

STUDENT VOICE

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LET'S CONSIDER



A definition of student voice and student agency



Meaningful and purposeful talk for students with peers, teacher and self



Teaching students 'listening skills' and ensuring this is modelled by listening to and hearing the voices of ALL voices in the classroom



Effective meaning making, moving from surface to deep



Effective classroom practices - dialogic teaching and discussion



Teaching students about feedback- both peer and self

INITIAL THOUGHTS / DEFINITIONS

1. HOW DO YOU DEFINE STUDENT VOICE AND STUDENT AGENCY?
2. WHAT DOES STUDENT VOICE AND STUDENT AGENCY LOOK LIKE IN YOUR CLASSROOM AND AT YOUR SCHOOL?
3. DO YOU EXPLICITLY PLAN FOR STUDENT VOICE AND AGENCY?
4. HOW CAN STUDENT VOICE SUPPORT STUDENT AGENCY?

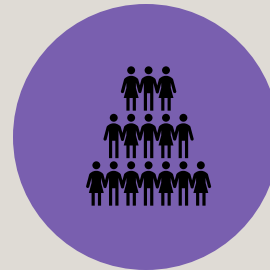
TO HEAR STUDENT VOICE, DON'T DOMINATE THE DISCOURSE!



WHAT DOES THE RESEARCH TELL US?



