**INTERVIEW**

**Attendees**

EMTAS Teacher 3 - EMTAS T3

EMTAS Teacher 8 - EMTAS T8

Naomi Flynn (interviewer) -NF

EMTAS T3 It does not actually feel a whole year that we have been working on this. I am very surprised.

NF I know, it is, it is more, it was something like March 24th we started it. I had the first meeting with you down in (name of meeting place). It is amazing isn’t it? Let’s get started. You got the questions through okay?

EMTAS T3 Yes.

NF What is nice about doing it with you is, of course, you were involved in every part of it including having schools, so it will be really interesting to know what you thought, and of course, we worked together in the past, so your perspective will be different from people who had not worked with me in the past, so that is great as well. I am just interested to know, if you can recall, given that we have just realised it is over a year ago, what your thoughts were. Obviously, I discussed it at length, the shape of the project, sort of with EMTAS T1 and EMTAS T2 when I was putting together the funding, but not with the rest of the team, so I wondered if you could remember what your expectations were?

EMTAS T3 I do not know that as we embarked a year ago on the project, I do not know that I was entirely clear about where we were going if I can be honest.

NF No, nor was I.

EMTAS T3 I did not realise straight away that that was an okay thing, that we were sort of shaping something flexible which was largely going to be driven by your conversations with school. I suppose it was strange for me because of the way that I work; I like to have a firm plan in my head, and so embarking on the project not knowing precisely what we were doing was an odd thing. I suppose that is what I have learnt as well, from taking part, for myself, is that it is okay to start a project and not know exactly what it is going to look like, what the outcome is going to be, so yes, that is definitely something that I have learnt, and so that was really interesting for me. Definitely.

NF Yes, it was scary, and it was partly the nature of this funding was very much it had to be knowledge exchange. It had to be that we co-constructed whatever we made, and yes, I think that did make it really vague at the moment, and it was a bit of a leap of faith for all of us, and I sometimes wonder what on earth it would have been like if we had not all known each other, at least I knew at least half of you really well, and you knew me, and had known me for years, so yes. It would be different doing it with a team you did not know, wouldn’t it?

EMTAS T3 Yes, you are right, and it was not clear where we were going, but I knew you, and I trusted that we were definitely going somewhere, but had I not know you, I do not know how engaged I would have been in the whole process from the beginning until we had that conversation after the summer. Okay, this is what schools want, let’s plan this out.

NF Yes, let’s do this.

EMTAS T3 Yes, so when we pulled out sleeves up and sat down together, do you remember at (inaudible 00:03:54) and actually made a start. When that was this concrete thing that was shaping in front of us, but yes, that is not something that I had considered that relationship that we had with you, and knowing that you had this.

NF I do not think I knew either because if you remember, when I first came, I was thinking that we would use the model of teaching that I knew from the US and that I had already brought across to work with with Southampton schools, and it quickly became apparent that that was just much too big to just say ‘let’s adopt this’, so we actually spent the summer term creating the principles together, so I think that was interesting as well the way we were able to see, somehow, what we thought we needed before we even put the toolkit together.

EMTAS T3 Yes, and that was an interesting way to go about because the way that I went in it was, okay, are we not, you know, all the oracy, the talking etcetera, is this not something that we have been talking about, that we have been advising on at MTEMTAS T3 for as long as we have been there. What is new? What else are we going to tell schools that we have not told them? I suppose what was useful was actually thinking, considering those under the set of principles, framing those under those principles, so that was really useful to start in that way, and underpinning all those things that we had been advising schools through the research and work that you had carried out already from joining forces.

NF Yes, it was the joining forces that I found so incredibly enriching and rewarding myself because we come at it from different angles, but essentially, we kind of believe the same things, I think we are all singing from the same hymn sheet just a little bit differently. I think we covered all of my questions one and two. The positives were this kind of sense of the shared endeavour, yes?

EMTAS T3 Yes because although we have been banging on about the strategies for a number of years, it is not to say that they are used in the classroom, so actually joining forces and wrapping those around your knowledge and expertise and principles you have actually done was a useful way to move things forward to get colleagues and schools to listen and pay attention to what we had been saying and actually having a go.

