Questions to aid discussions : Post 16 leaders

Understanding, beliefs and engagement

How on-board are the different stakeholders 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?
- Do students understand what metacognition is? Do they understand how it could help them to improve their success as a learner and beyond? Do they see themselves as being responsible for developing as a learner? Do they feel equipped?
- Do students have growth mindsets? How do you support students to adopt a growth mindset?
- How informed are post 16 teachers regarding metacognition and how it can be used to accelerate student progress?
- What is taking place at a senior leader level in your school to develop and embed metacognition into teaching?
- What steps could you take to persuade others that they should increase their understanding of metacognition?
- 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 sixth form study

How integrated is metacognition into your post 16 teaching?

- What skills do post 16 learners particularly need in your subject?
- What types of thinking do they need to engage in?
- What aspects of your subject are hard to master at post 16 level and why?
- How can metacognition be used to help students be more independent?
- How can metacognition be used to develop subject thinking and subject skills?
- 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?

Practical actions

What have post 16 teachers tried in their classrooms?

- What metacognitive developments have been taking place in your classrooms.
- Some colleagues in your school may have been trying to develop some of the following, have you used any of these:
    - 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 your findings been?
- What do you think you need to do next?

Evaluation and monitoring

Subject leaders : How are you ensuring that metacognition is developing at a post 16 level? What is the impact?

- How are you evaluating the changes that have been made in post 16 lessons in terms of pupils' metacognitive abilities, their ability to be more independent and their success as learners? Are you seeing any impact in outcomes?
- How well do you feel you metacognition is being applied in post 16 lessons? How have you come to this conclusion?
- Is there any good practice that could be shared with other post 16 teachers?
- What are your next steps to further embed metacognition at a post 16 level?
- Are you experiencing any barriers to success? How might you address these?