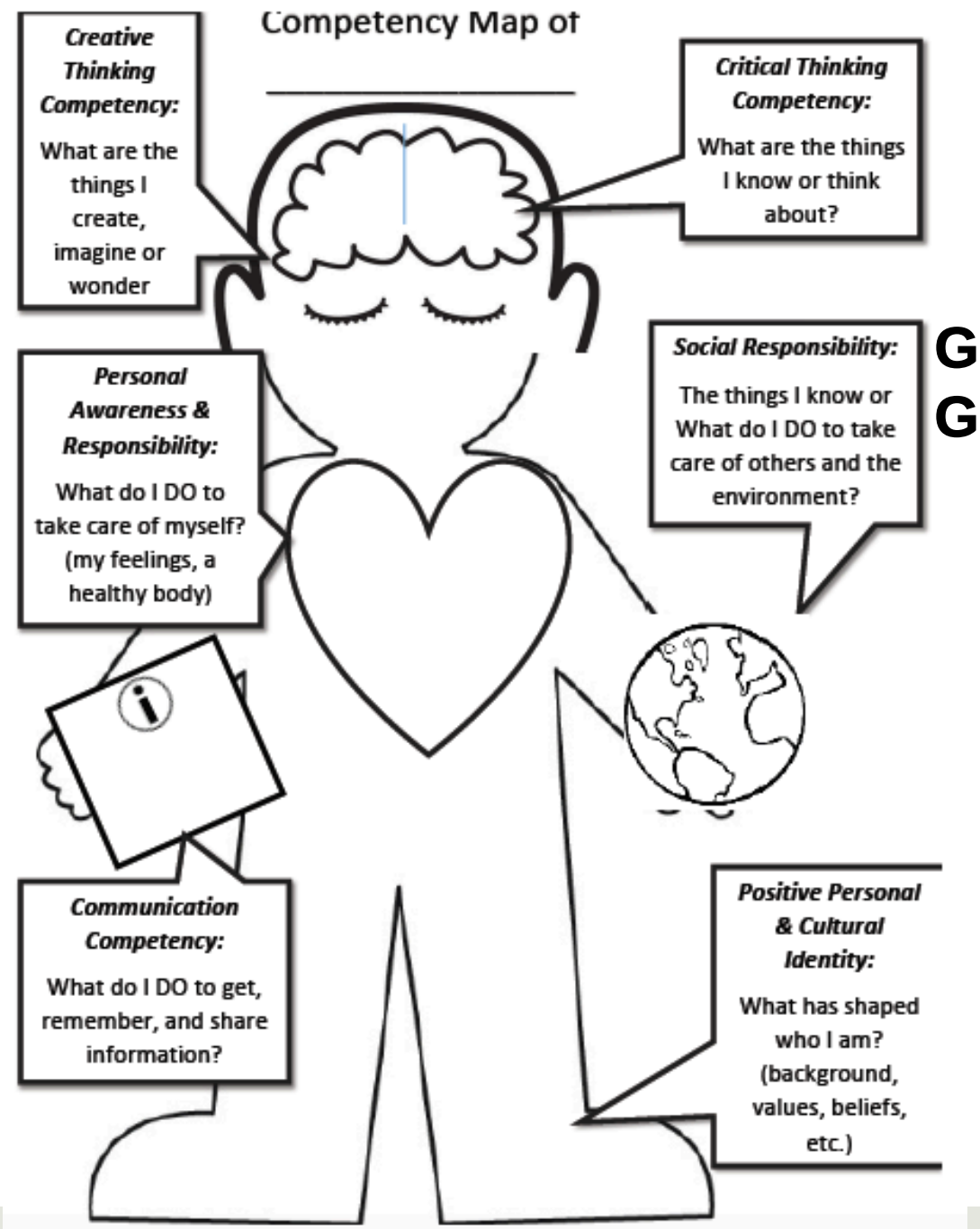
Butler, 2002; Butler et al., 2011

Links to the Redesigned Curriculum

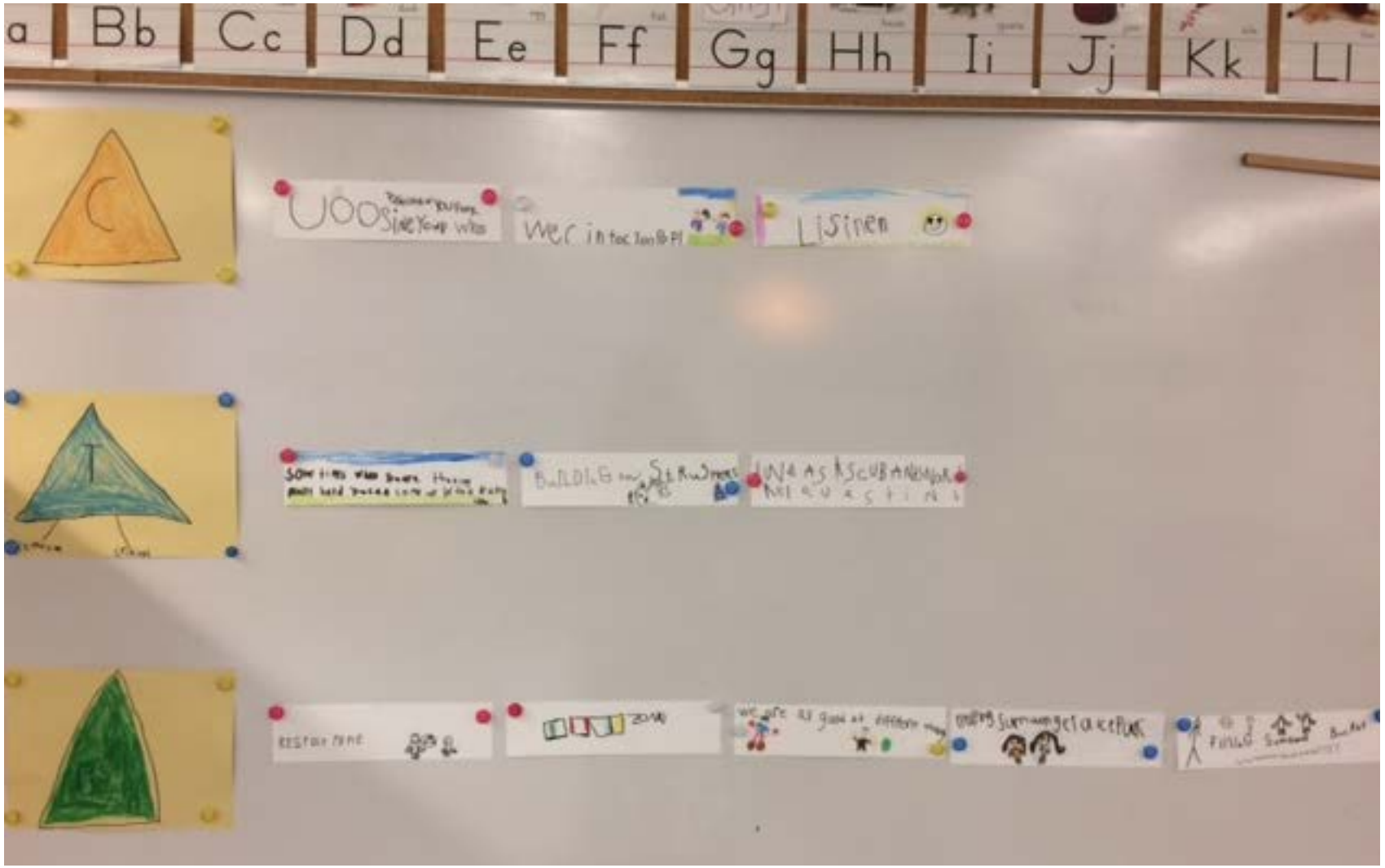
Core Competencies

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

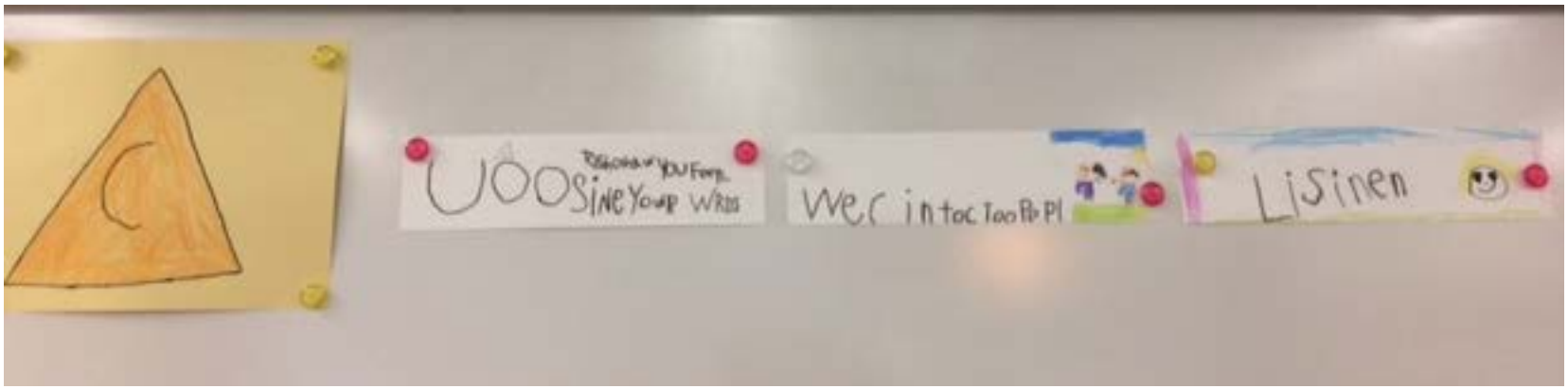
- Thinking Competency
  - Critical thinking
  - Creative thinking
  - Reflective thinking
- Communication Competency
  (oral, written, visual, digital; includes collaboration and reflection)
- Personal and Social Competency
  - Positive personal and cultural identity
  - Personal awareness and responsibility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



