Pupil's Rights

- I. PUPILS HAVE OPPORTUNITIES TO ENGAGE IN COMPLEX, MEANINGFUL ACTIVITIES THAT EXTEND OVER MULTIPLE SESSIONS
- 2. Pupils are given choices in terms of what to work on, where, and with whom
- 3. PUPILS CAN CONTROL CHALLENGE BY DECIDING, FOR EXAMPLE, HOW MUCH TO WRITE, AT WHAT PACE, AND WITH WHAT LEVEL OF SUPPORT
- 4. PUPILS ARE INVOLVED IN SETTING EVALUATION CRITERIA AND REVIEWING AND REFLECTING ON THEIR LEARNING.



Reference:

Perry, N. E. & Rahim, A. (2011). Studying self-regulated learning in classrooms. In B. J. Zimmerman & D. H. Schunk (Eds.), Handbook of self-regulation of learning and performance (pp. 122-136). New York: Routledge.









Teacher's Board

- I. I ENSURE PUPILS HAVE THE DOMAIN AND STRATEGY KNOWLEDGE THEY NEED TO WORK INDEPENDENTLY,
- 2. I HELP PUPILS TO MAKE APPROPRIATE CHOICES,
- 3. I ENCOURAGE PUPILS TO EXPAND THEIR DEVELOPING ABILITIES BY ATTEMPTING CHALLENGING TASKS,
- 4. I USE NON-THREATENING EVALUATION PRACTICES THAT EMPHASIZE PERSONAL PROGRESS,
- 5. I ENCOURAGE PUPILS TO INTERPRET ERRORS AS OPPORTUNITIES TO LEARN.



Reference:

Perry, N. E., Hutchinson, L., & Thauberger, C. (2007). Mentoring Student Teachers to Design and Implement Literacy Tasks that Support Self-Regulated Reading and Writing. Reading & Writing Quarterly, 23(1), 27–50. doi:10.1080/10573560600837636

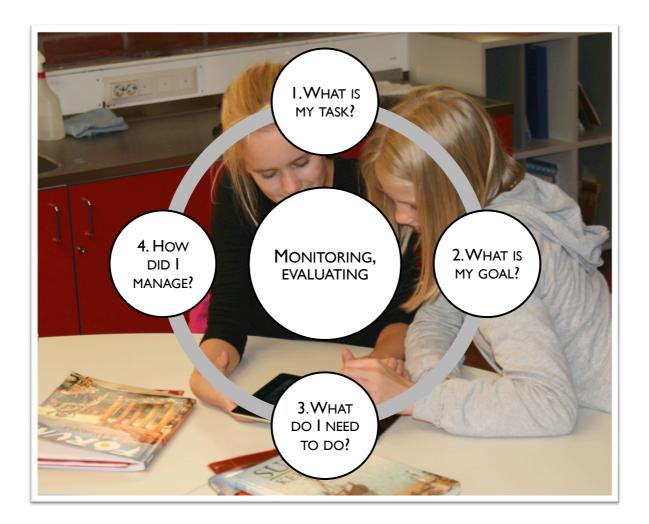








UBIKO – Pupil's Board



References:

Winne, P. H., & Hadwin, A. (1998). Studying as self-regulated learning. In D. J. Hacker, J. Dunlosky, & A. C. Graesser (Eds.), Metacognition in educational theory and practice. The educational psychology series (xiv., pp. 277–304). Mahwah [N.J.]: Lawrence Erlbaum Associates Publishers

Hadwin, A., Järvelä, S., & Miller, M. (2011). Self-regulated, co-regulated and socially shared regulation of learning. In B. J. Zimmerman & D. H. Schunk (Eds.), Handbook of Selfregulation of Learning and Performance (Vol. 30, pp. 65–84). Routledge