NF Yes. It is interesting, EMTAS T8 and EMTAS T4’s view was that the fact that I was involved made the schools sit up and listen, and it is funny because my view is exactly the opposite which is that on the whole, schools are not that interested in research, so it is interesting that you think that as well, and it may be the joining forces that made the schools sit up a bit and think maybe research project is an interesting way of doing this or something. I do not know what was different.

EMTAS T3 (inaudible 00:07:45) gave it a bit of status and made them realise actually, this must be important if Naomi Flynn is looking into sentence stems and substitution tables.

NF That is the frustration for you in a way, I think. You were saying before that we have been saying this forever, why are they listening now as if this is the first time they have heard these things.

EMTAS T3 It could be that there are things going on that we are just not able to capture them, or schools are not sharing with us, but because you had those interviews set up along the way in your timeline, it meant that not only they could have a go, but they could feedback and talk to us about what they had done, otherwise, all we get is just ad hoc feedback, verbal, for example, I was in a school yesterday, they did not take part in the project, but they have received training from me, and on the back of that they said “oh yes, I am seeing lots of dictogloss in the classroom now”. I nearly fell over, please can we come and watch.

NF That is great.

EMTAS T3 But because they are engaging with the excellence awards, they will be capturing this in a different way, so not through the project but through the awards to evidence their submission towards whichever level they go for.

NF It is sort of going on in these different ways, as it were, so in some ways, you were already doing, as we know what the toolkit does. Just going into question three, the thoughts about the toolkit design, about it’s design, I wondered what you thought about it in terms of its strengths or things that you thought had not gone so well.

EMTAS T3 I could not come up with initial comments to be honest. I think that it just talked to people, talked to practitioners so clearly through what children can do, so whether they are new or more advanced and what some of the difficulties might be and how you can support these all wrapped around the principles. That was so, so clear, and also really geared up for different roles, so whether you are a teaching assistant, a senior leader, EAL coordinator, teacher etcetera, so that was really good. I just wonder, obviously, I was not there to observe all the schools, I was there with you for two, but I did wonder if, because there is a separate section for resources, which is great, we need the examples, but I did wonder did people go straight to the resources without looking at the underpinning principles and the rationale for using these things because they seem to have latched onto the sentence stems, for example.

NF Yes, all schools.

EMTAS T3 Everywhere. The oracy project, the toolkit, it is not all about sentence stems, there is more to it, so I did wonder about that.

NF Yes, I know what you mean. It could be that they just get hold of one approach that they find useful, then the rest of it is ignored. I think with the pilot schools, I do not think that did happen. Maybe with one, but not with the majority because in most cases, the headteacher took it on as part of a wider school development initiative, so it was part of a bigger picture around oracy or around school belonging. I have forgotten what your second school was, School D, and obviously there were other schools like School D that had really come a long way with it, so I think they did know it was not just about sentence stems; they were seeing the sentence stems as a route to enabling better, enhanced levels of pupil voice and agency as it were, but I know what you mean. I think my fear is that when we release it wider without all the introductory stuff that we did, in fact we were talking about this last week, that we will need to be really careful about how we set up the advice of how to use it. For me, it is not a shortcoming, it is a kind of an ‘oh darn’, it is actually impossible to do things without people physically introducing it as it were.

EMTAS T3 Yes, I suppose it is an area of development as well because the resources section is we are starting it, aren’t we, there are a couple of examples of resources and (inaudible 00:13:05) examples of sentence stems, so I suppose that was the one concrete example that schools could take inspiration from, so if we did have an example of dictogloss or substitution table, then perhaps that might drive more developments in the schools, but I suppose also the nature of the project is such that because of the short timeline, schools did not have a lot of time to really get into implementing all those lovely strategies. They are very much at the beginning of the journey.

NF They were, and that came across in the interviews I have just done this term with the headteachers of the schools, in that they have all got it in their school development plan for next year as well, so they acknowledge that it as a toe in the water almost for some of them.

EMTAS T3 Yes, definitely. It would be lovely if you could get hold of more money to come back in a year’s time.

