**INTERVIEW**

**Attendees**

Naomi Flynn (interviewer) NF

EMTAS Teacher 5 - EMTAS T5

EMTAS Teacher 6 – EMTAS T6

N Yeah there’s one, two, okay. Okay so just before we start if you can just say what your name is and what you do for the transcriber?

EMTAS T5 Okay so my name is EMTAS T5 and I am a specialist advisory teacher for Hampshire EMTAS.

EMTAS T6 I’m EMTAS T6 and I’m also a specialist advisory teacher for Hampshire EMTAS.

NF Great and I am NF and I’m the interviewer lovely thanks. So bearing in mind that your experience was different EMTAS T6 because you were on Mat leave when we started just answer as you see fit as it were because you did actually meet me right back in March 24 didn’t you just before you went.

EMTAS T6 Yes exactly that I was there right at the very start at the first meeting and then disappeared.

NF Alright okay so either of you it doesn’t matter in which order this first question is about when EMTAS T1 first came with you presumably with the project to explain what I’d asked EMTAS to do what were your expectations what did you think was going to happen?

EMTAS T5 For me I’d only just joined the EMTAS team so I think I had missed the initial meeting that had happened. Then we came back after the Easter break.

NF That’s right.

EMTAS T5 And all of a sudden it was in and I was like oh okay so I’ve involved in this project I wasn’t really sure what to expect but I think after that first meeting I knew that obviously it was going to have a huge focus on policy and it was going to be focused on oracy at supporting learners with EAL but at that point I would say for me I had no idea where it was going to take us. I didn’t know what it was going to look like and I was slightly nervous because I thought I’m knew in this role and do I know enough to be able to support and develop this project effectively. Yeah so I guess for me it was just when we first started I thought – I didn’t have any great expectations of what exactly we were going to be producing what it would look like but just more of am I going to be able to contribute to this effectively I think.

NF Right I’d forgotten that so of course have therefore very different perspectives don’t you I’d forgotten that forgive me EMTAS T5 that yes you were with us from after Easter of course and you had to kind of yeah to run to catch up which yeah. I mean to be fair I didn’t know what we were going to do either at that point because it was the process of finding out, no sorry I don’t mean I completely didn’t know but do you know what I mean I think we did grow it together. EMTAS T6 how about you what was it…

EMTAS T6 Yeah…

NF What do you think about what does it mean to be involved in a research project?

EMTAS T6 For me I was actually quite gutted that it was happening at the time where I was going off on maternity leave just like two weeks after so I was yeah disappointed that I would miss quite a chunk of it but also the nice thing was that I actually ended up returning to work earlier than I anticipated so I did get to see more of it than I initially thought I would and I know that Hampshire EMTAS have a longstanding relationship with yourself NF and alongside Reading University so I know that there’s been a great history of collaborative projects in the past and how highly the EMTAS regard yourself and the work of Reading University. So it’s just very exciting to be given the opportunity to be part of it as well something new that I hadn’t experienced yet within this role having been at EMTAS for three years so it was nice.

NF Oh that’s great and thank you for your kind words there. It’s yeah the relationship even goes back to when I was at Winchester University as well it has been a longstanding one for which I’m very grateful and I think the high regard you say the team hold me it’s reflected it’s mutual.

EMTAS T6 Yeah and I definitely feel it on both sides like you say.

NF Yeah, yeah definitely it’s a real present. Okay so the next question is about telling me about the process of being involved in a research project again obviously you’ve got these very different perspectives. So EMTAS T5 do you want to kind of go first about what your thoughts are there?

EMTAS T5 Yeah I really enjoyed it. I think it was nice to actually feel part of something where we were actually creating something that was going to be used in a wider situation and setting. I think having always been in schools everything that we were creating was just sort of for your own use or the use of your colleagues in that one place. I think knowing that actually we were creating something that was going to be used more widely that was really valuable a nice experience sort of knowing that actually we were coming together working as a team developing things together and that these are then going to be shared and used well as widely as they have been I think it’s really important and knowing that actually these resources and documents that we have built together are going to sort of be there in the future and they’re going to be shared much more widely I think that was fantastic and I say I think initially I wasn’t sort of sure how the project would work who it was going to be shared with, how but once all of that sort of became clearer actually then working together and creating those for research purposes was fantastic.

