



# **Embedding Metapractice to Strengthen Learning Autonomy in Children Aged 6+: A Teaching Innovation for Diverse Learning Contexts**

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## **Abstract**

This presentation introduces an innovative metapractice framework designed to enhance reflective competence, learning autonomy, and metacognitive strategy use in children aged six and above. The framework employs age-appropriate scaffolding that intentionally fades over time, supporting a developmental transition from teacher-directed learning to increasingly self-regulated learner behaviour.

Metapractice is defined as structured, intentional reflection embedded across the stages of planning, performance, and future action. Unlike generic reflection activities, the approach is intentionally sequenced, scaffolded, and developmentally responsive, enabling children to engage meaningfully with their learning processes rather than retrospectively commenting on outcomes.

Grounded in metacognitive and learning theory, the framework utilises clearly sequenced prompts that support learners to identify learning aims, justify strategy choices, monitor difficulties, evaluate outcomes, reflect on engagement, and plan next steps. By making thinking visible and intentionally discussable, the approach strengthens children's capacity to organise and monitor their learning within literacy, language, and wider curriculum tasks.

Feedforward processes are embedded to support learners in carrying insights forward into subsequent lessons, refining strategies over time and developing a transferable repertoire of learning practices. Illustrative examples from classroom and targeted support contexts indicate enhanced task comprehension, improved self-monitoring, sustained engagement, and more accurate identification of support needs.

The model is adaptable across mainstream classrooms, targeted interventions, additional needs contexts, and teaching practice supervision environments, while also supporting teachers in noticing learning behaviours and refining instructional decisions.

Aligned with ITECONF's focus on innovative teaching, reflective learning, and practical educational solutions, this session equips educators with a replicable, developmentally responsive framework. This can be integrated immediately into lesson design, learning conversations, assessment processes, and wider school-based reflection systems.

**Keywords:** Metapractice framework, Reflective practice, Self-regulated learning