



2013-2014 AESN Case Study

School: City Central Learning Centre **District:** SD36 Surrey

Area of focus: Student Level

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Question/focus area: How does providing students with self-regulated learning strategies promote successful student inquiry in an alternative school setting?

Scanning: Following the February 11th AESN network meeting in Delta, we realized that we needed to refocus on our students as learners, and to this end we made *scanning* our students the focus of our March staff meeting. We referred back to our school goal, "To maintain and create programs and practices that engage and promote students emotional, social, physical, and intellectual growth." We brainstormed the attributes and needs of our students in these four domains. We have continued this work this spring and will continue in the fall.

Focus: Our focus was self-regulated learning because we feel it has the most potential impact for our students. Unlike a conventional high school, in which the class moves through instruction and common assignments, our students work in a self-paced environment and in order to be successful they need to be self-aware learners. We revised English curriculum units utilizing the backwards design model with essential questions in an effort to focus student attention on both the content and process of learning. We felt that further work needs to be done in this area.

Hunch: The ways in which we provide formal feedback to students do not necessarily meet their daily needs. Self-regulated learning is a possible means to bring student and teacher awareness to their learning needs. Our current method of feedback tends to bring attention to product (how many units have been completed) rather than process. This is an area we need to focus on.

New Professional Learning: Exploring self-regulated learning was the year-long focus of our staff. We had two full-day professional development workshops with prominent professionals. We spent a half-day on professional readings that had a curricular focus

in November, and we used a portion of our May professional day to continue the *scanning* and to formulate plans for *taking action* next school year.

Taking Action: On our May professional day we brainstormed in small groups and shared the common ideas of how to implement self-regulated learning strategies for our students. Here are some of the common suggestions:

- teacher/mentor groups (a homeroom model) to create opportunities for focus on self-regulation
- portfolios to support homeroom/self-regulation sessions
- explore activities that promote self-regulated learning
- develop “success” criteria
- workshops/seminars: staff work on lessons focussed on goal setting/time management to deliver to students at regular intervals
- move forward with staff-generated Pro D; use the knowledge we have gained to begin moving forward
- make a staff commitment to one initiative; work on collectively
- develop a “packet” to be used/reflective review

Checking: We felt we were lacking tools and measures to accurately assess the impact of providing self-regulated learning strategies. We were able to develop some new curriculum packets using an inquiry model; however, the sample size was too small to be able to measure an appreciable difference. We need to work with larger groups of students and do some in depth work with them, providing strategies to assist them with being more self-regulated.

Reflections/Advice: We learned that our exploration of self-regulated learning is a “spiral” and we need to keep taking “back checks” while we move forward. Are we still keeping our goals in mind? Do we need to take a side path? Are there needs we didn’t anticipate?

The advice we would give to other schools is be patient and being result-oriented is not always the best focus. Our participation in the AESN network meetings was crucial in keeping us process-oriented.