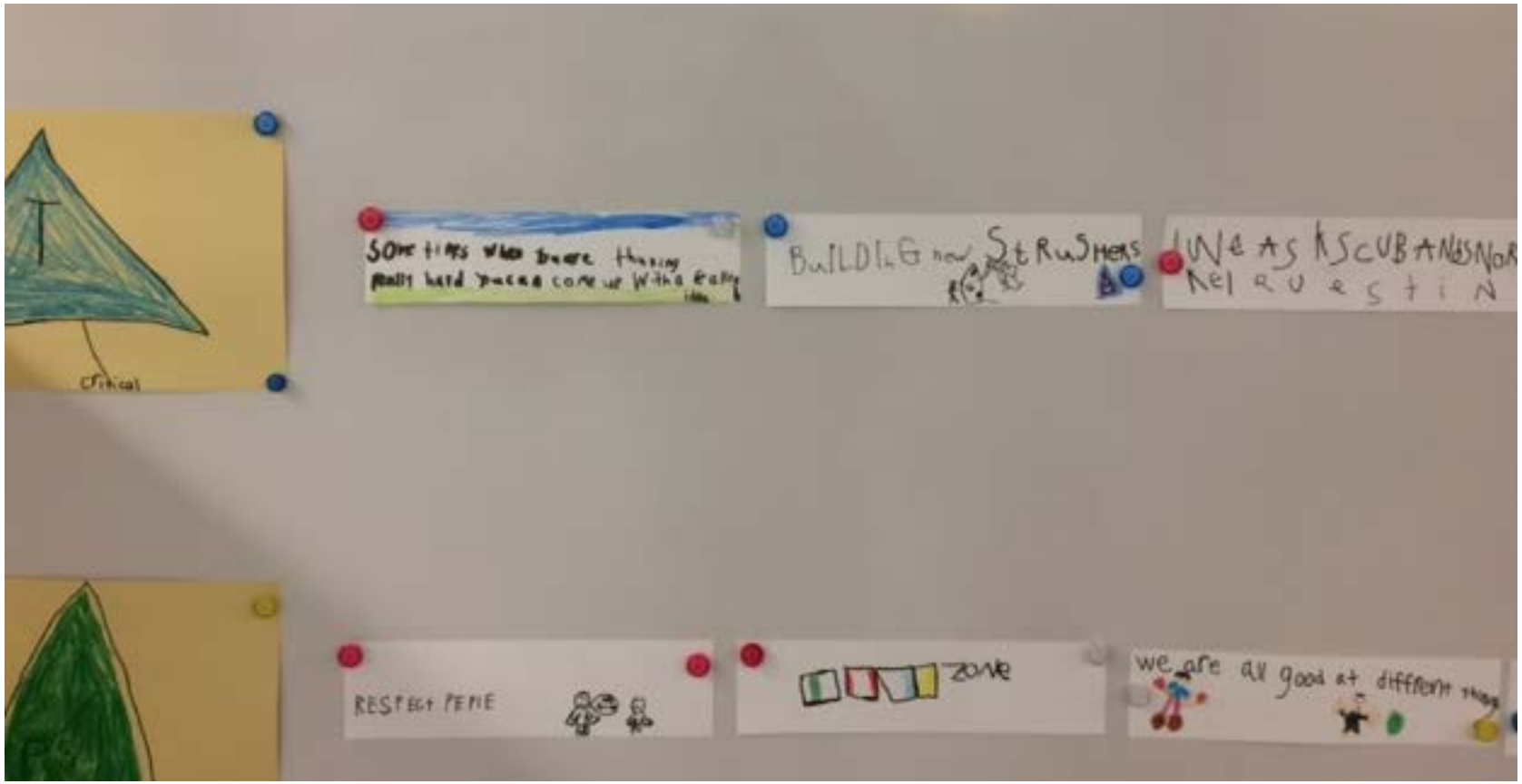
Greg Miyanaga
Grade 2 SD43



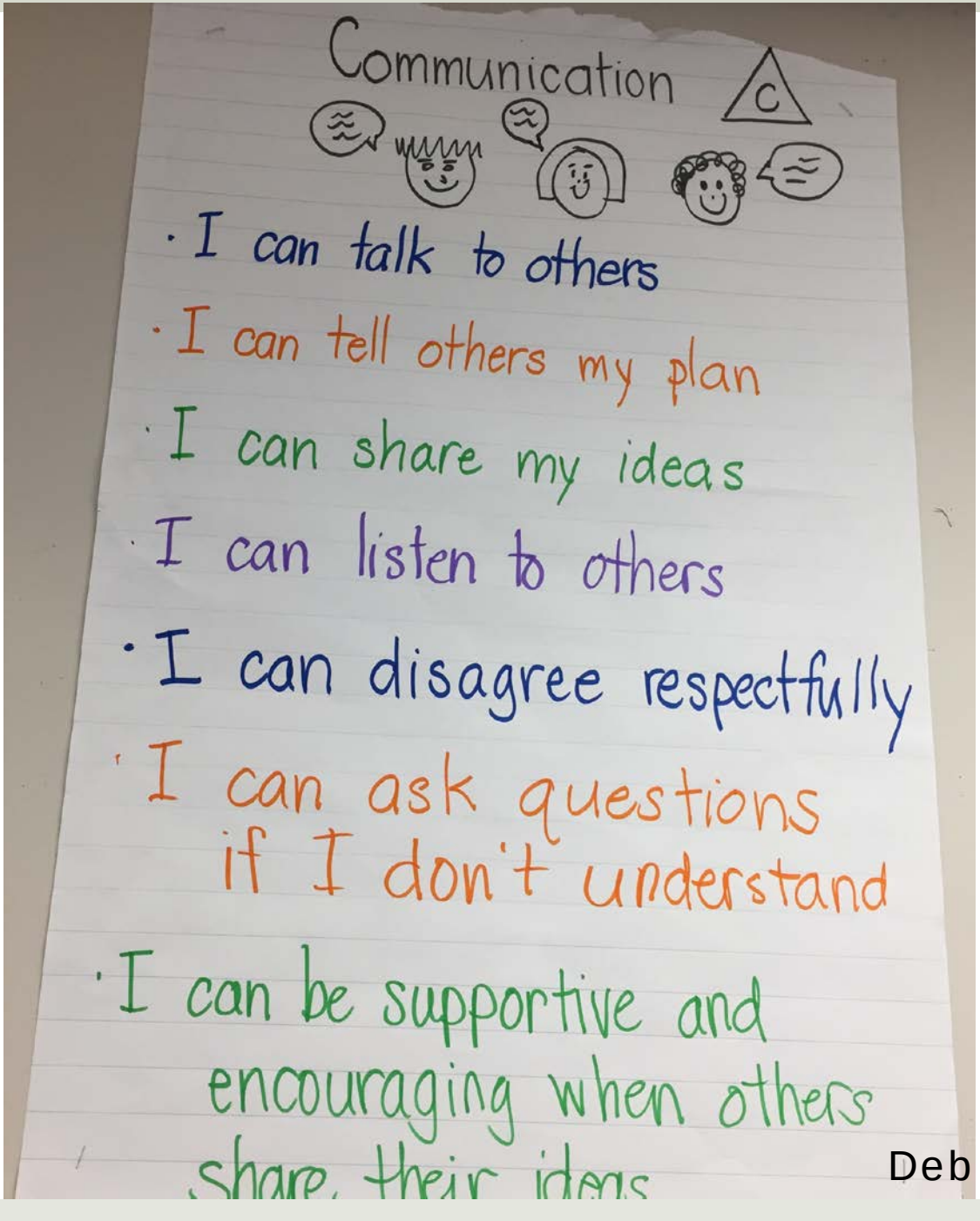
Leah Wallace, SD43



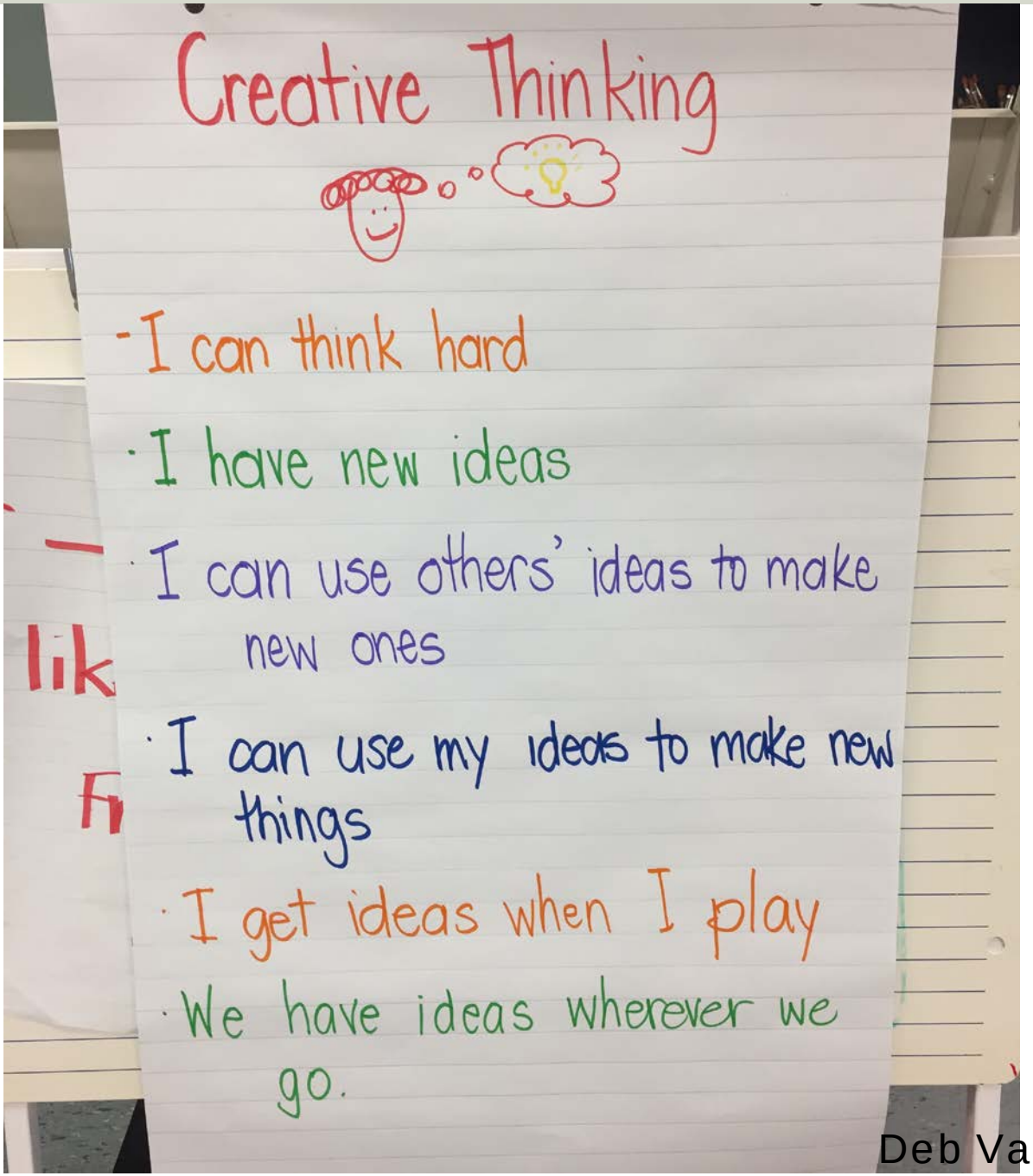
Leah Wallace, SD43



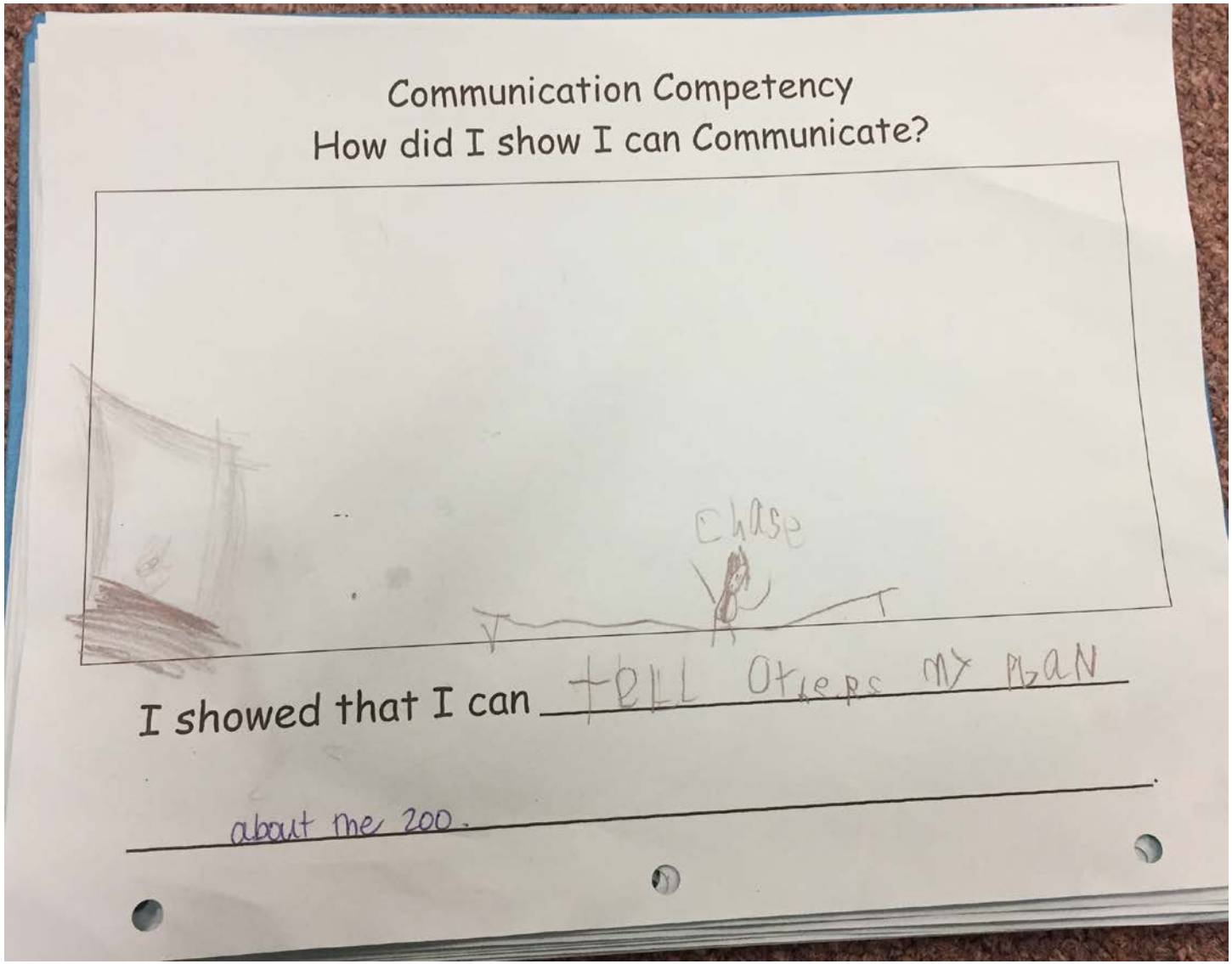
Leah Wallace, SD43



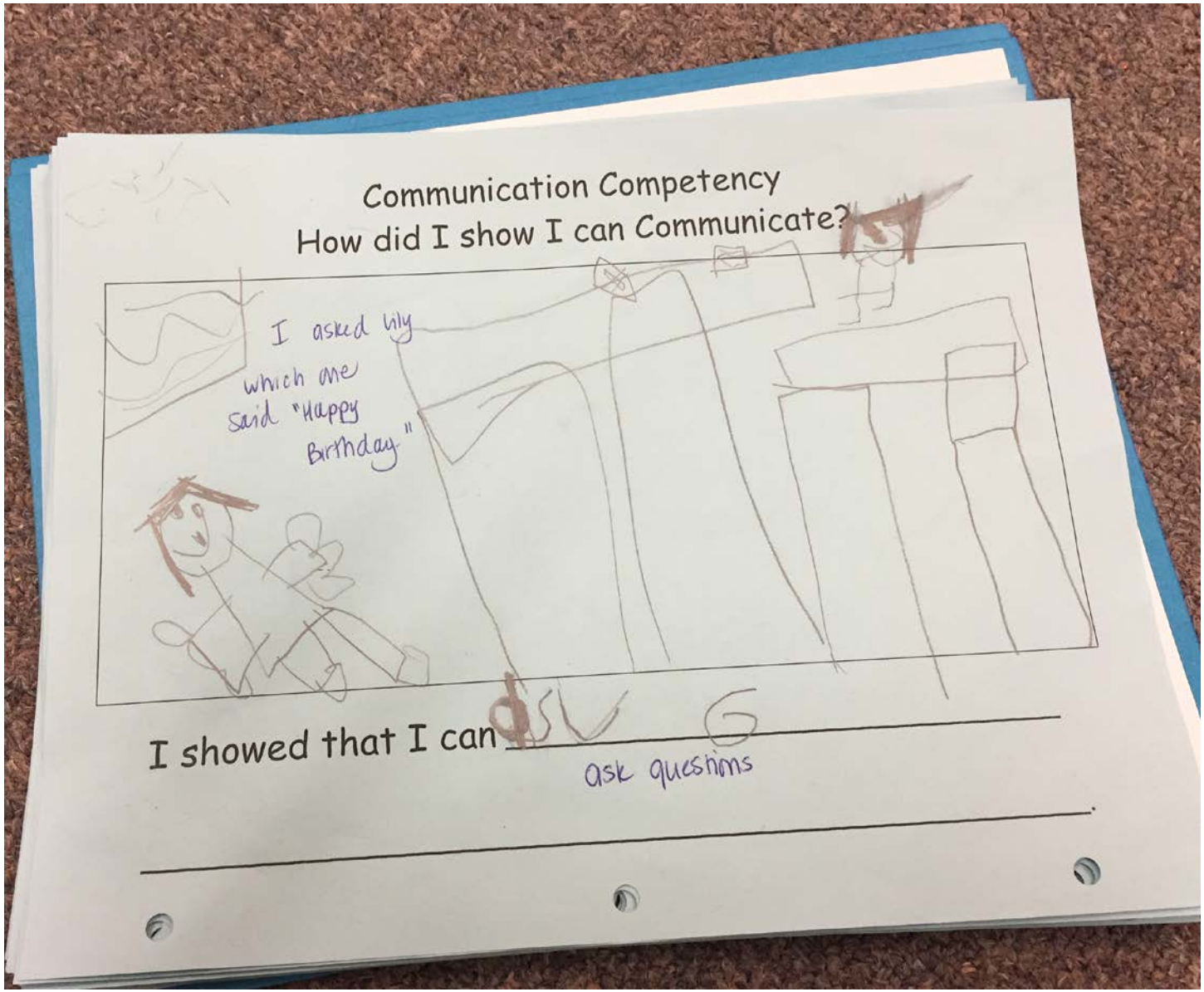
Deb Vanderwood, S



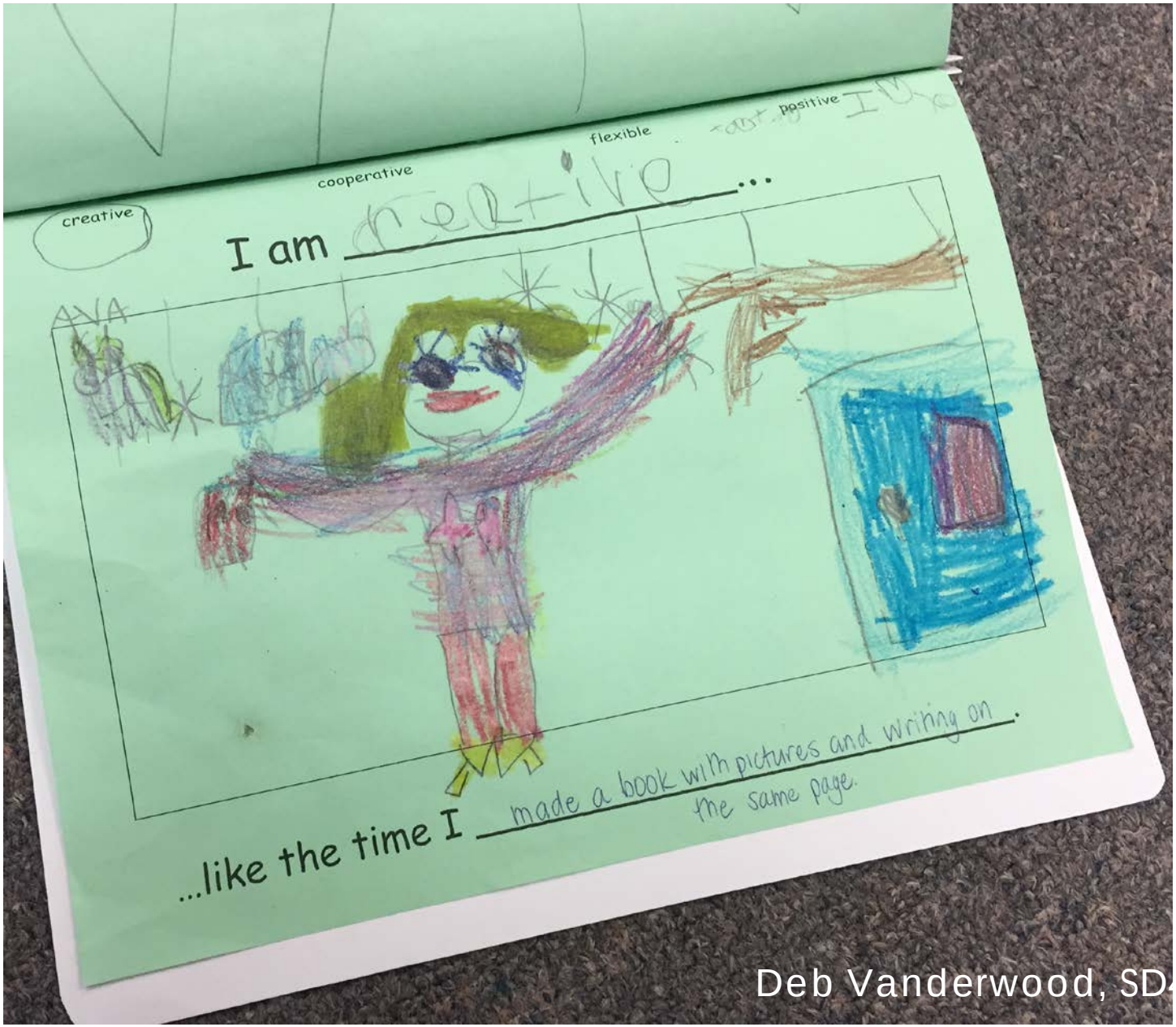
Deb Vanderwood, SD4



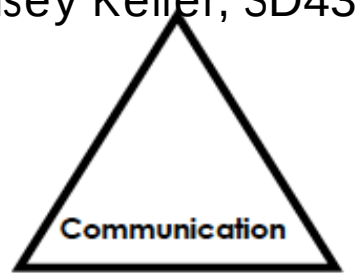
Deb Vanderwood, SD43



Deb Vanderwood, SD43


creative
cooperative
flexible
positive
