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An investigation of the relationship between teachers and students and their ideas of Student Voice in one NIS school in Kazakhstan

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Context

- ‘legacies of the Soviet era still pervade the Kazakhstan education system’ (McLaughlin and Ayubayeva, 2015, p.55)
- ‘travelling policy’ (Silova, 2005)
- the current reform in the education system (Bridges, 2014)
- 20 NIS schools – to modernise the secondary education system in Kazakhstan (SPED, 2010)
- ‘points of growth’ (Fimyar, 2014)

Methodology

- Social constructionist paradigm

Questions	Design
<ul style="list-style-type: none">•What are teachers' and students' attitudes to 'Student Voice'?•To what extent is Student Voice embraced in the school?•What constitutes the relationships between teachers and students?	<ul style="list-style-type: none">•Lesson observations;•an interview with a teacher;•a group interview with students;•personal observations during our meetings;•my personal ethnographic experience as a teacher

'Findings'

- *Talking about Student Voice... we have never heard about this... (Nina, teacher)*
- *I mean there is no such notion as Student Voice... (Freezebee, student)*
- Kazakhstan ratified the Convention on the Rights of the Child in 1994 (UN, n.d.)
- Currently pupil participation is not presented in the Law about Children's Rights in the Republic of Kazakhstan (MEoS , 2014)
- A range of reforms in educational system have not emphasized the importance of Student Voice ideas

What do you understand by Student Voice ideas?

- *It is an opportunity to tell out my opinion, share my thoughts and ideas **with everyone in the school**, including both teachers and classmates... (Eagle, student)*
- *So that this **opinion is heard**... (Freezbee, student)*
- *And **fairly considered**... so that **rights of students** are not undermined... (Yellowman, student)*
- *That is to say, **democracy**... it exists indeed and applied in society as a set of unspoken norms, but not as just a written school policy... (Jackdaw, student)*

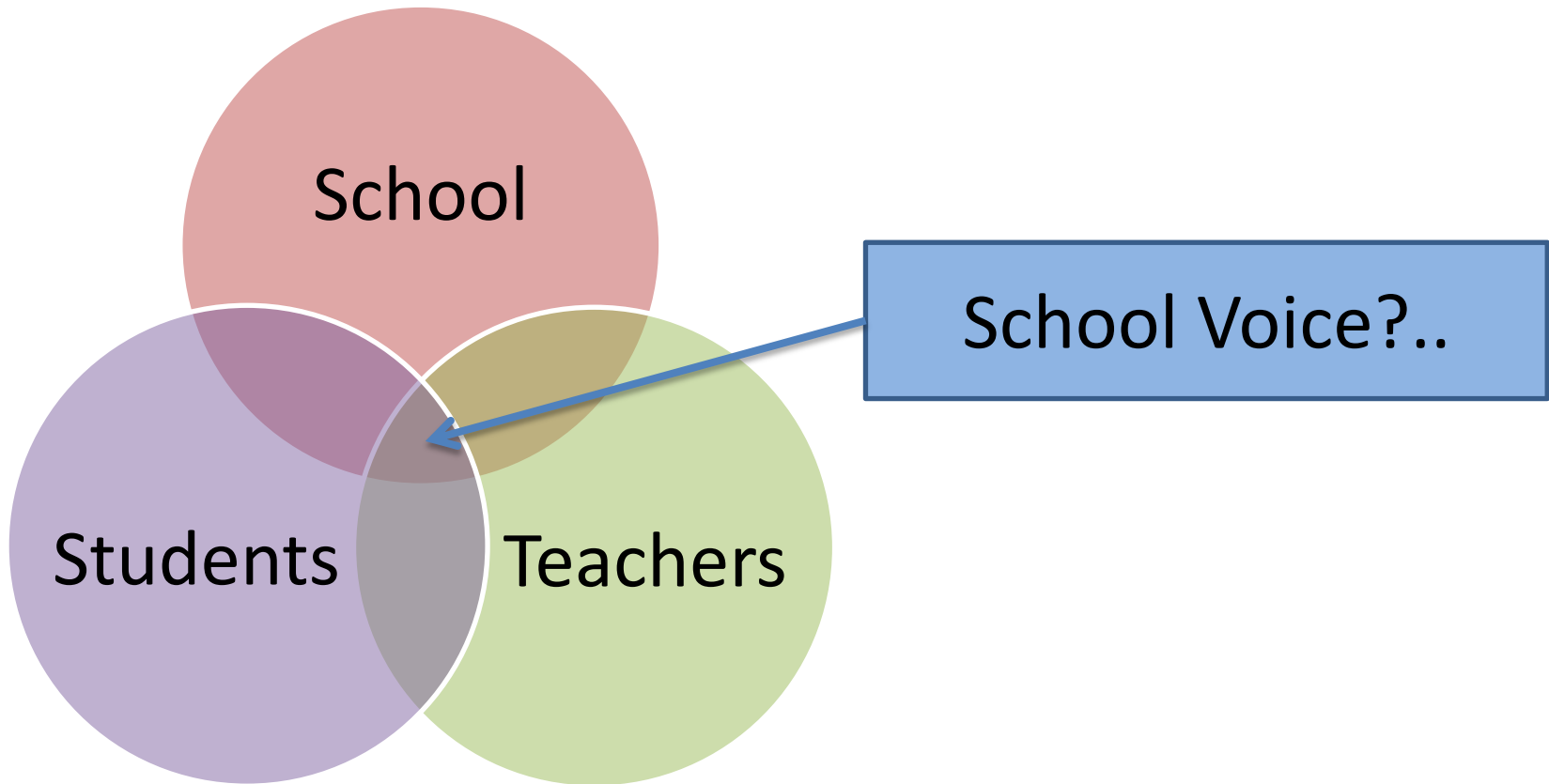
Student identity

- *...Year 12 is a special category... (Nina, teacher)*
- *I think that the older we become the more our Voice is considered. I don't remember such thing in Year 6 or 7... (Jackdaw, student)*
- It is not easy to challenge discourses of traditional power relations because these requires fundamental 'transformation[s] of what it means to be a student; what it means to be a teacher' (Fielding, 2004, p.296)
- Student Voice requires teachers to rethink the notion of childhood and being a student (Rudduck and Fielding, 2006)

- *...students should be taught how to communicate and express their opinions – everything should be taught, because otherwise we will not hear students... (Nina, teacher)*
- pupil consultation does not provide ‘independently constructed “voices” rather they are “the messages” created by particular pedagogic contexts ’ (Arnot and Reay, 2007, p.317)
- ‘what is done under and the name of equality, democracy and emancipation often results in its opposite in that it reproduces inequality and keeps people in their place’ (Bingham and Biesta, 2010, p.45)

School Voice?..

- *...respect must be here... (Nina, teacher)*



'Emerging' School Voice

- Further Research Questions:
 - What is a place of Students and Teachers in the power distribution in the school?
 - What will be affected by and Who will affect a School Voice initiative and to what end?

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Thank you!

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