



Voice in the classroom; STUDENT AND TEACHER WORKSHOP

| Title of workshop | Voice in the classroom; student and teacher workshop |
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| AIM | This workshop provides an opportunity for students and teachers to reflect on their experiences of and perspectives on having a voice in the classroom about decisions that affect them. It also provides a basis for collaborative planning for change. |
| PARTICIPANTS | The workshop can be done with the entire class and their teacher or a representative group of students drawn from across the classes of collaborating teachers. Ideally, a ratio of 1 - 4 teachers to students will support an effective conversation. |
| FACILITATOR | The class teacher or designated teacher from the group of teachers. |
| TIME | At least one lesson period |
| RESOURCES | Copies of Audit Tool 1 Voice in the classroom (Teachers and students) for all participants |
| INTRODUCTION | Young people have a right to have their voices heard in matters that affect them. That includes in their school and in class. Brainstorm what these decisions might include. In this workshop we have an opportunity for teachers and students to share their experience about if and how well we are doing this. We will use the feedback to plan to do even better. |
| STEP 1 | Having completed the audit tool, teachers and students, separately, circle the statements that they consider are working well in the classroom. They place an X beside the statements that they consider important, but which are not working well. |
| STEP 2. | Students and teachers consider their responses separately in small groups |
| STEP 3. | Teachers and students come together in small mixed groups to share and compare their responses. It is worth noting and discussing similarities and differences in responses. |
| STEP 4 | Each group agrees <ul style="list-style-type: none"> • one strategy that is working well to listen to students' voices in the classroom and why • one strategy that is important but is not working well and how this can be improved. |

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CONCLUSION

Describe, draw, create an image of a classroom where young people are involved effectively in decision making.

- What does it look like?
- What are students and teachers thinking, doing, saying?
- How does the teacher know it is working?
- What are the different ways that the young people have a voice in the classroom?
- Present the finished piece to the other groups.

APPENDIX 1

Voice in the classroom (Teachers and students)¹

Please complete this audit tool. Your teacher(s) will be completing it also. Once completed, you will have an opportunity with your classmates to discuss the feedback with your teacher. Together, you will decide the next steps in building stronger voice for young people in your classroom.

| Practice | HOW OFTEN DOES THIS HAPPEN? | | | | | HOW IMPORTANT IS THIS? | | |
|--|-----------------------------|-------|------------|--------|-------|------------------------|--------|-----|
| | ALWAYS | OFTEN | SOME-TIMES | SELDOM | NEVER | HIGH | MEDIUM | LOW |
| DISCUSSING | | | | | | | | |
| 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 | | | | | | | | |
| ASKING | | | | | | | | |
| 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. | | | | | | | | |

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.

| | HOW OFTEN DOES THIS HAPPEN? | | | | | HOW IMPORTANT IS THIS? | | |
|---|-----------------------------|-------|------------|--------|-------|------------------------|--------|-----|
| | ALWAYS | OFTEN | SOME-TIMES | SELDOM | NEVER | HIGH | MEDIUM | LOW |
| PRESENTING ALL VOICES | | | | | | | | |
| 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 | | | | | | | | |
| BEING LISTENED TO | | | | | | | | |
| 1.11 Teachers welcome feedback from students | | | | | | | | |
| 1.12 Students' views influence how learning and teaching happens | | | | | | | | |
| 1.13 Students' performance in assessments and homework influence how learning and teaching happens | | | | | | | | |
| 1.14 Students' views influence how the classroom is organised into a safe and inclusive space | | | | | | | | |
| 1.15 All participants in these conversations feel safe in expressing their views. | | | | | | | | |