

Self-regulation: Managing Learning and Change

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Surrounded by constant change
School.
Home.
World.

A Pandemic of Change

Whanaungatanga

Who are you?

Where are you from?

What changes have you experienced in
education?

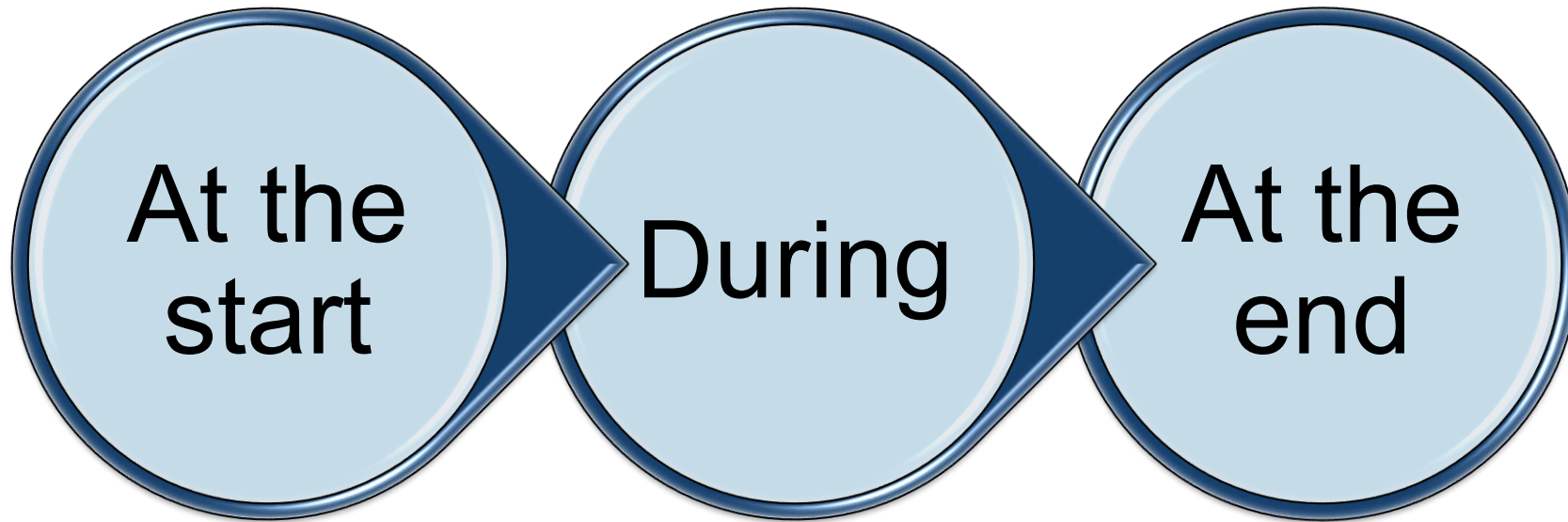
Use the post-its.

Write one action/thought/emotion/task on each post-it

When implementing change,
what strategies do you use?

When learning something new,
what do you do?

Order your post-its



What do you notice?

Make connections

- Adults and children instinctively use strategies to manage and control new situations
- We work out what we want to do, how to do it, seek help and work out what next.

Today's purpose:

