

# Children & Students' Voice 2021 Symposium



## Partnerships opportunities in curriculum and pedagogy Monday 13-15 December 2021

Building upon the 2019 and 2020 conference, the 2021 online symposium will centre on the practices of “partnership opportunities”. The symposium provides space for academic and practitioner-levelled conversations across two focus areas: curriculum and pedagogy. Placing student voice and agency at the heart of decision-making, the symposium will be directed by the special interest group (SIG) convenors from AARE, in partnership with the student committee.

Active researchers and practitioners in this field will either be presenting, take part of a panel or facilitating discussion groups around the core theme of this symposium

### Key note presentation title: "Finding Meaning in Involvement"

This key note presentation introduces and explores my concept of Meaningful Student Involvement. This concept leverages the breadth, depth and potential of student/adult partnerships throughout education that move every learner from being a passive recipient of adult-driven education towards being an equitable partner in community, education, and democracy.



**Adam Fletcher** is the CEO of Youth and Educators Succeeding, an international nonprofit working to engage students and educators together to transform education. He is also the author of several books including *The Guide to Student Voice*, *Student Voice Revolution*, and more than a dozen other books related to education. Working around K-12 schools for more than 20 years, Adam has been an educator, researcher, and advocate whose pioneering projects on the topics of student voice, student engagement and Meaningful Student Involvement have affected thousands of schools in dozens of states and several nations worldwide. He has keynoted more than 300 conferences, been published in several academic

journals and periodicals, and was named a "Healthy School Hero" by former United States Surgeon General Dr. David Satcher.

### Panels members and discussion facilitators



**Eve Mayes** is a Senior Lecturer in Pedagogy and Curriculum and currently Alfred Deakin Postdoctoral Research Fellow (2020-2021) at Deakin University. Her research is concerned with students', teachers' and school leaders' experiences with enacting student voice in school reform and the roles and responses of schools to student activism. She is committed to critical and creative forms of research that work with young people and educators to interrogate contemporary conditions of schooling and to prefigure new possibilities. Eve has worked closely with the VicSRC since 2016, including leading a 3-year research evaluation of the *Teach the Teacher* program (with Dr Rosalyn Black and Rachel Finneran). Her

current research is considering the roles and responses of schools to students' climate justice activism, and the possibilities for climate justice education. She was previously an English and English as a Second Language Teacher in NSW government secondary schools.



**Larissa Raymond** is a learning leader and co-designer of adult professional learning at EdPartnerships International. Larissa has engaged in long term learning and research partnerships with Primary and Secondary schools supporting school teams as they iteratively strengthen curriculum and learning designs in partnership with young people and their communities.

Larissa was involved in co-designing and co-facilitating a two-year Learner Agency research project with Secondary and Primary schools (2018-2019). This research project involved co-researching with both adult learners and young people from a variety of school communities to more deeply understand their experiences of agency; What enabled a strong sense of agency and what got in the way.

Larissa is currently co-designing and co-facilitating the EdP Learner Agency Program: *Learner Agency: A journey of being and becoming*.



**Marie Brennan** is an adjunct professor at the University of South Australia, having worked at five Australian universities and previously in the Education Department of Victoria. She is also an Extraordinary Professor at Stellenbosch University, South Africa. Her work in curriculum focusses largely on the intertwined global challenges of inequalities/injustice, decoloniality and environment, enacted in the local. Through both policy and practice analyses, she is concerned with how curriculum - in schools and in teacher education and universities more broadly - can take up these challenges, with activist roles for students, teachers/academics and communities. She is active in researching, publishing, editing and refereeing in teacher education, curriculum studies and education policy studies.



**Lew Zipin** is Senior Research Fellow at the University of South Australia and Extraordinary Professor at Stellenbosch University, South Africa. In a number of

projects, Lew has supported development of curriculum that can engage public-school students from marginalised regions and social positions. These projects build curriculum activity around local-community *problems that matter*, which students identify, research, and work to address in collaboration with teachers, academics and, most importantly, community residents with rich *funds of knowledge* about the problems. The idea is for all these collaborators - with students at the centre - to learn from and teach each other in bringing diversely relevant knowledge to bear on the mattering problem. Through these projects, and as an author, Lew has contributed to both practice and scholarship for advancing social-educational justice and knowledgeable democracy.



**Roger Holdsworth** is a failed retiree. He has been an innovative secondary school teacher, curriculum consultant, youth sector policy worker, and university researcher and writer (Youth Research Centre, The University of Melbourne, where he is still an Honorary Associate) and continues to have an active commitment to active student participation in education (and elsewhere). He has edited and published Connect - an on-line practice journal supporting student participation - since 1979 (see: <https://research.acer.edu.au/>). He is also a critical friend and advisor to the VicSRC, the peak body of school-aged students in Victoria. In another life, Roger presents the Global Village program on PBS 106.7 FM in Melbourne, every Sunday 5-7pm.



**Angelique Howell** is a Postdoctoral Research Fellow in the School of Education and Leadership at QUT. Her work focuses on conducting research in partnership with students in marginalised and/or high poverty schools who are expected to be ‘active and informed members of the community’ on one hand yet are pathologised and positioned as problems to be solved on the other. She is dedicated to creative yet robust forms of research which enable marginalised young people to work through their feelings of

ineffectiveness and resentment towards more hopeful futures through youth-adult partnerships which position them as capable producers of knowledge and embody the ideals of active and informed citizenship. She is currently developing a program of research that focuses on addressing the issue of students’ disengagement from schooling in marginalised and/or high poverty schools.

**Registration opens:** 1 November ([Click here to register](#))

**Registration closes:** 30 November

**To view the proposed programme (available on 1 November):** [Click here](#)

#### **Costs**

AARE members \$10

Waged \$15

Students/unwaged \$5

#### **Two bursaries available for AARE members:**

To encourage an emerging researcher to attend this symposium and the 2021AARE conference.

Click on this link to apply: Registrations close on 8<sup>th</sup> November.

By accepting the bursary and attending the 2021 SIG symposium, the awardee will contribute to the aims of the 'Children and student voice across all sectors' SIG at the 2022 AARE conference.

For further information and application process, [click here](#).