An Investigation into What Students in P-12 Know About Self-Regulated Learning

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BACKGROUND & CONTEXT

Trinity became the second Anglican boys' school in Melbourne in 1903.
For the last 30 years, we have engaged in a Coordinate Program with our neighbouring school, Ruyton Girls School.

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**

RESEARCH QUESTIONS

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?
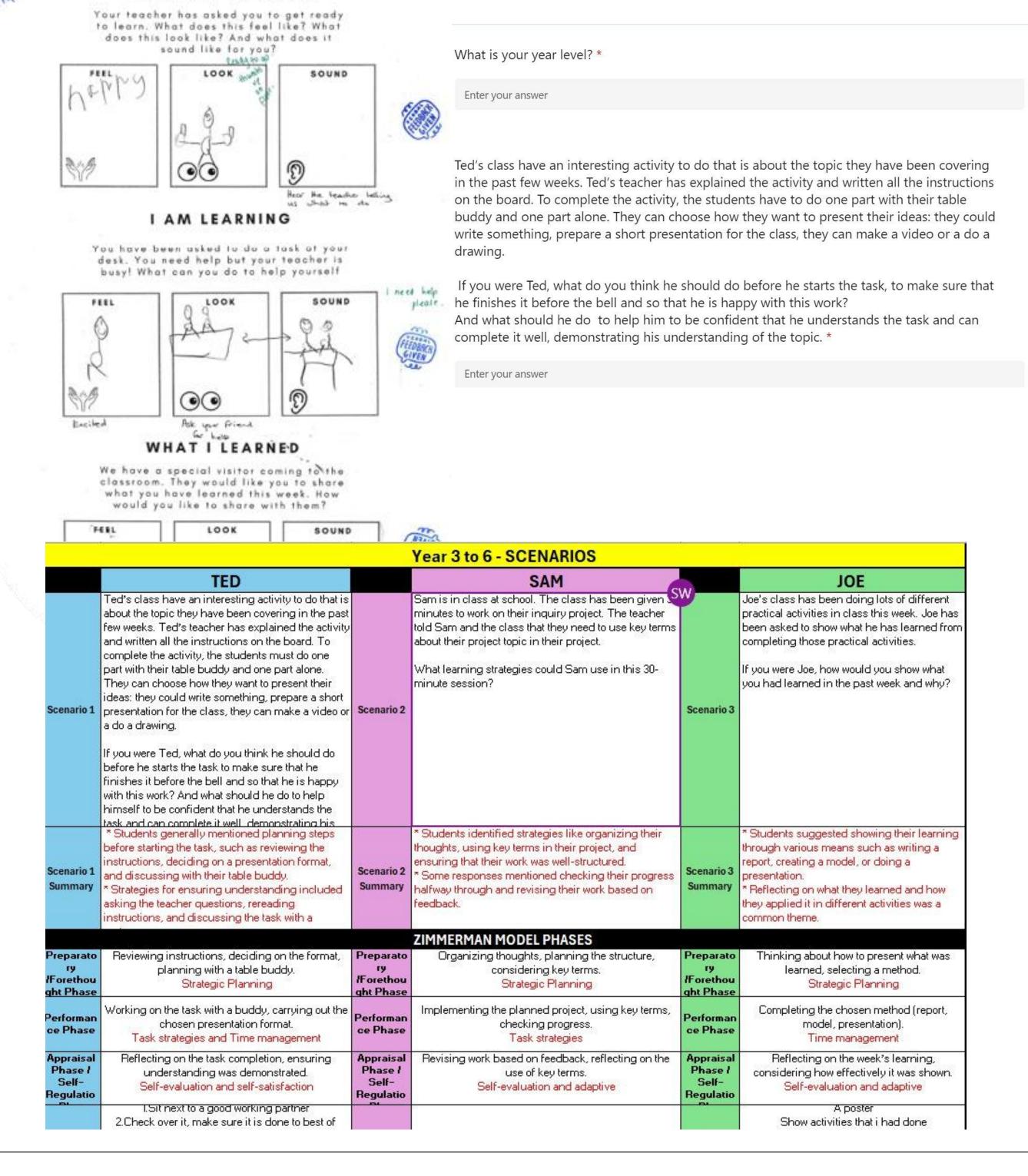
METHODS

