

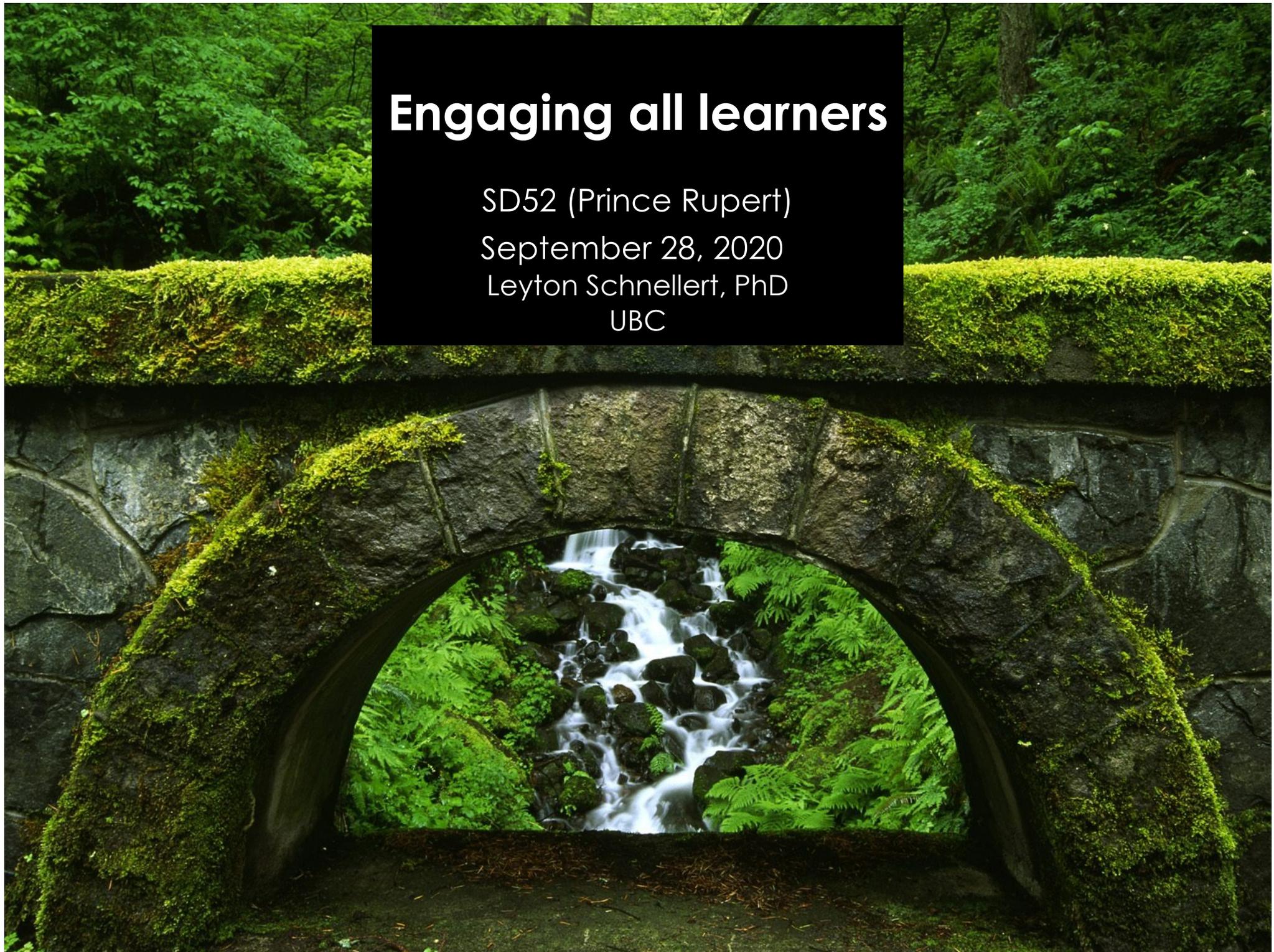
Engaging all learners

SD52 (Prince Rupert)

September 28, 2020

Leyton Schnellert, PhD

UBC

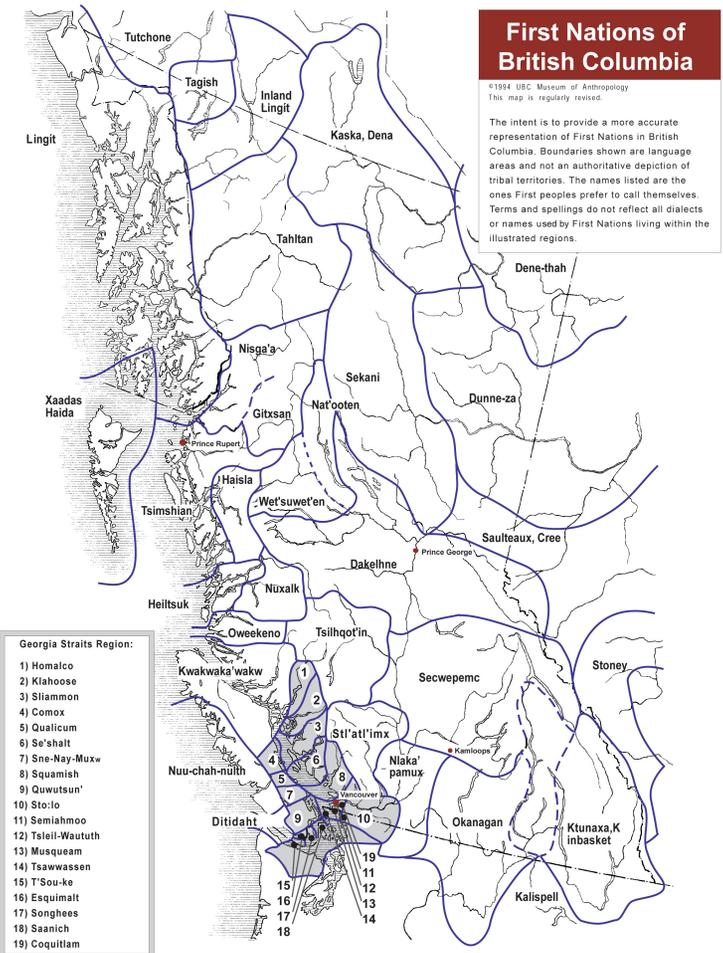


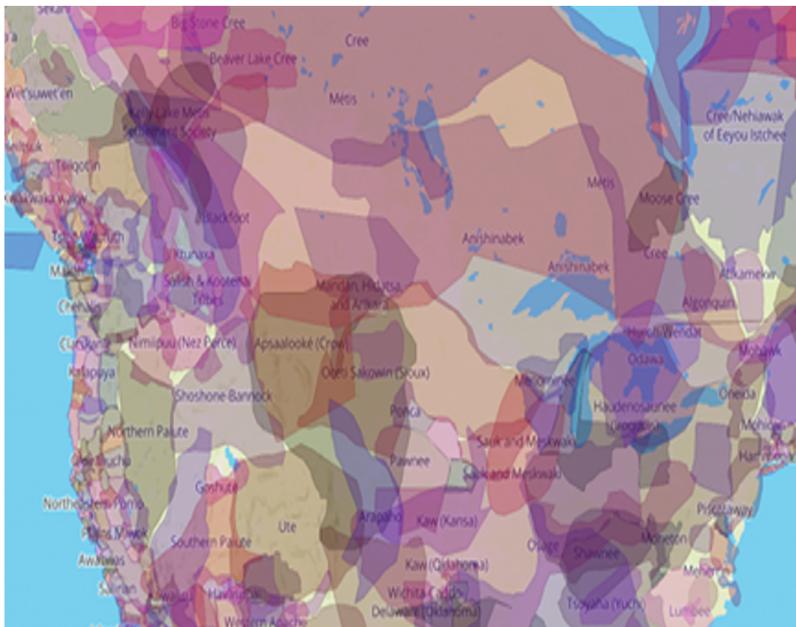
Land Acknowledgement

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





native-land.ca

Why is this acknowledgement happening?

How does this acknowledgement relate to the event or work you are doing?

What is the history of this territory? What are the impacts of colonialism here?

What is your relationship to this territory? How did you come to be here?

What intentions do you have to disrupt and dismantle colonialism beyond this territory acknowledgement?

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/ceri/thenatureoflearningusingresearchtoinspirepractice.htm>)

Where does research say we should be heading?

Help students to:

- see how subjects are interconnected
- be respected
- solve real problems
- learn from and with each other and people in their community
- feel they make a difference in the world, engage with knowledge that matters to them
- connect with experts and expertise
- have more opportunities for dialogue and conversation about their learning.

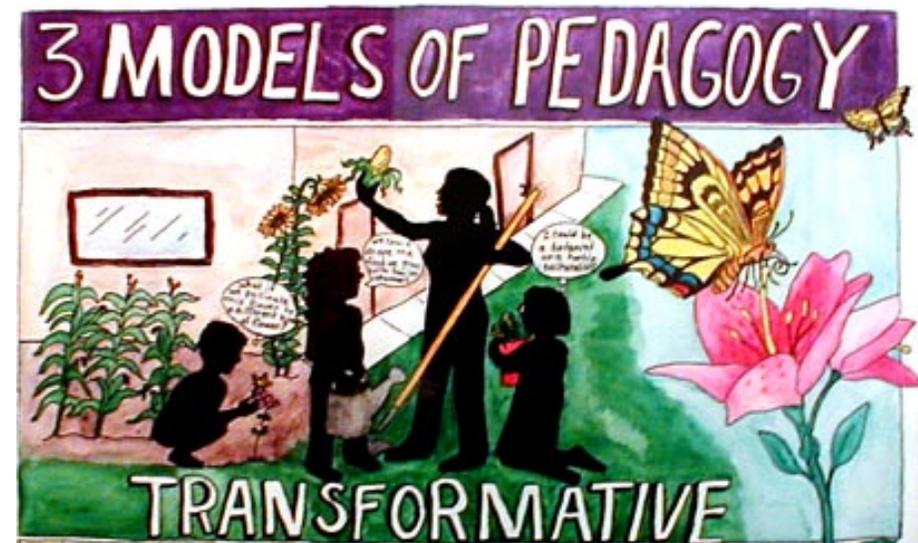
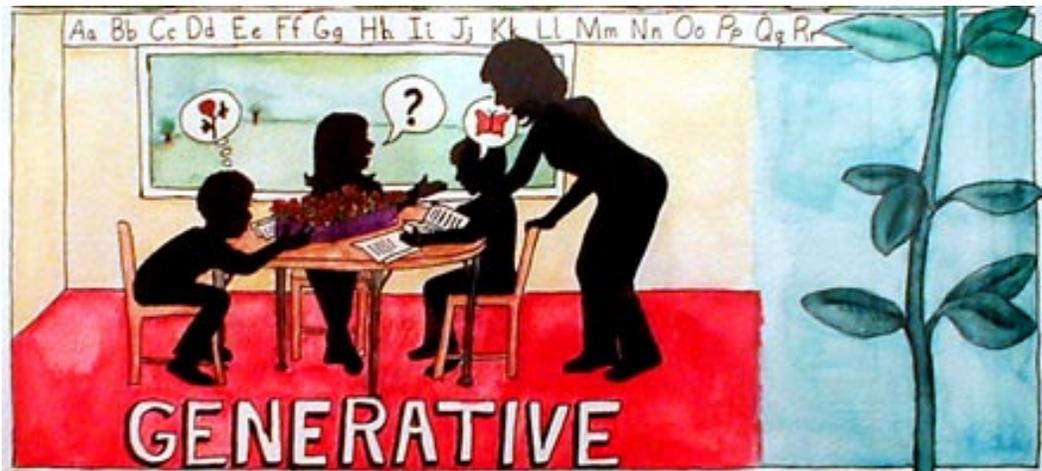
(Wilms et. al, 2009)

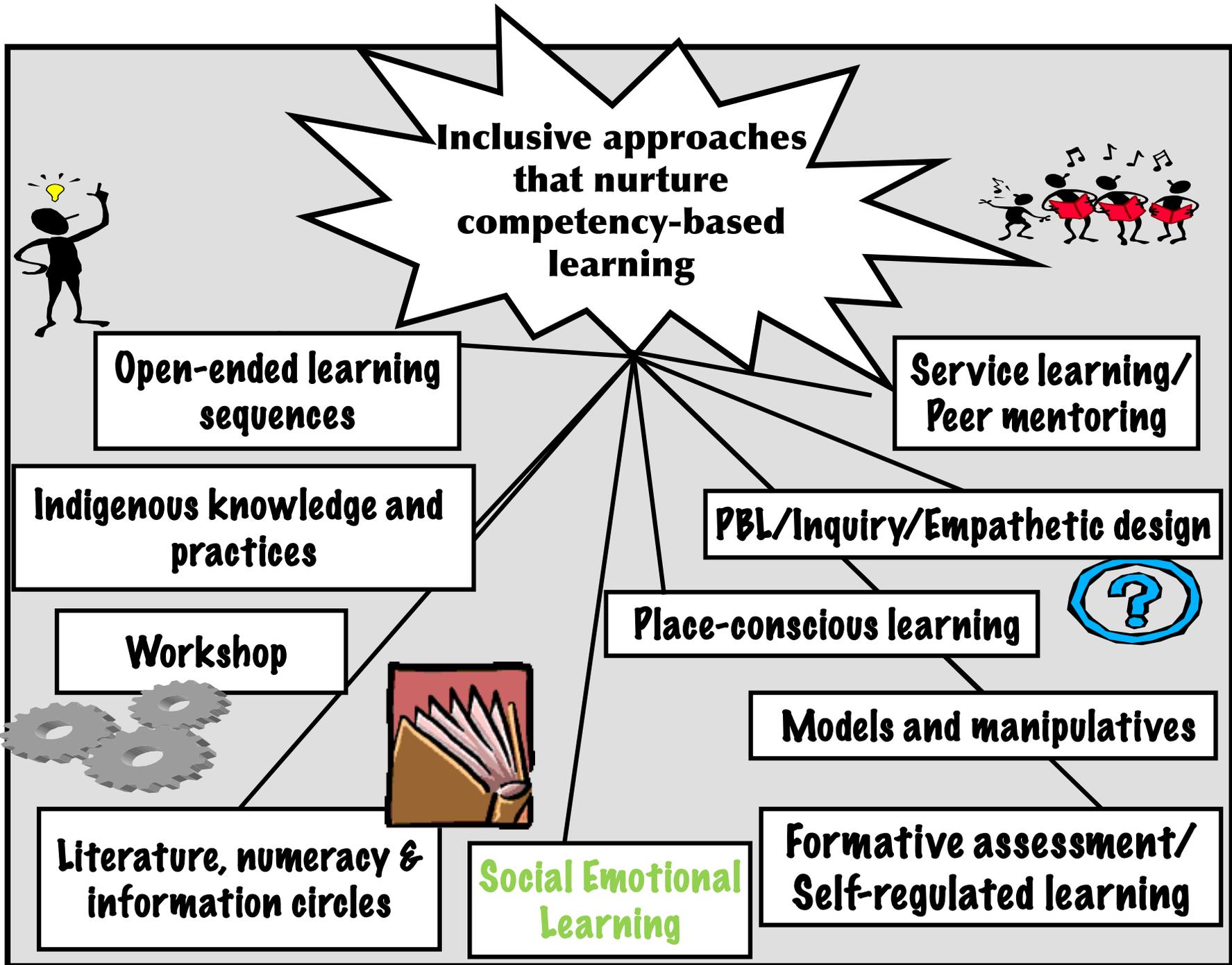
BC REDESIGNED CURRICULUM

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.

