Student voice audit

How can we collaborate as a Partnership of schools to increase student voice for 21C learning?

A Student voice audit is conducted by student teams, addressing six key aspects – students as evaluators, teachers, learning designers, researchers, decision-makers and advocates for 21C learning. The teams meet with Partnership leaders to present their audit findings and make recommendations for student voice in learning across the Partnership.

Why have a Student voice audit?

Students, leaders and teachers share power as a fundamental condition for learning.
*(TfEL – 2.1 Develop democratic relationships)*

Learning is social – thinking and being together matters in learning.
*(TfEL – 2.2 Build a community of learners)*

A Student voice audit has students as drivers for Partnership improvement. The procedure can be adapted with adult support, and has been trialled successfully, Preschool to Year 12.

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**TfEL elements made visible through a Student voice audit**

<table>
<thead>
<tr>
<th>Domain 2</th>
<th>Domain 3</th>
<th>Domain 4</th>
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</thead>
<tbody>
<tr>
<td>Create safe conditions for rigorous learning</td>
<td>Develop expert learners</td>
<td>Personalise and connect learning</td>
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</table>

- **Domain 2**
  - 2.1 develop democratic relationships
  - 2.2 build a community of learners
  - 2.3 negotiate learning
  - 2.4 challenge students to achieve high standards with appropriate support

- **Domain 3**
  - 3.1 teach students how to learn
  - 3.2 foster deep understanding and skilful action
  - 3.3 explore the construction of knowledge
  - 3.4 promote dialogue as a means of learning

- **Domain 4**
  - 4.1 build on learners’ understandings
  - 4.2 connect learning to students’ lives and aspirations
  - 4.3 apply and assess learning in authentic contexts
  - 4.4 communicate learning in multiple modes

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*Talk to others, not only your schoolmates, because that's how you get new ideas... How can we communicate with all schools so they get this learning?... There should be student voice audits in every school everywhere in the world!* Feedback from Years 3–9 students, TfEL PILOT Local Partnership

*Students/children demonstrate an understanding that they belong to a Partnership of sites and how this adds value for their learning... and with ‘Student voice in learning’ as a priority in our Local Partnership Plan, the Student voice audit has the commitment of all site leaders and is endorsed with Partnership funding.* Leaders, TfEL PILOT Local Partnership
Leader guide: Student voice audit

<table>
<thead>
<tr>
<th>Process</th>
<th>Resource tools—a way in</th>
<th>Food for thought</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>As Partnership site leaders, discuss Resource 1 ‘Student voice audit—Practice check’. Share with staff in all sites and gain support for a student-led audit. Schedule a future Partnership meeting for student audit teams from all sites to share findings.</td>
<td>1</td>
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<tr>
<td><strong>2</strong></td>
<td>At each site, introduce Resource 2 ‘Student voice audit—Action tiles’ to all students. Randomly select a core audit team of 6 students at your site. Meet with them to hear their interpretations of the six tiles. Invite them to conduct a school-wide audit.</td>
<td>2</td>
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<td><strong>3</strong></td>
<td>Encourage the team to publicise the audit. Check in as they organise a supporting peer network and conduct the audit.</td>
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<td><strong>4</strong></td>
<td>Offer support to the audit team as they collate and present the site audit findings, consult with their peers and teachers, and plan for sharing at a Partnership meeting.</td>
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<tr>
<td><strong>5</strong></td>
<td>As Partnership site leaders, bring all site audit teams together to share their findings and make Partnership recommendations for student voice in learning.</td>
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REFLECTION

In each site, create an opportunity for all students to review the audit experience and its impact on their own and others’ thinking.

Prompts for students’ reflection:
• What did ‘student voice’ mean to us before the audit? How have our ideas changed? • How did the audit influence leaders’ and teachers’ thinking? How do we know?
Where to next?

How will you work with all students, staff and school communities, to action the Partnership recommendations for student voice in learning?

How can you ensure that each of the six key aspects for student voice is deeply understood and used to design learning with students across the Partnership?

What visible signs will you expect to see in sites when students are intentionally enacting the six key aspects of student voice in learning?

