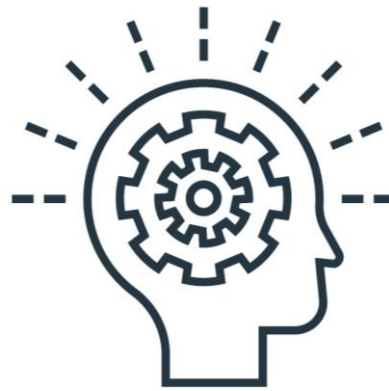


Metacognitive learners...



Think about their thinking!
Are conscious of their thinking.

Make time to reflect.

Talk about their thinking.

Make changes to their approaches.

Analyse their actions as a learner.

They are on a continuous journey of mindful improvement.

Today we are focusing on ...



Which is an aspect of...

Metacognition

Goal setting

It is important to have clear goals, both short term and long term.

You can think of goals as small stepping stones helping you to reach a much larger target.

To set goals: see the future as clearly as possible, consider carefully your current position, map how to get from where you are now to where you want to be.

Because you are thinking about your current position, you are being metacognitive.



Specific



Measurable



Achievable



Relevant



Time Bound

Understand the task

It is hard to achieve success if you are unclear about the task.

Break the task into chunks. Consider key words. Look at any marking criteria. Check to see if there is a model, good example or success criteria.

Think about when you have tackled a similar task, problem or assignment in the past.

What will be most difficult / easy about the task? Any potential pitfalls?
How much time do you think it will take?



Strategies



How many different ways can the task be solved?

What tools and resources will help you reach the target?

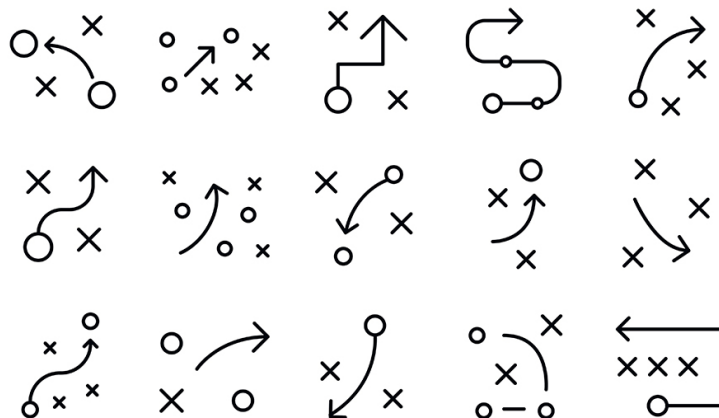
Will you work alone, with someone else or as part of a team?

What are the variables?

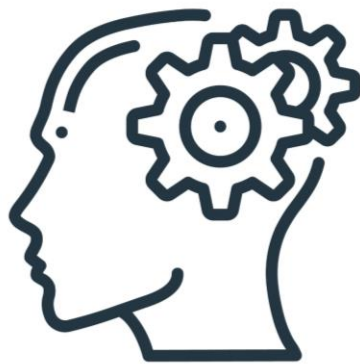
What are the pros and cons of different methods of reaching the target?

Which is the fastest course of action?
Which approach will lead to the best quality outcome? Which method is the most accurate?

PLAN – PLAN – PLAN



Monitoring



THINKING

HUMAN MIND

As you are learning, as you are completing a task...think about the progress you are making.

What do you know now that you didn't know before? What do you understand? What do you need to clarify, check, ask questions about?

Compare the work you have produced so far to any models, good examples, marks, success criteria. Do you need to make any adjustments?

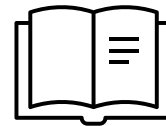
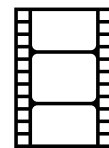
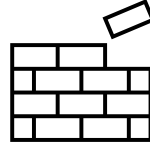
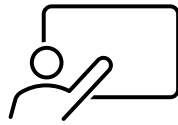
Successful learners are constantly checking their work and making adjustments as they go along.

