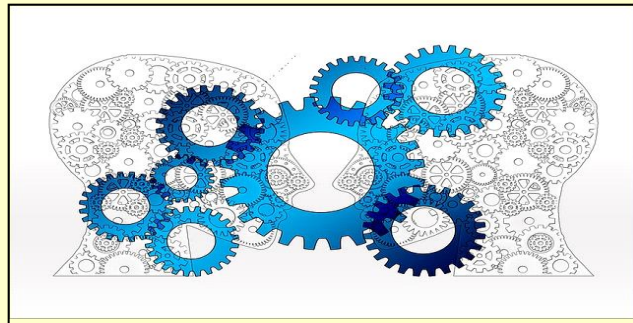




An Introduction to Metacognition:

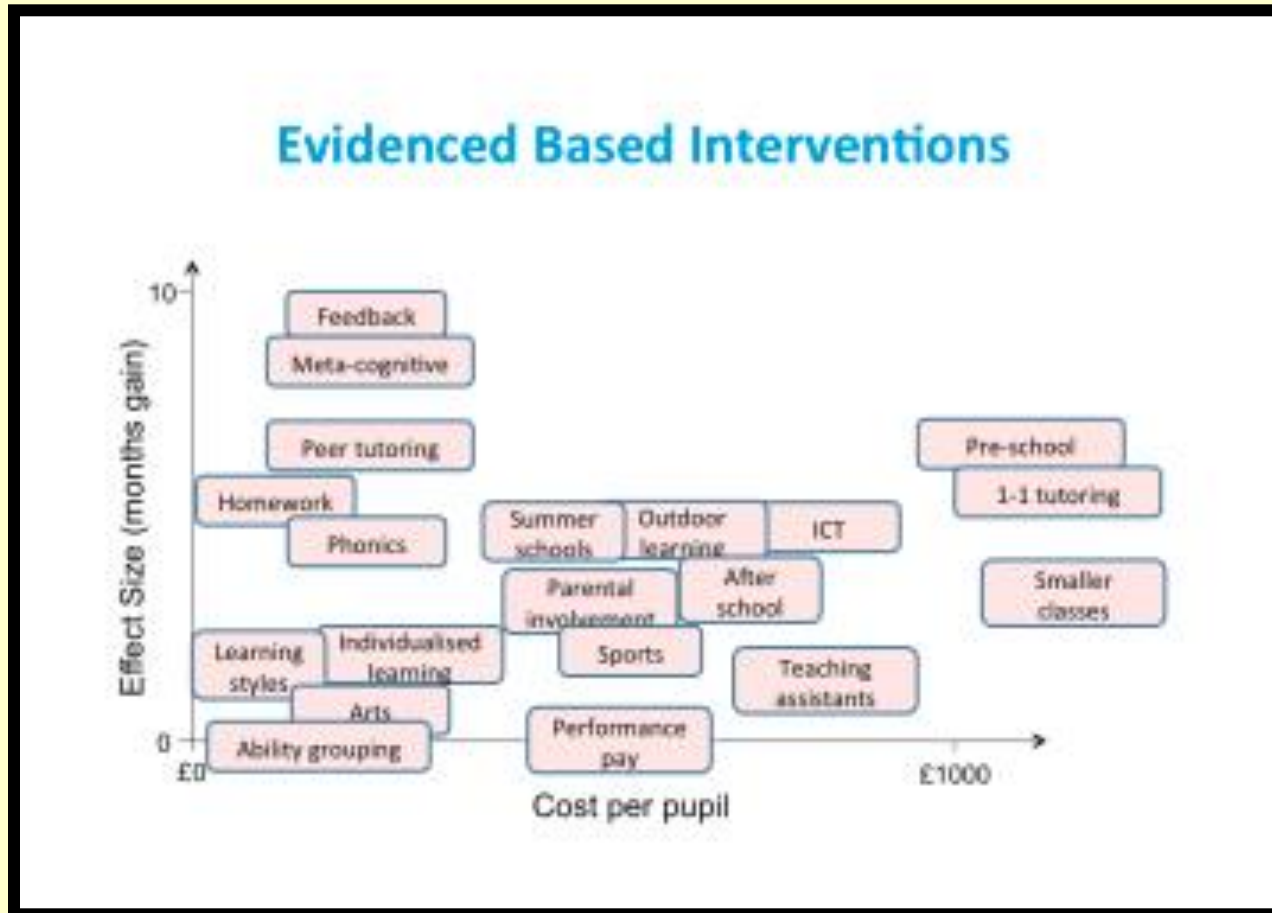


Knowing what to do.....
.....when you don't know what to do!



