STUDENT VOICE AUDIT AND ACTION CARDS
Activating student voice to accelerate learning improvement

‘... the ‘secret ingredient’ that could become the most powerful force of all.’
Michael Fullan, Indelible Leadership
It is becoming more and more obvious that students are the world’s most underutilised change agents in education.

Michael Fullan, Indelible Leadership

Student Voice Audit and Action Cards frame an innovative response to raising achievement, through co-design with students. This resource enables educators and students to consider six key roles in the learning process:

- students as evaluators
- students as learning designers
- students as decision-makers
- students as teachers
- students as researchers
- students as advocates for 21C learning.

Educators: Consistently capturing your intentional actions and their impact on students’ engagement and achievement can provide rich data for your professional learning portfolio.
Student Voice Audit and Action Cards | How might we use them?

This resource outlines 8 processes that, together, support educators and students to:

• audit existing strengths
• identify areas for development and strategic sequencing for your context
• bring breadth and depth to students and educators’ understanding about the attributes of student voice.

The processes can be used independently of each other and in any order.

You may want to develop your own process. Consider sharing your process via the TfEL Facebook page at http://facebook.com/groups/tfeltalk.
# Student Voice Audit and Action Cards | Overview

<table>
<thead>
<tr>
<th>STUDENTS AS EVALUATORS</th>
<th>STUDENTS AS LEARNING DESIGNERS</th>
<th>STUDENTS AS DECISION-MAKERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td>Students:</td>
<td>Students:</td>
</tr>
<tr>
<td>• get feedback and use it to move their learning forward</td>
<td>• talk with others about what they need to learn and why</td>
<td>• discuss decisions made by adults in their preschool/school</td>
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<tr>
<td>• give feedback to their peers and teachers</td>
<td>• share what they already know, can do and understand</td>
<td>• share their ideas and opinions for decisions to be made</td>
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<tr>
<td>• observe learning and teaching, and their feedback is used</td>
<td>• discuss how everyone can challenge themselves in new learning</td>
<td>• work with adults in making decisions for teaching and learning</td>
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<tr>
<td>• understand the importance of feedback and seek it in all of their learning.</td>
<td>• negotiate and design learning that stretches their thinking.</td>
<td>• provide evidence to show how they achieve stronger outcomes when students and adults make decisions together.</td>
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<tr>
<td>STUDENTS AS TEACHERS</td>
<td>STUDENTS AS RESEARCHERS</td>
<td>STUDENTS AS ADVOCATES FOR 21C LEARNING</td>
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<tr>
<td>Students:</td>
<td>Students:</td>
<td>Students:</td>
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<tr>
<td>• see their teacher being a learner</td>
<td>• reflect on what works or what doesn’t for</td>
<td>• practise being a confident, resilient and</td>
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<tr>
<td></td>
<td>their learning</td>
<td>powerful learner wherever they are</td>
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<tr>
<td></td>
<td>• help someone with their learning and notice</td>
<td>• speak up to represent their own and others’</td>
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<tr>
<td></td>
<td>the difference it makes</td>
<td>views</td>
</tr>
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<td></td>
<td>• plan learning activities and teach others</td>
<td>• thoughtfully challenge others’ views around</td>
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<td></td>
<td>• teach others because they know it helps</td>
<td>learning</td>
</tr>
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<td></td>
<td>their own learning.</td>
<td>• find ways to influence powerful learning</td>
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<td></td>
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<td>across the community.</td>
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</tbody>
</table>
Where are we now with student voice in learning?

1. Randomly spread the 24 cards out on the floor.

2. Have students and/or teachers choose one card each from the floor – have them explain where they have seen this action in their classroom, someone else’s classroom or anywhere else around the school.

3. Ask them to finish this sentence, “This action would be even better in our school if…”
Developing common agreement

IN SMALL GROUPS

1 Discuss each coloured card and place them with the evaluation card (strength, developing, not yet evident) that best describes this attribute of student voice at your site.

2 Identify four cards that you believe are worth exploring, to ensure they are evident in teaching and learning practices in every classroom. These cards can be selected from any column.

