

# 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**

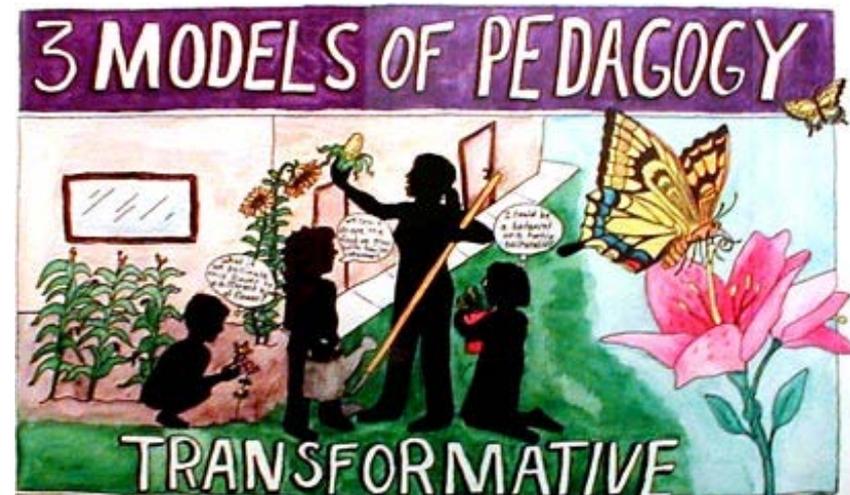
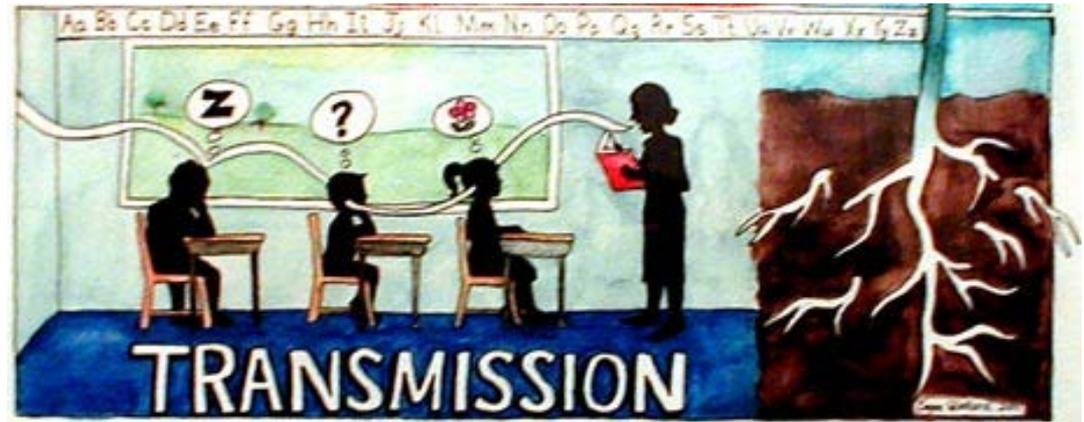
A Community Creation

# 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...



# 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

21<sup>st</sup> 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 | K | 1 2 3 4 5 6 7 8 9

**Core Competencies**

- C** Communication
- T** Thinking
- PS** Personal & Social

**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 how we 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
- parental 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](http://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

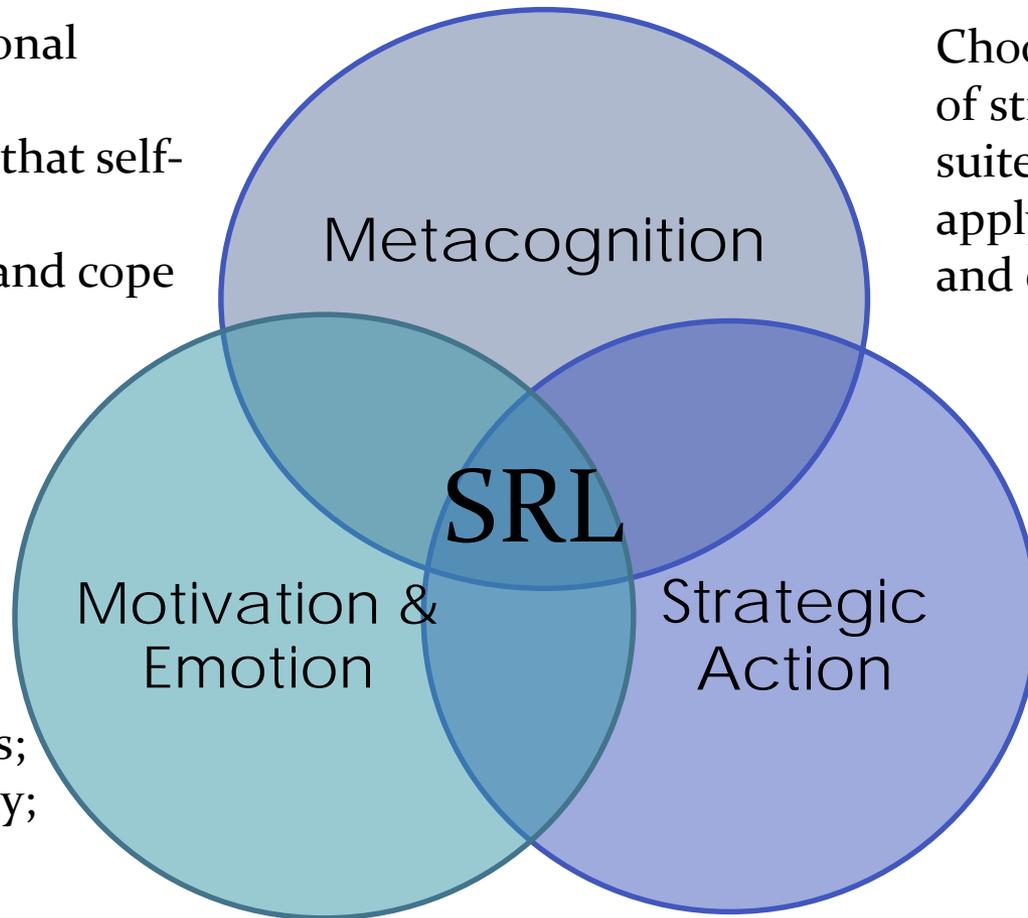


(Butler, Schnellert, & Perry, 2017)