How will you inject the six key aspects into existing systems and structures to increase opportunities for all students?

In each site

Structure a process with students (eg TIEL Framework guide tan panels: ‘Students’ Tip’ Board p.37 or Bone diagram p.29) to review the student voice audit and take action.

• Could the school audit team and peer network take responsibility for action research into specific student voice aspects with cohorts of students?

• Do students have ideas for wider involvement as auditors, eg students auditing the spread of particular student voice practices, such as ‘dialogue as a means of learning’ or ‘student feedback for learning’?

• What classroom and school initiatives will enable growth in the six student voice aspects?
  - Site SLCs? (see Student Learning Community – TIEL PILOT whole school improvement tool)
  - Teach-on teams? (see Teach-on teams – TIEL PILOT whole school improvement tool)
  - Students’ attendance and/or facilitation at staff meetings?
  - Students and teachers filming examples of student voice in 21C learning? (Remember that parent/caregiver signed consent is required to use image, video, voice, and/or creative work of students and children.)

• How might your students share strengths and ideas across sites to build Partnership capacity in the six key aspects of student voice for learning?

Across the Partnership

Consider committing Partnership meeting times and funds to support the ongoing involvement of students.

• Could students and leaders collaborate to establish a Partnership SLC? (see Student Learning Community – TIEL PILOT whole school improvement tool)

• Could all Partnership students view the recommendations and develop a list of student and teacher indicators of effective practice for student voice in 21C learning?

• Could leaders and students establish an ongoing student audit process with regular data collection and Partnership sharing?

• Could students and teachers co-facilitate Partnership professional learning with a focus on ‘Student voice audit—Action tiles’?

• Could Partnership leaders, staff and students establish a Partnership profile by using the online TIEL Compass with open-ended questions focussing on student voice for learning?
Resources

1 | Student voice audit — Practice check
For leaders and teachers
Resource to inform the audit and guide 21C learning design

2 | Student voice audit — Action tiles
For students
Resource to inform the audit and help students negotiate learning

3 | Student voice audit
Proforma for students conducting an audit

4 | Student voice audit site findings — a guide for students
Prompts to collate and present findings

5 | Student voice audit Partnership recommendations — a guide for leaders and students
Agenda outline for Partnership students’ meeting
Resource 1

Student voice audit—Practice check

For Leaders and Teachers

Students as Evaluators
Do students have opportunities to:
• get feedback and use it to move their learning forward?
• give feedback to their peers and teachers?
• observe learning and teaching, and have their feedback used?
• build understanding of the importance of feedback and seek it in all their learning?

Students as Teachers
Do students have opportunities to:
• see their teacher being a learner?
• help someone with their learning and notice the difference it makes?
• plan learning activities and teach others?
• teach others because they know it helps their own learning?

Students as Learning Designers
Do students have opportunities to:
• talk with others about what they need to learn and why?
• share what they already know, can do and understand?
• discuss how everyone can challenge themselves in new learning?
• negotiate and design learning that stretches their thinking?

Students as Researchers
Do students have opportunities to:
• reflect on what works or what doesn’t for their learning?
• hypothesise with others on what might improve learning?
• collect information and data to find out more and test their hypothesis?
• interpret data and present their findings for future action?

Students as Decision-Makers
Do students have opportunities to:
• discuss decisions made by adults in their school?
• share their ideas and opinions for decisions to be made?
• work with adults in making decisions for teaching and learning?
• give evidence to show how they reach stronger outcomes when students and adults make decisions together?

Students as Advocates for 21C Learning
Do students have opportunities to:
• practise being a confident, resilient and powerful learner wherever they are?
• speak up to represent their own and others’ views?
• thoughtfully challenge others’ views around learning?
• find ways to influence powerful learning across the community?

