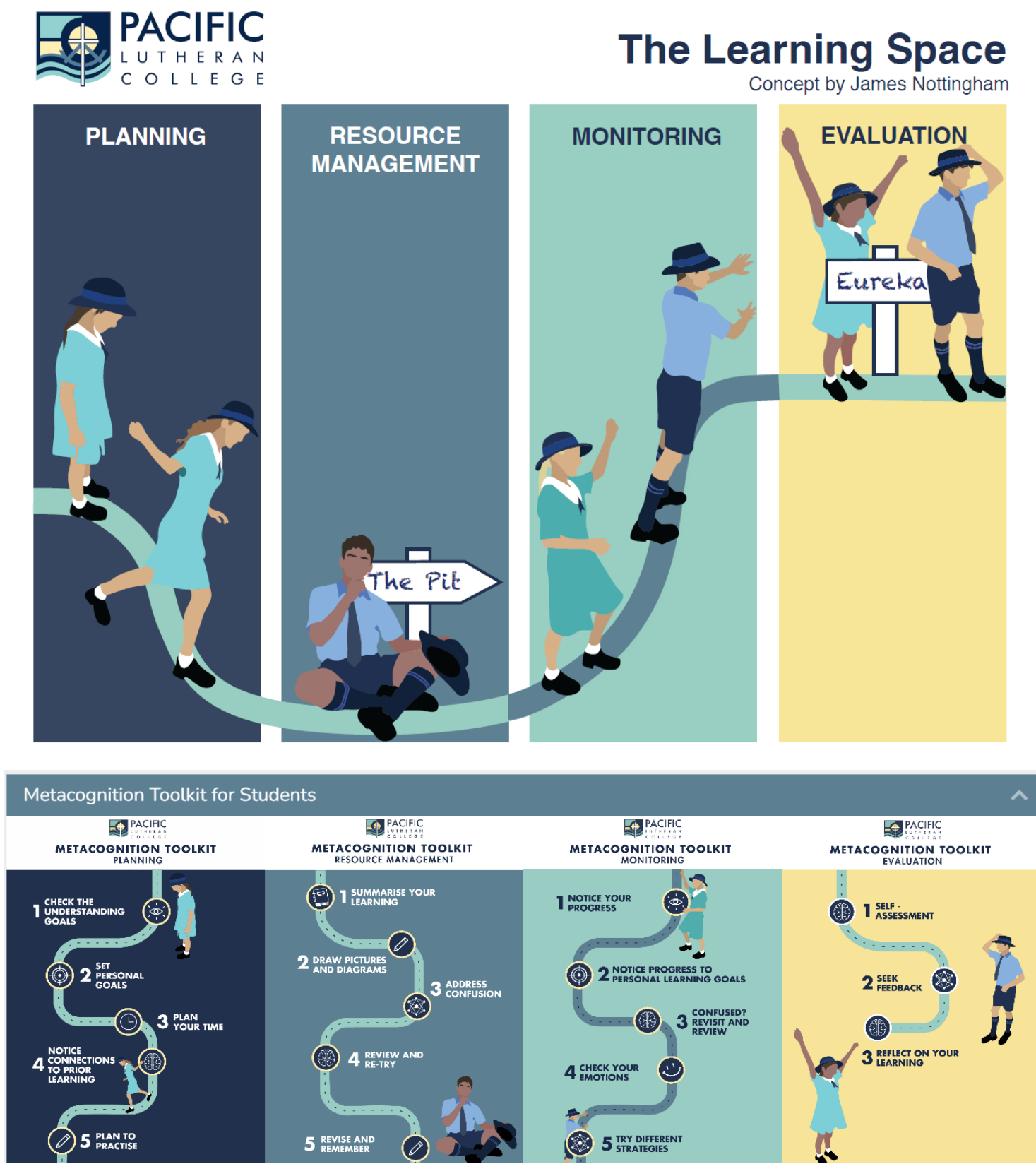


What are the optimal conditions for sustainability embedding the Metacognition Toolkit at PLC?

