Bunnie Willing

## Purpose

To look at self-regulation across the school in the contexts of teaching, learning and behaviour management.

1. To investigate how the principles of restorative practice can be incorporated into the current Epuni School Behaviour Management Model which is based on self-regulation and family whanau involvement.

2. To investigate and develop further self-regulation practices with leaders, teachers and students in the context of learning and raising student achievement.

### Self-regulation in behaviour management

Currently at Epuni we have a self responsibility and choices model for our behaviour management and I wish to incorporate the basic principles of Restorative Practice into our model. Our model is based on self-regulation with strong input from families and whanau.

The two secondary schools that our students feed into both have this programme. If the students were accustomed to that form of self-regulation with regard to behaviour then transition to the college system would be easier.

The New Zealand Education Gazette May 2010 ran two articles, "Building a safe and caring school " and "Restore and Research." The second of these articles referred to the work of Wendy Drewery from the University of Waikato. She states, "The approach, (restorative practice), can be adapted as a pedagogy, and it is totally congruent with the key competencies which are the centre of the new curriculum."

### Inquiry Question

1. How can the current Epuni School model of self-responsibility and choices incorporate the principles of restorative practice to further foster self-regulation in terms of behaviour.

### Maori Perspective

Angus Macfarlane introduced, "The Hikairo Rationale" to our cluster and this includes the " awhinatia" approach which is based on restorative practice.

### Question1

The saying, "it takes a whole village to raise a child" is never more true than when we consider the role the school plays within a community in developing young people into responsible citizens." Thorsborne and Vinegrad (2009).

## Findings

"Restorative Practice is a constructivist learning- process that plainly distinguishes between "managing behaviour" and "managing relationships". A central goal of the restorative processes is to strengthen relationships between people, particularly in the wake of incidents where relationships have been strained or fractured by the inevitable bumps and scrapes of school life." (Hansberry 2009: 14)

The self-responsibility and choices model that Epuni School has operated with for the last twelve years has provided a positive springboard for the work in restorative practice. It is very important to note that the culture that has been established over that time is one of respect for student voice, pro active behaviour management, responsibility for actions, responsibility for putting things right.

The school community are all actively involved with this model and the school metaphor of a fireplace is woven in with a strong emphasis on the key competencies and the values from the New Zealand Curriculum.

The students have a strong sense of responsibility and an awareness around the choices they can make in any situation. Deficit language is not used with the students and focus is on developing resiliency, taking proactive action, and reflecting on the situation and ensuring that it is put right for all parties. We have very strong systems in place to ensure that this process is successful for the students, staff and parents/caregivers.

Restorative practice has a strong emphasis on relationships and according to Thorsborne and Blood (2005), schools must attend to all aspects of school culture and organisation and ensure that strategies are in place to help prevent incidents from developing.

When I came to Epuni School there was definitely a culture of blame among the students and as a staff we would look at which school rule had been broken and the students responsible were disciplined. Over the years with the self responsibility model the students realised that they needed to "step up" and take personal responsibility for their words and actions. Slowly the culture changed. We did find that we had values and philosophies around creating a caring and respectful environment for our students but we were still tending to look at punitive means of punishment even in terms of putting things right.

As a staff we also had to look at our own practice in terms of our relationships with each other, the students and their families. This reflective process was very valuable and enabled us to have a really open mind about change. Simpson (2003) refers to cultural cues which new staff may see when arriving at a school. Thorsborne and Blood (2005) have added to these and they are as follows.

- how management speak to staff

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- how management and staff speak about students and their families
- patterns of communication in meetings
- how are differing opinions and challenging conversations handled
- how the school responds to clear needs of staff, students or their families
- how the staff supports and promotes individual initiatives

The process of reflection and open honest communication enabled us to really look at our practice, our beliefs and values and where there were gaps between these.

As a staff we were committed to making the change, we had a shared vision and we were committed to a whole school approach as this had worked successfully for us in the past.

We all believed in the importance of positive relationships, restoring relationships, managing challenges in a positive way, and developing resiliency and we were aware that according to the data we had collected we were spending some of our time on disruptions to learning and playground incidents. Thorsborne and Vinegrad believe that the quality of the relationships that we form with the students and the quality of relationships that exist between learners are of the highest importance. Their advice is, "Be deliberate in your relationship building. Don't leave it to chance. In the end it's the relationships that matter." p.106.

