
Pupil's Rights

1. 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

1. 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