

Learner Voice Project

NCCA and Instructional leadership Project

Schull Community College

Review & Reconnect

- We presented to staff in March 2019 placing project within SSE plan and looked for volunteers. Our focus was to be the co-creation of success criteria in 2nd year classrooms
- All work on project was postponed due to school closures
- Did implement initiatives during lockdown that have informally supported student voice – ongoing use of MS forms during lockdown to see how students were coping. These were based on Teaching and Learning online. Student Support Team followed up with phone conversations with students. Mentor system set up for current 6th years again to discuss their learning.

Focus for our Project

- Presented to staff on Friday 4th December during staff meeting and sought volunteers.
- The following classes are going to participate in pilot project: 2nd Year French, 2nd Year Irish, 5th Year Geography, 5th Year Economics
- Focus for Project: The co-creation of success criteria
- Main questions: How can we use success criteria to improve student learning? How can we enable students to successfully co-create success criteria?

STANDARDS**STATEMENTS OF EFFECTIVE PRACTICE****STATEMENTS OF HIGHLY EFFECTIVE PRACTICE**

Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning

Students assess their progress and are aware of their strengths and areas for development as learners.

They take pride in their work and follow the guidance they receive to improve it.

They reflect on their behaviour and attitude to learning, and are able to contribute to setting meaningful goals for themselves.

Where the school curriculum provides opportunities to do so, students are able to negotiate their learning thereby increasing their autonomy as learners.

Students take responsibility for their own learning, and use the learning resources provided to them to develop their skills and extend their knowledge.

Students assess their progress **realistically** and **can describe** their strengths and areas for development as learners.

They have a **sense of ownership of their work**, take pride in it, and **take responsibility for improving it**.

They reflect on their behaviour and attitude to learning, and **are able to set meaningful personal goals as a result of their reflection**.

Where the school curriculum provides opportunities to do so, **students negotiate their learning** thereby increasing their autonomy and **effectiveness** as learners.

Students take responsibility for their own learning, and use both the learning resources provided to them, **and those that they source themselves**, to develop their skills and extend their knowledge.

Linking to
LAOS
Domain 2:
Learner
Experience

Our Roadmap (January – May)

1. Relaunch workshop with staff (4th Dec) ✓
2. 3 / 4 teachers volunteer ✓
3. Identify class groups ✓
4. Focus group / questionnaire with class prior to commencement (8th & 9th January)
5. Workshop for students in January – focus on language
6. Regular meetings between teachers & students to discuss strategies for co-creating success criteria
7. Teachers regularly to discuss strategies and success/challenges
8. Focus group meet / questionnaire with class on 17th & 18th May
9. Review & Report

Where are we now?

- Planning Workshop for students for January 11th 2021
- Planning questions for student & teacher focus groups / questionnaires
- Planning what strategies we will use to support the co-creation of success criteria in class
- Planning how we will monitor the success of initiative

Outline of workshop for students

- Explain the purpose of the project
- Explore the term "student Voice"
- What are success criteria?
- How can success criteria support your learning?
- Looking at examples of success criteria

Key questions for Focus Groups / Questionnaires (Teacher)

- When I set assignments I share success criteria with my students
- The success criteria are linked to the learning intentions
- The success criteria are specific & concrete
- The success criteria are clearly understood by the students
- I discuss the success criteria with students & we agree them together
- I use the success criteria for tasks as the basis for giving students feedback on those tasks
- I use the success criteria to support peer and/or student self-assessment
- I re-visit success criteria during the lessons

Key questions for Focus Groups / Questionnaires (student)

- At the beginning of class do your teachers tell you what you will learn in the lesson ?
- Do you think this helps you to focus on the lesson ?
- Do you know what success criteria are ?
- Are you always clear on what to revise for a test ?
- Are you always clear on how to do an assignment / piece of homework?
- Are you always clear on why you lost marks in a test/assignment ?
- At the end of a lesson can you summarise what you learnt?

Skills, Tactics and concepts to support the co-creation of success criteria

- Wait Time
- Framing Questions
- Checking for understanding
- Think Pair Share
- Brainstorming
- Round Robin
- Safety

Success Indicators for Project – Link to LAOS

- Increase students **metacognitive skills** – students can assess their progress realistically and can describe their strengths and areas for development
- Increase **student engagement** – students have a sense of ownership of their work, take pride in it, and take responsibility for improving it
- Increase **student reflection** – students reflect on their behavior and attitude to learning, and are able to set meaningful personal goals as a result of their reflection

Challenges for the Project

- Accurately monitoring the success of the project
- Creating effective strategies for supporting the co-creation of the success criteria
- Maintaining teachers and students engagement in the project whilst facing the unique situation in school this year