As a staff we made a decision to look at restorative practice as a way to resolve incidents at the lowest possible level, to have a clear understanding of who owned the problem and how it could be resolved in the most effective way. We had already done a lot of work on being proactive and keeping the small things small.

In our first staff development days with Greg Jansen and Rich Malta from Restorative Schools we looked at whanauntanga, managing self and building relationships through restorative practices. We looked at the art of teaching restoratively and manaakitanga creating a culture of care. We were introduced to the Restorative Matrix, the Restorative Principles and the Pyramid of Restorative Approaches. We then looked at "connection before correction" and rangatiratanga in terms of taking ownership and self-determination and the essence of restorative conversations.

The restorative process is an ideal vehicle to promote the learning opportunities within the Key Competencies. As students become more self-regulating they will become a part of the learning process instead of being an outside observer. There are two world views on the competencies the MOE Key Competencies and the McFarlane, Glynn, Grace, Penetito and Bateman(2008).

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|---|---|
| Managing Self | Rangatiratanga and Whanaungatanga |
| Relating to Others | Manaakitanga |
| Participating and Contributing | Whaiwahitanga |

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Using language, symbols and texts

Restorative Practice as defined by the International Institute of Restorative Practices has four key elements

- The social discipline window
- Fair process
- Restorative questions
- Free expression of emotions

In terms of the Epuni School Behaviour Model these key elements need to be integrated into the document. The social discipline window is where teachers learn to work "with" students rather than doing things " to" or " for" them. The four windows indicate the way in which a teacher can respond to an incident, punitive (to), neglectful (not) permissive (for) and restorative (with). It offers high levels of support while the student accepts responsibility. If we are able to create a space where students can have respectful dialogue with an adult as a facilitator it is a restorative act with the students. ( Thorsborne and Vinegrad.)This has been a real learning curve for us as our natural response is often to do things "to" or "for" our students. We have however noted a change in student responses when we work "with" the students.

"Fair process is a process that engages the people who have the problem in the problem solving. It is under pinned by respect, empowerment, equality, inclusion, co operation, participation, safety, and collaboration." Thorsborne and Vinegrad p. 31 We have found that fair process has led to a greater level of trust between the students, staff and families. When that trust is built there is a greater level of co operation. This to has been evident in many situations where we conduct restorative chats with students.

In terms of restorative questions these are about supporting the students to show thoughtfulness and empathy. We have a set that we use for the Junior School and a set for the Senior School. We have incorporated these into our reflection sheet which we use with the students. The main aspects in these questions that we didn't include in our self-responsibility and choices model was the area of exploring the harm in terms of, "Who has been affected and in what ways?" We have found that this aspect has made a real difference to our students as they had no idea at first just who had been affected. When they were able to come up with who had been affected they then were able to look at all the ways that their action had affected others.

Giving students the opportunity to share their emotions, both positive and negative, in a safe environment ensures that they have the opportunity to share their feelings without interruption or any form of judgement. There need to be tight guidelines in relation to respect, active listening, open communication and turn taking. The three

golden rules of restorative practice are reflect, repair and reconnect and it is important that the staff and students adopt and apply these rules.

The International Institute of Restorative Practice states, "Effective restorative practices foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the "Deed from the Doer" and rejects the "Act not the Actor" allowing the participants to make amends for the harm caused."

The models and uses of restorative practice adapted from entries in the "Restorative Justice Consortium" (recognised United Kingdom Restorative Justice umbrella body on line glossary. I have chosen the ones that Epuni School have now incorporated into their programme.

## Circles

This is a process where restorative skills can be used. These skills include, empathy, respect, active listening, non judgemental thoughts, problem solving where all parties are in a win-win situation. Circles can be used to start and end the day, for praising and sharing work and behaviour, for reflecting on challenging situations in the classroom and finding solutions. They can also be used at the same time each day as a way to engage the class in a variety of activities ensuring that students are mixed up so they work with students who are not in their usual group of friends. A "talking piece" can be used. This process is useful for teambuilding and empowering students.

