

# Connect

supporting student participation

Number 236  
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## Voice ... agency ... action!

- **AMPLIFY Model**  
*Scoresby Secondary College*
- **School Strike 4 Climate**
- **Audit of Practices:**  
*Student voice, agency and participation*
- **Another way is possible ...**  
*but we have to be opportunistic*
- **It's a paradigm shift: So what?**
- **VicSRC:** *Student Voice Workshops*  
*Melbourne Declaration: Ministerial Forum*  
*VicSRC Ambassadors*  
*Teach the Teacher in Darwin, NT*  
*VicSRC: members/partners/Executive*

### Resources:

- *School is where you need to be equal and learn*
- *Asia-Pacific Democratic Education Conference*
- *Student Voice in Massachusetts: report*
- *Disaster Resilience Education*
- *Protective Participation: Voices on safety*
- *Student voice & Bullying-Free NZ School Framework*
- *Deepening relationships between youth research & practice: USA Conference*
- *Student Voice Research and Practice facebook group*
- *Connect ... available on-line ... on facebook ... archived ... access to other on-line resources*

## Connect

Number 236: April 2019

- 3 AMPLIFY Model**  
Scoresby Secondary College, Vic Murray Cronin
- 10 School Strike 4 Climate:** Melbourne Astrid, Beth
- 12 Audit of School Practices**  
Student Voice, Agency and Participation Connect
- 20 Another way is possible - but we have to be opportunistic:** EUDEC address 2 Derry Hannam
- 24 It's a paradigm shift: So what?** Education Reimagined
- 26 VicSRC:**
- Student Voice Workshops
  - VicSRC Ambassadors
  - Ministerial Forum on Melbourne Declaration Review
  - *Teach the Teacher* at Casuarina College, Darwin, NT
  - Student Members; Partner Schools; Executive members
- 32 News & Reviews:**
- 'School is where you need to be equal and learn': Schools Support Program at the Victorian Foundation for Survivors of Torture; Asia-Pacific Democratic Education Conference (APDEC); Deepening Relationships Between Youth Research and Practice - US Conference: Dana Mitra;*
- Student Voice: how young people can shape the future of education (Massachusetts, USA): Rennie Center; Disaster Resilience Education: Brigid Little; Protective Participation: The Voices of Young People on Safety;*
- Student voice: Bullying-Free NZ School Framework; Student Councils and Beyond; Connect on facebook; Student Voice Research & Practice facebook group*
- 38 Connect Publications: Order Form**
- 39 CLEARINGHOUSE:** Local and Overseas Publications; Contribute to *Connect*; *Connect* website/databases

### Cover:

Student Strike for Action on Climate Change  
Melbourne rally; photo by Marie Brennan

## Why does Connect exist?

Connect has been published bimonthly since 1979!

It aims to:

- document student participation approaches and initiatives;
- support reflective practices;
- develop and share resources.



### Connect:

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# This Issue:

When we talk with staff and students about the ideas and practices of **student voice, agency and participation**, we usually start by asking what they understand by these terms – and ask them to describe what they are already doing.



In many cases, responses are about building **student capabilities** ... with fewer responses (as we noted last issue) about building **adult capabilities and willingness to listen, respond and change practices**. And we often find that students and staff don't recognise what they are **already doing** in this space – and hence what they can build on.

Therefore, we've been developing a resource that encourages teachers (mainly, but also student representatives) to recognise **'starting points'** in current practices and to see possibilities for extending on these. In this issue of *Connect*, we're presenting an **Audit of Practices** (see pages 12-19). The intention of using this is that people would say: *"Aha, I didn't realise that this was a starting point for 'Student Voice!'"* and also: *"Oho, I can see now some further practices that could grow out of what we are doing!"*

This **Audit** has been through many iterations to arrive at this point – and we are sure that it will continue to change and grow and be refined. **We'd love you to try it and contribute to that refinement**. Thanks to all the people who have tried out earlier versions and fed back improvements: *Adam Brodie-McKenzie, Sue Cahill, Annie Rowland, Benita Bruce, Hayley Allen, Mietta (and friend), Nina Laitala, Doug Sandiford, and various VicSRC Executive members (... and you, if I've forgotten you!)*

In presenting this in a teacher workshop in one primary school, the staff group broke into smaller teams; each team completed one section of the **Audit**, and then led a discussion of the whole group. It was also useful to have the **Audit** completed by different people in the same situation – as it then provided possibly contrasting perceptions of what is happening.

**Please keep this development going.**

I'm also involved (on *Tuesday April 16th at 4 pm*) in a seminar at the Youth Research Centre, The University of Melbourne (in Carlton) about **International Directions and Networking in Student Voice, Agency, Leadership and Participation**. We'll be talking about the series of seminars/conferences that have been held in Cambridge, UK and Burlington, Vermont, USA over the last eight years – and possibilities for such an event in Australia later this year. There is further information and a (free) registration form at: <https://bit.ly/2TNZiWv>. If you're interested to hear about these past events and the growth of ideas, and to be part of the planning for future possibilities, we'd love you to attend.

### Next Issue ...

In this issue, there are also piles of resources – and we hear from Scoresby Secondary College about their exciting work.

We want to hear from you – from primary, secondary and other schools – about what you are doing. At a recent student and teacher workshop, we heard some great stories ... but these need to be written down and shared for the inspiration of all of us!

Roger Holdsworth

**Next Issue: #237: June 2019**

**Deadline for material: end of May, 2019**

# AMPLIFY Model:

## *Supporting teachers and students to work collaboratively to reflect on and improve instructional practice*

At the very least, schools must ensure that students are able to speak up about their learning and be heard (Mitra & Gross, 2009, p. 523). In an excellent school, there will be opportunities for students to collaborate and make decisions with adults around what and how they learn and how their learning is assessed (State of Victoria, 2017); and the literature makes this clear.

**Scoresby Secondary College** is a Year 7–12 coeducational school, located in Stud Road, Scoresby in Melbourne's eastern suburbs. The College has an enrolment of 300 students and this is rapidly rising.

The College sets high expectations and promotes active participation in learning, with a belief that all students can develop and achieve success. It is the setting of high expectations that the College believes empowers students to aim for their personal best and take on responsibility for their own behaviour and learning.

We view our students' 'voice' as integral to their education and are proud of our commitment to building students' capacities to influence positive changes within the College community and beyond through our partnerships with *Thermo Fisher Scientific Australia*, *Monash University*, *The University of Melbourne*, *Rotary*, *Knox Police* and the *Country Fire Authority*, and a range of activities and initiatives, including our Principal's Student Advisory Group, Student Leadership Programs, Student Representative Council (SRC), student representation on School Council and Education Policy Committees, VicSRC *Teach the Teacher*, Student Focus Groups and ROTARY Partnership Leadership Programs.

The College prides itself on the establishment of partnerships with

business, industry and tertiary education providers, providing authentic learning experiences for student learning and greater opportunities for student pathways and transitions. We encourage our students to value the skills and knowledge gained from such pursuits to ensure that they are able to meet the challenges of our society with confidence.

At the beginning of 2018, our school used **FISO: The Framework for Improving Student Outcomes** (State of Victoria, 2017) and

the Department's *Amplify* (State of Victoria, 2018) document to consider how we could advance our efforts to meaningfully engage students in decision-making and improvement-related processes. Here, both documents made it very clear, in an excellent school:

- There are highly developed informal and formal structures to engage with, listen and respond to the full range of student perspectives and feedback; and the student voice team is broad and diverse.

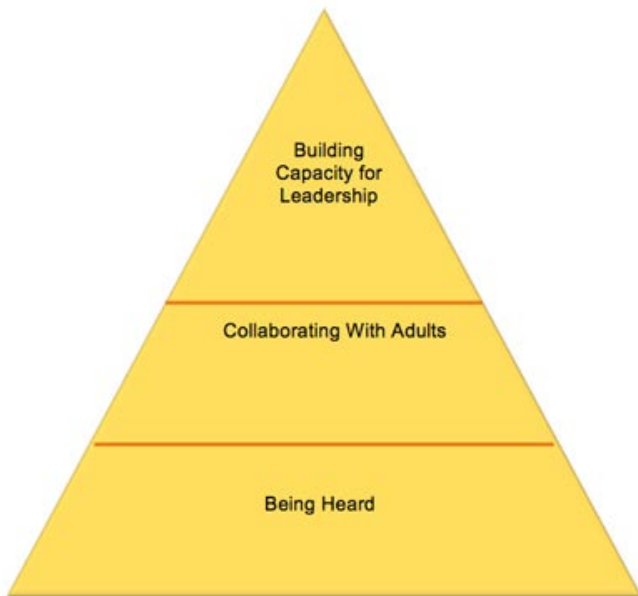


- Teachers and students work collaboratively to reflect on and improve teaching and learning across the whole school.
- The school has deep knowledge of the levels and complexities of student voice and how it impacts on school culture.
- The school's improvement cycle has student voice deeply embedded in it as an integral and natural element.
- Schools can describe and demonstrate the impact of student voice, agency and leadership.

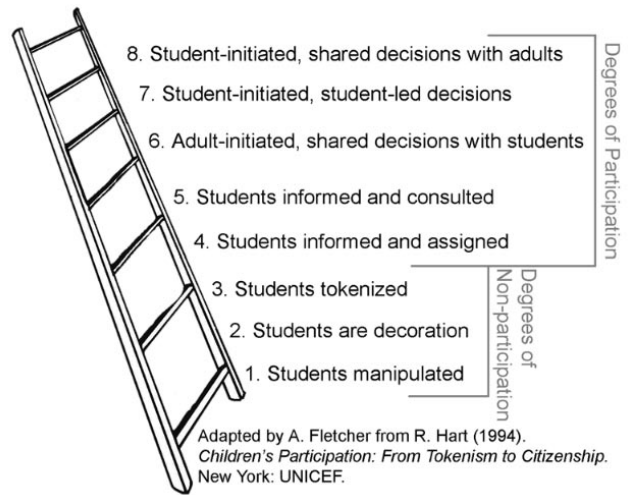
### The Literature

In advancing our efforts, the school sought to first understand the levels and complexities of student voice.

Here, Mitra and Gross' typology was helpful, particularly through its well-defined 3-tiered pyramid structures (2009). Implicit is the notion that student agency increases up the pyramid.

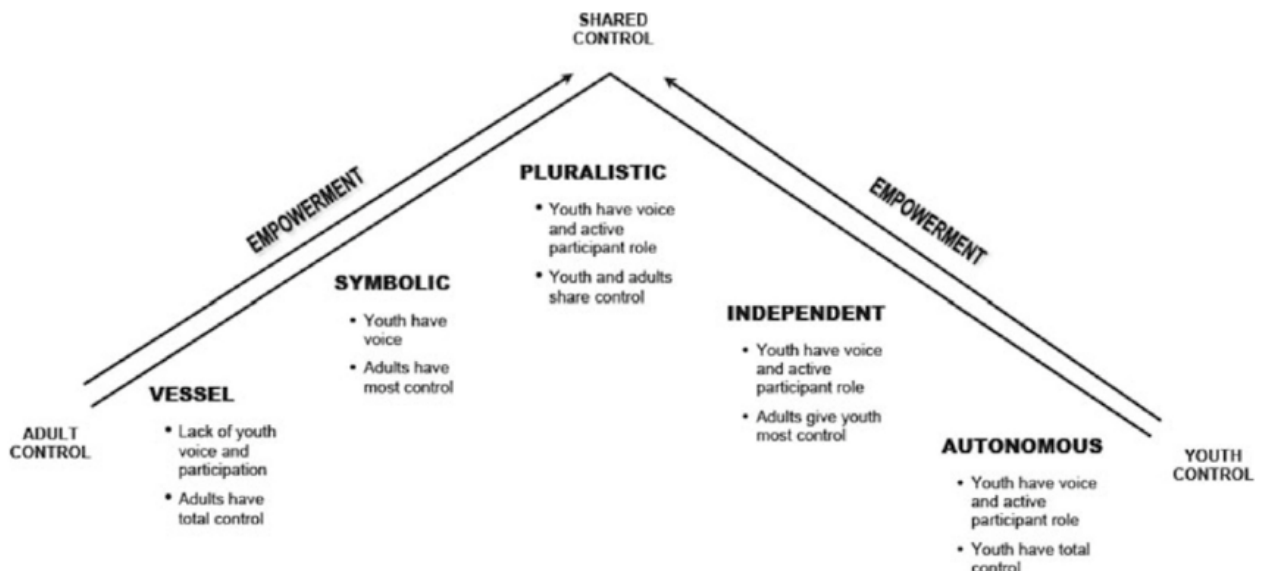
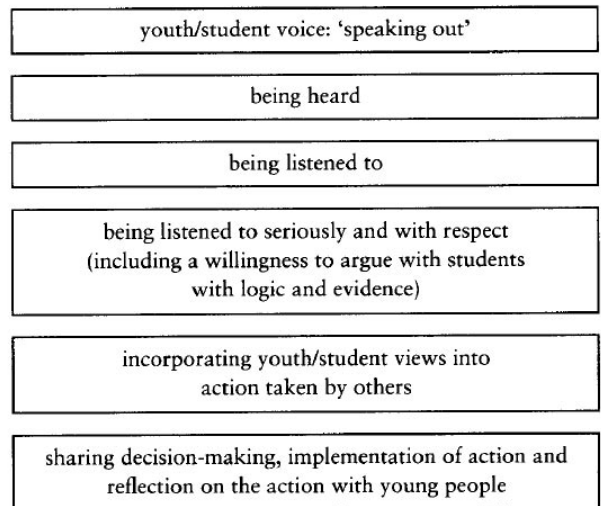


The same can be said for Fletcher's (2005) **Ladder of Student Involvement in School** (adapted from Hart's [1992-1994] *Ladder of Participation*). It is much more nuanced than Mitra and Gross's pyramid and delineates many more levels of student control and decision making (Brasof, 2015).