# 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

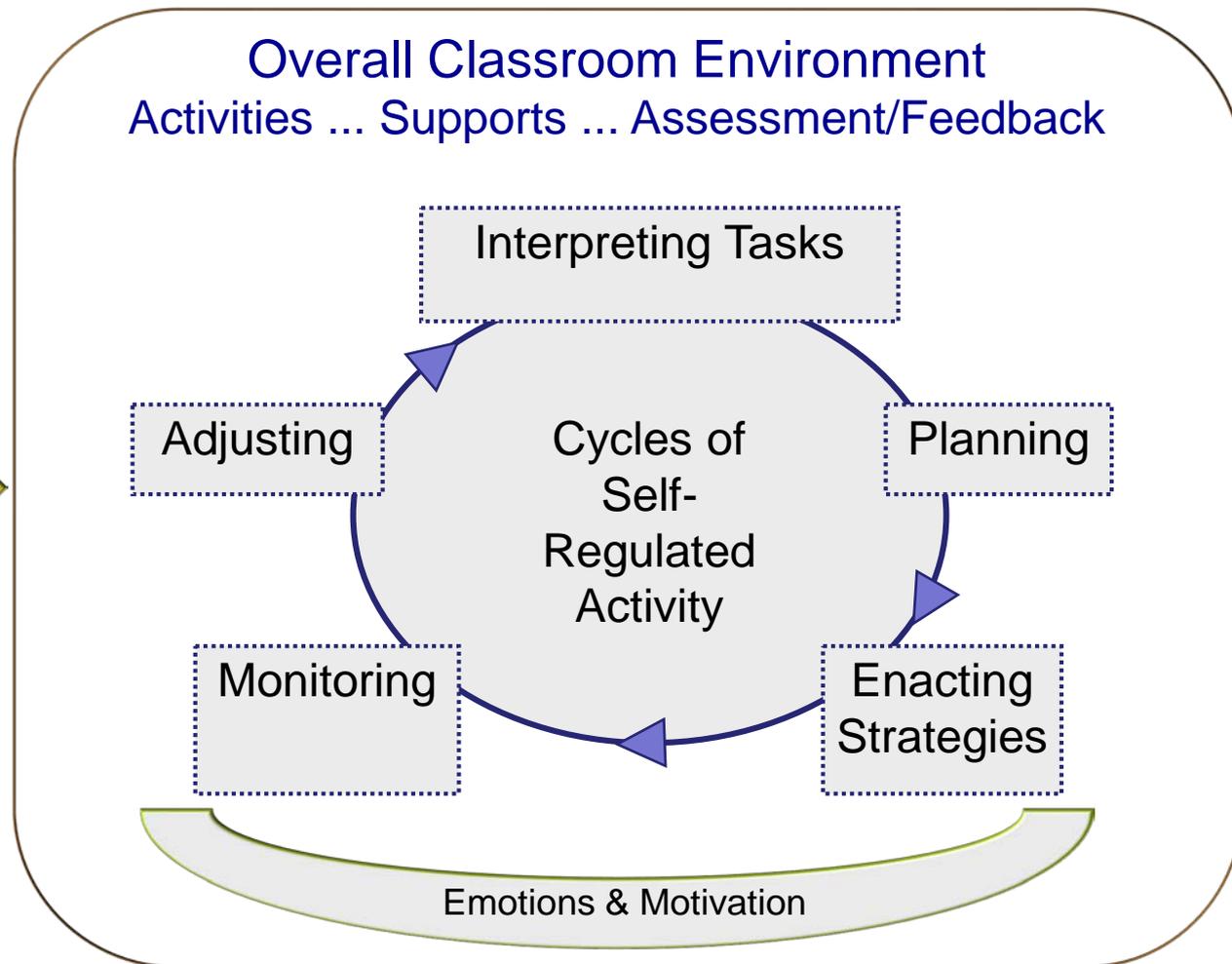
(Butler, Schnellert, & Perry, 2017)

# An Integrative Model of Self-Regulation

(Butler, Schnellert, & Perry, 2017)