NF Wonderful, great, EMTAS T6 did you want to add anything?

EMTAS T6 Yeah I mean just to say in those very early stages when I was able to have an input there it was really great to have that input in helping to sort of suggest schools that we work with day in day out to recommend which schools having that overall knowledge of which schools have a large proportion of multilingual learners and those that have really great practice already and perhaps suggesting some that maybe could benefit from using the toolkit to further develop their understanding of how to support these learners. So it was really nice to have that insider knowledge that we have with working with our schools and to be able to share that with your good self.

NF Absolutely I mean I would have been completely lost without that. That kind of, as you say the insider knowledge, the kind of the sharing your expertise in terms of – in that way shaping how the project developed was absolutely essential at the outset yeah. So to me that’s one of the big keys to its success was the relationship that EMTAS members already had with the schools that I was visiting and having you alongside me with the visits was absolutely fundamentally important I think at the time, so yeah I’d echo that yeah. Was there anything that either of you found challenging apart from the things you’ve talked about in terms of when you started or stopped, was there anything that felt difficult?

EMTAS T5 I think for me – and again it’s probably linked to the fact that I was quite new to role I think coming into this I hadn’t realised it was sort of going to be that combined okay we don’t really know what it’s going to look like until we’re almost there and so I think that sort of threw me because I thought I don’t know if I’ve missed something or I’m misinterpreting but as we went along obviously it became much clearer that I think that for me was just the challenge in the sense that I then thought I feel massively overwhelmed maybe I haven’t understood am I doing things right but I think actually the fact that we then had so many meetings altogether the team worked in collaboration we were all partners looking at what other people have done. Oh yeah I’d include that or no I’d take that away I think that worked really nicely and it then meant that actually that initial challenge of oh my goodness I don’t think I know what I’m doing, am I doing this wrong, it sort of actually we’re all going along together we’re developing something in a way that we want it to look that’s going to work for us and equally our schools and people that are going to be using it so yeah I think once we had started that initial part where we were developing the actual toolkit itself I think actually at that point I thought ah I do know what I’m doing.

NF Yeah, yeah.

EMTAS T5 It was just getting to that point I think. I loved the fact that you were so honest along the way and you sort of said no this is our project and I don’t know how it’s going to look we need to think about this together so yeah as soon as I’d heard that I thought okay I haven’t missed a huge chunk of things that’s just the way this works.

NF Yeah it’s an unusual funding that it specifically has to be a collaborative project where we co-creating something that was almost more the purpose than anything else yeah so it’s interesting to hear that in some ways that a bit destabilising because you expect the academic to come in and tell you exactly what’s happening yeah but we’re trying to – we’re very much trying to move away from that model where research is done to people if you like or even done with in a way it’s got to be shaped with from the ground up and that was the purpose as it were yeah. EMTAS T6 challenges for you at all?

EMTAS T6 I guess to a certain degree it’s that initial sort of concerns about the buy-in from the schools and how it could possibly affect your future relationship with the schools. Thankfully the schools that I worked – that we worked with that I support took it on board and things worked really positively for them but there was also though that risk that perhaps it may have affected our relationships moving forwards. So that was a bit of a concern at the start that I had there could be those potential challenges. And then also it’s something it’s just logistically getting in contact with schools, getting that response that feedback from them because schools are incredibly busy places, teachers are extremely busy individuals and already have such a vast workload anyhow and sometimes when you want to approach them about a new way of working it can just feel like another demand on them and thinking of when have I got time to do these things. So those potential challenges that I thought we might come across but thankfully it didn’t seem to be too much of an issue.

