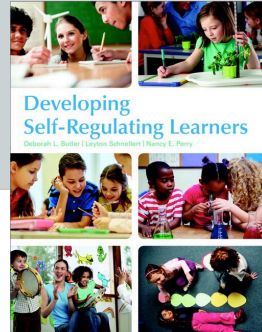


Developing Self-Regulating Learners



Manitoba Council for Exceptional Children
 Leyton Schnellert, PhD
 University of British Columbia
 April 7, 2021
 5:30-7:00 pm

1

Land Acknowledgement

I would like to begin by acknowledging that the land that I join you from is the unceded territory of the Syilx (Okanagan) Peoples. I live, learn, and research together with the Land and its inhabitants, human and more-than-human. I am grateful and respectful of this place and the countless generations of Indigenous Peoples who have cared for it. I acknowledge, respect, and honour the enduring presence of all First Nations, Metis, and Inuit Peoples.



ruralteachers.com

2

The Nature of Learning (Dumont et al., 2012)

... the ultimate goal of learning and associated teaching ... is to acquire adaptive expertise—the ability to apply meaningfully learned knowledge and skills flexibly and creatively in different situations.

The capacity to continuously learn and apply / integrate new knowledge and skills has never been more essential.

Students should become ... life-long learners, especially as they prepare for jobs that do not yet exist, to use technologies that have not yet been invented, and to solve problems not yet recognized as problems.

(see <http://www.oecd.org/edu/cei/thenatureoflearningusingresearchtoinspirepractice.htm>)

3

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



4

Imagining Self-Regulation

You will work with a partner to choose and read an article finding important information about viruses. After reading and discussing what you learned, you will write a 60 second news article to be shared with the class to help them choose their next article.

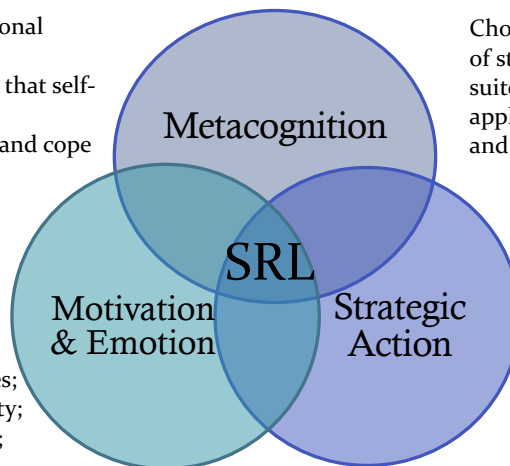


5

Probing Deeper: What is SRL?

Awareness of personal strengths and limitations; Using that self-awareness to solve problems and cope with challenges

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



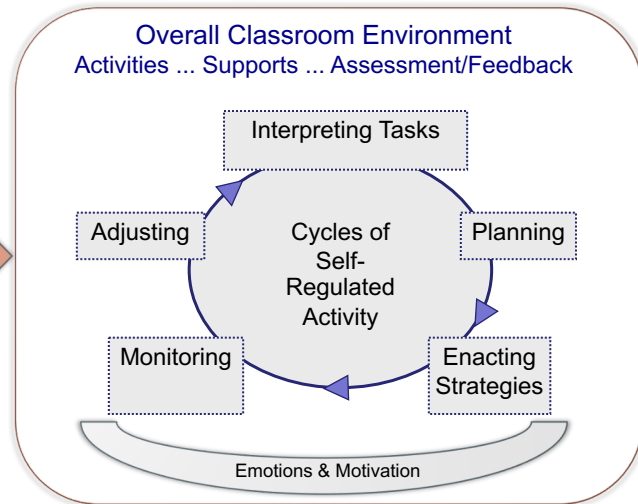
Choosing from a repertoire of strategies those best suited to the situation and applying them effectively and efficiently

6

An Integrative Model of Self-Regulation (Butler, Schnellert, & Perry, 2017)



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



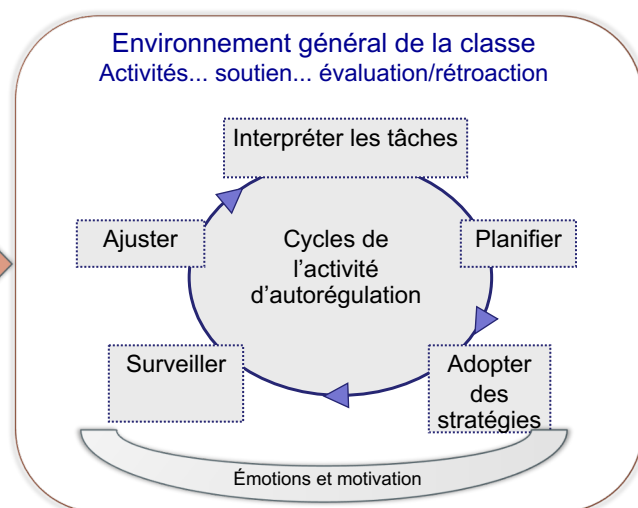
Butler, 2002; Butler et al., 2011

7

Un modèle intégré d'autorégulation (Butler, Schnellert et Perry, 2017)



*Histoire,
Forces,
Défis,
Métacognition,
Connaissances,
Convictions,
Autonomie*



8

Why is Self-Regulation Important?

Self-regulation predicts early school achievement more powerfully than IQ scores and knowledge of reading and math

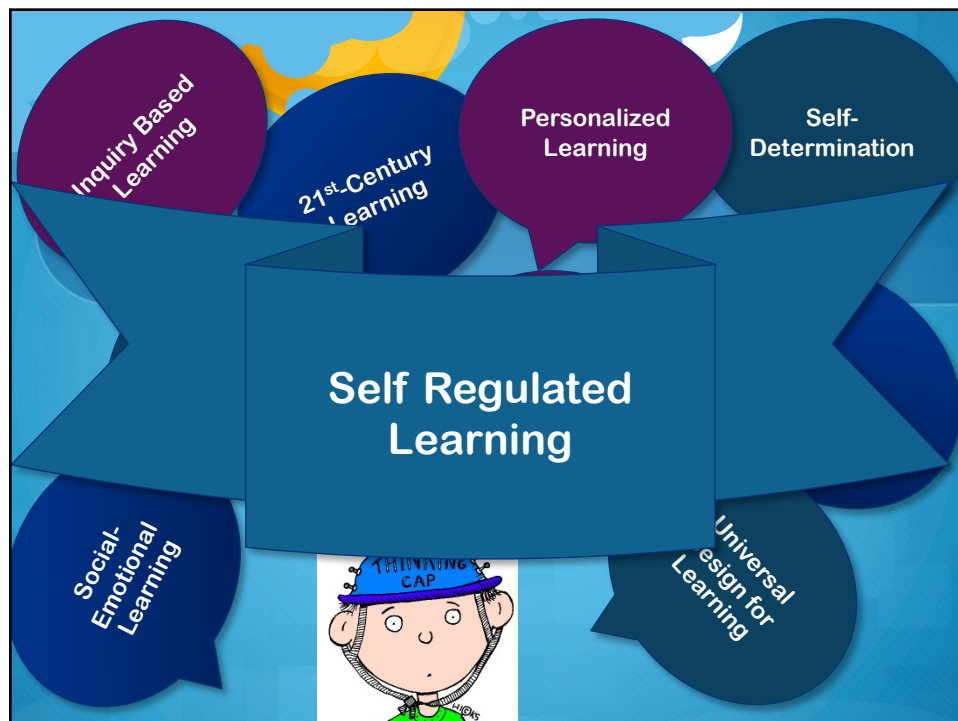
Successful self-regulation in kindergarten predicts achievement through grade 6

Self-regulating *learners* are successful in and beyond school

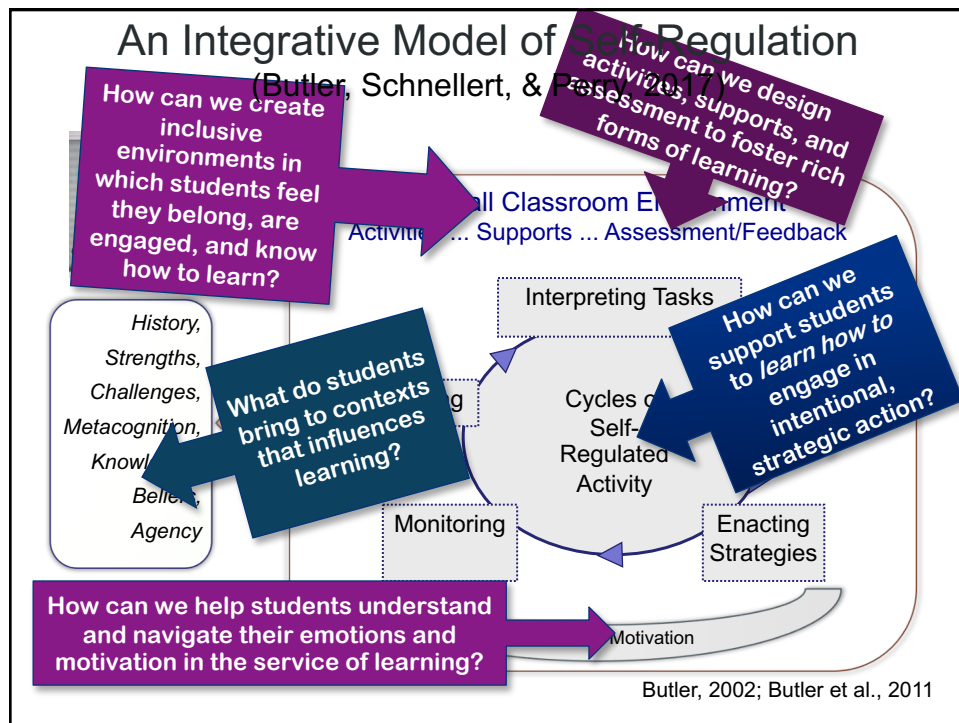
- Higher motivation and confidence
- More productive thinking skills and strategies
- More task relevant behaviour
- Higher achievement



9



10



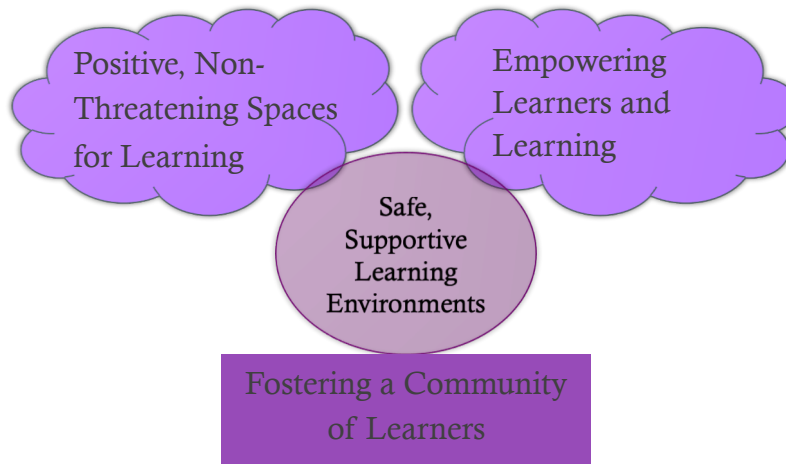
11

Nurturing Learning in Inclusive Classrooms

How can we create inclusive environments in which students feel they belong and are empowered to engage in rich forms of learning?

