**INTERVIEW**

**Attendees**

Interviewer ​​NF

Teacher E2

Teacher E2 A bit bossy and then will not let somebody join in. We wanted them to be with children that would provide those good role models, but also encourage them to participate and support them, rather than do it for them, which we know sometimes our children will do.

NF Interesting. In all the kerfuffle about the sound, I forgot to put the recording things on, so I have just put them on. This is NF talking with Teacher E2 who is at School E. In terms of those three objectives that you had, what would you say has happened in the two months since I saw you?

Teacher E2 I think the teachers have been asked to continue making sure they are thinking about the collaborative activities, and a lot of our foundation subjects do have a lot of collaborative activities where children are working in groups. They use talk partners and working in small groups anyway. So, it was really to continue that and develop that. It has continued through history and geography, but we want it really to underpin what goes on in the other subjects, as well. Generally, I would say it does, because the nature of our children, the age group of our children, it is good practice. It is good practice for the age of the children. So that is really to make sure that is going on all the time and to make sure that our children are in appropriate groups, the right groups for them where they will be supported and encouraged to talk, because they have got those good role models. That is something we are building on all the time, the collaborative aspect and the small groups really.

NF When you are saying ‘these children’, you are talking about your children who are multilingual, EAL?

Teacher E2 Yes. Also, it is across the board, really, because we know that there will always be some quieter children who are English speakers as well. So, it has been an opportunity for the people to look at their classes and think, ‘Are these groups the best that we can do?’ For, of course our multilingual learners, but also other learners as well, because I think some of the principles of it are good infant teaching.

NF They are, absolutely.

Teacher E2 I think they are making sure that is what is going on for all our children as well, but particularly to support our multilingual learners.

NF Have you been any teachers that have worked with it more than others?

Teacher E2 No, I think our year leaders in year one and year two are very supportive. And the way that we plan as a school anyway, if something is discussed and agreed, the planning is consistent across all three classes. Obviously, it is up to how individuals implement it, but we plan as year teams. Therefore, that would be the expectation that that is how you teach that unit of work, those lessons and the lessons will be based on those principles. So effectively, you should see roughly the same thing in every class, because the planning is there, the planning is the same for all children. I think this term has been incredibly busy at school and I think really everyone, our staff are very open and receptive to tweaking things to improve what they are doing for the children.

NF So that is the way in which you have used it, so that it is not a kind of a bolt-on and it is not something that is going to overwhelm, it is kind of this additional layer?

Teacher E2 Yes.

NF Lovely.

Teacher E2 And I think we have been able to do that because of the starting point that we have had. I think many of those things, we already had mostly in place. It has been a really good reminder and a sort of that *aide memoire* to think what are you doing and why are you doing it and how are you going to support the multilingual learners in particular.

NF Okay. Great. Lovely. What about LSA E, has she continued doing anything else LSA with the (inaudible 00:04:40) EAL specialisms?

Teacher E2 Yes, she has carried on reading what she has been doing with her children. She could not join us this afternoon. She has carried on working and supporting those children as she has done. Sometimes in class, sometimes out of class, depending on what the teachers have asked her to do at that time, and the area for development that we talked about last time. Although LSA E sometimes used the sentence starters, we have not talked to staff about that yet, purely because we get to February, and we have a week of parent’s evenings, and we have had then our staff meeting times have been all spoken for in advance. So, that is the next thing that I am going to talk to the teachers about. I think a lot of it, I would say many opportunities within lessons, if you want children to answer in a certain way anyway, they are given sentence starters, but I want to tighten up on that. And we will probably start with the history and geography for that because that is where we have started looking and checking what we are doing to support our multilingual learners first. I know that LSA E, when she is talking to them, whatever she is doing, she always supports the children if she wants them to answer to develop the language, she will provide sentence starters for the. Particularly in year two when they are a little bit older, and they are a bit more receptive to… and they are aware of what they are saying more.

NF A bit more proficient.

Teacher E2 Yes.

NF Lovely. Thanks, that is all really interesting. I was looking at my question 2 and I remember that you, kind of controlled access to the toolkit, and limited the resources that staff were using, which was in common with quite a few of the other schools.

Teacher E2 Yes.

NF If you were to do it again, would you do that same thing? Do you feel that worked for you doing it that way?