NF Those are both really interesting. But in your first one I’m not sure I’d given that much thought and that’s quite dreadful to admit really but it absolutely could have had a negative impact on your working relationships with schools and that would have been pretty disastrous wouldn’t it? So it was a real leap of faith then in that way wasn’t it for you as a team, and for EMTAS T1 as director as it were. Yeah. And I actually thought, I don’t know how you felt but maybe I was doing quite a lot of it on my own anyway but the schools were actually amazingly responsive I found, more so than usual so there was something about it that as you said we got that buy-in and yeah they committed but I think a lot of that was about that it was us together it wasn’t just this old lady from Reading asking them who they didn’t know it was the team and I think that was hugely powerful. Okay lovely thanks this is really interesting talking with you so the next question I’ve got here is about the toolkit itself what were your thoughts about that? About any aspect of it really.

EMTAS T5 I think that what’s really positive about the toolkit is that we were very specific weren’t we that actually it’s got to short, snappy to the point because people have not ultimately got time to be reading reams and reams and reams going through page and the second they’ve got to turn a page obviously it’s immediately no I’m not interested it’s too much so I think the fact that we were able to keep it short, simple, easy to read is a real strength and a positive. Because I think actually when people do look at it they think actually we haven’t got loads to read it’s just this one page we can go through that we’ve got all of the main bulk of information that we need and we can sort of run with that quite quickly. And I think having the sort of how to guys that each of the individuals involved again works really nicely it doesn’t mean you’ve got to go through a whole thing to find out if it’s relevant to you. It’s just a this is what you need to know so that people who don’t need to know all of those kind of leadership bits aren’t having to read through all of that initially to get to what they need to know it’s just a here it is you can pick it up and sort of run with it and I do think for a lot of schools that was obviously quite important. I know that some of them have sort of said their concern was it’s going to be a load of extra work and how will they fit that all in and I think that we managed to quite nicely put it into a nice little neat package where actually it could just sort of be delivered okay you can run with it in the way that you see fit yeah it sort of I think for a lot of schools it didn’t require a huge overhaul and a massive sort of change to what they were already doing it was just pick out small elements and I think that worked really nicely because I think had we have sort of said oh and you need to do it in this way and you need to start with this I think a lot of schools would have sort of been oh I’m not sure how that’s going to work for us so I think with it being designed the way that it is it’s meant that actually it is accessible for all schools and settings which is fantastic. I think that’s that and I know it was just by coincidence obviously when we went out to the school we went together obviously they were already doing something with the HIAS team so I do think whilst it wasn’t intended to happen at the same time it worked really nicely where I think schools were already hearing from the HIAS team oh what we want is oracy in the classroom and I think for them to be able to then think okay well EMTAS have got some fantastic resource we can use as well it sort of went hand in hand.

NF Yeah it did it was a really lucky coincidence wasn’t it?

EMTAS T5 Absolutely yeah and whether that equally I was sort of looking and thinking could that potentially have been almost a shortcoming in some senses because obviously they already had a lot so maybe they didn’t use the toolkit necessarily in the intended way perhaps although it had information but I think ultimately the fact they were able to cherry pick which bits they did need the schools were able to use it successfully I think that was fantastic.

NF Great thanks EMTAS T5. EMTAS T6 what are your thoughts because you weren’t there at the design stage were you?

EMTAS T6 No I wasn’t I missed it all.

NF You just saw it at the implementation.

EMTAS T6 Yes I mean when I obviously did get to see it when I had returned I think something that was really powerful is that it was very familiar like it wasn’t something completely different that teachers hadn’t seen these concepts before, substitution tables and sentence stems those sorts of ideas and practice are – well should be very familiar and so it wasn’t something that was going to be overwhelming it was something that they knew and hopefully had used previously but perhaps had forgotten about. So in that way that was a great way but also I think just giving them permission to develop oracy because teachers again we know that oracy is extremely powerful in developing learners not just their linguistic skills their whole holistic child and so just giving the teachers that permission to focus on talking and not having to evidence so much in books just would have been a breath of fresh air because I think teachers particularly at the moment feel like unless there is work written in books then they don’t have the evidence to show to senior leadership to OFSTED all those higher agencies that get involved so I think that was really something worth valuing.

