

## *Teacher progression of classroom practices related to Self-Regulated Learning*

Level A Teachers direct student learning, including goal setting, behaviour, learning strategies, and attention	Level B Teachers support students to select appropriate behaviours and learning strategies and together they link these to performance and achievement	Level C Teachers guide students to differentiate behaviours and motivation that affect learning and to select strategies for improving performance and focus	Level D Teachers assist students to evaluate strategies and different approaches to learning to build a repertoire of skills and techniques that can be drawn upon in various learning situations	Level E Teachers are explicitly and intentionally teaching students to be self-regulated learners. Students are taught how to draw from their expanding repertoire of skills to independently plan their learning, adapt and create strategies, and use evaluation of performance to improve learning
<p><b><u>At this level, teachers</u></b></p> <ul style="list-style-type: none"> <li>• <u>set</u> goals for their students</li> <li>• <u>suggest</u> that students make a general plan when they begin tasks</li> <li>• <u>encourage</u> students to think about learning in terms of the content presented</li> <li>• <u>suggest</u> that there may be more than one way to achieve the desired outcome of a task</li> <li>• <u>guide</u> students to reflect on what they want to achieve</li> </ul> <p><b><u>At this level, students</u></b></p> <ul style="list-style-type: none"> <li>• <u>are told</u> to work hard to achieve good grades</li> <li>• <u>are given</u> feedback about what they have done right or wrong</li> </ul>	<p><b><u>At this level, teachers</u></b></p> <ul style="list-style-type: none"> <li>• work with students to set their own goals based on what they know they can do and what will improve their skills</li> <li>• instruct students to use previous achievements to set goals</li> <li>• instruct students, when planning, on how to select strategies that will attain the intended outcome</li> <li>• believe that student self-satisfaction affects their behaviour</li> <li>• support students to picture a quality outcome, use speak aloud strategies and prior experiences to complete tasks</li> <li>• reiterate the links between effort, persistence, and level of achievement when</li> </ul>	<p><b><u>At this level, teachers</u></b></p> <ul style="list-style-type: none"> <li>• assist students to draw on proven strategies to help them focus</li> </ul> <p><b><u>At this level, students</u></b></p> <ul style="list-style-type: none"> <li>• are taught to value the connection between setting goals and achievement, including setting goals that develop mastery of specific skills</li> <li>• are taught how to record strategies and use previous learning experiences to improve current learning</li> <li>• are guided to identify strategies and behaviours that improve learning. Motivation is increased by harnessing existing interest in a topic</li> <li>• are encouraged to value and draw satisfaction from the</li> </ul>	<p><b><u>At this level, teachers</u></b></p> <ul style="list-style-type: none"> <li>• help students understand that the types of goals they set impact their achievement</li> <li>• help students to reflect on the strategies and behaviours that led to their performance on a given task</li> <li>• promote the use of independent self-instruction techniques, such as self-talk, as a method for guiding their learning</li> </ul> <p><b><u>At this level, students</u></b></p> <ul style="list-style-type: none"> <li>• are encouraged to become aware of distractions and develop techniques to help them stay on task</li> <li>• are encouraged to try different ways to achieve the desired outcome and to visualise processes for achieving a solution</li> </ul>	<p><b><u>At this level, teachers</u></b></p> <ul style="list-style-type: none"> <li>• make explicit the link between independent planning and evaluation of performance with increased self-regulation</li> <li>• provide opportunities for students to independently review their plans according to their progress</li> <li>• encourage students to evaluate different ways of working so they can apply the best process in the future</li> </ul> <p><b><u>At this level, students</u></b></p> <ul style="list-style-type: none"> <li>• are taught how to adapt known strategies or create new strategies when they are learning</li> <li>• are taught how to use feedback effectively to improve learning</li> </ul>

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<ul style="list-style-type: none"> <li>• <u>are taught</u> to rely on teachers or parents to inform them of their performance</li> <li>• <u>are told</u> to concentrate when teachers notice they lack focus or are distracted</li> </ul>	<p style="text-align: center;">students find tasks difficult</p> <p><b><u>At this level, students</u></b></p> <ul style="list-style-type: none"> <li>• are taught to use feedback to evaluate their performance</li> </ul>	<p style="text-align: center;">process and outcome of learning</p> <p><b><u>At this level, teachers and students</u></b></p> <ul style="list-style-type: none"> <li>• engage in discussions about the consequences of adaptive and defensive behaviour and how to avoid dissatisfaction</li> </ul>		<ul style="list-style-type: none"> <li>• are taught that they can create their own motivation by believing in themselves and that this improves learning and performance</li> </ul>
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Adapted from: [Self-regulated learning in the classroom](#) (as part of the Realising the Potential of Australia's High Capacity Students Linkage Project),  
Susan-Marie Harding, University of Melbourne (August 2018)