Wong, Zimmerman and Parker's (2010) framework, the *Typology of Youth Participation* (bottom), also articulates five hierarchical levels of participation, implying that one type of activity is better than another.

Similarly, Holdsworth proposed a spectrum of student voice that describes the different ways in which students and adults can work together, ranging from "speaking out" to "sharing decision-making (and) implementation of action" (2000, p.358).

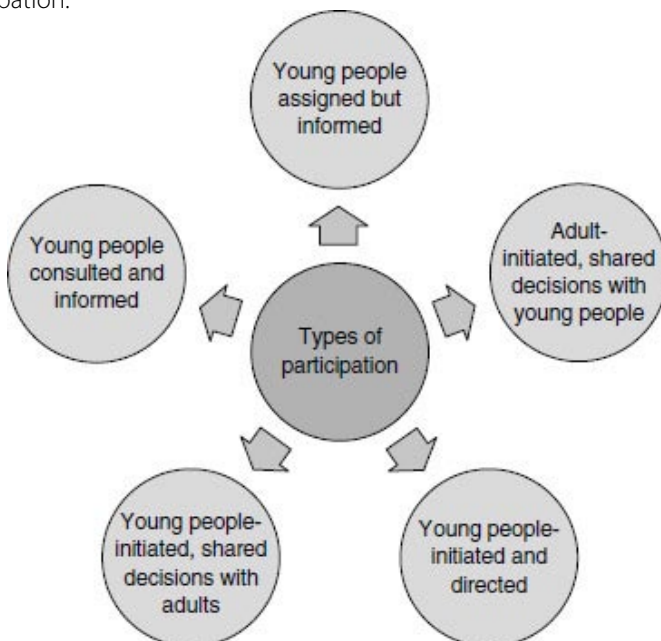


Fielding's typology, *Patterns of Partnership*, also describes students as data sources through to researchers who drive change (2011).

**Patterns of partnership  
How adults listen to and learn with students in schools**

Students as <b>Data source</b> Staff utilise information about student progress and well-being		
Classroom	Unit / team / dept	School
▪ Lesson planning takes account of student test scores	▪ Samples of student work shared across staff group	▪ Student attitude survey
Students as <b>Active respondents</b> Staff invite student dialogue and discussion to deepen learning / professional decisions		
Classroom	Unit / team / dept	School
▪ Engaging with + adapting explicit assessment criteria	▪ Team agenda based on students views / evaluations	▪ Students on staff appointment panels
Students as <b>Co-enquirers</b> Staff take lead role with high-profile, active student support		
Classroom	Unit / team / dept	School
▪ How can we develop more independence in learning?	▪ Student evaluation of, e.g. History unit of work	▪ Joint evaluation of current system of Reports
Students as <b>Knowledge creators</b> Students take lead role with active staff support		
Classroom	Unit / team / dept	School
▪ What seating arrangements assist in learning?	▪ Is the playground buddying system working?	▪ What is the cause of low level bullying in class?
Students as <b>Joint authors</b> Students and staff decide on a joint course of action together		
Classroom	Unit / team / dept	School
▪ Co-construct e.g. a Maths lesson	▪ Develop a 'Research Lesson' on behalf of dept	▪ Joint student + staff Learning Walk
Intergenerational learning <b>Participatory democracy</b> Shared commitment to / responsibility for the common good		
Classroom	Unit / team / dept	School
▪ Students + staff plan lesson for younger students	▪ Classes as critical friends in thematic conference	▪ Whole School Meeting to decide a key issue

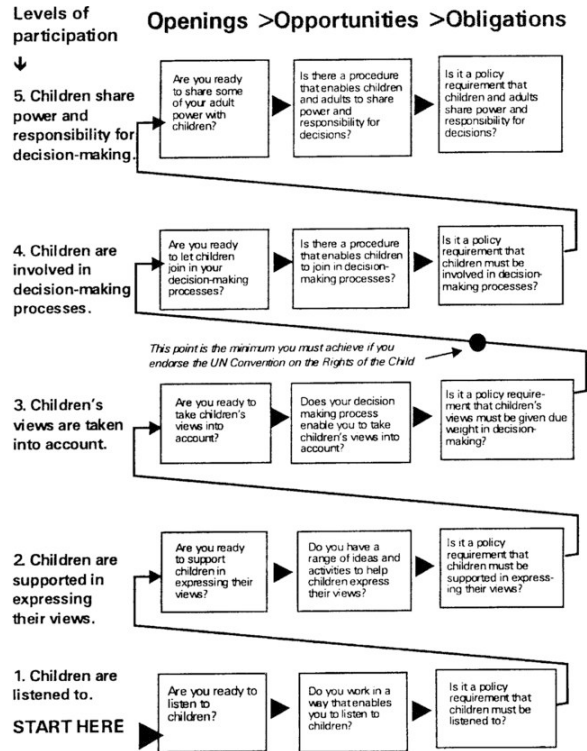
Finally, Treseder (1997) offers a non-linear conception of participation.



While all these typologies vary, each makes clear that student voice and agency can range from low to high level participation types.

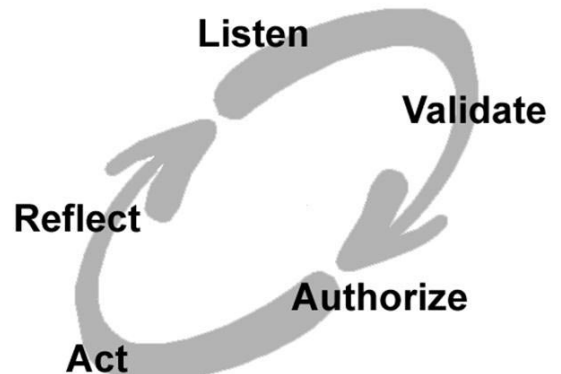
The literature also sheds light on the actions or steps that schools can take when working with students. Shier's *Pathways to Participation* highlights a process for schools to follow:

"(1) children are listened to; (2) children are supported in expressing their views; (3) children's views are taken into account; (4) children are involved in decision making processes; (5) children share power and responsibility for decision making" (2001, p.111).



At each level and stage, Shier proposes key questions that can be used to probe current levels of student participation. It should be noted that level 4 is the minimum endorsed by the *UN Convention on the Rights of a Child*.

Fletcher's *Cycle of Meaningful Student Involvement* (2013), offers an alternative model to Shier's linear conception. Both models imply initiatives are structured and ongoing processes, rather than informal, one-off events.





How student voice can be elicited is also commonly discussed. A number of methods are commonly described, including (but not limited to) student surveys, interviews, students writing about their class experiences in a learning log, classroom observations, student feedback surveys, suggestion boxes, and 360-degree feedback (Hoban & Hastings, 2006). Student surveys were the most widely reported tool for capturing student voice, both in Australia

and internationally (Jensen & Reichl, 2011). A reported advantage of student surveys is that they are able to assess a large population cheaply, quickly, easily, reliably and confidentially, compared to other, more direct methods (Hoban & Hastings, 2006).

### The Model

By mid-2018, our school had developed a highly structured cycle of inquiry that synthesised a range of student voice and agency policy and literature, as well as a range of reflective practice and leadership literature – **The Scoresby Secondary College AMPLIFY Model**.

The goals of the model are simple:

- To support teachers, students and leaders to work collaboratively with the full range of student perspectives and reflect on and improve instructional practice.
- To clearly define what collaborating with students for improvement-related processes looks like and the professional energies it requires – from administrative responsibilities through to evaluation techniques – so it may become part of one's daily routines and responsibilities.
- To complement the range of initiatives already at the school.

Like many other inquiry-based processes in schools, including Peer Observation, Action Research, Professional Learning Communities, the model is underpinned by several assumptions:

- Reflection is vital for improving the ways teachers work.
- For reflection to be effective, it must be deliberate, collaborative, lead to action and be ongoing.
- Students' perceptions of their teacher's instructional practice are a reliable and valid source of information to support reflection.
- Processes are a powerful source of school improvement and, when effective processes are followed, improvement is effected.

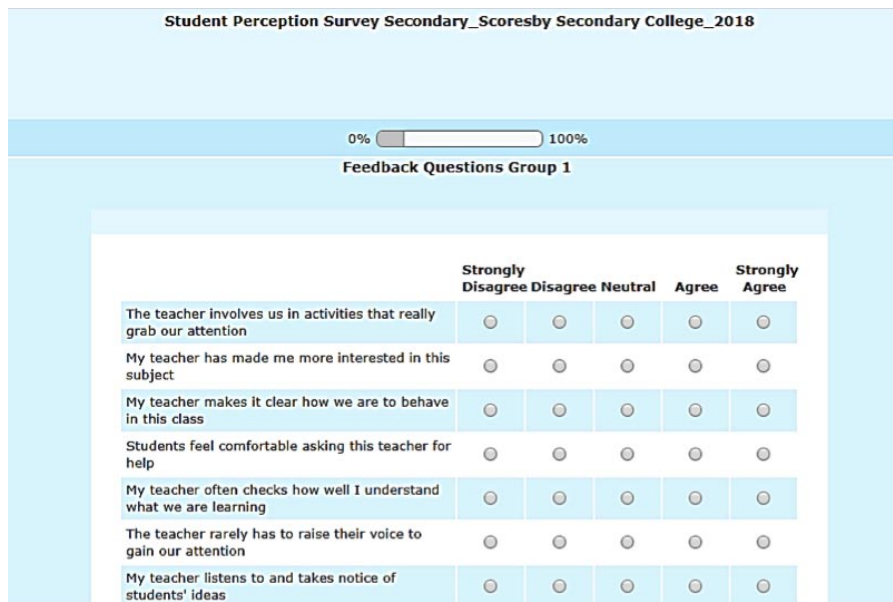
The steps are:

### Administer

During this part of the process, students complete the Australian Council for Educational Research (ACER) *Student Perception of Teaching Questionnaire (SPTQ)*. This provides quantitative data about teachers' practices.

Historically, student perceptions have not been used to inform teacher reflections because of concerns with their reliability and validity. However, when carefully constructed, there are student perception tools that are valid and reliable sources of information (Worrell & Kuterbach, 2001). The *SPTQ* is an example of this. Firmly grounded in research and aligned to the *Australian Professional Standards for Teachers* (AITSL, 2014), the *SPTQ* used at Scoresby Secondary College has been adapted by ACER to bring it into line with the language and practices of the College's *Instructional Model*.

All students in the class complete the *SPTQ*. When the *SPTQ* period is over, the Head of Teaching and Learning is provided with a report from ACER based on the *SPTQ* findings within two weeks.



### Magnify

During this part of the process, the teacher analyses the *SPTQ* data with a colleague in order to magnify development opportunities. The *SPTQ* statements are categorised so teachers can reflect on broad or targeted practices. Each statement is presented as a measure out of 100 (see below).

After receiving their individual data from the Head of Teaching and Learning via email, teachers work with colleagues to answer the following questions:

- *As you reflect on the data, what can be celebrated?*
- *What could be improved to enhance student learning?*

The teacher identifies one to three statements, based on the *SPTQ* data, for the students and teacher to work together to develop. Typically teachers aim to improve areas that score lower than other practices.

### Plan

During this part of the process, the teacher shares the *SPTQ* data with the students and articulates what they would like to improve. The teacher then poses the questions to students:

- *How can we work together to improve these areas?*
- *What could I (the teacher) do?*
- *What could you (as an individual) do?*

Students engage in a range of individual and collaborative activities aimed at supporting their decision making. Following this, the students and teacher arrive at a consensus in light of what is said. Commitments to actions, timeframes and desired outcomes are established and recorded.