Teaching as...





Defining SEL

- Social and emotional learning is a set of skills and competencies needed for success in learning and in life. (CASEL.org)
 - What skills and competencies do you want for your students when they graduate so that they are prepared to be successful in life? (physical, mental, emotional, spiritual, social)
-

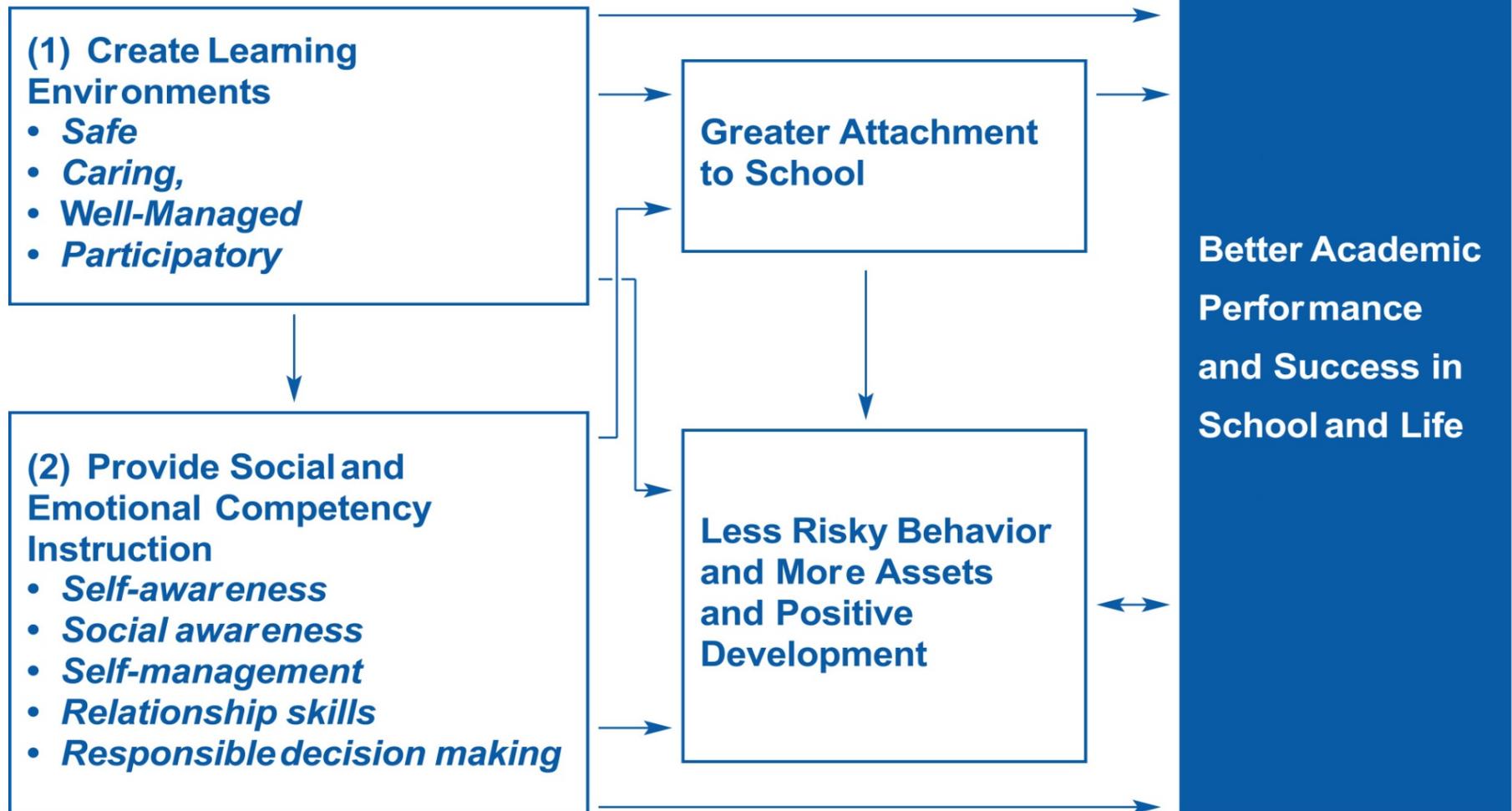
Social & Emotional Learning Core Competencies



The Process of SEL



Evidence-Based SEL Programs:



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)

Laura Singh, SD41



The Division 10. We want to feel...

Included



Confident



Respected
and
Respectful!



Calm



Happy



Safe!



fair



we can show these feelings by ...

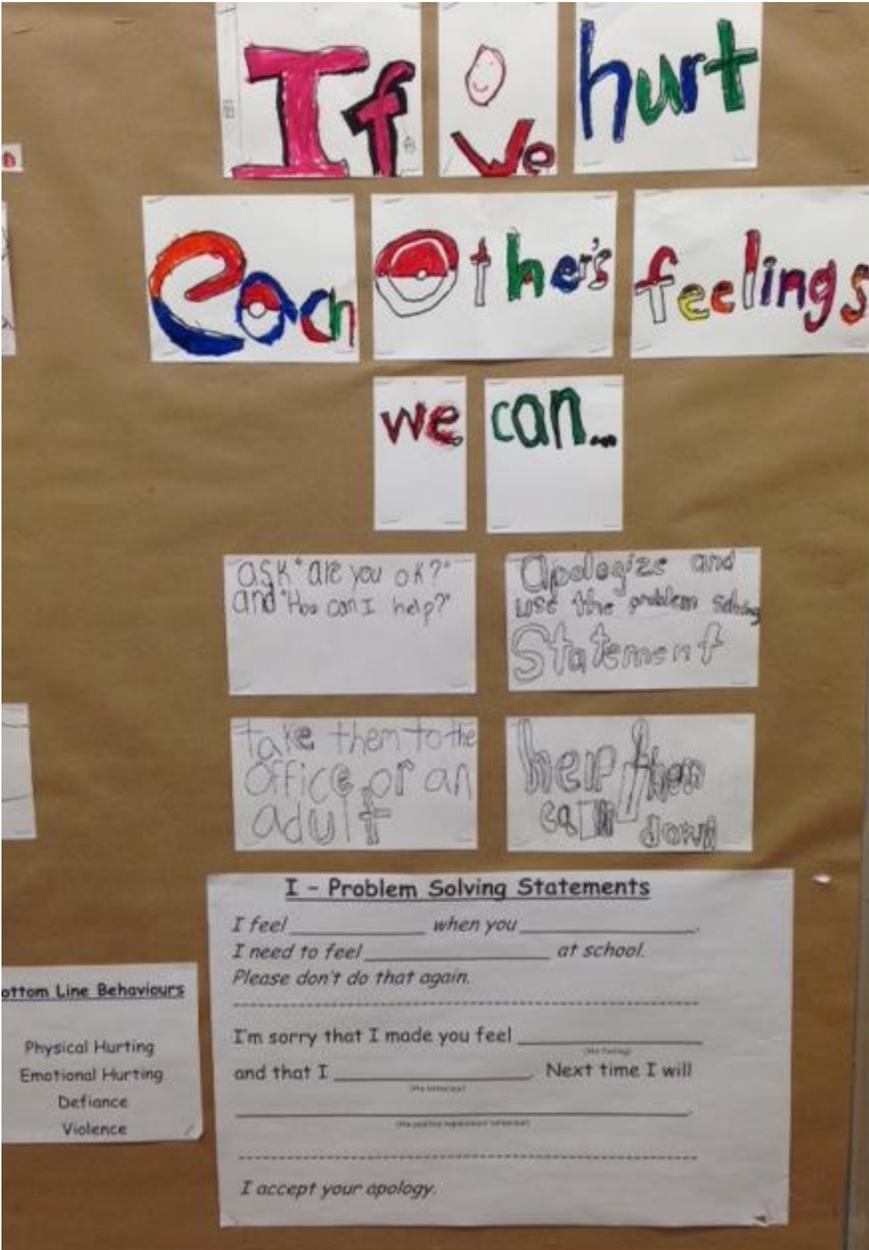


Be kind to
some and
be honest
to good job



Mike
 Kieran
 Lucas
 Ryan
 GIANLUCA
 Mattew
 RODYN
 Vanessa
 We will try our best to
 make ourselves and others
 feel this way at school
 every day.
 Carina
 Aldous
 Daniel
 MAX

Bottom Line Behaviours
 Physical Hurting
 Emotional Hurting
 Defiance
 Violence



If we hurt

Each other's feelings

we can...

ASK "are you ok?"
and "How can I help?"

Apologize and
use the problem solving
Statement

take them to the
office or an
adult

help them
calm down

Bottom Line Behaviours

- Physical Hurting
- Emotional Hurting
- Defiance
- Violence

I - Problem Solving Statements

I feel _____ when you _____.

I need to feel _____ at school.

Please don't do that again.

I'm sorry that I made you feel _____
(the feeling)

and that I _____ (the behavior) Next time I will
(the positive replacement behavior)

I accept your apology.



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

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 _____

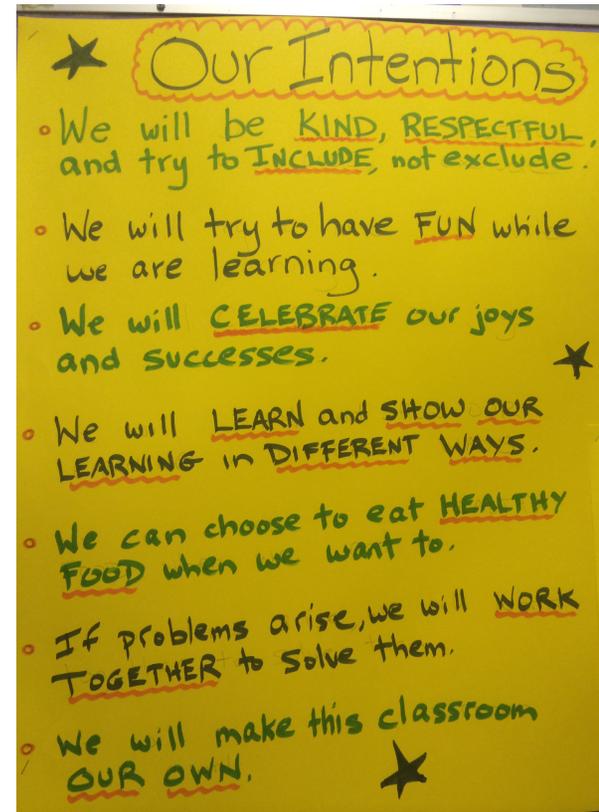
An Emotional Literacy Charter

Dave Dunnigan (Coquitlam School District)

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?



