

STUDENT VOICE, LEADERSHIP AND AGENCY POLICY and PROCESSES

Rationale

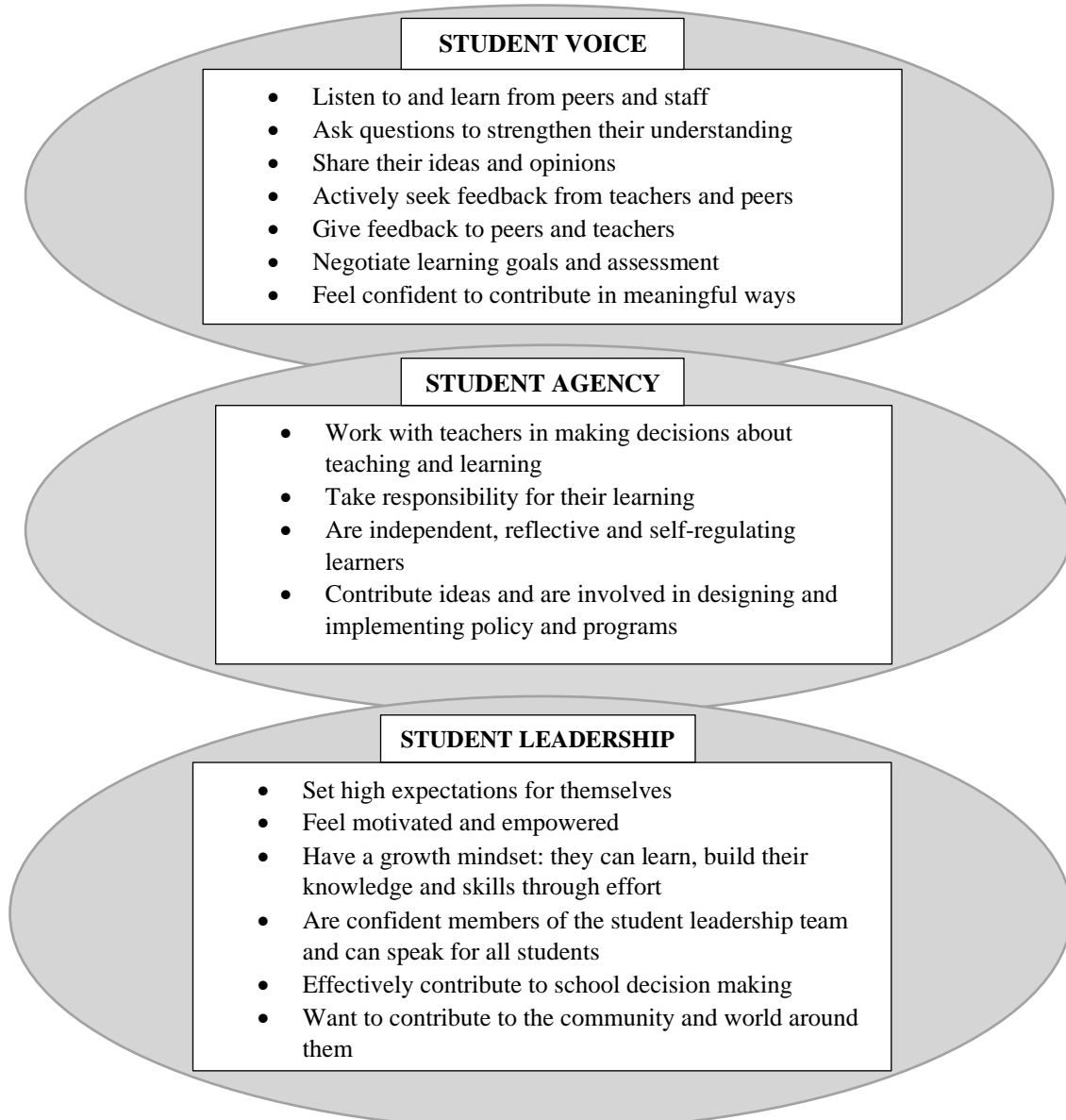
Casterton Secondary College's vision is to achieve the best academic outcomes for all students, with a focus on promoting responsibility for the acquisition of skills, knowledge and positive personal qualities through a dynamic learning environment that engages students and prepares them to contend with the 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features. The school aims to provide a contemporary approach to teaching and learning with students at the heart of curriculum design and policy construction.

Through student voice, agency and leadership, Casterton Secondary College is committed to empowering students to take ownership of their learning, understand and contribute to the development of learning intentions, feel confident to make contributions to their learning environments, tackle global issues, and monitor their own learning and improvement.

Student voice, agency and leadership represent different aspects of student empowerment where each is important, inter-related and mutually reinforcing.

Victoria's vision for learning recognises the importance of empowering students and the contribution that student voice, agency and leadership make to improved student outcomes, health and wellbeing. The DET's aspiration for all students is to achieve and grow as learners, and to generate their own course for lifelong learning.

