Self Regulation Plan 2017

Site Priorities: Supporting students to develop self-regulation skills

Results Plus- Pedagogical Shift

- Strategic Priority: Using Student Voice to determine areas of learning within STEM and other curriculum areas.
- Improve students' ability to slow thinking processes, share thinking and allow others to share.
- Change student disposition to accept feedback as positive and a helpful way to learn and improve.
- Staff to provide more time for students to provide answers without prompts

Targets *Agreed, specific targets that clearly indicate what improved outcomes **learners** will achieve or demonstrate*	Strategies *The key actions that **staff** – teachers, SSOs, leaders – commit to do, so that learners are supported at classroom level to achieve the Targets*	Evaluation Measures *The processes, data and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets (how will we know?)*
• Students making decisions and designing their learning through student voice. • All students have the opportunity to actively participate in class discussions.	**Structured Learning Focus** • Students collaboratively selecting areas of learning. • Using strategies such as the Community of Inquiry. • More informal discussions • More shared learning opportunities • Students recognising all contributions from conversations, topics, discussions and learning • Immediate constructive feedback • Staff to question students' performance to encourage self-reflection, willingness to view other's learning/thinking and to build on their current achievements • Staff to allow students time to slow think and then respond. Less prompts more questions • Acknowledge all forms of self-regulation • Staff modelling self regulation	• Higher levels of contributing by all students • More productive group/partner work. • Students seeking feedback and acting on it. • Students continually working at improving what they have already done. Looking deeper and narrower. • Recognising everyone has something to contribute • Students sharing ideas and thinking without fear of ridicule • Sharing learning isn't copying.