

CLEAR Targets

C	Collaborative	Goals should encourage staff to work together collaboratively and in teams. Give individual staff responsibilities and opportunities to be involved in the goals/actions from the development/planning stage. This could be researching ideas, reading material related to the topic, presenting information, auditing current resources/environment etc. This will help with participation and motivation and ensure all staff 'buy in' to developing practice.
L	Limited	Goals should be limited in both scope and duration. Having a list of 25 actions can be demoralising and mean that progress is spread too thinly. Read through your action/goals and decide which ones are your top priority. Number them if it helps and start by introducing a small number of priority actions. Once you have successfully completed your first priority goals, and staff have a feeling of achievement and success this will motivate them to continue.
E	Emotional	Goals should make an emotional connection to staff, tapping into their strengths, expertise, energy and passion. When goals are obscure or do not appear related to a practitioner's role it can be difficult for your team to feel emotionally involved with them and see them as goals they feel connected to and want to achieve. Once you have identified which areas of practice your individual team members are passionate about then you can match them up to development goals, this will enable staff to explore areas they already have an interest in and will motivate them to share new ideas, suggestions and to take ownership of developments in this area. You can pair staff or create small working parties of staff that have the same interests and passions to work together to develop and lead practice in this specific area.
A	Appreciable	Large goals should be broken down into smaller bite size chunks/goals so they can be accomplished more easily for long-term gain. Goals that are too big that may take a year or more to achieve might be demotivating and it can be difficult to keep the excitement and focus of a team. Break up your larger goals/actions into steps, for example, 'our goal is to improve children's maths skills'. This is a huge action that needs to be broken into smaller actions that feed into this overarching aim, e.g. first step might be to revisit assessments and moderate these to accurately assess children's current maths skills. This may lead to more observation of children if more evidence is needed. The second step might be to deliver some bite size training to staff on how to identify children's emerging maths skills and how to support these. You can measure the impact of this through observing interactions and talking to staff about what they have seen and what they can do.
R	Refinable	Set goals that can be modified as you move along the process. If you have set out one strategy for achieving your goal you may find this isn't working; don't be afraid to modify your ideas to ensure your goals are attainable and effective in practice. It may be you have come up with a new strategy, timescales, resources or other initiatives that affect how you approach your goals, so ensure that you refine your goals to ensure they are still achievable and have the desired impact you set out to achieve.