

CURRICULUM VITAE
frances.giampapa@bristol.ac.uk

PRESENT APPOINTMENT

2024- Associate Professor in Identities, Language and Education

PREVIOUS APPOINTMENTS

2014 -2024 Senior Lecturer in Education (TESOL/Applied Linguistics)

2005-2013 Lecturer in Education (TESOL/Applied Linguistics)

2004-2005 SSHRC Postdoctoral Fellow, OISE/University of Toronto

ACADEMIC QUALIFICATIONS

2004 PhD in Applied Linguistics, OISE/University of Toronto

1992 M.A. Italian Linguistics, University of Western Australia

1988 B.A. (Honours IIA) Linguistics, University of Western Australia

SPECIAL AWARDS, HONOURS AND DISTINCTIONS

2016 Visiting Research Fellowship, (Investigadores invitatoes en La UCLM, Castilla La Mancha) (€4,600)

2010 Distinguished Scholar & Teaching Fellow, Universidad de Castilla-La Mancha, Departamento de Filología Moderna de la Facultad de Letras (€2000)

2004-2005 Social Sciences and Humanities Research Council of Canada Postdoctoral Fellow (\$45,000)

1999 Ontario Graduate Scholarship, Ontario Government (\$8000)

1998-2001 OISE/University of Toronto, Teacher Education Program Assistant (\$21,000-22,000)

1998-1999 OISE/University of Toronto, Research and Development Graduate Assistantship (\$8000)

1999-2000 OISE/University of Toronto, Research and Development Graduate Assistantship (\$8000)

1990-1992 Australian Postgraduate Research Award, Australian Federal Government (\$12,000-13,000)

1990 M.A.K. Halliday Scholarship in Applied Linguistics, Australia (\$500)

TEACHING AND RELATED ADMINISTRATION

Since starting at the University, I have **convened, redesigned, developed and contributed** to programmes across all levels (UG, PGT & PGR). As programme director and unit lead for the MSc TESOL (in 2007, redeveloped from the MA TESOL) I introduced new innovative units: Globalisation and the Politics of English; Language, Literacies and Identities; redesigned core units for example: Second Language Learning, Pedagogy and Curriculum in TESOL. I have introduced **new forms of learning tied to diverse assessments** (formative and summative) that engage students in synchronous/asynchronous activities, bringing together theory and practice, state of the art research, data and ethics (e.g., critical reflection debate; drawing on professional knowledge connecting research and reflective practice). Across my teaching, students have rated my units overall **excellent (80% and over)**, complementing intellectually stimulating delivery, learning support and assessment (formative/summative). I am involved in our programme's current remodeling of unit assessments as part of programme simplification. I am invited to contribute to dissertation workshops, supporting ECR supervisors and contributing to pathway and programme level decision making for strategic directions of the MSc TESOL and Masters portfolio. I have contributed to **Core Skills in Educational Research (2019-23)** for MSc Educational Research/Doctoral students since 2019 discussing the supervisory relationship and have also **contributed to the Doctoral Conference** speaking about life beyond the dissertation and career progression. Since 2021 I have been nominated for **3 UoB Teaching Awards**: 1) **Inspiring and Innovative Teaching Award 2021** – *Dr Frances has been my first point of call during this difficult year...Dr Frances chased me up and talked to me via Teams to see what she could do to help and support me in my journey. When I reached out to her, she gave me moral support. This was the first time I had ever experienced support from someone who I had not met (face to face!). I am grateful for her support, kind words and most of all for her giving me her time when I most needed it and felt alone.*

2) **Outstanding Personal Tutoring award 2022 & 2023**: *Throughout my two and half years of study with her, Frances has been an incredible tutor. Not only was she always available ...Frances always managed to strike the perfect balance between providing academic guidance and encouraging my independence as a researcher... I hope that many generations of UoB students will get to experience what a difference it makes to have a teacher who cares about them as humans while also looking out for their academic development.*

(i) Undergraduate and Taught Postgraduate units (note: units have been redesigned for online blended learning 2020-21; I am currently on a University Enterprise Fellowship with teaching buyout for 2023-24)

Unit: UG Language, Literacies and Identities (2nd/3rd year split)

Year: 2019/20-to present

Responsibility: Unit director, lecturer, marker & moderator (split 50%)

Number of students: 30-40 students

Contact hours: 11x2h (22h) lectures (prep 44h); 11x1 hr seminars (11hr)(prep 22).

Teaching Methods: Interactive lectures using jamboards and padlets, online tasks (e.g. reflections on critical readings; formative tasks using padlets) & synchronous interactive sessions (e.g. presentations of key unit themes)

Assessment: 1)1,500-word literacy autobiography; 2) 1,000-word critical reflection on a theme of the unit.

In-class & seminar assessment workshop and outline reviews; tutorials

Impact: Provision of core knowledge and transferable skills (critical engagement with the core literature, group debates, analytical skills, conducting literature reviews; using multimodal skills; peer learning & reflection)

Student Quotes: 1) *I loved the unit a lot and the lectures really helped us to understand and engage critically with the research;* 2) *Frances especially has championed this unit in terms of making the content interesting and I like that there is a re-emphasis on key points because they can be quite difficult to grasp due to their abstract and complex nature. The unit challenged me to think outside the box and the assessments gave a lot of freedom. This unit has genuinely opened my eyes to a whole new perspective on literacy and Frances is an amazing lecturer.*

Unit: MSc TESOL Second Language Learning (Core Unit)

Year: 2007-present

Responsibility: Unit Director, Lecturer & sole marker (100%)

Number of students: 40-60

Contact Hours: 10x2h lectures (20h) (prep 40h)

Teaching Methods: Interactive lectures using jamboards & padlets, online tasks (e.g. reflections on critical readings, in class presentations, activities, videos and additional readings)

Assessment: 4,000-word assignment responding to a question on one of the themes of the unit.

Impact: Provision of transferable research & writing skills (searching the evidence base and conducting literature reviews, academic debate and academic writing skills)

Student Quotes: 1) *I really like how the unit is structured, it clearly illustrates the development path of SLA research throughout its history and the current trend in language learning and teaching;* 2) *I learned more theories from this unit and combined them with my own teaching experience.*

Unit: MSc TESOL Globalisation and the Politics of English (Optional unit/Open across MSc Ed)

Year: 2007-present

Responsibility: Unit director, sole lecturer and sole marker (100%)

Number of students: 40

Contact Hours: 10x2h lectures (20h)(prep 40h)

Teaching methods: Interactive lectures using jamboards, padlets, online & in class group tasks (e.g., reflections on critical readings led by groups and responding groups to debate)

Assessment: Research proposal or Professional Application (on a key unit theme); assessment workshop and outline review; academic tutorials

Impact: group presentations, peer learning and assessment; building critical thinking and academic debate; conducting literature reviews & building academic writing skills

Student quotes: 1) *I really liked this unit. It was so well organised and I feel like I was able to engage with each week's readings and see how they built on each other;* 2) *I like the way Frances instructed us throughout the unit. Especially the group discussion part which I feel like we could really express and learn from others' ideas and reflections.*

(ii) Major teaching responsibilities in previous years (see also vii)

- MSc TESOL Director (2012-18) flagship internationally/nationally respected programme; led & supported a team of 5 colleagues, and teaching assistants; implemented new recruitment policies & processes adapted also by other M-level programmes. Worked with International Office at

recruitment fairs (Chile 2014 & Asia 2017) to increase recruitment – numbers went from low 30s to high 50s. Led and contributed to new programme developments, M-level reviews; APRS, and FQET (now UQT) visits. I innovated in my teaching – new forms of assessment, modes of delivery (using Blackboard & a flipped classroom approach) with guest speakers.