I am creative...
...like the time I made a book with pictures and writing on the same page.
Deb Vanderwood, SD

Kelsey Keller, SD43



I chose _____

to show how I have been developing my communication skills.

It shows my communication because:

_____

_____

_____

_____

I want you to notice

_____

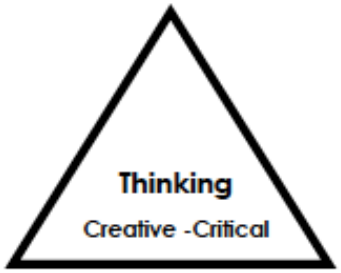
_____

One thing I would do differently next time is

_____ because

_____

_____



I chose _____

to show how I have been developing my creative and critical thinking skills.

It shows my thinking because:

_____

_____

_____

_____

I want you to notice

_____

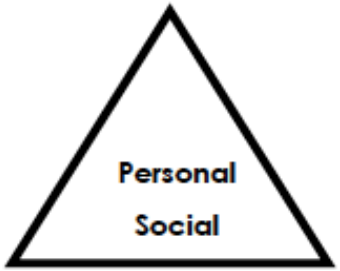
_____

One thing I would do differently next time is

_____ because

_____

_____



I chose _____

to show how I have been developing my personal awareness and social responsibility skills.

It shows my personal or social awareness because:

_____

_____

_____

_____

I want you to notice

_____

_____

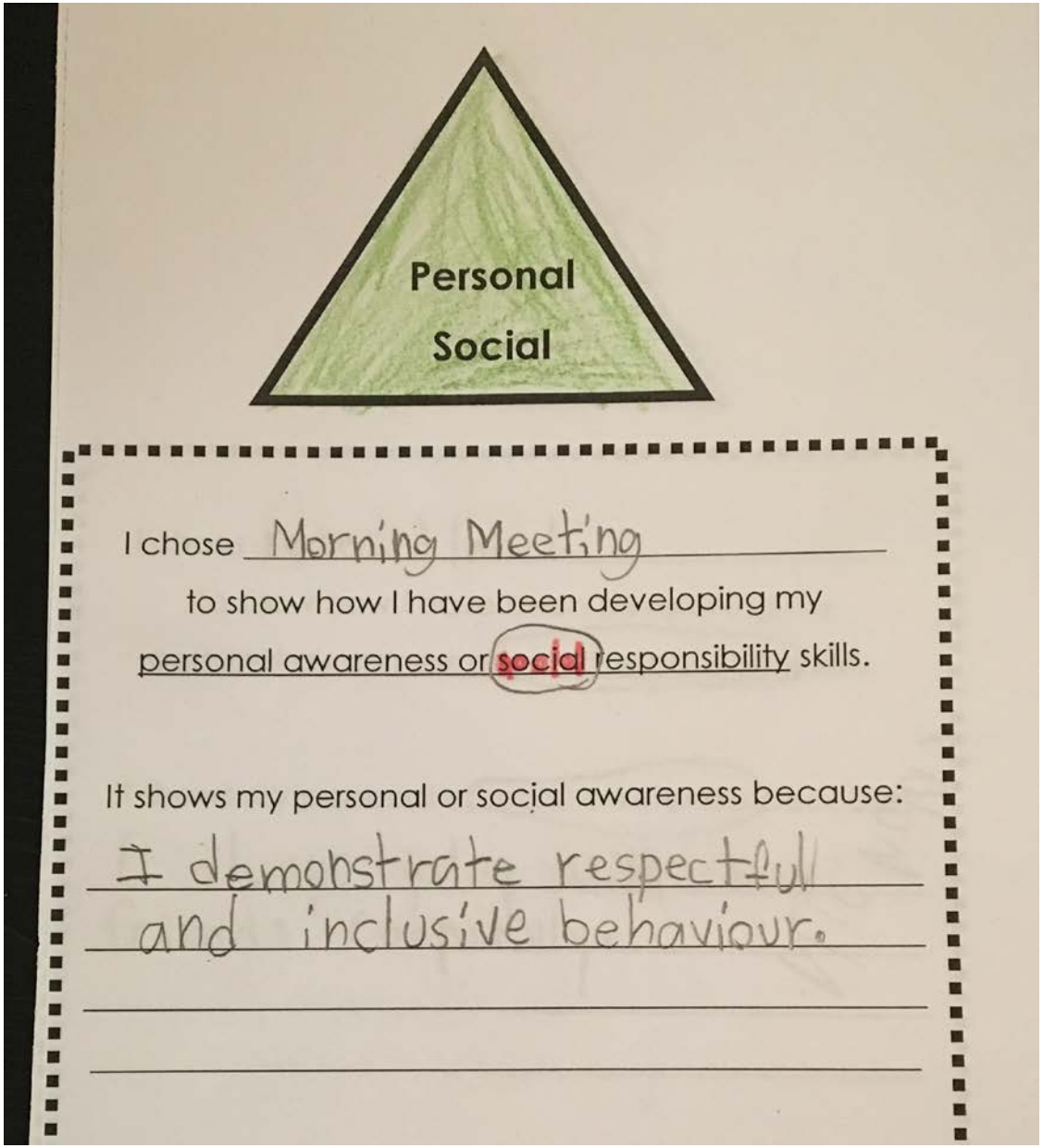
One thing I would do differently next time is