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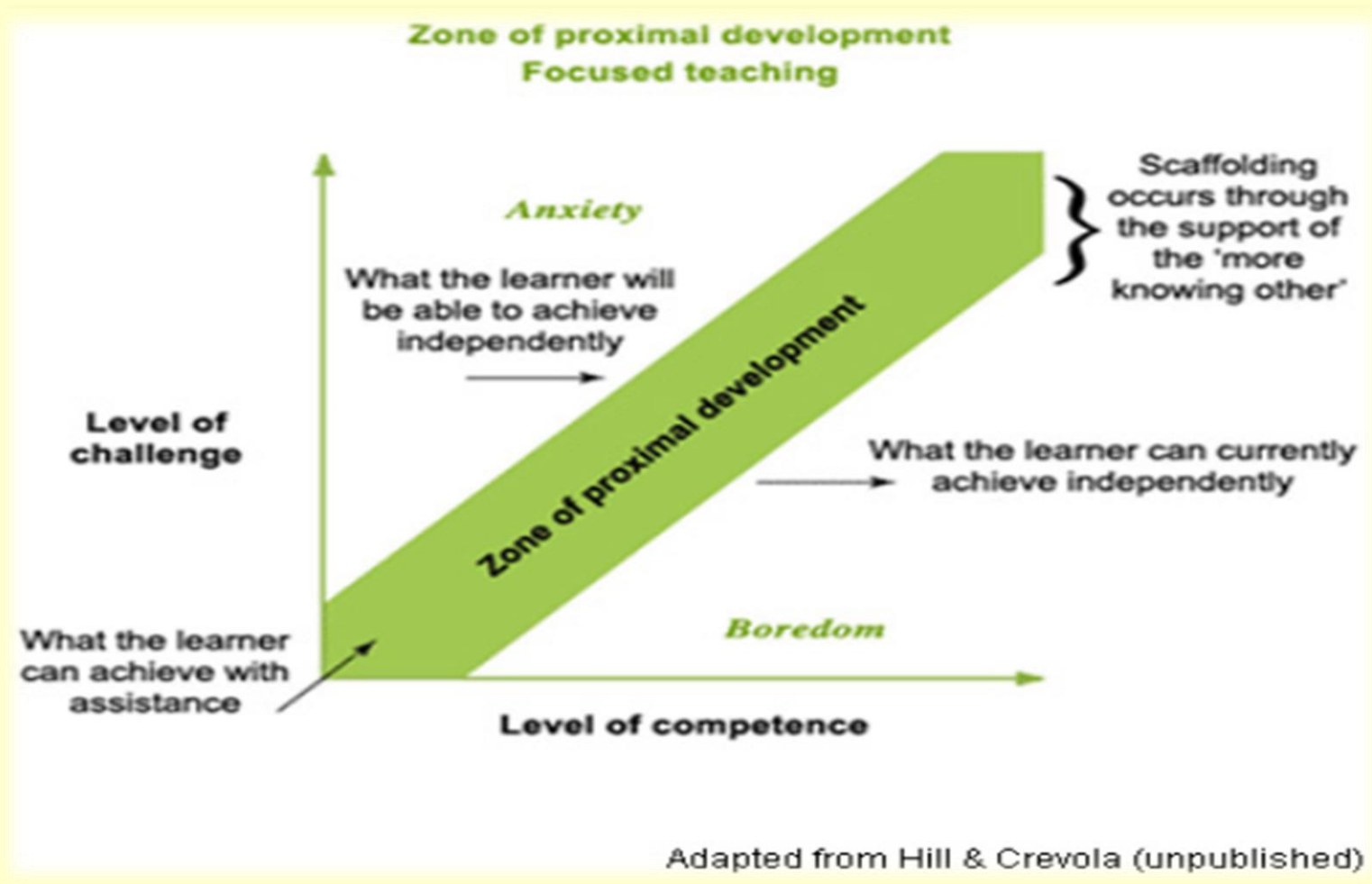
Activity





