



We entered 2024 with an overview of what Personalised Learning means to Trinity staff and students.

The six key features of Personalised Learning adopted by Trinity are:

1. Knowing our students
2. Student agency,
3. Building positive classroom environments
4. Meaningful use of data
5. Authentic student engagement
6. Collaboration



Our main research problem centres on our students' knowledge of self-regulated learning.

What does SRL look like in students across P-12 at Trinity Grammar School?

How can we enhance students' SRL across P-12?

METHODS

Participants

Convenience sample of:

- P-12 = 16
- Years 3 - 6 = 32
- Years 7 - 12 = 38

Procedure

- P – 2 = verbally asked students using a template on left via interview and drawings to illustrate.
- Then 3-6 and 7-12 completed surveys via Microsoft forms.
- Collected qualitative data from all participants, across multiple year levels. It was too difficult with P-12 and their current literacy levels to collect via survey. Their teacher assisted by asking verbally.

I'M READY TO LEARN

Your teacher has asked you to get ready to learn. What does this feel like? What does this look like? And what does it sound like for you?

FEEL

happy

LOOK

looking up

SOUND

Show the teacher, telling us what you do

What is your year level? *

Enter your answer

I AM LEARNING

You have been asked to do a task of your desk. You need help but your teacher is busy! What can you do to help yourself?

FEEL

frustrated

LOOK

SOUND

need help please!

Ask your friend for help

WHAT I LEARNED

We have a special visitor coming to the classroom. They would like you to share what you have learned this week. How would you like to share with them?

FEEL

LOOK

SOUND

Year 3 to 6 - SCENARIOS					
	TED		SAM	SW	JOE
	Ted's class have an interesting activity to do that is about the topic they have been exploring in the past few weeks. Ted's teacher has explained the activity and written all the instructions on the board. To complete the activity, the students must do one part with their table buddy and one part alone. They can choose how they want to present their ideas; they could write something, prepare a short presentation for the class, they can make a video or do a drawing.		Sam is in class at school. The class has been given minutes to work on their inquiry project. The teacher told Sam and the class that they need to use key terms about their project topic in their project.		Joe's class has been doing lots of different practical activities in class this week. Joe has been asked to show what he has learned from completing those practical activities.
Scenario 1		Scenario 2	What learning strategies could Sam use in this 30-minute session?	Scenario 3	If you were Joe, how would you show what you had learned in the past week, and why?
	If you were Ted, what do you think he should do before he starts the task to make sure that he finishes it before the bell and so that he is happy with this work? And what should he do to help himself to be confident that he understands the task and can complete it well, demonstrating this.		* Students identified strategies like organizing their thoughts, using key terms in their project, and ensuring that their work was well-structured. * Some responses mentioned checking their progress halfway through and revising their work based on feedback.		* Students suggested showing their learning through various means such as writing a report, creating a model, or doing a presentation. * Reflecting on what they learned and how they applied it in different activities was a common theme.
Scenario 1 Summary	* Students generally mentioned planning steps before starting the task, such as reviewing the instructions, deciding on a presentation format, and discussing with their table buddy. * Strategies for ensuring understanding included asking the teacher questions, reading instructions, and discussing the task with a	Scenario 2 Summary		Scenario 3 Summary	
ZIMMERMAN MODEL PHASES					
Preparation / If overshoot phase	Reviewing instructions, deciding on the format, planning with a table buddy. Strategic Planning	Preparation / If overshoot phase	Organizing thoughts, planning the structure, considering key terms. Strategic Planning	Preparation / If overshoot phase	Thinking about how to present what was learned, selecting a method. Strategic Planning
Performance Phase	Working on the task with a buddy, carrying out the chosen presentation format. Task strategies and Time management	Performance Phase	Implementing the planned project, using key/terms, checking progress. Task strategies	Performance Phase	Completing the chosen method (report, model, presentation). Time management
Appraisal Phase / Self-Regulation	Reflecting on the task completion, ensuring understanding was demonstrated. Self-evaluation and self-satisfaction "I'm excited to a good working partner"	Appraisal Phase / Self-Regulation	Revising work based on feedback, reflecting on the use of key terms. Self-evaluation and adaptive	Appraisal Phase / Self-Regulation	Reflecting on the week's learning, considering how effectively it was shown. Self-evaluation and adaptive A poster
	2 Check next time to make sure it's done to best of				Show activities that I had done

ANALYSIS & RESULTS

- All data was coded using the 3-phases of the Zimmerman & Moylan (2009) Cyclical Model.
- The P-2 data was coded using Delve, with the assistance of the inbuilt AI system.
- The 3-6 data was coded manually looking for generalised themes associated with Zimmerman's model.
- The 7-12 Data was also coded manually, with multiple raters and then ratings checked by the group and assisted with AI tools.

[illegible]

PRELIMINARY FINDINGS/RESULTS

- P-2 students are beginning to develop self-regulation skills building foundational skills in managing their emotions, behaviours, and learning processes.
- 3-6 learners can identify when they can or should strategically plan, they have some task strategies that they can rely upon, and they understand the importance of time management.
- 7 - 12 little change since Year 6 in terms of SRL strategies employed by our students. They understand the importance of self-reflection, it is not something that they frequently engage in. Gaps around task interest and self-efficacy, self-instruction, metacognitive monitoring, and measuring self-satisfaction.

CONCLUSIONS & NEXT STEPS

- ❖ 2025 we aim to continue our research journey into SRL, specifically looking at one phase/element / feature of SRL.
- ❖ Ideally researching the effectiveness of an intervention or change in teaching and learning in at least one sector of our school.