### Learn

At the risk of pointing out the obvious, teachers cannot change their practices if they do not learn new ones. Evidence-based professional learning is essential to support changes to teacher expertise, changes to teacher practice and impact student achievement.

During this part of the process, the teacher communicates the agreed actions to Head of Teaching and Learning and discusses how the school can support changes to practice. There may be instances when teachers require no learning as changes to practices are 1st order. Examples of evidence-based professional learning at Scoresby

Component 2C: Engaging students in learning	(n = 29)
We usually have interesting activities and assignments in this class	50
My teacher encourages me to self-assess and peer assess	59
My teacher makes me think about what I am learning and whether I really understand it	55
The teacher involves us in activities that really grab our attention	41
This teacher helps me to take responsibility for my own learning	55
In this class we sometimes get so involved in our work that the end of the lesson catches us by surprise	31
This teacher usually gives us time to summarise what we have learned at the end of lessons	21



and outcomes of the model. Specifically, the study was designed to investigate the extent to which the **AMPLIFY** model supported students and teachers to work collaboratively to reflect on and improve instructional practice. To investigate, qualitative data, including observations, questionnaires and interviews, were collected at all stages of the **AMPLIFY** model. To strengthen the validity of the findings and results, this methodology was repeated with two teachers and two classes. Each time, data were reviewed and summarised using standard qualitative analysis techniques (inductive coding) to identify relevant themes.

## Discussion of Results

The findings suggest that the *SPTQ* data provided effective student feedback to teachers about their instructional practice. These observations are not new; rather, they are consistent with literature that suggests that, when carefully constructed, students' surveys can garner valid and reliable information (Wilkerson, Manatt, Rogers & Maughan, 2000). Further, the feedback obtained was able to inform teachers' reflections about their instructional practice. This finding is consistent with effective professional development practices, specifically, those that draw teachers into an analysis of their current practice (Ingvarson, Meiers & Beavis, 2003, p. 31).

The findings also indicated that teachers did not require professional learning to change their practice. ***This finding was quite unexpected.*** It is widely reported that changes to teachers' instructional practices requires learning. *"For change to occur, people*

Secondary College to support 2nd order change include, but not limited to:

- peer observation;
- modelling;
- coaching conversations;
- collaborative planning;
- Professional Learning Communities.

## Implement

During this part of the process, the students and teacher implement agreed actions.

As students and teachers move further through the **AMPLIFY** model, they are empowered to enact and implement the actions identified and agreed to. These actions are regularly reflected upon.

Alternatively, teachers may engage a colleague to observe their lesson. Reflecting on the agreed practices allows students and teachers to adapt, experiment with new ideas and approaches, think more creatively, imaginatively and resourcefully, and be ready to adapt to new ways and methods of thinking.

## Follow-up

One of the strongest criticisms of many professional learning programs is the lack of follow-up support for teachers as they apply new ideas and skills (Huberman & Miles, 1984). Follow-up support is provided to teachers as required.

The Head of Teaching and Learning will meet with teachers and ask the following questions:

- *What changes to the class have you noticed since we last met?*
- *What has worked well? How do you know?*
- *What are some strategies that might further support you?*

This part of the process is also an opportunity for the Head of Teaching and Learning to ask themselves questions:

- *As a result of the learning, did the teacher change their practice?*
- *What learning experiences have the greatest impact on teacher practice at our school?*

In this way, students, teachers and leaders have a shared responsibility and collective ownership of student and teacher learning.

## Yes/No

During this part of the process, students and teacher reflect on actions and identify what has worked effectively.

At the end of this stage, the teacher commits to continuing those new practices that students have found to be effective.

## Action Research

An action research study was undertaken to collect data and reflect on the actions





need information, skills and dispositions to sustain their effort and consistent practices that align with the intended change" (Killion, 2012, p. 10).

One explanation could be that the 'Plan' stage – working with students to reflect on instructional practices – was in itself a meaningful learning process for teachers. Another explanation could be attributed to the fact that changes to practice were 1st order – they were consistent with current practices and the teacher's current beliefs (Watzlawick, Weakland & Fisch, 1974) – and therefore did not require professional learning.

It is possible that the AMPLIFY model contributed to improved instructional practices. Qualitative data from students, teachers and observers indicated that instructional practices changed during the process and that these changes contributed to improved learning conditions. This finding is consistent with quantitative data that indicated a positive shift in participating students' perceptions of teachers' instructional practice during the research period.

There are several possible explanations for this result. For example, literature highlights the link between professional learning and a teacher's ability to apply their learning (Killion, 2012, p. 22). It may be the case that, because teachers could apply students' suggestions immediately and without learning, there was a greater inclination by teachers to make changes to their instructional practice. This is reinforced by many professional learning models (Ingvarson, Meiers & Beavis, 2005). Another explanation is that data from the SPTQ made clear to teachers what they could do to improve; and when teachers have a better understanding of what they can do to improve learning, they can respond.

## Conclusion and Future implications

This research investigated whether the AMPLIFY model supports students and teachers to work collaboratively to reflect on and improve instructional practice in a secondary setting. In general this study both confirmed and contributed to our understanding of the importance of reflective practice and student voice. The results show that the model provided a structure through which teachers could reflect and improve their instructional practice.

This signals an important shift in students' roles in schools, particularly students' role in teacher learning. Traditionally, teacher learning has been confined to the expertise of leaders.

The belief that students can directly influence teacher learning offers a novel approach to conceptualising and contextualising teacher learning in schools. It also worryingly highlights the fact that current understandings and applications of expertise may result (and have resulted in for some time) a significant and important amount of expertise in schools remaining largely untapped.

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# School Strike 4 Climate

On Friday 15th March, students across the world walked out of classes and schools to protest against inaction around climate change. The organisers of the student climate change marches have said that there were more than 2000 student climate change protests in 125 countries, with an estimated total of 1 million students skipping school. (See: Glenza, J., Evans, A., Ellis-Petersen, H., & Zhou, N. (2019). *Climate strikes held around the world – as it happened*. *The Guardian* 15 March, 2019. <https://bit.ly/2F1klzF> )

In Australia, 30,000 students were reported to have participated in Sydney, 20,000 in Melbourne, and large marches in many other cities. These actions have been inspired initially by the initiative of Swedish student Greta Thunberg. (See: Thunberg, G. 'Our house is on fire': Greta Thunberg, 16, urges leaders to act on climate. *The Guardian* 26 January, 2019. <https://bit.ly/2RcpmJG> )

Here, two students who participated in Melbourne, one from a primary school and one from a secondary college, write about their motivation and experience.

On Friday I went to a climate change rally. Climate change (or global warming) is caused by industries burning heaps of fossil fuels such as coal, gas and oil; the gases released into the atmosphere act like a huge invisible 'blanket', trapping heat from the sun and warming the earth. This is known as the greenhouse effect. (<https://bit.ly/2klTunA>)

I skipped school to go to the student climate change rally. It was important because if we keep burning all these fossil fuels, the earth will no longer exist in about 2040.

Apparently there were more than 100 countries in the world doing it at the exact same time!! It started at 12:00 and at about 12:35 we marched down Collins Street. I didn't stay too long but what I went to was awesome!

We chanted things like:

**What do we want?: climate action!!!**  
**When do we want it: Now!!!**

and:

**Oh it's hot in here; too much pollution in the atmosphere!!**

We chanted lots of other things, but I can't remember all of them.

I saw signs that said lots of different things. Here are some of them:

**Reduce, reuse, recycle, resist!**

**It's getting hot Scott**

**There is no planet B**

**Astrid**

**Grade 3**

*Alphington Primary School*





**C**arbon emissions, fossil fuels and non-renewable energy. These trigger words and issues have been pumped out by the media. Why? Because these issues are the cause of the fast approaching point of irreversibility of the detrimental impact on the environment that we humans have caused. And we students are furious about it! Despite all the evidence, our politicians aren't doing enough for climate action!

That is why on the 15th of March 2019, the global student community shared their concerns and struck together: skipping learning for the day to teach the politicians that we care and that we want a future to look forward to.

However, as empowering as it is, there are some barriers to students' ability to even make it to the Parliament steps. Parents' support, school support and safety were all hurdles that some students needed to overcome.

Through my experience of the day and of organising a group of students from my school to go to the strike, these were all barriers. But a barrier does not mean we give up; it just means we've got to hurdle our way to the goal. So we tackled them and 60 students from our school got together and all fought for climate action.

Our group of students ranged from Year 7 to 12, each with their own different hurdles and difficulties.

A lot of our younger students faced the issue of getting parents' permission. Some parents didn't even believe in climate change, and others were concerned about safety, as there were

no teachers present when our group went to the strike. Despite a lot of the juniors wanting to go, unfortunately it wasn't feasible for all. But the ones who did go, were left in safe hands. As a part of journey in getting as many students from our school there, the leading students had organised first aid kits, emergency protocols and procedures to ensure the group stuck together. And even chatted with parents about our set up, to alleviate their concerns.

To our surprise, getting our school support drained a lot of our energy and took a lot of fighting.

Teachers were hyped and keen to support students by striking with them. However when word got out that teachers wanted to go, our school's support and attitude flipped. Originally students were allowed to hang up posters about the strike but soon this became a game of hide and seek. As soon as they were put up, they were pulled down by non-supportive teachers.

And word of the strike had to be kept on the low. What had been a supportive space soon became one that made the strike feel more like an underground

conspiracy. Students who wanted to go, caught wind of the vibe and found it too 'risky' to go, as originally teachers went to extensive efforts to ensure that valuable lessons weren't missed or planned – but this changed alongside the school's attitude. Teachers who wanted to go were demanded (some say threatened) to not go or even not to show support in any way, shape or form.

In defense of the school not showing support, I recognise that there was a safety risk: if students were to go, there was a possibility that they could get hurt. And if teachers were to go, they would have a duty of care for students. But my argument is that these risks follow us at school and on any excursion.

What would any strike demonstrate if there were no risk or sacrifice? I'm not saying that we want people to get hurt, but the students who led the group of students were prepared for every kind of risk. Just because we are students it doesn't mean we are naïve or inconsiderate. We took their defence into consideration till it's no longer an excuse.

**Climate action is so urgent and needed that, despite these hurdles, we jumped over them. It may seem pointless to go through the effort for only 60 students, but if we don't fight for it, who will?**

**Beth**  
Year 12 student  
VicSRC Executive

## More background information about Australian actions:

<https://www.schoolstrike4climate.com/>

<https://www.schoolstrike4climate.com/blog/150-000-students-strike-for-climate-action-around-australia>

[https://twitter.com/jean\\_hinchliffe](https://twitter.com/jean_hinchliffe)

<https://www.aycc.org.au/about>

<https://www.seedmob.org.au/>

# An Audit of School Practices around: Student Voice, Agency and Participation

- *What does 'student voice, agency and participation' mean in practice?*
- *What are you already doing in these areas?*
- *What should be your priorities for your next steps?*



## What, Who and Why?

Teachers, students and schools can use this audit to look at what is already happening in your school about **student voice, agency and participation**. It can help you to:

- understand what these terms mean in practice;
- recognise and celebrate the things that you are already doing;
- work out where things can be improved and where to start.

The audit is divided into three sections: '**voice**', '**agency**' and '**participation in decision-making**'. It is also split into *classroom* and *whole school* practices. These groups are broad and there can be lots of overlap between them. (For more detail, see the article 'Student Voice, Agency and Participation' in *Connect* 229, February 2018: pp 22-25.)

We know that things happen differently across different classrooms and schools. So that it can be useful for you, when you're completing the classroom sections of the audit, it might be helpful to think of your own classroom – or one specific subject – rather than all of the school's classrooms.

## What Now?

When you have finished the audit, you'll need to look at your answers and see what they mean. If several people have answered the audit, you could **compare** your answers and see where you **agree** and **disagree**. Then ask '**why?**' This could start a conversation that helps to understand what is actually happening in your school: where your **strengths** are, and what you can **develop further**.

If you have done the audit by yourself, look at the pattern of your answers. **What practices are most important to you? Which of these are you already doing?** In that case, **how can you make sure you continue these and do them better?** **Which of these important practices are not happening much? How can you work to develop some of these?** Remember that it is hard to work on lots of things at once, so you might want to start with the ones that are most important – and most possible.

(You can also calculate a **score** for each practice. For '**how often**', score these as +2, +1, 0, -1 and -2; then for '**how important**', score these as 3, 2 and 1. Multiply these together and write the **score** [from +6 to -6] against each example. The larger positive scores are the practices that you think are important and that are happening a lot; the larger negative scores are the important practices that are **not** happening as often as they should.)

