



## Inclusivity: Support and Partnership for the post pandemic future Children and Student Voice Conference 2020

### KEYNOTES, PRESENTERS AND PANEL MEMBERS

**Monday 7 – Wednesday 9 December 2020**  
**8.30 am to 12 noon AEDT**

<b>Keynote speaker/s</b>	<b>Title</b>	<b>Abstract</b>	<b>Biography</b>
<b>Professor Dana Mitra</b>	Students as leaders in global change —broadening the impact of all voices	This keynote will look at ways in which student voice and youth activism can influence educational change processes. It considers which voices are heard and what processes have been most effective in impacting change globally.	Dr Dana Mitra is Professor of Education in the Education Policy Studies Department at Pennsylvania State University, USA. She has conducted research on voice and leadership for the past 15 years, and is founding editor of the <i>International Journal of Student Voice</i> and co-editor of <i>The American Journal of Education</i> . Dana has published over 30 papers and two books on the topics of student voice and civic engagement, including <i>Civic Education in the Elementary Grades: Promoting Engagement in an Era of Accountability</i> ; <i>Student Voice in School Reform: Building Youth-Adult Partnerships that Empower Youth</i> ; and <i>Educational Change and the Political Process</i> .
<b>Professor Marie Brennan Dr Lew Zipin</b>	Revitalising curriculum: Students	Young people face urgent problems for sustainable social and planetary futures. Many students already name and act	Marie Brennan is an Adjunct professor at the University of South Australia, having worked at five Australian universities and previously in the Education Department

	<p>working on community-based problems that matter</p>	<p>on such issues; e.g. by participating in Schools Strikes For Climate Change. Thought and action on care for viable futures should be made curricular.</p> <p>In this keynote, we outline and advocate a major re-purposing of curriculum that allocates significant time for student work on what we called ‘Problems that Matter’ (PTMs). Students would collaborate with local community members, teachers and university academics to identify PTMs in their life-worlds. This student-led collaboration would then extend to curriculum projects that gather diverse community, school and academic people and their knowledges together around efforts to understand and act on PTMs.</p> <p>We argue for PTM projects not as ‘extra-curricular’, but as core to curriculum achievement in which all students, across their diversities, are inclusively recognised and involved as intelligent and capable contributors to, with and on – creating – knowledge needed to grasp and act on mattering problems for viable community and wider social futures.</p>	<p>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.</p> <p>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.</p>
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<b>Mr Roger Holdworth</b>			<b>Roger Holdsworth</b> 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: <a href="https://research.acer.edu.au/">https://research.acer.edu.au/</a> ). 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.
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Presenter/s	Title	Abstract	Biography
<b>Jennifer Antoni</b>	Absent and Silent: How Students Experience Chronic Absenteeism Policy and Practices	<p>Decades of research on early withdrawal from high school identifies chronic absenteeism as a primary early warning sign for student dropout and pushout (Rumberger, 1995; Battin-Pearson, Newcomb, Abbott, Hill, Catalano &amp; Hawkins, 2002; Kearney, 2008; Gubbels, van der Put, &amp; Assink, 2019). In recent years, chronic absenteeism has emerged as an increasingly important accountability metric in the K-12 context. Fueled by a broadening of the scope of accountability systems under Every Student Succeeds Act (ESSA) of 2015, chronic absenteeism has emerged as a popular metric chosen by many states as a component of their statewide accountability system areas (Rafa, 2017; Bauer, Liu, Schanzenbach &amp; Shambaugh, 2018). Thus, policymakers have called for school leaders to focus on addressing the chronic absenteeism of students to improve their educational outcomes. Yet, student voices are rarely a part of the policies and practices regarding chronic absenteeism, and similarly, students' lived experiences are rarely understood by the educational leaders creating high-staked policy. The purpose of this narrative study was to understand how vulnerable students experienced the practices of school leaders around chronic absenteeism. To what extent do the beliefs and perceptions of school leaders about supporting chronically absent students compare and contrast to the lived experiences of adults who were chronically absent students in high school? In-depth, semi structured interviews, observation, and document analysis were used to explore the perceptions of former students who experienced chronic absenteeism. Additionally, this study will bring awareness to the phenomenon of student chronic absenteeism, and will serve as a catalyst for reform in</p>	<p>Jennifer is a full time professional school counselor and Ed.D student in the Educational Leadership program at Temple University. Her main research interest centers around the way educational leadership responses influence student decision making regarding the attainment of a high school diploma. She has worked for twenty years in an urban, public school setting assisting students with navigating high school graduation and beyond. Jennifer's background spans a diverse range of disciplines: gender studies, urban studies, literature and humanities. Apart from spending countless hours with her family and two dogs, she enjoys volunteering as a leader with Girl Scouts and writing creatively.</p>

