



Principles for Target Setting

Overview

The quality of a trainee's teaching should be assessed against the Teachers' Standards in full at the end of the PGCE course. During the course, a trainee is assessed against the rigorous, ambitious planned University of Worcester (UW) ITTE curriculum which includes all elements of the Core Content Framework (CCF). Reviewing the evidence of the impact a trainee has on the learning and progress of pupils over time is a key process in this assessment. To make progress, the trainee and mentor need to work in partnership, setting, monitoring and reviewing targets to support a continuous cycle of improvement throughout the PGCE year and beyond. This complex problem solving process is an important part of the **Mentoring Cycle**.

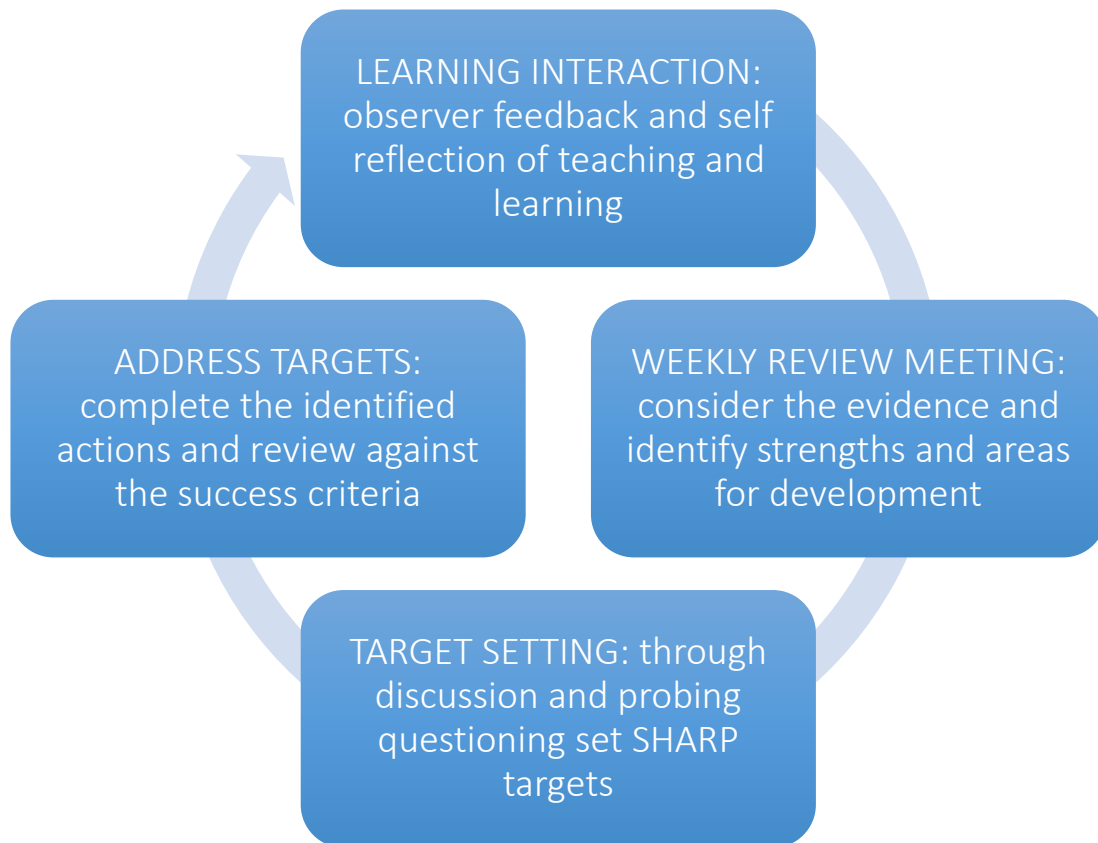


Figure 1: The Mentoring Cycle

This guide is intended to:

