TEACH[R]

Policy making and student voice: Including Australian secondary students in policy making

Ashleigh John
Adventist Schools Victoria
ashleigh.john@asv.vic.edu.au

Adelle Faull
School of Education and Science, Avondale University, Cooranbong, NSW
adelle.faull@avondale.edu.au

Marion Shields
School of Education and Science, Avondale University, Cooranbong, NSW
marion.shields@avondale.edu.au

Keywords: Student voice; decision making; educational policy; AI policy, Gen AI

Abstract

This paper examines the concept of student voice and its potential role in shaping educational policy, particularly in the context of Artificial Intelligence (AI) policy, a rapidly expanding technology recently introduced to schools. It explores the current research trends on student participation in decision-making and student voice, highlighting the benefits of incorporating student perspectives for more effective and inclusive policies. The review identifies a significant gap in research on student voice in education policy, especially AI Policy, despite the rapid adoption of AI tools in classrooms. To address this, research questions focus on the impact of student voice in policy development, strategies for effective student participation, and the potential benefits of incorporating student perspectives in AI policy. By synthesising existing literature and suggesting future research directions, this paper aims to contribute to a deeper understanding of how student voice can enhance educational policy, especially in the evolving landscape of AI in education. Ultimately, it advocates for a more inclusive and student-centred approach to policy formulation, ensuring that the voices of those most impacted by educational decisions are heard and valued.

> *Student voice gives students the opportunity to communicate their ideas and opinions*

Introduction

Policies are a critical aspect of effective school function developed by the school management team together with the school council, directly impacting the students and their day-to-day involvement with the school. Behaviour policies or acceptable use agreements for ICT are examples of educational policies where student voice could be incorporated. However, student perspectives and, subsequently, their voice, are generally missing from policy development. Student voice gives students the opportunity to communicate their ideas and opinions within their own educational environment; it is about students being empowered to influence change. Further, research has consistently shown that good policy development involves input from all stakeholders to which the policy relates. (OECD, 2021).

This paper focuses on current and past trends in research regarding the use of student voice as a contributor to policy development. This investigation is vital at the present time, as the focus in literature regularly argues the use of student voice as a strategy for increasing engagement in the classroom (Mitra, 2008; Mitra, 2018; O'Conner, 2022), but it rarely examines its application in other aspects of education. Over the years, the focus has been on the development of models around student voice in individual learning, rather than in other areas where student voice is critically needed. This review brings to light the gaps in research literature and highlights the necessity of including the influence of student voice in

the formulation of educational policies.

Schools should not limit student voice and agency to just their learning; it is crucial to extend this to school decision-making. As students become more aware of their rights and their capabilities, schools have a valuable opportunity to foster a sense of ownership and collaboration by encouraging students to actively participate in decisions about how the school is shaped for them and in creating a solid partnership (Kamara, 2016). The concept of student voice has been extensively researched, and evidence continues to highlight the positive impact of allowing student voice to permeate a school (Mitra, 2018). The research indicates that including student voice not only enhances learning outcomes (Kamara, 2016; Mitra, 2018; Gillett-Swan, 2022) but also contributes to improved student well-being, health, and attendance. Recognising these benefits, schools worldwide are actively exploring and implementing frameworks to integrate student voices into their classrooms and broader school operations.

Research Question/s

This paper explores current literature to discover whether student voice is included in school policy development, and if so, how the students are involved in this development. Further, what are the outcomes, or impact, of the inclusion of students in this process? Current literature is also examined regarding policies on AI in schools, and how the inclusion of students in policy development might be applied to the development of AI policies.

