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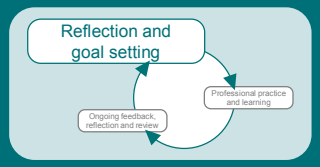
How can I ensure I get the most out of my goal setting?



Performance and Development

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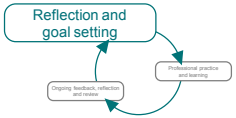

Performance and development toolkit overview

Reflection and goal setting

Resources

- Getting started survey – How do I perceive performance and development at my school?
- What is my role in the performance and development cycle?
- How can I ensure I get the most out of my goal setting?
- Goal setting guide

Professional practice and learning

Resources

- How does professional learning support my performance and development?
- How do I evidence progress against my goals?
- Examples of evidence
- How do I engage in classroom observation?
- Tips for collecting and documenting feedback

Ongoing feedback, reflection and review

Resources

- How can I initiate ongoing formal and informal feedback?
- How can I support effective peer-feedback in my school?
- How do I reflect on my own goal achievement?
- How can I make the most of my performance and development review?
- Performance and development review guide

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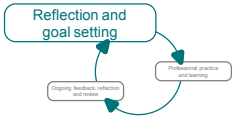
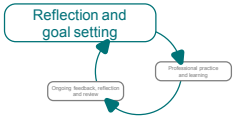


Why goal setting is important for my performance and development?

- A school's performance and development process offers opportunity for teachers to engage in targeted development focused on priority areas for themselves, their school and sector
- Setting goals, as part of the performance and development process ensures improvements in practice are focused, challenging, and aligned to professional need and context
- Feedback that stretches beyond specific goals can and should be provided when it will be valuable.

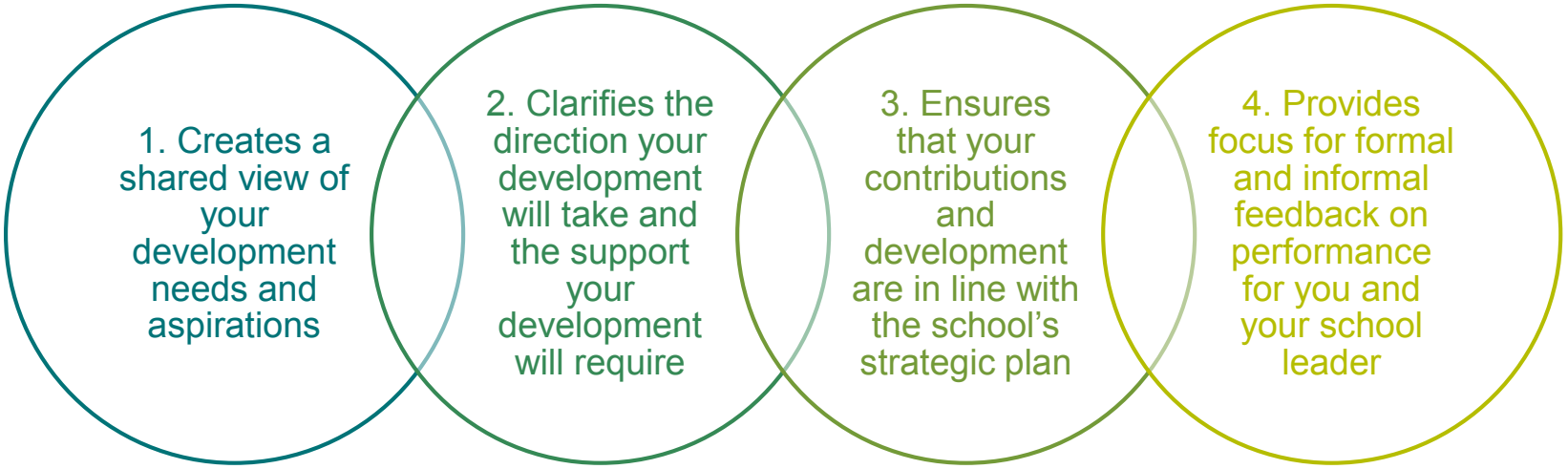
Research supports predictions that the most effective performance seems to result when goals are specific and challenging, when they are used to evaluate performance and linked to feedback on results, and create commitment and acceptance

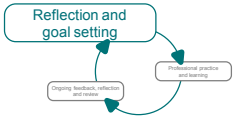
Lunenburg, F 2011, 'Goal-Setting Theory of Motivation', International Journal Of Management, Business, And Administration, vol. 15, no. 1, pp. 1-6



Why should I set goals?

> Central to the performance and development cycle is creating and agreeing your performance and development goals with your school leader/supervisor. Goal agreement is crucial because it:

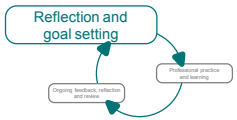




How can I set goals effectively?

Take a systematic step-by-step approach in your goal setting:

The following slides outline the key activities for each step



What opportunities are there for reflection?

