



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.

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** incorporating both face-to-face and online training. This approach is best suited for a Drive Team, although can also be facilitated with the whole staff team within smaller schools.

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:

The Thinking Matters Core Approach  **Thinking Matters**
Adaptable to the context of your organisation
Online model

Whole School Metacognition

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"> <i>The Drive Team as Change Agents</i> 	<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 </p>	<p>Thinking Schools Advanced Accreditation</p> <p>Accredited by </p>

Thinking Matters' Consultant provides ongoing support to School Leadership and Drive Team throughout Thinking School journey

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.

It is possible for schools to access the online programme either as separate modules, e.g. held during twilight sessions, or as full day delivery, which generally utilise staff development days.

Programme Content

The online programme is facilitated using Zoom and 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 multi-media, 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 can be completed independently by the school/DT as they do not require direct interaction with the Consultant; and
- **guidance for some offline school-based practical activities** which the school/DT completes independently.

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.

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 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 DT Leader will be able to seek direction and guidance from the TM Consultant.

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 each module.

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 your 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, they may liaise directly with the Consultant for further detailed support on these aspects.

❖ The Drive Team as Agents of Change Pre-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. This 90-minute, pre-recorded, online module can be accessed at any time convenient to the school and includes opportunity for the DT to reflect on their role in the context of relevant change management theory. The module includes a combination of presentation and 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) Day can be facilitated during a normal staff development day or as separate modules, as determined by the school.

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 - Pre-recorded Session)

- Part 4: The Big Picture continued

DaTS: Module Four (60 minutes - Facilitated Online)

- Next Steps

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 2, 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 3.

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. The structure and content 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

Time allowed for staff introduction of Metacognitive Visual Tools to students – up 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

Phase Three: Timing - within one year following implementation of Thinking Processes and 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, continuing to enable staff to consider utilisation of strategies which seek to support the development of student metacognition. The first of these days (Day 4) 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 3) focuses on *Motivation, Feedback and Thinking Practice*.

❖ 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

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

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

Phase	Training Day	Nature of Module	Time Required
One	Welcome Session	Live facilitation by TM Consultant	30 mins
	Module: The Drive Team as Agents of Change Module	Pre-recorded session	90 mins
	Day One: Developing a Thinking School <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 Live facilitation by TM Consultant	90 mins 90 mins 60 mins 60 mins
Two	Day Two: Developing Metacognition – Thinking Processes and Visual Tools <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
	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	90 mins 60 mins 60 mins 90 mins
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	90 mins 60 mins 60 mins 60 mins 30 mins
	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	90 mins 90 mins 120 mins