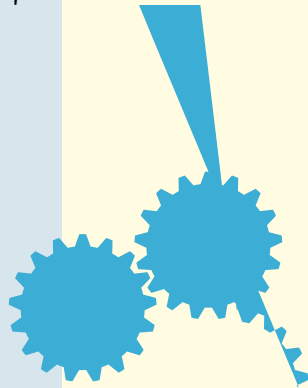


BULLETIN #4 • UPDATED

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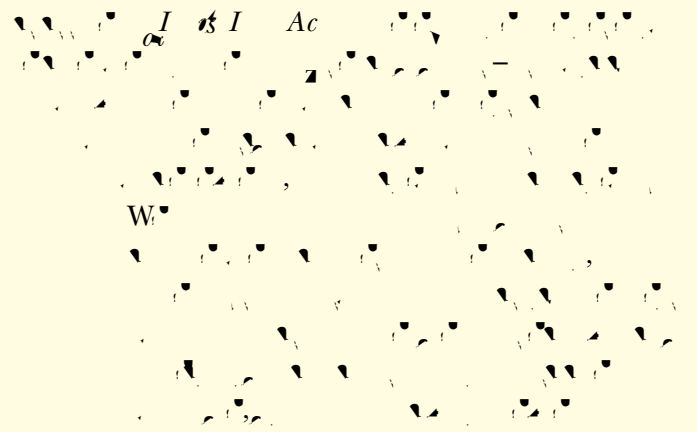


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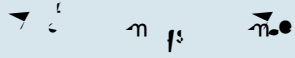
Exploring Five Core Leadership Capacities

Setting Goals: The Power of Purpose

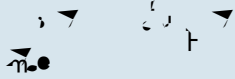


WHAT'S INSIDE

The Case for Setting Goals:



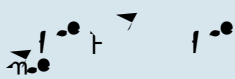
Getting Under the Hood:



Going with the Flow:



On the Ground:



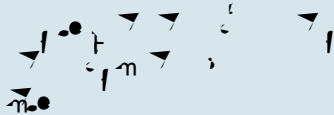
The District Context:



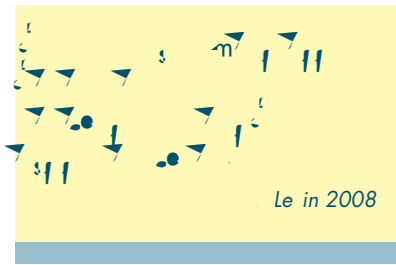
Making Connections:



The Ontario Context:



Walking the Talk:



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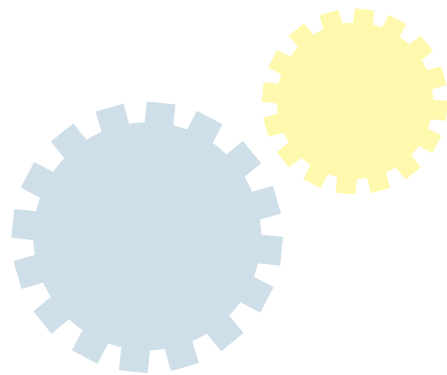
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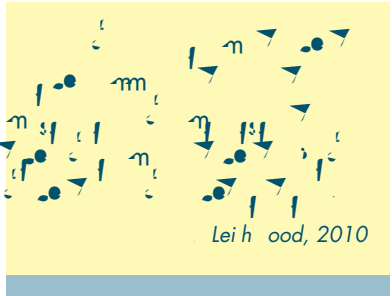
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... and some implications for leadership practice:

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Task complexity:

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... and some implications for leadership practice:

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Goal commitment:

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... and some implications for leadership practice:

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High performance cycles:

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STRATEGIES FOR MINIMIZING OR ELIMINATING COMMON PITFALLS IN GOAL SETTING

- Provide opportunities for
- Examine the potential risks in
- Before assigning goals,
- Words and actions should clearly
- If a certain outcome or action is
- As Heath and Heath (2010)
- Set progressively higher goals to
- Engage in frank conversations to
- Help ensure that employees

What are some of the common pitfalls to avoid in setting goals?

