

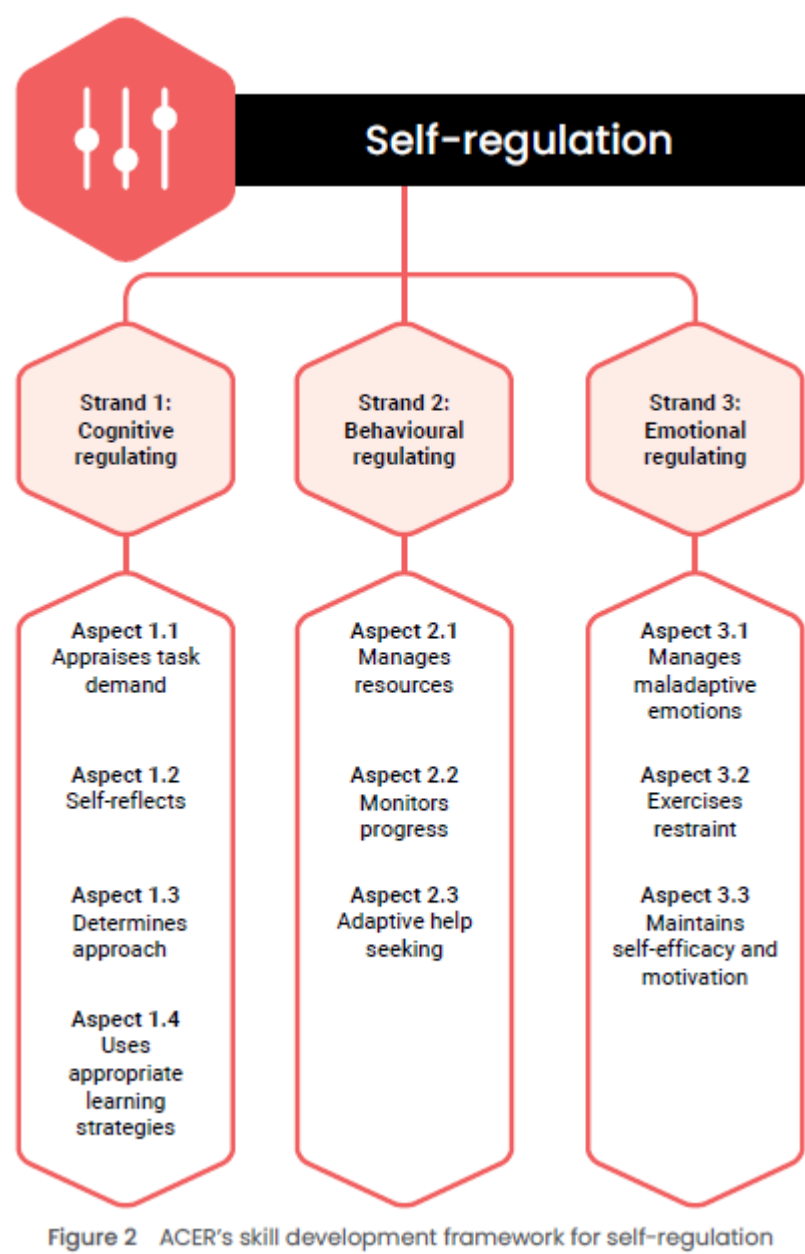
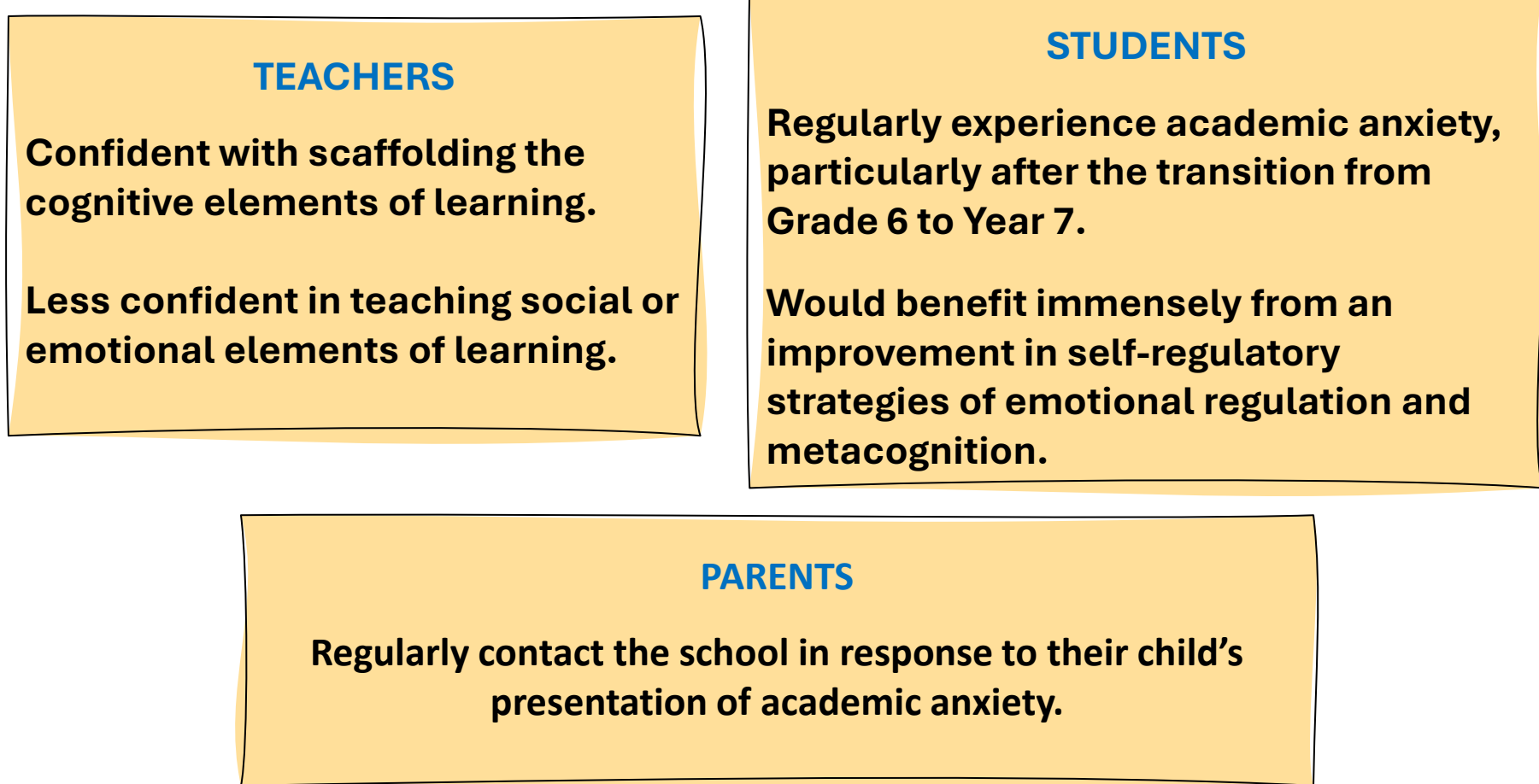
Academic Wellness Through Self Regulation: Cultivating a Common Language & Triadic Partnership

