Outstanding Teaching, Learning and Assessment (OTLA) Action Research Project

Supporting learner ownership and the formulation of authentic goals

ELATT – June 2022

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For further information regarding the Shaping Success Action Research programme and this project go to https://ccpathways.co.uk/practitioner-research/otla-8/.

The programme was delivered on behalf of the Education and Training Foundation by:

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Supporting learner ownership and the formulation of authentic goals

ELATT

SUMMARY

With the launch of online Individual Learning Plans (ILPs) at ELATT, our aim was to ensure that learners and tutors had the tools and support they needed to formulate goals and to see value in the process.

RATIONALE

Goal setting for adult learners is accepted as key to achievement and progress and is prominent in most Further Education (FE) funder requirements. However, it is also recognised that the specific requirements of the latter can lead to tutor-driven and formulaic goal setting across adult learning, with a loss of authenticity (Hinds, 2021).

Although this had not been an issue at ELATT, the rapid pivot to remote teaching two years ago complicated a paper-based process while tutors were having to adapt to new class dynamics online, all of which impacted upon the goal setting process.

However, with the introduction of an online platform for ILPs we identified the opportunity to go 'back to basics' on goal setting. We planned to draw on the experience of tutors who are strong in this area and support those who are less confident.

We aimed to get learners to see the value in goal setting by relating this to their lives and aspirations. This would form the basis for further skills development in supporting learners to break down larger goals into SMART steps.

Other Contextual Information
ELATT is an educational charity based in Hackney. Our model is to support learners in identifying and achieving their life goals by developing skills, knowledge and confidence. Our project reflects the ethos of ELATT and focuses on supporting learners to identify their life goals and formulate the smaller steps needed to develop the skills, knowledge and confidence they need to succeed.

We deliver programmes for adults and also have a small alternative provision sixth form, which has mainly SEND learners. Adult classes are mainly still online, while the sixth form is on-site.

Three sections took part in this action research:

- an ESOL L1 class

- a sixth form L1-L2 English/PSD class

- an L2 Support Work in Schools course for ESOL learners.

APPROACH

A small project team with representatives from ESOL, sixth form English and Vocational was formed;

two of the group had supported other tutors previously in goal setting.

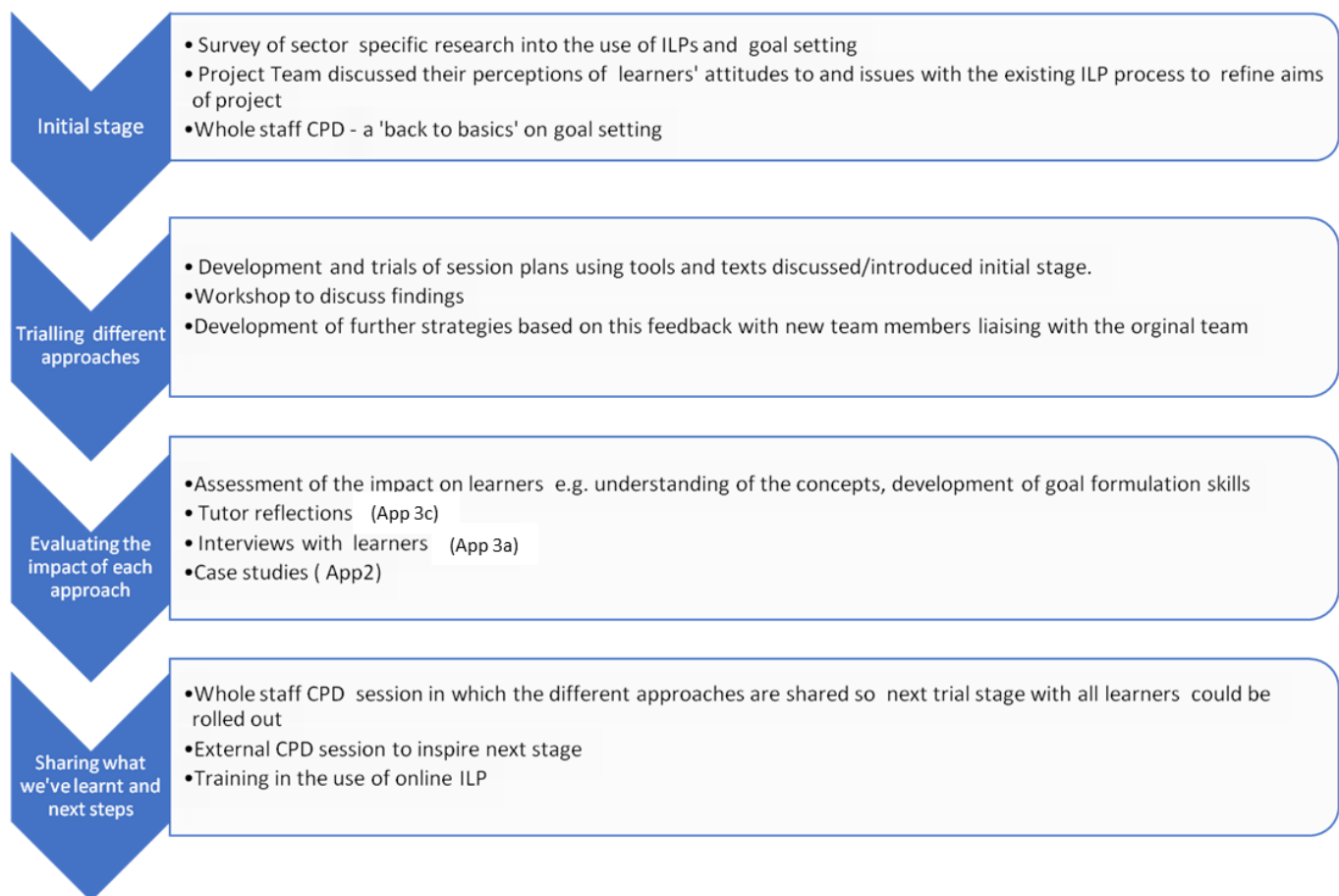See below for an overview of project activities:

