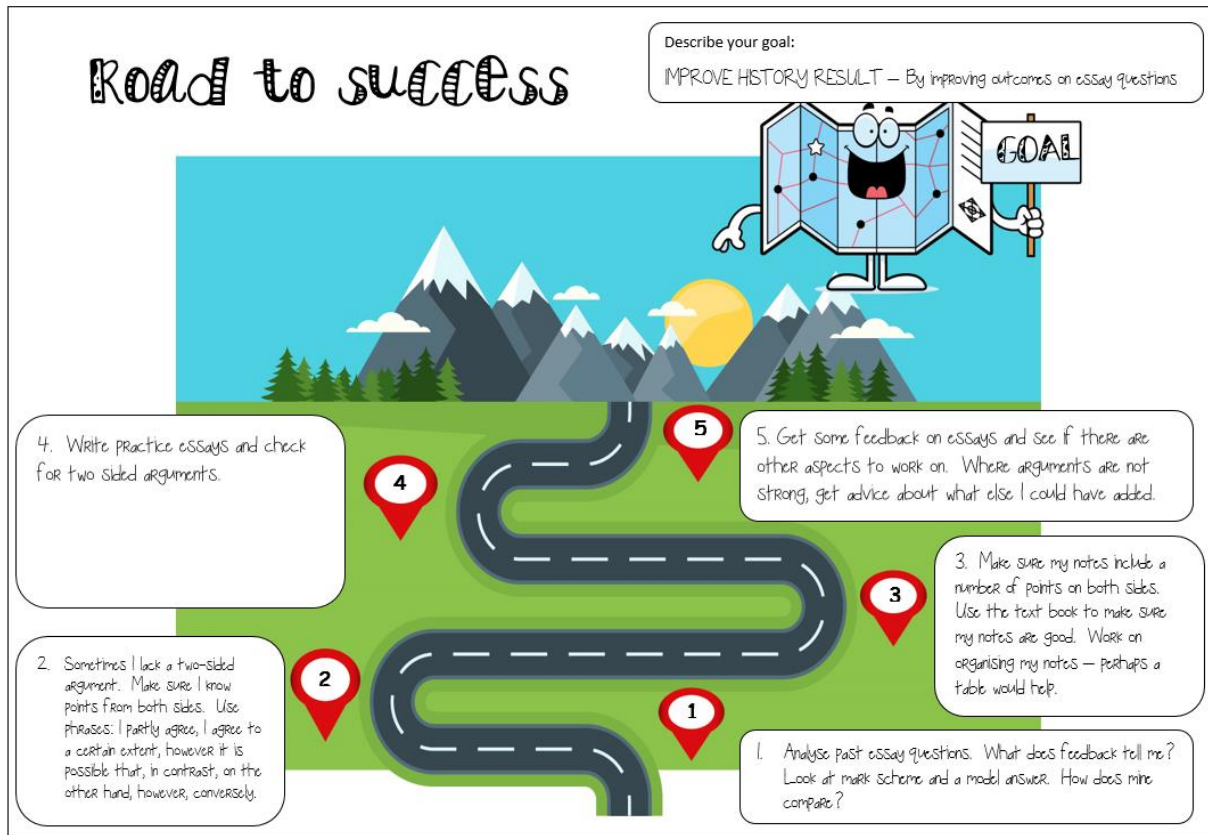


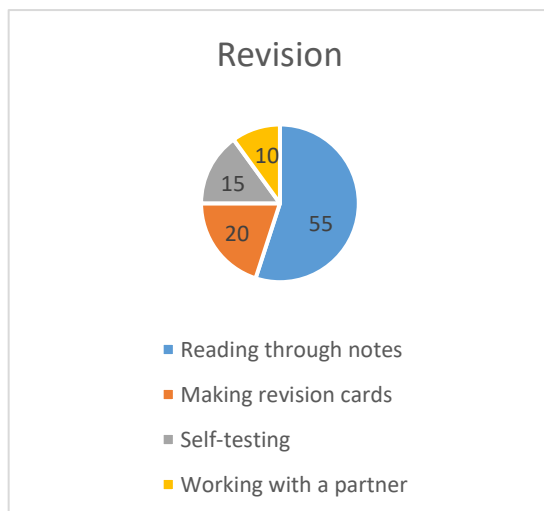
Goal setting and coaching conversations regarding targets

The more we reflect on our performance and work to create a vivid vision of the actions and mental state that might will lead to improved outcomes, the more likely it is that we will achieve our goals. Simply having a goal is a step in the right direction. However, break the goal into smaller chunks is more likely to bring about success. Monitoring our plan towards achieving our goal is critical.



