

Encouraging Self-Regulated Learning

Fostering curiosity and creativity in primary school classrooms is an important educational goal. These recommendations are developed based on an exploratory study aimed at showcasing the ways in which teachers are fostering these important skills.

HELP STUDENTS TO SET GOALS, PREPARE AND PLAN FOR ACHIEVING THESE GOALS

- Support students to learn how to break down tasks into manageable components.
- Try to use a short mindfulness exercise, a small picture, flow diagram of steps, or developing their own 'headline' or mind map to summarise what students plan to do.

- Use spoken, written and visual reminders to support students in beginning, progressing and completing their tasks.

SUPPORT THE MONITORING AND MANAGEMENT OF TASKS AND TIMING

ENCOURAGE STUDENTS TO LEARN FROM THEIR MISTAKES

- Help students to use reflection to examine their mistakes and how these can be corrected. This contributes to a growth mindset.
- Allow students to explore different ways of reflecting on their mistakes: internal reflection, writing, voice-recording, or drawing.

- Explicitly highlight the importance of mistake making.
- Pick tasks and questions that have either multiple answers or multiple pathways to achieving a solution.
- Explain how to regulate emotions when students make a mistake. This can be achieved through modelling and encouraging low-stakes mistakes where students can puzzle through dilemma and try new pathways without worrying about achieving the correct answer.

CREATE A SAFE ENVIRONMENT FOR MISTAKE MAKING