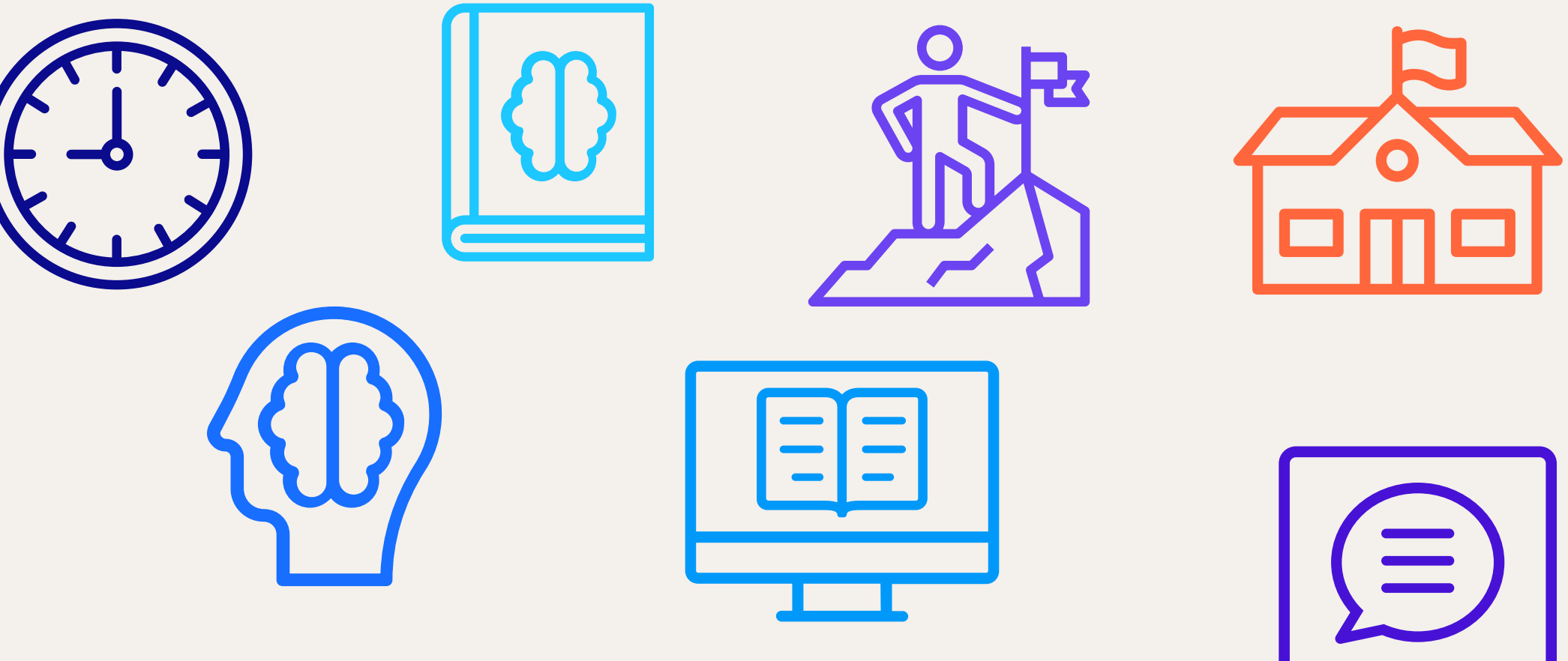
EVIDENCE FOR LEARNING

Red Amber Green (RAG) self-assessment guide

Metacognition and self-regulated learning



This Red Amber Green (RAG) self-assessment guide accompanies Evidence for Learning's *Metacognition and self-regulation Guidance Report*, which sets out seven recommendations for teachers and school leaders to support students to develop metacognition and self-regulation. It describes what 'ineffective', 'improving' and 'effective' practice could look like in relation to the guidance.

This tool can be used as part of an initial audit process to establish current practice (i.e. point of departure), as well as monitor progress towards the development of more effective practice (i.e. direction of travel). Given the complexity of metacognition and self-regulation, we expect that 'effective' practice is highly aspirational for almost all schools at this time and that the guidance is a support to begin to establish some of those practices.

This tool was co-developed by Alex Quigley (Education Endowment Foundation), Chris Runeckles (Durrington Research School), Jo Pearson (Oldham Research School), and Julie Watson (Huntington Research School). It has been updated for Australian educators by Susannah Schoeffel (Evidence for Learning).

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info@evidenceforlearning.org.au | evidenceforlearning.org.au | @E4Ltweets | EvidenceforLearning

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Whole school approach to curriculum and teaching