Figure 1. An overview of our project activities.

The three approaches trialled

The first approach used a motivational reading text entitled 'Establishing Dreams' by Jim Rohn. This was recommended by an ex-ELATT tutor who is also a life coach and who had used the text effectively with a range of people. The text was used as a reading/discussion activity, sometimes with supporting resources, before leading the learners into personal reflection and goal sharing.

The second approach adopted a journey metaphor based on an idea from Jane Ward's work (2002). Learners related the metaphor to their own learning journeys and, through discussion, identified and shared goals and obstacles.

The third approach utilised peer and external support to provide the capacity for one-to-one discussion aimed at raising aspirations and stimulating discussion prior to goal formulation. This activity, which took place online, was enabled by volunteers from one of ELATT's corporate partners. Learners prepared questions for the volunteers to learn about their goals and the volunteers were briefed about the aims of the session. Pairs were then directed into breakout rooms and given drop-in support by ELATT staff.

OUTCOMES AND IMPACT

Teaching, Learning and Assessment

Our learners often failed to see the relevance of goal setting within the classroom setting or as connected to their life goals. The importance of ensuring that their goals reflected their interests and were sufficiently challenging to motivate their continued perseverance (Shechtman et al., 2013) couldn't be underestimated. Consequently, we felt that we needed to explore the purpose of goal setting in different ways before moving on to activities which focused on breaking bigger goals down into smaller steps

Approaches 1 and 2

The trainer for our initial CPD provided the motivational text which encouraged the learners to identify dreams and aspirations. This text was then used by the project team both in its full form, in a shortened version and an adapted version for lower-level learners (Appendix 3a). One team member additionally created classroom resources to support understanding and vocabulary acquisition alongside goal setting.

The reading was well received by both adult and sixth form learners, with tutors reporting that it was an effective lead-in for prompting discussion, reflection and the formulation of life goals. While adult ESOL classes are approximately 80% female, the reverse is true for the sixth form, so this broad appeal was of interest. One sixth form learner spontaneously commented, "It gives me hope".

Although, two of the three tutors who used this text reported not responding on a personal level to the text, both said that they would use it again due to its flexibility and universal appeal. Learner engagement with the text was positive. Frequently, our learners find it difficult to recall materials used in class, so we were pleased that when asked 3-4 months later about activities which helped with goal setting, most of the learners were able to remember the motivational text without prompting:

> "We did discussions and we also did reading [what's happening] on a newspaper article about dreams" (Sixth former).

> "We read about our dream/ambition – what do I want to do in the future? We did our target after that" (Adult ESOL).

A delay in the introduction of the new online platform (ProPortal) meant that learners were not able to manage their ILPs independently during the research period. Unfortunately, this limited the ability to assess the effectiveness of the approach with 'before' and 'after' comparisons which are only now taking place.

