Unit 1 – Handout 1.3

**Progress marker**

Consider whether you want to use a progress marker in your training sessions. There is a template for this on the next page.

Progress markers can help facilitators to respond to participants’ individual needs in a personal manner, which does not have to involve the whole group.

Ask participants to evaluate their current knowledge and experience of each of the learning objectives at the beginning of the training session, and indicate the outcome of their self-assessment on the sliding scale: 0 suggests that they have no prior knowledge or experience and 10 suggests extensive knowledge and experience of the objective. Circulate and eavesdrop into conversations to identify the range of knowledge and experience within the group, as well as the participants who might require support or could support others.

At appropriate stages of the training session, or towards the end, ask participants to review their knowledge and experience of each learning objective. Participants are often motivated to find out more about metacognition when they can identify aspects of personal progress.

How much progress will you make this session?

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| By the end of the session, you will … | | | | | | | | | | | | |
| know what is meant by metacognition | 0 |  |  |  |  |  |  |  |  |  |  | 10 |
| know about the advantages and disadvantages of different approaches to metacognition | 0 |  |  |  |  |  |  |  |  |  |  | 10 |
| make decisions about objectives in terms of accelerating pupil progress with metacognition, and how to achieve them. | 0 |  |  |  |  |  |  |  |  |  |  | 10 |