



Thinking Matters

Whole School Metacognition

Core Online Training Model

An Overview

Introduction

The TM core training model includes a period of consultancy support for school leadership, followed by up to **five training days**, which are generally spread across a **2 to 3 year period**. These traditionally have been facilitated face-to-face with either Drive Teams or whole staff of schools, or with a combination of these approaches. When planning, it is important that each school also considers the **time required**, in addition to training, to facilitate **whole school implementation**, such as time for meetings and for planning, monitoring and review.

In response to the COVID pandemic and the changing CPD needs of schools, this training model has now been adapted for online delivery and can be facilitated either **fully online** or using a **blended approach** which incorporates both face-to-face and online training. The content of the core model is broadly similar to that used during face-to-face delivery and is therefore structured within the same time frame:

START	PHASE ONE	PHASE TWO			PHASE THREE		PHASE 3 +	PHASE 4
<p>School Leadership</p> <p>Thinking Matters Consultant led</p> <ul style="list-style-type: none"> Head's Thinking School Vision Integrating Thinking School Vision into SIP Drive Team Selection Measuring Progress <p>Followed by: School Head</p> <ul style="list-style-type: none"> Select and empower Drive Team to affect school <p>Followed by: Drive Team</p> <ul style="list-style-type: none"> The Drive Team as Change Agents 	<p>Day 1</p> <p>Thinking Matters Consultant led</p> <ul style="list-style-type: none"> Introduction to <i>Developing a Thinking School</i> Understanding the <i>Science of Learning</i> <p>Followed by: Drive Team</p> <ul style="list-style-type: none"> Developing school's Phase 1 and 2 Thinking School Action Plan Disseminating relevant parts of Day 1 to Whole Staff 	<p>Day 2</p> <p>Thinking Matters Consultant led</p> <ul style="list-style-type: none"> Introduction to <i>Developing Metacognition: Thinking Processes and Visual Tools</i> <p>Followed by: Drive Team</p> <ul style="list-style-type: none"> DT trial Metacognitive Visual Tools (MVT) Disseminating Day 2 to Whole Staff Introducing MVT across the school 	<p>Day 3</p> <p>Thinking Matters Consultant led</p> <ul style="list-style-type: none"> Deepening understanding of <i>Developing Metacognition: Thinking Processes and Visual Tools</i> <p>Followed by: Drive Team</p> <ul style="list-style-type: none"> Disseminating Day 3 to Whole Staff Embedding MVT Reviewing progress and Developing Phase 3 Action Plan 	<p>Day 4</p> <p>Thinking Matters Consultant led</p> <ul style="list-style-type: none"> Introduction to <i>Developing Metacognition: Creating and Breaking Habits of Mind</i> <p>Followed by: Drive Team</p> <ul style="list-style-type: none"> Disseminating Day 4 to Whole Staff Introducing Habits of Mind – embedding Consider use of Dispositions Meta-Wheel Reviewing progress 	<p>Day 5</p> <p>Thinking Matters Consultant led</p> <ul style="list-style-type: none"> Introduction to <i>Developing Metacognition: Motivation, Feedback and Thinking Practice</i> <p>Followed by: Drive Team</p> <ul style="list-style-type: none"> Disseminating Day 5 to Whole Staff Introducing use of Thinking Routines – embedding Consider use of Motivational Maps Evaluating impact 	<p>Thinking Schools Accreditation</p> <p>Accredited by UNIVERSITY OF EXETER</p>	<p>Thinking Schools Advanced Accreditation</p> <p>Accredited by UNIVERSITY OF EXETER</p>	
<p>Thinking Matters' Consultant provides ongoing support to School Leadership and Drive Team throughout Thinking School journey</p>								

The online approach is facilitated either with:

- a) the whole staff team within smaller schools of up to 20 members of staff (with additional support for the Drive Team), or
- b) the Drive Team in larger schools, who are trained to cascade the training to colleagues within their own school.

There is complete flexibility for each school to access the training within a timeframe which aligns with their context and priorities. However, experience suggests that implementation plans which are most likely to have a positive impact are those which allocate a minimum of an academic year for phase two and a further year for phase three, during which practical metacognitive tools and strategies will be embedded in practice across the school. A further important factor in successful schools is appropriate prioritisation of the Thinking School approach within the School Development or Improvement Plan, thus ensuring adequate allocation of time and resource to support the implementation process.

Regardless of whether a school opts for whole staff training or a Drive Team-Led approach, the online programme can be accessed either as:

- separate modules, e.g. held during staff meeting time or twilight sessions, or
- as full day delivery, which generally utilise Staff Development Days, particularly for the whole staff model (n.b. where this option is preferred, schools should be aware of the higher levels of concentration required when engaging in longer online sessions).