The other tool trialled was a learning journey metaphor outlined in Appendix 3a. When comparing staff reflections on which of the approaches were more successful, we found that approach 1, the Jim Rohn text, was favoured as tutors felt that discussions remained focused and led naturally to the learner goal formulation (Appendix 3c).

Learners who took part in approach 1 developed quite strong and specific goals and generally were able to recall life and in-class goals with linkage:

> "Come in on time and work towards getting GCSEs. Improve punctuating and get credentials for future prospects" (Sixth former).

"My goal is to complete L2 [Level 2] but I also want IT course so I am doing that now. I will do L2 [ESOL] in September. My goal is a part-time job. I am full-time mum. I am looking at supermarket, my local area retail shop. … When I started I can't speak one sentence, Now I can speak confidently and understand" (Adult ESOL).

One participating class was a group of seven ESOL learners on a 16-week basic teaching assistant course. Within a month of finishing the course, three were in work and another two were close to starting, which is a faster and higher percentage than usual. This cannot be definitively attributed to the goals focus but the same approach is being used for the latest class to see if the results can be replicated.

Approach 3 - 1:1 support

The learners in the group assigned to work one-to-one with volunteer mentors (see Appendix 3b) also responded positively.

> "It helped to hear the process of establishing and achieving goals verbally" (Sixth former).

> "I was able to show not only to others but to myself that I am capable" (Sixth former).

The tutor reported that the work undertaken in the workshop not only supported learner goal writing but also provided useful material for learners working on personal statements for further study or work placement applications.

Trials with all three approaches allowed plenty of time for class discussion with structured peer support, either in breakout sessions or as feedback when goals were shared.

Professional Development

The professional standards strongly linked to this project are:

- Professional Standard 13: 'motivate and inspire learners to promote achievement and develop their skills to enable progression'

- Professional Standard 17: 'enable learners to share responsibility for their own learning and assessment'.

We wanted learners to take control of, and responsibility for, their own learning. The project was designed to take into account the fact that this would come more easily to some learners than others, depending on their previous educational experience, expectations of education, levels of confidence, as well as life experience. We also recognised that while our tutors are universally committed to their learners, there was variation in confidence and understanding of best practice in goal setting.

This project gave us the opportunity to investigate the current experience of learners across the organisation, trial tools and approaches, as well as develop expertise and understanding within the project team. Most importantly, the resources and activities were devised to scaffold both learners and tutors in goal setting and have the flexibility to be accessible and engaging across the range of experience.

There were also positive benefits in bringing together tutors from the Life Skills, English and Vocational teams (although the Vocational team participation in the project fell outside the scope of the ETF OTLA). This took the form of joint CPD, a workshop and regular team meetings to share

activities, progress and findings, as well as to discuss the principles underpinning our research.

A further professional standard was also relevant to our research project:

- Professional Standard 15: 'promote the benefits of technology and support learners in its use'.

This related to the introduction of Pro in 2021-22 across the organisation. A delay in the introduction of the learner platform meant that tutors had to input goals on the learners' behalf during semester 1 through screen sharing (online classes) or side-by-side (in person).

In semester 2, CPD combined technical support in a 'walk through' from the learner perspective and a discussion with resources (Appendix 3d) 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 most learners. Because of the delay in implementation, we have not yet had a chance to assess progress fully, but a learner sample can be found in Appendix 3d.

Organisational Development

Discussions with learners from classes that did not take part in the project provided a useful comparison in how goal aware and motivated the learners were.

These learners were asked about their goals and experience of goal setting. They were found to have clear rationales for joining courses at ELATT and often referenced discussing these with their tutors:

> "Each of us has a time slot and we do one to one for 15 minutes. We set goals and aims. What we want to do in future. My goal is to work with children and find a job in school. I would like to be a maths teacher."

However, few learners referred spontaneously to individual in-course goals and those that did generally named a specific skill or course component. In addition, while learners regularly referred to supportive online relationships, "it is such a good community, you can ask the others ", these relationships were not referred to in the context of goals, targets or aspirations.

The follow-up CPD session at the beginning of semester two emphasised that sessions on goal setting are a good use of time and can be incorporated into sessions, particularly English and ESOL. In addition to the motivational text and supporting resources, a template that serves as a basis for class discussion and information sheet for learners was provided (Appendix 3d).

