

Students' perspectives on learning and teaching: Informing inclusive practice

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Acknowledgements

All the voices in the book – thank you for speaking out!

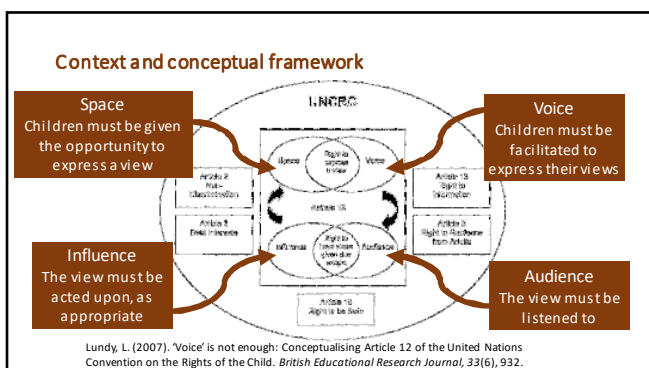
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Children's rights and their voices in education

- What is inclusion (and exclusion) like from the inside?
- Context and conceptual framework for student voice
- The voices
- Audiences and influence
- Spaces provided for voices
- Framing and filtering of voices

Acknowledging the validity of student perceptions in the context of their own experiences is of particular importance when those experiences involve key environments for children, such as school.



The voices

- Kiwi kids talking about involvement in a wellbeing program at school
- Primary aged international students talking about their wellbeing in an Auckland school
- Adolescents caught up in disciplinary procedures in schools or excluded from schools talking about quality of school life, belonging, participation and engagement
- Māori RTLBs reflecting on their school experiences now they are specialist teachers
- Australian Aboriginal students talking about literacy in their lives
- Young children with speech language learning difficulties
- A young adult with intellectual disability reflecting on her school experiences
- Future teachers exploring student voice as part of their enquiry approach to teaching
- Mother and son dyads, sharing their experiences of supports in school

Space – how were the voices facilitated, framed and filtered?

How was this done?

- Asking questions (questionnaires, interviews, focus groups)
- Kōrero and self-reflection in long term relationships in a kō
- Children's workbook activities
- Photography
- Autobiographical journal writing
- Through those who know us well

By whom?

- Parents, teachers, tutors and workshop leaders, researchers, colleagues, selves

Audience and Influence

Selves

Teachers

SENCOs

School co-ordinators and policymakers

Programme managers and funders (international student support, wellbeing programs, literacy intervention)

Whānau and school communities

An example chapter: Australian Indigenous students' perspectives on literacy in their lives

Project Objectives

1. Increase the literacy performance of Indigenous students;
2. Increase teacher capacity to use student data to drive literacy performance;
3. Strengthen school leadership and whole school engagement with literacy and numeracy; and
4. Strengthen school engagement with parents of Indigenous students.

Literacy Snapshots



A celebration of our reading
at home and at school

You will be given a camera to capture reading in your life

- You are to take photos of things that happen at home that are to do with **reading**
- It could be you **reading** alone or with someone else. (You will need to get someone else to take this photo.)
- It could be you or someone else in your home **reading** – a newspaper, a book, a magazine, their homework, a TV guide, the captions on the TV, the computer, a recipe – anything that involves **reading**.

Photovoice coding

- **general reading progress** "I read better in class." "I'm reading thicker books and they are easy.;"
- **specific reading skills** "I can read bigger words and use them in my writing." "It has helped with spelling and knowing more words.;"
- **application of reading skills** ("I have learned more about words, nouns, pronouns and adjectives." "I use rules to work out words.;"
- **positive emotions associated with reading** "My reading is pretty much the same everywhere – It is excellent!" "I feel confident about reading out loud now.;" or
- **social dimensions of being a reader** "I read to my mum every night, and my brother too." "We read together now and everyone says how well I read."

