



Working together to support all learners:

Developing self- and co-regulating learners

InclusionBC 2019
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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**

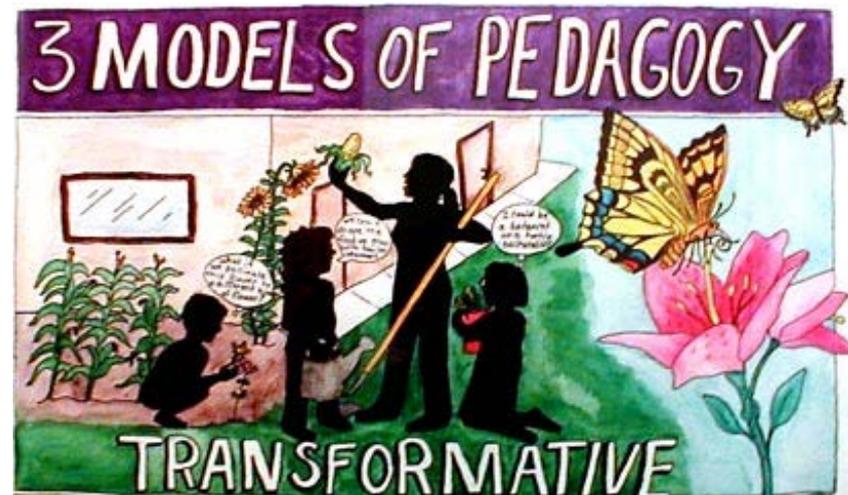
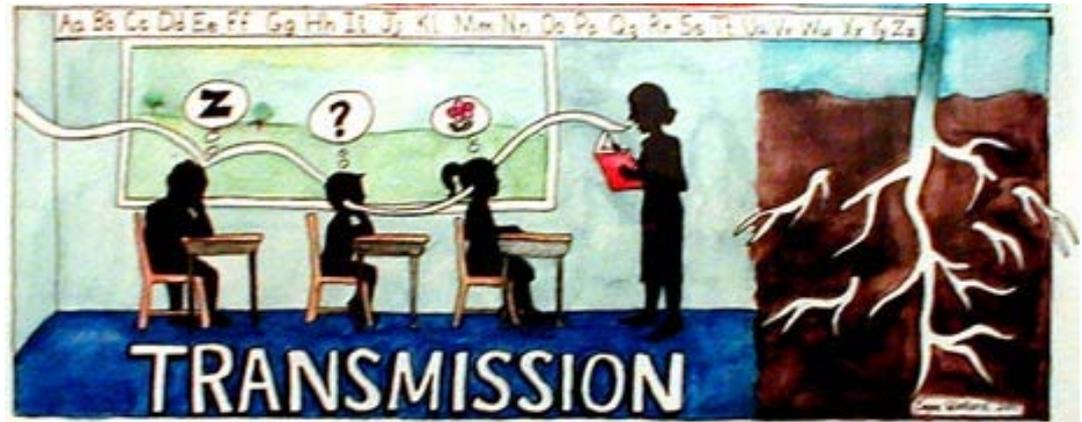
A Community Creation

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...



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.

FIRST PEOPLES DESIGNED CURRICULUM OF LEARNING

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.

What to look for in the curriculum

Social Studies | Download Curriculum | English | Français

Introduction | Goals and Rationale | What's New | Curriculum Overview

Core Competencies

- Communication (C)
- Thinking (T)
- Personal & Social (PS)

Big Ideas

- Our communities are diverse and made of individuals who have a shared identity.
- Stories and traditions about ourselves and our families reflect who we are and where we are from.
- Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.

Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

- Use Social Studies inquiry processes and skills to ask questions, gather, interpret, and analyze ideas, and communicate findings and decisions.
- Explore the significance of personal or local events, objects, people, and places.
- Ask questions, make inferences, and draw conclusions about the context and features of different types of sources.
- Sequence objects, images, and events, and distinguish between what has changed and what has stayed the same.
- Recognize the causes and consequences of events, reactions, and developments in their lives.
- Understand different perspectives on people, places, issues, and events in their lives.
- Identify key and other aspects of events, situations, and actions in their lives and consider appropriate courses of action (where judgment is required).

Content

Students are expected to know the following:

- ways in which individuals and families differ and are the same
- personal and family history and traditions
- needs and wants of individuals and families
- of individuals and groups
- people, places, and events in the local community, and in local First Peoples communities

Supporting Materials

- Digital Learning Experiences
- Instructional Strategies
- Student Supports
- Multilingual Education

Introductory Material

Core Competencies

Big Ideas
what students understand

Concepts and Content
what students know

Curricular Competencies
what students do

Supporting Materials



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

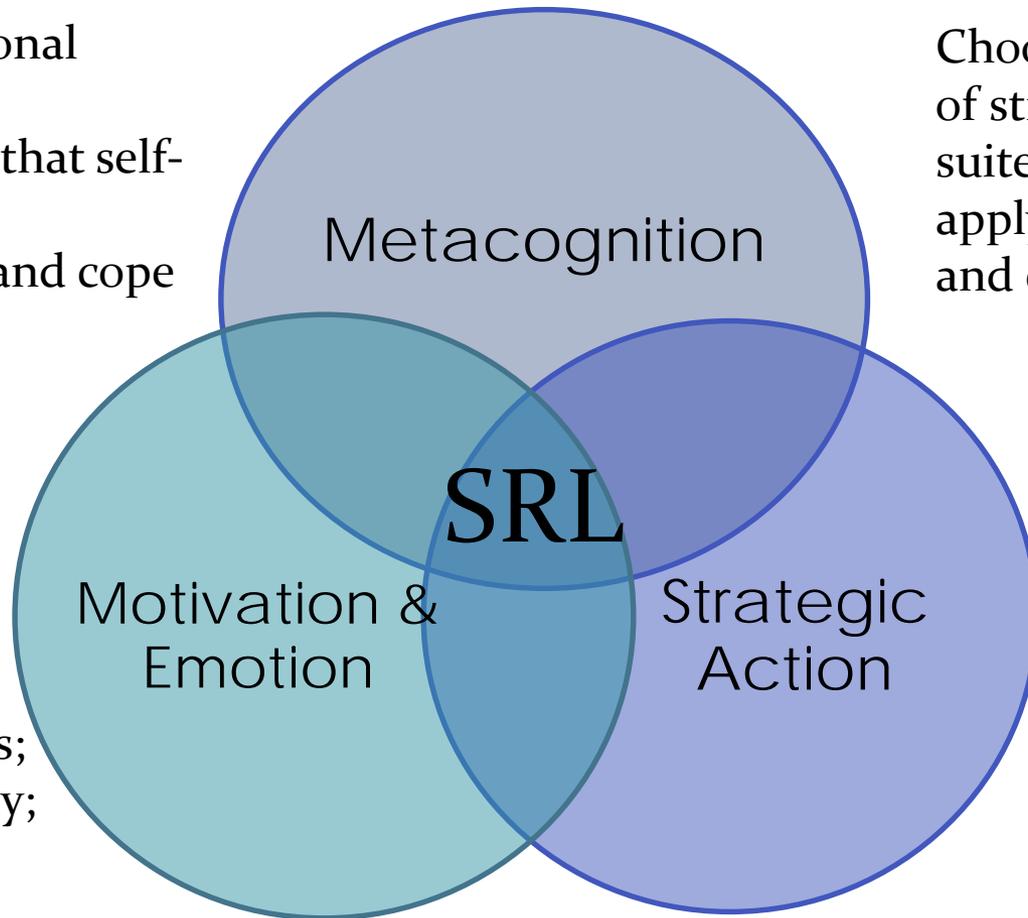


(Butler, Schnellert, & Perry, 2017)

