



# Voice in the classroom; TEACHER REFLECTION

# Voice in the classroom<sup>1</sup>

Teachers complete this audit tool individually. With your colleagues consider your responses using the template below.

Practice	HOW OFTEN DOES THIS HAPPEN?					HOW IMPORTANT IS THIS?		
	ALWAYS	OFTEN	SOME-TIMES	SELDOM	NEVER	HIGH	MEDIUM	LOW
<b>DISCUSSING</b>								
1.1 Teachers and students have important conversations in our classroom								
1.2 There is a specific time within the classroom for students to provide feedback on learning and teaching								
1.3 Students discuss assessments that will be used to show what they are learning								
<b>ASKING</b>								
1.4 Teachers ask students for their views on learning and teaching (including by means of teacher-run surveys)								
1.5 Students and teachers discuss the feedback from learning and teaching surveys								
1.6 Students are asked about other matters related to their learning and experience of school.								

<sup>1</sup> The audit tool used in this workshop was initially developed by Roger Holdsworth and others in Victoria, Australia in 2018-19, and published in the **Connect** journal. It is used here with their permission.

Practice	HOW OFTEN DOES THIS HAPPEN?					HOW IMPORTANT IS THIS?		
	ALWAYS	OFTEN	SOME-TIMES	SELDOM	NEVER	HIGH	MEDIUM	LOW
<b>PRESENTING ALL VOICES</b>								
1.7 Students talk about classroom rules and expectations with their teacher								
1.8 Students participate in the compilation of school reports and preparation for meetings with parents/guardians.								
1.9 Students participate in conferences with parents/guardians and teachers about their learning and next steps for improvement								
1.10 Every effort is taken to encourage all students to express their views								
<b>BEING LISTENED TO</b>								
1.11 Teachers welcome feedback from students								
1.13 Students' views influence how learning and teaching happens								
1.14 Students' performance in assessments and homework influence how learning and teaching happens								
1.15 Students' views influence how the classroom is organised into a safe and inclusive space								
1.17 All participants in these conversations feel safe in expressing their views.								

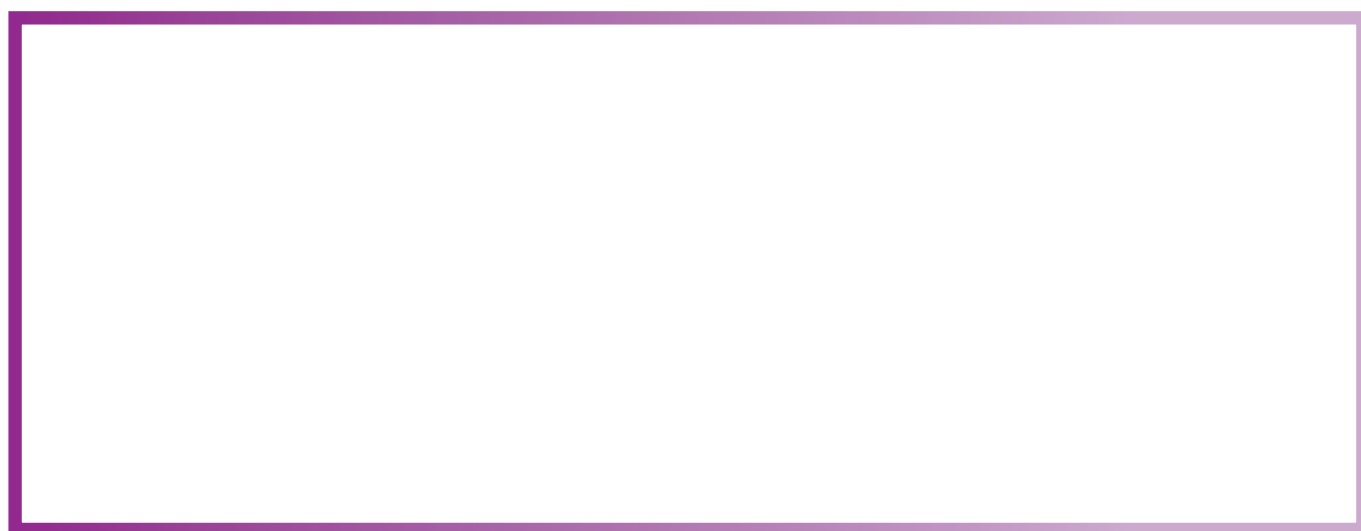
## SECTION 2.

### Further teacher reflection:

What practices do I use to listen to young people's voices in my classroom?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

How do the young people know that I am listening to their views, ideas and suggestions?



What are some of the barriers that stop me from listening to young people's voices in my classroom?



With a colleague(s), discuss your responses and/or any of the statements in the audit tool that were of particular interest to you.

Identify strengths in your practice for listening to young people and involving them in decision making in your classroom. Collectively, agree one or two strategies that you will try out in your classrooms. Agree to discuss the outcomes at a future date.

Consider using the teacher peer observation tool with a colleague to receive focused feedback on your classroom practice.