Appendix 3: Additional Resources and Reflections

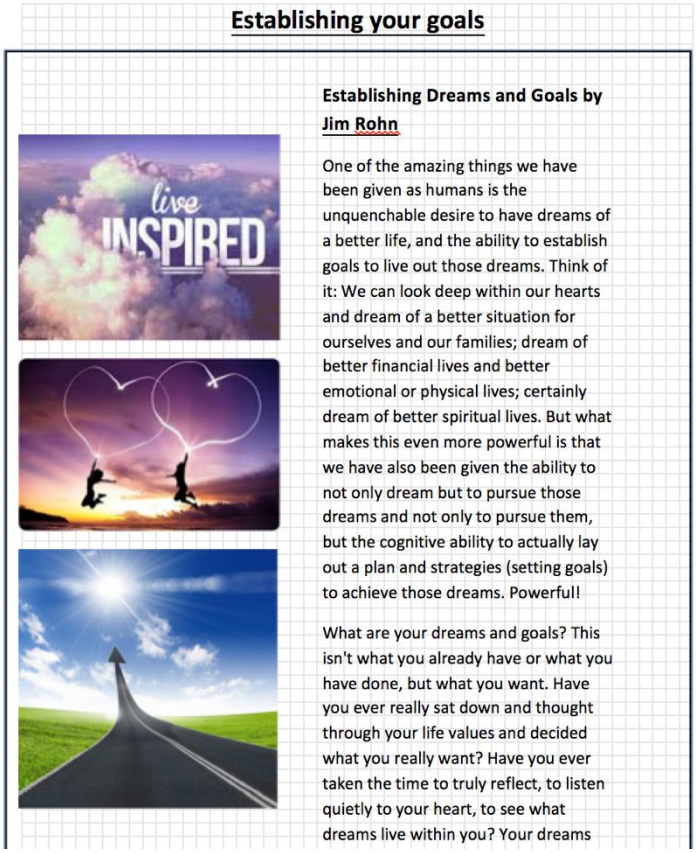
Appendices below include:

- Using a motivational text.
- Using peer or volunteer support.
- Two trials: session plans, rationales and reflections on using the Jim Rohn text and using a learning journey metaphor.
- Resources and training to support tutors and learners in moving to online platform for ILPs.
- Reflections on professional development.

Appendix 3a: Using a motivational text

'Establishing Dreams' by Jim Rohn was the text used by three of the four tutors. This appendix shows how it was used.

Three of the four tutors used the Jim Rohn motivational text introduced in the September CPD session to stimulate discussion and reflections prior to goal setting. The full link can be accessed here: [Jim Rohn, Establishing Dreams.]

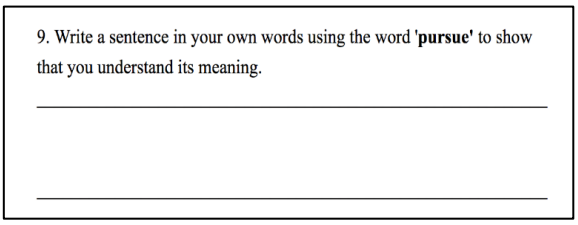


Establishing your goals

Establishing Dreams and Goals by Jim Rohn

One of the amazing things we have been given as humans is the unquenchable desire to have dreams of a better life, and the ability to establish goals to live out those dreams. Think of it: We can look deep within our hearts and dream of a better situation for ourselves and our families; dream of better financial lives and better emotional or physical lives; certainly dream of better spiritual lives. But what makes this even more powerful is that we have also been given the ability to not only dream but to pursue those dreams and not only to pursue them, but the cognitive ability to actually lay out a plan and strategies (setting goals) to achieve those dreams. Powerful!

What are your dreams and goals? This isn't what you already have or what you have done, but what you want. Have you ever really sat down and thought through your life values and decided what you really want? Have you ever taken the time to truly reflect, to listen quietly to your heart, to see what dreams live within you? Your dreams



9. Write a sentence in your own words using the word **'pursue'** to show that you understand its meaning.

_____

_____

Figure 1Using Jim Rohn's work with ELATT learners.

(1) Adult ESOL E3/L1: The tutor devised a pre-reading vocabulary activity, then gave learners the complete text.