TEACHERS TALK FOR 90% OF THE LESSON WITH 90% BEING SURFACE LEVEL



SOME STUDENTS GO THROUGH AN ENTIRE DAY WITHOUT COMMUNICATING WITH ANYONE, ASKING ONLY 2 QUESTIONS A DAY

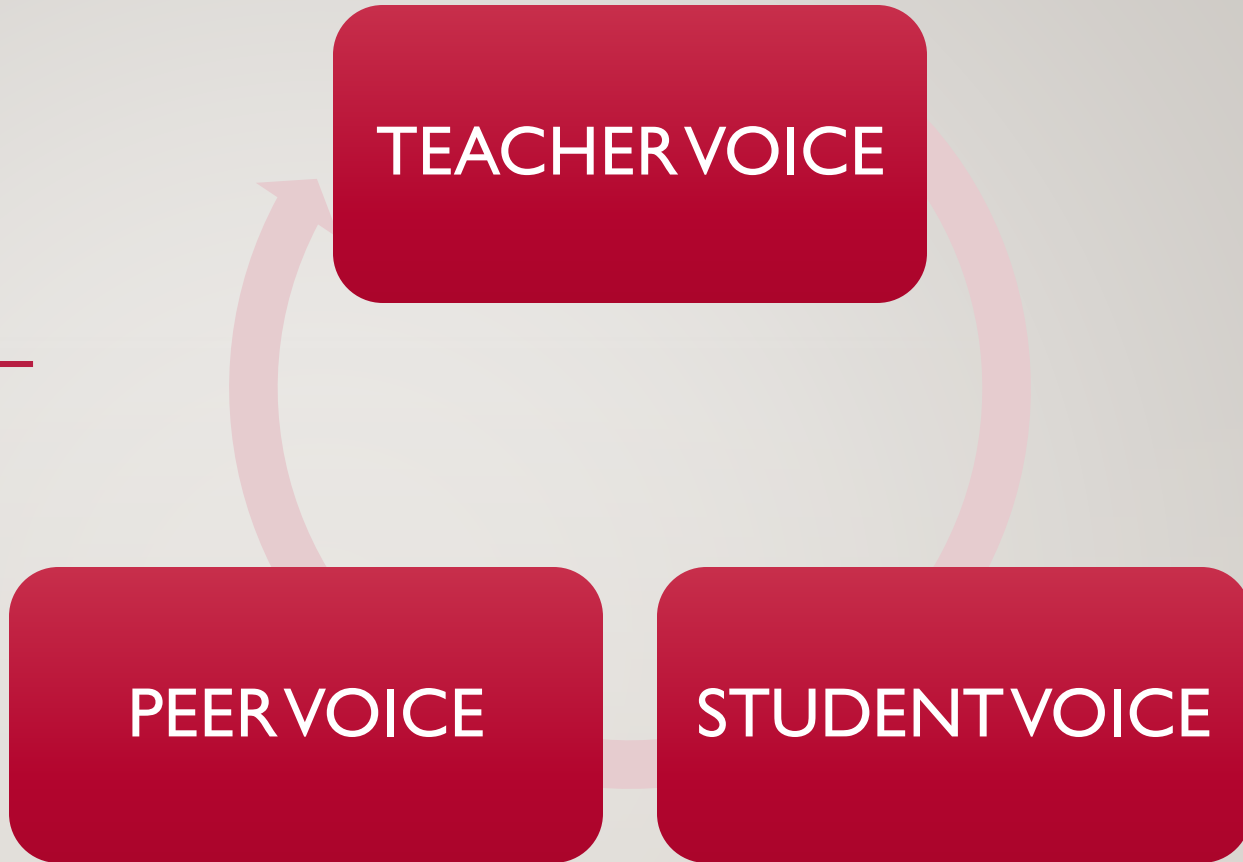


80% OF FEEDBACK IS GIVEN BY PEERS WITH 80% BEING INACCURATE



RESEARCH TAKING PLACE AT THE
INTERACTIVE CLASSROOM, UNIVERSITY
OF MELBOURNE

THE 3 VOICES IN THE CLASSROOM



CAPTURING STUDENT VOICE



USING THE DATA



MOVING STUDENT UNDERSTANDING FROM SURFACE TO DEEP WITH THE SOLO TAXONOMY

SOLO Level	Competence	Verbs/Skills	Learning
Pre-structural	No Prior Knowledge	Unsure, Misses point	-
Uni-structural	Has one idea about the subject. Knows one relevant aspect. Can perform single tasks.	Identify (who, what, where, when), name, draw, find, label, define, match, follow simple procedure.	Surface Understanding
Multi-structural	Has several ideas about the subject. Knows several relevant aspects. Can perform several tasks.	Describe, combine, list, summarise, give examples, continue, perform serial skills.	
Relational	Can link ideas and/or skills together to solve complex problems or tasks. Integrates knowledge into a structure.	Analyse, apply, argue, compare & contrast, classify, sequence, explain (cause & effect), criticise, justify, relate, distinguish, organise.	Deep Learning/ Conceptual Understanding
Extended Abstract	Can generalise knowledge into new ideas. Can use ideas and/or skills in new and different ways.	Evaluate, reflect, predict, create, hypothesise, theorise, formulate, generate, generalise, prove, compose, design, construct.	

THE IMPORTANCE OF
FOCUSING ON TRANSFER
AND DEEP LEARNING
FOR STUDENTS IN
AN EVER CHANGING
WORLD.....

HELP THEM TO CONNECT
TO MEANINGFUL
LEARNING IN THE WAY
THAT THEY CONNECT TO
OTHERS.

"Educating for the unknown, far from an unapproachable paradox, can be an alluring and inspiring agenda. Rather than counselling despair, educating for the unknown favours a vision of learning aggressive in its effort to foster curiosity, enlightenment, empowerment and responsibility in a complex and dynamic world. It favours a broad and visionary reach for meaningful learning."

(David Perkins, 2014)

WHAT IS STUDENT VOICE?

"Student voice is not simply about giving students the opportunity to communicate ideas and opinions; it is about students having the power to influence change. Authentic student voice provides opportunities for students to collaborate and make decisions with adults around what and how they learn and how their learning is assessed. This is known to lead to improved educational outcomes."

FISO definition: Victorian Department of
Education, 2018- AMPLIFY



STUDENT VOICE IS OFTEN SEEN AS:

- Student Representative Councils / Groups
- Formation of School Committees
- Student Leadership (Captains / Vice Captains)
- Student led forums
- Student led assemblies / events
- Contributions from students for school publications
- Seeking student opinions / viewpoints

WHAT IS STUDENT AGENCY?

