Roma Translanguaging Enquiry Learning Space

ROMtels IMPACT REPORT

PART 1: The project aimed to impact: Eastern European children, particularly Roma; their families and community, teachers, teacher educators.

CHILDREN

• Increased engagement and motivation with school activity

• Increased competence in home language and its use as a tool in learning subject knowledge

• Increased digital competence

Altogether, these impacts are expected to also produce long-term impact on:

• Improved school attendance

• Improved educational achievement

EVIDENCE:

- Videos
- Interviews
- Surveys – UK
- Westgate Hill Report
- France's report – attendance

Newcastle

Evidence from the videos of children working in the enquiry space (7 hours so far) in Newcastle have shown children using translanguaging to learn during joint problem solving in the following ways to; reason, speculate, justify, clarify, convince, recount/recall and support peers. This happens through cumulative and exploratory talk to co-construct meaning. This sometimes occurs during the process of translating for each other and their teachers. We also found pupils translanguaged to support spelling of words in English, and for task/procedural talk. The only discussions about which language to use arose when pupils needed to record evidence using the recording tools. In each video, one can see the children becoming more confident in their use of translanguaging for learning.

The children in year 2, when asked by the translator/community worker about their time in the enquiry room (almost one year later) said they had really enjoyed the experience because:

- They had fun
- They giggled
- They spoke in Roma to each other

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J said that she was so happy that her teacher could hear her speak in Roma, how it was spoken. L said that he liked to do the investigation games, and J wanted more puzzles and maths games (referring we think to the shapes apps).

The children all asked if they could use the room more often and work at the magic table (which is how they described the digital tabletop).

The children in year 5, when asked by the translator/community worker about their time in the enquiry room (almost one year later) said they were so happy they were chosen to use the room. They all said that they were very happy and comfortable speaking Roma in front of their teacher. BO said it was easier to discuss things in Roma first and that he understood everything the characters were saying. They started to use English when they had to explain things to the teacher. They were able to recall everything about the enquiry and are still asking what the clay object actually is! BO mentioned that he really enjoyed going back in time, sitting on the rug and imagining this was really happening. As with the year 2 children they asked why they weren't using the room again and asked if they could start to go to it again. M and Bo said that they would like to use the magic table more to record themselves, write on and play with.

This provides clear evidence of engagement in school work, complete comfort in translanguaging in front of the teacher, and an understanding that using their home language(s) supports their learning. The magic table references show the children understand how to use the table to record evidence. Actual evidence from their saved work on the tabletop show how they were able to use it, demonstrating good technical skills. The videos show some of the children were rather hesitant at first to even touch the table! Examples of their work can be found on page 20 in handbook 1 (Io3).

Romania

In Romania, the school reported: "When teachers involved parents in activities, children felt safer in school (especially kidergarten) and felt accepted. Pupils started seeing their parents as educators (related to school) and starting to accept them like this. They also started seeing school as something accepted by their family and part of daily activity so we can say that they feel more motivated to attend school activity."

Finland

The report from Finland explained: "Teachers' reported that Roma children overall attend school actively, and that they were eager to learn. The project was active in Finland for less than a year and the children changed the school in between (and were in the preparatory class), so it is impossible to record the school improvement from the children's perspective."

France

The videos in France showing pupils working with their parents in school and in the project evaluation video with parents and children in school, demonstrate clear evidence of changed attitudes towards their skills in translanguaging, and comments which showed they understood its use as a toll to support learning. One pupil questioned why, if we were telling him that all languages are equal, which he agreed with, in Romania they used to have to learn Romanian, whilst the Romanian children didn't have to learn Roma.

The report from France included the note that: "Roma pupils feel for the first time, not only allowed to express themselves in their mother tongue but also to think about it. Ursari has been put on an

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equal footing with the other languages; French and Romanian. This is unusual not only in France, but also of their experience in Romania, where Ursari can be stigmatized. But here, somehow, Ursari gets into the museum <u>but</u> as a living, currently spoken language as respectable as any other language: a language they can be proud of."