Literature Review

Student voice

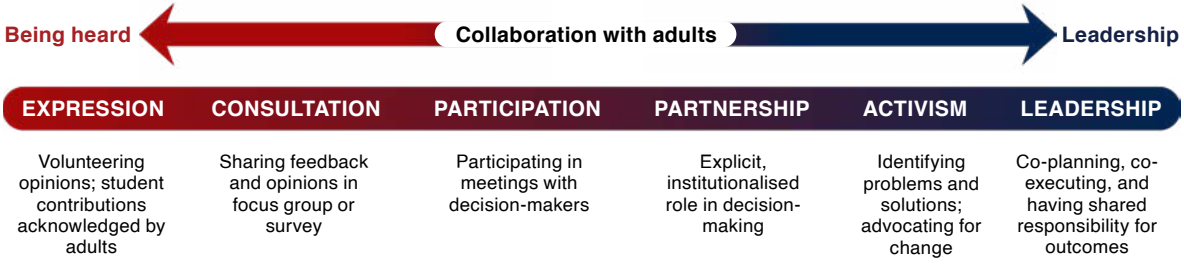
The term 'student voice' varies in meaning across the field of educational research. There are many discrepancies between the ways researchers have defined this term (Cook-Sather, 2018). In this paper, it is essential to consider and understand how researchers have used the term 'student voice'. In some areas of research student voice is used specifically to refer to the participation of students in the classroom to construct learning or occasionally within school decision making (Mitra, 2018; O'Connor, 2022), as opposed to others who refer to student voice in an unspecified way and leave it up to the reader to interpret what student voice could mean, based on preconceived notions and perceptions of the concept of student voice (Biddle, 2019; Cook-Sather, 2006; Toshalis & Nakkula, 2012).

This literature review focuses on the concept of student voice developed by Jeffery and Bograd (2021). Their concept arose from combining two current models of student voice already in existence that were created by Toshalis and Nakkula (2012) and Mitra and Gross (2009), the four foremost authorities on research into student voice. This "spectrum of voice" ranges from utilising lower-order skills like simple consultation to working towards integrating higher-order skills like activism and leadership, as described by Jeffery and Bograd (2021) in Figure 1. This spectrum includes both constructs of student voice and succinctly defines the participation levels, allowing teachers and schools to employ more targeted student voice strategies.

Further, this spectrum allows for students of more diverse learning needs and those from culturally and linguistically diverse backgrounds to be included in the voice process and to use their voice at levels that are comfortable for them (Jeffery & Bograd, 2021). The conceptualisation of student voice as a spectrum allows for those involved in policy making to create a framework for themselves to measure their progress in the inclusion of student voice at all levels of school. This is evident already in Europe with the Council of Europe Children's Rights Division and Youth Department publishing a document that

> *"Schools should not limit student voice and agency to just their learning; it is crucial to extend this to school decision-making"*

Figure 1: *Types of student voice (Jeffrey & Bograd, 2021, p. 2)*
Adapted version of Toshaliis and Nakkula's "The Spectrum of Student Voice Oriented Activity" and Mitra and Gross' "Pyramid of student voice".



Sources: This graph is adapted from Eric Toshaliis and Michael L. Nakkula, "Motivation, Engagement, and Student Voice" (Boston: Jobs for the Future, 2012, available at https://jfsvpro.prime3.s3.amazonaws.com/servlet/), and Mitra and Steven Jay Gross, "Increasing Student Voice, Opt Out, Dual D, Mitra and Steven Jay Gross," Increasing Student Voice in High School Reform: Building Partnerships, Improve Outcomes, Educational Management Administration & Leadership 32:4 (2004): 522–54, available at https://www.buildingstudentvoice.org.uk/resources.

assesses the level of child participation or voice across levels of government that member states can use to ensure that they are complying with Article 12 of the UN Convention on the rights of the Child (United Nations Convention on the Rights of the Child, 1989). When looking at policy development and using the "spectrum of student voice", student activism is the level that a school would want to encourage for student voice to be successful for policy construction and consultation, as this is when the students are entirely able to comprehend and rationalise the issues that they face and can identify and articulate these issues. At this stage of student activism, they are also supported to share these ideas due to the higher level of collaboration with adults and school leadership.