		giving voice to school leader, student and parent perspectives.	
<b>Martina Bateson</b>	Schooling, identities and learning journeys: Young people's narratives about coming into and experiencing flexible and inclusive education	In recent decades, flexible and inclusive education programs have emerged across Australia, in response to growing social justice and equality of opportunity concerns inherent in young people's lack of access to engaging, meaningful and affirming learning environments. For the past two years, two young people who are learning in a non-traditional education space shared their experiences with schooling with me as part of a research project. Last year, I presented narrative inquiry as a valuable research tool for giving voice to young people who are frequently silenced in educational contexts, creating a platform for shaping life stories out of personal experiences, thoughts and reflections. This year, I present the findings and insights gained through the inquiry and deliberate implications for social justice and public education. In sharing the young people's narratives, I aim to bring into the public conscience the voices of young people who are seen as being on the margins of mainstream education and who are frequently left out of educational discourse. I discuss how the pedagogical practices espoused at the flexible and inclusive program enabled young people to regain agency and self-determination in relation to their learning in a supportive, safe and affirming environment. I conclude by considering what mainstream schooling can learn from these innovative and inclusive education programs.	Martina Bateson is currently in the final stages of a Masters of Human Services degree with Griffith University. In her dissertation research project, she used narrative inquiry to capture the educational experiences of young people in flexible and inclusive learning environments. Since 2015, Martina has been teaching at a community college for young people who are seeking flexible and personalised approaches to their learning.
<b>Lauren Clark</b>	Finding a voice for students with complex	Ensuring all students have an effective voice in their education has become a key focus worldwide, but what happens when the students you are working with don't have	

	communication needs	<p>an effective 'voice' because of communication needs? This is the challenge facing those working in special education settings, where students have intellectual disabilities and complex communication needs. Coburg Special Developmental School has been working over the past few years to develop our ability to incorporate more student voice, agency and leadership opportunities into our educational program for all of our students. This has been no easy undertaking; we have had to equip our students with the skills required to communicate effectively, build staff and community understanding and awareness, and ensure genuine opportunities are available for students to make decisions about their educational journey.</p>	
<b>Rachel Finneran</b>	Happiness jars and worry boxes: A whole school student voice initiative	<p>This paper explores the perspectives of teachers, school leaders, and students at a primary school located in an affluent suburb in Melbourne in the time that followed an external entity's support in facilitating a student voice initiative. Such investigations of student voice in the wake of external support are rare. The student voice initiative discussed in this paper had a wellbeing focus as it involved students communicating their feelings at school with their teachers and peers via intermediary objects – the happiness jar and the worry box. This paper demonstrates the ways that the social and emotional aspects of school life are valued by students and how feeling rules are established in this context by teachers and students. This paper aims to demonstrate that it is important to recognize that student voice practice in aiming to benefit all students can further privilege some students. Methodologically, it offers a case-study approach, drawing on fieldnotes, interviews with teachers and school leaders, and student focus group data</p>	<p>Rachel Finneran has worked closely with young people, as a primary school teacher in a range of schools in metropolitan Melbourne. She has worked as a research assistant for a recent Deakin University study conducted for the VicSRC - Teach the Teacher: Ignite and Primary School Engagement Evaluations 2017-2020. She is currently undertaking a PhD that examines the broader dynamics at play in the relationship between the policy and practice of student voice. The study combines a analysis of current student voice policy iterations in Victoria with a situated analysis of a single primary school setting.</p>