The pupil survey analysis showed that out of the 105 year 2 returns suitable for analysis, children gave some negative reaction to using their home language(s) as many times as they did to English (41 children listed some negatives to using English; 39 listed some negatives to using their home language(s)). However, when looking at in which contexts these were mentioned, there were double the number of responses for use in the classrooms in terms of English to home language(s). There were 27 negatives attached to English used in the classroom, and these only mentioned English, i.e. not English and Slovak. In contrast there were only 13 negative references to use of their home language(s) in class, 2 of which was mixed with English. These survey results must be treated with some caution however, given the age of the children, as some children may have put the sticker next to individuals rather than the language choice. Nevertheless, even in a school which is a partner in the project, and which purports to support home language use, approximately one quarter of the year 2 children surveyed reported they spoke English only in class and they were not happy about it.

In terms of quantitative evidence about attendance and achievement, we have evidence from England, France, and Romania.

Attendance

Newcastle

Attendance Trend

- Eastern European Families Attendance in 2014/15 academic year = 2 children with 100% and 21 children [21.4%] at or above the national average.
- Eastern European Families Attendance in 2016/7 [as at April 17] = 12 children with 100% and 60 children [44.7%] at or above national average.

There is evidence of an increased attendance trend for Eastern European Roma families.

France

This pattern is repeated in France where statistics showed a decrease in absences for all but one child (whose personal circumstances explain the increase in reported absences). This happened after a very short period of time working in the school!

ABSENCES	SEPT-DEC.	
	2015-2016	2016-2017
ESTERA	128	26 (-102)
SHAKIRA	70	88 (+18)
ALEJANDRU	70	26 (-44)
SOLEDA	70	45 (-25)
SARAH	60	22 (-38)
ANDREA	72	39 (-33)

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Romania

Similarly, in the pro-Roma school in Tinca, Romania, school attendance has increased. The attendance figures in February were:

1st grade	2nd grade	3rd grade	4th grade
82.38%	77.77%	90.62%	88%

This shows an average of over 80 % school attendance with fluctuations between summer and winter. Although they don't have the exact figures for comparison with the year before for the same time period, there is an increase comparing it with the last school year as a whole.

Achievement/attainment

Newcastle

Phonics Trend [Year 1 national phonics screening check]:

- In 2014 and 2015 no children from the Eastern European community reached the required level at the age of 6;
- In 2016 42% of EE children met this standard [EE cohort size = 22, whole cohort = 117]
- In 2014 no EE children, completing the screening check in Y2 [either for the first time or as a re-sit], met the required standard;
- In 2016 81.3% of EE children, completing the screening check in Y2, met the required standard;

  Attainment Trend [all children]:

  Although the following data does not link specifically to EE children, this group are included as a proportion of the cohort.
- Y6 Reading = current target for secure @ expected standard by the end of the year = 64%. When leaving Reception [2011], this cohort had a 'Good Level of Development' of only 18%. The added value here is clear over time.
- Y2 Reading = current target for secure @ expected standard by the end of the year = 54%. In 2016, for the same measure the attainment in reading was 44%.

Romania

Starting from when the teachers started to more effectively employ a translanguaging pedagogy approach in their classrooms, including inviting parents as experts to school, alongside after school activities employing this method too, teacher assessment so far shows that the children have acquired 85% of the specific knowledge for their class by age. This is at least 20% better than the first semester of last school year. Exact figures will be obtained after the National evaluation - set up for second grade (happening 10,11,12 April) and fourth grade (3-5 May).

We are not suggesting that the ROMtels work caused these increased trends, but we are suggesting a strong correlation when considered alongside evidence from working relations with parents.

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PARENTS

• Better understanding of the cultural values and practices of institutionalised education in the partner countries

• Improved relations with schools.