## Completing the Audit

*You can work through the whole audit, but it's long! You might choose just one area (eg 'student voice - in the classroom') to focus on. Or you could use this in a staff or student meeting, with groups each completing a different part of the audit and then sharing results.*

*Make sure you seek out other perspectives, for example both teachers and students; or people of different genders, year levels or backgrounds.*

First, think about **how often** each activity happens in your classroom or school: does it happen '**always**', '**often**', '**sometimes**', '**seldom**' or '**never**'. Then secondly, think about **how important** it is to you that this activity **should** happen in your classroom or school: '**high**', '**medium**' or '**low**'.

If you don't know what something means or it's not relevant to you, feel free to skip that item.

*Good luck!*

## Student Voice, Agency and Participation: Before you start the audit: Personal Readiness

How important is this?

Practice	Yes	Unsure	No	High	Medium	Low
P1: I know the individual views and interests of the students in my classroom						
P2: I am interested to hear the views of <i>all</i> students						
P3: I am willing to respond to student feedback and views, and to try new ways of doing something in my classroom and school						
P4: I actively engage with students and build positive relationships						
P5: I treat all students with the same respect with which I treat adults						
P6: I <i>recognise</i> the value of student voice, agency and participation						
P7: I would <i>like</i> to share the value of student voice, agency and participation with students, staff members and leadership at my school						
P8: I am <i>confident and prepared</i> to share the value of student voice, agency and participation with others						
P9: All staff at the school already understand the value of student voice, agency and participation						
P10: Parents and carers understand and support the value of student voice, agency and participation						

### Further individual reflection:

How do students know that I am listening to their views, ideas and suggestions?

What are some of the barriers that stop me from listening to students' voices?

# 1. Student Voice – in the Classroom

How often does this happen?

How important is this?

Practice	How often does this happen?					How important is this?		
	Always	Often	Sometimes	Seldom	Never	High	Medium	Low

**Discussing:**

1.01 Teachers and students have important conversations in our classroom								
1.02 Students talk about how they learn								
1.03 Students talk about how they are taught in the classroom								
1.04 Students and teachers discuss learning and teaching in our classroom								
1.05 There is specific time within the classroom for students to provide feedback on learning and teaching								

**Asking:**

1.06 Teachers ask students for their views on learning and teaching (including teacher-run surveys)								
1.07 Students investigate learning and teaching (eg student-run surveys, Students as Researchers)								
1.08 Students analyse the information from surveys around learning and teaching								
1.09 Students know the results of the surveys they do on teaching and learning								
1.10 Students are asked about other matters related to their education & community								

**Presenting all voices:**

1.11 Students talk about classroom rules and expectations								
1.12 Students lead tours around their classroom (learning walks) in which they reflect on how learning happens								
1.13 Students lead conferences with parents/carers and teachers about their individual learning								
1.14 Conscious steps are taken to encourage <b>all</b> students to express their views								
1.15 <b>All</b> the voices and views that exist in the classroom are actually <b>heard</b>								

**Being listened to:**

1.16 Teachers welcome feedback from students								
1.17 Teachers listen to what students say								
1.18 Students' results on tests and assignments influence how learning and teaching happens								
1.19 Students' views influence how learning and teaching happens								
1.20 Teachers learn from their students								

## 2. Student Agency – in the Classroom

*How often does this happen?*

*How important is this?*

Practice	How often does this happen?					How important is this?		
	Always	Often	Sometimes	Seldom	Never	High	Medium	Low
<b>Individual learning:</b>								
2.01 Students have time and opportunity to direct their own learning								
2.02 Students individually choose learning topics from a teacher-generated set								
2.03 Students create their own personal learning topics								
2.04 Students have Individual Learning Plans with learning goals and objectives								
2.05 Students create their Learning Plans with advice from teachers								
<b>Group learning:</b>								
2.06 All students are actively engaged in learning in their classroom								
2.07 Students and teachers work together to design lesson plans for the class								
2.08 Students discuss curriculum directions and processes as a group, and set learning expectations for the class								
2.09 Students lead class lessons								
2.10 Students explicitly learn about teamwork, initiative, and how to speak up, take action and participate								
<b>Roles and representatives:</b>								
2.11 Students have specific roles of responsibility in the classroom								
2.12 Students are technology leaders in the classroom								
2.13 Students democratically appoint representatives for roles within and outside the classroom (eg Student Council Representatives)								
2.14 Support is provided for student representatives (eg time to consult with and report to whole class)								
2.15 Students are members of classroom Student Action Teams (investigating and acting on issues identified by students)								
<b>Real world learning:</b>								
2.16 Students produce 'real world' outcomes from their learning, which are seen outside the classroom (eg making media; resources etc)								
2.17 Students write for the school newsletter and local papers or present on local radio etc about their learning								
2.18 Students work with external community organisations around issues of shared common interest or concern								





## 4. Student Voice – in the Whole School

Practice	How often does this happen?					How important is this?		
	Always	Often	Sometimes	Seldom	Never	High	Medium	Low
<b>Representation:</b>								
4.01 There are many ways in which students' views are heard in the school								
4.02 Teachers report students' views from their classes to the broader school community								
4.03 There is an active student representative organisation (SRC, JSC, Student Voice Team etc) in the school								
4.04 The Student Council is broadly representative and inclusive								
4.05 Student representatives are aware of, acknowledge and represent the diversity of the student population								
<b>Listening:</b>								
4.06 Student representatives listen to and collect views from other students								
4.07 Teachers organise student forums to discuss, collect and present student views								
4.08 Students organise student forums to discuss, collect and present student views								
4.09 The school conducts whole school student attitude surveys								
4.10 There are school-wide Students as Researchers initiatives in which students research and present views on topics								
<b>Presenting:</b>								
4.11 The Student Council reports to students about its activities and progress								
4.12 Student representatives present the views of students to teachers and leadership								
4.13 Teachers, leadership and others ask the Student Council for students' views								
4.14 Students take others (teachers, parents, visitors, other students) on walks ('learning walks') around their school to discuss how the school operates								
4.15 Students, through the Student Council or other means, provide feedback on curriculum, learning and teaching, assessment etc								
<b>Being heard:</b>								
4.16 The Student Council is listened to by students								
4.17 The Student Council is listened to by teachers, leadership and other stakeholders								
4.18 Students informally advise on staff selection (eg meeting with applicants, trial lessons)								
4.19 Students meet with and advise the school Leadership Team								
4.20 Students' views are included in the school newsletter								

## 5. Student Agency – in the Whole School

*How often does this happen?*

*How important is this?*

Practice	How often does this happen?					How important is this?		
	Always	Often	Sometimes	Seldom	Never	High	Medium	Low
<b>Groups:</b>								
5.01 There are various active student organisations (eg environmental groups, social justice clubs etc) within the school								
5.02 The Student Council meets regularly and is an effective organisation								
5.03 Student Action Teams (SATs) operate in the school around issues identified by students and/or the school								
5.04 Student groups involve links with other students, staff, families/carers and community agencies								
5.05 Support and training is provided for the Student Council and other student groups								
<b>Action by students:</b>								
5.06 Student teams research and evaluate learning and teaching								
5.07 Students analyse, discuss and present the results of Student Attitude Surveys								
5.08 Students conduct classroom observations eg of learning and teaching, relationships etc								
5.09 Students teach/tutor other students (peer or cross-age)								
5.10 Students facilitate and lead school assemblies								
<b>Impact:</b>								
5.11 The Student Council considers and leads action on important issues								
5.12 Student groups (SRCs/JSCs/SATs) influence what happens in the school								
5.13 Students contribute to or maintain the school website								
5.14 Students prepare and produce the school newsletter								
5.15 Students are employed by the school in various roles								



## 6. Student Participation in Decision-Making – *in the Whole School*

Practice	How often does this happen?					How important is this?		
	Always	Often	Sometimes	Seldom	Never	High	Medium	Low
6.01 Students are members of the School Council/Board								
6.02 Students elect their representatives to the School Council/Board								
6.03 Students are represented on Curriculum Planning Committees								
6.04 Students are represented on other school committees								
6.05 The Student Council reports directly to school leadership and decision-making structures								
6.06 Students and staff work together to review issues of curriculum, learning and teaching, and assessment								
6.07 Students lead teacher professional development around issues identified by students (eg through a <i>Teach the Teacher</i> program)								
6.08 Students and staff jointly create school rules and policies								
6.09 Student representatives are part of the selection processes for teachers (eg on a selection committee)								

## 7. Student Voice, Agency and Participation in Decision-Making – *School Policies and Leadership*

Practice	How often does this happen?					How important is this?		
	Always	Often	Sometimes	Seldom	Never	High	Medium	Low
7.01 The school has an explicit policy around Student Voice, Agency and Participation								
7.02 Practices of student voice, agency and participation are discussed as a school priority								
7.03 Teachers participate in Professional Learning around student voice, agency and participation								
7.04 Leadership at the school requires staff to demonstrate support for student voice, agency and participation practices in their classrooms								
7.05 Leadership provides feedback and support to staff about classroom practices in student voice, agency and participation								
7.06 Support for student voice, agency and participation is explicitly included in a range of staff job descriptions								
7.07 A designated position for support of student voice, agency and participation exists within the school								
7.08 The Student Council is supported by a teacher/staff member with a time allocation								

# Another way is possible - but we have to be opportunists!

What's wrong with what we have now? Well as my time is short, I am going to presume two things in this talk. Firstly that Bertrand Russell and John Dewey were correct when they both said that conventional authoritarian schools offer the choice of becoming either *submissive* or *rebellious* – and that neither provides a good preparation for living in a democracy or taking responsibility for your own life. And secondly that we are here today because we agree with them.

To make the point and bring it up to date I will repeat a few words from the brilliant piece that won this year's *Scottish Schools Young Writer of the Year Award*. Written by a 16 year-old, **Harriet Sweatman**, it speaks for millions of English and perhaps even Hungarian young people trapped in our anxiety ridden, testing obsessed, PISA performance driven day prisons that we call schools.

She writes (see <https://bit.ly/2UHBYv1> for the whole piece):

*‘... Capitalism tells us that if we are not fit to work, then we are worthless. There is no love in learning any more... we envy the people who have left already... the historian memorises essay structures down to the word, the linguist knows how to write an essay not hold a conversation, the writer wades through Shakespeare trying to pick out an essay from a play that was made to be performed not studied... Whatever happened to expanding your horizons? Now we must ensure that our tunnel vision is pinpoint thin... Assignments where you can research what you want count for almost nothing... Finding out who I am and what I care about has been deemed unimportant.*

*I have been flattened by a concrete curriculum so structured and unforgiving that I have forgotten how to function without it. With no bell throbbing at even intervals and no marking scheme to build our lives around, how will we cope?...*

*They say that high school is the best years of your life – but not in this world, where qualifications matter more than personal qualities. I feel that I have grown backwards, as if I know less about myself and who or what I could be, than when I started...*

*The curriculum must release its chokehold on the throats of this nations' children and let them breathe... But for us it is too late. For now, we just have to wait until the final bell rings and we walk out of the school door for ever.'*

I once said at a Council of Europe conference that *'learning about democracy and human rights when I was at school was like reading holiday brochures in prison.'* According to Harriet little has changed.

## Democratic Education

The 'other way' that I found both necessary and possible as a teacher could be described as 'democratic education.'

What do I mean by **Democratic Education**? I mean two things. The first I call **SPDM (student participation in decision making)** – about what and how they will learn.) The second I call **SPDDM (student participation in democratic decision making)** – about how the class and school communities will be managed.) Both are needed for young people to discover their own purposes and to be able to create their own identity. This is already important and will become more so as **4IR (the Fourth Industrial Revolution)** threatens the capacity of work or paid employment to provide security of identity for more than the one or two percent of us – the ones who will be required to create and develop the high-tech world that is advancing like a tsunami. The rest of us, supported by some form of universal basic income, as recently trialled with success in Canada and Finland, will need to be able to create our own identities for ourselves. Democratic schools will enable young people to do this and, at the same time, to manage democratic societies that respect human rights. Coercive authoritarian schools cannot do this.

The task of creating the necessary change is not easy. **We have to be supreme opportunists!!** How we do it will depend on how we can adapt the two key principles to the realities in which we find ourselves. Some small private schools like Summerhill or Sudbury Valley will race ahead and provide us with models – 'pioneers of possibility' I call them. Those of us working with the majority of young people in our state school systems will have to be more 'fox-like' – the fox being the ultimate opportunist in my experience as a farmer!!

Ideally I suppose school students would demand their own changes to the school curriculum.

Not all young people are as depressed about their surrender to the status quo as Harriet Sweatman. **OBESSU** (the *Organising Bureau of European School Student Unions*) has been arguing for this for 40 years – but with little effect. They have been waiting for a uniting issue such as the overwhelming imperative of resisting climate change.

