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# **Beyond Student Voice: Patterns of Partnership and the Demands of Deep Democracy**

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# Democracy and markets

Democratic governance is radically devalued if reduced to the role of handmaiden to the market economy.

**Democracy is about more than fixing and tweaking and nudging incentives to make markets work better...**

**(it) is about much more than maximising GDP, or satisfying consumer preferences.**

**It's also about seeking distributive justice; promoting the health of democratic institutions;**

**and cultivating the solidarity, and sense of community that democracy requires.**

Market-mimicking governance – at its best – can satisfy us as consumers. But it can do

nothing to make us democratic citizens (Michael Sandel)

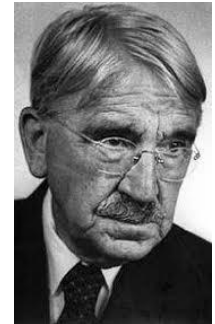


## Beyond Voting



‘Voting ... is the least significant act of citizenship in a democracy’

Benjamin Barber *Strong Democracy*



‘Democracy is more than a form of government: it is primarily a mode of associated living, a conjoint communicated experience’ ...

‘It is the idea of community life itself’

John Dewey *Democracy and Education* and *The Public and Its Problems*

# Kohlberg's Just Community Schools



- Education by and for participation is **not simply a concern for “citizenship education”, it is a concern for human development education.**
- Education for justice requires making schools more just and encouraging students to take an active role in making the school more just. Ultimately, **a complete approach to moral education means full student participation in a school in which justice is a living matter.**
- The most basic way in which the high school can promote experiences of civic participation is to **govern itself through a process of participatory democracy ...**

## Alex Bloom

### on democracy and education (1)



‘It is a vital part of our belief that the *modus vivendi* claims paramount importance. We are convinced that not only must the overall school pattern – the democratic way of living – precede all planning, but that it proclaims the main purpose of education in a democracy. Our aim is that children should learn to live creatively, not for themselves alone, but also for their community’

Alex Bloom ‘Compete or Co-operate?’ (1949)

## Alex Bloom

### on democracy and education (2)

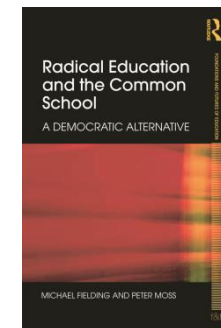


*For Alex Bloom, education was thus a way of being and living in the world, and*

‘since this *ars vivendi* cannot be taught, it must be learnt. And it can be learnt only through and by actual living. Through living one learns to live. School therefore should be a place where such learning is not merely possible but is made possible’

Alex Bloom ‘Learning Through Living’ (1952)

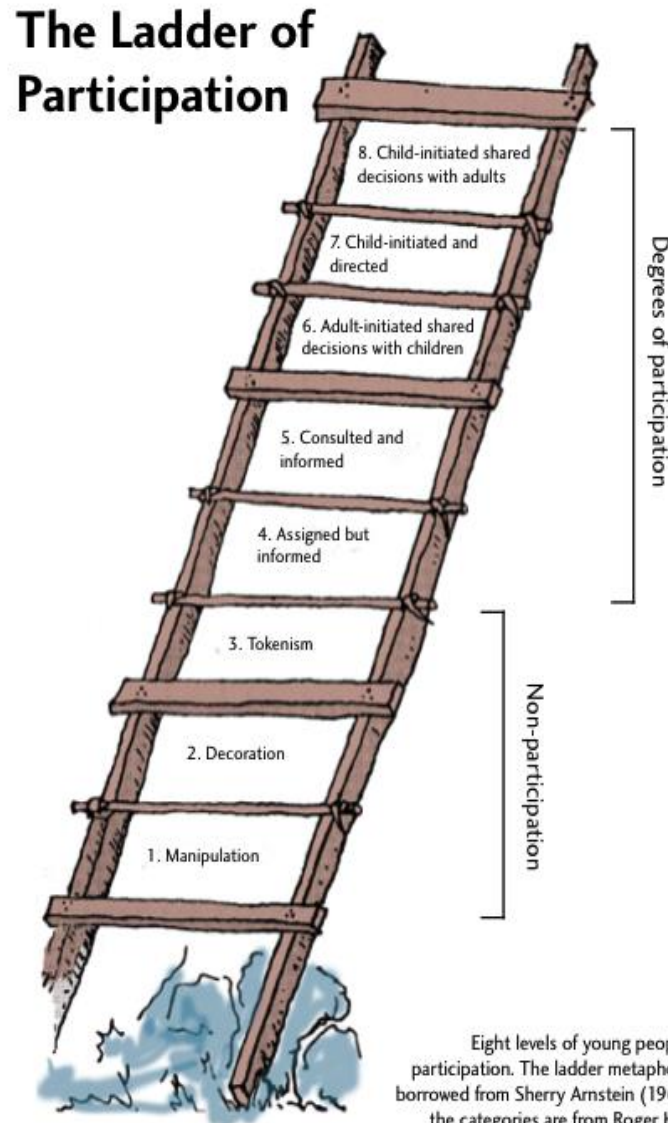
‘Democracy is not only something to fight for,  
it is something to fight with.’ Francis Williams (1941)



