# Developing metacognition through video analysis of practice

This exercise is designed to:

* Promote the idea that engaging in the spiral of inquiry, learning and action involves doing things differently – not just talking about it.
* Promote the development of metacognition about the reasons for and consequences of changed practice.

This exercise is not designed as feedback but rather to promote the analysis of the participant’s own practice. It is important that leaders analyse their leadership practice in the same way that teachers are asked to analyse their teaching practice. This is an *‘everyone including me’* exercise.

## Preparation

Each participant videos 5-7 minutes of practice they have been working on changing. For teachers this is most likely to be teaching practice. For leaders, it is most likely to be leadership practice.

You also need a way to record the analysis. The method will depend on the size of the group. For a large group, you’ll need a whiteboard or device attached to a projector. For a small group, the record can be on a piece of paper.

## Process

The analysis process requires an interviewer – may be a leader or peer – and the participant who has recorded the video.

**Before viewing** the video the interviewer asks the participant:

* Tell us about the new practice you have been working on?
* What were the learning goals?
* Is there anything you would like us to know about the video clip?

Then view the video without interruption.

**After viewing** the video the interviewer asks the questions below and records the responses in this format:

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| **Reasons for changed practice** – why is this more effective than what you did before? |

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| **Specifics of changed practice** |

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| **Consequences for learners** | **Consequences for self** |

NOTE: The boxes in this template are in a different order to the questions below. The boxes come in the order of reasons, practices and consequences because practices are based on particular beliefs about what is important and the consequences follow from the practice. However, the participant is asked to identify practices first because the reasons need to be grounded in particular practices.

### Questions

1 Now we have seen the video, can you be very specific about the new practices you are working on that were captured in the video because I’d like to write them down?

* *Record in the box Specifics of changed practice.*
* *Some teachers and leaders have difficulty talking about their practice. Instead they talk about what the learners are doing. When this happens, the interviewer needs to bring the participant back to the specifics of their practice.*

2 Can you tell me why you think these practices are more effective than what you did before?

* *Record in the box Reasons for changed practice.*
* *Some participants have difficulty talking about the reasons for their changed practice. Give time for them to think.*
* *Additional prompting questions may also be needed, eg. When you described your new practices, you talked about how you are asking different kinds of questions. Can you tell me why you are asking different kinds of questions?*
* *If the link between the practices and the reasons is not clear, ask, Can you tell me how you see the links between the practices we’ve listed and the reasons you have just given for those practices?*

3 What have you observed as being different for the learners?

* *Record in the box Consequences for learners.*
* *In the case of leadership practice and depending on context, the learners may be teachers if the recorded practice involves leaders promoting the professional learning of teachers.*

4 What have been the consequences for you as a teacher or a leader?

* *Record in the box Consequences for self.*

**Next**, ask the participant to reflect on previous practice:

* Can you tell me about your previous practice for these learners?
* What beliefs underpinned your previous practice and how have they changed?
* What were the consequences for your learners?
* What were the consequences for yourself?

**Then,** ask the participant:

* From this analysis, what do you think would be most useful to work on next?

## An example

This primary school was working in a network of seven schools on the inquiry spiral. The new leadership practice involved shifting the organisation of a professional learning community from talking about practice to linking practice to consequences for students.

The school’s inquiry focus was developing students’ understanding of place value in numeracy. They had developed descriptions of the developmental progression of place value across the whole school and plotted each child’s level on a data wall.

Every two weeks they met as a staff to discuss what they had been doing and which students they noticed had made progress. After six weeks they videoed their professional learning community and showed it to other schools. A leader from another school helped them to analyse the video. The record looked like this.

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| **Reasons for changed practice – why is this more effective than what you did before?**   * We want to really focus on progress in student learning on place value because it is so important to developing other areas. * Students were not making much progress when we talked about teaching practice on its own. * We want to make sure that we don’t lose sight of what is happening for students and go back to the general discussions as we did before. |

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| **Specifics of changed practice**   * We plot all students on the data wall and note any shifts students have made on the progressions during our Professional Learning Community (PLC) meetings. * All talk about teaching practice in our PLC is linked to talk about which students are responding and how. * We ask the same questions in each PLC meeting. |

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| **Consequences for learners**   * All students except three have made progress across at least two of the progressions in six weeks. * Everyone is much more on-task and motivated than before. | **Consequences for self**   * We don’t understand why the three students haven’t made progress and need to investigate. * We are celebrating – we’ve never had success like this before. |