



PedPilot – Self-regulated Learning Guide for Teachers

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PedPilots – Supporting Self-Regulated Learning

Unit 6.

Teachers' self-regulation and professional development

SELF-REGULATED LEARNING IN A COLLABORATIVE CONTEXT

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All nine modules of the curriculum can be downloaded for free from the project's website and



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Our Hungarian-language digital curriculum, designed for independent study, is available on the following website.

<https://pedpilots.jozsefattilaiskola.ro/>

6. Teachers' self-regulation and professional development

SELF-REGULATED LEARNING IN A COLLABORATIVE CONTEXT

Compiled by:

Zsuzsanna Kiss-Szabó – M-Around KFT, Szeged, Hungary

Introduction

A teacher who manages themselves well can achieve balance, effectiveness and credibility, whilst maintaining their motivation in the long term and developing professionally. Our topic lies at the intersection of teachers' self-development, professional development and community collaboration. Let us briefly examine how self-regulation, professional advancement and collaborative learning are interconnected.

By teacher self-regulation, we mean that the teacher is able to:

- consciously **plan their own learning and development**;
- **reflect** on their own professional practice;
- **evaluate** their results and, based on these, **adjust** their goals and methods.

This process is analogous to the classical models of self-regulated learning (e.g. Zimmerman), except that the focus is on the teacher as both a professional and a learner, rather than on the learner's role.

Professional development: progress in a teacher's career can be understood not only in terms of formal qualifications, but also as a continuous learning process, namely:

- mastering new pedagogical methods;
- adapting to learners' needs;
- developing digital skills;
- active participation in professional communities.

Self-regulation is therefore the driving force behind sustainable professional development.

The collaborative context means that learning takes place not as an individual process but as a communal one, for example:

- in staff professional workshops and working groups,
- in learning communities, training sessions and courses,
- in horizontal forms of learning (mentoring, lesson observations, joint reflection).

In this context, self-regulation is extended because:

- it takes into account not only individual goals but also **shared goals**;
- reflection and feedback are **mutual**;
- self-regulation can be achieved **with social support**.

This lesson unit is closely linked to Chapter 3 of our curriculum. In the section entitled '*Goal-setting, planning, time management – keeping not just your diary but your soul in order*', you can read more about setting personal goals and the time management required for successful self-development.

Objectives

Our aim is that, following this review of the teaching unit, teachers' self-reflective, self-regulating and collaborative learning abilities will develop, and their professional autonomy and awareness will increase.

Self-reflection: to be able to identify their own strengths and areas for development in their teaching work more effectively.

Goal-setting and planning: learn to set more specific, realistic professional development goals.

Self-monitoring: monitor their own learning and development process and be able to incorporate feedback.

Self-assessment: be able to realistically assess their own professional progress.

Ability to reflect collaboratively: be able to engage more deeply in professional discussions, and to share and receive experiences as a partner.

Co-regulation: be able to regulate the learning process together with others (e.g. setting objectives, joint assessment).

Communicative flexibility: develop their professional communication skills, and the ability to give and receive constructive feedback.

Time allocated to the teaching unit:

2 teaching hours

Learning outcomes

- Professional tasks, subject-specific knowledge



- Planning pedagogical processes and self-reflection on their implementation (differentiation to promote optimal development, motivation, and extracurricular activities)
- Supporting learning (emotional and physical well-being, a calm environment, encouraging independent learning, accepting mistakes)
- Personality development, individualised approach (special educational needs, learning difficulties..., comprehensive personality development, conscious application of pedagogical and psychological methods)
- Development of groups and communities (openness, creating opportunities, developing a culture of debate, mutual respect, acceptance, cooperation)
- Assessment and evaluation (evaluation and analysis of processes and pupils' personal development, personalised assessment, analysis and use of assessment results, objective and clear)
- Sustainability (understands the difference between sustainable and unsustainable development, utilises opportunities for education on sustainability in various situations, takes action)
- Communication, conflict management (cooperation, problem-solving, maintaining relationships, compliance with regulations, authentic communication, accepting feedback, able to persuade and be persuaded)
- Commitment and professional accountability for professional development (self-reflection, cooperation with others, professional collaboration, future plans)

