



Roma families and deaf children conference Programme

9.30 Registration and refreshments

10.00 Welcome and housekeeping

10.10 **Deaf children from Roma families: End of project report**

Ruth Swanwick, Jess Elmore, Jackie Salter, University of Leeds

11.00 Tea and coffee break

11.20 **Keynote talk. A tale of two villages: Slovak Roma children negotiating language and education**

Mark Payne, University of Sheffield

12.00 Lunch

13.00 **Practitioner and Roma family perspectives** (chaired by Paul Simpson, BATOD)

Sandie Griffiths and Anna Likierska, Teachers of the Deaf, Bradford and Sheffield

Juraj Tancos and Ermina Kesedzic, St Edmund's Nursery School & Children's Centre, Bradford

Terezia Rostas, Roma interpreter, consultant and advocate, Roma Futures

Video of deaf Roma children and their families

Followed by a discussion of the project: reflections questions and challenges

14.45 Tea and coffee break

15.00 **Democratic governance for inclusion: A case study of a Greek primary school welcoming Roma Pupils**

Ioanna Noula, University of Leeds

15.20 **Hearing and inclusion**

Arthur Ivatts, Open Society Foundation

15.30 **Plenary**

Ruth Swanwick, University of Leeds and Tina Wakefield, Ear Foundation

16.00 Conference close

Speakers

Deaf children from Roma families: End of project report

Ruth Swanwick

Ruth Swanwick is the Principal Investigator for the project. Her research centres on deafness, language and learning and the development of practitioner understanding and pedagogies. She is interested in deaf children's multimodal and multilingual language experience and use and the role of sign language in education. Her current work centres on the development of a new language model which situates deafness and language learning within a plural view of language and culture in society. Her funded research includes a collaborative ESRC funded project looking at deaf children's early literacy experiences in the home. She led a Nuffield funded project on the role of sign language for deaf children with cochlear implants and a British Academy project on approaches to critical thinking and reflective practice across the national training provision for teachers of the deaf.



Jackie Salter

Jackie is the programme leader for the MA Deaf Education and teacher of the deaf mandatory qualification and Deputy Programme Leader for the MA SEN programme. Her research interests focus on deafness, learning, language, pedagogy and children's learning experiences. Her PhD investigated deaf students' learning experiences in mainstream secondary schools from the perspective of the teaching assistants who work with them. She has wide experience of working with deaf children, their families and deaf education practitioners. She has worked as a mainstream primary teacher and a teacher of the deaf in a variety of different settings. She coordinated the Education programme at The Ear Foundation and provided educational consultancy for the National Deaf Children's Society.



Jess Elmore

Jess is the research assistant on the project. Her research interests centre on education, migration and information. She has recently completed a PhD at the Information School, University of Sheffield. She has previously worked in schools, community learning and higher education.



Keynote speaker

Mark Payne

Mark Payne taught Modern Foreign Languages in schools in Harlow and Cambridge before studying for his PhD at the Faculty of Education, University of Cambridge. His thesis focused on EAL learners in multilingual contexts in London and the Midlands. After his PhD, Mark moved to the University of Sheffield where he directed the MFL PGCE programme for 10 years before launching a new MA in Language and Education. During this time, Mark focused primarily on researching language, education, policy and planning. Latterly, he has obtained three tranches of funding to research with the Roma community in Sheffield, which has also seen him undertake high-impact fieldwork trips to Eastern Slovakia over the last four years to work amongst some of our most marginalized and impoverished Roma communities. He has presented widely to schools and conferences in the UK, Spain, South Africa, Czechia, Romania and Slovakia, and he has been interviewed about his work on BBC radio and television, and in the Slovak and Czech media