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

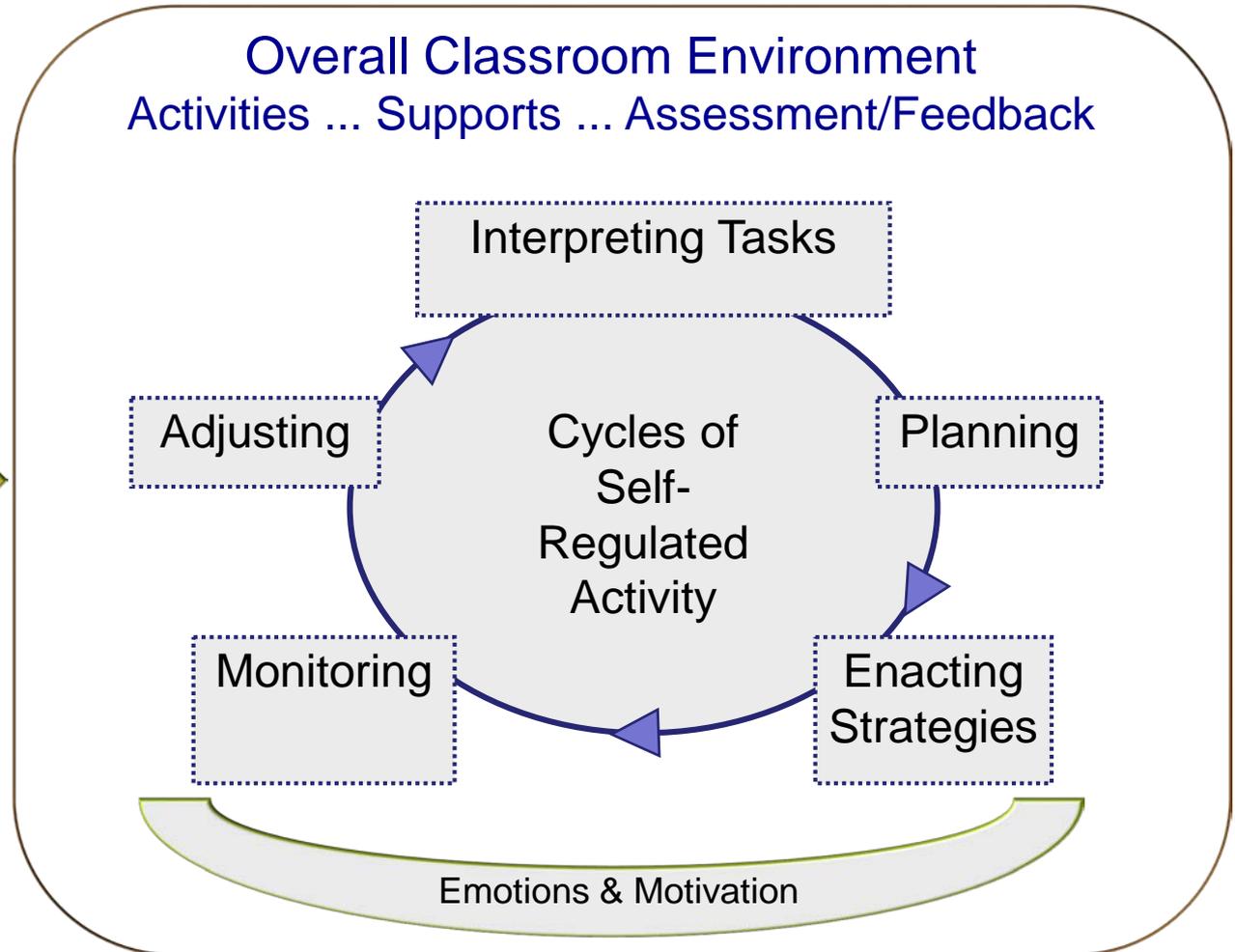
(Butler, Schnellert, & Perry, 2017)

An Integrative Model of Self-Regulation

(Butler, Schnellert, & Perry, 2017)