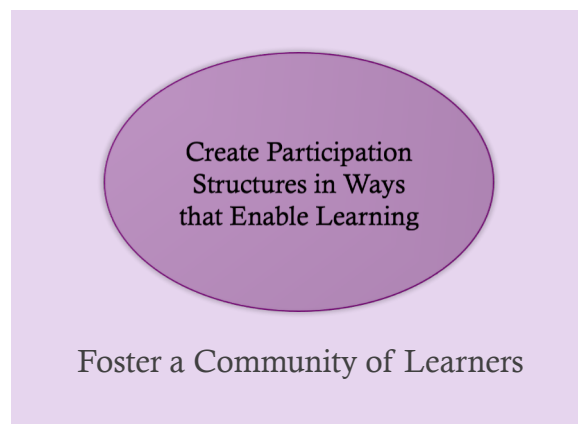
12

Creating Inclusive Learning Environments



13

Creating Safe & Supportive Learning Environments



14

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)

15

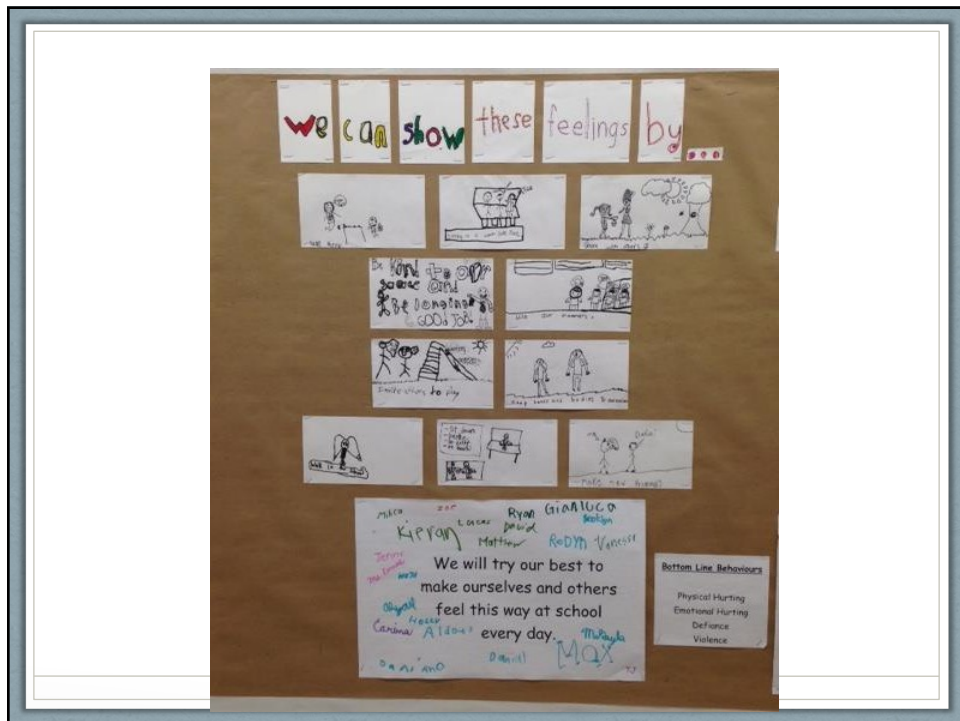
Laura Singh, Brentwood Park, SD41



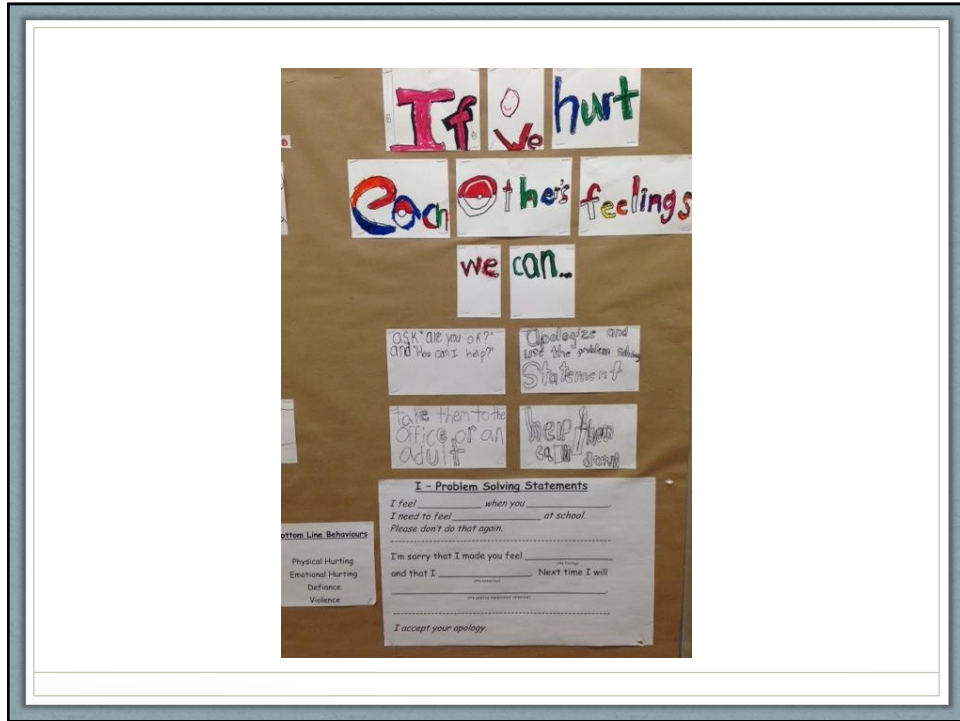
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17



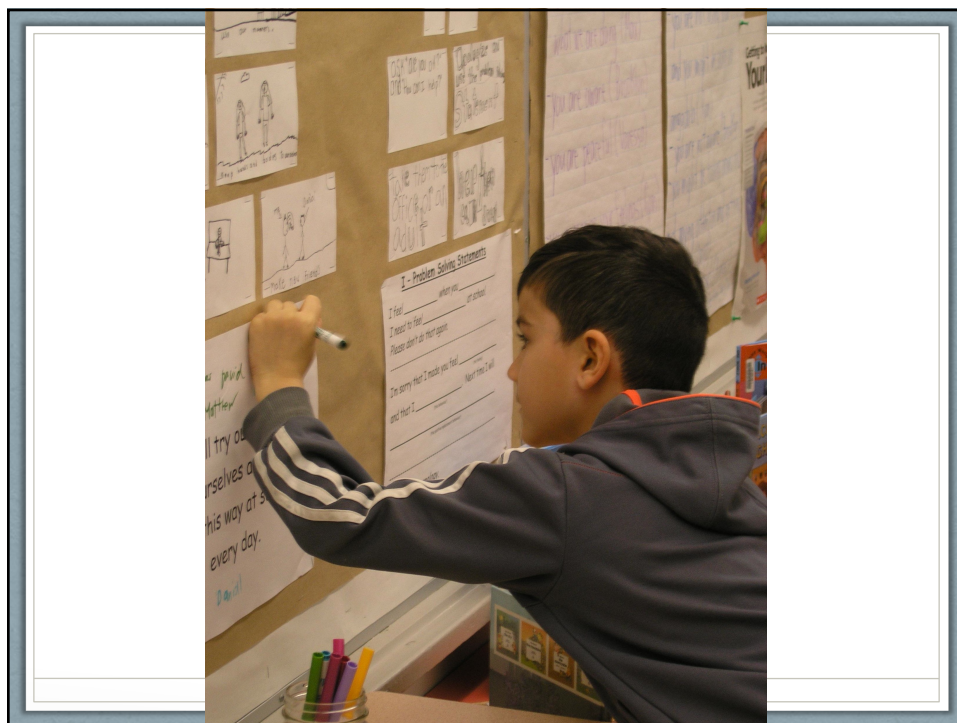
18



19



20



21

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 resses 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

22

Charter Reflections

Name: _____

<u>comfortable</u>	<u>included</u>	<u>calm</u>	<u>happy</u>
<u>safe</u>	<u>fair</u>	<u>respected and respectful</u>	

At school, I can make others feel _____

by _____

23

Participation Structures



24

Examples of 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?”

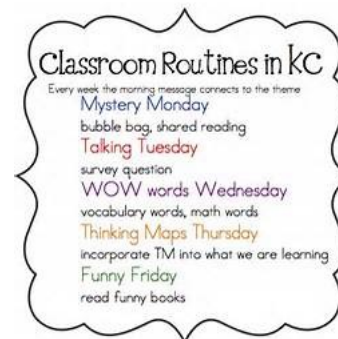
“What have you learned that you can use over, and over, and over again?”



25

Reflection

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



26

Reflection

What does it take to create a community of learners?

How can we ensure that learners...

Feel like they *belong*?

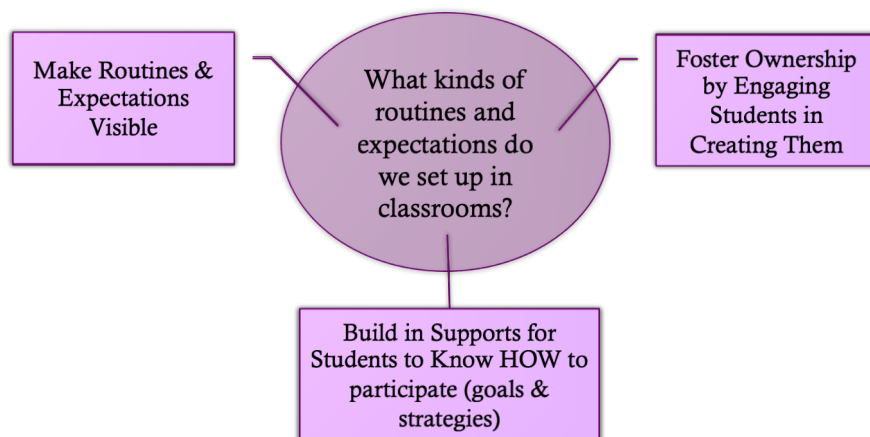
Can focus on *learning*?