I am very excited by the *'Greta Thunberg phenomenon'* where demand for school change is indeed being driven by the students themselves, led by a courageous sixteen year old from Sweden. I am sure that you have all heard of her and her school climate strike movement that is spreading around the world like wildfire. I joined 1500 in my home town of Brighton two weeks ago. Many of the young strikers that I spoke to knew more about climate change issues than their teachers, parents or political leaders.

In the UK, 200 academic experts in the field have backed the students in the press. In Germany, Angela Merkel has contradicted German Education Officials to support the students, as has Leo Varadkar in Ireland! In the UK, the government and most head teachers threatened the students with punishment. That will not stop many more young people participating next week in hundreds of towns and cities worldwide – including your own *Fridays for the Future Hungary* movement that has begun weekly strikes outside your parliament here in Budapest – they were there last week and will be there again this Friday as part of the worldwide protest at governmental inaction.

School change is also being driven by parents in many countries – for example the recently opened East Kent Sudbury School in England, on whose board I am proud to sit, and many similar schools across Europe and the World. Thirty five new schools in France alone.

### My Story

My own story is one of opportunism, communication and learning to find friends, to create change at the teacher level – first as a class teacher, then a senior teacher and later as a school vice-principal.

In my first post as a young teacher, I was able to bring about change at class

level and then at school level. I initially trained as a primary school teacher, in England ages 5-11 years, because I liked the idea of being able to create an integrated curriculum that would take into account the interests of the children. But I couldn't find a school with a vacancy. I was very lucky to discover a secondary modern school with a progressive head teacher.

Secondary modern schools exist in England in those parts of the country that test children at age 11 to decide which 15-20% should go to grammar school or gymnasium, for the academic conveyor belt to university, and which should not. For aspiring middle class parents 'failure' is a catastrophe – and of course is felt to be a catastrophe by their children. In order to attempt to repair this damage my job was to teach all the humanities subjects to one class of 35 of these failures, which made me responsible for 65% of their curriculum.

At our first meeting on my first day as a teacher, I arranged all the chairs in a circle. Although the heads of all the subjects concerned had given me a prescribed curriculum for their subject, with the tacit approval of the head teacher, I decided to ignore them. He wanted me to experiment with the creation of an 'integrated' curriculum.

What he did not expect was for me to do this with the children. I sat in the circle and introduced myself. I explained that History was about the past, Geography was about different places and the people who lived there, Religious Knowledge was about what people believed, Social Studies was about how people lived together in groups, and English was about how people communicated.

I then explained that anyone could ask questions and discuss what I had said but please only speak when you are holding my 'special book.'

One boy immediately said: *'...I think that covers everything in the world. Does that mean we can learn about anything we want to in the world?'*

*'Well I suppose it does,'* I replied, making sure I was holding the book before speaking.

And so it began. Individuals and groups began projects on a wide range of topics. The 'special book' was quickly replaced by an elected class chairman. Our lessons were on five mornings per week and one whole day – Friday. We agreed by majority vote to have a short class meeting at the start of every day with a longer meeting on Friday afternoons. The need for a class secretary quickly emerged to keep a record of decisions made at class meetings.





# StudentVoice represents the opinions and views of school students just like you from all across the country. It's time to listen.

results were amazing and led to many new organisations such as a community newspaper run jointly by students and adults and a community orchestra with all ages playing together. Both these organisations still exist forty years later. All the activity was and still is managed and coordinated by a **Community Education Council** always chaired by a school student. We went on to help create an **English Community Education Association** to create change at national level.

## School Inspector

After this I became a school inspector. Not my best career move, as I did not like much of what I saw. I was able to encourage creative practice wherever I found it though, on the whole, national policy was pushing in the opposite direction, with more and more high-stakes testing and all the other anxiety generating uncreative nonsense we are all too familiar with.

But it gave me the opportunity to help to defend the most famous English 'pioneer of possibility': **Summerhill School**, which in 1999 was threatened with closure by the then chief inspector. It was the only case where a threatened school has defended itself against inspectors in court. And we won!! It was high point of my career as an inspector, though it did not make me very popular with the chief inspector who shortly afterwards was forced to resign!

## System Change

I will conclude by mentioning examples of where opportunism has made it possible to change policy at school system level.

15 years ago, with a team from the University of Sussex, we created student councils in all the city secondary schools of Portsmouth, a socially and economically deprived city in the affluent South, with poor and declining academic performance. These met together and formed **COPS – the City of Portsmouth Students**. This has now evolved into a not for profit company called **UNLOC** that

employs 10 young people and provides training in student participation across the south of England.

Another example of opportunistic change this time at national level: By chance in 2001 I found myself as an adviser to the Minister's adviser for the creation of a democratic citizenship curriculum for English schools, as a result of work that I had been doing for the Council of Europe. Put simply, I argued that if you wanted students to learn about democracy and human rights, you have to **practice** them in school and not just **talk** about them for examinations.

The minister agreed. But he was attacked by the chief inspector and the right-wing press for threatening to lower standards while kids wasted time in democratic meetings and decision making. I was asked to carry out some research to see if schools that were already trying to be a little democratic had worse academic results because of this practice.

I found exactly the opposite. Schools that were more democratic than most actually had **better examination results, better attendance and fewer exclusions for anti-social behaviour** when compared with the average for schools in similar socio-economic environments. This became known as the **Hannam Report**. It is still available online. The planned curriculum changes went ahead, though they have since been undone by recent conservative ministers.

In the following year I had the opportunity to persuade another Minister to change the law to enable

students to sit as members of school boards. This happened in the **2002 Education Act** and research showed that schools who chose to implement the opportunity had improved governance as a result of listening to the students.

## The Sympraxis Project

Finally I should just mention an exciting project that I am involved with in Greece: the **Sympraxis project**. Here democratic educators have found 200 volunteer teachers from all levels and types of school who share an enthusiasm to work in a more democratic and creative way with their classes. Now they are coming together in conferences to share experiences and to form clusters and networks to bring about change in whole schools and groups of schools. They are moving from one classroom to whole school to system change, supported by international change agents such as the Council of Europe and IDEC/EUDEEC.

Perhaps the most important thing I have learned, possibly against the grain of the kind of person I am, is the importance of not being alone. I think our potential power is something like the square of the size of our group of like minds.

As the song says *'one is one and all alone and ever more shall be so'*, whereas two have the strength of four, three as nine, etc etc. Find some friends and choose them carefully – then study the behaviour of the fox!!

There is always something that can be done despite the anti-teacher paranoia of politicians and policy makers. Sometimes if you try, the results will be seen years later.

**Derry Hannam**  
Hungary EUDEC conference  
Budapest, 10th March, 2019  
derry.hannam245@gmail.com



# It's a paradigm shift: So what?

## Getting to Learner-Centered

At Education Reimagined, we have always highlighted the importance of recognizing learner-centered education, first and foremost, as a *paradigm shift*. And, it's no accident that we do. Our best articulation, so far, of that paradigm shift can be found in our vision document:

*The learner-centered paradigm for learning functions like a pair of lenses that offers a new way to look at, think about, talk about, and act on education. It constitutes a shift of perspective that places every learner at its center, structures the system to build appropriate supports around him or her, and acknowledges the need to adapt and alter to meet the needs of all children.*

*The learner-centered paradigm changes our very view of learners themselves. Learners are seen and known as wondrous, curious individuals with vast capabilities and limitless potential. This paradigm recognizes that learning is a lifelong pursuit and that our natural excitement and eagerness to discover and learn should be fostered throughout our lives, particularly in our earliest years. Thus, in this paradigm, learners are active participants in their learning as they gradually become owners of it, and learning itself is seen as an engaging and exciting process. Each child's interests, passions, dreams, skills, and needs shape his or her learning experience and drive the commitments and actions of the adults and communities supporting him or her.*

*("A Transformational Vision for Education in the US."  
Education Reimagined, 2015. Page 5\*)*

Learner-centered education isn't the newest way to "do" education. Nor is it a new "to do" list or set of activities to add onto your work. Because it is a paradigm shift, it actually offers a new worldview and demands a mindset shift. It becomes a new way to... well, be. And, that changes everything.

### Talking Across Paradigms

A couple of weeks ago, we heard the paradigm shift equated to the shift between classical and quantum physics. If you know anything about physics, you know that these are two wholly different ways of seeing the world: two paradigms. Depending on which you are in, you ask different questions, make different assumptions, use different means of measurement, and relate to yourself and your role in the inquiry differently.

In essence, everything changes—including what you say the universe is made of!

Despite all of this, both understandings of physics use similar words, such as "gravity." But, the "gravity" of classical physics and the "gravity" of quantum physics point to such different phenomena as to be mutually unintelligible. In classical physics, gravity is a "force" that is calculated by a ratio of the mass of and distance between

**Your paradigm is so intrinsic to your mental process that you are hardly aware of its existence, until you try to communicate with someone with a different paradigm.**

**Donella Meadows**  
*The Global Citizen*



objects. In quantum physics, on the other hand, gravity is a curvature in the space-time continuum caused by objects with mass—not a "force" at all.

So, you can see the difficulties that might emerge if you were to try to talk across paradigms. You may be using the same words and think you are talking about the same thing—failing to realize that you aren't even in the same universe as the other person.

We believe the same thing occurs for the five elements of the vision: competency-based; personalized, relevant, and contextualized; learner agency; open-walled; and socially embedded. For example, in a school-centered paradigm, when someone says "personalized," they mean that you meet the child academically where they are in a subject and move them along a predetermined path to proficiency. In a learner-centered paradigm, on the other hand, "personalized" means that you co-create learning pathways with the child sitting in front of you—seeing them as a whole child and valuing their interests, passions, concerns, brain wiring, language, circumstances, family, and culture.

This means that an adult "personalizing" learning in a learner-centered paradigm will do things that would never occur to an adult in a school-centered paradigm, and vice versa. In each, they will start with different first steps, ask different questions, develop different tools, have different assumptions, and request different parameters for their learning environment. Just like in physics, despite using the same words, totally different realities are at work.



## Working in a New Paradigm

This is an important distinction to notice: The five elements can be implemented in both a school-centered and a learner-centered paradigm. But, they will look and feel drastically different. This is because, if you haven't shifted your view of the purpose of education, the learner, how learning happens, and the role of the adults, you will see the five elements as a means to make the current model of education run more efficiently.



**A paradigm is a closed set of beliefs, and these underlying beliefs or assumptions set the boundaries for what can be seen from that paradigm.**

And, when you start from a place of seeking efficiency, you get the current system on steroids. "Competency-Based" becomes self-paced learning. "Personalized, Relevant, and Contextualized" loses the last two qualifiers and becomes kids in front of computers receiving the academic "program" designed to move them from point A to point B in a school curriculum. "Learner Agency" becomes allowing kids to choose how they want to present what they learned about Eskimos to the class—book report, diorama, or podcast. "Open-Walled" becomes flipped classrooms. "Socially Embedded" becomes 20-minute advisory periods for kids to make sense of their course work and life trajectory in collaboration with other learners.

These are all predictable outcomes that emerge when implementing the five elements in a school-centered paradigm. Why are they so predictable? A paradigm is a closed set of beliefs, and these underlying beliefs or assumptions set the boundaries for what can be seen from that paradigm. So, in the case of the school-centered paradigm, it is a closed set of beliefs about kids, how they learn, what they are to learn, how to measure their learning, what education is, and how it should be done.

If you dig a bit into the Industrial-era model for education, you can unearth some of those assumptions that drive us to redesign the current system again and again: There is an average learner. If you teach one way, you will reach 70-80% of kids. Education is done to kids. The job of the whole system is to move students from (pre-) kindergarten to 12th grade. These create a mindset that focuses on the "system" itself and poses the challenge: how can we build "schools" to efficiently educate lots of kids at once and deliver them from PK/ K to 12th grade successfully? Coming from here, standardization is the most obvious, logical answer, as it creates an avenue for all kids to know the same things and be able to demonstrate their knowledge equally well in the same way at the same time.

Some of the underlying assumptions of the learner-centered paradigm, on the other hand, are that the work of education is learning; education is done by and with the learner; and there is no average learner. These assumptions create a mindset that demands the creation of a system that adapts to the individual learner—leveraging their strengths and passions

and recognizing their challenges and circumstances.

From this angle, you can see that these two models are not good or bad, right or wrong. They are just different—created out of different ways of seeing the world. You can also see that if you can't overlook the paradigm or mindset, you miss something vital. Tools, programs, interventions, games, or whatever you give people will be heard in the paradigm they are in.