Reference: Butler, Schnellert & Perry, 2017

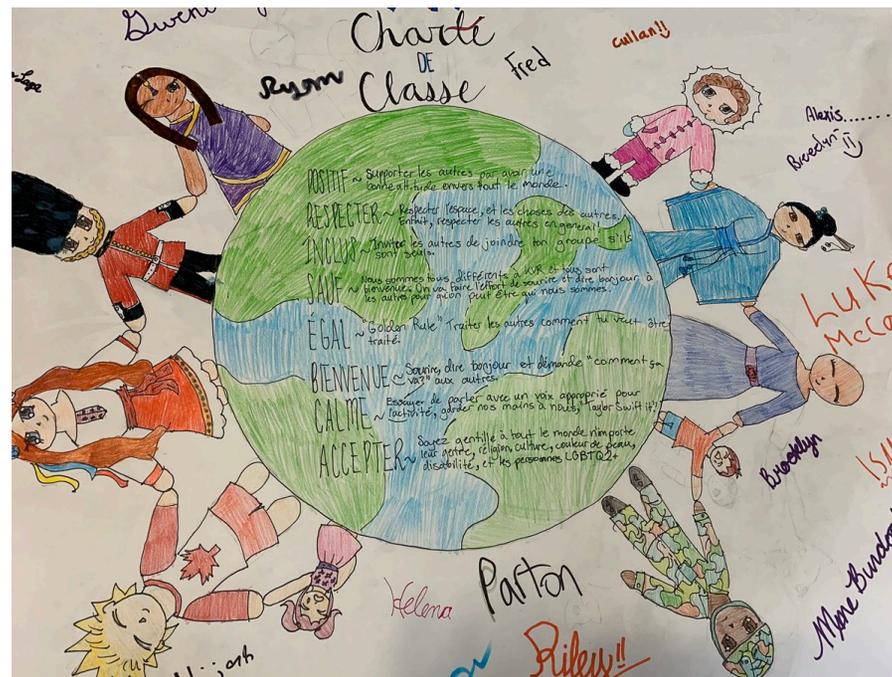
Emotional Literacy Charter

Melissa Burdock, SD67

- We started to talk about how we wanted to feel specifically in our classroom together.
 - Students wrote about this and pulled out emotion words.
 - Built a charter, first in groups and then as a class
 - There was debate so embedded lessons on how to disagree respectfully while allowing everyone's voice to be heard.
 - Charter guides morning circle at the beginning of the week.
 - We pick a word to focus on and talk about strengths and stretches that we've been having as a group for that emotion word.
-

Emotional Literacy Charter

Melissa Burdock, SD67



they want to feel respected, included, safe, equal, welcome, calm, and accepted

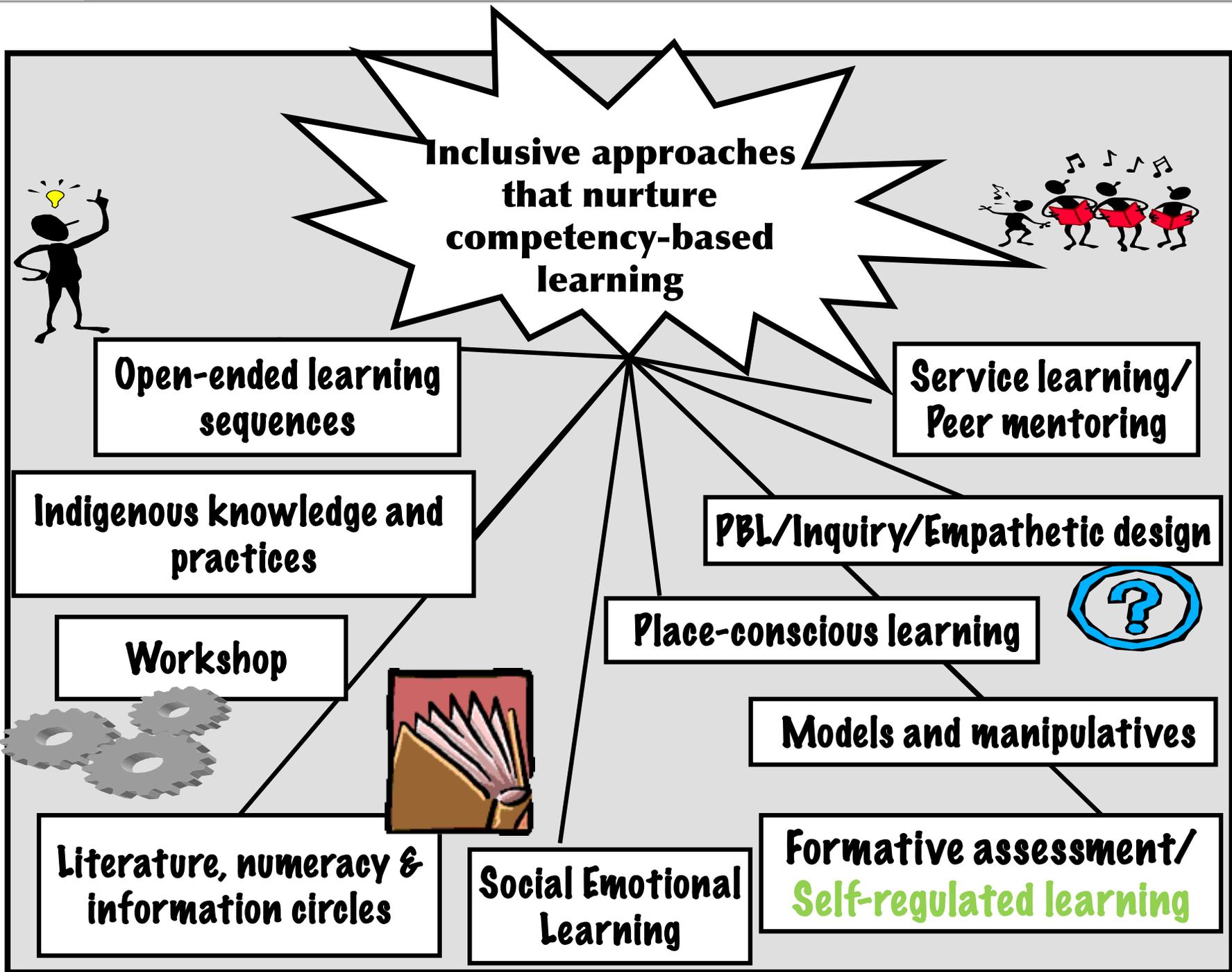
Reflection

Could you take up some
of this in your context?

What are you doing?

What could you try?





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



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.



Probing Deeper: What is SRL?

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

Metacognition

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

SRL

Motivation & Emotion

Strategic Action

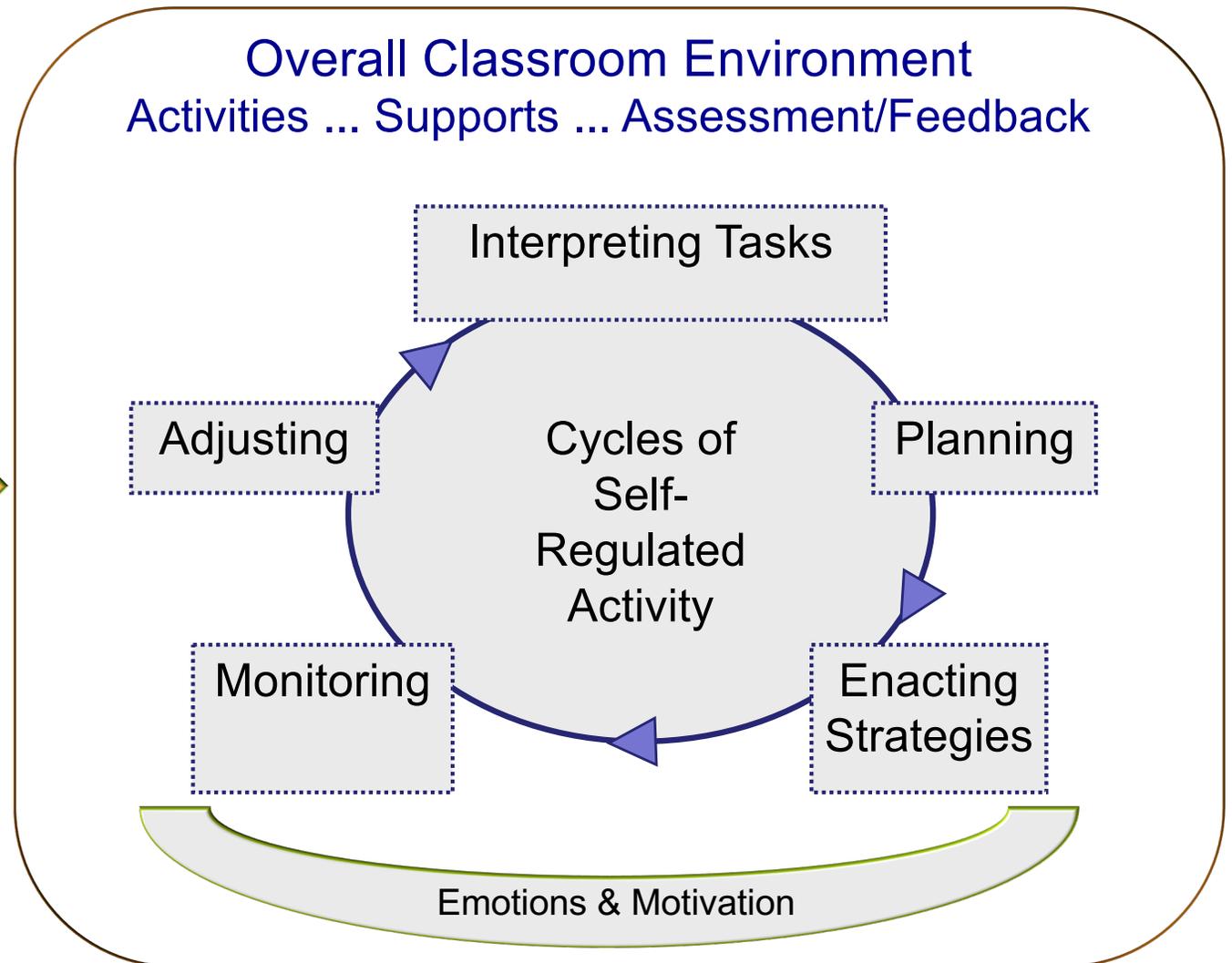
Affective responses;
Beliefs about ability;
Willingness to try;
Expectations for success

An Integrative Model of Self-Regulation

(Butler, Schnellert, & Perry, 2017)



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



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

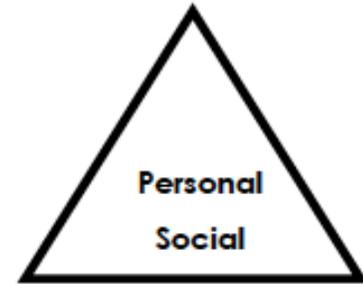
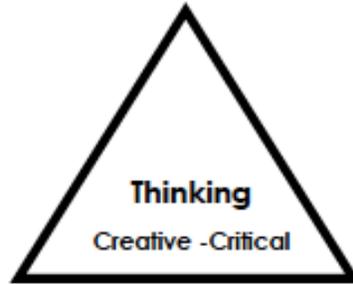
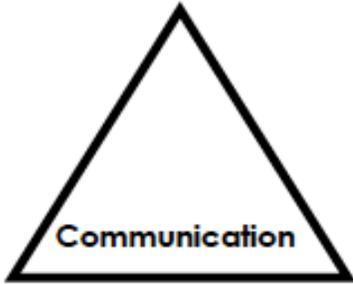
- How will you approach this task (given your goals?)
- What strategies have worked for you before?
- What don't you show me what you can try?
- I noticed you did this. Is that a strategy you are using?
- What are you doing here that you can do again and again?

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?

Self-regulated learning

What happens when we build student self-assessment and reflection into our classrooms?



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

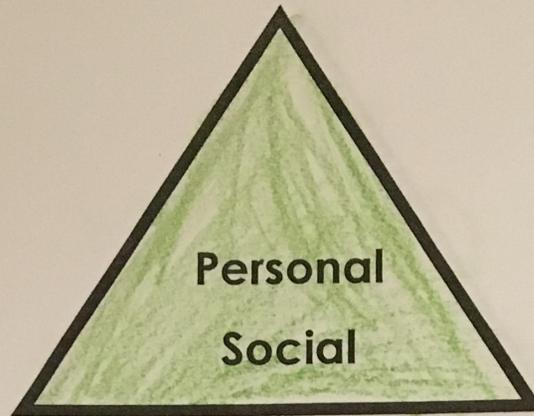
One thing I would do differently next time is
_____ because

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.

