**INTERVIEW**

**Attendees**

Interviewer NF

Headteacher HT F

Teacher F1

NF We are starting the recording and transcription and hopefully (inaudible 00:00:05). Before we start, if you can say your name and what you do for the transcriber?

HT F My name is Headteacher F and I am the Headteacher at School F

Teacher F1 I am Teacher F1. I am Teacher and LSA and EAL Lead at School F.

NF I do not think that I had picked up that you were a teacher and LSA as well as the EAL! Wow! So very busy. Thank you very much for giving up your time again. I sent the questions through, and we can work with them and not. According to what you feel like you want to answer, as it were. Because people are all at different stages. I wanted to stress again how very much we enjoyed the visit to you when I came in with EMTAS T3 a couple of weeks back, it was really lovely. I was trying to persuade Teacher F2 yesterday to let me film her teaching, but she was not too sure. Because her teaching was so excellent! I think it would make a role model for others. Anyway, when we came in, you were doing stuff around sentence stems, some around school belonging because you have got the names on the doors and so on. And also, it seemed to me that you already had learning questions up and running as part of your own practice. Or was that or was that in response to the toolkit? I have lost track of that.

HT F Probably a mixture I would say that yes, we have had more of a focus on it more now, definitely.

NF Ok, great! It is about a month since I saw you, has anything else developed or are you just doing the same, as it were?

HT F I think it is probably doing the same. But also expanding on the success of your visit, and where you have picked up on things, and just really almost rolling out across the school, and just using those examples that the year five team have been using, and saying, ‘Actually, this is really good practice, try it in your classroom.’ But I certainly know that moving forward, in September, part of our school development plan is that work around oracy. And I think that is one thing that the toolkit has really opened our eyes to further, I would say, is how can we engage that speaking and listening. And I think for us as a school, that is the next step. That will be a priority on our school development plan next year and we will obviously then utilise those tools, banks of activities, which so far have been really successful. I think as a school, it is trying out the activities and when you roll something out across the whole school, you need to say the ‘so what impact does it have?’ and I think we can see from the teachers that have tried it, in the interim, that it really has had a positive impact.

NF Right. In terms of positive, do you mean in terms of the children, how much they are talking or quality of talk?

HT F Everything, I think. I think it is children that were not talking that are talking. I think that, for us, we have seen a shift, and I think we can then see other children in other classes across the school. And thinking that would be really useful for that particular child to get them of their shell. But also, I would certainly say with the activities that you have shared with staff, they provide a really good scaffold to increase that quality talk.

NF Great. That is really lovely to hear, that it has work that well. The changes are quite small in a way, they are kind of tweaks to practice.

HT F They are, but I think they have a big impact. If you look at what those small tweaks are. I think, like the structure and the scaffolding, actually, that will have an immense impact on children’s learning and also their self-confidence. And not just children with EAL perspective, it is all children. And that for us has been yes, we went into it looking at supporting the children with EAL, but I think it is going to have a big impact on several different types of children with different needs.

Teacher F1 I think people are more mindful when planning to make sure that it is included in it. It just makes you more aware of it, I think.

NF You mean people are more mindful of looking for opportunities where the children could be talking for longer?

Teacher F1 We speak less, they speak more.

NF Well done. It is that simple. And it is not simple, it’s not simple at all, but if you wanted to reduce it, that is what I always say. It is what I say to students I am working with or practicing teachers, but it is hard. Is there anything that you think, you know, people are finding hard now that you are rolling it out more across the school? That being quieter.

Teacher F1 I think people are looking more internally, like you said. Stepping back a bit because as a teacher, we like to talk. And we like to deliver the lessons and obviously, we do make sure that the children are involved in talking back. I think, like I said, it just makes you more mindful, but you do have to re-learn some of it. You do have to stop and pause and hang on a minute.

NF Yes, it is hard, and I think it is a project over time, it is not going to happen overnight. It’s really hard.

HT F I think one of the great things about the team here, is that everyone is quite open to giving things a try. I know some schools might be different, but then I think that comes back to the purpose. If you explain… If there is a clear purpose about why you are doing what you are doing, you have buy-in from the staff, don’t you? And I do think some of the teachers that have tried things. I know you have seen Teacher F2, it is a case of I have tried this, and I absolutely loved it. But then that is going to then rub off on other staff, so you have that sort of ripple effect across the team, and people think I want to try that as well.

NF Yes, the buy-in, as you say, is really crucial, absolutely. Looking at my question 2, it is about how you decided to introduce it. From memory, some of you had access. I think it was the three of you had access, as it were, to the toolkit. You downloaded things that you wanted staff to work with and then staff were given that curated content. Is that right?

Teacher F1 They were also given the link as well to go on and have a look. Because I said, “You might find some other things to suit what you are teaching, or you feel it could fit your practice.” But during the staff meeting, yes, I pulled bits out that I felt were a really good way to get started using the toolkit, and that we could implement them straight away.