Know *how to* participate?



27

Participation Structures: Big Ideas



28

Inspirational Examples

Helping Students
Navigate the Life
of the Classroom



29

Supporting Students' Engagement in Classroom Routines: Jennifer Ross

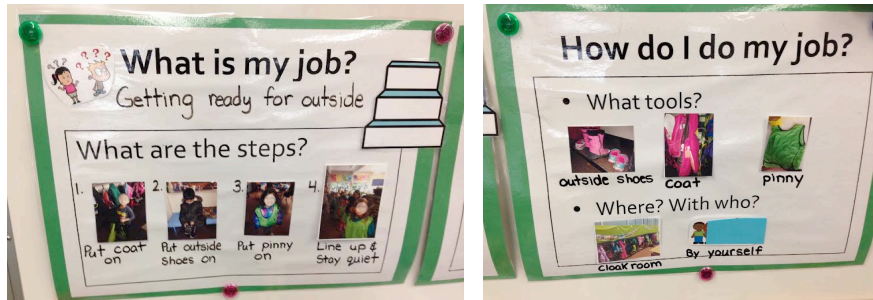
Self-Regulated "Listening" in Kindergarten, French Immersion



30

Supporting Students' Engagement in Classroom Routines: Jennifer Ross

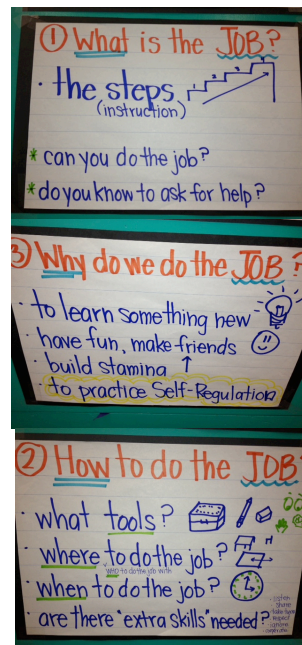
Getting Ready to Go Outside



31

What is My Job?

Talking about "self-regulated learning" in "kid friendly" terms



Kelsey Keller, Coquitlam School District

32

Daily Routines: Michelle Frith



33

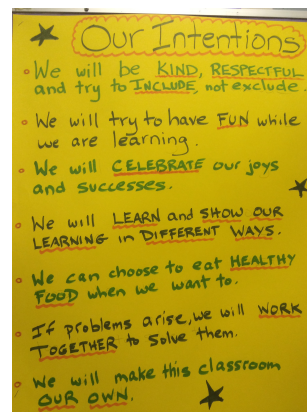
Understanding Classroom Expectations

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?



34

Reflection

Why might it be helpful to include students in co-constructing routines or expectations?



35

Personal Awareness and Responsibility

Self-determination and self-advocating

- Students who are personally aware and responsible have a sense of personal efficacy and growing confidence in a variety of situations.
- They value themselves, their ideas, and their accomplishments.
- They are able to express their needs and seek help when they need it, to find purpose and motivation and act on it, and to advocate for themselves.



36

Personal Awareness and Responsibility

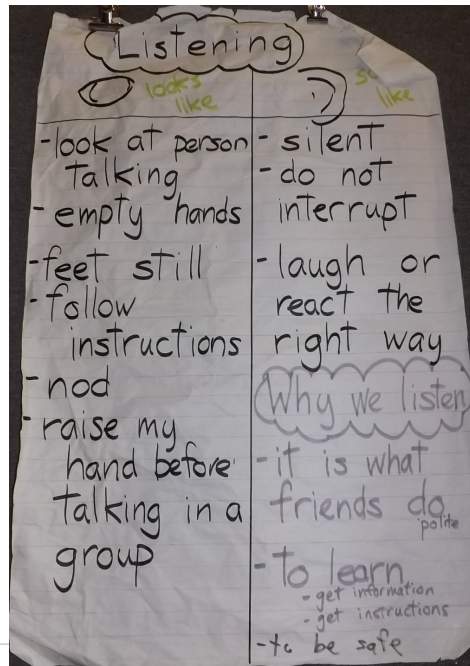
Self-regulation

- Students who are personally aware and responsible take responsibility for their own choices and actions.
- They set goals, monitor progress, and understand and regulate their emotions.
- They are aware that learning involves patience and time.
- They are able to persevere in difficult situations, and to understand how their actions affect themselves and others.



37

Active Listening Greg Miyanaga,



38

Partner Talk

(Harpreet Esmail & Shannon Bain)

1

Partner A says something Partner B says something back

One partner talks then the other partner talks

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:
* make connections to the partner
* ask questions to understand better
* learn something new from the conversation
* conversation keeps going back & forth
* the conversation is richer

PARTNER TALK RUBRIC

39

Division 24 – Classroom Charter

Student Responsibilities	Rights	Teacher Responsibilities
<ul style="list-style-type: none"> - Students must take care of themselves, use their class time wisely and surround themselves with positive people. 	<ul style="list-style-type: none"> - Everyone has the right to feel energized, excited and motivated so everyone can do the best that they can do. 	<ul style="list-style-type: none"> - The teacher must answer questions, help us to set and accomplish goals and encourage us – HIGH FIVE.
<ul style="list-style-type: none"> - We must all do our best to be in a good mood by not letting the little things bring us down; if you're a happy person and do nice things for others, such as offer a compliment, you will bring joy to others by focusing on the positive rather than the negative. 	<ul style="list-style-type: none"> - Everyone has the right to feel positive, happy and joyful. 	<ul style="list-style-type: none"> - The teacher must recognize our accomplishments and also take our ideas/suggestions into consideration while attempting to plan fun yet challenging activities.
<ul style="list-style-type: none"> - We the students must attempt to include those who are outside of our regular group of friends by being respectful to others, by respecting their space and by respecting their belongings. 		
<ul style="list-style-type: none"> - Peers are including and kind and considering the ideas of others. - Students must treat people the way we want to be treated (ie. Using respectful language, not passing judgement, ...) 	<ul style="list-style-type: none"> - Everyone has the right to feel respected. 	<ul style="list-style-type: none"> - Providing/creating a happy safe classroom environment.

Kevin Simmons

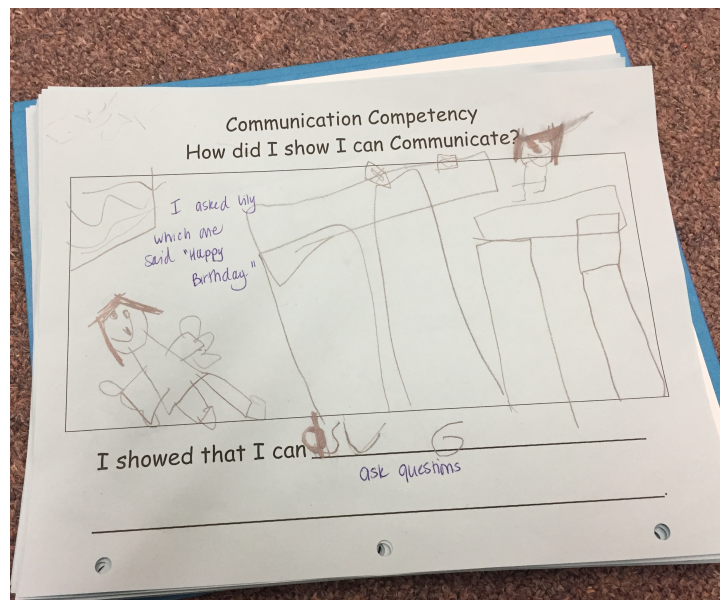
40

Empowering Learners

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

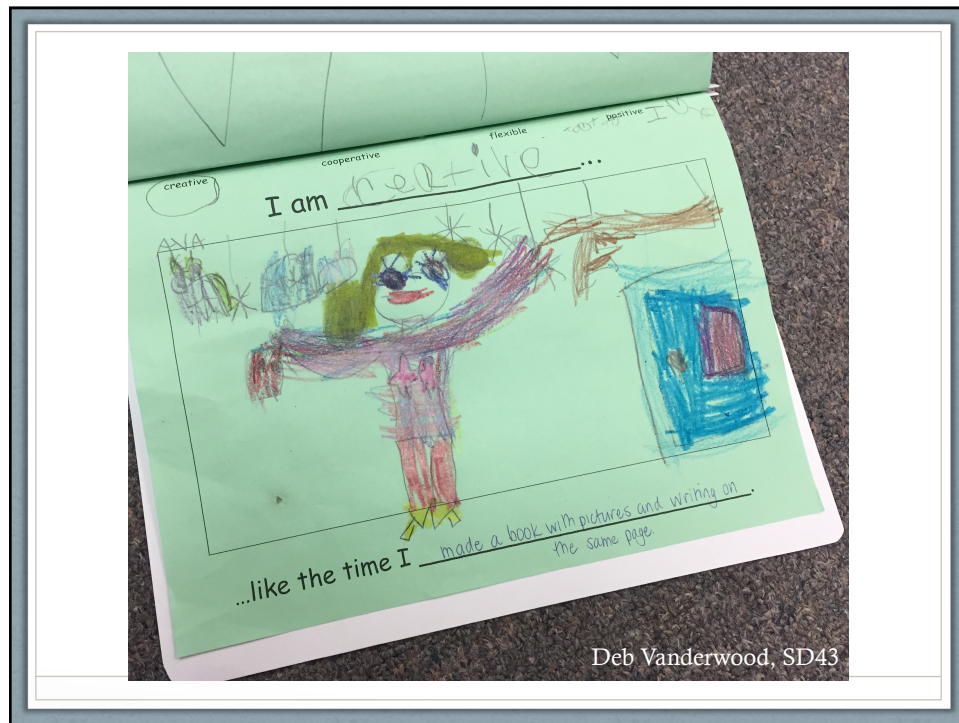


41



Deb Vanderwood, SD43

42



43

Kelsey Keller, SD43

Communication	Thinking Creative - Critical	Personal Social
I chose _____ to show how I have been developing my <u>communication</u> skills.	I chose _____ to show how I have been developing my <u>creative and critical thinking</u> skills.	I chose _____ to show how I have been developing my <u>personal awareness and social responsibility</u> skills.
It shows my communication because: _____ _____	It shows my thinking because: _____ _____	It shows my personal or social awareness because: _____ _____
I want you to notice _____ _____	I want you to notice _____ _____	I want you to notice _____ _____
One thing I would do differently next time is _____ because _____	One thing I would do differently next time is _____ because _____	One thing I would do differently next time is _____ because _____

Kelsey Keller - skeller@sd43.bc.ca

44

Personal
Social

I chose Morning Meeting
to show how I have been developing my
personal awareness or social responsibility skills.

