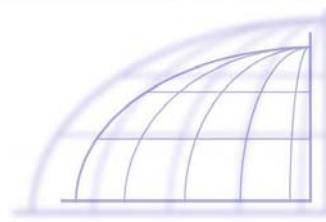# Printout of MindLadder® Advisor
Section B-5•

C-10: Self-regulation and Autonomy

This knowledge construction function orients students to use self-regulation to achieve autonomy and learn how to learn. As students acquire the capacity to deal effectively with situations requiring new and unfamiliar modes of functioning, you must gently nourish and affirm their ability to take responsibility for their own learning. Provide your students with information and support for emerging roles and modify the classroom learning environment to provide them with opportunities to observe, discuss and practice such new roles while preserving their feelings of competence.

To mediate this knowledge construction function be on the lookout even for small changes in your students' functioning. As someone who has frequent opportunities to observe and interact with them you will often be able to detect a budding mode of functioning even before students do so themselves. You can facilitate the development of self-regulation and autonomy by interpreting the meaning of such emerging attitudes and behaviors. When doing so be prepared to amplify initially small and fragile changes by sharing their significance with the learner in an affirmative and upbeat manner. Then think about the way you approach classroom routines and learning events to see what changes you can make that would provide opportunities for your students to apply a burgeoning mode of functioning so that it may become more robust and be better supported by habit.

Have your students discuss the connection between attending to outcomes (C-8), using feedback for self-regulation (C-9) and using self-regulation to achieve autonomy as thinkers and learners (C-10). Have them focus upon detailed, meaningful, ongoing and process oriented assessment encompassing knowledge construction functions, content knowledge, efficiency, skills, and attitudes. Portfolios and work samples can be used to discuss changes that have taken place

and to identify areas in need of improvement. Standardized achievement tests, pre-post testing, reflective self-evaluation, direct observation of processing skills, preparation of real products and uncoached explanations are all among the ways that teachers and students can discuss progress and identify opportunities for growth. Students should be involved fully in the inspection of process and quality control to enable them to monitor their own progress. The inspection of process must be honest so your students can develop trust in their ability to learn how to learn. Throughout the development of this knowledge construction function teachers and students need to listen and learn, expecting improvement rather than perfection.