How to be a Successful Teacher

Strategies for Personal and Professional Development

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Contents

8

I Have 101 Things to Do … What Do I Attempt First? Goal Setting

Introduction

As teachers, we tend to be experts at setting goals for our students … yet how often do we apply the same goal setting to our professional life to ensure we continue to strive for success?

Setting goals is an ideal way of progressing in teaching. Consider the pathway of headteachers, inspectors, advisers who have all progressed from their teacher-training days. So, is goal setting the key to success? No! *Achieving* those goals is the key to success. In our experience, teachers often report setting goals that are either unrealistic, overly vague or they are so distant that they become demotivating. Examples of such goals include: 'I want to complete all my weekly planning over the holidays', 'I want to write all my reports this morning', 'I want to have a life and not work every weekend' … we're sure you get the picture.

Chapter objectives

- Understand the importance of goal setting and how it relates professionally.
- Distinguish between outcome, process and performance goals.
- Consider the strategies for setting relevant SMART/SMARTER goals.

What is goal setting?

Goal setting is a technique used to assist people in meeting targets at some point in the future. It is a 'how-to-get-there' resource which can, for example, help teachers to set targets in order to reach a certain level of expertise. Setting appropriate, specific goals helps to improve performance and enables levels of motivation in achieving these goals to continue. Essentially then, it is target setting. We must clear up one issue at this point. Goal setting involves setting one's own targets and is very effective in helping us to achieve the goals we set. In reality of course, other people may set targets for us. Often we are unable to negotiate or change these targets, so we have to find ways of achieving them. Goal setting is a way of moving closer to achieving those targets. You might not like the target set for you, but need to find a solution to achieving it. Goal setting offers that solution.

Activity 8.1

Before reading any further, list five or so targets in your journal, that you would like to achieve, or have been advised that you must achieve in the next academic year. These are your goals. Keep this list safe. You will need to refer to it later in the chapter.

Which perspective: outcome, performance or process goals?

Psychologists suggest that there are three different types of goal. It is important that you are aware of the difference between these types.

Outcome goals

As you might expect, **outcome goals are based on the end product of a performance: on its outcome**. By the very nature of outcome goals, the frame of reference is a comparison between your performance against targets, or ensuring your students reach their targets, or perhaps comparing yourself with another teacher's performance, and so on. You are comparing yourself on outcomes, outcomes which may well be beyond your control. In teaching, outcome goals are prevalent in terms of reaching targets. A teacher who may have set their class the target of all achieving a required grade and is teaching effectively may still fail to reach their set goal. Not only is this demotivating but it also does not take into account any success that has been achieved, for example, a student who has made exceptional progress from their starting point, yet who may still not have achieved the set target.

Performance goals

Performance goals may be seen as diluted versions of outcome goals. In essence, they **are related to a teacher's performance regardless of the outcome**. The comparison is between your performance now and your performance last week, or last month. An example of a performance goal might be to ensure all work is completed within the school week, so that the teacher has their weekends free to get refreshed (something that was perhaps unachievable a month ago). We would argue that performance goals are preferable to outcome goals, since they relate directly to a teacher's development. So, we may be the worst teachers in the school, yet if our performance is improving, we are achieving success!

A good use of setting performance goals is to modify an existing performance goal to see if you can push it that little bit further.

Process goals

Arguably the most appropriate kind of goal setting involves examining the process of teaching, the 'flow' required to get students learning in an effective, smooth manner. **Process goals are, therefore, about 'how it feels'**. Think of a time when everything was working well in the classroom, a time when you were in your element, where the lesson was effortless, enjoyable and exceptional (enough of the alliteration!). Consider why this was the case. What did you do to facilitate this successful scenario?

For every element of teaching, it should be possible to set a process goal so that you can get the most out of, yet expand, your teaching experience. You can do this by working out what information you will need to perform the process successfully. For example, you may have utilized a new teaching technique from a staff development session, or tried a new technique for getting the class in order. Perhaps you have adopted a new method of planning or assessing. Essentially, it is something that 'just feels right'. The key is to strive for the 'correct feel' and to take this knowledge into each aspect of your career. So, you should aim to set goals on the

basis of 'doing the job' rather than on the end product or outcome. If you take care of the process the outcome will take care of itself.

Activity 8.2

In your journal, note down in your own words the difference between outcome, performance and process goals. For each, note a couple of examples you could demonstrate. You may also want to discuss these with your mentor.