There follows a description of the two models:

Option A: the Whole Staff Model

Option B: the Drive Team-Led Model

Programme Content

Option A: Whole Staff Model

The online programme is generally facilitated using Zoom with each participant logging on individually to maximise opportunity for interaction and participation. The programme approaches for each of the five training days include combinations of:

- **interactive 'live' online modules** facilitated by the TM Consultant, which include presentation of information, use of multimedia, engagement in practical workshop activities and opportunity for discussion;
- **pre-recorded computer-based modules** which include viewing of presentations with guided opportunity for personal and/or group activity/response. These should ideally be viewed by the staff team at the same time to allow for engagement in group tasks, but can be completed independently of TM as they do not require direct interaction with the Consultant; and
- **guidance for some offline school-based practical activities** which the school completes independently of the TM Consultant.

All course materials are made available in digital format to the school for internal use (on signing of an access agreement) and additionally, printed copies of participant handbooks can be made available if desired.

Details of the modules aligned within each of the phases with indicative suggested timeframes follow. The Appendix provides a table summarising the time allocations for this model.

It is important that school leadership recognises that there will also be a need for appropriate time to be allocated, beyond that required for the training, to support the implementation of this whole school approach. For example, time will be needed to formulate action plans and to build in opportunity for regular monitoring of progress. The Drive Team should therefore have opportunity to meet frequently, as well as prioritising Thinking School updates on the agendas of existing staff, leadership and key stage/departmental meetings.

Start/Phase One: Timing - Within one term

❖ School Leadership Support

Following agreement with the TM central team to embark on a Thinking School journey, an experienced TM Consultant will be identified to provide training and support to the school throughout the process.

The Consultant will liaise with school leadership to provide bespoke guidance and advice on aspects including:

- the school's vision to become a Thinking School;
- the prioritisation of becoming a Thinking School in the School Development/Improvement Plan and ensuring that appropriate time is allocated to staff professional development;
- criteria for selecting an effective Drive Team and Drive Team Leader to guide the process within the school;
- processes for planning and measuring impact – an introduction to the 'SPARE' model and how to establish a baseline and ensure that effective monitoring and evaluation processes are embedded in school planning.

On appointment of a Drive Team Leader (DTL), it is important to build in time for the DTL to liaise directly with the TM Consultant for further detailed support on these aspects prior to the school embarking on the training modules.

❖ The Drive Team as Agents of Change Recorded Online Module (90 minutes)

Once the Drive Team members have been recruited, it is recommended to allocate time to enable them to meet and consider their role in managing the implementation process within their school. The TM Consultant will provide guidance on what to expect from this 90-minute, pre-recorded, online module, which can be accessed at any time convenient to the school.

It is most effective when viewed collectively by the DT as it includes opportunity for the DT to reflect on their role in the context of relevant change management theory and to consider practical implications. The module includes a combination of presentation and time to engage in guided interactive workshop activities with the opportunity to discuss and reflect.

❖ Day One: Developing a Thinking School (DaTs) (1 full day or equivalent)

The content of the online Developing a Thinking School (DaTS) programme can be facilitated during a normal staff development day or as separate modules, as determined by the school. The TM Consultant will seek to make connections between the modules and to ensure that the DT understands what is expected in the recorded module, which includes the opportunity to engage in a practical group task.

DaTS: Module One (90 minutes - Facilitated Online)

- Introduction: Setting the Context

- Part 1: Why our school is embarking on this journey
- Part 2: Why Thinking Matters

DaTS: Module Two (90 minutes - Facilitated Online)

- Part 3: What is a Thinking School?
- Part 4: Overview of the TM Big Picture

DaTS: Module Three (60 minutes - Recorded Session)

- Part 4: The Big Picture continued

DaTS: Module Four (60 minutes - Facilitated Online)

- Next Steps

Following this phase, the school should allow sufficient time for the DT to consider implications arising from the introductory content and to create an action plan for year one implementation.

Phase Two: Timing - within one year following DaTS day

This phase includes the equivalent of two full training days, with additional time required for the Drive Team to plan for and monitor implementation of metacognitive tools and strategies. Following Day Two, it is recommended that approximately one and a half to two terms are allowed for introduction of the *Metacognitive Visual Tools* prior to engaging in Day Three.

As with the DaTS Day, the content of the online training days may be facilitated either during a normal staff development day, or as separate modules, as determined by the school. As with Phase One, the TM Consultant will seek to make meaningful connections between the modules and to ensure that the DT understands what is expected in the recorded modules, which again includes opportunity to engage in practical group tasks, and in preparing for the independent session in Day Three Module One.

