



# Student voice audit

How can we collaborate as a Partnership of schools to increase student voice for 21C learning?

A Student voice audit is conducted by student teams, addressing six key aspects – students as evaluators, teachers, learning designers, researchers, decision-makers and advocates for 21C learning. The teams meet with Partnership leaders to present their audit findings and make recommendations for student voice in learning across the Partnership.

## Why have a Student voice audit?

**Students, leaders and teachers share power as a fundamental condition for learning.**  
*(TfEL – 2.1 Develop democratic relationships)*

**Learning is social – thinking and being together matters in learning.**  
*(TfEL – 2.2 Build a community of learners)*

**Students learn through interaction and learning conversation with others.**  
*(TfEL – 3.4 Promote dialogue as a means of learning)*

**Students' prior knowledge and cultural practices are a valued starting point for curriculum.**  
*(TfEL – 4.1 Build on learners' understandings)*

A Student voice audit has students as drivers for Partnership improvement. The procedure can be adapted with adult support, and has been trialled successfully, Preschool to Year 12.

TfEL elements made visible through a Student voice audit		
Domain 2 Create safe conditions for rigorous learning	Domain 3 Develop expert learners	Domain 4 Personalise and connect learning
<b>2.1 develop democratic relationships</b>	3.1 teach students how to learn	<b>4.1 build on learners' understandings</b>
<b>2.2 build a community of learners</b>	3.2 foster deep understanding and skilful action	4.2 connect learning to students' lives and aspirations
2.3 negotiate learning	3.3 explore the construction of knowledge	4.3 apply and assess learning in authentic contexts
2.4 challenge students to achieve high standards with appropriate support	<b>3.4 promote dialogue as a means of learning</b>	4.4 communicate learning in multiple modes



*Talk to others, not only your schoolmates, because that's how you get new ideas... How can we communicate with all schools so they get this learning?... There should be student voice audits in every school everywhere in the world!* Feedback from Years 3–9 students, TfEL PILOT Local Partnership

*Students/children demonstrate an understanding that they belong to a Partnership of sites and how this adds value for their learning... and with 'Student voice in learning' as a priority in our Local Partnership Plan, the Student voice audit has the commitment of all site leaders and is endorsed with Partnership funding.* Leaders, TfEL PILOT Local Partnership



# Leader guide: Student voice audit

■ Develop understanding ■ Into practice ■ Reflection ■ Where to next?

