

# Student Voice Fundamentals

Webinar 1 of 4 in VicSRC's Teach the Teacher series

Supported by the Victorian Department of Education and Training

# Student Voice Fundamentals: Key Question

How do we encourage teachers to be truly open to receiving and acting on feedback from students?

- Talk with students and educators about how to frame and receive feedback in a positive way
- Encourage a culture of lifelong learning and continual improvement
- Present the process and feedback in a way that is positive and collaborative
- Lead by example to demonstrate how it can be done
- Acknowledge that it can be intimidating – no one really enjoys receiving feedback!

“Understanding that we might be equally as nervous or intimidated to tell you what we really think - it goes both ways – and just having that open conversation with your students in a no judgement zone”

- Sienna, VicSRC Student Executive  
Advisory Committee member

# About VicSRC

## Our Vision

Education that's flexible, relevant and includes all students in all decisions.

## Our Mission

We stand with and for students to elevate their voices to be heard.

# 1 GET STARTED

Students get an overview of the program and then look at school or student data to decide their focus issue

# 2 UNPACK

Students work on what makes a successful PD session, unpacking their issue and creating questions to shape their PD session

# 3 PLAN

Students spend time researching their issue and planning their PD session

# 4 GET READY

Students finalise their PD session plan, practicing facilitation and engagement techniques

# 5 GET IT DONE

Students run their PD session for school staff

# 6 REFLECT

Students reflect on their PD session, work out their next steps and start a plan of action

# 7 GET TO CHANGING

Students finalise and enact their action plan

# Teach the Teacher





# Who benefits?



# Student voice in the classroom

- Formally adopt a regular program of eliciting student feedback on curriculum content, processes, pedagogy and assessment
- Seek and include student views and priorities in curriculum planning and assessment
- Initiate a form of peer- or cross-age tutoring within the school

# Student leadership or representative teams

- Engage your student representative group in discussion about the role students can and should have within the school, and how this can happen
- Engage your student representative group in discussion about expectations, behaviour, mutual respect—and their roles in this area
- Create Student Action Teams around issues of interest and concern to both students and the wider community



# Extra curricular activities

- Support a group of students to produce the school newsletter on behalf of the school
- Explicitly challenge and invite students not otherwise engaged to lead roles of investigation and recommendation
- Build partnerships with local organisations such as Aged Care, Men's Shed, Neighbourhood House—where students can undertake collaborative projects

# School governance and leadership

- Engage your student representative group in discussion about the school's criteria for practice excellence, of learning teaching approaches and of assessment
- Establish a Student Action Team to investigate responses to data collected, such as the meaning and implications of Student Survey data
- Engage your student representative group and student leaders in discussion about the school's leadership approaches

# Where to Start

- ✓ Build on what is already happening at your school
- ✓ Start by talking with and listening to students
- ✓ Support students to identify an area to work on at your school that will create a positive change
- ✓ Keep it small but impactful to start with
- ✓ As you see positive changes, use this success to involve more students and teachers