We would love to hear from you ([general@educationreimagined.org](mailto:general@educationreimagined.org)): *How do you recognize when someone is in a learner-centered paradigm? Are there questions they ask, things they do, or ways they talk that give them away?*

\* This document can be found at:

<https://bit.ly/2HEVUuJ>

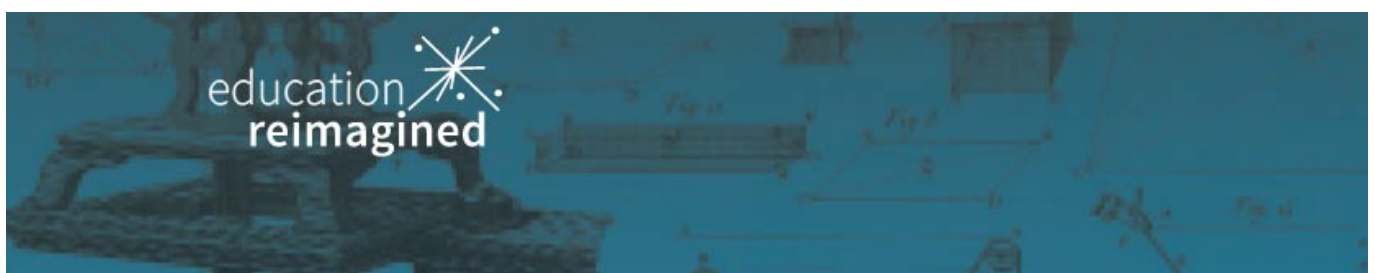
The original article about a Paradigm Shift is at: <https://bit.ly/2Jx2tCi>

***Education Reimagined is a US-based organisation.***

*"We see the current school-centered education system transformed into one that's truly learner-centered. It is a future with thriving learners surrounded by engaged and dedicated educators, parents, and communities. We offer our vision as a beacon for all those dedicated to transforming education in America."*

**More details at:**

<https://education-reimagined.org/>





# Student Voice Workshops 2019

VicSRC's **Student Voice Workshops** are underway for 2019! This year, the secondary school workshops are focused on exploring representational leadership, what it means, and how we can do it better – using the VicSRC's **ALTER Model of Action** as a planning tool for student-led change.

Students and teachers are given space to share their experiences in student-led change in their schools, the challenges they have faced and ways they have overcome these challenges. We have already seen schools forming ongoing partnerships to learn from each other when it comes to student voice practices.

Check out what some of the participants had to say about the day:

*"This made me excited to go back and improve the school. Thank you."*

*"Just want to thank you for the help you provide to school councils; it really helps. You are more than welcome to come back to our school (trust me, I speak for the principal!)"*

*"Really good collaboration."*

If you would like to host a Student Voice Workshop, get in touch at [events@vicsrc.org.au](mailto:events@vicsrc.org.au) with your school name and location.

**Stand up. Speak out. Spark change.**

Delivered around the state by the VicSRC, this series of workshops for secondary school students ensures they are consulted and heard on the issues that matter in their education, no matter their location.

We bring educational leaders – secondary students, teachers and principals – together in a unique learning space to collaborate, co-create and spark practical strategies to transform their schools and learning environments.

## What happens at a Student Voice Workshop?

**Student Voice Workshops** are designed to help you to work collaboratively to tackle the **how** of student voice and agency. During workshops, participants collaborate, co-create and spark practical strategies to transform their schools and learning environments. **Student Voice Workshops** give every Victorian secondary school student a chance to explore how to use their voice for positive change in their community.

Workshops are suitable for all school leaders (secondary students, teachers and principals) who want their voices heard.

Do you have an enquiry?

Contact us at: [events@vicsrc.org.au](mailto:events@vicsrc.org.au) or 0447 691 300.

Register at:

<https://bit.ly/2IXu2zp>

### Dates and Locations (more coming soon!)

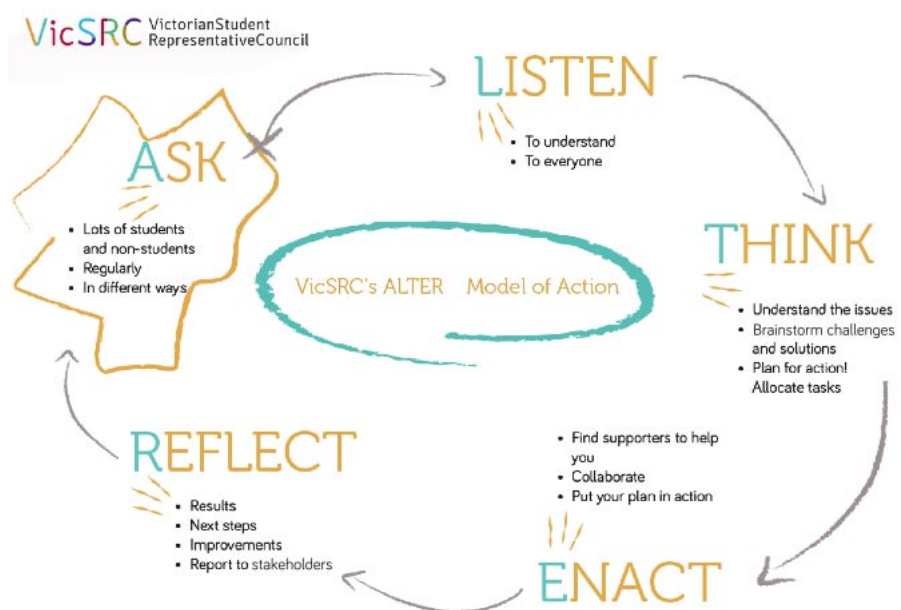
#### MALLEE

Wednesday 8 May  
Kerang Memorial Hall

NOTE: The Mallee workshop is being coordinated by Northern District Community Health. Please contact Matthew Allan: [matthew.allan@ndch.org.au](mailto:matthew.allan@ndch.org.au) or on 03 5451 0200 for more information and to register.

#### METRO WEST

Wednesday 23 May  
Sunshine College North Campus







# VicSRC Ambassadors

The 2019 **VicSRC Ambassadors Program** has kicked off with a bang! We were very excited to have 50 young people sign up for the program this year. They're pumped to learn about what student voice is and support each other to take action in their schools, and to have the opportunity to support the VicSRC's work in the education system.

As a group we talked about different understandings of student voice and shared what is happening in different schools across the state. The **Ambassadors** also learned about the VicSRC's **ALTER Model of Action** that they can take back to their schools.

**Ambassadors** are already working away in their own schools on student voice initiatives, as well as helping advise the Victorian Department of Education and Training on some new programs that are being rolled out in schools, applying to be part of the **Student Voice Hub** editorial team and getting excited to help the VicSRC run workshops with students across the state. We can't wait to see what they achieve this year!

**Benita Bruce**

*VicSRC Student Engagement Coordinator*

Vic Student  
SRC MEMBERS

Vic Partner  
SRC SCHOOLS



# Teach the Teacher at Casuarina College, Darwin, NT

The VicSRC recently delivered their internationally acclaimed student-created program *Teach the Teacher* to Casuarina Senior College in Darwin. This is the first school outside of Victoria that has undertaken *Teach the Teacher* with face-to-face program delivery by the VicSRC.

This commitment demonstrates the dedication this school has made to ensuring students are engaged in decision-making processes and actions that will lead to improved outcomes for the whole school community.

The Student Leadership group represented approximately 1000 students

from Years 10-12. They unpacked data that had been collected in a school-wide survey the previous year. Some of the themes identified included;

- the need for a stronger sense of community within the school,
- differing levels of engagement in class, and

- more school wide activities to promote school pride.

The Leadership group was already starting some work around improving sense of community and school pride so the *Teach the Teacher* team decided to focus on how to ensure all students were engaged in class.

It will be fascinating to hear about how *Teach the Teacher* plays out in the Northern Territory.

**Nina Laitala**  
VicSRC Executive Officer



## Ministerial Forum on the Melbourne Declaration Review



The Melbourne Declaration was created 10 years ago to outline the goals of education for young people in Australia. A national review process is now underway through a **National Ministerial Forum**.

The VicSRC was invited to attend and in February Mitch, Bri and Tessa were three of the five students attending (amongst 100 delegates) to represent the voices of students as this important document is reviewed.

This **Forum on the Review of the Melbourne Declaration** was a fantastic opportunity to have students' voices heard. During the forum, we got to meet with likeminded individuals, education academics, industry experts, and key stakeholders within education. We had the opportunity to



contribute feedback on the Melbourne Declaration and engage in discussions about the benefit of the Declaration to students. This forum is the first step within the review process, towards a contemporary declaration.

**Mitchell**

# Meet some more VicSRC Executive members

## Liaqat

Hi, my name is **Liaqat Ahmadi**, and I am a year 12 student from Shepparton. I am always passionate about learning and my passion about learning and getting an education comes from my personal life experience. Subsequently I want other Victorian students to understand the importance of education as a way to improve their future life choices.

I feel privileged to be selected as one of the Executive members. While public speaking has always been a huge issue for me, I now believe it is time for me to challenge myself by putting myself forward to speak for change in education. I am keen to be a voice to be heard at state level, as students are the future builders of any society or country.

I am an accomplished photographer and I held my first exhibition at the beginning of last year. My hobbies and interests include reading, photography, movies, music and I love to travel because it gives you the freedom to be yourself.



## Mia

Hey everyone, I'm **Mia**. I'm in Year 12 and I'm from Melbourne. I am so incredibly excited to spend the next twelve months on the Executive, working to make sure every Victorian student has a proper voice. My non-Executive related interests include reading, cooking, listening to odd music, animals and creating regrettable outfits. I constantly try to look for ways to challenge my world view, and to gain a better understanding of the perspectives of the people around me, as equality is exceedingly important to me. I hope that in a year's time the rest of the Executive and I can look back and say we have helped make changes we, and all other students, are truly proud of.



## Michelle

Hi, my name is **Michelle** and 17. I'm from the Westside and I'm passionate about creating school environments where people are comfortable with being themselves and enjoy being at school.

I enjoy listening to all types of music and yes that does include K-pop. Though Russian and German music is pretty rad too.

Other cultures and languages really excite me and it'd be great if mainstream school had more options in terms of additional languages you can learn, like German or Cantonese.

As education advances in Australia, I really hope STEM (science technology engineering and maths) prospers and everyone of all backgrounds and situations have equal opportunity in achieving their dream occupation. As someone who wants an occupation surrounded by space, I want to make a future where these types of jobs are more easily accessed and known about in Australia.

In the future I hope students obtain the education best suited to them to obtain their goals.



## Mitchell

Hello Everyone!! I'm **Mitchell** and I'm a year 12 student from Melbourne. I'm passionate about reconciliation, the environment and inclusion. I am also passionate about creating change and empowering student voices in all situations.

My other interests include doing copious amounts of homework, sleeping and taking photos. Being on the 2018-19 Executive is an amazing opportunity that I am really grateful for. I want to be able to help students make real change. I'm looking forward to the year ahead with the other fourteen amazing souls!





The VicSRC has overhauled the way we engage with schools and students to make our support of student voice bigger, bolder and better.

We now have both Student Members and Partner Schools.

Itching to get started? Great!

You can sign up at: <https://bit.ly/2HZAx9I>

Excited but confused?

Not sure what this means for you?

Great!

Check out the FAQ pages below for more info!

Student Members FAQ: <https://bit.ly/2SfOvZk>

Partner School FAQ: <https://bit.ly/2l0jRi1>



Join the conversation now!

Students can join for free!



<https://studentvoicehub.org.au/>

## Are you a VicSRC Partner School?

### Partnership discounts

Did you know that you can receive discounted event prices if you have a VicSRC Partnership?

If you are not a Partner School and would like to take advantage of discounted ticket prices to VicSRC events, simply select 'VicSRC Partnership (Annual School Partnership)' at the start of your online registration. Or check about Partnership on-line at:

<http://www.vicsrc.org.au/student-opportunities/membership--partnership>



To sign up to the VicSRC online e-newsletter ... visit: [www.vicsrc.org.au/joinin/maillinglist](http://www.vicsrc.org.au/joinin/maillinglist)



The VicSRC receives funding support from the Victorian Department of Education and Training and Catholic Education Melbourne.

It is auspiced by and based at the Youth Affairs Council of Victoria (YACVic).