NF Great, great the permission word was used a lot by the schools when I did the final interviews with them they felt they’d been given permission and it’s interesting that term isn’t it?

EMTAS T6 Yeah I do think that as teachers generally we’re quite role followers.

NF Yeah In England certainly.

EMTAS T6 Absolutely because we were children largely in the education system and then we’re remained adults within the education system we’re used to conforming and following the set of rules and sometimes we do need somebody to go no it’s okay you can do this and you’re like oh thank you.

NF Not only can you do it you should do it.

EMTAS T6 Yeah absolutely there’s value.

NF Something else the schools also said to me was they liked the fact that the toolkit gave them the why, why would you be doing this and they felt the evidence base as it were was important for them as well. Yeah. Great okay so in terms of the reflections on school visits I’m really interested in these partly because I became aware as the visits kind of progressed that I was taking an MTAS member in with me to do something that was not quite the same as what you usually do so I just wondered how you found them really?

EMTAS T5 I really really enjoyed the visit. I thought it was a fantastic opportunity to have a professional discussion about something that was not only linked to one child or one specific group of children and I think going in and seeing how passionate the team were and how they have absolutely taken it on board and you can hear the enthusiasm I thought that was really lovely and I think the fact of that enthusiasm for the project was coming from the leadership down that made a huge big different and sort of every room obviously we went in they had their sentence stems they had the bits on the bubbles that could then be taken down and used for the children straightaway. It was really nice I just thought actually you’ve really embraced this and it’s something that you’re doing because you know it will benefit your EAL children but equally because it’s good practice for all children and I think it was the sense that actually already were seeing the difference that this could make and then sort of seeing how that was filtered down from the headteacher to the teacher that was then leading on this whole oracy project and then into the classrooms it was sort of nice to see it at all the different levels. But it was amazing to sort of see how it wasn’t just oh we’re going to try it in a couple of places it was the entire school that had taken it on.

NF It was yeah.

EMTAS T5 I think that was really nice that they had absolutely bought into what we were there providing and that they were talking about things in such a positive way and oh this was really helpful, we loved how that that was done I thought oh okay so actually the things that we have created were done in a way that made them accessible, it was done so that you can pick up and run with it and then seeing that actually in play something yeah it was just a really nice experience that they sort of see it in that very different light but just to see how it had all come together and it was a bit like oh so we’ve gone from that right at the beginning stage to developing and designing something releasing it to the schools and actually now seeing how that has all come together I think yeah for me that just sort of consolidated all of the work that we had done and I just thought oh it was absolutely worthwhile to see the difference that this school already are noticing.

NF Amazing that’s great yeah. EMTAS T6 do you also – your school at (school name) had also – so that was (school name) where I was with EMTAS T5 and they and (school name) have also really embraced it haven’t they?

EMTAS T6 They had absolutely I always love working with (school name) anyhow because they are such a positive and very inclusive school they do go above and beyond to support their children in so many different ways and I loved at the start that we went on a tour of the school because again like EMTAS T5 says when we’re working with the schools largely we go in, we’re in the classroom we’re observing maybe a specific child, we’re doing one to one assessments with that child so it was really nice to get to see more of the school and see the much broader picture of how they’re moving forwards and developing. At (school name) they’re developing they allyship and how that extends into so many different parts around the school even now they’re recycling displays and things like that and how each class had their own individual display about the children and about the children’s identity and developing that sense of belonging. They had really taken that on board which was lovely to see and then again yeah to see how the toolkit has been utilised in different classes and it had been used slightly differently in different year groups and again just to see the work and impact that it had within the children’s learning was amazing and the staff were obviously raving about it and saying they had already identified that speaking and listening was something across the school that they wanted to develop and how well that had then coincided with developing and using the toolkit there too so it was lovely.

NF Yeah, no it was and yeah they were the only school that did that major focus on substitution tables they got very excited about so.

EMTAS T6 Very excited.