Is setting process goals the simple solution?

Although the idea of setting process goals might seem convincing, the simple answer is, *'No!'* Teachers may enhance performance by employing a combination of goal-setting strategies. Such a tactic would be ill-advised until you are sufficiently familiar with goal-setting techniques. Such techniques require investment of your time and effort before they can be adapted to suit changing situations.

How does goal setting work?

Knowledge of how goal setting may exert its effect on performance will help you to understand how to set effective goals and how goal setting can be utilized in directing your attention, channelling effort, persistence, and developing new strategies of learning how to overcome challenges. We will explore each of these in turn.

Directing or focusing attention

It is important to direct attention towards a specific goal. Teachers who do not focus on specific goals usually find themselves floundering and their attention easily distracted from the task at hand. You will perhaps have experienced the feeling of, 'So many things to do … which one first?' then you end up failing to complete any of them in a particularly focused manner. This might include not paying adequate attention to the timing and pace of your lesson. If attention is directed at ensuring a steady pace and ensuring you leave time for a plenary and clearing away before the bell, you can focus on this as a goal. Essentially, the teacher is breaking down the overall task of teaching into *small, manageable 'chunks'* which can be developed with practice; a sort of, 'I need to do X and Y if I want to do Z' approach.

Channelling effort

Having focused your attention on a specific goal, as in the example above, you then need to make a concerted effort to achieve that goal. On its own, therefore, directing attention is not enough. *Active effort* is also required in achieving the goal. You need to evaluate how you are going to achieve the goal.

Persistence

Having directed attention and mobilized effort in pursuit of the goal, the next step in the process is persistence. In attempting to achieve the goal, it is of no benefit for a teacher to direct attention and mobilize effort for the first few lessons of the day. It is not enough to persist for the three days of the week. *Persistence means having the stamina to keep going for the duration of the week.* It is the endurance element in order to reach the set goals which enables a teacher to achieve success.

Developing new strategies of learning to overcome challenges

Having directed attention, mobilized effort and persisted in the activity, you are finally able to develop new strategies of learning. This ensures that you do not become 'stale' and shows adaptation to the ever-changing circumstances. Think of this as being similar to evolution. No species remains the same but rather, constantly adapts to the changing environment. *A teacher should be striving to adapt to different situations, take opportunities when they emerge and look for the most appropriate strategy for the situation*.

Whether you achieve your goals may also depend on the following.

Ability

We have hinted at ability above. Your ability is an obvious point for considering whether you can actually complete the task successfully. Do you have the relevant knowledge, experience or resources to hand? Perhaps reflecting with your mentor can help improve your ability on a particular aspect. Avoid setting goals that are beyond your ability. Be aware, however, that as you develop, your ability may also increase.

Commitment

It is vital for a teacher to be committed to achieving the goals that he or she sets. If commitment is absent, there is very little chance that the goals will be achieved, at least in part because the desire must also be missing. This is more difficult when targets have been set for you. We like the idea of differentiating between targets (set by others) and goals (set by ourselves to meet others' targets). By differentiating in this way, you can 'take ownership' because you are striving to achieve your own goals, which will, in turn, meet others' targets.

Feedback

Feedback is a vital element of goal setting. Feedback provides the teacher with a way of *evaluating whether the goal has been achieved or not*. Of course, there are objective measurements that are of use in establishing whether a goal has been achieved, such as discussions with your mentor, observations, and so on. We would also argue that subjective information is relevant in terms of feedback, but only if it can be quantified. For example, we might ask you to rate the 'feel' or 'success' of a particular lesson on a scale of 1–10, where 1 is poor and 10 is excellent, as discussed below.

For example, imagine a teacher has been asked, 'On a scale of 1 to 10, how did the lesson on introducing the concept of gravity go?' Let's assume the answer is a 3, and of course, this is unique to that particular teacher on that particular occasion. We would then ask the teacher to explore ways in which they might approach this task in a different manner, in order to improve on the 3 rating. This could be through ascertaining what students already know about gravity through using concept maps, perhaps discussing in greater detail why things fall down as opposed to up, or additional practical activities on dropping different sized objects, and so on. Although this is subjective, it does offer a way in which a teacher can measure their performance.

Task complexity

The complexity of the task may influence the effectiveness of the goal. Setting a particular goal of completing all your short-term planning for the term may be unrealistic as you will have to be flexible and accommodating to your students' needs as they develop: your planning may be aimed at the wrong level. It is important therefore, when setting goals, that they are ***realistic, given the complexity of the task***.