Course material

Introduction

Teachers' self-development, self-regulation and professional advancement are processes that take place at the intersection of individual and collective learning. Here, the teacher also takes on the role of a learner; they do not merely impart knowledge, but also consciously develop their own professional knowledge, methodological culture and reflective practice. One of the keys to such development is **self-regulated learning**. This concept refers to a dynamic, multidimensional learning process in which the learner – in this case the teacher – is able to formulate their own learning goals, monitor, regulate and evaluate learning processes, and modify them based on feedback, all whilst adapting to environmental conditions, forms of social learning and their own professional identity (Pintrich, 2000; Zimmerman & Schunk, 2011).



The application of self-regulated learning in collaborative learning environments is particularly important: when teachers reflect in collaboration with one another and within professional communities, share their experiences, provide mutual feedback and jointly shape their learning processes.

Empirical studies indicate that learners – in this case, professionals – who possess well-developed self-regulated learning skills achieve better results, demonstrate higher self-efficacy, learn in a more goal-oriented manner, and employ a variety of learning and metacognitive strategies that enhance the effectiveness of learning.

Thus, teachers' self-regulated learning simultaneously serves professional development, methodological renewal and the development of institutional culture, which is a fundamental prerequisite for teachers not only to react to changes but also to act proactively as agents of change. It should be noted, however, that not everyone is capable of self-directed and self-regulated learning to the same extent. A lack of self-confidence, self-control, commitment or interest can hinder, or even prevent, the realisation of self-regulated learning.

In our curriculum, we set out recommendations across eight dimensions – which define the work of teachers – for those who wish to use self-regulated learning more consciously and effectively than before, in order to improve their daily work.

To ensure effective implementation, we recommend that you focus on the areas that cause you the most difficulty and present the greatest challenge, then select from the ideas, methods and tools provided, and work through them following the steps of self-regulated learning, gradually incorporating what you have learnt into your daily routine.

Remember, through self-regulated learning, you can experience the tremendous freedom it offers, whilst setting an example for your students and colleagues!

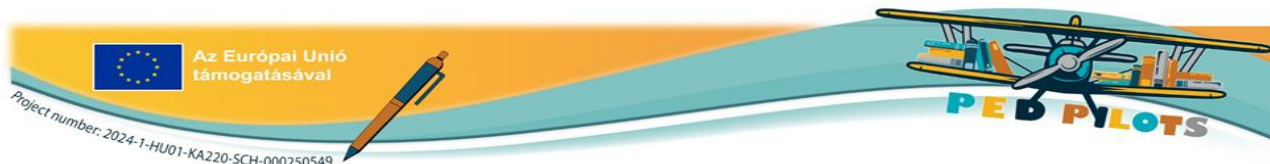
We wish you a pleasant journey through the dimensions!

DIMENSION I: Professional development, conscious career building, lifelong learning

1. Keeping a reflective learning journal

Objective: to develop self-reflection and self-monitoring

Description: Each week, the teacher writes a short diary entry about the professional goal they have set (e.g. 'improving differentiation in my lessons'), what they did to achieve it, what difficulties they encountered, and what results they achieved.



Why is it effective?

According to Éva Molnár (2022), regular reflective journaling develops metacognitive awareness, self-assessment and control over the learning process.

Skills developed: self-reflection, self-assessment, conscious goal-setting.

2. Joint lesson review and feedback session

Aim: to develop collaborative (co-regulated) learning and a culture of feedback

Description: Two or three teachers observe each other's lessons according to pre-agreed criteria (e.g. student engagement, the teacher's questioning techniques).

They then reflect together: What worked well? Where could improvements be made? What strategies should be tried next time?

Why is it effective?

According to Gabriella Szilágyi (2021), this type of collaborative reflection strengthens 'the social dimension of teacher self-regulation', boosting professional confidence and learning flexibility.

Developing skills: giving/receiving feedback, collaboration, reflective thinking.

3. Learning contract, setting milestones

Objective: conscious planning of the learning process, taking into account the institution's objectives

Description: The teacher draws up a 'learning contract' with themselves or their mentor, which includes: the development goal, the milestones to be achieved (with dates), and the learning strategies to be applied. They break down specific professional goals (e.g. methodological development, completing a new training course, participating in a competition) into sub-goals. They remain open to opportunities – further training, professional competitions, publications, study visits – and regularly assess which best fit their current direction of development.

