## **Target setting guidance for students and mentors**

### Overview of targets setting

Setting, monitoring and reviewing targets in collaboration between student teachers and their mentors. Identifying clear, developmentally appropriate targets will enable student teachers to know how to continually improve their practtice.

During a placement target setting occurs:

* During a post lesson debrief and should be recorded on the Formative Lesson Observation Form
* During weekly reviews and should be record on the Weekly Review form
* End of placement review points and should be record on the appropriate form.

When targets are set, strategies and steps to achieve the target should be identified to support successful achievement of the target by the end of a week.

### Setting Targets

When setting targets, it is essential that they are meaningful and achievable within the timeframe to enable a student teacher to make progression during their school placement.

Targets should be:

S – Specific

M – Measurable

A – Attainable

R – Realistic

T - Time Related

Targets should be developmental so do think carefully what can be achieved in a given time frame and what is appropriate to the student’s stage of learning. It may also be helpful for students and their mentor discuss any obstacles they feel may prevent the target being achieved . These then can be addressed before the target is in place.

Here we provide a useful model for creating a target

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| **Verb**  **What is to be done** | **Object**  **What/whom** | **Result**  **What outcome will be achieved** |
| To use … | …a stop signal … | ..so children know to stop what they are doing and listen to you. |
| To model… | …the schools agreed calculation policy… | …so that a consistent approach is adopted. |
| To provide…. | …clear LO and SC to the children… | ...so know what they are learning and how to achieve this. |
| To utilise.. | …additional adults in the room.. | …so that they can support the children’s learning, |

# Example targets and strategies

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| **Targets** | **Strategies and steps to achieve this** |
| * To model the learning behaviours required by the children so they are clear about the behaviour expectations. | What the student will you do:   * Observe how my teacher mentor models the required behaviour expectations * Be familiar and implement the school’s behaviour policy   How will your mentor support:   * Provide opportunities to observe the school’s behaviour policy in action * Provide informal feedback, support and encouragement when you have used the stop signal to help you refine your skills |
| * To be able to articulate the learning observed from small group work I have led, so that I can discuss this with my mentor as together consider next steps in learning. | What the student will you do:   * Observe and make notes about a group of children’s learning during a small group activities by using a tracking grid. * Share my observations with my mentor and ideas for next steps in learning.   How will your mentor support:   * Provide opportunities for small group work * Provide time for feedback and discussion of children’s learning in small groups |
| * To develop my subject knowledge of XXX so that I can identify children’s misconceptions | What the student will you do:   * Be familiar with the curriculum expectations relating to XX * Complete self-study of XXX   How will your mentor support:   * Provide resources used in schools to support teachers in spotting and address misconceptions in XX * Share common misconceptions in XX |
| * To plan with support a small group activity in XXX so that I can lead this group’s learning. | What the student will you do:   * Research the topic to be plan and be familiar with the curriculum objectives * Complete a planning form and share with my mentor for feedback   How will your mentor support:   * Provide any resources to aid planning the school uses * Provide feedback on plans |
| * To develop awareness of how learning for three children in class can be adapted to meet their needs. | What the student will you do:   * Observe three children with different needs * Discuss needs of children and how they are met in class with my mentor   How will your mentor support:   * Share knowledge of three children and articulate how adaptations to teaching and learning are pre-planned and implemented |
| * To begin to implement the school’s marking policy with support by marking X books in X so that I can. collaborate with my mentor to identify children’s next steps in learning. | What the student will you do:   * Be familiar with the school’s marking policy * Review marking in books * Follow the marking policy and mark books   How will your mentor support:   * Co-mark a books to start * Provide feedback on marking |
| * To use a stop signal so children know to stop what they are doing and listen to you. | What the student will you do:   * Observe a range of teachers use of a stop signal and select one to try out * Consistently, apply a chosen stop signal * Ensure that when I use stop signal when I need the children to stop and activity and listen * Ensure when I use the stop signal that I wait for all children to respond.   How will your mentor support:   * Provide opportunities to observe a range of teachers who use a variety of stop signals * Discuss with you your observations of different stop signals, and support your choice   Provide informal feedback, support and encouragement when you have used the stop signal to help you refine your skills |
| * To develop an understanding of what my TM does to inform the additional adult of the lesson expectations/outcomes so that I can adopt these approaches in future practice. | What the student will you do:   * Observe how my teacher mentor directs the additional adults * Speak with additional adult to find out what helps them to understand their role in lessons and their preferred way of working/communicating   How will your mentor support:   * Share best practice for working with additional adults and how to keep communication open * If possible, set up a meeting with SLT who leads on additional adults in school |