It shows my personal or social awareness because:
I demonstrate respectful
and inclusive behaviour.

Kelsey Keller, SD43

45

I want you to notice

I can be part of a group
and I have lots of ideas.

One thing I would do differently next time is
bring something to show because
the people could see and
understand better.

Kelsey Keller, SD43

46

REFLECTION:

My "Good" this week was: _____

My "Ugly" this week was: _____

I developed my \triangle ^{thinking? communication? Personal? social?} skills this week when I ...

I struggled with \triangle ^{thinking? communication? social? Personal?} skills this week during _____ because _____

Kelsey Keller, SD43

I want you to notice _____


47

Reflection

How do these kinds of strategies surface routines & expectations?

How can this foster SRL?

How can this approach support diverse learners?



48

How do we Empower All Learners? Building Nested Supports



49

Supporting a Learner with More Intense Needs: Joshua (Grade 2)

Reena had built SRL promoting practices into her classroom, including:

- opportunities for students to move about during the day.
- opportunities for active learning and SRL (e.g., using pedagogies like writing workshop, literacy centres, etc).
- supports for all students to identify learning objectives, make plans, and advocate for their learning needs

From Shelley Moore (Richmond School District)

50

Empowering Joshua

Reena noticed that Joshua benefitted from all of these strategies – and others.

But he still struggled to engage productively in learning during independent work.

An educational assistant (EA) was assigned to the classroom; she watched over Joshua and redirected him to his work whenever he lost focus.

Still, Joshua was not sustaining his attention to classroom work without on-going support from the EA.

(see Butler, Schnellert, & Perry (2016), Chapter 10)

51

Empowering Joshua

Reena asked Shelley, a district-level inclusion support consultant for help



52

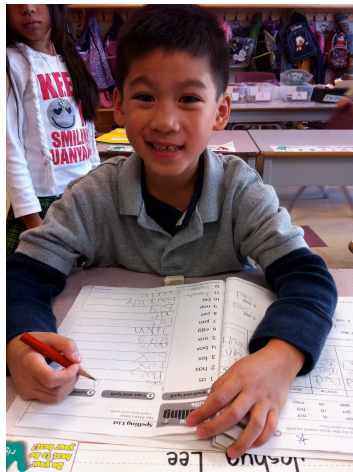
Empowering Joshua

Shelley co-constructed a “social story” with Joshua that he could rely on to help him monitor and re-direct his own attention

This created a new way for Joshua to take control over learning

His EA could move to providing support to Joshua's self-regulation vs. “monitoring” of his behaviour

53

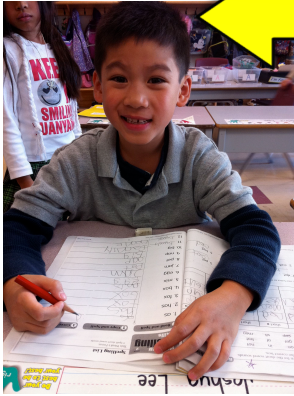


Me and My Head!!!!

By: Shelley Moore

54

Hi! I am Joshua.



And this is my head!

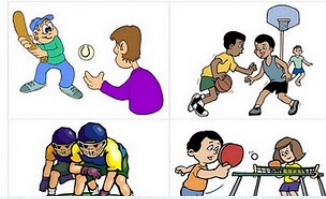
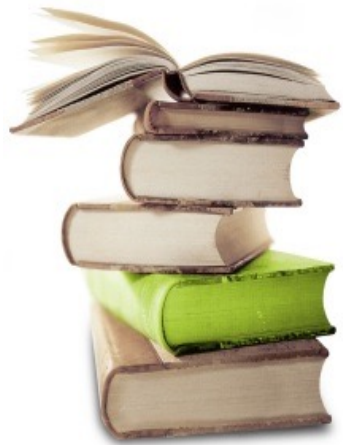
55



My head is FILLED with lots of cool stuff.

56

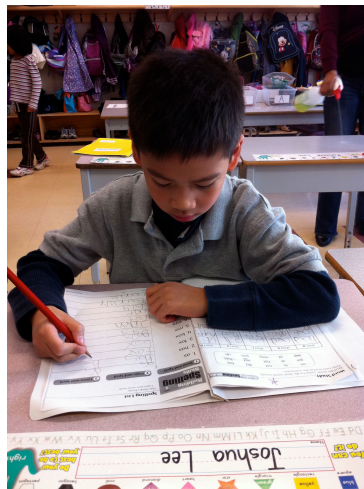
My head helps me tell stories, and
play games.



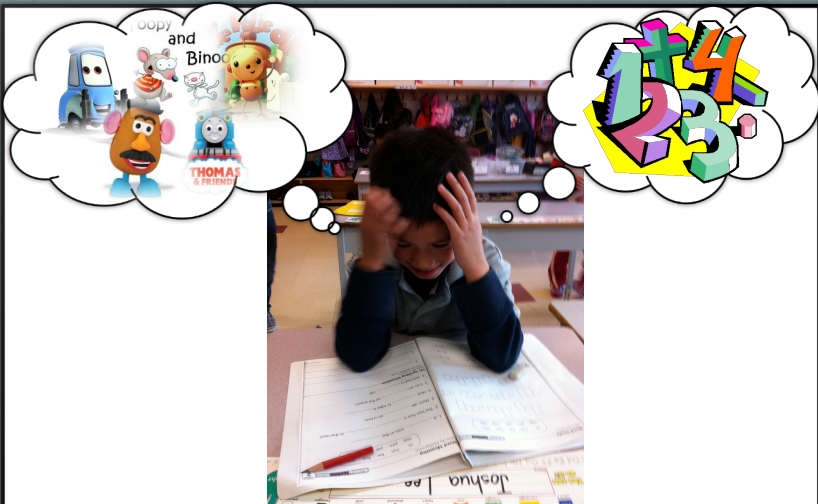
I am never bored!

57

But sometimes I need to do work.

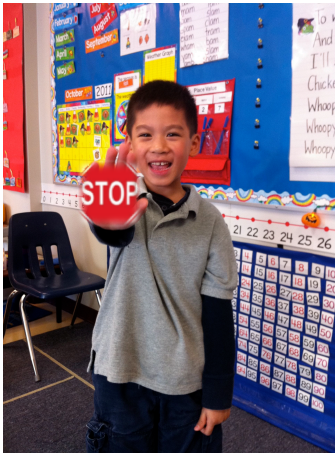


58



It is hard for me to focus on my work because of all the thoughts in my head.

59



I need to put my thoughts on stop so I can do my work.

60

first



then




I can think about them again later,
when all my work is done.

61



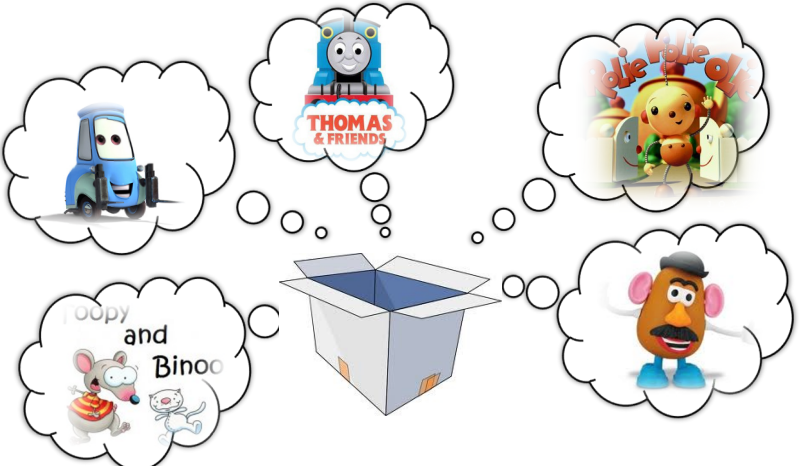
I know one thing that helps me!!

62



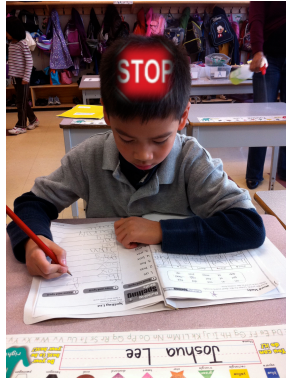
My head has a special box for me to put my thoughts in when I need to work.

63



Then, when my work is done, my thoughts can come back out of the box.

64



This helps me focus on my work by putting my thoughts on stop.

65



Go
JOSHUA
Go!



It makes my friends and my teachers very happy!

66



It makes me happy too because
then I don't miss out on any fun.

67



Thank you head.

68

Here are my thinking steps:

1. I am not focused	<input type="checkbox"/>
2. I tell my thoughts to STOP	<input type="checkbox"/>
3. I put my thoughts in a box	<input type="checkbox"/>
4. I finish my work	<input type="checkbox"/>
5. I take my thoughts out of the box	<input type="checkbox"/>

69

Pages in Joshua's Book

Title Page: Me and My Head!!!!

Hi! I'm Joshua. And this is my head!

My head is FILLED with lots of cool stuff.

My head helps me tell stories, and play games. I am never bored!

BUT sometimes I need to do work.

It is hard for me to focus on my work because of all the thoughts in my head.

I need to put my thoughts on stop so I can do my work.

I can think about them again later, when all my work is done.

I know one thing that helps me!!

My head has a special box for me to put my thoughts in when I need to work.

Then, when my work is done, my thoughts can come back out of the box.

This helps me focus on my work by putting my thoughts on stop.

It makes my friends and my teachers very happy!

It makes me happy too because then I don't miss out on any fun.

Thank you so much! Thank you head.

End Page: A visual checklist of Joshua's thinking steps

70

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?