- I introduced MSc TESOL visits to schools working with PGCE English colleagues & through my networks in the early years sector. This had not been done before and was an added value element for our international students
- I led and contributed to programme development of the EdD, and SWDTP Education submission (2011-12) – writing of new units and review of submission.
- UG Admissions Tutor (2016-17) was by invitation of the Head of School and School Manager to contribute to the growth and expansion of the School with the introduction of two new undergraduate programmes - BSc in Education and BSc Psychology in Education (2017-18). I led on the recruitment and admissions strategies on the Undergraduate Programmes Workstream Committee & was the School representative at recruitment fairs – this brought in strong numbers (approx. 25 for each programme). I led and contributed to the development of units for the BSc in Education, specifically developing a new innovative multimodal split cohort optional unit Language, Literacies and Identities (2nd/3rd year); contributed to Open days & welcome sessions for students.

(iii) Innovatory units or teaching methods introduced by you

On the MSc TESOL programme, I have introduced an innovative ‘critical reflection debate’ in Globalisation and the Politics of English (MSc TESOL) which runs throughout the unit. Students work in groups to summarize, and lead on a reading each week driving one theme for debate and discussion. A responding group interrogates the first group’s position and understanding. This opens a whole class discussion that draws on epistemic diversity and perspectives. This task enhances skills in presenting and defending arguments, sharpens understanding of concepts and theories, peer learning, and tackling subject-specific issues.

Prior to 2020-21 all my units were designed for the flipped classroom and online discussion through Blackboard; since the pandemic I have redesigned units widening my use of interactive online group tasks through key readings & comprehension questions; reflection tasks for independent/group work to support conceptual and theoretical thinking and debate; I extend learning through the use of YouTube videos with experts to widen knowledge and understanding and recorded presentations from external researchers – early career and senior leaders – in the field.

I have used these methods also in my UG teaching – since 2019 I have **directed** the Language, Literacies and Identities optional unit. I **pioneered** a split cohort option between 2nd/3rd year students up to this year. It offered an innovative approach to learning that was also copied by other units on the BA Education Studies programme. It supported cohorts working together, sharing experiences and exchanging knowledge and learning from each other through interactive activities that were synchronous/asynchronous underpinned by evidence-based interactive lectures. The unit formative and summative assessments were developed to engage students’ lived experiences in relation to language & literacies and encouraged the use of multimodality, which was also an innovative and original feature of this unit.

(iv) Contribution to life-long learning and continuing professional development

To date in my various roles as supervisor, personal tutor, teacher and researcher, I have mentored and supported students (MSc and Doctoral) from different backgrounds and learning experiences to reach their full potential. I have done this through engaging students to build their research profiles through co-research, co-authoring and panel presentations which I have convened. **Supporting students** to seek out opportunities to build their transferable skills and build impact from their research and develop policy focused publications. I have supported students to become honorary research fellows continuing our research together and build their profiles through teaching experiences. I have also supported ECRs (some of whom I have examined) with publishing, knowledge exchange and co-research. I have also supported students to pursue doctoral studies (PhDs/EdDs) – some of whom successfully achieved ESRC scholarships to study at UoB and Honorary Fellow Status (post-doctorate). **Former PGR Quote:** *Frances has provided outstanding support for my professional development. As supervisor during my doctoral studies, she challenged me intellectually,*

and provided excellent support for my academic and pastoral needs, enabling me to become an autonomous researcher and successfully complete my doctorate. Subsequently, Frances has greatly supported my academic and professional development in our collaborations, by sponsoring my Honorary Research Associate application, and in her support for my own proposals and projects. Frances takes an inclusive approach to working with colleagues, and it is evident she has a keen interest in facilitating me to achieve my potential.

(v) Collaborative teaching projects with colleagues in other schools or faculties or institutions

I have been invited to teach as an international expert in language, education and identities demonstrating my standing and reach within my discipline.

- 2016 Invited Speaker, Summer School, “Working with diversity: Practices from a Nursery School in Bristol”. Organizers: Javier E. Díaz Vera; Secretaria: Ana Maria Relaño Pastor, Políticas lingüísticas y diálogo intercultural para una Europa multilingüe, 6-7 June, Universidad de Castilla-La Mancha
- 2015 Invited talk on multilingualism, identities and education. School for Policy Studies (Language & Literacy in Young Children, SPOL 30034, Patricia Lucas)
- 2010 Invited Scholar contributing to the undergraduate English language studies programme Universidad de Castilla-La Mancha, Departamento de Filología Moderna de la Facultad de Letras, Spain

(vi) Postgraduate advising

I am one the **most highly experienced supervisors** with an expertise in ethnographic, participatory and arts-based approaches to research in the School and well-respected by colleagues & students; often invited to be **internal examiner** (18 to date), on progression panels (27 to date) & Independent Chair (9 to date). As such I am often called upon to support less experienced colleagues in my capacity as a second supervisor or as a supervisory mentor. This I have also done in my role as EdD Director – often managing complex supervisory teams, and challenging student cases. To date I have supervised **120 dissertations** (MSc Educational Research & MSc TESOL). The MSc TESOL programme is predominantly international students whom I have supported through reference letters, reviewing of research proposals for scholarship applications (e.g. ESRC, Commonwealth Scholarships, China Scholarship) to doctoral studies at UoB and other national/international Universities. I have supported their applications to the British Council Master’s Dissertation awards (1 receiving a commendation for her dissertation 2022).

I have successfully supervised to **completion 20 doctoral researchers overall**. I have also supported international doctoral students who have sought my expertise with research stays, thus contributing to the School’s research culture: In 2015-16 Claudia Mojica, *English language teaching and gender*, Facultad de Ciencias y Educación, Universidad Distrital Francisco José de Caldas.

PhD/EdD enrolled (NB: P/T=*) (% my contribution)(from 2010-present)

2023-	Dastan Kapashev	Language Choices and Attitudes of Multilingual Students for Learning Strategies in Higher Education EMI Programs (2 nd Superv) (PhD)	40%
2023-	Minkwon Bang	Capturing Values and Morality of North Korea Newcomer Youths with Ethnography: Through Collective Writing and Photovoice in Shared Spaces (2 nd Superv)(PhD)	40%
2021-	Jules Godfrey	An Exploration of the Impact of Menopause on UK Women in Secondary School Leaders and Their Careers (1 st Superv)(EdD)	80%
2021-	Louise Howson*	Exploring the Key Relationships that Facilitate Teaching Excellence in Higher Education (1 st Superv)(EdD)	80%
2021-	Cathy John*	Exploring the Embodied Experiences of Students with MS in the Spaces of English Higher Education (2 nd Superv)(EdD)	20%
2021-	Angela Rickard*	Shaping Stories: Exploring Irish Second Level Teachers’ Understanding of LGBTQ-Inclusive Practice (2 nd Superv)(EdD)	20%
2020-	Carol Lee*	Non-Chinese Speaking Ethnic Minority. Children in mainstream Kindergarten: An Ethnographic Case Study (1 st Superv)(EdD)	80%

2015-	Cecile Jagoo*	(ESRC 1+3) (SWDTP) Language Socialization and Minority Communities: A Comparison of Language Socialization in the Somali Heritage Community in the UK (2 nd Superv) (PhD - SWDTP)	50%
-------	---------------	--	-----

Completed PhDs/EdDs (selected from 2014 – 17 in total)