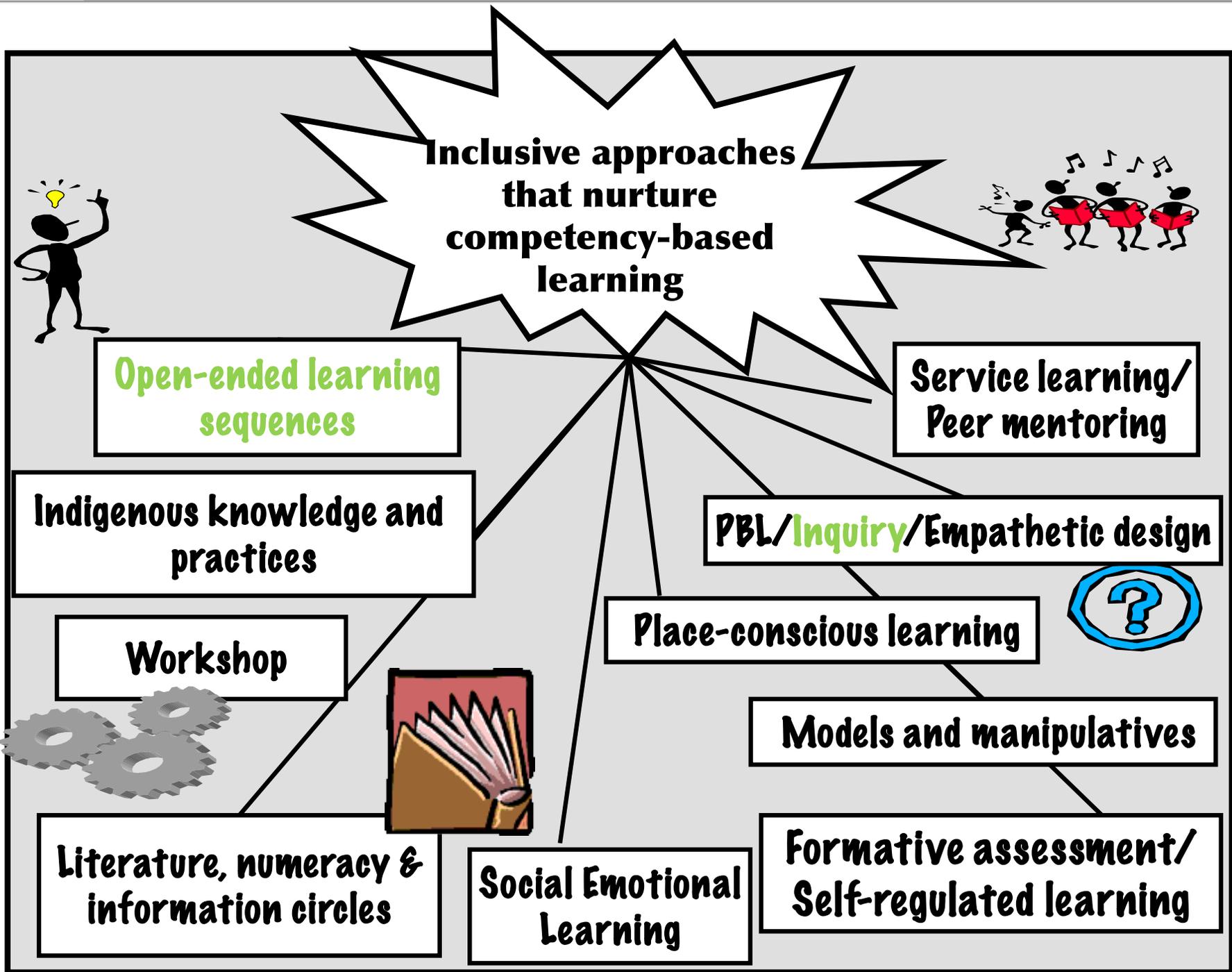
I want you to notice

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

One thing I would do differently next time is

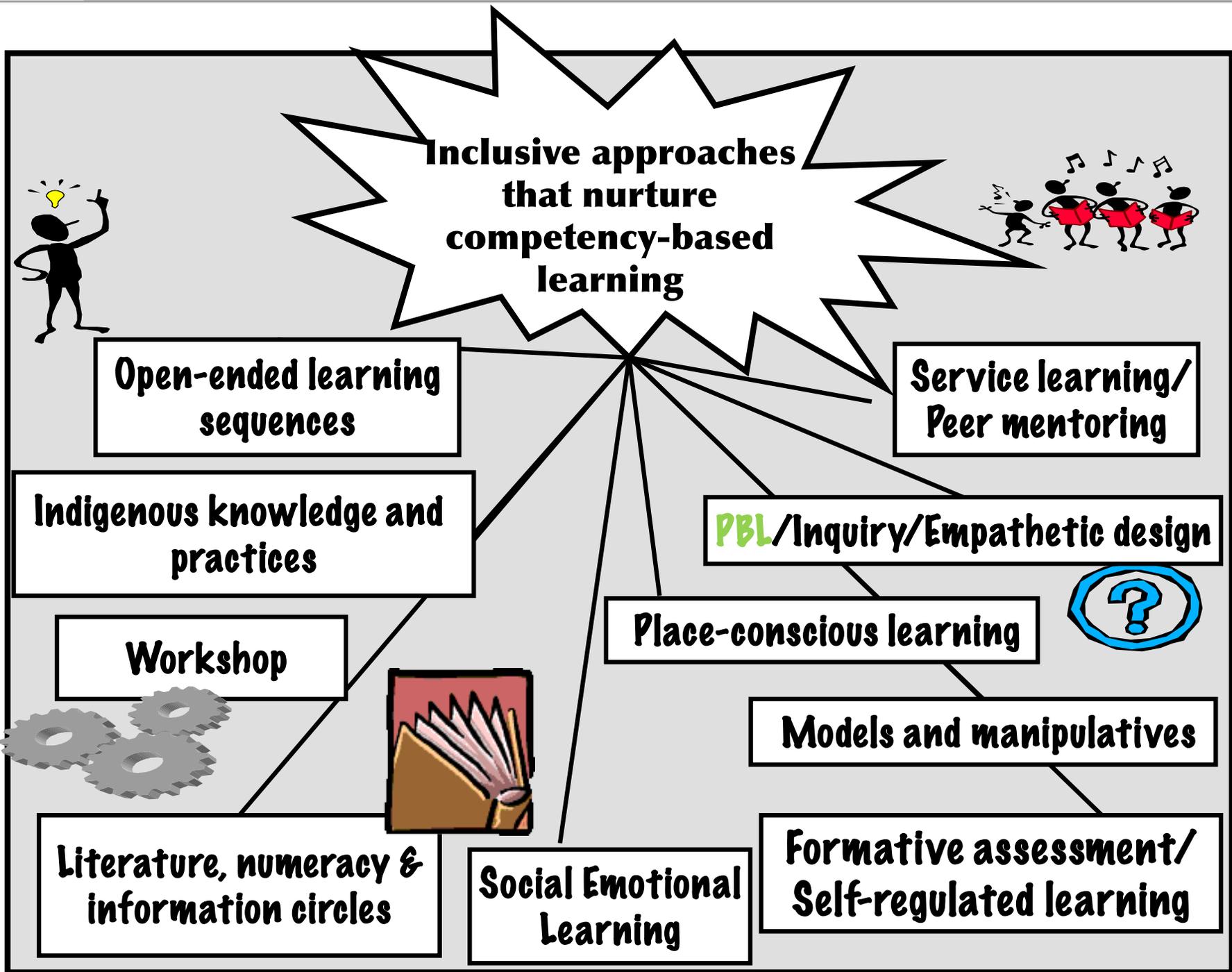
bring something to show because
the people could see and
understand better.

Kelsey Keller, SD43



Math and Social Justice

<https://vernoncommunityschool.files.wordpress.com/2016/02/math-mag-social-justice-pdf.pdf>



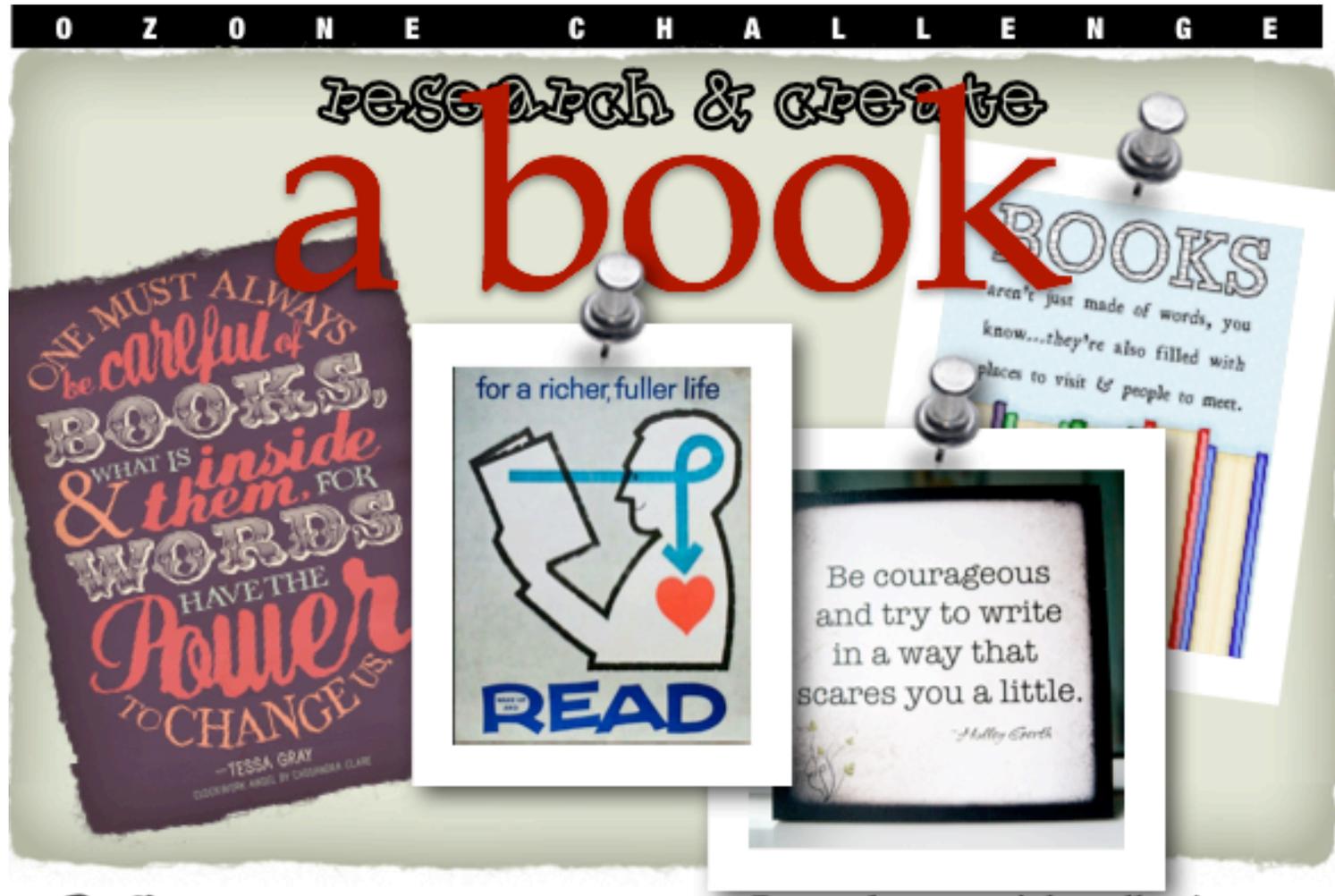
Kim Ondrik, SD22

The Ozone is grade 6/7 learning community... it is a place that sees belonging, honesty, and compassion as the rich soil in which each unique “plant” can comfortably be the person he or she is, one who can safely begin to express his or her unique gifts and differing needs. The Ozone encourages “root” growth with deep learning.

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

Research and Create a Book

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







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:

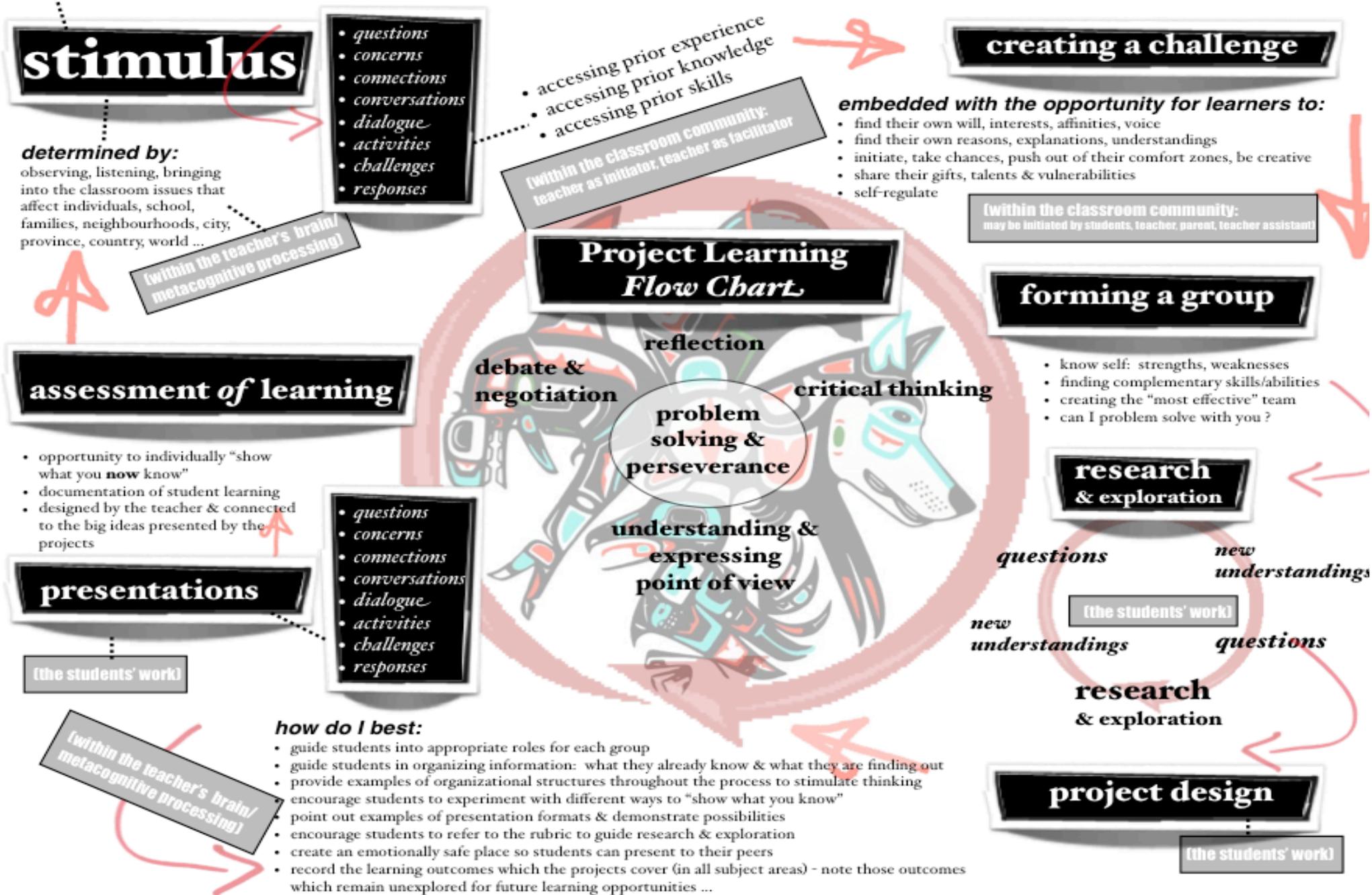
- i. What are my strengths? What are my weaknesses?
- ii. Is there someone else with **complementary** abilities?

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**?





BEGINNING

How can I best be successful?

- work alone?
- with a partner?
- in a group?
- assign roles based upon strengths

Begin with the end in mind:

- an outcome demonstrated
- a deep question answered
- a challenge met

Study the expectations & rubric

RESEARCH

What are the possible sources?

- books, newspapers & magazines (libraries: class, school, community)
- internet
- films
- interviews
- conversations

Have I explored at least 3 points of view?

- importance of triangulation

(HOW IS THE RESEARCH SHARED AMONGST GROUP MEMBERS?)

ORGANIZE

What are the most effective methods?

- cut & paste
- in a binder or journal
- lists
- webs/clusters
- word documents
- save on the server/flash drive

Guiding Questions:

- 3 points of view?
- 3 sources for each?
- on track with rubric?