Student participation in decision making

> *Over the years, the consensus of researchers on student participation has amounted to tokenism, which is a form of non-participation*

Across the broad scope of research, the literature reveals a wide range of student involvement within school life and management. Some studies have shown it can be used to influence government sectors, where students are being brought in to comment on high-level decisions (Kane & Chimwayange, 2014) or, conversely, other papers refer to student voice being used solely at the classroom level (Skerrit et al., 2021). Notably, there is very limited research available that distinctly measures the impact of students on the general decision making of a school, despite a varying degree of hypotheses on the topic; the area remains largely under researched (Henebery, 2022).

Student voice in practice tends to deepen student participation in decision making (Smith, 2023). In her article, *Children's Participation in Decision Making: The Perception of Teachers and Student Leaders*, Smith (2023) examines the difference between two schools' views of child participation in decision making. She found that in one school where authentic participation existed, the adults facilitated and organised opportunities for the students to have their voices heard. This finding points to the need for a deep understanding of students, their expertise and how they can contribute to the decision-making processes, as well as allowing them to express their needs. "Student expertise needs to be recognised and facilitated so they can implement the changes" (Smith, 2023, p. 6). However, "where adults offered contrived or limited opportunities, children had little voice or agency, and authentic participation did not occur." (Smith, 2023, p. 6). Ab Kadir (2018) discusses the importance of the development of educational policies and reforms to emphasise critical thinking skills for the 21st century. He suggests that schools can leverage, within the proper context, these policies to create an environment where students become co-agents of their own education (Ab Kadir, 2018). Being able to think critically is an essential skill that enables anyone to be able to rationalise the world around them. If students are able to have the capacity to master critical thinking skills and apply them as well, the student voice would be amplified and would position students as transformative co-agents in the school decision making process. This development of critical thinking skills could also support a systemic inclusion of students for overall educational change (Jones & Hall, 2021). The concept of a 'thinking student' is not new in the realm of education, and there are significant bodies of research into teaching critical thinking skills as well as the benefits of students gaining these skills. A promising research direction would be to investigate a correlation between a student's ability to think critically and their engagement with school processes, decisions and policies. This research has the potential to shed light on the possible connection between critical thinking abilities and a model that represents student voice.

Educational Policy

Over the years, the consensus of researchers on student participation has amounted to tokenism, which is a form of non-participation (Lundy, 2018). However, a counterargument to that statement is that sometimes tokenism is needed to start the change and that it is better for student participation to be a token than do nothing at all to involve them in what may just end up being a tokenistic endeavour anyway (Lundy, 2018). For over thirty years, the United Nations Convention on the Rights of the Child has paved the way for students' rights to participate in decision-making.

Consistently, reviews of literature around educational policy struggle to identify the inclusion of a genuine student voice, and if it is included, it is seen as tokenistic (Mitra, 2005, 2008). Within educational policy research, there is a perception that 'adults know best', which is a common theme in numerous research papers that focus on the use of student voice and educational policy (Ab Kadir, 2018). The ways in which policy is developed have changed over time, with a substantial shift towards a more collaborative approach of system governance noticed across research (Förschler & Decuypere, 2024). Following this collaborative approach would provide significant opportunities for schools and policy developers to include a more diverse representation of voices within their policies.

Educational Policy is a broad term that encompasses all levels of policy, from school operational policy to overarching governance. The next section considers school-based policy, which is policy that is operational and that directly impacts a student and their schooling; for example, policies such as a Student Use of Mobile Phones Policy or a Behaviour Management Policy.

School-based policy development

Students comprise the largest population of educational stakeholders, and yet, according to Jeffrey and Bograd (2021), they are rarely included in educational governance at any level. School-based policy development directly impacts this key stakeholder group, though they are often left out. In this paper, the focus is on school-based policy development and policies related to the organisation of the school-topics that directly impact students themselves. It is also important to note that at a school level, many policies and frameworks are developed that directly impact vulnerable groups of students, such as those from culturally and linguistically diverse backgrounds or Aboriginal and Torres Strait Islander groups, who are provided with little opportunity to be involved during the development of these policies (Jeffrey & Bograd, 2021).