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



# Links to the Redesigned Curriculum

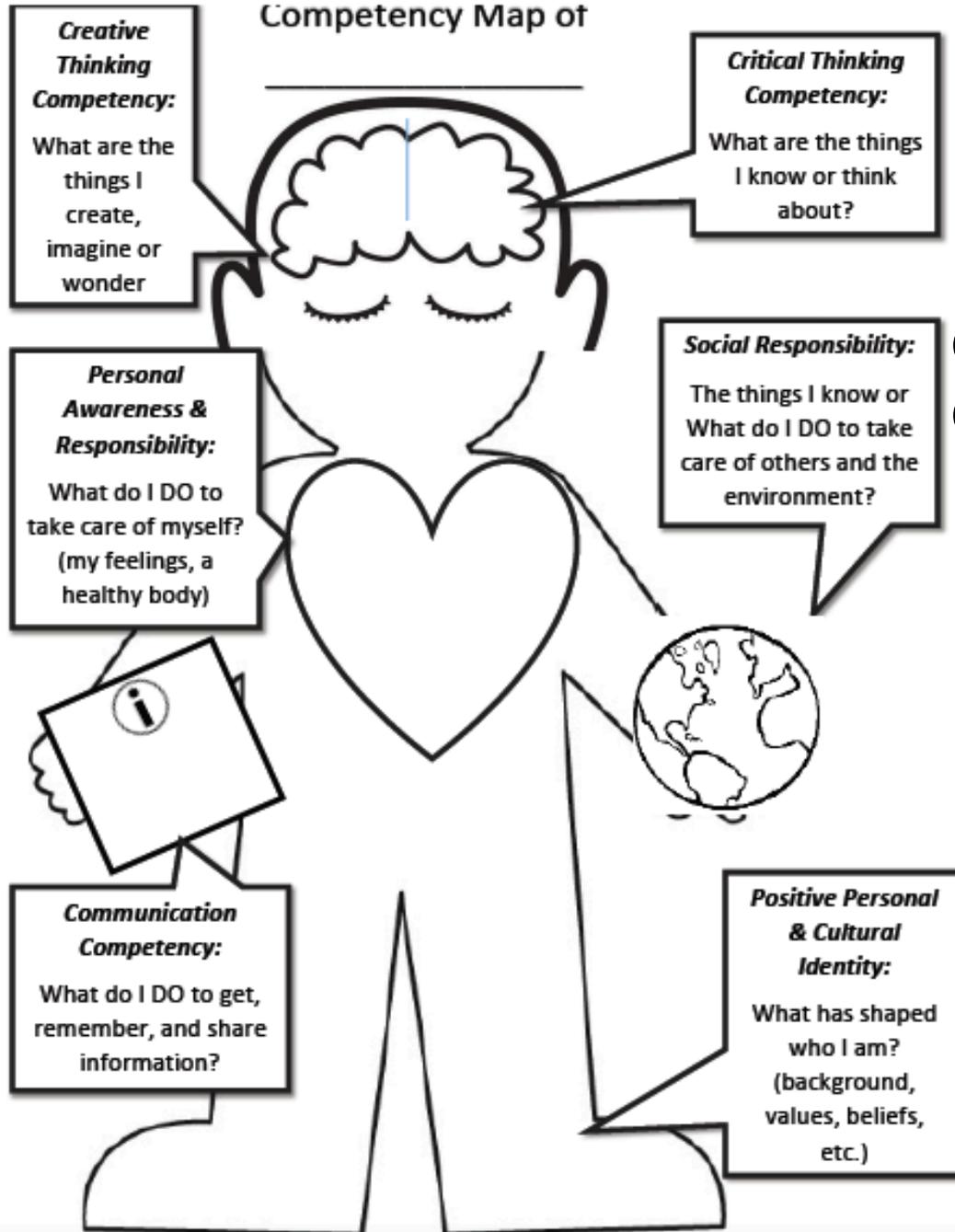


# Core Competencies

*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



***Creative Thinking Competency:***  
What are the things I create, imagine or wonder

***Critical Thinking Competency:***  
What are the things I know or think about?

***Personal Awareness & Responsibility:***  
What do I DO to take care of myself? (my feelings, a healthy body)

***Social Responsibility:***  
The things I know or What do I DO to take care of others and the environment?



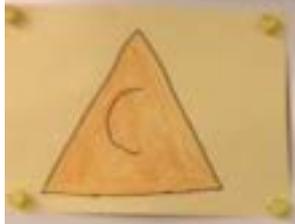
***Communication Competency:***  
What do I DO to get, remember, and share information?



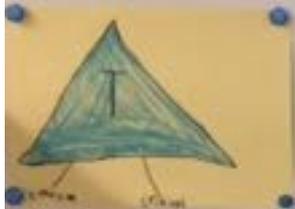
***Positive Personal & Cultural Identity:***  
What has shaped who I am? (background, values, beliefs, etc.)

