

**Amplifying
Student Voice,
One Small
Step
at a Time**

Hello!

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Road map for the session

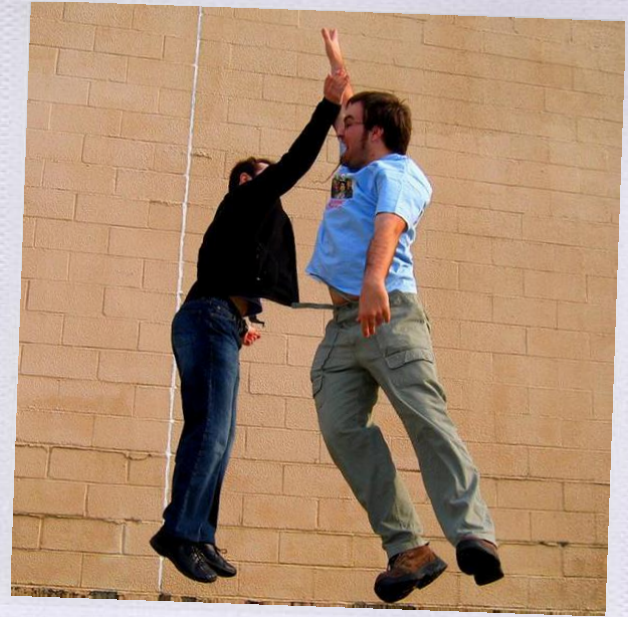
- *Defining student voice*
- *Exploring student voice*
- *Designing for student voice*
- *Sharing and celebrating*



1.
**Defining
student voice**

Let's start with a common
language

What does
student voice
mean to you?



Why is
student voice
important?



“Student voice describes the many ways in which youth might have the opportunity to participate in school decisions that will shape their lives.”

(Mitra, 2006)



2.
Exploring
student voice

What does/can this look like
in the classroom?

Purposes for Student Voice



Elicit feedback and
guidance



Promote autonomy



Enhance academic work
Improve classroom/school
culture



Amplifier Strategies



Amplifier strategy examples



Students as Consultants

Students can provide valuable insight on school or classroom processes, rituals, and culture



Students as Mentors

Students with more experience in a particular skill or process can guide and support their lesser experienced peers.

Students as Decision Makers

With proper scaffolding and support, students can contribute to a variety of classroom and school decisions -



Amplifiers Gallery Walk

1. Explore the Amplifier Strategies for Student Voice posted around the room.
2. Add ideas to blank sheets.
3. Make notes on your sheet with promising ideas.
4. Pick one amplifier strategy you want to design around today.

5. Be back at 11:25.



3.

Designing for student voice

Start small to create a big
impact.

Innovation

- What does “innovation” mean to you?
- How might innovation be different than improvement?
- How can we ensure that innovation leads to improvement?



Kaizen = Change for the better

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Kai = Change

Zen = Good

*The key is to begin with a purpose or **aspiration**.*



*What's your **aspiration**?*

- *Drawing on your Amplification Strategy, what do you want for your students?*
- *Think **BIG**, think **TRANSFORMATIVE**.*



*What's your **aspiration**?*

→ Is it student-centered?

*→ Is it about the “why,”
not the “how”?*

→ Is it too broad?



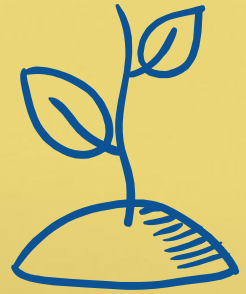
Behaviors

What might we observe that would indicate that students are moving towards our aspiration?



Behaviors are...

1. Observable (think of your senses - sight, sound, touch...)
2. Indicators of moving toward the aspiration
3. Relevant to classroom context



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1. Observable (think of your senses - sight, sound, touch...)
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Small steps

Even Kennedy's *grand challenge* of landing on the moon was executed through thousands of small steps, one building on the next.



Small step example

Aspiration: I want my students to feel like they are a valued member of the classroom/school community..

Inspired by the “Students as Community Members” amplifier strategy

I’d like to see students offering guidance on classroom routines and rituals.

What’s one small step I could implement today?



Identifying the smallest 1st step

1. Given your aspiration, amplifier and a desired behavior, think of one small step you can take to elicit the behavior you want to see.
2. Share with your partner
 - a. Does it align?
 - b. Can you make it smaller?
 - c. How will you observe or monitor?
3. Revise, if necessary



4.

Share and celebrate

Amplifying *our* collective
voice.

- X The student voice **amplifier strategy** that inspired me is...
- X My **small step** towards the practice is...
- X Because I'm trying inspire these **behaviors** ...
- X Which will help my students to progress towards this **aspiration** ...

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Takeaways

1. Begin with your aspiration
2. Kaizen rather than innovation
3. Behaviors drive actions
4. Start small
5. Observe and reflect



Thanks!

Any questions?

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