Refine our instinctive actions by adding processes and strategies

Examine how to regulating learning and change

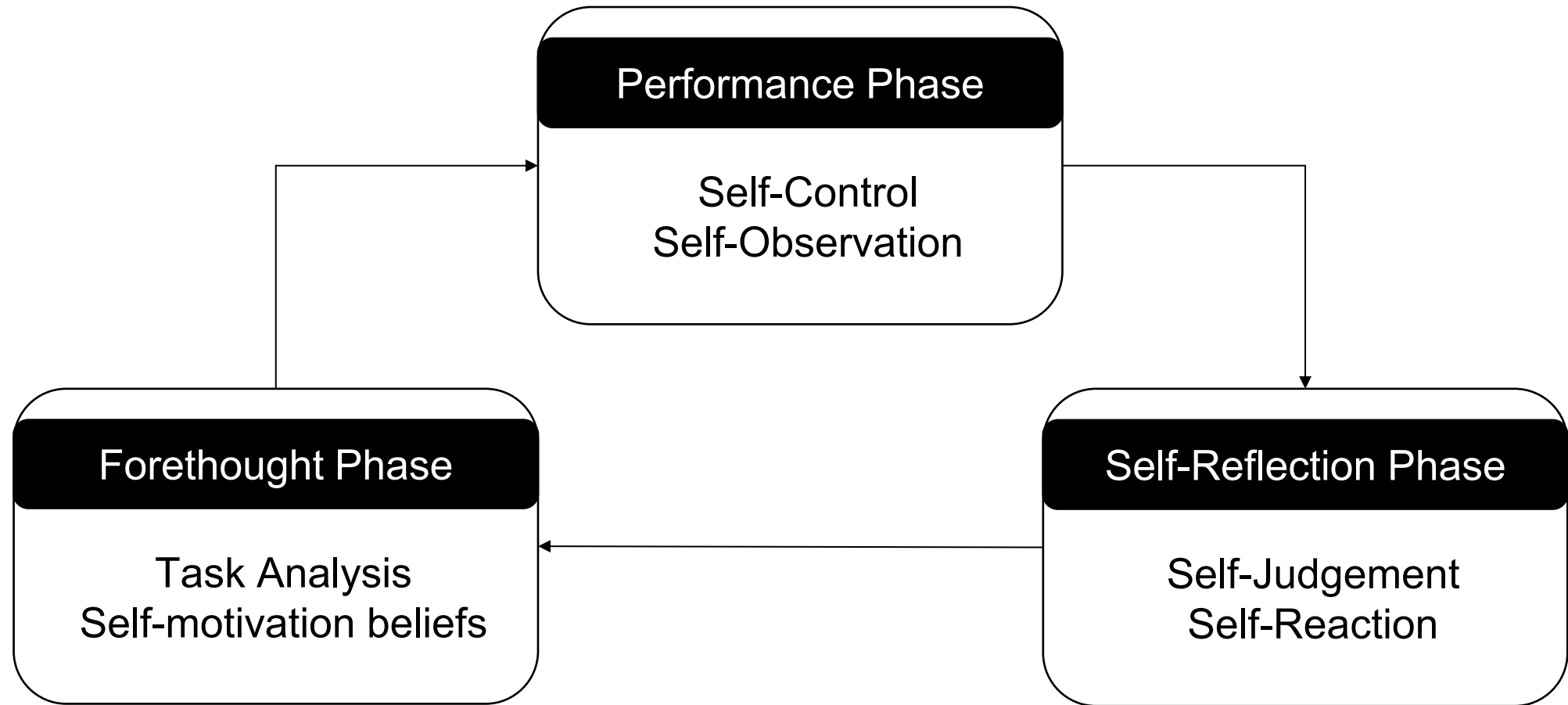
Consider how to support students to do this

What is Self-regulation?

“Self-regulation refers to self-generated thoughts, feelings and actions that are planned and cyclically adapted to the attainment of personal goals.” (Zimmerman, 2000, p.14)

“...emphasizes autonomy and control by the individual who monitors, directs, and regulates actions toward goals of information acquisition, expanding expertise and self-improvement.” (Paris & Paris, 2001, p.89)

Zimmerman's Model of Self-regulation



(Zimmerman, 2000a; 2002; 2008; 2011)

Start of Learning: Forethought phase

Establish the conditions and standards for learning

- Interpreting task demands
- Activating prior knowledge
- Set goals and success criteria
- Refer to models and exemplars
- Planning the actions to take to complete the project
- Negotiating how to complete the task, who to work with and where to work
- Monitor motivation

During Learning: Performance phase

Put planned actions into operation to create products

- Using different strategies to plan, organise and complete our task or project
- Monitor understanding and progress
- Manage time, environment and motivation
- Collaborate

Completing Learning: Self-reflection phase

Reflect and evaluate learning and progress

- Self and peer assessment
- Reflect on what made us successful
- Consider what could be done differently next time so we are successful with our next project.
- Monitoring group progress and effectiveness

Refer to your 'Start, During and End' post-its:

- What do they have in common with this model of self-regulation?
- What differences do you notice?
- What could you add?

Levels of Regulation

- **Self-regulation:** Individual manages and directs their own learning
- **Co-regulation:** A more expert learner supports another learner to regulate their learning - a temporary scaffold
- **Socially shared regulation:** The group collaborates to make decisions to manage and direct their learning

Collaboration to Manage a Pandemic of Change

Collaboration includes:

- Casual conversations
- Sharing resources and ideas
- Help and feedback
- Strategic actions to manage professional practices and learning

- What changes or adaptations can we make to our existing practices to:
 - Strengthen our capabilities to collaboratively and individually regulate our teaching practices and professional learning?
 - Manage constant change?

SRL in the NZC

- SRL has become an explicit feature of the New Zealand Curriculum.
- Focus on capabilities, learning and social regulation.

Strong foundations for all students | Mātainuku

Mātai ki te whenua, ka tiritiria, ka poupoua. | Ground and nurture the learning.