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



Links to the Redesigned Curriculum

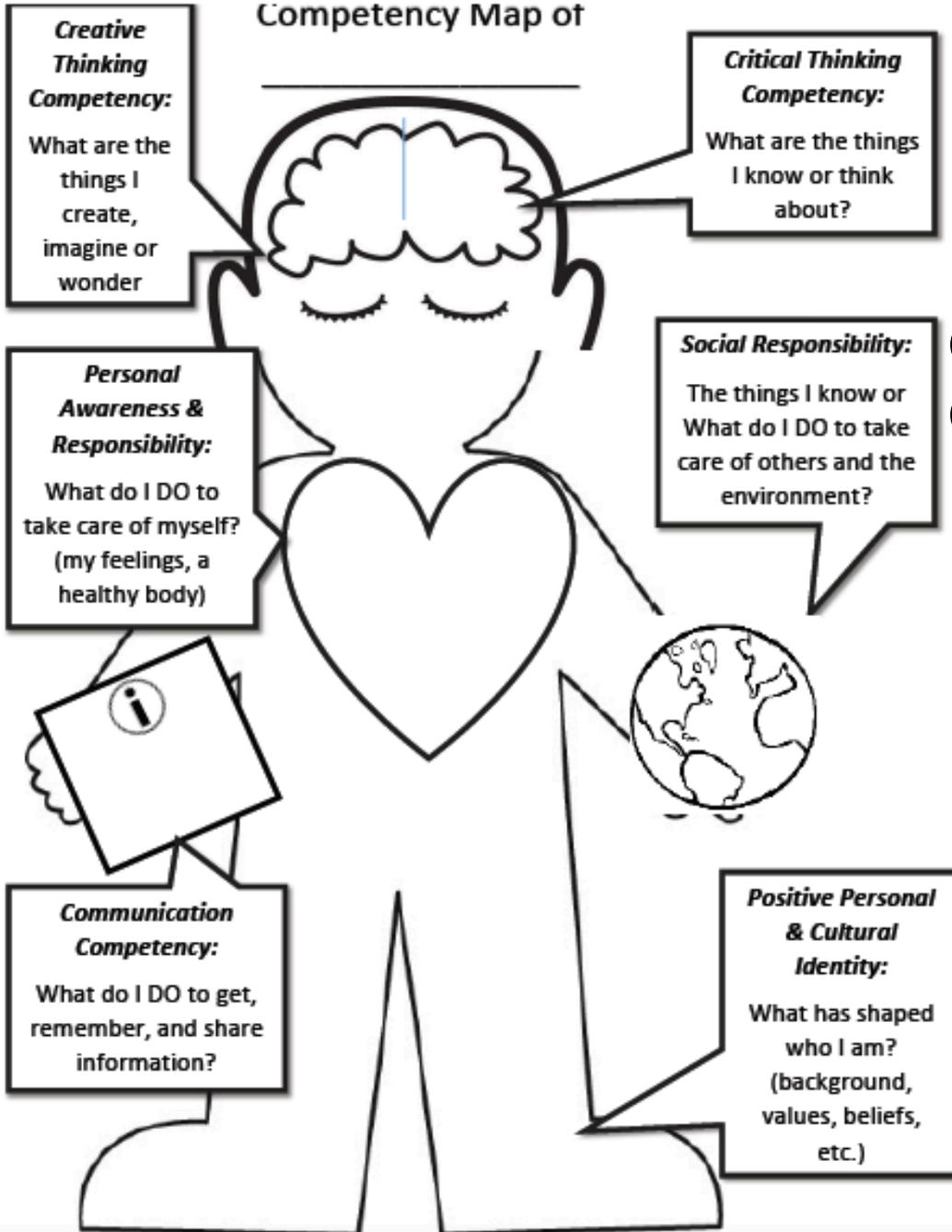


Core Competencies

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

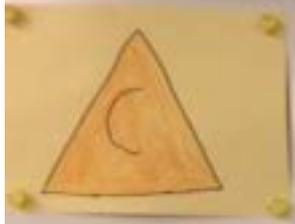
- Thinking Competency
 - Critical thinking
 - Creative thinking
 - Reflective thinking
- Communication Competency
(oral, written, visual, digital; includes collaboration and reflection)
- Personal and Social Competency
 - Positive personal and cultural identity
 - Personal awareness and responsibility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

Competency Map of

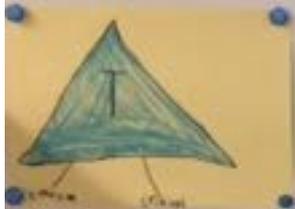


Greg Miyanaga
Grade 2 SD43

a | Bb | Cc | Dd | Ee | Ff | Gg | Hh | Ii | Jj | Kk | Ll



UOOSie You who wec in fac Jan B Pl Listen 😊

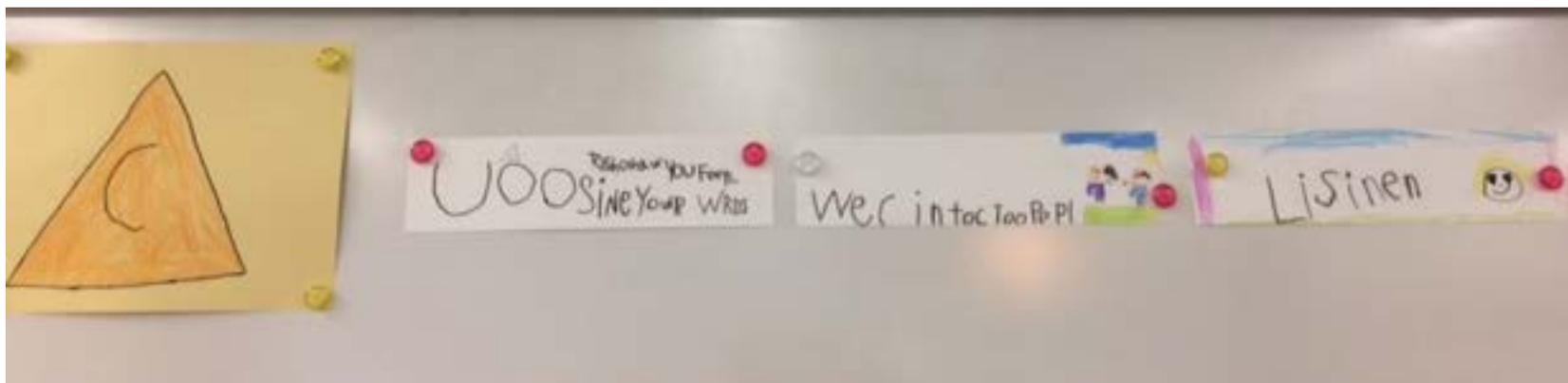


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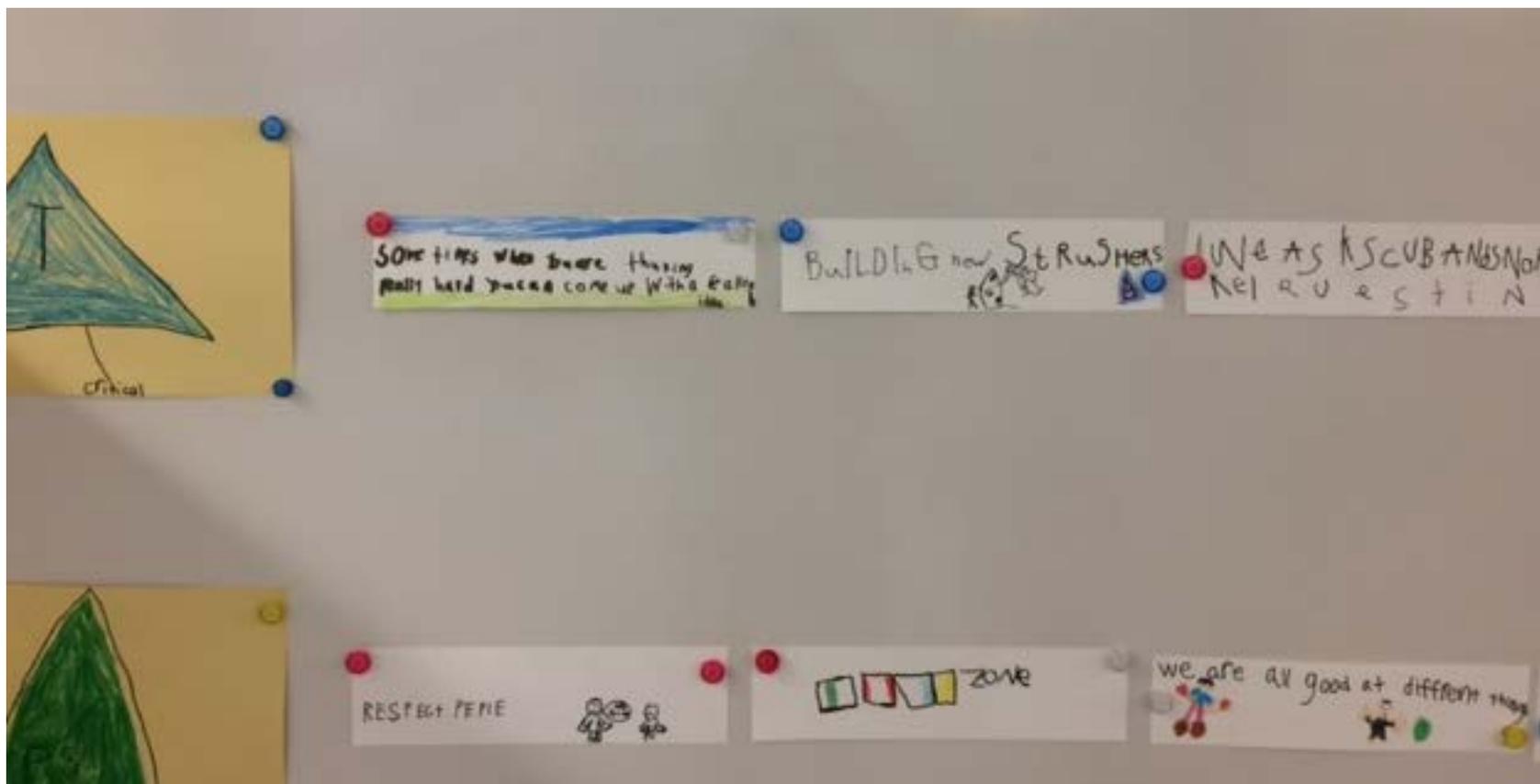