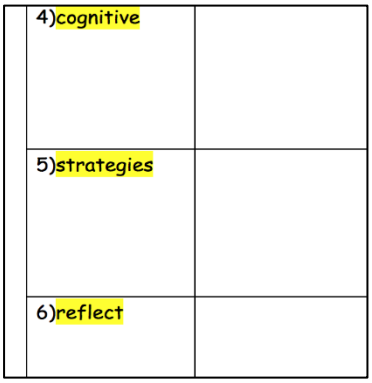


Figure 2. An extract from the pre-reading vocabulary activity.

(2) Sixth Form English Mixed Levels: The tutor started by finding out learner knowledge and understanding of goals before introducing the text with a simplified version for E2/E3 learners.

(3) ESOL learners on vocational course: These learners were given a brief summary of the text (see following Appendix 3c)

All tutors then allowed time for learners to explore and discuss their goals in both in small groups and as a whole class. This meant that those who were unsure or were not able to express dreams or goals were able to learn from peers.

Each session then progressed to life and course goal setting, with an emphasis on learner-led goal formulation.

An additional session trialled Jane Ward's learning journey metaphor – see Appendix 3b for details.

Appendix 3b: Using peer or volunteer support

English Mixed Levels: aspirations and goals

Date: 6 November 2021

Aim of session: to prepare learners for tomorrow's 1:1 sessions with professional volunteers

Rationale: This session has been trialled previously but it was felt there was insufficient guidance for both learners and volunteers. Most learners are SEND and/or have anxiety issues, so this made it hard for them to open up. Volunteers were sometimes uncertain

how to best support the learners. This plan aims to “warm up” the learners and help them to take a lead in the 1:1 session as well as providing additional guidance for volunteers.

Background: Learners are familiar with the concept of goal setting through formal reviews, course targets and ad hoc goals, often around attendance and behaviour. However, it often takes at least a year at ELATT for learners to gain the confidence to express aspirations and plan steps to achieve these.

Activity 1: Tutor and learners discussed and formulated questions they could ask the volunteers. These are the questions they decided on:

- What did you study at university and how did you become interested in the subject?
- How did your interest in the subject develop in secondary school?
- What did you plan to do after the degree finished? (Are you doing that now?)
- What skills and qualities did you need to develop to complete your degree?

Activity 2: Learners practised asking the questions with the tutor and/or teaching assistant.

Activity 3: Life goals and shorter-term goals. Asked learners to explain the difference. Used example of English FS.

Activity 4: Research own goals. Learners researched the courses they were interested in and considered what goals they may need to set.

Learner Reflection to end the session

Tutor reflection: The session was productive. But more importantly, the following 1:1s were excellent. The young people talked freely and openly with volunteers and were able to clearly express what they wanted to do.

Comment from volunteer: Over the 90 minutes or so X delved a lot into his interest, and how it has driven him to do more study, investigation and to travel with it to find out more.

Comment from learner: I have decided I want to study history at university. That is my goal and I believe I can do it.

Appendix 3c: Two trials: session plans, rationales and reflections on using the Jim Rohn text and using a learning journey metaphor.

I trialled two types of motivational text with ESOL learners who had enrolled on a L2 Support Work in Schools qualification. The learners were a mix of those who had worked in schools in other countries in a range of roles, others who had children in school and wanted to find work or volunteering in schools, as well as some who were just keen to learn more about the UK education system to support their own children.

Trial 1: Goal setting with Jim Rohn Text

For the Jim Rohn session, I summarised the text due to time pressures (see slides below).