NF It’s interesting yes. I wondered it was interesting so I think I wasn’t aware that – before I came to work with you in this way that most of your work is this kind of one to one with the children I think I thought you did a lot more kind of whole class or whole school stuff but actually your opportunities to do that are quite limited aren’t they?

EMTAS T5 Yes absolutely asides from sort of staff training largely it is yes just one to one with the children.

NF Yeah.

EMTAS T6 It has its advantages it does have its advantages as well.

NF Yes of course.

EMTAS T6 Quite often I think that’s when we relate to the teachers are often when we’ve had that one to one time we’ll say oh they mentioned this or they shared about this and the teachers are like oh we had no idea dad was working nights or something like that that’s why dad’s not able to have the involvement in supporting home learning so…

NF Yeah you give them that really fine grain understanding of what you and the bilingual assistants it was remarkable in all the interviews the praise for the EMTAS team was unceasing which is great.

EMTAS T6 Yes we’re very lucky here.

NF Yeah, yeah because like you don’t exist in many other authorities nationally.

EMTAS T5 No, I taught in south east London for nine years we didn’t have anything like this.

NF Extraordinary isn’t it I know same in (place name) which is incredibly diverse as a team yeah its funny yeah. Okay so looking forward can you see how the toolkit might become part of what you do or yeah any aspects really of the EMTAS work.

EMTAS T5 Yeah I think for me having seen how well it works and obviously really seeing the value that schools are putting on oracy as well I do think that when I’m writing my reports I am going to try and make sure that I am directing to the toolkit once that is readily available.

NF Yeah.

EMTAS T5 Just because I think actually teachers do like to be handed something. I went into a school recently and it was just to discuss about a child and the teacher said oh so you’re just sort of giving me techniques but I’m not being handed anything and do you have things you can print out and give me and I was like no because obviously we’ve got so many children on our books we obviously can’t tailor everything but I think this is something which works for all children including EAL children, I think actually if we can direct then and say we have this amazing bank of resources that are available you can go in and have a look they’re able to again cherry pick those bits they need dependent on where that learner is in their journey requiring English I think it might just give that sort of ah okay I can go I’ve got things I can look at, there are things I can immediately implement in the classroom that don’t take loads of resourcing and planning it’s good practice for everybody and that can then just sort of become their everyday. So I think just being able to yeah include that and then add that link to where they can find that will be a really nice resource to be able to offer and hopefully then it will continue to grow and develop if that’s what we’re going to be doing with it.

NF It’s interesting isn’t it because I know EMTAS T3 was saying for God’s sake we’ve telling teachers about sentence stems and substitution tables for about 20 years and the stuff is all there and you’re modal exists but there was something about the toolkit that made people either rediscover or feel like they were seeing it for the first time and it was yeah I don’t know what that was maybe it was just…

EMTAS T6 It was a kind of sorcery it was. Yeah.

NF Magic.

EMTAS T6 I was like it’s starting to skies guys. No I think much like EMTAS T5 was saying about putting in in reports also like I said a lot of what we do is staff training so again being able to include that. Often we share examples when we’re presenting but to actually have that toolkit I think would be really effective as well just to say this is a physical resource because it is. Teachers do have that fear when will I have time to create these resources and to research and find out more about these things so to have it readily available I think yeah they would find that very helpful.

NF I think it may help as part of the EAL Excellence Awards as well I think there’s kind of some crossover there isn’t there in terms of the work with those awards/

EMTAS T6 Absolutely.

NF Yeah, yeah. Okay nearly there so the sixth question is about yeah I just wondered if the process of putting the toolkit together, particularly the principles again EMTAS T6 I know you weren’t there, it took us quite a while to get to the principles it took us pretty much all of the summer term I think EMTAS T5 didn’t it really?

EMTAS T5 Yeah.

NF Once we’d worked out we weren’t going to be using the principles from the American original work that I’d be working with because it was too complex to shoehorn that in and we had to come up with our own, it took quite a while and I just wondered if working with the toolkit or the principles or whatever has kind of shifted the way in which you might think you want to work in terms of teacher’s professional learning?