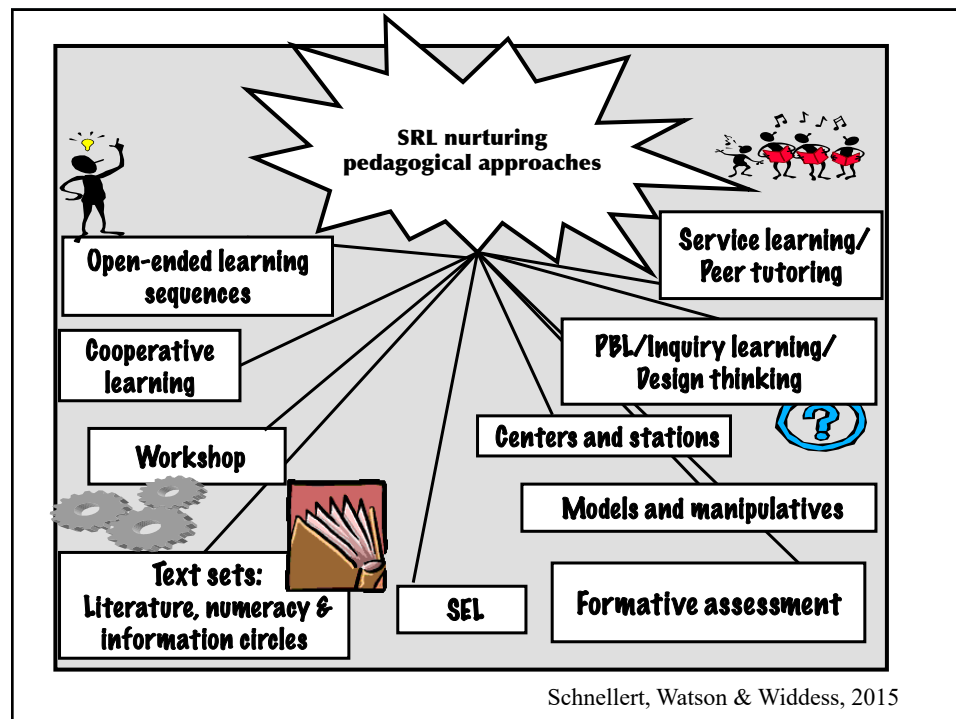
Choosing and Using Strategies

- 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?

71



72

Writing Workshop

- [https://www.academia.edu/35945743/Writers Workshop Every Child an Author](https://www.academia.edu/35945743/Writers_Workshop_Every_Child_an_Author)

73

Grade 2 – Writing Workshop Range Lake North

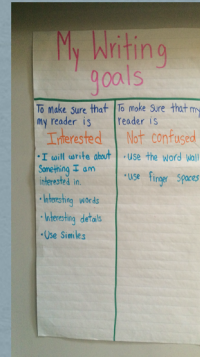
Will the integration of whole class criteria setting and self assessment help students to increase their confidence and interest in their reading and writing?



74

Supporting SRL

- Showed the kids student exemplars
- Set up a student writing station and personal writing folders
- What is "Friend Write Friday" brainstorm
- Discovered a connection to last year (meaningful books/meaningful writing)
- Coil-bound books and special spot for their books
- Set criteria as a group and individually

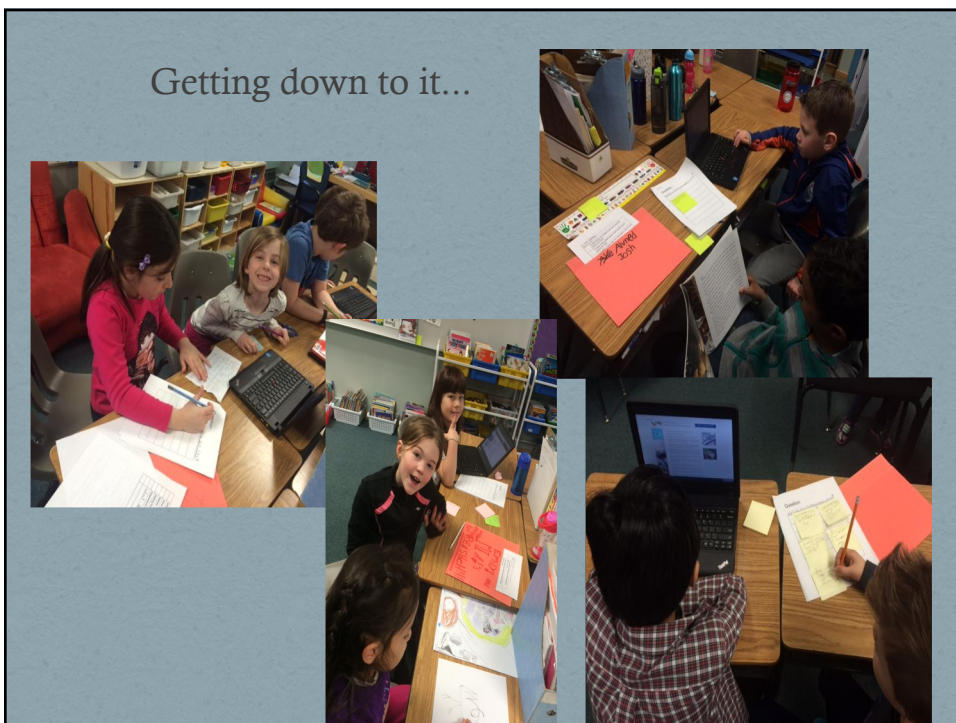


Student Diversity (2016); All About The Authors, Katie Wood Ray (2003)

75

76

Getting down to it...



77

Choice = High interest

What do you know a lot about?

What are you passionate about?

Kane started in WWF 30 years ago. He changed to WWE. He is also known as THE BIG RED MONSTER AND THE DEEMAN KANE. KANE'S TAG TEAM IS DANZON BRYAN. KANE IS JUST LIKE UNDER TAKER. He is a mad character.

78

How setting criteria for non-fiction writing branched into science class!



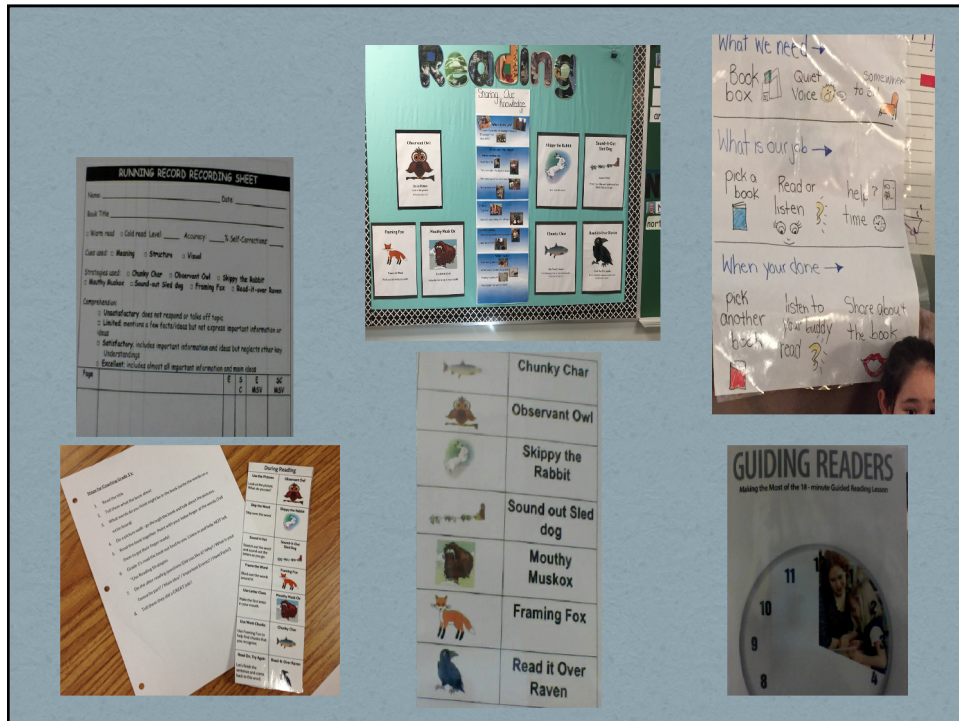
79

Grade 1 and Grade 3

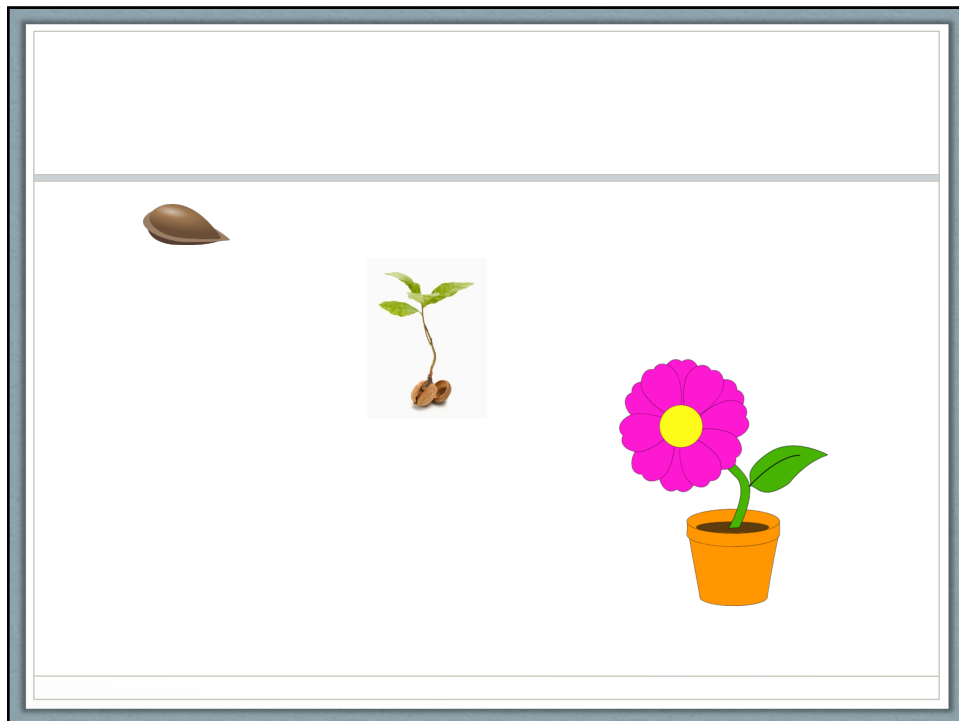


Our question: What happens when peer-led guided reading is introduced into the regular guided reading program?