NF Sort of a hybrid approach in a way. It is kind of between 2a and 2b on that question, as it were.

HT F Yes, absolutely.

NF That has been one of the most interesting, everything has been interesting. But it has been really interesting is how schools have done that. Some have completely controlled it; some have done what you have done, and others have said everyone go and have a look and see what you like. It is quite a range of different ways of doing it. I think, for you, I remember the sense of the slightly curated approach at the beginning was because you wanted it to relate to your other school improvement plan priorities.

HT F Yes, and I think as well it is introducing it to give it a try, but not overwhelming staff. And I think it could, at the time we introduced it, we already had a lot going on. And I think if you overwhelm staff with it, you just think, ‘Well what do I focus on?’ I think in the summer term because of that, we stripped a lot of things back and said, ‘Right, we are going to focus on this, this and this.’ And moving forward next year, we really have a much more simplistic. It is not going to be simplistic, but just fewer things to do, but just to do them well.

NF Lovely. We are hoping before too long, we would go back to the toolkit, revise it in light of what you are all saying and then hopefully roll it out to the county. So, advice to a headteacher meeting it for the first time without me explaining it, would be, probably to curate it in the way that you did? Or can you see how you might advise somebody using it without the backup of the research team?

HT F I think as long as when it is introduced to headteachers, the purpose is really clear. For me, if I cannot see there being a purpose to it, I will not engage.

NF Of course not, why would you?

HT F I also think as well, looking at the toolkit, if it is too busy or too complicated, that will be another no-go for me.

NF A turn off.

HT F It is just looking at being streamlined, being simple and saying, ‘Click on here, these are your resources.’ Not like a click, a click, a click.

NF Not too many clicks, no, always bad news.

HT F Because from a headteacher’s point of view, you will need somebody to use that. I need to see it, but then I also need to think from a teacher’s point of view of, they have limited time, they need to be able to access things quickly. I think, as long as you get that bit right, and you have got the headteachers going ‘Okay, actually, I can see the purpose of this.’ Which is why it is being great to be part of the research side of things because when we initially met and spoke, I could see that there was something here within the school, that there was a bit of a gap, so let us see if the resources can fill that gap. I think moving forward, it will just be a really useful resource that we can dip in and out of. Like you were saying, just to get fresh ideas and think how can we do things a bit differently?

NF Wonderful, thank you. That kind of not overwhelm which you mentioned a couple of minutes back, is also a consistent theme across all the interviews. It is really important. Thank you. Looking at question three, I think some we have kind of talked about. You are happy in the way in which you drew on the toolkit. Have you gone back in, to find more? Or are you sticking with what you have got? And that is enough for now?

Teacher F1 I think from speaking to others, I think we are just running with what we have got at the moment. Because like HT F said, we want to embed it a bit more in the curriculum, and how we are teaching with our practice.

HT F I think we will definitely come back to it in the September onwards. Because we are having a bigger focus on oracy, so that will then be, I suppose, one of the main drivers for resources to use.

NF I am just relieved that people feel they have found resources, things that they can actually use that are practical in it.

Teacher F1 Absolutely, yes.

NF In some ways, we definitely wanted it to be fixed around the principles, as it were. And that is quite theoretical and all about the research and so on. Ao, I am glad that people have not found that off putting and thought it was not practical enough. That has been great feedback. What about the principles? I am wondering how far they stayed in your heads as things you are working towards? Or whether in a way, you got focused more on the activities than on the talk rich or school belonging or enquiry lead?

HT F I think, to be honest, it has formed a massive part of what we do and so much so, that in September, I am actually changing our core values.

NF Wow.

HT F At the moment, we have got growing and learning together. Which it was not from me, and I feel that there needs to be a bit more depth to what we want. Moving forwards in September, our core values will be Belong, Believe, Aspire and Achieve.

NF How lovely.

HT F I think married with what we have done with you, but also from other training that we’ve had, it is so important that children feel that they belong.

NF Absolutely.

HT F If they do not feel safe and they belong, then you cannot do anything else. You then look at the belief side of things, which links in with all of our school learning behaviours, but also about that confidence building. Oracy, we know, is a massive part of building that confidence because it is about communication. If you have got a child that feels safe, that belongs, that then believes in themselves, and has the skill set. Which is where I see a lot of the work, we have done with yourself, is that communication is opening up. The Aspire side of it is down to us aspiring children, then they can achieve. It is about having all of those foundations in place. And I have been thinking about it for a while and I think just from reflecting upon the work that we have done with you, and like I said, other training, I think it is the right thing for us as a school to be really clear on what we feel is important. For me, it has certainly been on my mind.

NF That is great to hear. Absolutely great. Lovely. In some schools, people are feeling like the principles sits maybe with the senior leadership team and the teachers are entirely understandably, more interested in, ‘Tell me the activities I can do, that are going to make a difference.’ But it is sounding like you are taking the two together all the time.