The setting of inappropriate, outcome goals can lead to problems with self-confidence, anxiety and satisfaction. The more confident you are, the greater the likelihood of achieving the goal. Psychologists call this ***'self-fulfilling prophecy'***. If you believe that you will fail, you *will* fail. If you are confident that you will achieve, then you will. Additionally, each performance has a certain amount of anticipated satisfaction attached to it. ***When goals are achieved, satisfaction increases, confidence grows and motivation to achieve the next goal remains strong***.

Regardless of the theoretical perspective one adopts, goal setting remains one of the most important techniques in psychology in helping teachers to develop skills and achieve success. The effective use of goal setting is imperative in this development and, it is to this that we will now turn.

Reflection

Consider a time when you may have set a personal or professional goal. Did you achieve it? We tend to remember the goals we achieve and forget the ones we don't. As such, if you can remember a goal you didn't achieve, was this due to your ability or commitment, lack of feedback on progress or the complexity in achieving the goal?

Perhaps consider a goal you may currently be working on. Do you think it will need revising in light of what has been covered so far in this chapter?

Effective use of goal setting

From our experience in working with teachers, it is apparent that a lack of appreciation and understanding of goal setting has led teachers to set inappropriate goals, or to think about their performance in the classroom in the wrong way. This is quite normal. When asking teachers what their personal goals are, we tend to find that they do not set personal goals but their goals are linked in some way to the outcome of the class. We frequently get responses such as 'to ensure all my students reach x level in y subject'. In itself, this is all very well. However, the difficulty is that not all factors are controllable for your students in order for them to achieve a set target. By approaching goal setting from a different perspective, the attainment of others is not as important as the process of achieving personal and professional growth … which ultimately will ensure attainment as a by-product. Once a teacher understands this, their performance should improve and students will make the required target as a 'side effect' or consequence of the process. In our opinion, this is implicit in the way 'inspirational 'teachers, such as Phil Beadle, the award-winning, unorthodox yet effective 'super-teacher', approach their lessons. Telling teachers not to focus on student outcome is among the hardest things we do. Telling you that improving your own performance through setting appropriate goals is like putting money into a savings account; at some point in the future it will provide you with everything you need.

Guidelines for writing your own goals

Various types of goal-setting systems exist in psychology. However, most involve three logical, progressive stages: preparation and planning, education and acquisition, and implementation and review or follow-up.

Preparation and planning
It is important for you to assess your abilities and needs. For us, a teacher's input is essential and will guide our assessment. A useful method of keeping motivation levels high is to *set wide-ranging goals*, so that you can work on different elements at different times. It is important to plan to help achieve the strategies you have put in place, so that you are aware of whether progress is being made. For example, we may agree to use goal setting to:

- overcome motivational or confidence problems;
- aid the development of teaching technique and/or mental preparation;
- help you through a programme of injury rehabilitation;
- assist you in recovering from staleness or burnout.

Activity 8.3

Look back at the targets you listed in Activity 8.1. Plan and priori-tize your goals by making a list. Pick no more than three to work on first, before moving on to the next three, and so on.

Education and acquisition

When carrying out a goal-setting strategy, it is necessary to organize regular meetings with your mentor to monitor performance in relation to the set goals. Some people advocate working on a single goal at one time although we would suggest that you may be in a position to work on more than one goal during a particular period. Again, the responsi-bility for appropriate goal setting rests on collaboration between the teacher and the mentor.

After initial preparations, it becomes possible to observe and monitor progress and overall confidence in a teacher's ability. As goal-progression or goal-achievement data is collected, a picture builds up and this may serve to motivate you to continue with the programme.

Activity 8.4

Set a deadline for the future. This may be a week, a month or a term, depending on the goals you have listed. Identify what types of evidence you need to collect in order to assess your progress towards meeting the goal.

Implementation and review

It is important that you identify relevant procedures for the assessment of goals. If you do not know how the procedures work, there is little chance of success. Throughout the process, the mentor should provide appropriate support and encouragement wherever progress towards goal achievement is taking place. You should set a date for the review of your goals. It is important to reflect on progress, achievement or reasons for not meeting your goals.

In setting a date, it is necessary to be mindful of the time frame asso-ciated with different goals. Goals may be short, mid or long term. Of course, this distinction is specific to each teacher. What we consider to be a mid-term goal for one teacher, may be a long-term goal for another. We will now outline each type of goal below.

