

DEFINITION



Metacognition: the way learners monitor and purposefully direct their learning

“metacognitive strategies are strategies we use to monitor and control our cognition – when we plan, monitor, evaluate and then make changes to our own learning behaviours, supported by knowledge of task, strategies and self”

Image source: Oliver Caviglioli

The research says.....



Meta-cognition and self-regulation approaches have consistently **high levels of impact**, with pupils making an average of **seven months' additional progress**.

The evidence indicates that teaching these strategies can be particularly effective for low achieving pupils.

Process Model:

Knowledge of task	What does a roast dinner look like and include? Shared understanding of the task. What should it look and taste like?
Knowledge of self	Self as a learner – what are your strengths <u>ie</u> pre prep
Knowledge of strategies	Different ways to prepare and cook each aspect of the meal. How long does each part take to cook?
Planning	Who will cook what? Timings? Check joint, Yorkshire puddings and know when to cook each part so it is ready at the same time.
Monitoring	What do we need to adjust at each part of the meal?
Evaluating	How successful was the meal? What went well? What would we do differently next time? Focus on the process not the product.

What might a self-regulated learner look like?

Zimmerman gives a helpful description of what a successful self-regulated learner looks like: [1]

'These learners are proactive in their efforts to learn because they are aware of their strengths and limitations and because they are guided by personally set goals and task-related strategies, such as using an arithmetic addition strategy to check the accuracy of solutions to subtraction problems. These learners monitor their behaviour in terms of their goals and self-reflect on their increasing effectiveness. This enhances their self-satisfaction and motivation to continue to improve their methods of learning.'



9 Questions to Improve Metacognition

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Before

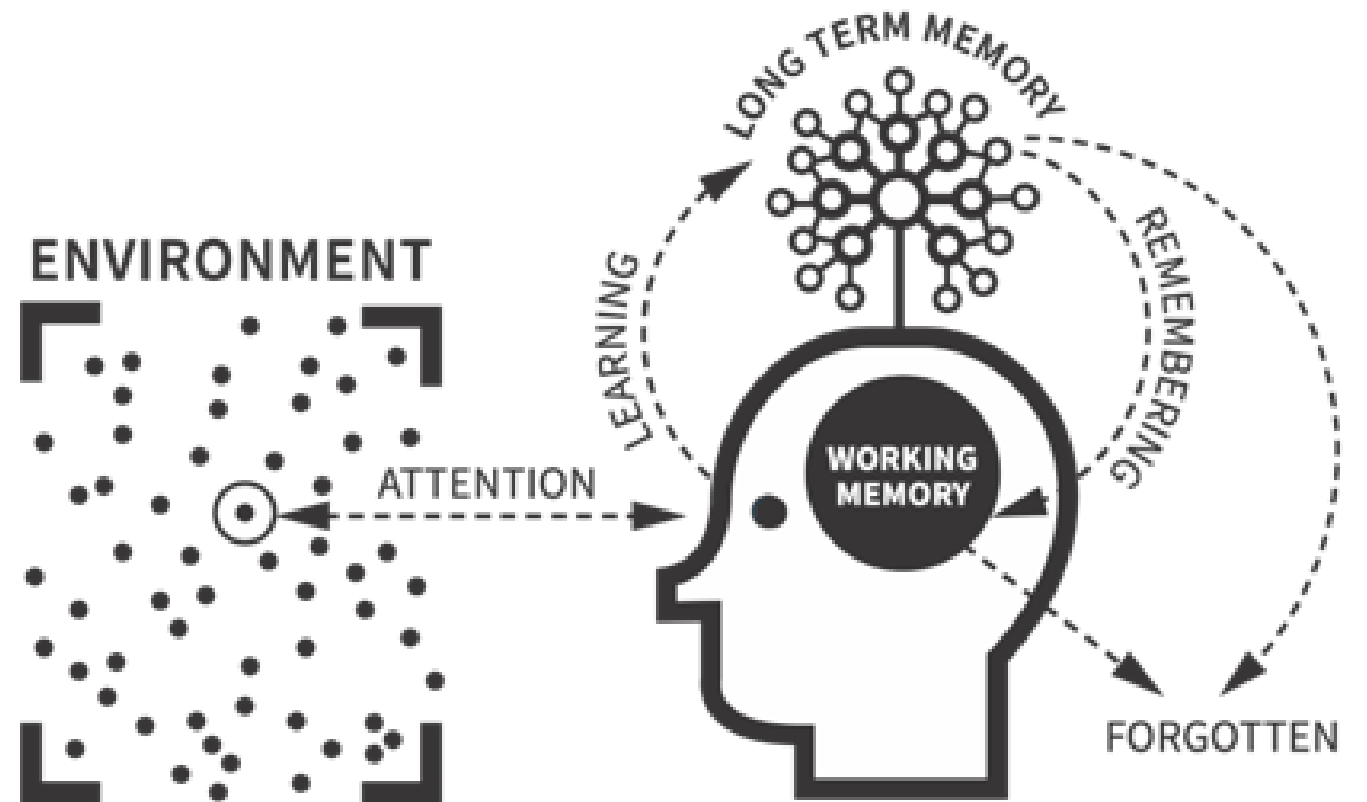
- ▶ Is this similar to a previous task?
- ▶ What do I want to achieve?
- ▶ What should I do first?

During

- ▶ Am I on the right track?
- ▶ What can I do differently?
- ▶ Who can I ask for help?

After

- ▶ What worked well?
- ▶ What could I have done better?
- ▶ Can I apply this to other situations?



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LIVE MODELLING

TEACHING WALKTHRU

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**MODELLING
HANDOVER:
I DO, WE DO, YOU DO**

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COLD CALLING

TEACHING WALKTHRU

Stage	Pupil/Teacher
1. Activating prior knowledge	
2. Explicit strategy instruction	
3. Modelling of learned strategy	
4. Memorisation of strategy	
5. Guided practice	
6. Independent practice	
7. Structured reflection	

REINFORCE

Structured reflection addresses

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**THINK, PAIR,
SHARE**

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**SHOW-ME
BOARDS**

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**CHECK FOR
UNDERSTANDING**

TEACHING WALKTHRU