(HOW CAN THE GROUP STAY ORGANIZED & SHARE THE WORK?)

PROJECT DESIGN

What kinds of projects could I/we use?

Should I/we try something new?

What has been effective for me or others in the past?

Who will the audience be?

What will most engage the audience?

POLISH

Proofread & edit.

Feedback:

- from at least 3 peers
- from one adult

Respond to the feedback:

- does it make sense?
- what part should I/we use?
- what part should I/we ignore?

Compare project to the rubric

Prepare for presentation.

(EQUALLY SHARE "AIR TIME" AMONGST GROUP MEMBERS)

PRESENT

Day before:

- do we have everything I need?

Night before:

- get a good night rest

Day of:

- get presentation ready
- talk to partners
- briefly rehearse

Who is invited to view presentations?

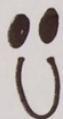
Who will assess the presentations?

After the presentation:

QUESTIONS, COMMENTS, FEEDBACK, CONCERNS?

CELEBRATE

Cake?



HOW DO I KNOW I'M ON TRACK?
WWW W N WWW WW WW WWW



I have my ARTIFACT!

I have included pictures with captions.

I have copied my facts onto my poster, my slide or into my booklet.

I have edited my facts for: periods, uppercase letters, spacing, spelling AND my facts make sense!

I have organized my facts into sections.

I have read through my research.

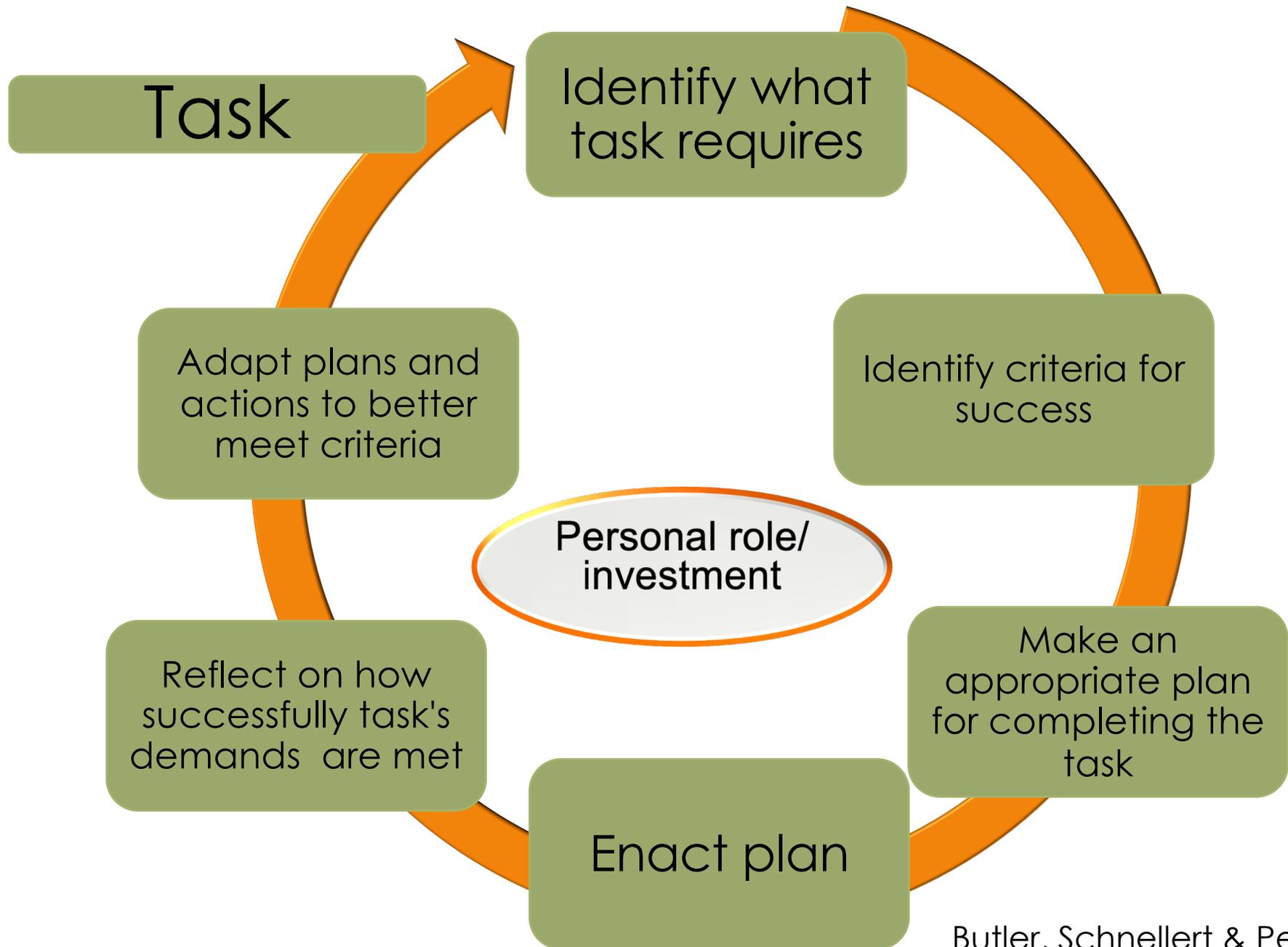
Maisey



Maisey



What does SRL look like for a learner during PBL?



Butler, Schnellert & Perry, 2017

Reflection

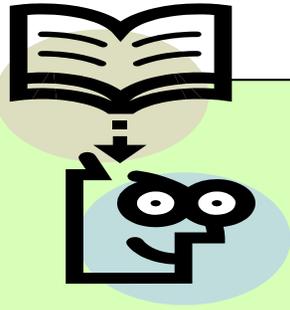
Could you take up some
of this in your context?

What are you doing?

What could you try?

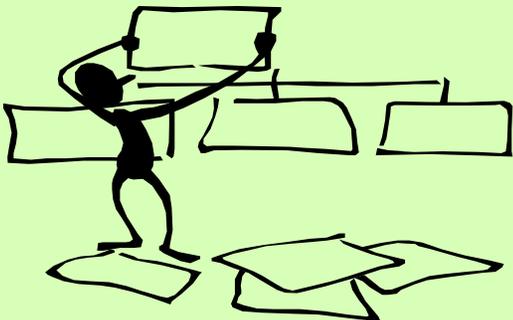
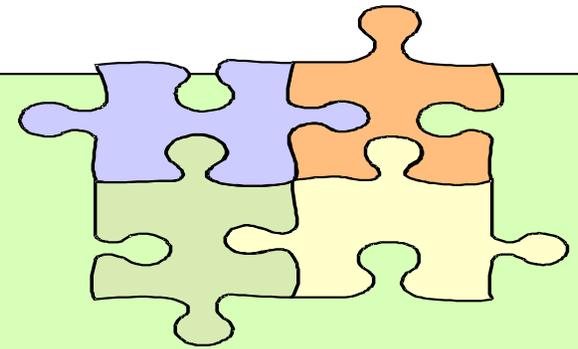


Hold onto...

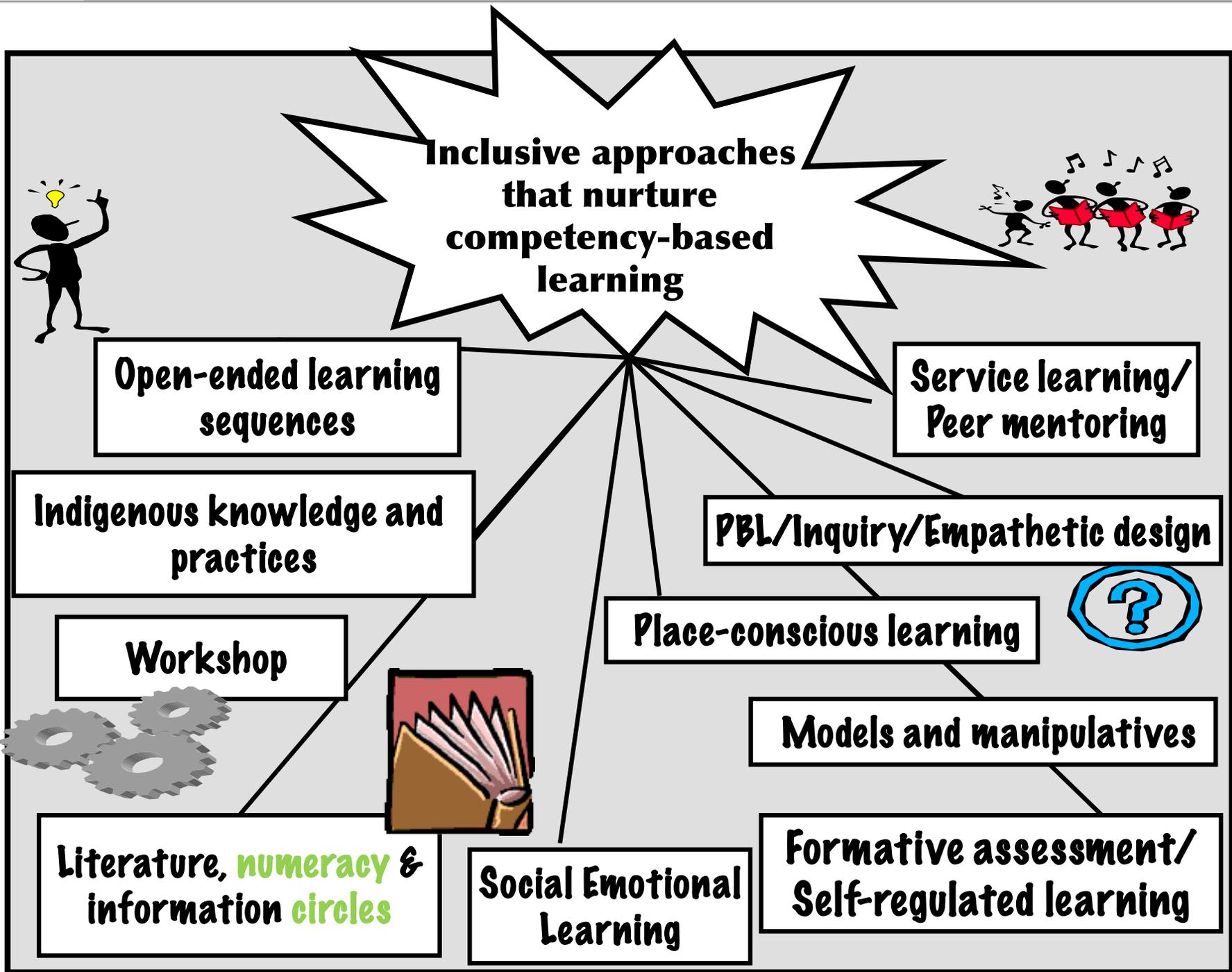


GROW INTO...

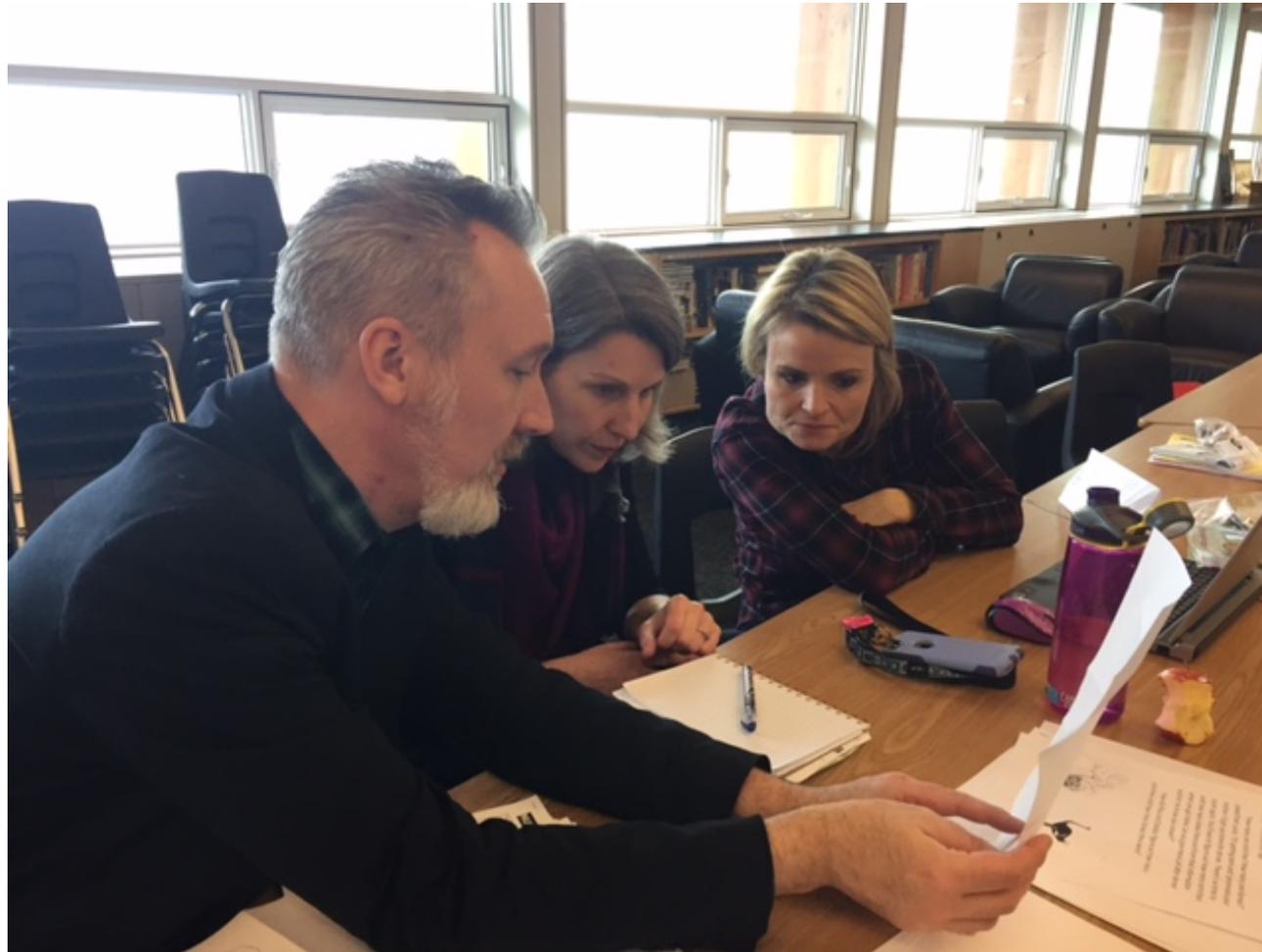
Let go of...



