

LEADERSHIP HIGH IMPACT STRATEGIES TO IMPROVE METACOGNITION AND SELF-REGULATION

CODE 9002

ABOUT THIS COURSE

Metacognition and self-regulation is rated by the EEF Toolkit as 'high impact for very low cost, based on extensive research evidence'. Metacognition is basically our students' ability to monitor, direct, and review their learning. Effective metacognitive strategies get learners to think about their own learning more explicitly, usually by teaching them to set goals and monitor and evaluate their own academic progress. The training session aims to provide clarity and guidance on how to effectively implement high impact strategies and embed powerful levers for boosting learning in your classroom.

PROGRAMME

TIME

We know that improving the quality of teaching and learning in the classroom has the biggest impact on student outcomes. This innovative programme provides a comprehensive overview of metacognition and self-regulation based on high impact evidence-based practice, including guidance from the EEF toolkit. School leaders and teachers will be provided a range of evidence-based tools designed to embed metacognition and self-regulation skills in our learners and improve overall student outcomes.

The session aims;

- To examine the impact and outcomes of self-regulation and metacognition on student learning
- To identify strategies to explicitly develop metacognitive behaviours
- To look for and recognise opportunities in my lessons to explicitly develop self-regulation and metacognition.
- To plan the next steps for implementation and training within schools

To examine the impact and outcomes of self-regulation and metacognition on student learning

10.00 – 11.00am

- Will focus on accurately defining metacognition
- Eliminating the myths and misconceptions
- How can metacognition improve T&L?
- Evidence informed practice – The EEF Toolkit
- The benefits of self-regulated learning
- Evidence based practice to improve student outcomes

Discussion: coffee break

11.00 – 11.15am

To identify strategies to explicitly develop metacognitive behaviours

11.15 – 12.45pm

- How to recognise metacognitive skills and self-regulated learners
- What does a self-regulated learner look like?
- The Metacognitive Process – Application of the metacognitive process within the classroom

Lunch and informal discussion

12.45 – 1.45pm

To look for and recognise opportunities in my lessons to explicitly develop self-regulation and metacognition

1.45 – 2.45pm

- How should teachers teach metacognitive strategies?
- High impact evidence-based strategies
- Questioning to improve metacognition

Planning the next steps for implementation and training within schools

2.45 – 3.15pm

- CPD performance targets
- Training opportunities to share good practice
- Meeting departmental and whole school objectives

Any Questions?

3.15 – 3.45pm

LOCATION/DATE

London

Friday 11 November 2022

Thursday 02 February 2023

COURSE LEADER

Rosie Hussain (MBA in Senior Leadership in Education)

is a highly experienced and innovative classroom practitioner, with over 20 years in leading departments and delivering high quality T&L training. She is currently Head of Psychology as well as leading Research and development in a secondary school and sixth form college. As an AQA A-Level Examiner and member of the Chartered College of teaching she prides herself in providing high impact evidence-based practice in order to improve Teaching & learning in education.

WHO SHOULD ATTEND?

- Head of Department
- Senior leaders from Primary, Secondary and Higher Education
- Experienced and non-experienced teachers from all subjects and key stages
- Research & CPD Leads
- Specialist Leaders of Education

BENEFITS OF ATTENDING

Delegates will;

- Develop an understanding of metacognition and self-regulated learning
- Be provided with research and guidance on effective implementation.
- Be provided with high impact evidence-based strategies to improve metacognition and self-regulation in their learners.
- Be provided with practical resources and tools to use in school
- Be given the opportunity to share good practice and disseminate the skills and knowledge provided to improve student outcomes.