One further outcome was that the session plan for pairing sixth formers with corporate volunteer mentors was refocused and the new format received excellent feedback from both mentors and mentees. The aim was for learners to develop goals and work these into personal statements but, as one tutor commented:

> "Most learners are SEND and/or have anxiety issues, so this made it hard for them to open up. So, in preparation for the session, the learners prepared a list of questions to find out

about their volunteer/mentor's goals, aspirations and journeys."

Previously mentors and learners had often struggled to maintain dialogue but all reported productive and enjoyable sessions.

LEARNING FROM THIS PROJECT

The project has allowed us to take our time and really reflect upon the purpose of goal setting and how it should fit in with our ethos as an organisation. Rather than view the process as some necessary administrative task required to satisfy funding requirements, staff have relished the opportunity to revisit and reflect on how goal setting fits into their teaching as can be seen from the comment below.

> "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"

> (LS Tutor).

Feedback from both staff and learners has confirmed the need to adopt a more reflective approach in which learners are encouraged to focus on their long-term goals and aspirations as swiftly as possible. One of our sixth form tutors observed that their learners were:

> ".. familiar with the concept of goal setting through formal reviews, course targets and ad hoc goals, often around attendance and behaviour. However, it often (took) at least a year at ELATT for (them)to gain the confidence to express aspirations and plan steps to achieve (them)."

We found that the same was true of many of our adult learners, who arrived at ELATT with firm goals, combined with an understanding of the goal setting process. This applies particularly to those who have mental health issues/other disabilities or those who have little experience outside the home. This is the learner quoted previously who is now looking for part-time retail work and who was described by her initial contact as *'shy and isolated'*:

> *"I want to more better my speaking and listening. It is all thanks to ELATT."*

As a result, we acknowledged that goal setting support has to be iterative - and success needs to be tracked over the long term. This finding was supported by Dr Marcin Lewandowski, whose PhD subject was learner goals, and who attended a February tutor meeting to share his experience.
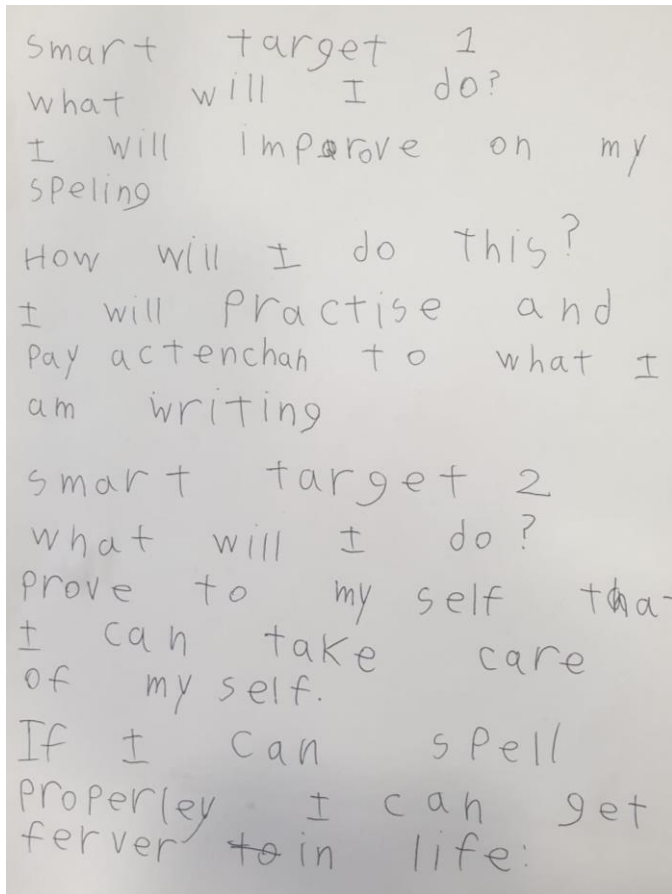
Figure 2. Learners share their smart targets.

Goal setting in general, and specific, measured, achievable, realistic and timed targets (SMART) in particular, can be powerful tools which equip learners to progress on their courses and towards life goals. But forming SMART targets is not instinctive and may require considerable scaffolding. The example above is by a student who has been with ELATT for more than a year and is in his third iteration of SMART goal setting. Effective scaffolding in this area would be a further research activity.