Participants
Convenience sample of:
- P-12 = 16
- Years 3 - 6 = 32
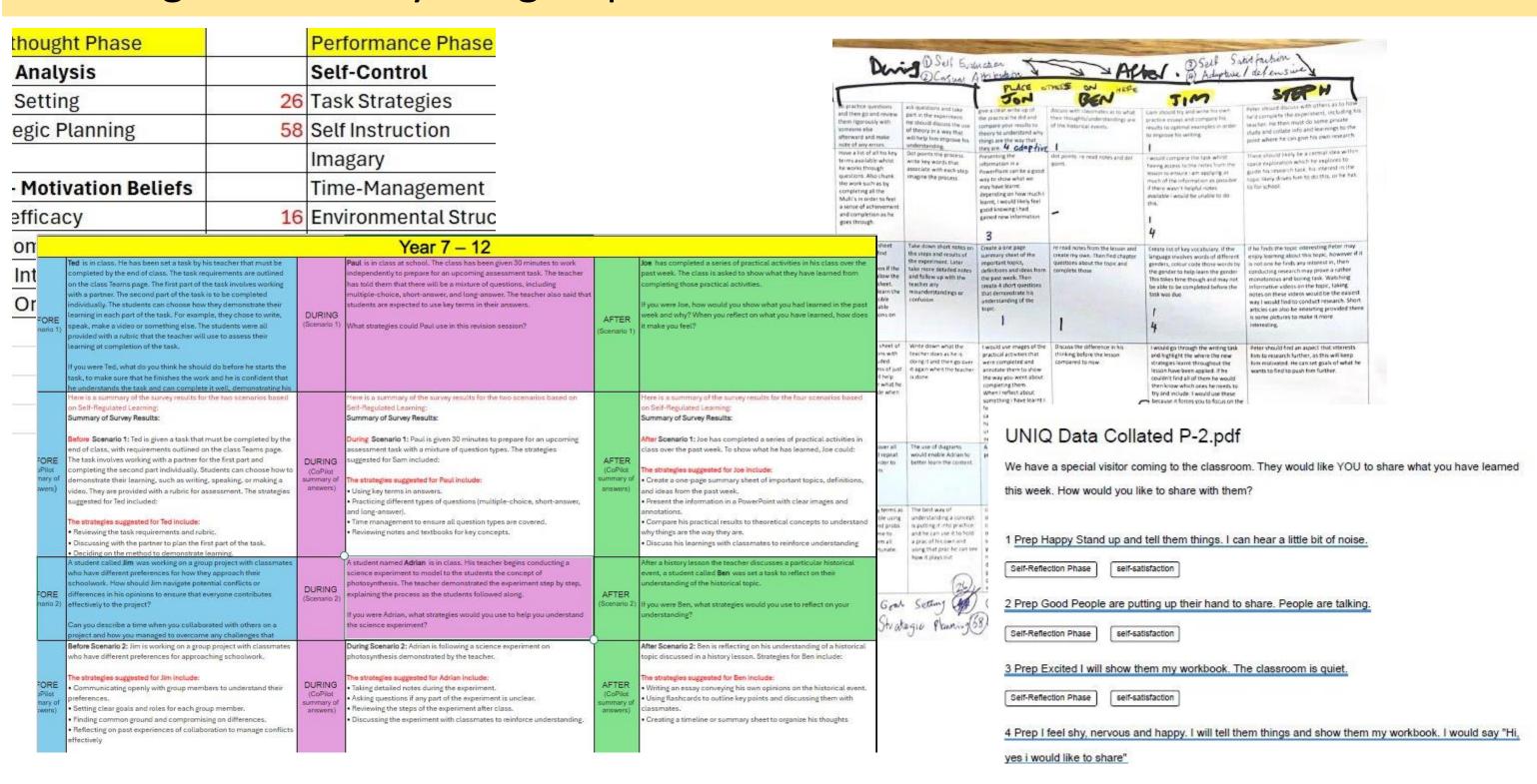- Years 7 - 12 = 38

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.

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.

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.

References
Zimmerman, B. J., & Moylan, A. R. (2009). Self-regulation: Where metacognition and motivation intersect. In *Handbook of metacognition in education* (pp. 299-315). Routledge.