Questions to aid discussions with subject leaders regarding the development of metacognition

Understanding, beliefs and engagement

How on-board are your subject leaders with metacognition?

- How well do you feel you understand the concept of metacognition? How have you developed your understanding? Do you feel you need to do more to deepen your understanding? How could you achieve this?
- Do you believe that metacognition can make a difference to pupil outcomes? Why?
- What steps have you taken to persuade members of your team that they should increase their understanding of metacognition? How effective has this been?
- Do you feel your department are on-board with the idea that metacognition can increase outcomes for pupils?
- What options are available to you for influencing their thinking? How might you persuade them? Why do you think they are not convinced? What counter arguments do they give? What barriers do they perceive? What do you think you might need to do to convince them?

Metacognition in relation to your subject

How integrated is metacognition into your teaching?

- What do you think the key aspects of metacognition are for your subject?
- How can you tie metacognition and your subject together?
- Are their elements of the curriculum or aspects of your subject that particularly lend themselves as a vehicle for developing metacognitive practices?
- What does thinking in your subject look like? E.g. what does it mean to think like a historian, think like a scientist, think like a mathematician? How does this relate to how you will develop the use of metacognition?
- What aspects of your subject would you like pupils to be more independent with? How could you use metacognition to help you develop these aspects?

Practical actions

What have subject leaders tried in their classrooms? How are they supporting others to use metacognition with their classes?

- Through SLDMs some practical suggestions have been made to develop metacognitive thinking in pupils. Have you tried any of the following with your classes?
  - Modelling the thinking process and think alouds
  - Thinking diagrams and strategies to aid thinking in context
  - Planning a task
  - Developing the skills of reflection
  - Opportunities to test out and evaluate learning strategies
  - Growth mindsets and seeing themselves as agents of their own thinking
  - Exam wrappers
- What have you found out from trying to develop these aspects?
- What have other colleagues tried? What have their findings been?
- What do you think you need to do next?

Evaluation and monitoring

How are you ensuring that metacognition is developing in your subject?

- How are you evaluating the changes that you have made in terms of pupils' metacognitive abilities, their ability to be more independent, and their success as learners? Are you seeing any impact on outcomes?
- How well do you feel you are applying metacognition with your classes? How have you come to this conclusion?
- How well do you feel other members of your team are applying metacognition to their classes? How have you come to this conclusion?
- How are you sharing outcomes of the things you have tried in the classroom as a department? What changes are you seeing as a result of this? What positive benefits are emerging?
- What are your next steps to further embed metacognition in your subject?
- Are you experiencing any barriers to success? How might you address these?