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 😊

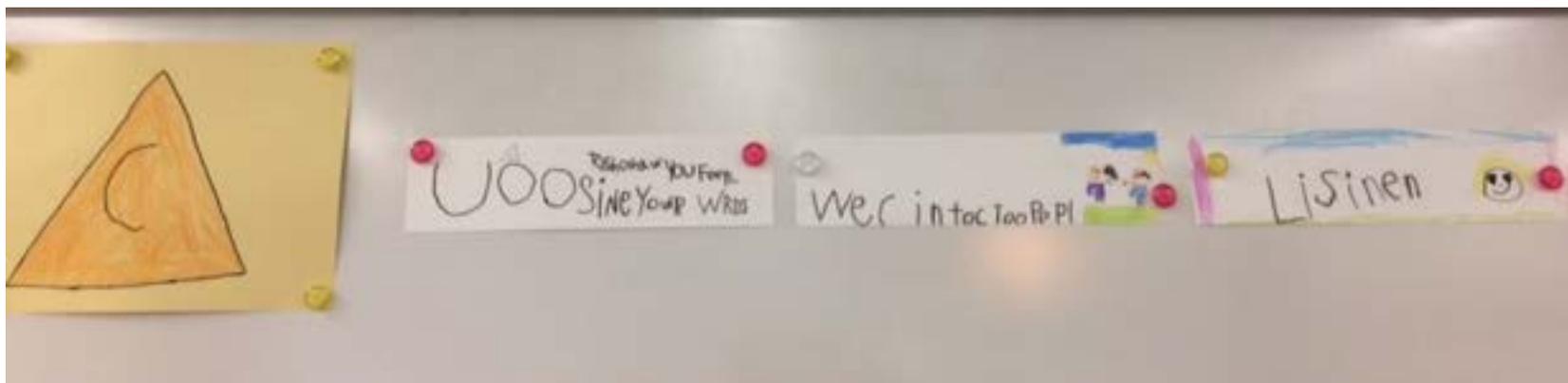


SOM TMS WHO BARS THING  
BULLIE IN SPARKS  
LINA AS KSCUBANER  
NEU ASTINA

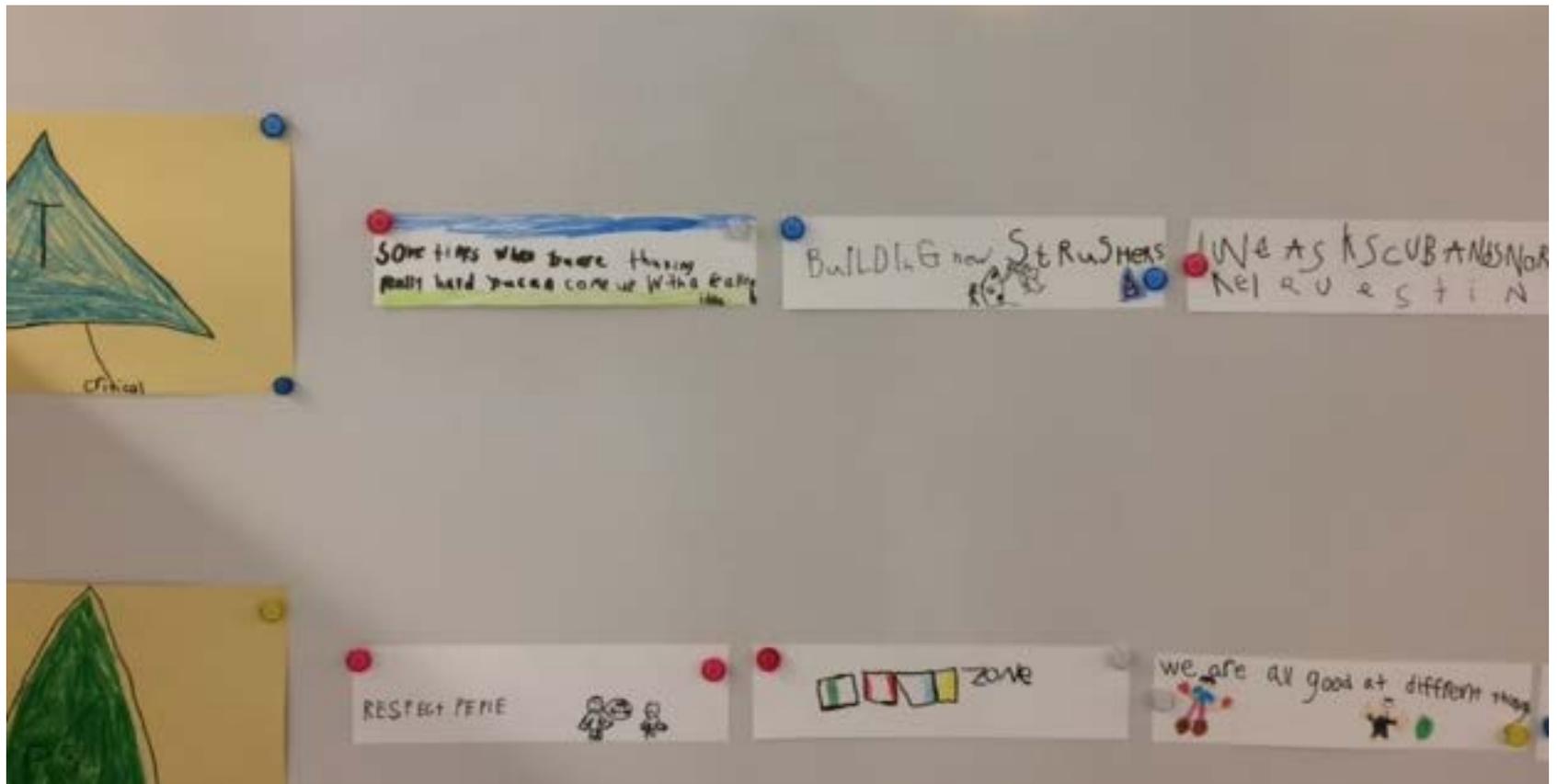


RESTOR TIME  
we are all good at making  
SUMMERGET A KEFUK  
FOLLOW SUMMER

Leah Wallace, SD43

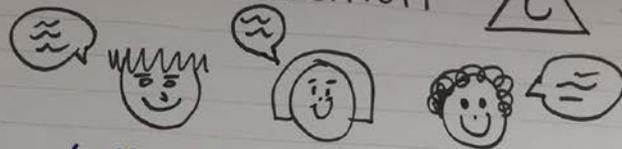


Leah Wallace, SD43



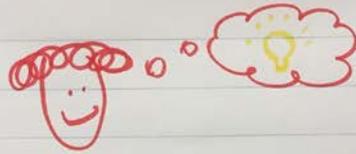
Leah Wallace, SD43

# 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

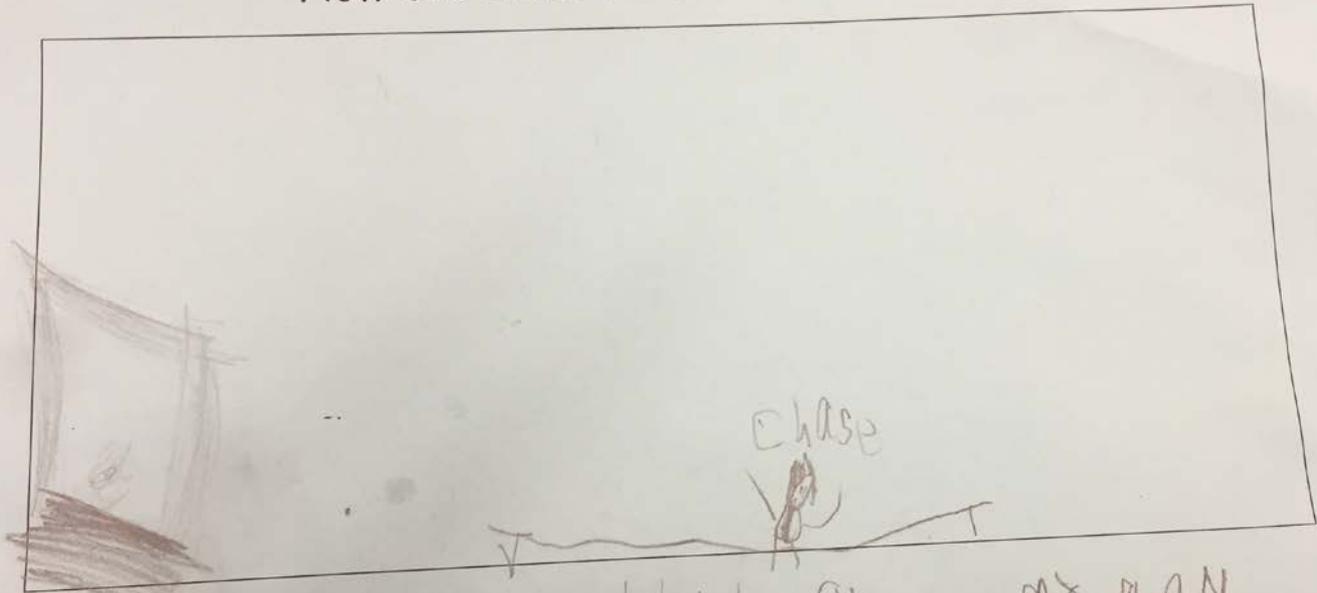
· I can use others' ideas to make new ones

· I can use my ideas to make new things

· I get ideas when I play

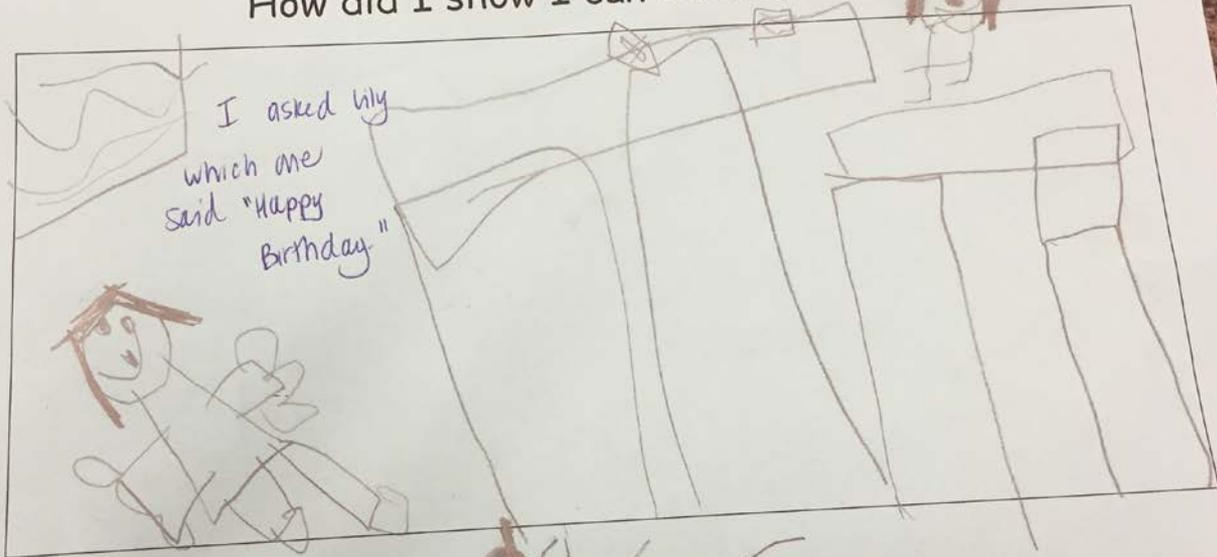
· We have ideas wherever we go.