Activity 8.5

Reassess your progress at the deadline, or review date. Mark off the goals that have been achieved. If any goals have not been met, reflect on why this might be and consider revising the goal for a follow-up review.

Long-term goals

These are your ultimate goals, the things you desire most from your career. Long-term goals can cover a single year, or your entire career. You set the boundaries yourself and your long-term goals relate to your own perspective on time. However, this poses a problem in terms of keeping the motivation alive for the duration of the goal-period.

Mid-term goals

Mid-term goals act as a way of keeping motivation levels alive. They serve as a focus at a closer point in the future. How do you know whether you are progressing towards your long-term goal? You know because you have set and achieved a mid-term goal. Mid-term targets should be clear and should be set in relation to long-term goals. For example, if you have set a long-term goal linked to the end of a year, then your mid-term goal will perhaps be after a term. If, however, your long-term goal is a five-year plan, then the mid-term goal might be assessed at some point during the third year.

Short-term goals

Short-term goals are, again, relative to mid- and long-term goals. They serve as a focus point in the near future. You do not have to wait for too long before a short-term goal can be assessed for progress. In keeping motivation levels high, ***short-term goals should provide manageable, regular opportunities to achieve success***. In setting a personal target, rather than an outcome-based goal, you can concentrate on your own strategy, rather than becoming a pawn in others' games. Having achieved this short-term goal, you should then consider setting a new short-term goal for the next time frame.

Common goal-setting problems

Without appropriate guidance, it is easy to fall into the trap of failing to achieve the goals that have been set. If progress is not monitored, as we have mentioned, there will be an increasing likelihood that goals will not be achieved. Indeed if goals are not achieved, motivation may be diminished and performance impaired as a result. Not only should goals be monitored, but they should also be revised or readjusted as necessary.

If you have not achieved the goal set, then refocus, or 'dilute' it so that you can achieve it. It may be that the original steps towards the goal were simply too large. Keep this statement in your mind: 'If I chip away at my performance, I will get where I want to be at some point.'

It may be that the goals set are too general or not measurable. If you are unable to measure achievement towards the goal, how do you know whether you have reached it or not? We will discuss these points in greater depth, under the section on SMART targets. Similarly, if you set too many goals, you may not be able to achieve all, or any of them in the timescale you have set for yourself.

Finally, individual differences play a role in goal-setting problems. We would not ask you to compare your fingerprint with ours and tell us which one is the best. In the same way, the goals you set for yourself should not be related to what other people are doing or can do. We would, however, expect you to set a goal that might ultimately send you on the route to success … which indeed is among our foremost reasons for writing this book!

An introduction to SMART goal setting

SMART is an acronym for a technique that helps psychologists and teachers set appropriate goals. It stands for *Specific, Measurable, Action-oriented, Realistic and Time-phased* (although as with most acronyms, there can be variations on a theme). We shall take each element in turn.

Setting SPECIFIC goals

It is important when goal setting that you identify exactly what goal you wish to achieve. It is no use saying, 'I want to be a good teacher.' This is too general. Instead, you might wish to ensure that all your lessons utilize an effective plenary. If you achieve this, you can take the opportunity to re-adjust and consider other goals. If you focus on a specific goal, then a number of specific goals can make you that good, if not great teacher.

Setting MEASURABLE goals

Having set a specific goal, it is vital that some form of measurement is used to evaluate whether or not the goal has been attained. This is perhaps the most awkward aspect to set in terms of identifying an appropriate measure. Think of a piece of string. If we ask you to measure the string without using a ruler, the likelihood is that you will overestimate or underestimate its length. If you use a ruler, there is an absolute measure that can be relied on. Absolute measures are not always possible in goal setting. Nevertheless, the aim is to strive towards precise, observable measurement wherever it is available. A measurable goal is therefore quantifiable and, as such, acts to tell the teacher whether it has been reached.

Setting ACTION-ORIENTED goals

As one might anticipate, action-oriented goals are goals that highlight something that needs to be achieved. An action-oriented goal is not thinking about an activity, but rather is about taking steps that will change something.