EVIDENCE:

- Interviews
- Numbers attending events
- Videos
- Reports from UK, Romania and France

Newcastle

There has been an overwhelming impact on parents and their relationship to and understandings of schooling in Newcastle. Parents participated in the project from the outset, supporting our endeavours to locate (i.e. name) their Romani dialects, to translate and to record, then to translate back into English. This process worked to support a symbiotic relationship between school and parents: teachers learned about the expertise of parents in terms of their translanguaging, and the complexities of this translanguaging; and parents learnt more about the school curriculum and their children's learning. Relationships began to change. There was mutual respect and dignity afforded to both. By the time we opened the translanguaging enquiry space to the local Roma families, word had spread and 42 parents with 7 children attended from all different Roma heritages and languages. They were fascinated by the equipment and the enquiries, but also the interest shown to their languages. One of the parents became so involved that she presented at the conference for teachers in Newcastle, and at the Multiplier event in London. She also wanted to tell us what school has been like for her in the Slovak Republic, and we recorded this as a video. This parent who has done all of the translations back into English from the videos of the children in the enquiry space, and spoken at these public events, told us how she was almost beaten to death for being Roma, and had to stop going to school herself. Now she stands on a stage in front of teachers, academics and policy makers and says she is proud to be Roma and to support the project. Another parent, who attends the regular mothers' meetings came into school to ask the translator/community worker to tell the teachers and Headteacher that the families need help in supporting their younger children with their homework. Their older children are quite self-sufficient as they have more English, but the younger ones need support from their family who often can't help because they too are learning English. This sort of direct request is evidence of this changed relationship, and parental expectations of what is possible.

By the time of the interviews with the translator/community worker in February 2017, the mothers reported that:

- They are happy that Roma is being used in the school to support their children's learning
- They are still surprised that it is ok to use their language in school

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- They feel they are not being neglected
- They feel part of their children's education
- They are very happy and thankful to the school for paying attention to their children
- More would like to become involved in the recordings!

Although difficult to quantify, Mr. Wilkins, the executive Headteacher of the project partner school in Newcastle reported that he believes "the educational challenges [outlined in the project summary] that can provide barriers to children's progress and levels of attainment have been reducing over time. In particular the <u>trust</u> and <u>confidence</u> of this parent group demonstrated towards both federation schools has been steadily improving.

Participation in Parent/Teacher Consultation across all communities has improved:

- February 2015: 69% attended appointments at Westgate Hill [all parents]
- March 2017: **77.2%** attended appointments at Westgate Hill [all parents]

To illustrate the nature of this increasingly positive relationship Westgate Hill has recently been asked by the Roma Community to host the annual West End of Newcastle 'International Roma Celebration Day' event."

Also fascinating is the parents' increased participation in Tapestry which is the 'on-line' learning journal that provides on-going formative assessment evidence across the Early Learning Goals.

- 2015/16 the percentage of Eastern European Parents with active Tapestry Accounts = **52%**
- **In 2016/17 this has increased to 68%**

We have provided an example of excerpts from tapestry which shows parents also communicating in written Slovak/Czech.

East European parents and Tapestry

Number of Eastern European parents with Tapestry accounts:

2015/16 – 11/21
- 2/11 parents with Tapestry accounts interacted with posts on Tapestry in some way.
- 2/11 parents who had active Tapestry accounts liked posts or commented on posts.

2016/17 – 17/25
- 11/17 parents who have an account have interacted with posts on Tapestry in some way.
- 11 parents who have accounts have liked posts.
- 10/17 parents with active accounts have commented either using 'emoji' stickers, comments in English or comments in Czech/Slovak.
- 3/17 parents with active accounts have added their own posts/pictures from home.

Examples of Eastern European parents interacting with posts on Tapestry:

Note in the examples below how some parents not able to write in English, still participated by writing using their home language, which demonstrates not only a willingness to participate, but also comfort in acknowledging their languaging skills.

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Comments

Kornela Ferkova `Relative` - 17 Nov 2016 06:44 PM   Like · 2 Likes ✖

Moje lásko jak hesky tancuje

Dana Jarkova `Relative` - 17 Nov 2016 06:58 PM   Like · 3 Likes ✖

Moje krasne jak tancuje moje zlaticko

Comments

Nada Balogova `Relative` - 18 Nov 2016 11:20 AM   Like · 1 Like ✖

Very nice

Chloe Littlewood `Manager` - 18 Nov 2016 12:29 PM   Like ✖

Robert had such a lovely day, I'm glad you enjoyed looking at the pictures!