		gathered across three terms of the school year in 2019. As one of the more pressing concerns for those in an educational context in a global pandemic and beyond is the wellbeing of students, this paper also considers the implications for inclusion in using this asynchronous mode of voice that sees students communicating their feelings with their teachers and peers.	
<b>Linsey Hart, Roger Holdsworth and Wren Gillet</b>	Inclusivity, Support and Partnership for a post pandemic future: ‘CPR - Connect, Protect, Respect: Where were we then and where are we now?’	<p>CPR – Cardiopulmonary Resuscitation - breathes life back into an otherwise potentially fatal situation. This has provided a model for working with students to explore possibilities for an uncertain future.</p> <p>School Communities are experiencing grief, loss and trauma as they emerge from national disasters: drought, bushfires, COVID lockdowns and social isolation. How do we connect with students and do ‘with them’ not ‘to them’, in ways that promote authentic and active student voice, agency and participation in emerging from these crises? WISA Wellbeing In School explored the notions of connection, protection and respect in conferences with students and teachers across Australia. This workshop will present the key findings from students in these workshops, about the real engagement of student voice, agency and participation. The workshop will pose, as WISA did in these conferences, five critical questions to evoke discussion on perceived connection, feeling protected, who is listened to and how feelings of respect and inclusion are enabled in our current school environments.</p> <p>This interactive workshop will challenge participants to compare and contrast students’ engagement pre and post COVID-19 and explore student engagement and participation. It aims to provide innovative educational</p>	<p>Linsey Hart is the National Conference Manager/State Manger SA for WISA Wellbeing In Schools Australia. Linsey has a background in health and education and is passionate about inclusivity and equality for all schools and students particularly those who are marginalised or at risk or being marginalised to be included in mainstream education and future opportunities.</p> <p>Roger Holdsworth is a ‘failed retiree’, ex-secondary teacher, curriculum consultant, researcher – and currently editor and publisher of <i>Connect</i> practice journal. Roger is a Key Note Speaker and long time advocate for student voice, agency and advocacy.</p> <p>Wren Gillett is Pivot’s student’s voice advocate. Wren was part of VicSRC’s executive committee for close to three years, and chaired the executive team within this time. She has a been a youth champion for charitable organisations such as the ‘Alannah and Madeline Foundation’ and ‘Dolly’s Dream’, and has spoken at multiple conferences and events across Australia about the power and significance of student voice, agency and empowerment. Wren is currently in her first year of university majoring in journalism, and continues to be a</p>



		strategies, resources and partnerships that are inclusive of all student voices.	passionate spokesperson for young people. Wren is passionate about ensuring today's education system reflects and empowers the strength of young people.
<b>Dr Angelique Howell</b>	Marginalised students: an in-depth exploration of difficulties engaging in student voice and agency	<p>Previous attempts to address the problem of students' disengagement from schooling have focused primarily on adult perspectives rather than those schools and policy makers seek to engage –marginalised young people, who face the greatest likelihood of low academic achievement and dropout. This is largely due to the negative ways in which they are viewed by schools, policymakers and society. The presentation will begin by briefly exploring two documents that are often used to support student voice. The first is the United Nations Convention on the Rights of the Child, which was ratified by Australia in December 1990. The second is the Alice Springs (Mparntwe) Declaration, outlines the government's commitment to collaborate with the education community to achieve quality learning outcomes for all young people. It will then explore some of the barriers to including marginalised young people in discussions about education. This will begin with the positioning of young people in Western societies such as Australia, before moving to explore the ways in which marginalised young people are viewed. Another barrier to 'student voice' work is teachers' concerns that they could be faced with a barrage of criticism about their work. However, research suggests that students' perspectives are far more constructive. The presentation will conclude with a discussion of the need for teachers and students to work together in partnership to generate new ideas and generate better outcomes for everyone.</p>	Dr Howell works in the School of Education at The University of Queensland. An experienced early childhood/ primary teacher, her research began with counting children and young people in, together with adults, in education research. From there, she was involved in research projects regarding school attendance and engagement, with much of this research focusing on marginalised students. She is now planning to conduct research together with marginalised young people as co-investigators to explore issues around engagement in meaningful learning. Her work is situated in the field of sociology of education and focuses on student engagement, working with young people as co-investigators in the research process, conducting arts-based research with young people, social justice and improving learning outcomes for marginalised students.



