



Hong Kong BNO Group 1 ESOL E2  
adultskillsinfo • 3m



Hong Kong BNO Group 2 ESOL lower E3  
adultskillsinfo • 1h



Hong Kong BNO Group 3 ESOL Upper E3  
adultskillsinfo • 1h

# FE PD Research Project

## ESOL Hong Kong BNO Tutor padlet

Anne Short & Jack Bennett March 2022



### INITIAL IDEA OF THE RESEARCH

1. To develop a PADLET offering an easy, accessible and supportive environment for tutors to access curriculum materials for a vital new ESOL project.

**Intent:** With a week turnaround, the ESOL team was starting a brand-new project on behalf of the East of England Local Government Association (EELGA) Hong Kong BNO students on 7 February, which delivers 150 hrs teaching and learning over 10 weeks Monday to Friday per student.

**Proposed Implementation:** A bespoke Padlet will be produced for a quick, visual resource. It will be easily accessible to all 6 tutors involved. Any tutor would be able to see at a snapshot where the previous day's lesson ended and be able to sequence with recap resources from the previous day/tutor.

2. To develop a PADLET offering an easy, accessible and supportive environment for tutors to access curriculum materials for a vital new ESOL project.

**Intent:** Following intensive planning with tutor feedback, I am developing a totally new, bespoke ESOL curriculum framework for a provision of Hong Kong BNO Visa students who have recently arrived to the region. The online low to intermediate provision (E1-E3) will be delivered for 15 hours per week to each student (5 days a week) for 10 weeks and will need to cover ESOL skills of Speaking & Listening, Reading and Writing. At present all current provision is based around 48 hours and this framework has to be constructed for 150 hours.

All lessons will be designed within contextual topics and will also embed EDI, British Values, character strengths and an inclusive environment to enable the students to live effectively in the UK and progress to employment. The schedule needs to be created in a streamline fashion so that many tutors can concurrently access materials and resources and will be uploaded to a tailored PADLET. The resources will provide consistency for the tutors and the short turnaround of daily teaching Monday to Friday, stability to the student in case of sickness/unforeseen events preventing the 'usual' tutor from teaching and a supportive environment for the tutor.

### THE STUDENTS

#### Hong Kong British National Overseas Status Holders

A new immigration route opened on 31 January 2021, providing British National (Overseas) (BN(O)) status holders from Hong Kong and their dependants with the opportunity to come to the UK to live, study and work, on a pathway to citizenship.

This new route reflects the UK's historic and moral commitment to those people of Hong Kong who chose to retain their ties to the UK by taking up BN(O) status at the point of Hong Kong's handover to China in 1997. The Ministry for Housing, Communities and Local Government (MHCLG) is leading delivery of a £43.1 million HMG funded national 'Welcome Programme' to support BN(O) status holders and their families to help them to successfully settle in their new communities.

12 new Welcome Hubs, across the whole of the UK, prepared for the arrival of BN(O) status holders and their families, ensuring they have their own 'welcome' in place and local areas have capacity to integrate the new arrivals into communities. This is using the existing infrastructure of the Strategic Migration Partnerships.

All the students from our 3 groups come via funding from the East of England Local Government Association.

#### East of England Authorities



Students status at the start of the course:  
Employed 45%  
Unemployed and looking for work 22%  
Employed and not looking for work 33%

### MATERIALS & METHODS

Three, easily identifiable, padlets were created for each of the three classes, initially this was thought to be Entry Level 1, Entry Level 2 and Entry Level 3, however after initially assessing the enrolled students for grammar and vocabulary with our ESOL Quick Level Placement Test (see reference) these were altered to Entry Level 2, lower Entry Level 3 and upper Entry Level 3.

Each padlet is designed as a dual aspect resource, for all tutors delivery on any of the Groups, as an active working document and archive of the tutors' resources including:

- Student Class lists
- Student lesson link
- ILP (a bespoke online version for lesson feedback)
- Schemes of Work
- Topics of the Week/Lesson Plans
- Course materials and additional resources

Daily classes for 6 different tutors (15 classes Mon-Fri) was identified as a potential risk of communication. Tutors communicate with each other using the method best suited their group (Teams or email), however in order to assist in providing the students with a single, coherent learning path across the different tutors' lessons in each level, the ability to add comments to posts on Padlet provides an additional method of communication.