Comments

Elena Axinte `Relative` - 05 Feb 2017 06:40 PM   Like · 1 Like ✖

Ma bucur mult ca Delia este incurajata de o echipa de profesori minunati.
Multumesc

Suzanne Prudhoe `Manager` - 05 Feb 2017 08:23 PM   Like ✖

Thank you so much. We really appreciate all your support.

Comments

Alzbeta Potova `Relative` - 02 Mar 2017 08:21 PM   Like · 1 Like ✖

Very nice...

Martin birthday day...very happy today
by Alzbeta Potova - added 14 Mar 2017 09:18 PM
Children: Martin Kondas

Comments

Elena Axinte `Relative` - 02 Apr 2017 10:24 PM   Like · 1 Like ✖

Good job Delia.

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Romania

Tinca school has seen an increase of 20% in the number of parents attending parents meetings. They report: "Also in kindergarten parents were invited to help the teachers - as "Educators for a day". The parents that responded were engaged and willing to help. This also helped them understand what is the actual role of a teacher, what happens during one day in school."

France

The videos of parents working together with pupils in class in France provide excellent evidence of a growing awareness, participation and confidence in understanding schooling and the curriculum in France. Indeed parents were willing to contribute substantial linguistic expertise and cultural knowledge as poems were discussed, alongside intricate details of word meanings across languages. The parents opened their family homes to us when the team visited on a transnational project meeting, after working with us in school first. Unlike the situation in Newcastle and Romania, these families live far from the schools which their children attend. They live in squat accommodation, without adequate facilities, on the edge of town in an industrial area. It is exceptionally difficult to get the children to school every day. Nevertheless, they became fully engaged in the work, and attendance increased. When we visited their homes we saw paintings on the wall which they has bought following the museum work in school.

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TEACHERS

• Increased opportunities for professional development relating to:

• Greater understanding and responsiveness to cultural and linguistic diversity.

• Improved competency in teaching pupils with home languages other than the formal language of the school.

• Broader understanding of educational practices and systems in schools across the partner countries.

EVIDENCE

- Feedback from Newcastle and Oradea (English summaries)
- Teacher survey from France with summaries
- Teacher surveys from UK and Finland with summary/analysis
- Presentation from Rachel to whole school about project in Westgate Hill school
- Interviews

The impact on teachers is the least successful at this stage because the resources we have produced are only recently available. The impact we can talk about concerns the teachers involved in the project or who have attended the conferences (we will use evidence of feedback from the Multiplier event in relation to impact on the wider community).

Newcastle

Staff at the partner school were involved in the project either as members of the working party (and therefore involved in teaching in the room and/or designing the enquiries); or as members of staff attending staff training in school. Impact on this second group of teachers is hard to measure and we have conflicting evidence. Impact on the teachers who have worked with the project is far more apparent in their words and actions. Notes from the teachers about their presentation to the whole school staff (90 altogether) reveal some misunderstandings such as there not being a link between Romanian and Roma. The presentation also prompted some interesting whole school discussions such as

- The rights and wrongs and effectiveness of separate in-school provision for new arrivals. The notes state: "They found it difficult to understand how this could be beneficial if this was for the whole day and for an extended period of time. They asked questions about role models for speaking Finnish and how children would be reintegrated into their age appropriate classroom."
- The pros and cons of gathering data relating to achievement and ethnicity (as this is done allowed in France). The notes comment: "how you know when to give support and how to track the progress of different groups of children."
- Whether the project is 'inclusive' given that it focuses only on Roma.

The notes reveal a level of knowledge on the part of the teachers giving the presentations about home language use for learning and about Roma languages and rights. The impact of visiting partner contexts and presenting at the conferences alongside working with children and parents appears to have had a tangible impact on their level of awareness and ways of supporting other teachers; in other words dealing with teacher questions on perceived obstacles.

