



High  
Performance  
Learning

# Meta-Thinking

An introduction to Meta-cognition  
(Nutshell 1)

## HPL Nutshells:

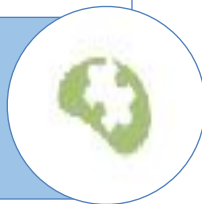
- Are a monthly resource for HPL Award and Foundation Schools
- Are designed to support your professional learning community
- Focus on one ACP or VAA
- Provide a regular programme of one hour bespoke CPD for your teachers and assistants
- Build pedagogical confidence over time
- Come with downloadable resources and research based reading
- Are interactive and enjoyable
- Model activities for teachers to use in their classrooms



# Meta Thinking

- **Meta-cognition**
- Self-regulation
- Strategy planning
- Intellectual confidence

Meta-  
thinking



- **Meta-cognition – knowingly using a wide range of thinking approaches**
- **Self-Regulation** – the ability to monitor, evaluate and self-correct
- **Strategy Planning** – thinking ahead about an appropriate way to tackle a task
- **Intellectual confidence** – ability to express personal view based on knowledge

# Why Teach Meta-Thinking?

- Meta-thinking **puts students in control** of their learning so they are able to select strategies, evaluate their progress and apply knowledge.
- Information, skills and knowledge are not inert and the best students can **apply what they know** and can do to unexpected questions and new demands
- Intellectual confidence and self-awareness enable students to **tackle difficult problems without being phased by unfamiliar circumstances**
- Advanced performers know how to **plan, monitor and assess** their own progress and recognise when they need help.

# Meta Cognition



<http://www.youtube.com/watch?v=mVE21QhY-II>

# Meta-Cognition is useful because...

***It provides the ability to knowingly use a wide range of thinking approaches and to transfer knowledge from one circumstance to another.***

- Being aware of the possible thinking approaches which might be useful in a given context
- Knowingly selecting an appropriate thinking approach from your repertoire
- Taking an idea or skill learned in one subject and transferring it to a new context

Teachers ask in lessons:-

**“What kind of approach (strategy) do you think we/you might use to solve this problem?”**

**Activity**  
**Meta Thinking Audit**

## Audit Activity

Working on your own, in pairs or a small group:

- ❖ Look through the ten ways to encourage Meta-Thinking.
- ❖ Now using the audit sheet evaluation how often these ways of working feature in your teaching – Often, Fairly Often, Sometimes, Never.
- ❖ Record evidence/examples of this happening regularly in your classroom.

Think about how you can increase opportunities for developing these key cognitive skills where an area is rarely promoted.



## Take away task

Over the coming week/fortnight revisit planned classroom activities/tasks and build in more opportunities for promoting meta-thinking.

In your lesson evaluations capture how these changes to your practice affect student outcomes considering:

- Greater student engagement
- Increased discussion/dialogue between students
- Improved understanding
- Application of knowledge and skills
- Critical thinking and student reflections