The school council and leadership teams usually develop operational policies for the school. To help students succeed, those who establish these policies for the students should include them in every stage of the process (Skerrit et al., 2022). Recent literature in this area is shown to be lacking significantly in research on the potential impacts that involve these mentioned groups of students and others, as these are the policies that purport to help them engage with schooling and achieve on-par educational outcomes with the national standard (Jeffrey & Bograd, 2021). In recent times, schools have been scrambling to work out how to integrate Artificial Intelligence into schools and generate policies to prevent the tool's inappropriate use and preserve academic integrity (Carey, 2023). Students have been the early adopters of this new technology. Hence, there is an excellent possibility for being proactive and bringing students into the conversation on how Artificial Intelligence in schools should be regulated to maintain academic integrity.

Artificial Intelligence Policy

Artificial Intelligence is a concept that has been around since 1957, when it was initially defined as the "science and engineering of making intelligent machines" (McCarthy, 2007, p. 2). Today, AI has a wide range of applications designed to simulate human intelligence processes such as speech recognition, decision making and administration. However, in recent years, AI's impact has significantly expanded. The emergence of Artificial Intelligence tools in education, specifically Generative AI (GenAI) tools, has revolutionised the teaching and learning process as it can be used to create new content, including audio, video, and text generation in response to user prompts. Applications like ChatGPT and CoPilot are two examples of the many iterations of Generative AI available for students and staff.

Several frameworks have been developed to address the need for regulation and control in the education sector, as this is a rapidly evolving landscape. (Lao, 2020; Song et al., 2024; Touretzky et al, 2019). These frameworks, while assisting teachers with the deployment of AI in their classrooms, do not specifically address the ways in which governance of AI tools can be achieved, though they can accommodate student voice as a critical element in the process of policy making.

Most recently, the Australian Government (November 2023) has released a national framework regarding the use of Generative AI (GenAI) tools in education. This framework broadly outlines how schools are encouraged to safeguard against difficulties with GenAI, such as academic integrity and the protection of student data, as well as how best to engage students in learning about AI; however, research is limited about developing AI policy with the student in mind. Most research that has been or is being developed focuses on regulating GenAI rather than how to broach the learning of it and the subsequent impact of it on a student's education (Schiff, 2019).

In his paper, Schiff (2019) discusses the lack of public attention on the educational uses for AI, with the focus being on the military, cybersecurity and ethics rather than the education sector. Schiff (2019) alludes to the lack of research in education being linked to an economic viability, as well as the constant euphoria and then depression that educational technology tends to go through when teachers are not well-resourced and subsequently struggle to take on board and use the newly introduced technology. It is interesting to note at this point that most research states the history of Artificial Intelligence from its birth in the 1950s. Yet, no one has argued the need for AI to be regulated or developed into policy until the recent introduction of GenAI and its quick permeation into the education sector (Berendt et al., 2020). Currently, the research into AI and policy is extremely narrow and related to regulating the development of AI technology rather than its use. Still, the rapid progression of GenAI may see the tide of research change as it becomes more integrated into everyday life and especially into education.

At the end of his paper, Schiff (2019) rationalises that for successful AI educational research to occur, researchers must involve teachers and students in their research rather than treat them as 'accessories'. His point echoes other researchers outlining the critical role of stakeholders in research that can be applied directly to policy development (Elwood, 2013).

The Case for Generative AI

While writing this paper, the Department of Education

> *"at a school level, many policies and frameworks are developed that directly impact vulnerable groups of students"*

Victoria (2024) released a policy labelled Generative Artificial Intelligence Policy. They are the first state in Australia to formally implement GenAI as a teaching and learning tool in a formal policy. Whilst reading the policy at first glance, there is little evidence to show that students have been involved in the development of this policy; however, the Victorian Department of Education has a strong culture and focus on the benefits and use of student voice, so it is likely that they have consulted with students in some way, even if it could be considered tokenistic (Department of Education, Victoria, 2019). This Generative AI Policy formally implements GenAI as a teaching and learning tool and has the potential to have a significant impact on education in Victoria. It is therefore important that students are involved in its further development and implementation.