2022-23	Hilal Al Hajri	A Critical Investigation of Students' Perceptions and Experiences of the Impact of EMI Policy on Students' Content Learning and Social Justice in an HE in Oman (1 st Superv) (EdD)	80%
2022-23	James Sumner	Navigating the Normative Terrain of the Internationalised Higher Education Environment: An Investigation of International Students' and Tutors' negotiation of the Common-sense "rules" (1 st Superv) (PhD)	50%
2022-23	Gentiana Cheung	Reimagining Digital Pedagogy in Higher. Education Business Studies: Applying the 3D Model to Three Case Studies of HE Digital Pedagogies in Business Studies (2 nd Superv) (EdD)	20%
2021-22	Jill Court (ESRC 1+3)	"Here is a long way": Language, Learning, Integration and Identity: A Mixed Methods Exploration of ESOL Learners' Trajectories (1 st Superv) (Phd)	50%
2020-21	Pritz Hutabarat	A Narrative Inquiry into Private English Language Institutions Non-NES Teachers' Identities in Indonesia: Journeys of Becoming English Teachers (1 st Superv)(PhD)	50%
2020-21	Dulce Rodriguez Nieto	Designing an Intergenerational Third Space to Develop Critical Digital Literacy (2 nd Superv) (PhD)	50%
2020-21	Danny Foster	Language of Instruction in Rural Tanzania: A Critical Realist Study of parents' Discursive Practices and Valued Capabilities (2 nd Superv)(PhD)	50%
2020-21	Claire Lee (ESRC 1+3)	"Not just another school day": An Arts Based Dialogic Inquiry into the Learning Lives of Children from Armed Forces Families in a UK Primary School (1 st Superv) (PhD)	50%
2020-21	On Hee Choi	Production of Third Space and New Identities: International Student Identity Negotiations Over Transnational Spaces (1 st superv) (PhD)	50%
2020-21	Alison Standring	Changing Voices: A Diachronic and Synchronic Study of PhD Students at LSE between 1925 &2015 (only Superv)(EdD)	100%
2019-20	Trang Mai Tran	Learning to Thrive: A Longitudinal Mixed Methods Exploration of the Intercultural Doctoral Experience (2 nd Superv) (PhD)	50%
2018-19	Man Tak Yam	English Language Policy in Higher Education in Hong Kong: A Critical Discourse Analysis and Comparative Study (1 st Superv)(EdD)	90%
2017-18	Aleksandra Gulasarysan	Learning Together Interculturally: Student Experiences of the EU's Erasmus Mundus Joint Masters Programme (2 nd Superv) (PhD)	50%
2016-17	Matt Kedzierski (1+3ESRC)	The Globalising of Chinese as a Foreign Language: A Cultural Political Economy Account (1 st Superv.) (PhD)	50%
2016-17	Maribel Gonzalez Moraga	How Chilean Sign Language is Taught and Learned at a preschool level in a Bilingual-Bicultural context (2nd Superv) (PhD)	50%
2016-17	Beata Raszowska	Conceptualising EAL within the context of EAL Policy of Mainstreaming: A Case Study of a Secondary School in England (1 st Superv) (EdD)	90%

2014-15	Mariam Almohammad	A Critical Ethnography of Pedagogies and Knowledge Reproduction in Syria: Identities, Language, Investment and Consciousness in Education and Workplaces (1 st Superv)(PhD)	50%
---------	----------------------	---	-----

(vii) Major achievements in teaching administration

School of Education, Director of the EdD (Bristol) (2019-2023)

My tenure as EdD Bristol Director was predominantly during covid and I worked closely with senior management, School PGR Director and the student services doctoral team to ensure that university directives were implemented in an agile way and that students were supported academically and pastorally. I went above and beyond my role to give students and colleagues additional time when needed (e.g., additional meetings, extended support and wellbeing checks). I agreed to extend my tenure an additional year (2022-23) taking on the PGT EdD Hong Kong Programme as the School phased out this programme; I also stepped into the role of School PGR Director for a term in 2022 taking on more responsibilities; and contributed to SLT meetings & convened Doctoral committee. I had a key role in the development of the new Professional Doctorate – PhD in Applied Educational Research; building the curriculum and supporting the business case with the School Education Director and Senior Management. I have gone above and beyond my workload and responsibilities by running supervisory ‘holding’ meetings to support PGRs as they waited for permanent supervisors to be put in place. I worked closely with PGRs in maintaining a strong community, particularly during covid when all events were online (e.g., coffee mornings, work in progress events, reading groups) (see p. 12(i)) & supported the Doctoral. Conference (e.g., in 2021-22 I gave the closing remarks and distributed awards. Other responsibilities include:

- Admissions and recruitment – leading on EdD presentations at School and Faculty events; working closely with doctoral team to turnaround applications quickly
- Contributed to the redesign of the APM process (2021-22) to ensure compliance with UoB regulations & formally supported students & supervisors in the 1st year of the model for smooth implementation (involved developing detailed timelines of tasks, comprehensive guidance, running Q&A sessions & providing SMT with solutions for WL implications)
- Managing timetables, new units, academic leadership & quality enhancement for the programme
- Progress monitoring meetings and EAS with an oversight of student welfare and progress.
- Represented Doctoral programmes at School T&L committee, FSSL PGR & PGT committees; led Exam Boards, APMs, contributed to the EAP and management of resource

RESEARCH AND RELATED ADMINISTRATION (ORCID:0000-0002-4254-9822)

I am an **internationally recognised leader** in my discipline and known for my research on identities (researcher & teacher identities), language and education from a critical & linguistic ethnography lens; coupled with the use of arts-based approaches to interrogate educational inequalities. My research is predominantly **collaborative, working in partnership** with educational organisations, school, teachers, local authorities & teacher education programmes internationally to name a few (e.g., Canada, USA, Spain). My research investigates intersections of teacher identities, emotional labour, embodied and lived experiences (see publications). My research has a **strong public engagement & civic focus** and as such I have fewer traditional outputs (e.g., journal articles) as I have focused on a **diversity of creative research outputs** (e.g., exhibitions, film, media contributions) that engage wider non-traditional audiences; these are important & valuable in pushing disciplinary boundaries. International partners and peers have sought my expertise as a research leader in the field of identities and language research and to date I have led and collaborated on many international research bids (see section iii below). My proven leadership has included managing & supporting PGRs and ECRs on research grants & I have hosted academics as visiting fellows who seek my expertise. I am frequently invited to contribute to publications, invited plenaries and talks. I am an editorial board member for a leading journal in my discipline and contribute frequently to reviewing articles & book proposals for publishers/other journals. I have strong esteem indicators – reviewing for AHRC, ESRC & international funders & I am an education research advisor for the Cambridge Science & Policy Fellowship. I am a **University Enterprise Fellow 2023-24** – the first in the former FSSL – and this important achievement recognises the **Researchful Practice Toolkit** – an innovative state of the art toolkit (i.e. a self-study 6 unit course) supporting nursery teachers to develop and expand their research literacy, leading them

to design and execute school-based projects. My current fellowship brings together my research on teacher identities, teacher knowledge and teachers as researchers across educational contexts; and the outcome of a series of ESRC IAA awards. I am driving creative approaches to research in language and education through seminars to develop this across the SWDTP and I am on the board of journals and associations (Language & Education Journal; ECHO committee) where I push the boundaries of my discipline to include non-traditional publications.

(i) Publications

Edited Special Issue Book

Giampapa, F. & Canagarajah, S. (2019). *Skilled Migration and Global English*. London: Routledge. Pp. 1-134. (70%)

Academic journal papers – refereed

Dakin, J., & Giampapa, F. (2024). “Told and untold stories: Finding new ways to re-present the voices of culturally diverse learners through narrative vignettes”. *Qualitative Research*
<https://doi.org/10.1177/14687941241264481>

Poveda, D., **Giampapa, F.** & Relano Pastor, A. (2020). “Gatekeeping the interactional order: Field access and linguistic ideologies in CLIL-type bilingual education programs in Spanish secondary schools”. *Qualitative Research*, vol 20(6), 854-873.

Giampapa, F. (2019). “An unfinished critical ethnographic journey: Collaborative reframing and repositioning of relationships in the field”. *Foro de Educación*, 17 (27), 167-184.

Giampapa, F. & Canagarajah, S. (2018). Editorial, Skilled migration and global English. Special Issue : Globalisation, Societies and Education, 15 (1). Pp. 1-4.

Giampapa, F. (2011). “The politics of ‘being and becoming’ a researcher: Identity, power and negotiating the field”. Special Issue: Voices from the field: identity, language and power in multilingual research settings. F. Giampapa & S. Lamoureux. (Eds.). *Journal of Language, Identity and Education*, 10(3):132-144.

