



# Facilitating Learner Voice in the Classroom

Tuesday 12<sup>th</sup> November 2019

Mount Wolseley Hotel, Spa & Golf Resort

# Programme:



- **Opening Remarks**
- **Where are we at?**
  - Learner Voice Project - *Hopes and Concerns*
  - The Big Picture: Instructional Leadership and Student Voice
- **Rest Break**
- **Facilitating Learner Voice**
  - Lundy Model
  - Facilitating the voice of the learner in the Junior Cycle curriculum
  - Negotiated Integrated Curriculum
- **Lunch**
- Planning for Change
- Next Steps
- Reflection
- **Close**



## *Facilitating Learner Voice Project*

- Learner Voice
- Instructional Leadership Programme
- Teaching, Learning and Assessment
- Culture
- Policy



- Conference June 2019
- Project Conference
- Cluster Meetings
- Online Engagement
- Schools Visits
- Closing Conference

	Cluster 1 Cork/Tipperary/Clare	Cluster 2 Dublin/Kildare/Carlow	Cluster 3 Donegal/Cavan/Mayo	Cluster 4 Cork/Tipperary/Clare	Cluster 5 Dublin/Kildare/Wicklow	Cluster 6 Dublin/Kildare/Wicklow
1	Kinsale Community School	St. Leo's College	St Aidan's Comprehensive School	Ballincollig Community School	Athy College	Maynooth Post Primary
2	Boherbue Comprehensive School	Pobalscoil Neasain	Abbey Vocational School	Coláiste na Toirbhirte	Fingal Community College	Maynooth Community College
3	Ennis Community College	St Joseph's Secondary School	Mulroy College	Coláiste Pobail Naomh Mhuire	Skerries Community College	Piperhill College
4	Coláiste an Spioraid Naomh	Coláiste Eoin	Crana College	Colaiste Choilm	Presentation Community College	Coláiste Eamonn Ris
5	Glanmire Community College	Coláiste Pobail Setanta	St Louis Community School	Schull Community College	St Mary's College	Glenart College
6	St Brogan's College	Newbridge College		CBS Clonmel	Naas Community College	
7	Bishopstown Community School					



# The Big Picture: Instructional Leadership and Student Voice

# Towards Definition

- *'Initiatives that strive to elicit and respond to student perspectives on their educational experiences, to consult students and to include them as active participants in critical analysis and reform of schools, and to give students greater agency in researching educational issues and contexts'*

(Thiessen, 2007, p. 579).

# Towards Definition

- *Talking with pupils about things that matter in school*
- *Conversations about teaching and learning*
- *Seeking advice from pupils about new initiatives*
- *Inviting comment on ways of solving problems that are affecting the teacher's right to teach and the pupil's right to learn*
- *Inviting evaluative comment on recent developments in school or classroom policy and practice.*

2005, p. 2)

(Rudduck,



# Towards Definition

*'meaningful acknowledged presence  
...the power to influence analyses of,  
decisions about, and practices in  
schools'*

(Cook-Sather,

2006, p. 363)

# Towards Definition

*Student voice covers a range of activities that encourage reflection, discussion, dialogue and action on matters that primarily concern students'*

(Fielding and McGregor, 2005,  
p.2).

# Towards Definition

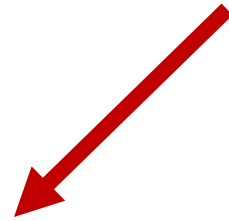
*'Student voice refers to the process through which children and young people, individually and collectively are able to speak up about their education'*

(Thomson,  
2011, p. 24).

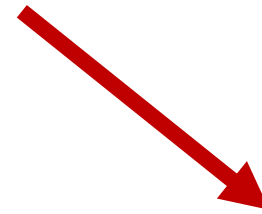
# Why Student Voice?

## United Nations Convention on the Rights of the Child

### Article 12-The child's opinion



*right to express those views  
freely in all matters  
affecting the child*



*the child shall in particular be  
provided the opportunity to  
be heard*

# Why student voice?

## Research tells us.....

- Encourages student engagement in learning
- Enhances student agency and student leadership
- Improves student-teacher relationships
- Unique perspective on being a student
- Encourages active, democratic citizenship
- Empowers students to participate in school life

Dr Paula Flynn, 2014



# Why Student Voice?

Schools are the first place where children experience society in all its facets and their experiences can have a profound influence on their attitudes and behaviour in life.