At Epuni we have found that the circles are a positive way of building social and emotional skills. In this way the students are actually taught how to play cooperatively, interact positively, explain what they need to others, and take an active part in the restorative process of problem solving.

## Restorative Conference

At Epuni we have elected to call these "Restorative Chats." These are used in the place of detentions or other punitive methods

A trained person sits with the students and uses a structured intervention with all those parties affected by the incident and works at repairing the harm. The process we use is used across the school and the students are now becoming familiar with the process and they are rapidly learning the skills to ensure that this intervention is successful. The adult in many cases can sit back and allow the students, particularly senior students to work through the process.

There are five steps to this process:

- Introduction which is led by the adult
- Reflection on the incident where open questions are asked

- Both parties are led to understand the harm that has been done
- Acknowledgement and apology
- Agreement, making a plan and arranging follow up

A conference can also be used in the classroom where the harm done is explored and the affect it has had on other class members. The students are held accountable and a restorative plan is developed with the whole class.

A more formal conference can be used where a student has acknowledged doing harm and wants to meet with the person they have harmed. Sometimes support people will attend these conferences particularly if the family have been affected. They may have personal thoughts to share. The point of this is for all involved to understand the perspective of the other and come to an agreement where both have their self worth in tact.

## Mediation

This is where both students believe that the other is the cause of the problem. The role of the mediator is to facilitate discussion where the students are led to see that the problem is a shared one and it needs a joint solution. At Epuni we follow the script at this stage as the students are becoming increasingly familiar with it and they have seen how it works.

## Implementation

Epuni School has been working on this model for six months. We are aware that this will take several years to be fully embodied in our school. I do believe that because we have the choices and self responsibility model that there was in a way less to change in the culture of the school however it was interesting to note the little things that arose with regard to our discourse with students.

I now have to come up with a name for this programme within our school because even the term Behaviour Management implies for me an action of "to" and not "with". As a staff we will most likely call it Restorative Practice at Epuni School.

It is very important to keep the focus on this change to continually be reading professional articles and books and ensuring that there is adequate time to reflect and to share our practice with each other. We have at least three staff meetings a term set aside for this professional development. By studying the same texts together and having the outside facilitators we are getting the theory alongside the practice and having the experts on hand via email and meetings each term to support us.

I believe it also important to have outside recognised facilitators to lead the staff in this journey and by staff it is important to include everyone who works in the school. I was fortunate enough to go to the third International Conference on Restorative Practice which was held in Wellington in 2011. At this conference I was able to listen

to world class speakers and to net work with facilitators so that our school was able to have the best possible facilitation.

Applying to join the Restorative Practices International Ltd (RPI) has also enabled me to have support, access to their interactive website with member only access pages, and a regular newsletter, and up to date cutting edge professional texts and eventually a professional journal.

It is also of equal importance to regularly check with senior school students to get feedback from them as to how they see the process and what affect it has on them in terms of their self-regulation and relationships with others.

It is also important to have the parent/caregivers totally involved with the process and we have had several families using the restorative questions at home with their families and altering the language they use when speaking with their own children.

The overarching focus on self-regulation in terms of both learning and behaviour is a real challenge as we need to create a culture where the two aspects are interwoven as we will not achieve one without the other.

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## Self regulation in teaching and learning

One of the principles of the New Zealand Curriculum is learning to learn. "Students are to reflect on their learning processes and learn how to learn." (p.9). The reflection process involves identifying what has been worked on, what can be done to improve and how this will be achieved. This reflective process is part of self-regulation.

The New Zealand Curriculum is underpinned by key competencies which all link directly to self-regulation. Managing self includes features of self-regulation, such as inquiring into practice, goal setting, planning, identifying next steps and taking responsibility for your own learning.

This self regulation programme will build on the work our school have covered in the Schooling Improvement Project with the Nae Nae Cluster. (Nae Nae LEAP). The Theory for Improvement being, that students currently achieving significantly below national norms will have accelerated achievement if interventions are set up to improve the teaching of literacy, with attention to the specific learning needs of Maori, Pasifika and male students and to improve the transition through schooling.

This year we are beginning an inquiry into self-regulation as an aspect of formative assessment and this is a continuation of our work on feed back and feed forward. This work has given me a background to the focus I wish to take with my research.