Process	Resource tools—a way in	Food for thought
<p><b>1</b> As Partnership site leaders, discuss Resource 1 ‘Student voice audit—Practice check’. Share with staff in all sites and gain support for a student-led audit. Schedule a future Partnership meeting for student audit teams from all sites to share findings.</p>	<p><b>1</b>   Student voice audit—Practice check For leaders and teachers Resource to inform the audit and guide 21C learning design</p>	<ul style="list-style-type: none"> <li>• What does ‘student voice for learning’ mean to you? Any points for debate?</li> <li>• Do you see evidence of the six student voice aspects in your school? How might students see it differently?</li> <li>• What do you collectively predict as the strengths/gaps in student voice for learning across the Partnership?</li> </ul>
<p><b>2</b> At each site, introduce Resource 2 ‘Student voice audit—Action tiles’ to all students. Randomly select a core audit team of 6 students at your site. Meet with them to hear their interpretations of the six tiles. Invite them to conduct a school-wide audit.</p>	<p><b>2</b>   Student voice audit—Action tiles For students Resource to inform the audit and help students negotiate learning</p>	<ul style="list-style-type: none"> <li>• Can all students see themselves in the six action tiles? Could you capture their responses as baseline data?</li> <li>• How might random selection of the audit team still ensure diversity?</li> <li>• How will you honour the audit team’s initial interpretations of ‘student voice’ as a starting point?</li> </ul>
<p><b>3</b> Encourage the team to publicise the audit. Check in as they organise a supporting peer network and conduct the audit.</p>	<p><b>3</b>   Student voice audit Proforma for students conducting an audit</p>	<ul style="list-style-type: none"> <li>• What are the team’s ideas for engaging a school-wide peer network?</li> <li>• What scaffolds might they need? Timetable flexibility? Staff support?</li> </ul>
<p><b>4</b> Offer support to the audit team as they collate and present the site audit findings, consult with their peers and teachers, and plan for sharing at a Partnership meeting.</p>	<p><b>4</b>   Student voice audit site findings—a guide for students Prompts to collate and present findings</p>	<ul style="list-style-type: none"> <li>• Where will the team choose to present their first site audit findings?</li> <li>• How might their peer network act as critical colleagues?</li> </ul>
<p><b>5</b> As Partnership site leaders, bring all site audit teams together to share their findings and make Partnership recommendations for student voice in learning.</p>	<p><b>5</b>   Student voice audit Partnership recommendations—a guide for leaders and students Agenda outline for Partnership students’ meeting</p>	<ul style="list-style-type: none"> <li>• In this Partnership meeting, when will you become involved with your students and when will you ‘step back’? What will you collectively be looking for and learning from?</li> </ul>
<p><b>REFLECTION</b> In each site, create an opportunity for all students to review the audit experience and its impact on their own and others’ thinking.</p>		<p>Prompts for students’ reflection:</p> <ul style="list-style-type: none"> <li>• What did ‘student voice’ mean to us before the audit? How have our ideas changed?</li> <li>• How did the audit influence leaders’ and teachers’ thinking? How do we know?</li> </ul>

## Where to next?

How will you work with all students, staff and school communities, to action the Partnership recommendations for student voice in learning?

How can you ensure that each of the six key aspects for student voice is deeply understood and used to design learning with students across the Partnership?

What visible signs will you expect to see in sites when students are intentionally enacting the six key aspects of student voice in learning?

How will you inject the six key aspects into existing systems and structures to increase opportunities for all students?

## In each site

Structure a process with students (eg *TfEL Framework guide* tan panels: 'Students' Tip' Board p.37 or Bone diagram p.29) to review the student voice audit and take action.

- Could the school audit team and peer network take responsibility for action research into specific student voice aspects with cohorts of students?
- Do students have ideas for wider involvement as auditors, eg students auditing the spread of particular student voice practices, such as 'dialogue as a means of learning' or 'student feedback for learning'?
- What classroom and school initiatives will enable growth in the six student voice aspects?
  - Site SLCs? (see *Student Learning Community – TfEL PILOT whole school improvement tool*)
  - Teach-on teams? (see *Teach-on teams – TfEL PILOT whole school improvement tool*)
  - Students' attendance and/or facilitation at staff meetings?
  - Students and teachers filming examples of student voice in 21C learning? (*Remember that parent/caregiver signed consent is required to use image, video, voice, and/or creative work of students and children.*)
- How might your students share strengths and ideas across sites to build Partnership capacity in the six key aspects of student voice for learning?

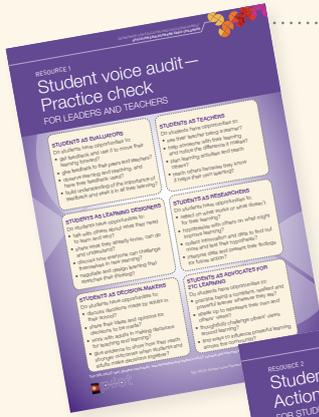
## Across the Partnership

Consider committing Partnership meeting times and funds to support the ongoing involvement of students.

- Could students and leaders collaborate to establish a Partnership SLC? (see *Student Learning Community – TfEL PILOT whole school improvement tool*)
- Could all Partnership students view the recommendations and develop a list of student and teacher indicators of effective practice for student voice in 21C learning?
- Could leaders and students establish an ongoing student audit process with regular data collection and Partnership sharing?
- Could students and teachers co-facilitate Partnership professional learning with a focus on 'Student voice audit—Action tiles'?
- Could Partnership leaders, staff and students establish a Partnership profile by using the online TfEL Compass with open-ended questions focusing on student voice for learning?