The executive Headteacher provided this feedback in his report on impact:

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"Through the school's participation in this project:

- Teachers' professional awareness of the educational challenges faced by the Eastern European Roma Community raised significantly;
- Opportunities taken to reinforce the school's inclusive ethos;
- Opportunities taken to challenge any negative attitudes, assumptions and stereotypes

Attendance at staff meetings linked to Erasmus: full attendance = **90 staff [teaching and support staff across federation]**"

However, analysis of the teacher surveys close to the start of the project together with questions raised in the whole school staff meeting, and the teacher interviews, revealed that not all staff were as fully committed to the project ethos. Analysing the teacher interviews reveals 3 basic levels of understanding for those teachers not involved in the project:

- Those with new understandings and a willingness to address their prior assumptions and prejudices. Notes from the meeting revealed: "Jessica's class teacher RH explained that he felt like he had learned more about her cognitive ability from watching the video (of J in the enquiry space talking to her friends in Slovak) than nearly a half term of having her in his class (she only joined towards the end of the Summer term). In the interview this same teacher admitted: "my perception is that they've [Roma children and families] kept themselves to themselves and not necessarily wanted to integrate. But clearly from the parents who wanted to be involved in this and the children, that actually that's wrong and they actually want to be part of a community, and they don't want to be segregated. Whereas I've always had the perception before, or certainly heard that perception that the segregation and that's how they want to be."
- Those experienced staff who know what to say to satisfy leaders in the school in keeping with the ethos, but whose behaviours betray more socio-political objections than they admit to. We saw this particularly in the survey results from UK and France, e.g. in the statement about Britain becoming like a foreign land, one teacher wrote: "*In social situations yes, but if someone deliberately spoke in another language to 'spite me' then I would feel uncomfortable*".
- Those who have very little experience or knowledge and are seemingly content with this.

Finland

In Finland the team focussed on teacher education. They held a series of intercultural training sessions for teachers in November and December 2016, during which they spent time focussing on translanguaging. One training session was for teachers in Järvenpää, and two in Helsinki, as requested by Helsinki City Council (acknowledgment of the project and its aims). During that day they also discussed the teacher attitude survey and many teachers admitted that posters of different languages are important but they did not have them in their schools. Some mentioned that they used to have them, but they have fallen down and they have not really paid any attention, They also said that there is not time to focus on the importance of such signs or that they understand that they are important but the workload and timeframes make it harder for them to focus on these issues. After the one day focussing on translanguaging, many of the teachers said that they have known it is important to integrate home languages into their teaching, but they have not quite known how to do it. This was also reflected in the comments from participants at the Newcastle and

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Oradea conferences. We hope that the guidance documents produced in this project (IO3-5) will support teachers in this endeavour.

Romania

Teachers in Tinca school were challenged to create appropriate curricula for parents meetings. They attended a 3 day training course on how to do parents meeting on specific topics. Also 3 of the staff members attended an international meeting about the involvement of parents in educating children "Parents as first educators". The international meeting was also an exchange of good practice about other work with Roma children and best practices on education. Following the transnational project meetings and the conference in Oradea, the Romanian team have reported a definite change in the teachers' work in Tinca in their daily use of children's Romani dialect alongside Romanian in the classroom. Teachers are more open to accepting that they can use the home language in their educational program and that it can be a great tool. Teachers are involving older pupils and parents in creating a bank of common understanding of words that are difficult for children to understand. Teachers have created drawings with the words both in Romanian and the children's Roma (Korturare), employing the alphabet created by academics in Romania as an attempt to standardise a written form of Roma, to be used by children and teachers in lessons.

The survey results from Newcastle and Helsinki revealed similar issues/problems which act as objections to a translanguaging pedagogy. These include a perceived lack of resources, time and knowledge. The results from the conference in Newcastle showed a more widespread range of perceived issues, including how to challenge other teachers' attitudes, and resistance from parents. We have addressed these concerns in the handbooks.

Feedback from participants at Newcastle revealed a range of ways they would change practices, including: staff training on translanguaging, working more closely with parents and making changes to admissions forms. Reflections at Oradea include all of the above objections and ideas for development, but also an amazing desire for change in their own attitudes. Here are some examples of this in the teachers' own words (translated into English by the Romanian team):

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Putting us in their shoes, and thinking about how we would like to be treated, and then treat the Romas the way we would like to be treated

We can learn how to avoid the stereotypes

How can we be the factor that values the lost potential of the children?