Ineffective	Improving	Exemplary
School leaders may exhibit knowledge of how children learn, but it is unclear in school policies and not consistently evidence in practice.	School leaders exhibit knowledge of how children learn and there is some evidence of this in school policies and practices.	School leaders exhibit deep knowledge of how children learn and these are exemplified in school policies and practices.
School leaders and teachers cannot explain the relevance of metacognition and self-regulated learning to the needs of their students.	Some school leaders and teachers can explain how metacognition and self-regulated learning is relevant to the needs of their students, but this is not consistently articulated.	Almost all staff can confidently explain how metacognition and self-regulated learning is relevant to the needs of their students and this is evident in their planning and practices.
No training opportunities are available for staff to deepen their understanding of metacognition.	Some "light touch" training on metacognition, such as a one-off seminar, has taken place, but this has not led to a deep understanding of metacognition and self-regulation.	Staff have access to effective professional learning, with sufficient time to develop a deep knowledge and understanding of metacognition and self-regulated learning.
Staff are not signposted to tools to support metacognition, such as the Guidance Report.	Staff have been signposted to tools to support metacognition such as the Guidance Report.	Staff have been supported with a range of tools for metacognition, including the Guidance Report, as well as other tools that have been developed by the school to support practice.
There is not the infrastructure for effective collaborative planning to support the development of metacognition and self-regulated learning.	There is some infrastructure for collaborative planning, which sees some colleagues develop shared planning to develop metacognition and self-regulated learning, but this practice is inconsistent.	There is a well organised infrastructure that promotes collaborative planning so that all staff are supported to develop metacognition and self-regulated learning.
Teacher planning shows little evidence of a coordinated approach to teaching students explicit metacognitive strategies to tackle complex challenges.	Teacher planning takes some account of explicitly teaching metacognitive strategies to tackle complex challenges.	Teacher planning consistently displays attention to explicitly teaching metacognitive strategies so that students have high success rates when tackling complex challenges.
When addressing curriculum design, metacognition and self-regulated learning is not considered.	When addressing curriculum design, there is some consideration of metacognition and self-regulated learning.	When addressing curriculum design, metacognition and self-regulation is embedded consistently in plans.

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Teacher knowledge and practice

Ineffective	Improving	Exemplary
Teacher knowledge	**Teacher knowledge**	**Teacher knowledge**
Teachers are either unaware of or have an incorrect understanding of metacognition and self-regulation.	Teachers have a partial understanding of metacognition and self-regulation. This may include some misunderstandings.	Teachers have a deep understanding of metacognition and self-regulation.
Teachers are unaware of specific terminology, such as metacognitive knowledge (task, strategies and self) and metacognitive regulation (planning, monitoring and evaluating).	Teachers are aware of specific terminology, such as metacognitive knowledge (task, strategies and self) and metacognitive regulation (planning, monitoring and evaluating).	Teachers understand the specific terminology of metacognitive knowledge (task, strategies and self) and metacognitive regulation (planning, monitoring and evaluation) and they can explain them with sophisticated insight.
Teachers are unaware of the E4L Teaching & Learning Toolkit and Guidance Reports.	Teachers are aware of the E4L Teaching & Learning Toolkit and Guidance Reports but they exhibit a limited understanding of metacognition and self-regulation.	Teachers are aware of the E4L Teaching & Learning Toolkit and have read the Guidance Report, which leads to a confident understanding of metacognition and self-regulation.
Teacher practice	**Teacher practice**	**Teacher practice**
Teachers only explicitly explain their thinking on an ad-hoc basis and without consistent planning or structure.	Teachers explicitly explain their thinking in a structured way for some tasks.	Teachers consistently execute an explicit explanation of their thinking for most tasks.
Teachers do not support students in planning, monitoring or evaluating their learning.	Teachers provide support for students in either planning, monitoring or evaluating their learning, but this is inconsistent.	Teachers consistently provide support for students in all facets of planning, monitoring and evaluating their learning.
Challenge is often pitched too low or too high in lessons.	Challenge is sometimes pitched too low or too high in lessons.	Challenge is regularly pitched in the zone of desirable difficulty.
Teachers' modelling does not take account of the need to explicitly share the thinking behind each step.	Teachers' modelling sometimes takes account of the need to explicitly share the thinking behind each step.	Teachers' modelling consistently takes account of the need to explicitly share the thinking behind each step.
Tasks are either scaffolded too much and reduce thinking, or are not scaffolded enough and create cognitive overload.	Scaffolding is taken into account when planning tasks, but is not consistent and does not apply cognitive load principles.	Scaffolding is taken into account when planning tasks and principles of cognitive load are applied.

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Students knowledge and behaviours

Ineffective	Improving	Exemplary
Student knowledge	**Student knowledge**	**Student knowledge**
Students have little or no awareness of their own strengths and weaknesses and are unwilling to engage in and improve their own learning.	Students have some awareness of their own strengths and weaknesses and are willing to engage in and improve their own learning.	Students are self-regulating (aware of their own strengths and weaknesses) and can motivate themselves to engage in and improve their own learning.
Students have little or no understanding of how they learn, nor do they consider different strategies to address specific tasks.	Students have some understanding of how to learn effectively, including knowledge of themselves as learners, of available strategies and of the particular task they are completing.	Students understand how they learn, exhibiting knowledge of themselves as learners, understanding how to deploy a range of available strategies for different tasks.
Students are unaware that planning, monitoring and evaluating their learning may differ across subject domains and for different tasks.	Students show some awareness of planning, monitoring and evaluating their learning, and the differences between subject domains and tasks.	Students show a deep understanding of how planning, monitoring and evaluating their learning is different across subject domains and tasks, as well as understanding commonalities in their learning.
Student behaviours	**Student behaviours**	**Student behaviours**
Students do not plan tasks with independence.	Students plan to undertake tasks with an increasing degree of understanding.	Students consistently plan for tasks with independence, reflecting upon the success of their plans.
Students do not engage in metacognitive talk with their peers.	Some students engage in metacognitive talk with their peers given teachers prompting.	Students engage in metacognitive talk with their peers with relative independence.
Students do not effectively manage their learning outside of the classroom.	Some students effectively manage their learning outside of the classroom with some independence.	Most students effectively manage their learning outside of the classroom, utilising a range of strategies with increasing independence.
Students rarely engage with feedback and they are dependent upon their teacher when they are stuck or struggle.	Some students engage with feedback and use it to monitor their learning, though this is inconsistent, with students reliant upon teacher prompting.	Most students fully engage with feedback to monitor their learning with increasing independence.