



STUDENT EMPOWERMENT

Professional learning for teachers

Beyond voice: Ethically working with student voice-based assessment data

Audience: all teachers with some familiarity with student voice

Thursday 16 March, 9:00-3:30pm, Melbourne Graduate House, Parkville

Cost: Free to teachers from Department of Education and Training schools or schools with an ICSEA of less than 1000.

All other schools: \$250

Session description

In this interactive workshop day, we will explore two challenging elements of student voice work. The first half of the day focuses on what to *do* with student voice data once it has been gathered. How do we interpret and act on student perception survey responses in an individual class and whole-school context? The second part of the day explores how to respond to complex *ethical* scenarios where students, teachers and administration may have different student voice-related goals and interests. We will explore a range of scenarios where student voice can be a catalyst for challenging decisions around power, teacher autonomy and care.

Facilitator details:

Laura Newman

Laura is a humanities and media educator with interests in student agency, culturally responsive teaching and literacy. She loves teaching and working alongside teachers and young people, having ‘cut her teeth’ as a high school teacher in Melbourne’s outer western suburbs. She is Executive Officer of Social Education Victoria, a subject association for teachers of politics, sociology and civics and citizenship. Laura is a lecturer and clinical teaching specialist at the Melbourne Graduate School of Education. She is an education geek and has written about social education and developed content for organisations such as the ABC, the Victorian Curriculum and Assessment Authority as well as the Social Education Victoria publication, *ethos*.

Dr Ilana Finefter-Rosenbluh is a Senior Lecturer in Educational Assessment and Ethics in the Faculty of Education at Monash University. A former Research Affiliate with the Justice in Schools project and Postdoctoral Fellow at the Harvard Graduate School of Education, her scholarship includes investigations of assessment – particularly the use of assessment data, tools, and procedures (e.g., feedback/perception surveys) in education settings and how they could be used to support educator practice. She has conducted extensive research on the use of student perception surveys, as student voice-based teaching assessment initiatives, in both Australia and the US. A school counsellor by training, Ilana draws upon her extensive work experiences in diverse international educational environments. <https://research.monash.edu/en/persons/ilana-finefter-rosenbluh>

