**INTERVIEW**

**Attendees**

Naomi Flynn (interviewer) NF

EMTAS Teacher 1 - EMTAS T1

EMTAS Teacher 2 - EMTAS T 2

NF It is really nice to have you both with us. Can you just say your name and what your job description is for the transcriber?

EMTAS T2 I am EMTAS T2 of Hampshire EMTAS.

EMTAS T1 I am EMTAS T1 of Hampshire EMTAS.

NF Thanks very much. The first question is about what you were expecting and then what actually happened. I am really interested to know what you thought was going to happen first of all when I first mentioned the project?

EMTAS T1 I think I was very open-minded about it without any clear, nothing had crystalised into what you might call like a plan in my head about what it might look like or how it might go because we were trying to do something that was a collaboration, so there is lots of people’s input that shapes how things develop there, but confident though that you were leading it and you brought all that prior experience to it that we would stay on the straight and narrow.

NF I just about managed it, I think, yes. How about for you EMTAS T2?

EMTAS T2 I was quite nervous about it because I did not really have a picture in my mind of what it was going to look like at the end, so when I went into it at first, I was a bit, what are we getting into, how much work is it, will we be able to do it, so I was a bit nervous about it that way, but like EMTAS T1 said, I knew it would happen and I knew it would work because both you and EMTAS T1 were involved with it. I knew it would take shape and it would happen, but I was just a bit nervous about how that would look and how it would happen, and I must admit, at the beginning, I though oh my goodness, how will this ever come into something.

NF Yes, I thought that at times as well. I guess what is different, I am just realising interviewing the two of you is, of course, you were in on the ground floor because when I was developing the bid, you were getting that forwarded and backwards to you whereas your team were just taking it from a later stage, as it were. When it actually then happened, it is still happening and obviously, we are in the closing stages now, how did that process feel as it were? Were your fears allayed or did you find the whole thing terrifying?

EMTAS T2 No, I think it started to take shape quite quickly once the whole team was involved and you realised actually, this is really practical, it is really collaborative, we know what we are doing, and I can see clearly now where we are going with it. I think quite quickly, once the team were all involved, I felt much more confident.

EMTAS T1 And that bit from the schools where they had said what they wanted and what they did not want, that starts that narrowing down process because then it gives you an idea of what we are creating and how that is going to meet those needs identified there.

NF Yes, a lot of the rest of the team have said that the asking the schools bit was really good. I am really glad we did that. That was helpful. Reflecting also, and looking at question two now, what felt positive about the experience for you? I am asking as for you as Directors of the team.

EMTAS T2 It was something new, it was something different. That it was working with the university. I felt it gave us a bit more gravitas and was getting us out there in a different way because a lot of the resources are ones that we have used, and that we do recommend, but people do not always hear it when we say it, but when it comes from a different voice, suddenly they hear it, they see it.

NF That is funny. The rest of the team have all said, it is all because my name was attached to it, whereas my life is talking to student teachers who do not take any notice of what I say, they will only take any notice of what a teacher says in the staff room, so I am really surprised.

EMTAS T1 I think it gave different things to different people. On our teacher team, we have got some people who have been around for years and years and have been just working in this field in similar kinds of ways who might have felt like a refreshing change, something new and a bit different and a bit of a challenge to it, whereas for the newer members of the team who have not been with us for quite so long, I think it was a way of maybe coalescing at ideas or just that coming together about some of the core concepts of the messages that we are trying to get into schools; so bringing them all onto the same page, but giving other people opportunities to, I do not know if it is a brain food kind of a thing. I was thinking about EMTAS T3 in particular. I am sure she got a lot out of the whole thing.

EMTAS T2 She really enjoyed it.

EMTAS T1 So different and something a bit varied. My biggest concern with the whole thing was what is going to happen if we suddenly have hundreds and hundreds in from schools because another war has erupted somewhere and we have got this exodus of people all suddenly fetching up in our schools, but luckily that did not happen.

NF I did not really think of that myself. I realised it was difficult for you to slot into your normal day jobs because basically, you were doing a full-time job and this was on top of, but yes, that would have been, and that could have happened, so we were lucky.

EMTAS T1 Yes, we were lucky.

NF Lucky that it did not.

EMTAS T1 Because that has happened to us in recent years.

NF Absolutely. Anything that you felt challenging for you or for the team about the way in which we went about things?

EMTAS T1 I wonder if that business about because it is largely a qualitative thing working with people and responding to what people want, and I wonder if we might have had a few people that prefer a more defined quant approach which is was never going to be. I wonder about that with some of them.

