Doctorate in Educational Psychology Professional Training Programme



Thesis

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A Multi-Perspective Study: An Analysis and Discovery of the Shaping Forces of European Roma Children's Integration in the Welsh Educational System

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Summary

This thesis is divided into two parts. Part I consists of a discussion regarding the multicultural landscape of the UK which considers the current literature on the Gypsy Roma and Traveller (GRT) community. The needs of each group are reviewed with respect to the literature that has been conducted. Within the review, it is apparent that academic papers for the GRT community are limited, particularly with respect to the Roma population's experiences in education in the UK. Specific research questions are posed to explore an under researched area.

Part II of the thesis is the empirical study which aimed to explore the research questions posed in Part I. This section provides an overview of the literature (contained in Part I); the epistemological position of the research and its design; the methodology and procedure employed; an analysis of the findings; a discussion of the study; and lastly considerations for the application to the Educational Psychology profession and for future research. The findings revealed a number of shared themes which are inter-related in the educational and social-context: opportunity and prospects, social support, past experiences, acculturation/adaptation and practice in schools. The findings uncover an insight into the experiences of Roma children in education in an urban area of Wales which are largely positive. There is scope for some adjustments in the social and school context, which are discussed in light of the accounts shared.

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Abbreviations

ASC: Annual School Census

BPS: British Psychological Society

EAL: English as an Additional Language

EMC: Ethnic Minorities Communities

EMS: Ethnic Minority Service

EP: Educational Psychologist

EPS: Educational Psychology Service

CEE: Central Eastern Europe

LA: Local Authority

DCSF: Department for Children, Schools and Families

DECP: Division of Educational and Child Psychology

DfE: The Department for Education

DORI: Decade of Roma Inclusion

GRT: An umbrella term used to describe 'Gypsies' 'Roma' and 'Travellers'

GT: A term used to describe Gypsies and Travellers

IPA: Interpretive Phenomenological Analysis

ONS: Office of National Statistics

OSF: Open Society Foundation

PLASC: Pupil Level School Census

TARGET: Traveller and Roma Gypsy Educational Tool

TES: Traveller Education Service

TESS: Traveller Education Support Service

UK: United Kingdom

WAG: Welsh Assembly Government

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PART I: Literature Review

1.0 Introduction

The literature review begins with an exploration of the multicultural landscape of the UK, with a specific focus on minority ethnic groups. It also offers the implications within the school context regarding the smallest minority ethnic group, 'Gypsy' 'Roma' 'Traveller' (GRT). Definitions are provided for this population which considers the historical movement of the GRT into the UK. The review initially provides research findings for Gypsies and Travellers since the majority of the literature that exists is based on these distinct groups. A number of factors which may *facilitate* or *inhibit* the engagement of GTs in education are considered.

In contrast to the research on Gypsies and Travellers, the Roma population remains an under researched area particularly regarding children's educational experiences. Thus, the second part of the literature review provides a more specific focus on the Roma population, contextualising their marked history of discrimination in Central Eastern Europe, leading to the more recent movement of this population into the UK. The research that has been conducted for this group is critically analysed. Finally, a number of research questions are posed in light of the literature reviewed.

1.1 Overview of Literature Review

The literature review will seek to explore the differing needs of Gypsy, Roma and Traveller children, young people, and their families.

The first section will highlight the multicultural landscape of the United Kingdom (UK).

The second section will review the current research on GRT communities with a specific focus on engagement and disengagement in school.

The third section will provide a brief historical outline of Roma families moving to the UK from Central Eastern Europe (CEE) and detail the difficulties faced in their home countries.

The fourth section will review the current literature on engaging Roma children and young people in education.

The final section summarises the review and concludes with a number of questions which the study sought to explore.

1.2 Search criteria

A number of databases were used to search for relevant literature which included: PSYCHINFO, SCOPUS and ERIC until November 2013. The key terms: 'Gypsy' 'Roma' 'Romani' 'Traveller' and 'Education' were used in each database search to reveal existing research papers. The terms were also truncated and Boolean operators ('And' 'Or' 'Not') were used to maximise the search criteria as much as possible. The search also extended to government websites to provide references to government funded research for GRT communities.

2.0 The Multicultural Landscape of the UK

The diversity of cultures, languages and traditions within the United Kingdom (UK) portrays an everincreasing 'multicultural' country. This is represented by a variety of cultures and ethnic groups. Understanding one's ethnic group is complex since it can be subjective, and multifaceted. Indeed there is "no consensus of what constitutes an ethnic group and membership is something that is selfdefined and subjectively meaningful to the person concerned" (Office of National Statistics [ONS], 2011, p.10).

The movement of minority ethnic groups to the UK commenced post second world war. Initially, the UK saw a mass migration of non-white people from the commonwealth (Hasan, 2009). More recently, EU enlargements have allowed residents of EU member states to move freely, reside and work in the UK (Fremolvá, 2009). The most recent Census, 2011 highlights the multicultural representation of Great Britain with more people identifying with ethnic groups (ONS, 2011). Within

England and Wales, the ethnic majority were classified as 'White' for 87 percent of the population and the remaining 13 percent were part of a minority ethnic group. The smallest ethnic minority group were of 'Gypsy or Irish Traveller' descent.

Within the educational system this pattern is replicated with the smallest number of pupils being of Gypsy/Roma or Irish Traveller descent (the Annual School Census [ASC], 2013). Comparing the overall percentages of children classified as a minority ethnic pupil in primary and secondary schools (28.5 and 24.2) to those who have English as an additional language (EAL) (18.1 and 13.6) suggests some minority ethnic pupils will not necessarily have EAL. Since children from a minority ethnic group have parents/carers who may speak more than one language, some children will be bi- and trilingual (Safford & Drury, 2013). For children who arrive at school as an EAL learner, this could present challenges when accessing the curriculum as children (and their parents) would be establishing their own understanding of cultural norms and values of the dominant society (Stuart, Ward, Jose & Narayanan, 2010). Within Wales, "Traveller of Irish Heritage', 'Gypsy/Roma' and 'Any Other black Background' were the smallest minority ethnic groups (Pupil Level Annual School Census [PLASC], 2013). No statistics were made available concerning pupil's first language in Wales.

Thus according to the Census (ONS, 2011), the ASC (2013) and the PLASC (2013), 'Traveller of Irish Heritage' and 'Gypsy/Roma' are reported to be the minority ethnic group in England and Wales. 'GRT' is sometimes used as an umbrella term to refer to these groups. The next section will aim to define each group.

2.1 Gypsy, Roma and Traveller Communities

The umbrella term 'GRT" covers a number of distinct groups: English and Welsh Gypsies, Irish and Scottish Travellers, European Roma, Showmen (fairground people) and circus people, Bargees

¹ Caution must be placed on the actual percentages given regarding ethnicity as people may not wish to self-

ascribe to a particular group (Brown, Dwyer & Scullion, 2012).

(occupational boat dwellers) and New Travellers. Traditionally, most of these communities have a travelling, nomadic lifestyle although their history, culture and traditions can vary. GRT communities therefore are not a homogeneous group (Department for Children, Schools and Families [DCSF], 2010). Furthermore, considering each community's distinctiveness, GRT people should not be referred to as one ethnic category (Welsh Assembly Government [WAG], 2012). The understanding of non GRT individuals (sometimes referred to as Gadže (Hancock, 2012) or Gaujo (Myers & Bhopal, 2009) is established by settled society. Many of the stereotypes of GRT communities are often compounded by the lack of understanding of the larger population (O' Hanlon, 2010). Furthermore, Anstead (2010) analysed the media representation towards the Roma in the UK which indicated views were based on stereotypes and were predominately negative in nature.

For the purpose of this review the three main groups 'Gypsy' 'Roma' and 'Traveller' will be defined.

Gypsy

The term 'Gypsy' derived from the belief that Gypsies were Egyptian. This however is incorrect and must be challenged (see Hancock, 2012), Gypsies are thought to have originated from Nomadic tribes in North West India. The Gypsies reached Britain in the 16th Century and were described as "being unlike any other group of people, physically different and dressed in strange clothes. They lived on the fringe of society and did not conform to the way of life and employment of the settled community" (DCSF, 2010, p.4). Draconian legislation was introduced soon after their arrival. Many Gypsies were hanged whilst others were deported. This legislation remained in force for over 250 years and in 1978 the law was repealed. It was only in 1988 that the 'Gypsy' and 'Roma' populations received recognition of their race. Presently, Gypsies continue to experience discrimination, victimisation and social exclusion (DCSF, 2010).

Roma

'Roma' is the most commonly accepted term to describe European 'Gypsies²' and is used as a generic term to describe a wide range of communities. These include those who ascribe to be Roma, Sinti and Kale who descend from Northern India- each of which is in itself a diverse community. 'Roma' became the generic termed used since 1971 at the first World Congress (Brown, Dwyer & Scullion, 2012). There is some disagreement regarding grammatical use of the term 'Roma' (Hancock, 2012) however, since it is recognised by the European Community and has been cited in publications, the term 'Roma' will be adopted to describe those who arrived from Central Eastern Europe (CEE) in the UK during this century. The majority of Roma live in houses where the language 'Romani' is primarily spoken.

Irish Travellers

It is believed Irish Travellers³ originated pre Celtic times and are descendents of craftsmen and metal workers in Ireland. Many families migrated to the UK from Ireland in the latter part of the 20th century initially to provide manual labour on the construction of motorways then as labourers for local authorities.

Through the deconstruction of the term 'GRT', it is evident that each group is distinct. Despite their differences, it is important to acknowledge the shared history and the discrimination of the GRT. GRTs have been a marginalised community where there have been restrictions to the access of education and other public services (Bhopal, Gundara, Jones & Owen, 2000).

The lower attainment levels of GRT pupils has been consistently documented. The Plowden report (1967) identified Gypsies as one of the most deprived group of children in the UK. At this particular

² However, as previously discussed 'Gypsies' is an incorrect term to use. 'Gypsies' who arrived in the 16th Century were referred to as such, and this term is still adopted today.

³ Some of the settled population refer to Irish Travellers as Roma (Gypsies) however, although both have coexisted and share some similarities, they are distinct ethnic groups (DCSF, 2010).

time, the majority did not attend school which restricted their academic abilities (p. 59)⁴. The GRT group remain the lowest achieving minority ethnic group in terms of educational attainment and attendance.

The next chapter will explore the literature on 'Gypsy' 'Roma' 'Traveller' children and young people in education. The terms used when describing previous research will be reported in the same manner as the original author. This is important to avoid confusion regarding the ethnic origin of participants (Myers, McGhee & Bhopal, 2010) especially as the use of ethnic categories and terms regarding the GRT is not consistent (Robinson & Martin, 2008).

3.0 Educating 'Gypsy' and 'Traveller' Children in the UK

The Department for Education (DfE) in England (formally Department for Children, Schools and Families [DCSF] until 2010), Ofsted, the Welsh Assembly Government (WAG) and Estyn have produced a number of publications to help improve the attainment and achievement of GRT pupils (see DFES 2003, 2005, DCSF, 2008 & 2009a, b & c; DfE, 2010; Ofsted, 2003; Estyn, 2005 & 2011; WAG, 2008 & 2012). Such reports indicate that the GRT child is more likely to have a poor attendance and attainment record when compared to their peers. Additionally, the exclusion rates are much higher. From a governmental perspective, this is a concern. Much of the literature regarding GRT children, young people and their families stem from the desire to develop an understanding of the continuing difficulties of engagement in education.

In this section, the research for both 'Gypsy' and 'Traveller' (GT) pupils will be reviewed, since the majority of research appears to be based on these distinctive groups. The themes will be reviewed with respect to variables which may facilitate (and inhibit) levels of engagement of children and young people in school.

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⁴ Later, the Swann Report (1985) identified similar concerns.

3.1 Facilitating Engagement in Education

Engagement is a multi-faceted construct, which has been described as having two or three components, and has recently incorporated a fourth. Two component models often incorporate behavioural (e.g. effort, participation and conduct) and emotional factors (e.g. interest and attitude to learning, belonging and identification). The third component includes the 'cognitive' subtype (learning goals, investment in learning). Lastly, four component models include the former three (behavioural, affective, and cognitive) and add the psychological element (Appleton, Christenson & Furlong, 2008). The nature of this section relates to exploring the underlying themes of the literature and it is not to distinguish between the multifaceted nature of engagement itself. Nevertheless, it seems that it is the emotional/affective aspects which appear to inhibit engagement at school which could manifest in the pattern of attendance for GT children and young people.

3.1.2 Changing Views

"In reality there is no such thing as 'traditional Gypsy trade', Travellers have always changed with the times. The only real tradition is the constant identification of trading opportunities suited to current market needs in order to produce wealth in an independent and often highly mobile way" (Bowers, 2004, p.2).

Bower argues that the GT tradition changes with time; this is consistent with a number of studies which confirm that GTs views are changing. Bhopal, *et al.* (2000) reviewed some 'Traveller⁵' parent's views, although the full details of the interviews were not included, Bhopal *et al.* found parents were open to the changes to the 'Traveller' traditional lifestyle due to the acknowledgement that within an ever-changing economy, the GT lifestyle may cease to exist. Bhopal (2004) later focused on Irish Gypsies and Irish Traveller parental views about their child's education. Specifically, some parents

⁵ The authors used the term 'Traveller' to refer to a number of different groups: Gypsy/Romany backgrounds of English, Scottish or Welsh heritage, a number were of Irish Gypsy/Traveller heritage.

felt it was important for their child to continue studying at secondary school to help develop relevant skills to ensure future employment. Other parents had further aspirations for their children to pursue higher education. Parent's past experiences of formal education were mainly reported as negative and appeared to influence their current views of the school system. Since only a minority of the parents interviewed attended both primary and secondary school, their experience itself was limited. Nevertheless, the majority of parents communicated the understanding that children's education is of value, at least regarding learning basic skills.

More recently, Myers *et al.* (2010) utilised data from one local authority to explore English Gypsy and Traveller parent's perceptions of education. The majority of parents believed school was important to future economic survival and tended to encourage greater participation at school. However, there did appear to be some ambivalence towards embracing the benefits of education for their children and reducing their 'traditional' ways of living. One participant recognised that the more traditional ways of working for Gypsies and Travellers, such as seasonal agricultural work, had almost disappeared and thus education has had to become part of the lives of their children. Not all parents were happy with this reality, one participant revealed this adaptation has derived from meeting the needs of the settled population. Myers *et al.* suggest that the importance of literacy over the years may have led to a "pragmatic adaptation" (p. 535) as the GTs move towards acculturating to the dominant culture. The parents who also recognised the need to adapt to the changing economic climate tended to encourage participation at school. This may also explain continuing parental (positive) views of education.

Padfield (2005) reported that amongst Gypsy/Traveller families in Scotland, boys were usually encouraged to develop Information Communication Technology skills and girls appeared to value their literacy skills. For example, one female participant said that she felt uncomfortable being the only person who could read in her family and recognised the importance of literacy (Bhopal, 2004)

More recently, a head teacher described she had noticed that there appeared to be a positive shift in attitudes towards education in the last 10 years by parents (Bhopal, 2011b). This supports Bowers

(2004) suggestion that the Gypsy Traveller tradition is dynamic and adapts to the changing environment. If parents value education within this context, perhaps this will impact upon the values passed on to children regarding education (Bhopal, 2011b).

3.1.3 Feelings of safety and belonging

Feelings of safety and belonging at school also appear to shape levels of engagement for GT children in education. Myers and Bhopal (2009) explored the importance of community and safety. This paper reports their findings from one secondary school involving interviews with senior management, classroom teachers, GRT⁶ children and parents. This research was conducted over a two year period which enabled the researchers to form a detailed analysis using grounded theory methods. The importance of parent's feelings of community and safety related to the proximity of the school to the site where GRT pupils lived however, this was not true for all GRTs as some lived further from the school. It seemed that feelings of community and safety was linked to the school having a large proportion of GRT pupils on roll. *Knowing others* from the site or where extended family attended the school appeared to develop a sense of security and belonging. Bowers (2004) also reported that Traveller children in England would like more Travellers in their school.

More recently, Bhopal (2011b) described that at one primary school (with a large proportion of GT students) a display board was placed in the reception. It illustrated artefacts relating to GTs which helped GT pupils and their families feel they had a place in the school community.

Bhopal (2004) reported that adult literacy classes were made available for GT parents in one primary school. Within this context, the school were able to create effective links between home and school and develop a positive relationship with families. The six mothers who participated in this study experienced the challenges their own children faced at school but also developed familiarity and trust. Such parents indicated that they were more confident when sending their children to school as they

⁶ No specific details were given regarding the ethnicity of participants although 'English Romanies' were mentioned.

felt the teachers cared for them and this would be the same for their children. As only a small number of views were collected this impacts on the credibility of the findings.

3.1. Building effective home-school links

Another way of building feelings of safety and community within the school context is through the Traveller Educational Services (TES). The service was introduced in the late 1970s in England and Wales. Within Wales, four local authorities have a dedicated TES and one operates within an Ethnic Minority Service (EMS) (Estyn, 2011). Their role involves a wide remit which includes liaising between GRT families and schools, promoting cultural awareness at schools (also through the use of In-Service Training day [INSET]), facilitating attendance at school and dealing with unexpected problems which might arise (Myers, McGhee & Bhopal, 2010). The role of the TES has been highlighted as a valuable service for GRT families. Specifically, Myers et al. (2010) conducted a pilot study exploring the role of a TES in England. Their study also involved interviewing English Gypsy and Irish Traveller parents. TES members spoke of the importance of building and maintaining trust between family members. Parents indicated the support they received from the TES was essential when deciding to send their children to school. Parents reported the TES link helped develop positive relationships with the school and consequently, helped encourage attendance at school. Parents reported feeling welcome; this seemed to help develop a trusting relationship. Some parents recognised displays around the school with photos of and books on travellers. This suggests that feelings of belonging are built upon feelings of trust and safety (Bhopal, 2004, Myers & Bhopal, 2009).

The TES have also provided valuable support to teachers to be more inclusive when meeting the needs of Traveller children (Bhopal, 2011b). Their knowledge allows teachers to create opportunities for children to feel that they were part of the school community. Also, Bhopal (2011a) described that a head teacher felt positive relationships were built through the TES to help her establish relationships

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⁷ Also referred to as Traveller Educational Support Services (TESS)

with GT parents. Interestingly, Myers *et al.* (2010) reported that some teachers admitted they had no knowledge about the TES since they had no problems with the GT children in their school. However, Ofsted (2003) published a report which highlighted that some schools can over rely on the TES. This suggests that although there are dedicated services to help provide support to schools, communication between school and the TES is important. Furthermore, the service should seek to empower schools to further develop good relationships with GRT families. In this sense, working *with* families is perceived to be important to identify barriers to attendance and achievement (Bhopal, 2004).

3.2 Inhibiting Engagement

The factors described above may serve to facilitate the engagement of Gypsy/Traveller children in school however, within the literature there are a number of variables which may *inhibit* this process, which the next section will consider. These include: discrimination, cultural differences and negative attitudes.

3.2.1 Discrimination

A consistent theme in the literature for GT children at school relates to the experience of discrimination within the educational context and society at large. Bhopal (2004) reported that GT parents indicated that their children had experienced discrimination at school for example, being called a 'Gypo'. For parents whose children had not experienced racism, they were still fearful this could happen (Bhopal, 2011a, Bowers, 2004 & Jones, Powell & Reakes, 2006). Cudworth (2008) who interviewed members of the TESS, school teachers (and trainee teachers) revealed GT families experienced prejudice and racism which becomes more apparent in secondary schools.

Parent's knowledge of their children being vulnerable to discrimination at school may be compounded by their own experiences. Myers *et al.* (2010) revealed that English Gypsy and Traveller parents

recalled memories of bullying and racism during their own education and that such poor experience led to later decisions about sending their children to school.

Furthermore, GT children's feelings of exclusion in school is compounded by the existence of 'White racism'; the concept that GT families are white and may not be perceived as a minority ethnic in their own right. For example, Padfield (2005) expressed that a pupil reported name calling was not treated seriously; pupil A had been called a name by pupil B, Pupil A called Pupil B a name and then the teacher reprimanded pupil A. The existence of 'White racism' appears to continue to be an issue in schools. Bhopal (2011a) interviewed GT pupils, their mothers and members of the TES team. She noted a number of examples that confirmed the existence of White racism. One TES staff member said "...because [GTs] are White and so they are seen on the one hand the same as White people, but on the other they're not because people think they can abuse [GTs] as much as they like" (p.324). This leads to the experience of an 'invisible' ethnicity. This almost perpetuates the feelings of marginalisation of GT children which adds to the negative portrayal of the GT group and may compound feelings of a lack of sense of belonging (Cudworth, 2008, Myers & Bhopal, 2009 & Myers et al., 2010).

Bhopal (2011b) reported that the majority of teachers accepted prejudice from others toward GT pupils exists. These were dealt with seriously which differs to Bhopal's (2011a) findings. This indicates there are different experiences within the school context. Nevertheless, some teachers in Bhopal's (2011b) study indicated they felt GT children received special treatment and regardless of where they originate, they should not be treated any differently to other pupils because of their specific culture.

A more recent consultation was held with children in Wales (Save the Children, 2010). This provided an overview of GRT participant's thoughts on a variety of areas including identity and education. With regards to the identity of participants, all self-ascribed to one of the categories 'Welsh Gypsy' (21) 'Irish Traveller' (17) 'Romany Gypsy' (11) 'English Traveller' (3) 'Gypsy' (1) 'Welsh Romany' (3). In some instances children gave their nationality (Welsh) instead when asked about their identity (9)

out of 65). Warrington (2006) also found that GT children showed high levels of misunderstanding regarding identity.

Despite the documented experience of discrimination in schools, some GT children (and their parents) were also reported to show racist attitudes towards non-white immigrants where they felt other minorities were treated better. It was reported there was a sense of resentment towards other groups (Myers & Bhopal, 2009). This could be understood in terms of social identity and the 'in' and 'out' group (Tajfel & Turner, 1979), the idea that people belong to social groups, which helps to provide a sense of identity and belonging to the social world. This relates to our self-esteem and self-image. We attempt to enhance the status of our own social group based on the social categorisation of 'us' or 'them' (the 'in' or 'out' group). The action of placing people into categories can lead to exaggerating the differences between groups and the similarities within groups which may result in a continuation of attitudes not necessarily based on fact.

Bhopal (2004) argued that there needs to be more understanding towards the history and cultures of GTs. The lack of understanding can lead to presumptions about the GT community and without developing knowledge and understanding, discrimination towards this community is very likely to prevail. Furthermore, considering the theme of 'feelings of belonging' the experience of discrimination may impact upon this. Children and their parents need to feel like they belong. Schools should provide an inclusive environment. Estyn (2011) however, reported that "in few schools, an ethos of inclusion is imbedded in all aspects of school life that cater appropriately to the needs of GT pupils" (p.1). Additionally, in some schools in Wales, GT pupils are taught in separate units for their secondary schooling. Such findings demonstrate that inclusivity may be misunderstood by some schools.

From the literature reviewed, it is clear that discrimination towards GT children is well documented. This is likely to impact upon the engagement of pupils at schools. Bhopal (2011a) asserted:

"although Gypsies and Travellers are obviously White, they are seen as *not being White enough*, not an *acceptable* shade of Whiteness, not a group that

conforms to society's rules of acceptance by contributing to society by going to work and paying taxes and sending their children to school" (p.327).

Since European Roma communities share origins with the Indian population, many European Roma are not White, unlike English Gypsies or Traveller of Irish heritage which may, in this context serve to reduce the potential for (and effects of) racism.

3.2.2 Cultural differences

As previously discussed, feelings of safety and belonging appear to be important when engaging children in school. This links with Abraham Maslow's (1968) hierarchy of needs which indicates that safety and belonging are essential elements for human development. Similarly Glasser (1986, 1998) proposes that humans have five basic needs, one of which is love and belonging and is built into our genetic structure:

"Humans not only need (1) to survive and reproduce, but also (2) to belong and love (3) to gain power, (4) to be free and (5) to have fun... all are equally important and must be reasonably satisfied if we are to fulfil our biological destiny" (Glasser, 1986, p.25).

Within the concept of 'belonging', as GT children are the smallest minority group and have cultural differences, this could impact upon the feeling of belonging at school. The experience of i) Cultural dissonance, ii) Cultural relevance of the curriculum and iii) Lack of cultural awareness are all relevant here.

i) Cultural dissonance

Children are socialised to behave in particular ways, initially through the process of primary socialisation from their parents/caregivers where they learn the norms and values. This helps the child integrate with others. However, the socialisation process is dynamic and develops through

secondary socialisation, through other agencies of society such as school. When a child attends school, he/she will need to adapt and acculturate to the new culture. If a child's parents also have a limited amount of school experience then the parents may themselves find it difficult to acculturate to the educational system. For GRT children, their cultural values are likely to be different to the settled society. This is likely to raise an element of cultural dissonance for the child and inhibit engagement at school due to the conflicts between the cultural norms at home and those at school (Derrington & Kendall, 2008; Myers *et al.*, 2010).

Bhopal (2011a) found parents continue to challenge the value of secondary school since some perceived the institution as being a threat to their own cultural norms. Myers and Bhopal (2009) indicated that some GRT children appeared aware of their sense of 'otherness' in the wider society which transferred to their own feelings of school. For example, a couple of children candidly revealed that they attend school due to parental pressure. This pressure was perceived as relating to the parents wish for their child to do well in society, possibly suggesting that they appear to be living vicariously through their children by pushing them to attend school as they did not. As previously discussed, parents may also be encouraging children to go to school due to the change in the economy and recognise the value of education in this context.

ii) Cultural relevance and the transition to secondary school

Cultural dissonance is created by the disparity between the norms and values of home and school. This experience is further demonstrated in parent's views regarding the cultural relevance of the curriculum. Some parents believed that more practical subjects could be taught with connections to the GT lifestyle. Additionally, some parents were particularly anxious regarding children learning about sex and drugs at secondary school (Bhopal, 2004, see also Myers & Bhopal, 2009 & Bhopal, 2011b). This is further compounded by Estyn (2005) reporting that some teachers in Wales do not necessarily make any adaptations to the curriculum to cater for GT's needs.

Bowers (2004) also indicated Traveller parents were worried that their identity would weaken if children attend school. It appears parents are particularly anxious about their children's transition

from primary to secondary school; the level of anxiety may be raised at this point as this coincides with the early onset of adulthood (Myers, *et al.* 2010). Parents interviewed by Myers *et al.* (2010) indicated two main concerns with the transition. The first related to the perceived security difference in secondary schools and secondly the risk of their children being influenced by the Gaujo culture this leads to tension and cultural dissonance for parents and children alike.

iii) Lack of cultural awareness

Since some parents feel the curriculum is not relevant to their children coupled with their own experiences of education, this is likely to impact upon their acceptance of education. It is important that staff in school acknowledge the cultural differences of GT children. It appears there remains a lack of cultural awareness about the history and cultures of GTs. Officials for example lacked knowledge about the GT families in the area (Padfield, 2005). Furthermore, a trainee teacher reported they had no specific training about the culture of GTs and within the National Curriculum itself there was also a lack of recognition (Cudworth, 2008).

In addition, Bhopal's study (2011b) exposed contradictions in the ethos of the school itself and how teachers practiced such values. An inclusive school does not necessarily lead to inclusive practice. Therefore the GT can be perceived as 'outside' of the mainstream group. This could serve to perpetuate negative attitudes and stereotypes (see also Cudworth, 2008). A way of reducing discrimination towards GRT families could be to educate people and develop a cultural awareness of the GRT community (Bhopal, 2004).

3.2.3 Negative attitudes

A lack of cultural understanding may lead to presumptions and negative attitudes about GTs. Padfield (2005) found that amongst officials (e.g. site managers) they generally lacked positivity about working pro-actively with GT families. In contrast, those with a more positive view about families were more likely to be proactive.

More recently, Bhopal (2011b) found some teachers held negative attitudes towards GT secondary aged pupils. One teacher stated "this is a school, it's not a site we have rules and a structure here and everybody has to go with it" (p.471). Negative attitudes were also present at primary school level. The teachers in this study were found to contradict the idea of inclusion and at the same time highlighted that teachers were constructing views about GT children based on the context of the school as a system. For GT children, school is a different culture; schools are attempting to make children fit in to this culture. Bhopal (2011b) later states that fitting into these social categories "also takes place through the implementation of school policies, which are designed to fit the needs of the majority population rather than the minority" (p.472). It is important to note that those who held negative views were reported to have not had experience teaching GT children and were in their first or second teaching job. Overall, there appeared to be a significant degree of acceptance of GT pupils by the teachers in this study, however there were some examples which illustrate teachers presumptions (and to an extent a lack of cultural awareness). For instance, regarding non-completion of homework one teacher stated "they don't bother to do their homework because they don't care" (p. 477). This view however does not consider the illiteracy rates of some GRT parents (Ethnic Minorities Communities [EMC], 2011). Fortunately, this view was not necessarily shared by all teachers.

3.2.4 Consequences of disengagement

The studies discussed highlight the competing variables for GRT children, young people and their families within the educational context. On the one hand, parents and GRT children want to achieve at school, but there is little account taken of relevant cultural aspects of GRT lives, this can create feelings of wishing to escape from the 'mainstream' assumptions of the school system. Consequently, the factors regarding disengagement in school may lead to poor attendance and can have an impact on the attainment of GT children which still remains lower than their peers. Low attendance amongst the GRT group at school is reported consistently in research reports and papers (e.g. DfE, 2010, Jones, *et al.* 2006, Myers & Bhopal, 2009).

Derrington's (2007) phenomenological longitudinal study could help to categorise the factors which inhibit engagement in education for GT children. Derrington sought to identify potential barriers impacting upon pupil's engagement. The researcher interviewed GT children, parents and teachers across several regions of England over a five year period. Using interpretative phenomenological analysis (IPA) a detailed account of participant's lived experiences was explored. explained his findings with respect to 'push factors' (internal, school based variables) and 'pull factors' (external influences, such as peer pressure). Derrington identified three broad coping strategies which the children employed: 'fight' 'flight' and 'playing White'. 'Fight' related to a lack of compliance to school rules, or acts of physical aggression towards peers due to incidents of bullying. 'Flight' refers to the non attendance at school, a "conscious withdrawal". Some children reported that teachers had publicly expressed their frustration toward them when they returned to school and this led to the children feeling unwelcome. This may have led to a further withdrawal from school by not attending and thus employing the 'flight' response (p.363). 'Playing White' referred to the finding that some pupil's masked their true GT identity from their peers. This has also been referred to as 'passing' (Tajfel, 1978). Derrington (2007) reported that some children partially masked their GT identity as some revealed their origin to closer friends whom they felt they could trust. Such coping strategies can help to highlight factors which appear to inhibit engagement at school. Furthermore, the study is credible since it was the first to utilise IPA as a tool to explore the experiences of GT children, parents and teachers within the school context. Derrington's longitudinal study also permitted him to investigate the variables which may have led to retention (or not) at secondary school. Interestingly, those who stayed on at school appeared to have a stronger affiliation with both their Traveller culture and the non-Traveller culture, they were more likely to attend extra-curricular activities and socialised with both Traveller and non-Traveller friends outside of school. Furthermore, such children were also proud of their cultural identity. The ability to "... switch between two cultures, without compromising one's own sense of cultural and familial identity, reflects a life position usually referred to as biculturalism" (Derrington, 2007, p. 365) or acculturation (Berry, 1997). Biculturalism has also been found to impact positively on psychological adjustment and well-being (Szapocznik, Kurtines &

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Fernandez, 1980). Biculturalism can also impact upon academic success (Whitbeck, Hoyt, Stubbon & LaFromboise, 2001). Derrington (2007) suggests that this is an important concept to consider and nurture with respect to parents of Gypsy or Traveller children and teachers.

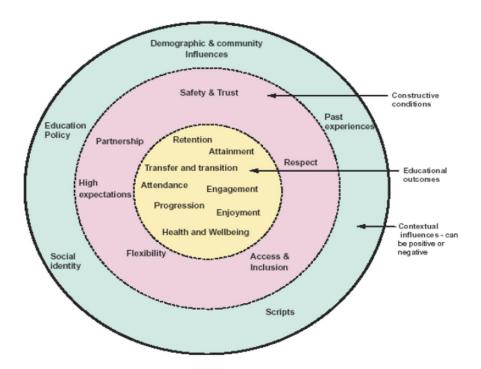
3.2.5 Governmental Concerns

The government have considered the on-going issues of attendance and attainment for GRT children and young people. This is also within the context of schools' needing to meet specific governmental targets. The existence of league tables in England for example and the National Tests in England and Wales are standardised against 'norms' of the pupil population. Data consistently reveal GRT children as performing below their peers, which calls in to question whether such tests are valid in measuring the achievements of this group. It could be argued that the National Curriculum is therefore inflexible, which does not take into account of minority groups such as GRT. Furthermore, since tests are used to some degree to gain a perspective on potential and appropriately place young people in particular sets of school streams, it may be that the tests do not achieve their aims with respect to GRT and other minority groups. As Cudworth (2008) suggests adapting the National Curriculum to a more multi-cultural system and removing the emphasis on performance data may be a way forward, ensuring the system itself is inclusive and one which does not require all people to 'fit into' a specific model.

The Traveller and Roma Gypsy Education Tool (TARGET) was developed as part of a larger research study conducted in England (DfE, 2010) using four methodological strands which included i. data analysis of attainment, attendance and exclusions for GRT pupils in Key stage 2-4 which was compared to a control group; ii. progress mapping of primary and secondary schools with significant proportions of GRT pupils sent twice in 2007 and 2009; iii. a literature review of national and international literature from 1997-2007 and iv. in-depth case study visits to 15 schools, five primary and ten secondary schools, and 5 alternative provision establishments). The researchers interviewed senior staff and key staff from schools and LAs. Focus groups were used to explore pupils, parents and teachers thoughts about schools (DfE, 2010). The TARGET model is comprehensive; it provides

a framework for practitioners which illustrates a number of influences impacting upon the attendance and the attainment of GRT pupils. It can be used to identify what schools may need to focus upon to improve educational outcomes for GRT pupils. (see figure 1 below).

Figure 1. TARGET Model (DfE, 2010)



The model includes several themes which were discussed in the sections above relating to facilitating/inhibiting engagement.. However, although it seems a viable model, it is still based on the practice of schools which are predominantly in England. In fact, the tool was developed using literature conducted from 1997-2007 and not one of these studies considered the Welsh perspective. Although the model appears flexible and therefore applicable to all schools, other themes may be important for the GRT population in Wales. Of the information provided in the report, two schools were identified as teaching Roma pupils from Europe. This leads to the assumption that thirteen of the other schools did not. The model therefore could be more relevant to the Gypsy/Traveller population.

The case studies used to formulate the TARGET model (DfE, 2010) involved face-to-face interviews with senior staff and those who worked in the LA. Other data was collected via the focus group

method which explored parents', pupils' and teachers' views. Specific details on the number of participants in each group and the format of each focus group was not featured in the report. It is unclear whether the teachers were interviewed together or if there were a mixture of parents, teachers and pupils from each school. The focus group method can be useful to collect views of a group of people nevertheless, there are some limitations. Some of the participant's views may not have been represented. This may have been due to conflicts of personality or not feeling they can express their thoughts. Further personality characteristics such as the dominance of an individual or the reticence of another in a group situation can influence the veracity and completeness of the results of focus group information (Robson, 2011). Therefore, considering the model used such findings to formulate an 'understanding' of the GRT community's needs and experiences, this may not be a true representation. Although the populations of some schools have a mixture of children from the GRT communities, the needs of each specific group may be different.

Overall, the research on the GT community demonstrates a number of concerns relating to engaging children in education. Furthermore, an additional difficulty in understanding Gypsy and Traveller communities stems from the number of different groups which exist. This is also illustrated by WAG (2012) who stated: "the indigenous GT population and European Roma are two very distinct groups, with different languages, cultures and traditions and they should not be confused" (p. 10). Thus, research for Roma should be explored independently to Gypsies and Travellers. Roma are from many different countries e.g. Slovakia, Bulgaria, Czech Republic and "it should never be assumed that people from different Roma backgrounds will identify strongly with, or feel represented by each other" (Ethnic Minorities Communities [EMC], 2011, p.2).

4.0 The Movement of European Roma Communities into the UK

Historically, the Roma population of CEE suffered extreme forms of persecution. Some Roma from CEE sought a new life in the UK as they have experienced severe forms of discrimination since World War II where during the Holocaust approximately 200,000-800,000 were killed in

concentration camps (Open Society Foundation [OSF], 2012). Within their home countries they continue to experience forms of discrimination relating to racism and a lack of equal opportunities. After World War II ended, under the communist regimes the Roma continued to be the target of discrimination as there were restrictions placed on cultural expression. However, children began to be integrated into education and the majority of Roma adults gained employment. Nevertheless, after the fall of Communism in 1989, the group experienced a marked loss in employment leading to many families suffering long-term unemployment, or lack of employment based on financial and social issues (OSF, 2012). The fall of communism also led to borders of the former Communist states opening and consequently during the 1990s, some Roma arrived in the UK seeking asylum (Fremolvá, 2009). Unfortunately for the people concerned, many of the applications were refused by the UK and were deported to their home countries.

More recently, since the 2004 and 2007 EU enlargements, A8° and A2¹¹¹ Citizens, including the Roma were able to move freely (and reside) anywhere within the EU, in line with the Directive 2004/38. This was an opportunity for the Roma people to flee the countries which persecuted them due to their ethnicity and start a better life elsewhere (Fremolvá & Ureche, 2011). The initial transitional restrictions for A2 citizens were lifted at the end of December 2013 whereby all citizens of Bulgaria and Romania will be able to work (or look for work) in the same way as all EU nationals (Gower & Hawkins, 2013). Leading up to this time, it seemed the UK government was concerned about the number of Bulgarians and Romanians who would immigrate to the country: "EU migrants: Public services 'must prepare'" (November, 2013,www.bbc.co.uk/news/uk-politics-25489351) which indicated fears of a 'possible influx of Romanians and Bulgarians'. In contrast to this panic, recent evidence suggests the contrary "Romanian and Bulgarian migrants have not flocked to Britain, says EU chief' (January 2014,www.independent.co.uk/news/world/europe/romanian-and-bulgarian-migrants-have-not-flocked-to-britain-says-eu-chief-9057296.html).

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⁹ which includes the countries of Czech Republic; Estonia; Hungary; Latvia; Lithuania; Poland; Slovakia and; Slovenia

¹⁰ Bulgaria and Romania

There are already a number of settled Roma communities from CEE in the UK with the majority in North England, the Midlands, Kent and North and East London. Other larger populations are based in Scotland, Wales and Northern Ireland (Fremolvá & Ureche, 2011). The Roma communities in the UK are predominately from Slovakia, Romania, the Czech Republic and Poland (Fremolvá, 2009). The Roma community in Page Hall, Sheffield, had recently featured in the media concerning aspects of 'their' behaviour. For example, "Roma immigrants must behave sensitively, says Nick Clegg" (November 2013, www.bbc.co.uk/news/uk-politics-24949347) coincided with heightened concerns about the reduced restrictions for A2 citizens. Clegg also stated:

"you get communities coming into a part of our country and then they behave in a way that people find quite difficult to accept...they behave in a way that people find sometimes intimidating...we have every right to say if you are in Britain and you are coming to live [here]...you have got to be sensitive to the way that life is lived in this country".

Professor Matras ¹¹ highlighted that within Manchester there are positive views about the Roma community especially for those who have personally met individuals. The current context is important to consider in relation to this thesis. The reaction of Clegg demonstrates there is some lack of understanding surrounding the Roma community which highlights a greater need for research into the needs of this community. Within Clegg's response to the situation in Sheffield, there was no reference to the experiences of the Roma population in their home countries which might be thought to then warrant a more sensitive response from our political leaders and local politicians. The discrimination of the Roma people has also been recognised internationally by the Decade of Roma Inclusion (DORI) 2005-2015 project. The DORI involves 12 European countries ¹² who are committed to "eliminate discrimination against Roma and close the unacceptable gaps between Roma and the rest of society" (DORI, 2005, p.2). This highlights the widespread difficulties for the Roma across Europe.

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¹¹ Works at Manchester University and writes about the Roma community

¹² Albania, Bosnia and Herzegovina, Bulgaria, Croatia, the Czech Republic, Hungary, Macedonia, Montenegro, Romania, Serbia, Slovakia and Spain

4.1 Educating European Roma Communities

The majority of literature on the GRT community focuses on the views and experiences of 'Gypsy' and 'Traveller' children however, few exist specifically for the European Roma in the UK. A high proportion of Roma children were educated in *defacto* segregated or special schools in their home countries not because this met the needs of the child but due to their ethnicity, this illustrates another form of discrimination for this population (Fremolvá & Ureche, 2011).

Fremolvá (2009) was commissioned by the then DCSF to undertake the nationwide mapping survey of *'The movement of Roma from new EU Member States: A mapping survey of A2 and A8 Roma in England'*. She and other colleagues conducted focus groups and interviews with Roma¹³ people regarding a number of areas including housing, healthcare and education to name but a few. Although qualitative methods were used to collect the data, the responses were quantified which provided a more descriptive analysis of parent's views. For example, parents revealed that the main reason for moving to England was for employment opportunities (61%), the second most frequently cited response was to seek a better life for their children (23%), the third to leave the discrimination in the country of origin (16%) and lastly, to join the family (4%). The majority of participants reported they felt welcome in England (84%). Participants were reported to be 'generally satisfied' with the standards of education in England particularly regarding equal opportunities and experiencing no forms of direct racial segregation. Fremolvá also arranged for a postal survey to be completed by LAs across England to examine their views about Roma communities. A number of themes emerged from this survey including: 'community tensions and social isolation' ' cultural differences' and 'the importance of (and need for) multi-agency working'

Community tensions and social isolation

A number of responses from Fremolvá 's (2009) survey described LAs perceiving Roma communities as socially isolated and who would generally socialise with other Roma only. Respondents also

¹³ Participants were Bulgarian, Czech, Hungarian, Slovakian, Romanian and Polish

indicated that there was a need for effective communication and understanding of Roma communities from the settled populations as the misunderstanding can cause community tensions and consequently lead to social isolation.

Cultural differences

Fremolvá (2009) also reported LA respondents wrote about the issue of attendance, particularly if a Roma child is unwell. Participants suggested an effective method was to assert that parents must inform the school on the first day of absence and produce a written note explaining the absence. However, this regulation is based on an assumption that parents are *literate* and are able to communicate effectively in the English language.

As previously discussed, those who move to the UK are required to 'fit in to' an educational system which is predominately based on written skills. Fremolvá (2009) found that due to perceived cultural differences this led to a number of assumptions by some schools such as low school expectations. However, considering the Roma¹⁴ have a "rich and linguistic and cultural heritage" (DCSF, 2009c, p.19), children are likely to be bi- or trilingual as they have lived in different countries; this skill may not be nurtured in the UK educational system due to the focus of learning on the written form. GRT communities have oral traditions and many children from an early age are able to understand stories verbally and narrate them (Kyuchokov, 2007). Children thus watch, listen and actively participate rather than through the written form (DCSF, 2009c).

The Importance of (and need for) Multi-agency working

Fremolvá (2009) indicated that some respondents worked collaboratively with other agencies (e.g. the TES) some suggested there was a need to bring together professionals from health, education and employment to share good practice. This way of working illustrated that some LAs were committed to the engagement of Roma families. However, some respondents mentioned that there appeared to be a lack of recognition of the additional work that is needed (and a lack of resources) to fully meet the

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¹⁴ Gypsies and Travellers

needs of Roma families. Furthermore, a concern described by respondents related to the possible cuts to the TES service which appeared a valuable source of knowledge for LAs.

Fremolvá's (2009) comprehensive survey is informative and provides an overview of the views (and needs) of Roma families living in England using data collected from the parents and representatives from LAs. This survey however is more descriptive and, in order to further investigate the experiences of Roma families, a more phenomenological method may be more suitable.

More recently, Fremolvá and Ureche (2011) investigated whether Roma pupils who are now educated in England are able to thrive within the mainstream setting. The researchers conducted a pilot study and interviewed children, parents and teachers in eight locations in England. The large majority of students who participated were previously educated in a *defacto* segregated school i.e. Roma pupils only (in the Czech Republic or Slovakia). These students were found to be performing just below average in both primary and secondary school compared to their peers. The authors concluded Roma children are *able* to integrate into mainstream schools effectively. Both students and parents reported a more positive experience in the UK when compared to education in the Czech Republic or Slovakia. Attendance rates were highlighted as an area of improvement for Roma pupils. In some of the schools who participated where it was reported that attendance was below the national average of 94%, one reason related to the distance between home and school for Roma families which lead to higher expenditure on bus fares. The school arranged for a liaison officer to pick the children up.

Student's experienced racism and bullying in the Czech Republic or Slovakia from their non-Roma peers. Encouragingly, they had not experienced this in the UK. As 85 per cent of the participants were previously educated in *defacto* segregated schools and successfully achieving in mainstream education, Fremolvá and Ureche (2011) state that such children had been incorrectly placed. Placing children in *defacto* segregated schools negatively discriminates through reducing opportunities to mix with non-Roma peers, through stereotyped understanding of the different cultures; perpetuating implicit negative hierarchies and reducing the potential integration of families and parents. The authors suggest their results provide evidence that children should not be placed in *defacto* segregated

schools and requested for the results to be disseminated to all mainstream schools in the Czech Republic and Slovakia by the respective governments. A further recommendation was that since the pilot research revealed some important findings, a "substantial scientific research survey in the UK covering all national groups of Roma should be conducted" (Fremolvá & Ureche, 2011, p.63). Indeed this study has provided a valuable insight into how children, parents and teachers perceive the progress of Roma pupils. Nevertheless, this study, similar to Fremolvá (2009) could also be regarded as more descriptive and less analytical in nature since no qualitative tool was used to analyse the depth and detail of responses.

Davies and Murphy (2010) conducted a small study with the Bulgarian and Romanian Roma living in Manchester to explore what is effective when engaging this population. The report highlighted similar positive views to those documented in Fremolvá and Ureche's (2011) study concerning how parents felt about school. The report also provided a picture of the Roma communities' needs through exploring participants past, present and future aspirations. Davies and Murphy (2010) indicated there were a number of key messages from this small study "the importance of understanding past experiences, the importance of working with the strengths and aspirations of the community, positive attitudes to school and the importance of outreach cannot be overstated" (p. 6-7). A specific 'assertive' programme to help increase attendance seemed to lead to improvements in attendance. However, the report suggests a need to improve parental engagement and increased involvement with homework. Unfortunately, no specific qualitative tool was used to analyse participant's views which leads to a more descriptive depiction of the needs of this group.

Within Wales, a preliminary consultation exercise was conducted by Cardiff's Ethnic Minority Communities team (EMC) (2011) with the Cardiff Roma community to explore the needs of this population; consultations were conducted with EU Roma residents between the ages of 16-56 and a range of professionals including Community Outreach; play services; Bilingual (Czech/Slovak) teaching assistants. With respect to the Roma priorities, many stated that gaining employment was the main priority. Children's education was rarely mentioned, suggesting that this may be perceived as

less important. Of the educational professionals who took part in this research, it was reported that the main challenges for the Roma were around language and literacy due to the lack of Romani language interpreters and their own poor attendance at school. Additionally, it was stated that the primary need of the Roma community was work; however there were also indications that the community would require more help from service providers. Overall, an integration of services within the community was suggested as a way forward to address this need.

Although some educational professionals were involved in this study, the study did not specifically investigate the *educational needs* of Roma within Cardiff and demonstrates a call for research in this area. Furthermore, it would be interesting to explore how education is valued by parents, since the EMC reported that education was not necessarily mentioned as a priority for the Roma residents who took part in the study. Additionally, children aged below 16 years of age did not participate in this study and thus are not represented.

Acculturation

Needing to adapt to their school and mainstream culture, children and families are engaged in the process of 'acculturation' (Berry, 1997), this is relevant to the Roma community and important to consider. Chirkov (2009) criticised previous acculturation research due to its over reliance on positivist, quantitative methods. Instead, Chirkov argues the only way to measure acculturation validly is through qualitative methods.

Since the family is the main source of primary socialisation which transmits cultural norms and values, the 'family' can become a unit of social support and psychological well-being when moving to a new country (Stuart, Ward, Jose & Narayanan, 2010). Thus, it would be essential to include parents in this research using *qualitative* methods to understand how parental attitudes towards the *dominant* culture are accepted, rejected or integrated into their new way of life and how this could impact upon attitudes towards education. This is important to consider taking into account Derrington's (2007) finding amongst Gypsies and Travellers of Irish heritage that there appeared to be conflict between home and school regarding the value of education at secondary level. In addition some studies, have

indicated fears that engaging in education could lead to a dilution of cultural norms. However, these findings were from GT and not Roma participants (Bhopal, 2004).

