

# Cambridge Schools Conference

## Metacognition

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# As you arrive...

- ▶ Think back to your childhood.
- ▶ Think of a time you learnt something new.
- ▶ This could be riding a bike or learning to cook something for the first time.
  
- ▶ Write down on a post-it how you went about learning.
- ▶ Share with your group **what** you learnt and how.
- ▶ As a group, decide what elements were necessary in your learning to achieve success.

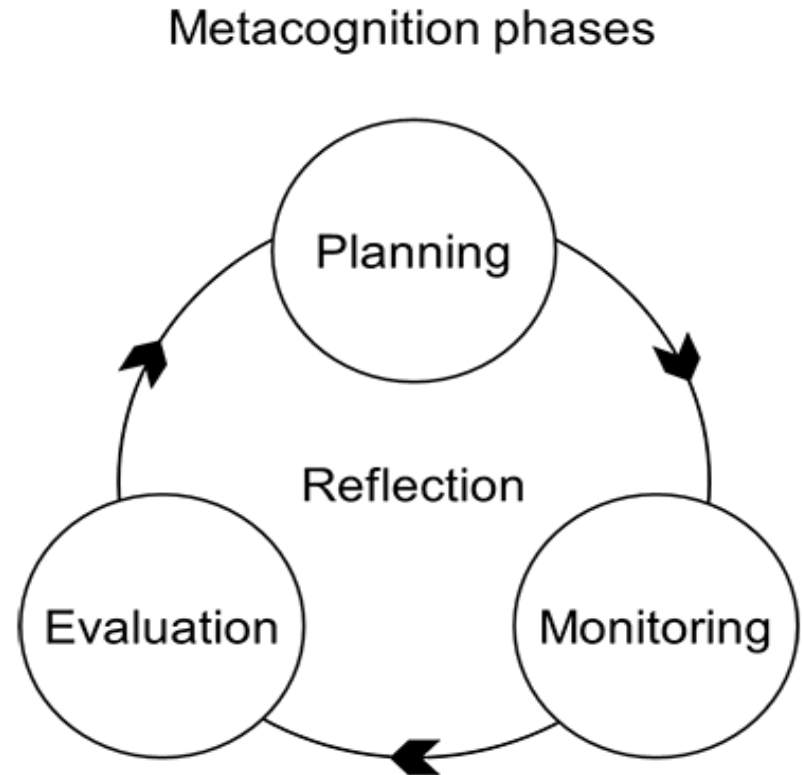
# Aims of the session

1. To **develop** an understanding of metacognition
2. To **utilise** metacognitive strategies
3. To consider the **application** of metacognitive strategies to your own context.
4. To work **collaboratively** to share ideas and good practice.

**To get you thinking hard!**

# Metacognition

- ▶ Awareness of one's own thinking.
- ▶ The processes involved when learners **plan**, monitor, evaluate, and **make changes** to their own learning behaviours.
- ▶ It is often considered to have two dimensions:
  - ▶ *metacognitive knowledge*
  - ▶ *metacognitive regulation.*



*Diagram taken from Getting Started with Metacognition*

# Metacognitive Knowledge and Regulation

## Knowledge of...

- ▶ **their own cognitive abilities**

eg, “I enjoy acquiring new vocabulary, but I do not fully understand how to use metaphors in my work”;

- ▶ **particular learning tasks**

eg, the language and metaphors in the poem we read were initially complex;

- ▶ **different strategies**

eg, read a poem slowly, several times, pausing over difficult words or sentences; read aloud; look up words I do not know in a dictionary; look for clues.

**Regulation** describes how learners monitor and control their cognitive processes.

- ▶ Re-reading a poem several times, concentrating on ‘difficult’ words where necessary, for understanding.

# Impact of metacognitive strategies

- ▶ Helps students to become independent learners
- ▶ Effective for disadvantaged students
- ▶ High impact across a broad range of abilities and learning domains
- ▶ Low cost
- ▶ **Strong evidence base**

**Hattie (2009) – Metacognitive strategies can contribute to just over 8 months of learner development.**

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# Metacognitive Talk.

Making Learning  
Explicit



# Metacognitive approaches typically involve:

- ▶ it involves:
  - ▶ **making learning goals explicit**
  - ▶ to **plan strategies** and
  - ▶ **to monitor progress** towards achieving these **goals**.
  
- ▶ creating a learning environment that supports the development of metacognitive skills.
  
- ▶ encouraging discussion of strategies in class helps students understand **when** to use certain strategies, **how** they impact on their learning, and **why** the strategies work.



# What metacognitive talk would you want to hear?

This activity is different depending on your role in your school.

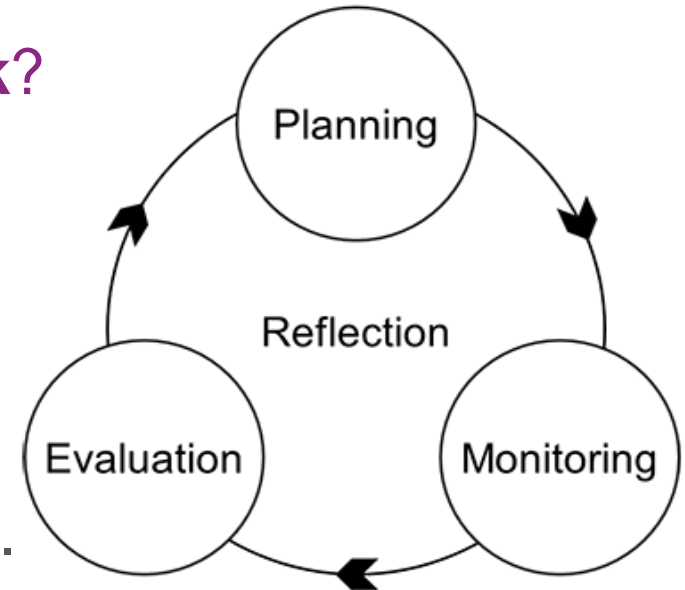
**If you are a school leader:** what would you want to hear during a **learning walk**?

**If you are a subject teacher:** what **subject specific** talk would you want to hear?

Write your metacognitive talk on post-its. Consider both teacher and student talk.

**How can you integrate this into your classroom practice?**

Metacognition phases



# Looking more closely

- ▶ Looking closely at the questions **a student** may ask themselves categorise into the following:
  - ▶ ...before the task?
  - ▶ ...during the task?
  - ▶ ...after the task?



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# Metacognitive Strategies



# Over to you

What strategies do you currently use to help learners:

- ▶ know what **success** looks like (intended learning outcomes)?
- ▶ **plan** how to get there?
- ▶ to **monitor** how well they're doing in their pathway to the intended learning outcomes?

**Share the strategies you currently use with your group.**

# KASH analysis

- ▶ In your table groups there are four metacognitive strategies to explore.
- ▶ In your pairs you are responsible for analysing one out of four strategies: **organising, self-instruction, self-evaluation and exam reflection.**
- ▶ You will do this through a KASH analysis (**k**nowledge, **a**tttributes, **s**kills, **h**abits).
- ▶ Using the prompts on the KASH information sheet, discuss and then record on the table **your thoughts** about the strategy.

# Reflection

Set yourself a short term goal for your classroom.

- ▶ What are you going to **apply** from today to best support your learners?
- ▶ How will you know if it has made an **impact**?