Communication Competency  
How did I show I can Communicate?



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

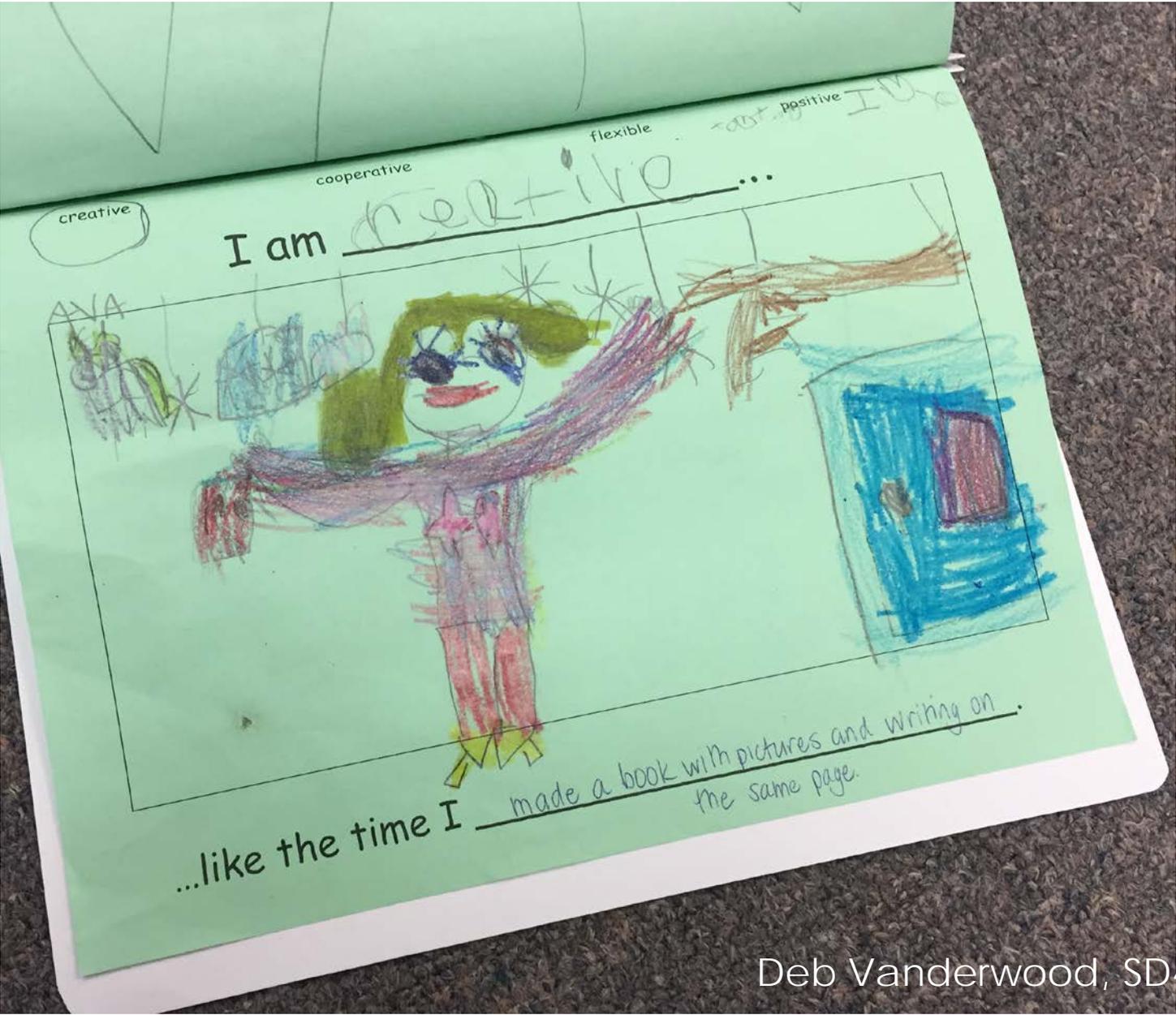
Communication Competency  
How did I show I can Communicate?



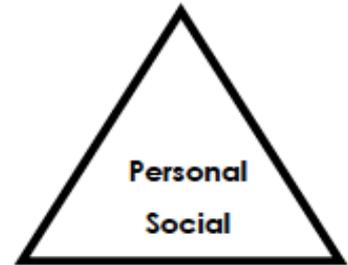
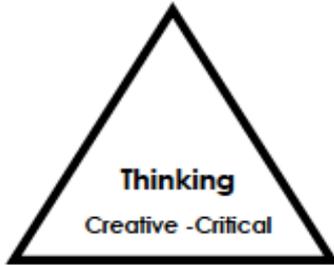
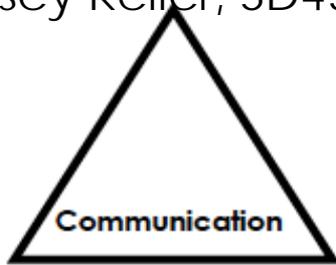
I asked why  
which one  
said "Happy  
Birthday"

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

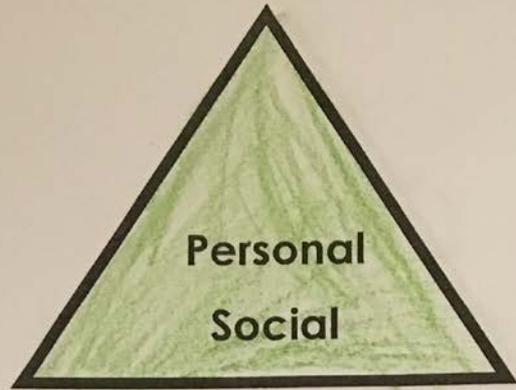
One thing I would do differently next time is  
\_\_\_\_\_ because

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  $\triangle$  <sup>→ thinking? communication? Personal? social?</sup> skills this week when I ...  
\_\_\_\_\_  
\_\_\_\_\_

