

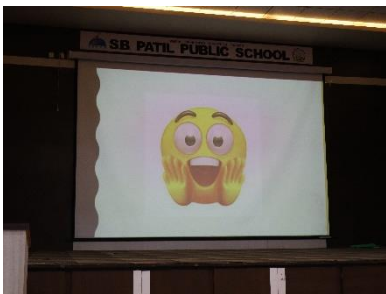
The Theory of Knowledge (TOK) and Metacognition: An In-house Training Session

Pune, Maharashtra | 8th May, 2026



As part of the school's continuous professional development programme, an in-house training session on Theory of Knowledge (TOK): Understanding Knowledge in Teaching and Learning and Metacognition was conducted on 8th May, 2026. The sessions were facilitated by Ms. Darshana Kamat, who led the training on Theory of Knowledge, and Ms. Kranti Kulkarni, who conducted the session on Metacognition.

The TOK session aimed to deepen teachers' understanding of the nature of knowledge, explore the Theory of Knowledge framework, and examine its application across various subject areas. Through a series of engaging and interactive activities, participants reflected on how knowledge is acquired, interpreted, evaluated, and communicated.

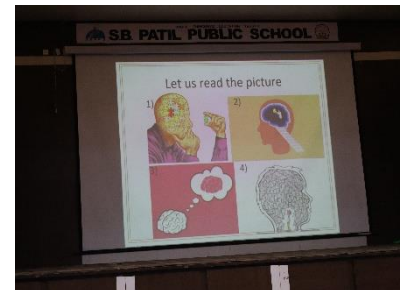


Teachers explored the four key Ways of Knowing:

1. **Perception** – understanding the world through our senses
2. **Language** – communicating and constructing meaning through words and symbols
3. **Emotion** – recognising how feelings influence our perspectives and decisions
4. **Reason** – applying logic and critical thinking to analyse information and

draw conclusions

A key takeaway from the session was the understanding that knowledge is rarely acquired through a single way of knowing. Rather, perception, language, emotion, and reason work together to shape our understanding of the world and influence how we interpret information and experiences.



The session on **Metacognition** focused on helping teachers understand the importance of "thinking about thinking" and developing learners' awareness of their own cognitive processes. Participants explored strategies to encourage students to plan, monitor, and evaluate their learning effectively. The session highlighted how metacognitive practices can enhance problem-solving abilities, independent learning, self-regulation, and academic achievement.

Both sessions were highly interactive and encouraged critical thinking, collaboration, and reflection. Teachers gained valuable insights and practical strategies to foster inquiry, curiosity, self-awareness, and deeper learning within their classrooms.

Positive Emotional Language	Effect on Students
Good effort, keep trying.	Builds confidence and motivation
Let's learn from this mistake.	Encourages growth mindset
That's an interesting idea.	Promotes participation
Take your time to think.	Reduces fear and pressure
You can improve with practice.	Encourages perseverance
What made you think this way?	Develops reasoning and reflection
Let's solve this together.	Creates emotional support
I appreciate your effort.	Makes students feel valued



The training proved to be highly enriching and reinforced the importance of empowering students not only to acquire knowledge but also to reflect on how they learn, think, and construct understanding. The sessions provided meaningful approaches for integrating TOK principles and metacognitive strategies into everyday teaching and learning practices.