_____ because

_____

_____

Kelsey Keller -Kkeller@sd43.bc.ca



Kelsey Keller, SD43

Kelsey Keller, SD43

REFLECTION:

My "Good" this week was: _____

_____.

My "Ugly" this week was: _____

_____.

I developed my △ (→ thinking? communication? Personal? social?) skills this week when I...

_____

_____

_____

I struggled with △ (→ thinking? communicating? 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 (multiplecation) because it took me forever.

I developed my skills this week when I...

Was doing harder math then I usually do and was getting better at it.

I struggled with 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.

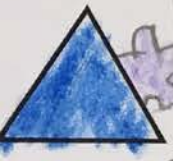
Student Core Competency Reflection

When I am my best self...

**note: documentation/evidence of these statements can be found in the student's Freshgrade portfolio.*

I use polite words when I talk with other people.

I Imagine new Ideas when I play with my friends to create a story.



I can decide what Information I should put in my books that I write and I can use other peoples Ideas and make them my own too.

I take responsibility for my choices.

I work to make positive changes in the school.

How Am I Doing?
April Chan (Richmond School District)

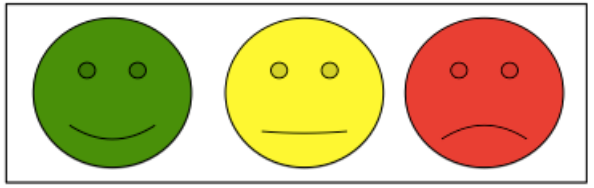
What is my job?

The steps:

What do I need?

What was my job?

How did I do?



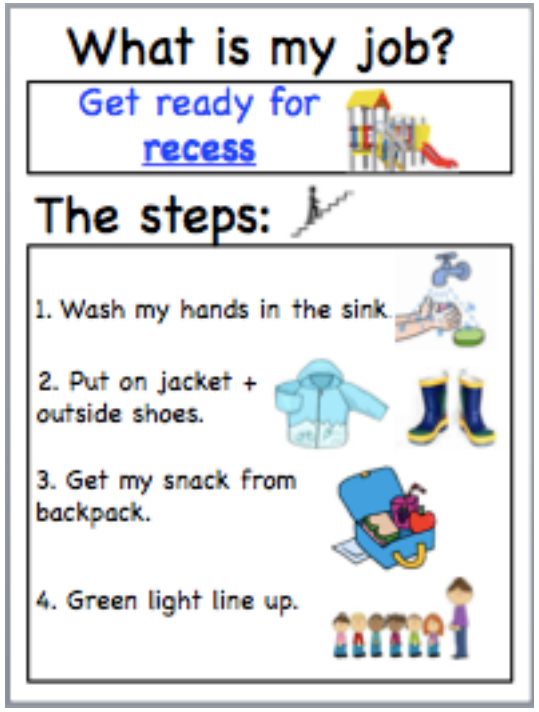
How did I challenge my brain?

What was easy/hard?

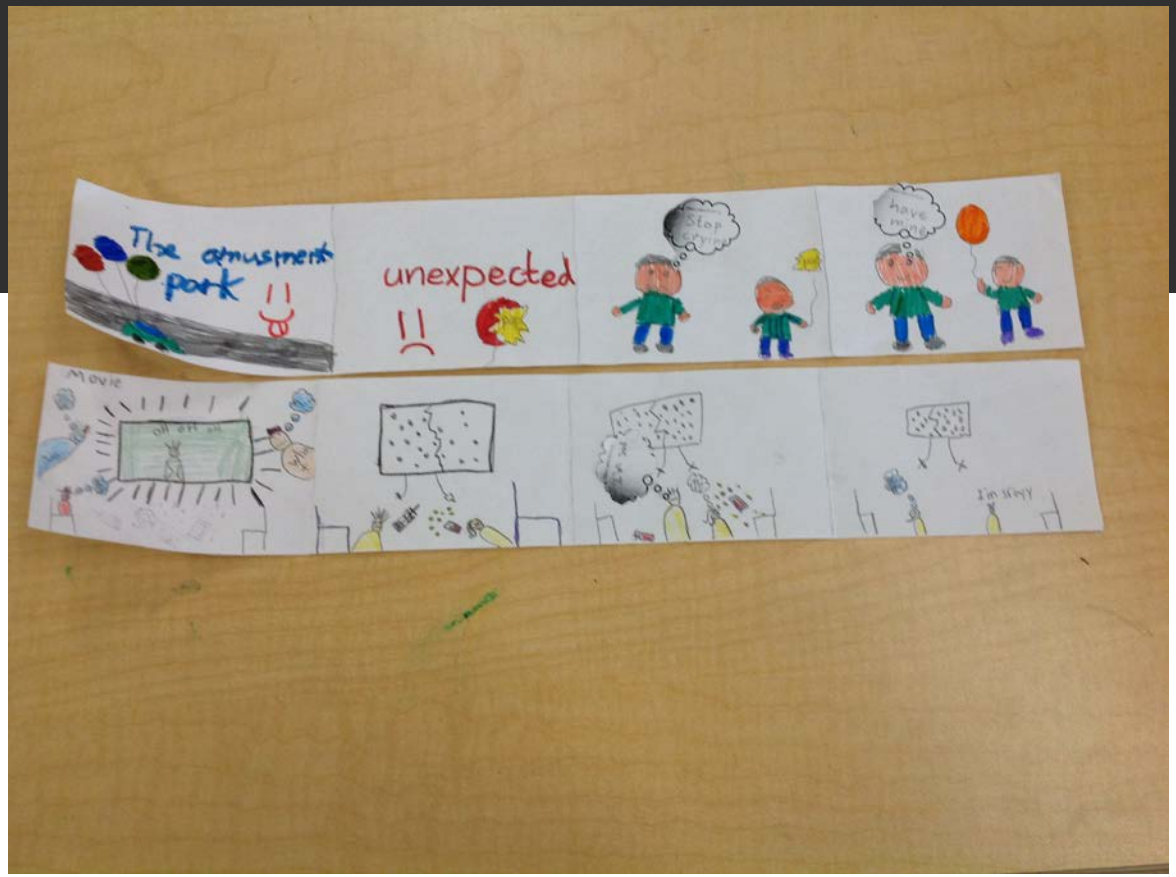
Why was it special?

What will I do next?