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Leah Wallace, SD43

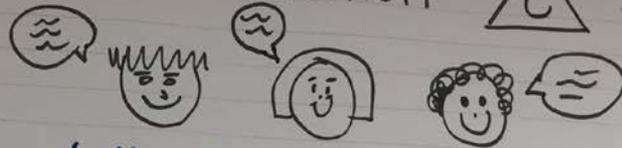


Leah Wallace, SD43



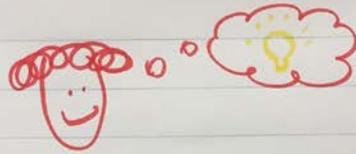
Leah Wallace, SD43

Communication



- I can talk to others
- I can tell others my plan
- I can share my ideas
- I can listen to others
- I can disagree respectfully
- I can ask questions if I don't understand
- I can be supportive and encouraging when others share their ideas

Creative Thinking



- I can think hard

· I have new ideas

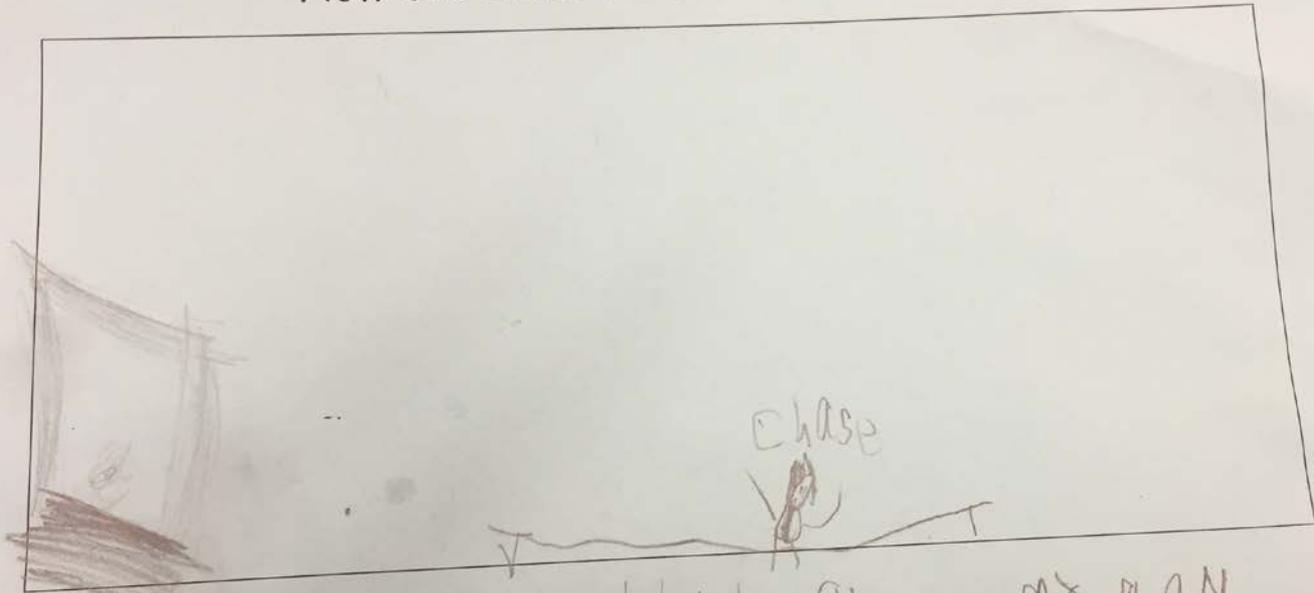
· I can use others' ideas to make new ones

· I can use my ideas to make new things

· I get ideas when I play

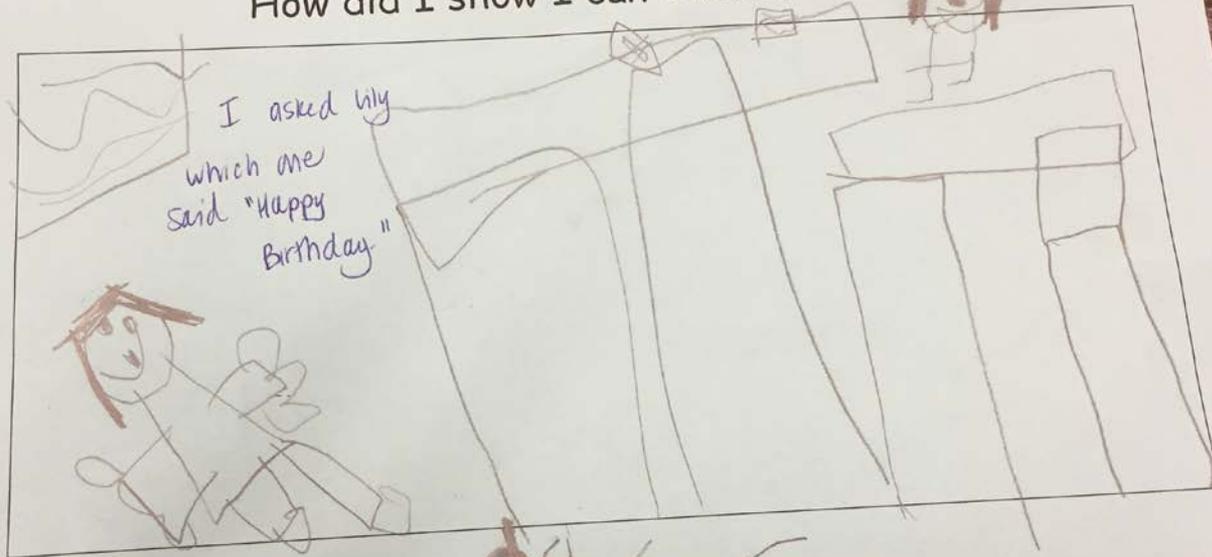
· We have ideas wherever we go.