EMTAS T5 I think for me the main thing set out was that component of belonging I think so many schools had taken that on board and as a teacher that was always my thing from when I was in the class if I ever had a new child join you always want them to feel like they belong that they are part of something because ultimately if they don’t feel comfortable and confident in their space their not ready and in a condition to learn and I think it was just interesting seeing how many schools took that as their key element and component of what they wanted to build.

NF It was interesting.

EMTAS T5 Because you think actually of course schools are a place of belonging and so I think that was the one thing that I have sort of taken and I think actually if we’re able to continue fostering that in the schools we go in that we deliver their training and we always say to them of course it’s more important that you know the child’s name, you get to know about their family, about what their life is like before they’re ready to learn but I think again it’s almost giving schools that permission to relax and go okay we don’t need something in books in the first couple of weeks while we’ve got this child here we can actually just spend time getting to know them fostering that sense of pride of I’m a part of something I feel like I’m involved here I belong with these children and part of the community so I think for me it’ll just be about ensuring that schools continue to hear that message that actually belonging is that key component before any learning can happen that needs to be there. But yeah as I say it did surprise me how many schools were like of we’re focusing on belonging and I was like but you’re a school surely it’s – whether it was the fact that they felt there needed to be more perhaps they wanted something more specific than what they were already doing but yeah I think just seeing as I say how many of them jumped on the…

NF They did yeah. It was interesting that was really interesting and I think it was interesting for all of us actually because it took us time didn’t it, it worked it’s way up from the bottom to the top of principles.

EMTAS T5 Yes.

NF So for me it wasn’t at the top of my list either even though from my other research I do know that it probably should be do you know what I mean? But it was – it took a lot of really interesting conversations I think to see that really so that was two way, sorry EMTAS T6 anything from you in terms of the…

EMTAS T6 Yeah I mean I would definitely echo that with the sense of belonging as well. EMTAS T5 and I are both early years practitioners so for us that’s always the foundation of everything…

NF Yes of course.

EMTAS T6 …we do is always focusing on that personal, social, emotional development so when we do go into schools and we are saying the same message about focus on the pastoral care. The academic side of things will come in time but it is it’s that pressure I feel that teachers have on them to constantly be being accountable for a child’s development and largely it is focused on academics when you’re in school. I’ve been out of the classroom for three years, EMTAS T5’s been out of the classroom for a year now we can still heavily relate to what it’s like to be classroom practitioner and that sense of you do get nervous and you do get worried when you’re having your data review meetings and you’re being told why hasn’t this child progressed to this level yet and you’re thinking well they’ve only been here six weeks they’ve just arrived, they’ve got this, they’ve got this additional language, perhaps they’re refugees they’ve got trauma, there’s so many different layers and that if we could really focus on those that fundamental wellbeing of a child then the rest will come in and we’ve taken on that sense of belonging as well within EMTAS we’re looking now at our own team and how we’re trying to shape that sense of belonging within our team as well. So we’ve taken parts of the toolkit to further support our team as well.

NF Okay that’s really interesting. So that’s recent you’ve kind of started to think about…

EMTAS T6 Yeah absolutely.

NF …cohesion across the team.

EMTAS T6 Yeah.

NF That’s really interesting because that’s what the staff at (school name) one of EMTAS T3’s schools, they had started off their school belonging journey with how do our staff feel.

EMTAS T6 Yeah.

NF Yeah and it is very powerful that sense of you’ve got to start with the adults in the building first in order that they can generate it with the children,.

EMTAS T6 Yeah and I think as part of our role is that we can often be quite lone in our working.

NF Very lonely I should think yeah.

EMTAS T6 Yeah absolutely and when we do have the provision of working with our bilingual staff it’s for a very short period of time, a few hours and then we might not see them for weeks or even sometimes months and so you can feel quite fragmented. So if we could develop that sense of belonging even as a team there’s – I see these people and I speak these people and I interact with them but how much do we really know about each other. What our interests are, what our families situations are and so I think again it’s just going to further help us as a team as well.