NF I know. I will have to find a way of coming back, I will definitely follow-up because we have done too much for me not to follow-up. Even if it is just a survey of the schools or whatever, definitely. Then there will be the opening it up to all Hampshire next term hopefully, in the Autumn at some point, once we are happy with it. It was really interesting visiting your schools with you because they were two schools at very different stages of their journey, and I wondered what your reflections were on those in terms of anything that surprised you or interested you.

EMTAS T3 It was fascinating. It was really fascinating. We have a school that has been flying the flag for EAL for as long as I have been for MTEMTAS T3 for over 16 years. Recently qualified for gold and probably will be working on a diamond, and alongside a school where they have a long history of EAL and working with us, but I suppose that EAL leadership has been up and down. There has not been as much stability and continuity in the school, but both schools received training from me. We work quite closely together with both schools, so it was interesting and lovely to see that they are now starting to work more closely together. I suppose with School F, I was amazed at what we observed because I had never in all the times that I had visited the school and seen the lessons, I had never observed that amazing, singing-all-dancing, use of EAL strategies. That did surprise me, and I have visited the school since and in fact I am going again tomorrow, but I am still whilst this happened in the one classroom, I am wondering about the rest of the school because I am still having, the (inaudible 00:16:50) I am going to discuss tomorrow, we have had feedback from the teacher saying this child needs support to orally construct sentences, as if that is the concern, but we obviously know, and that is part of the project that it is the expected way of supporting (inaudible 00:17:15) etcetera.

NF An odd thing to say, isn’t it?

EMTAS T3 Yes, and when I have visited the use of the oracy, that was not, I guess what I am trying to explain is what I am worried about is that there was this all-singing-all-dancing lesson going on that we were very lucky to observe when we visited. I am wondering about what is happening the rest of the time, and how this is rolled out to the rest of the year groups and how the rest of the teacher team in the school is supported to employ similar strategies, but obviously, that is not data that you can use I suppose because it is not part of what you set out to do in the school, but from my point of view, it is a bit like an anticlimax visiting again.

NF Yes, I know what you mean.

EMTAS T3 Because it is just so frustrating, I am just thinking come on, you have got access to this toolkit, you have got this amazing teacher who can do it.

NF It is funny, I know. The interviews were interesting there in that the amazing teacher said basically we are doing this in year five, so that had actually been their strategy, so I think hopefully next year, there will be more. I said to her can other teachers come and watch you because nothing would be more powerful in terms of professional learning and to be allowed to just watch you teach for 20 minutes, and she said “oh, well, maybe”, so she does not like being observed, because I wanted to film her as well and she just said “I do not want to do that”.

EMTAS T3 I get that.

NF There is a lot riding on it. It could be that it gets picked up by a couple of great teachers, but it does not get disseminated more widely unless the school makes observation opportunities happen, I suppose. It is hard.

EMTAS T3 I suppose on the flip side, with School D, I guess I was expecting slightly more?

NF In the classrooms you mean? In the teaching?

EMTAS T3 Yes, because of this long history and all the input and the headteacher’s passion for the principle of belonging.

NF Yes, she is wonderful.

EMTAS T3 That did surprise me, actually walking around and not seeing the evidence that it was going on more widely.

NF Yes, but we give a snapshot don’t we as well.

EMTAS T3 Sure.

NF But I know what you mean, I was a bit surprised by that as well, but you get what you get.

EMTAS T3 Yes, likewise, if this is backed up by school leadership and school development as a vision to implement oracy at school, hopefully things will build up moving forward.

NF Yes, and as you said, we have to bear in mind we gave schools a very short window in which to do anything, so it is going to be the one-year on follow-up next summer that is going to really matter, I think, in terms of us finding out about its sustainability. I will just write that down quickly, it is such an important one.

EMTAS T3 I suppose I am really interested in the legacy of the project.

NF Yes, absolutely. The other thing that interested me just from working with the team over time, is I do not think I realised that the bulk of your work is really a lot of one-to-one with assessments of pupils and then advice to schools and so on, whereas the way we were working with the toolkit was more macro, and I wondered if that had made, I do not know, if you reflected on that in terms of the way in which MTEMTAS T3 work with schools. Did it make you think differently about what you do or what is possible.