Andreas Schleicher, OECD, 2017



# Why Student Voice?

Schools should contribute to the development of *active, democratic citizens*.

Active participation and having a voice are ways for students to experience and develop democratic attitudes and skills in education

**citizenship as practice as opposed to citizenship as status**

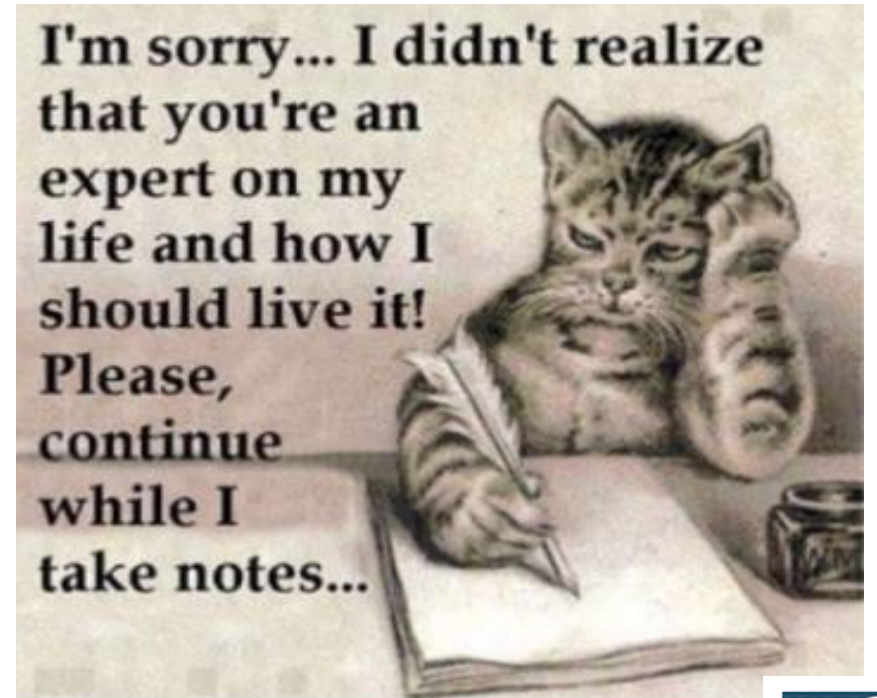




# Why Student Voice?

## Experts of their own experience of schooling

‘Young people have **unique perspectives on learning, teaching and schooling**; that their insights warrant not only the attention but also the responses of adults; and that they should be **afforded opportunities to actively shape their education.**





# Policy context in Ireland: a lot happening!

- UNCRC (1992)
- White paper (1995) to Education Act (1998)
- National Children's Strategy (2000)
- Ombudsman for Children Act (2002)
- Aistear (2009)
- Children Referendum (2012)
- ESRI Post-primary Longitudinal Study (2001-2011),
- Negotiated Integrated Curriculum, NCCA (2011)
- Impact of Project Maths, NCCA (2012)
- SSE and WSE, Inspectorate.
- The Learner Voice research project, NCCA
- The National Strategy on Children and Young People in Decision Making, DCYA (2015-2020)
- 'Better Outcomes Brighter Futures' (DCYA 2014)
- *The Framework for Junior Cycle*, DES (2015)
- DES – student and parent charter (2019 / 2020)
- Education for Sustainable Development



## **ESRI: Emerging themes**

Emer Smyth



# Student voice in Senior Cycle Review

# Student Voice and assessment: working with peers

- When you're with the groups and your friends, like, you're comfortable with them, whatever, and you can just be like, "Oh, what are we doing? Can you explain it again to me?" So, we're all on the same level then. And it's easier, like, to work with your group. (Coeducational, non-DEIS)
- In the projects, if you're doing it with your friends, ... you'll probably learn more from your friends, what they're saying, than with the teachers explaining to you. (Boys, non-DEIS)
- Students liked being able to talk to one another instead. Getting into discussions in class is better than just having a teacher write it down and then you write it down into your notes because then you're actually, like, learning it rather than just memorising it. (Boys, non-DEIS)
- It would be better if we were talking and discussing things more in class rather than just writing notes. There are some double classes where we're doing nothing but taking notes for the 80 minutes and we don't even discuss the notes, and we're not going to learn anything from that. (Coeducational, non-DEIS)