Vague statements, such as try harder, revise more, spend more time on this – are too vague to be helpful. It is advisable to get help on planning a route map in order to avoid vague statements.

A plan, such as the one illustrated above, can then be referred to regularly to review the progress that is being made towards achieving the goal.



Visual maps, flow charts, pie charts and rubric tables can all be helpful in reflecting on current performance and goals.

Pie Chart

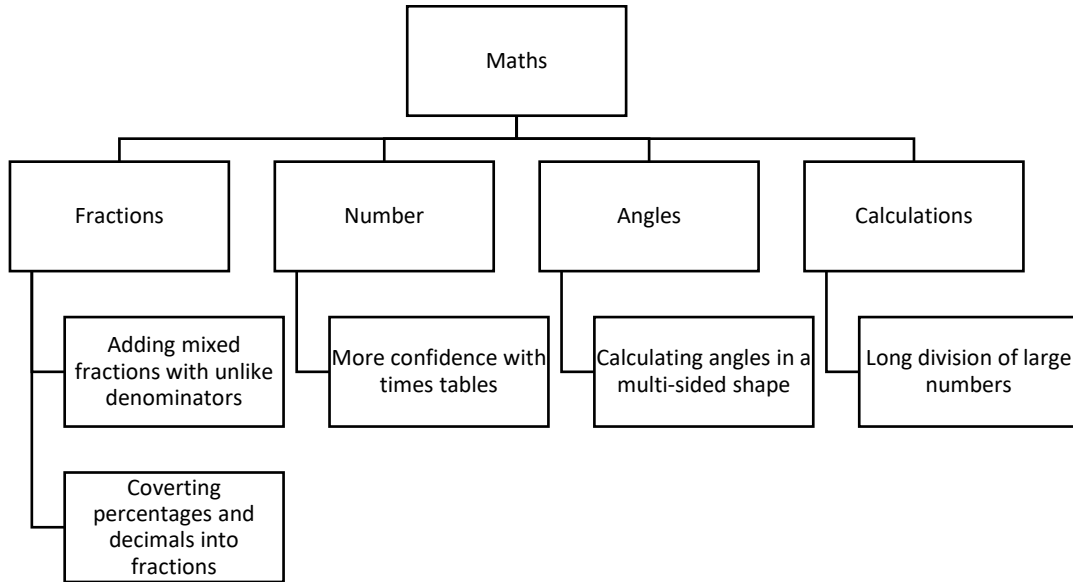
How do you divide your revision time? What percentage of the time do you spend on different strategies? How many different strategies do you know? Do you need to expand your repertoire? How effective is your current approach? Does the approach differ between subjects / topics? How might you need to change your approach? Have you recently introduced any new strategies? How are these working for you?

Tree Map

I need to know more about...

I need to be more confident with...