It is important to know the past in order not to make the same mistakes

To be a voice against discrimination

A factor of changing and recovering of the lost potential

Challenging the teachers to treat the same the romas as the normal children

Avoiding discrimination against romas in order to challenge them to go to school

The change is within us

Teachers to start act normal and equal with roma children

Explain to our colleagues why it is important to have knowledge about the Roma traditions and language

To encourage them to use their language ant not to be ashamed of who they are

The discrimination affects our work with the children

It is also worth noting that as a consequence of this conference, 18 of the teachers who attended have now signed up to learn Romani out of school time to support their work with Roma pupils in adopting a translanguaging pedagogy.

France

The French team designed a comprehensive questionnaire for teachers to undertake. The survey revealed many aspects. Of note here though is the awareness of home languages in the class as a good thing, balanced with the notion of French as the primary language to learn, or "maximum exposure in the homogeneous linguistic bath" as it was put! Comments valuing plurilingual competence and support in other languages in the process of learning new ones were rarer. Also interesting were comments relating to non-ethnic discrimination in teachers' lessons, strongly influenced by secular education. It was noted that "in theory, the French system does not differentiate between pupils. But it aims at differentiating teaching methods".

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WEBSITE ANALYSIS APRIL 2017

Number of visitors

3390 users have visited our public ROMtels website since it launched in July 2015. These users made a total of 4428 visits to the overall website, with a total of 10543 individual webpage views. On average each user viewed 2.4 pages of the website each time they visited the website.

Repeat visitors

Overall since July 2015, 78% of users have been new visitors to the website and 22% have been returning visitors. This shows that over a quarter of users have come back to our website, which is encouraging news. This is however only an indication of repeat visits: on the one hand this includes members of the project team (who have reason to revisit the website), but on the other hand it does not include individual users who have visited our website from different devices (for example, from their laptop and their mobile).

Location of visitors

Our website has received visits from at least 91 countries. The following table shows the locations (by country) of our website visitors, with project countries in **bold text**:

Country	Percentage of total website visits (number of visits in brackets)
United Kingdom	**1093 (24.7%)**
(country not set)	745 (16.8%)
United States	737 (16.6%)
France	**342 (7.7%)**
Russia	236 (5.3%)
China	152 (3.4%)
Finland	**109 (2.4%)**
Germany	88 (2%)
Italy	83 (1.9%)
Japan	80 (1.8%)
Romania	**67 (1.5%)**
Netherlands	54 (1.2%)
Brazil	48 (1.1%)
South Korea, Spain, Canada, Belgium, Sweden, Taiwan, Australia, India	each with 24 to 46 visits (each 1% or less of total website visits, in descending order)
Iraq, Austria, South Africa, Mexico, Colombia, Indonesia, Croatia, Poland, Argentina, Norway, Philippines, Ukraine, Hong Kong, Switzerland, Portugal, Turkey, Denmark, Ireland, Israel, Malaysia, Slovakia, Egypt, Algeria, Greece, Iran, Morocco, Pakistan, Singapore, Chile, Czechia, Estonia, Aotearoa New Zealand, Saudi Arabia, Venezuela, United Arab Emirates, Kenya, Lithuania, Serbia, El Salvador, Thailand, Vietnam, Bulgaria, Costa Rica, Cyprus, Ecuador, Ghana, Hungary, Iceland, Kazakhstan, Moldova, Malta, Nigeria, Peru, Puerto Rico, Tunisia, Andorra, Bosnia & Herzegovina, Bolivia,	each with 1 to 20 visits (each 0.5% or less of total website visits, in descending order)

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Belarus, Côte d'Ivoire, Dominican Republic, Kuwait, Lebanon, Macau, Nicaragua, Oman, Papua New Guinea, Palestine, Sudan, Syria	

A note of caution: these countries are as identified by Google, and the high number and proportion of visits from the UK and US might include users in other countries but whose computers or mobile devices have UK or US settings. It is also possible for individual users to refuse or to mask these settings, hence the high number and proportion of visits from '(country not set)': this could mean we've had visits from more than 91 countries, or these visitors could be from the same 87 countries. Overall this remains a useful indication that our website has been visited by users around the world.