80

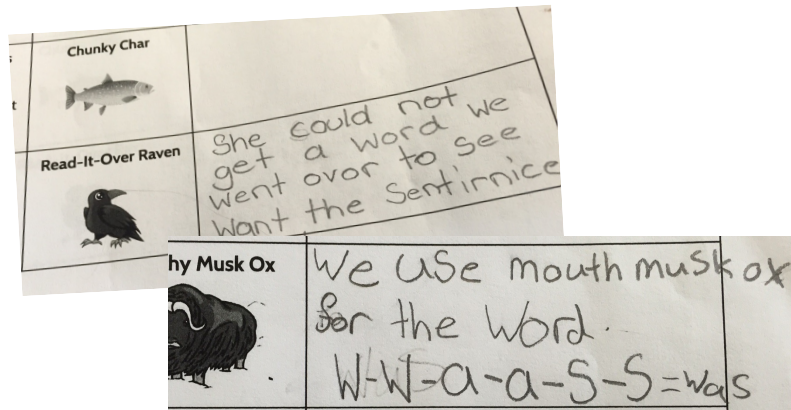


81



82

What about at-promise students?



83

Results

What went well:

- They know and use the reading strategies outside of buddy reading and come up with their own systems (Help Me Out Hedgehog; You Read, I Read)
- Their engagement, motivation, and persistence increased during buddy reading time

Stretches:

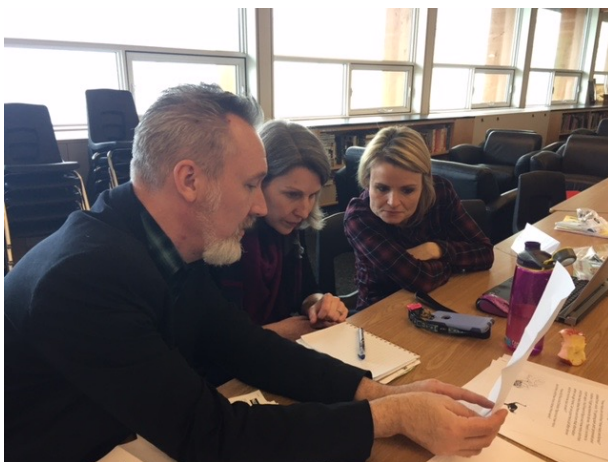
- Strategic partnerships
- Book choices

Next Steps:

- Fluent readers leading large groups instead of individuals
- Incorporating other centre and guided reading practises (eg, must-do's, word work, etc.)
- On the bookmark, have students reflect on what they did (exit ticket)

84

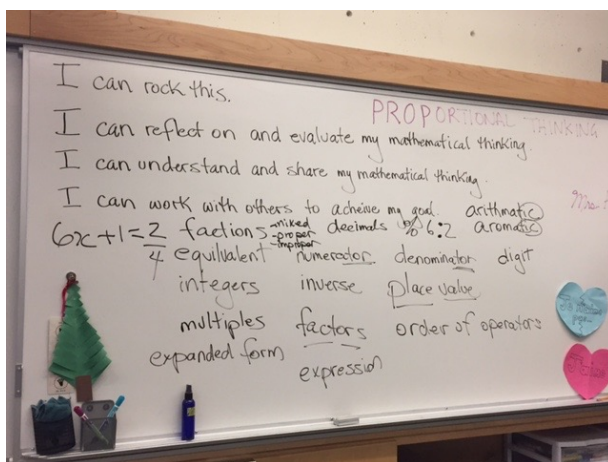
Numeracy Circles



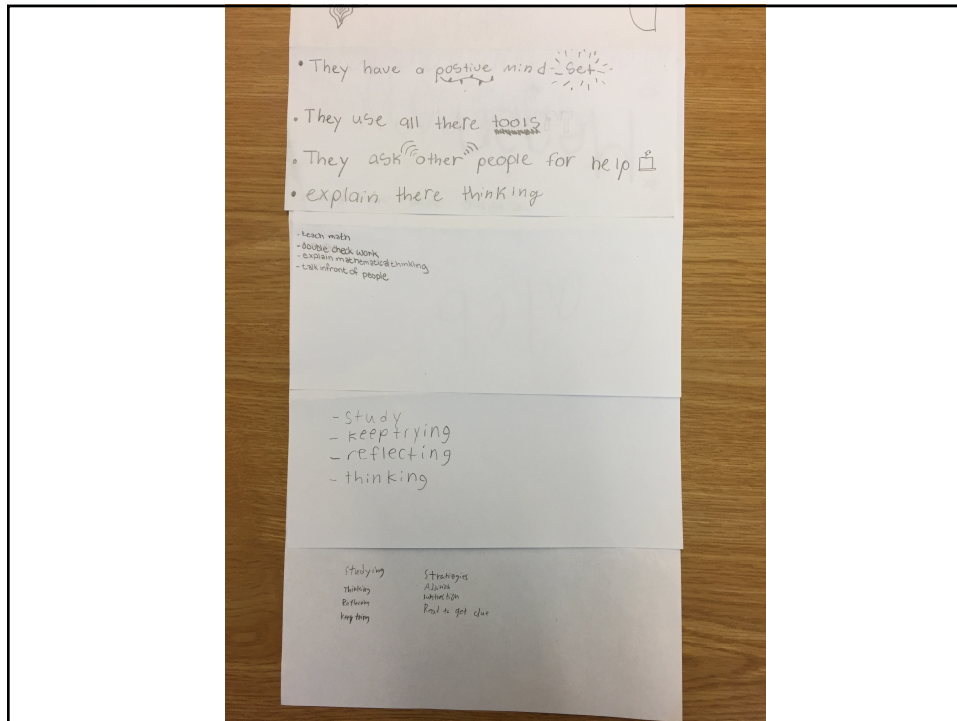
Butler, Schnellert & Perry, 2017; Schnellert, Watson & Widdess, 2015

85

Learning intentions

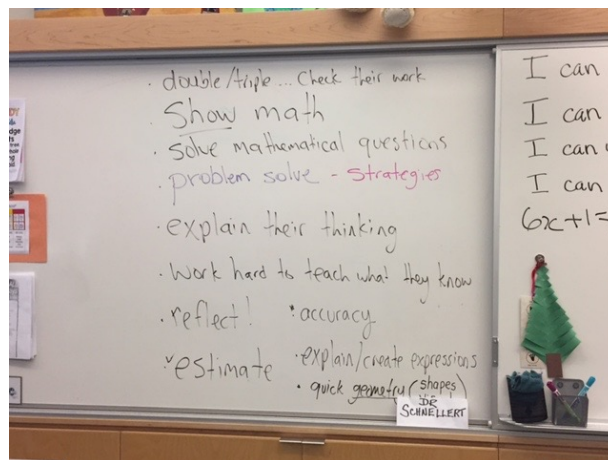


86



87

Activating prior knowledge



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<p>One night the King couldn't sleep, so he went down into the Royal kitchen, where he found a bowl full of mangoes. Being hungry, he took $\frac{1}{6}$ of the mangoes.</p> <p>Later that same night, the Queen was hungry and couldn't sleep. She, too, found the mangoes and took $\frac{1}{5}$ of what the King had left.</p> <p>Still later, the first Prince awoke, went to the kitchen, and ate $\frac{1}{4}$ of the remaining mangoes.</p> <p>Even later, his brother, the second Prince, ate $\frac{1}{3}$ of what was then left.</p> <p>Finally, the third Prince ate $\frac{1}{2}$ of what was left, leaving only three mangoes for the servants.</p> <p>How many mangoes were originally in the bowl?</p>	<p>Three sailors were marooned on a deserted island that was also inhabited by a band of monkeys. The sailors worked all day to collect coconuts but were too tired that night to count them. They agreed to divide them equally the next morning.</p> <p>During the night, one sailor woke up and decided to take his share. He found that he could make three equal piles, with one coconut left over, which he threw to the monkeys. Thereupon, he put his own share in a pile down the beach, and left the remainder in a single pile near where they all slept.</p> <p>Later that night, the second sailor awoke and, likewise, decided to take his share of coconuts. He also was able to make three equal piles, with one coconut left over, which he threw to the monkeys.</p> <p>Somewhat later, the third sailor awoke and did exactly the same thing with the remaining coconuts.</p> <p>In the morning, all three sailors noticed that the pile was considerably smaller, but each thought that he knew why and said nothing. When they then divided what was left of the original pile of coconuts equally, each sailor received seven and one was left over, which they threw to the monkeys.</p> <p>How many coconuts were in the original pile?</p>
<p>Dad bakes some cookies. He eats one, hot out of the oven, and leaves the rest on the counter to cool. He goes outside to read.</p> <p>Dave comes into the kitchen and finds the cookies. Since he is hungry, he eats half a dozen of them.</p> <p>Then Kate wanders by, feeling rather hungry as well. She eats half as many as Dave did. Jim and Eileen walk through next, and each of them eats one third of the remaining cookies. Hollis comes into the kitchen and eats half of the cookies that are left on the counter. Last of all, Mom eats just one cookie. Dad comes back inside, ready to pig out. "Hey!" he exclaims. "There is only one cookie left!"</p> <p>How many cookies did Dad bake in all?</p>	<p>Raul and Esteban just started working at their uncle's farm on the weekends. Their first task was to count the ostriches and llamas. When they reported to their uncle, Raul said, "I counted 47 heads." Esteban added, "I counted 122 legs."</p> <p>"How many are ostriches? How many are llamas?" asked their uncle. "It's getting dark and I promised your mother I'd get you home for dinner. There's no time to count again. You'll have to figure out how many ostriches and how many llamas there are from that information when you get home. Can you give me a call after dinner and let me know your answer?"</p> <p>How did Raul and Esteban figure out how many ostriches and how many llamas there were?</p>

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<h2 style="margin: 0;">NUMERACY CIRCLES</h2>		Name _____	
<h3 style="margin: 0;">THE BIG 4: What to ask to get a handle on any word problem</h3>			
What do I KNOW for sure? What is HAPPENING in the problem?	What will the answer TELL me? What am I trying to FIND out?	Are there any special CONDITIONS, RULES, or is there BACKGROUND KNOWLEDGE I need to know?	ABOUT how much is the answer?
This is how I solved the problem using pictures, numbers, and words:		<input type="checkbox"/> ORIGINAL COLOUR <input type="checkbox"/> NEW UNDERSTANDINGS COLOUR	
REFLECTING ON MY LEARNING (or Why I am smarter after my meeting):			
<div style="text-align: right;"> <input type="checkbox"/> I'm positive <input type="checkbox"/> I'm pretty sure <input type="checkbox"/> I'm not sure </div>			

