

SMART planning template with examples

Focused on the Graduate Career stage from the Australian Professional Standards for Teachers

When writing SMART goals, it might be helpful to follow the structure below and consider the questions below. Please note, a SMART goal does not need to be written in the order of the acronym, the most important thing is that the goal is specific, measurable, achievable, relevant and time-bound

SMART	SPECIFIC Describe your goal. <i>State the goal simply.</i>	ACHIEVABLE I will... <i>State the actions you will take to achieve the goal</i>	RELEVANT Identify the focus. <i>Reference to the APST, school priorities and/or departmental vision etc</i>	MEASURABLE Measures of success <i>How will you know you have succeeded?</i>	TIME BOUND Completion date <i>When will the goal be completed by or how often?</i>
Questions to consider	<ul style="list-style-type: none"> • What goal are you trying to accomplish? • Who needs to be included? • When do you want to do this? • Why is this a goal? • What exactly do you want to happen? • Is it clearly written? 	<ul style="list-style-type: none"> • What activities will you put in place to ensure you achieve this goal? • Do you have the skills required to achieve the goal? If not, can you obtain them. • What professional learning do you need to undertake to help you achieve your goal? • Is this goal too easy to achieve? • Is it out of reach? • Can you get the support needed to achieve the goal by the target date? • What is the motivation for this goal? 	<ul style="list-style-type: none"> • Why am I setting this goal now? Is it aligned with overall course/subject objectives? • What Standard/s and Standard Descriptor does this goal relate to? • How does this goal relate to the school's priorities? • Is this important enough for me to put a plan in action? • Does the goal make a difference to your teaching/ career/ students? 	<ul style="list-style-type: none"> • What is your intended outcome? • What evidence will you use to show you have achieved your goal? • Does your goal answer the question 'how much or how many'? • How can you measure progress and know if you've successfully met your goal? 	<ul style="list-style-type: none"> • What is the timeline for achieving this goal? • Do you have a completion date? • Have you set check points along the way to monitor progress?
Examples (this is not an exhaustive	<ul style="list-style-type: none"> • Design activities to engage the diverse 	<ul style="list-style-type: none"> • Observe other classroom teachers 	<ul style="list-style-type: none"> • Know students and how they learn 	<ul style="list-style-type: none"> • Student feedback, data and work 	<ul style="list-style-type: none"> • 1 week into professional

<p>list, use as a starting point to help you write SMART goals)</p>	<p>perspectives and needs of students.</p> <ul style="list-style-type: none"> • Adapt tasks to student readiness. • Explore different ways to assess students' prior knowledge. • Explore 8 – 15 strategies to manage and respond to student behaviour. • Use formative assessment by provide tools for students to assess their own work. • Observe 2 -3 learning support team meetings to gain a better understanding of Standard 1 	<p>and reflect on what you saw.</p> <ul style="list-style-type: none"> • Use models of best practice to develop/design a new lesson sequence on ... • Gain skills in • Analyse • Investigate how. • Acquire information on • Become familiar with • Enhance my understanding of • Learn about/how to • Enrol in • Access the school-based mentor and observe a beginning teacher meeting / lesson observation. 	<p>(Standard 1)</p> <ul style="list-style-type: none"> • Know the content and how to teach it (Standard 2) • Plan for and implement effective teaching and learning (Standard 3) • Create and maintain supportive and safe learning environments (Standard 4) • Assess, provide feedback and report on student learning (Standard 5) • Engage in professional learning (Standard 6) • Engage professionally with colleagues, parents/carers and the community (Standard 7) 	<p>samples.</p> <ul style="list-style-type: none"> • Supervisor feedback on the teaching and learning cycle. • Mid placement or end of placement professional experience report. • Classroom observation reports • Professional conversation with other teachers, mentors, school executive and other meetings. • (G) TPA 	<p>experience.</p> <ul style="list-style-type: none"> • Mid placement report • End of the professional experience placement.
<p>Write your own goal and transfer this to your PDP template</p>	<p>Examples:</p> <ol style="list-style-type: none"> 1. By the end of Week 5 of placement, I will use supervisor's feedback, visit other classrooms, and talk to a range of teachers to implement and practice at least 15 different management strategies. So that I can leave this placement feeling confident in my ability to enter a classroom and know the steps and strategies to manage most students. 2. By the end of placement, I will be able to deliver engaging and educative lessons that are understood by all students. This goal will be measured through observation of student engagement, collecting student work samples, and using end of lesson formative activities to gauge their understanding of the learning intention and success criteria. I will achieve this by teaching and observing as many classes as I can, getting feedback on my lesson plans, lesson delivery and asking students questions about their experience and how they learn best. 				