



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

**PRESENTERS**

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

<b>Presenter/s</b>	<b>Title</b>	<b>Abstract</b>	<b>Biography</b>
<b>Jennifer Antoni</b>	Absent and Silent: How Students Experience Chronic Absenteeism Policy and Practices	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 & Hawkins, 2002; Kearney, 2008; Gubbels, van der Put, & 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 & 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	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>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 giving voice to school leader, student and parent perspectives.</p>	
<p><b>Martina Bateson</b></p>	<p>Schooling, identities and learning journeys: Young people's narratives about coming into and experiencing flexible and inclusive education</p>	<p>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</p>	<p>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.</p>

		<p>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.</p>	
<p><b>Duc Tri Bui</b></p>	<p>Student Voice is not a Student Leaders Only Club</p>	<p>Student voice is a form of democracy that is not often talked about in schools. Like democracy, student voice is the best way that systems and structures can be improved. The only way to improve student voice is by having more student voice which means adding more students to the conversation. In my presentation, I will be talking about my experiences with student voice from a young age including notable roles as a member of the Education State Student Advocacy Group and as state representative in the National Ministerial Youth Workshop and how I managed to get there. I will emphasise throughout the talk that I had no leadership roles when given these great opportunities and in fact I was rejected for every leadership position I applied for at school. In these experiences, I have met many students who were not necessarily leaders of their prospective schools but they were passionate about sharing their opinions about the current school system and promoting change to help their fellow students. In this talk, I will be using my past experiences and examples of students that I have talked to when going over the characteristics of a model student advocate and ways that student voice can be inclusive and amplified to create positive change. The main take home message that I want the audience to have is that we need to include everyone who is interested in creating change to the</p>	<p>I am an expert procrastinator in year 11. I have been involved in student voice for years. Some notable involvements include being a member of the Education State Student Advocacy Group and a state representative in the National Ministerial Youth Workshop. I am a part of the Oaktree Student Ambassadors and the Young Leaders program of the City of Greater Dandenong where I work in teams creating ideas that help out people in the community. Currently I work with students around the world on student-led initiatives. Yet to my parents is not better than getting an A+ in maths.</p>

		conversation not just the student leaders.	
<b>Lauren Clark</b>	Finding a voice for students with complex communication needs	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 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.	Lauren Clark
<b>Rachel Finneran</b>	Happiness jars and worry boxes: A whole school student voice initiative	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	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

		<p>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 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.</p>	<p>single primary school setting.</p>
<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. 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. 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</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>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>	
<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.	Jimmy McArthur
<b>Thanh Mai Nguyen</b>	School priorities during Covid-19	What were school-system priorities in the age of coronavirus?	
<b>Alexandra Perrott</b>	Youth Connect: Youth voices in Hume.	<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. Everyone benefits when children contribute.</p> <p>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</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 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>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. All messages conveyed by this presentation are authentically derived from the young people that they represent. 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><b>Larissa Raymond</b> <b>Dr Jayne Louise Collins</b></p>	<p>Learner Agency: a journey of being &amp; becoming, in partnership &amp; in community.</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 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. 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</p>	

		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.	
<b>Iva Strnadova</b>	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>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 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>	Iva Strnadová 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 included in the role of researcher.
<b>Kylie Williams, Sarah Bahramis, Georgie Long</b>	Using Microsoft Forms to harness authentic student voice	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	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. Kylie is an Assistant Principal with an interest in positive school climate and a background in student engagement and management. Georgie is currently leading the English



		<p>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>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.</p>	<p>Faculty and is an advocate for student voice and agency in all areas of the school, having led a range of extra-curricular programs. 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>
<p><b>Yungla Zerbe</b></p>	<p>Diversity and Inclusion Ambassadors</p>	<p>In East Gippsland the Diversity and Ambassador program enables young people from remote, rural and isolated areas to explore important issues while learning from each other and working as a team. The project aims for decision making to be guided by student voice, as they work together to develop plans and goals in regard to diversity and inclusion in East Gippsland.</p>	<p>Yungla Zerbe</p>

<p><b>Benjamin Zonca</b></p>	<p>'Making' the space for just, humane and ethical relationships</p>	<p>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, 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>	<p>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>
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