# Resources



## 1 | Student voice audit – Practice check For leaders and teachers

Resource to inform the audit and guide 21C learning design



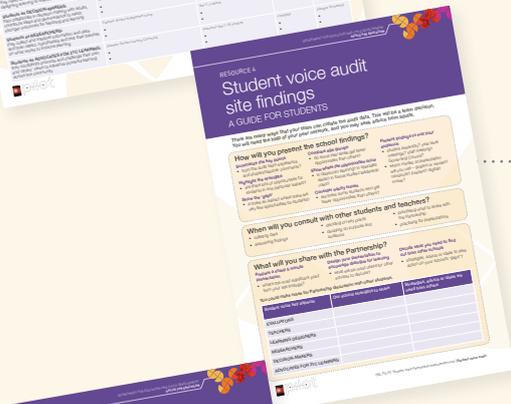
## 2 | Student voice audit – Action tiles For students

Resource to inform the audit and help students negotiate learning



## 3 | Student voice audit

Proforma for students conducting an audit



## 4 | Student voice audit site findings – a guide for students

Prompts to collate and present findings



## 5 | Student voice audit Partnership recommendations – a guide for leaders and students

Agenda outline for Partnership students' meeting



## RESOURCE 1

# Student voice audit— Practice check

## FOR LEADERS AND TEACHERS

### STUDENTS AS EVALUATORS

Do students have opportunities to:

- get feedback and use it to move their learning forward?
- give feedback to their peers and teachers?
- observe learning and teaching, and have their feedback used?
- build understanding of the importance of feedback and seek it in all their learning?

### STUDENTS AS TEACHERS

Do students have opportunities to:

- see their teacher being a learner?
- help someone with their learning and notice the difference it makes?
- plan learning activities and teach others?
- teach others because they know it helps their own learning?

### STUDENTS AS LEARNING DESIGNERS

Do students have opportunities to:

- talk with others about what they need to learn and why?
- share what they already know, can do and understand?
- discuss how everyone can challenge themselves in new learning?
- negotiate and design learning that stretches their thinking?

### STUDENTS AS RESEARCHERS

Do students have opportunities to:

- reflect on what works or what doesn't for their learning?
- hypothesize with others on what might improve learning?
- collect information and data to find out more and test their hypothesis?
- interpret data and present their findings for future action?

### STUDENTS AS DECISION-MAKERS

Do students have opportunities to:

- discuss decisions made by adults in their school?
- share their ideas and opinions for decisions to be made?
- work with adults in making decisions for teaching and learning?
- give evidence to show how they reach stronger outcomes when students and adults make decisions together?

### STUDENTS AS ADVOCATES FOR 21C LEARNING

Do students have opportunities to:

- practice being a confident, resilient and powerful learner wherever they are?
- speak up to represent their own and others' views?
- thoughtfully challenge others' views around learning?
- find ways to influence powerful learning across the community?

The TfEL PILOT tool, *Student voice audit*, was developed and trialled in PILOT schools and informed by the work of the Harris Federation, UK.



## RESOURCE 2

# Student voice audit— Action tiles

## FOR STUDENTS

### I AM AN EVALUATOR

- I get feedback and use it to move my learning forward
- I have opportunities to give feedback to my peers and teachers
- I am an observer of learning and teaching, and my feedback is used
- I understand the importance of feedback and I seek it in all my learning

### I AM A TEACHER

- I have opportunities to see my teacher being a learner
- I help someone with their learning and notice the difference it makes
- I plan learning activities and teach others
- I find opportunities to teach others because I know it helps my own learning