It is important to further understand the needs of the Roma community in the UK to provide an opportunity for families to build a better life for themselves. Considering the high levels of illiteracy or semi-literacy, high dropout rates, low school attendance and a small proportion of children completing primary school there is a very high priority need to develop an understanding of the population so we can help move towards increased opportunities for Roma children and their families. The Curriculum Framework for Romani (Little and Lazenby Simpson, 2008) provides a framework which practitioners in Europe can incorporate when teaching Roma and Gypsy children. It recognises that educational systems may need to adapt to the increasing number of Roma children in Europe. One recommendation of the framework relates to the celebration of the Roma culture. Gypsy Traveller month is now celebrated in the UK in June (Fremolvá, 2011) which seeks to focus on the differing cultural activities and history of the GRTs. Celebrating one's cultural history may serve to be even more important for the GRT population since they are the smallest minority group in the UK. Jones et al. (2006) highlighted there are a number of factors which can affect the engagement of GT children in Wales including "cultural factors, parental experiences of school, issues of racism and discrimination and relationships with teachers and peers" (p. 21). Although marginalisation is common amongst GRT communities, it is not clear from this study whether Roma parents will hold negative views of the UK educational system as parents were not included in this study. Additionally, only four children took part. Furthermore, since the GRT community are not a homogenous group, it is important that the needs of each group are explored independently of each other (WAG, 2012) to help ensure schools and services, including the Educational Psychology Service (EPS), can provide the best provision for the GRT community. This is especially important in light of the multi-cultural landscape of the UK. In order for Educational Psychologists to conduct their role effectively they will require an understanding of the needs of those from diverse backgrounds, cultures and language abilities (DECP, 2013).

Aim

There are a limited amount of academic papers published related to the GRT community, in addition, studies investigating the specific experiences of European Roma children in Wales are non-existent; thus, there is a need for further study in this area. Within this context, a useful place to begin would be to focus on the European Roma population in one specific area in Wales.

This exploratory study aimed to explore a Welsh perspective on Roma educational experiences. Gaining the perspectives from Roma parents and teachers (or teaching assistants) who work with Roma children would allow for a detailed exploration of their experiences.

Research Questions

Three research questions were of immediate interest:

- 1) How do parents and children construct the value of education and what are the links to past experiences?
- 2) How important is their Roma culture for their sense of identity in Wales?
- 3) What are the needs and expectations of the European Roma in the city in which they reside?

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Part II: Empirical Study

6.0 Abstract

The recent Census revealed the smallest minority ethnic group in England and Wales is 'Gypsy/Traveller of Irish Heritage' (Office of National Statistics, 2011). This minority group have been documented as having the lowest achievement and attendance records since the Plowden Report, 1967 and is a continued concern (DfE, 2010). The term 'Gypsy Roma and Traveller' (GRT) is an umbrella term used to describe a varied group of histories, traditions and cultures although they share a similar nomadic lifestyle. The majority of research on the GRT generally relates to the GT population. Roma are from Central Eastern Europe whose needs have not been explored to a great extent.

This study employed a multi-perspective qualitative approach to explore the educational experiences of Roma children in an urban area of Wales. 21 participants (6 children, 7 parents and 8 teaching staff) were interviewed. Interpretive Phenomenological Analysis was used as a method to produce a detailed and multi-faceted account of experiences. Five super-ordinate themes were revealed: past experiences, social support, acculturation/adaptation and practice in schools which portrays the complexity of Roma children's educational experiences. Although experiences were largely positive, ways of improving engagement within the educational context is explored.

7.0 Overview of the Literature

The UK has become an increasingly multicultural country (Hasan, 2009). More recently, EU enlargements have allowed members of the EU to work in any EU member state. The most recent Census indicated that more people in the UK are identifying themselves as a minority ethnic. The smallest minority ethnic group in both England and Wales are 'Gypsy/Traveller of Irish Heritage' (Office of National Statistics, 2011). Within the school system, this pattern is replicated (The Annual

School Census, 2013 and the Pupil Level Annual School Census, 2013). The language abilities of children from minority ethnic groups will vary since parents may bring their children up in a bi- or trilingual environment, some may have limited use of the English language. This is important to consider, in light of the recent call for papers by the Division of Educational and Child Psychology (DECP, 2013) related to effectively understanding children from all backgrounds. Within the Educational Psychologist's (EP) role, he/she would be required to have some understanding of the needs of children from different backgrounds. It is through the process of learning about other cultures that EPs can be more effective during their interactions (DECP, 2013).

8.0 'Gypsy, Roma, Traveller'

The term 'Gypsy Roma Traveller' (GRT) is used as an umbrella term¹⁵. The GRT do have a tradition of a travelling, nomadic lifestyle however, each group have diverse histories, customs, traditions and beliefs (DCSF, 2010).

The term 'Gypsy' derived from the belief that Gypsies were Egyptian. This however is incorrect(Hancock, 2012). Gypsies are thought to have originated from Nomadic tribes in North West India. Gypsies reached Britain in the 16th Century and draconian legislation was introduced soon after. This legislation remained in force for over 250 years. Presently, Gypsies continue to experience discrimination, victimisation and social exclusion (DfE, 2010).

'Roma' is the most commonly accepted term to describe European 'Gypsies' and is used to describe a wide range of communities¹⁷. This term refers to those who arrived from Central Eastern Europe (CEE) in the UK during the 21st century. The 2004 and 2007 EU enlargements permitted A8¹⁸ and A2¹⁹ citizens (including Roma) to move freely and reside and work within any EU member state(Fremolvá & Ureche,2011). The initial transitional restrictions for A2 citizens were lifted in the

¹⁵ GRT includes: English and Welsh Gypsies, Irish and Scottish Travellers, European Roma, Showmen (fairground people) and circus people, Bargees (occupational boat dwellers) and New Travellers

¹⁶ However, as previously discussed 'Gypsies' is an incorrect term to use. 'Gypsies' who arrived in the 16th Century were referred to as such, and this term is still adopted today.

¹⁷ Roma, Sinti and Kale, Brown, Dwyer & Scullion (2012)

¹⁸ which included the countries of Czech Republic; Estonia; Hungary; Latvia; Lithuania; Poland; Slovakia and; Slovenia

¹⁹ Which includes Bulgaria and Romania

UK at the end of December 2013 (Gower & Hawkins, 2013). The majority of Roma live in houses where the language 'Romani' is usually spoken.

It is believed Irish Travellers originated pre Celtic times and are descendents of craftsmen and metal workers in Ireland. Many families migrated to the UK from Ireland in the latter part of the 20th century, initially to provide manual labour on the construction of motorways then as labourers for local authorities.

Through the deconstruction of the term 'GRT', it is evident that the groups are distinct. However, it is important to acknowledge the shared experiences of marginalisation, it is widely documented that GRT communities live on the margins of mainstream society both in the UK and Europe (Lloyd & McCluskey, 2008;O' Hanlon, 2010).

Within the educational context, there are a number of concerns surrounding the attainment and attendance of the GRT group, this was first documented in the Plowden Report (1967). A number of governmental publications in England and Wales document the continued concerns for GRT pupils (e.g. DCSF, 2009a-c, DfE, 2010; Estyn 2011; WAG, 2012). Consequently, the literature regarding GRT students stems from the desire to develop an understanding of such continuing difficulties and were fully (or partially) funded by the local government (Bhopal, 2004; Derrington, 2007; Jones, Powell & Reakes, 2006;; Myers & Bhopal, 2009; Save the Children, 2010).

8.1 Experiences of the GRT

Parental views regarding the value of education have shifted with the acknowledgement that traditional GRT work is depleting. Particular value has been placed on developing basic literacy and numeracy skills (Bhopal, 2004) and for the importance of future economic survival, such parents tended to encourage greater participation at school (Myers, McGhee & Bhopal, 2010). However, some parents were not necessarily happy with this reality, arguing that this adaptation has derived from meeting the needs of the settled population. There appeared to be a sense of nostalgia "you

wanted us to stop making primrose baskets, pegs...But that's our way. But all that is lost, they're not being taught those things" (Myers *et al.*, 2010, p.536).

Although parent's value of education has increased, this is tempered with the documented experience of discrimination within schools. Bhopal (2004) reported that Gypsy and Traveller (GT) parents indicated their children had experienced discrimination. For parents whose children had not experienced discrimination, they were still fearful this could happen (see also, Bhopal, 2011a; Bowers, 2004 & Jones, *et al.*, 2006). In addition, Myers *et al.* (2010) revealed that English GT parents recalled memories of bullying and racism during their own education and such experiences led to later decisions about sending their children to school.

GT children's feelings of exclusion in school is compounded by the existence of 'White racism'²⁰ (Bhopal, 2011a; Cudworth, 2008; Myers & Bhopal, 2009; Padfield, 2005) . Furthermore, evidence suggests that GT children may conceal their true ethnicity to avoid racist taunts (Padfield, 2005), this has also been referred to as 'passing'²¹. Such a coping mechanism illustrates a difficult experience for some GT pupils (see also, Jones *et al.*, 2006; Cudworth, 2008). Derrington (2007) described 'passing' in his research as 'playing White'²². Derrington reported that some children revealed their origin to closer friends and with those whom they felt they could trust. Interestingly, those who stayed on at secondary school appeared to have a stronger affiliation with both their GT culture and the non-GT culture²³, were proud of their cultural identity, and were more likely to attend extra-curricular activities. This suggests that concealing one's identity²⁴ can be perceived as a maladaptive coping strategy. The ability to live comfortably within (and between) two cultures, without losing one's sense of cultural identity is referred to as 'biculturalism' (Derrington, 2007) or acculturation (Berry, 1997) Biculturalism has also been found to impact positively on psychological adjustment and well-being (¹Szapocznik, Kurtines & Fernandez, 1980) and academic success (Whitbeck, Hoyt, Stubbon &

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²⁰ The concept that GT families are white and may not be perceived as a minority ethnic in their own right

²¹ First termed by Tajfel(1978)

²² Initially termed by Cline *et al.* (2002) in which minority ethnic pupils in minority white UK schools concealed their home language and/or cultural traditions from their friends

socialised with both GT and non-GT friends in and outside school.

²⁴ 'passing' or 'playing White'

LaFromboise, 2001). Derrington (2007) suggests that this is an important concept to consider and nurture with respect to parents of Gypsy or Traveller children and their teachers.

Parents however demonstrate a resistance to the educational system specifically regarding the cultural relevance of the curriculum. Some were particularly anxious regarding their children learning about sex and drugs at secondary school (Bhopal, 2004, Bhopal, 2011b; Myers & Bhopal, 2009).

According to Derrington (2007), another coping strategy that was employed by GT pupils was the 'fight' mechanism, this idea related to a lack of compliance to school rules, or acts of physical aggression towards peers due to incidents of bullying. Myers and Bhopal (2009) found some GT children (and parents) displayed racist attitudes towards non-White immigrants where they felt other minorities were treated better.

The final coping strategy employed by GT children according to Derrington (2007) related to the 'flight' response and referred to the non-attendance at school. Some children reported that teachers had publicly expressed their frustration toward them when they returned to school and this led to feeling unwelcome. This may have led to a further withdrawal from school by not attending. This phenomenon is highlighted in a number of reports (DCSF, 2009c, DfE, 2010; Estyn 2011; WAG, 2012). The lower patterns of attendance for GRT children are likely to impact on attainment nevertheless, this may also be suggestive of an inflexibility in the curriculum. As Cudworth (2008) suggests, adapting the curriculum to a more multicultural system and removing the emphasis on performance data may be a way forward (see also, Bhopal, 2011b) especially since children and their families will need to acculturate to their school and mainstream culture. Acculturation can be defined as: "the dual process of cultural and psychological change that takes place as a result of contact between two or more cultural groups and their individual members" (Berry, 2005, p.698). This is important to consider since Derrington (2007) reported amongst GTs that there appeared to be conflicting messages between home and school, leading to a sense of cultural dissonance.

Glasser (1986, 1998) posited that belonging is one of the basic needs of human beings. We desire closeness and connectedness with whom we care for. Within the GT literature, feelings of belonging

and safety at school also appeared to be important for both children and parents. This appeared to be related to the large proportion of GRT pupils on roll (Myers & Bhopal, 2009;, Bowers, 2004, Bhopal, 2004). The Traveller Educational Services (TES) (also referred to as Traveller Educational Support Services (TESS) help to form feelings of trust and belonging amongst parents (Bhopal, 2004; Myers & Bhopal, 2009; Myers, *et al.*, 2010). The TES were also valued by school staff (Bhopal, 2011a & 2011b). However some schools can over rely on the TES (Ofsted, 2003). This suggests that the TES should seek to empower schools to further develop relationships with GRT families.

Bhopal (2004) argued more understanding towards the history and cultures of GTs needs to be developed (Bhopal, 2011b; Padfield, 2005). Developing cultural awareness in schools would be useful as trainee teachers reported they had no specific training about GTs (Cudworth, 2008). GRT month is now celebrated in June in the UK(Fremolvá, 2011) which seeks to focus on promoting their culture and history.

8.2 Roma Children in Education

In contrast to the literature for 'Gypsy' and 'Traveller' children, only a few pieces of research exist specifically for the European Roma in the UK (O' Hanlon, 2010). This is important to consider since "the indigenous GT population and European Roma are two very distinct groups, with different languages, cultures and traditions and they should not be confused" (WAG, 2012, p. 10). However, from the research it does appear that the needs of Roma communities are similar to those of the GT community, particularly regarding increasing cultural awareness and the need for effective communication (Fremolvá, 2009). As previously discussed, those who live in the UK are required to 'fit in to' an educational system which is predominately based on written skills. Children are likely to be bi- or trilingual as they have lived in different countries, this skill may not be nurtured in the UK educational system due to the focus of learning on the written form (Fremolvá (2009), Ethnic Minority Communities team [EMC] (2011)...

Fremolvá (2009) reported that Roma parent's main reasoning to move to England was for employment opportunities. Similarly, the EMC (2011) reported that Roma parent's priorities related to gaining employment, their children's education was rarely mentioned. It would be useful to explore how education is valued by Roma parents. Educational professionals reported that the main challenges for the Roma were related to developing language and literacy due to the lack of Romani language interpreters and their own poor attendance at school. Additionally, children aged below 16 years of age did not participate in this study and thus were not represented (EMC, 2011).

However, Fremolvá and Ureche (2011) conducted a pilot study and interviewed Roma children, parents and teachers in England. Both students and parents reported a more positive experience when compared to school in the Czech Republic or Slovakia, with no reports of discrimination. Similarly to the GT literature, attendance rates were highlighted as an area of improvement (see also, Davies & Murphy, 2010).

The research which has investigated the Roma experience in the UK has been more descriptive rather than analytic. Thus it would be valuable to explore Roma educational experiences within the UK to create a deeper understanding of their lives.

9.0 Current Research

The main purpose of this study sought to explore the Roma educational experience in an area of Wales. Three specific research questions were explored:

- 1) How do parents and children construct the value of education and what are the links to past experiences?
- 2) How important is the Roma culture for their sense of identity in Wales?
- 3) What are the needs and expectations of the European Roma in the city in which they reside?

10.0 Epistemology and Research Design

An exploratory research design was adopted due to the limited research on the educational experiences of Roma children. This was more compatible with a qualitative methodology and phenomenological approach since "qualitative researchers...are interested in how people make sense of the world and how they experience events" (Willig, 2013, p.8). This approach takes a critical realist position which maintains that reality does exist but this is not directly accessible to the researcher (Forrester, 2010). The phenomenological approach aligns with the Symbolic Interactionist perspective which is based on the premise that people's interpretations of experiences are a product of the interactions the person has in the social world (Willig, 2013). Gaining multi-perspectives on the experiences of Roma children in education creates an opportunity to produce a detailed and multifaceted account (Smith, Flowers & Larkin, 2009).

10.1 Method

This multi-perspective study adopted a qualitative approach using semi-structured interviews. The questions were developed from previous research (Fremolvá & Ureche, 2011 & EMC, 2011) and aimed to explore participant's experiences. Demographic details were also collected²⁵. The interview questions were piloted to ensure that the content of the questions was accessible to participants (Yin, 2009). Accordingly, the wording was amended to aid clarity of some questions. During each interview, participants were asked open-ended questions regarding their experiences²⁶. Dependent upon the participant's response, further questions were asked where necessary to clarify and/or elicit a This flexibility was necessary due to the variable English language skills of deeper understanding. Roma participants. Three different sets of questions were employed for each perspective²⁷ however, the overarching research questions were considered when devising each set.

10.2 Procedure

Appendices E-GAppendices H-J

²⁷ Children, parents and teachers

Twenty-one participants were recruited for this study: four Romanian Roma and three Slovak Roma children from a primary and a secondary school (Key Stage 2, 3 and 4); eight parents²⁸ (the children's respective parent/s) and; six teachers/ teaching assistant²⁹.

The British Psychological Society Code of Ethics (2009) were adhered to for the duration of the research process All participants were assured of confidentiality, anonymity of their data and their rights to withdraw prior to the interview. In addition, as children who were to participate in this study were under the age of 16, the ethical issue of 'risk' was considered. Once parental consent was given, arrangements were made to interview the child, the child also had to give his/her consent. All participants were also asked for their consent to record the interview.

All materials were translated into Slovak and Romanian³⁰ as spoken English and literacy levels may be lower than expected³¹. Once permission was obtained by the local authority, gatekeeper letters³² were sent to head teachers of primary and secondary schools who had Roma pupils on roll. One primary and one secondary school gave their consent. Parents and teachers were then approached by the dedicated individual for GRTs who worked within the Ethnic Minority Service (EMS) with a translator (where necessary) to request their consent to participate³³. Parents were informed of the nature of the study and were asked if they would be happy for their child to participate. Formal consent for their child was obtained during the interview³⁴.

Participants were recruited based on a criterion for inclusion with the aim of gaining a suitable representation of the parent population:

- Roma children³⁵ in primary or secondary school (Key Stages 2-4);
- their parents; and;
- teachers (or teaching assistants)³⁶

²⁸ Both parents of one child wished to be interviewed

²⁹ Appendix **O** for further details

³⁰ Appendices **B-L**

³¹ EMC(2011)

³² Appendix **A**

³³ Appendix **B**

³⁴ Appendix **B**

³⁵ Who had been educated in the UK for at least 6 months

Interviews were conducted in a quiet room in one of three different locations: the primary school, the secondary school or at parents' homes³⁷. Where possible, the child interviews were conducted separately to their respective parent/s. This was to ensure responses were not influenced by their presence³⁸. An interpreter was present at each parent and child interview. Where required, the interpreters translated the demographic questions, interview questions and responses³⁹.

Each interview lasted between 20 minutes to 60 minutes. Questions were asked in order and, dependent on the participant's responses, clarification questions were employed. All participants were debriefed at the end of the interview⁴⁰. After consent was obtained, all interviews were recorded on a dictaphone. The recordings were manually transcribed then destroyed within six weeks of the original recording at which stage they were anonymised and given pseudonyms.

11.0 Analysis

In keeping with a phenomenological approach, this study used interpretative phenomenological analysis (IPA) to examine the experiences of participants (Smith, *et al.*, 2009). IPA acknowledges the researcher is unable to gain direct access to the experience; and will attempt to unravel what the participant is describing. Additionally, as the researcher tries to make sense of what the participant is trying to make sense of themselves, they are engaged in what is referred to as a 'double hermeneutic' (Willig, 2013, p.87). The aim of IPA is to produce an analysis which encapsulates the quality and texture of participant's experience.

After each interview was transcribed, a number of systematic steps were completed case by case, in keeping with the idiographic nature of IPA (Smith *et al.*, 2009). To analyse each account, a reflective diary was completed for each participant; noting descriptive, linguistic and conceptual⁴¹ comments on

³⁶ Who had taught Romani pupils for at least two years

³⁷ The location of was arranged via the EMS

³⁸ This was possible for the majority of children (6 out of 7 interviews)

³⁹ In the participant's home language and in English

⁴⁰ Appendices **L-M**

⁴¹ Descriptive comments related to describing what the participant had said. Linguistic comments related to the use of specific language. Conceptual comments related to overarching concepts. (Smith *et al.*, 2009, p.84)

the transcript; determining emerging themes; clustering themes; describing themes; and creating a

table with supporting quotes⁴². Once all interviews had been analysed, emergent themes across

participants were noted. The criteria used for something to be identified as a theme required it to be

present in at least half the sample⁴³.

11.1 Validity

To increase the credibility of the analysis, two independent researchers were asked to look at a

random selection of transcriptions and were asked to verify the themes which arose from the accounts.

A few amendments were made in light of this process.

11.2 Findings

11.3 Questionnaire: Demographic details

Data from the questionnaires completed by participants 44 revealed varied educational experiences,

ranging from primary-to further education, this may explain the varying degree of confidence in their

abilities to read and write in their own language. The majority of Romanian Roma ascribed their

ethnicity as 'Roma' whereas two Slovak Roma participants ascribed themselves as 'Slovak'.

11.4 Interpretive Phemenological Analysis

Five super-ordinate themes emerged from the analysis: 'past experiences' 'opportunity and prospects',

'social support', 'acculturation/adaptation' and 'practice in schools' (see figure 1. overleaf). A master

table of super-ordinate themes for the group was compiled, which includes supporting quotes related

 42 See Appendix **S** for examples of steps completed for each participant. Raw data (including original transcripts) with all steps for the IPA analysis are available on disc for transparency of the analysis.

⁴³ Appendix **Q**

44 Appendices E-G

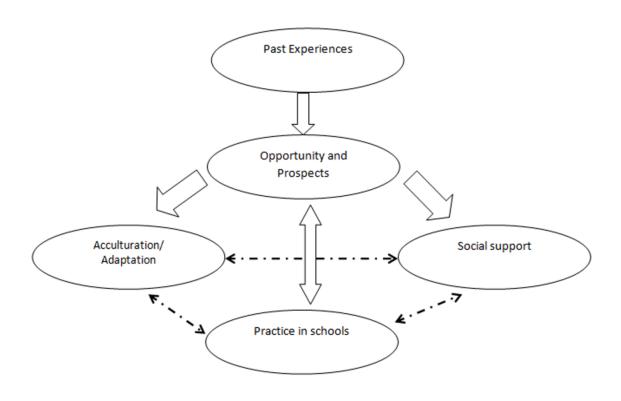
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to each theme⁴⁵. In addition, to provide an idiographic representation of master themes, a table of recurrent themes across participants was produced⁴⁶.

The findings will be presented with reference to supporting quotes from participants⁴⁷. When referring to the supporting quote, reference will be made to the participant number followed by the corresponding line, indicated using superscript. For example, if referring to participant **10**'s account and the quote appears on lines 13-23, it will be written as follows^{10:13-23}. For convenience, the supporting quotes referred to in this section are available in a table⁴⁸. This provides the participant's number (left-hand column) with corresponding line numbers⁴⁹ (right-hand column). The themes will be discussed in relation to the three overarching research questions.

Figure 1.

Map of master themes



⁴⁵ Appendix **P**

⁴⁶ Appendix **Q**

All participants names are pseudonyms.

⁴⁸ Appendix **R**

⁴⁹ Line numbers are displayed in ascending order.

Research Question 1: How do parents and children construct the value of education and what are the links to past experiences?

The specific themes which appear relevant to explore this question related to 'past experiences' and 'opportunity and prospects'.

Being aware that life could be better elsewhere led to decisions to move to the UK^{18:38,7:135-136,19:7-10,10:445-450}. Past experiences of struggle were also described^{2:180-184,7:5-8,9:71-78,15-16:43-50}. Moving to the UK for the opportunities and prospects was a shared experience amongst all parents^{8:20-23,18:38,19:7-10} who were complementary about the education and opportunities offered to their children^{2:12-15,7:52-60,9:59-60,19:36-37,66-70,8:20-23}. This seemed to be related to the past experience of school in Romania/Slovakia^{5:86-92}. Parents had high aspirations for their children ^{2:136-139,15-16:181-182,18:149-151,19:36-37}. Some parents revealed their own educational experiences were limited and highlighted forms of institutional racism, ^{19:92-94,15-16:105-114}.

Some of the children revealed some understanding of the perceived (greater) opportunities in the UK e.g.^{6:121-123,14:17-18}. Some children also showed understanding of the importance of education generally^{3:19-22,4:31}. All children had been to school previously, although with varying ranges of duration^{1:224-243,2:17-18,8:64-69,10:166-171}. Many children appeared to have reported good experiences in the most recent country they lived in ^{14:11-12,20:6,21:4-5,17:12-14}. During a child interview, negative educational experiences were recalled in Romania^{6:33-38} which seemed to impact on her perspective of education in Wales.

Research Question 2: How important is the Roma culture for their sense of identity in Wales?

The themes of 'acculturation/adaptation' and 'social support' help to address this research question. Within the interviews, many of the participants demonstrated the ability to acculturate: for parents and children, adapting to a new country and culture $^{2:150-155,9:93}$ and for teachers adapting to the needs of the school population $^{1:117-124,10:279-280,12:82-93}$. However, there appears to be partial rejection of some of the

cultural norms and illustrations of acculturation were not strong^{2:89-100}, and in some cases a complete acceptance of the Welsh culture, and rejection of the Roma culture $^{7:83-89,101-107, 15-16:145-155}$.

The ability to acculturate (or partially) appeared to be interrelated to the theme of 'social support'. Teachers for example appreciated the importance of feeling welcome in the school 1:647-652,5:65-68. This was also further developed by strategies in place to help the children settle in to a new school 6:70-^{72,12:41-50} and the recognition of the importance of friendship^{12:176-179}. Many of the children said they felt safer knowing others attended the school^{20: 44,21: 61-62}. This was also apparent when reflecting on starting a new school where the idea of *not knowing* anyone appeared to be a concern^{17:17-18}. *Knowing others* who were familiar with local schools helped parents adapt to the new context^{7:35-37}. Some participants were more independent and did not know anyone when arriving in the UK however, knowing that there was a Pentecostal church in Wales, led to the assumption that there were other Romanian Roma which provided a connection^{2:161-164}. Knowing others who were family, friends or from the same country sometimes appeared sufficient to the feeling of belonging 14:36-38,9:43-48,93 and some children were reported to mainly make friends with just Roma children in school 10:327-333. One participant felt a strong sense of the language barrier as she was unable to develop other friendships because of her English abilities 19:118-120 and could see the benefits of learning the language. One child also recalled an experience of being provoked by English speakers and felt inadequate as he was unable to speak English^{21:32-39} fortunately, this was an isolated incident. Encouragingly, one participant revealed she had been able to form friendships with an English speaker 18:110-114.

Interestingly, during one interview with the Slovak Roma parents, Jana and Marek⁵⁰, 'ethnicity' was discussed by them and the Slovakian translator 15-16:1-11 which demonstrated a reluctance to ascribe themselves to an ethnic group, as such. Furthermore, when parents were asked to provide their spoken languages, the majority did not mention 'Romani', whereas the opposite was found with the children⁵¹.

All names are pseudonymsAppendix **O**

Research Question 3: What are the needs and expectations of the European Roma in the city in which they reside?

The themes of 'social support' and 'practice in schools' illustrate the needs and expectations of Roma families in Wales. Engagement difficulties could be linked to past experiences^{5:108-120}. The need for social support appears to be a shared experience for participants, this could be in the form of feeling a sense of belonging and community^{1:647-652,13:231-236}, safety^{10:327-333} and friendship^{12:176-179}. It appears attendance is an issue for Roma children, especially in secondary school^{5: 161-169,11: 79-81,12: 207-213}. This could be enhanced through school staff building relationships with parents^{5:96-100,11:177-182,12:121-134,13:194-198} also through external agencies such as the **Ethnic Minority Service [EMS**}. ^{8:55,11:58-64,13:194-198}. However, there was a recognition of the importance of the *quality* of the relationships with Roma children and families^{11:177-182,12:218-241}.

Some teachers show some understanding regarding the attendance issues^{12:207-213}, although some participants appeared less flexible when reflecting on this issue^{11:121-123, 203-211}. Amongst teachers, there was a degree of conflict regarding the legal requirements of attending school and being inclusive^{1:708-720, 11:79-81}. It appeared there was a lack of cultural awareness^{10:172-173,11:203-211}. Many teachers revealed an acknowledgement that cultural awareness and celebration of the Roma culture is an area of development especially in the secondary school,^{12: 251-263,5:139-145,10:39-49,13:371-380}. Nevertheless, some teachers appeared to explicitly create an environment which nurtured their Roma identity^{10:50-53}. In the primary school, it seemed cultural celebrations were embedded in the school culture^{1:167-172,5:199-205}.

Despite the attendance issue reported by teachers, attendance was not mentioned by any parent, it seems that most are happy with their child's educational experience ^{19:73-75,9:84-85}. However, a couple of exceptions were highlighted regarding the felt segregation of their child in secondary school ^{15-16:166-168}. Another parent felt that the quantity of homework could be increased ^{2:47-58}. This also highlights the need for increased communication between school and home.

Children also shared a positive experience about school^{6:78-79, 89-90}, ^{21:46-52}, this contrasted to previous experiences in Romania^{6:33-38}. Children especially experienced peer support as helpful at school^{20:52-59,} ^{6:70-72,17:96-100}. Parents also reported being grateful for the additional support provided in schools^{18:125-126}.

12.0 Discussion

This multi-perspective study explored the lived educational experience of Roma children in an area of Wales using IPA. Parents valued education, and this appeared to be related to their own past experiences of education and an acknowledgment of the greater opportunities in the UK. Previous research has highlighted that past experiences can impact on decisions parent's make concerning their child's education (Myers *et al.*, 2010). Unlike the findings of Fremolvá (2009) and the EMC (2011) study which identified work as the main priority for Roma families when they moved to the UK, many of the parents reflected on leaving their home countries for the educational opportunities for their children.

Fremolvá (2009) and Fremolvá and Ureche (2011) described Roma children's educational experiences in the UK as positive, as did the participants in this study. Some revealed personal experiences (or an observation of) discrimination in their home countries which echoes previous documentation of segregation in countries of the CEE. A Year 8 pupil, in the lower set at school, revealed that the majority of his peers are Roma. His parents felt unhappy with this and argued it was a form of segregation; they perceived being with mainly Roma pupils would have a negative impact on their son. It seemed that the parents were rejecting the Roma culture, speaking of being 'infected' by other Roma^{15-16: 145-155}. Another parent, Erik who made reference to the lack of homework his children received, wished to be more involved with the educational process ^{2:47-58}. Underlying these suggestions, relates to a need for better communication between home and school. Engaging parents was also highlighted by teaching staff as essential to help parents feel welcome and acculturated to the UK educational system. In this way, this may also help to tackle the existence of low attendance

especially in secondary schools which has been documented by several reports and papers (e.g. DfE, 2010; Estyn 2011). Previous research has also supported the idea of the feeling of belonging (Myers & Bhopal, 2009) and working collaboratively with parents (e.g. Davies & Murphy, 2010; Myers *et al.*, 2010) to improve engagement.

The ability to adapt to new surroundings appeared to be helped by the social support offered by family, friends, the community at large and educational professionals⁵². Living in the Welsh/British culture, the Roma participants appear to have acculturated to the dominant culture; many parents thought that there were no real differences between the cultures and many children felt happy to share their culture with others at school. The EMS were valued by parents and teachers in helping participants acculturate to the new context and were commended for their knowledge and support offered. This is comparable to the findings for the TES in England (e.g. Bhopal, 2004; Bhopal, 2011a & 2011b; Myers & Bhopal, 2009). Teachers in this study did not seem to over-rely on the EMS unlike the findings of the Ofsted (2003) report. However, it appears that staff would like more training on the needs of the Roma community which could be an area for development (Cudworth, 2008). This highlights another need in schools, to increase cultural awareness especially as there were a number of examples which indicated that this could be further developed. Prior researchers indicate developing cultural awareness and celebration of the Roma culture may help to diminish presumptions made by a lack of understanding (e.g. Bhopal, 2011a, Fremolvá, 2009; Padfield, 2005). The majority of Roma families share a close bond with other Roma families. Many mentioned going to each other's houses, to church or the park. This experience was shared by the children. Other research has also demonstrated the pull towards gaining social support from other Roma people (Fremolvá, 2009), although there was one instance of cultural clashes between Slovak and Czech Roma⁵³ who revealed that they did not spend any time with other Roma (or non-Roma) families.

In this study the concept of *knowing* appeared important to Roma families which relates directly to previous research which described feelings of belonging and safety in the school context

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⁵² Teachers and the EMS

⁵³ According to a couple who were Slovak Roma

(Bowers,2004; Myers & Bhopal, 2009). Interestingly, some participants, particularly from Slovakia did not ascribe their ethnicity as Roma, demonstrating 'passing'. Research has found that some children conceal their ethnicity (e.g. Padfield, 2005) however no research has indicated this occurs with parents also.

12.1 Conclusions

The aim of this research was exploratory in its nature since a very limited amount of research exists for the educational experiences of Roma children in the UK. A number of shared themes are interrelated in the educational and social-context. Social support from family, friends, those who share the same ethnicity and other agencies, like the EMS were revealed as important for all parents and children. Working collaboratively was also described as essential to help parents fully engage in the educational system in the UK, especially regarding attendance in secondary school. Interestingly, no parents mentioned attendance being an issue at school.

Offering English lessons to parents may help to breakdown the language barrier and may help to create a deeper sense of belonging in the country in the UK. Cultural awareness in schools was emphasised as a way to develop an understanding of the needs of the Roma population for staff and pupils since this appeared to be lacking especially in the secondary school. The EMS should seek to empower teachers to ensure cultural awareness is developed in the school culture and for it to be embedded into its ethos more explicitly. Overall, parents and children uncovered positive experiences in the primary and secondary school, the perception of which is based on previous negative encounters in Romania or Slovakia. The engagement of Roma families needs to be developed, working collaboratively, and developing a deeper cultural awareness. This could help to develop 'biculturalism' which has been linked to psychological wellbeing (Szapocznik, Kurtines & Fernandez, 1980) and academic success (Whitbeck, Hoyt, Stubbon & LaFromboise, 2001)⁵⁴.

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12.2 Limitations of the Study

The parent and child interviews required the presence of an interpreter. In all parent interviews, the interpreter translated the questions⁵⁵ into either Slovak or Romanian. However, participant's first language was Romani, therefore questions were translated into participant's second language which may have led to some difficulties understanding questions. Nevertheless, clarifying questions were asked based on the responses given.

One limitation of the sample used in this study was the lack of homogeneity. Due to the idiographic nature of IPA, the majority of studies which employ the method use a homogeneous sample. However, as this was a multi-perspective study, it allowed for the exploration of one phenomenon from different perspectives.

12.3 Relevance to Educational Psychology

The findings of this study are relevant to the EP profession which reveals the experiences of Roma who arrive in the UK. Children are likely to have varying experiences of education which will impact upon their ability to acculturate to life in the UK. An appreciation of past experiences of the Roma may help to facilitate a fuller cultural awareness within the educational context and society at large. The EP's role involves a facilitation of an understanding of children, young people and their families and this study provides some insight into the lives of a less well known population (DECP, 2013).

Although this research is very specific to a group of people it can be useful to inform EP practice in terms of cultural integration. The research may inform EPs in thinking about practice in terms of becoming part of cultural systems and how functions within families have changed. It appears that the GRT group have moved with society and specifically, the parents who took part in this study appeared to value the importance of education. The GRT group can be seen as being wary and aware that they are, to some extent, living in a world of significant stereotyping.

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⁵⁵ Questions were first asked in English

Additionally, there is a need for bridging new understanding related to a child who arrives in the UK from another country and appreciate how they may make sense of things. There are cultural mismatches which may impact upon children's educational experiences and subsequent achievements. This is especially important in light of possible movement into the UK not only from Roma groups but as the EU widens.

Non-attendance of GRT children, which has been documented widely may not be due to a lack of interest in education but it may be due to the severance between different cultures. Therefore, this study may be helpful to EP's in a wider sense as it does illuminate some strong issues around different cultures and how they interface with each other. Some parents appeared to have the desire to move forward and acculturate to the way of living in Wales.

12.4 Future Research

Future research may look at exploring specific ways to improve the engagement of Roma families. It appears that belonging and the process of acculturation may be specific areas to explore especially since children's psychological well-being has been shown to improve with the ability to acculturate (Derrington, 2007). As some parents commented on feelings of separateness, it may be of interest to explore the mechanisms which could facilitate appropriate support for families to feel less isolated.. Investigating what may be important to feeling part of the community could be part of such a study. Particularly, this research may be useful to encourage educational professionals to provide ways to help develop a sense of belonging. For example, an evening for the GRT to share their culture through dance/pictures⁵⁶; this is one way which could support the integration and inclusion of families that feel on the edge of society.

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⁵⁶ Therefore means of communication can be non-verbal

Additionally, since some parents concealed their ethnic identity, further research could explore the perceived meanings of ethnicity by parents. If this is a common pattern amongst parents, programmes could be created to help embrace one's ethnicity.

Whilst this study involved the completion of a brief questionnaire to collate demographic details, the analysis was predominately based on the qualitative responses of participants. Further research could employ a mixed-methods design over an extended period, using a longitudinal approach could explore the process of acculturation over time, generating a more detailed representation of the lived experiences of Roma families. In addition, this would improve the credibility of the design since the researcher would be able to discuss emerging themes with participants rather than solely relying on independent researchers. This would be more compatible with a phenomenological approach.

As Roma parents unanimously rated primary and high schools a 'ten' out of ten whereas teachers, particularly in secondary schools stated that attendance for many Roma children is poor, it may be important to investigate the specific relationship between parents and schools to further explore perceptions of the education system in the UK and ways to improve engagement. Thus, exploring how Roma parents can support education better and building an understanding of the Roma culture, and others effectively. Further research could also investigate the role of the child as a first generation Roma pupil engaging in school and the role of the parent and school supporting this.

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14.0 PART III: Reflective Summary

Contribution to knowledge and critical account of research practitioner

14.1 Contribution to Knowledge

The first section of this chapter will discuss how the thesis contributes to knowledge within the field of Educational Psychology. An exploration of the initial research ideas, the key points in the literature and the evolution of the overarching research questions will intertwine this discussion. The second section of this chapter will present a critical account of the research practitioner based on the research process and the methodological stance which was taken.

When contemplating a thesis area, it was important for the research to be relevant to the field of psychology, in addition it would be beneficial to be of interest to the researcher. Reflections on the researcher's personal background and upbringing were considered, having been born and raised in a multicultural London. Embodying a Flipina heritage whilst being raised in a Western and British culture, the term 'British' was more relevant to the way of life that was ascribed to by the researcher. Living in a culturally diverse city, the feeling of being within the minority was not a lived experience. Reflecting on 'what *would* it feel like to be in the minority?' and 'how would this have had an impact on educational experience?' came to mind. Searching relevant databases such as ERIC, Psych Info, SCOPUS and Google Scholar led to a large number of papers within this broad area. The researcher recognised the potential difficulties of reading articles from a vast area as it would be unlikely to provide any specific direction for the thesis proposal. Stepping back from the research and asking the question 'what needs to be achieved?' was useful at this stage.

After reflecting on this, it was essential to gain some perspective. The aim of the thesis would be to conduct a piece of research which is original and contributes to psychological knowledge. However, this raised anxiety for the researcher as it still did not provide any clear direction. Nevertheless, it was felt that contacting a local authority to speak with a person within an Ethnic Minority Service (EMS) may be helpful at this initial stage of thinking. After meeting an EP within an EMS, arrangements

were made to spend some time at a school in the local area with a large proportion of ethnic minority children. This was used as an opportunity to explore the practice of the school and consider the experience of the children there. During this visit, a teacher mentioned they were taking on many more Roma pupils, particularly from Slovakia. A feeling of unknowing was felt. *Not* knowing about the Roma community provided the impetus to research an 'unknown' ethnic minority. Utilising the databases of ERIC, Psych Info, SCOPUS and Google Scholar, it became clear that there was limited research on the Roma community in education. A small proportion of papers existed relating more specifically to Gypsies and Travellers in education and a limited number were revealed for European Roma. The use of the general search engine 'Google' was used at this stage to ascertain other documents related to Gypsies Roma and Travellers where a number of governmental reports were highlighted as relevant to this area. It was this search that synthesised the idea for this research.

There are a number of settled Roma communities living in the UK (Fremolvá & Ureche, 2011) and it is important that their experiences are understood in order for professionals to develop a deeper understanding of a group of people who have a history of being marginalised. Additionally, within the educational context, there appeared to be a number of concerns surrounding the attainment and attendance of the 'GRT' group, this was first documented in the Plowden Report (1967). A number of governmental publications in England and Wales have been produced which document the continued concerns for GRT pupils (e.g. DfE, 2010; Estyn 2011; WAG, 2012).

Regarding the 'Gypsy' 'Traveller' research, there were a number of factors which demonstrated that engaging in education for such children and their families can be difficult for various reasons. The existence of racism and bullying, for example, was a consistent theme for Gypsy and Traveller children and their families. This is concerning considering the context of school should be safe and nurturing for all children. Even in the multicultural country of the UK, the existence of continued racism has been documented in recent years (e.g. Bhopal, 2011a & 2011b) which highlights a real anxiety for the GRT group. Reflecting on the psychological impact of this documented phenomenon it was felt that this is more than likely to affect engagement of pupils at school leading to lower attendance rates as shown (e.g. DCSF, 2009a,b&c, DfE, 2010; Estyn 2011; WAG, 2012.

Furthermore, Derrington's (2007) phenomenological longitudinal study highlighted a number of coping strategies which some GT may employ in the school context to deal with discriminatory behaviour from peers, and the negative attitudes they experience from some of their teachers. Some children showed signs of 'flight' (a conscious withdrawal), 'fight', (physical or verbal aggression towards others) or 'playing 'White", (concealing their true ethnic identity from their peers to protect themselves from the fear of discrimination). Such strategies illustrate a negative picture of the experiences in education of GT children, particularly in England. The idea of concealing one's identity is also seen to be a maladaptive coping strategy. However, as children who stayed on longer at secondary school showed signs of 'biculturalism', this appeared to be an adaptive strategy: "being able to switch between two cultures, without compromising one's own sense of cultural and familial identity, reflects a life position usually referred to as biculturalism" (Berry, Trimble & Olmedo, 1986) (cited in Derrington, 2007, p. 365). This study provides important implications. As children whose parents are from a different country are likely to teach their children different (and similar) norms and values, the child will need to adapt to the new culture at school. If there is an experience of cultural dissonance, this may impact upon how both the child and the parents feel about the new culture, in this case it would be education.

The GRT communities, although they share different histories and traditions come from a nomadic and travelling lifestyle. Beliefs about the value of education may therefore be different from those of the settled population. After discovering more about the European Roma, it was clear their current situation also involved forms of discrimination and racism. The documented forms of institutional racism which exists in some Central Eastern European countries illustrated a bleak picture for the Roma. Some Roma children are educated in *defacto* segregated schools where children who are of Roma origin are sent to because of their ethnicity, it is not based on the child's ability (Fremolvá & Ureche, 2011). Learning how the Roma are treated in CEE also highlighted the reasons why Roma may choose to leave their home country in search for a better life. Taking into account their experiences of segregation, I wondered how would this impact upon the value of education for European Roma? Considering there is limited academic research on this community it would be

important for educational professionals, and educational psychologists (EPs) to explore the experience of the European Roma who already reside in the UK, or may move to the UK in the future. Since EPs are now engaging with children, young people and their families who are from diverse backgrounds and languages, it is important that each group's needs are understood to ensure that children are in the best position to reach their potential within the educational context. The DECP (2013) recently called for papers on this topic and this highlights a need for further research in this specific area. From a psychological context, it would be important that the needs of European Roma are explored so as to better understand a minority who have faced different forms of persecution in their home countries. Certainly, as a trainee EP, this is something that is of interest within an ever-increasing multicultural UK.

In addition, the lead up to the lifting of the EU restrictions in January 2014 for the A2 countries, Bulgaria and Romania, was characterised by increased media attention that focused on a supposed tidal wave of immigrants who would burden our social and welfare system. Interestingly, since the EU restrictions were lifted, the suggestion that many Romanian and Bulgarian residents would move to the UK after this date has not been well documented. Nevertheless, in the future more Romanian and Bulgarians, and Roma may move to the UK and this may lead to higher numbers of Roma being educated in the UK. Taking this into account, it becomes even more relevant to the current educational context, and the context in which the EP works.

Furthermore, although this research was very specific to a group of people it was felt that the findings could also be useful to inform EP practice in terms of cultural integration and being aware of how this could be achieved within the school setting.

The main aim of this research was to gain some insight into the educational experiences of Roma children in the UK.

Epistemology

As the research sought to explore the experiences of Roma children, a phenomenological approach was most compatible which relates to understanding an individual's experience of his/her world. In

addition, the use of the Interpretive Phenomenological Analysis (IPA) method provided a tool to fully analyse such experiences. Many papers and reports provide some insight into the experiences of 'Gypsies' and 'Travellers' which range from using case study methods to longitudinal studies. However, only a few made use of a qualitative tool and the majority of research, although using qualitative methods created a quantifiable report, for example, by illustrating findings using percentages. The existence of a 'quantitative analysis' derived from qualitative data may also be due to many of the paper and reports being commissioned (partly or fully) by the government, and dependant on who commissions such research may impact its reporting and findings (e.g. Bhopal, 2004, 2011a; Derrington, 2007; Fremolvá, 2009; Jones, Powell & Reakes, 2006;; Save the Children, 2010). Within this study it was essential that, based on the study's aim, in order to attempt to unravel experiences from participants, qualitative methods and *analysis* would need to be employed.

Since this study was exploratory and employed the IPA method, for future research a different mode of analysis could be employed to theorise the experiences of Roma families such as grounded theory (Charmaz, 2006) The findings from this study indicated a largely positive view of education from both parents and children. What was evident from the accounts was the need for developing cultural awareness of the Roma culture within secondary schools.

Utilising IPA presented an opportunity to analyse the educational experiences of Roma children through three different lenses: the child's, their parents and teachers. A multi-perspective account was created which led to a number of shared themes across participants. The analysis highlighted the complex nature of the lives of Roma families. Some openly mentioned that they felt that in their home countries they were victim to discrimination and that they wanted to move to the UK for a better life for their children and the whole family as it was difficult to find work; thus, they could not afford to pay for the materials to send their children to school. Parents appeared grateful that their children were able to go to school, where their children were reported to be happy. This was a shared experience amongst the majority of parents. Where there were some experiences of wishing things were different at school, linked to the need for better communication between home and school. This was an important theme, which was interrelated with other themes such as 'acculturation/adaptation'

and 'practice in schools'. It seems that working collaboratively with parents is essential for engagement and within this concept is the idea of improving communication regarding the educational system in the UK. This demonstrates, like other Gypsy/Traveller research that working collaboratively is important for the engagement of parents. The findings from this study additionally highlight that considering the experiences of the Roma who participated in this research, effective home-school relationships is also important. It also appears that parents desire to be included in the process of learning. Erik⁵⁷, the parent who stated that he would like to see more work completed at home ^{2: 47-58, 194-197} initially could not understand why his children did not receive homework, but after a conversation with the Head teacher, he understood the system a little more. Despite this conversation he still wished that his children would receive homework indicating that his core beliefs about education were being challenged by the UK educational system. Overall, it was found that parents in the main are happy with the education offered to their children.

Teachers confirmed they are trying to engage parents more in the school context, especially due to the noted lower attendance in schools particularly within secondary school. In contrast, not one parent mentioned anything about attendance, nor mentioned that they felt that they misunderstood the UK educational system. This may highlight that the methods the schools are using are ineffective in trying to improve attendance.

This study sought to capture a detailed understanding of Roma children's educational experience in an area of Wales. Gaining a multi-perspective account helped to develop a rich insight into their lives. It seems that the past experiences of Roma families have encouraged a pursuit of a better life and overall, it appears the parents and children are happy living within this context. Unlike other literature for Gypsy and Traveller children where it seems racism is still prevalent at school, it was pleasing to note that this was not an issue in the majority of accounts. However there did appear to be some lack of understanding and a need to increase cultural awareness (and celebration) of the Roma culture. Many teachers mentioned that there was a need for more training and some accounts revealed that some incidents may have occurred due to the lack of cultural knowledge.

⁵⁷ All names are psuedonyms

The findings provide a small insight into the lives of Roma families living in an area of Wales relating to the educational context. This is valuable in light of the role of the EP who interacts with a number of families from the diverse population of the UK. In addition, the EP's knowledge of the Roma community could be disseminated in INSET events to improve the cultural awareness of this group as Armstrong (2011) suggests; "we begin to expand our horizons to make place for the more distant other. Understanding different national, natural, cultural and religious traditions is no longer a luxury; it is now a necessity and must be a priority" (p.133). The integration of children's experience of education in this thesis is striving to connect their lives to the wider society within which they live. The wellbeing of humanity is based upon the value and principle of respect whereby we acknowledge the absolute equality of other human beings whether they be in our own cultural group or not. In this way, we belong to a global community- there is concern for everybody, it is how we ensure that systems are in place in order to be connected to one another. Thus, our educational systems are reflecting the global nature of the human community and our need to integrate all aspects of our society especially those who are most vulnerable or outsiders. It is through understanding other's cultures that we are able to help this integration process.

14.2 Critical account of research practitioner

This section provides a critical account of the whole research process, this will be critically analysed based on the methodological stance the research has taken and the methodological difficulties that were encountered.

Epistemological and ontological position

As this study explored the experience of education for Roma pupils, this was more compatible with a qualitative methodology since "qualitative researchers...are interested in how people make sense of the world and how they experience events" (Willig, 2013, p. 8). Qualitative research differs from more positivist methods which psychologists can also employ in research. The choice of the approach adopted by the researcher is largely influenced by the philosophical approach which underpins both the theory and method (Forrester, 2010, p. 17).