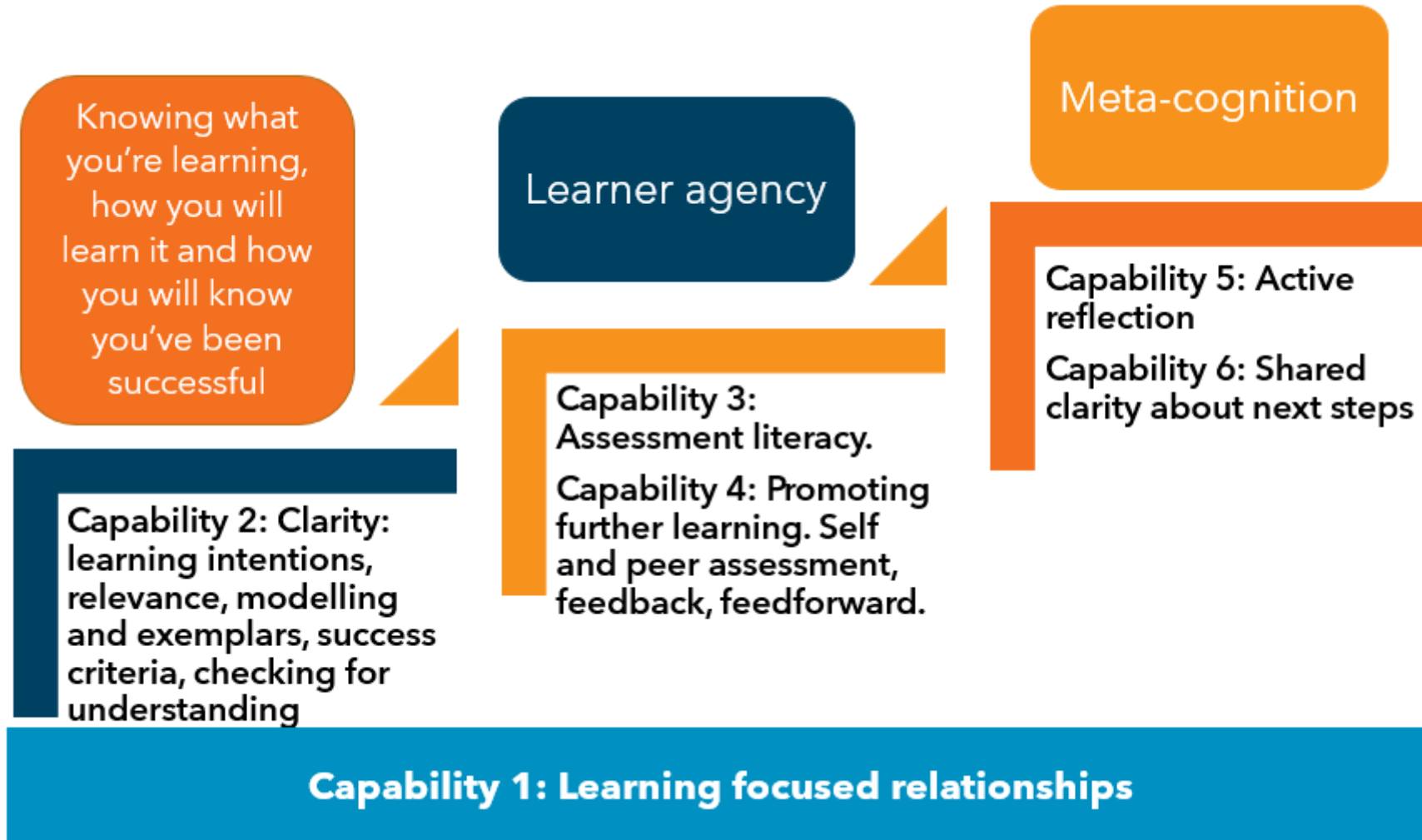
- **Communication** which includes actively listening and participating, adapting self-expression to the audience and context, and confidently and safely using digital tools to access information and communicate with others.
- **Relating to others** which includes, working productively together, acting with personal integrity and responsibility, respecting the views and opinions of others, and demonstrating ethical and cultural understanding and responsibility.
- **Self-management and self-regulation** which includes setting personal goals and reviewing them, managing behaviour in a range of situations, organising and planning how to go about a task, and adapting strategies for success.
- **Problem solving** which includes identifying problems, justifying ideas, linking causes with consequences, critical thinking, and testing and evaluating solutions.
- **Creativity** which includes experimenting to shape and explain thinking, demonstrating intellectual curiosity, and the ability to look at things from multiple perspectives, co-creating and refining ideas and encouraging imagination.

Oral Language

**Communication
for Learning**

**Reflective and
strategic
communication**

Assessment for Learning: Lesson Structure



What could student regulation look like in your classroom?

- What choices do students have with their learning goals and tasks, who they learn with and their learning environment?
- How could you use your AfL practices to promote student self-regulation?
- How could we adapt our teaching practices to strengthen student capabilities to collaboratively and individually regulate their learning?
- What skills or strategies need to be explicitly taught?

Reflection

- What is your key learning from this session?
- What actions you will take as a result?