An additional finding was that, prior to the research, we had assumed that tools and resources for adults and sixth formers would be different due to life experience, language and SEND factors but we found that the same resources and tools were largely effective. This very welcome finding has resulted in the different departments being motivated to collaborate and share resources.

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APPENDICES

Appendix 1: The Project Team

Project Role	Name	Job Role	Contact
Project Lead	Nafisah Graham-Brown	Life Skills manager	nafisah@elatt.org.uk
Project Deputy	Helen Rankin	Quality co-ordinator/ Vocational tutor	Helen@elatt.org.uk
Project Team	Imtiaz Shafique	Sixth form lead tutor	Imtiaz@elatt.org.uk
Project Team	Yvonne Ackuaku	ESOL tutor/ volunteer co-ordinator	YvonneA@elatt.org.uk
Project Team	Rebecca Rendle	Sixth form English tutor	Rebecca@elatt.org.uk
Mentor	Sheran Johnson	Mentor	sheran.johnson@virgin.net
Research Group Lead	Sue Lownsbrough	RGL	sue.lownsbrough@gmx.co.uk

Appendix 2: Learner Case Studies

Case study 1: Learner A (Adult ESOL)

Learner A's first teacher reported that she was shy and isolated.

> "In my country, I did not finish my education because I got married. I came to UK and lived with my in-laws and did not have so much freedom. Then I got my flat with my husband and children. I did not know the area. I did not know anyone."

> "I want to more better my speaking and listening. It is all thanks to ELATT. Deborah came one day and knocked on my door. She was giving leaflets. I didn't know there is English class in my area."

> "When I start ESOL E2, some learners were L1 or L2. I was very shy and quiet because the other learners were so good. I was afraid to speak. My teacher said "if you are shy, you will always be behind". My teacher pushed me. Every time my goal was to always talk. In that way I made friends. Then I finished E2, E3, L1."

She blossomed in class and gained the language and confidence to get a part-time job as a lunchtime supervisor at a local school. She is still unwilling to travel any distance from her home, however.

> "All the teachers helped me. Deborah pushed me to get a job when I was E3. She gave me a reference."

Learner A has benefited from support in goal setting, both in her studies and in her everyday life.

> "Evie pushes us to do the TA course, to do the childcare course to progress. I always plan and make goal for the next course. When I heard other people goals, they encourage me. I think, "If she can do an IT course, why can't I?" It gives me confidence. In our class, we are mostly women and we are the same and we share in this way. "

> "When I am only E2, I had goal to do reading for the young children in the creche even though my children were not using the childcare. I would go for 10-15 minutes each time and read a book. The toddlers and other mums would listen. That was very good one for me.''

> "At first, I start ESOL E1, E2. I wanted English to speak and go outside that time. I wanted to speak, to shop, to go to the GP without my husband. They were my goals. Now I do those things. My husband goes to work at 7am, comes home at 7pm. I say to him, "Don't worry, I can take care of everything.""

> "Now I set goals with my children. My eldest two are secondary now and they are never late and never forget things they have to take to class."

Case study 2: Learner B (Sixth form learner)

Conversation with Learner B and his tutor

Tutor: B hasn't come through the traditional route, so it has taken a while to find the path. When he

first came to ELATT in 2019, he was very withdrawn.

Learner B: I left school in year 9 so I missed a lot. It was small steps back. I realised if I didn't get back into education, I wouldn't get anywhere in my life. My goal is to either go to university or try to get a job preferably in a museum, although I don't mind a job anywhere as long as it is technical. I want to study history and archaeology. I started liking history in 2018 or 2019. Then I decided I wanted to make it a career path early 2021. I thought if I like it so much, maybe I can turn it into a job. This term I have done research on this.

Tutor: J has found a course at Birkbeck – that is where we are going this afternoon to have a look around. He doesn't have the traditional route and qualifications and he doesn't mind that it is evening classes and doesn't have the traditional learner life.

Learner B: I am doing English GCSE and Maths so I will get UCAS points for that. It was hard in lockdown to keep a focus but I am back on it now.

Tutor: We are also going to fast track the level 3 IT. We would love B to stay at ELATT another year but if he can get a university place for a Foundation degree, he will be ready for it. He will do a personal statement and I will do references.

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 3Using 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.

4) cognitive	
5) strategies	
6) reflect	

Figure 4. 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 5. 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).

My Goals

1. Become Teaching Assistant or International Tutor.

   -I need to work as a volunteer and earn enough experience.
   -I need to teach Online and create lessons.
   -I need to achieve GCSE English Language.