# Student Voice and assessment: more varied models

- I just think that they should have more classroom-based assessments because, everything is down to one day and I don't think that's fair... The amount of work that you do over the two years, like, shouldn't just come down to one day and one piece of paper and that piece of paper's there for life and that's not right. (Girls, non-DEIS)
- I'd say the Leaving Cert should probably start to include CBAs because it, kind of, helps shorten the papers a small bit and relieve just a bit more stress on the exam day. And it just helps spread out the work and some people will excel at say public speaking with their CBAs. (Coeducational, non-DEIS)

# Student Voice and assessment: continuous assessment

- Bringing some of these continuous things, like, if you had a project, like, 40 or 50% that you done in Fifth Year, it'll take a lot of pressure off the Sixth Year, if you have all the projects on the Fifth Year. But, like, have every subject which is some sort of project or something. (Boys, non-DEIS)
- I think the continuous assessment, it would be really beneficial I'd say for the Senior Cycle. Rather than .... a two week period where you have every stressful exam you have prepared for two years. (Coed, non-DEIS)
- You'll have a vast majority of students who don't like just learning off these phrases and vomiting them up onto the Leaving Cert paper and just handing it in, and hoping they remembered everything correctly. They want to -- and then you have the others who enjoy that sort of thing, and then you have the others who want to know how to -- yeah, just give more ways to approach the Leaving Cert (Boys, non-DEIS)

# Negotiating the curriculum...

When pupils are consulted seriously, it can make them feel, often for the first time, that their school and their class are to some extent **their** school and **their** class – impact on sense of belonging and attachment

**Relationship, belonging, positive sense of wellbeing**

# Why is student voice so important for us?

## Research tells us.....

- Article 12-The Child's right to have an opinion
- Empowers students to participate in school life
- Encourages student engagement in learning
- Improves student-teacher relationships
- Unique perspective on being a student
- Encourages active, democratic citizenship

Which would  
you prioritise?

Paula Flynn, 2014

## Build your Metro Map to show your journey to enhanced Student Voice

- Dialogue and discussion
- Feedback
- Self-evaluation
- Questioning
- Interaction within the classroom
- Collaborative learning
- Negotiation
- Time for students to express themselves
- Exchange ideas
- Reflect on the process of learning
- Students choose tasks
- Peer to peer learning
- Peer assessment
- Buddying
- Student consultations
- Questionnaires
- Focus groups
- Student working groups
- Students as researchers
- Students as data source
- Students as co-researchers
- Student forums
- Discussion platforms
- Debate groups



*Across the developed and the developing world schooling finds itself at the centre of a set of global concerns about the future of the planet, about food and water security, and about the movement of peoples in the face of climate disasters....and increasingly, schools are being asked not simply to teach students about these issues but to shape the next generation of creative problem solvers who can quite literally 'save the world'.*