Nurture inclusion by...

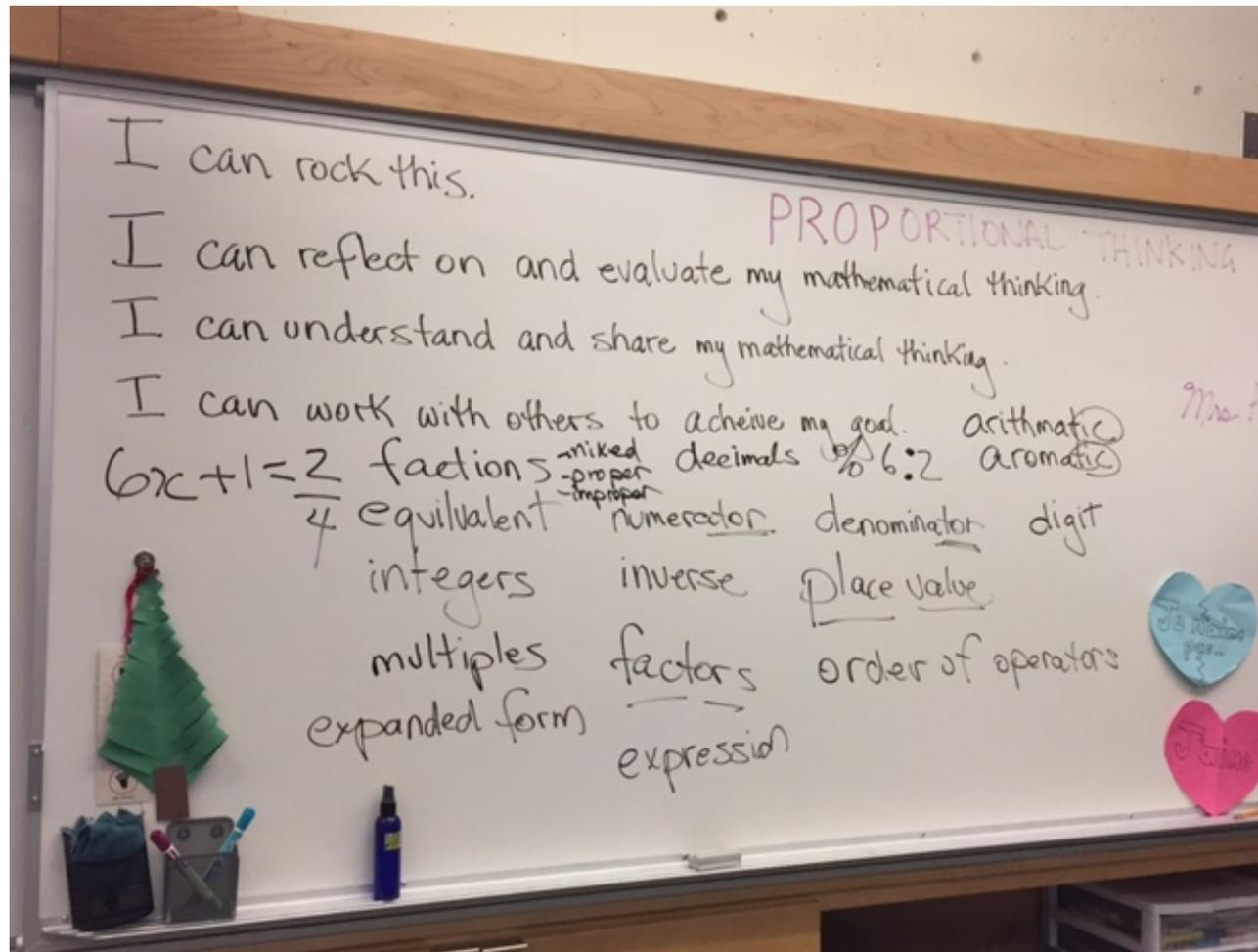


Numeracy Circles



Butler, Schnellert & Perry, 2016; Schnellert, Watson & Widdess, 2015

Learning intentions



- They have a positive mind - Set -
- They use all there tools
- They ask other people for help ☐
- explain there thinking

- teach math
- double check work
- explain mathematical thinking
- talk in front of people

- study
- keep trying
- reflecting
- thinking

Studying

Thinking

Reflection

keep trying

Strategies

Addition

subtraction

Read to get clue

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.

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.

Still later, the first Prince awoke, went to the kitchen, and ate $\frac{1}{4}$ of the remaining mangoes.

Even later, his brother, the second Prince, ate $\frac{1}{3}$ of what was then left.

Finally, the third Prince ate $\frac{1}{2}$ of what was left, leaving only three mangoes for the servants.

How many mangoes were originally in the bowl?

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. Dave comes into the kitchen and finds the cookies. Since he is hungry, he eats half a dozen of them.

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!"

How many cookies did Dad bake in all?

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.

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.

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.

Somewhat later, the third sailor awoke and did exactly the same thing with the remaining coconuts.

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.

How many coconuts were in the original pile?

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."

"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?"

How did Raul and Esteban figure out how many ostriches and how many llamas there were?

NUMERACY CIRCLES

Name _____

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

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:

ORIGINAL COLOUR

NEW UNDERSTANDINGS COLOUR

REFLECTING ON MY LEARNING (or Why I am smarter after my meeting):

- I'm positive
- I'm pretty sure
- I'm not sure

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?</p> <p>- were counting heads and legs - there are 47 animals and 122 legs</p>	<p>What will the answer TELL me? What am I trying to FIND out?</p> <p>- we are trying to find out how many llamas and how many ostriches there are.</p>	<p>Are there any special CONDITIONS, RULES, or is there BACKGROUND KNOWLEDGE I need to know?</p>	<p>ABOUT how much is the answer?</p> <p>33 23</p>
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This is how I solved the problem using pictures, numbers, and words:

ORIGINAL COLOUR NEW UNDERSTANDINGS COLOUR

heads	legs	total
23	84	127
21	84	136
18	72	130
14	56	122

I'm positive
 I'm pretty sure
 I'm not sure

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?</p> <p>We have to find out how many llamas and how many ostriches there are. We know there are only 47 animals in total.</p>	<p>What will the answer TELL me? What am I trying to FIND out?</p> <p>We are trying to find out how many llamas there are. 23 llamas 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?</p> <p>- 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</p> <p>There are 4 llamas with 56 legs total. There are 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 UNDERSTANDINGS COLOUR

heads	legs	total
12	16	28
10	12	22
8	8	16
6	4	10
4	4	8
2	2	4

I'm positive
 I'm pretty sure
 I'm not sure

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?</p> <p>- We are counting heads and legs.</p>	<p>What will the answer TELL me? What am I trying to FIND out?</p> <p>-</p>	<p>Are there any special CONDITIONS, RULES, or is there BACKGROUND KNOWLEDGE I need to know?</p> <p>- There are no special conditions, rules, or background knowledge that I need to know.</p>	<p>ABOUT how much is the answer?</p> <p>33</p>
--	---	--	--

This is how I solved the problem using pictures, numbers, and words:

ORIGINAL COLOUR NEW UNDERSTANDINGS COLOUR

heads	legs	total
23	84	142
22	84	137
21	84	130
20	84	118
19	84	112
18	84	106
17	84	100

I'm positive
 I'm pretty sure
 I'm not sure

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 they 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 UNDERSTANDINGS COLOUR

16
20
4

16 + 8 = 24

12
10
12
18
+ 10
62

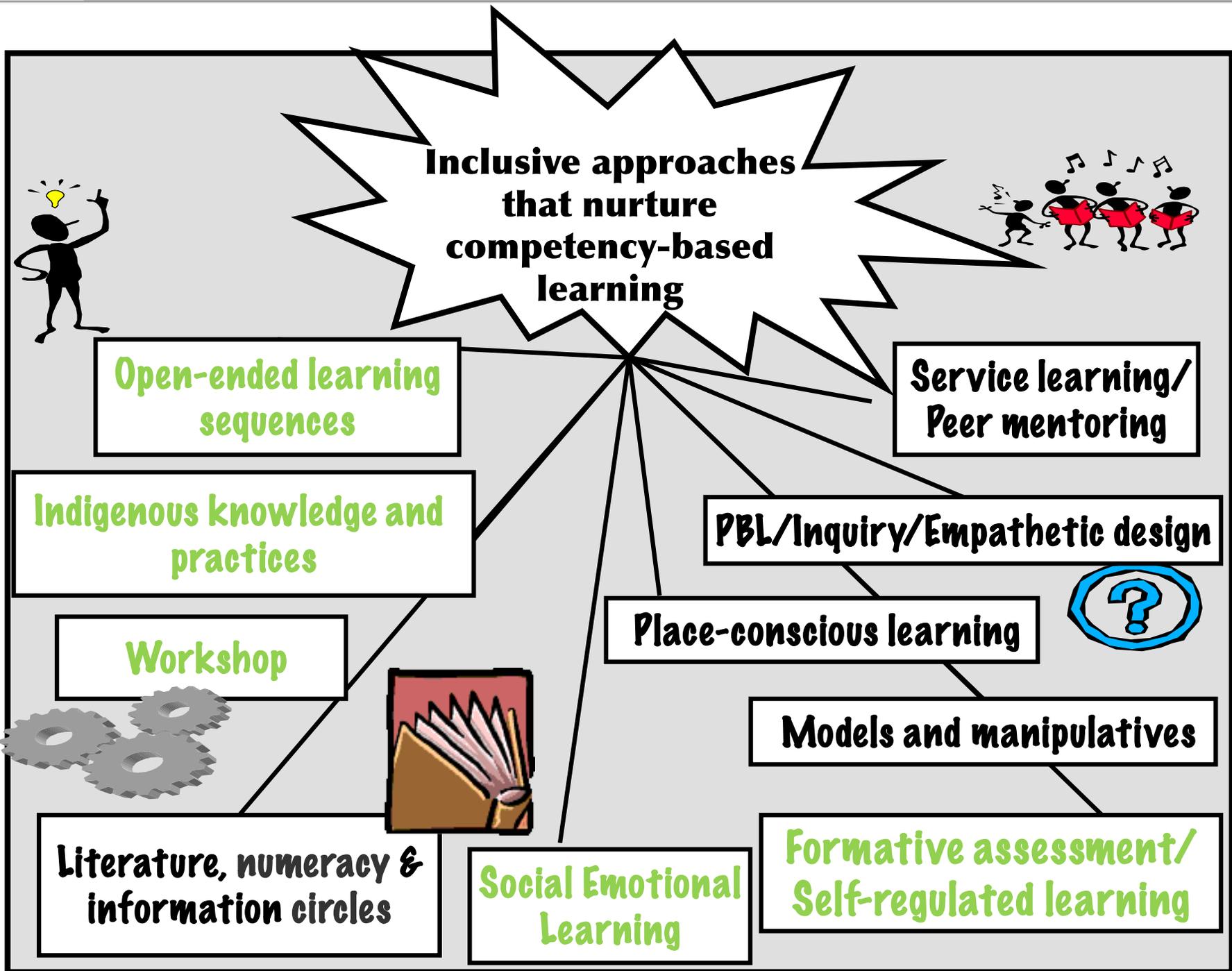
62
+ 64
126

I'm positive

I'm pretty sure

I'm not sure

-
- 
- How can drawing together the core and curricular competencies support students to develop as self-regulating learners?
 - Posting learning intentions?
 - Referring to criteria when engaging in learning?
 - Reflecting on social, emotional and content-based learning?
-



An Inclusive,
SEL and SRL
Promoting
Classroom



Grade 5/6 Example: Writing Free Verse Poems

Class Profile: A Wide Variety of Experiences and Needs

One student diagnosed with Asperger's Syndrome

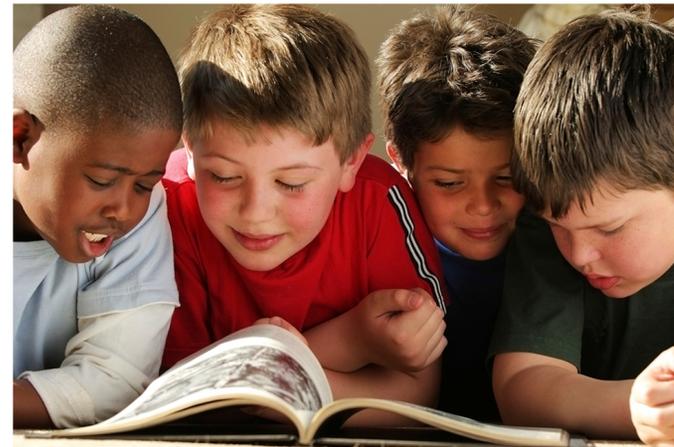
One at-risk First Nations Student

Five other students with IEPs

22 ESL students

5 level 1

2-3 level 2



Better Together



Who came together to support diverse learners in this classroom?

A Series of Lessons (Spring)

Goals taken up, over time:

To create students' sense of belonging in a learning community

To support students to learn how to express their emotions and ideas in free verse poems

To promote students' development of knowledge about Indigenous cultures and experiences

To foster students' self-regulated approaches to reading and writing

To connect with an at-risk learner's experiences

Developed by Leyton Schnellert & Nicole Widdess (2015)



Building a Classroom Community



Create
Opportunities
and Supports
for SRL

Building a Community of Learners

What practices did educators use in this instance to build community?

