

BGU Curriculum and Processes: Mentor Development

Effective Target Setting: Primary Focus



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The Importance of High-Quality Mentoring



The most effective investment the education sector can make in improving outcomes for pupils is by investing in the quality of teaching that takes place in classrooms (Hanushek and Rivkin, 2006; Hamre and Pianta, 2005; Hattie, 2008)



One of the most effective ways to improve teacher performance is to invest time and energy in high-quality mentoring and coaching (Anderson and Shannon, 1988; Cain, 2009)



The CCF identifies that a trainee teacher must receive *clear, consistent and effective mentoring* on 16 occasions.

Setting Effective Targets

- ▶ Why do we set targets?
- ▶ Effective target setting
- ▶ SMART targets
- ▶ When to set targets
- ▶ Take the quiz





Why do we set targets?

TAKE 5 MINUTES TO REFLECT UPON THIS
AND WRITE YOUR IDEAS IN YOUR NOTES.

Why Do We Set Targets?

- ▶ To support learners
- ▶ To provide challenge
- ▶ To develop reflective practice
- ▶ To break down learning into small, manageable, sequenced steps
- ▶ It is part of the professional world
- ▶ To focus on what is important
- ▶ It helps with motivation when you achieve them
- ▶ To experience success
- ▶ So that you are accountable

Effective Trainee Learning

- ▶ As a teacher new to mentoring or even if you are an experienced mentor, it is worth considering the research of Harry Fletcher-Wood (2017) who highlights that effective learning is essentially the same whether you are a child or an adult.
- ▶ You can read about this research here: [Teacher learning: it's just learning – Improving Teaching](#)

A Model of Trainee Learning

- ▶ Sequencing the curriculum
- ▶ Granular targets
- ▶ Deliberate practice
- ▶ Misconceptions
- ▶ Research and evidence
- ▶ Modelling
- ▶ Individual learning needs
- ▶ Developing insights

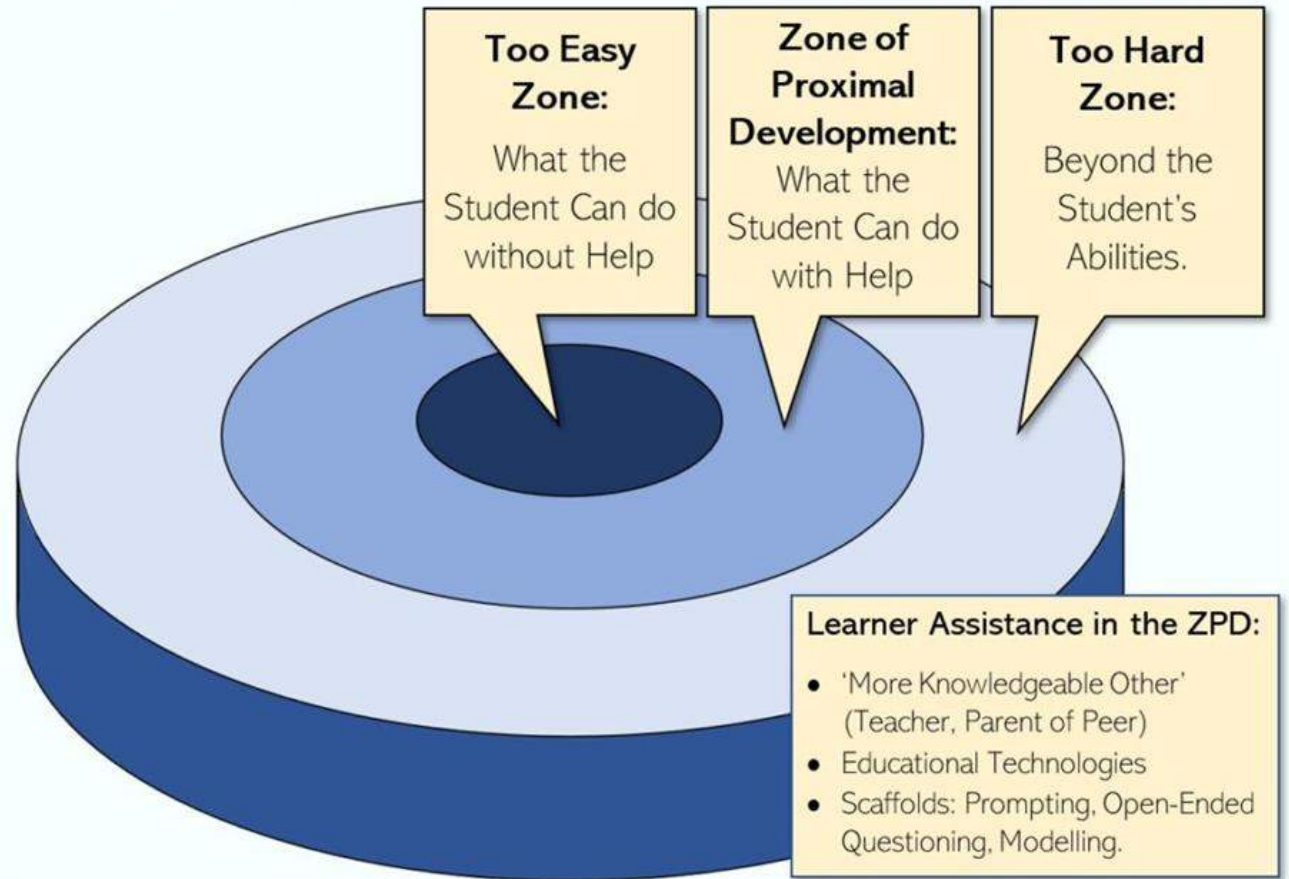
Motivation: Didau and Rose (2016)