*NCCA, 2010. Innovation and Identity, Ideas for the new junior cycle.*



# Instructional Intelligence



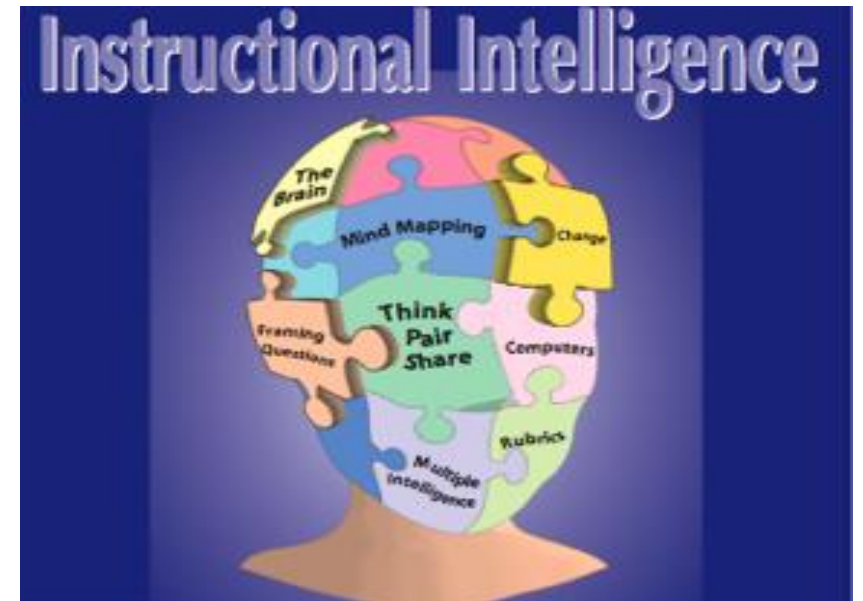
# OECD

- “As the most significant and costly resource in schools, teachers are central to school improvement efforts. Improving the efficiency and equity of schooling depends, in large measure, on ensuring that competent people want to work as teachers, that their teaching is of high quality, and that all students have access to high quality teaching” (OECD, 2005: 1)
- “Strong subject matter knowledge, pedagogical skills, the capacity to work effectively with a wide range of students and colleagues, contribution to the school and the wider profession and capacity to continue developing.” (OECD 2011: 11)

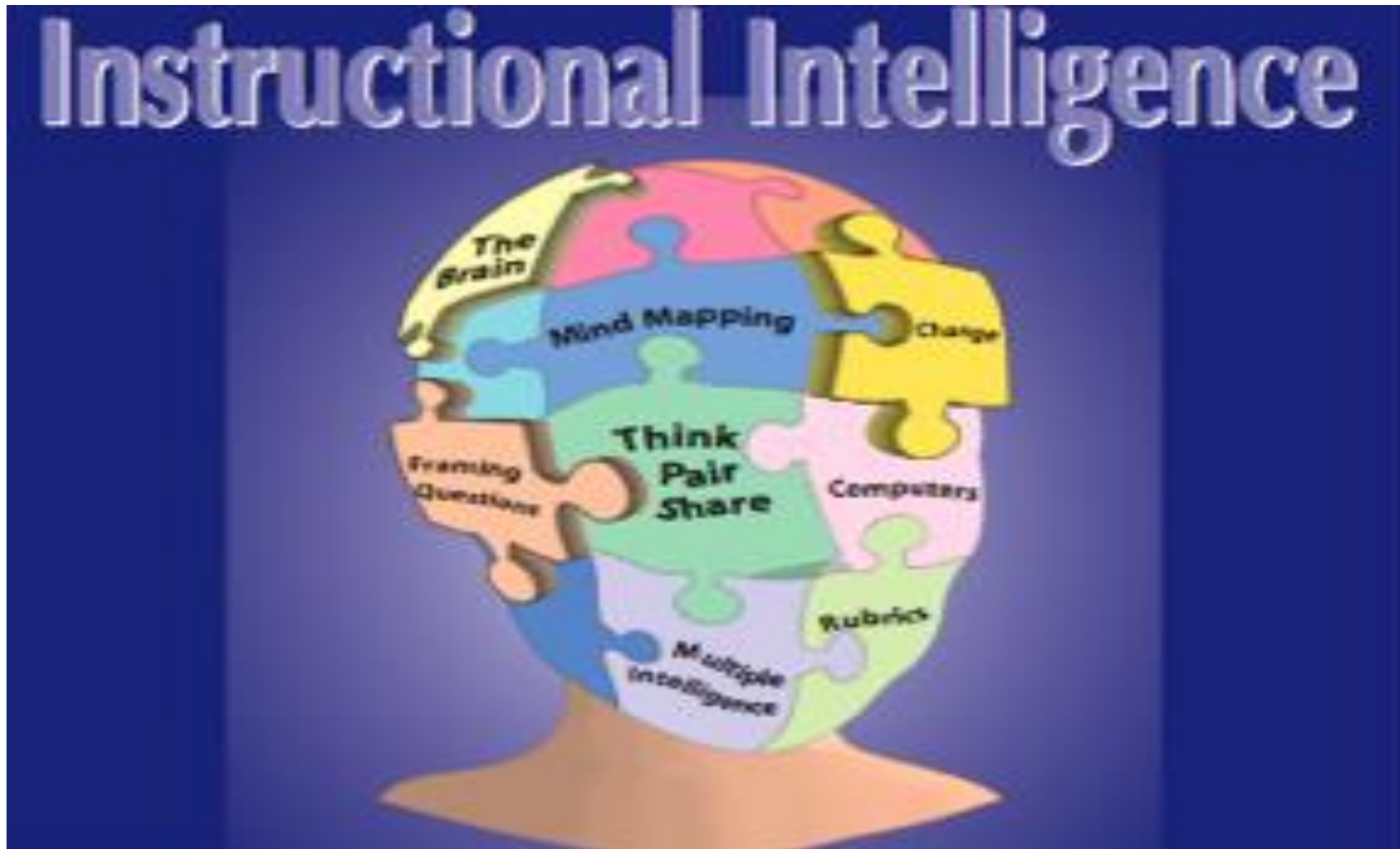
# Instructional Intelligence

## **Merges 5 key areas**

- 1. Curriculum**
- 2. Assessment**
- 3. Instruction**
- 4. How students learn**
- 5. Change and Systemic Change**



