

Supporting Mentors with weekly meetings and target setting

Weekly Meeting & Target Setting

- These meetings provide an opportunity to identify what has been learnt and how the Associate Teachers has learnt it.
- It is also an opportunity to discuss strengths and skills, knowledge and practice needed to develop.
- Review targets set from the week before and set new targets
- Please comment on progress towards the BCU curriculum

Weekly Meeting and Target Setting		
Date:		
Note progress towards previous targets: (Associate Teacher to complete prior to meeting)		
Subject Knowledge discussion: Associate Teacher refer to Subject Specific Development Journal/Mentor refer to BCU ITE Curriculum Guidance:		
Identify subject knowledge needed for next week of teaching:		
Professional Development Discussion: E.g. Behaviour management, Planning, Adaptive Teaching, Assessment, Professional Behaviours		
Areas of strength:		
I have received formal feedback on: subject/area of learning (Associate Teacher to complete prior to meeting)	I have received informal feedback on: subject/area of learning (Associate Teacher to complete prior to meeting)	
BCU Key Theme	Target At least one subject specific target should be set following an observation. This should include what is the next step (to support Associate Teacher progress) why is this important (impact on pupil progress) and how will this be achieved (what actions are needed?)	Actions to Achieve Target
Mentor comment: (Refer to BCU ITE Curriculum Guidance)		Date:
		Signature:

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Subject Knowledge discussion: Associate Teacher refer to Subject Specific Development Journal/Mentor refer to BCU ITE Curriculum Guidance:
Identify subject knowledge needed for next week of teaching:

Associate Teachers **should** be sharing their Subject Specific Development Journal at the Weekly Meetings. They **should** be talking to you about how their subject knowledge has developed with links to learning from university and how they have applied it in the classroom.

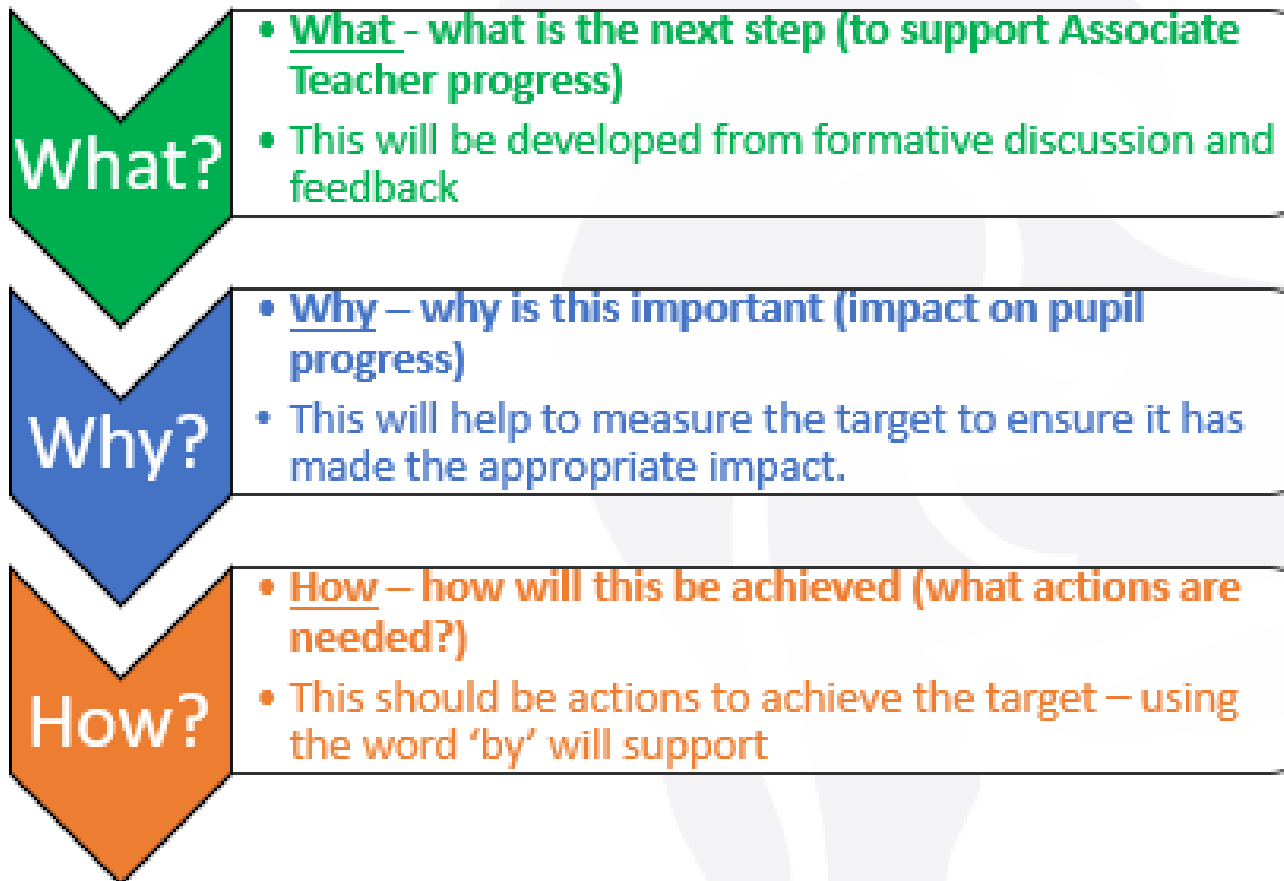
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Professional Development Discussion: Associate Teacher refer to Professional Studies Learning Journey/Mentor refer to BCU ITE Curriculum Guidance: ie Behaviour Management, Assessment for Learning, Planning, Adaptive teaching

Comments should be made relating to Professional Studies such as Behaviour Management, relationships with parents/carers, the wider roles and responsibilities of a teacher, planning and assessment.

Target Setting

What does an effective target look like?



Focus on Target Setting

Target Setting: At least one subject specific target should be set following an observation. This should include **what** is the next step (to support Associate Teacher progress) **why** is this important (impact on pupil progress) and **how** will this be achieved (what actions are needed?)

PE EXAMPLE:

To scaffold the learning to enable all children to demonstrate the skill of jumping from 2 feet to 2 feet using the STEP model.

MATHS EXAMPLE

To use concrete resources for column addition to ensure secure procedural knowledge by modelling methods using concrete resources and provide opportunities for pupil to use them alongside the abstract.

HISTORY EXAMPLE

To embed effective use of timelines in your history teaching in order to develop and secure children's chronological knowledge by revisiting university taught sessions for specific examples and including them within your history planning and teaching.