I struggled with  $\triangle$  <sup>→ thinking? communicating? social? Personal?</sup> 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"/>
----------------------	----------------------	----------------------

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

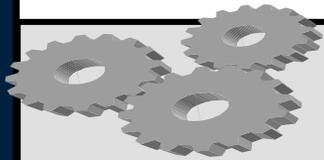
Service learning/  
Critical literacy

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

About Blog People Papers Job Board Advertise We're Hiring! Help Center

Find new research papers in: Physics Chemistry Biology Health Sciences Ecology Earth Sciences Cognitive Science Mathematics Computer Science

Terms Privacy Copyright Academia ©2018

See [https://www.youtube.com/watch?time\\_continue=2&v=7B4X2lkJwnE](https://www.youtube.com/watch?time_continue=2&v=7B4X2lkJwnE) <https://www.youtube.com/watch?v=yuamzeQX6c4>

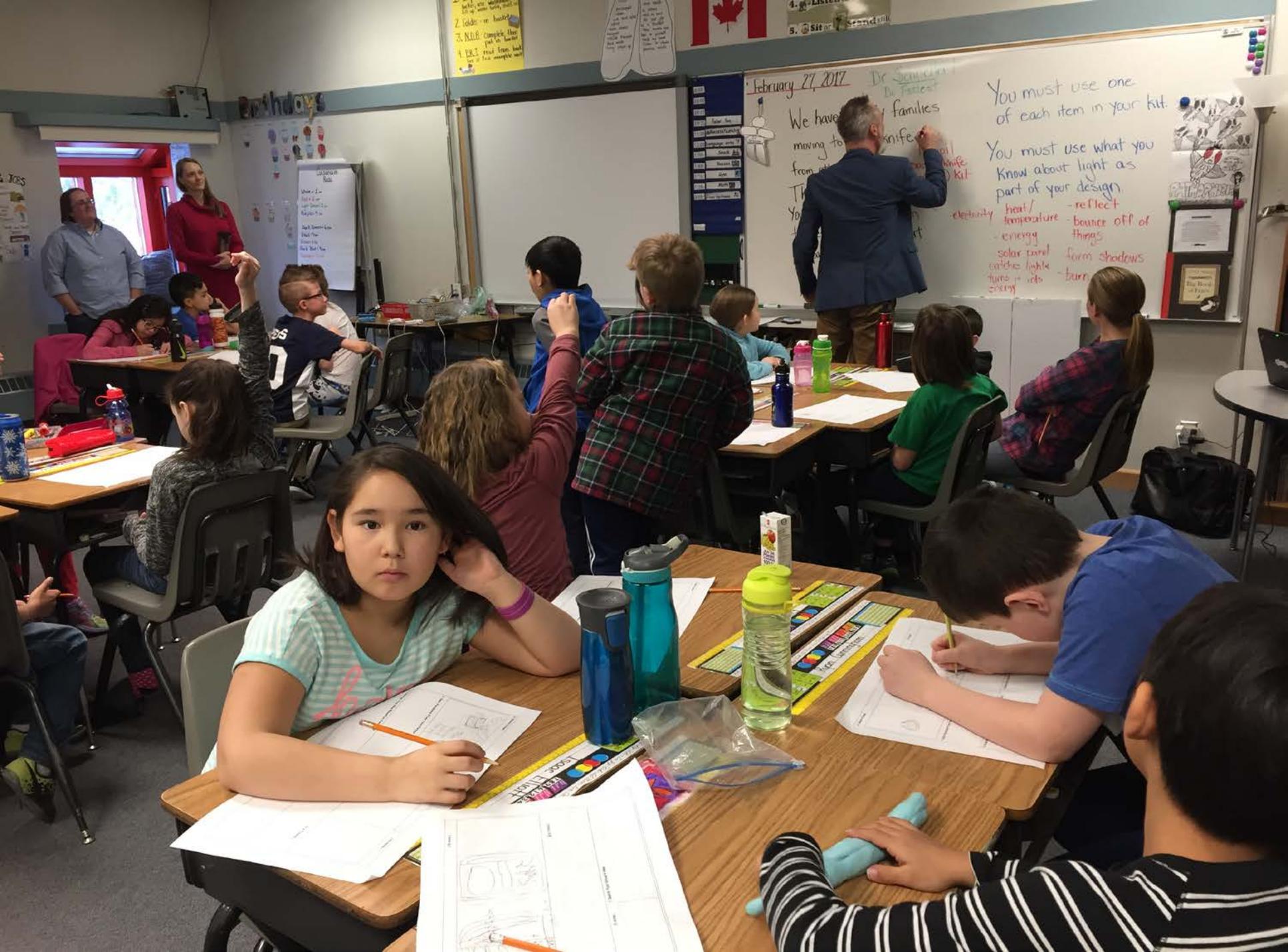
[https://www.youtube.com/watch?time\\_continue=2&v=MJaSLEnfb](https://www.youtube.com/watch?time_continue=2&v=MJaSLEnfb)

[https://www.youtube.com/watch?time\\_continue=1&v=yuamzeQX6c4](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...