Giampapa, F. & Lamoureux, S. (2011). Introduction. Special Issue: Voices from the field: Identity, language and power in multilingual research settings. F. Giampapa & S. Lamoureux. (Eds.). *Journal of Language, Identity and Education*, 10(3):127-131. (80%)

Giampapa, F. (2010). “Multiliteracies and identities as pedagogy within a Canadian School”. Special Issue: Language, identity and Canadian educational policies. S. Lamoureux & N. Labrie (eds.). *Canadian Journal of Education*. Vol 2: 407-431.

Giampapa, F. (2007/2008). “Transnational discourse of italianità: Being and becoming Italian Canadian in Toronto and abroad”. Rubino, A. (ed). Special Issue: Lingua, identità e comunicazione in contesti anglofoni e italiani. *Studi italiani di linguistica teorica ed applicata (SILTA) XXXVI*, numero 3: 421-441.
Cummins, J., Bismilla, V., Chow, P., Cohen, S., **Giampapa, F.**, Leoni, L., Sandhu, P., & Sastri, P. (2005a). “Affirming Identity in Multilingual Classrooms.” *Educational Leadership* 63(1):38-43. (50%)
Cummins, J., Bismilla, V., Cohen, S., **Giampapa, F.**, & Leoni, L. (2005b). “Timelines and Lifelines: Rethinking Literacy Instruction in Multilingual Classrooms.” *Orbit* 36(1): 22-26. (50%)

Giampapa, F. (2001). "Hyphenated Identities: Italian-Canadian Youth and the Negotiation of Ethnic Identity in Toronto." In A. Pavlenko & A. Blackledge (eds), Special Issue: Negotiation of Identities in Multilingual Contexts. *The International Journal of Bilingualism: Cross Disciplinary, Cross-Linguistic Studies of Language Behavior* 5 (3): 279-316.

Refereed book chapters

Giampapa, F. & Fernández Barrera (2023). “Being and becoming a CLIL teacher: Discourses of identities, language and emotional labour in Castilla-La Mancha bilingual schools”. E. Codó (Ed). *Global CLIL: Critical,*

Ethnographic and Language Policy Perspectives. Series: Routledge Critical Studies in Multilingualism. Routledge: UK. Pp 198-223. (80%)

Giampapa, F. (2016). "The politics of researcher identities: Opportunities and challenges in identities research". S. Preece (Ed.). *The Routledge Handbook of Language and Identity*. Routledge: UK. Pp. 289-303.

Giampapa, F. (2012). "Authenticity, legitimacy and power: Critical ethnography and identity politics". M. Martin-Jones & S.F. Gardner. (Eds.), *Multilingualism, Discourse and Ethnography*. London: Routledge. Pp. 95-110.

Giampapa, F. & Sandhu, P. (2011). "We're just like real authors': the power of dual language identity texts in a multilingual Toronto elementary school. In J. Cummins & M. Early. *Identity Texts: The Collaborative Creation of Power in Multilingual Schools*. Oakhill: Trentham Books. (90%)

Giampapa, F. (2010). "Linguistic Ideologies, Power and Identity in the University Italian Language Classroom and Beyond: Italian Canadian youths' discursive construction of Italianness". In J. Watzke, M. Mantero & P. Reece-Miller (Eds.), *Readings in Language Studies: Language and Power*. London: Routledge. Pp.289-308.

Giampapa, F. (2004). "The Politics of Identity, Representation and the Discourse of Self-Identification: Negotiating the Periphery and the Center." In A. Pavlenko and A. Blackledge (Eds.), *Negotiation of Identities in Multilingual Contexts*. Clevedon: Multilingual Matters. Pp.192-218.

Reviews of Single Academic Books and Book Proposals

2019 & 2021: University of Exeter Press book proposal & review of manuscript: Ruth Wodak & Markus Reindorf, *Identity Politics Past and Present: Political Discourses from Post-war Austria to the Covid Crisis*, pp.1-319.

2013: Sage book proposal & reviewer of manuscript: Fiona Copland, Angela Creese (with Frances Rock and Sara Shaw), *Linguistic Ethnography* Pp. 1-223.

2004: Reviewer, Teaching modern foreign languages in secondary schools: a reader and aspects of teaching secondary modern foreign languages: Perspectives on Practice. *International Journal of bilingual Education and Bilingualism* 7(5), pp. 485-483.

2000: Reviewer of "Heritage Language Development". *Canadian Modern Language Journal Review*. Pp. 207-2011.

Selected Conference Contributions (refereed – see Appendix)

Giampapa, F. (2024). "Researching the pandemic through a participatory, arts-based approach: Narratives from one Bristol Nursery" (presentation and exhibition). International Creative Methods Research Conference, Manchester (September 9-10), UK.

Giampapa, F. (2024). "Researchful Practice Toolkit Project: Empowering EY teachers as researchful pedagogues." Early European childhood Education Research Association, (EECERA) Conference University of Brighton (3-6 September), UK.

Giampapa, F., Collier-King, M., Gorell Barnes, L., Gray, N., Helme, R. & Hobbs, L. (2024). "The Untapped Stories Project: A nursery's embodied and affective experiences of the pandemic – a trajectory of resilience and hope". 7th *European congress of Qualitative Inquiry*. University of Helsinki (10-12 January), Finland.

Giampapa, F. & Kedzierski, M. (2023). "Spanish family language policies: 'future Proofing' immersion strategies through transnational mobility". *CCERBAL* (3-6 April). Canadian Centre for Studies and Research on Bilingualism and Language Planning. University of Ottawa, Canada.

Giampapa, F. & Kedzierski, M. (2022). "Language, mobility and imagined identities: Transnational experiences of Spanish youth in the UK and beyond". Committee Chair: Rubén Chacón Beltrán.

Bilingualism and Bilingual Education: Sociolinguistic Approaches. UNED, Departamento de Filologías Extranjeras y sus Lingüísticas (10-11 November). Madrid, Spain.

Other Publications

Impact of research: REF Impact case story (2023)

My School has created an impact case story on the *Researchful Practice Toolkit*. This has the potential to lead to an impact case study to be included in the next REF.

Media Contributions

- 2024 Researchful Practice: A “breath of fresh air” for early years educators in challenging times- to Early Education (British Association of Early Childhood Education) Blog
- 2024 Untapped Stories Project - co-curated film (EIGHT KWMC)
- 2013 Bristol Evening Post article on **my co-curated exhibition** with St Werburgh’s Park Nursery & Pete Moorhouse for the Graduate School of Education Centenary Festival
- 2013 BBC Somerset, Emma Britton Morning Show Interview -invited expert to discuss the rise/successes of EAL students in a primary school in Yate. Linking to my expertise in language and education.

Impact of research (see section v)

In the last two/three years I have been building impact from the **Researchful Practice Toolkit** – the focus of my University Enterprise Fellowship (see also section iii). The Education Policy & Research Service (EPRS, School of Education) report on the Researchful Practice Toolkit was in the **top ten downloads for the period of September to December 2021**. Many subscribers are Local Authorities & Universities with licenses to share reports with up to 5000 individuals. This report had a direct impact for the toolkit, leading to **knowledge exchanges and invitations** (2022-23) to launch the toolkit with partners (e.g., Local Authorities in Lancashire, Gateshead; and services in Wales & Northern Ireland) across the UK. I was invited to launch the toolkit as an **invited speaker** at the LA Gateshead annual conference this year and **researchful practice** is the theme of the Bristol/Bath Early year’s branch conference for April 2024.