## Towards Radical democratic schools

1 Education in + for radical democracy	6 Radical curriculum, pedagogy, assessment
2 Radical structures + spaces	7 Insistent affirmation of possibility
3 Radical roles	8 Engaging the local
4 Radical relationships	9 Accountability as shared responsibility
5 Personal + communal narrative	10 Regional, national + global solidarities

# Roger Hart's Ladder of participation



Eight levels of young people's participation. The ladder metaphor is borrowed from Sherry Arnstein (1969); the categories are from Roger Hart.



# Michael Fielding's Patterns of Partnership

*How adults listen to and learn with students in schools*

<i>Instrumental dimension</i>	<b>6. Intergenerational learning as Lived Democracy</b> Shared responsibility for the common good	<i>Fellowship dimension</i>
<b>High performance schooling</b>	<b>5. Students as Joint Authors</b> students and staff decide joint course of action together	
<i>through</i>	<b>4. Students as Knowledge Creators</b> students take lead roles with active staff support	<b>Person centred education</b>
<b>market accountability</b>	<b>3. Students as Co-enquirers</b> staff take lead role with high-profile student support	<i>for</i>
	<b>2. Students as Active Respondents</b> staff / student dialogue to deepen professional decisions	<b>democratic fellowship</b>
	<b>1. Students as Data source</b> staff use information about student progress / well-being	

# It is the manner of giving that counts

Giving the aged poor their pension and providing them with medical care may be a necessary condition for their self respect and dignity, but it is not a sufficient condition.

It is the manner of giving that counts and the moral basis on which it is given.

Whether strangers at my door get their stories listened to by their social worker, whether the ambulance man takes care not to jostle them when they are taken down the steep stairs of their apartment building, whether a nurse sits with them in the hospital when they are frightened and alone.

Respect and dignity are conferred by gestures such as these

(Michael Ignatieff *The Needs of Strangers* 1984)

# Patterns of Partnership (1 + 2)

*How adults listen to and learn with students in schools*

<b>1 Students as Data source</b> <i>Staff utilise information about student progress + well-being</i>		
<i>Classroom</i>	<i>Unit / team / department</i>	<i>School</i>
Lesson planning takes account of student data	Samples of student work shared across staff group	Student attitude survey
<b>2 Students as Active respondents</b> <i>Staff invite student discussion to deepen professional decisions</i>		
Engaging with + adapting explicit assessment criteria	Team agenda based on students views / evaluations	Students on staff appointment panels

# Patterns of Partnership (3)

*How adults listen to and learn with students in schools*

## 3 *Students as Co-enquirers*

*Staff take lead role with high-profile, active student support*

<i>Classroom</i>	<i>Unit / team / department</i>	<i>School</i>
How can we develop more independence in learning?	Student evaluation of History unit of work e.g. ✓ the History 'Dudettes'	Students as Learning Partners

# Patterns of Partnership (4)

*How adults listen to and learn with students in schools*

## *4 Students as*

### **Knowledge creators**

*Students take lead role with active staff support*

<i>Classroom</i>	<i>Unit / team / department</i>	<i>School</i>
<ul style="list-style-type: none"><li>▪ Student-Led Reviews</li><li>▪ Self-Managed Learning groups</li></ul>	Is the playground buddying system working?	What is the cause of low level bullying in class?

# Patterns of Partnership (5)

*How adults listen to and learn with students in schools*

## 5 *Students as* **Joint authors**

*Students + staff decide on a joint course of action together*

<i>Classroom</i>	<i>Unit / team / department</i>	<i>School</i>
Co-construct e.g. a Maths lesson	Develop a 'Research Lesson' on behalf of the department	Joint student + staff Learning Walk

# Patterns of Partnership (6)

*How adults listen to and learn with students in schools*

## **6 Intergenerational learning as Lived democracy(1)**

*Shared commitment to / responsibility for the common good*

<i>Classroom</i>	<i>Classroom</i>	<i>Unit / team / department</i>
Student action research project with old people in the community	Class, teacher + museum staff prepare resources for younger students' forthcoming visit	Classes as critical friends in thematic conference