Communication Competency
How did I show I can Communicate?

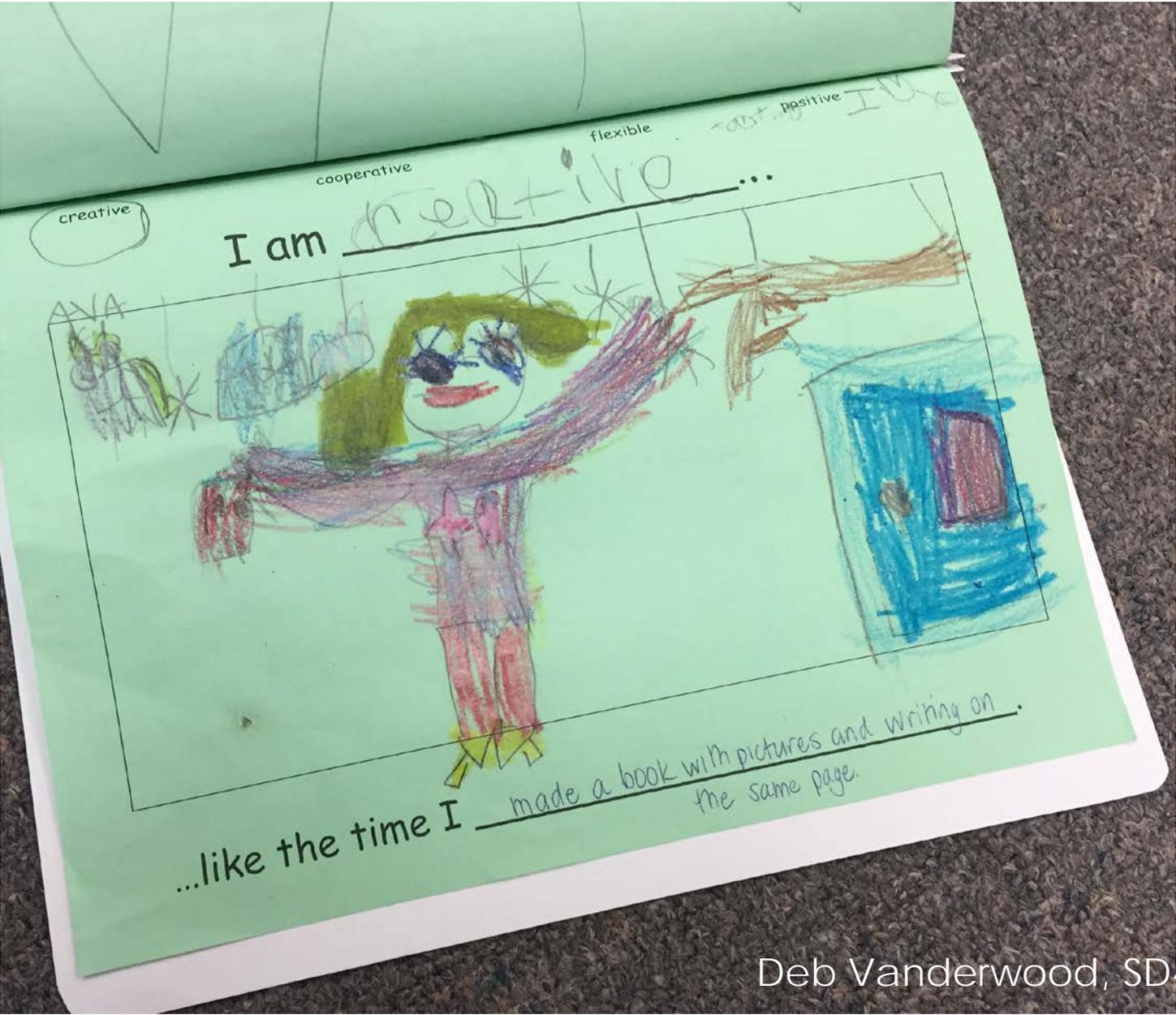


I showed that I can Tell others my plan
about me zoo.

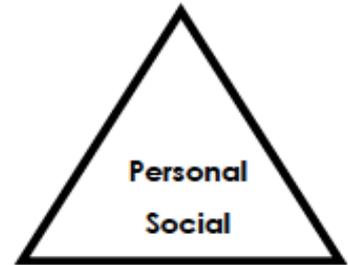
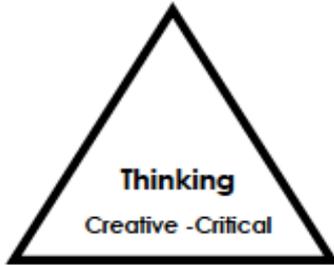
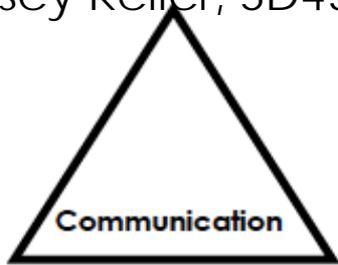
Communication Competency
How did I show I can Communicate?



I showed that I can ask questions



Deb Vanderwood, SD



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

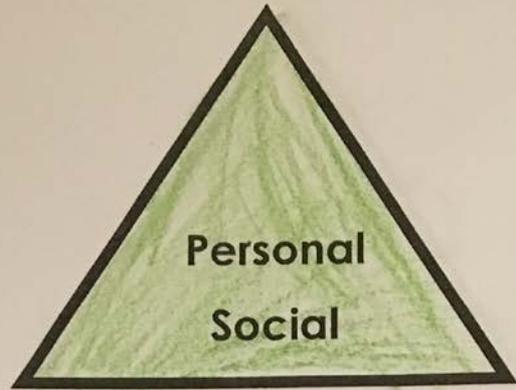
One thing I would do differently next time is
_____ because

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



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

Kelsey Keller, SD43

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? 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 (multiplication) because it took me forever.

I developed my  skills this week when I...
→ thinking? communication? Personal? social?
Was doing harder math than I usually do and was getting better at it.

