

**Tracy Moore**

**Thomas Russell Infants School**

How do you know 'what really matters' when making improvements to your teaching?

**Twitter handle: @mootracy**

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### **ABOUT THIS SESSION:**

I will be explaining how I use current research/wider reading to decide on changes I'm going to make to my own classroom practice and how I evaluate whether they are effective. Introduce the CTeach programme and the work that I have done as part of the pilot which links to the Chartered College's professional principles that highlight the importance of deep subject knowledge, understanding of pedagogy, assessment and excellent classroom practice, as well as critical evaluation and engagement with research evidence. Explaining my final research project – looking at the impact that metacognitive skills can have on children's writing.

### **ABOUT THE FACILITATOR:**

Tracey Moore - I am Deputy Headteacher at Thomas Russell Infant School where I teach Year 2 and am also subject leader for English. I have held many different roles during my teaching career and I am always looking out for new and exciting challenges to keep me motivated and enthused – I would hate to think that I had nothing left to learn and no new ideas left to try! I am currently taking part in the pilot Chartered Teacher program run by the Chartered College of Teaching – it has challenged me and made me consider how I could improve my own classroom practice even further.

### **ADVANCED READING:**

<https://chartered.college/chartered-teacher-programmeoverview>

<https://www.bera.ac.uk/blog/the-teacher-as-researchermaking-the-case-for-research-in-schools>

### **WIDER READING:**

<https://chartered.college/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation/>

**Keep things simple – know what works with  
your children but don't be afraid to try  
things out of your comfort zone.**

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**Real change takes time – it's not instant and  
sometimes you have to hold your nerve!!!  
Waiting is a very hard game to play!**

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**Believe in what you are doing and know why you're doing it. Be able to talk about it and share your passion with others – this will often be infectious.**

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**Keep it clear – do something, but do it well  
and see it through. Don't just jump on a  
bandwagon.**

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**Keep the focus on the children (that's why we're all here) – encourage people to talk about their work, look and reflect on their practice.**

**Create opportunities for the children to show  
their best - they will always surprise you.  
Never let your own opinions pre-judge their  
abilities.**

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**Treat children with respect and trust – they will become whichever version of them that you want to create.**

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When something needs doing.....do it



# The Chartered Teacher programme

CHARTERED  
COLLEGE OF  
TEACHING

**Run by the Chartered College of Teaching.**

**Achieve Chartered Teacher status:**

- Be recognised for evidence-informed, high-quality teaching practice, benefiting the young people you teach.
- Develop your knowledge of effective evaluation, professional development, education policy, and research engagement.
- Contribute to a culture of learning and research engagement within your school.

**Chartered Teacher status is raising the status of the teaching profession and celebrates the vital role teachers play**

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# The Chartered Teacher programme

CHARTERED  
COLLEGE OF  
TEACHING

**“If you really want to develop your capacity to be the best teacher that you can be, then the CTeach programme is an absolute must.”**

Kevin Magill, Chartered Teacher Participant

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# Final Research project:

## Developing and using metacognitive skills to improve writing

Gascoine (2016) *“Metacognition is a notoriously woolly concept that has been subject to much debate since its conceptualisation.”*

Jacobson (n.d) : *“metacognition is a big word for something most of us do every day without even noticing”.*

Didau (2017) .....teachers should not fall into the trap of thinking that metacognition is a subject that stands alone by itself.

EEF in 2018 *“Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress.”*

## Areas to be developed through project:

- Promote and develop metacognitive talk in the classroom
- Explicitly teach pupils how to organise and effectively manage their learning independently

- Take some time.....
- Reflecting on your own practice after today and using the attached sheet (whatever your role in school), what improvements would you like to make to your practice?
- How do you think you can do this?
- What support would you like to do this?
- Do you know where to go for advice and support?

# Deciding what is important when making improvements to your practice.

## Goal

- What do you want to achieve?
- When do you want to achieve this by?
- What are the benefits to you and others of improving this?
- How determined are you (out of 10) to improve this area?
- Write down your goal, making sure it's specific, in your control and positive.

## Reality

- How close are you to achieving your goal (out of 10, 10 = your goal achieved)?
- What skills and personal qualities have you got that will help you to achieve your personal goal?
- Who will be a good source of support to you while you achieve this goal?
- What resources have you got available that will help?

## Options

- What could you do to achieve your goal?
- What else could you do?
- What would you advise someone else to do?
- What would you do if you had to take some action in the next 24 hours?
- What could you do if you were given some money to achieve your goal?
- What could you do if you had some undisturbed time to get on with this goal?

## Will

- What will you do?
- When will you do those actions?
- What might stop you?
- What will you do about the things that might stop you?
- What are the benefits to you if you take these actions?
- How you will feel if you don't take action?
- How will you feel if you do?