



Voice in the classroom; STUDENT WORKSHOP

Title of workshop		Voice in classroom*
Aim		To allow the young people and their teacher to reflect on the outcomes of <i>Student voice in classroom</i> audit tool once it had been completed by the students
Participants		Students in target class group
Room layout		Sit with partner and have capacity available for two pairs to work together during the session
Facilitator		Class teacher
Time		40 min.
Resources		Copy of <i>Voice in classroom</i> ¹ audit tool for each student (Appendix 1) Flip chart or other means of recording students' contributions
Introduction		Young people have a right to have their voices heard in matters that affect them. This includes decisions that are made in this classroom that affect you. What decisions are made here that affect you? Brainstorm. As your teacher, it is important to me to understand what it is like for you to learn and to be in my classroom. To what extent do you believe that you have a voice in this classroom? This audit tool will allow us to have a conversation about this. I will use the outcomes of this workshop to inform my planning to make this classroom a place where you can get more involved in the decisions being made.
Step 1	10 Min	Students, individually, are asked to circle the statements that they felt were most important and were being addressed well in their classroom now.
Step 2	10 Min	Pair, Share: In pairs, the students discuss their responses and agree the three most important statements and one/two ways that these areas might be improved even further. What is working well? Even better if...? The responses can be recorded on a template and shared with their teacher.

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.

*Voice in classroom describes the extent to which students feel they have a voice about matters that affect their learning and engagement in their class.

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Step 3	10 Min	<p>Each pair joins another pair. Consider the following:</p> <p><i>If you were to pick one area on the audit tool or another area not included on the audit tool that would make this classroom a better place for students and their learning, what would it be?</i></p> <p><i>What advice would your group offer on how this might happen?</i></p>
Step 4	5 Min.	<p>Each group is asked to share its idea with the class. The teacher records these.</p> <p>The class is then asked to vote on which ideas they would like to see prioritised for attention.</p> <p>Each student has one vote</p>
Conclusion	5 Min.	<p>Final discussion: What would success look like - for teacher, for the students?</p> <p>What might the first steps be?</p>

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APPENDIX 1

Voice in classroom audit tool

Voice in classroom describes the extent to which students feel they have a voice about matters that affect their learning and engagement in the class.

Please complete this audit tool and your feedback will be used to improve student voice in this classroom.

Practice	HOW OFTEN DOES THIS HAPPEN?					HOW IMPORTANT IS THIS?		
	ALWAYS	OFTEN	SOME-TIMES	SELDOM	NEVER	HIGH	MEDIUM	LOW
INDIVIDUAL LEARNING								
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.								

Practice	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.								