NF I guess it is just lots of words, lots of transcripts and observation notes and things like that, so you think people might have liked to use it almost as an intervention and then try and measure how well it worked or something.

EMTAS T1 Yes, I think there are people who like things to be a bit more like that. I am not one of them.

EMTAS T2 I think that would have killed it.

NF It could be the next step, but I think initially, as a pilot, we just had to find out what works for the schools, and I think that could only be with qualitative data really, but then I would say that because I am a qualitative researcher. I think there are always choices that we make about research design, and it is a difficult one.

EMTAS T1 We did not really know that about the people, like the people of our own team. We do not really know where their preferences might lie for approaches to research and methodologies.

NF Yes, they probably do not know. I would not have had a clue when I was in the classroom. I would not have known what on earth a research project was let alone what my preferences were. The whole kind of having to engage with research methods must have been quite different for some people. Anything else on challenges, EMTAS T2?

EMTAS T2 I felt the travellers were a challenge.

NF Yes, that was a shame wasn’t it? That was shame that the schools that, they were less engaged. I know. I have to admit, it has been difficult writing the reports because I cannot decide whether to just not do travellers at all. I do not want to leave it out when it is one for Hampshire and other counties, I will leave travellers in, I think, but the one that is a two-sider which is a policy briefing, I think we will have to not reference them because we do not have an evidence base, but it was frustrating.

EMTAS T2 I felt it showed the schools as apathetic as the children are. That is not meant to happen.

NF I think it was just incredibly bad luck in that one changed headteachers over the summer, and then the other, the headteacher was going to go at Easter.

EMTAS T1 Handed in his notice, yes.

NF I honestly think it was just bad luck because their initial interviews were both great. Things could not take off. It is something to not forget, to kind of go back to that moving forward. That was a challenge, and as you say, a disappointment.

EMTAS T1 I guess, like us, it is even harder to predict what things might crop up for a school when you set out in the autumn term with all these wonderful ideas about stuff that you might be able to do with them, and then the real world crashes in and takes over. We had some schools that were really quick off the mark, and that was so encouraging, and others that dragged their heels a bit, and these last few that did not ever quite come to anything much.

NF Let us go to question three and talk about the actual toolkit and how you felt about what we designed or how we designed it, or its strengths.

EMTAS T2 I enjoyed the resources and looking at them again with fresh eyes. I think moving forward, I would like to see some new resources added to it.

NF Yes, definitely.

EMTAS T2 But I also think for the team, some members of our team have not used all these resources before, so it was quite a good time and a good way of them engaging with the resources and being more confident and comfortable with talking about them with schools.

NF Absolutely, yes. What were your thoughts about strengths, EMTAS T1?

EMTAS T1 That it was very succinct and short and practical. You could read through some of the guidance that we wrote over a cup of tea and assimilate that. It was not an overloading thing for people. I really did like that. We have been moving towards trying to reduce word counts in documents because people just do not read it for some time, so this was really a good experience from that point of view.

NF We (inaudible 00:12:24) quite disciplined, it was quite hard selecting the words that matter and only leaving those in.

EMTAS T1 Yes, and yet it still being able to convey the meaning that we intended in the first place.

NF Schools certainly appreciated the succinctness of it. In some ways, going onto shortcomings now of it. That is sort of a shortcoming as well I think, maybe, I do not know if you feel that way.

EMTAS T1 I think as an appetite-wetter, it is fine, absolutely fine, but if you had done some of those things in the spring or the summer term and you wanted more, then maybe there needs to be options for people to have another couple of things added into their toolkit, perhaps. I did like the Padlet though, the visual part of that, and I liked the slides at the beginning and the way that when we put those icons in, you could make the links. Personally, I found that quite helpful, I hope the people in schools did as well.

EMTAS T2 It would be nice to see if it could be developed further building on the collaboration with schools and see if they had developed resources that could be added in and shared.

NF Absolutely.

EMTAS T2 And widen the collaboration even with the pilot schools.

NF That is a great idea. They have all said in my final interviews with them that they would like to see more resources, more pictures, more whatever, which of course we are going to add some because I am in the process of getting those made. The idea that it would continue to be generated by the schools themselves as well is a lovely idea. I think we should really try and sell that. One of the shortcomings that I picked up from the schools’ final interviews. They did not see it as a shortcoming themselves, but for us moving forward, I think it might be, and that is that they all said how terribly important the October meeting was where we introduced it. I thought okay, I do not know what that means for us moving forward when we try and roll it out to all 600 Hampshire schools, and of course they will not get that.

