

The 1st Osiris

Metacognition and Self-Regulation Conference

1st July 2020, London

Implementing learning strategies:

- to raise pupil mastery and improve achievement
- to produce dramatic and immediate gains in learner efficacy and outcomes
- to see significant advances in pupils with SEN
- to unpick the link between metacognition and self-assessment accuracy



Book Now:



0808 160 5160



osiriseducational.co.uk

1st delegate rate: £299 (+VAT)

2nd delegate rate: £279 (+VAT)

Booking reference: JAN120,N,METACON,B

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Assistant Professor John Perry

John has over 20 years' experience as a teacher and school leader and is now an Assistant Professor of Education at the University of Nottingham.



Laura McWhinnie

Laura is a Regional Director for Osiris Educational. She recently developed the Developing Metacognitive Learners Whole-School Programme.



Bradley Busch

A HCPC-registered psychologist and director of InnerDrive. He is one of the leading experts at helping schools use psychological research to help improve learning and performance.



Steve Ingle

Steve is the UK's leading expert in academic resilience. He supports the work of Professor Barry Hymer at the University of Cumbria, fostering action research in education and training.

The UK's leading expert practitioners and researchers gather to show us why metacognition is so important and how we can teach it to our pupils.

The sign of a great learner is knowing what to do when you don't know what to do. Surely all our children deserve this? This conference will give you the strategies and tools to ensure that all your pupils become great learners.

In Finland and Singapore, teachers are taught metacognition, but in the UK we have only recently understood how to implement this in the classroom with our learners.

51 studies have produced a detailed picture of rich benefits, but implementation remains tough.

09.30 – 10.30: Session 1

Why metacognition is so difficult to catch Assistant Professor John Perry

- What is metacognition?
- What is the evidence of impact on outcomes?
- Case studies and examples from around the world
- Is metacognition the key to success. Finland, Singapore Maths, Shanghai Maths.

10.45 – 11.45: Session 2

Implementing metacognition: a whole-school approach Laura McWhinnie

- Explore a holistic approach to developing learner agency
- Establishing the starting point for a whole-school approach
- Building growth from within
- What we've learned about implementation at Primary and Secondary

11.50 – 12.35: Focus Workshops

How to measure and evaluate metacognition across your school Assistant Professor John

Intent – is this right for your pupils right now?
 Implementation – how can you introduce and sustain a metacognitive curriculum?
 Impact – how can you assess the success of a metacognitive curriculum

Academic buoyancy Steve Ingle

Explore practical ways to help students thrive in school
 Link to a curriculum for personal development and positive attitudes for learning
 Help learners develop independent learning strategies they need for long term success

13.30 – 14.15: Focus Workshops

Growth mindsets and academic resilience Steve Ingle

Promote and embed growth mindsets to develop learners' resilience in school
 Practical ways to change beliefs about learning for long term success
 Strategies for promoting challenge and learners' bouncebackability

Self-regulation: improving self-regulation and self-awareness to manage emotions Bradley Busch

Strategies to help students perform well under pressure
 The role that teacher feedback has on student self-reflection
 What to focus on, when to focus on it and how to focus for longer
 Using setbacks to improve future learning and performance

14.20 – 14.45: Session 3

Panel Discussion Bradley Busch, Laura McWhinnie, Assistant Professor John Perry and Steve Ingle

14.55 – 15.55: Session 4

Developing metacognition in your classroom Bradley Busch

- Explore what metacognition is (and isn't)
- Teaching students how to learn effectively
- Using metacognitive questions to improve learning
- Developing resilient students to enhance learning

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