The key focus in the systemic change projects is on instruction



# Instructional Intelligence involves awareness of...

- Instructional **concepts**
- Instructional concepts that are **skills**
- Instructional concepts that are **tactics**
- Instructional concepts that are **strategies**
- Instructional concepts that are **instructional organizers**

# Instruction can be classified into 5 areas

- *Instructional concepts*
- *Instructional skills*
- *Instructional tactics*
- *Instructional strategies*
- *Instructional organizers*

The red guide; you enact and integrate the green

## David Perkins (1994)

“It is an everyday observation that often people do not develop robust intelligent behaviours in areas where they have a great deal of experience. We do not automatically learn from experience, even extended experiences. For instance, people play chess or bridge for years without ever getting better at it”.



# Instructional Skills

- Skills are the instructional actions of teachers that enhance learning
- They increase the chances that more complex instructional processes (tactics and strategies) are implemented
- Most teachers are tacitly or unconsciously skilled
- **Framing questions**
- **Applying wait time**
- **Suspending judgment**
- **Discussing the purpose of the lesson**
- **Linking with students' past experience**
- **Responding to a 'no' response**
- **Checking for understanding**

# Instructional Tactics

- A tactic fits between a skill and a strategy
- It is an action used to enrich or strengthen the application of a strategy
- Can be linked to other tactics or skills
- Tactics make strategies less complex and more workable

## **Tactics**

- **Think Pair Share**
- **Brainstorming**
- **Venn Diagram**
- **Flow Chart**
- **Round Robin**
- **3 Step Interview**
- **PMI**
- **Six Thinking Hats**

# Graphic Organizers

- Word Webs
- Time Lines
- Flow Charts
- Venn Diagrams
- Fish Bone Diagrams
- Ranking Ladders
- Mind Maps
- Concept Maps



# Stalin

# Hitler

- He had a good memory that help him in the Soviet bureaucracy his nickname was "Comrade Card Index".
- Communist.
- The goal of the 5 Year Plan were staggering.
- Man-made famine which forced conformity and created slave labour.
- Between 1936-1938, a wave of terror engulfed Soviet government and military leaders as Stalin carried out a "Purge" of those in the USSR who could oppose him.
- During the 1930's Stalin embarked on a program of industrialization and collectivization.
- Father was a drunk and beat his wife & son.

- used para-military tactics to get and maintain power.
- Had no father (left)
- 2 personality types → Soft to the people → Hard to the military
- writes his ideology in a book, called Mein Kampf → writes what he will do for Germany and to the Jews.
- He was able to maintain support from the working people and the money class
- Hitler's rise to power in Germany resembled Mussolini's success in Italy
- made goals but no well-defined program

- wanted control over the political economic life of a state.
- All came into power legally
- All had private armies
- All Dictators.
- they all eliminate their rivals to gain power
- Mass murders
- Poor families → *Hitler's Germany?*
- Censorship?

- both excellent speaker
- both addressed people towards them.
- Anti-Communist

- both start off as socialist
- both received support from *Hitler's Germany?*

- died of political trouble

- Hitler committed suicide

- intimidated socialist communists using the book
- He liked to be called "I Duce"
- Fascism
- lacked self confidence, took advice from the last person who spoke to him.
- divided society into groups.
- Good father.

- caught by enemies and then hanged.

