



Teacher Personal Readiness WORKSHOP

Title of workshop		Teacher personal readiness workshop
Aim		<p>To allow participating teachers to reflect on the professional context for their engagement with student voice and agency.</p> <p>*Student voice describes the extent to which students feel they have a voice about matters that affect them in school.</p> <p>*Student agency describes the extent to which students have the self-belief to contribute to and /or lead decision making in school.</p>
Participants		<p>Teachers about to undertake or participate in an activity/initiative which seeks to listen to young people's views on a topic.</p> <p>*Ideally this workshop will follow a staff session outlining the rationale for student voice. (see slide presentation <i>Young people's voice in their education; why it matters!</i>)</p>
Facilitator		Lead teacher
Time		40 min.
Resources		<i>Teacher personal readiness audit</i> ¹
Step 1	10 Min.	Each teacher in the group completes the <i>Teacher personal readiness audit</i> .
Step 2	15 Min.	<p>With one other colleague, discuss the statements in Section 1 of the audit in relation to prompts such as...</p> <ul style="list-style-type: none"> <i>In the context of my own teaching practice, the response(s) which struck me as most significant were...</i> <i>Why?</i>
Step 3	10 Min.	With your colleague discuss the key elements of your reflections in Section 2
Step 4 Reflection	5 Min.	<p>Teachers are asked to respond to the following prompts</p> <ul style="list-style-type: none"> <i>What is your take-away from the session?</i> <i>What are the implications for your teaching practice and our students?</i>
Conclusion		Facilitator collects these reflections, undertakes to collate the findings, and to report back to the group

¹ 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.