(iii) Research Grants (Competitive funding)

- 2024-25 Researchful Practice Toolkit and LA Lancashire: Impact at Scale. **(PI; RA Victoria Bowen)**. ESRC IAA Accelerator Award (£30,000)
- 2024-25 “Place-based Policy Making”: A Bristol case response to the early years workforce crisis. **(PI; RA Victoria Bowen)** Policy Research Fund (£40,000)
- 2023-24 University Enterprise Fellow, Researchful Practice Toolkit, HE Innovation Fund University of Bristol (£15,000)
- 2023 *Untapped Stories Project: Understanding a nursery’s embodied and affective experiences of the pandemic through participatory arts-based approaches*. **(PI; RA Rachel Helme; Luci Gorell Barnes Artist; Nick Gray, photographer/film maker; partner Ilminster Avenue Nursery Mandy Collier-King)** Participatory Research Fund, Research England. (£13,258)
- 2023 *Researchful Practice Toolkit: Scaling up*. ESRC IAA Commercialisation Funding. (£10,559)
- 2022-23 *Supporting researchful practice in early years settings in covid times*. **(PI; Co-I Thomas & RA Lee)** ESRC IAA Project Award (£16,000)
- 2021-22 *Supporting researchful practice in early years settings during covid 19*. **(PI; RA Lee)** ESRC IAA Exploratory Award (£5,000)
- 2021 *Understanding and developing teachers’ research literacy in early years’ settings*. Faculty Strategic Research Fund **(PI; RA: Aviles Nunez)** (£4,848)
- 2021- *Evaluating language supportive approaches to transition at scale*. **(PI: Angeline Barrett; Giampapa Co-I for Bristol Team)** British Council. (£139,718)
- 2020- *English immersion as family language policy: strategies, mobilities and investment*. **(PIs: Ana Maria Relano Pastor, University of Castilla La Mancha & Eva Codo, Universidad Autonoma de Barcelona)**. **Co-Applicant & International Collaborator and Lead for Bristol**. Spanish Ministry of Economy and Competitiveness. (€92,272)
- 2017 *Whose Culture and Where? Exploring and capturing BAME cultural engagement across Bristol*

- (**PI Giampapa**, Co-I Earl, Community partners Kamina Walton Rising & Zahra Ash-Harper, Watershed. (Jean Golding Institute, April-July) (£2,500)
- 2015 *Hidden voices, invisible communities: Ensuring Bristol is Open to all.*
- (**PIs** Giampapa and Manchester) UK Collaboratorium for Research in Infrastructure and Cities (UKCRIC) (£2000)
- 2014-19 *Multilingual education in the global era: Markets, desire, practices and identities among Spanish Adolescents in two autonomous communities.* (Co-ordinated Project PIs: Ana Maria Relano Pastor, University of Castilla La Mancha & Eva Codo, Universidad Autonoma de Barcelona). Project in Castilla-La Mancha “The appropriation of English as a global language in Castilla –La Mancha schools: A multilingual, situated and comparative approach”. (Spanish Ministry of Economy and Competitiveness) (**Co-applicant & International Collaborator**) (€78,000)
- 2014-15 *The Hidden Museum* (**Co-Applicant and University Lead**, Digital R&D for the Arts - AHRC, ACE and NESTA) (£123,000)
- 2012-13 *Negotiating Multilingual Identities in Migrant Professional Contexts* (**Co-Applicant & Institutional Lead** for Bristol, WUN Research Development Fund) (PI: Suresh Canagarajah, Penn State). (approx. £34,000)
- 2012 Researcher Mobility Grant (WUN Network) (approx £2,500)
- 2009-11 *Skilled Migration and Global English: Language, Development and the African Professional* (**Co-Applicant & Institutional Lead** Bristol, WUN Research Development Fund (PI: Suresh Canagarajah, Penn State) (approx. £24,000)
- 2009-10 *Diversity Matters: Understanding out of school multilingual, multiliteracies and identity practices for in-school literacy development within a Bristol Pre-School* (**PI**, ARGA funded) (approx. £1100)
- 2009-10 Diversity Matters II (ERGO funded) (approx £600)
- 2009-11 *Cities, Universities and Everyday life identities: A participatory narrative inquiry.* (FSSL Interdisciplinary Research Award) (**Co-Applicant**; PI: Jane Speedy) (£5000)
- 2007-09 Project Title: *Multilingualism in schools: A critical sociolinguistic analysis of educational linguistics programs in the Madrid region* (**International Collaborator & advisor**; PI: Prof. Martin Rojo, Min.Sci. & Techn. (€99,000).

(iv) Indications of External Recognition (see also section iii)

As a leader in my discipline, I am often invited to be an external examiner, be on journal boards, invited plenaries, talks and on panels. I have successfully been awarded a number of visiting scholar posts at prestigious universities & have hosted visiting scholars who wish to collaborate with me due to my expertise. I have extensive experience in advising and grant reviewing on a national and international level.

Editorships, or memberships of editorial boards of learned journals:

- 2022- Language and Education Journal (Board member)
- 2015-16 Colombian Applied Linguistics Journal (Board member)

Invitation to advise on a national or international bodies:

- 2023-24 Cambridge Science & Policy (CSAP) Fellowship – research advisor to a Policy Fellow

Invitations to examine:

I have externally examined **13 theses** to date: **PhD** – Birkbeck, UCL (2024); University of Southampton (2021, 2019); Lancaster University (2020); Universidad de Castilla La Mancha, Spain (2019); Universidad Autònoma de Barcelona (2017); University of Birmingham (2016, 2008); University of Hong Kong (2015); University of East Anglia (2013); University of Warwick (2012); Universidad Autonoma de Madrid, Spain (2008); **2 Professional Doctorates**: University of Glasgow (2024); Middlesex University & Metanoia Institute (2021); **1 MPhil**: University of Sydney (2004)

Plenaries, panels, invited talks & podcasts (accepted)

These invitations demonstrate my commitment that my UoB research reaches wider audiences for maximum impact.

- 2024 “Researchful Practice”: Educators as researchers for educational change (with Johnny Swingler & Lucy Sherman)(Talk). *Bristol & Bath ECHO and Early Education*

- 2024 “Using Participatory arts-based methods to explore pandemic narratives: One Bristol nursery’s healing journey”. EECERA SiG (Transforming Assessment, Evaluation and Documentation in Early Childhood Pedagogy) *Seminar on: Documentation and arts-based methods in practice and research* webinar.
- 2024 Early Excellence Podcast, Andy Burt. Researchful Practice Toolkit.
- 2023 Untapped Stories (with Mandy Collier-King, Ilminster Avenue Nursery; Luci Gorell Barnes (Artist/UWE PhD researcher). *Community-based early childhood research: A sharing and discussion event*. Education and Childhood Research Group, University of the West of England. 30th November. Bristol. UK. (Talk)
- 2023 Researchful Practice Toolkit: Supporting Practitioner Research. *Gateshead EY conference*. 20th October 2023.
- 2022 Teaching and learning English: How does language impact teachers’ trajectories, MMB Insights and Sounds, in conversation with Martin Preston, University of Bristol (podcast series)
- 2021 “Researchful” Practice in early years settings (with Dr. Claire Lee). *UKLA Annual Research Symposium: Beyond covid – Moving forward, healing and feeling grounded in early literacy*. 17-20 May. (Joint Plenary)
- 2019 Researcher Identities: The (Re)negotiation of Field Identities, Power and Knowledge. Symposium on Reflexivity and Positionality in Linguistic Ethnography. *Linguistic Ethnography Forum*, University of the West of England. 3rd June. Bristol. UK. (Plenary)
- 2017 Policy Panel on *CLIL en la educación multilingüe: de la práctica a la reflexión*. *CLIL in multilingual education: from practice to reflection*. Ana María Relaño Pastor Ciudad Real, 6 -7 June (Invited panel speaker)
- 2016 *Políticas lingüísticas y diálogo intercultural para una Europa multilingüe conference*, Working with diversity: Practices from a nursery school in Bristol (June 6-7), UCLM, Spain (invited speaker)
- 2016 Invited Panel: Migration, language learning and Identities: Insights into researching multilingual contexts. *International Conference: Education and migration: Language foregrounded*. (October 20-23), Durham University, UK. (panel organizer & speaker)
- 2014 Lesson from the Margins: Multilingual Literacies, Identities and Transformative Pedagogies. *XX Symposium on Research in Applied Linguistics & II International Symposium on Literacies and Discourse Studies*, Universidad Distrital Francisco José de Caldas. Bogota, Colombia (Plenary)
- 2014 Cabral, I. & Møller Daugaard, L. (organizers) *The dynamics of researcher positionality in multilingual settings: Potentials & challenges*. *Sociolinguistic Symposium 20* (June 15-18), Jyväskylä, Finland (Discussant)
- 2013 “Researching Identities and Researcher Identities: The Politics of Negotiating the Field”. Final Conference (ESRC Researcher Development Initiative). *Responding to contemporary multilingual realities, recasting research methodologies*, (March 25 & 26). MOSAIC Centre for Research on Multilingualism. School of Education, University of Birmingham. (invited talk)
- 2008 Diversity Matters: Education for the 21st Century. IV International Conference on Best Practices in Managing Multilingualism. 2nd October. Barcelona. Organizers Linguamon (Plenary)

Visiting fellowships (competitive)

- 2016 Visiting Research Fellowship, (Investigadores invitatoes en La UCLM, Castilla La Mancha)
- 2012 Visiting Professor, CERLL OISE/University of Toronto
- 2012 Visiting Scholar, WUN Mobility Grant (Penn State University/University of Bristol)
- 2006 Visiting Professor, MLC OISE/University of Toronto

Visiting Scholars – I have hosted colleagues at different career stages on visits and knowledge exchanges also supporting them with presentations, applications for Benjamin Meaker, seminars & publications.