# Mussolini

# Instructional Strategies

- Strategies are usually grounded in theory
- May involve a sequence of steps, or number of related elements
- Have intended effect on student learning
- Skills drive tactics, tactics and skills drive strategies

## **Strategies**

- **Concept Attainment**
- **5 Basic Elements (of groupwork)**
- **Mind Mapping**
- **Concept Mapping**
- **Jigsaw**
- **Academic Controversy**
- **Group Investigation**
- **Reading Recovery**
- **Role play**
- **ICT use (an aspect of)**

# Instructional Concepts

- Concepts provide lenses to understand how, when and where to apply and integrate skills, tactics and strategies
- Cannot be “done” in themselves, can be enacted through application of skills, strategies, tactics
- For example: wait time and think/pair/share can invoke concepts of safety and accountability

## **Concepts (only)**

- **Safety**
- **Accountability**
- **Novelty**
- **Authenticity**
- **Motivation**
- **Active Participation**

# Instructional Organisers

- Organisers are frameworks or bodies of research that assist teachers in organising an array of skills, tactics and strategies into a coherent set of teaching methods
- They are the lenses that clarify or enhance thought about *how* we instruct
- They increase teacher wisdom about the teaching and learning process, based on the needs and inclinations of the learner

# Instructional Organisers

- Multiple Intelligence
- Gender
- Ethnicity
- Culture
- Brain Research
- Critical Thinking
- Child Development
- Learning Difficulties
- At Risk Environment
- Co-operative Learning



# Concept and skill relationship

- Why do we need to be aware of the difference between concepts, skills, tactics, strategies and organisers?
- Many experienced and effective teachers might not consciously realise the complexity around something as simple as asking a question so as to involve all students
- **Do they need to?**

# Concepts and skills

- Without clear understanding, we are less able to thoughtfully connect them to student needs
- We can “do” skills, e.g. providing wait time for students to think about questions
- We cannot “do” concepts, e.g. motivation, variety- we must do things to make these concepts come alive
- These things **we do** are skills, tactics and strategies
- We need to articulate our practice to be effective

- *Instructional concepts - safety, social justice, interest, accountability etc.*
- *Instructional skills - wait time, framing questions, probing*
- *Instructional tactics - Think Pair Share, Venn Diagrams, Word Webs*
- *Instructional strategies - Concept Mapping, Academic Controversy*
- *Instructional organizers - Multiple Intelligence, Bloom's Taxonomy, learning disabilities, gender, culture, at risk factors*

The key point is to sense how the **GREEN** ones interact ... and how the **RED** areas guide the teachers thinking and action of the green areas -- to create an impact.

# Impact understood as 'power'

- Power is a term that tells us how much of a difference an innovation makes.
- Power generally increases as you shift from skills, to tactics, to strategies.
- Strategies are researched based approaches supported by a theory - the most complex and powerful.

# Our instructional task

- We need to move from being **tacitly skilled** in a limited number of instructional methods to being **explicitly skilled** with a higher number of instructional methods to increase learning and to facilitate teachers differentiating their instruction to meet diverse students' diverse needs.

## Key point here is to integrate and or stack skills, tactics and strategies

- We increase power by integrating or stacking multiple methods.
- For example, how can Concept Attainment and the Five Basic Elements of Effective Group Work (strategies) be integrated and work along with Think Pair Share and Place Mat (tactics) as well as framing questions and wait time (skills) to teach First Year students to understand 'democracy'?

# Integrating methods

- How do wait time, framing questions, think/pair/share, concept attainment, safety, accountability, active participation, Bloom's Taxonomy, Brain Research, etc., work together?
- **Our conscious integration of these methods is the art of effective teaching**

# Levels of thinking

- Thinking can be categorised
- This is what a **taxonomy** does
- Most teachers do not consciously play with the elements of taxonomies when teaching
- Yet understanding how the concept of **levels of thinking** works helps us to integrate it into our practice more effectively
- **Again: being aware/ conscious of what we do and why we do it is central to being an effective teacher**



# Levels and Types of Thinking

- **Levels of Thinking**

**Knowledge**

**Comprehension**

**Application**

**Analysis**

**Synthesis**

**Evaluation**

**(Bloom's Taxonomy)**

- **Types of Thinking**

- **Inductive**

- **Deductive**

- **Inquiry**

- **Sequencing**

- **Ranking**

- **Predicting**

- **Identifying**

- **Prioritizing**

# Bloom's Taxonomy

- **Remembering** – recall, recite
- **Comprehension/Understanding**-explain, provide examples
- **Application**-act on understanding
- **Analysis**-compare/ contrast, pull apart
- **Synthesis**-reinvent, create, look at in a new way
- **Evaluation**-judge based on criteria

# Levels of Use of an Innovation

- Non-use
- Orientation (searching out information)
- Preparation
- Mechanical (the implementation dip)
- Routine (where student benefit starts)
- Refined
- Integrative
- Refocus (search for new idea)

# In conclusion:

- Important to bear in mind:
  - the effective use of instructional **strategies** (e.g. groupwork, co-operative learning) and **tactics** (e.g. Venn diagrams, round robins, brainstorming etc) depends on how well the teacher invokes an interplay between **concepts** and **skills**
  - **NB: The key to effective teaching is how we consciously integrate all these methods to improve student learning**

Ultimate goal of this session?