The epistemological and ontological branches of philosophy are the most relevant for psychological research. Epistemology refers to the theory of knowledge, as Willig (2013) asserts: "How, and what, can we know?" (p.4). Ontology refers to engaging with the nature of being, of reality, of essence. Looking to see if there is a substantial phenomenon which can be grasped which exists in and of itself (Forrester, 2010). The researcher's appraisal of the world, and thus what is perceived as knowledge will lead to a number of assumptions and these will largely influence the chosen psychological approach.

Since this research explored the experience of others related to the Roma experience of education, it was the 'experience' that was of interest and thus, this is compatible with the phenomenological approach which relates to understanding individual's experience of their world. Smith, Flowers and Larkin (2009) provide an historical overview of the phenomenological approach. They argued that the phenomenological approach was put forward by Husserl in the mid 20th Century. Husserl was the first person to develop a phenomenological method. One essential feature of this method is what Husserl termed 'bracketing'. If we are to truly understand the experience of the other, we would need to 'bracket' or put to one side, our pre-existing perceptions of the world (Smith *et al.*, 2009). However, few phenomenological researchers within psychology would claim that this would be possible instead, the process of attempting to 'bracket' in itself can reveal biases of the researcher and therefore enabling a better critical analysis of what is being said and a greater self-awareness. (Willig, 2013, p.85).

The initial ideas of Husserl's phenomenological approach have been adapted since the initial approach put forward by Husserl (Smith *et al*, 2009). For example, as Smith *et al*. (2009) put forward, Husserl's student, Heidegger became another influential philosopher who established a more hermeneutic and existential emphasis. Heidegger placed a greater importance on the interpretation of the experience itself, what the 'other' offers is connected to something which is latent as it becomes manifest, as the 'other' brings it to the surface. Phenomenology according to Heidegger examines the latent and the manifest, what is 'appearing' to the researcher. Heidegger challenged Husserl's view of bracketing and argued that an interpretation cannot be vacant of what he called 'fore-conception'

(preconceptions, assumptions) and may in fact be only partially achievable (Smith, Flowers & Larkin, 2009).

Interpretive phenomenology

One phenomenological approach which has been adopted by psychological researchers is known as 'Interpretive phenomenology'. This specific approach "[is] a version of phenomenology [that] does not separate description and interpretation [referred to as descriptive phenomenology]; instead, it draws on insights of the hermeneutic tradition and argues that all description constitutes a form of interpretation" (Willig, 2013, p. 86). The 'hermeneutic circle' is important here which helps to describe the process of interpretation. "it is concerned with the dynamic relationship between the part and the whole, at a series of levels. To understand the whole, you look to the parts." (Smith, Flowers & Larkin, 2009, p. 28). Willig provides a useful way to consider the hermeneutic circle by positing that understanding a (whole) sentence will not be possible without looking at the words (parts). Thus, interpretation (or understanding) requires a degree of circularity from our 'fore-conception' to our interpretation and this process repeats until we understand the whole sentence (p. 86). In this way, the researcher would not employ the method of 'bracketing' as Husserl suggested (see Smith et al., 2009) but instead, the hermeneutic circle will allow for the researcher to interact with the data during interpretation. This does not suggest that the researcher is biased in this process, rather the researcher will use their knowledge to gain an advanced understanding of the experience which is being investigated.

The initial research process

Fortunately, the EMS EP provided the contact details for the link person for the 'Gypsy, Roma and Traveller' families. The link person was extremely knowledgeable, she had worked with the GRT community for several years. She was keen to promote this research in her department and offered her help to engage parents to participate in the research. This link person was essential to the research process and the collection of the data.

During June, 2013 an invitation was offered to attend the 'Gypsy Roma Traveller' week. This was an opportunity to meet with some of the Roma children (and their parents) as the week of celebrations ended with a performance conducted by Gypsy, Roma and Traveller children. At this point it was not known which families present would later be interested in participating in the research. Nevertheless, it was a good opportunity to learn about these communities in an informal setting and it was thought to be helpful if some of the children and parents who may later decide to participate would have developed a sense of familiarity with myself.

Designing the research materials

Based on the epistemological and ontological position discussed, the semi-structured interview was chosen as the method to collect the data. The questions which formed the interview had to be compatible with the phenomenological perspective. I considered the questions which could be used to explore the participant's experience. Since there was a lack of research in this area the Fremolvá and Ureche's (2011) and the EMC (2011) studies were used as a guide. This was also useful since questions asked to children and parents relating to their culture may be perceived as sensitive in nature. Gaining a picture of the context of the participant's life was important. Using Smith *et al.* 's (2009) suggestions, surrounding the types of questions and phrases that could be used to 'go deeper' within interviews was also considered (p.68).

It was likely that parents and children's level of English may lead to difficulties in the interview process therefore the materials were translated into Czech, Slovak and Romanian since the majority of Roma families living in this local authority were from these countries. As children who were to participate in this study were under the age of 16, the ethical issue of 'risk' was considered. Parental consent was sought before arrangements were made to interview the child, and once consent was given, the child also had to give his/her consent (Appendices **B** & **C**).

The local authority also offered to provide a translator for all the parent and child interviews. This reflects a strength of this study as this helped the participant in two ways: i) to understand the content of the interview and ii) to feel comfortable within a setting with a person they knew they could

communicate with. For the children, it also helped with a degree of familiarity since only some of them had met me once before, the validity of the data could be impacted by feelings of nervousness or unfamiliarity. Where possible, the child interviews were conducted separately to their respective parent/s this was to ensure their responses were not influenced or changed by the presence of their parent/s. This was possible for the majority of the child interviews (6 out of 7 interviews). During the child interview where parents were present (as this was their preference), it was requested that the child spoke first and as honestly as he/she could. If the parents wanted to add further information they could do so after their child had been able to respond.

In line with the British Psychological Society's Ethical Code of Conduct (2009) and Code of Human Research Ethics (2010) all participants were assured of confidentiality, anonymity of their data and their rights to withdraw prior to the interview, all participants were also asked for their consent to record the interview. This latter request led to another challenge encountered during the interview process. Two participants initially asked not to be recorded. This of course was within their right to make such a request. After exploring their reasons for this decision, the ethical practice of confidentiality and anonymity were revisited, and the participants agreed to be recorded. Had they refused, analysing the interviews would have been extremely difficult given the nature of IPA, being able to re-visit and enter into their world without the recording would have led to an analysis based on memory; this would have had an additional impact on the reliability and credibility of the results of the study. Fortunately this was not the case.

When parents were approached and agreed to participate in the study, the link person who knew all the Roma families also asked if they would consent to their child taking part in the research. All parents agreed, although formal written consent was obtained during their interview so that parents had the opportunity to ask any questions about the nature of the interview. Consent forms (Appendices **B** & **C**) were written in simple English to minimise translation issues and they were also presented verbally to parents and children since their literacy levels may be lower.

After developing a research proposal and once ethical approval has been obtained, it could be considered that the collection of research would be straightforward. However, this was not the case in this research. As Hodgson and Rollnick (1995) asserted: "trouble awaits those unwary souls who believe that research flows smoothly and naturally from questions to answers via a well organised data collection system" (Robson, 2011, p. 406). The parents and children who would need to participate in this research were individuals who had been marginalised in their own home countries.

Some literature suggested that Roma families may be difficult to engage and this was a met challenge. Fortunately, with the help of the link person who knew the Gypsy, Roma and Traveller families, some participants were recruited for the pilot study which consisted of two participants per group (parents, children and teachers). The questions were refined in light of these interviews. This data was also included in the main analysis since there were only slight amendments to the questions. Initial reflections from the pilot study included the question on how readily children in primary school could engage in an interview setting. The two primary school children had difficulties verbalising and articulating their responses. If more primary school children participated in the study at a later stage, verbal responses may not be relied upon and instead children would have the option to draw their responses. This was not used as the remaining child participants were in secondary school and were generally able to verbally respond to questions.

The challenge of obtaining participants continued with the recruitment of teachers from primary and secondary schools. Contact was initially made through emails and letters to relevant primary and secondary schools, only two Head teachers responded. The respective Head teachers gave their permission for interviews to be conducted at the school but it appeared that the message stopped there. Having met the head teacher during one of the interviews at the primary school and discussing its importance, it was surprising that after follow up emails requesting help to promote the research and recruit a couple of teachers to be interviewed, there were no responses. In hindsight, communication could be conducted in a different form, perhaps through a telephone conversation or leaving leaflets to promote the study in staff areas. In attempting to overcome the barrier of a lack of teacher participants, the link person for GRT pupils and families, who had a good relationship with the

schools, tried to promote the research with some teachers but with no success. At this point the participants who were interviewed included parents, children, one primary school teacher, and one bilingual teaching assistant (BTA), there was a lack of representation from the secondary school. This naturally created anxiety for the researcher. The Assistant Head of Education in the local authority was contacted at this stage since permission was granted by her before the research began. It was hoped that she would be able to promote the research to relevant schools and lead to the recruitment

of participants. Fortunately, this seemed to remedy the situation and several secondary school

teachers put their names forward to participate in the study.

The main study

The difficulties experienced, particularly during the main study, related to recruiting participants. Once this was overcome, the process felt more straightforward. It did become clear that when parents were interviewed, interpreters became essential to the process as the majority were unable to speak English. It was also noted that the questions, which were translated to the participant after the question was asked in English, usually had to be asked a number of times. This highlights an issue of translation. Roma people's first language is more likely to be Romani. For example, a Romanian Roma would speak Romani and their second language, Romanian. The interpreters available in the schools were Romanian or Slovak. Thus, questions were translated in what was usually the participant's second language. In order to overcome this specific barrier, it was important for the researcher to listen carefully to the response given by the interpreter and a judgement made regarding whether the initial question was translated appropriately. Although this could have been open to bias, the researcher ensured that the responses given were reflective of the question posed.

Completing the child interviews was also challenging since many participants responded to questions with one word answers. An extract from David's⁵⁸ interview (Year 5 in primary school) follows:

A: How did you feel about sharing your Roma culture with other children?

PP: it felt good

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⁵⁸ All names are pseudonyms

A: how was it good? What was good about it?

PP: I don't know, but it was good.

A: So maths is your favourite in school, what's your least favourite?

PP: English

A: Why don't you like English much?

PP: I don't know, more work (47-53)

This extract highlighted a difficulty within some of the children interviews. Since the main aim of IPA is for the researcher to understand the lived experience of participants, this relies on the ability for participants to verbalise what they experience. Although it was expected that some participant's level of English may have impacted on capturing their lived experience, interpreters were used to help (as much as possible) to translate word-for-word what was brought to the surface by participants. In addition, the listening skills of the researcher to identify whether the true meaning of the question was understood. Some of the descriptions of parents and children were limited in detail however, other accounts were richer- this may not have been because participants were not able to articulate how they felt but may have been due to not wishing to verbalise their thoughts. Considering this limitation, it was important that this study was multi-perspectival so that all groups (children, parents and teachers) would be able to contribute to the quality and texture of data (see Willig, 2013 p.95).

Analysing the data

In keeping with a phenomenological approach, this study used interpretative phenomenological analysis (IPA) to examine the experiences of participants. IPA is a method which considers that it is impossible to gain *direct* access to research participants' worlds. Although the method aims to explore the lived experiences of the individual, it recognises that the phenomenological analysis developed by the researcher is an interpretation of the experience, and this takes place within an interaction between the researcher and participant. Another aim of IPA is to produce an analysis

which encapsulates the quality and texture of a participant's experience. Given that IPA acknowledges the researcher is unable to gain direct access to the experience, the researcher will need to try to unravel what the participant is describing, this is what is described as a 'double hermeneutic'; the researcher is trying to make sense of the what the individual is also trying to make sense of A number of systematic steps have been put forward by Smith, Flowers, and Larkin (2009) which help to ensure that the researcher is able to identify emerging themes from participant(s) and produce a detailed analysis of meaningful themes first within and then across cases. Although Smith *et al.*(2009) have provided steps to analyse data using IPA, these are by no means prescriptive (Willig, 2013, p.87).

At the beginning of the research process, two methods seemed appropriate for this study 'grounded theory' and IPA. Both methods seek to gain "some form of general understanding or insight into the fundamental process (grounded theory) or essence (IPA) that characterises the phenomenon of interest" (Willig, 2013, p. 99). Both share similar analytical terms specifically about the development of *emerging* themes and categories. Additionally, both methods involve comparison of data across cases (if using more than one participant when using IPA) in order to generate a theory (grounded theory) or master themes (IPA) utilising such comparisons.

Grounded theory was originally put forward by Glaser and Strauss (1967), which involved building a theory from the data which the researcher uncovers. This has since been revised by others (e.g. Charmaz, 2006). Charmaz (2006) providing a more social constructionist version of grounded theory proposes that "categories and theories do not emerge from the data but are constructed by the researcher through an interaction with the data" (p.77, Willig, 2013). This is similar to the concept of the 'double hermeneutic circle' in IPA which considers the researcher is interpreting what the participant brings to the surface as the participant is interpreting his/her own experiences.. Grounded theory involves the collection of data and analysis of each interview as each is conducted. The method would involve the researcher formulating hypotheses from each interview and revisiting the field to test such hypotheses (see Charmaz, 2006).

Within the context of this research, IPA was chosen as the method of analysis as currently, the research which exists specifically for the experiences of Roma children in education in the UK is limited. Reflecting on the main aim of both approaches, IPA seeks to explore the lived experiences of participants whereas grounded theory seeks to develop a conceptual 'theory' thus, considering these aims, IPA appeared more appropriate. Additionally, it was thought that within grounded theory there now exists various different forms of grounded theory such as the full or abbreviated versions leading to different directions of the method. The researcher would have to consider which direction would be most appropriate to begin with. IPA is connected to the latent level of analysis as the researcher is considering each individual's meaning and their own constructs. This is linked to Heidegger's importance of interpreting the experience in and of itself, leading to the participant revealing something which is latent (see Smith et al., 2009).

Although IPA is a relatively new (and developing) approach, it has been a method used to a greater extent by psychologists; originally grounded theory was developed within the sociological context (Willig, 2013). This does not mean one is more superior to the other, however, IPA was chosen as it was believed to be the most appropriate to capture an interpretation of the lived experience of participants who took part in this exploratory study. This leads to a limitation of this method since IPA seeks to understand the experiences of the 'other' but it does not *explain* the phenomenon. The aim of phenomenological research is to describe but not explain. It could be argued that without description particularly in the richness that an IPA analysis can offer, explanations could not be accessed.

Future research could employ grounded theory to develop specific theories about Roma children in education. Such theories could be useful in helping both EPs and schools to further develop a sense of belonging and understanding of the new cultural environment in which Roma children and families live. Nevertheless, although the aim of IPA is not to explain but to describe, the findings from this study produced an analysis and discovery of some of the shaping forces of Roma children's integration within the Welsh educational system. As previously mentioned, within our society, understanding other cultures is essential and should be prioritised to encourage a more integrated

world (Armstrong, 2011). The role of the EP provides the opportunity for such integration to be developed through working with schools, children, families and the wider community.

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Appendices

A Gatekeeper letter



Address Date

Dear

I am a Doctorate in educational psychology student in the School of Psychology, Cardiff University.

As part of my doctorate I am carrying out a study on the experiences of EU Roma children and young people. I am writing to enquire whether you would be willing to allow me to recruit participants from your school to take part in this research.

My research aims to develop an understanding of the EU Roma communities in 'x'. The research will involve interviews at your school with children and teachers and/or teaching assistants at your school. I have already been in touch with the 'y' and they are aware of this study. Once permission is given by you, I will of course request consent from parents for their child to participate in this research. I am aware that for many parents, English will be an additional language in which case the consent form will be given to the parents by a person in the 'y' team.

Regarding consent from teachers, I would like for you to send out an email on my behalf in order to get some volunteer teachers and/or teaching assistants to take part in my study. Once consent is obtained from parents and teachers, I would need to conduct the research at the school premises at a convenient time to suit both children and teachers. I hope to start collecting the data for this research towards the end of this academic year. When I receive the consent forms I will be able to inform you of a more detailed timescale for the duration of the research.

Many thanks in advance for your consideration of this research.

Please let me know if you require further information.

Kind Regards,

Avegayle Terrado Thesis Supervisor: Simon Claridge Trainee educational psychologist Professional Tutor & Educational

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B (i) Consent Form, Parent- English



Consent Form for Parent

- I understand this study will involve taking part in a semi-structured interview.
- I will be able to talk about my experiences in the city and my child's education. I can choose not to answer questions if I do not wish to.
- This will take approximately 30-45 minutes.
- I understand that participation in this study is entirely voluntary and that I can withdraw from the study at any time without giving a reason.
- I understand that the semi-structured interview will be recorded using a Dictaphone.
- I understand that I am free to ask any questions at any time.
- I understand that the information provided by me will be held confidentially, such that only Avegayle Terrado can trace this information back to me individually. I understand that my data will be anonymised when the report is written and that after this point no-one will be able to trace my information back to me. I understand that I can ask for the information I provide to be deleted/destroyed at any time up until the data has been anonymised and I can have access to the information up until the data has been anonymised, which will be six weeks after the recording. The information will be retained for up to a year when it will be destroyed.
- I also allow Avegayle Terrado to interview my child/children at the school premises for this study. I understand all of the above apply to my child also if he/she chooses to participate.

I,(NAME) consent to	participate in the study conducted by
Avegayle Terrado, School of Psychology, Cardiff University with	the supervision of Simon Claridge.
Signed:	
Date:	

B (ii) Consent Form, Parent-Romanian



Formular de consimtamant pentru parinti

Universitatea din Cardiff

- Inteleg ca acest interviu va implica participarea mea intr-un interviu semi structurat.
- Voi putea sa vorbesc despre experientele mele in oras si despre educatia copilului meu. Pot alege sa nu raspund la intrebari daca doresc acest lucru.
- Acest interviu va dura aproximativ 30 45 minute.
- Inteleg ca participarea in acest studiu este **voluntara** si ca pot sa ma retrag din acest studiu in orice moment fara a da un motiv.
- Inteleg ca interviul semi structurat va fi inregistrat folosind un dictafon.
- Inteleg ca pot pune intrebari in orice moment.

Data:

• Inteleg ca informatia data de mine va fi tinuta confidentiala, ca numai Avegayle Terrado poate sa gaseasca aceasta informatie despre mine. Inteleg ca datele mele vor fi anonime cand raportul este scris, iar dupa acest punct nimeni nu va putea sa gaseasca acesta informatie. Inteleg ca pot cere ca informatia pe care o dau sa fie stearsa/distrusa in orice moment pana cand datele au fost anonimizate, iar eu pot avea acces la acesta informatie pana cand datele au fost anonimizate, acest lucru se va intampla la sase saptamani dupa inregistrare. Informatia va fi tinuta pana la un an, dupa care va fi distrusa.

Deasemea permit ca Avegayle Terrado sa intervieveze copilul/copiii in premiza scolii pentru acest

B (iii) Consent Form, Parent-Slovak



Formulár pre rodičov

- Rozumiem, že štúdia bude zahŕňať účasť na pološtruktúrovanom rozhovore.
- Budem môcť hovoriť o svojich skúsenostiach v meste a vzdelávaní môjho dieťaťa. Môžem rozhodnúť, že nebudem odpovedať na otázky, keď nebudem chcieť.
- Bude to trvať približne 30 45 minút.
- Chápem, že účasť v tejto štúdii je úplne dobrovoľná a že môžem odstúpiť zo štúdie kedykoľvek bez udania dôvodu.
- •Rozumiem, že pološtruktúrovaný rozhovor bude zaznamenaný pomocou diktafónu.
- •Rozumiem, že môžem klásť žiadne otázky kedykoľvek.
- •Rozumiem, že mnou poskytnuté informácie budú spracované dôverne, ako aj že len Avegayle Terrado môže sledovať túto informáciu osobne. Chápem, že moje údaje budú anonymizované, keď je správa napísaná, a že po tomto okamihu nebude nikto môcť sledovať tieto informácie spätne. Chápem, že môžem požiadať o vymazanie / zničenie informácií, ktoré som poskytol kedykoľ vek až do dátumu anonymizovania a môžem mať prístup k informáciám, až do dátumu anonymizovania, ktorý bude šesť týždňov po nahrávaní . Informácie sa budú uchovávať po dobu jedného roka, kedy bude odstránené.

že všetko vyššie uvedené pla	latí aj pre moje dieťa aj keď on / ona sa rozhodne zúčastniť.					
Ja	(meno) súhlasím s účasťou v štúdii uskutočnenej					
Avegayle Terrado, študentor	n školskej psychológie, Cardiff University s dohľadom Simon Claridge.					
Podpísané:						
Dátum:						

• Povoľujem tiež Avegayle Terrado vypočuť moje dieťa / deti v areáli školy pre túto štúdiu. Chápem,

C (i) Consent Form, Child- English



Consent Form

For children

I understand that:

- This study is about my experience in school
- It will take about 30-45 minutes
- My teacher knows that I am here
- My parents know I am here
- That what we talk about will be recorded
- I can ask questions to help me understand what is being asked
- I don't need to answer all questions if I don't want to
- I can ask to leave at any time if I want to and I don't need to explain why

Once I have finished speaking about my experiences I know that:

,	My answers will be kept confidential and anonymous (so other people won't be able to know who I am) My answers will be kept for up to 6 weeks after that they will be destroyed.						
I,Avegayle Terrado, School of Psyc	(NAME) consent to participate in the study conducted by chology, Cardiff University with the supervision of Simon Claridge.						
Signed:							
Date:							

C (ii) Consent Form, Child-Romanian



Formular de consimtaman Pentru copii/ persoane tinere Universitatea din Cardiff

Inteleg ca:

- Acest studiu este despre experienta mea in scoala
- Va dura aproximativ 30-45 minute
- Profesoara mea stie ca sunt aici
- Parintii mei stiu ca sunt aici
- Ceea ce vorbim va fi inregistrat
- Pot pune intrebari ca sa ma ajute sa inteleg ceea ce mi se cere
- Nu trebuie sa raspund la toate intrebarile daca nu doresc acest lucru
- Pot cere sa plec in orice moment daca doresc si nu trebuie sa explic de ce.

Odata ce am terminat de vorbit despre experientele mele stiu ca:

•	Raspunsurile mele vor fi tinute pana la 6 saptamani dupa care vor fi distruse.
	Eu,

Raspunsurile mele vor fi tinute confidentiale si anonime (alte persoane nu vor putea sa stie cine sunt)

Data:

Semnatura:

C (iii) Consent Form, Child- Slovak



Formulár pre deti

Uvedomujem si, že:
• Táto štúdia je o mojej skúsenosti v škole
• Bude to trvať asi 30-45 minút
• Môj učiteľ vie, že som tu
Moji rodičia vedia, že som tu
• Že to, o čom budeme hovoriť bude zaznamenané
 Možem klásť otázky, aby mi pomohli pochopiť, čo je žiadané
• Nemusím odpovedať na všetky otázky, ak nechcem
• Môžem požiadať kedykoľvek prestať, ak chcem, a nemám potrebu vysvetliť, prečo
• Po dohovorení o svojich skúsenostiach viem, že:
• Moje odpovede budú považované za dôverné a anonymné (aby ostatní ľudia nemali možnosť vedieť, kto som)
 Moje odpovede budú uchované po dobu až 6 týždňov po tom, budú zničené.
Ja (meno) súhlasím s účasťou v štúdii uskutočnenej Avegayle Terrado, študentom školskej psychológie, Cardiff University s dohľadom Simon Claridge.
Podpísané:
Dátum:

D Consent Form, Teacher



Consent Form for Teacher

I understand that my participation in this study will involve taking part in a semi-structured interview where the discussion will be based on my experiences with teaching Roma children. This will take approximately 30-45 minutes.

I understand that participation in this study is entirely voluntary and that I can withdraw from the study at any time without giving a reason.

I understand that the semi-structured interview will be recorded using a Dictaphone.

I understand that I am free to ask any questions at any time.

I understand that the information provided by me will be held confidentially, such that only Avegayle Terrado can trace this information back to me individually. I understand that my data will be anonymised when the report is written and that after this point no-one will be able to trace my information back to me. I understand that I can ask for the information I provide to be deleted/destroyed at any time up until the data has been anonymised and I can have access to the information up until the data has been anonymised, which will be six weeks after the recording. The information will be retained for up to a year when it will be destroyed.

I, Avegayle Terrado, School of Psychology,	(NAME) consent to participate in the study conducted by Cardiff University with the supervision of Simon Claridge.
Signed:	
Date:	

E (i) Questionnaire, Parent- English

Demographic details will be collected from parents:

Please complete the following questions, you are free to miss questions out if you do not want to answer them:

Are you:

Under 20	
20 or over	
30 or over	
40 or over	
50 or over	

Length of stay in UK:

Under 12	
months	
1-2 years	
3-4 years	
5-6 years	
7-8 years	
9-10 years	
Over 10	
years	

Gender:

Male	
Female	

Nationality:
Ethnicity:
Languages spoken:

Educational level:

No formal education	
Some primary school	
All of primary school	
Some of secondary	
school	
All of secondary school	
Further	
Education/Vocational	

In your first language how well can you: (10=very well 0=not at all)

Read	10	9	8	7	6	5	4	3	2	1	0
Write	10	9	8	7	6	5	4	3	2	1	0

E (i) Questionnaire, Parent-Romanian

Detaliile demografice vor fi adunate de la parinti:

(Demographic details Parents)

Va rog sa completati urmatoarele intrebari, puteti sari intrebari la care nu doriti sa raspundeti:

~	
Viin	toti.
Dun	teti:

Sub 20	
20 sau mai mult	
30 sau mai mult	
40 sau mai mult	
50 sau mai mult	

Perioada locuirii in Marea Britanie

Nationalitate:		
Grup etnic:		
Limbi vorbite:		

Gen

ani

Barbat	
Femeie	

Nivelul de educatie

	 Wivelai de eddedile
Sub 12 luni	INICIO GUUCAUG IOI IIIAIA
	Putina scoala primara
1-2 ani	Toata scoala primara
	Putin liceu
3-4 ani	Tot liceul
	Invatamant postscolar/ Profesionala
5-6ani	
	Nivel mai ridicat(va rog sa specificati)
7-8ani	
9-10 ani	
peste 10	

In prima d/voastra limba, cat de bine puteti sa: (10 = foarte bine; 0 = deloc)

Cititi	10	9	8	7	6	5	4	3	2	1	0
Scrieti	10	9	8	7	6	5	4	3	2	1	0

E (i) Questionnaire, Parent-Slovak

Demografické údaje budú zhromažďované od rodičov:

Vyplňte, prosím nasledujúce otázky, máte možnosť vynechať otázky, ak nechcete na ne odpovedať: Vek:

Pod 20	
20 a viac	
30 a viac	
40 a viac	
50 a viac	

Národnosť:

Etnická skupina:

Jazykové znalosti:

Pohlavie:

Muž	
Žena	

Úroveň vzdelania:

Žiadne formálne vzdelanie	
Neukončená základná škola	
Ukončená základná škola	
Neukončená stredná škola	
Ukončená stredná škola	
Ďalšie vzdelávanie / odborné	
Vyššia úroveň (uveďte):	

Dĺžka pobytu vo Veľkej Británii:

Menej ako12 mesiacov	
1-2 roky	
3-4 roky	
5-6 rokov	
7-8 rokov	
9-10 rokov	
Viac ako 10 rokov	

Vo svojom prvom jazyku, ako dobre môžete: (10 = veľmi dobre = 0 vôbec nie)

Čítať	10	9	8	7	6	5	4	3	2	1	0
Písať	10	9	8	7	6	5	4	3	2	1	0

F (i) Questionnaire, Child- English

Completed verbally and translated where appropriate

Demographic details will be collected from children:

Please complete the following questions, you are free to miss questions out if you do not want to answer them:

- 1) How old are you?
- 2) Are you male or female?
- 3) Which country were you born in?
- 4) How long have you been studying at this school?
- 5) When did you move to the UK?:

Under 12	
months	
1-2 years	
3-4 years	
5-6 years	
7-8 years	
9-10 years	
Over 10	
years	

6) Languages spoken:

G Questionnaire, Teacher

Demographic details will be collected from teachers:

Please complete the following questions, you are free to miss questions out if you do not want to answer them.

Are you:	
Under 20	
20 or over	
30 or over	
40 or over	
50 or over	

Gender:

Male	
Female	

Position in

School:

Matianality

Length of time as a teacher at this school:

Languages spoken:

Under 12	
months	
1-2 years	
3-4 years	
5-6 years	
7-8 years	
9-10 years	
Over 10	
years	

H (i) Questions for Interviews, Parent- English

1) Where did you live before coming to the UK?
2) a Did you live somewhere else before moving to 'x' and where?
2) b If yes, what was life like for you there?
3) What is the main reason you chose to move to the UK?
4)What was your experience like when you first moved here? What do you enjoy about living in this city?
5) Do you see other parents from the Roma community? What is it like when you're together?
6) Did your child go to school in 'x'? What was there experience like? Which school does your child/children go to?
7) How did you find out about the school and what has their experience been like?
8) Why did you choose to send your child there?
9) What are your views on education?
10) What was your experience like in your education?
11) What is different in the Roma culture compared to the Welsh culture?
12) What do you think about the school that your child goes to?
13) Have you thought about where 'x' will go for secondary school?
14) What are your views about Secondary schools in the UK?
15) On a scale of 1-10, 1 being the worst things could be and 10 being the best things could be, how would you rate secondary school?
16) Do you have any ideas of what you would like for your child to do when he/she is older?
17) How does your level of English impact on your interactions with others?

H (ii) Questions for Interviews, Parent-Romanian

- 1. Unde ati locuit inainte sa veniti in Marea Britanie?
- 2. a) Ati locuit in alta parte inainte sa va mutate la "x"?
- 2. b) Daca da, unde ati locuit?
- 3. Care este motivul principal pentru care ati dorit sa va mutati in Marea Britanie?
- 4. Ce va place depre acest oras?
- 5. Va intalniti cu alti parinti din comunitatea de rromi? Petreceti timp cu familiile de rromi?
- 6. La ce scoala merge/merg copilul/copiii d/voastra?
- 7. Cum ati aflat despre scoala?
- 8. De ce ati ales sa va trimiteti copilul acolo?
- 9. Ce credeti despre educatie?
- 10. Care a fost experienta d/voastra in educatie?
- 11. Care este diferit in cultura rromilor in comparatie cu cultura Galeza (Welsh)?
- 12. Ce credeti despre scoala la care merge copilul d/voastra?
- 13. V-ati gandit unde va merge "x" la liceu?
- 14. Care sunt parerile d/voastra despre licee, in Marea Britanie?
- 15. Pe o scara de la 1 -10, 1 fiind cele mai rele lucruri, iar 10 fiind cele mai bune lucruri, cum ati evalua liceele aici?
- 16. Ce v-ar face sa mutati 1 mai insus pe scara? Ce ar fi diferit? Ce ar schimba?
- 17. Aveti idee ce ati dori ca fiul/fiica d/voastra sa fie cand este mai mare?

H (iii) Questions for Interviews, Parent-Slovak

1) Kde ste žil pred príchodom do Veľkej Británie? 2) a žil ste niekde inde, než ste sa presťahovali do "x"? 2) b Ak áno, kde ste žil? 3) Aký je hlavný dôvod, prečo ste sa rozhodli presťahovať do Veľkej Británie? 4) Čo si myslíte o živote v tomto meste? 5) Vídate iné rodiny z rómskej komunity? Trávite čas s rómskymi rodinami? 6) Do ktorej školy sa vaše dieťa / deti chodia? 7) Ako ste sa dozvedeli o škole? 8) Prečo ste sa rozhodli poslať svoje dieťa tam? 9) Aký je Váš názor na vzdelanie? 10) Aká bola Vaša skúsenosť vo vzdelaní? 11) Čímsa líši v rómsk kaultúra v porovnaní s kultúrou Walesu? 12) Čo si myslíte o škole, kam chodí vaše dieťa? 13) Už ste premýšľali o tom, kde "x" chce ísť na strednú školu? 14) Aké sú vaše názory na stredných školách vo Veľkej Británii? 15) Na stupnici 1-10, 1 je najhoršie, čo by mohlo byť a 10 najlepšie veci mohli byť, ako by ste ohodnotil stredné školy tu? 16) Čo by pomohlo, aby sa presunul o 1 bod stupnice? Čo by malo byť iné? Čo by sa zmenilo? 17) Máte nejaké nápady, čo by ste chceli, aby Vaše dieťa robilo, keď on / ona bude staršia?

I (i) Questions for Interviews, Child- English

For Children in Year 5 & 6

1) Where did you live before coming to the UK?
2) Did you go to school there? If so what was it like, what do you remember about it?
3) a Did you live somewhere else before moving to 'x'?
3) b If yes, where did you live?
4) Why do you think your parents chose to move here?
5) What do you enjoy about living in this city?
6) Tell me about your time at this school?
7) Did you know any English before coming to this school? How did you feel about this?
8) What do you enjoy at school?
9) Who do you find helpful at school?
10) Who do you play with at play times? Are they from the Roma community too?
11) Do you think your classmates treat you fairly?
12) How do you feel about talking with your peers about your Roma culture?
13) What do you enjoy outside of school?
14) Have you thought much about going to high school?
15) How do you feel about moving to high school?
For children in Year 7 onwards
1) Where did you live before coming to the UK?
2) Did you go to school there? If so what was it like, what do you remember about it?

3) a Did you live somewhere else before moving to 'x'?
4) b If yes, where did you live?
5) Why do you think your parents chose to move here?
6) What do you enjoy about living in this city?
7) Did you know any English before coming to this school? How did you feel about this?
8) Tell me about your time at this school?
9) How have you found high school so far?
10) What have you enjoyed?
11) What do you find helpful in school?
12) Is there anything which you would find helpful for your learning in school?
13) Who do you hang around with at break and lunch times? Are they from the Roma community too?
14) Do you think your classmates treat you fairly?
15) How do you feel about talking with your peers about your Roma culture?
16) What do you enjoy outside of school?
17) Have you thought about what you would like to do after high school?

I (ii) Questions for Interviews, Child-Romanian

Pentru copiii claselor a 5a si a 6a

- 1. Unde ai locuit inainte sa vii in Marea Britanie?
- 2. Ai mers la scoala acolo? Daca da, cum a fost, ce iti amintesti despre scoala?
- 3. a)Ai locuit in alta parte inainte sa te muti in "X"?
- 3. b) Daca da, unde ai locuit?
- 4. De ce crezi ca parintii tai au ales sa se mute aici?
- 5. Ce iti place despre acest oras?
- 6. Spune/mi despre timpul tau in aceasta scoala?
- 7. Ai stiut engleza inainte sa vii la aceasta scoala?
- 8. Ce iti place la scoala?
- 9. Ce gasesti de ajutor la scoala?
- 10. Cu cine te joci in pauza? Sunt ei/ele, deasemenea, din comunitatea de rromi?
- 11. Consideri ca, colegii tai de clasa te trateaza corect?
- 12. Te simti bucuros sa vorbesti despre cultura rromilor cu alti copii?
- 13. Ce iti place in afara scolii?
- 14. Te/ai gandit mult cand o sa mergi la liceu?
- 15. Cum te simti despre mutarea la liceu?

Pentru copiii din clasele 7&8

- 1. Unde ai locuit inainte sa vii in Marea Britanie?
- 2. Ai mers la scoala acolo? Daca da, cum a fost, ce iti amintesti despre scoala?
- 3. a)Ai locuit in alta parte inainte sa te muti in "X"?
- 4. b) Daca da, unde ai locuit?
- 5. De ce crezi ca parintii tai au ales sa se mute aici?
- 6. Ce iti place despre acest oras?
- 7. Ai stiut engleza inainte sa vii la aceasta scoala?
- 8. Spune/mi despre timpul tau in aceasta scoala?
- 9. Cum te simti la liceu pana acum?
- 10. Ce iti place?
- 11. Ce gasesti de ajutor de scoala?
- 12. Este ceva care te/ar putea ajuta cu invatatul in scoala?
- 13. Cu cine stai/te plimbi la pauza si la pranz? Sunt ei/ele, deasemenea din comunitatea de rromi?
- 14. Consideri ca, in clasa, colegii tai te trateaza corect?
- 15. Te simti bucuros/bucuroasa sa imparti identitatea ta culturala cu alti copii?
- 16. Ce iti place in afara scolii?
- 17. Te/ai gandit ce ai dori sa faci dupa liceu?

I (iii) Questions for Interviews, Child- Slovak

Pre deti z ročníkov 5 a 6

- 1. Kde ste žili pred príchodom do UK?
- 2. Navštevovali ste tam školu? Ak áno, aké to bolo, čo si o tom pamätáte?
- 3.a) Bývali ste niekde inde v UK predtým ako ste sa presťahovali do 'x'?
 - b) Ak áno, kde ste bývali?
- 4. Prečo sa sem podľa teba rodičia rozhodli presťahovať?
- 5. Čo sa ti páči na živote v tomto meste?
- 6. Povedz, ako sa tu máš v škole.
- 7. Vedel/a si rozprávať po anglicky pred príchodom do tejto školy?
- 8. Čo sa ti v tejto škole páči?
- 9. Kto sa ti v škole zdá byť nápomocný?
- 10. S kým tráviš prestávky?
- 11. Myslíš, že sa spolužiaci k tebe správajú férovo?
- 12. Nemáš problém rozprávať sa s ostatnými deťmi o tvojej rómskej kultúre, pôvode?
- 13. Čo rád/a robíš keď nie si v škole?
- 14. Rozmýšľal/a si o tom, že budeš chodiť na strednú školu?
- 15. Aké sú tvoje pocity o tom, že máš začať chodiť na strednú školu?

Pre deti z ročníkov 7 a 8

- 1. Kde ste žili pred príchodom do UK?
- 2. Navštevovali ste tam školu? Ak áno, aké to bolo, čo si o tom pamätáte?
- 3. Bývali ste niekde inde v UK predtým ako ste sa presťahovali do 'x'?
- 4. Ak áno, kde ste bývali?
- 5. Prečo sa sem podľa teba rodičia rozhodli presťahovať?
- 6. Čo sa ti páči na živote v tomto meste?
- 7. Vedel/a si rozprávať po anglicky pred príchodom do tejto školy?
- 8. Povedz, ako sa tu máš v škole.
- 9. Ako sa ti doteraz v strednej škole páči?
- 10. Čo sa ti páči?

- 11. Čo ti v škole pomáha?
- 12. Čo by ti, podľa tvojho názoru, pomohlo v učení v škole?
- 13. S kým tráviš prestávky a obed? Sú taktiež Rómovia?
- 14. Myslíš, že sa spolužiaci k tebe správajú férovo?
- 15. Máš/Nemáš problém rozprávať sa o svojom pôvode s ostatnými deťmi?
- 16. Čo rád/rada robíš keď nie si v škole?
- 17. Rozmýšľal/a si o tom, čo by si rád/rada robil/a po skončení strednej školy?

J Questions for Interviews, Teacher

For Teachers and/or Teaching Assistants in Primary Schools

1) Are you aware of the Roma history?
2) What do you perceive the needs of Roma children?
3) How has your experience been when teaching Roma children? Tell me about your experience
4) What extra support do you feel Roma children may need?
5) How do you prepare children for the transition into Secondary school?
6) Have there been any incidents of racism or bullying for Roma pupils at this school?
7) How do you celebrate diversity in this school?
For Teachers and/or Teaching Assistants in Secondary Schools
1) Are you aware of the Roma history?
2) What do you perceive the needs of Roma children?
3) How has your experience been when teaching Roma children? Tell me about your experience
4) What extra support do you feel Roma children may need?
5) How do you welcome children from primary schools?
6) How do you celebrate different cultures within the school?

K (i) Debrief Form, Parent- English



Debrief Form for Parents

Thank you very much for taking part in this study.

The aim of this research was to investigate the experiences of Roma children and young people in school. As parents, your views on your child's education are really important.

Other parents, teachers and children were asked to take part in this study. All participants were asked to complete a questionnaire requesting general details about the person. Each participant was then interviewed and asked a number of questions relating to experiences in school. Teachers were asked about their experiences in teaching children from the Roma community.

Please be assured that your data will be held anonymously and confidentially. You have the right to withdraw your data without explanation up until the point your data is anonymised which will be between six weeks after the recording.

If you have any questions, please do not hesitate to contact me.

E-mail: AvegayleTerrado@monmouthshire.gov.uk or terradoa1@cf.ac.uk

If you have any queries or complaints to raise with my research supervisor at the University, please contact:

Simon Claridge

Email: sapsc1@groupwise.cf.ac.uk

K (ii) Debrief Form, Parent-Romanian



Multumesc foarte mult pentru ca luati parte in acest studiu!

Scopul acestei cercetari a fost sa investighez experientele copiilor Rromi si a tinerilor in scoala. Ca parinti, parerile despre educatia copilului d/voastra sunt foarte importante.

Alti parinti, profesori si copii au fost rugati sa ia parte in acest studiu. Toti participantii au fost rugati sa completeze un chestionar, prin care s/au cerut detalii generale despre persoana. Fiecare participant a fost apoi intervievat si a fost intrebat un numar de intrebari cu relatare la experientele in scoala. Profesorii au fost intrebati despre experientele lor, educand copiii din comunitatea de rromi.

Va rog sa notati ca datele d/voastra vor fi tinute anonime si confidentiale. Aveti dreptul sa retrageti datele fara explicatie pana cand datele d/voatra au fost anonimizate, asta va fi intre sase saptamani dupa inregistrare.

Daca aveti intrebari, va rog sa nu ezitati sa ma contactati.

E- mail terradoa1@cf.ac.uk

Daca aveti intrebari sau nemultumiri si doriti sa le ridicati cu supraveghetorul meu de cercetare, la universitate, va rog sa il contactati pe:

Simon Claridge

Email: sapsc1@groupwise.cf.ac.uk

K (iii) Debrief Form, Parent-Slovak



Informácie pre zúčastnených rodičov

Ďakujem, že ste sa zúčastnili tejto štúdie.

Cieľom tejto štúdie bolo preskúmať skúsenosti rómskych detí a mladých ľudí v škole. Vaše rodičovské názory na vzdelanie Vášho dieťaťa sú veľmi dôležité.

Ďalší rodičia, učitelia a deti sa taktiež zúčastňujú tejto štúdie. Všetkých zúčastnených sme požiadali o vyplnenie dotazníka so všeobecnými údajmi o zúčastnených. S každým zúčastneným bol následne urobený rozhovor obsahujúci otázky týkajúce sa skúseností so školou. Učitelia sú dotazovaní o ich skúsenostiach s výučbou detí z rómskej komunity.

Ubezpečujeme Vás, že Vaše osobné údaje budú spracované a uchovávané v anonymite. Máte právo zrušiť Vašu účasť a vyžiadať si Vaše údaje bez akéhokoľvek vysvetlenia až do doby, kedy budú odpovede všetkých zúčastnených anonymizované (to znamená, že ich už nebude možné identifikovať), čo by malo byť 6 týždňov od nahrávania.

Ak máte akékoľvek otázky, prosím neváhajte a kontaktujte ma na e-mailovej adrese:

AvegayleTerrado@monmouthshire.gov.uk alebo terradoa1@cf.ac.uk

V prípade akýchkoľ vek sťažností a nejasností súvisiacich s touto štúdiou kontaktujte prosím môjho nadriadeného z univerzity:

Simon Claridge

E-mail: sapsc1@groupwise.cf.ac.uk

L (i) Debrief Form, Child- English



Debrief Form for Children

Thank you very much for taking part in this study!

I wanted to find out about the experiences of Roma children and young people in school.

Some parents, teachers and other children were asked to take part in this study. All people who took part told me about how they felt about school and education.

Please remember that your answers will not include your name so no one will know who you are. If you change your mind about being part of this study then please tell your teacher and I can delete your interview from the recording if you would like me to, you can do this up until 6 weeks after you met me.

If you want to find out more about this study, please tell your teacher and he/she will let me know!

L (ii) Debrief Form, Child-Romanian



Chestionar pentru copii

Multumesc foarte mult pentru ca luati parte in acest studiu!

Am dorit sa aflu despre experientele copiilor Rromi si a tinerilor in scoala.

Unii parinti, profesori si alti copii au fost rugati sa ia parte in acest studiu. Toate persoanele care au luat parte mi/au comunicat ce au simtit despre scoala si educatie.

Va rog sa va amintiti ca raspunsurile voastre nu vor include numele vostru, prin urmare nimeni nu va sti cine sunteti. Daca va razganditi sa luati parte in acest studiu, va rog sa/i comunicati profesorului vostru si pot sa sterg interviul inregistrat daca doriti acest lucru, puteti face asta pana la 6 saptamani dupa ce m/ati cunoscut.

Daca doriti sa aflati mai multe despre acest studiu, va rog sa/i comunicati profesorului/profesoarei voastre, iar el/ea ma va instiinta.

L (iii) Debrief Form, Child-Slovak



Informácie pre zúčastnené deti

Ďakujeme Vám za to, že ste sa zúčastnili tejto štúdie!

Chcela som zistiť, aké skúsenosti majú rómske deti a mládež v škole.

Niektorí rodičia, učitelia ako aj ďalšie deti sa taktiež zúčastnili tejto štúdie. Všetci zúčastnení hovorili o tom, čo si myslia o škole a vzdelaní.

Ubezpečujeme Vás, že Vaše meno nebude uvedené v žiadnej z odpovedí a nikto sa nedozvie Vašu totožnosť. Ak zmeníte názor a nebudete chcieť ostať súčasťou tejto štúdie, informujte prosím svojho učiteľa a rozhovor s Vami bude zmazaný zo záznamu – toto je možné urobiť do 6 týždňov od nášho stretnutia.

Ak sa chcete dozvedieť viac o tejto štúdii, prosím informujte svojho učiteľa, ktorý ma bude kontaktovať.

M Debrief Form- Teacher



Debrief Form for Teachers

Thank you very much for taking part in this study.

The aim of this research was to investigate the experiences of Roma children and young people in school. As teachers, your views on Roma children's education are really important in order to arrive at a detailed picture of Roma children's needs.

Other teachers, parents and children were asked to take part in this study. All participants were asked to complete a questionnaire requesting general details about the person. Children were asked a number of questions relating to their experiences in school. Parents were asked about their own experiences of school, and how they felt about education in the UK.

Please be assured that your data will be held anonymously and confidentially. You have the right to withdraw your data without explanation up until the point your data is anonymised which will be between six weeks after the recording.

If you are interested, some key articles were used to devise the rationale for this research, which include:

- Bhopal, K. (2004). Gypsy Travellers and education: changing needs and changing perceptions. *British Journal of Educational Studies*, 52(1), 47-64.
- Cardiff's Ethnic Minorities Communities First (2011). *EU Roma Communities in Cardiff- Community Needs Analysis Report.* Cardiff: Ethnic Minorities Communities Programme.
- Department for Education (DfE) (2010). *Improving the Outcomes for Gypsy, Roma and Traveller Pupils: Final Report.* London: DfE.
- Estyn (2011). The Education of Gypsy Traveller Pupils- An Update on Provision in Secondary Schools. Cardiff: Estyn.
- Fremolvá, L., 2009. The Movement of Roma from New EU Member States: A mapping survey of A2 and A8 Roma in England, Patterns of settlement and current situation of the new Roma communities. (European Dialogue for DCSF). Accessed 01 December 2012 at http://equality.uk.com/Resources_files/movement_of_roma.pdf
- Fremolvá, L., & Ureche, H. (2011). *From Segregation to Inclusion: Roma Pupils in the United Kingdom- A Pilot Research Project.* Suffolk: Equality and the Roma Education Fund.
- Jones, G. Powell, R. Reakes, S. (2006). *Research into the Education of Gypsy Traveller Children in Wales*. Cardiff: National Research for Educational Research.
- Welsh Assembly Government. (2012). 'Travelling to a Better Future' Gypsy and Traveller Framework for Action and Delivery Plan. Cardiff: WAG.

If you have any questions, please do not hesitate to contact me.

E-mail: AvegayleTerrado@monmouthshire.gov.uk or terradoa1@cf.ac.uk

If you have any queries or complaints to raise with my research supervisor at the University, please contact: Simon Claridge, Email: sapsc1@groupwise.cf.ac.uk

N Ethics Proforma



SCHOOL OF PSYCHOLOGY, CARDIFF UNIVERSITY ETHICS PROFORMA



Form version 1.8

Guidelines for completing this form

- You should save this document with the following type of Filename: Username_Title.xls
 where Username refers to the 1st Researcher's university username and Title refers to the
 project title.
- All sections marked YELLOW should be completed.
- 3) Click on the blue and white questionmark symbol for more info on an adjacent section
- 4) All supporting attachments should be either Word or PDF format. Please combine multiple documents of the same format into one.
- 5) When completed, this document and any supporting material should be emailed to psychethics@cardiff.ac.uk by the permanent member of staff associated with the project. Please ensure that emails are sent via the Cardiff University Network using your Cardiff email address.