Student Engagement in Policy Development

Critical, though limited, research has demonstrated that when students are engaged in policy development, they offer unique insights and perspectives that might not be considered otherwise (OECD, 2021). Unfortunately, the research in this area, specifically around the perspectives of students in both primary and secondary school, is limited (Elwood, 2013). Drawing on their firsthand experiences in navigating the educational system, students can shed light on areas for improvement, identify systemic barriers, and highlight priorities that directly impact their learning and well-being (Fiarman, 2016; Mitra, 2008; Quaglia & Fox, 2018; Jones & Bubb, 2021). The implication is that by omitting 'student voice' from the process of policymaking, particularly in technological areas such as the use of generative AI, a body of valuable insight is ignored.

> *"there is a disconnect between children and adults who do not take the rights of children seriously"*

Current student voice frameworks are heavily classroom-focused and tend to have minimal detail or design that includes all levels of schooling, such as the Board of Directors (BOD) and school councils. This marginalises the likelihood of student voice being allowed to flourish in its most accurate form and permeate all levels of schooling, as adults consistently see student views as being worth less than those of adults (Kadir, 2018). A few researchers have highlighted the gaping hole that has been left by policymakers across numerous international educational contexts, not just in Australia (Cook-Sather, 2002; Kadir, 2018), which leaves one questioning why this topic is being skirted by those who have the most impact on amplifying student voice in educational change.

Across the research critiqued for this paper, there is an incongruity between the educational systems discussed in these papers and the lives of the young people whom these systems are meant to educate and empower (Kadir, 2018). The Victorian Child Safe Standards specifically state in Standard 3 that "Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously" (CCYP, 2023, p. 14). If this is a legislated compliance indicator, the logical question is: *What research has been done to show this works effectively, and if it has been done, why do schools not have access to it?*

The Need for Collaboration Between Adults and Students

Research shows that there is a disconnect between children and adults who do not take the rights of children seriously (Perry-Hazan, 2016). One feasible assumption is that governing bodies, consisting of adults, are too reluctant to give too much agency to students, particularly in the realm of education (Mitra, 2018). While we can discuss the inclusion of student voice and its benefits to educational policy, there is no actual 'playbook' for educators to use in order to make sure that they are doing it correctly. Maybe it is time to stop looking for a 'lesson plan' and start collaborating authentically with students within each school context. Adults need to learn to trust children in this respect and believe that they can think critically about what affects their involvement in learning, no matter their background or ability. In this context, Ashton-Hay and Williams (2023) argue the importance of developing 'inclusive mindsets' that consider the benefits of student voice in educational decision-making. We can see schools are promoting the importance of the involvement of students in the school self-evaluation process, but their participation in policy development tends to be left out (Skerrit et al., 2022).

In her research, Smith (2023) finds that within the constructs of an SRC (Student Representative Council), which usually could be defined as a tokenistic role of student voice, those who were found to have authentic participation had a high involvement of adults to facilitate and organise opportunities for student voice to be authentic. The other considerations that need to be made when discussing student voice and collaboration with adults are that both parties need to want to work together and support each other, and listen to ideas and opinions for it to be successful. Across research, there is clear evidence that adults and students are still looked at through the lens of two separate entities with clearly defined roles. Smith (2023) calls for re-evaluating these roles and bringing students and adults together for a deeper collaboration.

Discussion

When looking to the future of student voice in policy development, Australia can learn from its European counterparts about how they have successfully

infused student voice through all levels of schooling and government. One only must look at recent history to see how the student voice has been used to make massive worldwide changes (Hattenstone, 2021).

Essentially, a policy about including student voices at all levels needs to be thoughtfully developed if organisations are serious in their intent to include student voices in their policy development. The Center for American Progress says that once it has been placed in policy, it needs to be carried out (Jeffrey & Bograd, 2021). Institutionalising student voices from the classroom right up to the government level will ensure that students feel more included in the school organisation and, as research has shown, will have more engagement in their schooling life. Involving students in a Christian school's policies promotes a sense of ownership, improves school climate by making students feel heard, and helps them develop critical thinking and leadership skills that align with the school's faith-based values.

