

# Goals and Aspirations

## Designing a map for success

A one-hour, interactive workshop that will motivate your students by encouraging them to clarify their academic, personal and professional aspirations. Your students will break those down into short-term goals, identify who might help them, recognise obstacles they might face and finally commit to beginning the journey by taking action today.

### RATIONALE

The setting of educational goals in academia ensures learners have an unequivocal understanding of what is expected, which in turn aids concentration on the attainment of their goals (Hattie & Timperly, 2007). Reis and McCoach (2000) suggest that specific characteristics are commonly associated with academic underachievement. These include low motivation, low self-regulation, and low goal valuation. For children, self-regulation and motivation are affected by perceived goal and achievement values. When a goal is valued, children are more likely to engage in, expend more effort on, and perform better on the task.

Further research by McCoach and Siegle (2003) found that valuing a goal was a necessary prerequisite to one's motivation to self-regulate and to achieve in a scholastic environment. Additionally, students' beliefs in their efficacy for self-regulated learning influenced the academic goals they set for themselves and their final academic achievement (Zimmerman, 2008).

**Goal setting is critical to success. Goals give us direction by focusing attention on relevant behaviour and away from irrelevant tasks.**

*Zimmerman, Bandura, & Martinez-Pons (1992)*

### OBJECTIVES

- To clarify academic, personal and professional aspirations.
- To set achievable goals.
- To decide on actions to take to achieve said goals.
- To build resilience in overcoming obstacles and setbacks.
- To build confidence in the ability to progress.

## SKILLS taught and their BENEFITS

**Clarifying aspirations** is a critical starting point for determining in which direction we want our efforts to move us in. Our aspirations are closely linked to our values, so having a clear understanding of what you want enables us to live a meaningful and successful life.

**Goal setting** is an essential component for growth and development in our students for several reasons: It personalises the learning process based on their needs. It creates intention and motivation that empowers students. It establishes accountability to shift responsibility to students.

**Identifying obstacles and distractions** can help us to reduce anxiety, become more productive and feel more prepared to deal with challenges as they arise.

**Action planning** is an approach which helps to generate and then focus ideas and tasks and then decide what steps you need to take to achieve your goals.

**Identifying those that can help to achieve your goals** is a great way for students to realise that they don't have to do this alone. Discussing things with a friend, parent or teacher, enables us to maintain momentum and apply useful advice.

**"Students taking part in MADE workshops had a Higher Education application rate 22 percentage points higher than a matched control group – a statistically significant difference".**

*Survey from 499 students taking part in MADE Workshops, conducted by Make Happen Essex, part of the National Collaborative Outreach Programme.*

### OUTCOMES

By the end of the workshop, your students will have:

- Clarified their aspirations and ambitions.
- Set realistic and achievable goals.
- Created an action plan.
- Identified obstacles and potential setbacks.
- Identified specific people to ask for help and advice.
- Been inspired and motivated to begin taking action

**GATSBY Benchmarks: 3,5,8**  
**NERUPI Framework: Choose, Become, Understand**  
**PSHE Core: Living in the wider world**

*Statutory Guidance, Curriculum and Frameworks*