- 2024 Dr. Alicia Barrera Fernandez, University of Castilla La Mancha, Spanish Ministry of Education.(ERASMUS visit)
- 2024 Dr. Marco Cancino Avila, Departamento De Inglés, Facultad de Educación y Ciencias Sociales, Universidad Andrés Bello
- 2021-22 Professor Bronwyn Williams, English, University of Louisville, USA
- 2020-21 Dr. Alicia Barrera Fernandez, University of Castilla La Mancha, Spanish Ministry of Education
- 2013-14 Dr. Ruth Fielding, University of Sydney - WUN IPDF Application, Project: *Engaging the multilingual & multiliteracy skills of emerging bilinguals in Australia & UK*. (Dr. Gabriele Budach (Collaborator- University of Southampton), Dr. Frances Giampapa (Collaborator, University of Bristol) (\$3385AUD).

2013 Professor Eve Haque, University of York - *Globalizing Skilled Migration & Immigrant Language Training*. (LA&PS Seed Grant for International Collaborations) (Collaborator & International host Dr. F. Giampapa) (\$5000CDA).

(v) Related administration

Managing Resources

- Administration and management of grants including budgetary management
- Sourcing of additional funding – internal and external
- Supporting ECRs with grant applications – postdoctoral applications (x2)
- Establishing relationships and connections with external organisations, universities, local authorities, colleges for example – Early Education, Centre for Research in Early Education, Chartered College of Teaching, City of Bristol College, LAs Bristol, Preston & Gateshead; international networks e.g. Early Childhood Research Centre University of Louisville (see impact of research & enterprise sections)

Managing Activities

- Director/Founder, Language, Literacies and Education Network (LLEN – SoE). This is a growing network of international scholars & PGRs (76 members) with activities including reading groups, research in progress meetings, & interdisciplinary seminars., and Bristol Conversations in Education showcasing the leading scholarly research in the field

Managing People

- Mentor/line manager – Dr. Victoria Bowen Research Associate – Policy Fund Project & ESRC IAA Accelerator 2024-25
- Mentor/line manager - Dr. Rachel Helme Research Associate for my University Enterprise Fellowship 2023/24
- Line Manager, Untapped Stories Project research and administrative team – Research Associate, Artist, & film maker 2023
- Line manager, ESRC Impact awards – Dr. Claire Lee Research Associate for the Researchful Practice Toolkit 2021-23

ACADEMIC LEADERSHIP AND CITIZENSHIP

As noted earlier, I have a strong reputation as an international expert in identities, language and education and this is substantiated by invitations to be a co-applicant on international grants, securing visiting fellowships at prestigious institutions globally (e.g., University of Toronto/OISE; Penn State) and as a grant reviewer for ESRC, AHRC and international funding bodies. I have been co-director of research centres within the School of Education (Centre for Knowledge, Culture & Society; Globalisation, Education & Societies; Centre for Research in Language and Education; & member of the former Narrative Inquiry Centre). As noted, I am founder & director of the Language, Identities and Education Network (LLEN) - a global network of scholars whose work crosses the boundaries of language, education, & psychology and who are working from creative methodologies. This has led to the founding of a Creative Collective at the School and through this work I am collaborating with the Brigstow Institute (2023/24) to develop a cross institutional, interdisciplinary seminar series for showcasing this work. This will expand the seminar series I have established as part of LLEN on Creative Methodologies. I am also an active member of ARCIO research group (UoB Management) and have supported cross disciplinary events & reviewed Benjamin Meaker applications.

(i) Academic leadership in the discipline

Contributions to presentations and organisation of conferences

I have **contributed and led numerous refereed and invited presentations** of international relevance as well with non-academic partners (see section iv). I have supported and offered my expertise through my roles on international boards, committees and as a conference reviewer.

- 2015 XXI Symposium on Research in Applied Linguistics & III International Symposium on Literacies and Discourse Studies, Universidad Distrital Francisco José de Caldas, Spring 2016 (reviewer)
- 2009 Explorations in Ethnography, Language & Communication: Perspectives on Data. Aston University, Birmingham. LEF Conference (23-24 September) (reviewer)
- 2005 Voice and Vision in Language Teacher Education, Fourth International Conference, The Center for Advanced Research on Language Acquisition (CARLA). Minneapolis, Minnesota. (reviewer)

Development of the discipline within the University and interdisciplinary collaborations

I am driving discipline innovation in research approaches that bring together ethnographic, participatory, arts-based & creative methods. This I have done through numerous LLEN seminars to support PGRs and ECRs. ECR colleague: *I would like to thank you for meeting me regularly over the past year to kick around research ideas, and also to provide critical feedback on the activities organized within Migration Mobilities Bristol. As an expert on positionality and reflexivity you know how important it was for me to 'see' these activities through your educationalist eyes; Feedback from the Creative Methodologies event: I am grateful for today's workshop. I'd like to say many thanks to you again! It was wonderful to meet so many like-minded academics"; enjoyed hearing from doctoral students explaining their work.*

- 2024 Creative Methodologies Seminar: Interdisciplinary Approaches to Researching through Creativity (partnership with Brinstow Institute & co-funded by BDC, SoE)
- 2023 Creative Methodologies: Opportunities, Challenges and new ways of knowing through participatory and arts-based research Seminar (SWDTP funded £1160; collaboration with UWE & PGR focused).
- 2022 Researching in/through and around pandemic: Challenges, Opportunities and New Understandings of Being a Researcher the Pandemic (funded by the LLEN network & SoE)
- 2022 Creative Collective: Using Creative Methods to Unlock Stories of the Pandemic (funded by LLEN Network and SoE)

Discipline-specific mentoring

Alongside the mentoring I offer my own students for career development, as noted I offer discipline specific mentoring to Education PGRs who have progressed into securing academic lectureships, postdoctoral fellowships, and Research Associate roles. I have created many opportunities for PGRs and ECRs to showcase their work through work in progress events, seminar talks and reviewing funding applications as well as being a co-applicant on research applications; I am often called upon to be a reference for job applications. **Former PGR:** *I completed my PhD in 2020, and since then Frances has continued to take an interest in and support my work, including offering me opportunities to work with her on projects which have supported the development of my research career.*

I have supported 3 Honorary Research Fellows to date: Pete Moorhouse (Early Years Artist Education, 2019-21); Dr Claire Lee (2022-present) and Dr. Jill Court (2023-present)

Leadership in public engagement, knowledge exchange & media

My research has a **strong civic orientation** and I have been a leader in directing and showcasing this work within the School of Education through my leadership roles. I have curated/co-curated & led on public events and knowledge exchanges, and media contributions & supported partnerships.