Teacher E2 I think it has worked for us this time, and probably yes. I think the information that I have given them in the staff meetings probably has been adequate at the moment. I think if anyone wanted more information, I said, ‘If anyone wants to come and look at this more, you can do.’ So that was open to people. I think maybe if it was an ECT who was particularly looking at supporting bilingual learners, it may be useful for them. I think our ECT that we have with us this year, she is probably not a typical ECT, she is very together. So, I think she probably from the staff meeting discussions we have had, I think she has probably picked up on a lot. I think if an ECT, it would be particularly beneficial for, or if someone was struggling with knowing how to support a child, I think the toolkit information would be supportive, and also some of the reading there as well, about why those are being… Because, as I said to you, I have read some of the articles in it and some of the recent reading because as a school, we have talked about developing our knowledge previously. So, that for many of us here is a bit of a natural step; if you can find something to read, we do read it because that is what we are encouraged to do.

NF Absolutely, more reading of the evidence as it were.

Teacher E2 Yes, particularly when it was provided for me to read. The fact it was there within the toolkit made it very accessible. It is not always so accessible if you start looking for stuff.

NF No, and also you do not know what is maybe ill-regarded and what is not, so you (inaudible 00:08:44).

Teacher E2 Absolutely, and how relevant it is.

NF Looking at question 3, I think we have touched on this because it says are you happy with the way that it allows you to make the changes that you planned to make. And, in a way, I think we have kind of discussed that in what we have said in those first two answers.

Teacher E2 Yes.

NF Then I have said have you gone back to the toolkit to find more? And in a way, again we have talked about that, haven’t we? You have said that it is maybe.

Teacher E2 Yes.

NF Is there anything else you want to say in relation to question 3? I think we have covered it.

Teacher E2 No, I do not think so. I think we have covered it.

NF Let us go onto question 4. This is about the toolkit principles. You have already referred, I have heard you say collaborative activities and several other. We are interested to know how far schools are sticking with the principles rather than getting more focussed on the actual activities that they have chosen to do, if that makes any sense.

Teacher E2 I think the principles are there. I think when we recap on our next staff meeting, I will remind people of the principles, just to make sure that we have kept to what we initially planned to do, but yes, I think so. I think they are in my mind. I think they are in LSA E’s mind, although obviously she is not planning lessons as such, which the teachers are, but I think it will be a reminder for the teachers, as well, as what should be underpinning what we are doing to help our children.

NF And I think, again, you are very much in line with other schools. Whereby the person who is leading on it has got them in their mind, but we are not sure how far, or whether it matters, that the teachers have them. It is an interesting one to look at over time.

Teacher E2 I suppose if a teacher actually came to you and said ‘Why?’ Or if that discussion came up from a team or a staff meeting and they said, ‘Why are we doing this?’ I think then you could refer them back to it. As I said previously, if I have said to them, ‘This is what we are going to do because…’ Our staff are generally very good at getting on board and saying ‘Okay, we will give it a go.’ So, I think our staff are good at taking on what they are asked of.

NF Very proactive, great, lovely.

Teacher E2 Yes, they are.

NF Five (5) and six (6) are about changing practice and changing mindset. And it is actually in many ways very early to be asking that. In question 5, it basically says do you think that the changes you have introduced, do you think they are likely to become sustained over time? If it is possible to tell that at this early stage.

Teacher E2 I would like to say yes, and I would like to think they will be. Because I think we know that working collaboratively, working in small groups with good role models, is good for our multilingual children. So, I would like to say yes, I think that should be sustainable, and I would like to think that it is underpinning what we do, to enable those children to make really good progress.

NF Great, so it should be part and parcel as it were. As you say, it is good, it is good practice anyway.

Teacher E2 Yes.

NF This number 6, we are just interested to know, partly I suppose because a lot of our schools are working with school belonging. If you are aware of any change, however subtle or small, in the way teachers are talking about their multilingual children or positively more receptive to them.

Teacher E2 I would not say it has changed. I would say that our staff are very supportive of the children, fond of the children. So, I would not say that it has particularly changed. I think it has probably highlighted what we can do to make sure they are being supported really well, but I would not say it has changed how adults respond to the children.

NF No, and maybe that is partly because you already have things going, like parent buddies and things like that, so it is kind of already there.

Teacher E2 Yes.

NF It is an interesting one that. Some schools have found some ‘evidence’ is the wrong word, but kind of a slight shift in seeing multilingualism as an asset, as it were, rather than the problem and that is such a hard one. I think we all feel it is problematic if we have got a new arrival in our class because it is so hard.

