

Implementation plan

Metacognition to strengthen student capacity at Wodonga Senior Secondary College, Victoria

Problem (why?)	Implementation description (what?)	Implementation activities (how?)	Implementation outcomes (how well?)	Final outcomes (so what?)
<p>Wodonga Senior Secondary College is a large regional school catering for 820 students in Years 10-12.</p> <p>An audit established that:</p> <ul style="list-style-type: none"> Students were getting stuck and did not have the strategies or language to overcome challenges with learning. Teachers were not explicitly aware of metacognitive strategies and their role in literacy improvement. Achievement and retention rates were not meeting expectations. 	<p>Active ingredient 1 Staff have the capacity to teach metacognitive skills and strategies</p> <ul style="list-style-type: none"> Develop a shared understanding of metacognition. Develop video content for teachers with suggestions to help engage students in metacognitive and self-regulation practices. Ensure staff have opportunities to develop their practice in teaching metacognitive skills and strategies. <hr/> <p>Active ingredient 2 Students have the capacity to use metacognitive strategies independently</p> <ul style="list-style-type: none"> Develop a student metacognition tool. Give students the language of metacognition to ensure they can articulate the process of learning. Explicitly teach students metacognitive strategies. <hr/> <p>Active ingredient 3 Structures and policies support the teaching of metacognition</p> <ul style="list-style-type: none"> Adapt the reporting process to explicitly include metacognitive elements that demonstrate students' readiness to learn. Explicitly identify metacognition and self-regulation in the school teaching and learning frameworks and key documents. 	<p>Professional learning</p> <ul style="list-style-type: none"> Develop fortnightly videos and written artefacts for teachers with suggestions to help engage students in metacognitive and self-regulation practices for both in-person and online learning. Run whole-staff PL sessions with a focus on integrating the explicit teaching of metacognition into subject areas. <hr/> <p>Build student capacity</p> <ul style="list-style-type: none"> Explicitly teach students metacognitive strategies, using the metacognition tool as a resource. <hr/> <p>Structures</p> <ul style="list-style-type: none"> Include metacognition and self-regulation in the teaching and learning framework and literacy matrix. Include metacognition and self-regulation in the home-supported learning structure. Explicitly report on metacognitive strategies through the Grade Point Average assessment matrix. <hr/> <p>Monitoring</p> <ul style="list-style-type: none"> Survey staff to build an understanding of their current knowledge of metacognition and self-regulation strategies. 	<p>Short term</p> <ul style="list-style-type: none"> Staff acceptability – a positive change in teacher confidence regarding metacognitive strategies is observed. The development of a student metacognition tool. <hr/> <p>Medium term</p> <ul style="list-style-type: none"> Staff (working group) use the metacognition tool in class regularly. Students (working group) know of the metacognition tool and have used it. <hr/> <p>Long term</p> <ul style="list-style-type: none"> All staff use the metacognition tool in class regularly. All students use the metacognition tool with increasing independence. 	<p>Short term</p> <ul style="list-style-type: none"> Staff and students share a common understanding of and language for metacognition. <hr/> <p>Medium term</p> <ul style="list-style-type: none"> Students can articulate where they are at with their learning, making an informed decision of what to do next. Students use metacognitive self-talk and demonstrate this through reflection. Teachers are observed developing metacognition in their teaching. <hr/> <p>Long term</p> <ul style="list-style-type: none"> Changes in student achievement are evident in teacher-reported grades and external assessments. Retention of students from Year 10 to Year 12 increases.