### I AM A LEARNING DESIGNER

- I have opportunities to talk with others about what we need to learn and why
- I share what I already know, can do and understand
- I discuss how we can challenge ourselves in new learning
- I negotiate and design learning that stretches my thinking

### I AM A RESEARCHER

- I have opportunities to reflect on what works or what doesn't work for my learning
- I hypothesize with others on what might improve learning
- I collect information and data to find out more and test my hypothesis
- I interpret data and present findings for future action

### I AM A DECISION-MAKER

- I have opportunities to discuss decisions made by adults in my school
- I am asked to give my ideas and opinions for decisions to be made
- I work with adults in making decisions for teaching and learning
- I give evidence to show how we reach stronger outcomes when students and adults make decisions together

### I AM AN ADVOCATE FOR 21C LEARNING

- I have opportunities to practice being a confident, resilient and powerful learner wherever I am
- I speak up to represent my own and others' views
- I thoughtfully challenge others' views around learning
- I find ways to influence powerful learning across the community

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# Student voice audit

**This audit is to record ways that students have a voice in learning at your school. You'll look for evidence and ask other students for advice. This could be in classrooms, in the play areas, at sports events – wherever students are!**

- Your audit team will organise a peer network to help conduct the audit. For example, you might ask each peer supporter to focus on just one aspect in the audit.
- Each auditor will need at least one copy of this proforma. There are examples to help your thinking.

- Your audit team will be presenting the findings at your school and then at a Partnership leaders' meeting. You may decide to use a digital device to record student or teacher comments and photos. You will need a signed consent form from parent/caregiver to use image, video, voice, and/or creative work of students and children.

Student voice for learning – the six key aspects	What is the learning activity/initiative/program?	Students involved: Who? How many?	How often?	Learning focus
<b>Students as EVALUATORS:</b> they observe teaching and learning, talk about how they learn, and give, get and use feedback to improve learning	Example: Learning observers • •	Years 8–9: 15 students • •	Once a term • •	Formative assessment • •
<b>Students as TEACHERS:</b> they talk about how everyone can be both a learner and a teacher, and by teaching other people they improve their own learning	Example: Teach-on teams • •	Years 3–7: 90 students • •	Twice a term • •	New technologies • •
<b>Students as LEARNING DESIGNERS:</b> they talk with others about what they know, why they need to learn, and challenge themselves by designing learning to stretch their thinking	Example: Non-googleable questions • •	Year 10: 4 classes • •	Twice a week • •	Maths • •
<b>Students as DECISION-MAKERS:</b> they collaborate in decision-making with adults, contribute ideas and give evidence to reach stronger outcomes for teaching and learning	Example: Students developing site plans with staff • •	Years 8–12: 40 students • •	Twice a year • •	Leadership • •
<b>Students as RESEARCHERS:</b> they collect and interpret information and data, and then reflect, hypothesize and test their theories on what works to improve learning	Example: Student Engagement survey • •	Year 7: 3 classes • •	School-wide survey once a year, weekly trials • •	Learning improvement • •
<b>Students as ADVOCATES FOR 21C LEARNING:</b> they confidently promote and challenge their own and others' views to influence powerful learning across the community	Example: Student Learning Community • •	Preschool–Year 7: 30 students • •	Fortnightly • •	Dialogue for learning • •





RESOURCE 4

# Student voice audit site findings

## A GUIDE FOR STUDENTS

There are many ways that your team can collate the audit data. This will be a team decision. You will need the help of your peer network, and you may seek advice from adults.

### How will you present the school findings?

**Summarize the key points**

- from the audit team experience and student/teacher comments?

**Highlight the strengths**

- are there lots of opportunities for students in one particular aspect?

**Show the 'gaps'**

- is there an aspect where there are very few opportunities for students?

**Compare age groups**

- do some year levels get fewer opportunities than others?

**Show where the opportunities occur**

- in classroom learning? in specialist areas? in formal student leadership roles?

**Consider equity issues**

- are there some students who get fewer opportunities than others?