EMTAS T3 I think that reflecting on this academic year, some of the training that I delivered was face-to-face, but that was not as much as in previous years, so it has been more as a pupil conference sort of a visit, observing a child in class and then discussing practice and provision for this child, but I guess what we are enabling here is empowering EAL coordinators in schools to deliver this training in house. Where one have had EMTAS T3 deliver their session, whether it is on new to English or more advanced learners or whatever, perhaps the toolkit is enabling (inaudible 00:22:56) pick and choose the things in the toolkit that really fits the curriculum and the school development plan and focus on those instead of having me come and present something that is generic, or that some of the stuff I have seen before. I think that can only be a good thing and in support of the excellence award as well which talks about the element of EAL leadership and coordinating training for staff. School F, they decided to focus on year five, so the year five team could delve into the toolkit and really make it appropriate for their year group, another team worked slightly differently because that is the thing, you come to present a generic session to teachers teaching in year three all the way to year six.

NF It is really hard that, and also across all levels of proficiency, so you have to cover everything. I watched EMTAS T1 deliver one last summer and thought good grief, she has got to cover so much here in an hour.

EMTAS T3 (inaudible 00:24:31) people are quite capable to extrapolate and consider how a particular example strategy might fit their own year group. At the end of the day, they would like to see something that is relevant for their year group.

NF They totally do, that has come across very strongly in the feedback; I want to see what it looks like in year one. I do not want to extrapolate from year three. It is hard that one.

EMTAS T3 And I get that, so I suppose that could be a way that schools could do that for themselves.

NF Yes, so you might use the toolkit as a reference point maybe, it allows you to present your normal training but say these are the examples, or in that way. Gives them something as a takeaway as it were.

EMTAS T3 Yes, because at the end of the day, EAL coordinators or leaders will be presenting their own training etcetera, they do not always have (inaudible 00:25:49) to present on EAL, so having something to support that work, having some resources to draw on can only be a positive thing.

NF Yes. Coming back to the fact that we know these resources largely, give or take a few photographs or whatever, existed in your Moodle already, and I think we talked about this already before, I am just interested to capture it as part of this conversation. What do you think was different about the toolkit that made schools go ‘ah’ and sit up, apart from it being presented as something important as it were. I am wondering what is different about the toolkit that we can see it becoming something that has a legacy.

EMTAS T3 Yes, there is a lot of Moodle. I think there is probably too much on Moodle, and we are talking as a team about that, but I think the toolkit is in one area, it is to the point, it is succinct, and whereas other areas of the Moodle, there is just stuff everywhere. There is lots of clicking. It is a bit of a mess and it grew organically over a number of years, it has not been tidied up whereas there was probably not a plan for how the Moodle developed whereas the toolkit, we open a section online and we planned it carefully and resourced it. I suppose that is the difference. There was a light-touch theory examples and that is it. Not too much to read. I do not think it would be a massive onerous task for people to have a look at the toolkit and take some useful points away whereas for the rest of the Moodle, you might spend ages looking at stuff and not really be clear as to where you are going from that.

NF That is an interesting one. The next one is about the principles, and I wondered if the conversations we had had over. EMTAS T8, hi.

EMTAS T8 Can you hear me? I cannot hear you.

NF I can hear you.

EMTAS T8 Sorry, I have got no sound for some reason.

NF Okay. Do you want to try going out and coming in again, if you can see that in the chat?

EMTAS T8 Shall I try coming out and going back in because I cannot hear anything?

NF Yes, do that. I think I will have to interview EMTAS T8 separately anyway to be honest because we are nearly at the end. I am just at question six if you have got it in front of you.

EMTAS T3 Reflecting on the choices we made for the toolkit.

NF And the principles, yes.

EMTAS T3 I do not know that going into the project, I had quite considered. I knew about the importance of belonging at school, but not necessarily through the lens of teaching and learning because obviously, we have worked on the young interpreters scheme for so many years, so we are all about that in making the school welcoming and helping children feel like they belong at school, but I had not considered that through the curriculum, so that was a really interesting one for me.