Another direction that could be taken in research would be to look at the key principles of stakeholder engagement and how these can be applied to a school setting, specifically to the students at the school. Incorporating students as true stakeholders and being authentic in their engagement shows them how policy is developed and how it can work for them, helping to build the next generation of policy makers. This could be used to develop an Artificial Intelligence use policy with students included.

Another potential area of future research could be to investigate the Victorian Government's Amplify model and use this framework as a methodology to test the effectiveness of this program on the inclusion of student voice in schools and investigate if it could be applied to other areas of the school.

This project was undertaken to critically evaluate the literature on the use of student voice in school policy development. It has been shown that student voice works, that it engages students in their learning and it is hypothesised that it would work in the context of all levels of school management. Further research needs to be done in this area to test this hypothesis. It is important to note that there has been little to no mention of student involvement in policy making since 2011 and it is crucial that it is picked up as an area by researchers, as there is a growing shift in student awareness of their rights and their ability to have agency.

It would be worthwhile and interesting to take the Model proposed by Jeffery and Bograd (2021) and use it to develop a rubric for schools to include voice in policy development as a whole-school approach. This rubric or framework could then be studied as part of future research into student voice in policy development. It could also build on the work of Jeffrey and Bograd (2021) and test ideas and claims discussed in their paper. The strongest test would be of the Jeffrey and Bograd (2021) concept model of the spectrum of student voice model, as this would allow for the middle tier and to be studied and measured against a model. This is an area for future research.

Conclusion

As GenAI becomes more integrated into the education sector, it is more likely that we will see AI integrated into pre-existing policy rather than stand-alone. The focus for future research might be best suited to looking at the impact of student participation in developing an AI policy and a measure of the effect of this inclusion on their engagement with their schooling and the GenAI tools they will be using in their classroom. It would also be interesting to note the development of a student's existing critical thinking skills and how that correlates to how much GenAI they choose to engage with within their learning.

This literature review would be helpful for policy makers, school leadership and educational governance bodies to understand the benefit that could be had by the inclusion of students in the development of educational policies that directly impact them. TEACH

> *involving students in a Christian school's policies promotes a sense of ownership*

References

Ab Kadir, A. (2018). Singapore's educational policy through the prism of student voice: Recasting students as co-agents of educational change and 'disrupting' the status quo? *Journal of Educational Policy, 34*(4), 547–576. https://doi.org/10.1080/02680939.2018.1474387

Adams, P. (2016). Educational policy: Explaining, forming and framing. *Journal of Educational Policy, 31*(3), 290–307. https://doi.org/10.1080/02680939.2015.1084387

Ashton-Hay, S., & Williams, D. (2023). What student voice is and is not: Connecting dialogue to evidence-based practice and inclusive mindsets. *Journal of University Teaching & Learning Practice, 20*(6). https://doi.org/10.53761/1.20.6.1

Biddle, C. (2019). Pragmatism in student voice practice: What does it take to sustain a counter-normative reform in the long-term? *Journal of Educational Change, 20*, 1–29. https://doi.org/10.1007/s10833-018-9326-3

Berendt, B., Littlejohn, A., & Blakemore, M. (2020). AI in education: Learning choice and fundamental rights. *Learning, Media and Technology, 45*(3), 312–324. https://doi.org/10.1080/17439884.2020.1786399

Blanchard, E. G. (2015). Socio-cultural imbalances in AIED research: Investigations, implications and opportunities. *International Journal of Artificial Intelligence Education, 25*, 204–228. https://doi.org/10.1007/s40593-014-0027-7

Carey, A. (2023, March 22). Victoria banned chatGPT in state schools. But catholic schools took a surprising stance. *The Age*. https://www.theage.com.au/national/victoria/victoria-banned-chatgpt-in-state-schools-but -catholic-schools-embraced-a-surprising-stance-20230321-p5ctv3.html

Connor, J. O. (2022). Educators' experiences with student voice: How teachers understand, solicit, and use student voice in their classrooms. *Teachers and Teaching, 28*(1), 12–25. https://doi.org/10.1080/13540602.2021.2016689