<p><b>Jemima Hutton</b></p>	<p>Diversity &amp; Student Voice – Barriers, Benefits &amp; Strategies for Inclusion</p>	<p>Utilising a combination of evidence-based and anecdotal research, this discussion will address some of the key challenges currently impacting student voice and agency, with a particular focus on accessibility for students with learning disabilities.</p> <p>Students with learning disabilities and difficulties are often overlooked when it comes to leadership or change-based projects, and instead of utilising their strengths to make their own unique contributions, these students are often left out of these conversations all together. As students, teachers and parents, we need to recognise this untapped resource of creative thinkers and ensure that the cumulative student voice reflects the diversity of the individuals it represents.</p> <p>With these students in mind, this presentation will further discuss how the current education system not only fails to equip young people with the skills to lead change, but also strongly discourages the development of these skills in students with disabilities, highlighting how some school systems are innately designed to reject certain groups of students. Ultimately, this makes these students less likely to take initiative, less likely to demonstrate and develop their skills and less likely to act in positions of responsibility or leadership, as simple objectives such as a written application may be the barrier between them and success.</p> <p>Finally, we will discuss practical strategies to amend such systems and encourage these diverse learners to be agents of change; ensuring that student-directed change not only accessible, but promoted among ALL young people.</p>	<p>Jemima is a 20-year-old social entrepreneur and dyslexic student, currently studying medicine and midwifery at UQ. She has been assessed as being in the lowest 2% for reading with her eyes however, received an ATAR of 99.3 for her secondary school studies. In 2018, Jemima founded Dyslexia Demystified, a social enterprise which supports and empowers students with learning-disabilities to achieve their goals. Working with more than 2000 students across Australia, Jemima and her team of neurodiverse students are presenting, mentoring and youtubing their way to creating a better future for likeminded students.</p>
<p><b>Chizuko Inoue-Andersson</b></p>	<p>Co-designing the Student Learning Model</p>	<p>Building student agency has been a priority at Eltham High School for the past few years, and our Teaching and Learning Team (with staff and student representatives) has</p>	<p>The Teaching and Learning Team at Eltham High School was established in 2017 for the purpose of promoting student agency at school. Currently, the team</p>

	at Eltham High School	had an active role in promoting this priority. The TLT's presentation will provide a narrative of the team's work in fostering student voice and agency in three sections – past, present and future. Firstly, the team will showcase milestones including the co-design of the Student Learning model, song-writing competitions, pedagogical training and classroom observations. The second section entails challenges and opportunities that the team had encountered in this pandemic year and how this had impacted our team's work. The TLT will conclude the presentation by envisaging our future directions in exploring student agency and student voice - how we will continue to enhance more autonomy in student learning, and provide students with a sense of ownership through a partnership between staff and students.	consists of seven student representatives and two teachers. Ethan (Year 10) and Nina (Year 8) are existing members from previous years, and Ava (Year 9), Tom (Year 8) and Finn, Cameron and Misha (Year 7) joined the team in 2020. Under the guidance of Chizuko Inoue-Andersson (Learning Specialist) and Peter Torey (Student Growth Leader), the team has been taking part in projects to enhance the students' level of autonomy and power in classrooms. The team aims to create a collaborative partnership between staff and students in order to improve student learning.
<b>Andrew Leap</b>		Andrew was the 2020 College Captain at South Oakleigh College. He has a passion and dedication for student voice advocacy in education through his work both within and outside of his school. Some of his memorable work within the community includes being a panellist at the DET Education State Forum in 2019, his radio interview on the ABC's Conversation Hour and TV interview on Weekend Today about lowering the voting age to 16, and his interview with The Age about the changes to student contributions for university. Andrew has also held a variety of student leadership positions throughout high school.	
<b>Jimmy McArthur</b>	Keilor Downs College Student Action Teams	The Student Action Teams have been created to enhance the school experience by enabling students to take control over projects and initiatives that engage, support and empower students around our school. Teams focus on several areas to	