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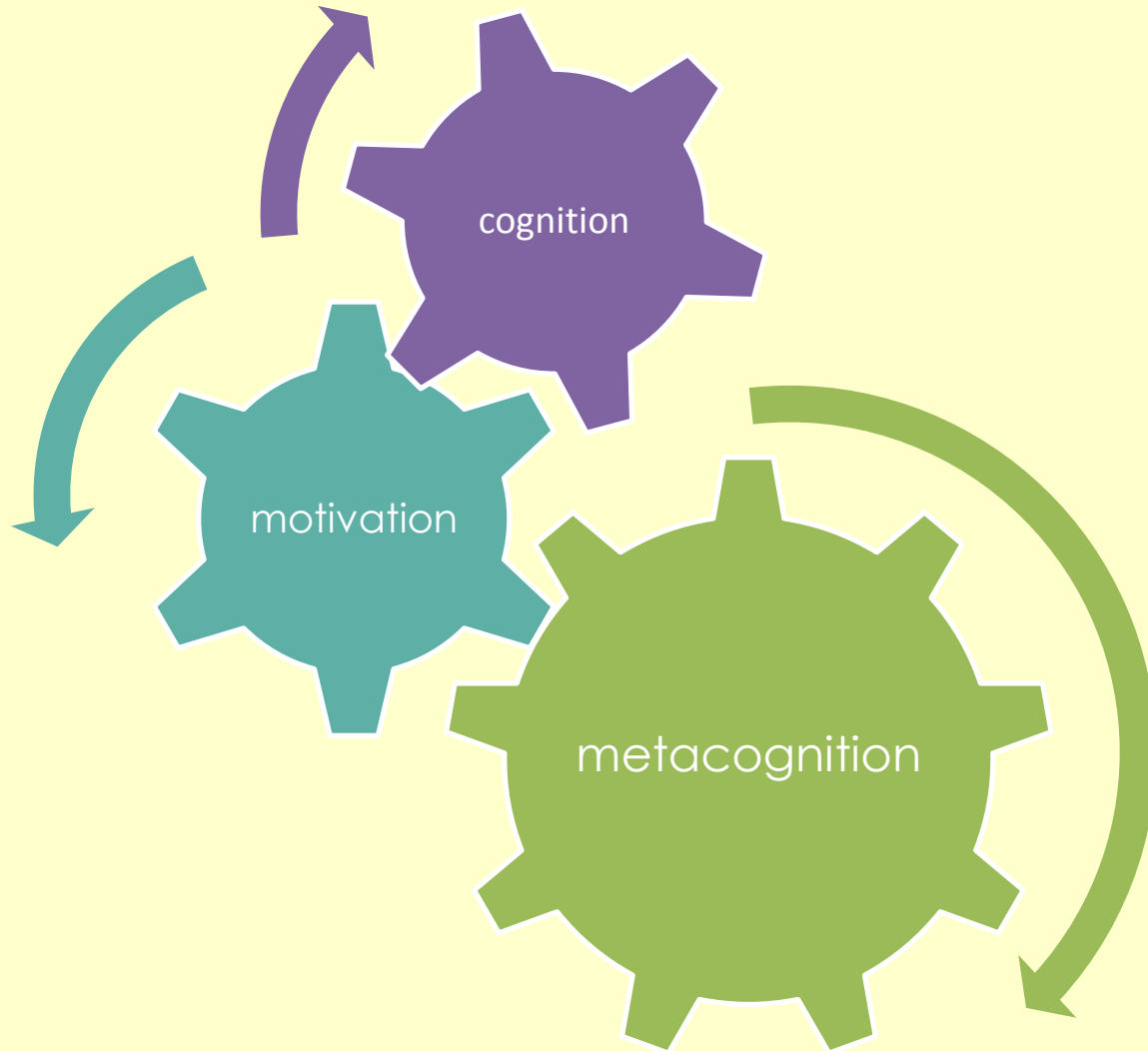


- During a lesson, a pupil must decide how much effort to put into listening to the teacher's explanation of a new topic (**planning**);
- While listening, they can consider whether they are understanding the teacher (**monitoring**) and what to do if they don't ;
- **Evaluating** if they now have understood the explanation successfully and are ready to move on.



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Strategies used to **make** cognitive progress are '**cognitive strategies**';

Strategies used to **monitor** cognitive progress are '**metacognitive strategies**'.





Activity





Activity





In order to apply a metacognitive approach, learners need access to:

- a set of strategies to use
- a classroom environment that encourages the learners to use, explore and develop their metacognitive skills



Their There



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Plan

“What am I being asked to do?”

“What strategies will I use?”

“Are there any strategies that I have used before that might be useful?”

Monitor

“Is the strategy that I am using working?”

Do I need to try something different?

Evaluate

“How well did I do? “What didn't go well?”

What could I do differently next time?”

“What went well?” What other types of problem can I use this strategy for?”



You can't **plan** a good essay without having that knowledge of Shakespeare; of the text; the quotations ; the different themes and ideas.

Monitoring brings that very subject specific knowledge about what a good essay looks like; what good Shakespearian knowledge the examiner is wanting and linking themes and ideas.

Then **evaluating** how much time you have – comes down to how well you can have a mental model of what a good essay looks like under those time conditions.





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Tacit

Aware

Strategic

Reflective



We want pupils to be able to know and articulate a response to the four questions:

- I learn best when....
- The kind of learning and thinking I am doing is...
- When learning is difficult I can...
- I know I've learnt well when...

Activity





Activity





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Activity





“Too often, we teach students what to think but not how to think.”

- OECD Insights (2014)