

# Defining goals

If you don't have general goals in mind, start the activity below at Step 1 to help you develop them. If you already have your general goals in mind, go directly to Step 2 and write them in the space there. Then go on to Step 3.

Always remember that the overarching goals are **improved outcomes for Indigenous students**.

1

**Step 1:** First of all, try *not* thinking about 'problems', either yours or those of the students. Try thinking about how it would be in your school if all students were achieving at the levels you would like them to achieve.

What would be different? Don't just think about the outcome itself, think about all the smaller things that go together to make that outcome possible.

Imagine that a new teacher walks into the school at the beginning of the year and is told that students are achieving highly. In the first few weeks, what would they notice about school organisation and people's behaviours that contributed to the students' success?

Discuss this scenario, and then complete the following sentence stems (each sentence stem is likely to have multiple endings):

If all students were achieving highly in our school, then the school would (or teachers would)...

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If all students were achieving highly in our school, then they would...

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If you need to, devise your own additional sentence stems for this step. They should begin with 'If all students were achieving highly in our school, then...'

2

**Step 2:** Now consider only the cohort of Indigenous students. Some of them might already be high achievers, but for those who aren't achieving as highly as you would like, discuss the factors you have identified above and turn them into goals. Refer again to 'What's a goal?' opposite.

Choose up to three goals, and write them in the space below.

Goal 1 \_\_\_\_\_

Goal 2 \_\_\_\_\_

Goal 3 \_\_\_\_\_

3

**Step 3:** If your goals are not *directly* related to student achievement, then check that you really believe that their achievement would actually mean improved outcomes for your Indigenous students. When you are happy with your goals, transfer them to your 'Plan' on p 44–49.