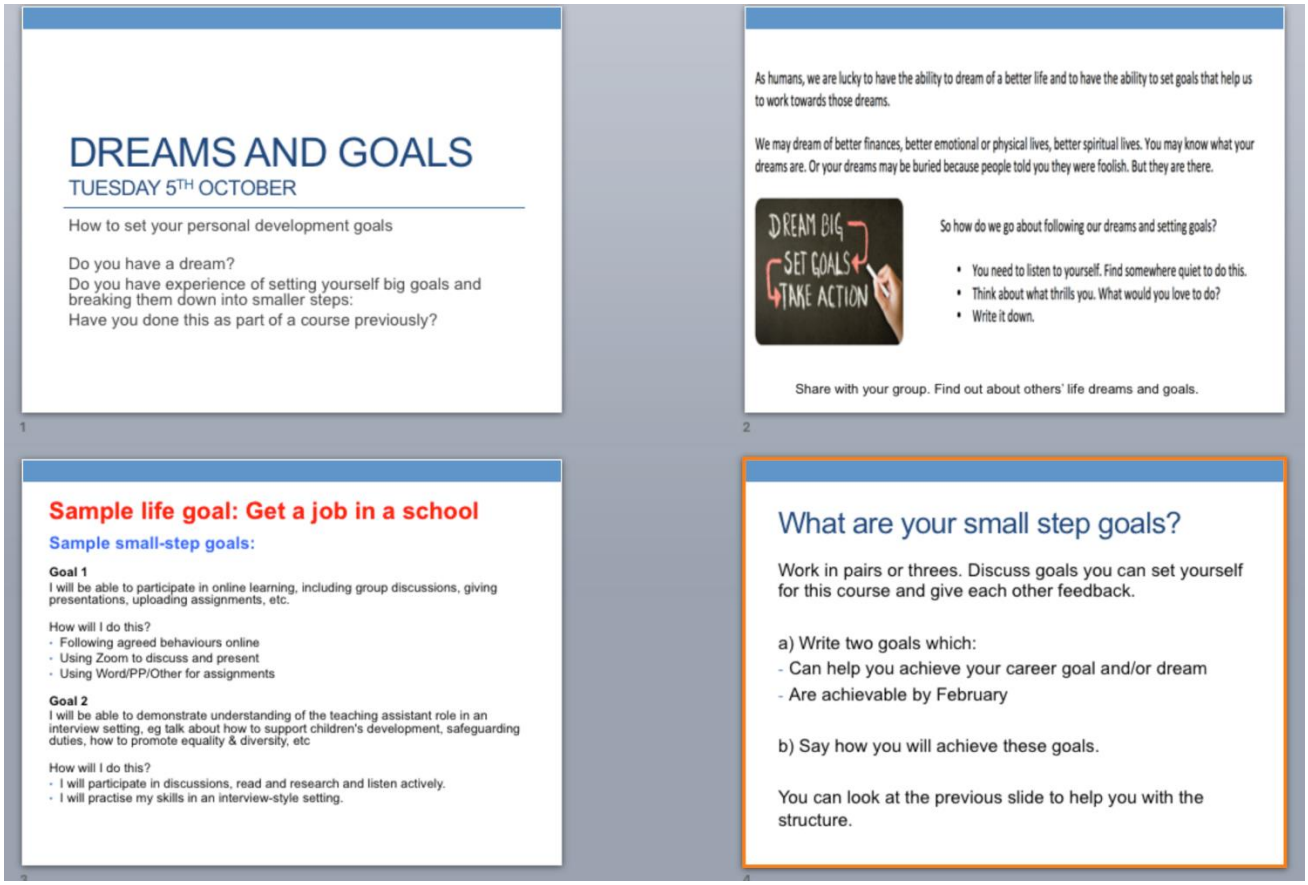


Figure 3. Slides used during the dreams and goals session.

The learners responded positively to the materials and the sharing of dreams and goals helped to bond the group who were still quite new to each other. Learners were keen to share and while some were more focused than others, all had ideas about what they wanted to do. There were only seven in the group but I decided to use breakout rooms as I felt this would allow learners to explore the area.

The downside was that I was less able to oversee the process of breaking big goals down into smaller and ensuring the “how will I achieve this” was fully addressed. I had learnt from previous experience that the “nesting” of goals within a SMART structure is something we generally learn from iteration. In addition, the vocabulary choices required by SMART goals may appear to be semantic to ESOL learners. I was trying to strike a balance between practical goals which fitted into the ILP structure and supporting learners to create memorable and inspiring goals. It may be that the two are not mutually exclusive but I do not feel they necessarily converge either. NB. I did not introduce SMART because I have previous experience of struggling to inspire and support learners with this model.

I judged the session to be successful on two grounds: (a) enthusiastic and full engagement in the session; (b) all learners had written and sent me their goals within a

couple of days. The session was less successful for two reasons: (a) about half the goals sent in were not sufficiently structured; (b) while learners told me they found the session useful and enjoyable, I had elicited these comments, ie they were not spontaneous.

Here are three goals submissions after the session:

> ‘To have a happy family, work hard to train my children to be successful in the society. To continue with courses that will broaden my knowledge and to get a master degree in Education in the year 2023.’
>
> (Learner 1)

> 1) To be confident using IT in daily life. I will learn IT technology like Word, PowerPoint for my assignments. I can watch on youtube and I can ask my classmates/family for help.
>
> 2) To get a good job and be independent. I will finish my course. I will get emails about job vacancies. I will practise for interviews.
>
> (Learner 2).