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BACKGROUND & CONTEXT

Learnings from our 2024 Research into Teaching for Wellbeing Project



ACER: SELF-REGULATION SKILL DEVELOPMENT FRAMEWORK

Self-regulation (within a learning context) is a necessary element to successful academic outcomes as well as lifelong development

The skill can be defined conceptually as three strands: cognitive, behavioural and emotional, which encompass a range of skills

ANALYSIS & RESULTS

Values Comparison

	PARENTS: emotions	STUDENTS: social/status/emotions	STAFF: skills
1	Feel confident in their ability to persist when faced with difficult tasks.	Have friends in class	Feel confident in their ability to persist when faced with difficult tasks.
2	Is happy and enjoys learning	Feel happy and enjoy learning	Be comfortable making mistakes and learning from them.
3	Manage their stress and anxiety	Get good grades	Attempt a task independently before asking for help.
4	Handles frustration or disappointment when they encounter challenges in learning.	Manages my time effectively between school-work, leisure and other activities.	Manages their time effectively between school-work, leisure and other activities.
5		Put in extra effort (without encouragement) to practice and improve my skills outside of regular lessons	

Skills Comparison: My child is able to...

RANK	Parents	Students	Staff*
1	Choose a specific place to do homework or study that supports their concentration	Reflect on how they learn best (understanding their strengths and weaknesses as a learner)	Feel confident in their ability and effort to achieve learning goals
2	Feel confident in their ability and effort to achieve learning goals	Choose a specific place to do homework or study that supports their concentration	Assess their understanding of material during or after completing tasks
3	Assess their understanding of material during or after completing tasks	Put in extra effort to practice and improve skills outside of regular lessons	Reflect on how they learn best (understanding their strengths and weaknesses as a learner)

Students think they are good at this, but is not valued by parents...

Ranked 10th in 'ability' by parents

Overall Picture: Answering Questions

There was both alignment and misalignment in values, skills and confidence between teachers, parents and students.

Commonalities

- Procrastination as an ongoing problem
- Managing Stress and Anxiety

Divergences

Values: Students valued social and status metrics such as friends in class and grades, while parents focused on emotional elements, and teachers on skills.

Skills: There are contrasting opinions on how students, parents and teachers evaluate current SRL skills in students.

RESEARCH QUESTIONS

How can we develop a triadic partnership approach to self-regulated learning to improve academic wellbeing in the transition years?

What are the parent values, beliefs and understanding of a successful learner and self-regulation?

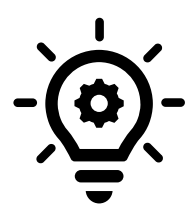
Is there an alignment or misalignment of values and confidence between parents, students and teachers?

METHODOLOGY

Exploratory: Mixed-Methods

TERM 1: DEFINE THE PARAMETERS OF SELF-REGULATED LEARNING IN OUR CONTEXT

-Readings and rudimentary survey design

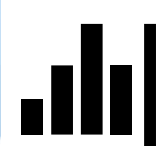


TERM 2: ESTABLISH A PICTURE OF COMMUNITY VALUE SET AND KNOWLEDGE

-Survey design and implementation
-Conversations with teachers
-Establish points of convergence and divergence



TERM 3 and 4
Analysis of data



IMPLICATIONS FOR TEACHING & LEARNING

Common Language & Strategies

Utilise research on to purposefully design learning and teaching for Years 5-8 to foster positive transition.

Transition

Utilise research on to purposefully design learning and teaching for Years 5-8 to foster positive transition.

Parent Knowledge

Assist parents in developing strategies for assisting their daughters in emotional regulation and metacognition.

NEXT STEPS

- Agree on common language.
- Rich transition program
- Device free transition period
- Organise activities with Student Executive to encourage a greater sense of belonging, balance and connectedness
- Skill building with Y6 students – navigating the change in friendships
- Parent information sessions – setting expectations on how to support their child

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