The most common pitfalls in goal setting are:

CONTENT OF THE GOAL

• **Goals that are too difficult:** When goals are too difficult, they can lead to frustration and a lack of motivation.

• **Goals that are too vague:** Vague goals are difficult to measure and track, making it hard to know when you've achieved them.

• **Establishing an idealized goal:** Idealized goals are those that are based on unrealistic expectations or assumptions.

• **Goals that are not specific:** Specific goals are more likely to be achieved than general ones.

• **Goals that are not measurable:** Measurable goals allow you to track your progress and know when you've reached your target.

• **Goals that are not time-bound:** Time-bound goals have a clear deadline, which helps to create a sense of urgency and focus.

• **Ignoring non-goal performance dimensions:** Focusing only on the goal itself can lead to neglecting other important aspects of performance.

• **Goals that are not aligned with values:** Goals that are not aligned with your core values can be difficult to achieve and may lead to a loss of motivation.

GOAL SETTING PROCESSES

• **Conflict within a group:** Conflict within a group can lead to a lack of cohesion and a decrease in performance.

• **Punishment for failure to reach a goal:** Punishing failure can lead to a fear of failure and a decrease in motivation.

IMPACT ON INDIVIDUALS

• **Negative perceptions:** Negative perceptions of goals can lead to a lack of motivation and a decrease in performance.

• **Success in goal attainment:** Success in goal attainment can lead to a sense of accomplishment and a increase in motivation.

• **Rewards for success in goal attainment:** Rewards for success can lead to a sense of accomplishment and a increase in motivation.

• **Goal-related stress:** Goal-related stress can lead to a decrease in performance and a loss of motivation.

• **Goal-related stress:** Goal-related stress can lead to a decrease in performance and a loss of motivation.

s Reaching or exceeding challenging goals:

Teaching Goals

What are the teaching goals for this course? How do you plan to achieve them?

1. Help students understand the importance of learning
2. Reinforce the concept of continuous learning
3. Encourage students to take ownership of their learning

What are the learning objectives for this course? How do you plan to achieve them?

Teaching goals are the broad, long-term outcomes that you want your students to achieve. Learning objectives are the specific, measurable outcomes that you want your students to achieve by the end of the course.

1. Ensuring collaborative goal setting:
This involves encouraging students to work together to set their own learning goals. This can be done through group discussions, peer reviews, and self-reflection. Collaborative goal setting helps students to take ownership of their learning and to understand the importance of learning.

2. Establishing non-negotiable goals for achievement and instruction:
This involves setting clear, measurable goals for achievement and instruction. These goals should be non-negotiable, meaning that they are not subject to change or negotiation. This helps to ensure that all students are working towards the same goals and that the course is structured to support their achievement.

