Leading metacognition Thursday 21st November 2019

Return to school equipped to lead the development of metacognition, including a plan of action and a wealth of resources to aid implementation. Grounded in high quality research, participants will extend their knowledge and understanding of this exciting field of psychology.



Covered during the day are a number of themes:

- understanding the role metacognition plays in pupil progress and how pupils can become more effective and efficient learners;
- increasing teacher understanding of how to develop metacognition in the classroom;
- using metacognition to help pupils think and think more deeply;
- metacognition in problem solving, mathematics and reading;
- using metacognition to enable pupils to become more independent in selecting and using strategies, tools and routines for different types of learning;

Create learners who are: highly reflective and capable of taking charge of their own learning; are proactive in formulating their own questions; engage in self-monitoring and self-correcting; and can articulate their learning. Equip pupils with the capacity to ask themselves critical questions as they learn such as 'What am I trying to achieve?', 'Where should I start?' and 'What has worked well today?'



"We all want to create highly effective learners. When we analyse why some pupils are more successful than others we can clearly see that metacognition plays a vital part in the learning process. This training increases participants' understanding of what metacognition is and provides practical ways of incorporating it into daily teaching."

Vicky Crane, consultant and trainer.

"Useful resources and excellent activities that I have been able to use in twilight training sessions in school. Really enjoyed the training. Vicky is a generous and engaging course leader."

"Really practical resources. Lots of activities to take back for immediate and long-term action."

"The whole course was outstanding."

"Lots of ideas to develop metacognition across the school. Excellent small group."

"Inspirational!"

Prices (exc.VAT): £195 first delegate £175 subsequent delegates

Thurs 21st November 2019 9.15am 3.45pm

Extensive electronic materials provided

Includes a three course hot lunch in the restaurant

Weetwood Hall, Headingley, Leeds

1 Byron House, Blackthorn Road, Ben Rhydding, Ilkley, LS29 8UP, West Yorkshire Telephone : 01943 600970 Mobile: 07921 726580 sales@ictwand.com www.ictwand.com

ICT Wand Independent consultancy & training



Leading metacognition

| Organisation / School name | |
|---|--|
| Address | |
| Telephone number | |
| Business Manager | |
| Business Manager email | |
| Order or ref number for production of invoice | |

Prices (exc.VAT): £195 first delegate £175 subsequent delegates

Thurs 21st November 2019

Take away supporting electronic materials

A three-course hot lunch is provided in the restaurant

Weetwood Hall, Headingley, Leeds

Course code: MET19

Delegates:

| Title | Forename | Surname | Email address |
|-------|----------|---------|---------------|
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Substitutions, cancellations and refund policy

Substitutions welcome at any time. Written cancellations made four weeks before the conference date will be subject to a full refund. Written cancellations made two weeks before the conference date will be subject to a 50% refund. Cancellations made less than two weeks before the conference date cannot be refunded. All cancellations must be made in writing. ICTWand reserves the right to alter the programme without notice due to unforeseen circumstances. We also reserve the right in our absolute discretion and without further liability to cancel the programme in which all monies will be refunded. ICTWand safeguard your data. We will endeavour to keep you informed of our other conferences and products where appropriate but will not pass your details onto any third parties.

Invoices are dispatched once booking forms have been received. Payment can be via cheque made payable to ICT Wand or BACS transfer, details of which are sent with the invoice.

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