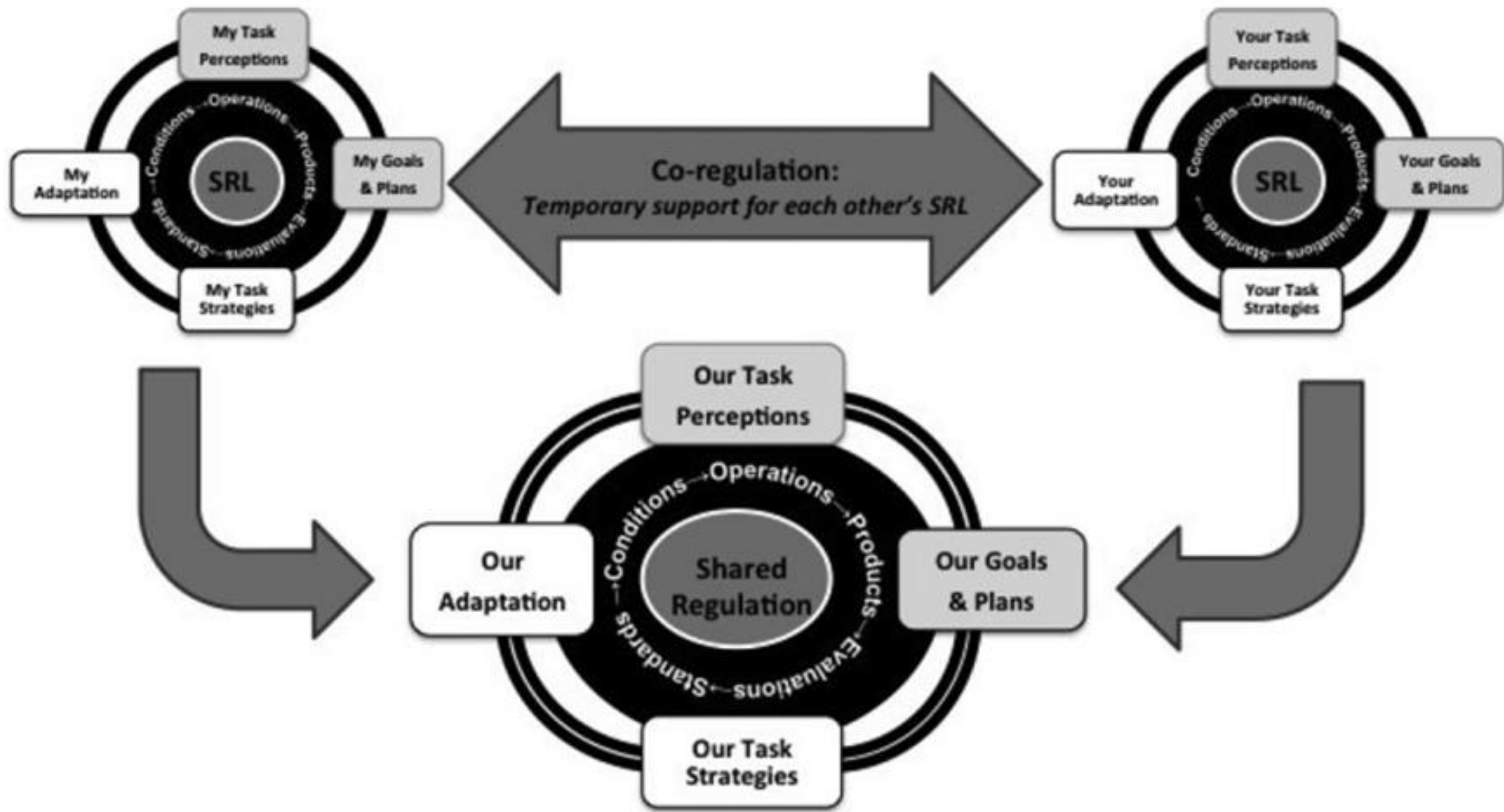
Noticings:

- Goal-driven
- Build new knowledge and skills
- Use of prior knowledge
- Monitor and reflect on learning
- Make adjustments
- Feedback and help
- Motivation, interest and self-efficacy
- Manage effort, time, environment

Core Elements of Self-regulated Learning

- A learner-initiated and managed process
- A goal-driven process
- Cognitive process: Building new knowledge, skills and strategies, making connections to prior knowledge
- Metacognitive: Monitor and reflect on learning, make adjustments
- Feedback used to inform decision-making
- Underpinned by learner motivation, interest and self-efficacy
- Manage effort, time, environment, strategies used and help-seeking
- Leads to success in learning

Jävelä and Hadwin's Model of Socially Shared Regulation (SSRL)



What are the changes you've
experienced in education since 2020?
^t
How do you feel?

<https://www.menti.com/alakfrrqugvq>



Reflection

- Collaboratively create a visual representation of your key learning from this session and the actions you will take as a result.