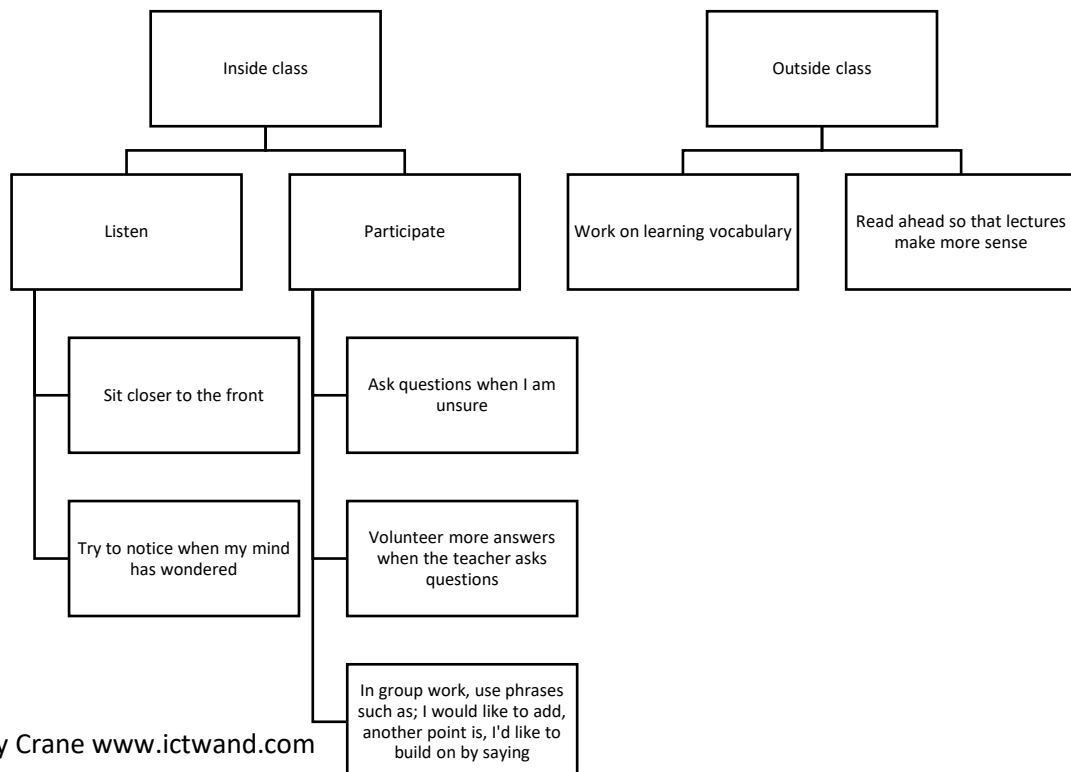
I need to practise...



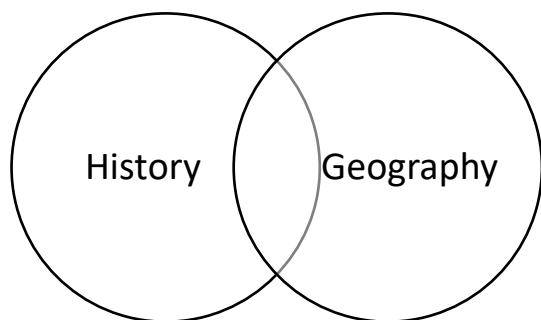
What strategies will you use: Watch YouTube video clips on long division and fractions. Take time to learn the times tables, particularly multiplying by 8 and 9. Complete some practice questions on angles – get Paula to help me if I get stuck. If I am still having problems, ask Mrs Smith to go through one or two example questions.

Use a tree map to identify topic areas that need to be improved. Then within the topics, try to identify what specifically is the issue. Once you have identified the issues – work out an appropriate strategy for improvement.

Tree Map



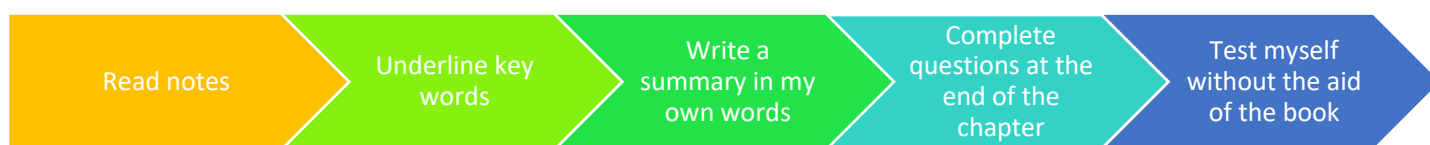
Venn Diagram



Compare and contrast how you are in class, how you revise or how you approach homework in two different subjects. Consider what is working well in one subject and how this could help you improve performance in another subject. Sometimes the reason we are not performing equally well, is that we are not approaching both subjects in the same way – or we are using the same approach, but it doesn't work as well for both subjects and we need to modify it.

Flow diagram

Create a sequence of events that will help you improve a particular element of a subject.



Discuss learning with a partner, an older pupil or a teacher

Possible areas to discuss:

Essay writing	Exam technique	Revision strategies	Planning how to use revision time
How well prepared I am for lessons	Use of mock exam feedback	Question formats	Strategies for overcoming difficulties in the examination
Listening skills	Note taking skills	Participating in discussions and playing an active part in group work	Ask questions in class
Marking and feedback	Vocabulary (academic, e.g. explain, justify, hypothesise) and subject specific	Picking out the key information in a text	Unpacking questions / understanding how to answer a question
Use of thinking maps	Approach to homework	Use of time in lessons	Self-initiative in driving forward my own learning

Error Analysis

Look back over exercise books in the past week. Where were your:

- Errors
- Lost marks
- Mistakes

What can you learn from this? How can you use this knowledge to your advantage? What are the implications?