Cook-Sather, A. (2002). Authorising students' perspectives: Towards trust, dialogue, and change in education. *Educational Researcher, 31*(4), 3–14. https://doi.org/10.3102/0013189X031004003

Cook-Sather, A. (2006). Sound, presence, and power: "Student Voice" in educational research and reform. *Curriculum Inquiry, 36*(4),

359–390. https://doi.org/10.1111/j.1467-873X.2006.00363.x
Cook-Sather, A. (2018). Tracing the evolution of student voice in educational research. In R. Bourke, & J. Loveridge (Eds.), *Radical Collegiality Through Student Voice*. (pp. 17–38). Springer Link.
Department of Education (Australia). (2023). *Australian framework for generative artificial intelligence (AI) in schools*. https://www.education.gov.au/schooling/resources/australian-framework-generative-artifcial-intelligence-ai-schools
Department of Education (Victoria). (2019). *Amplify: Empowering students through voice, agency and leadership*. https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/practice/Amplify.pdf
Elwood, J. (2013). The role(s) of student voice in 14–19 education policy reform: reflections on consultation and participation. *London Review of Education,11*(2), 97–111. https://doi.org/10.1080/14748460.2013.799807
Fiarman, S. E. (2016). Unconscious bias: When good intentions aren't enough. *Educational Leadership, 74*(3), 10–15.
Förschler, A., & Decuypere, M. (2024). Where are we heading? Hackathons as a new, relational form of policy making. *Journal of Education Policy, 39*(4), 519–540. https://doi.org/10.1080/02680939.2024.2313199
Gillett-Swan, J. K. (2022). *Student-Driven school change: A practical guide for educators and other professionals* [PDF]. The Centre for Inclusive Education.
Gulson, K.N., & Webb, P.T. (2017). Mapping an emergent field of 'computational education policy': Policy rationalities, prediction and data in the age of intelligence. *Research in Education, 98*(1), 14–26. https://doi.org/10.1177/0034523717723385
Hattenstone, S. (2021, September 25). The transformation of Greta Thunberg. *The Guardian*. https://www.theguardian.com/environment/ng-interactive/2021/sep/25/greta-thunberg-i-r eally-see-the-value-of-friendship-apart-from-the-climate-almost-nothing-else-matters
Henebery, B. (2022, February 16). New model gives students a voice in education policy making. *The Educator Australia*, https://www.theeducatoronline.com/k12/news/new-model-gives-students-a-voice-in-education-policymaking/279602
Jeffrey, A., & Bograd, S. (2021, July 22). How students can help build better education policy. *Center for American Progress*, https://www.americanprogress.org/article/students-can-help-build-better-education-policy/
Jones, M. A., & Bubb, S. (2021). Student voice to improve schools: Perspectives from students, teachers and leaders in 'perfect' conditions. *Improving Schools, 24*(3). 233–244. https://doi.org/10.1177/13654802199010 64
Jones, M. A., & Hall, V. (2021). Redefining student voice: applying the lens of critical pragmatism. *Oxford Review of Education, 48*(5), 570–586. https://doi.org/10.1080/03054985.2021.2003190
Kamara, Z. (2016, May 12). *What's missing from the conversation about education reform? Student voices*. https://thinkprogress.org/whats-missing-from-the-conversation-about-education-reform-student-voices-b55e1a90748c/
Kane, R. G., & Chimwayange, C. (2014). Teacher action research and student voice. *Action Research, 12*(1), 52–77. https://doi.org/10.1177/1476750313515282
Lao, N. (2020). *Reorienting machine learning education towards tinkerers and ML-engaged citizens* [Doctoral dissertation, Massachusetts Institute of Technology] Dspace. https://dspace.mit.edu/handle/1721.1/129264
Lundy, L. (2018). In defence of tokenism? Implementing children's rights to participate in collective decision making. *Childhood, 25*(3), 340–354. https://doi.org/10.1177/0907568218777292
McCarthy, J. (2007, November). *What is artificial intelligence?* https://www-formal.stanford.edu/jmc/whatisai.pdf
Machi, L. A., & McEvoy, B. T. (2022). *The literature review: Six steps to success* (4th ed.). Corwin.