- ▶ Didau and Rose (2016) pointed out that it is commonly thought that pupils are unable to learn unless they are motivated to do so. However, the causal link between success and motivation is not just one way. Experiencing success is equally, if not more, important for motivation.
- ▶ Their research suggests that experiencing success motivates a learner to challenge themselves further. Learning requires motivation, but motivation does not necessarily lead to effective learning.
- ▶ Top 20 principles from psychology for teaching & learning – David Didau (learningspy.co.uk)

Finding the 'sweet spot'

- ▶ To learn more, click here:
- ▶ [Vygotksy's concept of the "Zone of Proximal Development"](http://futurelearn.com) (futurelearn.com)

Vygotksy's Zone of Proximal Development




Effective Target Setting

- ▶ Set granular targets. Mentors can help trainees know what to prioritise, and how to achieve it, by setting small, concrete actionable development points that will enable them to close the knowing-doing gap.
- ▶ As you are targeting specific gaps in the trainee's skills and knowledge, keep targets to a minimum. No more than three is the general rule.
- ▶ Always identify time to review targets and encourage a cyclical approach to reflective practice. You are helping the trainee to set professional habits that will stay with them throughout their career.
- ▶ Link target setting to the BGU curriculum which is underpinned by the CCF
- ▶ Ensure that your targets are SMART

SMART Targets

S	Specific	Make your target specific and narrow for more effective planning
M	Measurable	Make sure your target and progress are measurable
A	Achievable	Make sure you can reasonably accomplish your target within a set time frame
R	Relevant	Your target should align with your values and your long-term objectives
T	Time-bound	Set a realistic but ambitious end date to clarify task prioritisation and increase motivation



In the following scenario, identify why Chris does not seem to be making progress. How do you think Chris will be feeling about this?

TAKE 5 MINUTES TO REFLECT UPON THIS
AND WRITE YOUR IDEAS IN YOUR NOTES.

Effective Target Setting: A Scenario

Chris's mentor carries out a one-hour observation of her trainee. While there are some strong aspects, the mentor notes that Chris needs to increase the pace of the lesson, be more aware of managing low level chatter, develop effective questioning techniques and implement scaffolding for lower attainers. These are diligently listed at the bottom of the observation form.

In the mentor meeting a few days later, the mentor talks through the feedback and Chris nods and agrees, yes, these are all things he need to work on.

In the next observation a couple of weeks later, the mentor notes that Chris needs to increase the pace of the lesson, be more aware of managing low level chatter, develop effective questioning techniques and implement scaffolding for lower attainers. In the mentor meeting, the mentor points out that these are the same development points and asks why Chris has not achieved these.

Can you provide Chris with 4 SMART Targets?

SMART Target 1	SMART Target 2	SMART Target 3	SMART Target 4
Increase the pace of the lesson	Be more aware of managing low-level chatter	Develop effective questioning techniques	Implement scaffolding for lower attainers

Can you provide Chris with 4 SMART Targets?

SMART Target 1	SMART Target 2	SMART Target 3	SMART Target 4
Increase the pace of the lesson	Be more man level	Active	Implement scaffolding for lower attainers

Can you provide Chris with 4 SMART Targets?

SMART Target 1	SMART Target 2	SMART Target 3	SMART Target 4
Increase the pace of the lesson	Be more aware of managing low-level chatter	Develop effective questioning techniques	Implement scaffolding for lower attainers
	In your maths lesson during Tuesday period 2, turn your focus to the children who are complying with your instructions and reward them using positive praise and names on the 'star board' in line with the school behaviour policy. We will reflect on the effectiveness of this strategy during our mentor meeting on Friday. You can see me model this with my class during Monday period 1.		

Effective Target Setting

When to Set Targets:

- ▶ Weekly: WCPR and TOPR
- ▶ PSP and CFC
- ▶ End of Placement
- ▶ Career Entry Passport

Resources to Inform SMART Targets:

- ▶ Formative benchmarks (expectations)
- ▶ Curriculum Progress Guide (progression)
- ▶ Pre-Placement Learning Summaries (for centre-based training reference)

- ▶ All resources can be found on the BGU ITE Documents Centre: [ITE Documents Centre](https://www.bgu.ac.uk/ite/documents-centre)
| [Bishop Grosseteste University \(bgu.ac.uk\)](https://www.bgu.ac.uk)

Take the Quiz

Click on the link and answer the questions about effective target setting.

► https://forms.office.com/e/mh3xpMse_xJ

If you wish, you can use this QR code to access the questions