Cardiff email address.	e sent via the Cardiff University Network using)
Project Type	
Select one option:	
○ Staff Project	
Postgraduate Project	
O Undergraduate Project	
1	7
Select if submission is for:	
 Standard 	
O Level 2 Practical	
○ Generic	
NB. Undergraduate projects MUST be \$	standard Submission Type
Tibi ondorgradado projecto meor be e	turida da d
If project comes under supervisor's generi	c approval, please provide the EC
reference number	
Submission date	
25 Oct 2012	
Title of Project	
Learning from Professionals: The Work of Authorites	the Educational Psychologist in Five Local
Addiones	
Applicant's Email Address	
terradoa1@cf.ac.uk	0

Page 2 of 10 Ethics proforma

1 2 3 4 5 6 7 8 9	Nar	ne of researcher(s) (Please list all researchers or with the applicant first) me of supervisor (for student research) on Claridge	n separate	Status (e.g. UG/PG, ext		
	with	ne of permanent member of staff associated the project on Claridge	(e.g. Jones	of permanen sA@cardiff.a roupwise.cf.	c.uk)	of staff
			. 03			
				YES	NO	NOT APPLICAB
	1	I will describe the main experimental procedures participants in advance, so that they are informed what to expect.		● YES	O NO	O N/A
	2	I will tell participants that their participation is vo and that they may withdraw from the research a and for any reason.		YES	○ NO	○ N/A
	3	I will obtain written consent for participation (this consent to be observed in observational studies		① YES	○ NO	O N/A
	4	The data are to be stored anonymously (i.e. the the person IS NOT linked directly or indirectly w data).			○ NO	○ N/A
	5	I will debrief participants at the end of their participants, i.e. give them a brief explanation of the study a explicit opportunity to comment and ask question	nd an	YES	○ NO	○ N/A
	6	With questionnaires, I will give participants the comitting questions they do not want to answer.	option of	YES	○ NO	○ N/A
		e: If you have ticked No to any of Q1-6 please giverent and submit with this form.	ve an expla	nation as to	why in se	parate word
				YES	NO	NO1 APPLICAB
	7	The research is observational without consent a involves any covert recording.	and/or	O YES	® NO	O N/A
	8	The research involves deliberately misleading participants.		○ YES	● NO	○ N/A
	9	Do participants fall into any of the following spec guidelines, and tick box B below. Note that you may also need to obtain satisfa				
		clearance (or equivalent for overseas studen				

Page 3 of 10 Ethics proforma

I wi	Il be recruiting:			
а	People on premises other than Cardiff University? (if yes, please include letter asking permission to recruit from relevant authority).		○ NO	O N/A
b	Children (under 18 years of age).	O yes	® NO	O N/A
С	People with learning or communication difficulties.	O YES	® NO	O N/A
d	Patients (NHS ethical approval will be required).	O YES	® NO	O N/A
е	People lacking capacity to give consent (NHS ethical approval will be required)	O YES	● NO	○ n/a
f	People in custody.	O YES	● NO	O N/A
g	People engaged in illegal activities, for example drug taking.	O YES	● NO	O N/A

Note: If you have ticked Yes to 7, 8 or 9(a-g) you should normally tick box B in the next section; if not, please give a full explanation on a separate sheet.

There is an obligation on the lead researcher to bring to the attention of the School Research Ethics Committee any issues with ethical implications not clearly covered by the above checklist.

PLEASE SELECT EITHER BOX A OR BOX B BELOW AND PROVIDE THE DETAILS REQUIRED IN SUPPORT OF YOUR APPLICATION THEN SIGN THE FORM.

A. I consider that this project has no significant ethical implications to be brought before the School Research Ethics Committee.
brought before the School Research Ethics Committee.
Give a brief description of the experiment (approximately 200 words). Include study rationale and theoretical constructs as well as brief information about: participants (e.g., number, age, sex, recruitment method, group assignment), apparatus and materials (e.g., stimuli, names of questionnaire) and procedure (e.g., what will happen to participants). Any exclusions must be scientifically justified. Tip: To insert line breaks within a cell use Alt+Enter on a PC and Cmd+Option+Return on a Mac.
Please see attached proposal.

В	I consider that this project may have ethical implications that should be brought before the School Research Ethics Committee, and/or it will be carried out with children or other vulnerable populations.
If y	ou have checked BOX B, please provide all the further information listed below in a
sep	parate attachment. Please number the pages.
i	Title of project
ii	Purpose of project and its academic rationale.
III	Brief description of methods and measurements.
iv	Participants: recruitment methods, number, age, gender, exclusion/inclusion criteria.
v	Consent and participant information arrangements, debriefing.
v vi	A clear but concise statement of the ethical considerations raised by the project and how you intend to deal with them.
vii	Estimated start date and duration of project.
	This form should be submitted to the School Research Ethics Committee for consideration.

If any of the above information is missing, your application will be returned to you.

10a Do	o you collect human tissue?	O YES	● NO
the	yes is ticked then 10b needs to be completed, and you must inform e HTA Officer immediately:		
HI	TA@cf.ac.uk		
ac	confirm that the relevant Human Tissue Act considerations, in coordance with University policy and School requirements, have sen taken into account for the proposed research.	Check to	confirm
11 Do	pes your study include the use of a drug?	○ YES	● NO
	yes you must inform the Research Governance team immediately sqov@cf.ac.uk		
wit	confirm that the relevant health and safety measures, in accordance th University policy and School requirements, have been taken into account for the proposed research.	☑ Check to	confirm
ac	confirm that the relevant equality and diversity considerations, in coordance with University policy and School requirements, have een taken into account for the proposed research.	✓ Check to	confirm
	ill research involve working with children and/or vulnerable adults? yes is ticked then 14b needs to be completed.	○ YES	● NO
	l		
	confirm that the University's Safeguarding Children and Vulnerable	Check to	confirm
	dults Policy 2010 has been read and understood; and I have impleted the Guidance for Researcher's Checklist	_ CIRCA (D	CONTRACTOR OF THE PARTY OF THE

15 I am familiar with the BPS Guidelines for ethical practices in psychological research (and have discussed them with the other researchers involved in the project).

✓ Check to confirm

INFORMATION FOR PERMANENT MEMBER OF STAFF ONLY

I confirm as the permanent member of staff, by forwarding this documentation to the Ethics Committee, I have read this application and consider it suitable for ethical review.

O Details of Participants

Table 1. Parent demographic details

Participant Number	Name	Gender	Age	Nationality	Ethnicity	Languages spoken	Time in UK	Highest qualification	In 1 st lang how well and (10-0	can you
									read	write
2	Erik (father of David)	М	40 or over	Romanian	Roma	Romani, Romanian, very little English	3-4 years	All of primary Further education	10	10
7	Roxana (legal guardian of Madalina)	F	30 or over	Romanian	Roma	Romani, Romanian, very little English	1-2 years	Some primary	6	6
8	Sabina (mother of Isadora)	F	30 or over	Romanian	Roma	Romanian	5-6 years	Some secondary	3	3
9	Darius (father of Stefan)	M	30 or over	Romanian	Romanian	Romanian, German, Spanish	5-6 years	Some primary	10	10
15 (wife) 16	Jana (mother of Jarik)	F	30 or over	Slovak	n/a	Slovak	8 years	All of primary	10	10
(husband)	Marek (father of Jarik)	M	30 or over	Slovak	n/a	Slovak	8 years	Vocational qualification	10	10
18	Daniela (mother of Kamila)	F	20 or over	Slovak	Slovak	Slovak	7-8 years	Some secondary	10	10
19	Gabriela (mother of Kristian)	F	30 or over	Slovak	Slovak	Slovak	1-2 years	All of primary	10	10

NB. Parents and their respective child are denoted via the colour scheme.

All names are pseudonyms

Table 2. Children demographic details

Participant Number	Name	Gender	Age	School	Country of Birth	Length of time at this school	Length of time in UK	Languages spoken
3	David	M	10	Primary	Spain	3-4 years	3-4years	Spanish, Romani
4	Stefan	М	11	Primary	Argentina	3-4 years	3-4 years	Romanian, Romani, Spanish, English
6	Madalina	F	13	Secondary	Romania	Under 12 months	Under 12 months	Romanian, English
14	Isadora	F	15	Secondary	Romania	3-4 years	5-6 years	Romanian, Romani, English
17	Jarik	М	12	Secondary	Slovakia	1-2 years	8 years	Romani, Slovak, French, Spanish, English
20	Kamila	F	12	Secondary	Slovakia	1-2 years	7-8 years	Slovakian, Romani, English
21	Kristian	M	12	Secondary	Slovakia	1-2 years	1-2 years	Slovakian, Romani

NB. All names are pseudonyms

Table 3. Teacher demographic details

Participant Number	Name	Gender	Age	Nationality	Ethnicity	Position in school	Length of time as a teacher at this school	Languages spoken
1	Sandra	F	40 or over	British	British	Class teacher	Over 10 years	English
5	Elena	F	30 or over	Romanian	Romanian	Bilingual teaching assistant	3-4 years	Romanian, Italian, English
10	Caterina	F	30 or over	Slovak	Hungarian	EAL teacher	2 years	Hungarian, Slovak, English
11	Brian	М	40 or over	Welsh	White British	PE teacher and Head of KS3	Over 10 years	English
12	Anna	F	50 or over	Welsh	White British	ALNCo and Science teacher	Over 10 years	Welsh, English
13	Angharad	F	20 or over	Welsh	White British	Maths teacher	5-6 years	English, Welsh

NB. All names are pseudonyms

P Master table of Super-ordinate themes (with supporting quotes)

NB. All names used are pseudonyms

A: Social support

Belonging/community

- Sandra: they all need to feel that school can be a part of their everyday life and they all need welcome, and that they all have something to contribute, what they bring is just as important as what others bring- they need to feel safe and supported all those things that you give to everybody, but for them it needs to be more overtly sign posted. L647-652
- Caterina: I encourage them to speak Romani in class as well, I have my little Romani book and I write my words as well, so they are teaching me and I use the language with them (yeah) so, it's only incidental and I try and it brings them closer. They are becoming more open with me and I can learn about them as well and about their culture and their rules. L50-53
- Erik: I didn't know anybody, I arrived at Bristol airport and I came here, I knew there was a church here so I realise that other Romanian people must be here as well. The first time I came, I came by myself, I looked for a house and then my family came as well. L161-164
- Madalina: [the school] buddy me with somebody, so that person would be able to help me. Then they were really very helpful and so many times they came to ask me if I was alright." L70-72
- Sabina: When discussing whether she sees her Romani friends Sabina said "Not at the moment because everybody is working and busy but when I first came here, yes [it felt] good, now we are busy running around. We haven't got any problems [with our neighbours], we say hello." L40-45
- Darius: ...yes, [my Romani friends] they are Pentecostals, [it feels] very good, we gather each evening, with the pastor from the church...every evening, we're at a different house. L43-48
- Angharad: I just like to keep track of where, just make sure that they're not just sitting there in the lesson, and make sure that they're happy because I think until they're happy, they won't get anywhere. Erm, [pause] you know if they come in and they just sit there and think 'what is everyone saying" "what are we doing?", that's just going to make them miserable. L231-236
- Elena: I think it's much more important to integrate them with everybody else. And the same in the primary school so we don't

	withdraw them and do separate things with them, we do the same activities that they are doing in class but differentiated, at their level. L65-68
Belonging and feelings of safety	 Roxana: Some families they are our friends, they had been living here for a longer period so we asked them, and they suggested 'x' high school and they contacted BTA and we arranged 'Madalina' to go there. L35-37 When reflecting on how Jarik felt about starting a new school he said "I felt that I was a bit a nervous and I went to Peach Tree Avenue School and I didn't know anybody". L17-18 Kamila: when I came here there were a lot of relatives and friends such as Kristian. L44 Kristian: Knowing his cousin went to this school helped him feel at ease when he started at the school. L61-62 Caterina: some of them mainly make friends with just Roma children, some children don't have an issue with it. I think they feel safer because there are large numbers here, and I think that has set the ball rolling now, because we have a lot of Roma pupils, Czech, Slovak and Romanian and that's where community is important, that's where they want their children to go probably because it's a safe environment or that their parents feel more comfortable. L327-333 Jarik: When reflecting on how Jarik felt about starting a new school he said "I felt that I was a bit a nervous and I went to Peach Tree Avenue School and I didn't know anybody". L17-18
Importance of Friendship	 Anna: that's important, very important, we all want a friend, we all want to be accepted. You know, if I went to live in another country I would feel, I would want someone who I could turn to and I think that is important. L176-179 Isadora: When Isadora was asked how she felt in school when she was unable to speak the English language she said, "I had Romanian friends I could speak to"L36-38 Daniela: we are just friends so we are talking, visiting, we are happyI met a good friend, her name is 'Jessica' and she is working in 'x' college and she has got a good heart for everybody. L110-114 Gabriela: When asked if it would be useful to be offered English lessons, Gabriela replied: Yes, I'd be interested. This is the reason why I don't have any friends Welsh friends, English speaking friends because I don't know how to interact with them. L115-120 David: When asked what David liked about living in the city he said "friends inside and outside school" L12 Stefan likes "playing with [his] friends in the park, playing football." L 70

B: Past experiences

Life experiences

- Sandra: we were relayed a story about a family who had been living in a caravan under a motorway bridge and they said "we're quite happy here because when our children walk to school, nobody throws stones at them" and I thought 'gosh, you know, talk about context' [pause] talk about context really you know, I've never thought about when my own child walks to school, it's nothing you thought of- but they were happy living in the caravan under the motorway bridge because no one was throwing stones at their children so the children went to school...so everything is kind of relative. L336-346
- Erik: My children don't know how life was like in Romania for example how I used to go to school, then after school they used to send us to work in the field to look after the animals, I knew what it meant to be poor. They don't know that, as they were educated abroad, they were outside. Life for them is completely different. L180-184
- Sabina: You work for little money, the pound was strong in here so you've got more money and you can live better whereas in Romania, the money has no value. L20-23
- Darius: When reflecting on his own life experience Darius stated "[they] were other times; I didn't go to high school for example. Because we had to work...I worked since I was a boy so in Romania, you had to work to survive...the life was very expensive so we had to go and work."L71-78
- Jana and Marek: I studied in a socialist republic under the communist regime, I felt totally different, totally different. I didn't experience any racism that time. We did everything together, we went to school and we didn't need the name 'Roma' that time. It was established after the revolution this 'Roma' no racism, everything was great, we did things together. Only after the revolution when the democratic system started that's when racism started. The total racist for example from the town where I came from was elected to be a Major of the town and he was against the Rroms. I compare him to Hitler. L105-114
- Daniela: Yes, it was difficult to find work in Slovakia.L38
- Gabriela: I had a hard life in Slovakia because my husband died so and I have got three children I'm a big girl and I want to do all the best for my children I'm thinking to find a job here and do the best for my children. L7-10
- Jana and Marek: we didn't have a chance to get employed, we felt that there's a lot of racism in Slovakia against us. L47-48
- Kamila: people were different and friends were different [in 'x']...Sometimes they were bad people and sometimes good... [bad] taking drugs, fighting...people living near us. L93-100.
- Roxana: When discussing her life in Romania, Roxana said it was "Difficult, a bit difficult... Because I wasn't working [pause] difficult for children [and sending them] to school". L5-8

Elena: I know that they had quite a negative experience erm I'm talking about the Roma Romanians, I know that in Romania erm they faced a lot of racism erm and also I know in other countries as well so erm because they are nomadic people and because they move from one place to another I think that people have this conception about them. L14-18 Angharad: you pick up things from the children like where they've lived erm and the sort of the background they've come from and why they've come from but apart from that, I don't know much... Just how you know money is not the easiest thing to get where they're from erm houses obviously as they would have over here erm just things like that really erm like some of them obviously had education before but I've taught some who have said they haven't had that much at all L3-5, 7-11. School experiences Sandra: it depends on their prior experience, some of them would have been in education say in the Czech Republic or Slovakia, some of them won't have no experience, and some of them would of had intermittent or in different countries so-you have to sort from where they are...Children who come in with absolutely no school experience and no language other than home language, pause, it very much depends on their attendance whether that's regular and their own confidence within the classroom if they're quite a confident, social person themselves and then they'll find other children who speak the home language, and off they go, and they are quite happy, they've got someone to chat to (L224-243) Erik: It was good because my children go to school from 3 years old so they always had a good education and anybody will say they can write, they can read. 17-18 Roxana: Roxana stated that she did not think the children were happy in school in Romania because they didn't have so many opportunities, we couldn't offer them so many things...They would like their friends from Romania to come here, because at home you have to buy everything from pencils to books but in here, it's not like that as it's all offered in school. 52-60 Sabina: very little school [for her children in Romania]...We didn't stay much in there, we moved, and came here. She didn't have any problems with anybody but it was not so much in school, it was from 9-12pm in school. 64-69 • Caterina: in my school they weren't treated differently at all, they were very much part of the school, if they were good at something, they were entered for competitions, they weren't treated differently, but I know that in the next village they were treated differently, they were taught in a special school and I was quite stunned that they went to a different school, it was a smaller school and it was 'special' L445-450 Elena: [I] think it doesn't happen overnight, it isn't something that happens tomorrow erm it is a long process erm as we can see with their education and with their attitude towards education I mean their parents weren't educated but they want their children to be

educated so I think because they travelled a lot, they've see that education is important and it will give them a better chance and better opportunities in life then they would like that for their children. L114-120 Madalina: Reflecting on why she perceives school to be 'quiet here' Madalina said: "I am thinking about the teachers, they don't use violence against the pupils, they don't beat the pupils...they [cried], and they were calling for their parents L33-38 Caterina: some of them do come with a very limited general knowledge and for example a girl doesn't know what a shell is err, doesn't know what is a sheep, or erm it's not because she can't say it in English, she doesn't know what the object is or the concept is. Or understanding the concept of learning, of homework err concept of you need to come to school. In time, we go back home so these are the challenges that need to be tackled L166-171 Isadora: It was nice because I understood well pause, and I learned well, it was a good school. I had lots of friends. 11-12 Anna: there's a, a hunger to learn so you know there is a difference when they're doing the primary transition now, if the primaries have got good work going on there, we're reaping the benefits from that. L163-165 • Brian: Certainly if there's a new pupil coming in from another country which we've got, maybe we'll make allowances to a degree but not with pupils who have been in the system for a while. L230-233 • Gabriela: The teachers were fine, they taught me a lot but in Slovakia there is a situation that with Roma pupils you can attend to school from Year 1 to Year 9 and then you can't carry on in education. 92-94 Jarik: I was a bit sad I would miss my friends and school. 12-14 (when reflecting leaving his previous school.) Kamila: I had good friends there, good teachers. L6 Kristian: [school in Slovakia] was nice when it was this day, the 6th December, it was St Nicholas' day and we got Christmas presents in school. L4-5 C: Opportunity and Value of education • Erik: The children's education is pretty good, I have got 4 children, all are at school and I'm pleased with that. I haven't got anything prospects you know, negative to say. The children behave well in school; they are treated well in school. L12-15 David: "[I like maths] because I learn, it's important to learn, for work." L19-22 Stefan: "you need maths for work, it's important" L31 Elena: from my experience, we have quite a few Romani families settled in here for 3/4 years and their children and they go to school, they go every day, they study, they have got high aspirations so I do believe that they do value educations and if you notice

	 from the previous interviews, they speak good English, erm so they have improved a lot. Erm and their parents want the best for them; they want them to have the chance in life that they hadn't had the opportunity. L86-92 Madalina: You can find work, you can go to work, you can study, you can go and help other pupils in school, in Romania you can't do much if you haven't gone to school. L121-123 Roxana: Regarding whether the children were happy in Romania, Roxana stated: "Not really Because they didn't have so many opportunities, we couldn't offer them so many things. They would like their friends from Romania to come here, because at home you have to buy everything from pencils to books but in here, it's not like that as it's all offered in school. L 52-60 Darius:we are very pleased because the children have learned a lot so we are very pleased. L59-60 Gabriela: I like to see how happy my children are at school for example, 'x' she is doing a special programme that she is 3 days in the school and 2 days in the college because she's year 10 and I can see how happy she is when she's coming back from college because she's learning hair and beauty so she's enjoying so much and it's good for her future as well. L66-70 Kamila: I was a bit worried but fine in generalI was thinking that I'm not able to go to school here in the UK. L10-12
A Better Life	• Erik: I would like my children to study all the way through and of course it is their choice what they want to be. My oldest child has already chosen a hairdresser course or possibly teaching and the other daughter she's in year 9, going into year 10 she would like to be a lawyer. So big aspirations. L136-139
	 Elena: from my experience, we have quite a few Romani families settled in here for 3/4 years and their children and they go to school, they go every day, they study, they have got high aspirations so I do believe that they do value educations and if you notice from the previous interviews, they speak good English, erm so they have improved a lot. Erm and their parents want the best for them; they want them to have the chance in life that they hadn't had the opportunity. L86-92 Isadora: Mum said it was going to be better here, and that we will go to school here. L17-18
	 Jana and Marek: We want them to continue, I will try as much as I can to get them to university. L181-182
	• All my family is in the UK and we want a better future for our childrenwe didn't have a chance to get employed; we felt that there's a lot of racism in Slovakia against usNo chance for work. L43-50
	• Daniela: I wish my children finish high school and then can help othersFor example to be a nurse or a doctor, to help people. L149-151
	Gabriela: I think education is better, they're learning English so they can access any kind of better job in the future. L36-37
	• I think here, for the future, it's better because one day he came back from school and he said "Mum, I want to be a postman" and I

- think that this is a great opportunity for him. L80-82
- Roxana: Roxana would like the children to "be able to find work, a place where they could work, to have a future of their own because this is why we came here." L135-136
- Sabina: You work for little money, the pound was strong in here so you've got more money and you can live better whereas in Romania, the money has no value. L20-23
- Caterina: they are treated differently still in some areas. They don't like to give them jobs, erm, still lots of racist incidents occurring, attacking Roma [And some in] segregated schools, I don't think it's as many as before during the communism it was quite a common thing that Roma children go to a separate school. Now it's not the case but they still now have different treatment. L126-132

D: Acculturation/adaptation

- Sandra: ...they are having to adapt constantly I mean some of the children have lived in Spain, lived in Italy, they've got little bits of those languages as well so you know, they have got to take on, and assimilate language patterns and grammar and spoken and written language and it might be around the time they come here when they're 9, this is the third lot of language... So their skills of assimilation are strong L 117-124
- Sandra: It's like spinning an awful lots of plates...but it becomes part of the pattern of what you do, and what you're planning erm we use iPads for Google images which is wonderful or they go out and video things... that's really useful you know, little ways in, that captures their interest straight away L505-509
- Roxana: In response to whether Roxana would like to see any changes in the way she could celebrate her culture in Wales she said "we don't want to follow our traditions because we want them to be more civilised and more modern... We are not so much with our traditions now because we let the children how they want, and what the fashion is. L101-1077
- Darius: We understand each other, it is more difficult, but we get there! L93
- Caterina: these children are coming from smaller or larger communities and they all have different rules so for them it's the psychological effect of...this transition of how it affects them L440-442
- Caterina: ...we were trying to deal with their needs every year, every year it is evolving. L279-280
- Anna: I think as a teacher, I mean I'm lucky in a way that I come from a special needs background. I think all of the strategies that we use for children with learning difficulties can be useful and even with brighter Roma children, visual, visual, visual, while they are acquiring language *not* expecting someone to be, they may be *absorbing* it but they may not be able to give you the language back,

there's almost a kind of silence in the beginning and you think "Oh dear, am I doing it wrong?" but it isn't, they are sort of soaking up stuff and the dialogue doesn't come for a lot later. L82-93 Isadora: When asked how Isadora felt about moving to the UK Isadora said "In the beginning not so well, but I got used to it" L13-15 Gabriela: If they have holidays or half-term in school we go on trips for example Barry Island, we have too many offers to enjoy our lives, L39-40 Erik: It was difficult in the beginning because of the language barriers but I believe EMS was really really helpful because they helped me in terms of finding school for my children, with the medical problems, going to the hospital so then they look in the internet and help finding the job so slowly, slowly it started to be betterL150-155 **Cultural differences** Erik: I don't see any differences, culturally, their celebrations in their culture, there are celebrations with our culture. The only difference, and maybe this is the difference with my own family is maybe because we don't drink, we don't smoke, we don't go out, I feel a little bit withdrawn, a little separated as we don't socialise the way maybe most of the people here socialise. But I don't see any other differences other than that... Yes, definitely, ... [I socialise with others from the Roma community] I meet with people and I go with them to the park and we stay there in the shade, and if we see other people who come there and drink, and you know, we just leave because we are religious people and we don't want to mix up with them. L89-100 Elena: we had attendance issues, we still have, but I think that partly we manage to erm tackle them and I believe that their attendance has improved a lot since I started to work with EMS, ... I feel, I think it was a cultural thing, it is a cultural thing the attendance because historically they didn't value education you know, and also in the beginning if they thought they had problems in school they were quite reluctant to talk about them, so they chose to not send their children in school. But I feel that their attendance has improved a lot as they've understood the UK education system and how it works and that education is important to them. L161-169 • Roxana: This culture is much better...Because there is more freedom, pause, in our case it's not much freedom...Because we have a religion and in our religion for example, girls can't wear trousers, can't wear short skirts. So that's why it's more difficult but in here it's fine. L83-89 • Kristian: I was worried about this that I can't use English, for example outside, if I want to go outside and someone will want to fight with me here...it happened as well, when we came here, some boys were provoking me and my mum as well. L32-39 • Gabriela: This is the reason why I don't have any friend's Welsh friends, English speaking friends because I don't know how to interact with them. L118-120 Roxana: [In Romania] possibly they could have learned some bad habits like smoking or drinking but in here it's a bit different, I never let my children be in those kind of environments so I see that in here, it's better. L117-119

- Caterina: But erm whether it's the term they are using 'Gypsy' or whether erm some of them are open and honest about it and they are quite happy to say they speak Romani at home, some of them aren't. Some of them might hide, it depends on the child. We have students here who completely wouldn't say they are Roma or anyone who is speaking Czech... they don't want to be associated...maybe experience from the past, maybe, it must come from the parents in some ways, I think. They must have been told not to be friends or not to tell the others where they're from but most of our children at the moment are open and honest about it. L39-49
- Caterina: we were talking about BFG yesterday, Big Friendly Giant...and they were giving me words for what the B stands for... when it came to the letter 'G'. One of the girl's said 'Gypsy' and the other [Romani] girl really started moaning and shouted at her saying 'why did you say Gypsy?'...it was in Romani but I didn't quite understand but you could gather she wasn't very happy. L29-34
- Jana and Marek: I don't want my child to be infected with Rroms life, which means to be lazy and speak their own language and somebody come here for 4-6 months and they are only here for the money. other families, most of the families come here to live on the benefits. There are exceptions, but most of the Rom families come here for the winter time to get benefits and then go back to Czech Republic. Romas, they come here for benefits and then they go back to Czech Republic in the Summer. Were you [the translator] personally, ever visited any Rom family in this city? And he said ask 'H' and she will tell you what they're like. We came here to live and to settle down. 145-155

E: Practice in Schools

Working collaboratively

- Sandra: what I've learned mostly [about the Romani history] has come from the very excellent input we've had from EMS. L6-7
- Elena: we work closely to the school in partnership, we facilitate the communication as well, translations, regular meetings erm we invited parents into comprehensive and explained the process, what's going to happen with their children and you know, how the system works in comprehensive L96-100
- Isadora: Sabina mentioned that the EMS helped her settle into the city, in response to asking if they also recommended schools for her children she said "yes, thank you very much [to the translator who is part of the EMS team]" L55
- Brian: we work closely with the EMS, EAL teachers, where possible when they get involved, I'll come down and visit the induction class as much as I can, mixing with the pupils so they know who I am, I was down there last week, for about ten minutes ...where they will invite parents in err from the community into the school, we get involved, we've had a couple of sessions like that where we've done cooking with them so we can bring the community in, great. L58-64

Building relationships	 Brian: we're not going to win unless we get the parents on board and we've get the parents on board. L224-226 Anna: more dialogue with parents from the early days, in home language because it's difficult I mean a lot of them do not speak English so if we were going to have the dialogue, it would be nice to have 'a friendly cuppa tea' type of meeting not the (Gesture of telling off with fingers pointing in disapproval) but with someone able to translate exactly what you're saying you're welcoming them too and you want them to be part of it but it's so important that the child comes regularly to school and I think that's very important. L218-241 Angharad: we've got things like attendance panels, erm so parents come in to discuss attendance I know as a form tutor we do monitoring err once a term I think it is, that's now going to involve parents coming in as well.L201-203 Angharad: We've got to if we haven't got the parents engaged we can't get anywhere. You know, we work on this constantly, we change things, improve things all the time erm you know that's one thing the head is really keen on, improving, engaging with parents. L194-198 Jana and Marek: I don't really have problems with the high school, but I'm nervous as well about the segregating of Romas in one class, I don't want it to be like that. I don't want my son to attend an entirely Roma class, he doesn't want him to be segregated from other classes. L133-137 Anna: the mentoring is very new. I think before it was down to the pastoral teacher really but this is much better because you can put them with their little mentor or buddy and you can say you know, can you help this student or they're getting a bit lost, or, they've got someone a friend there straight away Brian: success in teaching is about relationships, that's what I haven't got great with the Roma community at the minute. I don't know them allI think my personal challenge from a personal point of view is to get to knowthem vi
	 boys, most of the names on here I think, yes I know them. Not all of them mind you, the girls, not a lot. L177-182 Anna: I think making people feel welcome is so important. Their language will come, and all these other things will solve themselves but if you feel unwelcome somewhere you're not going to settle are you, you're not going to feel that you want to learn English and
	 Caterina: I think we need to reach out more to the community, because they are really fond of their family, they are really protective, families are important to Roma and we need to reach out to them and bring them in to the school with any ways we canto reach out and make them understand that the children are here learning, they are safe, get family to understand the aspects of what we

	are doing to show them what they are learning.L150-158
Experiences in school	Gabriela: My oldest son, he is in college, he came home the other day and he's happy- he's telling me stories from his school and I am glad that he's doing very well. L73-75
	Darius: I'm very pleased the way the children learn, I'm very pleased with that [I would not change anything]. L84-85
	• Isadora: When Isadora was asked how she felt in school when she was unable to speak the English language she said, "I had Romanian friends I could speak to"L36-38
	• Kristian: It's fine to be in this schoolI enjoy subjects like maths, French, drama and I like the teachers hereI like to play football I like to be on the yard, on the playground. L46-52
Academic/peer support	Sandra:sometimes you have to rely on peer translation, sometimes you have to ask a child who is more competent in both
	languages to translate because there isn't anyone else to do itthat's a big ask of a child but I have to say, we have even little tiny ones in reception who can do itbut I tell you what, it's a fabulous skill and they get so used to doing it, to them it's natural they're working in these two or three languages L95-103
	• Anna: I think the mentoring is very new. I think before it was down to the pastoral teacher really but this is much better because you can put them with their little mentor or buddy and you can say you know, can you help this student or they're getting a bit lost, or, they've got someone a friend there straight away, someone they can turn to and sort of say "I can't do this" or "I don't know where to go", a number of our children even if they don't speak another language are very good communicators so they they soon develop skills of perhaps showing a photo on the phone of what's the problem or a picture or things like that (that's good) but I think it is difficult. I think we underestimate the cultural and emotional difficulties of coming to a new school in a new country so it is hard. L41-50
	 Kamila: 'x' my friend helps me a lotHe's helping me with the timetables or with reading, with talking as well, he is in my classother pupils in class [help me] with translation and with writing tasks, her English is better than mine. L52-59 David: "class teacher, BTA, teachers, teachers- all the same [help me]" L 29
	 Madalina: [The teachers] are really helpful, they explain, if you don't understand they explain it again L78-79[The teachers] are very understanding, they listen to you when you want to say something L89-90 Isadora: The girls help me, my friends L85.
	 Jarik: the teachers help, and erm the Slovakian teachers help tooIf I ask them a question, they answer you back sometimes in English, but they know that I can't speak Slovakian that much. But they help me to understand things a bit more. L96-100

	 Daniela: thank God that there are interpreters as they are helping so much me and our children. L125-126
	Caterina: I give them little certificate at the end of the week saying, "Well done, you've come to school, that means that you're
	learning" because you're here every day, trying to encourage them, trying to keep it positive erm making them feel welcome I think
	by little things but they do come to school. In the induction period that's not an issue. Maybe, I don't know afterwards. L96-100
Challenges	• Sandra:you kind of can't explain it unless you've been through it day after day. It's really hard to understand that it's just a different challenge every day, if they're not in everyday, they are picking up threads, if they are in everyday you're building up things then other things may come in that hold you back so it's constant. You can't ever say 'well that's sorted' it's never going to happen- (a constant challenge) and of course differentiation. L617-623
	 Sandra: So it's not just a case of meeting educational needs it's meeting emotional needs, social needs you know some of these children have never been accepted and integrated into school community before L667-670
	 Erik: My views on education are positive, the only thing that I would say is that, they are not given anything to do at home. Whereas in countries like Romania and Spain, they were given more to do at home. Erm but nothing else because my children go to school, they study, they work hardwe would like to know what they learn on a daily basis. We know they come to school but we don't know what they have learned every dayI feel that maybe if 'x' was in Romania for example, at the level that he is now, he would have been much better, he would be better at reading, writing, would have been much better than here. L47-58 when I came here, and the children didn't receive homework at home, I came to the school as I thought that it was maybe racist because the children from a different background but I was explained that the system was different. 194-197 Elena: they were quite reluctant but because obviously their previous experiences either in their home countries or abroad, they
	were quite reluctant as time went on and we managed to build this relationship so now they are willing to come and to interact with usI think it doesn't happen overnight, it isn't something that happens tomorrow erm it is a long process. L108-120
	Brian: [Attendance is] poor, absolutely poor, I'm in charge of year 7-9 and that's the big big issue. In fact, major issue. They're bringing our school figures down massively. L79-81
	• Anna: I think it's across the board [attendance issues] but I don't know what the education culture is like in other countries but I think for some of them perhaps they didn't go to school regularly. Perhaps they didn't have the sort of you know, you can be prosecuted for not coming, you know, the vital nature of it. We do a lot to try and sort of break down that barrier but it is an issue, and of course you're not going to pick up your education if you're not here. L207-213
	 Angharad: Sometimes I think communication with some families is difficult because of English and things and perhaps they don't understand the importance of them being in, I don't know erm but we work on it, we work hard on getting them in, and getting

engaged with the parents. L188-192

- Jana and Marek: Apart from this selecting Rom classes it would be 10 I am very pleased with the way they educate the children, I'm okay with the staff, I don't like this segregation. L166-168
- Jarik: I don't want to be in my class though. I don't want to be in my class. L30-31... Sometimes they chuck sweets but I won't learn because they talk to me so I answer them back. Then sometimes they get C1s and C2s. L35-36
- Sandra: there are legal requirements on children's attendance, so [pause] we're working with the EMS team, we're working with the EWOs, you know working in school, with reward systems, things like that and [pause] it's kind of it's a lot to expect [pause] the children to take on- it's a lot for us to deal with in the sense of it effects our attendance figures but [pause] we are a school that says that everyone is welcome, there's no- it's how it should be everybody is welcome if you have a particular need or there's something that your community or your family need, we will try as best as we can to meet those needs and in that we have to accept that we're building slowly on making school a regular part of some of these children's lives L708-720

Developing cultural awareness

- Caterina: Not every teacher is open, and yeah- unfortunately not everybody is so understanding. Some people put them under one hat.L172-173
- Sandra: so we always have an Ede celebration, Christmas celebration, Easter celebration, Harvest and then this year is our first time doing a real focused erm whole week of GRT festival..., last few years, we've entered certain competitions and created patterns and vardos but this year in school now the whole of our sort of focus next week (L167-172)
- Elena: I think, I think this is because, due to lack of cultural awareness of what I see, erm, pupils tend to not know about different cultures you know and different backgrounds and I think this is why it is happening and that's why we've got links with different agencies like show racism the red card and we try to involve them and raise awareness erm of this and for our little projects that I've mentioned- in different schools, we try to raise that awareness, that people are different L139-145
- we do different, this school, 80% of the pupils they have different cultures, they celebrate diversity through shows, so we do for example, they do Ede every single year, we celebrate the GRT erm the projects that we do with the pupils so we offer different countries so we come here doing different workshop with the pupils. Recently we did Romania in this primary school, we did a workshop with Year 6's, next year it would possibly be China so I would say that diversity is number 1 here and it is celebrated. L199-205
- Brian: schools have had training trying to give us some kind of background into the different nationalities, different cultures, different expectations and so on, erm it's lot to take in, and we haven't had too much information, we've had training but not enough in my opinion.8-11

- Brian: It's annoying because they're happy here, they are happy here, they're getting on, no issues and issues are dealt with, the communication if we have a problem is always dealt with.L121-123
- Brian: if your home language is obviously Czech, Slovak, whatever, and you're in a Welsh school which is English speaking...then erm you know, surely the thing is if the parents want them to make progress, the parents should ensure they are in school so they are picking up this language as quickly as possible so in order that they get the jobs that maybe their mum's and dad's haven't got and that their children can make better progress. To me it's not rocket science so I don't understand why we've got such poor attendance figures when it clearly makes sense to get them in to learn and to make progress.L203-211
- Anna: Not an awful lot, I'm going to be perfectly honest with you, errr 'x' from EMS came in a couple of years ago and gave us a talk on the Roma culture and the children that we would be expecting in our school and some of the issues that we might need to deal with. That was only about a half an hour so apart from that I would say I don't have a great deal of knowledge.3-7
- Anna: I think we underestimate the cultural and emotional difficulties of coming to a new school in a new country so it is hard.L49-50
- Anna: we look at sort of festivals other than Christian festivals and there's celebrations of that. Ooh, you've really put me on the spot, I'm not the school's best expert on this, erm pause, in form period, I mean I'm not a form tutor but we have a tutorial package now which is very much you know, celebrating everybody... But I think, now you've mentioned it, it's probably an area we could do a lot more in...Perhaps we could look at good practices from other schools with a high proportion of multicultural students. L251-263
- Angharad: I wouldn't say there's sort of specific events but it's always acknowledged L383-384
- Angharad: Just anything like some kids are oblivious to what actually where these kids are from, they just assume that some kids, some kids assume that every child who doesn't speak English is from Romania. They don't think that there's any other country that they could come from but that's just their lack of knowledge erm so they'll sort of say "Whose the new Romanian girl?" and obviously they're not from Romania, they're a bit "I'm not from Romania" [pause] then they're quite interested in learning "well, where are they from" so yeah it's, for me it's about keeping the conversation open, talk about it if we want to and like I said sometimes I ask the questions because kids get interested then. L371-380

Q Table of Recurrent themes

Super- ordinate themes	Sandra	Erik	David	Stefan	Elena	Madalina	Roxana	Sabina	Darius	Caterina	Brian	Anna	Angharad	Isadora	Jana & Marek	Jarik	Daniela	Gabriela	Kamila	Kristian	Present in over half sample?
Social Support	Y	Υ	Y	Y	Y	Y	Y	Y	Υ	Y	Y	Υ		Υ		Y	Y	Y	Υ	Υ	Y
Past experiences	Y	Y			Y	Υ	Y	Υ	Y	Υ	Υ	Y	Y		Υ		Y	Y	Υ	Y	Y
Opportunity and prospects	Y	Y	Y	Y	Y	Υ	Y	Y	Y	Υ				Y	Υ		У	Y	Y		Υ
Acculturation/ adaptation	Y	Y			Υ		Y		Y	Y		Y	Y	Y		Y		Y			Υ
Practice in Schools	Y	Y	Y		Y	Υ			Y	Υ	Y	Y	Y	Y	Υ	Y	Υ	У	Y	Υ	Y

R Table of Supporting Quotes

Participant number and name	Supporting quotations	Line numbers							
1 Sandra	they are having to adapt constantly I mean some of the children have lived in Spain, lived in Italy, they've got little bits of those languages as well so you know, they have got to take on, and assimilate language patterns and grammar and spoken and written language and it might be around the time they come here when they're 9, this is the third lot of language So their skills of assimilation are strong								
	so we always have an Ede celebration, Christmas celebration, Easter celebration, Harvest and then this year is our first time doing a real focused erm whole week of GRT festival, last few years, we've entered certain competitions and created patterns and vardos but this year in school now the whole of our sort of focus next week								
	it depends on their prior experience, some of them would have been in education say in the Czech Republic or Slovakia, some of them won't have no experience, and some of them would of had intermittent or in different countries so- you have to sort from where they areChildren who come in with absolutely no school experience and no language other than home language, pause, it very much depends on their attendance whether that's regular and their own confidence within the classroom if they're quite a confident, social person themselves and then they'll find other children who speak the home language, and off they go, and they are quite happy, they've got someone to chat to	224-243							
	they all need to feel that school can be a part of their everyday life and they all need welcome, and that they all have something to contribute, what they bring is just as important as what others bring- they need to feel safe and supported all those things that you give to everybody, but for them it needs to be more overtly sign posted.	647-652							
	there are legal requirements on children's attendance, so [pause] we're working with the EMS team, we're working with the EWOs, you know working in school, with reward systems, things like that and [pause] it's kind of it's a lot to expect [pause] the children to take on- it's a lot for us to deal with in the sense of it effects our attendance figures but [pause] we are a school that says that everyone is welcome, there's no- it's how it should be everybody is welcome if you have a particular need or there's something that your community or your family need, we will try as best as we can to meet those needs and in that we have to accept that we're building slowly on making school a regular part of some of these children's lives	708-720							

2 Erik	My children don't know how life was like in Romania for example how I used to go to school, then after school they used to send us to work in the field to look after the animals, I knew what it meant to be poor. They don't know that, as they were educated abroad, they were outside. Life for them is completely different.	180-184
	The children's education is pretty good, I have got 4 children, all are at school and I'm pleased with that. I haven't got anything you know, negative to say. The children behave well in school; they are treated well in school.	12-15
	It was good because my children go to school from 3 years old so they always had a good education and anybody will say they can write, they can read.	17-18
	My views on education are positive, the only thing that I would say is that, they are not given anything to do at home. Whereas in countries like Romania and Spain, they were given more to do at home. Erm but nothing else because my children go to school, they study, they work hardwe would like to know what they learn on a daily basis. We know they come to school but we don't know what they have learned every dayI feel that maybe if 'x' was in Romania for example, at the level that he is now, he would have been much better, he would be better at reading, writing, would have been much better than here.	47-58
	I don't see any differences, culturally, their celebrations in their culture, there are celebrations with our culture. The only difference, and maybe this is the difference with my own family is maybe because we don't drink, we don't smoke, we don't go out, I feel a little bit withdrawn, a little separated as we don't socialise the way maybe most of the people here socialise. But I don't see any other differences other than that Yes, definitely, [I socialise with others from the Roma community] I meet with people and I go with them to the park and we stay there in the shade, and if we see other people who come there and drink, and you know, we just leave because we are religious people and we don't want to mix up with them.	89-100
	I would like my children to study all the way through and of course it is their choice what they want to be. My oldest child has already chosen a hairdresser course or possibly teaching and the other daughter she's in year 9, going into year 10 she would like to be a lawyer. So big aspirations.	136-139
	It was difficult in the beginning because of the language barriers but I believe EMS was really really helpful because they helped me in terms of finding school for my children, with the medical problems, going to the hospital so then they look in the internet and help finding the job so slowly, slowly it started to be better	150-155

	I didn't know anybody, I arrived at Bristol airport and I came here, I knew there was a church here so I realise that other Romanian people must be here as well. The first time I came, I came by myself, I looked for a house and then my family came as well.				
3 David					
4 Stefan	4 Stefan: "you need maths for work, it's important"				
5 Elena	I think it's much more important to integrate them with everybody else. And the same in the primary school so we don't withdraw them and do separate things with them, we do the same activities that they are doing in class but differentiated, at their level.				
	from my experience, we have quite a few Roma families settled in here for 3/4 years and their children and they go to school, they go every day, they study, they have got high aspirations so I do believe that they do value educations and if you notice from the previous interviews, they speak good English, erm so they have improved a lot. Erm and their parents want the best for them; they want them to have the chance in life that they hadn't had the opportunity.	86-92			
	we work closely to the school in partnership, we facilitate the communication as well, translations, regular meetings erm we invited parents into comprehensive and explained the process, what's going to happen with their children and you know, how the system works in comprehensive	96-100			
	they were quite reluctant but because obviously their previous experiences either in their home countries or abroad, they were quite reluctant as time went on and we managed to build this relationship so now they are willing to come and to interact with usI think it doesn't happen overnight, it isn't something that happens tomorrow erm it is a long process.	108-120			
	I think, I think this is because, due to lack of cultural awareness of what I see, erm, pupils tend to not know about different cultures you know and different backgrounds and I think this is why it is happening and that's why we've got links with different agencies like show racism the red card and we try to involve them and raise awareness erm of this and for our little projects that I've mentioned- in different schools, we try to raise that awareness, that people are different	139-145			

	we had attendance issues, we still have, but I think that partly we manage to erm tackle them and I believe that their attendance has improved a lot since I started to work with EMS,I feel, I think it was a cultural thing, it is a cultural thing the attendance because historically they didn't value education you know, and also in the beginning if they thought they had problems in school they were quite reluctant to talk about them, so they chose to not send their children in school. But I feel that their attendance has improved a lot as they've understood the UK education system and how it works and that education is important to them.	161-169
	we do different, this school, 80% of the pupils they have different cultures, they celebrate diversity through shows, so we do for example, they do Ede every single year, we celebrate the GRT erm the projects that we do with the pupils so we offer different countries so we come here doing different workshop with the pupils. Recently we did Romania in this primary school, we did a workshop with Year 6's, next year it would possibly be China so I would say that diversity is number 1 here and it is celebrated.	199-205
6 Madalina	Reflecting on why she perceives school to be 'quiet here' Madalina said: "I am thinking about the teachers, they don't use violence against the pupils, they don't beat the pupilsthey [cried], and they were calling for their parents	33-38
	[the school] buddy me with somebody, so that person would be able to help me. Then they were really very helpful and so many times they came to ask me if I was alright."	70-72
	[The teachers] are really helpful, they explain, if you don't understand they explain it again[The teachers] are very understanding, they listen to you when you want to say something.	L78-79,89-90
	You can find work, you can go to work, you can study, you can go and help other pupils in school, in Romania you can't do much if you haven't gone to school.	121-123
7 Roxana	When discussing her life in Romania, Roxana said it was "Difficult, a bit difficult Because I wasn't working [pause] difficult for children [and sending them] to school".	5-8
	Some families they are our friends, they had been living here for a longer period so we asked them, and they suggested 'x' high school and they contacted BTA and we arranged 'x' to go there.	35-37
	Regarding whether the children were happy in Romania, Roxana stated: "Not really Because they didn't have so many opportunities, we couldn't offer them so many things. They would like their friends from Romania to come here, because at home you have to buy everything from pencils to books but in here, it's not like that as it's all	52-60

	offered in school.	
	This culture is much betterBecause there is more freedom, pause, in our case it's not much freedomBecause we have a religion and in our religion for example, girls can't wear trousers, can't wear short skirts. So that's why it's more difficult but in here it's fine.	83-89
	In response to whether Roxana would like to see any changes in the way she could celebrate her culture in Wales she said "we don't want to follow our traditions because we want them to be more civilised and more modern We are not so much with our traditions now because we let the children how they want, and what the fashion is.	101-107
	Roxana would like the children to "be able to find work, a place where they could work, to have a future of their own because this is why we came here."	135-136
8 Sabina	You work for little money, the pound was strong in here so you've got more money and you can live better whereas in Romania, the money has no value.	20-23
	Sabina mentioned that the EMS helped her settle into the city, in response to asking if they also recommended schools for her children she said "yes, thank you very much [to the translator who is part of the EMS team]"	55
	very little school [for her children in Romania]We didn't stay much in there, we moved, and came here. She didn't have any problems with anybody but it was not so much in school, it was from 9-12pm in school.	64-69
9 Darius	yes, [my Romani friends] they are Pentecostals, [it feels] very good, we gather each evening, with the pastor from the church…every evening, we're at a different house.	43-48
	we are very pleased because the children have learned a lot so we are very pleased.	59-60
	When reflecting on his own life experience Darius stated "[they] were other times; I didn't go to high school for example. Because we had to workI worked since I was a boy so in Romania, you had to work to survivethe life was very expensive so we had to go and work."	71-78
	I'm very pleased the way the children learn, I'm very pleased with that [I would not change anything].	84-85