EMTAS T2 They could have it in a short film.

NF They could, yes, we talked about that, I have just remembered, we talked about that last week maybe.

EMTAS T1 We have been toying with Clipchamp which is a freely-available bit of video software, and you can combine you being on screen talking with a set of slides behind you at the same time, so it might be possible quite quickly and with relative ease to put that kind of thing together.

NF Yes, I think that might be one of the first amendments we make to it, to make sure it is really useable at school level without somebody from EMTAS or me introducing it. That was really interesting, and I guess we will be able to include maybe things that the schools have said to is and explain to the new readers, as it were, other schools found this helpful and did x or whatever. You will not have actual reflections on the school visits, so you might have one (school name) EMTAS T1. I wondered if you wanted to talk about the school visits at all, if it is relevant for you?

EMTAS T1 It was just that one that I was able to be involved in, and that was a bit of a disappointment to me. My calendar was just so rammed with other things, and the thing that it just did surprise me that given the makeup of the pupils in that school, the communities that are there, that more had not been done, that he had not been more proactive about things. I think that was a big surprise.

EMTAS T2 Knowing what has now happened with the school, I think that was probably we were just at the very wrong time for the head.

NF Yes, we were. I think so. Also, it is a really small staff, they are tiny, so I think a lesson for me from it was how difficult it is, in a way, to make it work when you have only got a very small team, quite a few on job shares, I think. You would think it would be easier, but I think in some ways it is harder because people are so engaged in the huge amount of work they have got to do to plan. Say they have got a class that is year five and six, their day job is so huge, as well as they have got three areas of leadership or something as well. I wondered if that might be part of it as well. I do not know. Whereas in other schools, say, take (name of school), where you have got three year five classes, they were able to trial it across year five, and other schools with bigger intakes did that. They had much more flexibility I think. I think school size is probably an interesting part of it.

EMTAS T1 Yes, and maybe more internal support for the teachers who were doing stuff in their classrooms could talk to each other about it, or maybe they would plan together if you have got more than one class per year group, they might plan stuff together, and that does share the load of it.

NF Yes, it does.

EMTAS T1 Then talk about how it went with their different groups of children and troubleshoot as well together.

EMTAS T2 Maybe with smaller schools, we need to suggest they do it as a key stage two project.

EMTAS T1 Yes, that would add to the numbers in terms of support mechanism.

EMTAS T2 And give that support, yes.

NF That is good idea, a very good idea. Again, I will just share with you that question 4B, did it make you think differently about your working pattern with schools and teachers. Where you did not go in much, it is hard for you to answer that, but something that occurred to me was that the project went in a headteacher level basically, to start with, and then sometimes whole school and teachers with whole classes, whereas your normal modus operandi is you might do afterschool training with all staff, but a lot of it is one-to-one, like a one-to-one with a pupil or a one-to-one with a teacher. Maybe it is different for you, but for your team, that was a big difference.

EMTAS T1 Yes, we do not usually start at the top, although that is the way to get stuff moving and things done generally we find. I suppose we are chipping away with things like pupil conferencing would be with one teacher or possibly the LSA if they are lucky enough to have extra adults around.

NF It made me wonder, moving into the next question, question five, if it has made you think differently about how the team interacts with the schools, if there are possibilities to do it differently?

EMTAS T1 Maybe with the excellence awards, the pitch is meant to be, we would get more success if we were not pitching to EAL leads, who are essentially, they are class teachers, or they are not even class teachers sometimes, they have got even less clout in schools. If that was pitched differently to heads or senior leadership, we might get more buy-in there, which is what enabled me to get into one of my Winchester schools. I think they are about to submit, but that was because I had gone and seen the head and talked to them, so it had her backing.

NF Yes, I find it makes a very significant difference. In terms of the awards, I also wondered if, I do not know, in terms of using it in the future, whether it might become part of the structure of the awards, or, I do not know, I am just thinking out loud, how it might inform them, or be brought or contribute to them.

EMTAS T1 It would contribute evidence of pedagogy and practice in the classroom. Things people are doing with their learners. Those kind of things, and possibly as well, evidence of drawing on children’s other languages as tools for learning, perhaps.

NF I wondered about the actual observing pedagogy. Something EMTAS T3 and I noted was one of the schools, which is absolutely flagship and EAL-friendly, as it were, and has been for years. When we were observing teaching, it was not amazing, you know, the world did not stop turning, but it was not quite what you would expect, and I wondered if it had made you think about whether an observation element to the awards might be helpful, or maybe that might be overwhelming for the schools.

