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## **VOICES\_Ed**

### **Edge Hill University**

**The VOICES\_Ed project utilizes a photo-elicitation methodology to explore meanings, perspectives and understandings of inclusion, and exclusion, in school settings. Children and young people used disposable cameras to take photographs, in their school setting, that they felt represented inclusion or exclusion.**

**The images were then 'cartoonised' and developed into Continuing Professional Development (CPD) materials for school leaders, Special Educational Needs Coordinators, teaching assistants and teachers across England (2018).**

The VOICES\_Ed project (Visualising Opportunities: Inclusion for Children, Education and Society) is an international research collective funded by Edge Hill University. VOICES\_Ed is currently trialling a new resource for children, young people and school practitioners called Photo-Voice Toolbox<sup>©</sup>.



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*“Schools have asked to work directly with the research and want to draw on the methodology explored to rethink how they capture student voice and how they might work with colleagues across our Borough. This will provide valuable case study material as we will be able to measure impact through both qualitative and quantitative research tools including surveys of parents, children and governors disseminate findings to Headteachers and Councillors”*

**(Local Authority Principal Advisor)**

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## Researchers and TATE in partnership

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EDGE HILL UNIVERSITY

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TATE LIVERPOOL



This week-long collaboration between TATE and Edge Hill University (2018) engaged visitors who had an opportunity to explore views and experiences of belonging and social inclusion through photographs taken by child co-researchers. In response to the exhibition, people were invited to provide further commentaries and ideas of their own, sharing observations as well as personal experiences. The images generated further peer-led discussions in the gallery and beyond.



*"I believe we perceive the classroom to be a place where we are not encouraged to communicate (which promotes inclusivity) we are scolded, told to be quiet and reminded of this when we look at an image of a classroom. We're submissive to the teacher and we have to ask permission to do basic tasks, like using the bathroom"*

**(Young Person at TATE Liverpool)**

## Making a difference in schools.

Transforming the attitudes of practitioners, children and young people.

The Photo-Voice Tool box© is a creative resource for schools, local authorities and school improvement partners. The four-pack box includes: photographs taken by children and young people to represent views of inclusion, exclusion and participation in schools; significant words we like to call 'fulcrum' cards, which have emerged from looking at the photographs at different times and with different groups of people; and 'scenario' cards that have been designed building on those fulcrum words.

The Photo-Voice Toolbox© should be used as a catalyst for children and young people to lead the VOICES\_Ed project in their own setting.

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Engaging with the materials to develop...

*"work with children who have been permanently excluded"*  
(SENCo. Large Secondary School)

*"staff meetings around perception of inclusion in respect of teaching and learning facilitation"*  
(Deputy Head Teacher. All-age Special School)

*"strategies to influence pupil voice/staff perceptions"*  
(Senior Leadership Team member. Special School)

*"work with Teaching Assistants and lunch-time staff to see whether they have different perceptions of the same incident"*  
(Head Teacher. Multi-Academy Trust)

*"work with student leadership team, transition leaders, anti-bullying ambassadors"*  
(SENCo. Academy Trust)

*"CPD with staff and junior leadership team using photos of inclusion/exclusion"*  
(Family and Multi-agency Liaison Mentor)



You can read about the project and follow its developments on Twitter @VOICES\_Ed

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