	We understand each other, it is more difficult, but we get there!	93
10 Caterina	But erm whether it's the term they are using 'Gypsy' or whether erm some of them are open and honest about it and they are quite happy to say they speak Romani at home, some of them aren't. Some of them might hide, it depends on the child. We have students here who completely wouldn't say they are Roma or anyone who is speaking Czech they don't want to be associatedmaybe experience from the past, maybe, it must come from the parents in some ways, I think. They must have been told not to be friends or not to tell the others where they're from but most of our children at the moment are open and honest about it.	39-49
	I encourage them to speak Romani in class as well, I have my little Romani book and I write my words as well, so they are teaching me and I use the language with them (yeah) so, it's only incidental and I try and it brings them closer. They are becoming more open with me and I can learn about them as well and about their culture and their rules.	50-53
	some of them do come with a very limited general knowledge and for example a girl doesn't know what a shell is err, doesn't know what is a sheep, or erm it's not because she can't say it in English, she doesn't know what the object is or the concept is. Or understanding the concept of learning, of homework err concept of you need to come to school. In time, we go back home so these are the challenges that need to be tackled	166-171
	Not every teacher is open, and yeah- unfortunately not everybody is so understanding. Some people put them under one hat.	172-173
-	we were trying to deal with their needs every year, every year it is evolving.	279-280
	some of them mainly make friends with just Roma children, some children don't have an issue with it. I think they feel safer because there are large numbers here, and I think that has set the ball rolling now, because we have a lot of Roma pupils, Czech, Slovak and Romanian and that's where community is important, that's where they want their children to go probably because it's a safe environment or that their parents feel more comfortable.	327-333

	we work closely with the EMS, EAL teachers, where possible when they get involved, I'll come down and visit the induction class as much as I can, mixing with the pupils so they know who I am, I was down there last week, for about ten minuteswhere they will invite parents in err from the community into the school, we get involved, we've had a couple of sessions like that where we've done cooking with them so we can bring the community in, great.	
	[Attendance is] poor, absolutely poor, I'm in charge of year 7-9 and that's the big big issue. In fact, major issue. They're bringing our school figures down massively.	
	It's annoying because they're happy here, they are happy here, they're getting on, no issues and issues are dealt with, the communication if we have a problem is always dealt with.	121-123
	success in teaching is about relationships, that's what I haven't got great with the Roma community at the minute. I don't know them allI think my personal challenge from a personal point of view is to get to knowthem via lessons you know, I know the boys, most of the names on here I think, yes I know them. Not all of them mind you, the girls, not a lot.	
	if your home language is obviously Czech, Slovak, whatever, and you're in a Welsh school which is English speakingthen erm you know, surely the thing is if the parents want them to make progress, the parents should ensure they are in school so they are picking up this language as quickly as possible so in order that they get the jobs that maybe their mum's and dad's haven't got and that their children can make better progress. To me it's not rocket science so I don't understand why we've got such poor attendance figures when it clearly makes sense to get them in to learn and to make progress.	203-211
12 Anna	I think the mentoring is very new. I think before it was down to the pastoral teacher really but this is much better because you can put them with their little mentor or buddy and you can say you know, can you help this student or they're getting a bit lost, or, they've got someone a friend there straight away, someone they can turn to and sort of say "I can't do this" or "I don't know where to go", a number of our children even if they don't speak another language are very good communicators so they they soon develop skills of perhaps showing a photo on the phone of what's the problem or a picture or things like that (that's good) but I think it is difficult. I think we underestimate the cultural and emotional difficulties of coming to a new school in a new country so it is hard.	41-50

I think as a teacher, I mean I'm lucky in a way that I come from a special needs background. I think all of the strategies that we use for children with learning difficulties can be useful and even with brighter Roma children, visual, visual, visual, while they are acquiring language <i>not</i> expecting someone to be, they may be <i>absorbing</i> it but they may not be able to give you the language back, there's almost a kind of silence in the beginning and you think "Oh dear, am I doing it wrong?" but it isn't, they are sort of soaking up stuff and the dialogue doesn't come for a lot later.	82-93
I think making people feel welcome is so important. Their language will come, and all these other things will solve themselves but if you feel unwelcome somewhere you're not going to settle are you, you're not going to feel that you want to learn English and that you want to participate, so I think for us, or for me certainly, yeah welcome, you know using the sort of gesture and you know and when they start developing language speaking a lot, you know just trying to develop that but I think welcoming is very very important.	121-134
that's important, very important, we all want a friend, we all want to be accepted. You know, if I went to live in another country I would feel, I would want someone who I could turn to and I think that is important.	176-179
I think it's across the board [attendance issues] but I don't know what the education culture is like in other countries but I think for some of them perhaps they didn't go to school regularly. Perhaps they didn't have the sort of you know, you can be prosecuted for not coming, you know, the vital nature of it. We do a lot to try and sort of break down that barrier but it is an issue, and of course you're not going to pick up your education if you're not here.	207-213
more dialogue with parents from the early days, in home language because it's difficult I mean a lot of them do not speak English so if we were going to have the dialogue, it would be nice to have 'a friendly cuppa tea' type of meeting not the (Gesture of telling off with fingers pointing in disapproval) but with someone able to translate exactly what you're saying you're welcoming them too and you want them to be part of it but it's so important that the child comes regularly to school and I think that's very important.	218-241
we look at sort of festivals other than Christian festivals and there's celebrations of that. Ooh, you've really put me on the spot, I'm not the school's best expert on this, erm pause, in form period, I mean I'm not a form tutor but we have a tutorial package now which is very much you know, celebrating everybody But I think, now you've mentioned it, it's probably an area we could do a lot more inPerhaps we could look at good practices from other schools with a high proportion of multicultural students.	251-263

13 Angharad	We've got to if we haven't got the parents engaged we can't get anywhere. You know, we work on this constantly, we change things, improve things all the time erm you know that's one thing the head is really keen on, improving, engaging with parents.	194-198
	I just like to keep track of where, just make sure that they're not just sitting there in the lesson, and make sure that they're happy because I think until they're happy, they won't get anywhere. Erm, [pause] you know if they come in and they just sit there and think 'what is everyone saying" "what are we doing?", that's just going to make them miserable.	231-236
	Just anything like some kids are oblivious to what actually where these kids are from, they just assume that some kids, some kids assume that every child who doesn't speak English is from Romania. They don't think that there's any other country that they could come from but that's just their lack of knowledge erm so they'll sort of say "Whose the new Romanian girl?" and obviously they're not from Romania, they're a bit "I'm not from Romania" [pause] then they're quite interested in learning "well, where are they from" so yeah it's, for me it's about keeping the conversation open, talk about it if we want to and like I said sometimes I ask the questions because kids get interested then.	371-380
14 Isadora	It was nice because I understood well pause, and I learned well, it was a good school. I had lots of friends.	11-12
	Mum said it was going to be better here, and that we will go to school here.	17-18
	When Isadora was asked how she felt in school when she was unable to speak the English language she said, "I had Romanian friends I could speak to"	36-38
I studied in a socialist republic under the communist regime, I felt totally different, totally different. I didn't experience any racism that time. We did everything together, we went to school and we didn't need the name 'Roma' that time. It was established after the revolution this 'Roma' - no racism, everything was great, we did things together. Only after the revolution when the democratic system started that's when racism started. The total racist for example from the town where I came from was elected to be a Major of the town and he was against the Rroms. I compare him to Hitler. Marek		105-114

(father)	I don't want my child to be infected with Rroms life, which means to be lazy and speak their own language and somebody come here for 4-6 months and they are only here for the money. other families, most of the families come here to live on the benefits. There are exceptions, but most of the Rom families come here for the winter time to get benefits and then go back to Czech Republic. Romas, they come here for benefits and then they go back to Czech Republic in the Summer. Were you [the translator] personally, ever visited any Rom family in this city? And he said ask 'H' and she will tell you what they're like. We came here to live and to settle down.	
	Apart from this selecting Rom classes it would be 10 I am very pleased with the way they educate the children, I'm okay with the staff, I don't like this segregation.	166-168
	We want them to continue, I will try as much as I can to get them to university.	181-182
17	I was a bit sad I would miss my friends and school. (when reflecting leaving his previous school.)	12-14
Jarik	When reflecting on how Jarik felt about starting a new school he said "I felt that I was a bit a nervous and I went to Peach Tree Avenue School and I didn't know anybody".	17-18
	the teachers help, and erm the Slovakian teachers help tooIf I ask them a question, they answer you back sometimes in English, but they know that I can't speak Slovakian that much. But they help me to understand things a bit more.	96-100
18	Yes, it was difficult to find work in Slovakia.	38
Daniela	we are just friends so we are talking, visiting, we are happyI met a good friend, her name is 'Jessica' and she is working in 'x' college and she has got a good heart for everybody.	110-114
	thank God that there are interpreters as they are helping so much me and our children.	125-126
	I wish my children finish high school and then can help othersFor example to be a nurse or a doctor, to help people.	149-151

19 Gabriela	I had a hard life in Slovakia because my husband died so and I have got three children I'm a big girl and I want to do all the best for my children I'm thinking to find a job here and do the best for my children.		
	I think education is better, they're learning English so they can access any kind of better job in the future.	36-37	
	I like to see how happy my children are at school for example, 'x' she is doing a special programme that she is 3 days in the school and 2 days in the college because she's year 10 and I can see how happy she is when she's coming back from college because she's learning hair and beauty so she's enjoying so much and it's good for her future as well.	66-70	
	My oldest son, he is in college, he came home the other day and he's happy- he's telling me stories from his school and I am glad that he's doing very well.	73-75	
	The teachers were fine, they taught me a lot but in Slovakia there is a situation that with Roma pupils you can attend to school from Year 1 to Year 9 and then you can't carry on in education.	92-94	
	This is the reason why I don't have any friend's Welsh friends, English speaking friends because I don't know how to interact with them.	118-120	
20	I had good friends there, good teachers.	6	
Kamila	when I came here there were a lot of relatives and friends such as Kristian.	44	
	'x' my friend helps me a lotHe's helping me with the timetables or with reading, with talking as well, he is in my classother pupils in class [help me] with translation and with writing tasks, her English is better than mine.	52-59	
21 Kristian	[school in Slovakia] was nice when it was this day, the 6 th December, it was St Nicholas' day and we got Christmas presents in school.		
	I was worried about this that I can't use English, for example outside, if I want to go outside and someone will want to fight with me hereit happened as well, when we came here, some boys were provoking me and my mum as well.	32-39	

It's fine to be in this schoolI enjoy subjects like maths, French, drama and I like the teachers hereI like to play football I like to be on the yard, on the playground.	46-52
Knowing his cousin went to this school helped him feel at ease when he started at the school.	61-62

S- Examples of Data Analysis

Participant 2- Erik

Reflective diary

Reflective diary for Erik- Participant 2

Erik feels that the UK has plenty of opportunities for his children in terms of education and for work. He appears to like everything about the city claiming he is "among good people" (L11). Erik seems to feel the experience of education for his children is "pretty good" L12 and is happy that his children behave well in school and are treated well. However, later, Erik states that he would like his children to be given homework. He knows that in Romania and in Spain where some of his children went to school, they were given homework and it appears that Erik is constructing the value of education in terms of the amount of homework the children are given in school "in here...all the work they do is in school" L21 "they just come home and play" (L73). It does seem that Erik also would like their children to have homework so they can be part of their education at home- "we know they come to school, but we don't know what they have learned everyday" L53-54 Erik even suggests that if his children were in Romania, they would have developed more, suggesting Erik values homework further developing his children's skills.

Erik values knowing other Romanian families- he knew there was a church here so he presumed there would be Romanian families, it seems he sees these families often, and religion is a big part of his life. He even moved to the city without knowing anyone so this suggests that he finds his Romanian heritage important, perhaps providing a sense of belonging.

Erik attended school during the Communist regime, he referred to his experience as more strict than the UK, where teachers had the right to punish children for not doing any homework or didn't read well. I wonder how this experience has impacted upon his expectations of education?

Erik doesn't feel there are many differences between the Welsh and the Roma culture, although as he doesn't drink he did say that he can feel a little separated. It seems that his disapproval with drinking is strong as he would physically remove himself from a situation where others may be drinking stating he doesn't "want to mix up with them"- he does not want to be associated with 'them'.

Erik feels his children are well respected as they had not told him that they have any problems in school, the presumption here is that his children feel able to tell him that there were problems/not at school. Nevertheless, the translator indicates confirmation of this stating she knows his children are well

behaved. Erik appears to have high aspirations for his children, but feels that ultimately it is their own choice what they would like to do when they are older.

Erik felt that it was difficult experiencing a language barrier but the EMS team helped him settle into life in this city.

Erik appears to feel settled in this city stating he hardly goes back to Romania, some of his children have only been to Romania very briefly. He speaks of his time in Romania as one which is where he knew what it meant to be poor (L 183) and appreciates how life is different here, there is a sense of optimism for the future here.

Transcript with emerging themes

Erik- father of David interview number 2

Peach Tree Avenue School

Line	Descriptive coding	Transcript	Line	Emerging Themes
no.			no.	
	D- Descriptive			
	L- Linguistic			
	C- Conceptual			
1		A: Where did you live before coming to the UK	1	
2		PP: Spain	2	
3	First time in UK	A: Did you live somewhere else before moving here?	3	
4		PP: No, just in This city	4	
5		A: what was your main reason for coming to the UK?	5	
6		PP: For children's education for a better life, erm for work because in	6	
7	Moved for opportunities here,	Spain erm it wasn't much work	7	Pull factor to the UK- Opportunities
8	children's education, a better life	A: OK- so for a lot of reasons PP: Yes	8	
9	(D) Not many job opportunities in	A: What do you enjoy about living in this city?	9	
10	Spain	PP: Everything, I don't drink, so I don't really go out, I don't smoke, I like	10	Belonging
11		the fact that I'm, I'm among good people, I take the children to school, I	11	20.0.18.118
12		pick them up. The children's education is pretty good, I have got 4	12	
13		children, all are at school and I'm pleased with that. I haven't got	13	Positive view on education
14		anything you know, negative to say. The children behave well in school,	14	1 ositive view on education
15		they are treated well in school.	15	
16			16	
17		A: what was your child's experience like in Spain?	17	
18	Erik has 4 children in school,	PP: It was good because my children go to school from 3 years old so	18	Father is proud of how well his children
19	pleased. Proud of children's	they always had a good education and anybody will say they can write,	19	are progressing.
20	ability to read and write- been in	they can read. The only difference is that in Spain, they had a lot more to	20	are progressing.
	1	do at home, homework. The books were given at home, whereas in	20	Valuing adjugation based on past
21	education since 3 years of age.	here, it's, all the work they do is in school.	21	Valuing education based on past

22	Nothing possible to say all		22	aynarianaas
22	Nothing negative to say- all		22	experiences
23	treated well in school. (D) only		23	Perceives education as positive however
24	difference is more homework in		24	there are differences
25	Spain (D) Does parent equate		25	
26	quality of education in terms of		26	Quantity of homework impacts upon
27	the amount of homework given?	A: Do you see other parents in the Roma community and do you spend	27	perception of how 'good' education is.
28	(C) "all the work they do is in	time with them socially?	28	
29	school" (L)	PP: Absolutely, yes, we do because we are very religious people. We go	29	
30	. ,	to church every Sunday so we meet with everybody else because we are	30	
31		Pentecostals.	31	
32	Absolutely- suggesting why	A: so a big community	32	Sense of belonging.
33	wouldn't we (C) idea of	PP: There is a church, and in the church there are around 60-70 family	33	Religion is important to Erik.
34	belonging? Go to church each	members	34	The light is important to 21110
35	Sunday. Religion is important	PP: it is nice to be together	35	
36	Suriday. Neligion is important	A: Your child goes to 'x' school, but you have 4 children, 5 in total, 4 are	36	
37	Values being together, belonging	in school. Are they all here in this school?	37	Sense of belonging.
38		PP: 'x' is in this school, 'y' is in another school but in September she will	38	Serise of belonging.
	(D/C)	go to another school, 'a' and 'b' go to another comprehensive		
39		A: why did you chose this school?	39	
40		PP: All my children started in this school and I really, really like this	40	
41		school.	41	
42		A: any particular reason?	42	
43		PP: It was the closest when we first moved here, it was the closest school	43	Proximity impacted school chosen.
44	Choice of school- proximity (D)	where we used to live, as we always used to live in this area, so they all	44	
45		started here.	45	
46		A: And are your views on education overall?	46	
47		PP: My views on education are positive, the only thing that I would say is	47	Has difficulties accepting differences in
48	Positive views of education,	that, they are not given anything to do at home. Whereas in countries	48	systems- would like more homework.
49	value. Not enough homework	like Romania and Spain, they were given more to do at home. Erm but	49	
50	given in the UK, more homework	nothing else because my children go to school, they study, they work	50	
51	in Romania and Spain (D)	hard	51	
21	in Nomania and Spain (D)	A: So you'd like more homework?	21	

52 53 54 55 56	Erik would like to know what children are doing at school-(D) could this be linked to being part of the experience of school? So	PP: Exactly, because we would like to know what they learn on a daily basis. We know they come to school but we don't know what they have learned every day A: and you'd like to be part of that? PP: I feel that maybe if 'x' was in Romania for example, at the level that he is now, he would have been much better, he would be better at	52 53 54 55 56	Expectations are different based on past experiences. Understanding of progress based on past experiences.
57 58 59 60 61	they could share this with the children and be more involved? (C) but expectations are different because of past experience in Romania and Spain. Children	reading, writing, would have been much better than here.	57 58 59 60 61	
62 63 64 65	would have been better at writing, reading if in Romania-suggesting education is 'better' or valued more in Romania (C)		62 63 64 65	
66 67 68 69		A: So originally you said you moved here partly because of education and work. And you thought education would be better here, there are erm maybe positives in Romania than here? PP: Not more positive but more severe, more strict. Because they are	66 67 68 69	
70 71 72 73	Participant constructs the idea of difference in homework as not more positive but more strict, however this appears	given a lot of homework they used to have a lot of reading, a lot of writing, to do maths at home. A: Okay PP: Whereas in here, they don't give anything. They just come home and	70 71 72 73	
74 75 76 77	contradictory. Perhaps participant's value of education is based on what past experience and knowledge is. (C)"They just	play.	74 75 76 77	
78 79 80 81	come home and play" (L) Past experience at school was strict, teachers able to physically	A: What was your experience like in education? PP: Me personally? When I used to go to school, it was a communist time, at that time, it was more strict, they had the right to beat us, even if	78 79 80 81	Past experience has had an impact on his perception- teachers able to punish

82	punish pupils if they didn't do	they wanted to do physical punishments if we didn't do our homework,	82	children if unable to read well or did not
83	homework or read well (D)	or didn't read well- so it was more strict	83	complete homework
84	Culture was different (C)		84	asp.oto nomenom
85	Carcare was afficient (c)		85	
86	Own children didn't experience	A: So when your children lived in Spain, that didn't happen?	86	
87	this (D)	PP: The eldest one was educated in Romania for only 6 months, no.	87	
88		A: What do you think is different from the Roma Culture to the Welsh	88	
89		culture?	89	
90	Participant understands different	PP: I don't see any differences, culturally, their celebrations in their	90	Only difference between Romani and
91	cultures celebrate their own	culture, there are celebrations with our culture. The only difference, and	91	Welsh culture is drinking.
92	traditions. The only difference	maybe this is the difference with his own family is maybe because they don't drink, they don't smoke, they don't go out, I feel a little bit	92	Weish culture is drinking.
93	for the British culture is drinking,	withdrawn, a little separated as they don't socialise the way maybe most	93	Difference in culture leading to isolation
93	because the family do not drink,	of the people here socialise. But I don't see any other differences other	93	and lack of integration. Minimises sense
95	· ·	than that	95	
96	Erik feels isolated/separated as	A: So in terms of your family doesn't drink or go out, but do they socialise	96	of belonging.
97	no opportunity to socialise.	with the Roma families?	97	
98	"hus stay in the shade" (L)	PP: Yes, definitely, they even now, I meet with people and I go with them		Creates socialising apportunities with
98	"we stay in the shade" (L)-	to the park and we stay there in the shade, and if we see other people	98 99	Creates socialising opportunities with
	indicative of separation between	who come there and drink, and you know, we just leave because we are		other Romani people. Separation
100	the others. (C) if they see others	religious people and we don't want to mix up with them	100	between Romani and non-Romani
101	in the park who then drink, they		101	people because of culture. Cultural
102	would physically remove		102	difference.
103	themselves from that		103	
104	environment because they don't		104	
105	want to mix with them. (D)		105	
106		A: so you said one of your children goes to 'x' comp	106	
107		P: two children,	107	
108		A: is it the same school for (boy in this school)	108	
109		PP: yes	109	
110	Children are respected in school.	A: How have you found that secondary school?	110	
111	Appears there is an openness in	PP: Yes, they are respected, they've never had problems with anybody,	111	Children respected in school.

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112	the family, children would tell	they never came home and said somebody picked on me or beat me, or	112	
113	parents. Even if the children	offended me. They are good children, they don't leave school without	113	Using own understanding of the school
114	aren't saying they are being	our knowledge, they are well behaved, (Translator I can say that because	114	experience to make conclusions about
115	picked on, Erik is using his own	I work with the girls)	115	his own children's experience.
116	experience to help understand if		116	
117	his children are okay in school?		117	
118	(C)		118	
119			119	
120		A: And what about the teachers? As secondary school is slightly different	120	
121		to primary school. How do you find the teachers?	121	
122		PP: I've been to parents evening a couple of times, I didn't see any	122	
123		difference between my girls and other girls and the Welsh girls	123	
124		(indigenous) yes.	124	
125		A: On a scale of 1-10, how would you rate the secondary schools	125	
126	Rated secondary school as a 9.	here?	126	
127	Would like to see more	PP: between 9-10, I haven't been in school here myself so I couldn't say	127	
128	homework (D) constructed	but from the children's experiences, between 9-10	128	
129	education based on previous	A: if it was a 9, what would make it a 10? PP: The only thing that I would have to say again is that it would be that	129	
130	experiences? But he had been	they don't receive homework thing and this is the only negative thing I	130	Accepting things are different in the UK.
131	informed UK are more practical,	can think about. I have been to many meetings there with the head and	131	Acceptance
132	so acceptance that things are	I've been told that this is the system in Great Britain so it's more	132	·
133	different here (C)	practical, and this is how it works	133	
134		A: Do you have any ideas of what you would like your children to do	134	
135	Father has high hopes for	when they are older?	135	
136	children, would like them to	PP: I would like my children to study all the way through and of course it	136	Aspirations for children- would like them
137	continue studying (D). BUT it is	is their choice what they want to be. My oldest child has already chosen	137	to continue studying.
138	their choice (L) children have big	a hairdresser course or possibly teaching and the other daughter she's in	138	
139	aspirations.	year 9, going into year 10 she would like to be a lawyer. So big	139	
140		aspirations.	140	
141		A: in terms of your time in this city, so you've been here for 3-4 years, what's helped you settle here?	141	
		what shelped you settle here:		

142 143 144 145 146 147 148 149	Initially, Erik experienced a	PP: There is no intention to go here as the children are in school at the moment. At the moment, we haven't thought of leaving- one reason is because our daughter has special needs so she is going to a SEN school and that's why we haven't changed the town, we haven't moved anywhere else and we just have to wait what the laws bring in terms of working, as at the moment it's a bit difficult. We'll see what our rights will be and see what's going to happen A: I think I used the right word 'settled' as I meant, when pp moved to the UK, what made him feel welcome, and feel at home here?	142 143 144 145 146 147 148 149	
152	helpful, finding school, doctors,	finding school for my children, with the medical problems, going to the	152	his family settle into the community.
153	helping to browse on the	hospital so then they look in the internet and help finding the job so	153	Importance of knowing professionals.
154	internet. (D)	slowly, slowly they started to be better.	154	
155		A: was it easy for you to find out about the EMS team or was it sign posted to him by someone else?	155	
156	Service became known to	PP: When I used to live in 'x' it was like a service where they used to go	156	
157	participant because of a contact	and eat and bring a dish so there was a teacher there from Czech republic	157	Knowledge of EMS service found only
158	in the school. (D)	who worked at the school, so they talked to the teacher in there and	158	through school contact. School to
159 160	Did not know anyone when	that's how they found out about EMS and the service	159 160	promote service.
161	Did not know anyone when moved to the city- he knew a	A: did you know anyone living in this city when you moved here?	161	
162	church was here so thought	PP: No I didn't know anybody, I arrived at Bristol airport and I came here,	162	Required sense of belonging. Knew no
163	Romanians would be here. The	I knew there was a church here so I realise that other Romanian people must be here as well. The first time I came, I came by myself, I looked for	163	one when he moved to the city but knew
164	idea that participant equates	a house and then my family came as well.	164	there was a church, so presumed
165	church with Romanians . Value of	A: You said that religion is very important to you, how is the Roma	165	Romanians would be here.
166	religion.	culture important to you as well? As you said there's not much	166	
167		difference, but as I don't know much about the Roma culture, what is	167	
168	Acknowledgement that times	important?	168	
169	have changed- suggestion that	PP: There was an old Roma Culture when the Romani people used to live in tents, and they used to do different art crafts, but that doesn't exist	169	Romani Culture has changed.
170	the Romani culture has changed	anymore as it ended now the children, they all go to school, the same as	170	Acceptance, acculturation.
171	and said "that doesn't exist	everybody else. The women dress the same, there might be differences	171	

			1	T
172	anymore" (L) acceptance that this	that some Romani people that they wear different clothing, I heard that	172	
173	is what happens here? (C)	in Romania for example, there is a King of the Romani people but I	173	
174		haven't met him personally, he feels like everybody else	174	
175		A: so you feel like you belong here?	175	
176	Feelings of belonging. Spend	PP: Yes, we spend very little time in Romania, my children for example, 'x'	176	
177	little time in Romania. Some of	who is ten years old he has only been in Romania for 2 weeks of his life.	177	Feelings of belonging/acceptance
178	his children were raised in Spain	So the children were raised in Spain, and here. 'x' visits his grandparents	178	
179	and here. Majority of his children	in Romania but he hasn't got an understanding. Because I'm older, I	179	
180	were raised in Spain or the UK.	know, the eldest one who is 19 years old, when he was 6 we left	180	
181	Children do not know what life is	Romania. My children don't know how life was like in Romania for	181	Cultural difference, life is different here.
182		example how I used to go to school, then after school they used to send	182	Past experience impacted upon how he
	like in Romania (D). Appreciation	us to work in the field to look after the animals, I knew what it meant to		
183	that life is different here, culture	be poor. They don't know that, as they were educated abroad, they were outside. Life for them is completely different.	183	views life in the UK.
184	and education is different. (C)	A: Do you have any questions for me?	184	
185		A. Do you have any questions for the:	185	
186		PP: No, what is the role of the interview?	186	
187		A: gives debrief form- the main purpose ispp reads debrief form.	187	
188		Thank you very much	188	
189		PP: Thank you very much as well, and anytime when there is a need,	189	
190	Wants to be heard	there's no problem. We haven't got any secrets, and we are very happy	190	
191		that somebody is looking for things to be right for us- if in anyway	191	Would like to be heard
192		something wrong will be said about us	192	
193	Thought no homework was	A: it's good to get your view point	193	
194	'racist' initially but the system is	PP: when I came here, and the children didn't receive homework at	194	Initial reaction to differences between
195	different here (D)	home, I came to the school as I thought that it was maybe racist because	195	educational systems was racism.
196	(=)	the children from a different background but I was explained that the	196	Reactions based on previous
197		system was different	197	constructions of education.
198		A: it was that all children are treated the same here. You can keep this	198	constructions of cadeations
199	Protective of child (C)	(debrief form)	199	Protective of child
200	Trocective of clina (e)	PP: I'm just asking what is this about- not as much for myself, but for my	200	Trocective of clina
		child as I don't want anything to happen with him.		
201		A: I will ask very similar questions about school.	201	

202	PP: Yes, I've read a copy of the questions so I am aware of what is going	202	
203	to be asked.	203	

Clustering themes

Clustering themes		
List of themes chronological	List of themes alphabetical	Clustering of emergent themes
Pull factor to the UK- Opportunities	Acceptance, acculturation.	
Father is proud of how well his children are	Accepting things are different in the UK.	
progressing.	Acceptance	Cultural 'differences'
Valuing education based on past experiences	Aspirations for children- would like them to	Would like to be heard
Perceives education as positive however	continue studying.	Creates socialising opportunities with other
there are differences	Children respected in school.	Romani people. Separation between Romani
Quantity of homework impacts upon	Creates socialising opportunities with other	and non-Romani people because of culture.
perception of how 'good' education is.	Romani people. Separation between Romani	Cultural difference.
Sense of belonging.	and non-Romani people because of culture.	Only difference between Romani and Welsh
Religion is important to Erik.	Cultural difference.	culture is drinking.
Sense of belonging.	Cultural difference, life is different here.	Romani Culture has changed.
Proximity impacted school chosen.	Difference in culture leading to isolation and	Acculturation
Has difficulties accepting differences in	lack of integration. Minimises sense of	Acceptance, acculturation.
systems- would like more homework.	belonging.	Accepting things are different in the UK.
Expectations are different based on past	Expectations are different based on past	Acceptance
experiences.	experiences.	
Understanding of progress based on past	Father is proud of how well his children are	Expectations of education
experiences.	progressing.	Children respected in school.
Past experience has had an impact on his	Feelings of belonging/acceptance	Father is proud of how well his children are
perception- teachers able to punish children if	Has difficulties accepting differences in	progressing.
unable to read well or did not complete	systems- would like more homework.	Has difficulties accepting differences in
homework	Initial reaction to differences between	systems- would like more homework.
Only difference between Romani and Welsh	educational systems was racism. Reactions	Initial reaction to differences between
culture is drinking.	based on previous constructions of education.	educational systems was racism. Reactions
Difference in culture leading to isolation and	Knowledge of EMS service found only through	based on previous constructions of education.
lack of integration. Minimises sense of	school contact. School to promote service.	Protective of child.
belonging.	Only difference between Romani and Welsh	Past experience has had an impact on his
Creates socialising opportunities with other	culture is drinking.	perception- teachers able to punish children if
2		unable to read well or did not complete

Romani people. Separation between Romani and non-Romani people because of culture. Cultural difference.

Children respected in school.

Using own understanding of the school experience to make conclusions about his own children's experience.

Accepting things are different in the UK. Acceptance

Aspirations for children- would like them to continue studying.

Sense of belonging- initially felt a language barrier but EMS service helped his family settle into the community. Importance of knowing professionals.

Knowledge of EMS service found only through school contact. School to promote service. Required sense of belonging. Knew no one when he moved to the city but knew there was a church, so presumed Romanians would be here.

Romani Culture has changed.

Acceptance, acculturation.

Feelings of belonging/acceptance

Cultural difference, life is different here.

Past experience impacted upon how he views life in the UK.

Would like to be heard Initial reaction to differences between educational systems was racism. Reactions Past experience has had an impact on his perception- teachers able to punish children if unable to read well or did not complete homework

Past experience impacted upon how he views life in the UK.

Perceives education as positive however there are differences

Protective of child.

Proximity impacted school chosen.

Pull factor to the UK- Opportunities

Quantity of homework impacts upon perception of how 'good' education is.

Religion is important to Erik.

Required sense of belonging. Knew no one when he moved to the city but knew there was a church, so presumed Romanians would be here.

Romani Culture has changed.

Sense of belonging- initially felt a language barrier but EMS service helped his family settle into the community. Importance of knowing professionals.

Sense of belonging.

Sense of belonging.

Understanding of progress based on past experiences.

Using own understanding of the school experience to make conclusions about his own children's experience.

homework

Past experience impacted upon how he views life in the UK.

Quantity of homework impacts upon perception of how 'good' education is. Understanding of progress based on past experiences.

Valuing education based on past experiences Expectations are different based on past experiences.

Aspirations

Aspirations for children- would like them to continue studying.

Pull factor to the UK- Opportunities

Belonging

Feelings of belonging/acceptance Religion is important to Erik.

Required sense of belonging. Knew no one when he moved to the city but knew there was a church, so presumed Romanians would be here.

Sense of belonging- initially felt a language barrier but EMS service helped his family settle into the community. Importance of knowing professionals.

Sense of belonging.

Sense of belonging.

Difference in culture leading to isolation and lack of integration. Minimises sense of

based on previous constructions of education.	Valuing education based on past experiences	belonging.
Protective of child.	Would like to be heard	Knowledge of EMS service found only through
		school contact. School to promote service.
		Proximity
		Proximity impacted school chosen.

Description of themes

PP 2 Theme	Description
Aspirations	Erik seems to feel that the UK provides the opportunities which Romania and Spain could not offer him, he wanted to grasp a better life, for his children's education, for work opportunities. Erik seems to have high hopes for his children's future, he would like them to continue studying but accepts that it is their choice. He appears happy as his children already have high aspirations.
Cultural differences	Erik appears to appreciate the cultural differences between the traditional Roma culture to how things are today-however, he doesn't seem to think there are any 'differences' culturally between the Welsh/British culture and the Roma culture, apart from drinking. However, this is a significant difference to Erik, so much so if he sees people drinking in the park, he would physically remove himself from that environment. In effect this links to feelings of separateness. Erik appreciates how different his life was in Romania, how he was expected to work after school in the field, and he knew what it meant to be poor. He is thankful that his children do not need to experience this and that life is completely different for him.
Belonging	Erik seems to feel quite settled in Wales, and spends very little time in Romania, he is still quite attached to his Romanian heritage, as even though he knew no one in the UK, he knew there was a church in this city so he presumed that other Romanians would be here too. Erik sought out a place where he knew other people from his home country would be, indicating this would provide him with a sense of belonging. His practice of Christianity can afford him the opportunities to feel 'at home' with a sense of familiarity, surrounded by other Romanian families where it was 'nice' to be together. Erik also acknowledged he found it difficult to settle initially, he found the language barrier difficult but with the EMS tem offering support, it became less difficult and perhaps links to his own feelings of belonging in a new city which he now lived.
Expectations of education	Erik's own experience of education has had an impact on his value, perception and expectations of education in Wales. He feels that as his children have attended school since pre-school and are well behaved, and never tell him that they are having any difficulties in school, that they are well respected. Interestingly, Erik went to school during the time of the communist regime where the teachers had the right to 'punish children if they had not done their homework'. It was more strict. Erik appeared quite adamant that the children should be getting more homework because these are the expectations he has developed from his own experiences in education in Romania and adapting to

the school system in Spain. It seems as though his expectations are not being met. He even thought that the children not receiving homework was a form of racism.

When reflecting on the experience of education in the UK, Erik seems to feel that there are differences in the amount of homework that is given to the children, there seems to be an openness of Erik to understand the culture of the school, making the effort to speak to the head about the system and accepting the differences in this educational system.

Themes and supporting quotes

Theme	Sub themes	Description	Quote and reference
Aspirations	 Grasping opportunities in the UK Hopes for children 	Erik seems to feel that the UK provides the opportunities which Romania and Spain could not offer him, he wanted to grasp a better life, for his children's education, for work opportunities. Erik seems to have high hopes for his children's future, he would like them to continue studying but accepts that it is their choice. He appears happy as his children already have high aspirations.	I would like my children to study all the way through and of course it is their choice what they want to be. My oldest child has already chosen a hairdresser course or possibly teaching and the other daughter she's in year 9, going into year 10 she would like to be a lawyer. So big aspirations. L136-139 For children's education for a better life, erm for work because in Spain erm it wasn't much work L5-6
Cultural 'differences'	Acculturation Acceptance of some cultural norms, rejection of others	Erik appears to appreciate the cultural differences between the traditional Roma culture to how things are today- however, he doesn't seem to think there are any 'differences' culturally between the Welsh/British culture and the Roma culture, apart from drinking. However, this is a significant difference to Erik, so much so if he sees people drinking in the park, he would physically remove himself from that environment. In effect this links to feelings of separateness. Erik appreciates how different his life was in Romania, how he was expected to work after school in the field, and he knew what it meant to be poor. He is thankful that his children do not need to experience this and that life is completely different for him.	We haven't got any secrets, and we are very happy that somebody is looking for things to be right for us- if in anyway something wrong will be said about us L190-192 Yes, definitely, [I socialise with others from the Roma community] I meet with people and I go with them to the park and we stay there in the shade, and if we see other people who come there and drink, and you know, we just leave because we are religious people and we don't want to mix up with them L97-100 I don't see any differences, culturally, their celebrations in their culture, there are celebrations with our culture. The only difference, and maybe this is the difference with my own family is maybe because we don't drink, we don't smoke, we don't go out, I feel a little bit withdrawn, a little separated as we don't socialise the way maybe most of the people here socialise. But I don't see

		any other differences other than that L89-95 There was an old Roma Culture when the Romani people used to live in tents, and they used to do different art crafts, but that doesn't exist anymore as it ended now the children, they all go to school, the same as everybody else. The women dress the same, there might be differences that some Romani people that they wear different clothing
		My children don't know how life was like in Romania for example how I used to go to school, then after school they used to send us to work in the field to look after the animals, I knew what it meant to be poor. They don't know that, as they were educated abroad, they were outside. Life for them is completely different. L180-184
Belonging	Erik seems to feel quite settled in Wales, and spends very little time in Romania, he is still quite attached to his Romanian heritage, as even though he knew no one in the UK, he knew there was a church in this city so he presumed that other	I'm among good people L11 Yes, [we feel like we belong]we spend very little time in Romania, my children for example, 'x' who is ten years old he has only been in Romania for 2 weeks of his life. L175-177
	Romanians would be here too. Erik sought out a place where he knew other people from his home country would be, indicating this would provide him with a sense of belonging. His practice of Christianity can afford him the	There is a church, and in the church there are around 60-70 Romanian family members. it is nice to be together L33-35 All my children started in this school and I really,
	opportunities to feel 'at home' with a sense of familiarity, surrounded by other Romanian families where it was 'nice' to be together.	really like this schoolIt was the closest when we first moved here, it was the closest school where we used to live, as we always used to live in this area, so they all started here. L 40-44

Erik also acknowledged he found it difficult to settle initially, he found the language barrier difficult but with the EMS tem offering support, it became less difficult and perhaps links to his own feelings of belonging in a new city which he now lived.

I didn't know anybody, I arrived at Bristol airport and I came here, I knew there was a church here so I realise that other Romanian people must be here as well. The first time I came, I came by myself, I looked for a house and then my family came as well. L161-164

It was difficult in the beginning because of the language barriers but I believe EMS was really really helpful because they helped me in terms of finding school for my children, with the medical problems, going to the hospital so then they look in the internet and help finding the job so slowly, slowly it started to be betterL150-155

Absolutely, yes, we do [socialise with the Roma community] because we are very religious people. We go to church every Sunday so we meet with everybody else because we are Pentecostals...There is a church, and in the church there are around 60-70 family members it is nice to be together L29-35

I don't see any differences, culturally, their celebrations in their culture, there are celebrations with our culture. The only difference, and maybe this is the difference with his own family is maybe because they don't drink, they don't smoke, they don't go out, I feel a little bit withdrawn, a little separated as they don't socialise the way maybe most of the people here socialise. But I don't see any other differences other than that L89-95

			When I used to live in 'x' it was like a service where they used to go and eat and bring a dish so there was a teacher there from Czech republic who worked at the school, so they talked to the teacher in there and that's how they found out about EMS and the service L157-160
Expectations of education	Past experiences (in education and life)	Erik's own experience of education has had an impact on his value, perception and expectations of education in Wales. He feels that as his children have attended school since pre-school and are well behaved, and never tell him that they are having any difficulties in school, that they are well respected. Interestingly, Erik went to school during the time of the communist regime where the teachers had the right to 'punish children if they had not done their homework'. It was more strict. Erik appeared quite adamant that the children should be getting more homework because these are the expectations he has developed from his own experiences in education in Romania and adapting to the school system in Spain. It seems as though his expectations are not being met. He even thought that the children not receiving homework was a form of racism. When reflecting on the experience of education in the UK, Erik seems to feel that there are differences in the amount of	The children's education is pretty good, I have got 4 children, all are at school and I'm pleased with that. I haven't got anything you know, negative to say. The children behave well in school, they are treated well in school. L12-15 they are respected, they've never had problems with anybody, they never came home and said somebody picked on me or beat me, or offended me. They are good children, they don't leave school without our knowledge, they are well behaved L111-115 It was good because my children go to school from 3 years old so they always had a good education and anybody will say they can write, they can read. L17-19 My views on education are positive, the only thing that I would say is that, they are not given anything to do at home. Whereas in countries like Romania and Spain, they were given more to do at home. Erm but nothing else because my children go to school, they study, they work hard A: So you'd like more homework? PP: Exactly, because we would like to know what they learn on a daily basis. We know they come to school but we don't know what they have learned

homework that is given to the children, there seems to be an openness of Erik to understand the culture of the school, making the effort to speak to the head about the system and accepting the differences in this educational system. Nevertheless, it appears Erik finds it difficult to embrace/accept this particular norm as on a number of occasions, he made reference to the fact that the children should get homework.

every day

A: and you'd like to be part of that?

PP: I feel that maybe if 'x' was in Romania for example, at the level that he is now, he would have been much better, he would be better at reading, writing, would have been much better than here.

L47-58

when I came here, and the children didn't receive homework at home, I came to the school as I thought that it was maybe racist because the children from a different background but I was explained that the system was different L193-197

I'm just asking what is this about- not as much for myself, but for my child as I don't want anything to happen with him. L 199-201

When I used to go to school, it was a communist time, at that time, it was more strict, they had the right to beat us, even if they wanted to do physical punishments if we didn't do our homework, or didn't read well- so it was more strict L80-84

It was good (children's educational experience in Spain) because my children go to school from 3 years old so they always had a good education and anybody will say they can write, they can read. The only difference is that in Spain, they had a lot more to do at home, homework. The books were given at home, whereas in here, it's, all the work they do is in school. L17-21

The only thing that I would have to say again is that it would be that they don't receive homework thing and this is the only negative thing I can think about.

	and Brit	ave been to many meetings there with the head d I've been told that this is the system in Great itain so it's more practical, and this is how it orks L129-133
	chi I ha The	e children's education is pretty good, I have got 4 ildren, all are at school and I'm pleased with that. aven't got anything you know, negative to say. e children behave well in school, they are treated ell in school. L 12-14
		n hereall the work they do is in school" L21 ney just come home and play" (L73)

Participant 6- Madalina

Reflective diary

Reflective diary

Participant 6 ' Madalina'

Madalina appears to have had a difficult time in school when she was in Romania, she found the classes difficult and sometimes the content of the lessons. She felt however that the teachers were supportive towards her. Nevertheless, she later said that she finds studying in Wales as 'easier' and 'quiet'. When reflecting on what she meant by 'quiet' Madalina had experienced teachers using violence towards pupils, physically and verbally.

Madalina also felt that school in Wales was easier as she feels she doesn't get much homework compared to in Romania and the expectations of her here are lower than in Romania as the work is much easier.

When Madalina moved to the school, she spoke of having a 'buddy' who helped her settle in to school. She appeared to find this comforting as they always checked in on her to see if things were okay.

Madalina also commented on how helpful the teachers are in this school, they will take the time to explain things to her in class if she doesn't understand and appears to feel supported.

Overall Madalina appears quite content in the school she is in. She hasn't decided what she might move on to after school but she has thought of perhaps being a doctor or something to do with maths. Madalina has aspirations. She recognised that there are more opportunities in Wales compared to being in Romania and also recognised that her parents moved over here for her future.

Transcript with emerging themes

Child interview number 6 ' Madalina'

Vauxhall Fields High school

Female, Year 8

Line	Descriptive coding	Transcript	Line	Emerging Themes
no.			no.	
	D- Descriptive			
	L- Linguistic			
	C- Conceptual			
1		A: You lived in Romania before coming to the UK, did you go to school	1	
2		there in Romania?	2	
3		PP: yes,	3	
4		A: and what age did you start going to school, do you remember?	4	
5		PP: 6 years old	5	
6		A: and what was it like for you? PP: a little bit difficult.	6	
7	Found school in Romania difficult	A: what made it difficult?	7	Different educational systems
8	due to quantity of homework and	PP: Erm- I found the classes difficult because we had a lot of homework	8	
9	level taught (D)	to do. Erm, sometimes erm I didn't understand the lesson, I didn't	9	
10		understand what it was about.	10	
11	Teachers were supportive (D)	A: did your teachers help you?	11	
12		PP: yes	12	
13		A: so you felt that you got the support you needed, but you still found it	13	
14		bit difficult. So it was more the workload?	14	
15		PP: Yes	15	
16		A: nothing else? PP: no	16	
17		A: Do you know why your parents chose to move to This city?	17	
18	Acknowledges her parents have	PP: for my future, er so that I'm able to study more, that's all	18	Increased opportunities in Wales
19	moved over here for her future.		19	compared to Romania.

20	(D)	A: And did you know any English before coming here?	20	
21	,	PP: Yes, very little	21	
22		A: and how have you found your experience here?	22	
23	Madalina has enjoyed her	PP: Very nice, erm quiet, and easy, really easy	23	Differences in educational systems.
24	experience in school, she finds it	A: so why do you think it's easy?	24	2 merenees medadational systems.
25	easier here and quiet (D/L)	PP: Because the lessons here erm are made easy, and erm the level now I	25	
26	cusier here and quiet (b/ L)	am in year 8 now and what I'm doing now in year 8 I used to do when I	26	
27		was in year 5 in Romania.	27	
		A: Okay, so the level is less difficult		
28		PP: yes	28	
29		A: erm, so is that the main difference between being in school in	29	
30		Romania compared to here?	30	
31		PP: yes	31	
32		A: when you say it's quiet here, what was it like in Romania?	32	Differences in treatment of others.
33	Madalina had seen teachers be	PP: I am thinking about the teachers, they don't use violence against the	33	
34	violent toward her peers but	pupils, they don't beat the pupils.	34	
35	never experienced it herself (D)	A: so in Romania, some pupils experienced that?	35	
36		PP: yes A: and how did the pupils react?	36	
37		PP: crying, and they were calling for their parents	37	
38		A: so that's what you mean when it's quiet here as it doesn't happen	38	
39		here?	39	
40		PP: yes	40	
41		A: did it happen to many pupils? In a reaction to how they were	41	
42		behaving?	42	
43		PP: It was about their behaviour	43	
44		A: do you mind if I ask if you experienced that?	44	
45		PP: no, I don't mind	45	
46		A: Did you experience that yourself?	46	
47		PP: No	47	
48		A: You find this school erm quieter because of less disruption	48	
49		PP: yes	49	
49		A: you find it easier because it's less difficult?	49	

50		PP: yes	50	
51	The quantity of homework in this	A: how about homework, do you get much homework here, compared to	51	Differences in educational systems
52	school is also not as great as in	before?	52	·
53	Romania, however when they are	PP: No, sometimes	53	
54	given homework generally it is on	A: Is that subject specific?	54	
55	the computer (D)	PP: No, many times the homework is given on the computers	55	
56	the compater (2)	A: to complete at home on the computer?	56	
57		PP: So many times we got exercises, we have a site for learning. There is	57	
58		a site which you access through the internet so you can log on and do	58	
59		different types of exercises	59	
		A: and are you able to do that at home? Do you find it useful for your		
60		learning?	60	
61		PP: yes A: It's not much volume wise?	61	
62		PP: No	62	
63		A: do you find that better?	63	
64		PP: Yes	64	
65		A: so you've had a good time so far?	65	
66		PP: Yes	66	
67		A: you've only been here for seven months, so when you started here,	67	
68		when you were introduced to your form, did your teachers buddy you up	68	
69		with a friend to show you around?	69	
70		PP: They buddy me with somebody, so that person would be able to help	70	
71	Found the buddy system really	me. Then they were really very helpful and so many times they came to	71	Sense of belonging in school
72	helpful when she first arrived at	ask me if I was alright.	72	
73	the school (D) links to feelings of	A: were they in your form?	73	
74	belonging (C)	PP: yes	74	
75	3 3 (- /	A: are you still friends?	75	
76		PP: yes	76	
77		A: What else have you enjoyed, you said the work's easier, is there	77	
78		anything particular that you like?	78	
79	Feels the teachers are supportive	PP: They are really helpful, they explain (the teachers), if you don't	79	Sense of safety and support
13	recis the teachers are supportive	understand they explain it again	13	Sense of safety and support

and explain things if she does not understand, the teachers are patient (D) A: so have lots of patience patient (D) PP: yes Ray	00	and avalate things if the data are	As so have lets of nations	00	
patient (D) A: and what's your favourite subject? PP: Science PP: Science PP: Chemistry A: Have you had the chance to mix chemicals yet? R7 R8 R8 R9 The teachers "listen to [her] when [she] wants to say something" (L) Interesting use of words here, perhaps she felt that she wouldn't be listened to in R8 R7 R8 R8 R7 R8 R8 R9 Madalina is quite happy here. (D) R8 R8 R7 R9			·		
PP: Science A: why science? Any particular science biology, physics PP: Chemistry A: Have you had the chance to mix chemicals yet? PP yes A: you said your teachers help you in school, do you find anything else helpful here? PP: They are very understanding, they listen to you when you want to say something wouldn't be listened to in Romania. She also gets help from the BTA. (D) Madalina is quite happy here. (D) Madalina is quite happy here. (D) Madalina is quite happy here. (D) She appears to have a wide group of friends from different cultures with others. (D) She appears to have a wide group of friends from different cultures with others. (D) What do you and ground with a break times? PP: ses A: you said you reachers help you in school, do you find anything else helpful here? PP: They are very understanding, they listen to you when you want to say something N: How about Miss T? PP: yes she is helpful, very much! A: How about Miss T? PP: yes she is helpful, very much! A: How about Miss T? PP: yes she is helpful, very much! A: Who do you hang around with at break times? PP: Iden't know, everything is okay at the moment! A: Who do you hang around with at break times? PP: sometimes with my class mates A: your form? PP: yes A: Do you feel happy to share your cultural background with others? PP: yes A: Do you feel happy to share your cultural background with others? PP: yes A: Do you feel happy to share your cultural background with others? PP: yes A: Do you feel happy to share your cultural background with others? PP: yes A: Do you feel happy to share your cultural background with others? A: What do you enjoy out of school?		,	,		
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PP: Yes A: What do you enjoy out of school?			·		
A: What do you enjoy out of school?					
1400 140	108			108	
	109		PP: shopping, clothes shopping! Going out with my friends, and to have	109	

110 111 112 113 114 115 116 117 118 119 120 121 122 123 124	Madalina enjoys socialising with her friends from school and outside of the community . (D) Has high aspirations, recognises there are many opportunities in Wales, especially if you go to school (D). " in Romania you can't do much if you haven't gone to school. " L	fun! A: so when you say you go out with your friends, are they from this school? PP: from school as well and from the community as well. A: I know you've recently arrived here but have you thought about what you'd like to do when you leave? PP: Erm, I haven't decided yet- I would like to be a doctor erm or maybe something to do with maths. A: you've still got lots of time to decide! A: How is life different from living in Romania to here? PP: there are many opportunities here A: in terms of? PP: You can find work, you can go to work, you can study, you can go and help other pupils in school, in Romania you can't do much if you haven't gone to school. A: so plenty more opportunities here PP: Yes	110 111 112 113 114 115 116 117 118 119 120 121 122 123 124	Sense of belonging/importance of friendship Aspirations for the future Opportunities in Wales. Acknowledgement there are positive prospects in Wales.
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Clustering themes

List of themes chronological	List of themes alphabetical	Clustering of emergent themes
Different educational systems	Acknowledgement there are positive	Opportunities
Increased opportunities in Wales compared	prospects in Wales.	Acknowledgement there are positive
to Romania.	Aspirations for the future	prospects in Wales.
Differences in educational systems.	Differences in educational systems	Aspirations for the future
Differences in treatment of others.	Differences in educational systems.	Opportunities in Wales.
Differences in educational systems	Differences in treatment of others.	Increased opportunities in Wales compared
Sense of belonging in school	Different educational systems	to Romania.
Sense of safety and support	Increased opportunities in Wales compared	Cultural differences
Sense of safety and support	to Romania.	Differences in educational systems
Sense of belonging	Opportunities in Wales.	Differences in educational systems.
Sense of belonging/importance of friendship	Sense of belonging	Differences in treatment of others.
Aspirations for the future	Sense of belonging in school	Different educational systems
Opportunities in Wales.	Sense of belonging/importance of friendship	Sense of belonging
Acknowledgement there are positive	Sense of safety and support	Sense of belonging
prospects in Wales.	Sense of safety and support	Sense of belonging in school
		Sense of belonging/importance of friendship
		Sense of safety and support
		Sense of safety and support

Description of themes

PP 6Theme	Description
Opportunities	Madalina appears to acknowledge that education is important to help her find work. She has aspirations for her own future and although she hasn't decided it appears she does want to continue her education.
Cultural differences	Within Madalina's experiences, she highlights some differences in the educational systems between Romania and Wales. She finds it better in Wales due to it being 'easier' and the level of work expected of her is not as high in the Welsh school. Additionally teachers are not allowed to physically punish students and she finds it 'quiet' here.
Sense of belonging	It appears Madalina has had a supportive experience in this school, she mentioned the buddy system was very helpful for her and is still friends with her now. Socialising is something which Madalina enjoys, perhaps she has a sense of belonging in and out of school. She also feels she gets the support from her teachers mentioning their patience and understanding and listening to her, perhaps suggesting she did not feel listened to in her previous school experiences.