EMTAS T2 It is difficult because we are not observing teachers. It is observing the practice. (inaudible 00:22:32) some thought.

NF Yes, I can see that absolutely.

EMTAS T1 We have got the prompt sheet that is made available, the EAL one anyway, for people to go and observe other practitioners in their school as a starting point. I suppose it could be classroom talk things could be factored into that, then it could lead to a signposting of the resource itself.

EMTAS T2 And it certainly could go into the recommendations and we have seen it coming into the recommendations on the reports.

NF What is coming into the recommendations?

EMTAS T2 Using the Talk Rich Teaching and reports written for schools that had been pilots, it has been in the recommendations on how this can benefit an EAL child in the classroom.

NF Do you mean in my reports?

EMTAS T2 No, in the profile reports that we do with the children.

NF Okay, you have been saying that already?

EMTAS T2 Yes, with schools that have been pilots so they know what we are talking about.

NF So, the pilot schools have said that it was useful, or you have said it as a recommendation?

EMTAS T2 We have said it as a recommendation.

NF Right, so you are already using it in that way, that is great. Reflecting on the choices we made here, particularly around the principles. I wondered if the principles had any impact on how you think about your professional learning for teachers?

EMTAS T1 I think putting that belonging as the first and most important. I have noticed myself that I am thinking more about that as a pre-requisite for all the other things that you might want people to do.

NF Everyone has said that as well, interestingly; your schools said that, your team have said that as well. It is interesting, it is possible to get very caught up in the detail of the language development, which is super important, and forget that bigger picture.

EMTAS T2 I think for classroom teachers, everything is so data-driven, and so pressured by data, that to actually step back and say this child has no sense of belonging in this first term, that we have to create that trusting environment before we can, I think, does make you reflect and think.

NF Yes, absolutely.

EMTAS T2 I think in that way, it has impacts on lots of different ways that it should help us not see schools assessing too quickly, (inaudible 00:25:28) hopefully it will.

NF Absolutely. In terms of moving forward, we have sort of touched on this a bit before, but I am thinking timescale for you to rolling out to wider Hampshire schools, I think it is going to take us a few months to update the toolkit, although we can update it at any point, of course. EMTAS T2, you mentioned maybe launching it at the EMTAS conference. Do many headteachers attend that or is it teachers?

EMTAS T2 It is a mix.

EMTAS T1 Yes, (inaudible 00:26:10). But we can get into those headteacher meetings things with the district things, not the district reviews, the ones where.

EMTAS T2 The briefings? Headteacher briefings.

EMTAS T1 The one where all the heads come out. I have been down to Stubbington to talk to the heads from Gosport and Fareham down there.

EMTAS T2 Yes, I have done the Farnborough one before.

EMTAS T1 Yes, those kinds of meetings.

EMTAS T2 I think I am going to the Eastleigh one at some point.

EMTAS T1 That could be an opportunity for getting in at senior leadership level.

EMTAS T2 Yes, that would be great.

EMTAS T1 That would economically viable way of doing it.

NF Yes, you have to have them all in the room all at once. You cannot be going one-to-one can you.

EMTAS T2 Also, at the conference, apart from your keynote speech, I did wonder if you would like to do a workshop where you could introduce the toolkit?

NF Sure, yes, why not?

EMTAS T2 Brilliant, thank you.

NF People who came to that workshop would then need guest user logins and things, if you wanted them to use it as part of it.

EMTAS T2 Yes, and we can ask people on that one to bring laptops with them.

NF Yes, that would be good and that would get some people engaged.

EMTAS T2 That would get it into further schools.

NF It would. Before we do that, we need to think carefully about what we want from it. We do not want people just being allowed to just log in. We want them to be kind of a process. You know with the Bell Foundation where you have to sign up but it does not cost any money in order to use their wonderful assessment materials, something like that, I do not know if it works that way anyway with the Moodle. Something whereby we have collected their contact details and they understand that we might contact them to ask them about their use of the toolkit. It would be very short, it would be like three questions that they have to answer.

EMTAS T1 That we could do. It would be a slightly different kind of way of making some of the content on Moodle accessible to more people, but we could do that. They have to sign an agreement anyway when they first get into Moodle to say acceptable use and all of that kind of thing, so it is something particular for that course, we could certainly do that.

NF Yes, it is just something to think about I think, so we do not just open it out and everyone is using it but we cannot track it.