To assist in the move from being:

**“accidentally adequate”**

to

**“consciously competent”.**

Facilitating Learner Voice – Lundy Model

Facilitating the voice of the learner in the Junior Cycle curriculum - Negotiated Integrated Curriculum



# Planning for Change

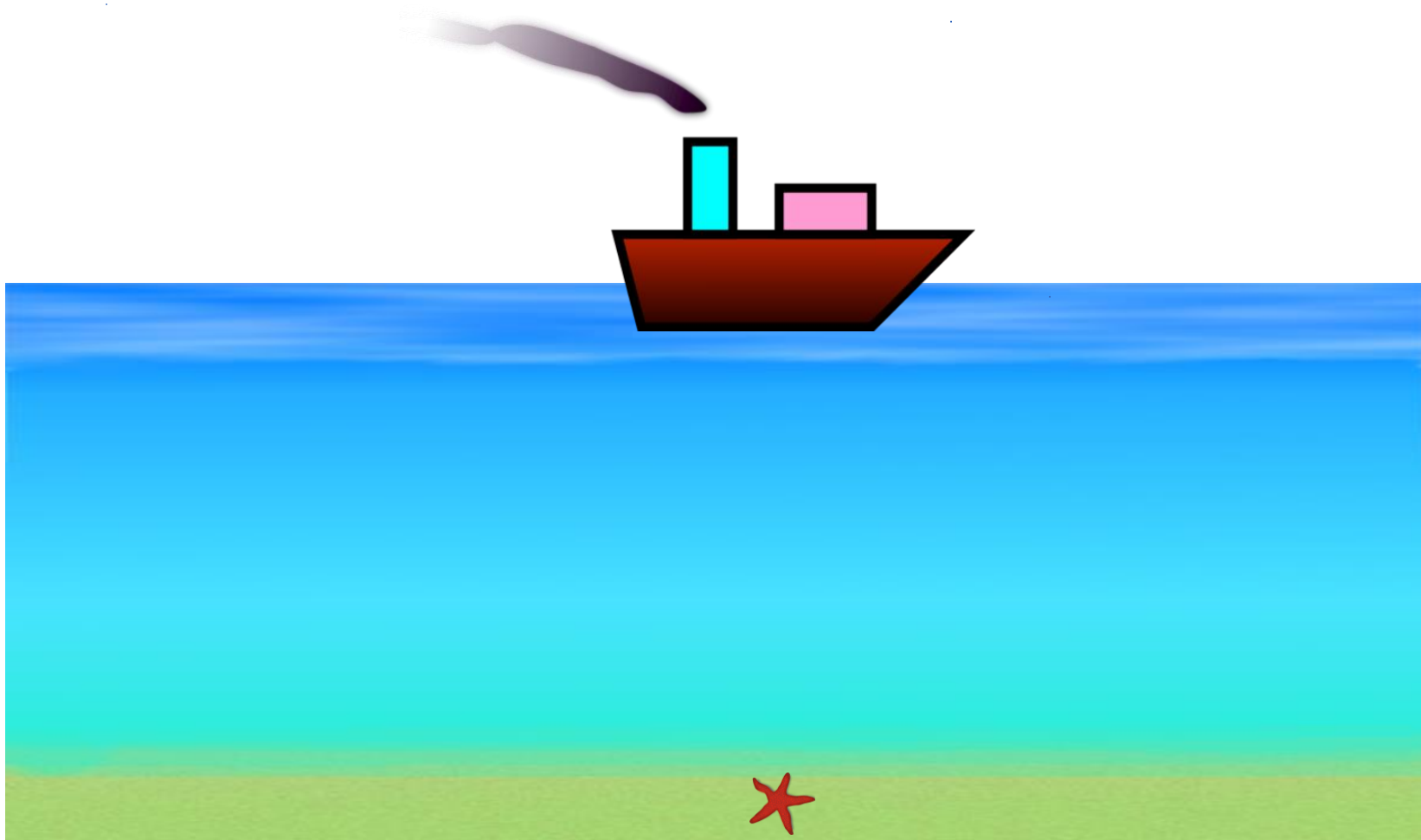
*Facilitating Learner Voice in the Classroom*

