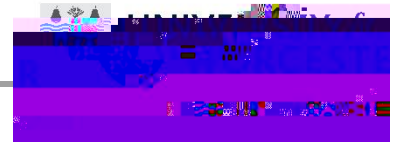




Principles for Target Setting



Overview

At the end of the PGCE 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 (ITTE ECF). 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.

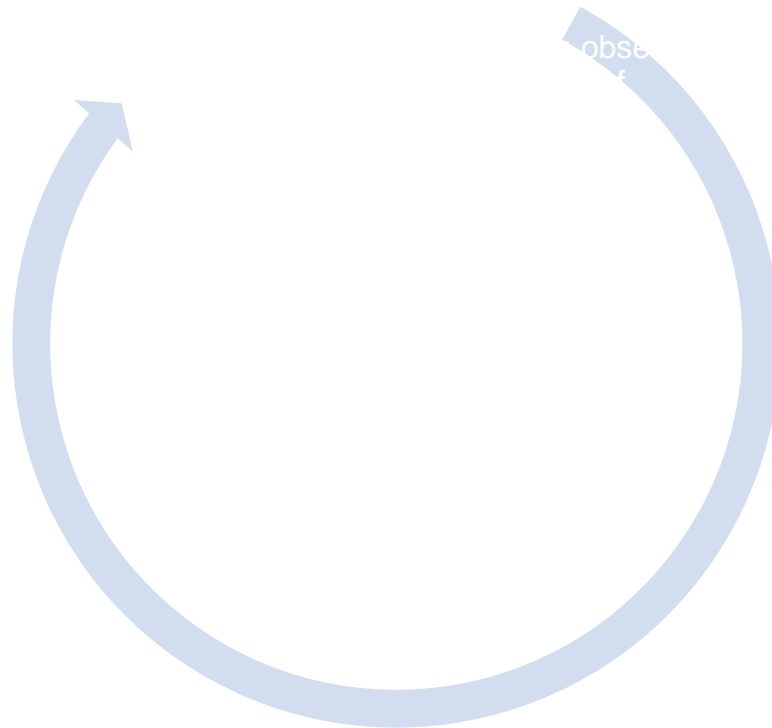


Figure 1: The Mentoring Cycle

This guide is intended to:

- x To support a cycle of continuous development.
- x To clarify and exemplify good practice in the setting of SMART targets.

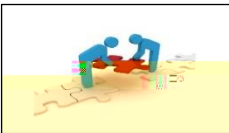
Specific

Clarifying targets is a complex problem-solving process, therefore initially targets tend to be written in very general terms. They are **specific** targets. Unravelling the **specific** within the general needs to be done so that actions which demonstrate progress towards the target can be identified. help tease out the granular detail. a single, precise change in practice that will have the biggest impact on learning.



How

How? Start with current experience, then no progress is made. If the action needed is not challenging, then progress is made. help to refine the target and make it specific and granular. This part of the target setting process then ensures that the target is achievable.



Achievable

Targets that are set on a weekly basis need to be achievable within that weekly timeframe. Targets also must be achievable. help to refine the target and make it specific and granular. This part of the target setting process then ensures that the target is achievable. to take suitable actions and 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 longterm targets, by their nature, will require a level of support to achieve them and this support should be clearly identified especially in the CEP.

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.