NF EMTAS T8, are you hearing us now?

EMTAS T8 I can hear you now, yes.

NF What I am going to do is carry on talking with EMTAS T3 because we are nearly at the end of her interview because we started at 10.30.

EMTAS T8 Right, okay, sorry.

NF Do not worry, that is alright, and then I will come back to you.

EMTAS T8 Yes, no problem.

NF I will let EMTAS T3 go at that point. Talk to me, EMTAS T3, about the teacher, so in a way you were thinking of school belonging as being something that might get enacted through assemblies, displays, relationships with parents, you were not necessarily seeing it in curriculum design, you mean, as part of that?

EMTAS T3 No, so that has definitely shifted my thinking around supporting children at various points in their acquisition of English, accessing the curriculum because whilst I would consider things like using first language as a tool for learning to support access to the curriculum, I probably viewed first language as a tool, but not necessarily about the impact on that sense of belonging. You see what I mean?

NF No, I do, absolutely, yes.

EMTAS T3 It seems obvious now, but until you get involved.

NF It was a journey for me as well though, because if you remember, and EMTAS T8, you were not part of this I do not think, so it might be interesting for you to hear. It was during that summer term we developed the principles and thought, okay, we are not going to use the American ones, we need some of our own, and it took quite a while, and we kept changing the order, and it was not until July that school belonging appeared at the top, so I think it is interesting you are saying that I bought it. I think I just bought the notion of a curriculum that might be planned in such a way, but I also had not thought about it as part of that bigger principle, and then we all agreed on that it had to be the driver, the main, the first stop.

EMTAS T3 Yes.

NF That is a really interesting reflection. We have talked across everything, I think, EMTAS T3, did you want to say anything more before I let you go and then I will chat with EMTAS T8?

EMTAS T3 Just to say I have really enjoyed the whole process from starting not being so clear about what was going on, and then supporting the creation of the toolkit itself and then joining you for aspects for some of the visits and the observations. I really enjoyed that, just having a sneak peek as to what research might entail (inaudible 00:34:22).

NF Did it make you think of doing a PhD?

EMTAS T3 No.

NF Or another masters? It is a different way of thinking which I hope was interesting and gave you insights. Thank you.

EMTAS T3 Thank you for your time.

NF It is alright, it is always lovely to work with you, and I will catch up with you soon hopefully, but thanks for your time, and do go and enjoy the rest of your day, or work hard for the rest of your day, and I will talk with EMTAS T8.

EMTAS T3 See you soon, Naomi, bye.

NF Bye, EMTAS T3, bye. Hi EMTAS T8, are you okay to talk now?

EMTAS T8 Hi Naomi, on my calendar it says from 11.

NF Does it?

EMTAS T8 Yes.

NF Okay, the invite was 10.30, but never mind.

EMTAS T8 I do not know why, because obviously the invite would be from the calendar. Mine says 11-11.45 on there.

NF Really? How odd. It does not matter, never mind. I do not know how that has happened, but not to worry.

EMTAS T8 So, sorry, I did not realise I was late, I thought I was on time.

NF No, it is fine. It is different, just in terms of this conversation, did you get the questions through by the way?

EMTAS T8 Yes. I have got the questions.

NF Obviously, I realised for you, two things happened, one is you did not join us until September, so we had already done all the thinking without you, as it were, about the shaping of it, and the other thing is we then did not go into any of your schools, so I am very keenly aware that you might feel less involved than some of the rest of the team were. We can just talk about what your experience of it was, to be honest, without worrying too much about the detail of the questions. The first thing is presumably somebody at some point said we are doing a research project, and I wondered what went through your head, or what you were told or what you were expecting when that was the case?