The structure and content of the online programme for each training day follows:

❖ **Days Two and Three: Developing Metacognition – Thinking Processes and Visual Tools** (2 full days or equivalent)

Day Two: Module One (120 minutes - Facilitated Online)

- Introduction: Resetting the Context
- Part One: Skilful Questioning

Day Two: Module Two (90 minutes - Pre-recorded Session)

- Part Two: Introducing Metacognitive Visual Tools

Day Two: Module Three (90 minutes - Facilitated Online)

- Next Steps for Implementation

It is important that appropriate time is allowed at this stage for the Metacognitive Visual Tools to be introduced to students – normally this takes one to two terms.

Day Three: Module One (90 minutes - Independent Practical Workshop)

- Review of Progress (guidance is provided for the DT to facilitate a practical workshop to enable progress to be monitored. This includes a structured gallery session during which staff share examples of Thinking Frames completed by students and staff).

Day Three: Module Two (60 minutes - Facilitated Online Session)

- Part Three: Deepening Implementation of Metacognitive Visual Tools

Day Three: Module Three (60 minutes - Pre-recorded Session)

- Part Three continued – Use of the Reflective Lens

Day Three: Module Four (90 minutes - Facilitated Online)

- Part Three continued – Constructing and Deconstructing Text
- Part Four: Next Steps for Implementation

This training will be followed by staff extending and deepening use of the MVT with students with continued opportunity for monitoring of impact by the DT.

Phase Three: Timing - within one year following implementation of Visual Tools

It is recommended that this phase follows an appropriate period of deep implementation of Thinking Frames across the whole school including sustained monitoring of progress and evaluation of impact.

Phase Three consists of two full training days, or equivalent time, which continues to enable staff to consider utilisation of strategies which seek to support the development of student metacognition. The first of these days (Day Four) focuses on *Creating and Breaking Habits of Mind*. This is most effective if it is followed by the school then allowing sufficient time to implement agreed actions and embed the approaches across the school. The second day (Day Five) focuses on *Motivation, Feedback and Thinking Practice*.

As with previous phases, the TM Consultant will seek to make meaningful connections between the modules and to build on previous strategies and approaches now embedded. They will also seek to ensure that the DT understands what is expected in the recorded modules, which again includes opportunity to engage in practical group tasks.

❖ **Day Four: Developing Metacognition – Creating and Breaking Habits of Mind** (1 full day or equivalent)

Day Four: Module One (90 minutes - Facilitated Online)

- Introduction: Resetting the Context
- Part One: What are Intelligent Learning Behaviours?
- Part Two: Exploring Meanings and Why they Matter

Day Four: Module Two (60 minutes - Pre-recorded Session)

- Part Three: Expanding Capacities and Increasing Alertness

Day Four: Module Three (60 minutes - Facilitated Online)

- Part Four: Extending Values and Building Commitment

Day Four: Module Four (60 minutes - Independent Practical Workshop)

- Part Five: Deepening Understanding workshop using a jigsaw grouping strategy, facilitated by the DT Leader under the guidance of the TM Consultant)

Day Four: Module Five (30 minutes - Facilitated Online)

- Part Six: Next Steps for Implementation

Again, time should be allocated at this stage for the Drive Team to agree an action plan to guide the introduction of the HoM across the school.

Time allowed for staff introduction of Habits of Mind to students – flexible to the needs of the school.

❖ **Day Five: Developing Metacognition – Motivation, Feedback and Thinking Routines** (1 full day or equivalent)

Day Five: Module One (90 minutes - Pre-recorded Session)

- Introduction: Resetting the Context
- Part One: Understanding Motivation

Day Five: Module Two (90 minutes - Facilitated Online)

- Part Two: Exploring Feedback

Day Five: Module Three (120 minutes - Facilitated Online)

- Part Three: Implementing Thinking Routines
- Part Four: Next Steps

As previously, time should be allocated at this stage for the Drive Team to agree an action plan, to review existing school practice in light of the focus on Motivation and Feedback and to guide the introduction of the Thinking Routines across the school.

A summary overview of the time commitment required for training for the whole staff model is provided as an appendix.

Option B: Drive Team-Led Model

The programme for this model is based on the same programme content as outlined for the whole staff model. In this model the TM Consultant facilitates the training for the Drive Team who will be trained as 'in-school trainers'. The training includes a combination of online sessions and opportunity for personal study and reflection

n.b. Where a Drive Team-Led model is selected, it is important that school leadership consider the additional timing required for the Drive Team to disseminate the training to colleagues across the school when planning their delivery model.

