

Table 1. Aspects of a classroom climate for SRL (Callan et al., 2022; Perry et al., 2020; Perry et al., 2018)

Practice	Description
Fostering a Collaborative Learning Environment	<ul style="list-style-type: none"> • Cultivate a respectful and supportive atmosphere where students and teachers collaborate as partners in learning, establish routines, and appreciate diverse participation. <ul style="list-style-type: none"> ○ Clear expectations ○ Supportive relationships enable academic risks and full engagement in learning. ○ Respectful and encouraging communication between teachers and students. ○ Familiar routines and varied valued participation structures. ○ Teachers and students co-construct knowledge, supporting student SRL.
Enhancing Student Autonomy	<ul style="list-style-type: none"> • Empower students through direct instruction in SRL skills, model these skills, and encourage self-assessment, self-reflection, and strategic decision-making. <ul style="list-style-type: none"> ○ Acknowledge students' perspectives and choices in their learning process. ○ Involve students in decision making about what and how to learn. ○ Adjust tasks and environments to allow student control over challenge level.
Instructional Strategies for SRL	<ul style="list-style-type: none"> • Implement instructional methods that include: <ul style="list-style-type: none"> ○ Explicit teaching of SRL skills. ○ Formative, descriptive, task-specific feedback focused on the learning process, ○ Challenging tasks that promote strategic action, and ○ Iterative learning activities that support goal setting and adaptation (e.g., multiple drafts; long-term).
SRL Support Mechanisms	<ul style="list-style-type: none"> • Develop classroom practices that prompt and support SRL, such as: <ul style="list-style-type: none"> ○ Help-seeking strategies and frameworks, ○ Use cues, prompts, or strategic questions to encourage SRL. ○ Engage students in metacognitive dialogue and reflection. ○ Opportunities for students to practice and apply SRL skills in various contexts. ○ Model SRL by “thinking out loud”
Peer-Led Learning and Motivation	<ul style="list-style-type: none"> • Encourage peer co-learning and provide motivational messages that connect effort with outcomes, facilitating a community of learners who support each other's growth. <ul style="list-style-type: none"> ○ Co-operative learning and peer evaluation support SRL. ○ Encourage students to attribute successes to SRL and efforts as opposed to ability.
Adaptability to Individual Needs	<ul style="list-style-type: none"> • Design and adapt learning activities and assessments to cater to individual differences, allowing all students to engage meaningfully and succeed. E.g., Flexible tasks and assessments.