**Present findings to suit your audience**

- student assembly? year level meetings? staff meeting? Governing Council?
- which modes of presentation will you use – graphs or visuals? handouts? posters? digital? movie?

### When will you consult with other students and teachers?

- collating data
- examining findings

- deciding on key points
- deciding on purpose and audience

- prioritising what to share with the Partnership
- practising for presentations

### What will you share with the Partnership?

**Prepare a sharp 5 minute presentation**

- what's the most significant point from your site findings?

**Design your presentation to encourage dialogue for learning**

- what will be most useful for other schools to discuss?

**Decide what you need to find out from other schools**

- strategies, advice or ideas to take action on your school's 'gaps'?

You could make notes for Partnership discussion with other students.

Student voice key aspects	Our school strengths to share	Strategies, advice or ideas we need from others
EVALUATORS		
TEACHERS		
LEARNING DESIGNERS		
RESEARCHERS		
DECISION-MAKERS		
ADVOCATES FOR 21C LEARNING		



RESOURCE 5

# Student voice audit

## Partnership recommendations

### A GUIDE FOR LEADERS AND STUDENTS

#### How will students and leaders plan collaboratively for this Partnership meeting?

- Can Partnership students nominate four peers (one MC and three facilitators) to lead the meeting?
- Which adults will provide organisational support? Are there student equity issues to consider?
- Where will the event take place? How might the venue affect student learning outcomes?
- What might be the benefits of working on a short timeline?
- Can a student film crew record the event? If so, every student and child attending the meeting will need a signed parent/caregiver consent form to use image, video, voice and/or creative work.

The following is an agenda outline that may be useful to adapt for your Partnership context.

Focus	Suggested procedure
<b>ARRIVAL</b>	In a large Partnership, consider grouping site audit teams together, with one facilitator per group.
<b>INTRODUCTION</b>	MC: 'What do we want to achieve in this meeting?' Facilitators: 'Getting to know you' activity.
<b>SHARING</b> <b>Presentations by student audit teams</b> <i>Site leaders as audience/observers</i>	Facilitators introduce team presentations, 5 minutes each. In a large Partnership, time may dictate that teams see only the presentations from their group of sites.
<b>KEY IDEAS</b> <b>Summary of audit findings</b>	Facilitators work with groups to synthesize and decide on one key idea to share from each group. MC invites facilitators to report on behalf of their group of sites.
<b>PARTNERSHIP RECOMMENDATIONS</b> <b>Guiding question: What is one thing that you believe people can think about, plan and do in all our Partnership sites to increase student voice for learning?</b>  <i>Site leaders: What will you be looking for when you 'step back' and observe Partnership students working together?</i>	Facilitators support students to mix across sites to form groups of 6. <ul style="list-style-type: none"> <li>• Groups reflect on today's audit presentations and revisit the Student audit action tiles. Might each group focus on one action tile and discuss how they see it in practice?</li> <li>• The guiding question is introduced. Each individual student needs 'wait time' to think and make notes before sharing.</li> <li>• Groups use structured processes (eg <i>TfEL Framework guide</i> tan panels: Circular response, p60 and Gallery walk, p66) to: <ul style="list-style-type: none"> <li>– generate ideas – all voices equal</li> <li>– question and clarify</li> <li>– find common threads</li> <li>– refine their thinking to reach one final statement that incorporates the key idea of every group member</li> </ul> </li> <li>• Each group records their statement as a written recommendation: 'We recommend that...'</li> <li>• Culmination: representatives from all groups present their recommendations to Partnership site leaders.</li> </ul>
<b>REVIEW OF LEARNING</b>	MC and facilitators support students and site leaders to reflect and give feedback to each other: <ul style="list-style-type: none"> <li>• What has today shown us? What have we learnt?</li> <li>• What similarities/differences have we found across sites? How can these add value for the Partnership?</li> <li>• How will leaders and students spread the learning at site level?</li> </ul>