



Teaching for Metacognition

Target audience: All teachers, primary and secondary

Australian Standard Descriptors Addressed: 1.1.2, 3.5.2, 5.2.2, 6.2.2

Accredited 6.5 hours for NESA (and rest of Australia) and 6.0 hours TQI

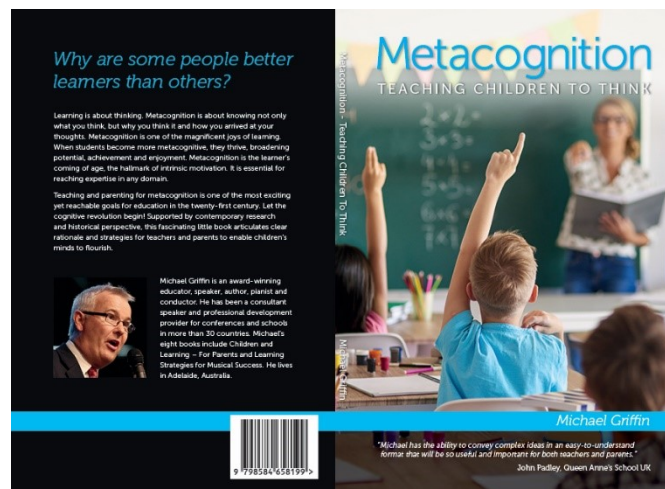
Teaching for Metacognition investigates teacher strategies that develop student agency, independence, responsibility, and engagement.

Description

Metacognitive-supportive teaching has the greatest effect on learning. Metacognition is about active learning. Metacognitive teaching strategies enable students to take a greater role in their learning, enhancing intrinsic motivation, self-efficacy, and ultimately, achievement. The best learners are metacognitive, and ALL students can improve their metacognitive approach to learning, but how do teachers foster this?

Nine units

- Thinking
- Curiosity
- Questions
- Prompts
- Verbalisation
- Peer teaching
- Reflection
- Writing
- Flow



[Individual registration](#) Group discounts and site licences - contact Michael Griffin.

View the 4-minute video summary [here](#).

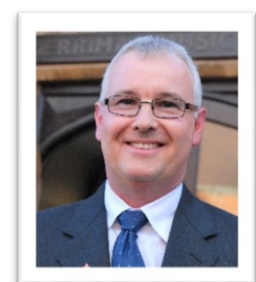
Michael Griffin is available for site visits in Australia and abroad.

[650 schools across 30 countries.](#)

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My staff rated Michael's course the most useful PD in the past five years.

- Mark Sargeant, Principal, Colo HS, NSW.

Michael Griffin is an educator, keynote speaker, author, conductor, and pianist.

Michael's professional development for staff, and enrichment lectures for students and parents, examine the factors that impact continuous improvement toward exceptional achievement. Indeed, Michael's books *Children and Learning – For Parents* and *Learning Strategies for Musical Success* investigate these concepts in detail providing pragmatic solutions for parents and teachers.

Michael has spoken to groups of staff, students, parents, corporate and community audiences in more than 500 settings in 30 countries throughout the world. He has been the Keynote or Consultant Speaker at several global education events including AMIS (Dubai), ECIS (Hamburg and Nice), AISA (South Africa), English Schools' Foundation (Hong Kong), International Educators Conference (Brunei), APEP Member Schools Conference (Thailand), British Schools of the Middle East Arts Conference (Dubai and Oman), QMA (Doha), AGEP (Switzerland), BSI National Conference (UK). He has been an invited guest at the New Horizons adult education program in New York State and consulted for Cambridge University Press on behalf of the government of Kazakhstan.

As a teacher, Michael taught for 25 years in government, catholic and independent schools, as a music teacher and faculty leader up to Deputy Head level. He has adjudicated at several choral eisteddfods and been guest conductor for major events including the Pemulwuy National Male Voice Festival, as well as events in Switzerland, Asia, Europe, and New Zealand. Michael is a winner of the South Australian Education and Arts Ministers' Prize and is listed in *Who's Who South Australia*.

As well as the aforementioned books, Michael is the author of a range of music education texts. As a pianist, numerous guest residencies include Dubai's iconic 7-star Burj al Arab and Australia's Hayman Island Resort on the Great Barrier Reef. Classical piano recordings include the compilations *Consolation* and *Shimmer*. Other musical highlights include several performances with the Dubai Philharmonic Orchestra, The Emirates Jazz Trio, and the honour of performing the Beethoven Ninth with the London Philharmonia at Royal Festival Hall, London.