



ESRC Seminar Series RES-451-26-0165

ENGAGING CRITICALLY WITH PUPIL VOICE

Children & young people as partners in school & community change

Seminar 2
CHILDREN AND YOUNG PEOPLE'S ENGAGEMENT
IN CHANGING SCHOOLS

PROGRAMME
Day 1

Monday 14th November, 2005

9.30 am *Registration / Coffee*

10.00 am – 10.10 am **Welcome from Team Leaders**

- Welcome to teams, visitors and visiting speakers
- Reaffirming what we are about

10.10 am – 10.30 pm **Stepping Back to Look Forward**

- In existing small working groups (with visitors attached) spend 20 minutes reconnecting to issues arising from the last seminar and identifying some of the issues, challenges and on-going questions that seem central to how we understand 'pupil voice' that you would like to explore further on these two days and at our subsequent seminars
- Post-its on flips, but no plenary – just logging some issues publicly

Session 1 10.30 am – 11.30 am	'From home <i>to</i> school - what might real personalisation look like?' Speaker: Keri Facer <i>Nesta FutureLab</i>
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Presentation [40 mins] *10.30 – 11.10 am*

- 40 minutes to present work
- End by identifying some of the key issues, challenges and questions arising from the work that will help take our thinking forward

Discussion [20 mins] *11.10 – 11.30 am*

- Dialogue with Keri – questions, comments, etc

11.30 am – 11.40 am *Coffee etc served in the room*

contact us

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Day 1 Monday 14th November, 2005 (Continued)

Session 2 11.40 am – 12.40 pm	‘“Voice” is not enough: the implications of Article 12 of the United Nations Convention on the Rights of the Child for education’. Laura Lundy <i>Queens University Belfast</i>
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Presentation [40 mins] 11.40 – 12.20 am

- 40 minutes to present work
- End by identifying some of the key issues, challenges and questions arising from the work that will help take our thinking forward

Discussion [20 mins] 12.20 – 12.40 pm

- Dialogue with Laura – questions, comments, etc

12.40 pm – 1.10 pm

Small Working Group Dialogue

- In existing small working groups
 - (a) In relation to the issues and questions you posted earlier in the day, reflect on the morning session and hear from group members what’s emerging for you that seems really important (Revelations, insights, concerns, etc) in terms of your developing understanding of ‘pupil voice’.
 - (b) Post any additional points / questions / issues arising on existing flips
 - (c) As a group decide on one or two key issues to share in the Open Dialogue session after lunch. Nominate a rapporteur

1.10 pm – 2.00 pm

Lunch

2.00 pm – 2.30 pm

Open Dialogue

Share Issues [20 mins] 2.00 pm – 2.20 pm

- Rapporteur to *very briefly* share one or two key issues or questions from your pre-lunch discussions

Keri [5 mins] 2.20 pm – 2.25 pm

- 5 minute space to respond to the group reflection in whatever way you wish

Laura [5 mins] 2.25 pm – 2.30 pm

- 5 minute space to respond to the group reflection in whatever way you wish

Session 3 2.30 pm – 3.30 pm	‘Re-designing children’s role in schools: using learning theory to inform research into change’ Bridget Somekh <i>Manchester Metropolitan University</i>
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Presentation [40 mins] 2.30 – 3.10 am

- 40 minutes to present work
- End by identifying some of the key issues, challenges and questions arising from the work that will help take our thinking forward

Discussion [20 mins] 3.10 pm – 3.30 pm

- Dialogue with Bridget – questions, comments, etc

3.30 pm – 3.50 pm

Tea

Session 4 3.50 pm – 4.50 pm	‘Pupil voices, digital productions and media cultures in a specialist media arts college’ Andrew Burn <i>London University Institute of Education</i>
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Presentation [40 mins] 3.50 – 4.20 pm

- 40 minutes to present work
- End by identifying some of the key issues, challenges and questions arising from the work that will help take our thinking forward

Discussion [20 mins] 4.20 – 4.50 pm

- Dialogue with Andrew – questions, comments, etc

4.50 pm – 5.20 pm

Open Dialogue

Share Issues [20 mins] 4.50 pm – 5.10 pm

- Discussant to *very briefly* summarise/ refocus one or two key issues or questions arising from both presentations.