What is My Job?
April Chan (Richmond School District)



Expected and Unexpected Behaviours



Amanda Roberts, Sheralyn Rowledge-Toscani
Anita Neufeld and Jennifer Walker

Approaches that welcome and amplify student voice

Open-ended tasks & teaching

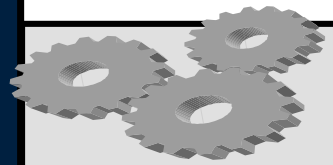
Service learning/ Critical literacy

Centres and stations

PBL/Inquiry learning

Place-conscious learning

Hands-on learning



Workshop

Culturally responsive teaching

SRL

Formative assessment

Schnellert, Watson & Widdess, 2015

SRL/Inclusion Through Writers' Workshop, Centres and Stations, and Critical Literacy

See https://www.youtube.com/watch?time_continue=2&v=7B4X2LkJwnE https://www.youtube.com/watch?v=yuamzeQX6c4

https://www.youtube.com/watch?time_continue=2&v=MJaSLEnfb

https://www.youtube.com/watch?time_continue=1&v=yuamzeQX6c4

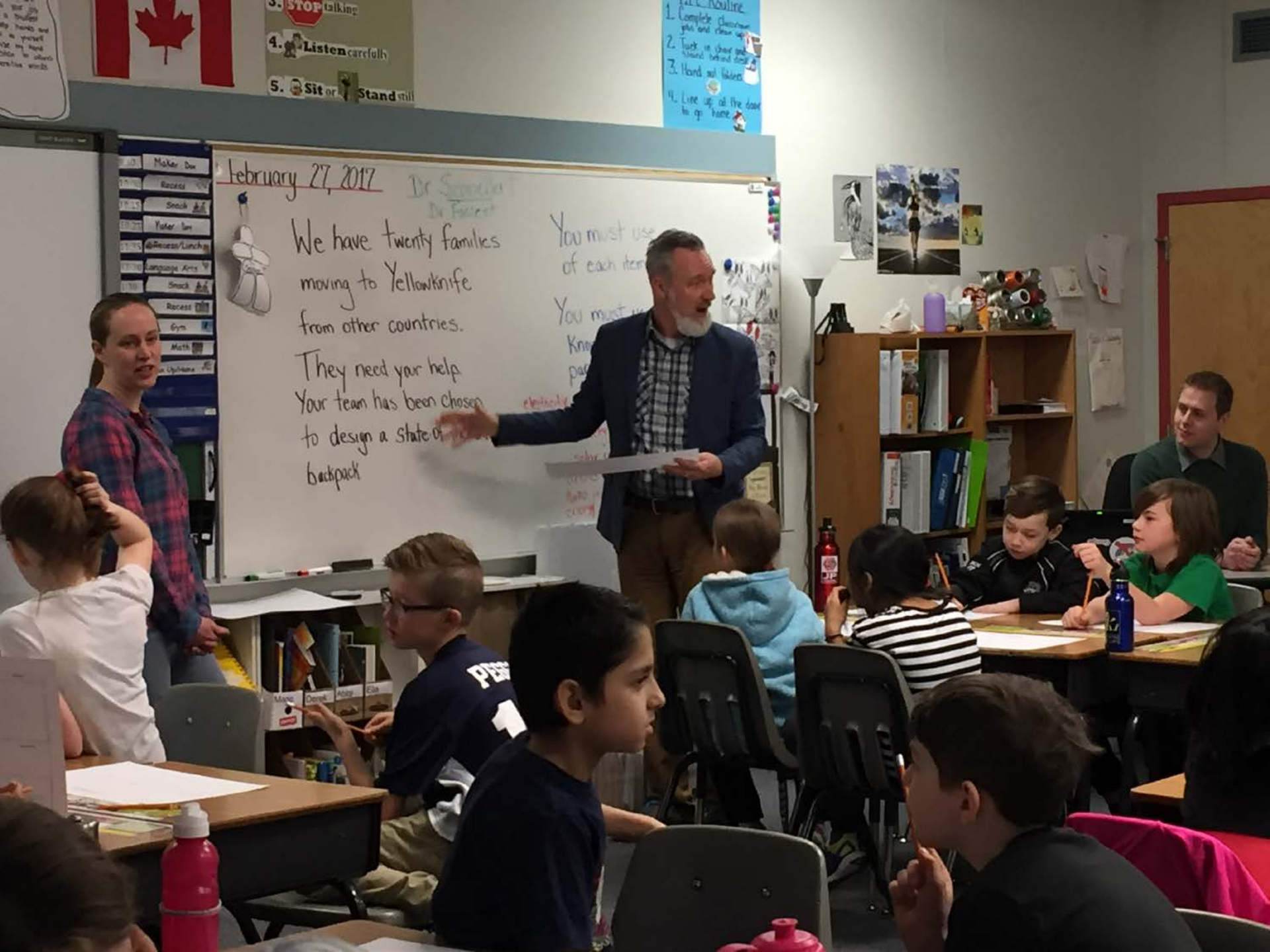
Empathetic Design

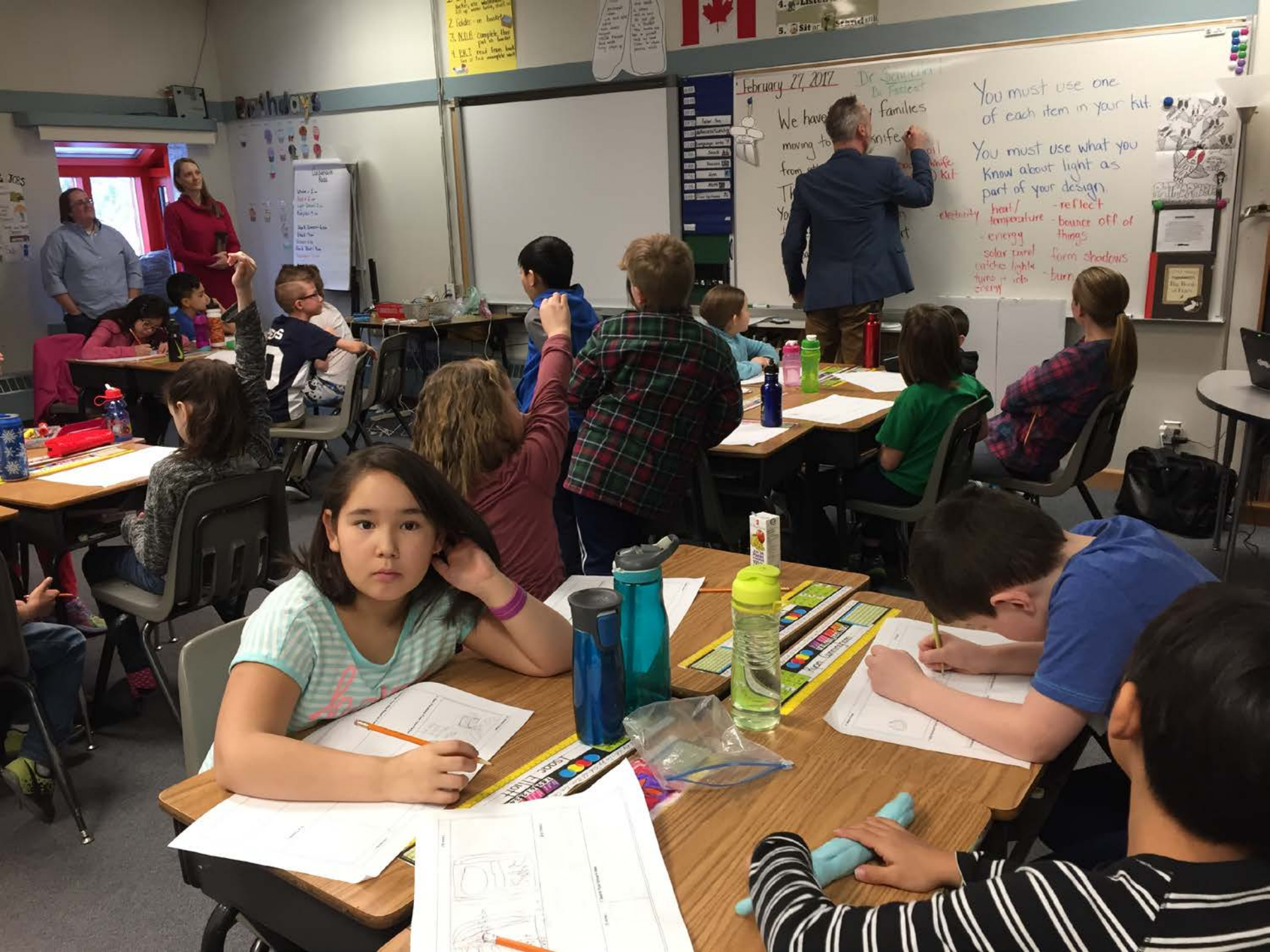
- Introduce the Design Challenge

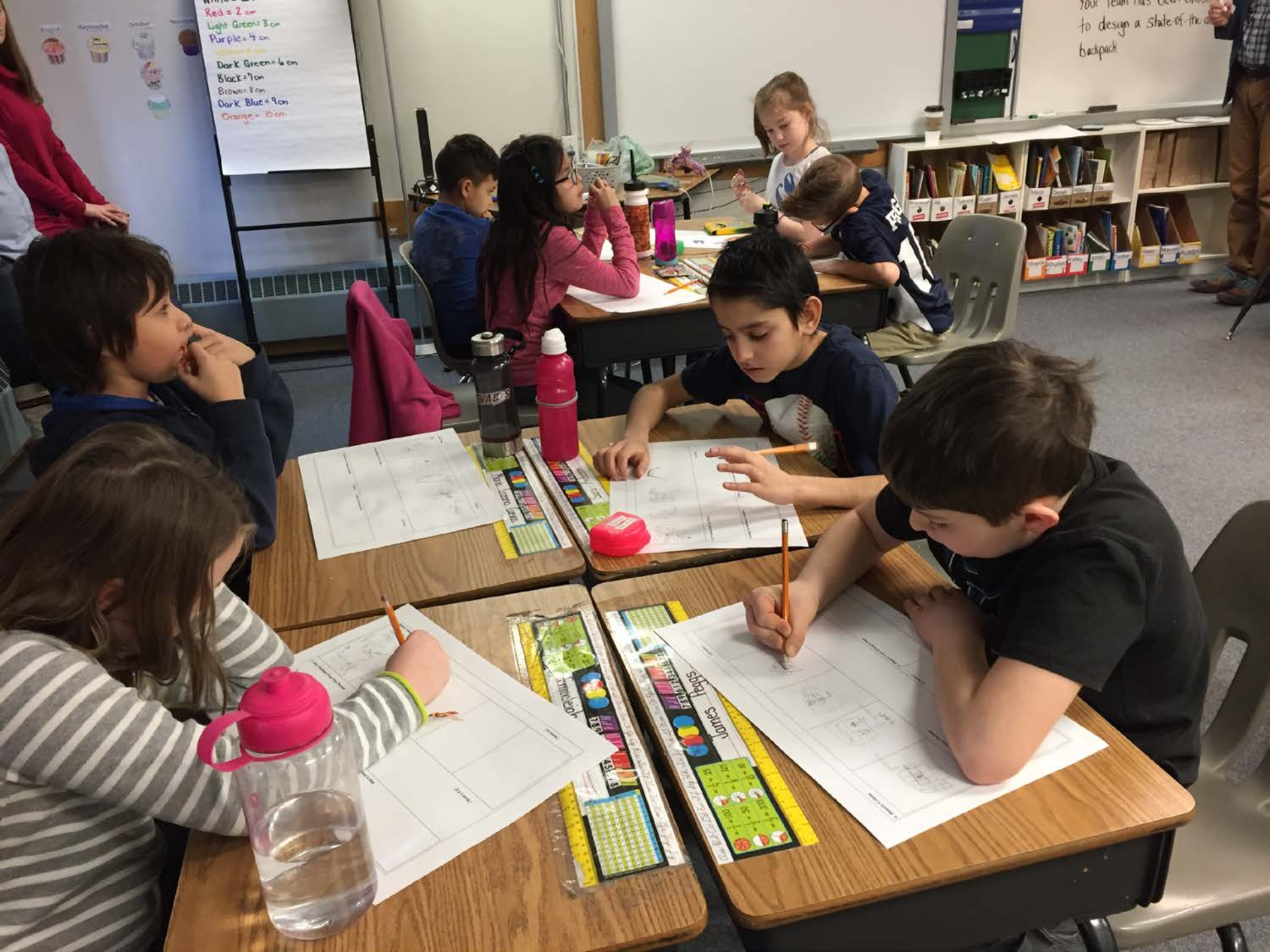
- Design Thinking Process
  - Interviewing
  - Brainstorming
  - Consensus
  - Sketch

- Prototype Building

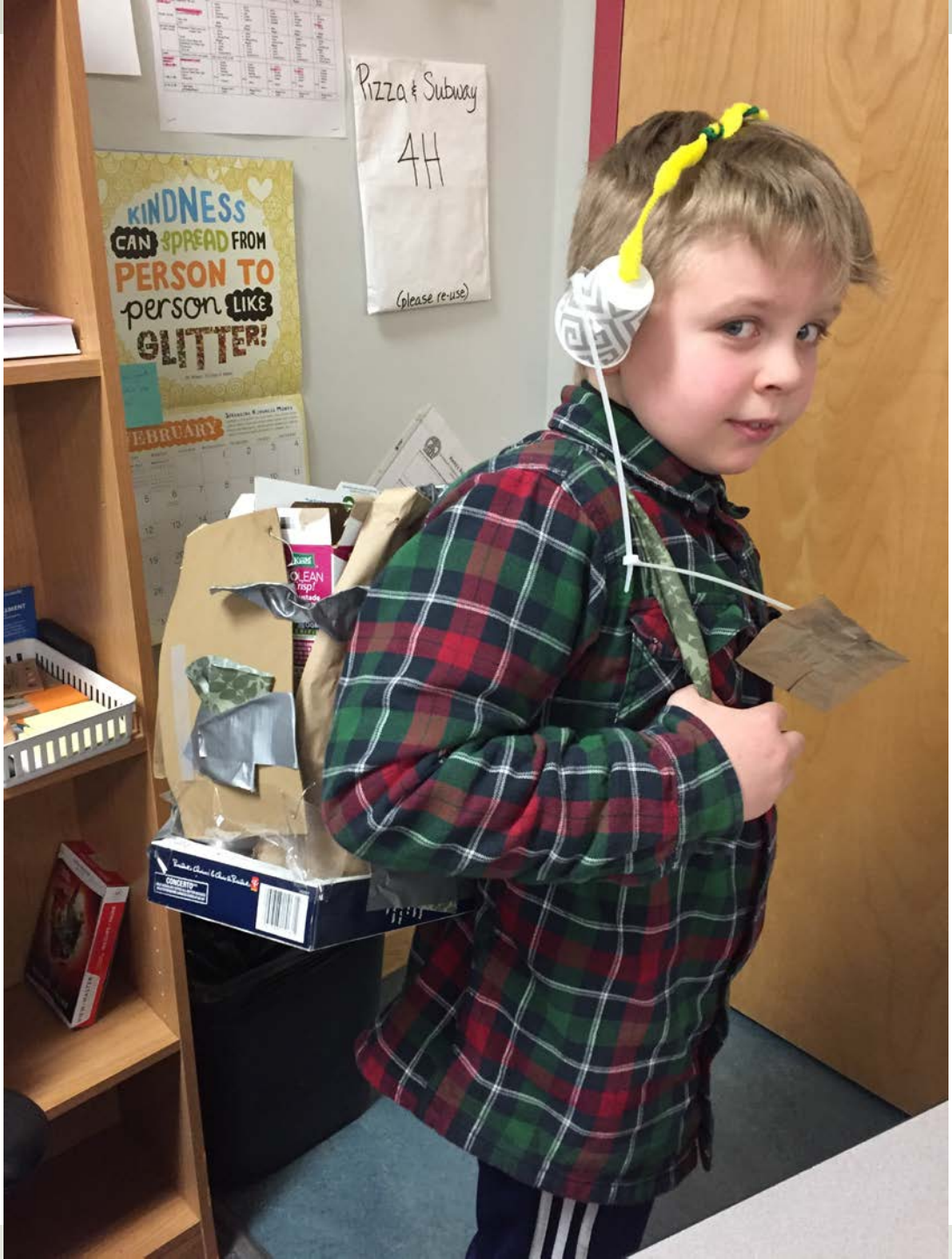
- Sharing and Debriefing

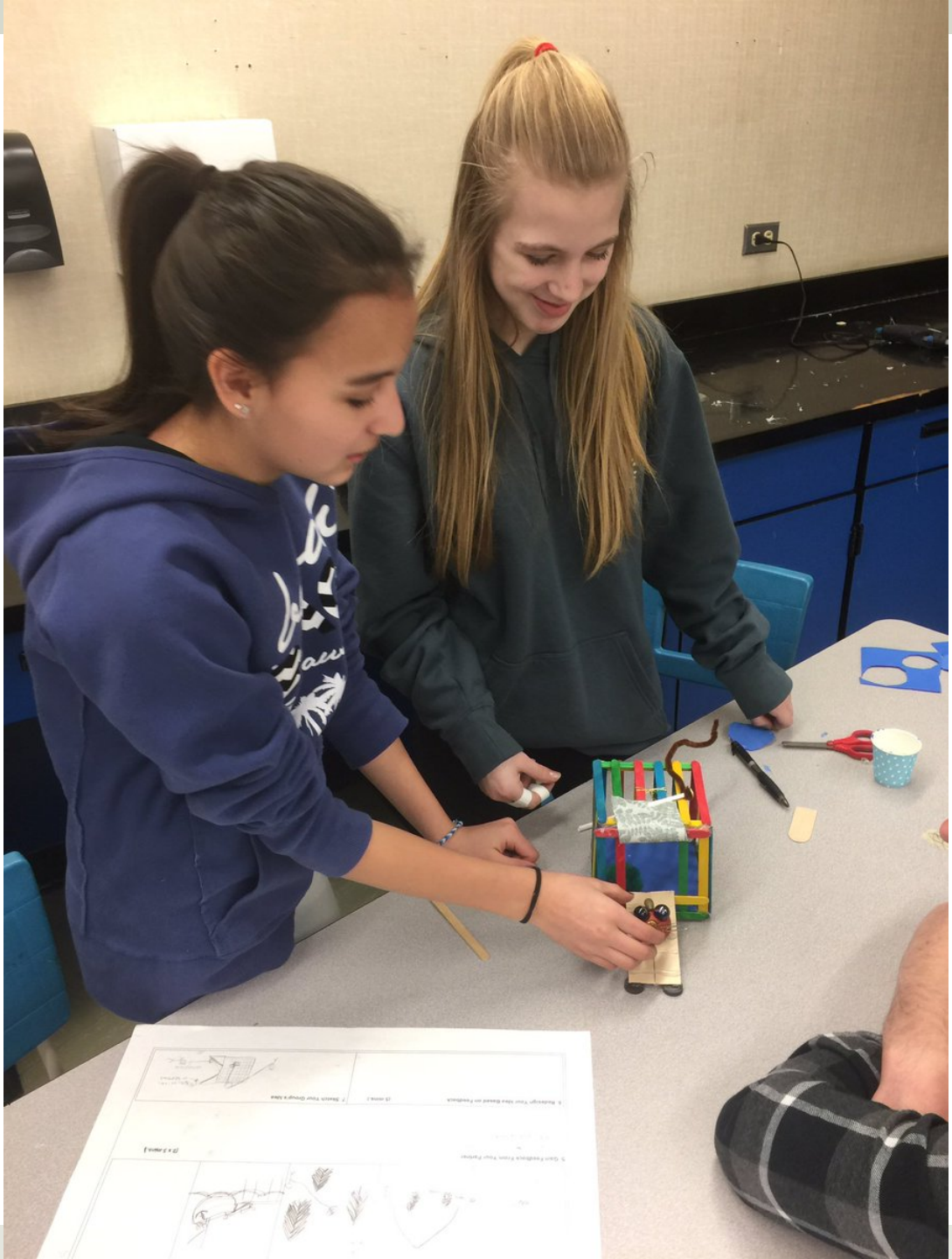

STOP talking
4. Listen carefully
5. Sit or Stand still
February 27, 2017
We have twenty families
moving to Yellowknife
from other countries.
They need your help
Your team has been chosen
to design a state of
backpack
You must use
of each item
Maker Box
Recess
Snack
Yoker Inn
Language Arts
Gym
Math