In 2012 I want to research further into leader, teacher and student self- regulation. From my readings this year I have ascertained that this is a critical skill for supporting accelerated progress with student achievement.

I have found during this year that teachers have some understanding of self-regulation but in the wider sense we still have further learning to do.

Inquiry Questions

1. What do leaders and teachers need to know to introduce self-regulating learning strategies and what will these strategies be?
2. What do students need to know in order to become self-regulated learners?

## Findings

Question 1&2

The National Research Centre on Gifted and Talented at the University of Connecticut define self-regulation in the following way.

"Self –regulation is an integrated learning process, consisting of the development of a set of constructive behaviours that affect one's learning. These processes are planned and adapted to support the pursuit of personal goals in changing learning environments."

Students will learn during the process of self-regulation that their goals will direct their activities and that there are many choices in the way in which they meet their goals. The students will learn different strategies and they will be given the opportunity to choose the best strategy for the task. Through self-regulating the students can observe and think about their own behaviours and act on what they have learnt.

One of the foremost researchers on self-regulated learning, Barry Zimmerman, believes that self-regulation is guided by:

- Thinking about thinking or metacognition
- Strategic action which includes planning, monitoring and evaluating progress against a standard
- Motivation to learn which includes resiliency, persistence, reflection and commitment

Paris and Winograd, (2003), have some thoughts on the above ideas. They believe students need to actually use their metacognitive knowledge to guide their planning strategies and reflection on their performance, so that understanding will lead them to problem solve effectively. In terms of strategic action they believe in the importance of the student not only knowing the strategy but to be able to use it and change it if required in the context of the learning. In terms of motivation it is important to look at the student to ascertain if they are motivated to avoid failure or to pursue success.

At Epuni we are in the early stages of teaching self-regulation. By the time our student's reach the senior school they are able, in the context of writing, to set their next learning steps, highlight areas where they have applied them, respond to feed back and feed forward and identify these responses.

In the junior school the students use a specific highlighter to identify where they have evidence of their learning goal and this continues throughout the school where different highlighters are used for the specific purposes outlined above.

Clearly teachers and leaders need to have great clarity around what self regulation is and how to incorporate it into their practice. They need to be very familiar with the inquiry process and be accustomed to setting their own inquiry, related professional learning goals, seeking current professional readings and information, monitoring themselves against their goals and being open to peer observations and feedback. They also need to be prepared to change their practice to ensure that there is improvement in all student outcomes.

Being part of the NaeNae LEAP project has enabled Epuni School to have a very solid inquiry process which teachers, leaders and students have worked through. We have had the opportunity to carefully observe ourselves and to have outside observers and we have had the opportunity to reflect on our practice and then to act

on what we have learnt. This has involved teachers using self assessment and self regulation with their own learning using a variety of tools and processes. This process has given teachers a strong understanding of self-regulation in their own learning which has enabled them to have a greater understanding of how to model for students and set them up for success.

Paris/Winograd believe that when teachers understand self-regulation and have an awareness of their own thinking processes then strategic independent and inquisitive thinking is evident in the classroom. The inquiry process in the Epuni School Curriculum fosters this.

Teachers and leaders need to be reflective practitioners and the inquiry cycle can indicate what strengths teachers and leaders have and what needs to be learnt. The teachers and leaders then need to deepen their pedagogical knowledge, refine their skills and ascertain ways to incorporate their new learning into their teaching. Through this process they will then have the skills to engage the students in new learning experiences.

Zimmerman,(1996), believes that self-regulation is not a trait that some students possess or lack but it is a skill that can be taught so teachers need to empower students, provide scaffolding, support students to know their strengths and limitations and to be able to identify the difference.

This leads students to focus more on themselves as learners and less on their peers and to become more proactive and less reactive with their learning. Darr,(2005).

Self-regulated learners require the ability to:

- plan,
- manage their time and resources
- set learning goals that are specific to their areas of development,
- self monitor,
- action feedback and feed forward
- show evidence that they have applied this new knowledge
- identify their next learning steps.
- Self evaluate methods used

Students will be at different stages of self-regulation as they are with all learning. Some students will still need feedback from others while at the other end of the continuum students who are more competent at self-regulating will be able to manage their own learning and be self-regulating in terms of identifying where and when they can rectify or make changes to their work. These students are often self-starters and they are motivated to seek advice, to research for information and to self initiate activities which promote self observation, self-evaluation and self improvement. (Zimmerman, 1990).