EMTAS T1 Yes, and if it was open like that, of course, it would not just be staff in Hampshire schools that could get to it, it would be open at anybody in the world could get to it and that is another.

NF I think that is what we will not do. I think we will do it to Hampshire to start with. That is stage two, and then beyond that, we have to look at doing something different rather than the whole world is coming into your Hampshire Moodle. That is the next project along if I have not fallen off my perch.

EMTAS T2 We still have to look at whether we would sell it as well to academies.

NF Absolutely, there is a lot to discuss. I think we play a little bit cautiously first. Roll it out to as many local authority schools as we can, see what happens and then, later on, if we want to look at a commercial model, that has got all sorts of implications for intellectual property, but you sell the young interpreters scheme very reasonably, it is like £40 or something is that right?

EMTAS T1 It is £70 at the moment, but we are probably going to push that up to £80 or maybe £85 quite soon, but it is cheap as chips.

NF It is still incredibly cheap.

EMTAS T2 I think £100 (inaudible 00:30:07) round figure.

NF That is a bit further down the road, I think.

EMTAS T2 Yes, I was just wondering because I just sold some stuff to all the schools in Borden, the primary schools in Borden that have just been academized. If you could get into them, doing it as an academy, and there are four infant and primary schools in that. I have just sold (inaudible 00:30:37) three times a year this morning, EMTAS T1.

NF You would want to think differently. Academies could not access it for free, is that right? Because the other schools contribute to keeping EMTAS and HIAS afloat as it were, but the academies do not.

EMTAS T1 Yes.

NF So they would need to have a fee. Alright, that will be quite an interesting testing ground, would be the Hampshire Academies for when we have taken it that stage further. When it needs to look more like a website. My thoughts are that it would come out of Moodle and be something independent, but still be badged as ours, as it were.

EMTAS T1 Yes, because Moodle look is a bit sort of rough and ready.

NF It is just complicated because you have got people coming into your Moodle and then into the Talk Rich Teaching thing, and in terms of administration, that would be a nightmare. It would be inappropriately inside your platform.

EMTAS T1 A lot of the stuff they can get to anyway, anybody can, the open access courses, and we want them to because then they remember that they got it from us, and then we might end up being able to sell them something later on.

EMTAS T2 We do have lots of lockdown things as well like the (inaudible 00:32:09) learning and things.

NF Yes, (inaudible 00:32:13) as it were. Anyway, lots to think about. Thanks, that is really useful. I think we just need to keep talking about the practicalities and do it very staged. It was you, EMTAS T2, saying let’s think of, because I was thinking we have to open it up to all of Hampshire by July, and of course not, and it was EMTAS T2 who said let’s launch it at the conference, and I thought, yes, how very sensible. We will just do the first stage one, I guess we have done stage one, but stage two is local authority schools at the conference.

EMTAS T2 (inaudible 00:32:44) better received than us launching our book last year, last time.

NF Were they not kind?

EMTAS T2 No. The teachers no, but it just caused a bit of a stir with the travelling communities.

NF (inaudible 00:33:05) like that. I have come to the end of everything I wanted to talk about. Is there anything else you wanted to say or observe or comment on?

EMTAS T1 No, I think that we have all got a lot out of the experience. It is just so nice to have something a bit different to go and do, or different to focus on and think about and the other opportunity to collaborate with teacher team has been like a teambuilding bonus to the whole thing, I would say.

NF Wonderful.

EMTAS T2 I think also from our point of view is we had two-three newish members in a team that we had never worked collaboratively on anything with either, so it was quite nice for us to see how that worked from our point of view.

NF I felt that across the summer term it took time, and then by late June-July, we were really together and reading each other, as it were. I could see that it took different people different amounts of time to get there, especially as you say, EMTAS T5 was new, EMTAS T8 was new. EMTAS T6 came in later.

EMTAS T2 EMTAS T6 had not been there long.

NF I am glad it was helpful for the team as well. I super enjoyed working with everybody, and it was hugely interesting and a learning journey for me, just re-engaging with the reality of schools’ everyday lives. I have just got the films now, after half term, we have got (school name) on the fourth and (school name) on the eighteenth, so that is great. Then, the dreaded reports which I will send through to you after half term. It is very hard, you have to distil it down so much, I feel like I am hardly saying anything. Have a lovely half term, EMTAS T2, have a lovely, lovely birthday.

EMTAS T2 Thank you. You too next week.

NF Thank you, and I will be in touch soon. Alright, take care, thanks so much for your time.