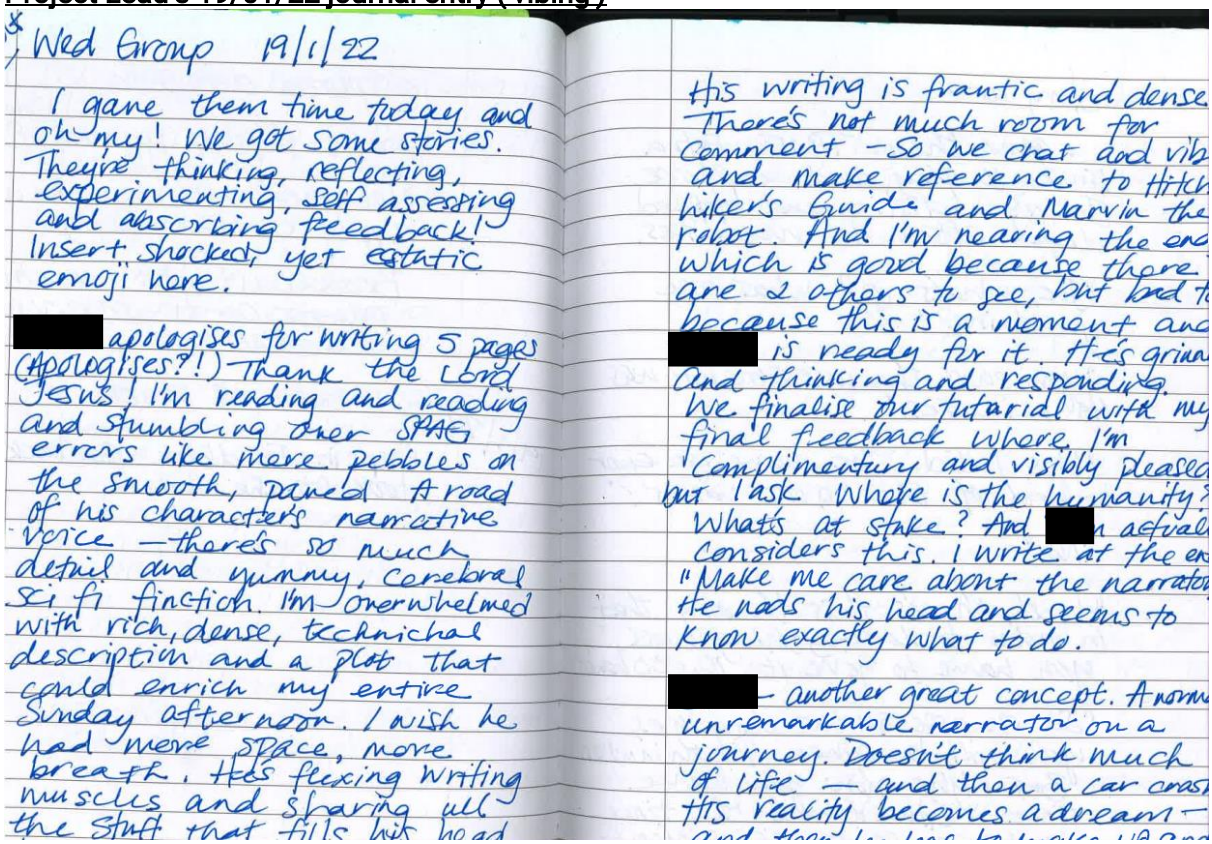
Appendix 4: Professional standard 3: Inspiring, motivating and raising aspirations of learners

Engaging in this action research was vital for the team in terms of raising job satisfaction. We recognised that a love of reading and writing delivered us to the role of English Lecturer. The irony of fulfilling this role in an FE setting was that often our learners did not share this sentiment. Most learners admit that they don't read for pleasure and it never occurred to them to write for pleasure either. Therefore, as teachers, we are constantly aiming to 'win them over,' which can be exhausting and joyless.

Rather than join this endless cycle yet another year, the project empowered the teacher participants to provide learners with the tools they needed to explore different types of stories and travel down that road of trying to write their own and begin to understand that they are writers and they have something to say that is valid and creative. Learners were provided with a number of story exemplars, employing the skills we wanted them to practise. Learners were also invited to write on various prompts at least once a week. They were investigating different topics and slowly learning to trust and enjoy their own ideas, thoughts and voices.

The Society for Education & Training published *Breaking down barriers with freewriting,* an article exploring the project's links with professional standards 1, 2, 3 and 13. The article can be accessed here: https://set.et-foundation.co.uk/resources/breaking-down-barriers-with-freewriting

Project Lead's 19/01/22 journal entry ('vibing')



Wed Group 19/1/22

I gave them time today and oh my! We got some stories. They're thinking, reflecting, experimenting, self assessing and absorbing feedback! Insert shocked, yet ecstatic emoji here.

[redacted] apologises for writing 5 pages (Apologises?!) Thank the Lord Jesus! I'm reading and reading and stumbling over SPAG errors like mere pebbles on the smooth, paved A road of his character's narrative voice — there's so much detail and yummy, cerebral Sci fi fiction. I'm overwhelmed with rich, dense, technical description and a plot that could enrich my entire Sunday afternoon. I wish he had more space, more breath. He's flexing writing muscles and sharing all the stuff that fills his head

His writing is frantic and dense There's not much room for comment - so we chat and vib and make reference to Hitch hiker's Guide and Marvin the robot. And I'm hearing the end which is good because there are 2 others to see, but bad t because this is a moment and [redacted] is ready for it. It's grim And thinking and responding. We finalise our futurial with my final feedback where I'm complimentary and visibly pleased but I ask Where is the humanity? What's at stake? And [redacted] actual considers this. I write at the en "Make me care about the narrato He nods his head and seems to know exactly what to do.

[redacted] - another great concept. A norm unremarkable narrator on a journey. Doesn't think much of life — and then a car crash His reality becomes a dream —