Themes and supporting quotes

Theme	Sub themes	Description	Quote and reference
Opportunities	Aspirations Value of education	Madalina appears to acknowledge that education is important to help her find work. She has aspirations for her own future and although she hasn't decided it appears she does want to continue her education.	 You can find work, you can go to work, you can study, you can go and help other pupils in school, in Romania you can't do much if you haven't gone to school. L121-123 there are many opportunities hereI haven't decided yet- I would like to be a doctor erm or maybe something to do with maths. L115-119 [my parents came here] for my future, er so that I'm able to study more, that's all. L18
Cultural differences		Within Madalina's experiences, she highlights some differences in the educational systems between Romania and Wales. She finds it better in Wales due to it being 'easier' and the level of work expected of her is not as high in the Welsh school. Additionally teachers are not allowed to physically punish students and she finds it 'quiet' here.	 Regarding Madalina's thoughts about school here she says "erm [it's] quiet, and easy, really easyBecause the lessons here erm are made easy, and erm the level now I am in year 8 now and what I'm doing now in year 8 I used to do when I was in year 5 in Romania" L23-26 Reflecting on why she perceives school to be 'quiet here' Madalina said: "I am thinking about the teachers, they don't use violence against the pupils, they don't beat the pupilsthey [cried], and they were calling for their parents L33-38 I found the classes difficult because we had a lot of homework to do. Erm, sometimes erm I didn't understand the lesson, I didn't understand what it was about. L8-10
Sense of belonging	Friendship Support	It appears Madalina has had a supportive experience in this school, she mentioned the buddy system was very helpful for her and is still friends with her now. Socialising is something which Madalina enjoys, perhaps she has a sense of belonging in and out of school. She also feels she gets the support from her teachers mentioning their patience and understanding and listening to her, perhaps suggesting she did not feel listened to in her previous school experiences.	 [the school] buddy me with somebody, so that person would be able to help me. Then they were really very helpful and so many times they came to ask me if I was alright." L70-72 Madalina enjoys "shopping, clothes shopping! Going out with my friends, and to have funfrom school as well and from the community as well L109-113 [The teachers] are really helpful, they explain, if you don't understand they explain it again L78-79 [The teachers] are very understanding, they listen to you when you want to say something L89-90

Participant 10- Caterina

Reflective diary

Reflective diary

'Caterina' EAL teacher, secondary school

Participant 10

Caterina grew up in Slovakia but her ethnicity is Hungarian. She was able to reflect on some of her own understanding of the way the Romani population was treated in Slovakia. Fortunately in Caterina's own schools she attended, the Romani children were not treated any differently in fact they were part of the school community. However, in the village next door they were not respected. Considering her personal knowledge, she appears to try her best to make the children feel welcome and she hopes this would lead to full engagement in education.

Caterina has experienced some Romani pupils concealing their identity, but some are open and honest about it. One Romani girl became very upset when a peer in an exercise said that 'G' could stand for 'Gypsy'. Even though this was not specifically directed at her she became very upset highlighting that this particular Romani girl felt that the term was derogatory even though it was not directed at her. The concealing of identity or Czech pupils not wanting to associate with the Romani pupils appear to come from their past experiences or from their parents. Despite the choice of some of pupils of who to be friends with, Caterina tries to encourage pupils to speak Romani, and in a way she is able to develop a relationship with her pupils which help them become more open and honest with her. Caterina can learn their norms and their rules in order for her to help Romani children in their education. Even after some of the Romani children leave the induction class, Caterina is still accessible to those students and she ensures the relationship that they built does not stop just because they are no longer in her class. She even said that she can give them advice about things not related to school; Caterina becomes accessible.

Caterina also has a good relationship with the parents, she holds parent-pupil sessions, where pupils and parents learn something together. This appears to suggest that developing a relationship is important to build trust and an understanding from parents that their children are in a safe place. Previous experience may have cause parents to become untrusting of officials and professionals. She feels reaching out to parents is an important way for full engagement. She recognises the importance of the family for Romani families, if the school are able to get the families 'on board' this may help with potentially poor attendance issues but ensuring parents are part of the community.

Caterina appears very keen to have a good sense of the needs of Romani children, particularly with attendance issues she uses positive reinforcement for children who do come to school to help them recognise there is a purpose for coming to school, this helps to further develop the understanding of the 'school' concept for some Romani pupils especially if they have not been to school before. As

Caterina is aware of the issues for Romani people in her own country she shows a degree of real empathy for this group of people. She is clear she does not want to 'segregate' any pupil and the classes she offers is to ensure they are able to integrate appropriately. Caterina is aware of the children's emotional needs especially because of potentially negative experiences in their home countries and she again, demonstrates a degree of empathy for understanding why families choose to move to this country. Additionally, since Caterina has a real frame of reference she feels that not all teachers are understanding about their needs and would need to appreciate their particular 'baggage'.

From Caterina's view point there appear to be a number of strategies in place that are working to increase engagement in school, but some which aren't. She feels that having 'sets' in the school either top or bottom can be quite exclusionary however, she has felt that there has been an improvement in the balance of those in the different sets this year. The buddy system appears to be very successful and Caterina feels that the buddies are chosen appropriately, those who are more likely to be 'helpful'. Having the induction programme in place relatively recently and this has given school the responsibility for the EAL children rather than it being solely with the EMS team, there is still collaborative working.

Caterina enjoys working collaboratively with primary schools especially when looking at the transition of the primary school children into secondary school, she reflects on communication being better with all relevant parties. Caterina also wants to meet the parents of the children she teachers to ensure they know how they have progressed and in this way it's a "part of reaching out" L416.

She is keen to ensure the children's emotional wellbeing is not 'forgotten' by asking children to keep books which contain social targets which they would share with her to let her know how they are getting on.

Caterina appears to want Romani pupils to be proud of their heritage such for example, ensuring the LSAs have an information book containing some points on supporting the Romani children. Caterina shows good knowledge about the Romani people by expressing some frustrations that the Romani people may feel, not all Romani people speak the same dialect, there may be similarities but it is not exactly the same so they might not understand everything. Additionally, the BTA's do not speak Romani, they speak Slovak/Czech/Romanian.

Caterina has noticed that the Romani children tend to be friends with other Romani children but in the classroom they would interact with anyone.

Caterina feels that perhaps the Romani children 'stick together' because they feel safe. Additionally, their parents chose this school because of the larger proportion of Romani pupils here. The development of cultural awareness could be an area of development for the school as the GRT celebrations are

separate from the school itself, last year 4 pupils from the school went to the event but it was separate. Caterina hasn't known there to be any racism as such toward the Romani's and of the incidents that would occur there is a procedure in place. Interestingly, Caterina mentioned she has noticed a degree of conflict between the White Slovak children and the Slovak Romanies.

Transcript with emerging themes

Teacher interview

Participant 10

'Caterina' EAL teacher secondary school

Line	Descriptive coding	Transcript	Line	Emerging Themes
no.			no.	
	D- Descriptive			
	L- Linguistic			
	C- Conceptual			
1		A: thank you again for agreeing to participate in my research. Really this	1	
2		is just to get an idea of your experience but feel free if you have any	2	
3		questions if you're not sure. So what can you tell me about the Roma	3	
4		history?	4	
5	Some knowledge of the Romani	PP: Ooooh- Roma history er well I know they are coming from Asia and	5	Personal knowledge about the Romani
6	history (D)	erm, I know that they have connections with erm the Indian culture and basically the language is based, coming from a similar area so I know that	6	population
7		few of the children can understand each other, few words are similar as	7	
8		well. I know they erm are we talking about history?	8	
9		AT: yes, the Roma history	9	
10		PP: so, I know that they er live in different areas, they are not	10	
11		demographically in the same area and they live everywhere in the world.	11	
12		But nothing closer than that. I would be lying if I said I was perfect. I	12	
13		know erm about the music and culture more than I know about the	13	
14		history.	14	
15		AT: but that's important to know. You're an EAL teacher here, what does	15	
16		that involve, in terms of teaching Roma children? Do you provide extra catch up literacy? How does it work?	16	
17	Offering a programme for EAL	PP: basically I teach an induction programme so the children come to me	17	Strategies developed in the school
18	learners to ensure the children	after they have been assessed and If they are new to English they come	18	
19	feel confident in their English	to me for an induction period. This is a 5 week programme. We extend	19	

20	1.6	An abilduan who are not ready they are stored in a 16 th according	20	
20	before joining all the mainstream	to children who are not ready, they are struggling. If they need more	20	
21	classes. (D)	than 5 weeks we can expand the period of time but not for a long time.	21	
22		Some of them don't need 5 weeks, some go straight go back to lessons.	22	
23		So basically getting them ready for the mainstream class, and getting	23	
24		them ready to join their peers in the class (mmmm) and obviously, when	24	
25	Teacher doesn't ask if the	they come in, I don't ask them whether they are Roma. I have the	25	
26	children are Romani, but she has	information obviously but I'm, the majority of my pupils at the moment	26	
27	the information.	are Roma children	27	
28	Some Romani children are open	AT: are they quite open about that?	28	Openness about ethnic identity varies
29	•	PP: Some of them are, some of them aren't. Errr, yesterday I had a girl	29	Openiness about ethnic identity varies
	about their ethnicity, some are	erm, I'll give you an example we were talking about BFG yesterday, Big		
30	not. Use of the word 'Gypsy' in	Friendly Giant (mmm) and they were giving me words for what the B	30	
31	class the other day was not	stands for, some ideas and have a think. I showed them the book and	31	
32	welcomed by a Romani pupil. (D)-	they gave me ideas about BFG, when it came to the letter 'G'. One of the	32	Negative association toward the word
33	Perception of stereotype? (C)	girl's said 'Gypsy' and the other girl really started moaning and shouted at	33	'Gypsy'
34		her saying 'why did you say Gypsy?', (mmmm), it was in Romani but I	34	
35		didn't quite understand but you could gather she wasn't very happy.	35	
36		AT: yeah	36	
37		I asked her afterwards, in that context it wasn't anything offensive so I	37	
38		explained to her and she was fine with it AT: mmmm	38	
39	Many children are happy to say	PP: But erm whether it's the term they are using 'Gypsy' or whether erm	39	
40	they speak Romani at home but	some of them are open and honest about it (mmmm) and they are quite	40	
41	some aren't and may hide it	happy to say they speak Romani at home, some of them aren't. Some of	41	
42	completely. Appears to be some	them might hide, it depends on the child. We have students here who	42	
43	conflict between Czech pupils and	completely wouldn't say they are Roma or anyone who is speaking Czech	43	
44	Roma pupils (D).	(really) they don't want to be associated	44	
45	, ,	AT: Why do you think that is?	45	
46	Potentially this may be because	PP: erm, pause, I don't know maybe experience from the past, maybe, it	46	
47	of past experiences or because	must come from the parents (mmm) in some ways, I think. They must	47	Hiding identity may be due to past
48	their parents have told them not	have been told not to be friends or not to tell the others where they're	48	experiences.
	•	from but most of our children at the moment are open and honest about		experiences.
49	to be friends (D)	it. And I encourage them to speak Romani in class as well, I have my little	49	

50	Teacher does encourage Romani	Romani book and I write my words as well, so they are teaching me and I	50	Inclusive learning environment
51	children to speak their language	use the language with them (yeah) so, it's only incidental and I try and it	51	Teacher adapting new ways of working
		brings them closer. They are becoming more open with me and I can		
52	as she is trying to learn some	learn about them as well and about their culture and their rules.	52	Learning from pupils- empathy
53	also. Teacher is adapting to her	AT: that's really helpful. In terms of how big are the groups in the	53	
54	working environment. She is	moment in your induction group?	54	
55	learning from the pupils (D)-	moment in your madelon gloup?	55	
56	developing empathy (C)	PP: at the moment we have 9 pupils and erm well that's an interesting	56	
57		question, the maximum we would have is 16 because beyond that, it's	57	
58		very hard (mmm) to help everybody on a level that will help them	58	
59		improve. At the moment we have 9	59	
60		AT: So your experience is within the induction period in this school?	60	
61		PP: they still come to me after they leave the induction. The Romani	61	
62		children still come to me for help and advice err because I speak the	62	Good working relationship with children
63	Caterina has a good relationship	languages, I speak Slovak, they can speak to me honestly about, they feel	63	g array p
64	with the children even after the	they can talk about anything, some of them, they can talk about their	64	
65	induction period. (D)	worries. They can ask for help beyond school like sorting out surgeries,	65	
66	madelon period. (b)	sorting out other things and I try to get them involved as well like, last	66	
67		year we started to do parent-pupil sessions where I wanted the parents	67	Working collaboratively with parents and
	Including the payonts (D) payont	to come in and see where the children are and we were making scones		, ,
68	Including the parents (D) parent-	last time together (mmmm) and they were cooking together and the	68	children.
69	pupil sessions to develop	children stood up, told them what we were going to do, so the children	69	
70	relationships with families. (D)	were teaching them in English, in pictures, so children had their power	70	
71		points. Parents had coffee and the children and parents cooked. So it	71	
72		was all about getting interactive with the parents and getting them	72	Developing trust
73	Developing trust with the school-	involved and see the children are in a safe environment and to be more	73	
74	this is important due to previous	trusting because some of them really not scared, but not trusting of	74	
75	experience. (D)	officials, not trusting school, not trusting hospitals, police etc.	75	
76		AT: why do you think this is?	76	
77		PP: Previous experience I would say.	77	
78		AT: was that successful for the parents? Were they all there?	78	
79	It was successful as confirmed by	PP: I think it was definitely because they are not used to being welcomed,	79	
, ,	1. Tras successial as committed by	they were welcomed into the school, they were really happy, it was a		

80	parent's comments, they felt	very relaxed atmosphere and they really enjoyed it and they gave us	80	
81	welcome. (D)	feedback which was positive. I think it's important, when they came in for	81	
82	, ,	the summer show case parents came in and they stood up and parents	82	
83		danced. I am hoping that I will, I spoke to the parents and some of the	83	Celebrating culture
84	Celebrating the culture with the	children, we're going to do it again after half term, I wanted to do it next	84	0 ** ** **
85	parents. (D)	week on Friday but some of our girls are in college so I want to do it on a	85	
86	pa. ee. (2)	day when they're all here, and they can all do it together.	86	
87		AT: so is it quite a new thing which school has put in place?	87	New part of school practice
88		PP: It's a new thing yes, and I'm hoping that those little sessions help	88	New part of school practice
89	It is a new part of school practice	improve attendance as well because one of our main things we want them to attend more	89	
90	celebrating GRT culture, hoping	them to attend more	90	
91	the engagement with parents will		91	
92	improve attendance (D)	AT: that was one of my questions actually, in your experience how would	92	
93	improve attendance (D)	you describe the pattern of attendance for Roma children?	93	Positive reinforcement for good
94	A few girls have missed school	PP: Our attendance within the group is very good at the moment, I had	94	attendance
95	because of going shopping but	only few girls who miss school for no legitimate reason like they went	95	attenuance
96		shopping but err, that was only one case. I give them little certificate at	96	Creating a conce of nurnose and
97	that was only one case (D). Using	the end of the week saying, "Well done, you've come to school, that	97	Creating a sense of purpose and
	positive reinforcement- adapting	means that you're learning" because you're here every day, trying to	98	belonging
98	to the needs to this community.	encourage them, trying to keep it positive erm making them feel		
99	Making them feel welcome	welcome I think by little things but they do come to school. In the	99	
100		induction period that's not an issue. Maybe, I don't know afterwards, I	100	
101	Only able to comment on the	don't know with the older children if it's a different cup of tea because	101	
102	attendance of those in KS3, not 4.	I'm teaching KS 3 children with the older children obviously have the girls	102	
103	PP feels that there may be	have different priorities and boys have different priorities and they don't attend school. Not all of them, but some of them.	103	Potential differences between
104	differences between boys and	AT: I'll meet with 'x' later so maybe he'd be able to talk about that in a bit	104	female/male roles
105	girls as they have different	more detail. So you said with the induction period is for 5 weeks, does	105	
106	priorities.	this mean that the children are not integrated with the mainstream?	106	
107		PP: they are integrated, they are integrated, it's not completely	107	
108		segregated area. I am very aware of that, I don't want segregation in any	108	All for inclusion
109	Clear that Caterina does not want	way so they go to registration in the morning, they introduce the form	109	

	I			
110	segregation. Inclusion into as	tutor, they go to practical lessons straight away, they start going to music	110	
111	many mainstream classes is	as soon as they come in, they go to art, and they go to PE and tutorial as	111	
112	important when they are ready.	well (mmm) on the list of err first lessons they go to, and if we see that	112	
113		the child is good at maths skills we send them straight to maths so they	113	
114		go out to lessons, they have their timetables and we highlight more and	114	
115		more lessons on the timetable that they can go to so as soon as they are	115	
116		ready I contact the teacher and they go to that lesson. So the 5 weeks is	116	
117		not just in one room. (I just wanted to see how it worked really) they go	117	
118		regularly more and more.	118	Emotional needs of the child
119		AT: so in your experience what do you perceive the needs of the Roma children to be?	119	Emotional needs of the cinid
120	Acknowledges that the needs of	PP: Mmmm, needs, pause, I don't know, laughs. I think it is emotional	120	
	all children are 'emotional' but	support - the same needs as another child has really but erm I think a	121	
121		teacher needs to understand that they do come with a different luggage.		
122	particularly for the Romani	(yeah) errr basically from experience as well, because I'm from Slovakia I	122	
123	children, she feels there is a need	know how they are treated in Slovakia, how the Roma are treated in	123	
124	for teachers to understand	Slovakia	124	
125		AT: How are they treated?	125	Personal knowledge about Romani
126		PP: they are treated differently still in some areas. They don't like to give	126	people being treated differently in
127	Slovakian Roma are treated	them jobs, erm, still lots of racist incidents occurring, attacking Roma	127	Slovakia. Discrimination. Empathy
128	differently in some areas,	AT: And some are in defacto segregated schools?	128	
129	discrimination in the work place,	PP: yes, segregated schools, I don't think it's as many as before during the	129	
130	racist incidents, segregated	communism it was quite a common thing that Roma children go to a	130	
131	schools, segregated in terms of	separate school. Now it's not the case but they still now have different	131	
132	where they live. Using this	treatment and erm because of their experience I can relate to, I	132	
133	personal experience, she	understand they are having opinions what they are having (mmmm) so	133	
134	empathises with these families	they do come with a different luggage so maybe teacher's need to be	134	
135	and understands why they	more aware of that luggage that places they segregate them in towns for	135	
136	choose to move away from such a	example, where I'm from, they segregated them to a different area to	136	
137	place to find better opportunities	live. So they live in containers, in one room houses erm and they aren't	137	
138	for their children (D)- empathic	houses they are containers, so a family of five they have no kitchen, no	138	
130		running water, toilet or bedroom. And you can see the girls go out on		
139	(C)	the street and I completely understand why they want to run away from	139	

				<u></u>
140		there and why we have so many children coming in here trying to get a	140	
141		better opportunities, trying to get a better life for their children. I	141	
142		completely understand their reasons for being here for coming here. Err I	142	Teachers need more cultural
143	Some teachers need to be made	think other teachers need to be more aware of these things, to	143	understanding
144	aware of their history to help	understand more and they understand more about their rules so they	144	
145	them work better with Romani	can work with them better.	145	
146	families- recognises this need.	AT: Yeah	146	
147	Tanimes TeedBinees and Treedi	PP: some teachers do, but some teachers need to learn a lot I think	147	
148		(laugh)	148	
149		AT: what would you say the requirements are for Roma children, the	149	
150		extra support Roma need?	150	Collaboration with the family, especially
151	Need to reach out to the family	PP: I think we need to reach out more to the community, because they really fond of their family, they are really protective, families are	151	
	Need to reach out to the family.	important to Roma and we need to reach out to them and bring them in		as family is important to the Romanies.
152	The family is valued by the	to the school with any ways we can.	152	
153	Romanies.	AT: is that one of the reasons why the school has started the parents to	153	
154		come in to the school?	154	
155		PP: that's one of the reasons, to reach out and make them understand	155	
156	Because of this, we have started	that the children are here learning, they are safe, get family to	156	
157	to involve parents more to help	understand the aspects of what we are doing to show them what they	157	
158	them understand that the	are learning. Because they do reach out to them but mostly it's for home	158	
159	children are learning and are safe	visits and via home visits but I want them to be having fun if that makes	159	
160	Getting them having fun.	sense. Getting them involved and part of the community	160	
161		AT: that's a good idea, for you yourself as a teacher, do you have any	161	
162		specific challenges for teaching the Romani children?	162	
163		PP: pause, maybe because they were going to different schools, some of	163	Challenges- differentiation. Lack of
164	Challenges of teacher regarding	the children segregated schools their general knowledge is not as good as	164	previous knowledge due to lack of
165	differentiation due to prior	it should be or they may not have had as much stimuli in the past. So	165	education.
166	experience of children- lack of	some of them do come with a very limited general knowledge and for	166	
167	general knowledge and stimuli,	example a girl doesn't know what a shell is err, doesn't know what is a	167	
168	leads to gaps in knowledge.	sheep, or erm it's not because she can't say it in English, she doesn't	168	
169	Even concepts like coming to	know what the object is or the concept is. Or understanding the concept	169	Teachers need to be more understanding
		of learning, of homework err concept of you need to come to school. In		

170	school, homework. An intimation	time, we go back home so these are the challenges that need to be	170	rather than generalising pupils.
171	that some teachers aren't so	tackled I think but we are trying (laughs) but I think others need to try as	171	g p ap ac
172	understanding or open and might	well if that makes sense. Not every teacher is open, and yeah-	172	
173	put the Romani pupils into 'one	unfortunately not everybody is so understanding. Some people put them	173	
174	hat' (D)	under one hat. The other challenge as well is that they are not all the	174	
175	nat (5)	same so some teachers have the idea that these are Roma children and	175	
176		erm some of them go straight to the top classes, they are good then they	176	Practice in schools
177	Difficulties with 'sets' in school,	go to top classes, some of them go to bottom sets if they are not good.	177	Fractice III schools
178	1	Unfortunately in this school we have sets so they either go to top sets or		
	lack of balance previously but this	bottom sets but I think that they try to make a balance now of things as	178	
179	year it is better. (D)	last year it wasn't so balanced, this year we have noticed there is more	179	Lad alternative and the
180		balance at the moment and things are working out much better. With	180	Induction group, positive
181	System in place helps prepare	the induction programme for the KS 3, I think it is successful, because	181	
182	children to be able to join the	those children that come to us, they are more able to understand	182	
183	mainstream classes with a better	classroom instructions easier and erm again before they go out, when they go out to lessons, I allocate two buddies next to them and Friday's,	183	
184	understanding of instructions,	like today is going to be our first session of buddy and pupil sessions and	184	
185	this is combined with a buddy	they come in and just have lunch together. They come in and we give	185	
186	system. Ways of integrating	them a little VIP pass, they come in and have lunch together, and just let	186	Integration of pupils
187	students, even during lunch times	them mix and talk about friends, or films or whatever they like to talk	187	
188	they might be with their buddy.	about. We are going to be there for them but like an unstructured	188	
189	Buddies appear to be very	activity where they can be openly talking and it works out really well	189	
190	helpful.(D)	because the buddies are coming to us saying "oh, Miss she didn't	190	
191	"Don't talk at them, talk to them"	understand this, how can I help?" and you give them a tip (that's lovely) I	191	
192	(L)	give them a responsibility straight at the start, don't talk at them, talk to	192	
193	, ,	them, err if someone is asking a question make sure they don't ask me or	193	Developing the English language using
194	Good ways of developing the	the LSA, ask the child (buddy) so I think the buddy system is really	194	the buddy system
195	English language.	important for them to be settled and it helps them to mix with the other	195	
196		children and being part of the community because they will be feeling	196	
197		good in the school, good about coming and attending better I think.	197	
198		AT: And how do you recruit those buddies?	198	
199		PP: I ask the form tutors for ideas of who would be good and err like	199	
199		yesterday we allocated two next to 'x' and it was the LSA 'y' who sussed	199	

200		auturba waa williaa ta bala and wha waa balaina in a laceer erel eeus	200	
200		out who was willing to help and who was helping in a lesson and gave	200	
201		him something and ask the buddy because the buddy has to be willing to	201	
202		help. It's not good for the form tutor to say "You do it", if the pupil does	202	
203		not want to do it.	203	
204		AT: Does it work with a year 7 child, it would be in their tutor group?	204	
205		PP: It would be from the same class for the reason as they are going to	205	
206		the same lessons and the buddies will be helping in the lessons in	206	
207		lessons. I give them how to help with the lessons. The buddies are		
		encouraged to ask their peers first for help and not the teacher so the	207	
208		teacher will be their last resort. So I introduce them to their buddies and	208	
209		I ask them, ask your buddy if you are stuck, and if they can't help and you	209	
210		still don't understand then ask the teacher.	210	
211		AT: It's good experience for both pupils really for different reasons.	211	
212		That's really good. Is this a new thing?	212	
213		PP: we started doing this last year, because this induction period started	213	
214		last year November, we realised that this particular,	214	
215		EK: we were getting more Roma children and we were having similar	215	
216		numbers last September and it was literally admission meeting, in to the	216	Responsibilities have shifted onto the
217	Cabaal naw are responsible for	class, EMS would be stretched like a piece of elastic and trying to deal	217	school rather than the EMS team.
	School now are responsible for	with kids with not much education, not much English. It was raised at		School rather than the Eivis team.
218	this rather than the EMS team as	SLT that we needed something and initially erm, I know we were going	218	
219	such.	to, we suggested a three day thing because we haven't got the numbers	219	
220		of staff so the school decided then that the PP would fit this role (laughs)	220	
221		and erm and it's progressing and so that meant that the school have	221	
222		taken the responsibility rather than saying EMS need to do this, the	222	
223		school have taken to it, this is what we need, these are the needs and PP	223	
224		has taken it forward. There's liaison between us because obviously kids	224	
225		come in to school (PP: and I'm very happy with this) we do the admission	225	
226		meeting, and then erm having met the children we can kind of gage if	226	Benefits of working in a smaller group.
227	The EAL teacher can halp to sage	they are best suited to PP or straight to lessons erm	227	benefits of working in a smaller group.
	The EAL teacher can help to gage	PP: it is also good to suss out whether they are more able talented or		
228	if there might be additional	whether they have some additional learning needs like I just had a	228	
229	learning needs or may be more	meeting before you came in with one of the pupil's grandmother's and it	229	

230	and able talented able to	helps to, it helps the school to pick up these things early rather than later	230	
231	establish needs in a smaller	so if there is a problem or you see the families going back and forth or	231	
232	group.	something is not right, you can suss these things out in a small group	232	
233		faster (mmmm), so it gives school the opportunity for the school to be	233	
234		proactive so before they go to lessons we will, we are holding on to this	234	
235		girl now because the EP is going to see her, I think it's much faster	235	
236		progress now than it used to be before the induction programme. It's	236	
237		good for a lot of reasons.	237	
		AT: you have a good system in place		
238		PP: Pause, I think it is	238	
239		PP: well I'm doing my best to make them feel good about the school and	239	Emotional needs need to be met first.
240	Teacher feels it's not necessarily	coming to school and to improve their attendance so within these 5	240	
241	the learning that matters so much	weeks it's not about how much you learn it's making them talk, not to be	241	
242	in the initial 5 week period, it is	shy, making them feel confident about going to lessons, be able to follow	242	
243	about developing confidence and	timetables and if there are any issues in class. Obviously I am teaching	243	
244	familiarity with the school	them language as well, it's important but it's the emotional impact on the	244	
245	system. (D) especially because	child when he comes to a big school, he might come from a very small	245	
246	some children come from	place, a very segregated place, a negative place with no stimuli. Because I	246	
247	extremely segregated	know some Roma families that live in the woods in Slovakia, they've been	247	
248	environments.	put on the side in the town, they are in the woods with no heating, water	248	
249	crivironinenes.	and so we might have a child from that kind of environment	249	
250		AT: even though it's a better environment to be in, it's a culture shock	250	
		PP: Yes, exactly		
251		AT: Must be very difficult, it's hard to imagine really. In terms of	251	
252		welcoming children from primary school, is there a particular	252	
253		programme- transition visits from feeder primary schools?	253	
254		PP: yes, there are transition visits for feeder schools, err the children	254	
255		come here to visit as well, there is a programme in place. The EMS goes	255	
256		out to the feeder schools, this year we arranged, we had a separate	256	
257	Transition meetings- also put on	meeting to the meeting that school have for year 7 which was in the	257	
258	another meeting specifically for	evening because we didn't think that many parents would attend. So we	258	
259	Roma parents and translators	put something on, only a few parents turned up, we put on a smaller	259	Reaching out to parents
	p an array array array array	meeting and we went through, we had translators, we gave them the		0 p

were present to speak about the transition on a smaller scale. same information they would have had in the parents evening but on a smaller scale, AT: it's more manageable. PP: I stayed for the parents evening for the whole school so I made sure that if there were any Roma children or EAL children, I went there to help or filling out applications Seeling what the primary school EAL teacher for the permany school earn here to see what they do for a day session with EAL. The EAL teacher from the primary school came here to see what our meeting was like with the parent, so, I have seen the parents here and there. So it was all very relaxed there and there so if they are seen us working together, they will be more trusting as well ye? School are adapting to the current culture and have tried our new strategies to help engage families School are adapting to the current culture and have tried our new strategies to help engage families School are adapting to the current culture and have tried out new strategies to help engage families Collaborative working has Collaborative working has EAL The EAL teacher for the primary school came here to see what they do for a day session with EAL. The EAL teacher from the primary school came here so if they are seen us working together, they will be more trusting as well EAL teacher does- working together. School are adapting to the current culture and have tried our new strategies to help engage families School are adapting to the current culture and have tried our new strategies to help engage families School are adapting to the current culture and have tried our new strategies to help engage families School are adapting to the current culture and have tried our new strategies to help engage families School are adapting to the current culture and have tried our new strategies to help engage families School are adapting to the current culture and have tried our new strategies to help engage families School are adapting to the current culture and have tried our n					
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289 Strategies of good practice-social the mainstream so I put three targets mostly social targets because their 289			children so I send out a little booklet with the children when they go to		Good practice
	289	Strategies of good practice- social	the mainstream so I put three targets mostly social targets because their	289	

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290	targets. EAL teacher could then	language targets are on their LARS so social targets and the teachers can	290	
291	see what things the children	make a little comment on the lesson. So it is the child's responsibility to	291	
292	aren't coping with.	take the little booklet and on Friday they bring their booklet to me and I	292	
293		can see what they are coping with, what they can't do and again after	293	
294		that we are trying to send out erm a form to gain information after a	294	
295		while, summarising information from teachers, what is the feedback and	295	Peer translation
296	Use of peer translation	how the child is coping in that particular period. when they go to lessons,	296	T CET CIANSIACION
	ose of peer translation	regarding Roma children, I tell them he speaks Roma (Czech Roma) so		
297		you might be able to use the girl who is Romanian Roma and they can	297	
298		speak the same language or just erm- the language is not the same but	298	
299		basic words, they can help each other out a little bit and some of them	299	
300		are really good at understanding each other and some of them are	300	
301		struggling and obviously different dialects and things.	301	Disseminating information to others
302	Use of information booklet to	PP. one of the teachers last year produced only a little booklet that we	302	
303	LSAs so they can have some	put into the staff room on the Roma pupil. I give information to our LSAs	303	
304	knowledge of the Romani	for supporting Roma children. whether they read them, I don't know . I	304	
305	language.	give information about the background they have and what other	305	
306		challenges may be. So I gave this to the LSAs when they came to the	306	
307		meeting because I said most of the children are Romani and you can use	307	
308		it to your advantage with the language, use it as translators but don't rely	308	
		on it all of the time. And them again some people assume that they		
309		speak all the same language and that's another challenge which we need	309	566
310		to tackle. No they don't all speak the same language, they speak similar	310	Effectiveness of translation
311	Barriers regarding effectiveness	language but it's not the same. They wouldn't be able to completely	311	
312	of translation. Romani is their	understand everything. Also because often some of the BTA's will be	312	
313	first language, not Czech or	working with them and they struggle because they are Czech Roma, but	313	
314	Romanian	Romani is their first language, even if you translate things into Czech	314	
315		doesn't necessarily mean they'll understand it so you've got that plus if	315	
316		they haven't had much education, you have go that on top of it, they are	316	
317		quite complex. There are a lot of needs. They are not someone who has	317	Some children have a wide range of
318	One child is learning his 6 th	moved from Spain to here, to school, but some have been to school.	318	language abilities
319	language!	With one child in this school, I had to tell others that he speaks fluent	319	ומווקממקכ מטוונוכז
213	ialiguage:	French, Spanish, Romani, Romanian and English is his 6 th language but he,	213	

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320		but the way he picks up the language is super fast. So I think we may be	320	
321		able to put him to more able and talented with his language because he's	321	
322		really fast he's like a sponge. He's already speaking so nicely within two	322	
323		weeks, really really good. He can express himself, he reads well, he is just	323	
324		a bright pupil.	324	
325		AT: You mentioned about the buddy system, what do you think, what are	325	
326		friendships like in the school between Roma children and non-Romani	326	Romani children mixing with other
327	Romani children usually make	children?	327	Romani children. Feelings of safety.
	· · · · · · · · · · · · · · · · · · ·	PP: I think some of them mainly make friends with just Roma children,		Normann children. Feelings of Safety.
328	friends with other Romani	some children don't have an issue with it. I think they feel safer because	328	
329	children. Children feel safe.	there are large numbers here, and I think that has set the ball rolling	329	
330		now, because we have a lot of Roma pupils, Czech, Slovak and Romanian	330	
331		and that's where community is important, that's where they want their	331	
332		children to go probably because it's a safe environment or that their	332	
333		parents feel more comfortable. But they do mix, I've been to lessons and	333	Increased cultural
334	Possible need to increase cultural	they do mix, in lessons I have noticed if there is an issue that is not	334	awareness/celebrations needed
335	awareness in the school, current	because they are Roma because they are either scared they are from	335	
336	celebrations are quite 'separate'	abroad or foreign the other children don't know they are Roma. This	336	
337	to the school itself.	could be something that possibly, I mean EMS do a lot of work on GRT	337	
338		History month, we have been to a couple of projects ('x' has probably	338	
339		told you) but it's quite separate to everything else so I'm going to suggest	339	
340		to 'head', on the TV in the foyer and around the school when it's black	340	
341		history month, they have quotes and things but maybe they should do	341	
		the same for GRT history month, just to raise awareness, there is a month that celebrates this, The kids don't have to know who is who, but		
342		we can celebrate the children here through. How we do it, I don't know.	342	
343		AT: Did you celebrate it last year? The primary schools do it?	343	
344		PP: yes, 4 children from this school took part in it	344	
345		AT: But as you said, it's quite separate.	345	
346		PP: We took a couple of children to see the Vardar in 'x' primary school.	346	
347		so there is still a long way to go, so I think part of that is learning about	347	
348	Still a long way to go to break	each other, I mean we did something on stereotypes and prejudice with	348	
349	down prejudices- things crop up	Year 8 last year because things were cropping up. It wasn't G or Roma, it	349	
	<u> </u>	1		

350	occasionally but not necessarily	was just against some of the pupils, there was just a bit of tension, erm	350	
351	toward the Roma/Gypsy pupils.	and from that it was like 'Right listen, we (inaudible) it's sort of kept a lid	351	Links with outside agencies
352	toward the Roma, Gypsy papils.	on it, you know erm I'm having the police again now, he came in for the	352	Elliks With outside agencies
353	Links to outside agencies (e.g. the	first time today to talk to, but I want him to come for regular sessions,	353	
		community police, 'y' to come in and he's got lesson plans and one of the	354	
354	police) (D)	lesson plans is touching upon is to build bridges between so it's another		
355		way of teaching them as well, how to build relationships, awareness of	355	
356		cultural diversity.	356	
357		AT: is this just for EAL pupils?	357	
358		PP: no, he does it through the school yes, he is the school liaison officer.	358	
359		he just said to me, you can choose through these sessions, first and for	359	
360		the first session road safety for our children because I don't want them to	360	
361		run around a busy road as we already had one child knocked over last	361	
362	The majority of the teacher's	year. Build a bridge with police again, so I said to them this is my friend	362	
363	group is Romani	'x' and they were really excited, he touches on drug prevention and	363	
364		everything else but again, they maybe more vulnerable, some of my	364	
365		children, some of our children, might be more vulnerable- internet safety	365	
366		and things like that because you can imagine if you have my little girl- she	366	
367		wouldn't be able to understand that she was approached in an	367	
368		inappropriate way. And it's not for the Roma children, it's for other	368	
369		children in the group. I have a Bangladeshi boy too, all but the majority of	369	
		the pupils are Roma, at the moment		
370		AT: you've touched upon needing to speak about stereotypes but have	370	
371		there been any incidents of racism, or bullying for Roma in the school and	371	
372		what is the process?	372	
373		PP: I don't know, it's the same process for anybody,	373	Racism between children from Slovakia
374	One incident between a white	AT: Do you/have you experienced Roma children coming to you for	374	and Slovak Romanies.
375	Slovak and a Slovak Roma but no	example saying they were called a name	375	
376	other incidents. And some other	PP: I had an incident yes, but that was from white Slovak children who	376	
377	comments which are dealt with	knew that they are Roma children so the children here don't know they	377	
378	straight away, there is a process.	are Roma so we had no incidents. there are some comments you still hear in the classroom like "Oh God, look at them, there are loads of 'em"	378	
379		or there'll be a comment and I will deal with it, and there is a procedure if	379	
		of there if be a comment and I will dear with it, and there is a procedure if		

			1	T
380		it is racist and if it's deemed being racist this will be passed to 'x' who	380	
381	Initial adjustment for all children	deals with racist incidents and it gets logged erm but I would say, touch	381	
382	but no main incidents for a while.	wood, that this year, I would say two and a half years ago when we kind	382	
383		of had if you like the first big group that literally all came into the school	383	
384		at once in the October, just seemed to be one after the other, it was a	384	
385		new group of pupils, a new type of pupils that erm we had never	385	
386		experienced and it had this like "Woah, what's happening", there were a	386	
		few incidents then, there was one incident in particular where we		
387		virtually had every pupil EAL pupil in this room and it was almost like the	387	
388		rest of the school were outside and that was quite frightening but since	388	
389		then erm I think the other children have accepted them quite well. They	389	
390		are part of the community now, there are so many children. They are	390	
391		forming relationships, you can see the girls are talking, they are coming	391	
392		in, they are interested as well. one of the challenges is maybe the girls,	392	Traditional roles?
393	Some of the older Roma girls (not	the girls when they started different responsibilities to look after the	393	
394	all) may be required to stay home	younger children some communities, not all Roma would say you would	394	
395	and look after the younger	have to stay at home to look after the younger ones, but it can be very	395	
396	children which means they don't	common, erm to have the older ones to look the younger children after a	396	
397	attend school.	while so they don't come to the school, this is one of the challenges that	397	
398		needs to be looked at, they need to come to school and why they are not	398	
		coming to school. Make sure they are coming to school!		
399			399	
400		AT: in terms of that, the pattern of attendance you haven't noticed in	400	
401		your class but there seems to be potential difficulties later on. Erm,	401	
402		you've touched upon GRT history month but is there anything in	402	Cultural diversity celebrated to varying
403	EAL teacher does theme of the	particular within the school that you do to celebrate diversity overall?	403	degrees.
404	week or celebrates Black History	PP: we do, we have a language of the month on the board and then	404	
405	week etc and different religious	within my class I try, I don't know how much the other teachers try but	405	
406	festivals. Teacher not sure what	we celebrate diversity, theme of the week, black history week and	406	
407	other teachers do. Although at a	everything that is involved in that, there is a celebration of erm different	407	
408	whole school level, it can be	cultures and when it's Ede. In assemblies it is done.	408	
409	touched upon in assemblies.	AT: Are there any other home-school links, you've mentioned you invite	409	
409	touched upon in assemblies.	parents in, in terms of engaging with parents some of them are more	409	

				T
410		reluctant to engage, what is your take on it	410	
411		PP: engagement is involving parents with parents evening. One of my	411	
412		targets is that before parents evening make sure the children who we are	412	Working collaboratively
413	Aim is to get parents of the	involved with their parents are coming in and then we can give them	413	,
414	children in her group to attend a	feedback on how they've done during the induction programme and how	414	
415	parents evening to feedback how	they're doing others. And again in parents evening the EMS team is	415	
416	they have been progressing (D)	getting involved as well. Erm, helping them via EWO to get their surgeries	416	
417	information is translated and	sorted out, so that's part of reaching out. If they have any issues, EMS	417	
		team is always there to help or to give advice on where they can go or		
418	phone calls home	getting them involved with the show, watch the children to come in for	418	
419		the show, get the children involved	419	
420		PP: I was talking to the drama teacher telling her that one of our children	420	
421		is really good at dancing - she's really really good so she could be trialled	421	
422		out hopefully parents would come in, the friends would come in to watch	422	
423		the show and maybe next year they can come in again. So just to give	423	
424		them information about things. We make sure that letters are translated,	424	
425		phone calls go home, you know secondary is so different and other	425	Cultural systems
426	Cultural differences/'systems' in	parents white British parents don't get involved as much in secondary so	426	,
427	place which may impact upon	you know I think we do as much as we can because they are secondary	427	
428	engagement.	parents, we try and do a little more extra because of the language. I don't	428	
429	engagement.	know, we're trying to suss out who is the leader of the community,	429	Importance of religion
	Baltata a ta tao and and	where I'm from they used to be a leader, they are called the 'baron', I		Importance of religion
430	Religion is important	don't know what it would be translated to in English but 'x' was saying in	430	
431		Lithuania, they are called a 'baron'. The leader advises the community	431	
432		where they live together, there is always a leader so we were trying to	432	
433		decide who the leader is, they told me there is one in Sheffield, so if they	433	
434	Participant reflecting on her own	need advice, they go there. Religion's important because they are mostly	434	Personal positive experience of
435	experience of Roma in Slovakia,	Pentecostal. Like an Imam type person. At home now, I had experience	435	Romanies integrated into 'mainstream'
436	and there were different	with Roma children there, the Roma I went to school with, they were in	436	education in Slovakia.
437	norms/rules they had for their	the same place and they were telling me the rules they have and I was	437	
438	Roma culture such as "women	thinking that these children having the same rules as some of them that	438	
439	can't swim after menall of the	they may be obeying completely different rules like the women can't	439	Cultural dissonance
433	can communication meninan of the	swim with the men after a while, if you spoke about that person you	133	Cartar ar arosonarice

440	Romani communities have	have to pay penalty to the baron so different rules but it might just be for	440	
441	different rules so it's	the small community but these children are coming from smaller or	441	
442	psychologically difficult for them	larger communities and they all have different rules so for them it's the	442	
443	(D) Cultural dissonance. (C)	psychological effect of how this transition of how it affects them	443	
444		AT: so how did you experience being in school with some Roma children,	444	
445	The Romanies were not treated	did you notice they were being treated differently?	445	
446	differently in her school, perhaps	PP: Erm, in my school they weren't treated differently at all, they were	446	
447	due to management, the HT knew	very much part of the school, if they were good at something, they were entered for competitions, they weren't treated differently, but I know	447	
448	some Romanies language. They	that in the next village they were treated differently, they were taught in	448	
449	were very much part of the	a special school and I was quite stunned that they went to a different	449	In the next village, Romanies were
450	school community. However,	school, it was a smaller school and it was 'special'. But erm, the head	450	treated differently.
451	there was a special school in the	master of the school where I went from 4-16, he was very open, he was	451	treated afficiently.
452	next village where they were	speaking Romanies to them as well so he knew the basic language, and	452	
453	treated differently.	spoke to them in Romanies as well, he knew how to deal with the	453	
454	treated differently.	community, with them coming into school. We went out into the	454	
455		community, brought the children and the parents in, so that was a good	455	
456	Sama racant ayamalas	school.	456	
457	Some recent examples demonstrate the discrimination	AT: Are the countries trying to improve the situation?	457	
		PP: well, they are having, the Hungarian case, there were throwing things		
458	of the group. It took 5 years to	into houses, burning gypsy houses down, that was 5 years ago, they're	458	
459	prosecute people regarding	just being prosecuted now for it. And as the Roma family were running	459	
460	burning Romanies house down.	out, they were shooting them and that was a gang of extremists erm and	460	
461	After they burned the house	they shot a five year old little boy as well so it still happens, (inaudible) so	461	
462	down the gang shot the 5 year	there is still a problem, especially in Hungary, I have a friend who is a	462	
463	old boy.	teacher as well and erm she said where she lives they are organising	463	
464		Sunday schools for white children where they turn up in uniform in	464	
465	There is a problem in Hungary	boots, they zeick higling, they are taught the 'true' history, they are	465	Current problem regarding
466	regarding racism.	saying the holocaust doesn't exist. That exists in Hungary at the moment,	466	discrimination against Romanies in
467		you think about it and you think 'Oh God, you know' so these things we	467	Hungary.
468		need to bear in mind somewhere, these children coming you need to be	468	
469		open and you need to listen to their story to make sure you can do, you can help them to their best potential.	469	
		can help them to their best potential.		