Setting REALISTIC goals

If your goals are unrealistic, there is little chance of achieving them, motivation may diminish and performance may become impaired. Setting a realistic goal will provide a 'light at the end of the tunnel', something that is within your grasp and will assist you in getting to where you desire to be. It would be unwise, however, to set goals that are so easily reached that achieving them becomes meaningless. This high-lights the importance of setting realistic, yet challenging goals. If there is little in terms of challenge, you are unlikely to receive satisfaction from the task. In writing this book, we set ourselves the goal of writing 1,000 words a day. We consider this to be realistic and challenging, with-out being so difficult that we cannot meet the goal. As a result, we have been successful thus far and get a sense of satisfaction every time we achieve our goal for the day. If we set our sights beyond this word count we may not reach the daily goal and this may lead to despondency. If, on the other hand, we set the goal at 500 words a day, we doubt if we would get any satisfaction and you would not be reading this book!

Setting TIME-PHASED goals

There is little use in setting goals without a deadline for review. This essentially is what we mean by the term, time-phased. A time-phased goal must be accomplished by a particular deadline, or 'target date'. Again, if you set a deadline that is too short, the goal may not be achiev-able, so it is important to remain realistic about your expectations for accomplishing the goal. Of course it is possible that you may have dif-ferent goals with different deadlines. So, you may have a time-phased goal linked to performance during the forthcoming lesson, but you might also have a time-phased goal of achieving consistency over a number of lessons this half-term. There is, therefore, an element of crossover with target dates.

⌇ Reflection

Start to consider SMART goals for your development. Just make a mental note of these at the moment as we will come back to setting them shortly.

Even SMARTER targets

It has taken a few years but the SMART acronym has been extended to include Exciting and Recorded. Exciting targets ensure that you meet them sooner than bland targets. Recorded relates to writing the goal somewhere that you can see it every day as opposed to filing it away and forgetting about it. We will discuss this further in a moment.

We like the idea of recording goals but disagree that they should always or indeed can always be exciting. Sometimes a goal may be bland, yet necessary and there is nothing we can do to alter its blandness. However, if it is exciting, you are more likely to achieve it, because striving to achieve it is enjoyable.

Additional practical guidance on setting goals

The psychology literature provides additional practical advice for effective goal setting. Issues include setting performance and process goals, setting goals for complementary areas, recording goals, and goal-commitment and support. We will briefly outline each issue below.

Setting performance and process goals

It is good practice to set both performance and process goals. Indeed, it is acceptable to set outcome goals, but these should be of secondary importance. Performance and process goals should provide you with the necessary requirements to achieve the desired outcome. You should concentrate on your own performance and the process you go through to achieve that performance.

Setting goals for complementary areas

It is quite common for teachers to set goals only for the day-to-day job. We would, however, advocate that you set goals for all aspects of life that relate to your teaching. As teaching is likely to take a considerable 'chunk' out of your week, ensuring you are able to balance other dimensions of your life is crucial! You should also consider whether to set goals in relation to themes discussed elsewhere in this book. While you might have a National Curriculum-based set of goals on one sheet of paper, a set of exercise/physical activity goals on another sheet of paper, a set of confidence-related task goals on a third, a set of time management goals on a fourth and … the list is almost endless.

Consider earning your salary but frivolously spending it to 'reward' yourself for a job well done. This may lead to debt (if your student loans aren't enough!) which in turn will add pressure to your life and potentially undermine all the good work you have done so far. Setting goals for spending time with family and friends, or for exercise and entertainment, and so on are also vitally important.

Recording goals

Recording goals is vital to progress. The academic year is long: if we ask you in May, to cast your mind back to a lesson in January, could you remember all aspects of what happened? This is unlikely! Consequently, we would encourage you to keep a personal log relating to your goals. What were the goals for each week? Did you achieve them? If not, why? What were the readjusted goals? Did you achieve them? It then becomes possible to look back over the year, review progress and reflect on the implications in advance of next year. Examples of ways in which to record goals can be found later in this chapter.

Goal-commitment and support

It is important that teachers 'buy in' to the idea of goals and their effectiveness in improving performance. The teacher must show commitment to achieve. All people associated with the teacher are in a position to foster that commitment by providing support wherever possible. It is of no use whatsoever for the mentor and teacher to work on a goal-setting programme, only for the headteacher to override the programme and instead set unrealistic, outcome goals. If everyone is aware of the goals, achievement becomes more likely.

Feedback

As we have pointed out elsewhere, feedback is a vital element in goal setting. The mentor is responsible for evaluating progress on the goal-setting programme and providing feedback where appropriate. Feedback may sometimes be seen as 'criticism' depending on how it is delivered. However, it should be viewed as a means of communication that enables the teacher to refine their performance.