		help achieve their goals which include; Facilities, Education, Events, Instagram, Wellbeing and Social Justice.																	
<b>Vivianne McDermott</b>		<table border="1" data-bbox="616 459 1395 1118"> <thead> <tr> <th data-bbox="616 459 1003 512">Te Reo Māori</th> <th data-bbox="1003 459 1395 512">English</th> </tr> </thead> <tbody> <tr> <td data-bbox="616 512 1003 592">Tēnā koutou tēnā koutou tēnā koutou katoa</td> <td data-bbox="1003 512 1395 592">Greetings All</td> </tr> <tr> <td data-bbox="616 592 1003 671">Ko Rangitoto te maunga</td> <td data-bbox="1003 592 1395 671">Rangitoto is my mountain</td> </tr> <tr> <td data-bbox="616 671 1003 751">Ko Waitemata te moana</td> <td data-bbox="1003 671 1395 751">Waitemata is my ocean</td> </tr> <tr> <td data-bbox="616 751 1003 831">Ko Auckland, Aotearoa ahau</td> <td data-bbox="1003 751 1395 831">I am from Auckland, Aotearoa (New Zealand)</td> </tr> <tr> <td data-bbox="616 831 1003 911">Ko ngāti pākehā</td> <td data-bbox="1003 831 1395 911">I am of European descent</td> </tr> <tr> <td data-bbox="616 911 1003 991">Ko McDermott tōku whanau</td> <td data-bbox="1003 911 1395 991">McDermott is my family</td> </tr> <tr> <td data-bbox="616 991 1003 1070">Ko Vivianne tōku ingoa</td> <td data-bbox="1003 991 1395 1070">My name is Vivianne</td> </tr> </tbody> </table>	Te Reo Māori	English	Tēnā koutou tēnā koutou tēnā koutou katoa	Greetings All	Ko Rangitoto te maunga	Rangitoto is my mountain	Ko Waitemata te moana	Waitemata is my ocean	Ko Auckland, Aotearoa ahau	I am from Auckland, Aotearoa (New Zealand)	Ko ngāti pākehā	I am of European descent	Ko McDermott tōku whanau	McDermott is my family	Ko Vivianne tōku ingoa	My name is Vivianne	<p>I am a teacher of Commerce with 28 years of experience. I have been HOD of Commerce for over 15 years and have taught at four different schools. I have also been co-leader of Te Kotahitanga Research Programme (Waikato University) at Massey High School for 5 years. nui and will start next year with some pilot schools.</p> <p>Te Kotahitanga was a research and professional development programme that:</p> <p>supports teachers to improve Māori students' learning and achievement, enabling teachers to create a culturally responsive context for learning which is responsive to evidence of student performance and understandings</p> <p>enables school leaders, and the wider school community, to focus on changing school structures and organisations to more effectively support teachers in this endeavour.</p> <p>It focusses on promoting teacher and student agency to ensure that Māori students enjoy and achieve educational success as Māori. This programme was phased out due to a change of government in 2017. It is about to be replaced with a similar programme Te Hurihanga and will start next year with some pilot schools.</p>
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<b>Adam McKay</b>			
<b>Dr Eve Mayes</b>	The possibilities for schools to learn from students' online climate justice activisms	Since 2018, mass numbers of school students have been participating in collective climate justice action, in a movement known as School Strike for Climate. With the advent of COVID-19, students have been initiating, organising and participating in training webinars and collective action online and offline. Online forms of mobilisation and activism have included Student Strike for Climate's 'Strike School', livestreamed rallies, and organisations' and individuals' use of social media. Students, in online environments, have explicitly discussed the tensions and problematics of solidarity in the climate justice movement across racialised, classed and gendered identities and generational locations. This presentation will juxtapose some of the implicit pedagogies of this movement with the dilemmas facing schools during an extended period of remote learning. Debates in this movement relating to solidarity are salient for educators wanting to 'partner' with their students. This presentation will raise questions about what educators and schools might (un)learn from students' climate justice activism, as well how educators and schools might become partners to students' struggles in their schools and the world.	Eve Mayes is a Senior Lecturer in Pedagogy and Curriculum and currently Alfred Deakin Postdoctoral Research Fellow (2020-2021) at Deakin University. Her research explores experiences of educational institutions through ethnographic, participatory and arts-based research experimentation with voice, affect, space and materiality. Her current project is exploring school students' participation in the transnational Student Strike for Climate (or Fridays for Future) movement, schools' responses to the strikes, and media representations of the student strikers. Eve was previously an English and English as a Second Language teacher and head teacher in government secondary schools in NSW.
<b>Thanh Mai Nguyen</b>	What were school-system priorities in the age of coronavirus?	Since the COVID-19 outbreak, millions of schools around the world have close down, posing detrimental consequences towards society. One major concern is that reduced remote learning not only precipitates substantial educational disruptions, but also leads to various socioeconomic implications beyond schooling, such as poorer health, lack of informed decision-making, inability	Year 12 student at Glenunga International High School. Her interests include sciences, reading, baking, volunteer work and travelling. Her future aspiration is to study medicine.