470 471 472 473 474 475 476 477 478 479	Some people are still advocating the Aryan race.	I hope it helps AT: because you said you grew up in Slovakia, the fact that you have that experience it is really insightful for me, I can read books about it. PP: A sociologist was writing a study about the Roma people who had been put on the side of the town and she was filming it, but I found something else, there was a reporter an extremist who went there to film and said look at these poor Roma women they were put in to these containers, look at them, and he is building in a case in his videos and to convince Roma women to have blue eyed and blonde hair children so he's trying to put his case forward to not have sex with Roma men but to have donors and have blue eyes, and he was visiting people, would you like to have child like this?	470 471 472 473 474 475 476 477 478 479
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Clustering themes

List of themes chronological	List of themes alphabetical	Clustering of emergent themes
Personal knowledge about the Romani	Adapting to needs of the Romani families	Collaboration
population	All for inclusion	Collaboration with the family, especially as
Strategies developed in the school	Benefits of working in a smaller group.	family is important to the Romanies.
Openness about ethnic identity varies	Celebrating culture	Collaborative working
Negative association toward the word 'Gypsy'	Challenges- differentiation. Lack of previous	Developing trust
Hiding identity may be due to past	knowledge due to lack of education.	Disseminating information to others
experiences.	Collaboration with the family, especially as	Reaching out to parents
Inclusive learning environment	family is important to the Romanies.	Supporting parents
Teacher adapting new ways of working	Collaborative working	Working collaboratively
Learning from pupils- empathy	Creating a sense of purpose and belonging	Working collaboratively
Good working relationship with children	Cultural dissonance	Working collaboratively with parents and
Working collaboratively with parents and	Cultural diversity celebrated to varying	children.
children.	degrees.	Creating a sense of purpose and belonging
Developing trust	Cultural systems	
Celebrating culture	Current problem regarding discrimination	Practice in schools
New part of school practice	against Romanies in Hungary.	Adapting to needs of the Romani families
Positive reinforcement for good attendance	Developing the English language using the	Benefits of working in a smaller group.
Creating a sense of purpose and belonging	buddy system	Challenges
Potential differences between female/male	Developing trust	Challenges- differentiation. Lack of previous
roles	Disseminating information to others	knowledge due to lack of education.
All for inclusion	Effectiveness of translation	Cultural dissonance
Emotional needs of the child	Emotional needs need to be met first	Cultural systems
Personal knowledge about Romani people	Emotional needs of the child	Strategies developed in the school
being treated differently in Slovakia.	Good practice	Teacher adapting new ways of working
Discrimination. Empathy	Good working relationship with children	Cultural diversity celebrated to varying
Teachers need more cultural understanding	Hiding identity may be due to past	degrees.
Collaboration with the family, especially as	experiences.	All for inclusion
family is important to the Romanies.	Importance of religion	Celebrating culture

Challenges- differentiation. Lack of previous knowledge due to lack of education.

Teachers need to be more understanding rather than generalising pupils.

Practice in schools

Induction group, positive

Integration of pupils

Developing the English language using the

buddy system

Responsibilities have shifted onto the school

rather than the EMS team.

Benefits of working in a smaller group.

Emotional needs need to be met first

Reaching out to parents

Supporting parents

Collaborative working

Adapting to needs of the Romani families

Working collaboratively

Good practice

Peer translation

Disseminating information to others

Effectiveness of translation

Some children have a wide range of language

abilities

Romani children mixing with other Romani

children. Feelings of safety.

Increased cultural awareness/celebrations

needed

Links with outside agencies

Racism between children from Slovakia and

In the next village, Romanies were treated differently

Inclusive learning environment

Increased cultural awareness/celebrations needed

Induction group, positive

Integration of pupils

Learning from pupils- empathy

Links with outside agencies

Negative association toward the word 'Gypsy'

New part of school practice

Openness about ethnic identity varies

Peer translation

Personal knowledge about Romani people being treated differently in Slovakia.

Discrimination. Empathy

Personal knowledge about the Romani

population

Personal positive experience of Romanies integrated into 'mainstream' education in Slovakia.

Positive reinforcement for good attendance Potential differences between female/male roles

Practice in schools

Racism between children from Slovakia and

Slovak Romanies.

Reaching out to parents

Responsibilities have shifted onto the school

rather than the EMS team.

Developing the English language using the buddy system

Effectiveness of translation

Emotional needs need to be met first

Emotional needs of the child

Good practice

Good working relationship with children

Inclusive learning environment

Increased cultural awareness/celebrations

needed

Induction group, positive

Integration of pupils

Peer translation

New part of school practice

Links with outside agencies

Positive reinforcement for good attendance

Practice in schools

Racism between children from Slovakia and

Slovak Romanies.

Negative association toward the word 'Gypsy' Responsibilities have shifted onto the school rather than the EMS team.

Teachers need more cultural understanding Teachers need to be more understanding rather than generalising pupils.

Importance of religion

Insight/meaning making

Current problem regarding discrimination against Romanies in Hungary.

Slovak Romanies.

Traditional roles?

Cultural diversity celebrated to varying degrees.

Working collaboratively

Cultural systems

Importance of religion

Personal positive experience of Romanies integrated into 'mainstream' education in Slovakia.

Cultural dissonance

In the next village, Romanies were treated differently

Current problem regarding discrimination against Romanies in Hungary.

Romani children mixing with other Romani children. Feelings of safety.

Some children have a wide range of language abilities

Strategies developed in the school Supporting parents

Teacher adapting new ways of working Teachers need more cultural understanding Teachers need to be more understanding rather than generalising pupils.

Traditional roles?

Working collaboratively

Working collaboratively

Working collaboratively with parents and children.

Hiding identity may be due to past experiences.

Openness about ethnic identity varies In the next village, Romanies were treated differently

Learning from pupils- empathy

Personal knowledge about Romani people being treated differently in Slovakia.

Discrimination. Empathy

Personal knowledge about the Romani population

Personal positive experience of Romanies integrated into 'mainstream' education in Slovakia.

Potential differences between female/male roles

Romani children mixing with other Romani children. Feelings of safety.

Traditional roles?

Some children have a wide range of language abilities

Description of themes

PP 10 Theme	Description			
Collaboration	Caterina appears to feel collaboration with families, teachers, LSAs from this school and primary schools and outside agencies need to work together to reach out to Romani families. In doing so, families can learn that the school is doing their best to provide a safe environment for their children. Caterina speaks of 'trust' and knowing that some parents are reluctant to engage with officials, collaboration becomes particularly important. Working with others surrounding the child can also help to cater the needs of the child.			
Practice in schools	Caterina's experience in the secondary school indicates that the school has adapted, acculturated to the needs of the Romani children. The school have developed an induction programme in help children with EAL to develop the skills to help them integrate fully into mainstream classes.			
	Caterina speaks of a number of strategies which the school or herself have developed in order for children to feel included in the school community, to generate feelings of belonging and safety.			
	Caterina also speaks of her own personal understanding of the way Romani families are treated in their home countries and this directly impacts upon the needs of the children in school. The background of the child is not necessarily considered by all teachers. This could be an area of development for the school and it seems some teachers would make generalisations of the Romani child. Within Caterina's account, she also speaks of a child using the name 'Gypsy' and a Romani child appeared offended by the use of the term. It appears that it would be the school's responsibility to ensure children are aware of offensive terms and minimise the use within school by developing cultural awareness of Romanies.			
Insight/meaning making	Caterina provides a very insightful account. Because she grew up in Slovakia, she has personal knowledge of how Romani families are treated and some of the cultural norms of this group. This leads to a sense of insight for Caterina where she is able to place meaning on why children behave in certain ways such as making Romani children making friends with those who are also Romani.			
	Caterina demonstrates empathy toward the Romani children, understanding why some children may choose to hide their identity.			

Themes and supporting quotes

Theme	Sub themes	Description	Quote and reference
Collaboration	Parent-pupil engagement Working with others	Caterina appears to feel collaboration with families, teachers, LSAs from this school and primary schools and outside agencies need to work together to reach out to Romani families. In doing so, families can learn that the school is doing their best to provide a safe environment for their children. Caterina speaks of 'trust' and knowing that some parents are reluctant to engage with officials, collaboration becomes particularly important. Working with others surrounding the child can also help to cater the needs of the child.	Parent-pupil engagement last year we started to do parent-pupil sessions I wanted the parents to come in and see where the children areand they were cooking together and the children stood up, told them what we were going to do, so the children were teaching them in English, in pictures Parents had coffee and the children and parents cooked. So it was all about getting interactive with the parents and getting them involved and see the children are in a safe environment and to be more trusting because some of them really not scared, but not trusting of officials, not trusting school, not trusting hospitals, police etc. L65-75
			I think we need to reach out more to the community, because they are really fond of their family, they are really protective, families are important to Roma and we need to reach out to them and bring them in to the school with any ways we canto reach out and make them understand that the children are here learning, they are safe, get family to understand the aspects of what we are doing to show them what they are learning.L150-158 we gave them the same information they would have had in the parents evening but on a smaller

scale... I stayed for the parents evening for the whole school so I made sure that if there were any Roma children or EAL children, I went there to help to fill in the application and inform them there will be another meeting later this week... L256-266

One of my targets is that before parents evening make sure the children who we are involved with their parents are coming in and then we can give them feedback on how they've done during the induction programme and how they're doing others. L411-415

Working with others

The EAL teacher from the primary school came here to see what our meeting was like with the parent, so, I have seen the parents here and there. So it was all very relaxed there and here so if they are seen us working together, they will be more trusting as well L268-271

I give information about the background they have and what other challenges may be. So I gave this to the LSAs when they came to the meeting because I said most of the children are Romani and you can use it to your advantage with the language, use it as translators but don't rely on it all of the time. And them again some people assume that they speak all the same language and that's another challenge which we need to tackle. No they don't all speak the same language, they speak similar language but it's

			not the same. They wouldn't be able to completely understand everything. L303-311 I think communication is much better this year, it's improved majorly I'd say, compared to last year between the HOY, EMS, us and other teachers communication is much better about these children .L285-587
Practice in schools	Acculturation/Adaptation Inclusion Belonging and feelings of safety Cultural awareness	Caterina's experience in the secondary school indicates that the school has adapted, acculturated to the needs of the Romani children. The school have developed an induction programme in help children with EAL to develop the skills to help them integrate fully into mainstream classes. Caterina speaks of a number of strategies which the school or herself have developed in order for children to feel included in the school community, to generate feelings of belonging and safety. Caterina also speaks of her own personal understanding of the way Romani families are treated in their home countries and this directly impacts upon the needs of the children in school. The background of the child is not necessarily considered by all teachers. This could be an area of development for the school and it	Acculturation/Adaptationwe were trying to deal with their needs every year, every year it is evolving. L279-280 it is also good to suss out whether they are more able talented or whether they have some additional learning needs like I just had a meeting before you came in with one of the pupil's grandmother's and it helps the school to pick up these things early rather than later L 227-230 I teach an induction programme so the children come to me after they have been assessed and If they are new to English they come to me for an induction period. This is a 5 week programme. We extend to children who are not ready, they are struggling. If they need more than 5 weeks we can expand the period of time but not for a long time. Some of them don't need 5 weeks, some go straight go back to lessons. So basically getting them ready for the mainstream class, and getting them ready to join their peers in the class.L17-24

seems some teachers would make generalisations of the Romani child. Within Caterina's account, she also speaks of a child using the name 'Gypsy' and a Romani child appeared offended by the use of the term. It appears that it would be the school's responsibility to ensure children are aware of offensive terms and minimise the use within school by developing cultural awareness of Romanies.

some of them do come with a very limited general knowledge and for example a girl doesn't know what a shell is err, doesn't know what is a sheep, or erm it's not because she can't say it in English, she doesn't know what the object is or the concept is. Or understanding the concept of learning, of homework err concept of you need to come to school. In time, we go back home so these are the challenges that need to be tackled L166-171

these children are coming from smaller or larger communities and they all have different rules so for them it's the psychological effect of...this transition of how it affects them L440-442

we were getting more Roma children and we were having similar numbers last September and it was literally admission meeting, in to the class, EMS would be stretched like a piece of elastic and trying to deal with kids with not much education, not much English. It was raised at SLT that we needed something and initially erm, I know we were going to, we suggested a three day thing because we haven't got the numbers of staff so the school decided then that the PP would fit this role L215-220

Inclusion

I give them little certificate at the end of the week saying, "Well done, you've come to school, that means that you're learning" because you're here every day, trying to encourage them, trying

to keep it positive erm making them feel welcome I think by little things but they do come to school. In the induction period that's not an issue. Maybe, I don't know afterwards. L96-100

Unfortunately in this school we have sets so they either go to top sets or bottom sets but I think that they try to make a balance now of things as last year it wasn't so balanced, this year we have noticed there is more balance at the moment and things are working out much better. L177-180

With the induction programme for the KS 3, I think it is successful, because those children...they are more able to understand classroom instructions easier and erm again before they go out, when they go out to lessons, I allocate two buddies next to them and Friday's, like today is going to be our first session of buddy and pupil sessions and they come in and just have lunch together. They come in and we give them a little VIP pass, they come in and have lunch together, and just let them mix and talk about friends, or films or whatever they like to talk about...I give them a responsibility straight at the start, don't talk at them, talk to them. L180-193

And I encourage them to speak Romani in class as well, I have my little Romani book and I write my words as well, so they are teaching me and I use the language with them (yeah) so, it's only

incidental and I try and it brings them closer. They are becoming more open with me and I can learn about them as well and about their culture and their rules. L49-53

we have a language of the month on the board and then within my class I try, I don't know how much the other teachers try but we celebrate diversity, theme of the week, black history week and everything that is involved in that, there is a celebration of erm different cultures and when it's Ede. In assemblies it is done.L403-407

I don't want segregation in any way so they go to registration in the morning, they introduce the form tutor, they go to practical lessons straight away, they start going to music as soon as they come in, they go to art, and they go to PE and tutorial as well... So the 5 weeks is not just in one room. L 108-117

I'm having the police again now, he came in for the first time today to talk to, but I want him to come for regular sessions, community police, 'y' to come in and he's got lesson plans and one of the lesson plans is touching upon is to build bridges between so it's another way of teaching them as well, how to build relationships, awareness of cultural diversity. L351-355

Belonging and feelings of safety

they still come to me after they leave the

induction. The Romani children still come to me for help and advice err because I speak the languages, I speak Slovak, they can speak to me honestly about, they feel they can talk about anything, some of them, they can talk about their worries. They can ask for help beyond school like sorting out surgeries, sorting out other things and I try to get them involved as well.L61-65

I think the buddy system is really important for them to be settled and it helps them to mix with the other children and being part of the community because they will be feeling good in the school, good about coming and attending better I think, L194-197

I send out a little booklet with the children when they go to the mainstream so I put three targets mostly social targets because their language targets are on their LARS...the teachers can make a little comment on the lesson. So it is the child's responsibility to take the little booklet and on Friday they bring their booklet to me and I can see what they are coping with, what they can't do and again after that we are trying to send out erm a form to gain information after a while, summarising information from teachers, what is the feedback and how the child is coping in that particular period.L287-294

And I encourage them to speak Romani in class as well, I have my little Romani book and I write

my words as well, so they are teaching me and I use the language with them (yeah) so, it's only incidental and I try and it brings them closer. They are becoming more open with me and I can learn about them as well and about their culture and their rules. L49-53

well I'm doing my best to make them feel good about the school and coming to school and to improve their attendance so within these 5 weeks it's not about how much you learn it's making them talk, not to be shy, making them feel confident about going to lessons, be able to follow timetables and if there are any issues in class. Obviously I am teaching them language as well, it's important but it's the emotional impact on the child when he comes to a big school, he might come from a very small place, a very segregated place, a negative place with no stimuli. Because I know some Roma families that live in the woods in Slovakia, they've been put on the side in the town, they are in the woods with no heating, water and so we might have a child from that kind of environment L239-248

Cultural awareness

we were talking about BFG yesterday, Big Friendly Giant...and they were giving me words for what the B stands for... when it came to the letter 'G'. One of the girl's said 'Gypsy' and the other [Romani] girl really started moaning and shouted at her saying 'why did you say

Gypsy?'...it was in Romani but I didn't quite understand but you could gather she wasn't very happy. L29-34

Not every teacher is open, and yeahunfortunately not everybody is so understanding. Some people put them under one hat.L172-173

but they still now have different treatment and erm because of their experience I can relate to, I understand they are having opinions what they are having so they do come with a different luggage so maybe teacher's need to be more aware of that luggage that places they segregate them in towns for example, where I'm from, they segregated them to a different area to live. So they live in containers, in one room houses erm and they aren't houses they are containers, so a family of five they have no kitchen, no running water, toilet or bedroom. And you can see the girls go out on the street and I completely understand why they want to run away from there and why we have so many children coming in here trying to get a better opportunities, trying to get a better life for their children. I completely understand their reasons for being here for coming here. Err I think other teachers need to be more aware of these things, to understand more and they understand more about their rules so they can work with them better. L131-144

often some of the BTA's will be working with them and they struggle because they are Czech Roma, but Romani is their first language, even if you translate things into Czech doesn't necessarily mean they'll understand it so you've got that plus if they haven't had much education, you have go that on top of it, they are quite complex. There are a lot of needs. L 311-316

I mean EMS do a lot of work on GRT History month, we have been to a couple of projects...but it's quite separate to everything else so I'm going to suggest to 'head', on the TV in the foyer and around the school when it's black history month, they have quotes and things but maybe they should do the same for GRT history month, just to raise awareness, there is a month that celebrates this, The kids don't have to know who is who, but we can celebrate the children here through. How we do it, I don't know. L343-342

when they go to lessons, regarding Roma children, I tell them he speaks Roma (Czech Roma) so you might be able to use the girl who is Romanian Roma and they can speak the same language or just erm- the language is not the same but basic words, they can help each other out a little bit and some of them are really good at understanding each other and some of them are struggling and obviously different dialects and things. L295-300

		I had an incident yes, but that was from white Slovak children who knew that they are Roma children so the children here don't know they are Roma so we had no incidents. there are some comments you still hear in the classroom like "Oh God, look at them, there are loads of 'em" or there'll be a comment and I will deal with it, and there is a procedure if it is racist and if it's deemed being racist L375-379
Insight/meaning making	Caterina provides a very insightful account. Because she grew up in Slovakia, she has personal knowledge of how Romani families are treated and some of the cultural norms of this group. This leads to a sense of insight for Caterina where she is able to place meaning on why children behave in certain ways such as making Romani children making friends with those who are also Romani. Caterina demonstrates empathy toward the Romani children, understanding why some children may choose to hide their identity.	some of them mainly make friends with just Roma children, some children don't have an issue with it. I think they feel safer because there are large numbers here, and I think that has set the ball rolling now, because we have a lot of Roma pupils, Czech, Slovak and Romanian and that's where community is important, that's where they want their children to go probably because it's a safe environment or that their parents feel more comfortable. L327-333 I don't know with the older children if it's a different cup of tea because I'm teaching KS 3 children with the older children obviously have the girls have different priorities and boys have different priorities and they don't attend school. Not all of them, but some of them. L100-104 They are forming relationships, you can see the girls are talking, they are coming in, they are interested as well. one of the challenges is maybe the girls, the girls when they started different responsibilities to look after the

younger children some communities, not all Roma would say you would have to stay at home to look after the younger ones, but it can be very common, erm to have the older ones to look the younger children after a while so they don't come to the school, this is one of the challenges that needs to be looked at, they need to come to school and why they are not coming to school. Make sure they are coming to school! L390-398

At home now, I had experience with Roma children there, the Roma I went to school with, they were in the same place and they were telling me the rules they have and I was thinking that these children having the same rules as some of them that they may be obeying completely different rules like the women can't swim with the men after a while, if you spoke about that person you have to pay penalty to the baron so different rules but it might just be for the small community but these children are coming from smaller or larger communities and they all have different rules so for them it's the psychological effect of how this transition of how it affects them L435-443

they are treated differently still in some areas. They don't like to give them jobs, erm, still lots of racist incidents occurring, attacking Roma [And some in] segregated schools, I don't think it's as many as before during the communism it

was quite a common thing that Roma children go to a separate school. Now it's not the case but they still now have different treatment L126-132

there is still a problem, especially in Hungary, I have a friend who is a teacher as well and erm she said where she lives they are organising Sunday schools for white children where they turn up in uniform in boots... they are taught the 'true' history, they are saying the holocaust doesn't exist. That exists in Hungary at the moment, you think about it and you think 'Oh God, you know' so these things we need to bear in mind somewhere, these children coming you need to be open and you need to listen to their story to make sure you can do, you can help them to their best potential.

in my school they weren't treated differently at all, they were very much part of the school, if they were good at something, they were entered for competitions, they weren't treated differently, but I know that in the next village they were treated differently, they were taught in a special school and I was quite stunned that they went to a different school, it was a smaller school and it was 'special' L445-450

I encourage them to speak Romani in class as well, I have my little Romani book and I write my words as well, so they are teaching me and I use

the language with them (yeah) so, it's only incidental and I try and it brings them closer.

They are becoming more open with me and I can learn about them as well and about their culture and their rules. L50-53

But erm whether it's the term they are using 'Gypsy' or whether erm some of them are open and honest about it and they are quite happy to say they speak Romani at home, some of them aren't. Some of them might hide, it depends on the child. We have students here who completely wouldn't say they are Roma or anyone who is speaking Czech... they don't want to be associated...maybe experience from the past, maybe, it must come from the parents in some ways, I think. They must have been told not to be friends or not to tell the others where they're from but most of our children at the moment are open and honest about it. L39-49

Participant 11- Brian

Reflective diary

Reflective Diary

Brian

Participant 11

Brian's knowledge on the Roma history is limited. He mentions that he understands Romani families are 'travellers' who do not necessarily stay in one place for any long period of time. It seems that the school has provided some training on the different cultures and nationalities but there is "a lot to take in" and it appears Brian feels there is a need for further training.

As a PE teacher, Brian has noticed that the Romani pupils do not come prepared with the right equipment and feels there is a degree of reluctance (particularly for girls) to participate in games. It appears that Brian has a better relationship with the boys, and states "they're not given the option, they will have a go". Brian seems to know how to 'deal with' boys better and seems more confident in himself to push the boys in his particular subject of PE. Brian does see benefits of integrating Romani pupils into PE lessons straight away regardless of their English language abilities as he is able to use other forms of communication, he feels that this is also valuable in terms of the Romani pupils being able to mix with their peers.

As the head of KS3, Brian appears to appreciate the importance of building relationships with the Romani children and their families as he recognises that engagement of the parents is a challenge especially regarding the poor attendance of children in Year 7-9. Nevertheless, Brian makes it clear that poor attendance is not just specific to Romani pupils. Brian appears quite concerned about the poor attendance referring to the targets of the school and government to raise attendance within the EAL population, not just the Romani pupils. Nevertheless, he later stated that the main priority for the Romani pupils is to improve their attendance and to develop engagement with Romani parents.

It appears Brian is not sure why Romani children's attendance is particularly poor but he feels the message needs to get to the parents however this is what appears to be the issue, since he refers to this as an "uphill struggle". Brian even mentioned a recent incident with one particular student who had a very poor attendance where he used the school minibus to get the child physically into school. His account illustrates his frustration with non-attendees however, it also could be perceived as abusing his own power by physically removing the pupil from his house to be brought to school. I wonder what message this is sending out to the parents, would they want their child to go to a school which takes these measures to get their child into school?

It seems that Brian is very frustrated with this particular issue, he appears to not understand why children are not coming into school stating "they're happy here, they're getting on" and states it's annoying for him. His frustration is also shown in his throw away statement stating that parents should want their children to progress and develop the English language so attendance will be important and that "It's not rocket science". Brian appears to have a lack of understanding regarding the potential background of Romani children, making the presumption that they have been to primary school before " if they've been in the system for primary school, coming up into secondary school then they should know that they're going to get challenges and if they're displaying truanting and the likes or not turning up regularly each and every week then that's their problem and I'll deal with that". Despite the 'support' offered to parents like phone calls and translated letters sent home to inform the parents of the importance of school this does not appear to have an impact on the attendance of the pupils. As Head of KS3, Brian also appears aware of the knock on effect of poor attendance into KS4 if this is not 'dealt with' early on. I wonder if this is also related to his own senior role as he would be held accountable mentioning that a lack of attendance impacts upon attainment "for themselves but also overall for the school". He seems to feel they are fighting a "constant battle" regarding attendance.

When discussing his experience of poor attendance, Brian recognises that relationships he forms with pupils is key to successful teaching, reflecting on the 'names' on the list of 'poor attendees' which he brought to the interview, it appeared he arrived at a realisation that he does not know many of the Romani pupils. The Romani pupils he does know well, he speaks of them quite fondly, where he has developed that rapport. Perhaps this is one way to challenge the issue of poor attendance.

Transcript with emerging themes

Teacher interview

Brian- Participant 11

Secondary school

Line	Descriptive coding	Transcript	Line	Emerging Themes
no.		·	no.	
	D- Descriptive			
	L- Linguistic			
	C- Conceptual			
1		AT: What can you tell me about the Roma history?	1	
2		PP: Not much, we've had lots of training but no, not much, where they	2	
3		come from, Roma by nature presumably are travellers, that's as much as I	3	
4	Limited knowledge of Romani	know, they travel to and from, they don't stay in one particular area for	4	Need for training
5	history, culture. Presumptions	any long period of time. But we seem to be a school where they are more	5	
6	about travellers/Roma about time	stable and seem to be coming in droves here, they seem to be happier	6	
7	they will stay in one place. (D)	here. I don't know much about it, the migration of into this area AT: but you have had some training?	7	
8		PP: schools have had training trying to give us some kind of background	8	
9		into the different nationalities, different cultures, different expectations	9	
10	Need for more training, it's a lot	and so on, erm it's lot to take in, and we haven't had too much	10	
11	to take in (D)	information, we've had training but not enough in my opinion.	11	
12	. ,	AT: In your experience, of teaching Roma children what do you perceive	12	
13		the needs to be?	13	
14		PP: I'm a PE teacher, so equipment it's improved and improving but it's	14	
15		not the correct, it's what they can put together as far as PE is concerned,	15	
16	The need for the correct	they are more than happy to just put a T-shirt on and put it under their	16	Pupils not coming prepared for PE.
17	equipment.	school shirt and take off the shirt and participate in a pair of trousers and	17	
18		a t-shirt so we're trying to encourage them to bring things in, it doesn't	18	
19		have to be the correct stuff, get the main kit so it's the equipment side of things and as far as PE goes, their erm they are reluctant at times. So	19	
		tillings and as far as PE goes, their erm they are refuctant at times. So		

20		that would be two fold, participation rate and getting them to participate	20	
21	Reluctance to participate. (D)	more and with the correct clothing and foot wear.	21	
22	nciactarice to participate. (D)	AT: Is there anything that they don't like participating in that you've	22	
		noticed?		Delivetence to monticipate. Demoni ciule
23		PP: No, the girls more than the boys won't want to participate they have	23	Reluctance to participate, Romani girls
24		to be really pushed, cajoled, with the boys they're not given the option,	24	particularly
25	Girls are less likely to participate.	they will have a go, but it's of a pushing process than anything else. I will	25	
26	(D)	say, not so much the Roma, but the EAL community as a whole with	26	
27		personal hygiene, lots of major issues around that that we're trying to	27	
28		work on. Again because they're participating in not the correct uniform.	28	
29		But there are major issues and complaints have been made not	29	
30		specifically with the Roma but the EAL as a generic group erm regarding	30	
31	Complaints against the EAL group	personal hygiene.	31	
32	regarding personal hygeine. (D)	AT: you kind of touched upon this already, what are the requirements for	32	
33	,,,	children within PE?	33	
34		PP: Well, participate more and if they want to improve in terms of their	34	
35	PE is a lesson where Roma pupils	skills, they will have to practice and rehearse and that's taking part in	35	
36	are intergated with others	lessons. There are two hats, I'm speaking specifically from a PE point of	36	
37	straight away because it is	view. If they want to improve, it's one of the two or three subjects that	37	
38	considered more practical. (D)	the Roma pupils and EAL come out of induction classes to keep that	38	
39	considered more practical. (D)	integration with other pupils going. PE is deemed to be more practical,	39	
	Wali abla ta ba tata wata da a tha sa	we can use hand gestures as far as communication is concerned, we		
40	Valuable to be intergated as there	don't have to use verbal, we can use erm other gestures which can aid	40	
41	are gestures which can be used	understanding so it's a two way thing, in terms of they can understand	41	
42	which isn't solely reliant on	what's going on with different signals, they get used to the language that	42	Integration of pupils in PE- developing
43	understanding English. It also	we are using, and they are mixing with peers so it's deemed to be a	43	relationships with peers.
44	helps the children mix with their	valuable thing. That's helped them, they are mixing with the other	44	
45	peers. (D)	children.	45	
46		AT: In terms of your incidents of racism or bullying of Roma children in	46	
47		this school over the years?	47	
48		PP: I think pause, we have had issues, they're all documented, they erm with the assistant head teacher, it's been as a head of KS3, there's not	48	
49		been many, it's been more positive than negative, we went through a	49	
		been many, it's been more positive than negative, we went through a	l	

		The standard translation of th		
50		period of time before we had a large influx of Eastern European EAL	50	
51		students erm, the Asian community we did have that but that was a long	51	
52		time ago, and we have had nothing in the same scale that has happened	52	
53	Not many incidents of racism-	considering the amount of numbers that have come in, we're pretty good	53	
54	procedure in place. Dealt with	on that one. We do have the odd incident but they're few and far	54	
55	very quickly. (D)	between and dealt with very quickly so that's good because it could with	55	
56	, , , , ,	the sheer numbers gone the other way but it hasn't.	56	Incidents of racism dealt with quickly.
57		AT: as head of KS3, going back to the needs of the community, what	57	,,,,,,,,,,
58		would you think?	58	
59		PP: we work closely with EMS, EAL teachers, where possible when they	59	
60	Davalaning familiarity and	get involved, I'll come down and visit the induction class as much as I can,	60	
	Developing familiarity and	mixing with the pupils so they know who I am, I was down there last		
61	rapport with pupils in the EAL	week, for about ten minutes with the KS3 class not so much KS4 as my	61	
62	classes as Head of KS3 (D)	mandate is KS3, where they will invite parents in err from the community	62	
63		into the school, we get involved, we've had a couple of sessions like that	63	Developing familiarity and rapport with
64	Building relationships with	where we've done cooking with them so we can bring the community in, great. We also try to get them involved in the transition KS2-KS3 so we	64	EAL pupils
65	families	will organise via EMS, meetings where we go out to schools with	65	
66		translators, we invite them in on a separate erm new parents evening	66	
67	Involving parents during the	because obviously we were conscious that the Roma/EAL community	67	
68	transition process. (D)	wouldn't understand the lengthy discussions going on with the overhead	68	Building relationships with families
69	Separate parents evening as	power points, so we invited them up for a separate day so that they were	69	
70	conscious about EAL difficulties-	able to get more of an understanding, heads of year and myself were also	70	
71	(D). HOY also present at these	there so they could get to know who we were, and that was okay. It's	71	
72	meetings. (D) However, problem	engaging them, that's the problem	72	
73	is engaging them. (D).	AT: there wasn't as many there?	73	
74	is engaging them. (D).	PP: no, it's not just the EAL Roma community, that's the parents of this	74	Difficulties engaging parents not only for
		school per se. We're trying to increase parent engagement across the		Difficulties engaging parents, not only for
75		board across each and every year group. Definitely not just a problem	75 76	Romani parents, across the board.
76	Engagement of parents isn't just	with Roma parents.	76	
77	for the Roma families, it's across	AT: As you're head of KS3, how would you describe the pattern of	77	
78	the board (D)	attendance?	78	
79		PP: Poor, absolutely poor, I'm in charge of year 7-9 and that's the big big	79	

80		big issue. In fact, major issue. They're bringing our school figures down	80	
81	Attendance a big issue "poor,	massively	81	
82	absolutely poor" (L) Negative		82	
83	impact on attendance (D). What		83	
	. , ,			
84	impact does this have on himself		84	Allerdenses
85	as part of the management team?		85	Attendance poor
86	(C)- does he see this reflecting on	AT: Do you think it becomes more of a problem in Year 8?	86	
87	himself?	PP: No, it goes off right from the word go, straight from the word go. I	87	
88		can admit via the admin process and within less than a week, we have	88	
89	Attendance problems from the	issues with staying off school. It seems the need is getting them into	89	
90	start. (D)	school is the priority, once they're in school, not with everyone but it is a	90	
91		significant issue with the EAL students, with the Roma students, I brought	91	
92		down Year7-9 lists and I mean you can just randomly select very, very	92	Attendance poor
93		few would have 93% and above, the first top three here are Year 7: 85%,	93	
94		Year 8: 42%, Year 9: 81%. There maybe, every one of them would be way	94	Attendance issues for Roma and EAL
95		off target.	95	pupils
96		AT: Is there any where I can get a generic attendance figures?	96	
97		PP: I meet with my EWO every Tuesday, last week's meeting was entirely	97	
98	Attendance issues for ROMA and	to do with ROMA/EAL pupils and there's not enough hours in the day/	98	
99	EAL pupils (D)	AT: why do you think it's an issue with the Roma children? PP: maybe with the Roma community erm, even though we say at the	99	
100		beginning and they seem to be more settled in the school as there are	100	
101	Not sure why there might be	significant number in the school, maybe it's not what they're used to in	101	
102	difficulties with attendance for	the past? I don't know. But the priority from the school and from the	102	
103	Roma pupils. (D) Priority for	government is they have to attend regularly now we have to get the	103	
103	school and the government is	message to the main people and that's the parents and if the parents are	103	
104	_	not engaging, we're on an uphill struggle. It's a challenge, it's a challenge	104	
	getting pupils to attend (D) and	we're not winning. I can say, every one of them (referring to attendance	105	
106	getting parent's to engage is an	figures), one family, two boys in year 8 and a girl in year 9, they were a		Unawara of why punils have near
107	"uphill struggle" (L).	problem in year 7, which escalates to year 8 and now we're going to	107	Unaware of why pupils have poor
108		prosecution now. 'x' year 8. I went out to get a boy to school, I took the	108	attendance
109		mini bus he's 72%, I took the school mini bus because I'm fed up with	109	

110		him, it could have been more but this particular lad on the 4 th October. I	110	Pressure of school and government
111		knocked on the parents door, obviously the language barrier, I pointed to	111	targets
112	Teacher appears frustrated- using	the mini bus which has 'x high school', 'y' was in bed, poor attendance	112	
113	all he can to physically get them	history, made the parents understand via whatever possible, got him out	113	Engaging parents difficult
114	to school- taking pupil from	of bed, got him ready for school, and brought him in and then the	114	
115	home. (D) can be perceived as	following Monday and Tuesday he's off school. That's endemic of a	115	Frustrations of teacher.
116	abusing power- could parents	pattern that's going on and we don't get parental responses to why. So	116	Trastrations of teachers
117	understand what he was saying, if	they're all unauthorised absences, like I said this is 72%, you know,	117	
118	they couldn't read and never met		118	
119	him before, could they really take		119	
120	in what he was saying? (C)		120	
121	what he was saying. (e)	PP: It's annoying because they're happy here, they are happy here,	121	
122	Teacher thinks they are "happy	they're getting on, no issues and issues are dealt with, the	122	
123	here" (L) appears that he cannot	communication if we have a problem is always dealt with. It may take a	123	
124	think of why they would choose	little time but it's always dealt with, we translate letters to inform of the	124	
125	to not attend. He feels that the	importance. We're about to do an attendance panel now, and a lot of	125	Lack of empathy of teacher.
126	school translate letters to inform	Roma pupils will be on that list, below 85%, I will be starting today for	126	Edek of empathy of teacher.
127	the parents of the importance of	any pupils with attendance below 85%, and the Roma pupils will be a lot	127	
128	school but this does not appear	of those. This would involve me involving EK to put something in place so	128	
129	to have an impact (D).	that translators are there- a lot of work goes in to it, it's not simple err, but that's been a learning curve when we started off it was we were	129	
130	to have an impact (b).	literally as we go along. We had to suck it and see type of thing, and it	130	Letters translated, phone calls home
131		was simple things like translating the letters, but there are a lot of letters	131	Letters translated, priorite cans nome
132		that need translating but we cracked on with it, it's positive that we have	132	
133		things in place, everyone knows who they can contact or where to find	133	
134		information on the languages, on the LAR system, on the shared area.	134	
135	Lots of support in place- (D)	There are lots of things and support in place and it's so annoying that	135	
136	teacher frustrated	they don't come on board regarding engagement.	136	
137	teacher hadratea	AT: and some parent's are illiterate as well	137	
138		PP: There's the issue as well. that's why we do a double hit, a letter and a	138	
139		phone call then at least you know you've communicated because we are	139	'lots' of support in place.
133		aware that there are some parents who can't read the letters but you've	133	1013 of Support III place.

			ı	T
140		got to make sure that you do it as you would any other parent, so they	140	
141	Letters translated and phone calls	have the letter and you know, we also give a phone call as well. The	141	
142	home so they do get the message	Roma community is increasing, weekly. And from all areas, Rotherham,	142	
143	in one form even if they are	Sheffield, Bristol, Southampton, Margate. It seems now the word has got	143	
144	illiterate.	round into extended families and they're not coming from this area,	144	
145	Increased number of Roma	we've had others from the UK- Peterborough and now the word must be	145	
146	families coming to this city.	in the community	146	Increased number of Romani families
147	Tanimes serim. B se sine sity.	AT: It is last academic year it started to increase?	147	arriving in the city.
148		PP: Probably within the last 2 years	148	diffying in the city.
149	Poor attendance in all school	AT: You've mentioned attendance is poor between years 7-9	149	
150		PP: in my area, yes, but I know it's poor in other areas as well, AT: how does this have a knock on effect on attainment?	150	
151	years	PP: You can imagine, a massive knock on effect in terms of personal	150	
		attainment for themselves but also overall for the school. There was a		
152	5	significant number (whether they are Roma) but significant number of	152	B I
153	Poor attendance, knock on effect	EAL which sit exams and over 30 and it does have an impact on school	153	Poor attendance across all year groups.
154	of attainment for themselves and	figures. So if we can't get it right in KS3, which we endeavour to do, we	154	
155	the rest of the school (D),	just pass the problem on to KS4, and erm and obviously the issues that go	155	
156	Participant also thinks about the	along there and when pupils are coming in at KS4 age is a problem as well	156	
157	bigger picture, probably due to	but erm that's the global picture of the school. My area is try and get	157	Attendance impacts upon attainment for
158	his position in school (C). Feels it	them attending, try and get them in school so attainment's not hit but it's	158	pupil and the overall school.
159	is important to get things right in	a constant battle, constant battle and erm we're understaffed in terms of	159	
160	KS3 because otherwise the	that, we'd like to get them out every day of the week, out into the	160	Bigger picture- getting it right in KS3 to
161	problems will continue into KS4.	community, take the mini bus, we have two mini buses if I had the time	161	prevent continuing problems in KS4
162	(D)	to accompany them as well but it's erm it's all the logistics about getting	162	
163	•	them all together because it could be a 5 day a week job you could pick	163	
164	Constant battle trying to get them	up half a dozen a day and circulate around the community to get them in	164	Attendance, constant battle.
165	to school. (D) use of school	and so on.	165	
166	resources would be used if he		166	
167	had more time.		167	
168	naa more ame.	AT: so is that your specific challenge as head of KS3?	168	
169		PP: That's one of them, not just specific to Roma, I mean attendance is an	169	
103		issue per se err it is one of the recommendations, we had 5	109	

				1
170	Although not specific to Roma-	recommendations from Estyn and that's one of them, we've got to	170	
171	attendance is an issue per se (D)	globally get the attendance up erm as we've got a growing EAL	171	
172	Pressure from external agencies,	community, they've got to be on board.	172	
173	e.g. Estyn (D)	AT: in terms of erm the Roma community, what do you think are your	173	
174	5 , (,	specific challenges as a head of KS3?	174	Pressure from external agencies to
175		PP: I've got three heads of year, looking at of these names you think	175	improve attendance
176		wow, that's a lot, you don't realise erm the challenges are because you	176	improve attendance
_	As Duise is a DE topologica wall as	know the, one of the challenges because pause I'm a PE teacher as well,		
177	As Brian is a PE teacher as well as	success in teaching is about relationships, that's what I haven't got great	177	
178	a HO KS3 he recognises that the	with the Roma community at the minute. I don't know them all. (mmm)	178	
179	success of teaching is all about	I don't know them all. I think my personal challenge from a personal	179	
180	the relationships. (D). He	point of view is to get to know, I know, I know them via lessons you	180	
181	recognises this needs work with	know, I know the boys, most of the names on here I think, yes I know	181	Importance of relationships-teaching
182	the Roma community, he does	them. Not all of them mind you, the girls, not a lot. I really wouldn't deal	182	
183	not know them all (D). Brian has	with these girls on the list unless it's about attendance not not sat down	183	
184	recognised the importance of	and had a personal pastoral time with them. I think this would be my, my	184	
185	relationships (C)	personal challenge. the school do monitoring, erm targets setting so	185	Personal goal, developing relationships
186	(0)	form tutors get to know a lot of these children through meetings that's	186	with all Romani pupils.
187		where I, that's what the feedback that I get in, I'm only as good as my	187	With an Normann papins.
188		form tutors, that process will start now mid- November so every one of	188	
		these pupils will be interviewed by and their parents are invited up to		
189		talk about progress. Obviously attendance will be high on the agenda	189	
190		there and that might be probably the lead on all of these pupils. But they	190	
191		will get the chance twice in a year	191	
192		PP: there's some cracking kids on here mind you as well there are	192	
193		positives, there are some cracking kids on here that I teach that I know	193	
194	Notices some positives about	and are really really doing well you know, so there are pupils erm I mean,	194	
195	some of the children on the poor	I know 'x' in Year 10 but I mean his attendance, there's always	195	
196	attendance lists. (D). Particularly	attendance issues but he's a cracker as far as I'm concerned, 'y' another	196	
197	those who he has developed a	one that I get on really well with, 'x' is excellent, he's excellent with me	197	
198	relationship with (C)	erm, I've got a soft spot for 'h' even though he's a pain in the back side,	198	
199		he's a pain in the backside I've got a soft spot for him, 'I' as well, the	199	Has some good existing relationships
		'brothers' one of the two, is nicer than the other one, and again there's	100	The same Book emetric Length of the same same

200		an issue there. I don't know which one's which, I know they're twins I	200	with Romani pupils
201		can't tell the difference, so it's not all doom and gloom and I mean any	201	' '
202		child, my own included if they've got 95-100% attendance, they are going	202	
203		to make progress. And particularly if your home language is obviously	203	
204		Czech, Slovak, whatever, and you're in a Welsh school which is English	204	
		speaking, (inaudible) but I'm Welsh not English, then then erm you know,		
205	December of the second of the	surely the thing is if the parents want them to make progress, the	205	
206	Doesn't seem to understand why	parents should ensure they are in school so they are picking up this	206	
207	parents won't ensure children are	language as quickly as possible so in order that they get the jobs that	207	
208	in school every day to help them	maybe their mum's and dad's haven't got (mmmm), and that their	208	
209	develop the language more	children can make better progress. To me it's not rocket science so I	209	Lack of empathy regarding poor
210	quickly. (D) "It's not rocket	don't understand why we've got such poor attendance figures when it	210	attendance.
211	science" (L). Lack of empathy (C)	clearly makes sense to get them in to learn and to make progress.	211	
212		AT: I've interviewed 4 Romanian Roma parents and asked them about	212	
213		their experience of education and how they feel about the education	213	
214		system here and they feel very positive so none of the attendance was	214	
215		raised that they have difficulties, I'm wondering if it's the children or if it's	215	
216		the parents	216	
217		PP: well I don't know, one of the things as well with getting 'x' in (minibus	217	
218		to school), was maybe when we we're at the door step with mum and	218	
		dad, another family obviously knows him came down and stood by the		
219		side. I said to 'x; is that your uncle, and he said it was a family member.	219	
220		Any messages we could get out into the community that we will come	220	
221		knocking doors, get your children in, get your children in, it was only one	221	
222	Importance for getting parents on	and obviously the message didn't get through because two days later, by	222	
223	board.	Monday he was off and Tuesday and that wasn't the case which was	223	
224		disappointing, but erm if we can send messages because we're not going	224	
225		to win unless we get the parents on board and we've get the parents on	225	Importance of engaging parents.
226	Children should know the	board, I know you're saying about the pupils, and yeah, pupils can make	226	
227	structure of school especially if	their minds up, but if they've been in the system for primary school	227	
228	they've been to primary school	coming up into secondary then they should know that they're going to	228	
229	(D). Didn't mention the idea that	get challenges and if they're displaying truanting and the likes or not	229	
	(2). Dian emercial the fact that	turning up regularly each and every week then that's their problem and		

220	come children may not be a	I'll deal with that, so that's another issue. Certainly If there's a new pupil	220	
230	some children may not have had	coming in from another country which we've got, maybe we'll make	230	
231	any primary school experience,	allowances to a degree but not with pupils who have been in the system	231	
232	lack of real understanding? (C).	for a while. A massive challenge	232	Lack of understanding of Romani pupil's
233		AT: I appreciate that, do you have anything to ask me	233	previous experiences in school.
234		PP: I'm quite happy to talk, but it's you know where I've got where I am	234	
235		with relationships with pupils and that's why there's a mutual respect.	235	
236		The PE teacher's in this school, I'm head of KS3, x is head of KS4, k is head	236	
237		of year 7, y is head of year 8, there's only 4 who have key roles the	237	
238		other's are around the pastoral side because relationships and I know the	238	
239		Roma pupils less well than I do others, now maybe that's laziness on my	239	
240	Recognises that he has his own	part or maybe because I've gone up a bit now in terms of promotion but	240	
241	personal challenge of trying to	the only way we're going to win is if I get to know these pupils inside out	241	
241		so that's come back to what I said previously, that'll be my challenge to	241	
	get to know the Roma pupils	get to know them and I don't know all of them, no I don't so. But I need		
243	better and building that	them in school learning as quickly as possible.	243	
244	relationship. (C)	AT: that's your main priority?	244	
245		PP: for this community, yes, for this particular community it's to get them	245	Building relationships is important.
246		attending more regularly and get more parental engagement than we've	246	
247	The main priority for the Roma	got definitely, definitely because as I say, hopefully they'll stay with us	247	
248	pupils is to improve attendance	and we can get them in to KS4 then into BTEC, GCSEs and the like,	248	
249	(D) and this can help with when	they've got to be more confident with the language (mmm) got to be,	249	
250	the pupils progress to KS4.	otherwise they won't make progress.	250	
251		AT: Do you of any children that have dropped out of school?	251	Importance of improving attendance to
252		PP: Some have disapplied when they've come straight in, there's an ESOL	252	help pupils progress.
253		class now so that's getting a bit better but again, putting money in to it,	253	
254		trying to make it happen but erm erm 'x' no some would disapply	254	
255		because they arrived late in coming in, but there's a lot of them a lot of	255	
		pupils and again 'p' 's', he's gone erm in 'x's group, he had a significant		
256		number, and he's just left (after year 11) and he got a couple of	256	
257		qualifications, a couple of qualifications they weren't in the ESOL group.	257	
258		There's a group now in the ESOL group, they're a handful but we've won	258	
259		them over through the sport because they are really interested in the	259	

260 261 262 263 264 265 266	Getting some pupils engaged in sport- 'win the pupils over as they are interested in the body.	body shape, physique and they're big lads and we've won them over and they're now, 'cos they did intimidate, because year 11 boys would come into a year 10 class and these are big boys, but it's working now, I was concerned about that particularly with a year younger 'cos they but the reports back from the head are doing well, they are participating regularly. Even 'm' who's a big lad, he's coming along, we had trouble with him initially as we had trouble with his dad, but we've won him over. So we make strives forward.	260 261 262 263 264 265 266	Can win pupils over.
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Clustering themes

Clustering themes	Proceedings of the control of the co	
List of themes chronological	List of themes alphabetical	Clustering of emergent themes
Need for training	Attendance impacts upon attainment for	Poor attendance
Pupils not coming prepared for PE.	pupil and the overall school.	Attendance impacts upon attainment for
Reluctance to participate, Romani girls	Attendance issues for Roma and EAL pupils	pupil and the overall school.
particularly	Attendance poor	Attendance issues for Roma and EAL pupils
Integration of pupils in PE- developing	Attendance poor	Attendance poor
relationships with peers.	Attendance, constant battle.	Attendance poor
Incidents of racism dealt with quickly.	Bigger picture- getting it right in KS3 to	Attendance, constant battle.
Developing familiarity and rapport with EAL	prevent continuing problems in KS4	Bigger picture- getting it right in KS3 to
pupils	Building relationships is important.	prevent continuing problems in KS4
Building relationships with families	Building relationships with families	Importance of improving attendance to help
Difficulties engaging parents, not only for	Can win pupils over.	pupils progress.
Romani parents, across the board.	Developing familiarity and rapport with EAL	Poor attendance across all year groups.
Attendance poor	pupils	Pressure from external agencies to improve
Attendance poor	Difficulties engaging parents, not only for	attendance
Attendance issues for Roma and EAL pupils	Romani parents, across the board.	Pressure of school and government targets
Unaware of why pupils have poor attendance	Engaging parents difficult	Unaware of why pupils have poor attendance
Pressure of school and government targets	Frustrations of teacher.	
Engaging parents difficult	Has some good existing relationships with	Building relationships
Frustrations of teacher.	Romani pupils	Building relationships is important.
Lack of empathy of teacher.	Importance of engaging parents.	Building relationships with families
Letters translated, phone calls home	Importance of improving attendance to help	Can win pupils over.
'lots' of support in place.	pupils progress.	Developing familiarity and rapport with EAL
Increased number of Romani families arriving	Importance of relationships-teaching	pupils
in the city.	Incidents of racism dealt with quickly.	Difficulties engaging parents, not only for
Poor attendance across all year groups.	Increased number of Romani families arriving	Romani parents, across the board.
Attendance impacts upon attainment for	in the city.	Engaging parents difficult
pupil and the overall school.	Integration of pupils in PE- developing	Has some good existing relationships with
Bigger picture- getting it right in KS3 to	relationships with peers.	Romani pupils

prevent continuing problems in KS4 Attendance, constant battle.

