

# GUIDING PRINCIPLE 3

## ENHANCING STUDENT AUTONOMY AND RESPONSIBILITY



**Strategy:** Metacognitive Reflection

**Audience:** Grades 5 to 12

### What:

- Student use their metacognitive skills to reflect on what they have learned
- Students monitor their own learning
- Students can see progress they make, which in turn improves self-concept

### How:

- Students use logs, conferences, and inventories to help develop metacognitive awareness
- Students place their reflections in their journals or portfolios
- Students use their reflections to set goals and plan for future learning

### Materials:

- Student Template: Metacognitive Reflection—Sample 1
- Student Template: Metacognitive Reflection—Sample 2

### Example:

#### Metacognitive Reflection—Sample 2

Think about the work that you completed and finish the following sentence frames:

I am proud of...	I would like to learn more about...
I am puzzled about...	I wish I had...
Next time I will...	The most interesting or surprising thing that I learned was...

Adapted from Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: 1998. Strategies That Make a Difference, pp. 293–294.

### Inclusive Practices to Consider:

- Allow for:
  - flexible formats to respond—text, video, audio, visual (sketch/illustration/icons)
  - students to choose a format to respond that is best for them
  - students to choose between a list of questions

### Reference and Links:

Manitoba Education and Training.  
*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: 1998. Strategies That Make a Difference, pp. 293–294.