It can be reached there on 03 9267 3744 or, for the cost of a local call from outside Melbourne, on 1300 727 176; or by email: [eo@vicsrc.org.au](mailto:eo@vicsrc.org.au)

## “School is where you need to be equal and learn”

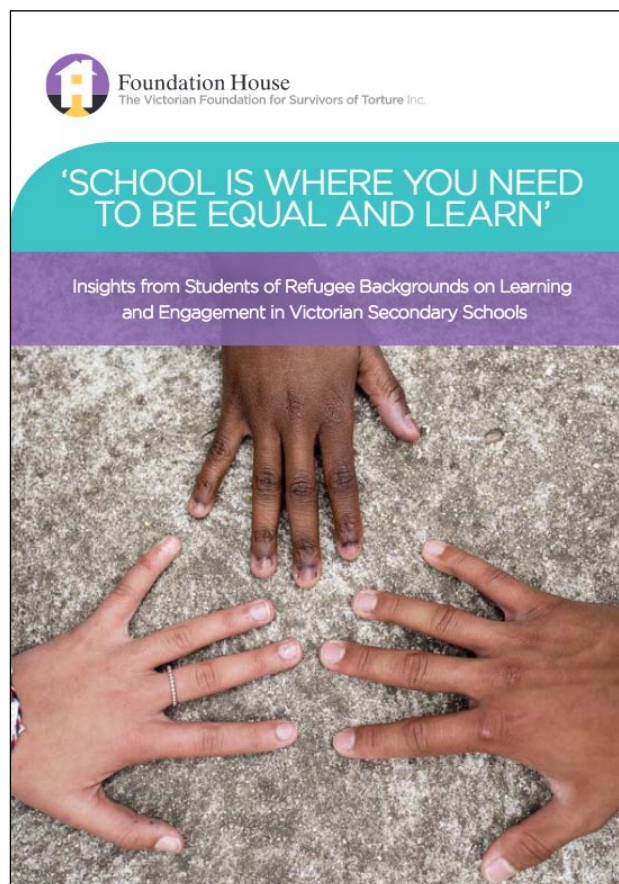
### Report from the Schools Support Program at the Victorian Foundation for Survivors of Torture

The report: *‘School is where you need to be equal and learn’: Insights from students of refugee backgrounds on learning and engagement in Victorian secondary schools* (2019) has recently been released in Victoria.

This report presents the findings of a research project conducted by the **Schools Support Program** at the **Victorian Foundation for Survivors of Torture (Foundation House)**. This project sought out the insights of students of refugee backgrounds on the barriers and facilitators to learning and engagement at school. Focus groups were conducted at three Victorian secondary schools, with 51 students (aged 13–19 years). The students were all from refugee backgrounds and had arrived in Australia within the past seven years.

Through this project, the **Schools Support Program** was able to learn directly from students of refugee backgrounds, and position them, through their lived experience, as experts on ‘what works’ to support them at school.

The Report is available at: <https://bit.ly/2SoL3qt> and more resources can be found at: <https://bit.ly/2tYZN5E>



## Asia-Pacific Democratic Education Conference (APDEC)

Monday 15th to Saturday 20th July 2019; Naamaroo Conference Centre, Lady Game Drive, Chatswood NSW

APDEC 2019 in Sydney will bring together the democratic education community in our region to build on local, national and international knowledge and experience.

APDEC will provide an open, inclusive forum for like-minded people from around the world to discuss methodologies and experiences in democratic education. Through creating a space of learning and sharing, APDEC 2019 will enable learners, educators, policy makers and other key stakeholders to build on and enhance approaches and methods that value student voices.

<https://www.apdec2019.org/>



### Conference Theme

The theme of our conference is **students’ voices** – underpinning our values of mutual respect, equality and listening to others, most importantly young people, as learners, leaders and as change agents. With a number of keynote speakers, open space interactive sessions and workshops, the conference will highlight and promote the positive impact of democratic education.

APDEC 2019 will align with *Currambena Preschool and Primary’s* 50th birthday.

We will celebrate what has been achieved through the years at this special place in Sydney and look to the future of democratic education.

### About APDEC

The **Asia-Pacific Democratic Education Conference (APDEC)** brings together a network of schools, learning places and individuals in the Asia Pacific region who are interested in democratic principles and practices in education. The first APDEC was held in July 2016 and was organised by graduates of the Holistic School, a democratic school in Taiwan.

APDEC 2017 was in Tokyo, hosted by Shure University and the Japan Free School movement. Fifteen different countries were represented. In 2018, APDEC was held at IDEC (**I**nternational **D**emocratic **E**ducation **C**onference) in India. Many young people participated and shared diverse experiences in their lives from India’s children’s parliament to gender issues in their learning places.



# Student Voice:

## How young people can shape the future of education

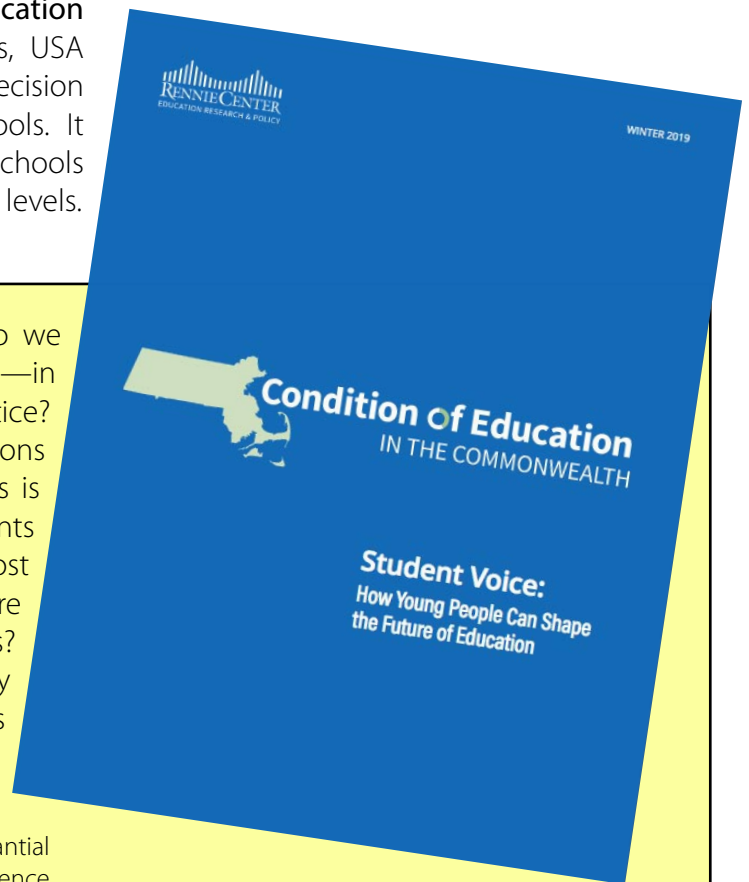
A new report from the Rennie Center for Education Research & Policy, based in Massachusetts, USA strongly advocates for student participation and decision making in the structures and practices of schools. It details how this might happen in classrooms, schools and community - as well as at District and State levels. The *Executive Summary* of the Report says:

**“It’s all about the students.”** How often do we hear this sentiment—or something similar—in conversations on educational policy and practice? Yet one voice that’s usually missing in discussions about how best to support student outcomes is the one that arguably matters the most: students themselves. What experiences do they value most about their education? How do they measure their success in school and real-world settings? Students’ ideas on these issues, so core to any debate over improving education, are not always part of the conversation.

Year after year, Massachusetts faces challenges in preparing all students for lifelong success, with substantial disparities in both opportunities and outcomes. The persistence of these disparities across student populations points to the need to look deeply into the root causes of ineffectiveness and inequity, while also bringing voices into the conversation that represent the diversity of students’ backgrounds, cultures, and perspectives. This year’s *Condition of Education Action Guide* reexamines the current way of doing business, looking at how we can incorporate student voice into decision-making processes in order to help all learners construct a pathway to success in college, careers, and life.

### **Student Voice: What It Is and Why We Need It Now**

We define student voice as student participation and decision making in the structures and practices that shape their educational experiences.<sup>1</sup> Student voice in the decision-making process can help inspire and inform new approaches to teaching and learning. Authentic learning experiences can bolster student voice by building students’ sense of efficacy and elevating their opinions, promoting students’ investment in their long-term success and advancing core democratic values like participation and leadership.<sup>2</sup> When students have a say in their own learning, they are more likely to engage deeply in challenging academic work. In addition, by helping students see and express themselves within a larger social environment, the exercise of student voice can develop skills such as creativity, communication, and collaboration, all of which are essential civic—and workforce—attributes.<sup>3</sup>



Over the past year we’ve seen young people become increasingly involved in public activism, leading the **National Student Walkout** and voting at higher rates in the mid-term elections than we’ve seen in 25 years. Meanwhile, states are recognizing the need for schools to prepare students to be engaged and active citizens. A new civics education law requires Massachusetts students to complete a civics project that builds skills in critical thinking and analysis. Elevating student voice taps into students’ desire to share their views on critical issues while building the civic skills and mindsets they need to thrive inside and outside of school.

The *2019 Condition of Education Action Guide* examines how student voice and leadership can be put into action to support equity and effectiveness at three levels of the system: classroom, school, and community.

The Action Guide can be found at: <https://bit.ly/2UnGkKz>

### **ENDNOTES**

1 Cook-Sather, A. (2006), Hadfield, M., & Haw, K. (2001)

2 Bron, J. & Veugelers, W. (2014)

3 Bron, J. & Veugelers, W. (2014)

Full citations are available in the *2019 Condition of Education Action Guide*.

# Disaster resilience education

To develop safe and resilient communities, young learners need to understand the risks posed by natural hazards where they live and their role in reducing vulnerability to harmful impacts. **Disaster resilience education** equips young Australians to take protective action before, during and after an emergency or disaster.

## DRANZSEN

The Disaster Resilient Australia New Zealand School Education Network (DRANZSEN) consists of representatives from education, emergency services and related organisations. Participants at this event will explore effective models of *disaster resilience education (DRE)* to reduce risk and strengthen communities, through student participation and authentic partnerships for learning.

## Who should attend?

- School leadership teams and staff interested in STEM partnerships to reduce risk and build resilience in their local community
- Emergency service representatives involved in youth and community education who want to share practice and collaborate with others

- Representatives from the Department of Education, Catholic Education, and the independent schools sector

## Resilient Australia National School Award

The Resilient Australia Awards is a nationwide program to recognise and promote initiatives that strengthen community disaster resilience. The school category is open to all public and private pre-school, primary and secondary schools in Australia.

**Brigid Little**

*Senior Project Officer*

*Australian Institute for Disaster Resilience*  
brigid.little@aidr.org.au aidr.org.au



**Education for young people**

The Disaster Resilient Australia New Zealand School Education Network (DRANZSEN) is an initiative of the Australian Institute for Disaster Resilience (AIDR).

schools.aidr.org.au

Melbourne	1 May
Sydney	3 June
Brisbane	5 June
Perth	25 June
Adelaide	4 July
Hobart	TBC
Canberra	TBC

aidr.org.au/raa

**20th Resilient Australia Awards 2019**

What is your school doing to make Australia more disaster resilient?

Submissions open now





# Student Voice: International Conference

## *Deepening Relationship between Youth Research and Practice*

The International Conference: **Student Voice: Deepening Relationship between Youth Research and Practice** will be held at the University of Pennsylvania's Graduate School of Education in Philadelphia, USA from **May 28-May 30, 2019**.

This international seminar will convene experts from education, research and policy realms from around the world to consider the pressing questions of the inclusion of student voice and the development of the youth-adult research paradigm. We will look at the nexus of research and practice through a conversation across researchers, youth, teachers/administrators, non-profit leaders and more.

### Who Should Attend This Event?

#### EDUCATIONAL LEADERS:

*committed to integrating student voice in the teacher education process*

#### POLICY ADVOCATES & FUNDERS:

*with a mission to elevate youth-adult partnership in school redesign efforts on a large scale*

#### PRACTITIONERS:

*(field based) with a mission to elevate youth voice and partnership in learning and school redesign efforts*

#### RESEARCHERS:

*youth voice/youth-adult partnership*

#### STUDENTS:

*taking a leadership role on state, national, or international levels to further the role of young people in learning and school decision-making*

Please register at: <http://www.cvent.com/d/8bq5vb>

A limited number of scholarships exist for youth attendees at the meeting. Please contact us if you have a request for bringing young people.

Questions can be directed to:

**Seyma Dagistan:** [seyma@psu.edu](mailto:seyma@psu.edu) or

**Dana Mitra:** [dana@psu.edu](mailto:dana@psu.edu) or  
[studentvoice2019@psu.edu](mailto:studentvoice2019@psu.edu)

**Dana Mitra**

*Professor, Education Theory and Policy*

*Penn State University*

<https://danamitra.net/research/>

# Protective Participation:

## *The Voices of Young People on Safety*

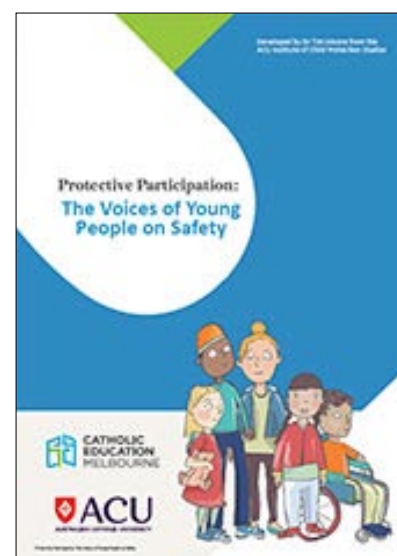
**Protective participation** refers to the inclusion of children and young people in discussions, decision-making and processes that involve their safety, both from sexual abuse and other forms of harm. This practice tool, developed and written by Dr Tim Moore, supports schools, and other organisations, to consider how they can involve young people in safeguarding discussions and activities.