Zimmerman, believes that it is crucial that the teacher explores the student's beliefs about themselves as learners. His research shows that there is relationship between self-regulation and perceived efficacy and intrinsic interest." (p.66) It is important to ensure that the learners believe that they can learn and that they experience success as this in turn can motivate them to inquire further.

Teachers need to be aware of the importance of providing students with opportunities to learn to self assess their work in different learning contexts. They also need to prepare students to be self motivated and to take ownership of their learning. Students being taught the inquiry process have a structure to work with and they can become more confident as learners. It is very important that the skills a student uses in self-regulation are actually taught to the student and that teachers ensure that these skills have been understood and the student can apply them.

Some suggested interventions that can build confidence and support students who find self-regulation challenging are:

- Set up a buddy student
- Give the students choice with topic and how to research and present it
- Understand the student's beliefs about learning and how to apply them
- Model and provide scaffolding for ways of working on inquiries such as thinking skills

Goal setting strategies are central to self-regulation and these goals can be long and short term. The student needs to be supported in setting goals to ensure that they are reasonable, attainable, challenging and positive. It is important that the student have a major part in the goals setting so it is self directed. Long term goals can be broken down into short term goals so that the student can measure their progress over time.

Some students could experience difficulty setting goals and they will need quite explicit teaching in terms of making sure that the goals meet the criteria mentioned above. It is often good for the teacher once again to be aware of their own process for goal setting in their lives. The difference between performance and mastery goals also needs to be given thought.

With the aspect of goal setting, some students will deliberately set goals that they know they can achieve where as others will create more challenging goals. It is important for teachers to understand what motivates a student and also the beliefs that the student holds with regard to learning.

Students will also need to manage their time and their resources and teachers can scaffold this process so that the student can learn time management, sorting of resources, monitoring progress and finally application of the learning achieved and where to go for the next step in the learning process. Teachers will need to give the students practice in making choices and setting priorities. Paris/Winograd.

In terms of developing as a reflective learner the student needs to take responsibility for their work and with peer and teacher support they can develop the skills of critical and reflective practice.

.Zimmerman (1989), believes that self –regulated learning involves regulation of three aspects of learning.

1. The self regulation of behaviour in terms of locating and sorting resources
2. Changing and developing goals, emotions and self- belief.
3. The control of learning strategies and deeper processing strategies that increase learning and performance

.Self-regulation involves students in self monitoring, identifying where they have responded to external feedback or feedforward and identifying their next learning steps. This can be achieved in a classroom where scaffolding is available for the student until they are able to achieve this independently. Later in their development the student will be able to transfer their internal and external feedback to other learning contexts. Paris/Winograd speak about the importance of "self management of thinking." They believe that self-regulating learners often do not follow a plan of action but they need to review, adapt and problem solve while keeping their eye on the original goal.

The following are self- regulation strategies that teachers can introduce to students. It is important to realise that it will take time for student's to learn these skills and they will need to be refined based on the feedback, standard of work and the reflections of the student. It is essential that all these strategies are taught.

### Feed back/Feed forward

At Epuni School we have had a strong focus on feed back and feed forward and with NaeNae Primary School we developed a matrix with our teachers so they could self assess and offer feed back and feed forward to each other. They also looked at the quality of feedback and feed forward that they were giving their students. Students were surveyed to ensure that firstly they were clear on exactly what the feedback and feed forward meant and secondly that the students could see the relevance to their learning goal and next learning step. This ensured that feedback and feedforward was specific.

Hattie and Timperley, (2007), talk about feedback occurring at three levels, at the task level, at the process level and thirdly self-regulation and they see feedback, as one of the top five effective instructional methods of teaching. Effective feed back can close the gap between a student's current level and the level of achievement we want them to attain.