The school may opt for the Drive Team to cascade the training using a similar online approach, or to facilitate the training face-to-face within their own school context. Either way, the Drive Team Leader will be able to seek direction and guidance from the TM Consultant.

The online programme for the Drive Team-Led approach is also generally facilitated using Zoom and includes:

- A total of **10 online sessions**, each with a duration of approximately **2 hours** which are generally organised in **three phases** aligned with the phases within the core model above.
- **Personal study** and **tasks for completion** between each session (generally each taking 45-90 minutes).
- **Review opportunities** built into each phase.
- Opportunity for **ongoing mentoring** by an experienced TM Consultant throughout the programme.

n.b. The programme can alternatively be delivered by merging numbers of the modules together to allow for half day or full day sessions should that be preferred.

It is generally recommended that the programme for Phases One and Two is accessed during a relatively tight timescale in Year One. This can help ensure that the Drive Team members gain a comprehensive overview of what is involved in becoming a Thinking School and can disseminate and lead implementation within the school for that phase prior to accessing the training for Phase Three, which can be facilitated during Year Two.

Similar to the Whole Staff model, the facilitation approaches utilised during the online training include **presentation** of information, use of **multimedia**, opportunity for **discussion** and engagement in **practical workshops/activities**. An important feature will be the regular prompts to share thinking and ideas across the Drive Team, thus encouraging opportunities for **reflection and sharing of practice**.

Opportunities for **Personal Study** will include completion of set tasks and activities, further reading and reflection and viewing and engagement with pre-recorded computer-based modules, which are best viewed together by the team.

As with the Whole Staff model, all **course materials** are made available in digital format through password protected access for internal use within the school on signing of an access agreement. Additionally, printed copies of participant handbooks and guidance materials can be made available at a small additional cost.

Overview of the module content aligned within each of the phases outlined previously:

Online Facilitated Module	Personal Study
Phase One 2 x 2 hour facilitated Sessions + Personal Study (2 x 90 minutes)	
Session 1 <ul style="list-style-type: none"> Introduction to the Thinking Matters Core Approach Developing a Thinking School (DaTS) Parts 1-2 – Why Thinking Matters 	<ul style="list-style-type: none"> View as a team The Drive Team as Agents of Change Pre-recorded Online Module and complete tasks set Preparation for the Science of Learning Jigsaw activity
Session 2 DaTS Part 3 – What is a Thinking School? Part 4 – Introducing the TM Big Picture Part 5 – Next Steps	<ul style="list-style-type: none"> Review and Personal Reflection with reference to DaTS Day course materials Activities – next steps tasks
Phase Two 4 x 2 hour facilitated Sessions + Personal Study (4 x 45-90 minutes)	
Session 3 Developing Metacognition: Thinking Processes and Visual Tools Resetting the Context Part 1 – Skilful Questioning	<ul style="list-style-type: none"> Activities – consolidating understanding of Bloom/Anderson’s taxonomies
Session 4 Developing Metacognition: Thinking Processes and Visual Tools Part 2 – Introducing Metacognitive Visual Tools	<ul style="list-style-type: none"> Review examples of Metacognitive Visual Tools Learn Thinking Frame Hand Signals
Session 5 Developing Metacognition: Thinking Processes and Visual Tools Part 3 – Deepening Implementation of Metacognitive Visual Tools	<ul style="list-style-type: none"> View Use of the Reflective Lens Pre-recorded Online Module

Online Facilitated Module	Personal Study
<p><i>Session 6</i> Developing Metacognition: Thinking Processes and Visual Tools Part 3 concluded Next steps</p>	<ul style="list-style-type: none"> • Activity – exemplifying use of multiple Thinking Frames within a topic • Review of Thinking Processes and Visual Tools Course Materials
Phase Three 4 x 2 hour facilitated Sessions + Personal Study (4 x 45-90 minutes)	
<p><i>Session 7</i> Developing Metacognition: Creating and Breaking Habits of Mind Part 1 - What are Intelligent Learning Behaviours? Part Two - Exploring Meanings and Why they Matter</p>	<ul style="list-style-type: none"> • Part Three: Expanding Capacities and Increasing Alertness Pre-recorded Online Module • Activity – Y Chart
<p><i>Session 8</i> Developing Metacognition: Creating and Breaking Habits of Mind Part 4 - Extending Values and Building Commitment Part Five: Deepening Understanding Part Six: Next Steps for Implementation</p>	<ul style="list-style-type: none"> • Review of Creating and Breaking Habits of Mind course materials including Cause Effect Frame Activity • Understanding Motivation Pre-recorded Online Module • Complete Motivational Map
<p><i>Session 9</i> Developing Metacognition: Motivation, Feedback and Thinking Routines Review of Part 1 – Understanding Motivation Part 2 - Effective Feedback</p>	<ul style="list-style-type: none"> • View 'AMPing Up Lessons' Video and reflect on practice implications:
<p><i>Session 10</i> Developing Metacognition: Motivation, Feedback and Thinking Routines Parts 3-4 Implementing Thinking Routines Review – my school's progress as a Thinking School</p>	<ul style="list-style-type: none"> • View video from Ritchhart et al's 'Making Thinking Visible' resource • Reflection Task - next steps