Why is this effective?

According to research by Éva Molnár and Attila Pásztor (2020), explicitly formulating and scheduling learning goals enhances self-regulation awareness and intrinsic motivation.

Developing skills: planning, goal-setting, time management, self-motivation.

4. Collaborative experimentation with self-regulated learning techniques

Aim: to discover and adapt new learning strategies

Description: Groups of 3–4 students within the class try out various self-regulated learning techniques (e.g. mind maps, self-assessment checklists, reflective evaluation sheets). They then discuss which methods worked and why.

Why is it effective?

Active experiential learning and the joint evaluation of methods promote learning awareness and enable the strategies to be transferred to students' own learning.

Developing skills: self-assessment, problem-solving, learning flexibility.

5. Self-assessment questionnaire and action plan

Aim: to monitor the development process

Description: Using a short self-assessment questionnaire (e.g. Éva Molnár – 'Learning Self-Regulation Questionnaire', 2018), the teacher assesses their current level of self-regulation and then draws up an action plan based on this: What will I develop over the next month? What resources and partners will I involve? How will I measure the results?

Why is it effective?

It supports self-monitoring and the planning of self-directed learning.

Skills developed: self-assessment, reflective self-development, goal adjustment.

6. Reflective discussion with students

Aim: to develop pupils' self-regulated learning skills

Description: The teacher regularly sets aside time to discuss with their pupils how they have learnt a particular topic, which strategies have worked, and what could be done differently in the next learning process.

Why is it effective?

The teacher acts as a model for self-regulation: the student sees that learning is a process that can be consciously planned, monitored and evaluated.

Developing skills (students): metacognitive awareness, self-reflection, motivational control.

7. Conscious engagement with professional communities and authorities

Objective: to broaden professional horizons and develop reflective role modelling





Description: The teacher consciously keeps up to date with the most influential academic and professional communities in their field (e.g. research groups, journals, conferences, online professional forums), as well as leading experts. They read or listen to their writings and podcasts, and take notes on ideas that inspire them or can be applied in their own work.

Why is it effective?

Conscious professional development fosters metacognitive awareness – the teacher not only learns but also makes reflective choices about the direction of their learning. Furthermore, following inspiring role models strengthens professional identity and the authentic modelling of learner motivation (Szilágyi, 2020; Molnár, 2022).

Developing skills: professional self-development, critical thinking, reflective learning, authenticity.

DIMENSION II: Creative professional development, knowledge management, pedagogical innovation

1. Systematic collection of inspirations and ideas

Objective: to preserve ideas and inspirations and support their later use

Description: The teacher creates digital and physical repositories (e.g. note files, folders, Pinterest boards, notebooks) where they regularly store inspiring ideas that come to mind spontaneously. Sources of inspiration may include colleagues, former and current students, or even things completely unrelated to their subject area (e.g. books, films, catalogues). They add a brief note to each item, indicating the potential use or context of the idea.

Why is it effective?

Systematic knowledge retention increases the accessibility of creative ideas, reduces the risk of forgetting, and supports the long-term effectiveness of self-regulated learning (Molnár, 2022).

Skills developed: knowledge management, creativity, organisational skills, metacognition.

2. Developing a professional 'brand'

Objective: to demonstrate originality and authenticity in pedagogical practice

Description: The teacher consciously develops a unique teaching style ('brand') that sets them apart from others: this could be a specific teaching method, recurring themes, a unique assessment system

or a distinctive lesson structure. The emphasis is on sincerity and authenticity, ensuring that supporting learning always remains the central focus.

Why is it effective?

A unique pedagogical identity strengthens the teacher's credibility, increases student motivation, and supports the teacher's self-regulated learning through the continuous refinement of their own style.

Skills developed: creative pedagogical planning, authenticity, self-reflection, pedagogical innovation.

3. The functioning of human memory and attention

Objective: to develop strategies that support learning by understanding how the human brain works

Description: The teacher studies how the brain works, the nature of attention and memory, and the specific characteristics of pupils struggling with dyslexia or dysgraphia. They share the best research and experiences with members of their professional community, and together they reflect on the pedagogical applicability of what they have learnt.

