

Building a Research-Rich School Culture: A Collaborative Action Research Model for Implementing Metacognitive Strategies



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Action Research Project at Avenor College

Metacognition in practice

**Reflecting on cognitive engagement
pedagogical dimension in our school**

A case study on metacognition

Dr. Mihaela Stancu



What you'll learn about in the next 5 minutes!

A successful collaborative model that demonstrates how schools can systematically embed action research into their improvement processes while building teacher capacity as researchers

- ✓ **A replicable cyclical action research model**
- ✓ **The research design and tools we used**
- ✓ **Contextualised outcomes shared with a wider OECD Schools+ network community of practice**

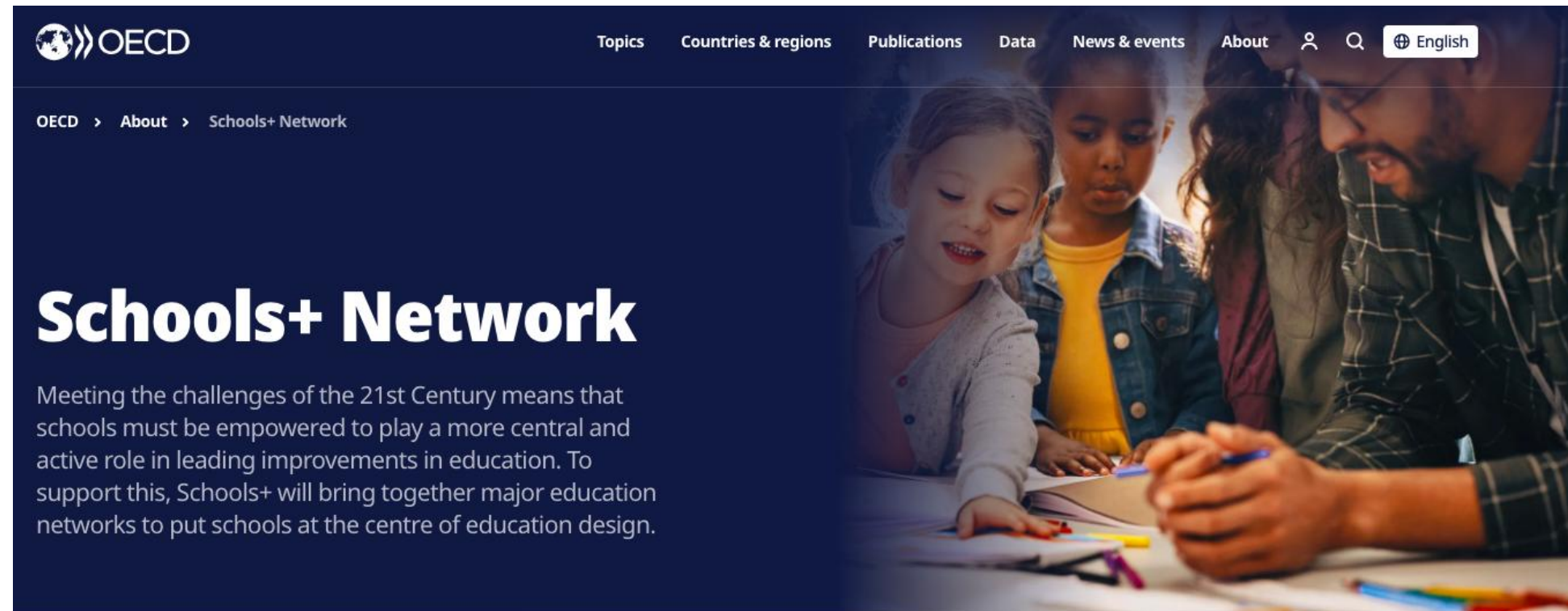