I struggled with  skills this week during lunch
→ thinking? communicating? social? Personal?
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 people's 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?

<input type="text"/>	<input type="text"/>	<input type="text"/>
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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)

What is my job?

Get ready for recess 

The steps: 

1. Wash my hands in the sink. 
2. Put on jacket + outside shoes. 
3. Get my snack from backpack. 
4. Green light line up. 

What is my job?

Get ready for lunch 

The steps: 

1. Wash my hands in the sink. 
2. Get my lunch from backpack. 
3. Eat my lunch quietly at my seat. 
4. Put lunch away, stack a chair+ read a book. 

What is my job?

Get ready for home 

The steps: 

1. Clean up classroom. 
2. Put on jacket + outside shoes. 
3. Zip up and wear backpack. 
4. Green light line up. 

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

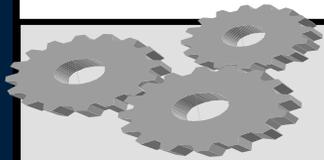
Service learning/
Critical literacy

Centres and stations

PBL/Inquiry learning

Hands-on learning

Place-conscious learning



Culturally responsive teaching



Workshop

SRL

Formative assessment



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

Writers Workshop: Every Child an Author

AUTHORS
Leyton Schnellert + 2

VIEWS
1,235

INFO
more ▾




Writers Workshop: Every Child is an Author

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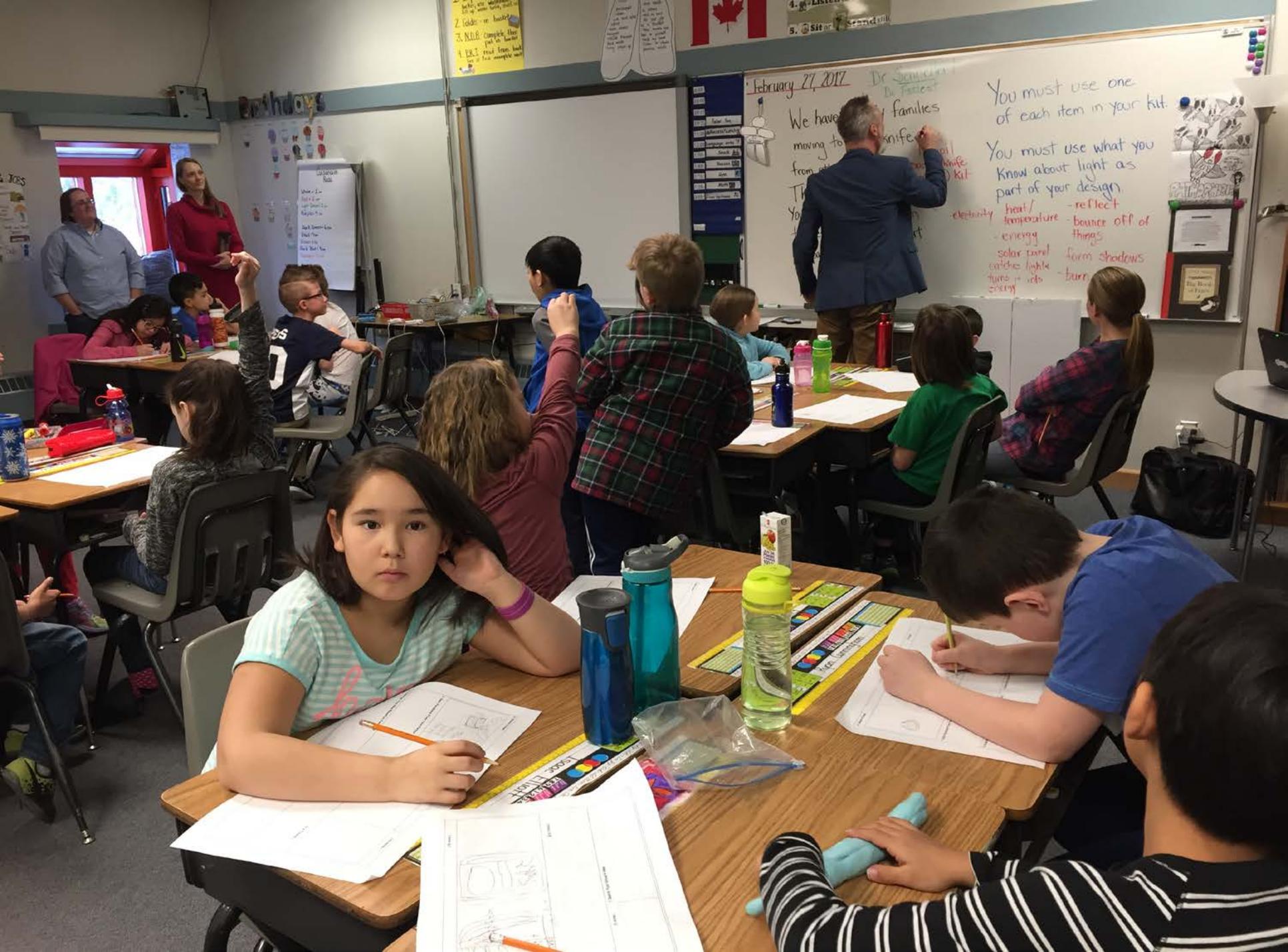
See https://www.youtube.com/watch?time_continue=2&v=7B4X2LkJwnE <https://www.youtube.com/watch?v=yuamzeQX6c4>

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



February 27, 2017

We have families moving to a new home. You must use one of each item in your kit.

You must use one of each item in your kit.

You must use what you know about light as part of your design.

- electricity
- heat/temperature
- energy
- solar panel
- catches light
- turns into energy
- reflect
- bounce off of things
- form shadows
- turn

Student desk with papers, a blue water bottle, a yellow water bottle, and a ruler. The student is looking towards the camera.

Student desk with papers, a blue water bottle, and a ruler. The student is writing on a paper.

