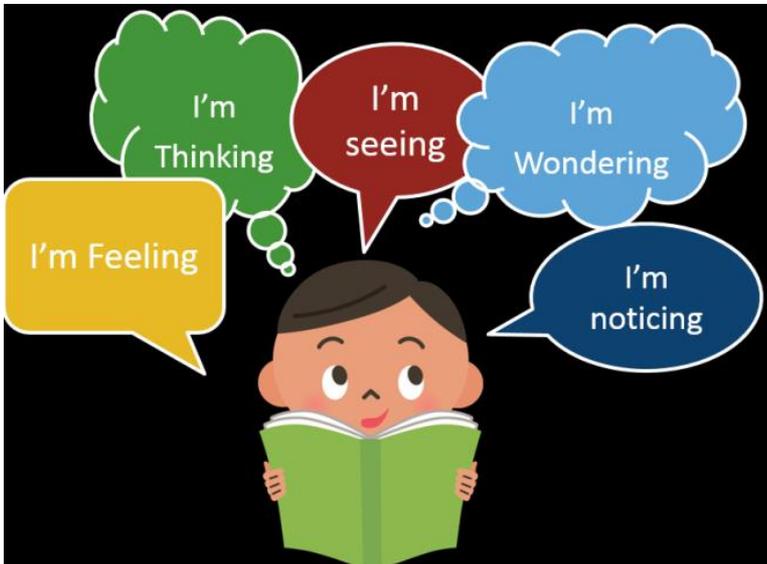


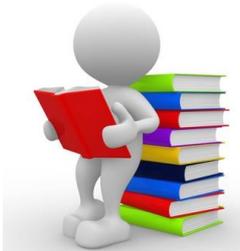


METACOGNITION - A GUIDE FOR PARENTS



- What is metacognition & why is it important?
- How can metacognition development help my child?
- What strategies can I use at home to promote metacognition and higher order thinking?

WHY IS METACOGNITION IMPORTANT?



- It shapes children to become active learners rather than passive learners.
- Gives children ownership, control and greater motivation over their own learning.
- Children are aware of the learning process and how they learn.
- Helps to promote thinking and deeper learning / mastery skills.

The Learning Cycle:

The four stage cycle for learning...

- Putting it all together
- Review our learning
- Preview our methods of learning
- Discuss content and process

- What it is we are going to learn
 - What we already know
 - How we are going to learn
 - What are the benefits of learning



- Presenting all the things you have learnt
- Presenting all the things you know

- Presenting the information to work with
- Setting up a problem solving activity

What is an idea?
How do you get
one?



THE WORD 'THINK' RANKS
BETWEEN THE TOP 125 TO 136 IN
TERMS OF FREQUENCY IN PRINT.

If you consider just verbs, the Oxford English Dictionary rates the word think as the **twelfth most used verb in the English language!**

CHILDREN START THINKING WELL BEFORE THEY'VE REACHED THE CLASSROOM...

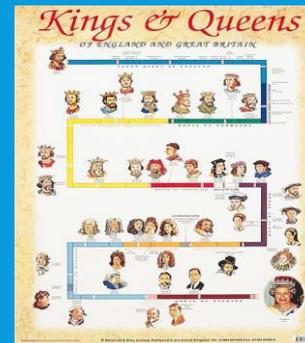
Thinking??????



The bottle says 'drink me' – do you?
DECISION MAKING



What do you do when someone asks you to think?



The Kings and Queens of England –
MEMORY



New ideas –
CREATIVITY

MEMORY – HOW DO WE KNOW THAT WE KNOW?



How to encourage metacognition

How do you help your child start becoming more meta?" Questions should be:

- **Open-ended.** Give your child some space to reflect on his thinking: Can you tell me more about why you think that?
- **Non-blaming.** It can be hard to stay open when children are acting out, but asking them to think about their behaviour can help them learn to manage difficult situations in a better way: Why do you think you got so upset when Dad changed the channel?
- **Solution-focused.** Encourage them to think about how they can use their understanding to change things in the future: How could you handle that differently next time?
- **Process-oriented.** Ask questions that help your child get a better idea of how their thought process works: How will you know when this drawing is finished?

METACOGNITION = HOMELEARNING

If your child is struggling to work through their homelearning, ask questions that help them use his metacognitive skills to try a different approach.

- What do you think is making it hard for you to work on your homelearning right now?
- What are some strategies that have helped you do well on homelearning in the past?
- Can you use what you did before to help you with the learning you're doing now?

Asking metacognitive questions will help them to clarify their process, manage their anxiety, and find a better way to approach their learning, but the benefits don't end when the task is done.

METACOGNITIVE SKILLS

Questioning to Understand

I'm asking questions and looking for answers

- Before reading
- During reading
- After reading



Thinking Stems:
I wonder...
What if...
Why...
I think I was confused when...
Who...

Making Connections

- Text to Self
- Text to Text
- Text to World

I use what I know to understand what I'm reading



Thinking Stems:
This reminds me of... because...
This reminds me of the book...
This reminds me of what I heard...

Inferring

I'm questioning as I read to help me draw conclusions, making predictions, and reflecting on my reading.

When the author doesn't answer my questions I must infer.



Thinking Stems:
Maybe...
Perhaps...
I think...
I'm guessing...
It means...

Visualizing

I create pictures in my mind as I read.

I see what I read.

I feel what I read.

I use my senses to help me make a movie in my mind.

Thinking Stems:
I'm visualizing...
I'm picturing...
I can imagine...
I'm seeing...



Synthesizing

I combine what I know with new information I read to help me understand the text.

I change my thinking along the way.

Thinking Stems:
Now I get it!...
At first I thought... but now I think...
My new thinking is...
I think the lesson or theme is...



Determining the Importance

I understand the main idea of the text and the author's message.



Thinking Stems:
The text is mainly about...
I learned...
The important details are...
I want to remember...

The more your child is able to understand their learning process the easier it will be for them to figure out what strategies and supports work best for them.

Knowledge that will help him succeed.

Here are nine simple questions that can help develop metacognitive strategies in each of these three stages:

- **Before a Task** - Is this similar to a previous task? What do I want to achieve? What should I do first?
- **During The Task** - Am I on the right track? What can I do differently? Who can I ask for help?
- **After a Task** - What worked well? What could I have done better? Can I apply this to other situations?

Metacognition: Metacognitive Strategies

- *Predicting outcomes*- It helps the learner realise which information is needed to solve a problem and compare the initial understanding to the final result.
- *Evaluating work*- Identifying strengths and weaknesses in the child's thinking process as well as in their work is key.
- *Questioning*- Ask questions such as “what are you doing now?” “why are you doing it?” and “how does it help you?”
- *Self-assessing* – Children must reflect on their performance to determine: what they've learned, how well they've learned it and the skills they needed to develop to solve the task.
- *Self-questioning*- Children question their own knowledge while learning and working, in order to direct their thinking and determine the help they may need.

Selecting strategies- Learners choose which strategies to use in a certain situation according to their learning styles, strengths and the type of problem they're facing.

- *Using discourse* – Discussing ideas with parents and teachers helps them ask questions, recognise gaps in their own knowledge, as well as learn from others.
- *Critiquing* - Giving and receiving constructive feedback helps learners to verbalise their thinking and to improve their performance and thinking process.
- *Revising* - After receiving feedback children update their thinking and check the learning strategies they've used.