Background

Metacognition can be conceptualised as being consciously aware of your learning, including the planning, monitoring and evaluation phases[1]. As individuals reach adolescence their metacognitive abilities are seen to mature[2], likely due to the increased neuroplasticity at this age[3]. Highly metacognitive peers academically outperform less metacognitive peers regardless of overall aptitude[4] and are better prepared for careers in the 21st century[5]. Metacognitive interventions

The Metacognition in Secondary Science (MiSS) intervention was designed to address the gap of evidence based, publicly- available, metacognitive interventions in secondary science. This study included piloting of the intervention and empirical measures with six, Year 10, Pupil Premium students by a trained teaching assistant. Further to this the MiSS intervention was reviewed by a group of trained teaching assistants and expert science teachers in order to determine the perceived barriers and facilitating factors within the intervention. Initial results from the pilot study and review suggest that the MiSS intervention can be practically implemented in a secondary setting and that the intervention has strengths in its organisation, content and design.

Piloting the MiSS intervention

Three consenting teaching assistants (TAs) received training in the MiSS intervention, with one TA then delivering the intervention to a

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Implications for Practice

1. Educational Psychologists (EPs) should promote metacognitive strategy use in schools. This can be done through targeted student interventions and teacher training.
2. EPs should consider implementation practicalities when recommending evidence-based interventions to schools.
3. EPs should consider the importance of training teaching assistants when asking them to deliver specific interventions in order to improve their competence and confidence.