General reflection questions

1. What has been successful for you this week?
2. Why was it successful?
3. What can you learn from this?
4. What didn't work well for you this week?
5. Why do you think this was?
6. What can you learn from this?
7. Looking back at teacher marking and feedback, what areas have you improved in and which areas do you need to work on? How might this best be achieved?
8. Looking at recent test scores – what are your areas of strength / areas for improvement? What topics were you most / least successful in? Which questions did you answer correctly but drop marks in, e.g. 2 marks achieved in a 3 mark question? What question types (e.g. source based, multiple-choice, short answer, essay) were you most / least successful in. How can you use this knowledge to your advantage?
9. In lesson time, what elements of 'being a good student' do you think you exhibited and which aspects do you think you could improve on?
10. What will you focus on improving next week?

Reflective Journals

There is some research to suggest that keeping a reflective journal can help students to improve their performance and take greater ownership of learning by providing insights into both what has been learned and how it was learned. Students spend 15 minutes at the end of the school day writing a learning journal. Initially, it is likely that students will need help on the content of journal entries. It is useful for them to see models of journal entries – therefore trailing this approach with the most reflective students might be prove to be useful in collecting together examples. Below are some examples of prompts and formats that can be used in reflective journals.

Ideas for Your Learning Journal

I can now ... because ...

... is worth the time because ...

I enjoyed ... because ...

... was hard because ...

I chose ... because ...

... was easy because ...

I want to ... because ...

... was interesting because ...

I plan to ... because ...

... was enjoyable because ...

I will not forget to ... because ...

... made me think because ...

My goal is ... because ...

... prompted questions because ...

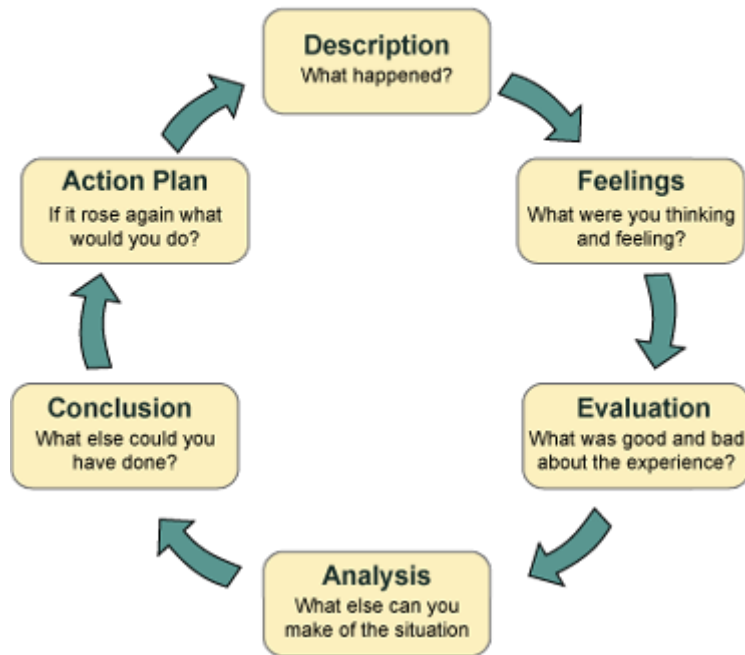
I liked ... because ...

... made me feel uneasy because ...



Date	25th April
Description of event	Tutorial
What did I learn?	Clarified block 3 themes and linked them to what I need to know for the exam.
Short term implications	Useful for the TMA in 3 weeks.
Long term implications	Remember to come back to the themes when I'm revising.
Feedback from others	I found that other students were also confused about the meaning of section 2 - some of us are going to discuss it a bit more on the forum.
What will I do differently?	Get in contact more with other students - it helps to know that others get confused by things on the course too, and talking about it seems to help. I'll make more use of the forums.
Notes	I've still got a query about the TMA question - must ask my tutor.