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CERCLES DE MATHÉMATIQUES			
LES 4 GRANDES QUESTIONS : Ce qu'il faut se demander pour résoudre un problème sous forme d'énoncé			
Qu'est-ce que je SAIS? Qu'est-ce qui SE PASSE dans le problème?	Qu'est-ce que la réponse me DIRA? Qu'est-ce que j'essaie de DÉCOUVRIR?	Y a-t-il des CONDITIONS ou des RÈGLES particulières à respecter? Y a-t-il de l'INFORMATION GÉNÉRALE que je dois connaître?	Quelle est la réponse APPROXIMATIVE?
Voici comment j'ai résolu le problème à l'aide d'images, de nombres et de mots :			
<div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> COULEUR ORIGINALE <input type="checkbox"/> COULEUR DES NOUVEAUX ÉLÉMENTS COMPRIS </div>			
RÉFLEXION SUR MON APPRENTISSAGE (ou Pourquoi les choses sont-elles plus claires après ma réunion) :			
<div style="display: flex; justify-content: flex-end; gap: 10px;"> <input type="checkbox"/> Je suis tout à fait sûr <input type="checkbox"/> Je suis à peu près sûr <input type="checkbox"/> Je ne suis pas sûr </div>			

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NUMERACY CIRCLES THE BIG 4: What to ask to get a handle on any word problem

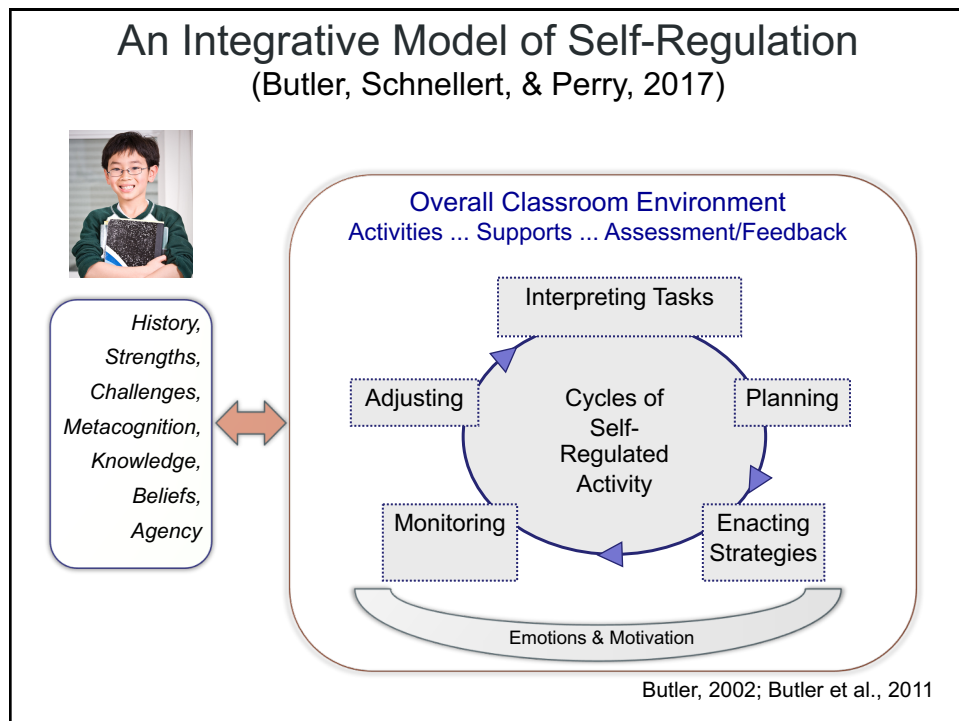
<p>What do I KNOW for sure? What is HAPPENING in the problem? We have to find out how many llamas and how many ostriches there are. We know there's only 47 animals in total.</p>	<p>What will the answer TELL me? What am I trying to FIND out? We are trying to find out how many llamas there are out of 47 and how many ostriches are out of 47.</p>	<p>Are there any special CONDITIONS, RULES, or is there BACKGROUND KNOWLEDGE I need to know? - we can't have more than 47 heads or 122 legs out of all the animals.</p>	<p>ABOUT how much is the answer? More ostriches than llamas There's 11 llamas with 56 legs total. There's 33 ostriches with 66 legs total.</p>
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This is how I solved the problem using pictures, numbers, and words:

☐ ORIGINAL COLOUR ☐ NEW UNDERSTANDING COLOUR

☒ I'm positive
☐ I'm pretty sure
☐ I'm not sure

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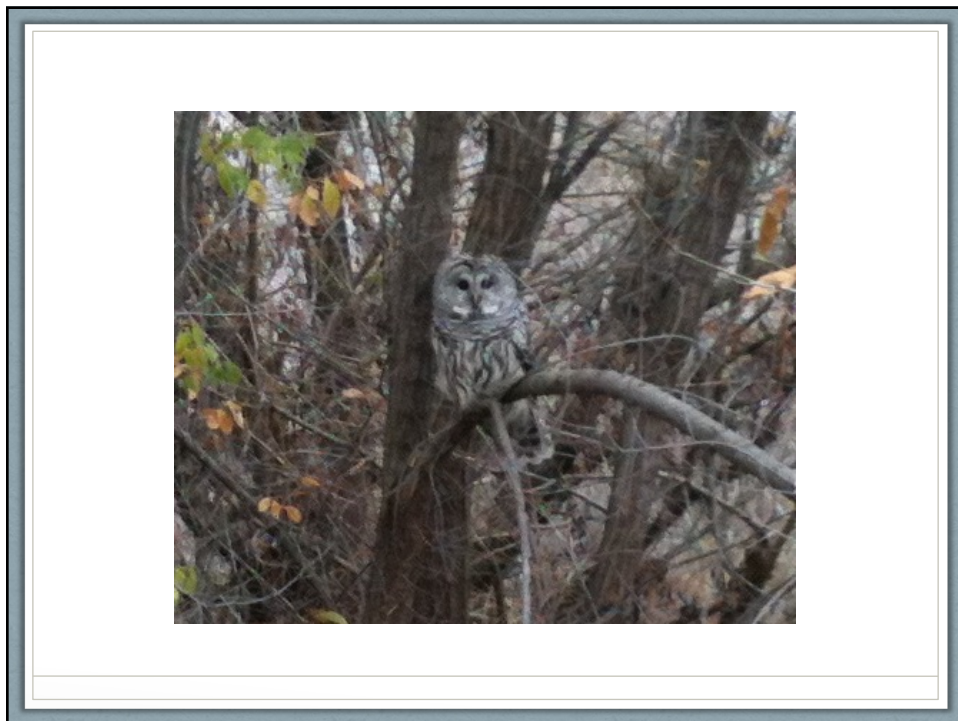
Schnellert, Watson, & Widdess (2015, p. 159)

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Research and Create a Book

Courtesy of K. Ondrik in *It's All About Thinking: Middle Years, 2015*

Before creating the book:

1. Choose one of these titles for your book:

- i. The Wonder of the Wetlands
- ii. The Power of Hormones
- iii. The Impact of Joy
- iv. The Mystery of Human Reproduction
- v. The Challenge of Adolescence

2. Choose to work alone or with a partner. As you make a wise decision, consider these questions:

- i. What are my strengths? What are my weaknesses?
- ii. Is there someone else with **complementary** abilities?

3. Research your topic by collecting information:

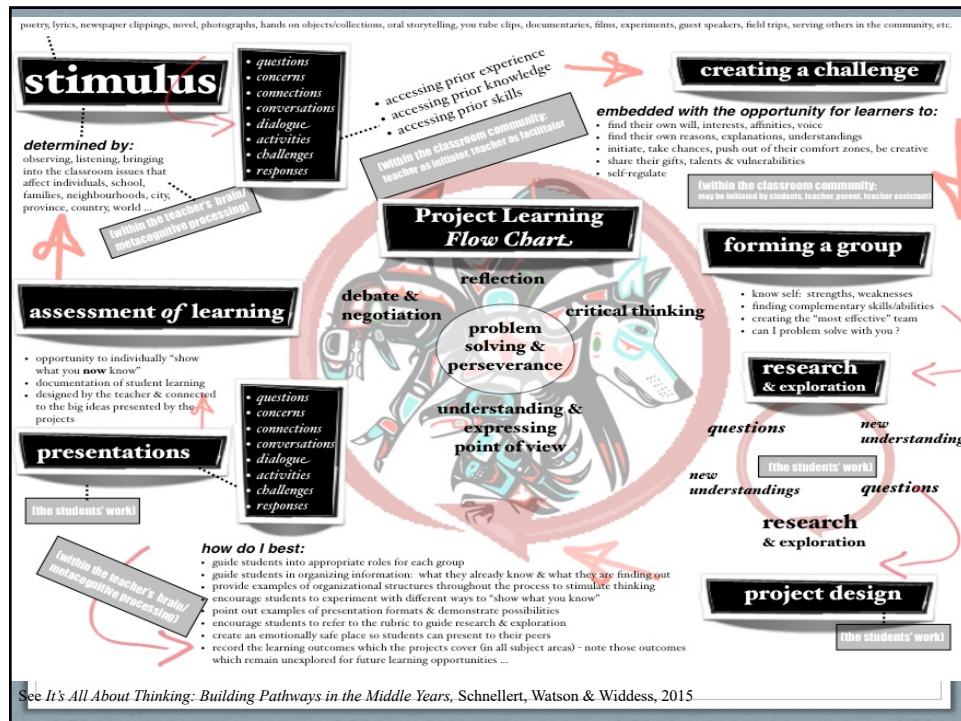
- i. **autobiographically**: YOUR experience & perspective
- ii. **interviews**: OTHER'S experiences & perspectives
- iii. **published information**: online, magazines, books

4. Decide upon: "**10 nuggets of gold**" that you would like to highlight or feature in your book. As you make a wise decision, consider these questions:

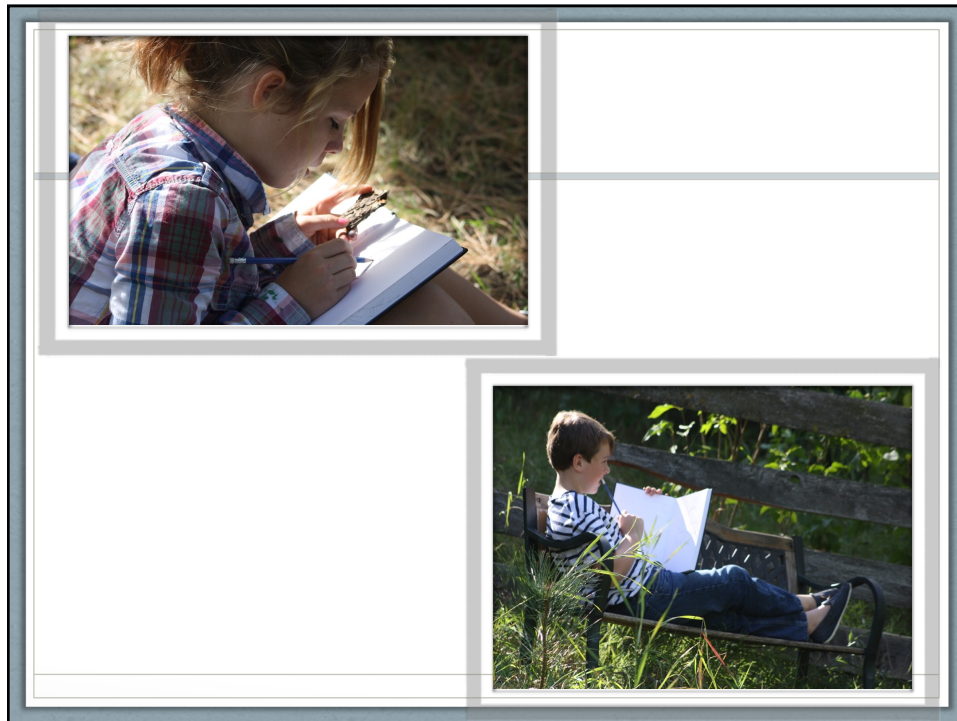
- i. Who is my **audience**?
- ii. What information would be the most **interesting & engaging** for that audience?
- iii. What nuggets can I most effectively **illustrate**?

kim ondrik

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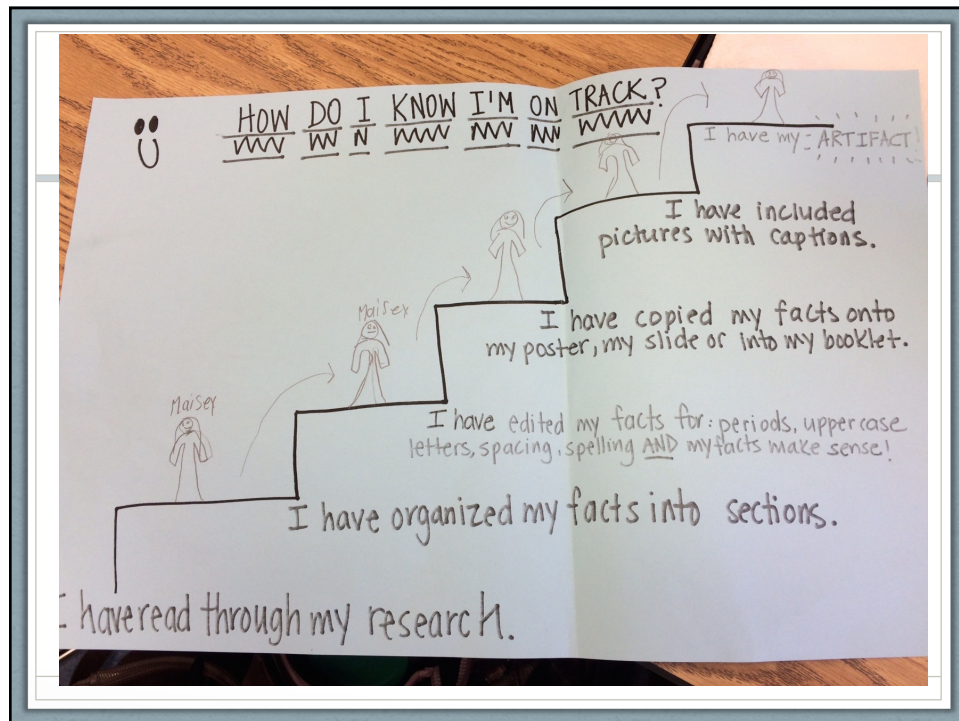


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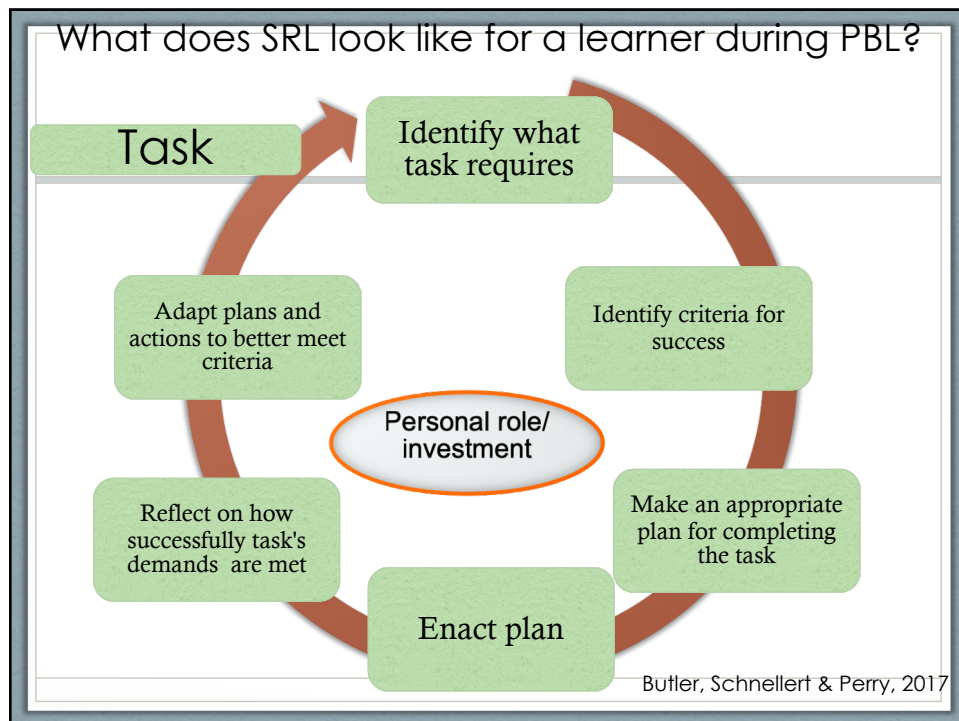
BEGINNING	RESEARCH	ORGANIZE	PROJECT DESIGN	POLISH	PRESENT	CELEBRATE
<p>How can I best be successful?</p> <ul style="list-style-type: none"> - work alone? - with a partner? - in a group? - assign roles based upon strengths <p>Begin with the end in mind:</p> <ul style="list-style-type: none"> - an outcome demonstrated - a deep question answered - a challenge met <p>Study the expectations & rubric</p>	<p>What are the possible sources?</p> <ul style="list-style-type: none"> - books, newspapers & magazines (libraries: class, school, community) - internet - films - interviews - conversations <p>Have I explored at least 3 points of view?</p> <ul style="list-style-type: none"> - importance of triangulation <p>(HOW IS THE RESEARCH SHARED AMONGST GROUP MEMBERS?)</p>	<p>What are the most effective methods?</p> <ul style="list-style-type: none"> - cut & paste - in a binder or journal - lists - webs/clusters - word documents - save on the server/flash drive <p>Guiding Questions:</p> <ul style="list-style-type: none"> - 3 points of view? - 3 sources for each? - on track with rubric? <p>(HOW CAN THE GROUP STAY ORGANIZED & SHARE THE WORK?)</p>	<p>What kinds of projects could I/we use?</p> <p>Should I/we try something new?</p> <p>What has been effective for me or others in the past?</p> <p>Who will the audience be?</p> <p>What will most engage the audience?</p>	<p>Proofread & edit.</p> <p>Feedback:</p> <ul style="list-style-type: none"> - from at least 3 peers - from one adult <p>Respond to the feedback:</p> <ul style="list-style-type: none"> - does it make sense? - what part should I/we use? - what part should I/we ignore? <p>Compare project to the rubric</p> <p>Prepare for presentation. (EQUALLY SHARE "AIR TIME" AMONGST GROUP MEMBERS)</p>	<p>Day before:</p> <ul style="list-style-type: none"> - do we have everything I need? <p>Night before:</p> <ul style="list-style-type: none"> - get a good night rest <p>Day of:</p> <ul style="list-style-type: none"> - get presentation ready - talk to partners - briefly rehearse <p>Who is invited to view presentations?</p> <p>Who will assess the presentations?</p> <p>After the presentation: QUESTIONS, COMMENTS, FEEDBACK, CONCERNS?</p>	<p>Cake?</p>

K. Ondrik, In *It's All About Thinking: Building Pathways in the Middle Years*, Schnellert, Watson & Widdess, 2015

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Reflection

Could you take up some
of this in your context?

What are you doing?

What could you try?



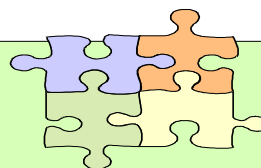
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Hold onto...



GROW INTO...

Let go of...

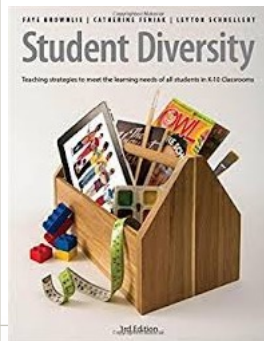


Nurture inclusion by...

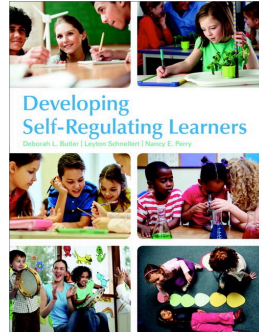
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Recommended Resources

Brownlie, Feniak & Schnellert
(2016). *Student diversity*.
Pembroke.



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



Schnellert, Watson & Widdess
(2015). *It's all about thinking:
Building pathways for all
learners in the middle years*.
Portage and Main Press.