Devices (desktop/mobile/tablet)

Most website visits (92.2%; 4083 sessions) were made using a desktop computer or laptop. The remaining website visits were made using a mobile or tablet device (7.8%; 345 sessions). It is positive news that visitors are able to use a choice of devices to visit our website, not desktop-only or tablet-only, which suggests that the website design is usable from a range of devices.

PART 2: The project also aimed to impact more broadly at the local, regional, European and international levels.

Some of this is included in the response about impact above as the impact on international partners was included. Here we share the impact at the level of policy makers locally, Europe wide and internationally by reference to:

- Feedback from Newcastle conference (EAL specialists)
- Subsequent invitation from a local EAL team and feedback
- Feedback from the Multiplier event
- Invitation to write an article for the European commission's education gateway website
- Project website analytics.

The Newcastle conference included EAL team leaders and EMTRAS members; and EAL school leads. They vowed to disseminate this to other colleagues via staff meetings, staff training in CPD delivery, resources on internal school server, phase and support target meetings with key staff. In other words, the project impacted sufficiently on attendees with responsibility for EAL provision to share in specific ways with colleagues.

A result of this conference was an invitation from a local EMTRAS team in Middlesbrough to provide an evening training session with staff. Feedback from the training read:

Hi Heather

Firstly, thank you so much for last week, you were brilliant, we all felt like we had come away with some new learning and lots to think about – and hopefully different ways to support our families and children in school."

This was a good practice run for the Multiplier event in London on the very last day of the project. This event was primarily for those involved in work at the level of policy across Europe. As a result of posting invitations for this event, we were also invited to write an article for Education gateway on our findings, which can be found at:
http://www.schooleducationgateway.eu/en/pub/latest/news/translanguaging-pedagogy-writ.htm.
The following is a summary of the feedback from the Multiplier event, which provides clear evidence of the potential of this work for transforming teacher practice.

Multiplier Event – feedback: 34 responses in total

Question 1 Translanguaging as a pedagogy for plurilingual pupil learning: evidence and practical guidance:
    Overall positive: ///// ///// ///// /////   ///// ///// / - 31

    Overall mixed: // (Positive but new approach, concept) **-2**

    Overall negative: - 0

    Blank/missed the session: / -1

Some comments:

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- Highly valuable; fantastic; well presented; well explained; excellent videos; very interesting; valuable; great; extremely important; very good; nicely done; very informative
- Amazing – full of rich context and experience – inspiring
- Wonderful that this pedagogy is being developed
- Also how it works even when teachers do not know all children's home languages
- Such a good approach – it's surprising that it's not yet a common practice
- Should be further disseminated
- The challenge is to connect all this knowledge and experience – this day helps!
- A strength of the project was the deeply respectful ethos
- Interesting but in a way common sense at home with me and my dad, giving rise to constant translanguaging. We just need to get it into mainstream education.
- How will today's messages be carried forward in the climate of EAL/EMA cuts? Today's discrimination was powerful and essential to be heard.
- I so much fear that institutional practices suffocate innovation in the increasingly xenophobic political climate

Question 2: The technology developed as part of this ROMtels project?
Overall positive: ///// ///// ///// ///// ///// /// -28

Overall mixed: /// (can we access the powerpoints on the website?) (Liked the apps – the technology was fantastic but not really practical to reproduce) (have to leave early) **-3**

Overall negative: / (less impressed – children's learning shouldn't and didn't require any specific technologies. Needing technology provides another excuse for failing to create inclusive pedagogies.) **- 1**

Blank/missed the session: // - 2

Some comments:
- Useful; brilliant way to involve parents; very interesting; wonderful; fascinating aspects; empowering; most exciting; innovative and inspiring; very good; WOW; activities very engaging; excellent tool for engaging children; brilliant as can be flexibly adopted to suit other communities;
- High status technology, rather new respecting Roma children and parents
- Transferrable to 'normal' classrooms that are well equipped; can also work in classrooms without technology
- So many resources to access
- I will be spending time looking at the technology