The TIEL PILOT tool, Student voice audit, was developed and trialled in PILOT schools and informed by the work of the Harris Federation, UK.
Student voice audit—Action tiles

FOR STUDENTS

I AM AN EVALUATOR
• I get feedback and use it to move my learning forward
• I have opportunities to give feedback to my peers and teachers
• I am an observer of learning and teaching, and my feedback is used
• I understand the importance of feedback and I seek it in all my learning

I AM A LEARNING DESIGNER
• I have opportunities to talk with others about what we need to learn and why
• I share what I already know, can do and understand
• I discuss how we can challenge ourselves in new learning
• I negotiate and design learning that stretches my thinking

I AM A RESEARCHER
• I have opportunities to reflect on what works or what doesn’t work for my learning
• I hypothesise with others on what might improve learning
• I collect information and data to find out more and test my hypothesis
• I interpret data and present findings for future action

I AM A DECISION-MAKER
• I have opportunities to discuss decisions made by adults in my school
• I am asked to give my ideas and opinions for decisions to be made
• I work with adults in making decisions for teaching and learning
• I give evidence to show how we reach stronger outcomes when students and adults make decisions together

I AM AN ADVOCATE FOR 21C LEARNING
• I have opportunities to practise being a confident, resilient and powerful learner wherever I am
• I speak up to represent my own and others’ views
• I thoughtfully challenge others’ views around learning
• I find ways to influence powerful learning across the community

The TIEL PILOT tool, Student voice audit, was developed and trialled in PILOT schools and informed by work of the Harris Federation, UK.
### Student voice for learning – the six key aspects

<table>
<thead>
<tr>
<th>Students as EVALUATORS: they observe teaching and learning, talk about how they learn, and give and use feedback to improve learning</th>
<th>What is the learning activity/initiative/program?</th>
<th>Students involved: Who? How many?</th>
<th>How often?</th>
<th>Learning focus</th>
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</thead>
<tbody>
<tr>
<td>Example: Learning observers</td>
<td>Years 8–9: 15 students</td>
<td>Once a term</td>
<td>Formative assessment</td>
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<td>Students as TEACHERS: they talk about how everyone can be both a learner and a teacher, and by teaching other people they improve their own learning</td>
<td>Example: Teach-on teams</td>
<td>Years 3–7: 90 students</td>
<td>Twice a term</td>
<td>New technologies</td>
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<tr>
<td>Students as LEARNING DESIGNERS: they talk with others about what they know, why they need to learn, and challenge themselves by designing learning to stretch their thinking</td>
<td>Example: Non-googleable questions</td>
<td>Year 10: 4 classes</td>
<td>Twice a week</td>
<td>Maths</td>
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<tr>
<td>Students as DECISION-MAKERS: they collaborate in decision-making with adults, contribute ideas and give evidence to reach stronger outcomes for teaching and learning</td>
<td>Example: Students developing site plans with staff</td>
<td>Years 8–12: 40 students</td>
<td>Twice a year</td>
<td>Leadership</td>
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<tr>
<td>Students as RESEARCHERS: they collect and interpret information and data, and then reflect, hypothesise and test their theories on what works to improve learning</td>
<td>Example: Student Engagement survey</td>
<td>Year 7: 3 classes</td>
<td>School-wide survey once a year, weekly trials</td>
<td>Learning improvement</td>
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<tr>
<td>Students as ADVOCATES FOR 21C LEARNING: they confidently promote and challenge their own and others’ views to influence powerful learning across the community</td>
<td>Example: Student Learning Community</td>
<td>Preschool-Year 7: 30 students</td>
<td>Fortnightly</td>
<td>Dialogue for learning</td>
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</table>
How will you present the school findings?

Summarize the key points
• from the audit team experience and student/teacher comments?

Highlight the strengths
• are there lots of opportunities for students in one particular aspect?

Show the ‘gaps’
• is there an aspect where there are very few opportunities for students?

Compare age groups
• do some year levels get fewer opportunities than others?

Show where the opportunities occur
• in classroom learning? in specialist areas? in formal student leadership roles?

Consider equity issues
• are there some students who get fewer opportunities than others?

Present findings to suit your audience
• student assembly? year level meetings? staff meeting? Governing Council?
• which modes of presentation will you use – graphs or visuals? handouts? posters? digital? movie?

When will you consult with other students and teachers?

• collating data
• examining findings

• deciding on key points
• deciding on purpose and audience

• prioritising what to share with the Partnership
• practising for presentations

What will you share with the Partnership?