Goal setting starts with reflection on practice to identify:

> strengths > areas for development > aspirations

Reflect on:	
Feedback from previous performance and development reviews	Your teaching practice in accordance with the Standards using the AITSL Teacher Self-Assessment Tool
Aspects of your peers' teaching you admire	Your teaching practice using a SWOT analysis
Formal feedback, for example observations, school surveys, student achievement results	Shared understandings of effective teaching in and role expectations in your school context
Feedback from members of your school community including school leaders, peers, parents and students	Your school's goals and priorities
School data on student performance	System/sector priorities and initiatives

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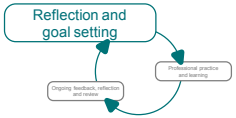

How do I turn my reflections into goals?

- Look through your reflections for:
  - recurring areas for development
  - what would most impact student learning, engagement and wellbeing
  - what addresses your aspirations as a teacher
  - areas of professional interest
  - opportunities to align with school/system/sector priorities and requirements
- Discussing your reflections with a trusted colleague, coach or mentor can help to identify aspects of practice you may not have considered and to clarify your developmental needs
- Based on this review of your reflections, and any instructions from your school, draft a small number of goals that are challenging but achievable

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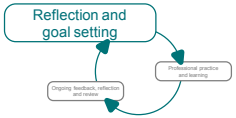

Using multiple reflections to inform goal setting

- Here is a selection of reflections from a teacher
- Three reflections have been drawn together to formulate a draft goal
- The remaining reflections may inform another goal in this cycle or a future cycle

Example Reflections

My school leader encouraged our team to participate in moderation activities to improve assessment

The **AITSL Self-Assessment tool** suggests I make use of multiple sources of evidence to review my teaching program

Student survey results highlighted classroom activities I set were not challenging enough for all students

Classroom observations last year showed I create an inclusive climate in classroom activities

One of our **school priorities** is on improving transition programs this year

Draft goal

Within the first two terms, I will improve my skills in facilitating inclusive but challenging classroom activities, so that my students can achieve to their highest level of performance, as evidenced by both assessments and student surveys

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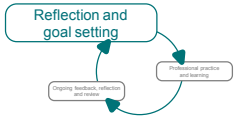


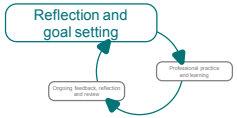
How do I know that my goals are SMART?

> Formulating SMART goals will help you to ensure they are targeted and achievable

> Your goals are SMART if you can answer "yes" to the following questions:

Specific	Is your goal formulated in a way that you and others understand what is to be achieved?
Measurable	Is it possible to tell at any point in time if your goal has been achieved or not? Does your goal clearly link to the types of evidence you will collect throughout the review period?
Achievable	Is your goal a stretch, but also realistic?
Relevant	Does the achievement of your goal have meaningful positive implications for your own teaching practice, student outcomes and the overall goals of your school?
Time-phased	Is the time in which this goal should be achieved clear?

> To ensure your goals are SMART, use the above table to support you in completing the goal setting guide



Goal agreement

- Once you have drafted your goals you will meet with your supervisor/school leader to review and revise these. This may lead to negotiated amendments
- The meeting is an opportunity to discuss your identified needs and aspirations and to ensure your goals:
  - are appropriately challenging
  - meet your development needs
  - are SMART goals
  - are attuned to school and sector goals and priorities
- Completing the goal setting guide will assist you to articulate why you have identified each goal, what evidence you will draw on and how each goal will support your development
- Discussing the actions you will take and the support you will require to achieve your goals will ensure you have every opportunity to improve your practice

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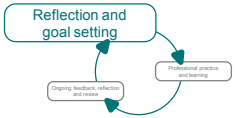

Negotiating and amending a goal

Reflection → Goal setting → SMART check → Goal agreement

Draft goal

Within the first two terms, I will improve my skills in facilitating inclusive but challenging classroom activities, so that my students can achieve to their highest level of performance, as evidenced by both assessments and student surveys

Supervisor discussion

What does facilitating inclusive activities mean? Is this providing differentiated activities? Or is it about the facilitation of them?
➔A more specific goal may be to choose one aspect to focus on

Does providing 'challenging classroom activities' refer to differentiating tasks to meet student needs?
➔ Using terminology from the Standards helps clarify the goal

What does it mean for students to 'achieve to their highest level of performance'? Is this about meeting the specific learning needs of students across the full range of abilities?
➔ Using terminology from the Standards helps clarify the goal

Agreed goal

Within the first two terms, I will improve my skills in differentiating classroom activities in order to meet the specific learning needs of students across the full range of abilities, as evidenced by both student surveys and school-based assessments (see specific items in year level assessment schedule)

Agreed school support

To assist the teacher's development, school support will include: Meeting with the learning and teaching leader to improve understanding of strategies for differentiating tasks. School leader to scaffold development of appropriate classroom activities and review planning documents