










Effective Target Setting for Trainees

<p>Why?</p>  <p>IMPORTANT</p>	<p>Central to our trainees’ progress and success is their achievement of developmental targets.</p> <p>Throughout ITE and beyond, identifying and framing clear targets for development will form an essential part of the role of mentors. Setting, monitoring and reviewing targets, in discussion with those training to teach, is key to supporting a cycle of continuous improvement in their professional training and development.</p>						
<p>Target setting on the paperwork</p> 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d1c4e9;"> <th style="width: 35%;">Location of targets</th> <th>Rationale</th> </tr> </thead> <tbody> <tr style="background-color: #fff9c4;"> <td style="background-color: #e8f5e9; padding: 5px;"> <p>Opportunities for further development on individual Lesson Observation Forms</p> </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> Identify key areas for development arising from this lesson 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. Advises trainees how to further improve learning in subsequent lessons </td> </tr> <tr style="background-color: #fff9c4;"> <td style="background-color: #e8f5e9; padding: 5px;"> <p>On Weekly Development Summary (WDS) Form</p> </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> Review Targets from the previous week Set new short term, weekly targets [2-3 targets that arise from the lesson observation and the focus of the curriculum] Link targets to actions </td> </tr> </tbody> </table>	Location of targets	Rationale	<p>Opportunities for further development on individual Lesson Observation Forms</p>	<ul style="list-style-type: none"> Identify key areas for development arising from this lesson 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. Advises trainees how to further improve learning in subsequent lessons 	<p>On Weekly Development Summary (WDS) Form</p>	<ul style="list-style-type: none"> Review Targets from the previous week Set new short term, weekly targets [2-3 targets that arise from the lesson observation and the focus of the curriculum] Link targets to actions
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<p>What makes a good target?</p> 	<ul style="list-style-type: none"> Good targets are evaluative rather than descriptive. They focus on the impact of the trainee’s teaching on the progress and learning of all pupils, although they may well focus on the impact on particular groups. Targets will be developmental, linked to the curriculum and focus on the trainee’s progress and on their impact on pupil learning. Targets will also relate to the trainee’s subject and curriculum knowledge and pedagogic understanding. 						
<p>Targets should</p> 	<p>Targets should:</p> <ul style="list-style-type: none"> be subject specific where appropriate; be linked to the weekly curriculum; include a clear statement of what the trainee needs to focus on to improve and make progress; state what actions the trainee needs to take to improve and make progress; state what support/resources are required to help them achieve the target; state where that support/resources can be found e.g. blog, book; include clear success criteria explicitly stating what achieving the target will mean in terms of pupils’ learning, well-being, behaviour etc. and the quality of the trainees’ teaching - what will be demonstrated and how when the target is achieved; set out a realistic and workable time-frame in which the target can be achieved state how and when the target will be reviewed (usually next weekly mentor meeting); Subject Knowledge Targets should be included regularly; 						
<p>When?</p> 	<p>Setting weekly targets at weekly mentor meetings and following a formal lesson observation</p> <ul style="list-style-type: none"> A maximum of three targets should be set 						

<p>Examples</p> 	<p>Subject and Curriculum Knowledge <i>Review the topics you will be teaching in history and identify areas of subject knowledge which you need to develop.</i></p> <p>How pupils learn <i>Observe a range of expert colleagues in your setting. What structures are in place in lessons to encourage pupils to recall and retrieve prior learning?</i></p> <p>High Expectations and Managing Behaviour <i>Observe at least 3 expert colleagues using the school's behaviour policy in their lessons. Not how they reward and sanction pupils consistently.</i></p>	
<p>Did you know...?</p>	<p>In addition to the mentor space (click here), we have attached some exemplar targets to this briefing for you to utilise.</p>	
 <p>Click here for the ITE Partnership website. This contains all the Professional Practice Paperwork.</p>	 <p>Click here to access the ITT Core Content Framework.</p>	 <p>Click here to access the FoE mentor space.</p>