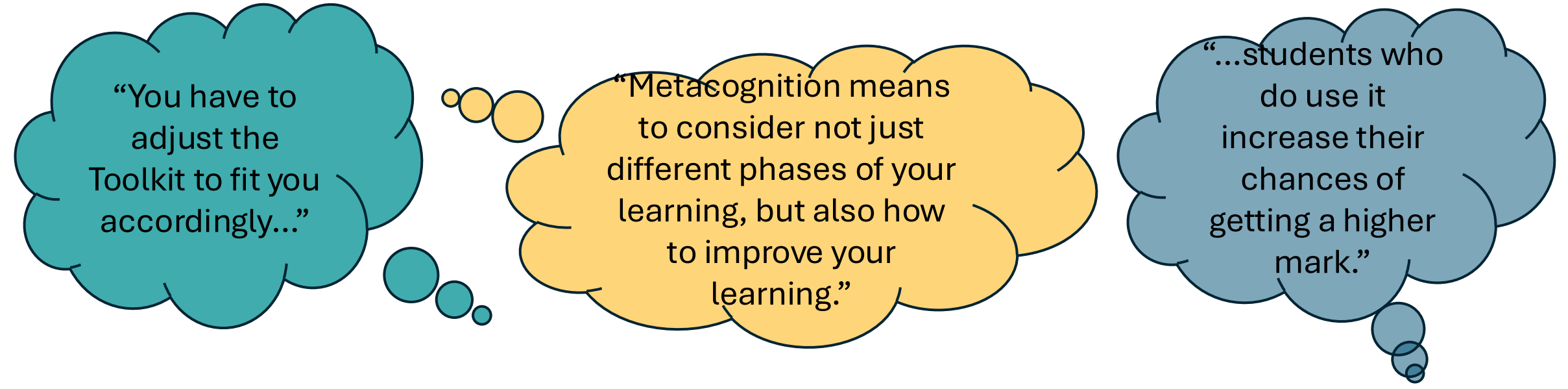
Jo Belchamber, Melanie Percival, Linda Sydes, Michelle McMillan & Tiffany Harman