Gibbs Reflective Cycle



REFLECTIVE LOG

Name: _____

Date	Today's Goals	What Went Well	Areas for Improvement	Goals for Next Session
Before Next Session, I Will...			Other	

<p>The situation - what happened; how did I think, feel and act?</p>	<p>I meant to start work on my TMA02 today but kept finding other things to do. After 2 hours, I still had not written anything.</p>
<p>Why might things have happened that way?</p>	<p>When I thought about it, I realised that I was worried about whether my tutor would see any improvements on my first TMA. I really want to show I'm taking her feedback on board.</p>
<p>What might I have done differently? What should I try next time?</p>	<p>I could have thought about my tutor's positive comments. I could be more determined to use my study time as I plan to - I could even promise myself a 'treat' if I meet a goal like writing a draft of a TMA.</p>

Choose a Topic to Write About in Your Journal

This is how I feel about my learning.

This is what I'm looking forward to this year.

This is what I really want to learn.

This is what annoys me at school.

This is what worries me about learning.

This is what I want my teacher to know.

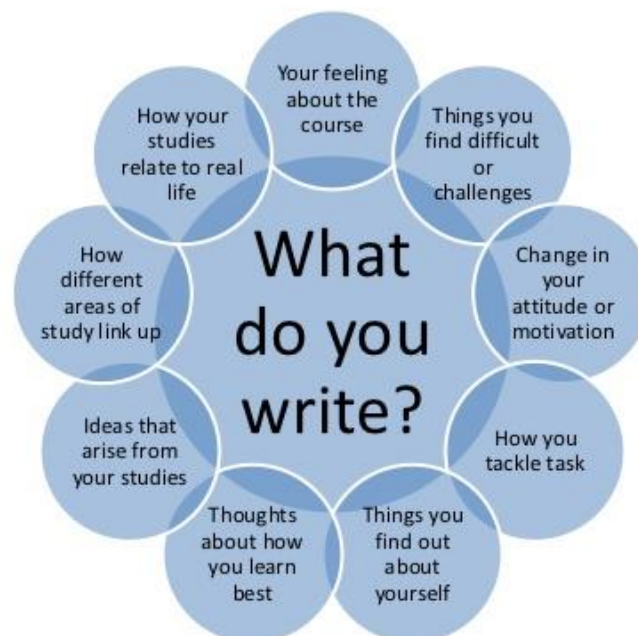
This is what I can do to help others at school.

This is what excites me about learning.

This is how I want the teacher to help me learn.

This is what helps my learning.

Reflective Learning Journal





Brainstorm

Idea for a Goal

[Large dashed rectangular box for writing an idea for a goal]

What would you need to do to reach this goal?

[Dashed circular box for writing a step]

[Dashed circular box for writing a step]

[Dashed circular box for writing a step]

What help will you need?

[Large dashed rectangular box for writing help needed]

How long do you think it will take?

[Large dashed rectangular box for writing time taken]

Why do you want to do this?

[Large dashed rectangular box for writing reasons]

NAME:

GROW coaching (Goal, Reality, Options, Wrap-up and actions)

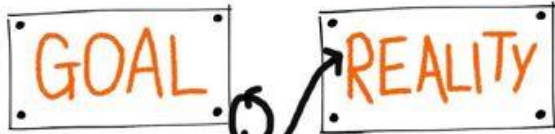
This is a useful tool for older students. It is a more open ended discussion tool for considering goals and strategies for achieving the goal. Teachers support students to understand what coaching is and provide them with a format for discussions, such as the GROW tool. Students meet on a regular basis and coach each other.



COACHING using GROW



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Your role is to help them clarify the **GOAL**



Ask questions to help determine:

- What issue / area they want to focus on
- What they want to achieve out of the session



by Melanie Eyres
www.discoveryinaction.com.au

On a scale of 1-10...



COACH'S role
your role is to help them understand what is happening now + gain **INSIGHT**

Ask questions to:

- Clarify the current situation
- Determine the current impact
- Determine future implications
- Invite self assessment



your role is to help them find out what is **POSSIBLE**

* generate options
* assess options

Generate options

- How could you make that happen?
- What else could you try?
- What else...?

Assess options

- What is the best / worst thing about that?
- Pros and cons?

Only offer your ideas after you have pushed them to come up with their own

THINKING



your role is to help them find a **WAY FORWARD**
+ Commit to **best actions**

- Which option do you think will work best?
- What is the next step?
- What will you do? When?
- What might get in the way? How might you overcome that?
- What support might you need?
- How might we follow up?



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