Student voice, agency and leadership are evident at Casterton Secondary College when students:



Aims

- To encourage active student engagement in learning and the life of the school
- Equip students with the skills required to develop responsibility, independence, teamwork, and maturity in relationships with others
- Empower our students to become independent, reflective and self-regulating learners
- Enable students to become confident and effective contributors to school decision making
- To promote active citizenship through student leadership teams with real influence in the school
- Provide opportunities for students to contribute to whole school improvement
- To develop staff/student dialogue, especially around teaching and learning.
- To embed a culture where students have high expectations of themselves and “live” the school values of Respect, Accountability and Perseverance at school and in the local and wider communities

Roles of students, staff

	Voice	Agency	Leadership
Student Roles	*share ideas/opinions and feedback *collaborate with staff and make decisions around how they learn and are assessed	Participate in learning and curriculum approaches	*collaborate in decision-making with staff *listen to, collect and clarify student views/issues, and advocate for them
Staff roles	*listen, consider, adapt, respond etc. *empower students to have a democratic voice in both their learning and school environment	*co-design opportunities for students to exercise agency in their own learning *include students in curriculum planning	*collaborate in decision-making with students *co-design leadership opportunities with students

Strategies for classrooms, whole school and system levels

	Voice	Agency	Leadership
Classrooms	*student results, behaviours, views, voices, backgrounds etc. explicitly influence teacher practice and inform planning *students provide feedback to their teachers and peers	*students learn in engaging and practical ways *students reflect on, evaluate and regulate their learning *students set their own goals and make decisions about their learning in collaboration with their teachers and peers	*students and teachers collectively investigate classroom issues *students and teachers negotiate and co-construct learning approaches *teachers respectfully challenge students to take risks in their learning
School	*student attitude surveys etc. are shared across the school and unpacked through student forums *student opinions (student surveys, presentations etc.) inform whole school discussions and practices	*student representative teams (Student Voice, Student Leadership Team, House Captains, Live4Life team etc.) are effective in leading action	*students lead whole school discussions around matters of learning and teaching, relationships etc. (e.g. <i>Teach the Teacher</i>) *students are represented on school decision-making bodies (School Council and other committees)
System	*student information and views are conveyed to and heard at a system level (DET, Area, Network...) through meetings, survey data etc.	*students attend state-level workshops and conferences for discussions, debate and decision-making – as well as skill development	*students to participate, where possible, in system-level investigations with adults about important education issues

Implemented strategies will lead to:

	Voice	Agency	Leadership
Intention	Changed and improved teacher practice	Changed and improved student roles, ownership and engagement	Changed and improved structures, purposes, practices and processes of learning
Descriptor	<p>*student information and voices influence and improve teacher practices</p> <p>Such approaches largely maintain current practices, processes, and relationships but they do it better</p>	<p>*students are active and engaged learners, making decisions about their own learning, and learning in ways that provide them with real roles of value i.e. they do purposeful, productive things and learn through reflection on these</p> <p>Such approaches maintain relationships and the purposes of learning, but change some of the practices and approaches</p>	<p>*students and staff work collaboratively to examine and change how the school operates, how we work with each other, and how we learn together – to change and improve outcomes for all students and teachers</p> <p>Such approaches regard both staff and students as co-learners</p>
Other terms representing Voice, Agency, Leadership	<p>*students as data sources</p> <p>*students as information providers</p>	<p>*students as active learners</p> <p>*authentic learning</p> <p>*student leadership</p>	<p>*students as partners</p>
Long term outcomes	Better learning outcomes for <i>all students</i> .	Better outcomes for <i>participating students</i> .	Better outcomes for <i>schools</i> – and <i>all</i> students and all staff.
Specific shorter term outcomes	<p>*increased teacher confidence, and awareness of and response to student needs</p> <p>*increased teacher knowledge and skills, which are applied to benefit the learning of all students</p>	<p>*directly improved student outcomes including engagement, confidence, commitment, self-esteem/regard etc.</p> <p>*increased student skills including communication, teamwork, leadership etc.</p>	<p>*increased collaboration between students and staff</p> <p>*increased mutual regard/respect</p> <p>*willingness to collaboratively address uncertainty, and unknown and risky issues</p> <p>*better structures/approaches that meet the educational needs of all – students and staff</p>

Challenges and future directions

	Voice	Agency	Leadership
Critical Challenges	<p>*amplifying student capacity to express and present views and ideas</p> <p>*increasing the capacity of teachers/staff to listen and respond.</p> <p>*building inclusivity of voices</p>	<p>*integrating such approaches within externally controlled curriculum (for both students and teachers)</p> <p>*identifying relevant good practice initiatives.</p> <p>*building inclusivity of action (i.e. not ‘just’ the ‘good’/‘bad’ students etc.)</p>	<p>*increasing student representation</p> <p>*building mutual respect for contributions (taking all seriously).</p> <p>*sharing and addressing challenges, including contentious areas.</p> <p>*building inclusivity</p>
Implementation Challenges	<p>*building understanding of all parties about student voice, agency and leadership</p> <p>*workshops for students to build communication and teamwork skills and confidence</p> <p>*workshops for teachers/staff to build capacity</p> <p>*development of resources: e.g. quizzes, proformas, challenges etc.</p>	<p>*build the presence and role of student groups in schools</p> <p>*student-led and participatory curriculum approaches at classroom and school levels</p> <p>*set up networks of students and teachers/staff to work and learn together</p>	<p>*various ‘students as partners’ approaches (e.g. co-planning of curriculum, students and school governance, student-staff research teams, joint reflection on and investigation of student attitude surveys)</p>

REVIEW CYCLE AND EVALUATION