Figure 4. Learner 3's goals.

> (Learner 3)

The group which undertook this activity is referred to in the main report as having a higher-than-average progression into employment. It cannot be determined whether there is a link to time spent on goal setting, but I will repeat the experiment with the next group.

Trial 2: The learning journey metaphor

I also trialled the Learning Journey metaphor with a group of five learners. The basis for this was [Jane Ward's work].

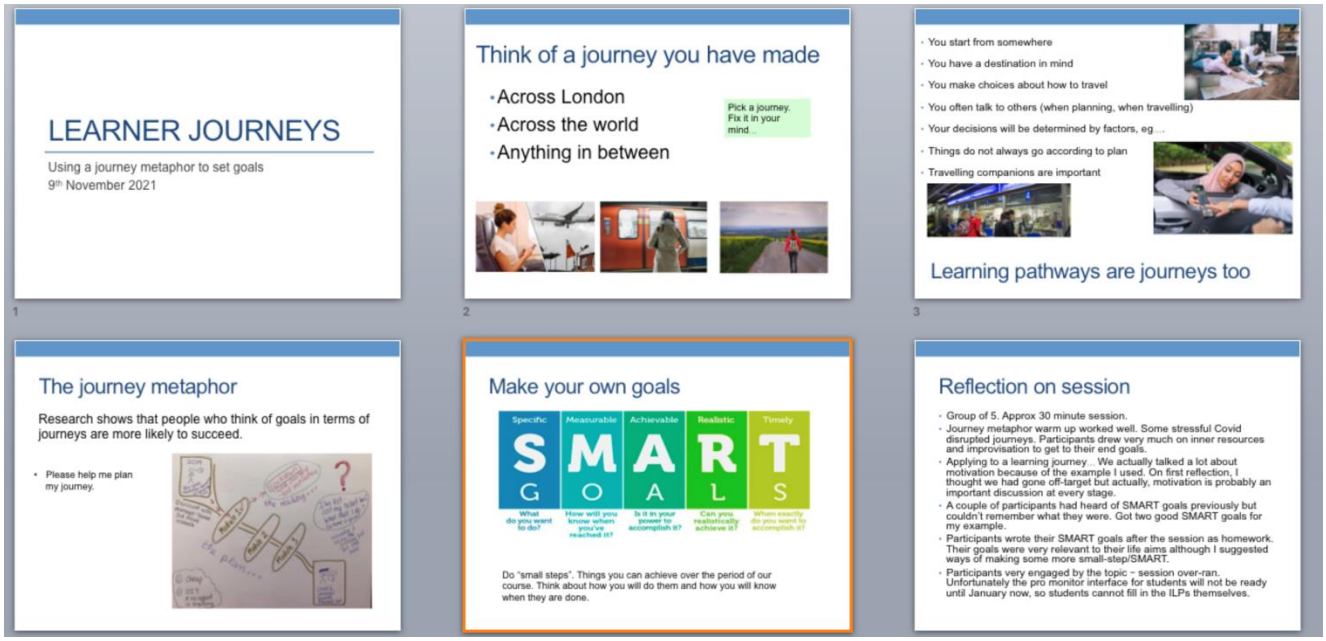


Figure 5. Goal setting using Jane Ward's work.

This time I had planned to introduce SMART goals explicitly. However, the learners became very involved in the metaphor and a later discussion on motivation which did not leave sufficient time to comprehensively cover SMART.

See post-session reflection by one learner:

> "..My thoughts are changing day by day with many opportunities offered and encouraging. Today I ask myself why don't I achieve my first goal when I was student many years ago… I was very young when I worked as a French teacher just one year before starting my previous work in a function public. I think working with children is pretty beneficial for me. It's a creative job, you can't get bored. Also it provides satisfaction and wellbeing. It's a chance to me to contribute and to build personally."

Review and future planning

On comparing the two sessions, I preferred the dreams and goals text to the learner journey activity because the latter quite naturally digressed on to the topic of motivation (although that could have been a planning/management issue). I didn't ask learners which they preferred but did note that the Jim Rohn reading encouraged mainly future-based talk, while the journey metaphor elicited rich stories about past experiences.

