



Evidence-based resources for home-supported learning

Independent learner profile

This resource explores what being an effective self-regulated learner looks like for secondary student Alex.

Learner profile

Alex is a Year 9 student, now in home-supported learning environment.

This week is Alex's first week of home-supported learning. His home-room teacher has provided all of the students with a set of goals to help them through the transition.

Creating a space to learn, setting a routine and creating learning goals are the first goals that the teacher has negotiated with the class.

There are a number of potential distractions in Alex's room which he thinks won't be conducive to a learning space, so he asks his parents to help him move them. Once the distractions have been removed, Alex can begin to schedule his days. He understands that home-supported learning is a big change, so he intends to trial this and monitor how he goes over the first week. He builds in additional breaks into his timetable to move away from his learning space and he commits to sticking to the break times he has allocated himself.

Once he is comfortable with his learning space, Alex works through the programs that each of his teachers have shared and sets learning goals that he will share with them in the next online tutorial.

Effective strategies

Alex, with support from his teacher, demonstrated several effective strategies in his response to the change:

- setting specific short-term goals (*Alex's developing learning goals for his subjects*);
- Restructuring one's physical and social context to make it compatible with one's goals; (*Alex removing distractions, such as devices, from his learning space*);
- Self-evaluating one's methods (*Alex putting a plan in place to re-evaluate his plan after the first week*).

What should I consider?

- Can I support students to set tailored goals to respond to the differences in my student's ability? (this may have the added benefit of reinforcing the teacher-student relationship).
- What scaffolds do I have in place that will enable students to engage with the strategies?
- How will I build on gains in self-regulation when students return to school?

Related resource

Teachers might use this profile to model the concepts of effective self-regulation with students.

This resource has been developed from our Guidance Report [Metacognition and self-regulated learning](#).