**Where are we at?**

# Sustainability

- Professional learning that builds teachers' **capacity, knowledge and confidence**
- **Cultural change** that activates student voice in a meaningful way
- **Link educational developments** meaningfully





'Ruffling the calm of the ocean floor'- Hayward and Priestley (2004)

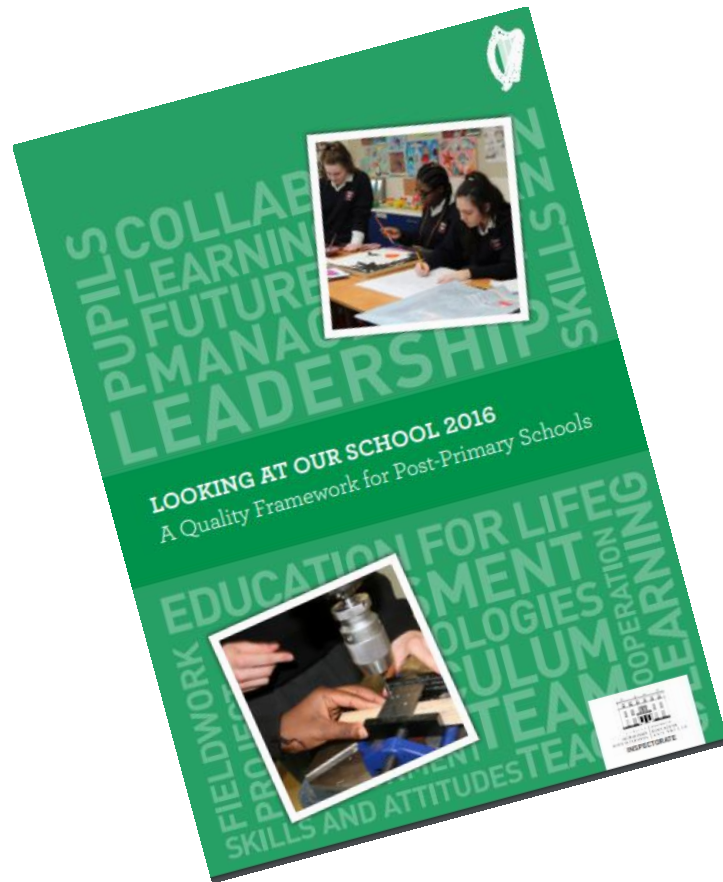
# Instructional Leadership Repertoire


**Collaborative  
approach**

**Experiential  
methodologies**

**Reflection**

# Planning for Change



Domains:	Standards				
<b>1: LEARNER OUTCOMES</b>	Students enjoy their learning, are motivated to learn and expect to achieve as learners	Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships	Students demonstrate the knowledge, skills and understanding required by the post-primary curriculum	Students attain the stated learning outcomes for each subject, course and programme	
<b>2: LEARNER EXPERIENCES</b>	Students engage purposefully in meaningful learning activities	Students grow as learners through respectful interactions and experiences that are challenging and supportive	Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning	Students experience opportunities to develop the skills and attitudes necessary for lifelong learning	The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills



- Use Lundy as Reflective Frame
- Explicit about Instructional Leadership Repertoire
- Identify Opportunity

# School Self-Evaluation Process



# Ruffling the calm of the ocean floor



- **Professional Learning .....What works?**
- Teachers learn from each other.....not waiting for expert to provide answers
- Teachers have sense of real ownership- bottom up with top down support.
- Development is shaped by teachers to suit their own context
- Permission to make mistakes
- Clear vision -leadership
- Informed by research - Researchers and teachers work together
- Collaboration across school networks
- Partnership working across agencies.



# Student Voice – Not a bolt-on!

- Building on what is happening already to promotes student voice?

**Student Voice**

Junior Cycle

Wellbeing

SSE

JCPA

Effective Questioning  
Feedback -Peer review





# School Self-Evaluation Process