Teacher E2 It is because I think people just jump on the ‘What am I going to do with them?’ And we just say, ‘Just make sure they are included. Make sure they know where the toilet is, make sure they know where the classroom is.’ And then just do not do much more at the moment, just let them settle in and just understand where they are and build on that and build on what they want to do, can do, and volunteer. I think the little girl that joined us back in, I think she was October-time, that one of our LSAs was like ‘What do I do? What book can I give her to read?’ And I said ‘You do not need to, just let her be and be guided by what she has…’ And she has turned out to be… I read with her this afternoon actually, a little girl in year two; ‘Wow!’. It is amazing. I think these children are just fascinating with how, they are like (inaudible 00:14:54) anyway.

NF But it is the speed that they pick up English can be extraordinary.

Teacher E2 Yes, and she was offering more information than I was asking her questions which I was just like ‘Wow!’.

NF Amazing, that is great.

Teacher E2 It is.

NF Good to hear. So, Seven (7) is about is there anything you wish was included in the toolkit that you were not able to find?

Teacher E2 No, I do not think so, not that I have thought of. I do not think so.

NF Sometimes, where this is really a very quick evaluation of something, I think people over time might wish there were other things. And so, we will try and keep it a developing product as it were, so that we can get feedback from you if things turn up.

Teacher E2 I think also as a school, because we know EMTAS provided by Hampshire is so good. I think if we did need something, we probably would be speaking to them anyway, because we have that level of support from them.

NF That is a really good point.

Teacher E2 But, I know you said not everyone else; not all authorities have that.

NF No, so in a way you do not need. As you say you have got an alternative source, haven’t you? Because you have got the amazing EMTAS. That is a really interesting point that we need to bear in mind. Thank you for that insight. That is really interesting. The last one, we sort of touched on sustainability already. I think you were saying you think you might have more staff meeting time perhaps next term?

Teacher E2 Yes, I want to build on what we have done. And then to consider how we can use sentence starters. Probably to start off with the history and geography that we have looked at already, and how those can be adapted. And I think it will be a discussion that when we start talking, we will probably find that people say, ‘We do that.’ ‘We have done that in this English lesson’, ‘We have done that in RA.’ But that will be the next point to build on, I think.

NF There is another infant’s school, School I, which have done sentence starters. In fact, nearly every school has done sentence starters, to be honest, but they have all done it slightly differently. What School I have done is they are doing it very slowly over time. They are introducing, I think they have six that are going in reception. So, rather than being all the loads, the ones in the toolkit are really a bit Key Stage two, isn’t it?

Teacher E2 Yes, they are.

NF Yes, so what Teacher I at School I has done is she has got six little ones at reception and then they introduce another six. I think, at year one and then another five at year two. So, they are literally going to do it over three years, as it were, very, very gradually. They have got these little speech bubbles; I will send you the photo actually because she is happy for me to share it.

Teacher E2 Yes, it would be good to see that.

NF It is really nice what she has done.

Teacher E2 It is nice to see what other people are doing.

NF Also, I think, and you have been very polite and not said anything, but one of my other infants schools rightly pointed out that a lot of the examples are a bit Key Stage two.

Teacher E2 They are but, we are used to that.

NF It is nice to see your own age group reflected in this. So, we will, as we revise, we will work at making it broader. I will send you the School I’s speech bubbles because they are quite fun.

Teacher E2 That would be good to see, thank you.

NF Thanks, it has been so nice talking to you again, Teacher E2. Have you got anything else that you wanted to share that I have not covered?

Teacher E2 No, not really. It has been interesting. Alongside the other work I am doing as part of my EAL leadership, it has been an interesting thing to do. To read what you have put into the toolkit to help us develop has been useful. So, thank you.

NF Really happy, good. Our next steps are we hope we will revise in light of all the feedback we have had from you lovely 10 schools that have worked with us. And then it will hopefully get opened up to more Hampshire schools and then who knows next? After that, I have to get funding to make it something bigger. But I would like to keep in touch with schools, so I will, and you do not have to take part in any in the future, but I will drop in in say six months’ time and say, ‘How are things going?’ And if you want to talk then, and you have got time to then it will be lovely to catch up with you and see how you are doing.

Teacher E2 Okay, thank you.

NF But thanks to you and thanks to Headteacher E for letting us use the school as well.

Teacher E2 No, that is fine.

NF And to LSA E for the work she has put in.

Teacher E2 I will pass on your thanks.

NF Thank you very much.

Teacher E2 Thank you very much.

NF Take care Teacher E2, bye.