HT F (inaudible 00:14:36) purpose and we had an inset day a couple of weeks ago, I think. Where I shared my thinking with staff, and I had lots of nods. (inaudible 00:14:48). I saw lots of nods and I think staff can really see the purpose of it and you have to change with the times to be honest.

NF For you, Teacher F1, as EAL Coordinator, do you feel it shifted the way you think a little bit then in terms of possibly always having been worried, entirely understandably, about what am I going to tell staff they can do activity-wise, to thinking slightly more broadly?

Teacher F1 Yes, absolutely, and like I said, I go back to the fact that it is the purpose, but it is in the forefront of your mind a bit more now. I feel doing it as a whole school, we have not been like this, but EAL is not a separate thing, it is a whole school, it is all inclusive, it is all of us together.

NF Lovely, thank you. I think question 5 we touched on already. Whether you feel the changes you have made in practice will be sustainable over time? I think you have basically said yes.

HT F Yes to that.

NF Number 6 is difficult to answer. I had a lovely long chat with Teacher I, who is the Deputy Head at School I, yesterday about this one. We are interested to know and, in a way, maybe you have already said it I think, has it changed the way in which you think about and respond to multilingual children? I think that focus on school belonging that we have just talked about perhaps covers that, really?

HT F I think it does, but I think we have just got a raised awareness, I think. It is making sure that every communication is translated and not making that assumption. Teacher F1 has worked incredibly hard to have a document, and I think we talked about it. Which families need things translating and I think again, that goes back to making those families feel that they belong. I do think we have got really positive relationships with our parents but, sometimes there may be a barrier there because of the language differences. So it is, how can we then break that down, so that the parents feel more confident, and I do think, for some of our parents, it has been a bit of a gamechanger in that respect.

NF Wonderful. It is always a challenge the communication and the access to translation and all the rest of it. It is always a work in progress that one, isn’t? Because it is just really hard, but it is really lovely to hear you talk about the changes in the way that you do; that they are both kind of mindset and practice. In a way, it is quite hard to do one without the other.

HT F Yes, absolutely. For it to be successful, I would say and really embed in into school (inaudible 00:17:48) culture.

NF Absolutely. Moving onto question 7. Is there anything that you wish had been included that you were unable to find? Or anything that you think you would want to find in the future?

Teacher F1 More resources and ideas would be amazing.

NF More resources, more ideas, yes, absolutely, you can have an endless supply. Yes, absolutely building further.

Teacher F1 Yes, and any ideas that any other schools have done, and you have seen, or you have got in your (inaudible 00:18:20).

HT F Almost like a sharing pool.

Teacher F1 That would be great.

NF Totally. That is what we would love to do. Next term, I have funding to get some films done and some photos done. Photos, people are always very happy with, films less so.

HT F Yes, I totally get that.

NF It is a shame because whenever I talk to whether it is my student teachers or practicing teachers about anything related to this and I say this is great practice. They will go, ‘You can tell me that, but I want to see somebody doing it’ and I go ‘absolutely’. but then it is very, very hard to find teachers who want to be the person who is seen.

HT F Yes, I get that.

NF We just have the one video at the moment which is from my (place name) school that I work with a lot who was brave. It was (Name of teacher) who was brave enough. If you can convince any of your teachers when I ask. I will check back in with schools about that after Easter. Because I absolutely agree, and I know EMTAS feel they would like the examples in it to be Hampshire examples. Of course they do, or at least some of them. At the moment, they are things that I have got from the States, or they are from (place name in England). It does not feel like yours, does it? Thank you, that is a really good point, absolutely, we need a share everything. Another person I interviewed said they thought it would be quite useful to think of having a section for ECTs or for an LSA who is completely new to EAL. I guess that kind of thinking of the practitioner who is completely new to this. Something summarised, because some of us are coming to it knowing what we are reading, so because you have been working with multilingual children for so long. So, examples, pictures and videos, absolutely, yes. That last one, I think we have really covered this about how you think you are going to use it in the future because you have talked about what you are doing in September. It is nice that there is this sense that it will have sustained use. Is there anything else you wanted to add there about anything you think we have not covered.

Teacher F1 Not that I can think, no.

NF I think we are done. That was a real conversation, and I will be back in touch, as I said, about possibly bringing people around in the summer term. But also, because everyone seems to be carrying it on, although this project finishes, I will definitely be checking back in with schools in say 6-12 months, to see how things are going. I hope to keep in touch with you.

HT F Yes, that would be brilliant, it has been lovely to work alongside you and thanks for letting us be a part of it.

Teacher F1 Thank you very much.

NF Thank you for being part of it. It is brilliant, really, really helpful. Thank you so much.

HT F Have a lovely rest of the day.

NF Take care, and you.