Abstract

A Tale of Two Villages: Slovak Roma children negotiating language and education

Since 2004, the Slovak Roma community in Sheffield has grown to a population of approximately 6000, many of them settled in the Page Hall area of the city. This has resulted in tangible changes to the social and linguistic environment and increased tensions with the local resident community. Schools have faced challenges in welcoming the new children who manifest various issues in relation to their language competencies, particularly the non-standardized nature of Romani, prior educational experiences and histories of marginalization and social deprivation. This paper draws on data from an ongoing five-year ethnographic study of one case study school and related community and takes inspiration from the theoretical works of e.g. Bernstein, May and Bronfenbrenner. Findings show that Roma pupils utilize their individual linguistic repertoires (varieties of Romani, Slovak and English) uninhibited within informal school settings but that these repertoires represent untapped potential in more formal school spaces that foreground 'English'. Educational attainment is also marked by being a). well below the attainment of non-Roma peers and b). contrasting markedly between the pupils from two of the main sender villages. This raises further questions about the place and value of languages other than English educationally, the role of languages in learning, the adaptability of entrenched school structures in light of changes due to globalization, migration and super-diversity and the possible role of sender-village context in the development of children's' cognitive potentials.

Practitioner and Roma family perspectives

Sandie Griffiths



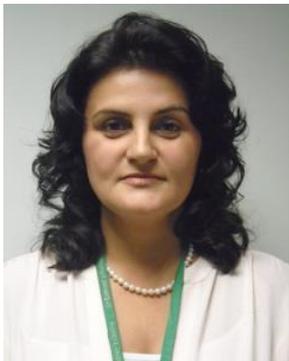
I work as a peripatetic teacher of the deaf in Bradford Sensory Service. My experience spans primary and secondary deaf education both in Additionally Resourced Centres and in the broader community. Changing demographics prompted my interest in the Roma Community.

Anna Likierska (no biography available)

Ermina Kesedzic

Assistant Head/SENDcO

I came to Great Britain 25 years ago as a refugee from Bosnia fleeing a civil war in 1992. I have been working with young children and families for the past 18 years and feel that my professional and personal experience enables me to understand, empathise and support families and children new to England. Having personal experience of arriving to a new country and not knowing the language, I can relate to the feeling of isolation, helplessness and anxiety that many of our families might experience. Bosnian language belongs to the group of Slavic languages same as Polish, Czech and Slovakian which means there are similarities that allow me to understand and be able to communicate at least on a basic level. I am a teacher with knowledge of how young children learn and develop and can provide a range of support to families with children birth to seven. While I still teach regularly I also have other commitments and responsibilities. I have recently taken on the role of SENDcO in our busy, resourced school and, alongside my team, provide a support for families of children with complex and profound needs.



Juraj Tancos

Family Support Officer (West Bradford Cluster) and Early Years Practitioner



My role as a Family Support Officer involves working with families from Central and Eastern Europe (usually EU migrants) for whom English is a second language. I am from the same background as the families I am working with, and have the languages and cultural understanding to work with them.

I work with families who need additional support in order to maintain a stable, secure and happy home for their children. Once a family has been referred for family support, I will meet them to talk about what their needs are, and draw up an action plan together. I also work in the classroom which involves direct work with the children from Central and Eastern Europe for whom English is a second language.

Most of the families I work with are from a Roma background, and come from countries where they were facing discrimination which impacted on all aspects of their lives. I went through the same system as those families and I am able to relate and understand the issues and fears they are facing. Having a positive relationship with the families has helped St Edmund's to build trust and strong links with them.

Terezia Rostas



I am part of the Hungarian Gabor Roma Community I was born in Romania. I have graduated in Law and I am an Education consultant and advocate for the Roma Community. Being an advocate for the Roma Community resulted in being part of Roma Futures Charity Organisation, which, aims to improve Roma people's lives and support professionals who want to offer better opportunities to our community. I have 3 sisters and unfortunately, I've lost my youngest brother and I've only got one brother now. The fact that I lost my youngest brother at a young age, made realise how much I love my traditions, my community and how grateful I am to God for all things that happen to me and to my family in life. I was named after my auntie on my father's side. I was born in May, a great time of the year and I am a friendly person always looking to help as much as I can. I came to England to be part of a different world. A world where, there is less prejudice

and racism, a world where I can see that I am valued as a human being and to seek happiness in my life, by learning, exploring and achieving together with my own community and family. I feel that wherever I would've lived, I would've done the same things which I am so passionate about Advocate for the Roma community, support their voice, improve standards in education and fight for a fair inclusion and integration. When I go to work, to schools, to services, I always see beyond everything and feel accomplished when positive things happen related to my own community. It makes me feel not just proud, but accomplished that we, as a community stand together, have a heard voice, we influence decisions related to our future and we improve our lives through education, arts and culture. Every single moment, related to a Roma event, makes feel, that, "I am living the Dream!" My wishes for the future? To raise my children in a better world, maintain our Roma traditions and culture and to see my children doing everything for themselves and for the community and family. Two memorable events in my life are when I gave life to my both children and when my father used to bring us gifts when he was coming home from abroad. My favourite quote? "An educated women can and will change an entire generation!"

