



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 Initial Teacher Training Early Career Framework (ITTECF). 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 granular problem-solving process is an important part of the **Mentoring Cycle**.

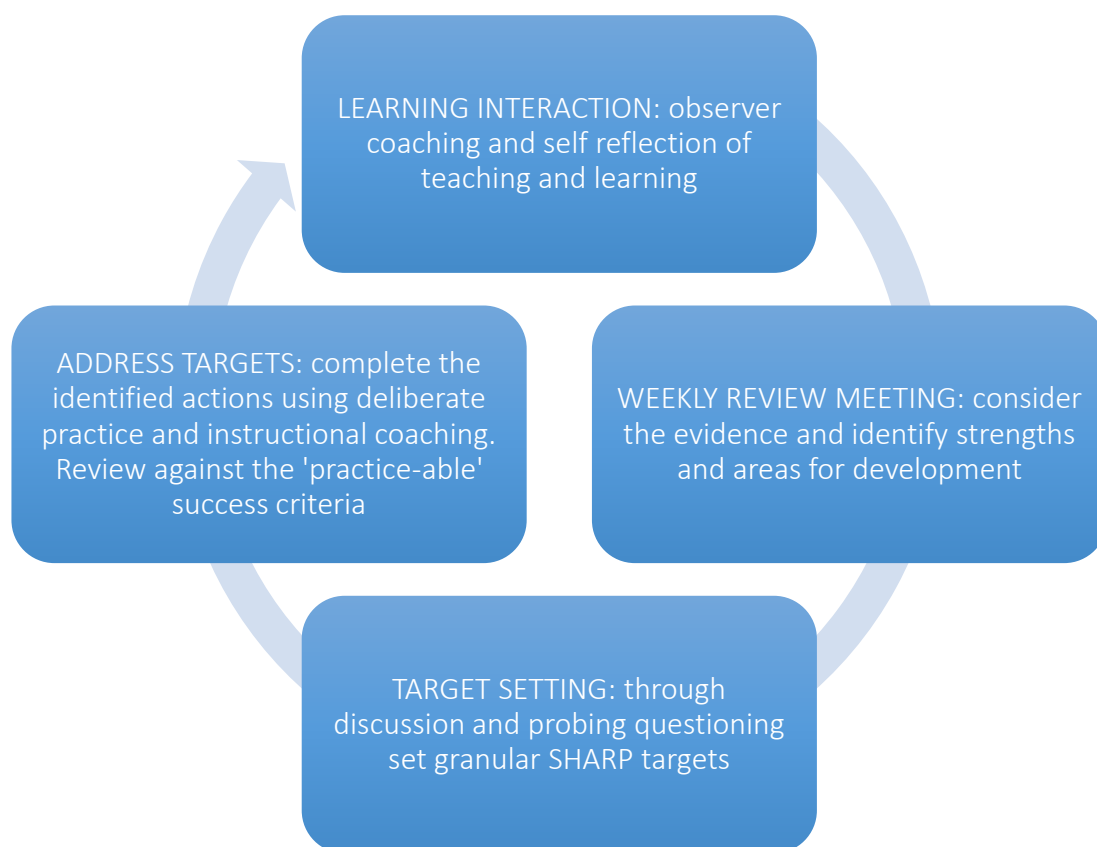


Figure 1: The Mentoring Cycle

This guide is intended to:

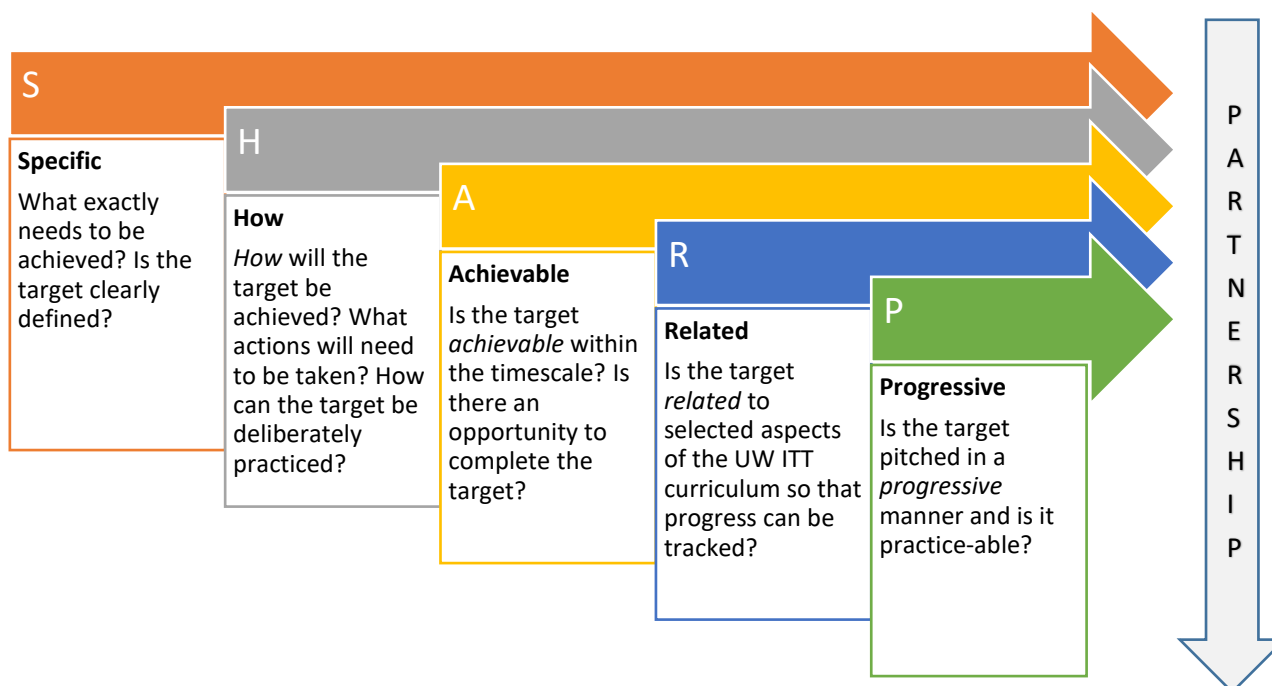
- Support trainees and mentors to write granular targets that focus on a trainee's knowledge, understanding and enactment of the UW ITTE curriculum. If they cannot be achieved in a week, they are not granular enough.
- To support a cycle of continuous development.
- To clarify and exemplify good practice 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 UW ITTE Curriculum map. 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> | 1-2 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 (2 per week) | <i>Short Term</i> | Granular 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. |
| 4. Career Entry Profile (CEP) | <i>Long Term</i> | The Career Entry Profile (CEP) 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 granular detail. Select the target that will have the 'highest actionable leverage' – a single, precise change in practice that will have the biggest impact on learning.



Partnership

Mentor can ... draw on all available evidence (e.g. post lesson conversations, trainee self-evaluation, discussions with teachers/expert colleagues etc.) to inform initial discussion. Have 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 granular 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 and granular. This part of the target setting process then ensures that the target is 'practice-able' and measurable as each action is completed successfully.



Partnership

Mentor can ... draw on own experience; look at the course Blueprint and purposeful integration emails sent by tutors, consider training activities to rehearse the actions, direct the trainee to research/reading or observe 'expert' teachers within the school.

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

Achievable

Targets that are set on a weekly basis need to be **achievable** within that weekly timeframe. Targets also must 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 Blueprint, mentor, class teacher or fellow trainee. 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 CEP.



Partnership


Mentor can ... check the actions are pitched so that the trainee has the right amount of time and expertise to complete them. There may be opportunities to rehearse the actions (with targeted feedback).

Trainee can ... rehearse actions, 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 ITTECF)


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/Blueprint 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/Blueprint will help with this process.

| | |
|---|--|
|  | <p>Mentor can ... deconstruct the UW ITTE curriculum (including the Blueprint) with the trainee and support them in prioritising so that progress becomes visible.</p> <p>Trainee can ... become familiar with the language of the UW ITTE curriculum and Blueprint; 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'. The Blueprint provides 'practice-able' teacher behaviours. 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.</p> <p>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 and rehearse; be prepared to be challenged and take risks.</p> |
| <p>Partnership</p> | |

Example of an outcome of the Target Setting process

Context: School 1 (phase 1) - trainee 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 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

| Specific target (what?) | How will you achieve the target (2-3 measurable actions/strategies – list as bullet points) | Lesson where target will be demonstrated | Curriculum thread(s) |
|--|---|--|-------------------------------|
| <p>Plan a retrieval practice task with Year 7 set 1 for week beginning 1 November which is focused on helping students remember how to find the area of a rectangle.</p> | <ul style="list-style-type: none"> Recall taught sessions on retrieval and observe an expert colleague. Identify an appropriate retrieval method. Identify the key knowledge and understanding that students need to 'bring to mind'. Share planning in advance with mentor A. Make any suggested adjustments. Write a plan (or script) and talk-out-loud how the task will be managed and how the mentor will provide support. Rehearse this several times adjusting as applicable before the observation lesson on Friday. | <p>Year 7 – set 1 – Fri 5 Nov</p> | <p>SKP1 HPL1 HPL4</p> |