The school's WHY – the OECD Schools+ Network

Reflecting on cognitive engagement
pedagogical dimension in our school

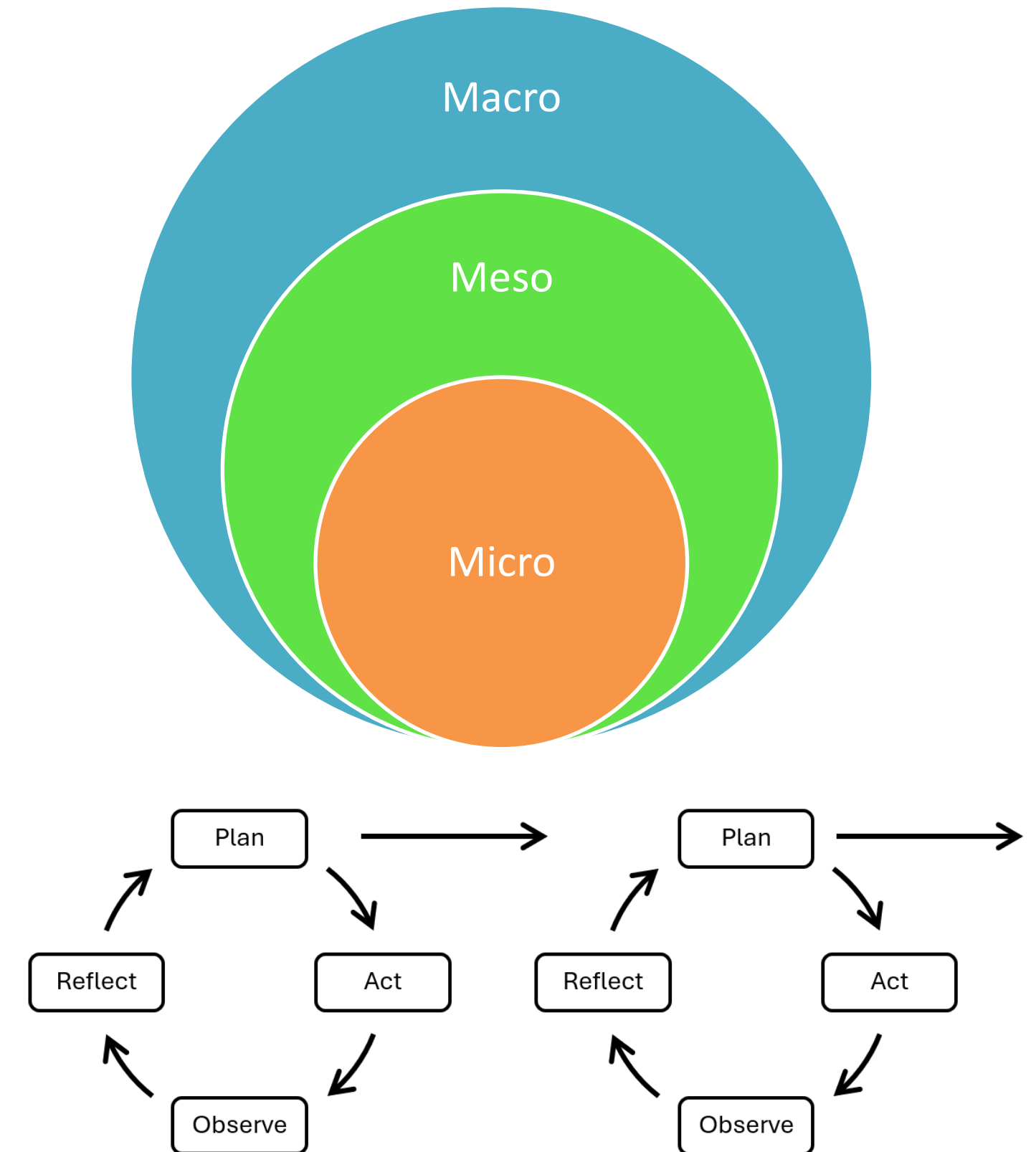
A case study on metacognition

Dr. Mihaela Stancu



The university's involvement as a 'thinking partner'

Research-Practice Partnerships



Action Research Project at Avenor College

Research questions

- **English Department:** "What impact does systematic implementation of the PEEL strategy across different text types have on students' ability to plan and structure written responses?"
- **Romanian Department:** "What impact does the implementation of a structured questioning framework have on students' ability to monitor their comprehension and learning process?"
- **Mathematics Department:** "What impact does regular structured self-evaluation have on students' problem-solving accuracy and mathematical confidence?"