Reflection

Consider the way in which feedback is given. What is the difference between positive, constructive feedback and criticism?

Activity 8.6

Having reached the end of this chapter you should now be able to set your own SMARTER goals. These may vary considerably from the way in which you wrote down the goals in the earlier activities in this chapter. Your task is to put these newly acquired skills into operation. The form at the end of the chapter should be used to list these goals.

We have included a summary information sheet at the end of this chapter that we give to teachers during discussions on effective goal setting. We find it useful because it provides sufficient information to enable teachers to refer to it quickly and easily during their hectic schedules.

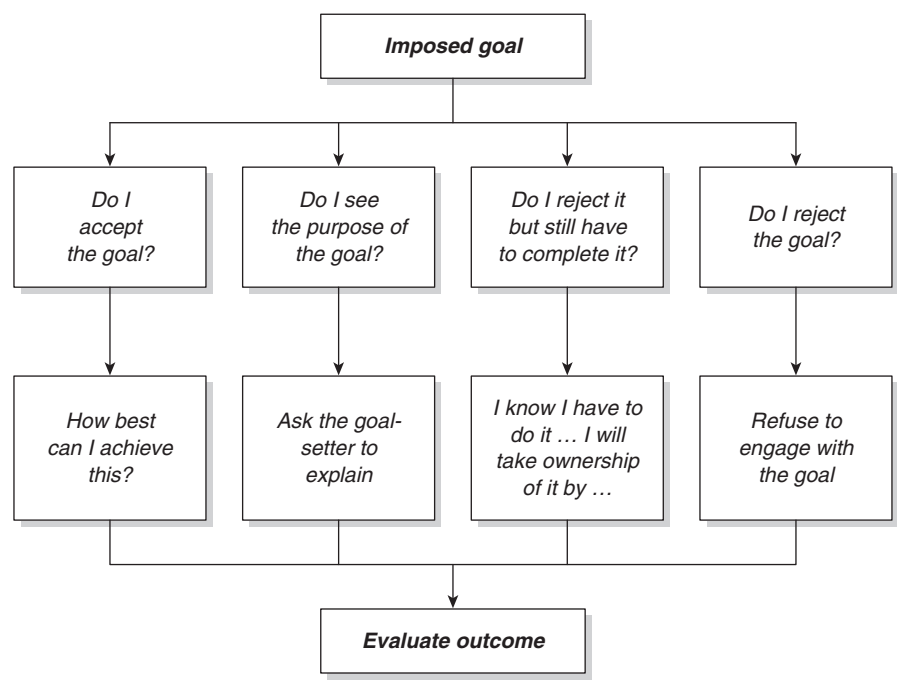## Dealing with 'imposed' goals

From time to time, you may be set goals over which you have had little, or no, control. By this, you may have been asked to complete a task which is not necessarily part of your workload. If you are assertive enough to give a resounding 'no' at the outset, this would be beneficial. If you have reluctantly agreed to the goal (because you were caught 'off guard' or thought that it would make you 'look good') will you continue to question your decision, or see it as unfair? Of course, there are always 'shades of grey' with such issues! You may not want the goal that has been set for you, and you know that refusing to engage with it will have an adverse effect. If we analyse the situation, it is possible to identify ways to deal with this (see Diagram 8.1).

As discussed in Chapter 3 on motivation, the area of self-determination is characterized through feeling competent (having the skills), the feeling of autonomy (being in control) and the feeling of relatedness (how you engage in the social setting). If one (or more) of these areas is threatened, you may well feel uncomfortable with what has been asked of you. For example, you may be asked to step in to cover a lesson for another teacher. You may well have the skills; you may well understand that this will be looked upon favourably; however, you may feel that the control over your 'free time' has been taken away.

So how best can you deal with such situations? The key is to identify what is causing the personal disharmony. Once this is identified, you can then take the necessary steps to regain control as identified in the suggestions below:

- Lacking the competence – discuss that you may not have the skills or confidence necessary to complete the task. Perhaps you could work with somebody on achieving the goal.
- Lacking autonomy – look for a way in which you can make the goal personally meaningful, or a way in which you can assert your autonomy while working with the goal.
- Lacking relatedness – identify how you could work with others in order to reach a satisfactory conclusion to the goal.