In the original trials, I had been reluctant to include too many sample goals because I wanted the learners to create their own. But on reflection, I decided that a greater range

of samples would scaffold learners better. As a result, I created a template that can be used as a basis for discussion and goal setting across Life Skills classes as well as a document for learner information. This provides sample goals but asks the class to work together to write more. See samples below for TA course and E2 ESOL:

Appendix 3d: Resources and training to support tutors and learners in moving to online platform for ILPs

In Semester 1, tutors had become familiar with Pro through CPD and troubleshooting sessions and had completed ILPs on behalf of learners through screen sharing (online classes) or side-by-side (in person). Access for learners to the platform was delayed until Semester 2. A preparatory CPD session combined technical support in a "walk through" from the learner perspective and resources which could be adapted and shared with learners to support independent goal setting.

Learners then completed the "About Me" section with information about their life aims and collaborated with the group to develop relevant and targeted in-class goals. Learners still had the opportunity to adapt or form their own in-class goals in discussion with the tutor but in practice, the class discussion resulted in goals which were chosen by nearly all learners.

Templates for goals discussion:

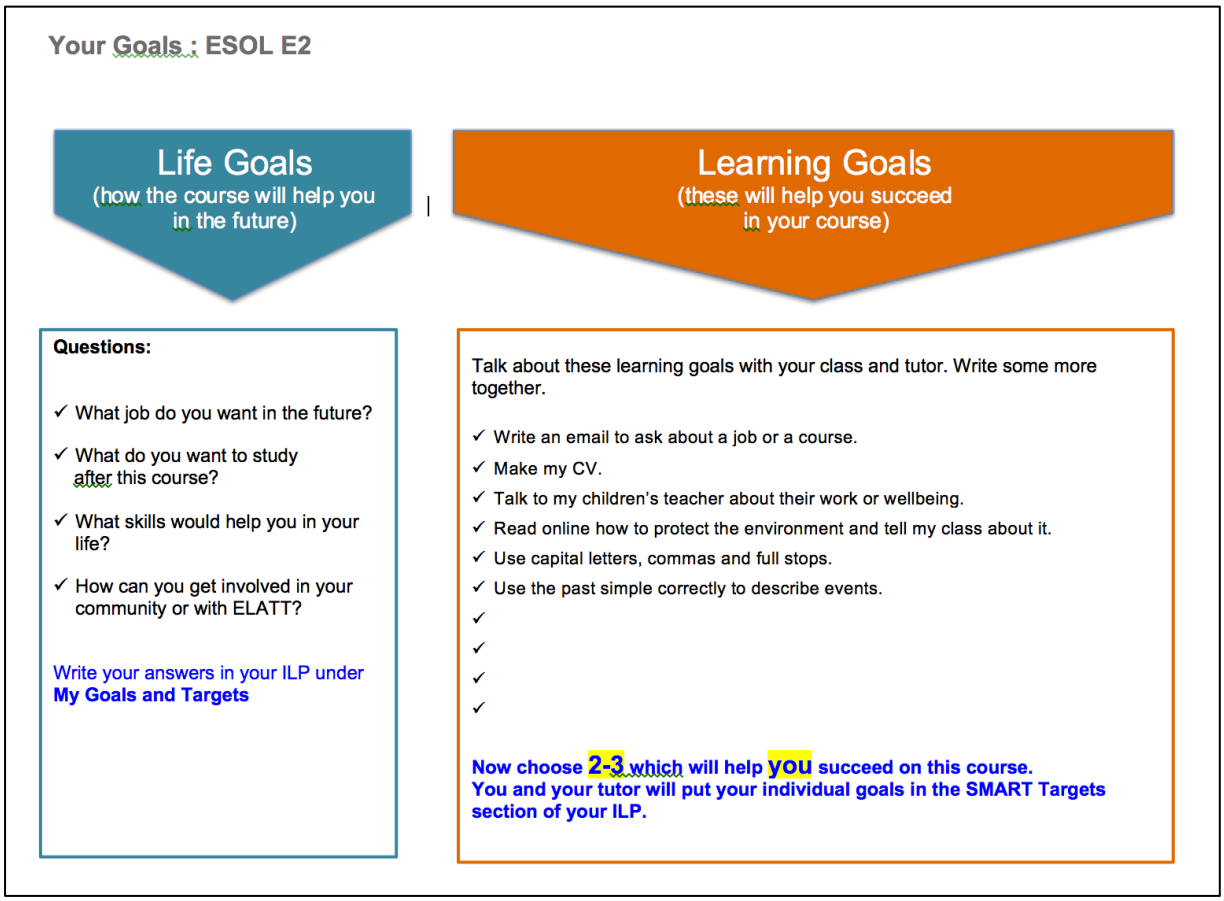


Figure 6. Templates for goals discussion on goals.