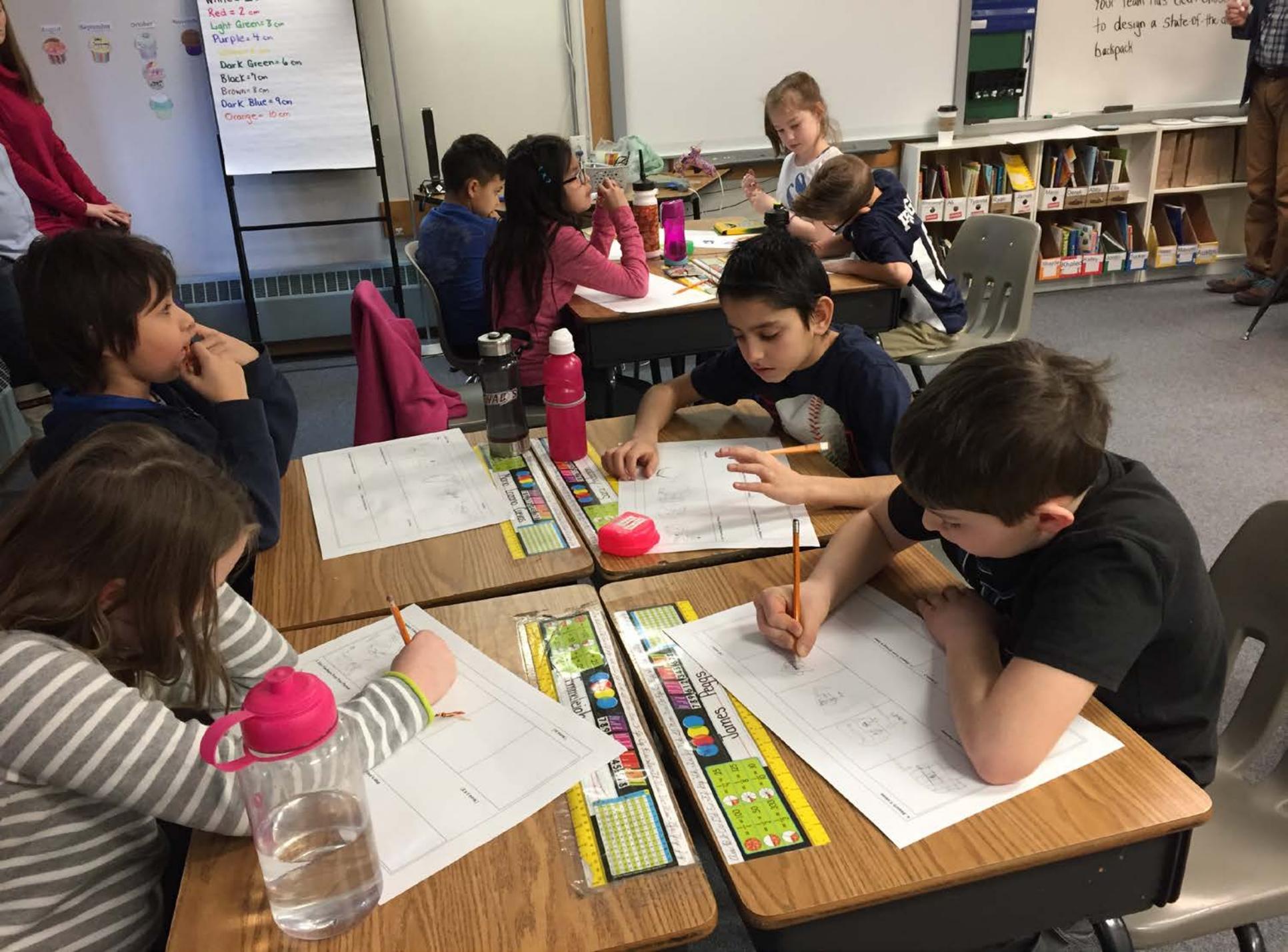
2. Fold in on back
3. Nub: Complete the part on back
4. ELI: read from back

4. g. Listen
5. @ Site or Search

ershadows

February 27, 2017
You must use one of each item in your kit.

The Book of Light



Whiteboard text:
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

Whiteboard text:
Your team has been chosen
to design a State-of-the-art
backpack

Children sitting at desks, working on their project. One child is looking towards the camera.

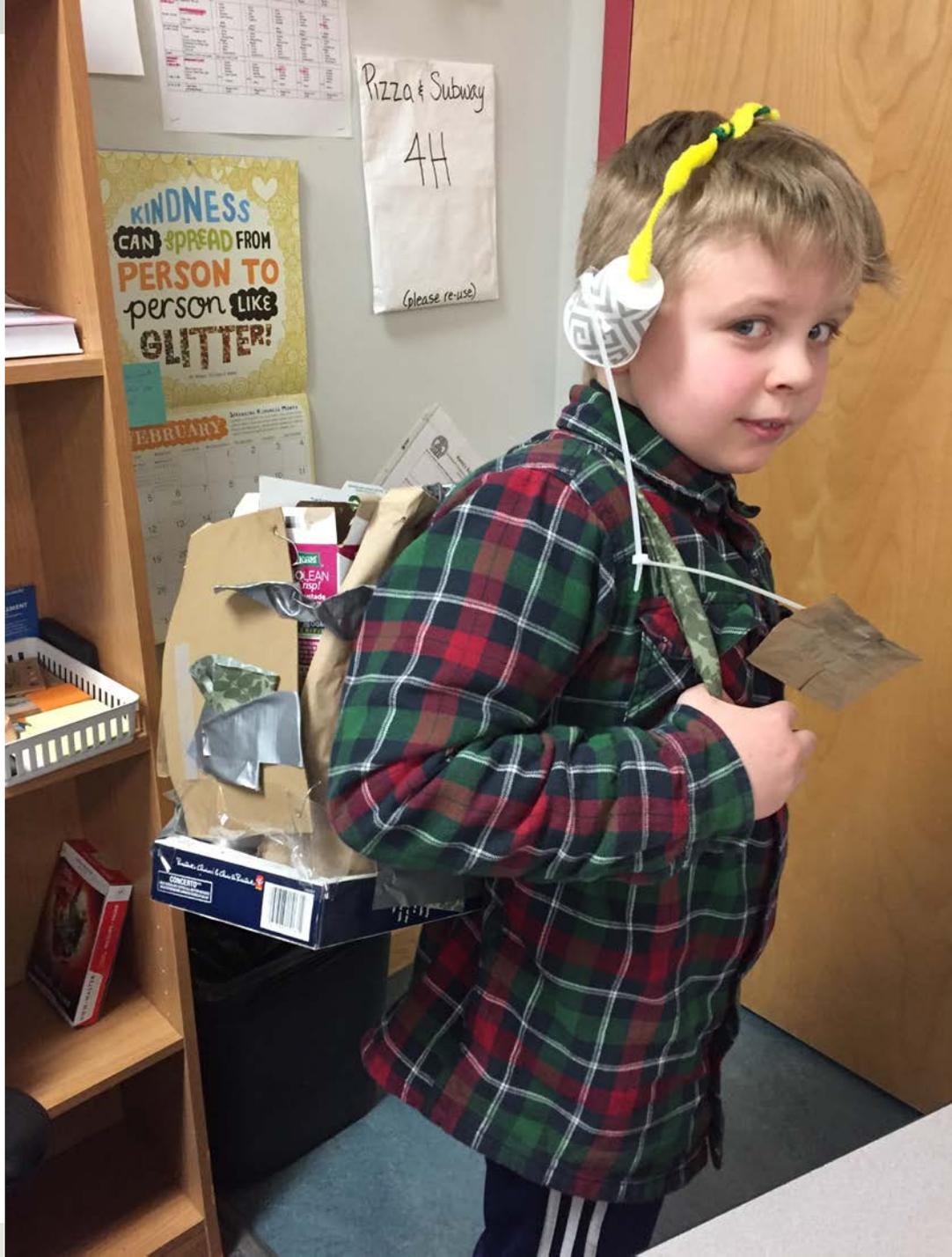
Children sitting at desks, working on their project. One child is writing on a piece of paper.

