

Vision



"You can't go back and change the beginning, but you can start where you are and change the ending."

- C. S. Lewis

Martin Luther King Jr didn't have an idea. He had a 'dream'. He had a vision of a world of equality and led a civil rights movement that would change America forever. Without him, it might not have been possible to send a message to Washington on August 28th 1963 that it was time for America to steer a new course.

Walter Elias Disney also had a 'dream'. From the beginning, he searched for ways to make Disney innovative and different from other animation companies. He lived by the motto of "**Dream, Believe, Dare, Do**". Without him, we might not have enjoyed Mickey Mouse, Snow White, or Simba.

Dr King and Disney may hail from very different spheres with very different agendas, but they are united by their 'dreams'. By their vision. And by taking actions toward achieving these.

By developing the characteristic of vision we can all think about and plan for a better future in whatever field our passions lie. Vision is about knowing **WHAT** we are going to achieve, **HOW** we are going to achieve it, and having clarity about **WHY** we want to achieve it. Simon Sinek, author of 'Start With Why' says "**Vision is a destination – a fixed point to which we focus all effort.**"

It can be challenging to work towards our vision when it can often seem like a long, daunting and distant process. Using a goal-setting strategy can give us control and clarity, making our vision possible over time. Goals need to be specific and focused to give us a clear sense of direction.

Effective goal setting looks like this:



Not this:



Sticking at achieving goals is probably the trickiest part of vision. It involves self-discipline, reflecting on progress, persevering, and making necessary adjustments to keep on track. However, it is well worth the effort if it helps us to achieve our vision. In the words of Walt Disney: "**All our dreams can come true, if we have the courage to pursue them.**"

Over the page you will find some suggestions that might help to develop the characteristic of vision in KHVIII learners.

#visionspark

Developing the characteristic of vision

Pupils can:

- ✓ Decide what you want to achieve. It can be as simple as deciding what outcomes you would like in the subjects you are studying this week or month. Undertake a goal-setting process for yourself. A useful goal-setting model is setting SMART targets. Watch this [SMART goal-setting](#) link for tips. You might also like to explore SMARTER goal-setting.
- ✓ Adopt a 'plus one' approach when working on your goals. Take one new step at a time. Achieve this first step before moving onto the next. Reflect on your EBIs (Even Better Ifs) to help target your next step.
- ✓ Take action towards your goals by making independent use of support materials and advice shared by teachers, e.g. notes in your exercise book or on TEAMS, worked examples, and acting on your EBIs.
- ✓ Stick to your plan – even when the going gets tough, try to keep calm, reassess and persevere. It will become easier as you get closer towards your goal.
- ✓ Identify and acknowledge decisions that are yours to make – adults may make lots of decisions for you, but ultimately you are responsible for your success.

Teachers can:

- ✓ Have high-expectations of all pupils.
- ✓ Support pupils in developing their self-efficacy (a self-belief that they can accomplish their goals) through: mastery moments (successful experiences), vicarious experiences (models of success), verbal experiences (through talk), and psychological and emotional states (mindsets and attitudes).
- ✓ Demystify learners' destinations. This might include using success criteria and rubrics, infographics and roadmaps, or collecting and curating models, examples or WAGOLLS. You might like to watch this [Teach Backwards](#) link for more ideas.
- ✓ Reduce cognitive load for pupils by ensuring clarity so that they know exactly what to do, by when and how. This might include using strategies such as: dual coding (combining words and pictures), training pupils to use supports (e.g. worked examples / reference material), developing the art of explaining (e.g. punctuating explanations with examples/analogs or adding a few words of explanation after any technical term or complex vocabulary), using the 'bit by bit' approach (e.g. "first let's look at", "then" ...), or setting a specific, manageable and actionable EBI in feedback.
- ✓ Encourage pupils to think aloud to develop self-explanation so they can identify gaps to feed forward. This might include strategies such as "speak like a Geographer", "talk as if the examiner was in the room", "what would a teacher say about this piece of work."

Parents can:

- ✓ Ask children questions about the goals they are aiming towards and discuss what needs to be done to achieve them – often children (and adults!) do not see how the little steps aid completion of the journey.
- ✓ Encourage children to self-explain to see how clear they are about ways to move forward.
- ✓ Help children see that reaching goals requires the support of others – encourage them to be proactive in seeking support, if needed.
- ✓ Talk to children about: your vision, goals, steps you took to get there, set-backs you had, and who helped you along the way.