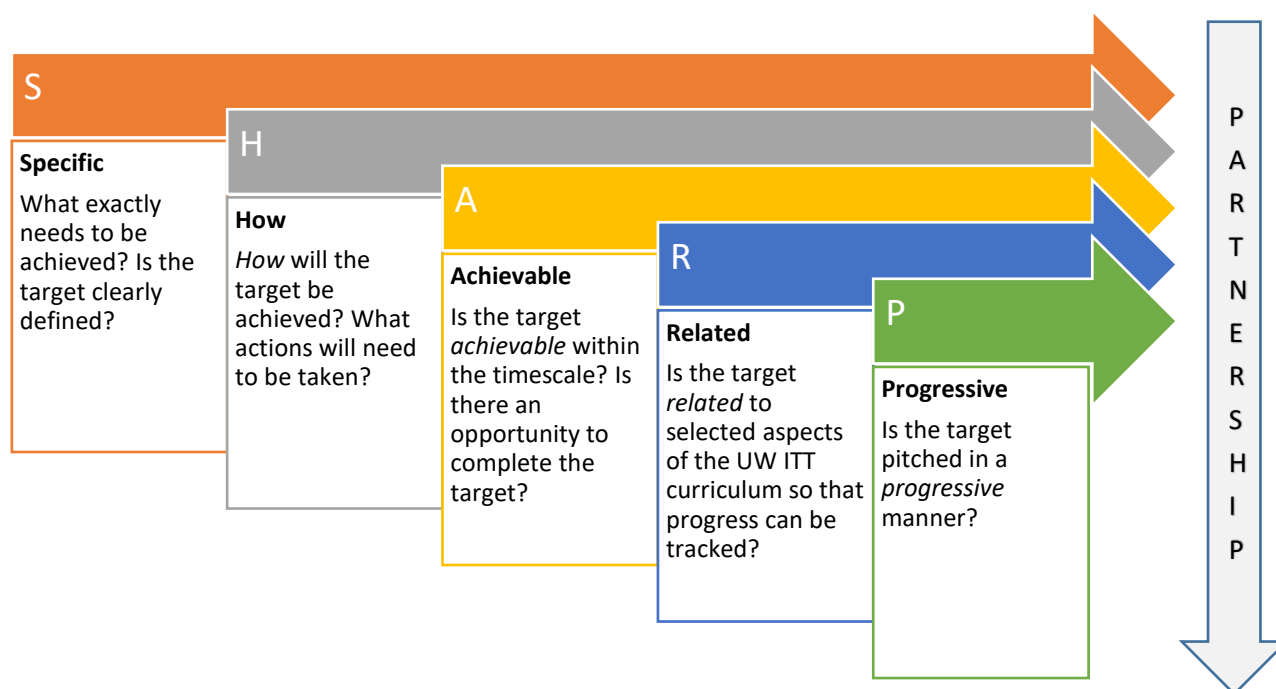
- Support trainees and mentors to write targets that focus on a trainee's knowledge, understanding and enactment of the UW ITTE curriculum.
- To support a cycle of continuous development.
- To clarify and exemplify good practice in the setting of **SHARP** formative targets.

Where target setting happens in the University of Worcester PGCE and its purpose

All targets are linked to the Teachers' Standards. Therefore, most targets should be guided by the assessment criteria in the **Progression** booklet.

Location of targets		Rationale/purpose
1. Weekly Review forms on PebblePad	<i>Short Term</i>	2-3 priority short term targets identified in partnership between the trainee and mentor for focus during the week. These arise from lesson observations and are reviewed at weekly review meetings.
2. Lesson observation forms (3 per week)	<i>Short Term</i>	Targets identified at the weekly review are the key focus for identified lessons. Key areas for development arising from the lesson inform the targets for the following week.
3. School Reports	<i>Medium Term</i>	Mentors periodically (3 times per year) identify medium term areas for development. These targets inform those prioritised for the transition plans.
4. Transition plans and the University of Worcester Career Entry Profile (UWCEP)	<i>Medium and Long Term</i>	Trainees periodically use their school reports to produce transition plans. The final plan is the UWCEP that is emailed to employing schools and includes targets for the start of the Early Career phase.

The Target Setting Process



Specific

Clarifying targets is a complex problem-solving process, therefore initially targets tend to be written in very general terms. They are *blunt* targets. Unravelling the **specific** within the general needs to be done so that actions which demonstrate progress towards the target can be identified. Unravelling takes a little time and it's always helpful to have someone asking probing questions to help tease out the detail.



Partnership

Mentor can ... draw on all available evidence (e.g. lesson observation feedback, trainee self-evaluation, discussions with teachers etc.) to inform initial discussion. Have some questions pre-prepared to help draw out the detail with the trainee.