NF That’s great that’s a lovely kind of knock-on effect from it that I wasn’t necessarily expecting yeah.

EMTAS T6 No we weren’t going in with the intentions of how we can support EMTAS as well but yeah there it goes.

NF No but we hope – we obviously hope that there’s got to be something from it and there’s something very practical from it for you in terms of the toolkit itself which is the resource we’ve shaped together but for there to be kind of staff development from it in that way as well is really…

EMTAS T6 Longevity for sure.

NF That’s great that’s absolutely great. Just on the last one really is there anything that we haven’t talked about that you wanted to comment on at all?

EMTAS T5 No I don’t think so I think just it was just a really really nice experience.

NF Great.

EMTAS T5 I really enjoyed seeing how it developed over time and as I say then going into schools and seeing how valuable that toolkit is yeah it just sort of made the whole experience really worthwhile and seeing how comfortably it had been sort of accepted and taken on board so no I just think it was just really lovely working with you and sort of seeing how a project like this develops from the very start to sort of where we’re at now and as EMTAS T6 said before it’s something which I’ve never experienced before I haven’t had the opportunity to engage with this sort of thing and I think it’s really nice to do something completely different that’s – especially when you know that what you have created is making a difference for so many children and schools and settings so.

NF Does it make you think about doing anything research wise in the future like doing a Masters or do either of you have a Masters?

EMTAS T6 Sore spot for EMTAS T5 and I.

EMTAS T5 We would both have liked to have yeah completed the – well EMTAS T8’s doing it, isn’t he. the yeah kind of linguistic Masters at Oxford that starts in September but where we both have children it just wasn’t doable at this point.

NF Yeah really difficult.

EMTAS T5 So absolutely it’s something that I’ve wanted to do for a long time but I don’t have free evenings I don’t have free weekends and I think until the children are slightly older and then I can absolutely go back but I think it was interesting because there were a lot of things that along the research project that I started looking into and reading a lot of other things that perhaps I wouldn’t necessarily have done which was really interesting there were a lot of elements of yeah sort of other projects I was then dipping into and bits I was looking at on some EAL journals and I was like oh interesting that I perhaps wouldn’t necessarily have started looking at so yeah for me I think that was definitely a positive and there were sort of yeah elements that perhaps as I say I wouldn’t necessarily have immediately gone to but where I wanted more information on whatever it was that we were going to be talking about and looking at it sort of then just spiralled so.

NF That’s great, that’s great. Yeah EMTAS T6?

EMTAS T6 Yeah, no I think building on what EMTAS T5 said you can’t help but start to see it around you more. It’s to the point I’ll be honest NF I was watching Peppa Pig recently and I was analysing Madame Gazelle’s ability to support her multilingual learning and actually she had a lot of good practice so.

NF Did she?

EMTAS T6 Yeah she was using body systems it was sharing first language in the classroom so yeah even when I’m watching Peppa Pig with my children I’m still looking out for practice.

NF That’s great.

EMTAS T6 Yeah it’s everywhere.

NF Perhaps we should have a link to Peppa Pig in the toolkit somewhere. That would be very popular.

EMTAS T5 Madame Gazelle doing her thing.

NF Yeah.

EMTAS T6 Yes she was very good.

NF Good, great I’ll go and have a look for her. Oh that’s great well thanks. Unless you’ve got anything else to say that’s all we need to do today just to say thank you so much for your time both today and throughout the project because I know it’s been quite a bit add on for you and I’ve really appreciated the way the team have just always said yes and come together with things so thank you. Brilliant.

EMTAS T6 Thank you, yeah thank you for including us.

EMTAS T5 Thank you.

EMTAS T6 It’s been lovely.

NF Oh and just to let you know (school name) are going to be one of the schools that are letting us come in and film.

EMTAS T6 Oh wonderful.

NF I did ask (school name) but sadly they’re overwhelmed at the minute but yeah so going in there on June 4th to (school name) yeah.

EMTAS T6 That’s wonderful they are – they do so much for their children so that’ll be great.

NF Yeah. I’ll stop recording now okay.