EMTAS T8 If I am perfectly honest, I really did not know what to expect at all other than what I have done myself in my degrees, I have never really been part of any academic research project, so it was a first for me, but it was really interesting to be part of a group of professional colleagues who could think about pedagogy in that way, so I felt a real privilege actually, to have that time to share each other’s expertise to try and develop a program that is going to promote student discussion in the classroom. At first, I did not know what to expect, but once I think I understood what the Talk Rich Toolkit was trying to achieve, and I have to admit, I probably did not really quite get it the first meeting we had, but come the second meeting when we started developing the actual criteria for the different Talk Rich,

NF The content. When we were writing the content. Yes.

EMTAS T8 Yes, then my understanding of what we were doing really started to develop, and it felt like it was something I could get my teeth into. That was really quite exciting and I really enjoyed working with EMTAS T8 on developing those sections and putting in the icons next to all of our advice to schools, and really thinking about how can we make this as accessible and easy for schools to use. That was really interesting.

NF Great. Good. Going into question three now, you have not had the opportunity to see it used in action yet. You have only heard about it from what I have reported back. I wondered what you think about our finished product as it is at the moment?

EMTAS T8 I think the ideas are absolutely right and the advice that we are giving schools in terms of encouraging there to be more pupil talk than teacher talk is really positive. Peers interacting with each other is really what is going to hugely develop language acquisition. They listen to each other more than they listen to adults, and the more that they learn to interact and communicate that way will help them to develop those social skills as well as those language skills, so really it is crucial, and I think that the Talk Rich project really promotes the acquisition of those skills, and also, it is not just developing those language skills, but it is also those social interaction skills which is a real thing that is missing in young people today, and I think that this really helps to address some of those issues.

NF Good. I am interested a little bit to know, because I think your background is secondary, is that right?

EMTAS T8 That is correct, yes.

NF I think that at the moment, I do not know how you feel about it, do you think it is quite primary-oriented, or do you think secondary colleagues might be interested?

EMTAS T8 I think it can easily be adapted for secondary. I think the way it is designed at the moment, yes, it is more targeted to primary schools, but obviously, that was the target audience, but I think that the idea and pedagogy behind it could easily be tweaked to suit a secondary setting. In all honesty, it is not the first time, certainly in secondary, that we say that teachers talk less and students talk more, it has been said for years.

NF (inaudible 00:40:52), yes.

EMTAS T8 Having a program that that actually supports and guides that, and has guidance for staff on how to achieve that, I think, is really positive.

NF I wonder how it would work in secondary. I wonder if it would be taken up by departments, by subjects as it were.

EMTAS T8 I think it would have to be part of the school’s improvement plan in terms of teaching and learning. It would have to be a teaching and learning strategy that the school decided to take on and that would form part of their CPD, but it would have to be something that the school would choose, I think, in advance to take on and form as part of their CPD, because if you only visit it once in the year, there is a likelihood it will not be carried through properly, but if you visit it three times, once a term, and monitor progress and discuss and reflect, then there is a much bigger chance that that is going to continue within the setting.

NF Yes, that is interesting because that is certainly the case with the schools that I spoke to where the headteacher had led things that yes, they were certainly looking at a series of staff meetings rather than a one-hit wonder, as it were. You are absolutely right, yes. I am not going to do question four with you because you were not in schools. Just to give you some feedback on it, one of the things that was interesting was that a lot of EMTAS’s work is dealing one-to-one, so going to do pupil conferencing and whereas we were working across staff as it were, so it gave people a bit of a different insight in to what schools were doing and how they were supporting in that wider role, which was interesting for them. What are your thoughts about, obviously, in the future, hopefully, you will be able to more actively use it than you did in the project, what are your thoughts about how EMTAS might use the toolkit moving forward?

EMTAS T8 If it is something we know is becoming really embedded in a school within our area, it is certainly something that I would put on our recommendations whenever we are doing reports, because it is certainly a recommendation that I would be telling schools in order to help promote the language acquisition of that student, so I think it is something that I would use as a recommendation because it promote everything that we would like staff to do for EAL pupils in terms of promoting that social interaction and English language acquisition. I think it is something that I would use as a recommendation in terms of how to support a student.

NF Do you go in at the moment and deliver training at the schools?

EMTAS T8 Yes, absolutely, and that would be something that we could potentially deliver as part of training as well and model to staff. Even if say a school has chosen to take it on, it is something that we could come and offer some training on or something like that. There is a lot of potential with how it could be used, I think.