A Series of Lessons Supported Students to ...

- ❑ Interpret Tasks: What makes a good free verse poem?
 - ✧ Class reads examples
 - ✧ They generate criteria based on different samples

- ❑ Generate content
 - ✧ Based on reading of poems and stories
 - ✧ Based on criteria for a good poem

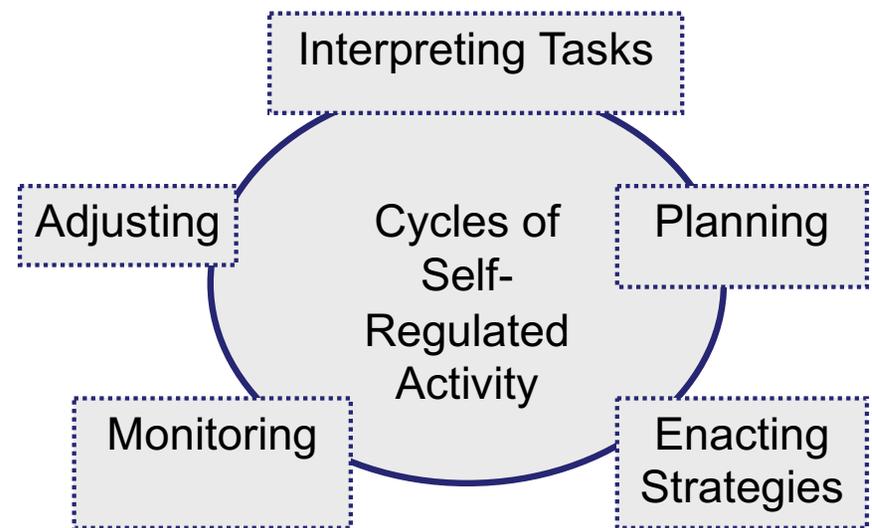
- ❑ Read and write strategically
 - ✧ Generate and build from criteria
 - ✧ Try, articulate, try, refine strategies over time
 - ✧ Self-monitor progress and self-assess



Reflection

Why and how were educators working towards multiple goals?

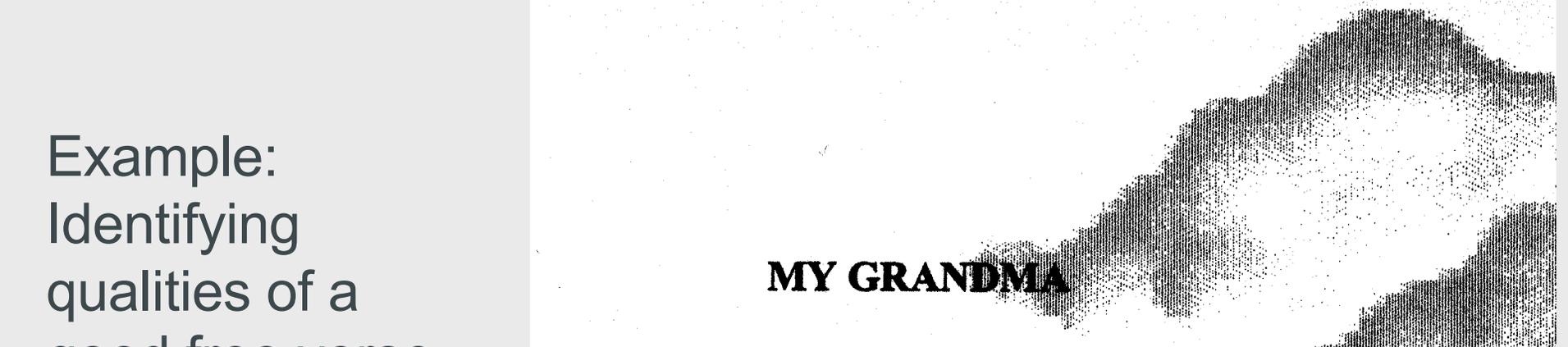
Why and how were they fostering “strategic action”?



Interpreting Tasks



Example:
Identifying
qualities of a
good free verse
poem



MY GRANDMA

**My grandma is like the tree of knowledge.
Her stories are as old as the mountains
Her words are like the morning dew
on the grass.**

**Her dreams are as smooth
as an eagle gliding in the wind.**

**My grandma's food is as good
as the finest restaurant in the world, but
when she is angry**

her voice is like thunder,

her eyes are like fire,

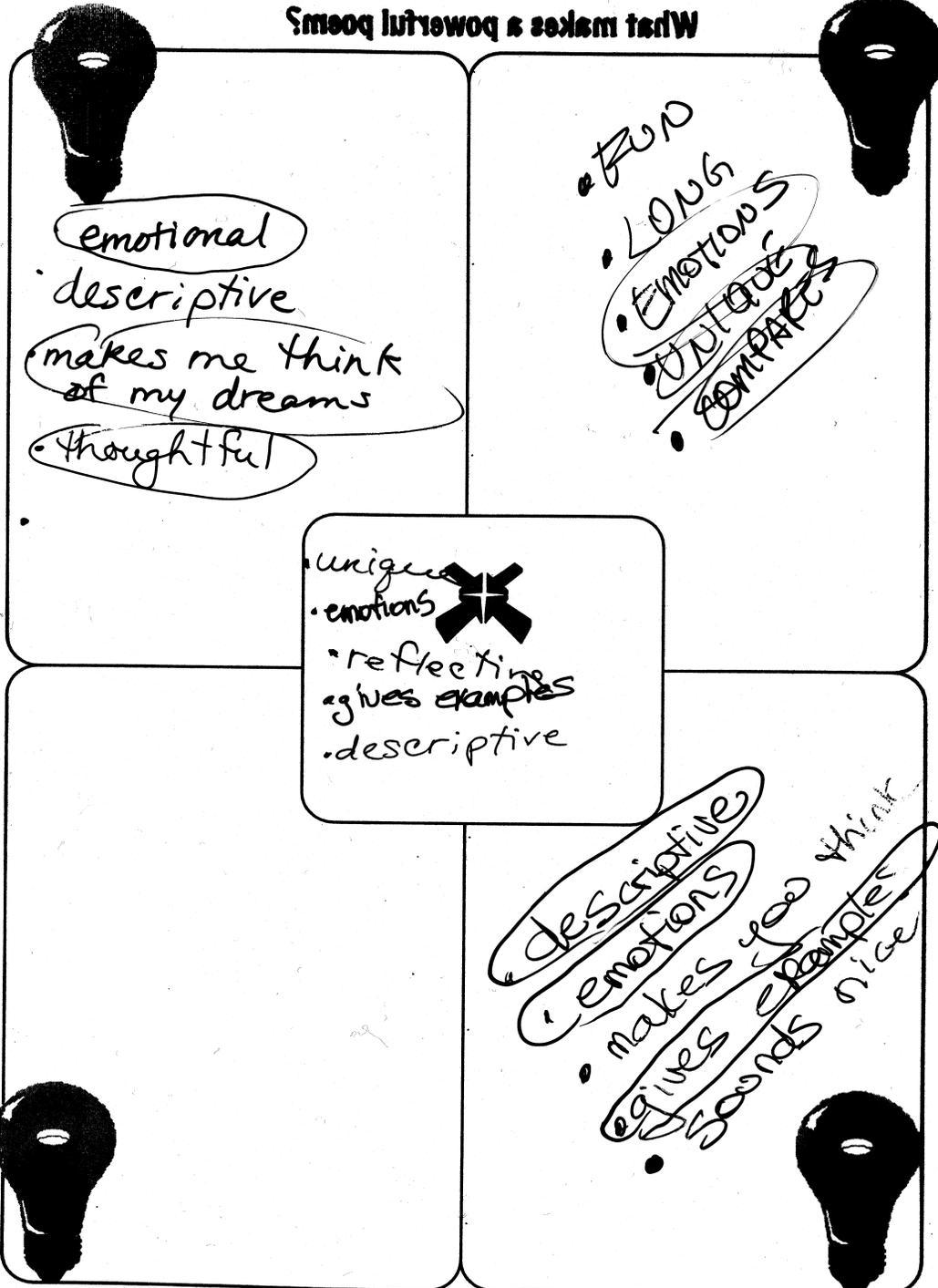
her tongue lashes out like a dragon.

I'm proud that she is my grandma.

By Jerry, Mt. Pleasant. S.D. 39

Example: Whole class modeling & discussion

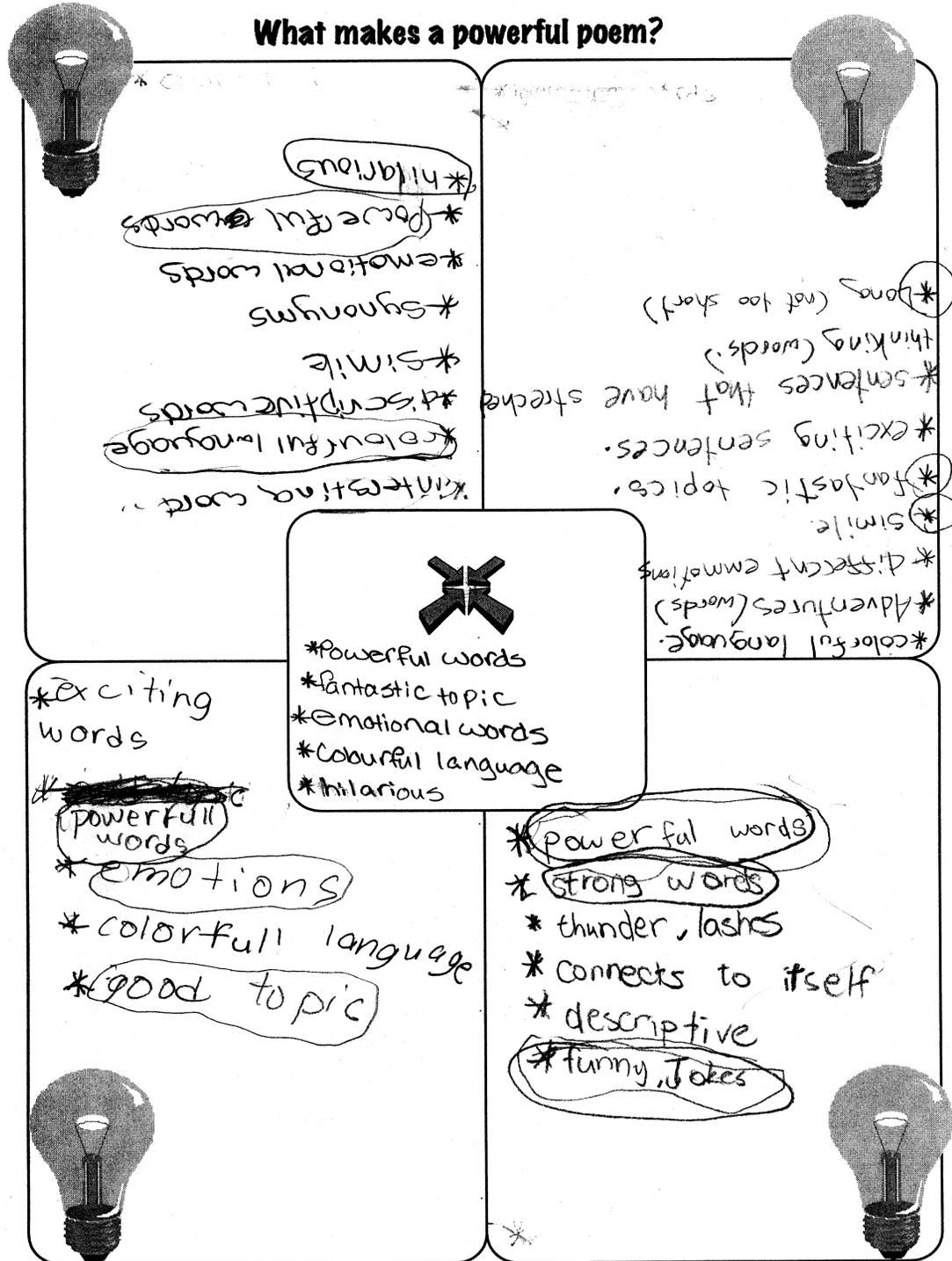
What makes a powerful poem?



Example:
Students working
together to
identify writing
criteria

Cesar, Christopher, Dana, Tamara.

What makes a powerful poem?



Example:
Summarizing
criteria as a
whole class
following on the
small group
activity

- Captures the reader's attention
- ✓ emotions
- interesting
- descriptive words
- humor
- exciting
- colorful words
- connects to your life
- makes you wonder
- message
- gives reader a picture **images**
- detailed
- powerful words
- hilarious
- fantastic topic
- ✓ feelings
- 5 senses

Reflection

How did this part of the lesson sequence create a foundation for students' self-regulated engagement in reading, writing, & learning?