Why is it effective?

A conscious understanding of cognitive functioning enables the optimisation of learning processes, supports the development of self-regulated learning and differentiated teaching, and facilitates knowledge sharing within professional communities.

Skills developed: cognitive awareness, differentiation, reflective pedagogical planning, collaborative learning.

DIMENSION III: Task and time management, effective self-control and motivation

1. Task management and prioritisation

Objective: to develop effective time and task management

Description: The teacher is able to manage their daily tasks effectively (distinguishing between immediate or postponable, important or urgent, and tasks to be done personally or delegated) – you can read more about this in Chapter 3 of our curriculum.

Why is this effective?

Task prioritisation reduces overload, improves concentration, and enables focused, mindful professional practice, which is one of the foundations of a teacher's self-regulation skills (Molnár, 2022).

Skills developed: time management, decision-making, prioritisation, stress reduction.

2. Setting boundaries and delegating

Objective: conscious management of personal and professional resources

Description: The teacher learns to say no, to tailor tasks to their own remit, or to share certain duties with colleagues. The aim is to reduce overload.

Why is it effective?

Effective delegation and setting boundaries improves the teacher's self-efficacy, reduces the risk of burnout, and supports a collaborative learning and working culture.

Skills developed: setting boundaries, delegation, communication, self-efficacy.

3. Making monotonous tasks more engaging

Objective: to support motivation and task completion through an experience-centred approach

Description: The teacher can make monotonous (e.g. administrative) tasks 'entertaining', for example by combining them with listening to music, gamified processes or small challenges.

Why is it effective?

Making the task enjoyable increases attention and perseverance, and reduces stress caused by a loss of motivation, whilst the teacher's self-regulation skills also develop.

Skills developed: motivational control, creative task management, sustaining attention, experiential learning.

DIMENSION IV: Differentiated development, collaboration and research-based pedagogical practice

1. Differentiated practice and competition

Objective: to identify differences between pupils and support skills development through assessments and questionnaires

Description: The teacher applies tutoring and competitive methods during practice, taking into account the individual needs of pupils. In the case of pupils with special needs, strengths and areas for development can be identified using questionnaires or diagnostic tools.

Why is it effective?





Differentiated practice boosts pupils' self-confidence and motivation, supports the targeted development of skills, and enables the teacher to consciously apply the principles of self-regulated learning within the class.

Skills developed: differentiation, diagnostic skills, targeted development, student motivation.

2. Maintaining contact and sharing knowledge with specialist services, parents and colleagues

Objective: to establish professional cooperation and a support network

Description: The teacher consciously builds and maintains relationships with staff from specialist services and professional service providers linked to education, with parents, and with other colleagues in order to carry out individual or group development tasks effectively. Maintaining contact provides an opportunity for the exchange of experiences and joint problem-solving.

Why is it effective?

The support network reduces the teacher's workload, boosts professional confidence and enhances the effectiveness of collaborative learning, which strengthens the social dimension of self-regulated learning.

Skills developed: cooperation, communication, collaboration, professional networking.

3. Expanding research-based knowledge

Objective: pedagogical decisions must be based on the most up-to-date knowledge

Description: Teachers acquire up-to-date knowledge from psychological and pedagogical research and apply the available knowledge in teaching and development processes in accordance with their competence, with a particular focus on pupils requiring special attention.

Why is it effective?

Research-based practice boosts teachers' professional confidence, supports self-regulated learning, and ensures that student development takes place using effective, evidence-based methods.

Skills developed: research-based pedagogy, reflective thinking, professional decision-making, competence development.

DIMENSION V: Developing conflict management

1. The use of assertive communication

Objective: to develop conscious, self-assertive yet cooperative communication



Description: The teacher systematically studies the principles of assertive communication (e.g. ‘I’ messages, setting boundaries, active listening). Subsequently, they consciously practise these techniques in their daily work – in meetings, parent-teacher meetings, and in dialogue with pupils.

Why is it effective?

Assertive communication is one of the keys to self-regulation: it aids emotional control, the conscious management of situations, and relationships based on mutual respect (Szilágyi, 2021).

