

## 2. Metacognition and Self regulated Learning

Metacognition has often been defined as 'thinking about thinking' but it is much more than this.

The fundamental belief is that metacognition and self regulated learning are crucial to learning and raise progress and attainment. Some studies have confirmed that self regulated learning and certainly metacognition has considerable effect on pupil academic performance in addition to prior achievement or ability.

Metacognition is part of self-regulation. Self-regulation can be developed by teaching metacognitive strategies explicitly. Self-regulation is about how aware learners are of their strengths and areas to develop, the strategies they use to learn, how they motivate themselves to engage in the learning process, and the strategies they use to improve learning, (Muijs and Bokhove 2020). The self-regulated learner takes responsibility for their own learning and plays an active part in it (Muijs and Bokhove 2020).

### Self-regulated Learning

Emotional Intelligence

The kindness factor (negotiation, conflict resolution, empathy)

### Self-regulation

#### Cognition

Cognition is the mental action or process acquiring knowledge or understanding through thoughts, senses and experiences. There are many different cognitive processes, some of which include, knowing, remembering, and judging.

Subject knowledge and understanding are cognitive processes, which metacognition should be taught alongside.

#### Metacognition

Metacognition is the process of developing inner dialogue by making connections, using reflective strategies, generalising, summarising, deducing, critiquing and analysing thought processes involved in learning. The planning (knowing the goal and how to get started on a task), monitoring (deciding which strategies will be effective ), and evaluating ( success of strategies used and changing course based on that assessment) cycle along with cognition and motivation helps develop self-regulation.

#### Motivation

Motivation involves social emotional strategies and regulating motivation and relationships with others. Some examples are delayed gratification, developing self efficacy and asking for help.

### Self-regulating/thinking framework

Planning effective cognitive strategies for the task

How will modelling the thinking framework benefit all pupils?

Motivation seeing tasks through to completion

Connecting the task to / prior knowledge / life experiences

Evaluating whether to change direction or not based on own assessments

Monitoring the success of using cognitive strategies / skills