Supporting Iterative Cycles of Strategic Action

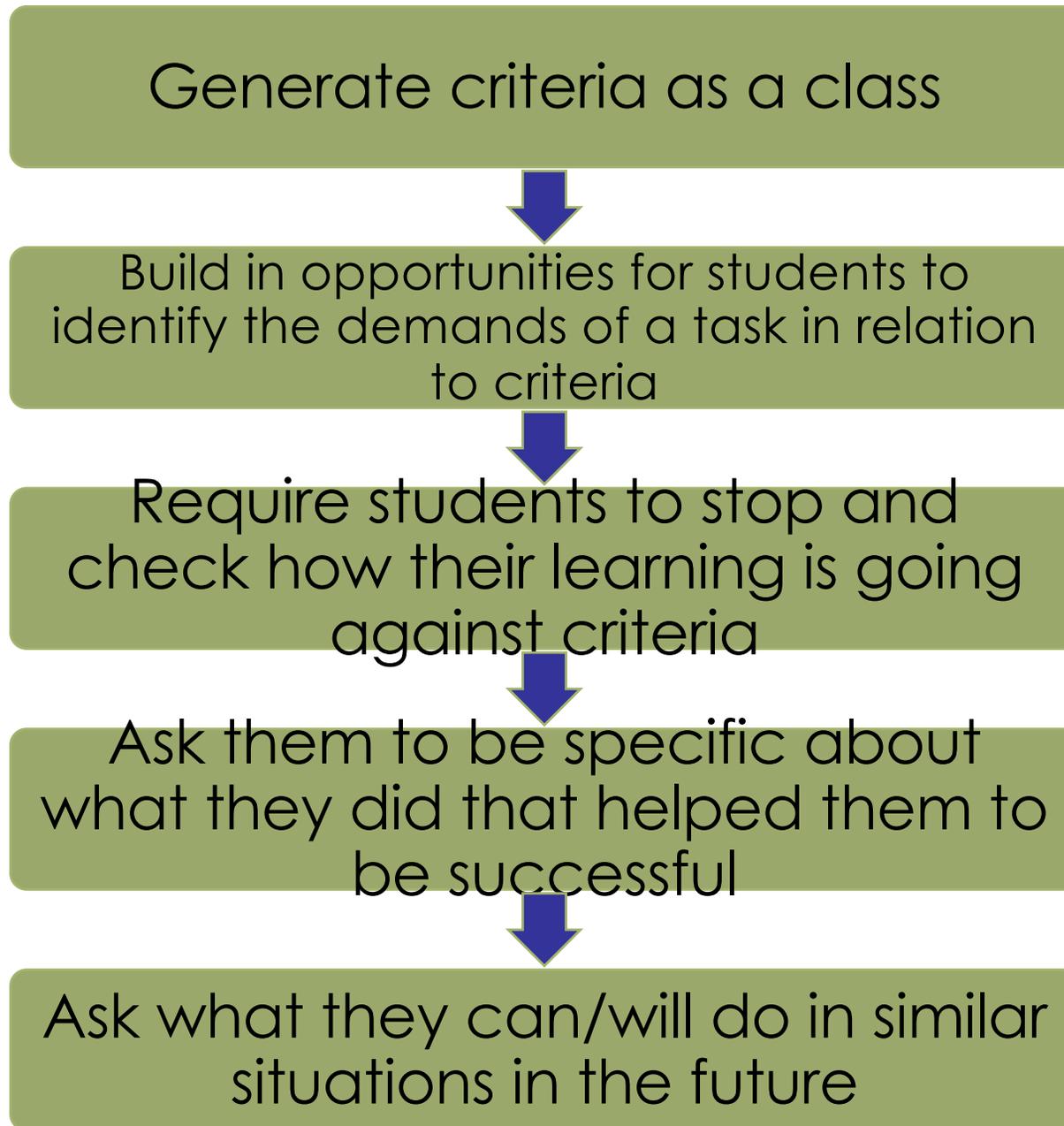
It's not enough to clarify or co-construct learning intentions

Students need to build from criteria to guide their learning!

- To focus learning
- To plan their actions
- To choose and use strategies
- To monitor progress
- To redirect efforts as needed



What can teachers do?



Example: Review Criteria Constructed with Students

GOOD POEMS...



capture the reader's attention

connect to your life

are about a fantastic topic



make the reader wonder

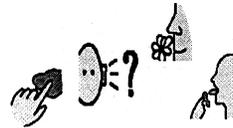
are interesting

have a message



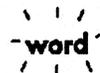
share feelings and emotions

are exciting



use the 5 senses

have humor/are hilarious



have descriptive, powerful or colorful words

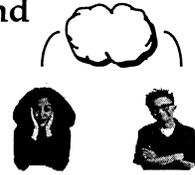
are detailed



gives the reader a picture in their mind

Example: A framework for generating content for a free verse poem (reflective of group generated criteria)

gives the reader a picture in their mind



I see...

has descriptive, powerful or colorful words



I hear...



makes the reader wonder

I wonder...

shares feelings and emotions



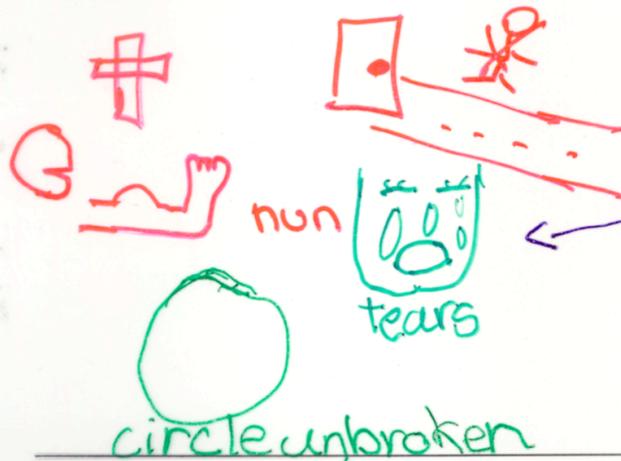
I feel...

Example: Class generates content for poems on residential schools

gives the reader a picture in their mind



I see...



has descriptive, powerful or colorful words



I hear...

crying / weeping from sadness 😞

- silent hall
- "help!"
- discouraged
- code of silent
- lonely
- suffering



makes the reader wonder

I wonder...

"Why did they make residential school?"
 "How did they ever survive?"

"Why did my parents leave me here?"

shares feelings and emotions



I feel...

- antagonism
- horrify
- grief
- afraid
- empty
- sorrow
- need to stop pain

Reflection

How did this part of the lesson sequence support students to develop as self-regulating readers and writers?



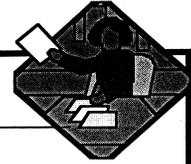
Building Personalized Strategies

Learning Strategies



Example:
Constructing
strategies for
writing free verse
poems, building
from experience
(and linked to
criteria)

How to write a free verse poem:



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

Example: Constructing Strategies with Students

How to write a free verse poem:

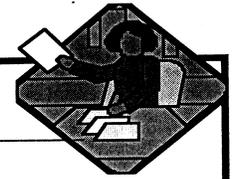


1. Choose a topic you want to write about.
2. Start writing things that have something to do with the topic.
3. Make a space each time you write a new paragraph.
4. Try to include things that will make the poem good like: similes, colourful language...etc.
5. Write the poem like a poem should be written. (ie. ≡✓, ≡≡X.)
6. Have a conclusion for the end of the poem.
7. Then write who wrote the poem.
8. _____
9. _____

Example:
Constructing
Strategies with
Students

Travis

How to write a free verse poem:



1. Have a Plan in head
before
2. put it in interesting way
3. have spaces . . .
4. have lots of expression
5. collect all your thoughts
- 6.
- 7.
- 8.
- 9.

Reflection

How did this part of the lesson sequence support students to develop “metacognition” and a sense of control over learning?



Assessment *for* Learning

According to Black & Wiliam (1998),
assessment *for* learning describes:

All those activities undertaken by teachers, *and by their students in assessing themselves*, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged (p. 2, emphasis in original)

Building Assessment into the Poetry Example

Students' on-going monitoring (based on criteria)

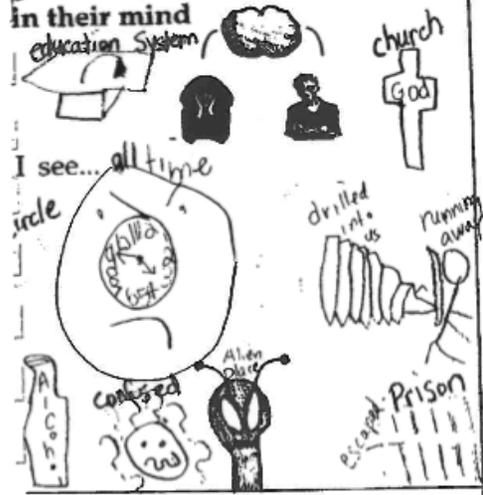
Choose top two poems and refine

One-on-one conferencing (strategic questions)

Peer-to-peer feedback

From self-monitoring/assessment to personalized strategies

gives the reader a picture
in their mind



I see... all time

Mush-hole

has descriptive, powerful
or colorful words



- I hear...
1947
Institution 7 years old
- Timed (Everything)
 - educational system
 - traditional ways

makes the reader wonder

wonder...

- Why she got married?
- Why did she feel like an Alien?
- What did she mean by drilled into us?

shares feelings and emotions



- I feel...
- sad
 - super, super, super mad!

**Mush-hole
By Myles**

They stole my will and my soul,
We learned nothing of our First Nations culture.
I didn't have a good feeling about myself,
I grew up after going to god and my elders on the Indian
reservation,
And lived to be an old lady, and now I say bye-bye.

Example: Travis' drafts of his poem on residential schools

Travis

Poem

Dec - I feel good when I am with my family. I feel the same as you because my mom had lots of hard times in her life like drugs and ^{alcohol} alcohol. Then it started to effect me inside my heart how bad and confusing my life is. Now I'm sad because my mom is gone and I'm not with her. I feel so miserable and scared for her. She's in Vancouver right now but I don't know where she is and that worries me. I've moved to lots of other schools. Lots of the kids are cruel and mean even teachers. But your school was probably more cruel. It must have been painful and terrifying from the horror that came from the belt or stick. I must have been lonely at that school and when you ran away and went to skid row I feel sick to my stomach that they did all that.

Example: Travis' finished poem on residential schools

Schnellert & Widdess (2015)

My Feelings

By: Travis

I feel good when i`m with my family
feel the same as you because my mom
has lots of hard times in her
life like drugs and alcohol. Then it
started to infect inside my heart
how bad and confusing my life is.
Now i`m sad because my mom is
gone and im not with her.

I feel so miserable and scared for
her. She`s in Vancouver right now,
but i don`t know where she is and that
worries me. I`ve moved to lot`s of
other schools. Lot`s of the kid` are
cruel and, even some of the teachers
can be. But your school was probably
more cruel. It must have been painful
and terrifying from the horror that
came from the belt or stick in those
long years. It must have been
one at that school and when you ran
away and went to skid row! I feel sick
to my stomach that they did all that.

You probably ran away because
from the terror and horror of that
prisoned school. I hope you feel better
about your native self. i`m
native too. my name is Travis, and i`m in grade six.

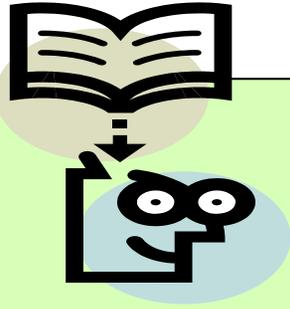
Making Connections

How does co-constructing criteria foster

- motivation and engagement for learners?
- personal and social responsibility and personal awareness?

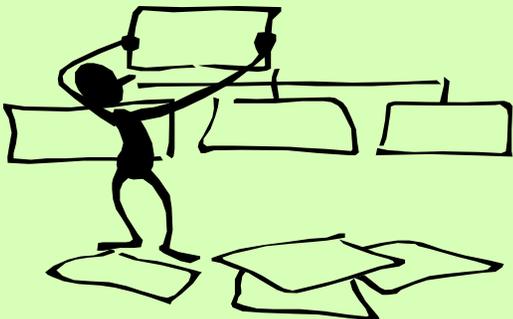
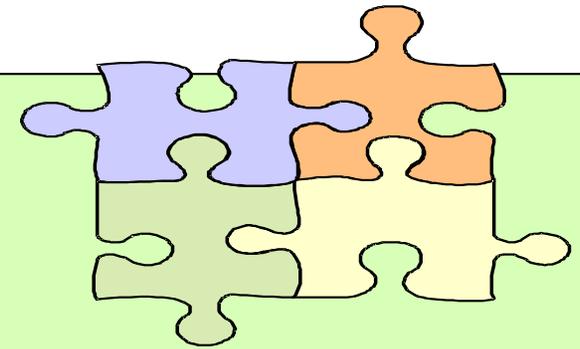


Hold onto...



GROW INTO...

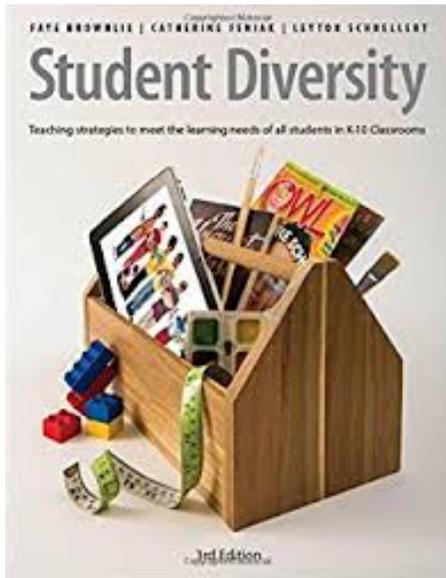
Let go of...



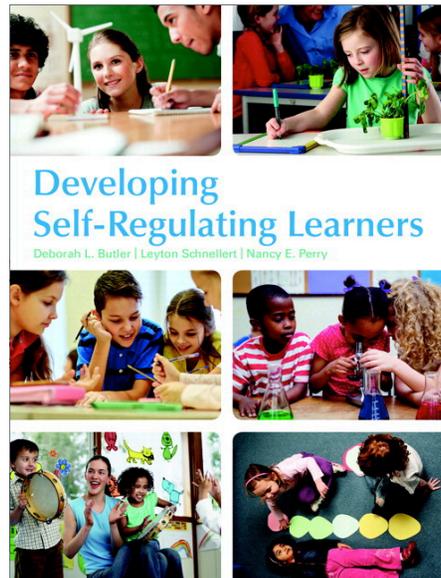
Nurture inclusion by...

Resources

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



Butler, Schnellert
& Perry. (2017).
**Developing Self-
Regulating Learners.**
Pearson Publishers.



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