- 2023 Thinking Futures: Festival of Social Sciences, Untapped Stories Exhibition 21 October & 1 November
- 2023 Futures: UpLate, Untapped Stories Project Exhibition, SSGB 29th September 29
- 2022 Migration, Mobilities and Borders Insights and Sounds invited interview podcast (Martin Preston), "Teaching and learning English: How does language impact on teachers' trajectories?"
- 2014-15 Director, Festival of Education – strategic lead for the School, civic engagement & impact
- 2012 Bristol Evening Post article on St Werburghs Park Nursery, Liz Jenkins (Head) contribution to Festival of Education (I was the partner for this event)

(ii) Academic leadership in the University

Contributions to School/ Faculty/University committees and working groups

I became an Action Learning Facilitator (2020/21) supporting academic and professional services staff groups to build skills for tackling professional issues; I have been actively involved as UG recruitment lead in the recruitment/admissions of the School's UG programmes (2017) and was invited to represent the SoE at the Academic Roadshow Recruitment Fair (Asia) 2017. This contributed to the successful international recruitment into our first UG cohorts. In the past, I have also contributed to other recruitment fairs (Chile 2014) to build our doctoral and Masters programmes. In my role as EdD Director (Bristol) (2019-23) I led & participated in student progress meetings (School & Faculty; including Registration Review Panels) and was directly involved in the change to viva processes that sought for mechanisms to support PGR well-being & fairer examinations. As Director of the LLEN research network I chair network meetings & participate in the SoE research committee working with the Research Director & Centre Heads to realise the School's research & impact agenda. I regularly offer my time to contribute to University level strategic work: I am currently a participant in the Research Culture Vision and Consultation workshop (2023) & part of the Athena Swan committee, EDI committee and Partnerships committee at the SoE; I am also a member of the Faculty Partnerships Committee (2024) & the University Governors Network (2024).

Positions of responsibility within the School/Faculty/University

As EdD Director (2019-23) I was a member of the FSSL PGR committee, and I also stepped into membership of the PGT committee contributing to innovation and quality assurance at the Faculty level. I was engaged in teaching & learning meetings and Exam Boards. I led on APM processes and innovation working with the School PGR Director and student services staff; I contributed to doctoral recruitment, PGR skills development & contributed to the development of teaching programmes, and processes responding to covid 19. I have been a member of the EdD review panel (2020-22), the new PhD professional Doctorate committee and have chaired the Doctoral committee (see also Major achievements in teaching administration).

Participating in mentoring and professional development for self and others

I have been a mentor on the Bristol Women's Mentoring Network (2019-20) (for which I have also been a mentee), mentoring a colleague in Engineering (still to this day) and I have assisted her with promotion and problem solving in her professional work. I have also mentored newly appointed Lecturers in the SoE TESOL programme and my mentoring skills have supported ECR colleagues (e.g., 2) to achieve HE posts and research positions in 2017 & 2022. I regularly mentor ECRs when they are new to teaching but have regularly supported them to build their skills to supervise independently MSc dissertations and for newer colleagues to build supervision skills for EdD and PhD. I fully engage in staff development courses and enhance my leadership and management skills (e.g. Leading Academic Teams (2020)).

Establishing information systems and social events, which support the School to achieve its goals

As EdD Director I supported PGRs in developing community building events (social and academic). These included work in progress events, PGR coffee mornings and the online integration of Bristol and HK cohorts.

Participating in staff recruitment and selection

I have been a member of recruitment panels for the SoE (academic), research associates and PhD positions.

(iii) Professional activities outside the University

The following external professional activities are in addition to the ones described so far in my CV:

External Examining: Goldsmiths (note: also examined for MA Writer/Teachers Programme in my final year -now the MA Creative writing and Education)

2014-18 M.A. Education in Culture, Language and Identity (Department of Educational Studies)

Offices held in learned/professional societies (elected):

Meetings Secretary, Linguistic Ethnography Forum, (LEF) 2008-13

Selective Memberships of prestigious/professional societies (to date):

- Arts-based Research (ABR) Global Consortium
- European Network of Qualitative Inquiry
- Early Education (The British Association for Early Childhood Education)/ECHO
- British Association of Applied Linguistics (BAAL)/Linguistic Ethnography Forum SIG
- NALDIC EAL National Subject Association
- UK Literacies Association (UKLA)

Research grant reviewing – esteem indicator of my standing in my discipline

2023- ESRC reviewer for Centre Applications
 2021- UKRI Future Leaders Fellowships/UKRI Talent Peer Review College
 2019 Research Project Assessor, Arts & Humanities Research Council, UK
 2013 Research Project Assessor, Arts & Humanities Research Council, UK
 2011 Project Reviewer, Fonds National de la Recherche Luxembourg
 2009 External Reviewer for Research Outputs and Research Excellence, National Research
 2008 Economic & Social Research Council (ESRC) Rapporteur Evaluator - Final Project Reviewer

Regular reviewing for journals and publishers

- Multilingua, Journal of Language Identity and Education, Sage & Peter Lang (new book proposals), Anthropology and Education Quarterly, Sociological Inquiry, TESOL Quarterly, Critical Inquiry in Language Studies, Globalisation, Societies and Education
- International Journal of Bilingualism and Bilingual Education, Canadian Modern Language Review, Canadian Journal of Applied Linguistics, Field Method, COMPARE

(iv) Contributions to society

I have significantly contributed my professional expertise and time to supporting my discipline, for example in early years education through my varied roles and contributing membership.

- Board member, ECHO (Early Childhood Organization, Bristol & Bath) 2022-present
- Member, Early Education: The British Association for Early Childhood Education Member 2022-present
- Board of Governors, Ilminster Avenue Nursery School, Governor, 2022-present
- Member, British Association of Applied Linguistics - Member - 2021-present
- Board of Governors, Bristol Early Years Teaching School Consortium, 2012-16
- Board of Governors, St. Werburgh's Park Nursery School 2010-22; Now Central Bristol Nursery School Federation 2023-to present

(v) Entrepreneurship, enterprise and partnerships (see also section on research impact)

I am currently a **University Enterprise Fellow (2023-24)** only one of four fellows and the first to be awarded within the former FSSL. This is a prestigious award supporting the commercialization journey of the **Researchful Practice Toolkit** – a one of a kind online self-study toolkit course designed to support early years educators to engage in, assess and conduct in-house research. To date with the support of **two ESRC IAA awards & commercialization funding**, I have networked and created **strong partnerships** across the UK where the toolkit is making an impact on their practices for long term impact (e.g., my toolkit framework is being used within professional learning circles to drive research projects); the toolkit project in 2021 was selected as a featured report by the Education Policy and Research Summary Service (EPRS) (SoE, UoB). My networks of early years education LAs (Bristol, Lancashire, Gateshead; Early Years Forum Northern Ireland, Southeast Wales Education Achievement Service), organisations & Universities (e.g., Centre for Research in Early Childhood, Early Education, University of Strathclyde, City of Bristol College, UWE) have sought my expertise & knowledge in educational research and are partners in the development of the toolkit. I have presented at conferences and run workshops with others scheduled for 2024 (see below).

2023/24 LA Lancashire Researchful Practice Toolkit workshop, November 23
 2023/24 LA Gateshead Early Years Conference, Researchful Practice Toolkit, October 20
 2024 LA Lancashire - Focus Group interviews & Workshop with Private Nursery leaders, January 29
 2024 SEWEAS Forum – workshop/launch Researchful Practice Toolkit, February 8

2024 University Strathclyde – Early Years Hub, presentation, February 20
2024 NICIE Forum – Researchful Practice Toolkit workshop, February 28

(vi) Good citizenship

I have an **excellent record of good citizenship** – stepping into roles when requested, supporting colleagues and taking on additional duties when required. For example: In 2016 & 2017, during a period of financial difficulty for the School of Education I was asked by the Head of School and School Manager to contribute to two School Review Panels and to take on the responsibility of Admissions and Recruitment for the new UG programmes (see previous sections)

Attendance at Committees and staff meetings

I have an excellent record of attending education- and research-related Committee meetings, Exam Boards, and Education Action Planning activities, including both Faculty PGR and PGT committees. I have led and supported innovation and implemented decisions at the School level – for example the third reviewer APM processes. I have attended School and Faculty assemblies and I have proudly represented the School in all graduation ceremonies since 2005.