Question 3: Principles for schools and Roma communities to work together: a languages for dignity approach

Overall positive: ///// ///// ///// ///// ///// ///// // - 32

Overall mixed: / (I thought that it is important to encourage children and parents more) **-1**

Overall negative: - 0

Blank/missed the session: / - 1

Some comments:

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- Beautiful – so inspiring; eye-opening; very useful; very important to clarify these principles; great; extremely valuable; informative; particularly interesting; very good; wonderful; excellent;
- Nothing to add - simply wonderful! And essential.
- Excellent – needed in Netherlands;
- Very important to create bonds with students and their parents and to help develop a sense of belonging
- Solidly grounded in current advanced research
- Huge potential for schools. Optimistic approaches. Heart-warming.
- I was impressed by the mutual respect shown
- It showed the creativity of the team – a very moving session
- In order for there to be trust and respect, the school has to be giving up some of its power. I've long been an advocate of anti-racist education which is something a bit more than multiculturalism. This is what I think I've been listening today.

Question 4: Any other issues discussed today:
- A great opportunity to meet old and new colleagues
- Mobilize parents and communities!
- It touches on so many areas of work and interest
- The Roma colleagues are absolutely super!!
- Very helpful to gain a further insight into the Roma 'culture', values and discrimination faced towards their language
- Transferring projects to classroom – developing teacher conference space for Teacher Education

Question 5: In your role, who is your target audience?
- Mostly complementary schools and teacher training teachers (UK)
- Schools and kindergartens in Germany
- European Commission
- Roma-led and Roma-facing NGOs
- Individual (GRT) schools – Dept of Education (UK), policy makers
- University students and schools in many regions: Austria and Czeck Republic
- Finnish secondary school teachers (Finland)
- Working with Roma families in UK
- The Roma community in Luton (c2,000, mainly Romanians)
- Senior management of school in UK
- Parents (UK)
- Colleges of Education
- Training future teachers (university, BA and MA - UK)
- Luton's Children's Centres and music education
- Government and institutions
- The whole early years sector – Essex County Council
- Community organisations and 6th Form headteachers

Question 6: In your role, how will you use the information presented today?
- To shape future projects – amend negative language – to inform our work with Luton Roma Music Project and conferences in 2017
- Inform and disseminate many ideas for GRT - LA Redbridge; advise schools
- Media-literacy with youth journalism project
- In my MA
- In my PhD
- Inspiration for a PhD

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- In my association ACERT
- For Roma teaching assistants
- Inform my own school
- In teacher education
- Sharing this work for a Roma organisation that is being developed in Scotland
- I am developing my own project

The feedback from the Multiplier event alongside some of the feedback from the Newcastle conference, demonstrates hugely positive potential for further dissemination of the project via the guidance handbooks (IO3-5), alongside the technology we have developed at the level of policy makers and with an international audience. This is because we understand teachers' needs and likely objections, and have developed interactive and customisable resources including evidence from the project, to support them in ways which are accessible and which counter objections effectively.

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PART 3: finally we aimed to also impact on the partners (other than those mentioned above). We aimed to:

• Improve practices incorporating innovative and attractive ICT-led approaches to cater for the needs of disadvantaged groups with particular reference to linguistic and cultural diversity in light of individuals' needs.
• Increase capacity and professionalism to work at EU level.
• Improve management competences and internationalisation strategies via new networks of cooperation with partner countries (with opportunities for beyond).
• Increase quality in the preparation, implementation, monitoring, and dissemination of EU projects. Evidence of improved practices for teachers involved in the project is detailed in the response below. For academics details of the processes undertaken in surveying children's Romani languages (as in section 3 under processes as achievements), provides evidence of improved knowledge in this area. Of course the handbooks we have written provide further evidence of this.

The Multiplier event feedback (as found above) provides clear evidence of the team's professionalism and capacity to work at EU level and to influence practice. As a result of the Multiplier event, the team have now also made many new contacts across Europe and we intend to use these contacts in a new bid for COST action: to support improvements to Roma education across Europe, building on the findings of this project, and relating this to other contexts.

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