

## ***Students-as-Partners for educational development: ethics, power and institutional care***

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The emergence of the Students-as-Partners (SAP) movement in higher education promises intimate knowledge of the student experience borne from more genuine forms of democratic participation and collaboration. One way of understanding the arrival of the SAP movement onto the scenes of higher education is as a reaction against the representation of students' voices and experiences that manifest in disembodied ways: through numbers, means and percentage agreement. If anything, SAP demands an ethical encounter with the embodied student.

The two of us have led a small SAP initiative at the University of Sydney - now in its third iteration - involving 17 undergraduate students as Student Ambassadors. The first iteration saw 6 undergraduate students engage in a program of activity over 4 months related to preparing for, and researching, the university's annual teaching and learning conference focused on assessment standards. The second iteration involved an additional 6 students, this time with an emphasis on cultural competence, still drawing on the teaching and learning conference as the site for learning. This year, we have kept the emphasis on cultural competence but turned our efforts to working in just 5 units of study, with the coordinator and a Student Ambassador, to reimagine their curriculum.

In this presentation, we draw on Fanghanel's (2012) conceptions of the student as *consumer*, as *deficient*, as *becoming*, as *vehicle for social transformation*, and finally, as *recipient of the desire to teach* to interrogate how our SAP initiatives draw attention to contradictory discourses of ethics, power and institutional care.