2. Find a part time job in Education/Teaching .

   -I need to search and apply for many jobs.
   -I need to improve my conversation skills and be prepared for job interviews.

Figure 6. 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](#).
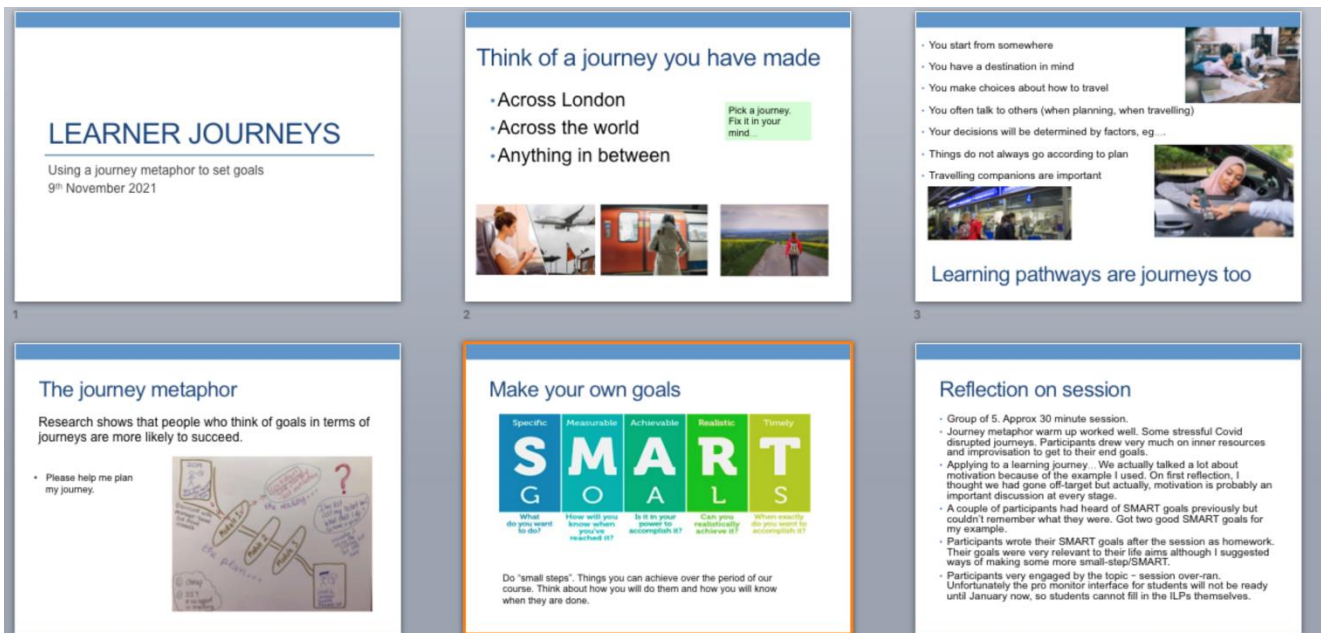

Figure 7. Goal setting using Jane Ward's work.

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:

Your Goals : ESOL E2

Life Goals
(how the course will help you in the future)

Learning Goals
(these will help you succeed in your course)

Questions:

✓ What job do you want in the future?

✓ What do you want to study after this course?

✓ What skills would help you in your life?

✓ How can you get involved in your community or with ELATT?

Write your answers in your ILP under **My Goals and Targets**

Talk about these learning goals with your class and tutor. Write some more together.

✓ Write an email to ask about a job or a course.
✓ Make my CV.
✓ Talk to my children's teacher about their work or wellbeing.
✓ Read online how to protect the environment and tell my class about it.
✓ Use capital letters, commas and full stops.
✓ Use the past simple correctly to describe events.
✓
✓
✓
✓

Now choose 2-3 which will help **you** succeed on this course. You and your tutor will put your individual goals in the SMART Targets section of your ILP.

Figure 8. Templates for goals discussion on goals.

Life Goals
(how the course will help you in the future)

Learning Goals
(these will help you succeed in your course)

Think about these questions:

✓ What job do you want to do in the future?

✓ What do you want to learn/study after you finish this course?

✓ What skills do you want to develop to help you in your life?

✓ How would you like to get involved in your community or with ELATT?

Write your answers in your ILP under **My Goals and Targets** before your 1:1 meeting.