		<p>of parents to work, and increased risk of unemployment. Furthermore, in many cases, students' learning and access to education is hampered by psychological impacts from the devastating pandemic health outcomes towards themselves and loved ones. To maintain continuity in students' learning, it is crucial that student-centered incentives to combat these hardships are implemented. In South Australian schools such as Glenunga International High School, there is an increasing shift towards 21<sup>st</sup> century learning skills and the flipped-classroom learning model, which encourages independent out-of-class study when students are unable to come to school. This has been enhanced by development of online-based learning platforms such as Webex and Zoom, and through teaching students skills such as critical thinking and problem-solving, digital literacy, tenacity, resourcefulness and adaptability. School support services such as wellbeing councils and guidance counsellors are also being promoted to assist students, teachers and parents who are feeling stressed and overwhelmed during these uncertain times. While re-opening schools is important, prioritising health and wellbeing through such support groups and social distancing measures, and ensuring that students and staff are empowered to continue their education outside of school, are key focuses which will allow school-systems to thrive in current and future challenging environments.</p>	
<p><b>Alexandra Perrott</b></p>	<p>Youth Connect: Youth voices in Hume.</p>	<p>Children and young people are the heart of our community. They are a source of hope and they are our future – especially in challenging times like the present. Every child should have the chance to express their views safely and meaningfully, to have their voice heard and to participate.</p>	<p>The Youth Connect leadership program is delivered by Save the Children Australia in partnership with Banksia Gardens Community services. The program is co-designed with children and young people and champions the importance of youth voice. The youth</p>

		<p>Everyone benefits when children contribute. Save the Children's Youth Voices in Hume is a collaborative presentation developed by the young people involved in the Youth Connect Leadership Program. Youth Connect is engaging and enhancing the participation of young people from refugee and migrant backgrounds in their community celebrates their self-advocacy and leadership to address barriers and promote best practice and community led solutions. Using an evidence informed and strength-oriented approach, and tools such as the MYAN Youth Settlement Framework; Save the Children has extensive experience amplifying the voices of young people and giving children the platform and power to effect change.</p> <p>All messages conveyed by this presentation are authentically derived from the young people that they represent.</p> <p>Evidence supports the importance of children and young people's participation in their own recovery of disasters and traumatic events. Youth Voices in Hume will provide young multicultural youth with the platform necessary to share their recommendations for most effectively supporting them and their peers through the complications of the Covid-19 pandemic. Save the Children believes that a real commitment to child participation is critical to effectively addressing the prevailing impact on children and young people and strengthening our future emergency response.</p>	<p>involved in our program are from refugee and migrant backgrounds living in Broadmeadows and the surrounding suburbs and have experienced first-hand the impacts of remote learning and the gaps in the specialized youth services sector.</p>
<p><b>Larissa Raymond Dr Jayne Louise Collins</b></p>	<p>Learner Agency: a journey of being &amp;</p>	<p>This interactive session invites colleagues and young people to explore how a series of research circles with young people and their educators, from both primary and secondary schools, created a space for collaboratively</p>	<p>EdPartnerships is a team of highly qualified and experienced researchers and educators that bring a strong partnering approach to their work and learning. They engage with leaders at every level of the education</p>