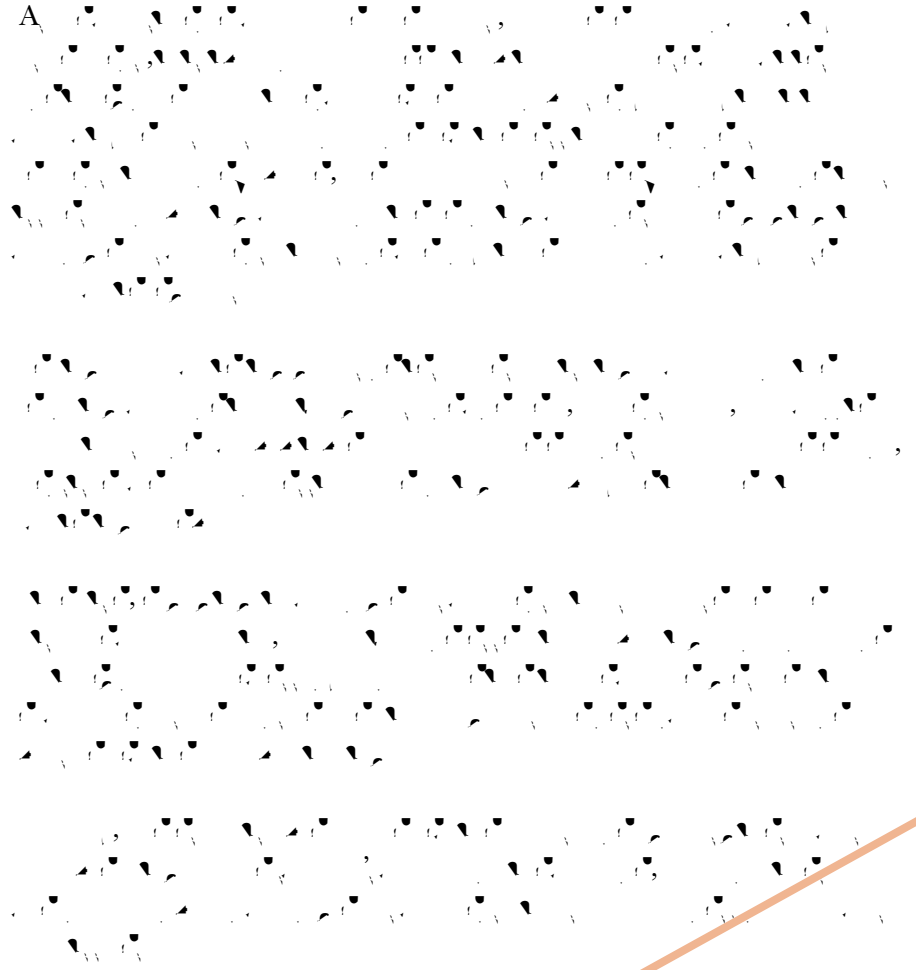
3. Creating board alignment with and support of district goals:

1. The board should be aligned with the district's goals and objectives. This means that the board should understand the district's vision, mission, and strategic plan, and should be able to articulate these goals to the community. The board should also be able to identify the resources needed to achieve these goals and should be able to allocate these resources effectively. The board should also be able to monitor the progress of the district's goals and should be able to report on this progress to the community.

4. Monitoring achievement and instruction goals:

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This table illustrates how “setting goals” is embedded
in the Ontario Leadership Framework 2012

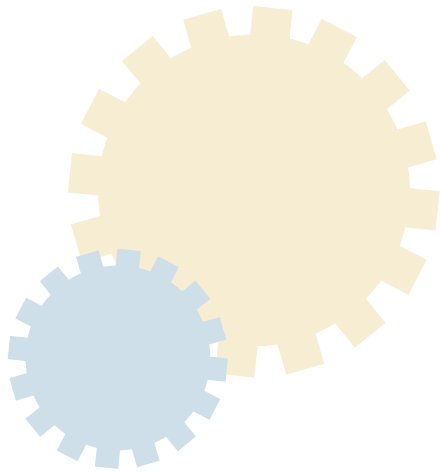
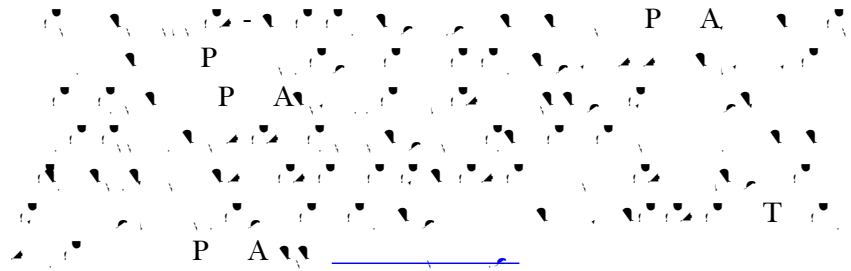
DOMAINS OF THE ONTARIO LEADERSHIP FRAMEWORK 2012	SELECTED SCHOOL-LEVEL LEADERSHIP PRACTICES & EXAMPLES OF WHAT THESE PRACTICES LOOK LIKE IN ACTION	PERSONAL LEADERSHIP RESOURCES: Leaders draw upon their personal leadership resources to effectively enact leadership practices
Setting Directions		
		<p>Cognitive Resources:</p> 