Pressure from external agencies to improve attendance

Importance of relationships-teaching Personal goal, developing relationships with all Romani pupils.

Has some good existing relationships with Romani pupils

Lack of empathy regarding poor attendance. Importance of engaging parents.

Lack of understanding of Romani pupil's previous experiences in school.

Building relationships is important.

Importance of improving attendance to help pupils progress.

Can win pupils over.

Lack of empathy of teacher.

Lack of empathy regarding poor attendance. Lack of understanding of Romani pupil's previous experiences in school.

Letters translated, phone calls home 'lots' of support in place.

Need for training

Personal goal, developing relationships with all Romani pupils.

Poor attendance across all year groups.
Pressure from external agencies to improve attendance

Pressure of school and government targets
Pupils not coming prepared for PE.

Reluctance to participate, Romani girls particularly

Unaware of why pupils have poor attendance

Importance of engaging parents.

Importance of relationships-teaching Integration of pupils in PE- developing relationships with peers.

Personal goal, developing relationships with all Romani pupils.

Understanding

Frustrations of teacher.

Increased number of Romani families arriving in the city.

Lack of empathy of teacher.

Lack of empathy regarding poor attendance.

Lack of understanding of Romani pupil's previous experiences in school.

Letters translated, phone calls home 'lots' of support in place.

Need for training

Pupils not coming prepared for PE.

Reluctance to participate, Romani girls particularly

Description of themes

PP 11 Theme	Description
Engagement	Brian feels the main concern for Romani pupils is the poor attendance. This has an impact upon the attainment of pupils for themselves and for the school overall. Throughout Brian's accounted he mentioned the poor attendance is a big concern. He mentioned the external pressures he feels within his role, as attendance is something which he needs to challenge and also in terms of the Estyn recommendations of what the school need to improve upon. Since Brian is a PE teacher and the Head of KS3 he may feel double the pressure to ensure the pupils attend his classes, but is also aware of the overall picture of how this could impact upon the school figures. He also appears to be aware of the long term picture, suggesting that it would be important to tackle this problem in KS3 before they reach KS4.
Building relationships	Brian is a PE teacher and the Head of KS3. He is a man of responsibility and recognises that he has made some good relationships with some of the Romani pupils. He feels he has 'won a few' Romani boys over where there were initially difficulties with engagement. However, he is aware also that he has not really formed a rapport with the Romani girls and feels this is a personal challenge for him. Regarding relationships with families, he is aware that if parents are on board this may help further engagement of pupils in school. Brian does feel that there are opportunities for parents to feel welcomed into the school and get to know him, through transition meetings and introductory parent's evenings.
Understanding	Brian feels he has a lack of knowledge to some degree regarding Romani families and even mentioned the need for more training. Within his own experience as a PE teacher he recognises that girls are more reluctant to get involved and the Romani children may not come prepared for lessons. Brian has tried some strategies to get parents to understand the importance of school by turning up to a pupil's house with a poor attendance record and got the child out of bed and into school. There appears to be a lack of empathy in that Brian does not consider if the child is actually unwell, and does not consider the impact his actions can have upon parents who do not understand English. Brian feels that the school are 'supportive' stating there are a number of strategies which are in place to further highlight the importance of school but appears to have a lack of understanding as to possible reasons why parents and children lack engagement at school. He doesn't appear to put himself into their shoes, although perhaps he does not know enough about the history of the Romani families, and where they have come from to fully appreciate the wider picture. He appears to be applying his own constructions on understanding (or not) the attendance issues by stating that if the pupils are happy why are they not coming in.

Themes and supporting quotes

Theme	Sub themes	Description	Quote and reference
Engagement	Attendance	Brian feels the main concern for Romani pupils is	Attendance-Attainment
	-	the poor attendance. This has an impact upon	You can imagine, a massive knock on effect in terms of personal
	Attainment	the attainment of pupils for themselves and for	attainment for themselves but also overall for the school. There was a
	Pressures	the school overall. Throughout Brian's accounted	significant number (whether they are Roma) but significant number of
		he mentioned the poor attendance is a big	EAL which sit exams and over 30 and it does have an impact on school
		concern. He mentioned the external pressures	figures. L151-155
		he feels within his role, as attendance is	
		something which he needs to challenge and also	So if we can't get it right in KS3, which we endeavour to do, we just
		in terms of the Estyn recommendations of what	pass the problem on to KS4, and erm and obviously the issues that go
		the school need to improve upon. Since Brian is	along there and when pupils are coming in at KS4 age is a problem as
		a PE teacher and the Head of KS3 he may feel	well but erm that's the global picture of the school. L155-157
		double the pressure to ensure the pupils attend	
		his classes, but is also aware of the overall picture	I know [the attendance is] poor in other areas as well.L149
		of how this could impact upon the school figures.	
		He also appears to be aware of the long term	it goes off right from the word go, straight from the word go. I can
		picture, suggesting that it would be important to	admit via the admin process and within less than a week, we have
		tackle this problem in KS3 before they reach KS4.	issues with staying off school. L87-89
			Draccures
			Pressures That's one of them [challenges], not just specific to Roma, I mean
			attendance is an issue per se err it is one of the recommendations, we
			had 5 recommendations from Estyn and that's one of them, we've got
			to globally get the attendance up erm as we've got a growing EAL
			community, they've got to be on board. L168-172
			community, they we got to be on board. £100-172
			the priority from the school and from the government is they have to
			attend regularly now L102-103
			200
			My area is tryand get them in school so attainment's not hit but it's
			a constant battle, constant battle and erm we're understaffed in terms
			of that, we'd like to get them out every day of the week, out into the

		community, take the mini bus, we have two mini buses if I had the time to accompany them as well L157-164 [Attendance is] poor, absolutely poor, I'm in charge of year 7-9 and that's the big big issue. In fact, major issue. They're bringing our school figures down massively. L79-81 It seems the need is getting them into school is the priority, once they're in school, not with everyone but it is a significant issue with the EAL students, with the Roma students,L89-91 [the main priority] for this particular community it's to get them attending more regularly and get more parental engagement than we've got definitely, definitely because as I say, hopefully they'll stay with us and we can get them in to KS4 then into BTEC, GCSEs and the like, they've got to be more confident with the language got to be, otherwise they won't make progress. L246-250
Building relationships	Brian is a PE teacher and the Head of KS3. He is a man of responsibility and recognises that he has made some good relationships with some of the Romani pupils. He feels he has 'won a few' Romani boys over where there were initially difficulties with engagement. However, he is aware also that he has not really formed a rapport with the Romani girls and feels this is a personal challenge for him. Regarding relationships with families, he is aware that if parents are on board this may help further engagement of pupils in school. Brian does feel	PE is deemed to be more practical, we can use hand gestures as far as communication is concerned, we don't have to use verbalwhich can aid understanding so it's a two way thing, in terms of they can understand what's going on with different signals, they get used to the language that we are using, and they are mixing with peers so it's deemed to be a valuable thing. That's helped them, they are mixing with the other children.L38-44 success in teaching is about relationships, that's what I haven't got great with the Roma community at the minute. I don't know them allI think my personal challenge from a personal point of view is to get to knowthem via lessons you know, I know the boys, most of the names on here I think, yes I know them. Not all of them mind you, the
	that there are opportunities for parents to feel welcomed into the school and get to know him, through transition meetings and introductory	girls, not a lot. L177-182 I know the Roma pupils less well than I do others, now maybe that's

parent's evenings.

laziness on my part or maybe because I've gone up a bit now in terms of promotion but the only way we're going to win is if I get to know these pupils inside out. L238-241

There's a group now in the ESOL group, they're a handful but we've went how over through the sport because they are really interested in

won them over through the sport because they are really interested in [it]. L258-259

if we can send messages because we're not going to win unless we get the parents on board and we've get the parents on board. L224-226

there are some cracking kids on here that I teach that I know and are really really doing well you know, so there are pupils erm I mean, I know 'x' in Year 10 but I mean his attendance, there's always attendance issues but he's a cracker as far as I'm concerned, 'y' another one that I get on really well with, 'x' is excellent, he's excellent with me erm, I've got a soft spot for 'z' even though he's a pain in the back side. L192-198

we work closely with the EMS, EAL teachers, where possible when they get involved, I'll come down and visit the induction class as much as I can, mixing with the pupils so they know who I am, I was down there last week, for about ten minutes ...where they will invite parents in err from the community into the school, we get involved, we've had a couple of sessions like that where we've done cooking with them so we can bring the community in, great. L58-64

We also try to get them involved in the transition KS2-KS3 so we will organise via EMS, meetings where we go out to schools with translators, we invite them in on a separate erm new parents evening because obviously we were conscious that the Roma/EAL community wouldn't understand the lengthy discussions going on with the overhead power points, so we invited them up for a separate day so

		that they were able to get more of an understanding, heads of year and myself were also there so they could get to know who we were, and that was okay. It's engaging them, that's the problem. L64-72
Understanding	Brian feels he has a lack of knowledge to some degree regarding Romani families and even mentioned the need for more training. Within his own experience as a PE teacher he recognises that girls are more reluctant to get involved and the Romani children may not come prepared for lessons. Brian has tried some strategies to get parents to understand the importance of school by turning up to a pupil's house with a poor attendance record and got the child out of bed and into school. There appears to be a lack of empathy in that Brian does not consider the	schools have had training trying to give us some kind of background into the different nationalities, different cultures, different expectations and so on, erm it's lot to take in, and we haven't had too much. L8-10 they are more than happy to just put a T-shirt on and put it under their school shirt and take off the shirt and participate in a pair of trousers and a t-shirt so we're trying to encourage them to bring things in, it doesn't have to be the correct stuff, get the main kit so it's the equipment side of things and as far as PE goes, their erm they are reluctant at times. L15-19 No, the girls more than the boys won't want to participate they have
	impact his actions can have upon parents who do not understand English. Brian feels that the school are 'supportive' stating there are a number of strategies which are in place to further highlight the importance of school but appears to have a lack of understanding as to possible reasons why parents and children lack engagement at school. He doesn't appear to put himself into their shoes, although perhaps he does not know enough	to be really pushed, cajoled, with the boys they're not given the option, they will have a go, but it's of a pushing process than anything else. L23-25 I went out to get a boy to school, I took the mini bus he's 72%, I took the school mini bus because I'm fed up with him, it could have been more but this particular lad on the 4 th October. I knocked on the parents door, obviously the language barrier, I pointed to the mini bus which has 'x high school', 'y' was in bed, poor attendance history, made the parents understand via whatever possible, got him out of bed, got him ready for school, and brought him in and then the

about the history of the Romani families, and where they have come from to fully appreciate the wider picture. He appears to be applying his own constructions on understanding (or not) the attendance issues by stating that if the pupils are happy why are they not coming in.

following Monday and Tuesday he's off school. L108-104

that's been a learning curve when we started off it was we were literally as we go along. We had to suck it and see type of thing, and it was simple things like translating the letters, but there are a lot of letters that need translating but we cracked on with it, it's positive that we have things in place, everyone knows who they can contact or where to find information on the languages, on the LAR system, on the shared area. There are lots of things and support in place and it's so annoying that they don't come on board regarding engagement. L129-136

if they've been in the system for primary school coming up into secondary then they should know that they're going to get challenges and if they're displaying truanting and the likes or not turning up regularly each and every week then that's their problem and I'll deal with that, so that's another issue. Certainly If there's a new pupil coming in from another country which we've got, maybe we'll make allowances to a degree but not with pupils who have been in the system for a while. L226-233

But the priority from the school and from the government is they have to attend regularly now we have to get the message to the main people and that's the parents and if the parents are not engaging, we're on an uphill struggle. It's a challenge, it's a challenge we're not winning.L102-106

The Roma community is increasing, weekly. And from all areas, Rotherham, Sheffield, Bristol, Southampton, Margate. It seems now the word has got round into extended families and they're not coming from this area, we've had others from the UK- Peterborough and now the word must be in the community. L141-146

It's annoying because they're happy here, they are	•
if your home language is obviously Czech, Slovak, whatever, and you're in a Welsh school which is English speakingthen erm you know, surely the thing is if the parents want them to make progrethe parents should ensure they are in school so they are picking this language as quickly as possible so in order that they get the juntate maybe their mum's and dad's haven't got and that their child can make better progress. To me it's not rocket science so I don't understand why we've got such poor attendance figures when it clearly makes sense to get them in to learn and to make progress.L203-211	u ress, up jobs Idren 't

Participant 17- Jarik

Reflective diary

Reflective diary

Jarik

Participant 17 (Son of Jana and Marek)

Jarik feels quite strongly about the current disruption he faces at school, he mentions that some of his peers throw sweets at him and recalls some of the 'typical' playground games which high school children play. Jarik appears to want to learn and he wishes the disruption would stop so he can do this, he even mentions wanting to move classes. Despite the mention of disruption he faces, Jarik appears to be happy at school stating he has many friends. His friendships seem important to him as he recalls feeling sad when he moved from Kent to Wales as he thought he would miss his friends. He also said that when he started at the school he felt nervous as he did not know anyone, the idea of a lack of a sense of belonging. Jarik also appears to like the support he gets from his teachers and the Slovakian speaking teachers who can help him understand the topics being taught if he is not too sure.

Jarik has noticed that some teachers are better at dealing with disruption than others. He has also noticed that other children have moved up a set and he doesn't know why he has not moved.

Transcript with emerging themes

Child interview number 17 'Jarik' son of Jana and Marek

Secondary school

Line	Descriptive coding	Transcript	Line	Emerging Themes
no.			no.	
	D- Descriptive			
	L- Linguistic			
	C- Conceptual			
1		AT: You went to school in Gravesend? What do you remember	1	
2		about it?	2	
3		Child: I don't remember	3	
4		AT: how long were you there in Gravesend?	4	
5		M: He was there from age 0 to Year 5	5	Friendship important
6	Remembers friends (D)	AT: Did you like it at Gravesend?	6	
7		Child: yes, I had lots of friends	7	
8		AT: how did you feel when your parents decided to move to this	8	
9		city? Did you remember your parents telling you you were moving?	9	
10		Child: Yes	10	
11		AT: how did you feel?	11	
12	Sad about the move when he	Child: I was a bit sad	12	
13	found out (D) because of his	AT: what were you sad about?	13	Friendship important
14	friends (D)	Child: I would miss my friends and school.	14	
15		AT: when you moved over here, how did it feel?	15	
16			16	
17	Felt nervous about starting a new	Child: I felt that I was a bit a nervous and I went to Peach Tree	17	
18	school and not knowing anybody	Avenue school and I didn't know anybody	18	Lack of belonging
19	(D) (Lack of belonging-C)	AT: did school help you to make friends?	19	
20		AT: Did your teachers help you to make friends in school? I know it	20	
21		was a few years ago	21	

22		Child: I don't know, maybe.	22	
23		AT: You felt good about being in the primary school quite soon	23	
24		after you joined	24	
25		Child nodded	25	
26		M & J: It's good here because he can go outside of the house but in	26	
27		London they didn't get go out because it was dangerous, it's safer	27	
28		here.	28	
29		AT: Did your parents tell you why you had to move here?	29	
30		Child: No, I don't know, maybe, I can't remember. I don't want to	30	
31	Jarik does not want to be in his	be in my class though. I don't want to be in my class.	31	Issues in current class
32	class. (D)	AT: You don't want to be in your class, you mean now?	32	
33		Child: yeah	33	
34		AT: okay, do you want to tell me a little more about that	34	
35	Some children are unkind to him	Child: Sometimes they chuck sweets but I won't learn because they	35	Peers are disruptive
36	(D)	talk to me so I answer them back. Then sometimes they get C1s	36	
37		and C2s	37	
38		AT: What's a C1 and a C2?	38	
39		Child: they're chucking sweets?	39	
40		AT: who's 'they'?	40	
41	Children distract him (D)	Child: the children and I can't learn 'cos they're talking to me and	41	Wants to learn
42		I'm answering back and I get a C1 and they don't.	42	
43		AT: so is C1, is that what the teacher gives you?	43	
44	Jarik is distracted by the others	Child: yeah, if you've been naughty they give you a C1 or C2 and	44	
45	and is affecting his learning (D)	after C2 they can send you to B12. Miss thinks that they don't	45	
46		throw it.	46	
47		AT: they see it's just you	47	
48		Child: yeah. They think that	48	
49		Translator- I'm just asking if he thinks it's something to do with his	49	
50		language ability that it's good because they don't speak, he tends	50	
51		to speak up and that maybe why he gets in trouble for everybody.	51	

52		AT: what do you think Jarik? Is it particular people who are	52	
53		throwing sweets at you?	53	
54		Child: Some of them	54	Some teachers do not listen
55		AT: Is it generally the same people?	55	
56		Child: yeah	56	
57		AT: have you spoken to your teachers about it?	57	
58	Feels he is not heard by the	Child: yeah, but they don't believe me like	58	
59	teachers (D)	AT: they don't believe you	59	
60		Child: No	60	
61		AT: Do they talk to the other kids?	61	
62		Child: yeah, sometimes	62	
63		AT: You still feel they don't listen to you	63	
64		Child: yes	64	
65		AT: It's affecting your learning, you seem like you want to learn	65	
66		Child: yeah	66	Jarik reacts to the situation sometimes
67		AT: You know apart from those times are they just boys?	67	
68		Child: Boys	68	
69		AT: when the boys throw the sweets at you, is it every day?	69	
70	Jarik retaliates sometimes (D)	Child: some of the days, they did it today. But then I chuck it back, I	70	
71		don't leave it like that, I pick it up and chuck it back	71	
72		AT: apart from that, we can come back to that in a bit, apart from	72	
73		that type of experience when some of the boys throw sweets at	73	
74		you, how do you find school/?Any other difficulties?	74	
75		Shall we start with what you like about the school- what do you like	75	Enjoys school
76		about this school?	76	
77		Child: This school?	77	
78		AT: yes	78	
79	Enjoys some of the lessons (D)	Child: some of the lessons	79	
80		AT: what particular lessons?	80	
81		Child: English, French, music, and maths	81	

82		AT: and what things do you find tricky?	82	
83	Finds other languages tricky	Child: Welsh and sometimes French	83	Enjoys learning
84		AT: You still give it a go don't you	84	
85		Child: yes!	85	
86		AT: Is there anything you enjoy about school?	86	
87	Enjoys learning (D)	Child: I enjoy learning and I also like PE games	87	
88		AT: what's your favourite?	88	
89		Child: football and basketball	89	
90		AT: any other tricky areas in school apart from Welsh which you	90	
91		find tricky	91	
92		Child: that's it.	92	Support
93		AT: your English is very good, and you've been here since year 7	93	
94		haven't you, so you're in year 8. Is there anything you find helpful	94	
95		at school?	95	
96	Teachers are supportive and the	Child: the teachers help, and erm the Slovakian teachers help too	96	
97	Slovakian teachers too (D)	AT: How do the Slovakian teachers help you?	97	
98		Child: If I ask them a question, they answer you back sometimes in	98	
99		English, but they know that I can't speak Slovakian that much. But	99	
100		they help me to understand things a bit more.	100	
101		AT: did a lot of your friends from 'primary school' come here as	101	
102		well?	102	
103		Child: Yeah, some of them	103	
104		AT: Are you still quite close with them or have you made new	104	
105		friends.	105	
106		Child: I've made new friends, I've got friends in Year 9, 10, 11	106	Many friends
107		AT: have you got any friends in Year 7?	107	
108		Child: yeah	108	
109		AT: are they from different backgrounds, some Welsh people	109	
110	Child has friends from different	Child: I've got some English friends, some of them from Czech like	110	
111	cultures but mentions they	that. But they disturb me a lot of times	111	Peers are disruptive

112	distract him (D)	AT: who disturbs you?	112	
113		Child: The Czech Republic one and one English speaking kid	113	
114		AT: when you say they disturb you, you mean in class?	114	
115	Repeats the fact that he feels	Child: yeah they like speak and disturb me every time	115	
116	distracted by some other pupils.	AT: do they say particular things or do they try to distract me	116	
117		Child: some children are saying go have C1 and C2 and let's go to	117	
118		B12. But I don't listen sometimes	118	
119		AT: what's B12?	119	Peers are disruptive
120		Child: it's like, if you go to B12 you have detention	120	
121		Translator: It's a quiet room where the tables they've got are	121	
122	Jarik's peers are trying to	turned to the wall so they don't sit together and just face the wall,	122	
123	influence him to get into trouble	they won't have anyone to talk to- this is B12	123	
124	(D)	Child: I was going to B12 sometimes last week, but today they	124	
125		asked me and I said no, if you want to go, just go.	125	
126		Translator: They used to threaten him, if you do this or this you will	126	
127		go to B12 and they never send him but last week they started	127	
128		sending him. Last week they started sending him every day.	128	
129		M & J: it's because they're all together	129	
130	Jarik wants to move from the	Child: I just want to move from school, no I want to move from the	130	Would like to change situation
131	class	class	131	
132		AT: you'd like to change class	132	
133		Child: yeah, I don't want to be in that class	133	
134		Translator: I didn't recognise Jarik, he said I had one lesson with	134	
135		him but I thought that he is English I didn't go to him because I	135	
136		speak Slovak and Czech pupils, I thought he was English because of	136	
137		the way he speaks	137	
138		AT: that's a compliment!	138	
139		Translator: I just met him a couple of times and the corridors	139	
140		Child: maths	140	
141		Translator: the teacher told us something and we didn't	141	Jarik can speak many languages

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142		understand but Jarik did and I thought he is better than me! He has	142	
143		been through the school system	143	
144		AT: Do you think you're better speaking English than Slovak?	144	
145	Jarik's first language is Roma	Child: I speak Roma	145	
146		M: half/half	146	
147		M: he still knows some of the Roma language, but some of the	147	
148		younger children don't know any. He's not in touch with any Slovak	148	
149	He still knows Roma but does not	families so he's been in touch with the English speaking community	149	
150	see any of the Slovakian families	and now with Roma community. Slovak language is on the side	150	Notices difference in treatment of others
151	to further develop his Slovakian.		151	in school
152	(D)		152	
153			153	
154	Jarik has noticed other children	Child: some of the children in our class, they're moving up to a	154	
155	move up to another set but they	different class but they don't have English that much, but they	155	
156	don't have much English,	move up, I don't know how.	156	
157	compared to him, he doesn't	AT: you don't understand why you're not moving up. Have you	157	
158	know why he hasn't moved up.	been back to Slovakia as a family?	158	
159	(D)	M:No, we haven't	159	
160		AT: how do you feel sharing with your classmates your Roma	160	
161		culture?	161	
162		Child: I don't know, I'm happy	162	
163		AT: do you think the school celebrates different cultures here?	163	
164		Does the school celebrate Ede, maybe Christmas, do they talk	164	
165	During class they discuss big	about that in class?	165	Enjoys sport
166	celebrations like Christmas. (D)	Child: sometimes they do in lessons, they talk about Christmas	166	
167		AT: you've been speaking about school, what do you like doing	167	
168		outside of school?	168	
169	Enjoys sport.	Child: eating my dinner then playing some football or basket ball	169	
170		AT: Do you play with people around your area?	170	
171	Enjoys playing in the park near	Child: There's a park nearly next to our door.	171	

172	their house (D)	AT: you like being out doors?	172	
173	, ,	Child: I usually play rugby, basketball or football, sometimes	173	
174		playing the computer. Usually certain Sundays, I'm all the time on	174	
175		computer	175	
176		AT: you're year 8 now, have you had any thoughts about may be	176	
177		what you'd like to do after school?	177	
178		Child: I don't know yet	178	Playground games
179		Child: sometimes they like trip some people up playing ping pong	179	
180	Jarik spoke about other things	and sometimes I do it back	180	
181	that happen at school which was	AT: say that again please Jarik	181	
182	out of the context of the question	Child: in the corridors, they play ping pong and tripping people up.	182	
183	asked (D)	They do it sometimes do it my friends and me. And they do this	183	
184		like, do like this, look here, you look, they give you ten punches (on	184	
185		the arm). I do it to them back, I said look, he looked, and so I	185	
186		punched him. I forgot about history. When you go into history	186	
187		they go to you, "yo, P****hole and 'F' words"	187	
188		AT: is it the same boys?	188	Some teachers are better at dealing with
189		Child: no some of the boys from year 7, 8 and 9	189	disruption than others
190		AT: do they say it to you or others?	190	
191		Child: to me and to some other people	191	
192		AT: does the teacher hear what happens?	192	
193	Child has noticed some teachers	Child: yeah, they do. There's a good teacher, like some of the	193	
194	are better at dealing with	teachers, there's a good teacher in History 'cos I like history too,	194	
195	incidents (D)	she goes "oi, watch your language and go to B12"	195	
196		AT: but then other teachers?	196	
197		Child: not all teachers are like that	197	
198		M & J: we think it's normal when you start high school, we used to	198	
199		have this type of bullying, from the lowest rank to the highest. So	199	
200	Parents feel this behaviour is	they get all this punching. He's very talkative, I think that he talks	200	
201	normal for this age group.	back.	201	

202		Child: Some people think that I'm in year 7, they think like I'm small	202	
203		And I ain't, I'm in Year 8 and they don't believe my age	203	
204		H: They think your older or younger?	204	Happy in school but would like to change
205		Child: Younger	205	class
206		AT: on the scale of 1 -10, 1 being the worst, 10 being the best	206	
207		where would you be in terms of how you feel about school?	207	
208	Relatively happy in school	Child: 7	208	
209		AT: how could we make it an 8? What could change?	209	
210		Child: I don't know, to go into another class where children won't	210	
211	Would like to change class where	disturb me or disrupt me.	211	
212	he doesn't feel disrupted (D)	AT: anything else you would change?	212	
213		Child: no, just that	213	
214		AT: everything else is fine in school apart from your class:	214	
215		Child: Yes	215	
216		AT: thank you for talking to me, I really appreciate you being open	216	
		and honest with me. Do you have any questions?		
		Child: No		

Clustering themes

List of themes chronological	List of themes alphabetical	Clustering of emergent themes
Friendship important	Enjoys learning	Values education
Friendship important	Enjoys school	Enjoys learning
Lack of belonging	Enjoys sport	Enjoys school
Issues in current class	Friendship important	Happy in school but would like to change
Peers are disruptive	Friendship important	class
Some teachers do not listen	Happy in school but would like to change	Support
Jarik reacts to the situation sometimes	class	Wants to learn
Enjoys school	Issues in current class	
Enjoys learning	Jarik reacts to the situation sometimes	Friendship and feelings of belonging
Support	Lack of belonging	Enjoys sport
Many friends	Many friends	Friendship important
Wants to learn	Notices difference in treatment of others in	Friendship important
Peers are disruptive	school	Lack of belonging
Peers are disruptive	Peers are disruptive	Many friends
Would like to change situation	Peers are disruptive	
Notices difference in treatment of others in	Peers are disruptive	Disruption at school
school	Playground games	Issues in current class
Enjoys sport	Some teachers are better at dealing with	Jarik reacts to the situation sometimes
Playground games	disruption than others	Notices difference in treatment of others in
Some teachers are better at dealing with	Some teachers do not listen	school
disruption than others	Support	Peers are disruptive
Happy in school but would like to change	Wants to learn	Peers are disruptive
class	Would like to change situation	Peers are disruptive
		Playground games
		Some teachers are better at dealing with
		disruption than others
		Some teachers do not listen
		Would like to change situation

Description of themes

PP 17 Theme	Description
Values education	Jarik appears to enjoy learning, this is also apparent in his thoughts surrounding being disrupted often in class as this interrupts his learning. He feels that his teachers are helpful in school and mentions the Slovakian speaking teachers offer support to him in helping him understand things in class.
Friendship and feelings of belonging	Jarik appears to be a sociable boy who has lots of friends in school. When he reflects on moving from Kent to Wales he said he felt sad as he would miss his friends. The idea of belonging and having friends is important to Jarik since he said he felt nervous initially when he started school in Wales as he didn't know anybody. Now he appears to be popular in school despite his 'friends' disrupting him often.
Disruption at school	Throughout Jarik's reflections, it was clear that he is going through a tough time at school. He consistently made remarks about peers distracting him, or getting him into trouble, or recalled some 'playground games' which some children play at his age. He seems to feel targeted and wishes to move classes, he notices that some children are moved to a higher set but he remains in the lower set, but he is unclear why he cannot move either. It seems from his reactions to such incidents that he does want to focus on his learning and does not like the disruption he faces in school.

Themes and supporting quotes

Theme	Sub themes	Description	Quote and reference
Values education		Jarik appears to enjoy learning, this is also apparent in his thoughts surrounding being disrupted often in class as this interrupts his learning. He feels that his teachers are helpful in school and mentions the Slovakian speaking teachers offer support to him in helping him understand things in class.	I can't learn 'cos they're talking to me and I'm answering back and I get a C1 and they don't. L41 I enjoy learning and I also like PE games. L87 the teachers help, and erm the Slovakian teachers help tooIf I ask them a question, they answer you back sometimes in English, but they know that I can't speak Slovakian that much. But they help me to understand things a bit more. L96-100 Jarik would rate his experience at this school as a 7 and things would be better if "I don't know, to go into another class where children won't disturb me or disrupt me." L208-211
Friendship and feelings of belonging		Jarik appears to be a sociable boy who has lots of friends in school. When he reflects on moving from Kent to Wales he said he felt sad as he would miss his friends. The idea of belonging and having friends is important to Jarik since he said he felt nervous initially when he started school in Wales as he didn't know anybody. Now he appears to be popular in school despite his 'friends' disrupting him often.	yes, I had lots of friends [in Kent]. L7 I was a bit sad [about leaving Kent] I would miss my friends and school. L12-14 When reflecting on how Jarik felt about starting a new school he said "I felt that I was a bit a nervous and I went to Peach Tree Avenue school and I didn't know anybody". L17-18

		I've got some English friends, some of them from Czech like that. L110 eating my dinner then playing some football or basket ballThere's a park nearly next to our door. L169-171
Disruption at school	Throughout Jarik's reflections, it was clear that he is going through a tough time at school. He consistently made remarks about peers distracting him, or getting him into trouble, or recalled some 'playground games' which some children play at his age. He seems to feel targeted and wishes to move classes, he notices that some children are moved to a higher set but he remains in the lower set, but he is unclear why he cannot move either. It seems from his reactions to such incidents that he does want to focus on his learning and does not like the disruption he faces in school.	I don't want to be in my class though. I don't want to be in my class. L30-31 Sometimes they chuck sweets but I won't learn because they talk to me so I answer them back. Then sometimes they get C1s and C2s. L35-36 yeah, but [the teachers] don't believe me like. L58 some of the days, they did it today. But then I chuck it back, I don't leave it like that, I pick it up and chuck it back. L70-71 Child: I've got some English friends, some of them from Czech like that. But they disturb me a lot of times. L110-111 some children are saying go have C1 and C2 and let's go to B12. But I don't listen sometimesif you go to B12 you have detention. L117-120

I just want to move from school, no I want to move from the class. L130 some of the children in our class, they're moving up to a different class but they don't have English that much, but they move up, I don't know how. L154-156 sometimes they like trip some people up playing ping pong and sometimes I do it back...in the corridors, they play ping pong and tripping people up. They do it sometimes do it my friends and me. And they do this like, do like this, look here, you look, they give you ten punches (on the arm). I do it to them back, I said look, he looked, and so I punched him. I forgot about history. When you go into history they go to you, "yo, P****hole and 'F' words" L179-187 There's a good teacher, like some of the teachers, there's a good teacher in History 'cos I like history too, she goes "oi, watch your language and go to B12"...not all teachers are like that. L193-196

Participant 19- Gabriela

Reflective diary

Reflective diary

Gabriela- participant 19

Gabriela has experienced difficult personal circumstances which gave her the motivation to ensure that her children had access to better opportunities which she felt Slovakia had to offer. Her sister already lived in Wales and she helped Gabriela to move to the UK. It seems that they have a close bond as Gabriela mentioned that she spends a lot of time with her sister. Gabriela's bond with her children was evident throughout her reflections, she gave a few examples which emphasised that she was happy that her children were happy and progressing in education. She seemed to feel that the education on offer in the UK allowed her children to continue onto further education. Her eldest son for example is going to college and aspires to be a postman. Gabriela appeared very happy with this prospect.

Gabriela appears to have a strong faith, she goes to church every week and mentions that she tries her best to teach her children the Christian values. It seems that having a connection with others is important for her. She speaks of not being able to have English speaking friends as she is not able to speak English, there appears to be a sense of sadness here and perhaps a lack of belonging. Her children do try to teach her some English but she still has difficulties developing her skills.

Transcript with emerging themes

Parent interview

'Gabriela' mother of 'Kristian'

Participant 19

Line	Descriptive coding	Transcript	Line	Emerging Themes
no.			no.	
	D- Descriptive			
	L- Linguistic			
	C- Conceptual			
1		AT: You lived in Slovakia before you moved here?	1	
2		PP: Yes	2	
3		AT: So this is the first place you've lived since Slovakia.	3	
4	First place she has lived since	P: Yes, I moved here a couple of years ago	4	
5	Slovakia (D)	AT: Daniela's your sister, and she's lived here for a little longer, is	5	
6		that one of the reasons you chose to move here?	6	
7	Difficult circumstances in Slovakia	PP: I had a hard life in Slovakia because my husband died so and I	7	Difficult past experiences
8	(D) wanted to do her best for her	have got three children I'm a big girl and I want to do all the best	8	
9	children (D)	for my children I'm thinking to find a job here and do the best for	9	
10		my children	10	
11	Wanted to be close to family (D)	AT: I'm sorry to hear about your husband. You wanted to be close	11	Importance of family
12		to your family	12	
13		PP: Yes	13	
14		AT: How was life for you generally in Slovakia?	14	
15	Life was 'nice' in Slovakia but	PP: Life in Slovakia is nice but we moved here just to, for the	15	
16	moved here for the future of her	future of my children. I am trying to do my best for my children. I'd	16	Opportunities for children
17	children (D). Acknowledges	like them to finish school and then hopefully my children they will	17	
18	potential opportunities if children	know English language so good that they can find a job.	18	
19	are able to speak English (D)-		19	

20	leading to a job (D) (Success, C)		20	
21		AT: Do you think that Britain offers more here than Slovakia?	21	
22		PP: Yes, I do	22	
23	Opportunities in the UK	AT: in terms of jobs and education, is that how you feel?	23	
24		PP: My oldest son 'x' is 16 and he's at 'x' college and his teachers at	24	Opportunities
25	Her eldest son is 16 and he is in	school gives him the opportunity to hopefully qualify	25	
26	college, sees this as an	AT: how many do you have?	26	
27	opportunity. (D)	PP: 3 children	27	
28		AT: one is 16	28	
29		PP: The other 14 and the youngest 12.	29	
30		AT: Your sister was already here when you moved to this city, what	30	
31		helped you to kind of feel settled here?	31	
32	Sister helped her to move over	PP: My sister lives here already for 8 years so she's settled here and	32	
33	here and settle (D) familiarity,	she helped me to come here and settle as well and I know here we	33	Sense of connection
34	sense of connection (D, C)	have better offers from the country.	34	
35		AT: what kind of offers do you mean?	35	
36	Better opportunities here (D)	PP: I think education is better, they're learning English so they can	36	Opportunities
37		access any kind of better job in the future	37	
38		AT: What else do you enjoy about living here?	38	
39		PP: If they have holidays or half-term in school we go on trips for	39	
40	Access to places nearby (D)	example Barry Island, we have too many offers to enjoy our lives.	40	Visiting places
41		AT: lots of different places to go to.	41	
42		PP: Yes	42	
43		AT: do you go with your children or with your sister?	43	
44	Spends time with her sister (D)	PP: Usually my sister	44	Importance of family
45		AT: you're very close?	45	
46	Close bond (D)	PP: Yes	46	
47		AT: do you have other close friends as well?	47	
48	No other friends (D)	PP: No, not really	48	No other friends
49		AT: Do you do anything else apart from going on trips with the	49	

50		family?	50	
51	Enjoys having fun (D)	PP: Having fun	51	
52		AT: your sister mentioned that you go to church, do you join her?	52	
53	Goes to church with the family	PP: yes, yes, I join her. We believe in God and we are scared of him	53	Religion important
54	(D) Strong belief in God (D)	so that's why we are doing the best for our children, we teach	54	Christian values
55	Christian values (D) impacts on	them to have respect for others and to be kind to people.	55	
56	values taught to her children.	AT: Christian values	56	
57		PP: yes	57	
58		AT: it's a big part of your life do you think?	58	
59	Big part of her life (D)	PP: Yes	59	
60		AT: Do your children go to church as well?	60	Church is important to children
61		PP: Yes, they do	61	
62		AT: how do you think they feel about their religion?	62	
63	Christian values are encouraged	PP: My children as well, we are trying to teach them to be	63	Christian values encouraged
64	in her children (D)	respectful and listen to God and pray as well	64	
65		AT: What are your views on education in general?	65	
66	Gabriela is happy with her	PP: I like to see how happy my children are at school for example,	66	
67	children's progress, she notices	'x' she is doing a special programme that she is 3 days in the school	67	
68	how happy her children are when	and 2 days in the college because she's year 10 and I can see how	68	Positive experience of child's education
69	they come back from school (D)	happy she is when she's coming back from college because she's	69	
70	Recognises the future possibilities	learning hair and beauty so she's enjoying so much and it's good	70	Links to future possibilities
71	(D)	for her future as well.	71	
72		AT: and that's the same for all of your children?	72	
73	Very proud of her children (D)	PP: My oldest son, he is in college, he came home the other day	73	Pride
74		and he's happy- he's telling me stories from his school and I am	74	
75		glad that he's doing very well.	75	
76		AT: do you think that your son, he went to school in Slovakia?	76	
77		PP: Yes	77	
78		AT: how was his experience there?	78	
79		PP: In general he was doing fine in school, he was learning a lot but	79	

80	Her eldest son did go to school in	I think here, for the future, it's better because one day he came	80	Better opportunities here
81	Slovakia, although the experience	back from school and he said "Mum, I want to be a postman" and I	81	
82	was okay there, she still feels the	think that this is a great opportunity for him	82	
83	UK offers much more for her		83	
84	children.		84	
85		AT: so you don't think those opportunities will be the same in	85	
86	There are not many opportunities	Slovakia?	86	Better opportunities here
87	in Slovakia (D)	PP: No, I don't think so.	87	
88		AT: It's so good they're having such a positive experience. When	88	
89		you went to school, how did you find that experience?	89	
90	Gabriela worked hard in school	PP: I was trying hard and learned	90	Tried her best at school
91	(D) general positive experience in	AT: was it a positive experience? How were the teachers?	91	
92	school but in Slovakia, she was	PP: The teachers were fine, they taught me a lot but in Slovakia	92	
93	excluded from continuing	there is a situation that with Roma pupils you can attend to school	93	Institutional racism, negative experience
94	education because she was	from Year 1 to Year 9 and then you can't carry on in education.	94	Exclusionary
95	Romani (D).	AT: so you were excluded then, you had to stop your education?	95	Links to current view of education for her
96		PP: Yes	96	children
97		AT: is that why you feel that your children wouldn't have been able	97	
98		to continue education?	98	
99	Moved here for her children's	PP: I am very happy that we came to this city because I'm looking	99	Recognising this is the place for a better
100	future (D)	forward to my children's future	100	future for her children
101		AT: and your own as well	101	
102		PP: yes, I'd like to go back to school if I can.	102	Has aspirations as well
103		AT: have you noticed any differences between the Romani and the	103	
104		Welsh culture as you've been here for two years?	104	
105	Does not notice any differences	PP: I don't see any differences	105	No cultural differences
106	between the Romani and Welsh	AT: on a scale of 1-10, 1 being the worst, 10being the best, where	106	
107	culture. (D)	would you rate the high school that your children go to?	107	
108		PP: 10	108	
109		AT: nothing could make it better?	109	

110	Very happy with high school in	PP: no	110	Content with high school
111	Wales (D)	AT: how confident are you with your English?	111	_
112		PP: It's very hard. I'm trying to learn but it's hard. Sometimes the	112	
113	Level of English leads to	children teach me English but it's very hard for me to remember	113	Level of English impacts on interactions
114	difficulties for her, she tries to	something.	114	Development of friendships
115	learn (D)	AT: do you think it would be useful for you if you would be offered	115	(Lack of integration)
116		English lessons? Would that interest you? You says it's difficult	116	
117		because of your level of English so does that impact on how you	117	
118		interact with other English speaking people?	118	
119	Feels her lack of English impacts	PP: Yes, I'd be interested. This is the reason why I don't have any	119	Lack of belonging, making other
120	upon her ability to make friends	friends Welsh friends, English speaking friends because I don't	120	connections
121	with English speaking people (D)	know how to interact with them	121	
122	(Lack of belonging, C).	AT: So I guess, you guess you say you like living here, is that one	122	
123		thing you would change?	123	
124	This would change if she could (D)	PP: Yes	124	
125		AT: That's useful to know.	125	
126	Gabriela is proud of her children	PP: I'm very proud of my children are learning English	126	Proud of children
127	(D)	AT: and like you said they can help you develop your English as well	127	
128		PP: Yes, they come home from school and they are showing me	128	Strong bond with children
129	Close relationship- children share	what they learn and speaking in English but I can't understand at	129	Highlights difficulties with her English
130	what they have learned (D) but	all.	130	
131	recognises she cannot necessarily	AT: can your children speak Romani as well as Slovak? Or just	131	
132	understand what they say in	Slovak?	132	
133	English.	PP: Romani and Slovak and some English.	133	
134		AT: it's good they can speak a few languages! Thank you very much	134	
135		for your time today- your view about your experience I can only get	135	
136		that from you- thank you! Is there anything you'd like to ask me?	136	
137		PP: no , thank you.	137	

Clustering themes

List of themes chronological	List of themes alphabetical	Clustering of emergent themes
Difficult past experiences	Better opportunities here	Aspirations for a better life
Importance of family	Better opportunities here	Opportunities
Opportunities for children	Christian values	Better opportunities here
Opportunities	Christian values encouraged	Better opportunities here
Sense of connection	Church is important to children	Has aspirations as well
Opportunities	Content with high school	Opportunities
Visiting places	Development of friendships (Lack of integration)	Opportunities
Importance of family	Difficult past experiences	Opportunities for children
No other friends	Exclusionary	Recognising this is the place for a better future for
Religion important	Has aspirations as well	her children
Christian values	Highlights difficulties with her English	Visiting places
Church is important to children	Importance of family	
Christian values encouraged	Importance of family	Importance of education
Positive experience of child's education	Institutional racism, negative experience	Content with high school
Links to future possibilities	Lack of belonging, making other connections	Institutional racism, negative experience,
Pride	Level of English impacts on interactions	Exclusionary
Better opportunities here	Links to current view of education for her children	Links to current view of education for her children
Better opportunities here	Links to future possibilities	Links to future possibilities
Tried her best at school	No cultural differences	Positive experience of child's education
Institutional racism, negative experience	No other friends	Tried her best at school
Exclusionary	Opportunities	
Links to current view of education for her children	Opportunities	Sense of connection
Recognising this is the place for a better future for her	Opportunities for children	Connection
children	Positive experience of child's education	Development of friendships (Lack of integration)
Has aspirations as well	Pride	Highlights difficulties with her English
No cultural differences	Proud of children	Lack of belonging, making other connections
Content with high school	Recognising this is the place for a better future for	Level of English impacts on interactions
Level of English impacts on interactions	her children	No other friends
Development of friendships	Religion important	No cultural differences
(Lack of integration)	Sense of connection	Sense of connection
Lack of belonging, making other connections	Strong bond with children	

Proud of children	Tried her best at school	Importance of family
Strong bond with children	Visiting places	Difficult past experiences
Highlights difficulties with her English		Importance of family
		Importance of family
		Pride
		Proud of children
		Strong bond with children
		Religion
		Religion important
		Christian values
		Christian values encouraged
		Church is important to children

Description of themes

PP 19 Theme	Description
Aspirations for a better life	Gabriela has aspirations for a better life in the UK. Her main motivation for a better life was for her children, to be in a country which allows them to be educated for as long as they can. In Slovakia, Gabriela spoke about the exclusions applied to Romani people in education, children were not allowed to continue studying after Year 9. Gabriela appears to recognise the importance of speaking English which could help them access job opportunities. Gabriela values educations and even mentioned that if she has the opportunity, she would continue education. Until then, she seems very happy with the educational opportunities her children have in the UK.
Belonging	Gabriela appears to hold belonging as important to her. She wanted to have a sense of connection here in the UK, and as her sister lived in Wales she was able to help Gabriela to move over to Wales and she helped her settle. Gabriela seems to spend time with her sister outside of the home and has a close bond with her. Gabriela speaks highly of her children, and is close to them. There was a sense of pride when she spoke about her children, knowing that they are happy helps her feel happy. Gabriela recognises her lack of English skills has an impact on her interactions with English speaking people and states that because she is unable to speak the language is the reason why she has no Welsh/British friends. It seems she feels a lack of connection, and belonging with English speakers. Gabriela's children do try to teach her English which she is grateful but she does find this difficult. Gabriela is open to developing her language skills. Gabriela also mentions that she attends church every week and spoke about the importance of the church in her life and her family's life. She appears to instil the Christian values an actively teaches her children the values of respect and kindness.

Themes and supporting quotes

Theme	Sub themes	Description	Quote and reference
Aspirations for a better life	Opportunities Importance of education	Gabriela has aspirations for a better life in the UK. Her main motivation for a better life was for her children, to be in a country which allows them to be educated for as long as they can. In Slovakia, Gabriela spoke about the exclusions applied to Romani people in education, children were not allowed to continue studying after Year 9. Gabriela appears to recognise the importance of speaking English which could help them access job opportunities. Gabriela values educations and even mentioned that if she has the opportunity, she would continue education. Until then, she seems very happy with the educational opportunities her children have in the UK.	 Life in Slovakia is nice but we moved here just to, for the future of my children. I am trying to do my best for my children. I'd like them to finish school and then hopefully my children they will know English language so good that they can find a job. L15-18 My oldest son 'x' is 16 and he's at 'x' college and his teachers at school gives him the opportunity to hopefully qualify. L24-25 I know here we have better offers from the country. L33-34 I think education is better, they're learning English so they can access any kind of better job in the future. L36-37 If they have holidays or half-term in school we go on trips for example Barry Island, we have too many offers to enjoy our lives. L39-

	40
	• I think here, for the future, it's better because one day he came back from school and he said "Mum, I want to be a postman" and I think that this is a great opportunity for him. L80-82
	• No, I don't think [the opportunities are the same in Slovakia]. L85-87
	• I am very happy that we came to this city because I'm looking forward to my children's future. L99-100
	Importance of education
	• I like to see how happy my children are at school for example, 'x' she is doing a special programme that she is 3 days in the school and 2 days in the college because she's year 10 and I can see how happy she is when she's coming back from college because she's learning hair and beauty so she's enjoying so much and it's good for her future as well. L66-70

			 I was trying hard and learnedThe teachers were fine, they taught me a lot but in Slovakia there is a situation that with Roma pupils you can attend to school from Year 1 to Year 9 and then you can't carry on in education. L90-94 yes, I'd like to go back to school if I can. L102 Gabriela would rate the high school as a "10" out of 10 and would not want to change anything. L108
• Belonging	 Connection Importance of family Religion 	Gabriela appears to hold belonging as important to her. She wanted to have a sense of connection here in the UK, and as her sister lived in Wales she was able to help Gabriela to move over to Wales and she helped her settle. Gabriela seems to spend time with her sister outside of the home and has a close bond with her. Gabriela speaks highly of her children, and is close to them. There was a sense of pride	 My sister lives here already for 8 years so she's settled here and she helped me to come here and settle as well and I know here we have better offers from the country. L32-34 My oldest son, he is in college, he came home the other day and he's happy- he's telling me stories from his school and I am glad that he's doing very well. L73-75

when she spoke about her children, knowing that they are happy helps her feel happy. Gabriela recognises her lack of English skills has an impact on her interactions with English speaking people and states that because she is unable to speak the language is the reason why she has no Welsh/British friends. It seems she feels a lack of connection, and belonging with English speakers. Gabriela's children do try to teach her English which she is grateful but she does find this difficult. Gabriela is open to developing her language skills.

Gabriela also mentions that she attends church every week and spoke about the importance of the church in her life and her family's life. She appears to instil the Christian values an actively teaches her children the values of respect and kindness.

- I don't see any differences [between the Romani and Welsh culture. L105
- It's very hard. I'm trying to learn but it's hard. Sometimes the children teach me English but it's very hard for me to remember something.
- L112-114
- This is the reason why I don't have any friends Welsh friends, English speaking friends because I don't know how to interact with them. L118-120

Importance of family

- I had a hard life in Slovakia because my husband died so and I have got three children I'm a big girl and I want to do all the best for my children I'm thinking to find a job here and do the best for my children. L7-10
- Gabriela usually spends time with her sister who she is very close to.

	L45-47I'm very proud of my children are learning English. L126
	 Yes, they come home from school and they are showing me what they learn and speaking in English but I can't understand at all. L128- 130
	Religion
	• yes, yes, I join her. We believe in God and we are scared of him so that's why we are doing the best for our children, we teach them to have respect for others and to be kind to people. L53-55
	 My children as well, we are trying to teach them to be respectful and listen to God and pray as well. L63- 64