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TOGETHER

3 Have each group place their chosen four cards on a common table/wall space.

4 What do we notice? What are the common cards that are surfacing?

5 Can we reach agreement on a common aspect to explore as a whole school? *(If this process involves only educators, then provide time for students to contribute to this thinking before reaching common agreement.)*

6 Are there one or two other aspects that smaller interest groups are willing to explore together?
Quick wins and long-term goals

Some attributes of student voice will seem easier to develop than others. Surfacing each others’ perspectives on this could help you to identify:

- possible ‘quick wins’ (attributes that could most easily become whole school practice)
- longer term goals (attributes that will require a sequence of smaller steps over time)
- each others’ strengths and challenges.

1 Arrange cards in their colour groups (6 groups of 4).
2 Arrange in a linear sequence from actions that might be most easy to develop/implement through to actions that might be most challenging to develop/implement.

Continued on page 10
3 Focussing on one colour set at a time, turn over cards when this action is not yet evident in your context. Pose these questions:

- What do you notice?
- What does it make you think?
- Can we see strengths that we could build on in the short-term?
- Can we see new areas of exploration for our site?
- What might we pay attention to in the long-term?

4 What would your students say? Consider running this process with them.
Co-design learning with peers to raise achievement

Stretching all learners to improve their grade in the next learning unit.

ASK YOURSELF

1. Which student voice actions might best support my students to show higher levels of engagement, intellectual stretch and achievement?

2. What makes me think that?

3. How might I design the learning to achieve this?

ASK A PEER

4. Share your thinking with a peer and ask them to:
   - challenge your thinking
   - support you to explore ways to achieve your aims.

5. Reflect with your peer on your intentional focus – What impact did your focus have on students’ engagement and achievement? What makes you think that? What would you do differently next time?
Co-design learning with students to raise achievement

WITH STUDENTS:

1. Use the Achievement Standards and General Capabilities to unpack what students need to do to achieve high standards, ie an A or B grade in their learning on the next unit of work.

2. Use the cards to explore actions that will support them to attain higher levels of engagement, intellectual stretch and achievement in their learning.

3. Discuss how the learning could be designed to enable these actions to be incorporated.

4. Use the cards again at the end of the unit as a reflection. See Process 6.
Reflecting with students

At the end of a learning unit have students:

1 Use the cards to explore what role the learning enabled them to take (ie evaluators, researchers, learning designers, advocates, decision-makers, teachers).

2 Explore and capture if/how these actions supported them to achieve higher levels of engagement, intellectual stretch and/or achievement (referenced against the Australian Curriculum Achievement Standard).

3 Explore and capture if/how these actions enabled them to develop or show evidence of the General Capabilities and personal development goals.

4 Consider how these actions could be designed into future units of work.
Deprivatising teaching practice

1. Select a key set of action cards, eg Students as researchers. Copy these cards onto A4 size paper and display on a wall space in your staffroom.

2. Begin the discussion by asking where we see these actions currently happening. Invite teachers to write specific examples on sticky notes and post below each card. Leave these displayed for a week and ask teachers to explore new ideas, or borrow from the list generated.

3. Throughout the week, invite teachers to post new ideas, or examples they’ve adapted to their context. Collate all responses and distribute these to staff.

4. As a staff, walk through the school to find examples of these actions in practice. Give positive feedback to colleagues.

5. At the next staff meeting, have teachers reflect on and share one student voice process they successfully actioned in their classroom. What did they notice? What did it enable?
Establishing student learning forums

Student Learning Commissions (SLCs) are a powerful way to bring student voice into site improvement processes in learning engagement and achievement. Through SLCs students can contribute as:

- evaluators
- learning designers
- decision-makers
- teachers
- researchers
- advocates for 21C learning.

As a school community consider:

- How will our SLC be different to a ‘traditional SRC’?
- What will be the role and purpose of our SLC?
- How might our SLC contribute its thinking to the development of our quality learning community. Could they inform our:
  - Assessment of teaching effectiveness through feedback?
  - Numeracy and Literacy Agreements to include what works for them as learners?
  - Newsletters for parents to develop shared understanding of 21C learning?
Student voice is intentional

Teachers, leaders and students deliberately share teaching and learning power as a fundamental condition for activating student thinking and learning achievement. (TfEL, Domain 2)

‘How can we communicate with all schools so they get this learning?… There should be student voice audits in every school everywhere in the world!’

Feedback from students (Years 3–9), TfEL PILOT Local Partnership

STUDENT VOICE AUDIT AND ACTION CARDS
Co-designing learning improvement