

Introduction

As a teacher, you need to have a good understanding of how to develop your pupils' metacognitive knowledge and you'll need to have the tools and skills to do this. By understanding the metacognitive demands of the subject you're teaching, you'll be able to effectively develop pupils' knowledge and skills. (EEF, 2018).

In the Module 2 session 'Metacognition', you explored the importance of supporting pupils to think about their thinking, and considered how they learn to learn (EEF, 2018). You learnt that to be effective learners, pupils need to learn strategies to plan, monitor and evaluate their own academic progress, which can differ across subject areas.

Aim and focus of the session

In Module 2, you explored the working and long-term memory, introducing new knowledge to pupils and how to help pupils to remember, as well as considering the impact and importance of the following strategies:

- Breaking complex material into smaller steps
- Combining verbal and graphical representation
- Using worked and partially completed examples
- Organising the long-term memory
- Building mental models

The aim of this session is to further your understanding of your role as a teacher in developing self-regulation and metacognition skills and knowledge to support your pupils to become independent learners and improve academic success. You'll consider how you can explicitly teach and develop cognitive and metacognitive strategies and the impact this can have on the academic performance of pupils of all ages.

By further developing your own understanding of metacognition and self-regulated learning, you will be better able to teach pupils how to become strategic and reflective learners. Strategic and reflective learners can organise their thinking, select appropriate strategies that they know will help them to learn, and reflect on these strategies to consider how successful they are; they will then have the tools to revise them if needed (EEF, 2018).

To explore this further, you'll read and focus on sections of the guidance report: '*Metacognition and self-regulated learning*' (EEF, 2018). This paper has been selected as the recommendations and guidance highlight the importance of teacher development and supports teachers to have a strong understanding of metacognition and self-regulation. By having a deeper understanding of the seven recommendations and the seven-step model for teaching metacognitive strategies, you will be more aware of what effective practice looks like and the impact that this has on pupils' academic success.