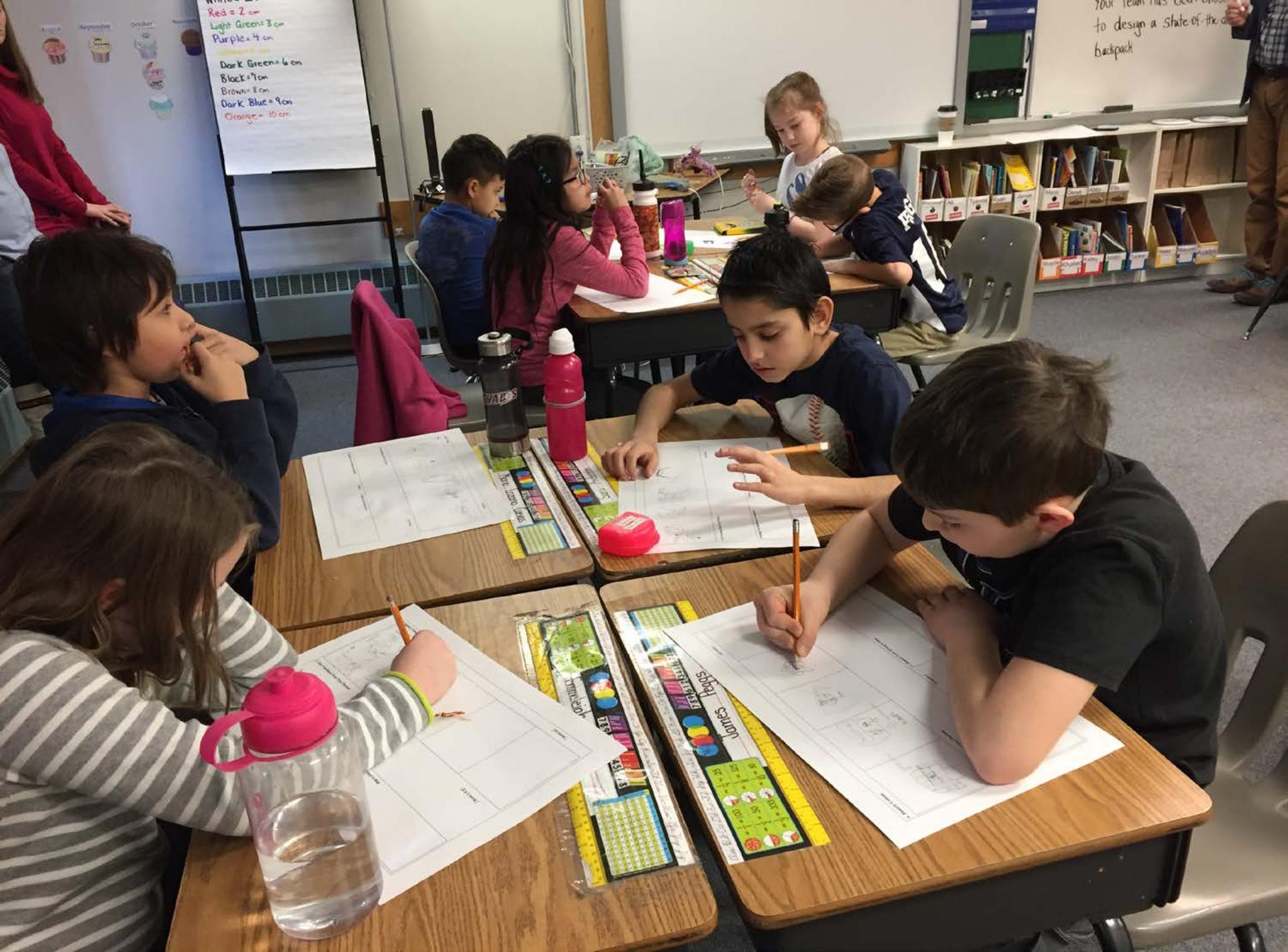
You must use one of each item in your kit.

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
- burn

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.



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

Child in blue shirt looking thoughtful.

Child in striped shirt writing on a paper.

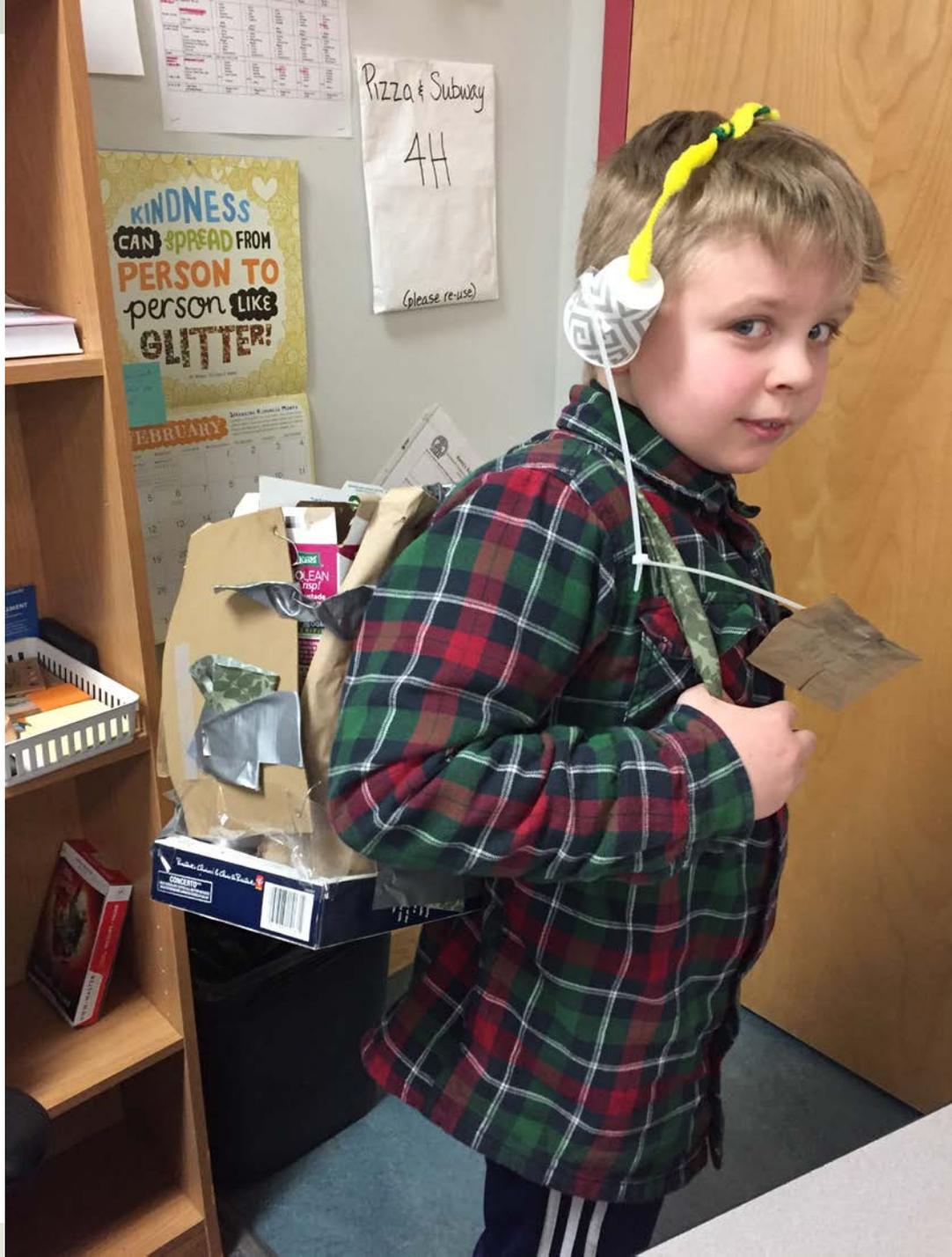
Child in dark blue shirt drawing on a paper.

Child in black shirt writing on a paper.

Child in pink shirt talking to a boy in a blue shirt.