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Diagram 8.1   Possible ways of dealing with 'imposed' goals

Activity 8.7

Consider a time when you were asked to complete a goal that was 'imposed' by another. What were your feelings? What was the resolution? Re-evaluate the situation in relation to the three areas of self-determination. For this, note down in your journal strategies in which you could have reasserted control over such 'imposed' goals.

One-minute summary

Effective goal setting is a fundamental skill in order to progress successfully within teaching. To this extent, it is important to focus on the type of goal you are aiming for. Is it one or more of the following?

Outcome – focusing on the end product.
Performance – focusing on your actual performance.
Process – focusing on how it feels.

Setting goals is useful as it helps direct and focus your attention, in turn channelling your effort and ensuring persistence. As a product of achieving the goal, you may also have developed new strategies for learning to overcome challenges. However, any goal is dependent on your ability to achieve that goal, your commitment, obtaining feedback so you know how well you're progressing and, finally, task complexity – if the task is too complex, can it be divided into smaller goals?

The key message is that a written goal somehow becomes formal. It is there for you (and others if you wish) to see. You have therefore committed yourself to set about achieving it. Setting SMART or SMARTER goals is perhaps the best way to proceed.

Short-term strategies for the here and now

- Do you have any definitive goals, or is it that you just want to survive? Goal setting can help you make better use of your time and keep you more focused so not only are you surviving, but you are also thriving as you are receiving feedback as to the excellent job you are doing.
- Set one or two short-term goals for the coming week. They could be anything – perhaps even something 'routine' like ensuring by the end of the week you can have a weekend to yourself. In order to do this you may need to consider when would be best to complete your planning for next week and when would be best to complete your marking, and so on.
- Use the SMART planner at the end of this chapter to structure this goal. As a worked example:

  o (S) Complete next week's planning by Friday.
  o (M) All lessons for all five days will be planned and prepared.
  o (A) Planning sheet and lesson plans need completing.
  o (R) The planning can be achieved after the team meeting on Tuesday.
  o (T) Monitor progress on Wednesday. This will allow two days to prepare resources.

Mentoring issues

The three stages of preparation and planning, education and acquisition, and finally implementation and review would be worth rereading as they specifically highlight issues to discuss with your mentor.

Your mentor may have already negotiated targets with you. You may want to re-evaluate these with your mentor so that they adhere to the SMART framework as discussed throughout this chapter.

Remember that feedback is important: as such, your mentor should be able to inform you of your progress towards achieving these goals.

📖 Further reading

There are numerous books on goal setting that are available, ranging from the theoretical to the practical. As we have noted in this book, a balance of both, theory to contextualize the practice, is essential. Consequently, we feel that the advice given in this chapter is an ideal start to goal setting. The following books and papers are listed to supplement your understanding.

Hamson-Utley, J.J. and Vazquez, L. (2008) 'The comeback: rehabilitating the psychological injury', *Athletic Therapy Today*, 13(5): 35–8.
This paper explores the relationship between physical and psychological components in the rehabilitation of athletic injury. For our purposes, however, it discusses how goal setting can provide an element of control in the recovery process (and the principles would be no different if you are recovering from a non-sporting injury). It also discusses the link with mental imagery, to promote healing, decrease pain and improve self-motivation.

Lee, S.H., Palmer, S.B. and Wehmeyer, M.L. (2009) 'Goal setting and self-monitoring for students with disabilities: practical tips and ideas for teachers', *Intervention in School and Clinic*, 44(3): 139–45.
This paper (written for the US education system) gives practical guidance to teachers on self-monitoring, through goal setting, for students with disabilities. Nevertheless, it provides practical examples, tips and strategies on how the teacher can support students in striving towards their goals. In our opinion, it would be wise to read this paper and apply it to your own goals, in order to gain an appreciation of how to support your own students, when helping them to set goals.

Mayne, B. (2006) *Goal Mapping: How to Turn Your Dreams into Realities*. London: Watkins.
This book discusses the principles of success before progressing to discuss 'the goal-mapping technique' which uses words, pictures and symbols to 'programme' your goals.

Wilson, S.B. and Dobson, M.S. (2008) *Goal Setting: How to Create an Action Plan and Achieve Your Goals*. 2nd edn. New York: Amacom.
The book encompasses such topics as dealing with obstacles, being assertive, delegating and time management in order to achieve your goals. The book is a practical toolkit with worksheets, and so on.

Date	
Focus	

Specific	
Measurable	
Action-orientated	
Realistic	
Time-phased	

Date for review of goals	