# Patterns of Partnership (7)

*How adults listen to and learn with students in schools*

## 6 *Intergenerational learning as* **Lived democracy (2)**

*Shared commitment to / responsibility for the common good*

<i>School</i>	<i>Community</i>
<ul style="list-style-type: none"><li>■ Whole school meeting <i>Radical state tradition</i></li><li>✓ St. George-in-the-East Secondary Modern School, Stepney, London (1945-55)</li><li>✓ Epping House [residential primary special school] (1960s – mid 70s)</li><li>✓ Countesthorpe Community College, Leicestershire (1970s – mid 80s) <i>Contemporary</i></li><li>✓ SWS Brookline, USA (1970s – present)</li><li>✓ Bealings Primary School, Suffolk</li><li>✓ Wroxham Primary School, Potters Bar Mixed age circle time + school assembly</li></ul>	<ul style="list-style-type: none"><li>■ Student Action Teams</li><li>■ ‘Ruptors’ street dance co-operative <i>Lipson Co-operative Academy, Plymouth</i></li><li>■ RRR town</li><li>■ Living archive <i>Milton Keynes</i></li><li>■ Research Forum <i>Bishops Park College, Clacton</i></li></ul>



## Patterns of Partnership (8)

*How adults listen to and learn with students in schools*

### *6 Intergenerational learning as*

### **Lived democracy (3)**

*Shared commitment to / responsibility for the common good*

### **Generations in Dialogue about the Future: The hopes and fears of young Australians**

(Eckersley et al 2007).

- Young people value the opportunity to discuss the future with each other and with adults
- Need more opportunities, including in schools, families and communities, as part of making sense and meaning of the world and their lives
- Importance of structured inter-generational dialogue that promotes active listening, recognition of shared concerns and collective responsibility for developing solutions
- **‘How does society generally provide the spaces within which older and younger people can engage in meaningful dialogue?’**

Exploring John Macmurray's distinction between

## Functional and Personal Relations (1)

- Realisation of common goals in and through co-operation with others
- Hierarchical organisation
- Task orientation: functional role allocation shapes individual significance
- Attentive to skills / expertise of the other
- Efficiency + effectiveness by functional differentiation
- Realisation of the self in and through heterocentric relations of care / love
- Community of persons
- Human orientation: pervasive personal significance regardless of task
- Appreciative and caring of what the other offers
- Self-realisation through free and equal relations

Exploring John Macmurray's distinction between

## Functional and Personal Relations (2)

- They are **opposites** with a tension between them
- They are **inseparable** and limit one another
- They are **essential to one another** and form a unity
- Any attempt to **fuse** them or absorb one into the other will fail because they are opposites
- Any attempt to **separate** them will fail because they limit one another
- Any effort to run them **parallel** with one another **without relating them** will break down because they form an essential unity

**What is the proper relation  
between the functional and the personal?**

The **functional** is  
*for the sake of*  
the **personal**

The **personal** is  
*through*  
the **functional**

# Education and Schooling for Human Flourishing

<p><b>Impersonal Organisation</b> <i>Efficient</i></p>	<p>The Functional <i>marginalises</i> the Personal</p>	<p>Relationships get in the way of organisational purposes</p>
<p><b>Affective Community</b> <i>Restorative</i></p>	<p>The Personal <i>marginalises</i> the Functional</p>	<p>Preoccupation with relationships neglects need for organisational structure</p>
<p><b>High Performance Learning Organisation</b> <i>Effective</i></p>	<p>The Personal is <i>for the sake of</i> the Functional</p>	<p>Relationships a useful tool for organisational purposes</p>
<p><b>Person Centred Learning Community</b> <i>Morally &amp; instrumentally satisfying</i></p>	<p>The Functional is <i>for the sake of</i> the Personal</p>	<p>Organisation exists to promote community / enabling relationships</p>
<p><b>Democratic 'mode of associative living'</b> <i>Democratically enabling</i></p>	<p>The Political is <i>for the sake of</i> the Personal / Communal</p>	<p>Inclusive community the basis of radical democracy</p>

Michael Fielding on  
*the development of*  
Democratic Fellowship

Whilst the functional cannot create the personal  
it can nonetheless be  
expressive of it

*In doing so it*  
celebrates and encourages dispositions  
*that*  
transform the entitlements of justice  
*into*  
the practices of care

*Functional*

*Catalytic nexus*

*Personal*

Society

**Democratic Fellowship**

*based on principles of  
equality, freedom  
and care for the other*

Community

*Spatial  
dimension*  
Structural  
creativity

***Enabling Encounters***

*Relational  
dimension*  
Dispositional  
drive



*Example*



Structural  
responsiveness to  
democratic values  
creates new spaces,  
roles and expressive  
opportunities

**Person-centred  
Student-Led  
Reviews**

Dispositional energy  
and generosity  
creates new forms  
and processes of  
encounter

# On the importance of Fellowship

William Morris, Peter Kropotkin, G.D.H.Cole, R.H.Tawney, John Macmurray

‘Fellowship is life and lack of fellowship is death, and the deeds ye do upon the earth, it is for fellowship’s sake that ye do them.’ William Morris *A Dream of John Ball* (1888)



**Justification of politics** ‘(A just politics) ‘has significance only through the human fellowship which it makes possible; and by this its validity and success must be judged’

**Precondition of politics** ‘The extent and quality of such political freedom as we can achieve depends in the last resort upon the extent and quality of the fellowship which is able to sustain it’ John Macmurray  
*Conditions of Freedom* (1950)