"Student agency refers to the level of autonomy and power that a student experiences in the learning environment. Student voice and student agency are intrinsically linked. Agency gives students the power to direct and take responsibility for their own learning, creating independent and self-regulating learners."

STUDENT AGENCY IS SEEN AS:

- Self regulation
- A capacity for students to make choices in developing their understanding of concept
- Student voice and thinking made visible in the classroom with dialogic teaching/routines and structures
- Feedback that students can deliver, understand, and apply to build their learning
- Increased control, motivation, engagement and self-efficacy to achieve learning goals

STUDENTS WHO BECOME INVESTED IN THEIR OWN LEARNING:

Hattie, 2018

Gain a better understanding of what good learning is and the purpose of it.

Can evaluate their own work

More purposefully discuss progress and achievement with teachers

All of these have a significant effect size on achievement.

STUDENTS WITH A STRONG SENSE OF AGENCY – GENERATE A POSITIVE CYCLE OF SUCCESS

JOHNSTON, 2014

- Have greater focus
- Have more interest
- Are less likely to give up
- Are better at planning
- Are more likely to choose challenging tasks
- Set higher goals
- Have improved concentration when setting goals
- Work harder

Impact of student voice, agency and leadership will lead to students being :

4 x more likely to develop **self worth**

8 x more likely to be **engaged** in learning

9 x more likely to see the **purpose** in their learning

7 x more likely to be **academically motivated**

Quaglia, 2016

REVIEWING THE EXISTING PROCESSES

1

What do we understand by the terms student voice, student agency, and student leadership?

2

What processes are in place to capture, enact and embed school community views?

3

To what extent is student voice, agency and leadership embedded in whole school practice?

4

What does student voice, agency and leadership look like in the classroom?

STUDENT VOICE IS EVIDENT WHEN STUDENTS:

1

Share

- Visibly share ideas, opinions and thoughts regularly

2

Listen

- Listen to and learn from peers and adults regularly

3

Ask

- Ask questions to strengthen their understanding to self/peers and teacher

4

Seek

- Actively seek feedback from teachers and peers to progress their learning and reflect on their learning experience

5

Give

- Give feedback to peers and teachers

6

Negotiate

- Negotiate learning goals and assessment

7

Challenge

- Respectfully challenge others' views around learning and teaching

8

Opportunity

- Have the opportunity to feel confident to contribute in meaningful ways for a shared sense of ownership



STUDENT VOICE IS NOT:

Silent

Led by
students only

Unstructured
and random

Specific
students

Only in
specific
subjects

Unstructured

Student
choice or
free choice

The background is a collage of images. On the left, a hand holds a paintbrush over a palette. In the center, a hand holds a pencil. On the right, a hand is seen holding a stringed instrument, possibly a guitar. The overall theme is creative and artistic.

PRACTICAL STRATEGIES

What are the strategies that you can use to enhance student voice and student agency in the classroom?

THINKING ROUTINES AND STRUCTURES FOR TALK

- Use protocols to structure dialogue, making thinking visible with dialogic discussions /routines, such as:
- See/ Think/ Wonder
- Chalk Talk
- Color/Symbol/Image
- 2 stars and a wish
- Jigsaw
- Headlines

EXIT TICKETS AT THE END OF A LESSON

EITHER IN PAIRS
OR INDIVIDUALLY

- Use exit cards at the end of each lesson to confirm progress on learning and assess student engagement. (e.g. what did you learn today, what questions do you have).
- Alternatively, you can use an automated feedback systems at anytime in the lesson, such as Kahootz or Socrative.

CIRCLE TIME

- Effective whole class discussion that can address academic, social or emotional issues in the classroom, otherwise known as circle time.

CONFERENCING

- Use three-way conferences (parent, teacher and student) or peer reviews to provide feedback on pieces of work and learning progress to ensure that parents are a part of the learning process.

FEEDBACK

- Provide opportunities for students to give feedback to peers and teachers.
- Use student feedback to diagnose issues and inform practice and improvement.
- Watch Austin's butterfly and discuss timely, specific and targeted feedback.

THANK YOU

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