NF Okay, we certainly hope so, and with the awards as well. We are hoping to do some final tweaks because I have got some more feedback from the schools now, on the schools that used it. Largely, they are really happy, but there are just a few, they want more key stage one and things like that in it, and then we are hoping we will roll it out in the Autumn to the rest of Hampshire, basically, is the next step at some point.

EMTAS T8 That will be really exciting.

NF I think so. Beyond that, I have got to get funding and support with building a website so it actually becomes maybe a separate independent thing that goes national, but that is a bigger project for a bit later, but certainly all of Hampshire is not problem because of your Moodle which was great having that as the host for it, it was good. Number six, I do not know how you are feeling about that one because again, we built the principles very much during the summer term, so when you arrived, you did not have a choice in those principles.

EMTAS T8 They were already there, but in a way, maybe I skipped the hard bit, I guess because that must have been the hardest bit was coming up with the principles to be perfectly honest.

NF It was, or even realising we needed them. We literally had no idea to start with. Not no idea, we knew we wanted to make an online resource, but the shape of it, we had no ideas, so yes, it was hard work in the summer term, but it was also part of the process of generating good content to thought. For someone like you, where they were kind of foisted on you as it were, I wondered how you felt about how they work or the order of them or anything.

EMTAS T8 I agreed with them, to be honest. There was not anything that I did not feel was in the wrong place or anything. I genuinely felt like the ideas were there because it was about feeling accepted, to know that their teachers are attentive, to know that they have a feeling of school belonging. Those key core principles had really been thought about, and I did not feel that there was anything missing, and I think if I had felt there was something missing, I would have said it.

NF Good. It is good to know that you would have felt you could do that, that is brilliant.

EMTAS T8 Yes. I think I supported the idea of being no more than four in a group, I think, because any bigger than that and it becomes maybe slightly unmanageable and some students might get cut out and things like that. I felt it was really positive just to look at those opportunities for authentic, collaborative group work between students. I just think there was not really anything within the principles that I disagreed with or I thought was not where it was meant to be.

NF And again, you can see them being as appropriate for secondary as for primary? One would hope that they would translate well.

EMTAS T8 Absolutely, school belonging is a huge part in secondary, especially even more so, I would say maybe sometimes in secondary.

NF Yes.

EMTAS T8 Because people really start to develop their personalities and characters, and they might fit into certain groups or niches. That feeling of community and school belonging, I think is really important in secondary school, and encouraging students to work collaboratively, be understanding and listening and talk to each other, are really key skills especially at secondary for students to develop. I think it absolutely would work at secondary level, it just may need a bit of tweaking I think.

NF Yes, absolutely, it will be interesting to see what happens with the take-up of it when we role it out to the rest of the authority as it were. I think that is all I wanted to ask you. Is there anything else you wanted to say that we have not talked about?

EMTAS T8 No, I think that is it, Naomi. As long as you are happy with that.

NF Yes, I am because I am very aware that different members of the team had very different experiences, so it is just really important to have got everyone’s really.

EMTAS T8 I think my biggest disappointment is not having seen it in practice.

NF Yes, and EMTAS T7 felt the same. That is disappointing and if we did it all again, we would probably find a different way around that so everyone could see it, but hopefully, we will grow it a bit and there will be those opportunities then. They are not going to just leave it now because it is too much work that we have put into it, so we will pull it forward and do some more (inaudible 00:50:11) observing.

EMTAS T8 You have made a great start, and that is what it is, it is just the start really.

NF It is, you are absolutely right.

EMTAS T8 I think you are only at the beginning of this journey.

NF Yes, absolutely, I think you are absolutely right, yes. Thanks so much. It has been really nice talking to you.

EMTAS T8 No problem. Thank you for allowing me to be part of it.

NF Not at all. It has been a pleasure. Good luck with the rest of the term and hope to see you before too long.

EMTAS T8 Yes, absolutely, thank you.

NF Take care then, EMTAS T8.

EMTAS T8 Bye.

NF Bye.