Children sitting at desks, working on their project. One child is pointing at a drawing on a piece of paper.

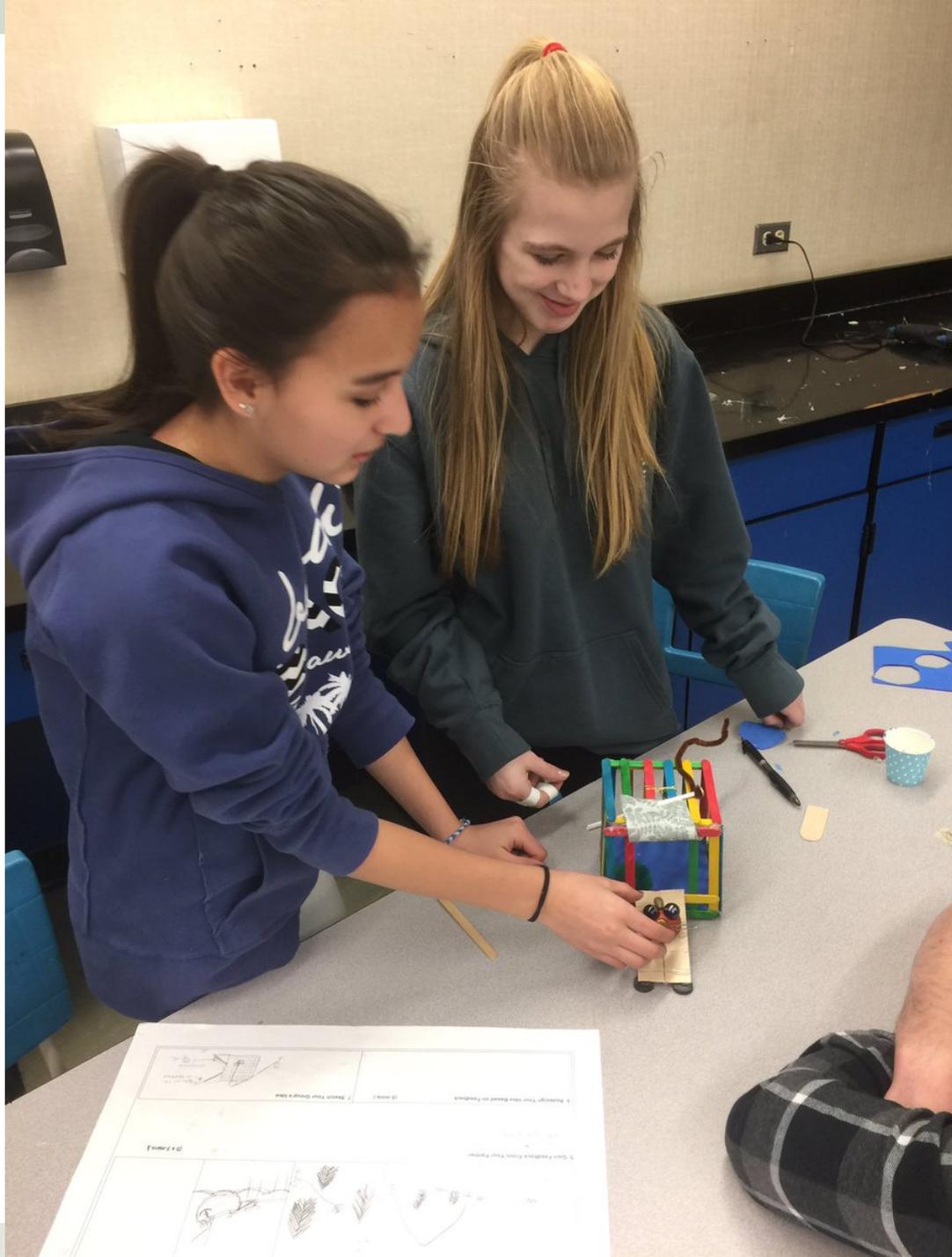
Children sitting at desks, working on their project. One child is writing on a piece of paper.















THE TRAP

NOGO CHIMPS

Classroom 104 / La salle de classe 104

NOTICE
PEU D'ÉLÈVES
EN SESSION

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](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	

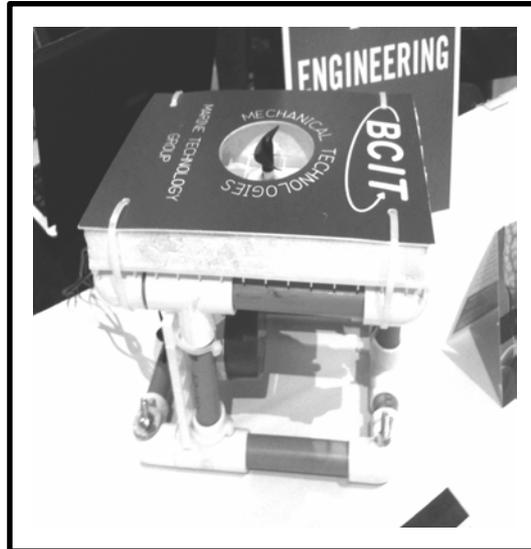
Submarine Project

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**



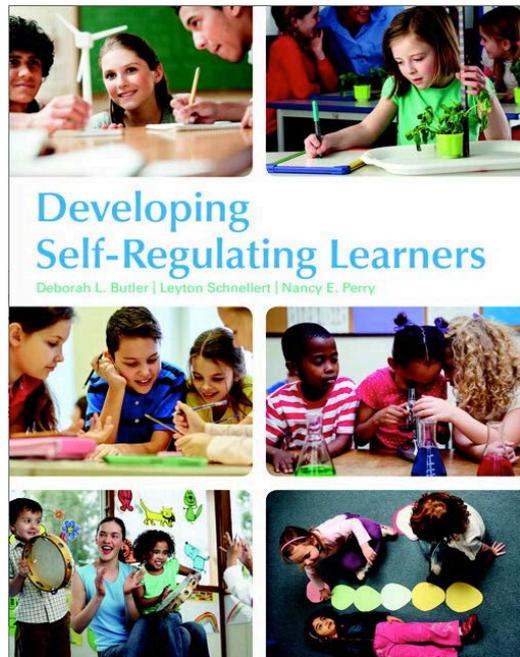
https://www.academia.edu/33798911/Every_Kid_Can_Succeed_Rutland_Middle_School

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.



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