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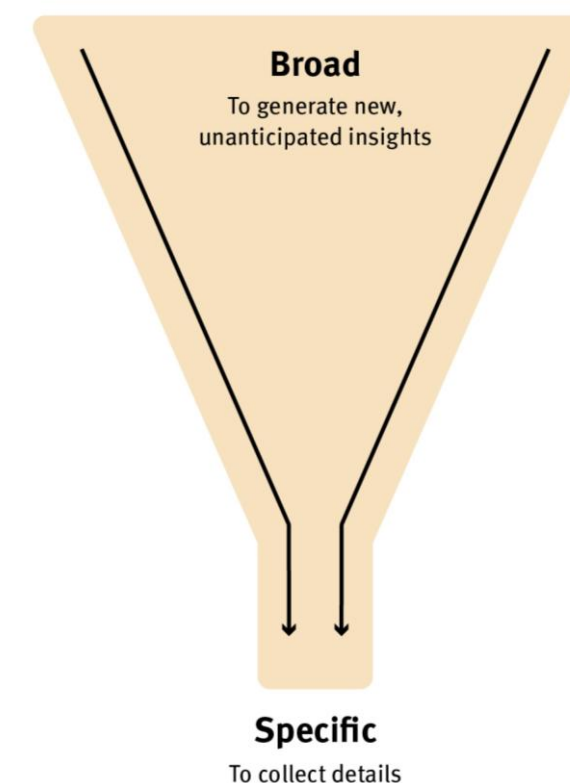
Introduce the reader to your point.

Support the point you are making with examples or evidence.

Explain how the evidence or examples support **your point**. Explain: **Why? How? What is the impact? for each point.**

Link this point to the next point that you will be making in the following paragraph, or link it back to the main point.

The Funnel Technique



But first, let me take a
#SELFIE

Shown my work

Explained my answers

Lots of math vocabulary used

Found multiple solutions

I persevered through the problem

Eliminated careless errors

Project Design

Action research methodology with two cycles



Pre/post questionnaires on learning habits using 4-point Likert scales

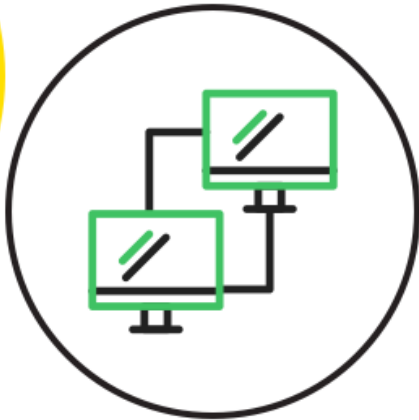


Class profile documents completed by teachers

Lesson observations by external researcher (Dr Elizabeth Hidson, University of Sunderland)



Teacher reflection logs and systematic data collection



Mixed-methods approach combining quantitative and qualitative data



Student work samples collected at multiple timepoints



Final interviews with focus groups by external researcher (Dr Elizabeth Hidson, University of Sunderland)

The HOW



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Metacognition Action Research Project
Feedback Visit Report
June 2025
Dr Elizabeth Hidson



University of Sunderland



Research and Knowledge Exchange

Action Research Project at Avenor College

Metacognition in practice: key insights from the project



- Students demonstrating **self-awareness, strategic thinking, and learning autonomy**
- Students become more **aware** of their learning processes when strategies are explicitly named and explained
- Regular **practice** and multiple opportunities to use strategies are crucial for success
- Students can **transfer** learning strategies between contexts when they understand the purpose of the tools
- Systematic **guided practice** supported significant progress in students' confidence when using the strategies

