MIRA

Metacognition · Inner life · Resilience · Agency

PRESENTATION FOR THE STAFF

Why this model can add value to your classroom

An introduction to the MIRA model for the teacher who wants to explain it to colleagues: what it is, how it works and what it takes to implement.

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WHAT IT IS

MIRA is not a methodology: it is an assessment architecture

MIRA defines **what conditions the student needs in order to learn deeply and durably**, and it offers instruments for the teacher to verify that those conditions are being met.

What MIRA is not

- It doesn't tell you how to teach. What you do in the classroom remains yours.
- It requires no external accreditation or certified training.
- It doesn't transform the school: it can start in one classroom, one teacher, one term.
- It's not a fad: it rests on meta-analyses of thousands of studies.

What MIRA is

- A structure that organises how teaching and learning happen.
- Four conditions of deep learning that form a cycle.
- Compatible with any competence-based curriculum, no adaptation needed.
- Applicable from ages 3 to 18 with a single progression.

HOW IT WORKS

Four conditions of deep learning

M — Metacognition

The student knows how they learn

TEACHER Tasks that require reflection on the process

STUDENT Plans, monitors and adjusts

I — Inner life

The student connects with their own life

TEACHER Space for personal connection

STUDENT Asks why it matters to them

R — Resilience

The student manages error

TEACHER Real difficulty by design

STUDENT Perseveres and adjusts the strategy

A — Agency

The student produces something real

TEACHER Authentic product with a real audience

STUDENT Acts, decides and transforms

> *Each phase has two directions that feed each other: what the teacher designs and what the student does. What the student produces informs the design of the next round.*

WHY IT ADDS VALUE

The highest effects in educational research

MIRA activates exactly what the major meta-analyses identify as most effective. The effect size (d) measures how much a practice influences learning.

d ≈ 0.92

Self-efficacy (Agency)

Bandura, 1997

d = 1.33

Self-assessment (Metacognition)

Hattie & Timperley, 2007

d = 0.73

Feedback on the process (Resilience)

Hattie & Timperley, 2007

Reference: Visible Learning (Hattie, 2009; updated 2023), more than 1,800 meta-analyses. d ≥ 0.40 is considered pedagogically significant.

HOW IT STARTS

You start with assessment, not with methodology

The design logic is always backward: first you define what evidence demonstrates learning, and from there you design the sequence of tasks backwards.

1

Define the evidence

What shows the student completed the cycle? Criteria and an A–D rubric.

→

2

Design the task

What activities, in what order and at what difficulty generate that evidence?

→

3

Adjust during the process

The student's self-assessment informs the teacher's adjustments in real time.

→

4

Close and feed back

The authentic product informs the design of the next cycle.

> *Change goes from assessment to teaching, not the other way around (Black & Wiliam, 1998). The teacher who changes how they assess ends up changing how they teach, even if no one asks.*

A 3–18 PROGRESSION

The same model, adapted to each age

Early Years	Ages 3–6	Instrumento Learning Hands	Hito Mini-Exhibition (final year)
Primary	Ages 6–12	Instrumento Star sheet ★ → A–D rubric	Hito Exhibition (final year)
Lower Secondary	Ages 12–16	Instrumento Checklist + competence test	Hito Personal Project (final year)
Upper Secondary	Ages 16–18	Instrumento Graded self-assessment	Hito Research Project

THE CHALLENGE OF IMPLEMENTING

What it really takes to start

Being honest with staff about the cost builds more trust than promising it's free. The good news: the initial cost is small and bounded.

The three real difficulties

- **A change of habit, not of hours.**

What changes is not what you do, but what you look for when you assess.

- **The predictable resistance: 'isn't this what I already do?'.**

Yes and no: the intention already exists; what's new is traceability and team coherence.

- **The time for team coordination.**

Sharing a rubric and criteria requires meetings; that's the real cost, not the classroom workload.

What makes it manageable

- Start with one instrument, one phase, one classroom.
- A single instrument already activates the cycle in part.
- The staff doesn't need to vote on anything to start.
- The materials are ready to use next week.
- The pioneering teacher doesn't convince with theory: they show a rubric in use and the results.

In one sentence

MIRA defines the conditions of deep learning and provides instruments to verify them — starting with assessment, which pulls teaching along.

To go further: the Technical Document develops the full grounding; the stage guides make concrete how it plays out in each classroom.

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