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Selected Resources and Publications Recommended by Ontario Leaders:

Assessing Educational Leaders: Evaluating Performance for Improved Individual and Organizational Results, 2nd Edition (P) R

Assessing Educational Leaders: Evaluating Performance for Improved Individual and Organizational Results, 2nd Edition (P) R

Building Shared Responsibility for Student Learning (P) R

Cognitive Coaching: A Foundation for Renaissance Schools, 2nd Edition (P) R

District Leadership that Works: Striking the Right Balance (P) R

Drive: The Surprising Truth about What Motivates Us (P) R



School Improvement for the Next Generation

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School Leadership that Works: From Research to Results

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School Leadership and Student Outcomes: Identifying What Works and Why – Best Evidence Synthesis Iteration [BESI]

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Strategy in Action: How School Systems Can Support Powerful Learning and Teaching

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Switch: How to Change Things When Change is Hard

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School Self-Assessment: The Road to School Effectiveness

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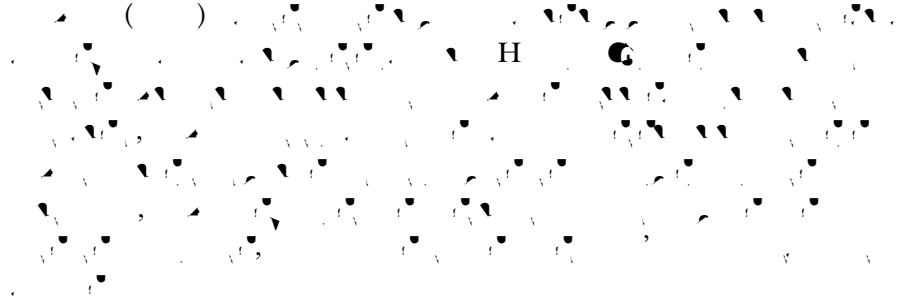
The Moral Imperative Realized

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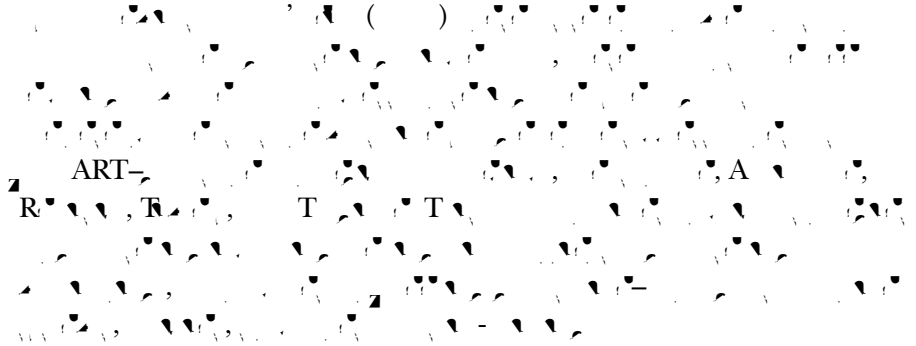
The Path to Purpose: Helping Our Children Find Their Calling in Life

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The Power of SMART Goals: Using Goals to Improve Student Learning

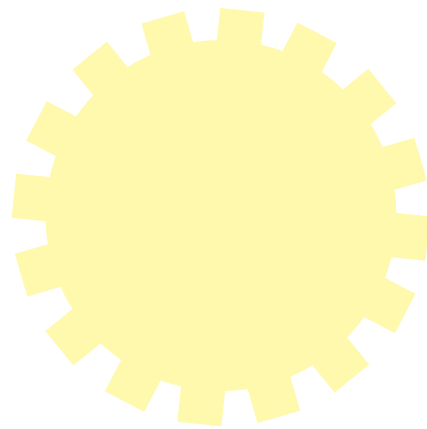
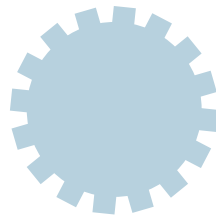
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