Notice mistakes. Make corrections. Adjust your course of action. Change your approach. Test yourself.

Monitor your understanding

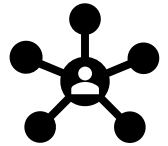
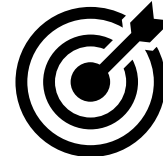
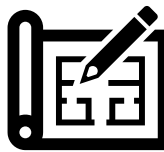
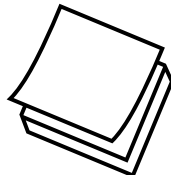
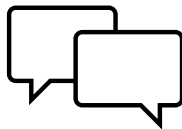
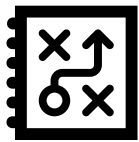
Getting unstuck

There are so many ways that I can get unstuck!



Everyone gets stuck from time-to-time. Metacognition is about

- 1) recognising when we are stuck
- 2) thinking about why we might be having difficulties
- 3) unpicking what the problem is
- 4) thinking about resources we might use to help us
- 5) making changes and
- 6) trying again.



Learning from attempts & mistakes

More than one attempt might be required to reach a target.
Mistakes can help us to learn!

What can we learn from our first attempt? What are we pleased with and what needs to improve? What type of error or mistake did we make? Why did we make an error or mistake? How could you avoid these mistakes / errors in the future? What do you now know? Next steps?



You can also learn from the mistakes from others. Pupils in your class and your teacher might share *their* mistakes so that you can avoid them. What are the common mistakes pupils make?

Exploring new ideas can lead to unexpected outcomes.

Talking & thinking / thinking & talking

Thinking, thinking about thinking and talking about thinking helps us to be better thinkers!

Compare, reason, explain, justify, debate, contrast, problem solve, analyse, make connections, share ideas, identify steps, plan, unpick issues, discuss. **Why do you think that?**

Use resources such as mind maps, diagrams, thinking routines, frameworks, thinking prompts, sentence starters to **aid thinking and to help discuss thinking.**

Share your thinking



Talk about your thinking

Reflection & Evaluation

We learn from reflecting on the PROCESS and the OUTCOME.

What went well? What can we learn from this?

What didn't go well? What can we learn from this?

If completing a similar task in the future, what would you do the same / differently? Why?



To what extent did you achieve the success criteria? What are the strengths and weaknesses of the work produced?

If you had more time, what improvements would you make?

What would help you to make improvements, for example what skills would you like to improve, what questions would you ask, what new tools do you need as a learner?

Attitude & belief

Everyone can improve. Creativity, musicality, thinking, decision making, memory, problem solving, knowledge bank, skill set...etc., we can improve all of these.

Learning is hard work and can make your brain ache. Reaching ambitious goals takes time, effort, persistence, perseverance, resilliance, reflection and a analytical approach to making improvements.

Have a go!' Be prepared to try. Challenge yourself. Draft and redraft. Have more than one attempt. Don't give up. Reflect on attempts. Unpick performance. Try a different approach. Use 'getting unstuck' methods.

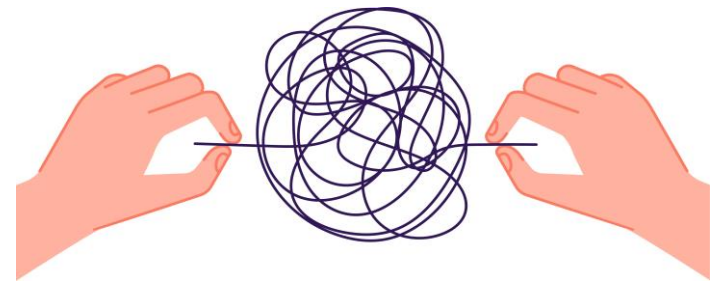
Evaluate and re-plan. Assess current position and plan next steps.

Learn about how to improve. Learn about learning. Use growth mindset talk.

Approach goals systematically.



Think Positive



Remove barriers

Watch out for things that can slow you down, e.g. times tables, handwriting, spelling, background knowledge. What underlying skills or knowledge do you need to practise?