Mitra, D. (2005). Adults advising youth: Leading while getting out of the way. *Educational Administration Quarterly, 41*(3), 520–553. https://doi.org/10.1177/0013161X04269620
Mitra, D. (2008). *Student voice in school reform: Building youth-adult partnerships that strengthen schools and empower youth*. State University of New York Press. https://doi.org/10.2307/jj.18254352
Mitra, D. (2018). Student voice in secondary schools: The possibility for deeper change. *Journal of Educational Administration, 56*(5), 473–487. https://doi.org/10.1108/JEA-01-2018-0007
Mitra, D., & Gross, S. (2009). Increasing student voice in high school reform: Building partnerships, improving outcomes. *Educational Management Administration and Leadership, 37*(4), 522–543. https://doi.org/10.1177/1741143209334577
Organisation for Economic Co-operation and Development (OECD). (2021). *OECD regulatory policy outlook 2021*. OECD Publishing, Paris. https://doi.org/10.1787/38b0fdb1-en
Perry-Hazan, L. (2016). Children's participation in national policy making: "You're so adorable, adorable, adorable! I'm speechless; so much fun!". *Children and Youth Services Review, 67*, 105–113. https://doi.org/10.1016/j.childyouth.2016.05.015
Quaglia, R., & Fox, K. (2018). Student Voice: Do students really have a voice in your school? *Australian Educational Leader, 43*(4), 58–60.
Schiff, D. (2019). Out of the laboratory and into the classroom: The future of artificial intelligence in education. *Journal of AI and Society, 36*, 331–348. https://doi.org/10.1007/s00146-020-01033-8
Skerritt, J., O'Hara, J., Brown, M., McNamara, G., & O'brien, S. (2022). Student voice and the school hierarchy: The disconnect between senior leaders and teachers. *Oxford Review of Education, 48*(5), 606–621. https://doi.org/10.1080/03054985.2021.2003189
Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research, 104*, 333–339. https://doi.org/10.1016/j.jbusres.2019.07.039
Song, Y., Weisburg, L., Zhang, S., Tian, X., Boyer, K., & Israel, M. (2024). A framework for inclusive AI learning design for diverse learners. *Computers and Education: Artificial Intelligence, 6*. https://doi.org/10.1016/j.caeai.2024.100212
Smith, A. (2023). Children's participation in decision making at school: The perceptions of teachers and student leaders. *International Journal of Student Voice, 10*(1), 1–36.
Toshalis, E., & Nakkula, M. (2012). Motivation, engagement, and student voice. *The Education Digest; Ann Arbor, 78*(1), 29-35.
Touretzky, D, Gardner-McCune, C, Martin, F,. & Seehorn, D. (2019, July 17). Envisioning AI for K–12: What should every child know about AI?. *Proceedings of the AAAI Conference on Artificial Intelligence, 33*(01), 9795-9799. https://doi.org/10.1609/aaai.v33i01.33019795
The Commission for Children and Young People. (2023). *A short guide to the child safe standards*. https://ccyp.vic.gov.au/assets/resources/New-CSS/A-short-guide-to-the-Child-Safe-Standards-27.04.23.pdf
United Nations, Human Rights Office of the High Commissioner. (1989, November 20). *Convention on the rights of the child*. https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child

Author information

Ashleigh John is an accomplished P-12 educator specialising in science and biology. With a focus on the development of educational policy for Adventist Schools Victoria, she now serves as the organisation's Child Safety and Corporate Compliance Officer. Her work centres on creating a culture of student voice and agency, a passion that drives her commitment to enhancing educational outcomes and ethical standards within the school system.

Adelle Faull is a visiting lecturer at Avondale University with a focus on Teaching and Learning and has experience in extended secondary English teaching at all levels. Her PhD research focused on Exceptional Teachers and a Dispositional Model.

Dr Marion Shields is an adjunct senior lecturer at Avondale University with research interests in inclusive education, leadership and educational policy. Marion particularly enjoys working with post-graduate students.