Child in white shirt and child in dark blue shirt working at a desk.





Pizza & Subway

4H

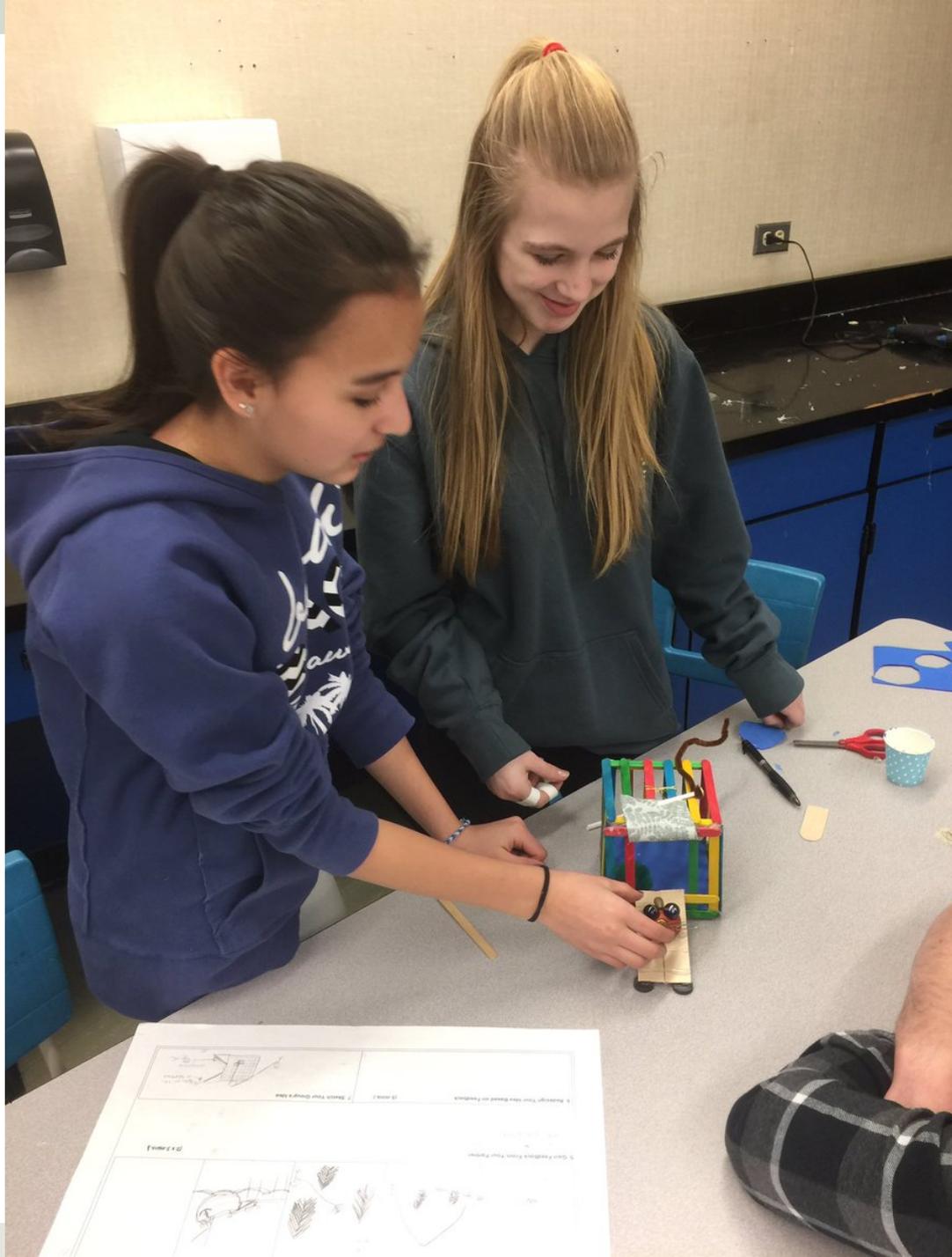
(please re-use)

KINDNESS  
CAN SPREAD FROM  
PERSON TO  
PERSON LIKE  
BUTTER!

FEBRUARY

CONCEPT









THE TRAP

NOGO CHIMPS

Classroom 104

NOTICE

# 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](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	

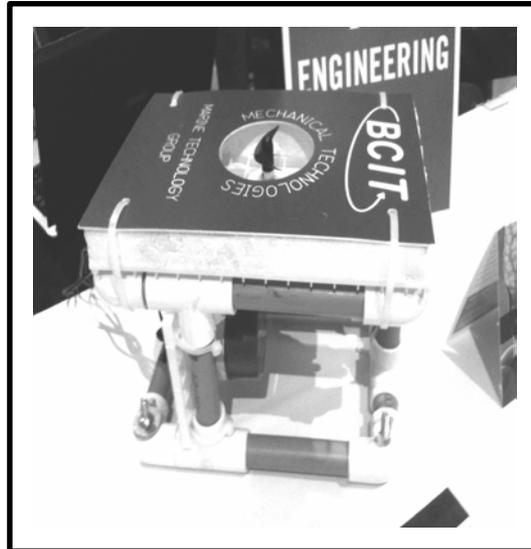
## Submarine Project

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**



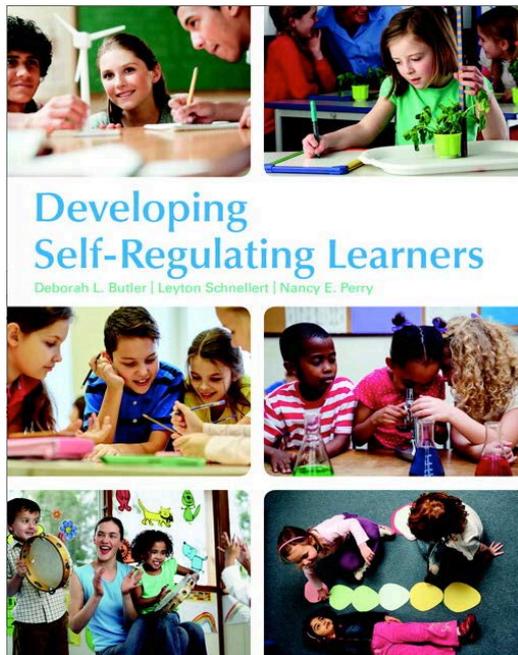
[https://www.academia.edu/33798911/Every\\_Kid\\_Can\\_Succeed\\_Rutland\\_Middle\\_School](https://www.academia.edu/33798911/Every_Kid_Can_Succeed_Rutland_Middle_School)

# 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.