BACKGROUND & CONTEXT



ANALYSIS & RESULTS

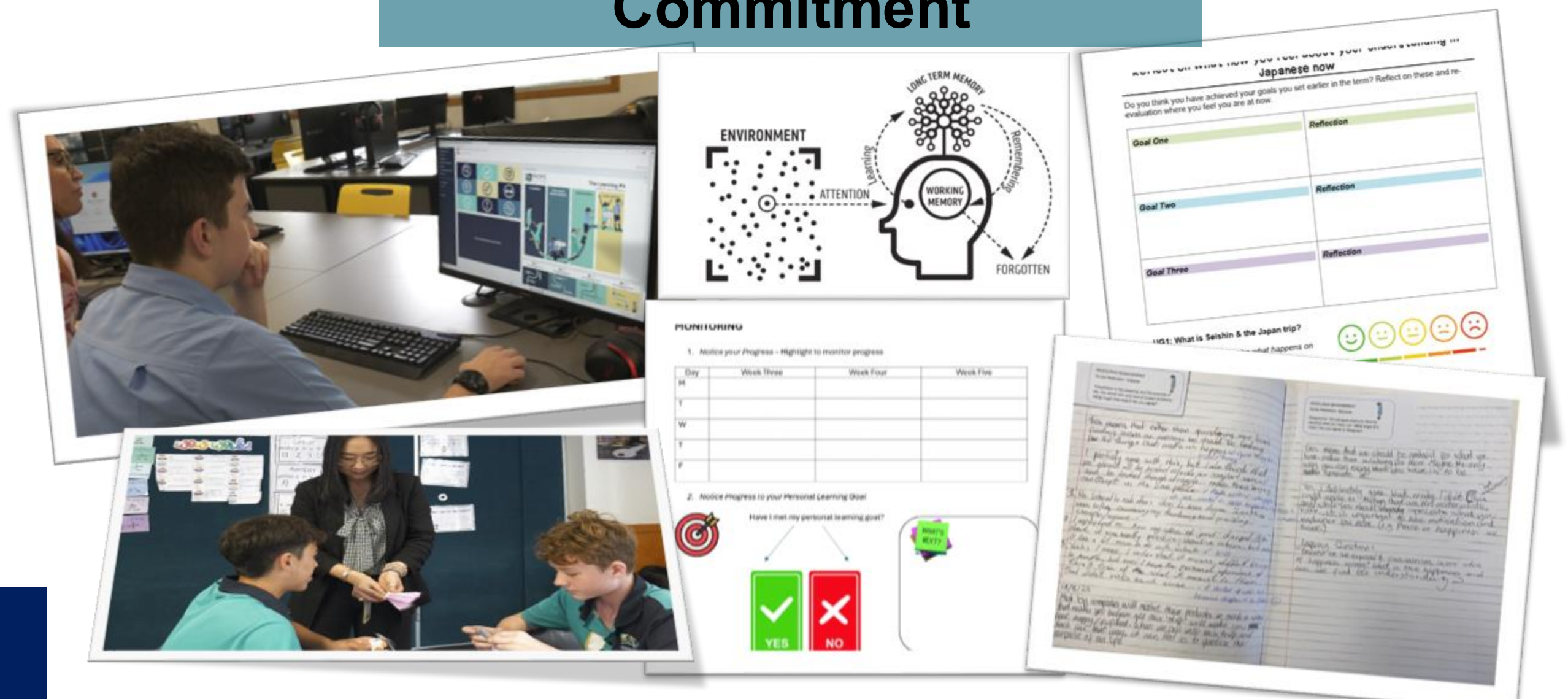
Knowledge



Belief

Year 6	Year 7
Performance 31/73=42.47%	Educational Research 21/52=40.38%
Teachers 22/73=30.14%	Performance 17/52=32.69%
Assembly 22/73=30.14%	Teachers 16/52=30.77%
Educational Research 21/73=28.77%	Assembly 12/52=23.08%
Friends 6/73= 8.2%	Friends 9/52 = 17.30%
Year 8	Year 9
Teachers 38/75=50.67%	Assembly=9/29=31.03%
Educational research 35/75=46.67%	Teachers 7/29=24.14%
Performance 29/75=38.67%	Educational research 7/29=24.14%
Assembly 21/ 75=28%	Performance=6/29=20.69%
Friends 12/75 = 16%	Friends = 2/29 = 6.90%

Commitment



RESEARCH QUESTIONS

What are the optimal conditions for sustainably embedding the Metacognition Toolkit at PLC?

IMPLICATIONS FOR TEACHING & LEARNING

METHODS

Semester 1, 2025

Knowledge:

- Metacognition Toolkit was presented to the Middle College school community through various methods.
- Dr Shyam Barr presented to staff on metacognitive strategies in SRL.
- Year 8 students ($n=154$) explicitly taught strategies; Year 6-9 students introduced to strategies

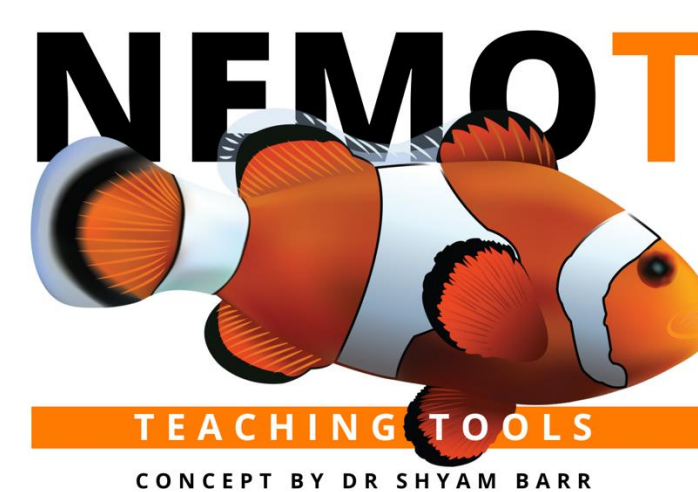
Belief:

- Teachers ($n=44$) completed the SRL Teacher Belief Scale (Lombaerts et al., 2009).
- Students ($n=229$) completed a survey on metacognitive knowledge and skill.

Semester 2, 2025

Commitment:

- Gallery Walk to share artefacts from those who adopted the Metacognition Toolkit
- Designed teaching tools based on Dr Barr's NEMO-T strategies



NAME	Reflective Journals
EXPLAIN	Learning journals develop metacognitive regulation through generating awareness of the learning process. Metacognitive prompts can be used in a structured way, with students reflecting on the prompts as they learn to self-monitor and self-evaluate progress to their own goals.
MODEL	"At the end of a task, I always like to ask myself, 'Did I achieve my goal?' I also like to ask myself scaling questions: 'On a scale of 1 to 5, how confident am I that I can solve a similar problem independently?' or 'How much effort did I put into completing the task?' with 1 being low and 5 being high"
OPPORTUNITY	Provide students with a set of metacognitive prompts* and ask them to journal their learning by goal setting and evaluating their progress to learning goals.
TRANSFER	Encourage students to self-evaluate against assessment rubrics, success criteria and learning to learn criteria.

NEXT STEPS

- Explore how the NEMO-T strategies have been used.
- Further develop the Toolkit to make it more valuable for students.
- Develop an AI chatbot to assist students with the most helpful strategies to use when facing productive struggle.
- Introduce a Metacognition Toolkit for the Junior College
- Roll out the Student Engagement Pilot Project to other houses.

Acknowledgements:

- UQ Learning Lab
- PLC Principal, leadership team, teachers, IT staff, Design teacher, Community Liaison & Communications Coordinator
- Our Middle College Students



THE UNIVERSITY OF QUEENSLAND AUSTRALIA