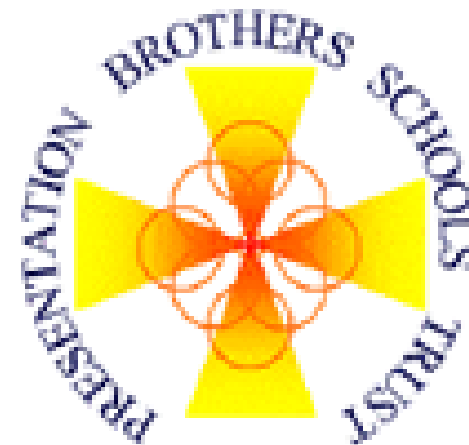




Instructional Leadership

# Facilitating Learner Voice in the Classroom

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# Our Project

## What :

To activate Learner Voice in the classroom in a sustainable manner

## How :

Encourage teachers of Junior Cycle to co-create success criteria with students

## Why :

United Nations Convention on Rights of Child (1989)

OECD research on Innovative Learning Environments indicates student feelings of agency have a positive effect on engagement (2007)

PBST Schools Charter – students as ‘responsible partners’ in their education (2009)

Junior Cycle Principles – ‘learning to learn’, ‘engagement and participation’ (2015)

LAOS – Teaching and Learning Dimension - Learner Experiences – ‘Students engage purposefully in meaningfully learning activities’ (2016)



# Engagement to Date

Six volunteer teachers to implement project with a single Junior cycle class for an extended period (i.e. 6 different subjects, 6 different teachers)

Design of project, initial planning meetings (Jan – March 2020), agreement on moving forward

*Teachers will spend a time in a class co-creating success criterial with students during a unit of learning, in conjunction with description of learning intentions*

Teachers agreed to meet every 4-6 weeks to discuss progress, experience and issues

Teachers agreed to document their Learning Outcomes and Success Criteria and other observations using Lundy's model (space, voice audience, influence) on a shared Google Drive.

Project began but stalled due to COVID-19. Restarted on an ad-hoc basis in September. Focused restart in January 2021.



# Success Criteria

## Learner Outcomes

Comparison of In-House Examinations Christmas 2020, Summer 2021 for target classes.

## Learner Experiences

Survey on student experience and attitude to subject inc. their perception of themselves as learners (January 2021, May 2021)

## Teachers Individual and Collective Practice

Semi-structured interview (May 2021) with each participating teacher.



# Challenges

Additional overhead in schools due to safety and student welfare considerations due to COVID-19.

Classrooms have become somewhat more restrictive due to distancing requirements.

It can be somewhat more difficult to initiate and facilitate dialogue in classrooms.

It is somewhat more difficult to organise meetings of teachers due to distancing and safety requirements.

