



Mulroy College's Learner Voice Journey

Embedding student voices in education discourse, curricular co-construction and development

There is progressing attitudes on the importance of deeper engagement with students as they are “experts on their own experience of learning” (Flynn, 2017)

Aims



- Utilise the successes of the Forbairt Project and further enhance the student learning experience through Learner Voice
- Gain a more comprehensive understanding of how students learn and their own perceptions of their learning
- Embed a culture of the learner voice in the Wellbeing curriculum.
- **Overall goal of raising academic standards and levels of classroom participation**

History



2018/2019 Academic Year

- Forbairt project - *Formative Assessment & Homework: Feedback for Learning*
- Staff presentations on success criteria and formative assessment
- Staff and students surveyed during 2018/2019 academic year

2019/2020 Academic Year

- Focus on success criteria and responding to feedback
- Recording of Homework in the diary - responsibility for their learning
- Meetings with heads of department

Our achievements



1. Established a Learner Voice Team

- 8 members of teaching staff committed to facilitating learner voice within their classroom guided by senior management
- Wide subject range covered & all year groups represented
- Set up regular team meetings to review process
- Collected preliminary data (staff and student surveys)

Our achievements



2. Learner voice currently formalized in Mulroy College

- Full staff CPD to identify how **our students learn best** across a range of subjects.

3. Fostering an open dialogue within our classrooms

- Active use of IL strategies
- Creating opportunities for student's voice to be heard
- Responding to student's voice
- Embedding culture of active listening

Our achievements



4. Identified strategies which would allow the learners voice to be heard

- Implementation of Instructional Leadership
- **Co-constructing success criteria**
- Deconstruction of questions (focus on command words)

5. Learner voice during lockdown

- Creating opportunities for student's voice to be heard through weekly assemblies and Google Form surveys
- Teachers and SLT reflected on and changed online teaching practices based on student feedback

Our achievements



6. Transition back to school

- **Extended** induction period
- Weekly themes outlined during morning registration
- Whole school assemblies
- Student council and Student Leadership Team established.
- Feel good Friday and motivational quotes
- Student work and achievements acknowledged online
- Wellbeing week

Our focus has changed and adapted due to the needs of the students and this will continue to guide us moving forward

Next steps...



- **Expand** teaching & learning team
- Adoption of a whole school approach to Learner Voice with **common language** and **strategies** identified to support such
- Follow up survey (students & staff) and **student focus group**
- Staff **CPD** on facilitation of the Learner Voice
- **Develop a strategy** to support a sustainable structure and response to student voice
- Create **opportunities** for communication, listening and being heard



SPACE

The infographic features a central dark teal shape with a white border. Inside this shape, the text 'THE RIGHT TO EXPRESS VIEWS' is at the top, 'ARTICLE 12' is in a light blue rounded rectangle in the middle, and 'THE RIGHT TO HAVE VIEWS GIVEN DUE WEIGHT' is at the bottom. Four colored callout boxes are connected to the central shape: an orange box labeled 'SPACE' at the top-left, a purple box labeled 'VOICE' at the top-right, a red box labeled 'AUDIENCE' at the bottom-left, and a blue box labeled 'INFLUENCE' at the bottom-right. The entire graphic is set against a white background with a light green gradient at the bottom. On the left side, there is a dark red arrow pointing right and some thin, dark, curved lines.

VOICE

THE RIGHT TO
EXPRESS VIEWS

ARTICLE 12

THE RIGHT TO HAVE VIEWS
GIVEN DUE WEIGHT

AUDIENCE

INFLUENCE