



PD Description: Metcognition for Highly Effective Instruction

With the 30 strategies to choose from, teachers are introduced to or reminded

of, metacognitive strategies that deepen the learning. Hattie, (2015) rates metacognitive strategies among the top five learning interventions. When introducing students to the reflective uses of metacognitive planning, monitoring and evaluating, teachers bridge the gap between *effective* and *highly effective instruction*. In an engaging, interactive and practical session, strategies are modeled across grade levels and disciplines. Teachers leave with the skills, and the confidence to take their students into the deep end of the pool, understanding the powerful impact that occurs when students *know how to think about their own thinking and learning*. How do we prepare youngsters for the test of life? We teach them how to learn when they are not being taught. We give them the gift of self-reflection, self-awareness, self-initiative, self-direction, self-assessment and self-regulation. We give them the gift of knowing when they know and when they don't know.

Objectives and Outcomes:

- Understand: Practical K12 classroom strategies to promote metacognition
- Practice: Techniques for student self-awareness, self-initiative, self-direction
- Apply: The tools metacognitive reflection when students plan, monitor and evaluate