## Teacher/student conference

In a teacher/student conference the teacher can shift the responsibility onto the student where the student has to come prepared, having, for example, identified in their writing evidence of where they have either achieved their goal or responded to feedback. The focus of the conference can include learning, teaching and thinking. This not only empowers the student but also ensures that the conference is directly related to student need. The teacher can also respond as the reader and not as the "teacher expert." Watson (2005)

## Reflective Practice

Reflective practice is another learning strategy to be developed. Self reflection reflective dialogue, and peer reflection can be used to suggest changes by and for the student. These changes will often enhance the student's work and lead them to discover new learning. It also promotes greater clarity in the student's mind about their work and what changes could be made. It enables the student to hear the views of others and to thus to widen their own view and experiences.

Teachers who engage in reflective practice will take the opportunity to increase the awareness of their thinking and the way they learn. If they reflect on the process they use to get information, where it comes from, what they do with it, and what contexts they can apply it to they will realise that these tasks are similar to what their students are doing when they are self- regulating.

Reflective dialogue will need to be modelled by the teacher where the teacher shows their own thinking aloud so the student is able to observe the reflective process. Students can then practice with a peer or this can be taken as a group process. In the first instance it is helpful if the students have three or four simple reflective questions.

Reflective Journals are another way of reflecting and at Epuni School all the staff keep a journal. This journal shows evidence of thinking, strategising, reflections on professional readings, changes in practice as a result of the learning, insights into teachers own practice and reasons as to why they do what they do and aspects that they may wish to change.

When students keep a reflective journal they can also show their thinking, share their experiences, outline changes they have made and things they have discovered about themselves or their work or way of working. These journals can become a talking point between teacher and students.

## Assessment

Self-regulation can also be shown in assessments. Students can keep a note of their assessments, achievement of their goals and their level of self responsibility in terms of behaviour and engagement. These processes outlined above can support student

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learning and encourage students to keep working as they can clearly see their areas of achievement.

## Application of the Key Competencies

The key Competencies of managing self and thinking and making meaning identify processes that directly relate to self-regulation. These competencies do have to be taught and students can be encouraged to identify examples where they are applying these competencies in both their work and their behaviour. Managing self includes inquiring into their own practice, goal setting, planning, identifying next steps and taking responsibility for own learning. Thinking and making meaning involve use of the creative, critical and metacognitive processes. These can be applied to making decisions, constructing knowledge, problem solving and shaping actions.

## Implementation

The most important thing that I believe Epuni School have left out of the self-regulation process which the researchers identify as being essential is the teachers and leaders having a sound knowledge of their own self regulation practice so they have a greater understanding of the process that they require the students to go through. I believe that we have focussed strongly on teaching self-regulation strategies possibly without having the knowledge of what the application of self-regulation means in terms of our own practice

As a staff we will look at this more closely. In order to do this I believe that we could look at and discuss the following

- our own beliefs about the way we learn as individuals
- what conditions we need to learn
- our process for writing, planning, goal setting, for example when writing an assignment or doing our weekly planning
- how we manage our time
- what aspects of self regulation we practice
- how open we are to feed back and feed forward and how we like to be given this
- how we respond to feedback and feed forward
- how we apply our new knowledge.
- what is our reflective process and what happens as a direct result of our reflection
- reflection
- how did we learn the skills which enabled us to be self-regulated?
- who was responsible for this?
- what qualities did these people show?

- what can we do to enhance our teaching in this area with the new knowledge we now have about ourselves as learners?

The other aspect we need to look carefully at is how much we actually teach the skills required in self-regulation as opposed to assuming that students will just know. All these aspects need to be carefully taught, modelled and in some cases scaffolded for a period of time.

Scaffolding in itself is critical especially as to when to begin to remove it or modify it so that the learner does not become totally reliant on it.

Paris and Winograd believe that, "Teachers need to understand their own thinking to become more effective in nurturing the thinking of their students. When teachers have acquired an understanding of the social and situated nature of learning, an appreciation of the importance of authentic contexts, the habit of reflecting on their own experiences, and the willingness to question their own assumptions and beliefs, then they will be more prepared to create the kinds of learning climates that will enable students to learn the lessons that really matter." p.3

I am very passionate about our journey and would be only too happy to share what we are doing with interested others. This journey is ongoing and we have staff professional development every year in this area as this enables us to develop our ideas and systems and ensure that our relationships with students are meaningful. We are already seeing many positive results and this is a credit to my staff, students and their families.

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