	<p>becoming, in partnership &amp; in community.</p>	<p>reimagining learning partnerships and learner agency. Through listening to the voices from the research circle, you will be offered insight into the ways in which young people and educators articulated their hopes and challenges and how they navigated their way toward stronger, more agentic learning partnerships.</p> <p>A short video will be shown that captures the journey of young people in a secondary school setting. Through ongoing dialogue between the young people and their educators, spaces were created that fostered the conditions to reimagine a way forward in a learning partnership with each other and where all experience a sense of belonging and connectedness. The session will also provide an opportunity to discuss and consider your own context, and the potential of research circles to create the conditions for more inclusive listening, dialogue, sense making as well as new possibilities for action in community and for community.</p>	<p>system, while maintaining a clear line of sight to learners. The team brings a range of expertise and capacities to their partnerships in particular a depth of knowledge and understanding of recent research and practice in the field of learner agency; both young people and adults.</p> <p>Dr. Jayne Louise and Larissa Raymond from the EdPartnerships team will be the facilitators of this session.</p>
<p><b>Iva Strnadová,</b> Bryden Lenne, Michele Davies and Joanne Danker.</p>	<p>Let me have a say: A trial of a survey and arts-based methods for all students with disability to share their school experiences</p>	<p>International instruments including the United Nations Convention on the Rights of the Child and the research literature recognise and demonstrate that all children have the capacity to provide their perspective. Yet, research shows that students with intellectual disability have limited opportunities to have a say when it comes to their education (e.g., during individual learning plan meetings, curriculum planning, etc.). In order to meaningfully include these students, the use of accessible methods is required.</p> <p>In this presentation we will discuss our research study on accessible approaches of gathering perspectives of students</p>	<p><b>Iva Strnadová</b> is Professor in Special Education and Disability Studies at the University of New South Wales in Sydney, Australia. Her research aims to contribute to better understanding and the improvement of the life experiences of people with disabilities, especially those most marginalized, such as people with intellectual disabilities. Combining research with advocacy is essential in her research program, which builds on supporting the self-determination (including self-advocacy) of people with intellectual disabilities, and is grounded in an innovative inclusive research approach, in which people with intellectual disabilities are</p>



		<p>with disability, including students with high support needs. Teachers from 24 NSW schools co-designed the accessible methodology to allow students with disability to have a say about their education. Appropriate mechanisms included using an accessible (e.g., Easy Read) survey, and arts-based methods (i.e., Photovoice and body-mapping). These methods and approaches allow students with disability, and especially students with high support needs, who commonly have communication difficulties (e.g., limited verbal expressions), to have a voice. This work has great potential to be used to capture students' wellbeing and engagement at school</p>	<p>included in the role of researcher.</p> <p><b>Bryden Lenne</b> (PhD in Sociology and Social Policy) is a Senior project officer in the Disability Strategy team at the NSW Department of Education. Her work and research interests include using innovative methods to explore educational, diagnostic and clinical trial settings with children with developmental disabilities, and enabling both parents and students to have their voice heard.</p> <p><b>Michelle Davies</b> is the Principal of Chalmers Road School, a school for students K-12 who have a moderate or severe intellectual disability, autism, sensory disabilities and complex medical conditions. She has strong focus on curriculum, life skills and the Arts for every student.</p> <p><b>Joanne Danker</b> is a Lecturer in Special Education at the UNSW in Sydney, Australia. Her research interests include the well-being of students with autism and intellectual disabilities, and using innovative research approaches to enable the authentic voices of children with disabilities to be heard.</p>
<p><b>Kirsten Van Diggele</b></p>			<p>I'm Kirsten and I am the Youth Participation and Advocacy Officer at Maribyrnong City Council. I work alongside young people to assist in raising voices, expanding choices and creating change in the community and on a wider scale. As a Youth Participation and Advocacy Officer for the Council, I have the opportunity to bridge the gap between Council</p>