Be pro-active in removing barriers to progress.

Identify your strengths and weaknesses. Be aware of your current skill set and target improvements.

Consider the variables in performance: e.g. knowledge of the task to be achieved, amount of time allocated to a task, frequency of actions, strategy used, how often you stop to reflect on progress, methods of getting unstuck, analysing performance to identify improvements, utilising feedback from others.



Personal growth

Metacognition

Metacognition involves thinking about thinking in order to improve your thinking!



Have you thought about your thinking today?

Metacognition

PLAN-MONITOR-CHECK

Metacognitive learners ask themselves thousands of questions from the start of the task to the end of the task to help them achieve the goal.

What strategies could I use to solve the problem?

Is my strategy working? Do I need to change strategy?

Did my strategy lead to the results I wanted?

What kind of task / problem is this? What do I already know about this?

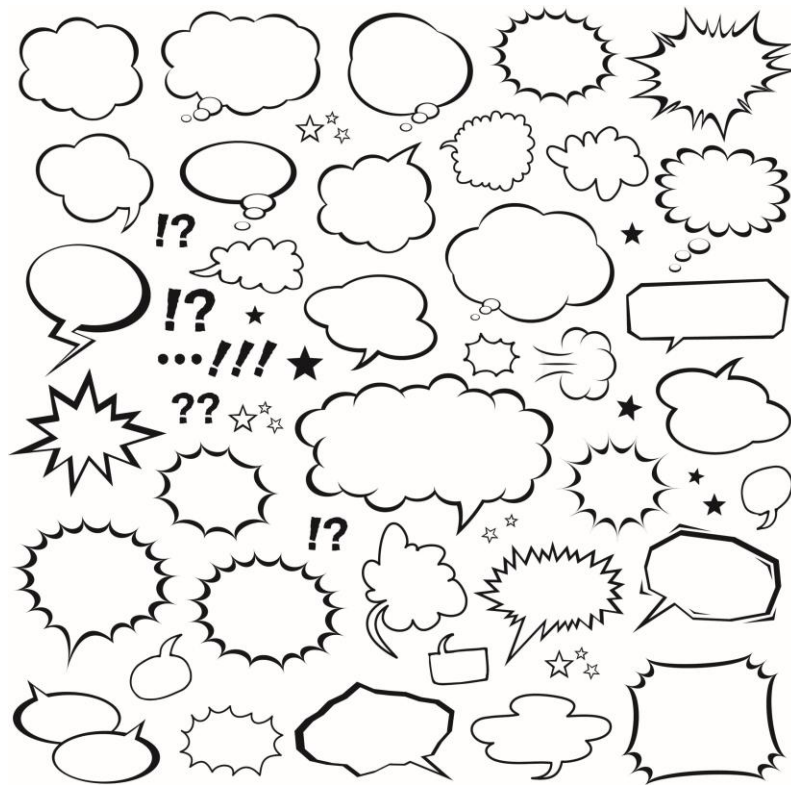
Would I use that strategy again? How could I improve next time?



How effective was your inner dialogue today?

Metacognition

Metacognitive learners share their thinking and **reflect on their thinking** with others.



**Have you shared
your thinking today?**

Have you explained
*why you think what
you think?*

Metacognition

Metacognitive learners : learn about learning



What have you learned about learning today?

Metacognition

Metacognitive learners : make judgements as to their level of understanding



Have you reached full understanding today?
Next steps?

Metacognitive learners reflect on their learning. What are your reflections on today's learning?



What helped me?

What am I aiming for?

Have I learnt any new words?

How could this learning be useful in the future?

What difficulties did I have?

How well did I work with others?

What new skills do I have?

What else would I like to know?

How will I remember my new learning?

How could I improve in my next lesson?

What questions do I still have?

What have I learnt today?

Would I do anything differently next time?

What is my target for next lesson?



Today I used... to help me...



Which is an aspect of...

Metacognition