Skills developed: self-assertion, empathy, emotional self-control, effective communication.

2. Conscious analysis and management of conflict situations

Objective: to develop conflict management awareness and recognition of one’s sphere of influence

Description: The teacher categorises conflicts within their various relationships (colleagues, managers, students, parents, etc.). They analyse these in terms of influenceability.

Why is it effective?

The analysis helps to distinguish between factors that can be influenced and those that cannot, allowing you to focus your energy on situations that can actually be changed.

Skills developed: problem-solving, realistic self-assessment, stress management, decision-making.

3. Understanding and applying the practice of reparation

Objective: to strengthen accountability and trust in relationships

Description: In the event of conflicts, teachers can use reparation instead of punishment; to do so, they must be familiar with the rules and possibilities of this method, and even if they themselves make a mistake (e.g. overreact to a situation, speak unfairly to a pupil), they should consciously apply the practice of reparation: acknowledges the mistake, discusses it with the person concerned, and seeks a constructive solution.

Why is it effective?

Redress is not a sign of weakness, but rather a mark of a reflective, responsible professional.

Restoring trust enhances the teacher’s credibility and emotional security in the long term.

Developing skills: self-reflection, accountability, emotional integrity, credibility.

DIMENSION VI: Emotional self-development

1. Mapping and developing emotional intelligence





Objective: to increase self-awareness and social-emotional competence

Description: The teacher assesses their own level of emotional intelligence (e.g. self-awareness, self-control, empathy, social skills) and then develops those areas where there is a deficit.

Why is it effective?

Developing emotional intelligence directly supports self-regulation and stress management, and improves teacher-pupil and teacher-colleague relationships (Molnár, 2018; Goleman, 2006).

Skills developed: self-reflection, empathy, emotional awareness, stress management.

2. Sharing experiences through stories

Aim: to develop reflective learning and the sharing of experiences

Description: The teacher collects short, instructive stories – whether from their own life or from examples given by ‘wise people’ or experts – about typical educational, communication or conflict situations. In difficult situations, these can be shared, making it easier to understand and manage a difficult situation.

Why is it effective?

The narrative approach promotes reflective thinking and helps learners to learn from the experiences of others (Szilágyi, 2019).

Skills developed: self-reflection, communicative flexibility, empathetic understanding, collaborative learning.

3. Practising attentive listening and supportive feedback

Objective: to develop trust and professional support among colleagues

Description: When a colleague talks about a difficulty, the teacher listens with empathy and attentive understanding. They only offer advice if the other person requests it.

Why is it effective?

Active, supportive listening is the foundation of a collaborative learning culture. Reciprocal feedback fosters cooperation and psychological safety within the teaching staff.

Skills developed: empathy, active listening, communication awareness, cooperation.

DIMENSION VII: Physical and mental balance, sustainable well-being

1. Learning and practising relaxation and regeneration techniques





Objective: to develop physical and mental regeneration and stress management

Description: The teacher tries out various relaxation methods (e.g. conscious breathing, progressive muscle relaxation, mindfulness, visualisation exercises) and observes which technique best suits their own lifestyle. The aim is not to find the perfect method, but to incorporate regular, enjoyable regeneration into daily life.

Why is it effective?

Relaxation techniques help balance the autonomic nervous system, reduce the hormonal effects of stress, and promote emotional stability in teachers. According to Éva Molnár (2022), an important prerequisite for teachers' self-regulation is 'psychophysiological awareness' – that is, understanding and maintaining the connection between body and mind.

Developing skills: stress management, body awareness, emotional self-control, self-reflection.

2. Raising awareness of the functioning of the human body and lifestyle factors

Objective: to maintain a health-conscious lifestyle and cognitive performance

Description: The teacher consciously explores how fundamental lifestyle factors – diet, physical activity, sleep, social relationships – affect learning, thinking and concentration. They observe their own bodily functions, for example through personal journaling: recording daily energy levels or sleep quality.

Why is it effective?

Understanding the link between biological and psychological factors supports one of the most important elements of self-regulation: conscious energy management. Physical well-being is a prerequisite for the sustainability of self-directed learning (Szilágyi, 2021).