February 27, 2017
You must use one of each item in your kit.
You must use what you know about light as part of your design.
heat/temperature
- reflect
- bounce off of things
form shadows
- burn
- energy
solar panel
catches light
turns into energy


Red = 2 cm
Light Green = 3 cm
Purple = 4 cm
Dark Green = 6 cm
Black = 7 cm
Brown = 8 cm
Dark Blue = 9 cm
Orange = 10 cm
to design a state-of-the
backpack

HOYA
Multi-G
Chee


Pizza & Subway
4H
(please re-use)
KINDNESS
CAN SPREAD FROM
PERSON TO
person LIKE
GLITTER!
FEBRUARY



Classroom
104
la salle de classe
104
THE TRAP
HOCO CHIPS

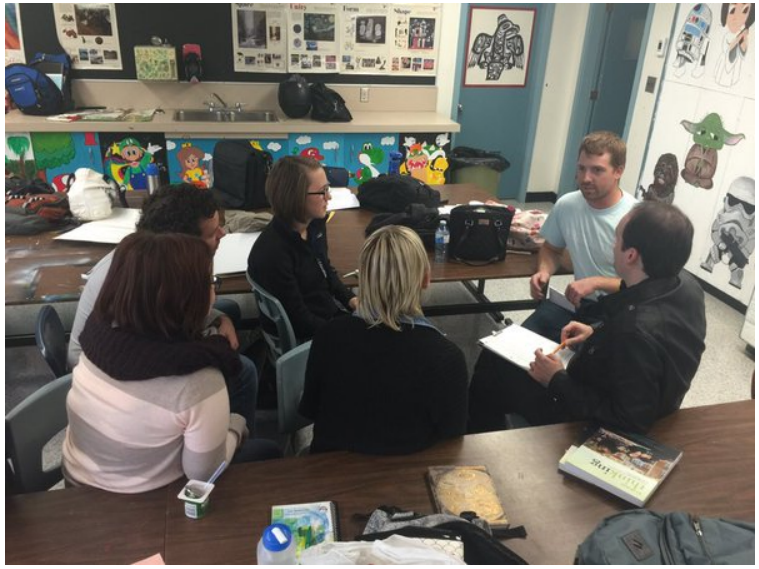
Empathetic Design

- Introduce the Design Challenge

- Design Thinking Process
  - Interviewing
  - Brainstorming
  - Consensus
  - Sketch

- Prototype Building

- Sharing and Debriefing



Collaborating to build inclusive learning communities: Nurturing structures and approaches that welcome student voice and agency

Rewriting the Traditional Grammar of Schooling: Vernon Community School

Co-constructed Inquiry-Based Learning

https://www.youtube.com/watch?v=HhviriWz-Hw

InspirEd students (Salmon Arm) offer provocations

https://www.academia.edu/33840287/InspirEd_Re-imagining_Learning

Comfortable to Take Risks: Seaton Secondary

Cross-curricular, co-taught learning community with an embedded learning support teacher

https://www.academia.edu/30482964/_Comfortable_to_take_risks_Seaton_Secondary_School

Semester 1

Period	Programming	
1	Jr. Academy	Core (English, Math, Science, Socials+ Health and Careers)
2		
3		
4	Language course Jr. Acad. Teacher common prep.	French, Okanagan Language, Learning Skills

Semester 1

Period	Programming	
1	Jr. Academy	Core (English, Math, Science, Socials)
2	Gr. 8 Elective	
3	Gr. 8 Elective	
4	Gr. 8 Elective	

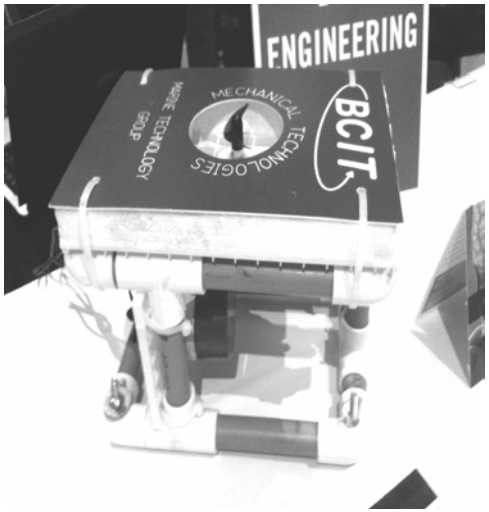
Submarine Project

Phil Nuytten and Nuytco has recently asked you to submit a proposal for the design and build of a low budget Submersible ROV to be used by the developing world for exploration of underwater environments. These may be used for a variety of jobs (mining exploration, oil discovery, scientific research, repair and maintenance of ships and underwater equipment.)

Nuytco will pay close attention to all aspects of your work and will expect a prototype to be built and operational by September 27.

Constraints for project:

- Equipment:
- 8 elbows
- 6 T's
- ½ inch PVC pipe
- light diffuser (grid material)
- 3 modified bilge pumps and wiring harness
- zap straps
- foam (buoyancy)
- Washers for weight
- Any extra materials must be recycled or not cost anything
- Size: must fit in provided tubs
- Must be able to move forward, turn, and go up and down
- Must be able to attach equipment/payload (camera)



What types of tasks can our submarine do? (collect samples?, collect temperature?, find depth?, observe aquatic life?...)

Is the data quantitative (a measurement) or qualitative (an observation)?

How do you propose collecting this Data (remember you will have an onboard camera)?

Make rough sketches of your submarine ideas that you can use for your planning stage. Remember to think about:

- Protecting motors
- Balancing heavy object (like motors)
- Steering
- Surfacing and submerging.

Every Kid Can Succeed: Rutland Middle School

Working together to develop learning communities where all students are citizens

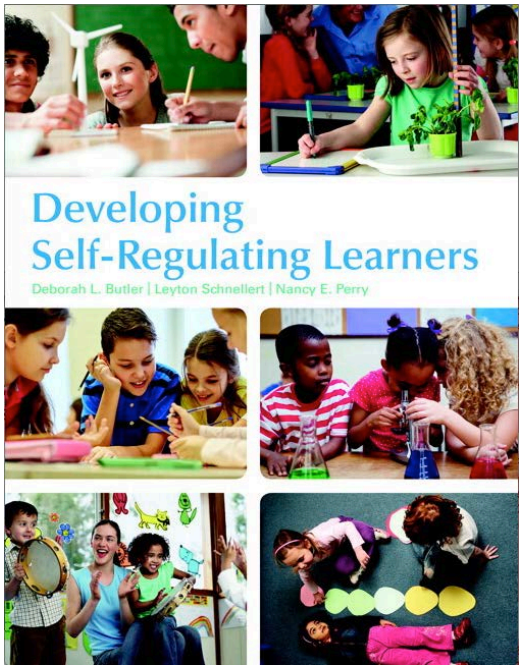
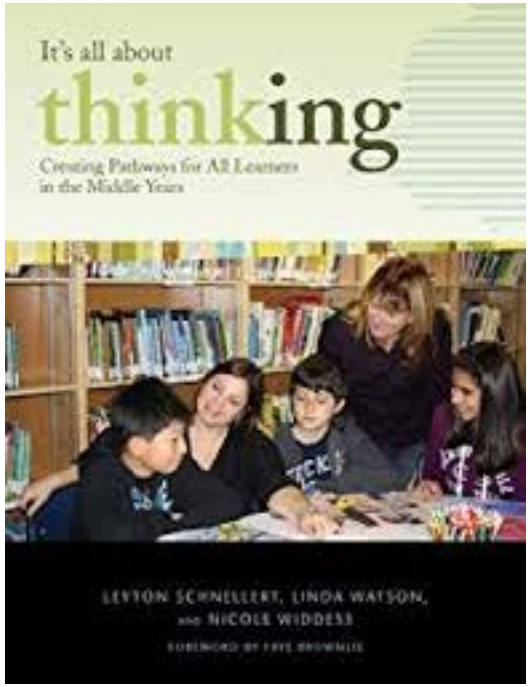
https://www.academia.edu/33798911/Every_Kid_Can_Succeed_Rutland_Middle_School

Some places to start

- Competency-based IEP
- Core competency self-assessment and goal setting
- Self advocates as mentors
- Self advocates' deep participation in classrooms taking up open-ended approaches that have voice and choice built in
- Designing curriculum around student voice

Resources

Butler, Schnellert & Perry (2017). ***Developing self-regulating learners.*** Don Mills, ON: Pearson.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