

- Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing attention to links with prior knowledge).

Receive guidance, practise, and receive feedback in coaching meetings to improve at:

- Planning activities around what you want pupils to think hard about
- Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers).
- Providing appropriate wait time between question and response where more developed responses are required.

This PPU will need around 3 weeks of placement to complete. It could be completed as a consecutive unit or alternated with other aspects of practice in PPU 5 and/or 6.

This PPU covers the CCF elements outlined opposite.

These areas of the CCF are covered in subject studies sessions over the first and second terms. Please refer to the subject mentor bulletin for information on the timing and content of subject sessions.

Prompts for coaching conversations on metacognition might include:

- *Does your classroom environment support metacognitive practices?*
- *How are you going to encourage your students to reflect on their own learning?*
- *What tasks are you planning which will allow learners thinking time to consider how they are learning?*
- *How will these tasks be reflected in your lesson objectives?*
- *How will learners know that they are working towards the lesson objectives?*

Key Reading

[The metacognition Handbook, Webb, J \(2021\)](#)

Cambridge International Education. '[Getting Started with Metacognition](#)'

Giovanelli (2015) *Teaching Grammar, Structure & Meaning*. Oxford: Routledge

[Kolencik, P. L. and Hillwig, S. A. \(2011\). Encouraging Metacognition – Supporting Learners Through Metacognitive Teaching Strategies. BJET Vol 43 issue 3](#)

Myhill, Jones, Lines & Watson (2012) 'Re-thinking grammar: the impact of embedded grammar teaching on students' writing and students' metalinguistic understanding,' *Research Papers in Education* (27:2), pp.139-166

Sweller, J. (2016). Working Memory, Long-term Memory, and Instructional Design.

Journal of Applied Research in Memory and Cognition, 5(4) 360-7

Professional Practice Unit 10

Activating metacognition in the subject area

This unit follows on from subject sessions in Term 1 that covered:

- *Cognitive and constructivist perspectives on developing schema and the organisation of learnt knowledge*
- *Common misconceptions in the subject*
- *Developing metacognitive learning strategies*
- *Providing stretch and challenge in the subject*
- *Questioning strategies*

Aspects of this unit are further developed in unit 9: Deeper learning in the subject.

During this unit you will explore how to plan for and teach pupils to be able to develop metacognitive skills, to be able to think critically and understand how they go about learning.

We cover the ways in which

- Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.
- Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
- Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.
- Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.
- High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.
- To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.
- Over time, feedback should support pupils to monitor and regulate their own learning.

In this study unit you will make connections between theoretical understanding of learning covered in Subject Studies sessions and how experienced teachers encourage pupils to think about their learning. You will have the opportunity to:

Discuss and analyse with a mentor:

- How to consider the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).

Cont'd

Activities

These tasks must be completed as part of your training. Required items are highlighted in bold and summarised below.

Activities:

1. Consider how often you allow time for learners to reflect on their own learning in your lessons. How do you do this? Ask your mentor to make **notes** and collect **data** on how you encourage learner reflection / thinking time within a lesson.
2. Read [Getting started with Metacognition](http://cambridge-community.org.uk) (cambridge-community.org.uk) which is a practical introduction to the benefits of improving your learners' metacognitive skills, as well as a useful resource for strategies to use in your classroom.
3. In your own teaching context, discuss with your mentor the relevance of metacognition for your learners in your subject. With your mentor identify relevant strategies to develop your learners' metacognition. What is applicable in your subject/phase?
4. With your mentor, identify a lesson (which your mentor will observe) in which you will encourage learner metacognition. Ensure that the activities allow for learners to plan, monitor, evaluate and make changes to their own learning behaviours. The lesson may provide opportunities for learners to be involved with self-assessment, critical thinking, metacognitive talk, giving and receiving of feedback etc. Choose a focus for your lesson.
5. Write a detailed **lesson plan** with a rationale for this lesson, teach the lesson and receive **feedback notes** from observer.
6. With your mentor:
 - a. Discuss the success of the strategies trialled.
 - b. Reflect on the impact for the learners and for your own teaching practice.
 - c. **Record** any amendments / developments to be taken

Activity Outputs

Save these items [on Moodle](#).

- 1 **A lesson plan** demonstrating opportunities for pupils to plan, monitor, evaluate and make changes to their own learning behaviours for Activity 5.
- 2 **Feedback notes** on the observed lesson for Activity 5.
- 3 **Weekly mentor meeting** notes reflecting on success and next steps in embedding metacognition in planning and teaching.

Synoptic Writing

With reference to the key reading in this Study Unit, write 500 words, reflecting on:

1. The benefits of developing your learners' metacognition, for both the learner and the teacher
2. The barriers which may prevent learners developing their metacognitive skills
3. A range of strategies and learner activities which promote metacognition

Check the PPU guidance sheet for information on word count, referencing etc.