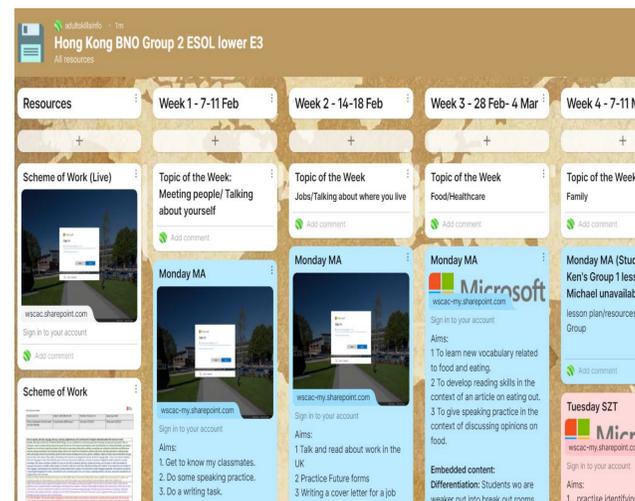
The curriculum is an adaptable framework. Initially, tutors were given a base number of pre-planned lessons by the Project Lead, so that they could adjust to the new method of delivering teaching without anxiety of the speed of planning and delivery. They could then focus on feedback from the students to start planning the following seven weeks, adapting to the student needs.

Carefully sequences lessons and scaffolded tasks build the students understanding and memorisation in logical progression. This ensures that students understand and can articulately recall the knowledge they have learned. This is achieved with contextual lessons, designed around real life, keeping students interested and keen to learn.

Examples of the range of lesson topics are:

- British Values
- WSC Character strengths
- Employment skills
- Healthcare
- Education
- Driving theory
- British Citizen Test

Teaching a range of transferable skills, students can apply in both their workplace and everyday lives.



### RESULTS – based on 29 students

**Feedback from students** on the specifically designed curriculum framework have been very encouraging.

A positive attitude to learning with motivation has produced an **86% retention rate**, 7% were forced to leave due to external work and family commitments and the 7% unknown.

**Average attendance of 85%** up to 11<sup>th</sup> of March. Noting that students are attending 5 days a week, means that the students have collectively received a **total of 1,211 hours of education over the course of four weeks.**

In addition to attendance, comments feedback by students on their ILPs have provided enthusiastic reactions:

**65% of responses included the words 'good', 'great', or 'nice'.**

Students have also had a positive experience of the aims and focusses of the curriculum and course framework, as outlined earlier, example below:

*"Although I joined the ESOL course class for the first time, I enjoy it very much. It is because I can know a lot of different English culture, for example, the British people's habits, their daily lives, the formal & informal English, I think this class is very useful for me."* S Shum

*"I am very lucky to have you as my teacher, you are willing to help me and make me improve in my studies. At this moment the structure of the course is good. I am very enjoy."* R Cheng

*"...Can make me confident to talk to British and write via WhatsApp and email. I hope that I want to continue to study free English course provided by West Suffolk College. Thanks a lot!"* E Hon

**Feedback from tutors** has been equally constructive. They have been able to communicate with each other easily, keep materials and lesson plans updated, and provide consistency to the students. Tutors have to date delivered a total 171 teaching hours, spread across the three different levels over four weeks (to date), with a total turnaround preparation time of less than one week.

Tutor feedback has also highlighted appreciation for the layout and design of the padlet, with the only challenge being the lack of the ability to edit documents and folders once they have been uploaded on the padlet. In response to this, we have installed a link on each Padlet that redirects to the live Scheme of Work kept on Course Portfolios.

Tutors are happy that all material is safe as padlet is hidden from public and it is in a secure setting requiring a password account.

Tutors feel confident to adapt to their students' needs quickly with the co-operative way the padlet is laid out for changes and comments for communication. An example of this was a student with a cough. The tutor immediately identified a knowledge gap of the word 'throat', or indeed many other parts of the body. He was able to comment this on the padlet resulting in an adaptation of the following week's topic on Healthcare.

### FEEDBACK

Optional comments from students completing their daily ILP:

63 respondents (45%) answered good for this question.



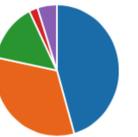
Daily feedback from ILP on lesson aims:

- I can do this with no problem 46%
- I am a lot better 33%
- I am a little better 15%
- I need more practice 2%
- I need more help 5%

7. How did I do?

More Details

I can do this with no problem ...	163
I am a lot better	117
I am a little better	52
I need more practice	8
I need more help	18



### REFERENCES

[Dashboard | Padlet](#)

[About - East of England Local Government Marketplace \(eelga.gov.uk\)](#)

[Hong Kong British Nationals \(Overseas\) welcome programme – information for local authorities - GOV.UK \(www.gov.uk\)](#)

[ESOL Quick Level Placement Test](#)

[Online ILP](#)

### CONTACT DETAILS

[Anne.short@wsc.ac.uk](mailto:Anne.short@wsc.ac.uk)  
[Jack.bennett@wsc.ac.uk](mailto:Jack.bennett@wsc.ac.uk)