Assiduous performance of personal tutor duties

I have acted as personal tutor to 5-8 PGT students and 5-7 UG students per year supporting my tutees, particularly during challenging times, such as the pandemic. I have also taken on any additional tutees when required. As noted, I have repeatedly been nominated as **Outstanding Personal Tutor** (see section Teaching & Related Administration).

Involvement in public engagement activities or Open Days

In my role as EdD Director (2019-23) I have led doctoral information sessions that foreground the School's offering, and also contributed to information days as part of a FSSL panel. I have also contributed to Masters and UG open days (in person and online) also stepping in at the last minute to support colleagues with this.

I was selected to represent the School in overseas recruitment activities – for example – 2014 in Chile and 2017 in Asia where I was part of a large group of academics travelling to HK, Malaysia, Thailand, Singapore to present at schools and work at recruitment fairs. This trip was to support recruitment for the new UG programmes in Education Studies and Psychology of Education during a very difficult financial period for the School.

Volunteering for necessary one-off duties

My collegiality is evident in all aspects of my role. I have taken on extra teaching, marking, tutoring and dissertation supervision. I have taken on additional doctoral supervision when colleagues have left, retired or taken redundancy packages (2016-17) increasing my workload significantly (e.g. at one stage I had **17 doctoral dissertation** students). I have also carried out peer observations and supported colleagues to achieve their CREATE & HEA qualifications. I have acted as Independent Chair in vivas to support less experienced colleagues to gain internal examining skills and participated in School scholarship allocation (reviewing up to 30 applications in the past) panels. In 2020-21, I participated in a cross-Faculty COVID extension panels, reviewing and assessing ~25 PGR extension applications.

FUTURE PLANS (2024-)

Research

I will complete: 1) my University Enterprise Fellowship – with an understanding of the commercial viability of the toolkit for release; 2) Complete publications from my current research projects: a) a single authored paper – *Spanish family language policies: Future proofing through immersion strategies of mobility* - International Journal of Multilingualism; b) 2 single authored papers on teacher identities and teachers as researchers (e.g., BERA journal) & 1 practitioner focused paper for the prestigious Nursery World (currently in negotiation); c) 2 single authored/co-authored publications from *The Untapped Stories project* (one advancing theory on co-production, narratives, embodied & affective experiences; the second on creative approaches in early years research e.g., Qualitative Inquiry); d) a co-authored paper on teacher identities, English ideologies in African English immersion classrooms; 3) Complete an invited podcast for Early Excellence on the Researchful Practice Toolkit (January 2024); 4) Complete a second invited impact case story on the Untapped Stories

Project; 5) Submit an ESRC standard grant currently in development on early years educators' professional identities as researchful practitioners. This builds from my research to date on the Researchful Practice Toolkit. My research is the **key theme** for an upcoming Early Education/ECHO regional branch event in April 2024 that showcases this work and situates it within a national/international framework on early years education, teachers as researchers and professional identities in order to tackle the current social challenge on retention and recruitment into the profession.

Teaching

As an experienced teacher I will continue to support colleagues in their practice, particularly through Teaching & Learning sessions & peer observations when requested. I will continue to reflect on my own practice utilizing student feedback and consultations with the Bristol Institute for Learning and Teaching to further develop my flipped classroom & blended approaches in order to enhance student experience and support students in becoming independent learners and future leaders.

Leadership and citizenship

My focus will be to strategically expand the Language, Literacies and Education network (LLEN) in order to further its international/national reach. This includes collaborating with universities across the SWDTP/SWWDTP to expand my work on Creative Methodologies. I will continue to offer space for PGRs/ECRs to share and contribute their work to support the growing work of LLEN. I have recently stepped down from the directorship of the EdD (Bristol), however, I am closely involved in supporting doctoral students through PGR rep activities and the doctoral conference. I look forward to being involved in the Professional PhD & championing this through my informal roles on School committees. I have recently been invited to be part of the Partnerships Committee in the School and look forward to contributing to this. I am looking at applying for roles such as School PGR Director when this becomes available.

APPENDIX

Conferences (refereed)

- Giampapa, F. (2019) "Discourses of Italianità, language and sexuality: Being gay and Italian Canadian is not an oxymoron. *Lavender Languages and Linguistics 26 Conference* (2-4 May). Gothenburg, Sweden.
- Giampapa, F. (2018). "The reshaping of teacher identities within CLIL contexts in Castilla La Mancha: Linguistic ideologies, power and labour". Organizers: Codo, E. *Multilingualizing compulsory education in the age of neoliberalism: Issues, processes and inequalities*. Universidad Autònoma de Barcelona, Facultat de Filosofia i Lletres (22-23 November 2018), Barcelona, Spain.
- Poveda, D., **Giampapa**, F., Relaño-Pastor, A. & Fernández, A. (2017). "Gatekeeping the interactional order: Field access and linguistic ideologies in secondary schools in Spain". American Educational Research Association (AERA), *Knowledge to action: Achieving the promise of equal educational opportunity*. (April 27-1 May), San Antonio, Texas.
- Giampapa, F. & Kedzierski, M. (2014). "Rethinking mobility, space and language: Multilingual transnational skilled migrants in the UK". Organizers De Costa, P. & Canagarajah, S. Panel: Scalar Approach to Language, Time and Space: New Directions. *Sociolinguistic Symposium 20* (June 15-18), Jyväskylä, Finland.
- Giampapa, F. (2014). "Building inclusive communities for change: Researching multilingual, multiliterate identities in a Bristol early years nursery school". *Celebrating Linguistic Diversity* (April 30-May 2), Toronto, Canada.
- Giampapa, F. (2013). "Researching Identities and Researcher Identities: The Politics of Negotiating the Field". Final Conference (ESRC Researcher Development Initiative). *Responding to contemporary multilingual realities, recasting research methodologies*, (March 25 & 26). MOSAIC Centre for Research on Multilingualism. School of Education, University of Birmingham.
- Giampapa, F. (2011). "Empowering pedagogies: Literacies & identities within a Reggio-Emilian inspired pre-School in Bristol". Theme: Empowerment through Literacies: Literacies Shaping Lives. *UKLA 47th International Conference* (July 15-17), Chester, UK.
- Giampapa, F. (2009). "Discourses of authenticity, legitimacy and power: Critical ethnography and identity politics in the Italian Canadian community". Giampapa, F. (organizer). Panel: Voices from the field: Identity, language and power in multilingual research settings. Theme: Diversity, context, and structure. *International Pragmatics Association (IPrA)* University of Melbourne, (July 12-17). Melbourne, Australia.
- Giampapa, F. (2008). "Discourses of Italianità, space and the politics of identities in Toronto". Theme: Multilingual Transnational Neighbourhoods. *International Seminar Series on Language and Migration*. Centre for Transnational Studies, University of Southampton.
- Giampapa, F. (2008). "Authenticity, legitimacy and power: Discourses of Italianità and the politics of identities". *Sociolinguistic Symposium 17* (April 3-5). Amsterdam, Netherlands.
- Giampapa, F. (2007). "Teacher and student identities as pedagogy: Voices from inside a Canadian school". *International Conference on Identity and Power in the Language Classroom*. Umea University, 11-12 June. Umea, Sweden.
- Giampapa, F. (2006). "Teacher and student voices from inside the grade 4 classroom: Negotiating identities through dual language texts." Giampapa, F. (organizer), Ng, J., & Taylor, L. Panel: From Literacy to Multiliteracies: Rethinking Literacy in 21st Century Schools. *American Association of Applied Linguistics*, (17-20 June), Montreal, Canada.
- Giampapa, F. (2005). "Identity issues within the multilingual classroom: Lessons from a grade 4 classroom".
- Giampapa, F. & Chen, L. (organizers) Panel: From Literacy to Multiliteracies: Designing Learning Environments for Knowledge Generation within the New Economy. *Redesigning Pedagogy: Research, Policy, Practice* (May 30-June 1) Nanyang Technological University/National Institute of Education, Singapore.