Prepare a sharp 5 minute presentation
• what’s the most significant point from your site findings?

Design your presentation to encourage dialogue for learning
• what will be most useful for other schools to discuss?

Decide what you need to find out from other schools
• strategies, advice or ideas to take action on your school’s ‘gaps’?

You could make notes for Partnership discussion with other students.

<table>
<thead>
<tr>
<th>Student voice key aspects</th>
<th>Our school strengths to share</th>
<th>Strategies, advice or ideas we need from others</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVALUATORS</td>
<td></td>
<td></td>
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<tr>
<td>TEACHERS</td>
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<tr>
<td>LEARNING DESIGNERS</td>
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<td>ADVOCATES FOR 21C LEARNING</td>
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</table>
How will students and leaders plan collaboratively for this Partnership meeting?

- Can Partnership students nominate four peers (one MC and three facilitators) to lead the meeting?
- Which adults will provide organisational support? Are there student equity issues to consider?
- Where will the event take place? How might the venue affect student learning outcomes?
- What might be the benefits of working on a short timeline?
- Can a student film crew record the event? If so, every student and child attending the meeting will need a signed parent/caregiver consent form to use image, video, voice and/or creative work.

The following is an agenda outline that may be useful to adapt for your Partnership context.

<table>
<thead>
<tr>
<th>Focus</th>
<th>Suggested procedure</th>
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<tbody>
<tr>
<td>ARRIVAL</td>
<td>In a large Partnership, consider grouping site audit teams together, with one facilitator per group.</td>
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<tr>
<td>INTRODUCTION</td>
<td>MC: ‘What do we want to achieve in this meeting?’ Facilitators: ‘Getting to know you’ activity.</td>
</tr>
<tr>
<td>SHARING</td>
<td>Facilitators introduce team presentations, 5 minutes each. In a large Partnership, time may dictate that teams see only the presentations from their group of sites.</td>
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<tr>
<td>Site leaders as audience/observers</td>
<td>Presentations by student audit teams</td>
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<tr>
<td>KEY IDEAS</td>
<td>Facilitators work with groups to synthesise and decide on one key idea to share from each group. MC invites facilitators to report on behalf of their group of sites.</td>
</tr>
<tr>
<td>Summary of audit findings</td>
<td>Facilitators support students to mix across sites to form groups of 6. Site leaders: What will you be looking for when you ‘step back’ and observe Partnership students working together?</td>
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<tr>
<td>PARTNERSHIP RECOMMENDATIONS</td>
<td>The guiding question is introduced. Each individual student needs ‘wait time’ to think and make notes before sharing.</td>
</tr>
<tr>
<td>Guiding question: What is one thing that you believe people can think about, plan and do in all our Partnership sites to increase student voice for learning?</td>
<td>- Groups reflect on today’s audit presentations and revisit the Student audit action tiles. Might each group focus on one action tile and discuss how they see it in practice?</td>
</tr>
<tr>
<td>Site leaders: What will you be looking for when you ‘step back’ and observe Partnership students working together?</td>
<td>- The guiding question is introduced. Each individual student needs ‘wait time’ to think and make notes before sharing.</td>
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<tr>
<td>Groups use structured processes (eg TfEL Framework guide tan panels: Circular response, p60 and Gallery walk, p66) to:</td>
<td>- generate ideas – all voices equal</td>
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<tr>
<td>- question and clarify</td>
<td>- find common threads</td>
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<tr>
<td>- refine their thinking to reach one final statement that incorporates the key idea of every group member.</td>
<td>Each group records their statement as a written recommendation: ‘We recommend that...’</td>
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<tr>
<td>PARTNERSHIP site leaders.</td>
<td>Culmination: representatives from all groups present their recommendations to Partnership site leaders.</td>
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<tr>
<td>REVIEW OF LEARNING</td>
<td>MC and facilitators support students and site leaders to reflect and give feedback to each other:</td>
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<tr>
<td></td>
<td>- What has today shown us? What have we learnt?</td>
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<td>- What similarities/differences have we found across sites? How can these add value for the Partnership?</td>
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<td>- How will leaders and students spread the learning at site level?</td>
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</table>