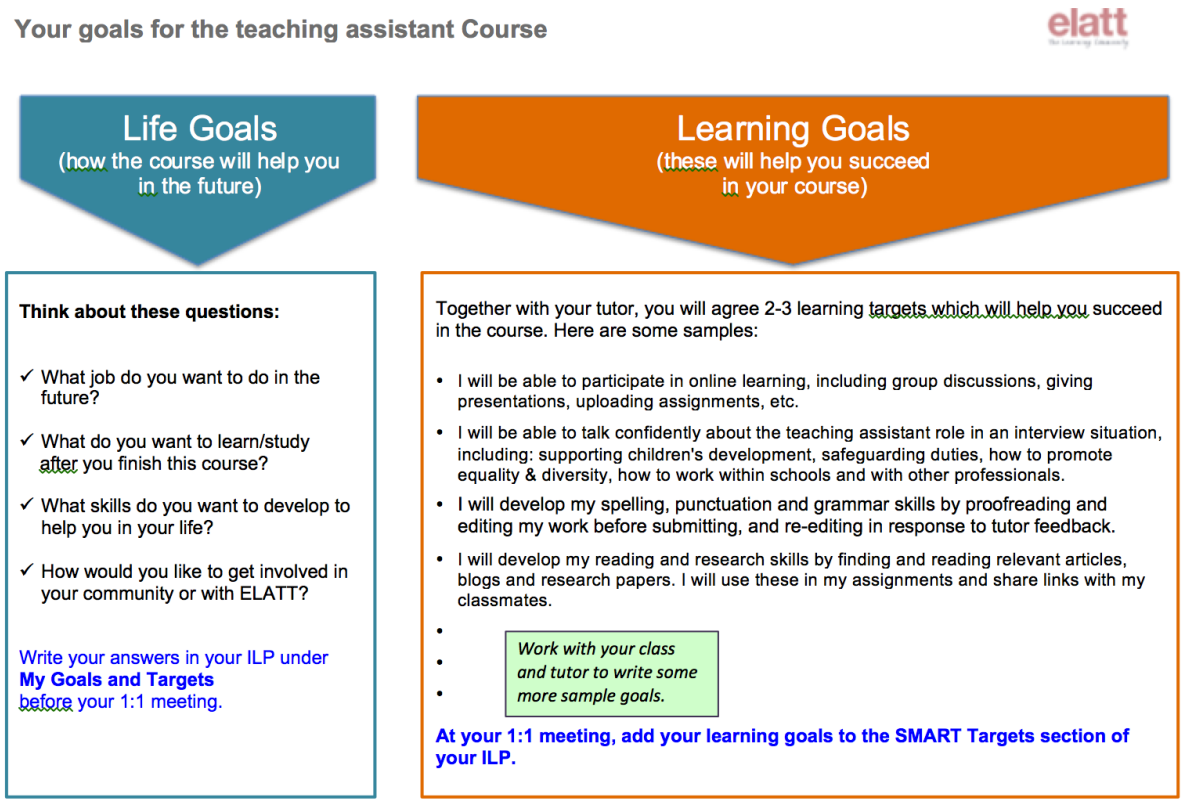


Figure 7. Template for group discussion on goals.

Appendix 3e: Reflections on professional development

> "I have found taking part in the project both interesting and thought-provoking. I would like to explore further the combo of the motivational text with the SMART goals, ie starting with inspiring motivational context, then introducing a tool that helps learners to be structured and specific. I'm interested in seeing how these work together. More scaffolding on SMART goals would help and I also want to think more about the iterative element to the development of goal-setting skills, especially because I will be with my group for at least a year and often longer. It is a different situation to the shorter ESOL courses.''
>
> (Sixth form tutor)

> "This action research has changed the way I teach. I think more about how the learners learn, how to make them independent. It is something I have changed. I do a lot more on study skills and critical thinking. Goal setting – and everything else – now takes more time but it pays off. The learners know that achieving their goals is ultimately up to them and I cannot do it for them. They learn more about assessing themselves, giving opinions, and they are able to communicate what they need. They also develop strategies for succeeding in life. Before I used to rush through materials and activities like goal setting. Now I take more time. Learners have to do the work themselves, to correct themselves and also give feedback to others. They are a lot more confident for it."
>
> (ESOL tutor)