Together with your tutor, you will agree 2-3 learning targets which will help you succeed in the course. Here are some samples:

• I will be able to participate in online learning, including group discussions, giving presentations, uploading assignments, etc.

• I will be able to talk confidently about the teaching assistant role in an interview situation, including: supporting children's development, safeguarding duties, how to promote equality & diversity, how to work within schools and with other professionals.

• I will develop my spelling, punctuation and grammar skills by proofreading and editing my work before submitting, and re-editing in response to tutor feedback.

• I will develop my reading and research skills by finding and reading relevant articles, blogs and research papers. I will use these in my assignments and share links with my classmates.

•
•
•

Work with your class and tutor to write some more sample goals.

At your 1:1 meeting, add your learning goals to the SMART Targets section of your ILP.
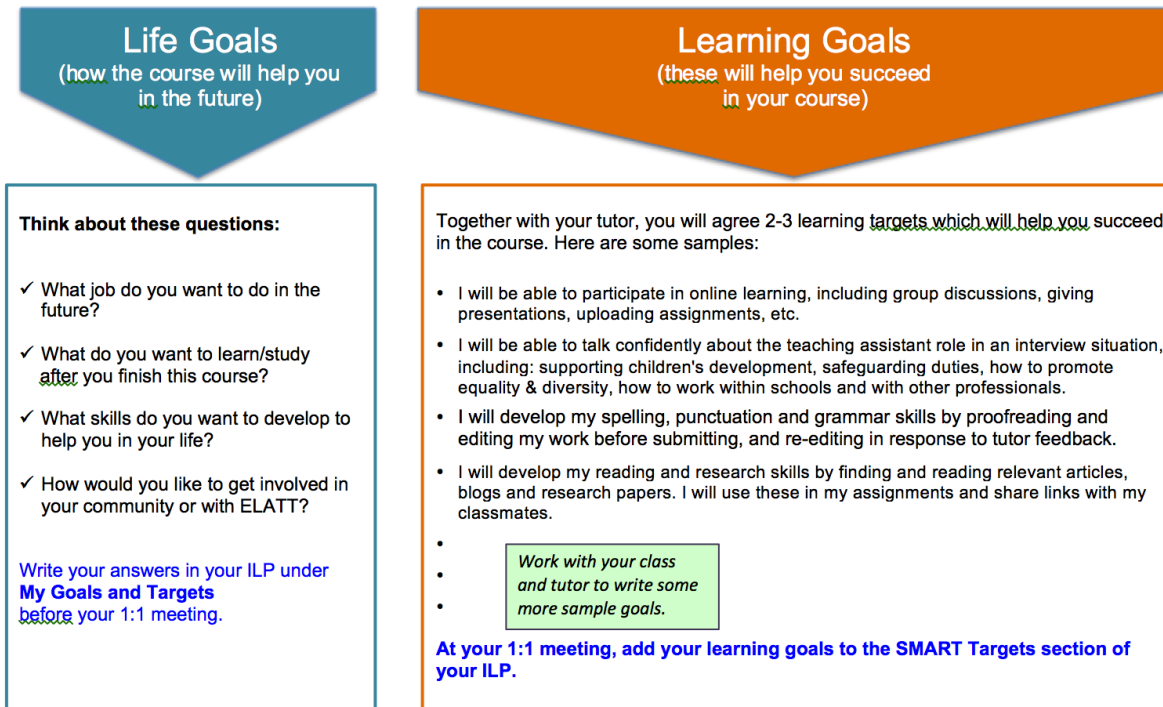
Figure 9. Template for group discussion on goals.

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)

Appendix 4: Participants and Stakeholders

No of learners?	21	No of staff?	4
No of organisations?	1	No of employers/ stakeholders?	1

Appendix 5: Research/ Evaluation Approach

Participant/observer (e.g. practitioner reflective accounts, logs)	X	**Interview/survey** (e.g. polls, questionnaires, learner interviews)	X
Observation of practice (in person, video, observation notes)		**Document analysis** (e.g. learner work, session plans, annotated resources, policies)	X
Custom test/assessment (of knowledge, skill, attitude, participation) for your 'intervention'	X	**High-stakes learner assessment** (e.g. A Level results, End Point Assessment, BTECs	X
Before/after assessment (e.g. measures of progress or change in attainment, participation)		**Comparative trial** (e.g. comparing participants' outcomes against a 'control' group	
Other (specify):	Action Research.		

Thankyou

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