Bridget [5 mins] 5.10 pm – 5.15 pm

- 5 minute space to respond to the discussant in whatever way you wish

Andrew [5 mins] 5.15 pm – 5.20 pm

- 5 minute space to respond to the discussant in whatever way you wish

5.20 pm – 5.30 pm

Rounding Off the Day

- Round off the day / say a bit about evening arrangements / look forward to tomorrow

6.30 pm

Meal at the Didsbury Village Restaurant

(self-funded, special rate for 3-course *menu prix fixe* before 6.45 pm)

Day 2

Tuesday 15th November, 2005

9.00 am

Coffee

9.30 am – 9.40 am

Scene Setting / Goals for Today

- Links from yesterday to today
- Structure of the day
- Where we hope to be up to by the end of the day

9.40 am – 10.10 am

Stepping Back to Look Forward

- In existing small working groups spend 20 minutes reflecting on yesterday and the points captured on post-its reminding us of some of our current challenges and puzzles
- Add post-its / amend existing ones

Session 5 10.10 pm – 11.10 pm	‘Children’s voices in language brokering events’ Nigel Hall <i>Manchester Metropolitan University</i>
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Presentation [40 mins] 10.10 – 10.50 am

- 40 minutes to present work
- End by identifying some of the key issues, challenges and questions arising from the work that will help take our thinking forward

Discussion [20 mins] 10.50 – 11.10 am

- Dialogue with Nigel – questions, comments, etc

11.10 am – 11.30 am

Stretch Legs + Coffee

Session 6 11.30 am – 12.30 pm	‘Students researching safety and bullying’ Pat Thomson, University of Nottingham; Helen Gunter, University of Manchester and students from Knutsford High School
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Presentation [40 mins] 11.30 – 12.10 pm

- 40 minutes to present work
- End by identifying some of the key issues, challenges and questions arising from the work that will help take our thinking forward

Discussion [20 mins] 12.10 – 12.30 pm

- Dialogue with Pat, Helen and the children – questions, comments, etc

12.30 pm – 1.00 pm

Open Dialogue

Share Issues [20 mins] 12.30 pm – 12.50 pm

- Discussant to *very briefly* summarise/ refocus one or two key issues or questions arising from both presentations.

Nigel [5 mins] 12.55 pm – 1.00 pm

- 5 minute space to respond to the discussant in whatever way you wish

Pat, Helen and the Knutsford students [5 mins] 12.50 pm – 12.55 pm

- 5 minute space to respond to the discussant in whatever way you wish

1.00 pm – 1.50 pm

Lunch

1.50 pm – 2.10 pm

Briefing for Small Working Groups

Briefing to

- Set the scene with regard to writing activity
- Recognition that not everyone will want to write or be in a position to write
- Nonetheless this seminar entails a commitment to support others doing so (e.g. reading drafts / email discussion / phone conversation / general encouragement)
- Outline possible ways in which the work of the groups may be co-ordinated from here-on-in
- Checking whether people are happy with the small working groups that were formed at Sussex
- Mention possible outcomes / spaces where the work of the group can be read / heard

2.10 pm – 3.20 pm

Small Working Groups

- Share work done since Sussex
- Reflect on what we’re learning today that may help us shape a ‘writing agenda’

- Make any appropriate connections between the two
- Agree ways forward

3.20 pm – 3.30 pm

Taking Stock, Moving Forward

- Look ahead to the Nottingham Conference
- Suggestions about process and content that we need to take forward.

3.30 pm

Tea / Depart

Bridget Somekh 24th October, 2005