Democratic governance for inclusion: A case study of a Greek primary school welcoming Roma pupils

Ioanna Noula



Dr Ioanna Noula holds a PhD in Citizenship Education from the University of Thessaly. During her doctoral studies she explored the concept of citizenship in primary education settings in post-2009 Greece. She holds an MA degree in Sociology of Education from the UCL Institute of Education. Ioanna has conducted research for award winning projects on global citizenship education and active citizenship in the UCL Institute of Education and the Department of Media and Communications in LSE where she holds the position of Visiting Fellow. She is currently a research fellow in Childhood and Youth in the Centre for Childhood, Education and Social Justice at School of Education, University of Leeds. Her current research focuses on citizenship education, literacy and contemporary challenges for children and young people including questions emerging from the digital transformation of the social. She has also worked as a teacher in primary schools in Greece and in the UK.

Abstract

The focus of this paper is how changes in school governance in one state primary school in a city in central Greece have resulted in a significant degree of inclusion for Roma children. This inclusivity runs counter to the disturbing occurrence of the social and ethnic segregation of a group of locally resident Roma children within schools. This paper reports from a case study that took place in one primary school with a large number of Roma pupils in a city in Greece. We argue for the importance of democratic governance as a pedagogic approach and as a method for the inclusion and empowerment of disadvantaged groups within educational settings. We initially define democratic governance by highlighting the human rights framework that underpins it. We describe the historical and social context of the research field before discussing the school routine and the methods the teachers adopt so as to contribute to Roma inclusivity in the classroom. Our account is informed by an interview conducted with the school's head teacher and various stakeholders' narratives. This paper suggests that positive educational initiatives designed to include the parents and children of disadvantaged groups like Roma communities can succeed. We argue that when core principles of democratic governance extend beyond the school and into other community political structures, progress towards inclusion is possible.

Hearing and inclusion

Arthur Ivatts OBE



Arthur Ivatts worked initially as a teacher and youth leader. Following a higher degree in anthropology, which focused on the Gypsies/Roma in England, he became involved with the early efforts to secure education for Roma/Gypsy and Traveller children. After some years working within the voluntary NGO sector concerned with Gypsies/Roma and Travellers, he joined Her Majesty's Inspectors of Schools (HMI) in England in 1975 and soon became the HMI with national responsibility for the education of Gypsy/Roma and Traveller children. More recently he has worked as a consultant on a range of Roma/Gypsy related projects. He is currently a senior consultant to the Open Society Foundations – Early Childhood Program. In 2004, Arthur was awarded an OBE for his services to education

Plenary

Tina Wakefield



Tina is a psychologist and qualified Teacher of the Deaf with many years experience. She has taught in resource bases, peripatetic teams and managed a Service for Deaf and Hearing Impaired Children. She is presently working for The Ear Foundation and National Deaf Children's Society delivering workshops, both nationally and internationally, contributing to research and writing resources. She has experience of working with Roma families and a great interest in this topic.

About the project

Deaf Roma children in the UK is funded by a University of Leeds Impact Acceleration Account. It is led by Professor Ruth Swanwick at the School of Education, University of Leeds in partnership with five deaf education local authority services (Sheffield, Rotherham, Peterborough, Leeds and Bradford), BATOD, The Ear Foundation and NDCS. The aims of the project were to identify the learning, development and social needs of deaf children of Roma families, plan appropriate multi-professional intervention and support and establish a national stakeholder group to ensure the reach, development and sustainability of the outcomes.

Project partners

Paul Simpson, Ian Noon, Teresa Quail, Tina Wakefield, Bill Bell, Mark Payne, John Lever, Arthur Ivatts, Anna Likierska, Sandie Griffiths