Research findings tell us that children and young people appreciate, and enjoy, being included in decision-making processes that affect them, including curriculum choices, legal matters and now child safety.

Children in focus groups involved in research related to the *Royal Commission into Institutional Responses to Child Sexual Abuse* and the development of the *Australian Safe Kids and Young People*

survey all valued having their thoughts heard by adults who care.

This resource includes pulse checks, activities to work through with young people, as well as assessment rubrics so staff can see how they're doing as a whole organisation and areas they may wish to work on. Based on Shier's *Model of Participation* (2001), this empirically-based tool can help organisations in working towards meeting standards



related to the involvement of children and young people in decisions which affect them: *Victorian Standard 7, Draft National Principle 2*.

The practice tool is available at: <https://bit.ly/2F7aMPw>

# Student voice: Bullying-Free NZ School Framework

This guide to promoting and supporting good practice in schools has been published by Bullying Free New Zealand: [www.bullyingfree.nz](http://www.bullyingfree.nz)

It contains information on bullying, whole school approaches, student voice and student participation. It stresses the importance of principals and school leaders, but also the potential power of students.

The guide's introduction and welcome says:

*If we want to make a positive change in our schools and communities, the voices of children and young people have to be a part of that.*

*Student voice is about having a culture that equally values the involvement and contribution of children and young people. The whole school community benefits when students get involved in preventing and reducing bullying.*

*Research suggests that student voice, when students have a genuine say, serves as a mechanism for change in schools. Positive outcomes include:*

- improving teacher-student relationships
- increasing student engagement with their learning
- raising student self-esteem and efficacy.

*Students point out that having a say provides a sense of being cared for, respected and valued. Students also feel that they belong, and that their views are worthy of being heard and acted upon.*

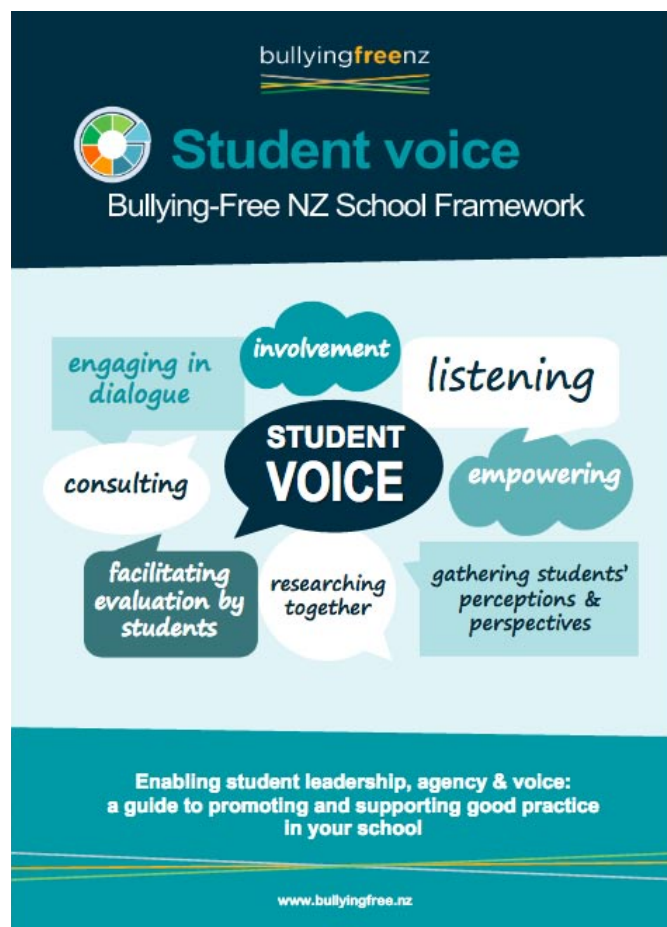
*There are no set rules about how to incorporate student voice into a school's daily activities. Student participation in the school community can happen across a number of levels, from basic to high level, and from adult-led to student-led. Generally, the higher the level of student participation, the more meaningful it is to students.*

*Students have a unique and important perspective on bullying prevention at their school. It is hard to picture a fully successful bullying prevention and response approach that does not involve significant student participation and buy-in.*

## Student Voice

*The term 'student voice' crops up regularly in education circles, along with 'student leadership' and 'student agency'.*

*Many educators think of this as students having their say through surveys, student councils, or feedback forms – as a way of helping students feel they have some influence over their school environment.*



*But research has shown that the more school leaders and teachers give their students choice, control, challenge and opportunities for collaboration, the more their motivation and engagement is likely to increase.*

*In their much-referenced 2012 paper **Motivation, Engagement and Student Voice**, researchers Eric Toshalis and Michael Nakkula conclude:*

*"Promoting student voice also has been linked to other important educational outcomes, including elevated achievement in marginalised student populations; greater classroom participation; enhanced school reform efforts; better self-reflection and preparation for improvement in struggling students; and decreased behaviour problems."*

The guide can be downloaded at:

<https://bit.ly/2uh8f0n>

## Donate to support Connect

**Connect** now has no income except donations and sales of literature (see page 38). By supporting **Connect** with donations, you keep us going. Even though we are now solely on-line, there are still

costs associated with publication. To make a donation to the work of **Connect**, use the form in this issue or contact us for bank account details in order to make an electronic transfer of funds.

*All about Student Action Teams, including some hyper-linked mini-case studies, at:*

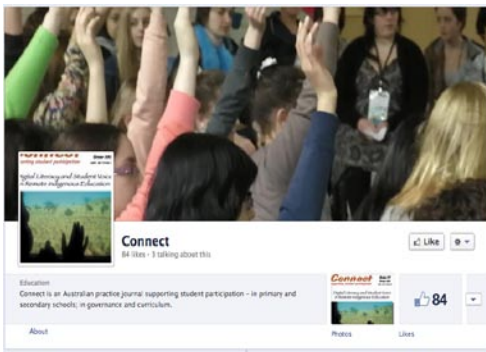
**[www.asprinworld.com/student\\_action\\_teams](http://www.asprinworld.com/student_action_teams)**

## *'Student Councils and Beyond'* On-Line! FREE!

We've almost run out of print copies of the first *Connect* publication: ***Student Councils and Beyond*** (from 2005). And many of the ideas have subsequently been reflected in the ***Represent!*** kit from the VicSRC (see: [www.vicsrc.org.au/resources/represent](http://www.vicsrc.org.au/resources/represent)).

So we have made all of ***Student Councils and Beyond*** (a compilation of articles and resources from many earlier issues of *Connect*) available on-line for FREE. It can be downloaded (as one document or in sections) as PDFs from the *Connect* website. Find it at:

**[www.asprinworld.com/connect](http://www.asprinworld.com/connect)**



### *Connect on facebook*



**C**onnect has a presence on *facebook*. Find us at:

<http://ow.ly/L6UvW>

We've been posting some news and links there since June 2013, to complement and extend what you see in the on-line version of *Connect*. It would be great if you could go there and 'like' us, and also watch there for news of each *Connect's* availability on-line - for FREE.

### *Student Voice Research and Practice facebook group*

[www.facebook.com/groups/studentvoicepage/](http://www.facebook.com/groups/studentvoicepage/)

This open *facebook* group was initially established by Professor Dana Mitra, and is now supported by the work of academics, practitioners and students throughout the world. It provides a valuable community of people working and interested in the area of 'Student Voice' - in Australia, USA, UK, Italy and elsewhere – as well as access to useful resources and examples, and up-to-date information about initiatives. You can easily log on and join the group at the above address.



# Connect Publications: Order Form



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# Clearinghouse

## Contribute to *Connect*

Anyone may submit an original article to be considered for publication in *Connect* provided he or she owns the copyright to the work being submitted or is authorised by the copyright owner or owners to submit the article. Authors are the initial owners of the copyrights to their works, but by successfully submitting the article to *Connect*, transfer such ownership of the *published* article to *Connect* on the understanding that any royalties or other income from that article will be used to maintain publication of *Connect*.



## ASPRINworld: the *Connect* website!

[www.asprinworld.com/connect](http://www.asprinworld.com/connect)

*Connect* has a website at *ASPRINworld*. The *Connect* section of the website is slowly growing, with information about subscribing, index of recent back issue contents (hyperlinked to PDFs) and summaries of and order information for *Student Councils and Beyond*, *Student Action Teams*, *Reaching High* and *Switched On to Learning*.

**Connect is also archived  
and available electronically:**

[research.acer.edu.au/connect](http://research.acer.edu.au/connect)

All issues of *Connect* are archived through the ACER Research Repository: *ACEReSearch*. *Connect* issues from #1 to the current issue are available for **free** download, and recent issues can be searched by key terms. See the *ASPRINworld* site for index details of recent issues, then link to and download the whole issue you are interested in.

[www.informit.com.au](http://www.informit.com.au)

In addition, current and recent issues of *Connect* are now available on-line to libraries and others who subscribe to RMIT's *Informit* site – a site that contains databases of many Australian publications. You can access whole issues of *Connect* as well as individual articles. Costs apply, either by a library subscription to *Informit*'s databases, or through individual payments per view for articles.



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[www.asprinworld.com/connect](http://www.asprinworld.com/connect)

&

[research.acer.edu.au/connect](http://research.acer.edu.au/connect)

## Local and International Publications Received

*Connect* receives many publications directly or indirectly relevant to youth and student participation. We can't lend or sell these, but if you want to look at or use them, contact us and we'll work something out.

### Australian:

**Protective Participation: The Voices of Young People on Safety** (Dr Tim Moore, ACU Institute of Child Protection Studies; Catholic Education Melbourne, Vic) 2018

**Research Developments** (ACER, Camberwell, Vic) February 2019

**TLN Journal** (Teacher Learning Network, Abbotsford, Vic) *Making a difference to student behaviour*; Vol 25 No 3 November 2018

### International:

**A Typology of Youth Participation and Empowerment for Child and Adolescent Health Promotion** (Naima T Wong, Georgia State University; Marc A Zimmerman, University of Michigan; Edith A Parker, University of Iowa; USA) *Am J Community Psychol* 46: 100-114; 2010

**Conceptualizing Youth Participation in Children's Health Research: Insights from a Youth-Driven Process for Developing a Youth Advisory Council** (Krishna Arunkumar *et al*, London, Canada) *Children* 6, 3; 2019

**Condition of Education in the Commonwealth: Student Voice: How young people can shape the future of education** (Rennie Centre for Education Research & Policy, Massachusetts, USA) Winter 2019

**'Empowerment' of Children and Adolescents: What it is, how does it occur, and what is the adult supporter's role? Finding answers in the experience of young people organising with CESEMA in Nicaragua** (Harry Shier, CESEMA, Nicaragua) *Children's Research Network Research Digest - Edition: Conference 2017*; 2019

**Phoenix Education News** (Phoenix Education Trust, London, UK) 2019

**Student voice: Bullying-Free NZ School Framework** (Bullying-Free NZ, NZ) A guide to promoting and supporting good practice in your school; 2018

**Student Voices in School and District Improvement: Creating Youth-Adult Partnerships for Student Success and Social Justice** (Shelley Zion, University of Colorado, Denver, USA; Sheryl Petty, Independent Educational Equity Consultant) 2019

**UP for Learning** (Montpelier, Vermont, USA) March 2019

**Voyager Weekly** (Education Reimagined, Washington DC, USA) March 2019

Free subscription  
and materials  
Catalogue:  
see page 38

# Connect On-Line!

39 years ...  
1979 to 2019 ...  
[www.asprinworld.com/connect](http://www.asprinworld.com/connect)

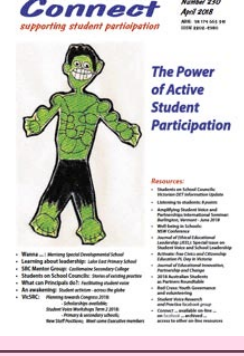
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The left-hand menu provides a pull-down menu for you to select the issue number > **browse**; the front cover of the issue is displayed, and you can simply click on the link in the main body of the page to download a PDF of the issue. Recent issues are also **searchable** by key words.

**Connect** has a commitment to the sharing of ideas, stories, approaches and resources about active student participation. We are totally supported by donations!



## Let us know

There may be some gaps or improvements necessary. As you use this resource, let us know what you find. (If an issue of **Connect** seems to be missing, check the issues either side, as **double issues** show up only as one issue number.) If you have any ideas for improving this resource, please let us know.

**Most importantly, please USE this resource.**

All copies of **Connect** are available on-line ... for free!

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