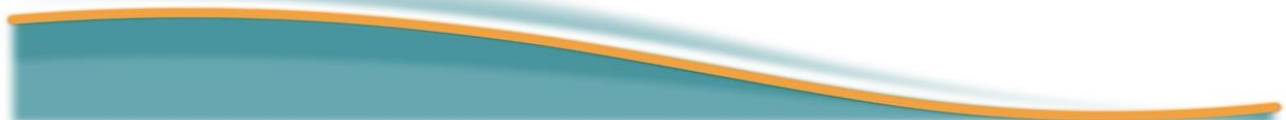
Skills developed: self-awareness, health awareness, concentration, responsible decision-making.

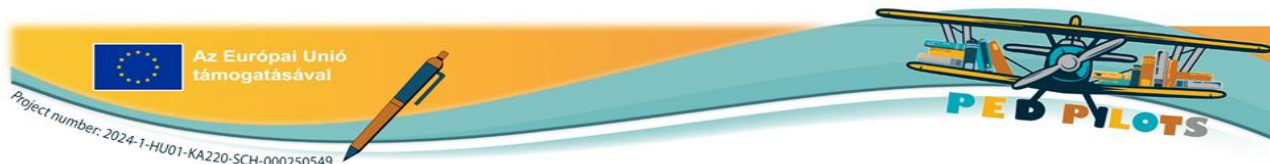
3. Fostering community relationships and organising joint programmes

Objective: to strengthen the professional community and emotional well-being

Description: The teacher organises joint activities outside school (e.g. coffee breaks, group sports, music sessions or creative afternoons) with their colleagues. These activities can transform formal working relationships into informal, supportive ones.

Why is it effective?





Positive social relationships reduce the risk of burnout and increase teachers' resilience. Shared experiences strengthen emotional bonds and trust, which form the basis of a collaborative learning culture.

Skills developed: cooperation, social sensitivity, community awareness, resilience, well-being.

DIMENSION VIII: Developing pedagogical role modelling, ethical behaviour and accountability

1. Exemplary behaviour and ethical conduct

Objective: to demonstrate pedagogical credibility and role models

Description: The teacher consciously monitors their own public behaviour, both online and offline, ensuring compliance with ethical and legal frameworks. If they are unable to operate in accordance with these in their current role, they should consider a career change.

Why is this effective?

Teachers serve as role models for the next generation. Through their conscious ethical behaviour, they not only have a positive influence on their students' attitudes but also strengthen their own self-regulation skills.

Skills developed: ethical decision-making, sense of responsibility, self-control, setting an example.

2. Developing responsibility and self-reflection

Objective: to strengthen professional accuracy, consistency and reflective self-development

Description: The teacher consciously develops their sense of responsibility, accuracy and consistency. They practise recognising and correcting mistakes: they identify the nature of the mistake, the direction and extent of the correction, set a deadline, and, if necessary, seek help from a partner or mentor. This practice also serves as a model for the pupils.

Why is it effective?

Continuous self-reflection and the conscious management of mistakes enhance the teacher's self-regulatory ability, develop professional integrity and credibility, and foster the development of student accountability.

Skills developed: self-reflection, accountability, accuracy, consistency, mentoring.



Supporting materials

Nóra Katona: *Motivation and Self-Regulated Learning* (Teacher Training, 2009).

Péter Tóth: *Learning Management and Self-Regulated Learning* (Óbuda University e-Bulletin, 2011)

15-minute audiobook versions of self-improvement books:

<https://www.youtube.com/@PECZEHENRIETTACOACH/videos>

Assessment tasks

Choose one of the ideas or methods listed below and think about how you would master it through self-regulated learning!

Answer the following questions!

- What goal would you set for yourself?
- How would you go about mastering the method?
- Who would you collaborate with during the process?
- What would you consider to be a wrong direction or a failure, and how would you avoid this?
- When would you consider the learning process a success?

Sources

Éva Molnár: *Self-regulated learning* (Iskolakultúra, 2002).

Gabriella Szilágyi: *Characteristics and Possibilities of Self-Directed Learning in Adulthood* (Selected Studies, 2017).

Róza Szántóné Balogh: *Measuring self-regulated learning ability through motivation profile analysis* (Boundless Linguistics: A Collection of Studies, 2019).