

# Classroom Based Student Voice

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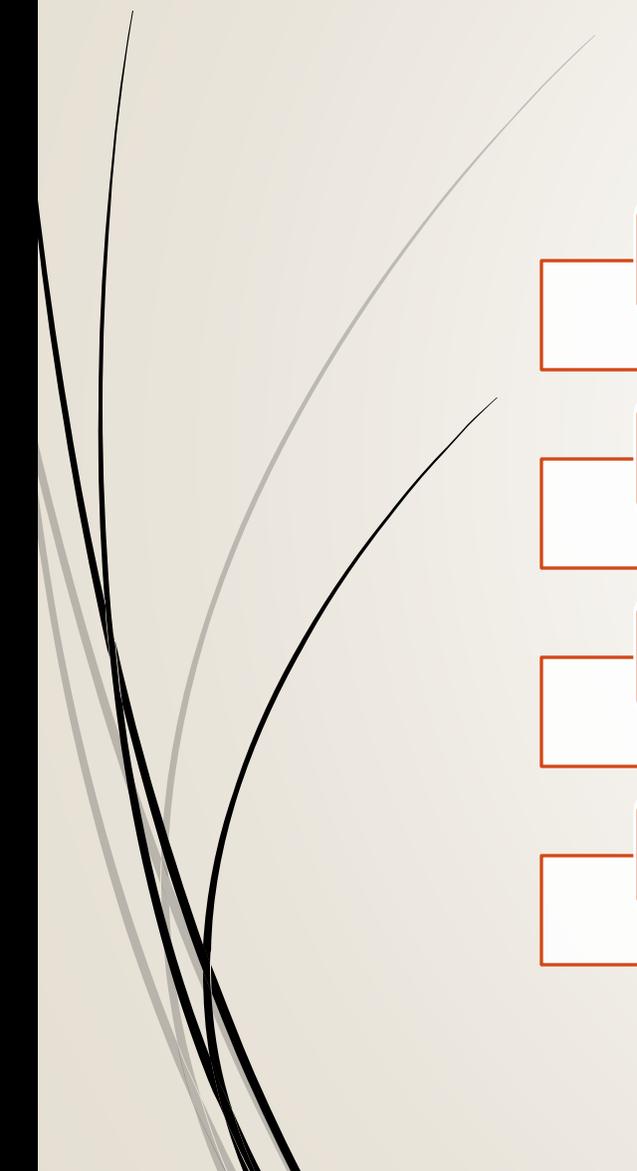


**BOHERBUE COMPREHENSIVE SCHOOL**  
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# Overview of engagement



Specific Challenge facing each teacher

Observe each other's teaching

Give feedback

Change teaching methods





# Observing each others class

- ▶ We decided to focus on a specific challenge each of us faced in a specific lesson.
- ▶ We then observed each other teaching.
- ▶ We noted how the other taught.
- ▶ Specifically, how the interactions with the class went:
  - ❖ What questions were asked?
  - ❖ What answers were given?
  - ❖ Were the students engaging? And how?
- ▶ We both teach different languages which posed a challenge, however, student engagement and learner voice was our main focus.





# Feedback after 1<sup>st</sup> observation

- ▶ We discussed how involved students got in our lessons.
- ▶ And how much of a voice they had or gave.
- ▶ Jack: Noted that “Any questions?” was a common phrase followed by silence. The class seemed passive in their learning and it was unclear if anything was being learned.
- ▶ Sarah: Noted that students were not speaking French as a target language to communicate with her or each other.
- ▶ We decided to spend time trying to alter our classroom behaviours to increase student engagement, and in the process, learner voice.





# Altered behaviour - Jack

- ▶ I became increasingly aware of my use of “Any questions?” in class and the students passively shaking their heads. I would often move on to the next stage of the lesson.
- ▶ I decided to change the question to “What questions do you have?”.
  - ❖ Student engagement increased a little but most were still silent.
- ▶ Finally, I changed it from a question to a task. At the beginning of every new topic, I asked students to find 1 word they knew, and 1 word they did not know.



# Altered behaviour - Sarah

- ▶ I became increasingly aware of how much I spoke in the 1<sup>st</sup> year French class.
- ▶ I decided to get students more involved by giving them a voice and allowing them to choose a topic in French they struggled with, spend time learning it and teach it through the target language to the class.
  - ❖ Student engagement increased substantially.
- ▶ Students chose a topic they struggled with and then were given tasks in-class and homework specific to that topic and subsequent to this they then prepared, taught (to their French class) and evaluated a short lesson on their chosen topic in the target language.





# Results - Jack

- ▶ Students were asked to volunteer the words that they did not know.
  - ❖ These words were added to our list of “new vocabulary”.
- ▶ Students were then given opportunity to examine the new words to see if they knew any of them.
  - ❖ Students were able to learn from each other and gain confidence in their knowledge.
- ▶ This task allowed for better understanding of context and allowed for increased student engagement.
- ▶ Wins/Success Indicators: Students were given the opportunity to show their knowledge, and their engagement increased greatly.





# Results - Sarah

## Wins / Success Indicators

- ▶ Students spent each lesson, learning, preparing and speaking in the target language and my 'teacher voice' was minimum and used when required.
- ▶ Students were autonomous in their learning when given a voice and learned very well topics they previously struggled with.

- **Dialogue and discussion around topics they struggled with.**
- **Interaction with other students.**
- **Collaborative learning.**
- **Time for students to express themselves.**
- **Questioning.**
- **Feedback.**

**Self-evaluation.**

- **Reflect on the process of learning.**





# Challenge

- ▶ Lesson **observations** was something we found difficult to get teachers to 'buy-in' to.
- ▶ We decided to see if we could change the name from Lesson Observation to 'Lesson \_\_\_\_\_'?
- ▶ We took an example of a class struggling with languages and created an interactive presentation to show teachers how well giving students a voice can work to their advantage.
- ▶ Ask them to consider it within department for subject knowledge and cross departmental for content knowledge?