Trainee can ... draw on critical self-reflection, weekly reviews, pupil feedback etc. to identify the key area for development.

How

Asking the question, “**How** will the target be achieved?” is crucial. If the action needed is beyond current experience, then no progress is made. If the action needed is not challenging, then progress is stagnant, resulting in complacency. So, asking the “How...?” question will also help to hone the target and make it specific. This part of the target setting process then ensures that the target is measurable as each action is completed successfully.



Partnership

Mentor can ... draw on own experience to suggest actions; direct trainee to research or ‘expert’ teachers within the school.

Trainee can ... draw on suggested actions on lesson observation feedback forms, from discussion with other trainees, from their reading and from university sessions.

Achievable

Targets that are set on a weekly basis need to be **achievable** within that weekly timeframe. Targets also have to be achievable within the ‘sphere of influence’ of the trainee – there needs to be an *opportunity* to take suitable actions and *classes or age groups* identified. Initially support may be needed from the mentor or class teacher or fellow trainee. But longer term target setting needs to become autonomous allowing for independence and ownership of personal development. Medium- and long-term targets, by their nature, will require a level of support to achieve them and this support should be clearly identified especially in the UWCEP.



Partnership


Mentor can ... check the actions are pitched so that the trainee has the right amount of time and expertise to complete them.

Trainee can ... manage the time available so that ‘time’ does not become a barrier to success; focus on personal organisation; schedule tasks in a realistic timeframe.

Related to the UW ITT Curriculum (including the CCF)


The target setting process is, as indicated in the introduction, a means of gathering evidence of a trainee’s knowledge, understanding and enactment of the UW ITTE curriculum. Therefore, targets will need to relate to the curriculum and language in the Progression booklet but do not need to take on the exact wording. Targets need to be more specific and tailored to the needs of the

individual trainee. It is likely that a target will cover elements of several subject specific curriculum principles and these should be clearly identified as the target is constructed. Careful and regular use of the **Progression** booklet will help with this process.

	<p>Mentor can ... deconstruct the UW ITTE curriculum with the trainee and support them in prioritising so that progress becomes visible. Trainee can ... become familiar with the language of the UW ITTE curriculum; make use of the Progression booklet to track progress against each principle.</p>
<p>Partnership</p>	

Progressive

All trainees entering the PGCE course are suitable to train to teach but all have very different prior experience. When setting targets the starting point must be decided on an individual basis. The Progression booklet outlines a clear route from 'emerging' through to 'high performing'. Becoming familiar with the characteristics of each stage and the language used in the descriptors will help to frame each target appropriately.

	<p>Mentor can ... establish a trusting relationship with the trainee so that appropriate challenge can be leveraged at the right time. Trainee can ... write a clear introduction, including prior experience, on the 'About Me' page in PebblePad which is shared with mentors; be prepared to take the initiative; be prepared to be challenged and take risks.</p>
<p>Partnership</p>	

Example of an outcome of the Target Setting process

Context: The trainee is placed in School 1 and is being asked to plan a retrieval practice task.

This is the first opportunity the trainee has had of planning such a task. She has observed her mentor using a retrieval practice tasks in two lessons. She has made notes about the structure of the tasks and how her mentor managed the classroom during this phase of the lesson. She has also reviewed appropriate university sessions on How Pupils Learn and a subject session in which different task types were discussed. The trainee and her mentor have discussed the expected prior knowledge of the students and have considered a key potential misconception that may emerge. The trainee is progressing towards 'emerging' in Subject Knowledge and Pedagogy **SKP** and How Pupils Learn. **HPL**

Target (What?)	Strategies (How?)
<p>Plan a retrieval practice task with Year 7 set 1 for week beginning 1st November which is focused on helping students remember how to find the area of a rectangle.</p>	<ul style="list-style-type: none"> • Choose one of the two retrieval practice task types observed. • Identify the key knowledge and understanding that students need to 'bring to mind'. • Share planning in advance with mentor A. Make any suggested adjustments. • Consider how the task will be managed and how the mentor will provide support. • Write a short plan identifying what will be done and what the likely response from the pupils will be. • Teach the phase of the lesson, write an evaluation and discuss at the weekly review meeting. • Identify further opportunity to practice planning and teaching this phase of a lesson.