



Roma Translanguaging Enquiry Learning Space

ROMtels DISSEMINATION REPORT

Each partner has presented work from the project outside of the project itself to several audiences, as follows:

1. Those of us involved **teaching at University** have included work from the project in our teaching (initial teacher education and undergraduate levels), as below. We have drawn on the Concept of translanguaging and evidence that it supports learning in the form of the videos (all on the project website) and knowledge we have gained about Romani dialects, and the approach developed in working alongside families: 'Languages for Dignity'. This is important as it reaches the next generation of teachers when they are still forming their understandings of schools and schooling.

Newcastle: Primary PGCE students (initial teacher education at Masters level); BA Education students (stage 2 and 3).

France: training sessions for pre-service FSL teachers, in-service teachers (French teachers, language teachers, math teachers)

2. We have also been involved in **training sessions with in-service teachers** specifically about the project. This is crucial to transformation in teaching practices as existing within the current political and social context of each partner's country.

England: presentation to whole staff of partner school (November 2015); presentation about project by school staff (January 2017)

Finland: Teachers professional development courses for the city of Helsinki 14.11.2016, 25.11.2016 and for the city of Järvenpää 26.1.2017.

3. We have also chosen to present our work to **specialist audiences**, working with plurilingual pupils, including those from Roma backgrounds. This is important as it reaches those involved in supporting school practices and policies.

Newcastle: session with members of the Middlesbrough region Ethnic Minority Achievement Team (EMAT) including school EAL co-ordinators and specialist support staff (January 2017). The region has a large number of Roma students from Eastern Europe and staff in schools needed advice on working to find the most effective ways to engage the pupils and their families.

Working together: bringing about change, Newcastle Civic Centre (November 2016) – event which showcased work from academics in the University who work alongside organisations and local communities. ROMtels was one of the showcased projects.

Middlesex: Presentation on ROMtels at University of Lower Silesia, Wroclaw, Poland at a three-day seminar with EDITE – European Doctorate in Teacher Education, funded by EU Horizon 2020 research programme.

France: ADEB association for the development of bi-plurilingualism in Paris – specialist working in the field of supporting schools in including pupils with French as a second language.

Romania: Presentation at ACSI (Association for Christians Schools) meeting - Budapest April 2017

"Parents as first educators" - training in Kosice March 2017

4. We have also presented our project work in progress and results to **academic audiences** within the partner contexts. This is of course important not only to relay and gain feedback on conceptual elements, but also to disseminate to those in Higher Education involved in teacher education.

Newcastle:

July 2015 – CfLaT (Centre for Teaching and Learning) away day presentation to academic colleagues in the School of Education, Newcastle University.

October 2016, Newcastle University CfLaT Showcase: Educational Research for Practice
Themes of: Social justice; Innovative research methodologies; Professional development, leadership & learning; Innovative pedagogy and curriculum; Learning spaces; Teaching and learning in HE. A presentation to an audience of academics. PhD students and local school colleagues.

Middlesex: a research seminar for 'Centre for Education Research and Scholarship'.

France: presentation for the consortium for researchers in Education in the University of Montpellier

The whole French team presented a symposium for researchers conference ACEDLE
<http://acedle2017-bordeaux.strikingly.com/>

- a) Cultural mediation, the role of the work and the Paul-Valéry museum, which becomes the site of inquiry during this research project. Frédéric Miquel and Nathalie Auger
- b) Mediation, an identity building tool for the parent of a Roma student. This paper will address the identity and social issue of the parent at the margin of his child's schooling. Brahim Aazoui and Christel Houée
- c) Semantic mediation and social context: visible in the possibility of using the different languages of the pupils' repertoire and their parents. Florence Guiraud
- d) Numerical mediation allowing the identification of Romani languages by the speakers themselves. Jérémie Sauvage

Heather Smith and Leena Robertson on behalf of the whole ROMtels team gave 2 presentations of the results of the project at Orebro University, Sweden conference entitled: Translanguaging: researchers and practitioners in dialogue (28th and 29th March). The presentations were:

[Translanguaging as enabling pedagogical and social participation: The example of Roma](#)
[Translanguaging Enquiry learning Space](#)

First presenters: Heather Smith, Leena Robertson

[Translanguaging as emancipatory educational practice](#)

First presenter: Heather Smith. Second presenter: Leena Robertson

<http://research.ncl.ac.uk/romtels/>

5. Finally we have also responded to requests to write about the project. Here are 2 examples:
We responded to an invitation to write a very short piece for the European Commission's Education Gateway website, which was recently published at:

<http://www.schooleducationgateway.eu/en/pub/latest/news/translanguaging-pedagogy-writ.htm>.

An account of the French team's work on the project was included in DIHAL's (the French Interdepartmental Delegation for Accommodation and Access to Housing actions) at:

http://www.gouvernement.fr/sites/default/files/contenu/piece-jointe/2017/03/fil_info_mars_2017_en.pdf.

Further we have agreed to write 6 academic texts resulting from the project to be published in high status journals, to reach an academic audience including teacher educators.