			<p>and young people through facilitating the Maribyrnong Youth Advisory Group, which is a group of young people aged 15-25 and take part in consultations and projects about topics that are important to them.</p> <p>I chose this career because I am passionate about engaging young people in decision-making processes, civic participation, social action, co-design, and building the skills and capacity of young people to be active members of our community.</p>
<p><b>Kylie Williams, Sarah Bahramis, Georgie Long</b></p>	<p>Microsoft forms as a communication and feedback tool</p>	<p>The United Nations states that ‘the COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries on all continents’. In his 2020 yearbook piece, one of our school captains reflected that ‘education and being in a position to receive it has never been more of a privilege than it has this year. It is a socially and personally essential part of the human life.’ In an era where social media recognises and elevates youth voices, our school systems should also recognise the power of harnessing student voice.</p> <p>The shift to remote and flexible learning in Victorian schools in Term Two provided a unique opportunity for Frankston High School to trial new teaching and learning practices, implementing systems which emphasise opportunities for authentic student voice and agency. During this challenging time we utilised the platform Microsoft Forms as a communication and feedback tool; harnessing student voice to develop and then adapt the remote learning environment for our students, giving students greater opportunities to have a say in their learning.</p>	<p>Kylie, Sarah and Georgie are members of the Frankston High School leadership team, who bring varied backgrounds to the school’s Student Voice and Agency team.</p> <p>Kylie is an Assistant Principal with an interest in positive school climate and a background in student engagement and management.</p> <p>Georgie is currently leading the English Faculty and is an advocate for student voice and agency in all areas of the school, having led a range of extra-curricular programs.</p> <p>Sarah has a passion for student leadership and is currently the Director of Student Leadership and Community Engagement. The Frankston High School student leadership program is well known and renowned in Victoria.</p>

		Classroom teachers used Forms to gather student feedback and make improvements to their pedagogy, addressing students' diverse learning needs; the school leadership team and year-level coordinators used Forms to understand student well-being needs, increase engagement in the remote setting and connect students to support services; and our Student Leadership Council utilised Forms to collect vital student data on classroom experiences, to inform the student-led workshops they are developing for teachers.	
<b>Jennifer Wheatcroft</b>	Diversity and Inclusion Ambassadors	Brunswick North West Primary School Student Leaders	Brunswick North West Primary is a school that prides itself on a strong sense of community. Our students are at the centre of everything we do and achieving a vision of a curious, compassionate, and creative community is the focus of each decision we make. Located in Victoria, our school was under lock down, with the students learning remotely for half the schooling year. We currently have 57 students across the school in official leadership positions, however we believe everyone's voice plays a valuable role in creating our vibrant school community!
<b>Benjamin Zonca</b>	'Making' the space for just, humane and ethical relationships	This presentation aims to rethink and make practical the way that researchers, teachers, and students 'make' data and do data engagement in a pragmatic, joyful and compassionate way (Ellingson and Sotirin, 2020). I present a shared experience of 'making' materials with students during the Victorian remote learning period, pursuing more just, humane, and ethical relationships in a difficult time through making together. Researchers, teachers, and students alike bring data into being. We construct, build,	Benjamin Zonca is currently a PhD student at Deakin University. His project is focused on teacher subjectivity in the International Baccalaureate Primary Years Programme and the possibilities and consequences of being otherwise to the intelligible teacher image in this context. Benjamin is also Assistant Principal/Grade 4 teacher at Auburn South Primary school in Victoria.

	<p>concoct, formulate, craft, produce to ‘make’ data in relation to each other and the non-human environment. Yet, data in schools are more commonly caught up in positivist assumptions of proof, confirmation, or denial of the experience of young people. ‘Making’ data with students is thought as a process of materializing the messiness and contingency of young people’s remote learning experiences. As such, I explore the possibilities of not thinking young people’s materials as static productions to be assessed. But as evolving and transforming, affecting us and our relationships with each other as we engage and re-engage with them over time. Through presenting materials made during this time, I hope to engage participants in the process of making materials in a digital space, exploring the affect these materials had (and continue to have) on members of the immediate classroom and wider education community.</p>	
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