On completion of each phase of the training, it is important that time should be allocated to enable the Drive Team to plan for dissemination of the relevant content to the whole staff. The Drive Team will also agree an action plan for each phase to guide the introduction of each tool/strategy across the school which will include opportunities for regular monitoring/review.

n.b. The TM Consultant continues to provide bespoke guidance and support to the school throughout the implementation process and can also advise on preparation for accreditation as a Thinking School with the University of Exeter.

APPENDIX: Summary of Time Allocation for Whole Staff Model

(2 hours for Welcome and Drive Team session + the equivalent of 5 training days with whole staff)

Phase	Training Day	Nature of Module	Training Time Required	Additional Time Required
One	Welcome Session	Meeting with TM Consultant	30 mins	Introductory Meeting with Consultant and School Leadership. Considering implications of content of <i>Becoming a Thinking School: Information and Guidance for School Leadership</i> .
	Module: The Drive Team as Agents of Change Module	Recorded module with practical group tasks	90 mins (DT only)	Informal introductory meeting between Consultant and Drive Team. Guidance provided to Drive Team Leader on preparation for the recorded module which should be viewed by the DT together.
	Day One: Developing a Thinking School		1 day or 5 hours:	
	<ul style="list-style-type: none"> Module One Module Two Module Three Module Four 	Live facilitation by TM Consultant Live facilitation by TM Consultant Pre-recorded session with jigsaw group activity Live facilitation by TM Consultant	90 mins 90 mins 60 mins 60 mins	Drive Team meeting(s) with Consultancy support as required to consider next steps for the school and develop a year one action plan.
Phase One Total Time			7 hours	
Two	Day Two: Developing Metacognition – Thinking Processes and Visual Tools		1 day or 5 hours:	
	<ul style="list-style-type: none"> Module One Module Two Module Three 	Live facilitation by TM Consultant Pre-recorded session Live facilitation by TM Consultant	120 mins 90 mins 90 mins	Drive Team meeting(s) with Consultancy support as required to agree process for introducing MVT across the school. DT meetings at agreed monitoring points with TM Consultancy support as required.

Phase	Training Day	Nature of Module	Training Time Required	Additional Time Required
	Day Three: Developing Metacognition – TP and VT <ul style="list-style-type: none"> Module One Module Two Module Three Module Four 	Independent Practical Workshop Live facilitation by TM Consultant Pre-recorded session Live facilitation by TM Consultant	1 day or 5 hours: 90 mins 60 mins 60 mins 90 mins	Drive Team meeting(s) with Consultancy support as required to agree process for extending and deepening use of MVT across the school with opportunity for continued monitoring of progress.
Phase Two Total Time			<i>10 hours</i>	
Three	Day Four: Developing Metacognition – Creating and Breaking Habits of Mind <ul style="list-style-type: none"> Module One Module Two Module Three Module Four Module Five 	Live facilitation by TM Consultant Pre-recorded session Live facilitation by TM Consultant Independent Practical Workshop Live facilitation by TM Consultant	1 day or 5 hours: 90 mins 60 mins 60 mins 60 mins 30 mins	Drive Team meeting(s) with Consultancy support as required to agree process for introducing HoM across the school. DT meetings at agreed monitoring points with TM Consultancy support as required.
	Day Five: Developing Motivation, Feedback and Thinking Practice <ul style="list-style-type: none"> Module One Module Two Module Three 	Pre-recorded session Live facilitation by TM Consultant Live facilitation by TM Consultant	1 day or 5 hours: 90 mins 90 mins 120 mins	Drive Team meeting(s) with Consultancy support as required to agree process for introducing Thinking Routines across the school and agree aspects of work on motivation and feedback to be progressed. DT meetings at agreed monitoring points with TM Consultancy support as required.
Phase Three Total Time			<i>10 hours</i>	