

Reflection and

goal setting

Ongoing feedback, reflection and review

Professional practice

and learning

Performance

and

Development

Goal setting guide



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Performance and Development toolkit overview

Performance and Development

# Goal setting guide

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| This guide can be used for annual goal setting as part of the formal performance and development cycle. It can also be used for goal setting in the context of a coaching relationship or for shorter-term goal setting resulting from personal reflection, classroom observation or any other feedback. |
| Teacher’s name: | Review period: |
| School leader’s name: | Date completed: |
| SMART Goals are: |  |
|  | Specific | Measurable | Achievable | Relevant | Time-Phased |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Performance and development goal to be achieved (stated simply) | Evidence that will be used to demonstrate progression and goal achievement | What actions will I take to achieve the goal? | How does my goal connect to my professional growth, my school’s priorities and my students’ outcomes? | Timeframe within which the goal will be achieved | Support that will be required from the school to achieve the goal | Is the goal SMART?Yes/No |
| 1 | Improved skills in differentiating classroom activities to meet student needs | Student surveys and school-based assessments (see specific items in year level assessment schedule) | Peer observation, research, collaborative work with colleagues, leading to trialling a range of differentiated activities | I want to ensure I am meeting students’ needs. Student surveys highlighted the need for greater challenge. Appropriately challenging activities should lead to greater student achievement | Within the first two terms | Meetings with teaching and learning leader to improve understanding of strategies for differentiating tasks.Teaching and learning leader to scaffold development of classroom activities and review planning documents | Yes |
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