Take-away 1

Action Research Project at Avenor College

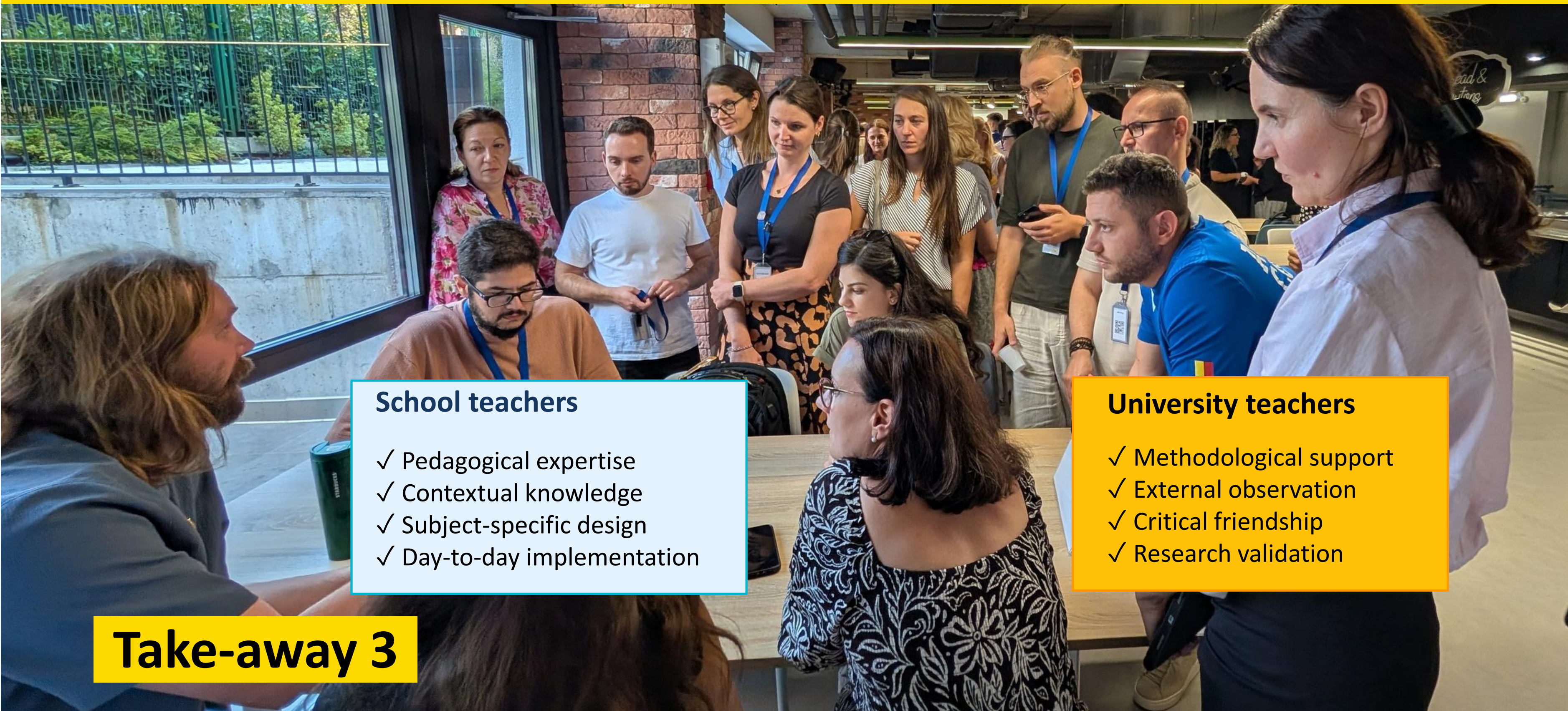
The focus on action research



Take-away 2

- Teacher **capacity building**: teachers embracing process-focused teaching and adapting strategies based on student needs
- **Systematic** two-cycle approach: comprehensive data collection
- Professional **commitment** with teachers embedding metacognitive strategies into their regular practice rather than treating them as superficial additions
- Rich student voice data, honest teacher reflections, authentic student work samples demonstrating real **impact** on learning outcomes
- Potential for genuine **sustainability** and embedded strategies

The research process itself becomes reciprocal professional learning. School teachers develop skills in data collection and analysis whilst gaining deeper insights into student learning. University teachers gain deep insights into the realities and contextualities of applied research.



School teachers

- ✓ Pedagogical expertise
- ✓ Contextual knowledge
- ✓ Subject-specific design
- ✓ Day-to-day implementation

University teachers

- ✓ Methodological support
- ✓ External observation
- ✓ Critical friendship
- ✓ Research validation

Take-away 3

Thank you!

Vă mulțumim!

Reach out:



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Speakers



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