Foreword by Wes Streeting

Introduction: Outside looking in, and inside looking out – attempts at bridging the academic/practitioner divide.

Part One: Theorising student voice

1. Student voice and the possibility of radical democratic education: Re-narrating forgotten histories, developing alternative futures. Michael Fielding
2. Coming to terms with ‘voice’. Pat Thomson
3. Student voice and new models of teacher professionalism. Emma Wisby
4. Every child matters, but not every child is heard. Rita Cheminais
5. Beyond ‘Student’ Voice: The school or college as a citizenship-rich, human scale and voice-friendly community. Tony Breslin

Part Two: Student Voice in practice

7. “We’re the ones who are going to live here”: children’s voices in the regeneration of their local area. Joanne Kenworthy
8. ‘Everyone in the world can see it’ – Developing pupil voice through online social networks in the primary classroom. Martin Waller
9. Student voice in the secondary school context: A case study of the benefits of schools, local authorities and higher education institutions working together. Ros McLellan, Rebecca Kirkman, Steve Cartwright and Bev Millington
10. Student researchers exploring teaching and learning: processes and issues. Bethan Morgan and Anita Porter
11. From ethos to practice – Pupil Voice at the Sweyne Park School. Andy Samways and Corina Seal
13. “They could run this place without us!” Using student voice to improve teaching and learning in a sixth form college. Ian Wainer and Alia Islam
15. How might the student voice affect transformation in Higher Education? Julie Baldry Currens

Part Three: The role of student voice in informing teachers’ professional practice

16. Setting the learning agenda: can pupils do that? Mick Waters
17. Student Voice: changing practice and developing partnerships. Gill Mullis
19. Enabling students’ right to participate in a large sixth form college: Different voices, mechanisms and agendas. David Godfrey
Part Four: Capturing student voice

21. How to hear and to heed the student voice. Fiona Campbell
22. Trust, contextual sensitivity and student voice. Gerry Czerniawski and Su Garlick
25. uSpeak, iPod, iTrain: Adopting emerging technologies to inform trainee teachers of young learners’ views of teaching and learning. Warren Kidd
26. Pupil voice and action research. Rita Cheminais
27. Two languages – two voices: Magda and Albana become authors. Raymonde Sneddon

Part Five: Student Voices around the world

28. (USA) The ethical dimensions of student voice activities in the United States. Dana L. Mitra, William C. Frick and Emily R. Crawford
29. (Kenya, Tanzania and South Africa) Voices for Change: Student Voices on Sexuality and HIV/AIDS Education. Colleen McLaughlin and Susan Kiragu
30. (Australia) Marginalised students and insider knowledge. Derek Bland
31. (Sweden) Developing the ‘tact of researching’: The ethically aware researcher giving ‘voice to students’ – a Swedish context. Ulrika Bergmark and Catrine Kostenuis
32. (China) Students’ experiences of enquiry-based learning: Chinese student voices on changing pedagogies. Wei Kan
33. (Brazil) Political learning through the prefigurative: the case of the Brazilian Landless Movement. Tristan McCowan
34. Conclusion: from blackboard, to whiteboard to ‘smart board’ – where are we heading? Gerry Czerniawski and Warren Kidd (Editors)