Stage 2 and 3 student voice unit – teacher support resource

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## Overview

This unit of work supports teachers to develop the skills and capabilities to engage student voice and promote participation in the classroom. Research has shown that student participation and wellbeing are supported when student voice, student influence, student choice and opportunities to work together with teachers and peers are enhanced. Find out more [here.](https://www.scu.edu.au/centre-for-children-and-young-people/)

The lessons in this unit provide opportunities for these elements to be meaningfully, integrated into learning tasks. Activities can be taught in any order, or individually, depending upon the needs of the class.

## Duration of unit

This unit is suited for Term 1 as it establishes practices that set a classroom and students for a successful and productive learning year.

## Understandings, skills and values

* Providing students with a say and choice in learning increases motivation.
* Students need many opportunities to develop skills, knowledge and capabilities to communicate and collaborate with others.
* Students are more likely to participate when they have opportunities to work with others and put their skills into practice.
* Involving students in decisions about their classroom and learning increases student participation.
* It is important for all students to feel like they belong and are connected to their learning community.

## Driving questions

* How can I use my voice responsibly?
* How can I be a leader in my own learning?
* How can I have a say and choice in my learning?
* How can I set and use learning goals?
* What kind of choices do I have as a student?
* How can I use and give feedback?
* How can I work with others effectively to make a plan?
* How can I express my point of view positively in the classroom?

## Key Concepts

Research has shown that student participation and wellbeing is enhanced when there are opportunities at school and in the classroom for:

* Student voice
* Student influence
* Student choice
* Students working together

## Learning across curriculum areas

1. Critical and creative thinking C:\Users\tcronley\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\500DAB4D.tmp
2. Ethical understanding C:\Users\tcronley\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\268727E3.tmp
3. Literacy C:\Users\tcronley\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\637139DF.tmp
4. Personal and social capability C:\Users\tcronley\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\86CBE45.tmp

## Syllabus outcomes

|  |  |  |
| --- | --- | --- |
| PDHPE K-6 outcomes | New PDHPE syllabus outcomes | Other Key Learning Area outcomes |
| **Communicating**  **COS2.1** Uses a variety of ways to communicate with and within groups  **COS3.3** Communicates confidently in a variety of situations  **Decision making**  **DMS2.2** Makes decisions as an individual and as a group member  **DMS3.2** Makes informed decisions and accepts responsibilities for consequences  **Interacting**  **INS2.3** Makes positive contributions in groups activities  **INS3.3** Acts in ways that enhance contribution of self and others in a range of cooperative situations  **Problem solving**  PSE1.5 Seeks help as needed when faced with simple problems  PSS1.5 Draws on past experiences to solve familiar problems  **Values and attitudes outcomes and indicators**  **V1** refers to a sense of their own worth and dignity  **V2** respects the right of others to hold different values and attitudes from their own  **V3** enjoys a sense of belonging  **V4** increasingly accepts responsibility for personal and community health  **V5** willingly participates in regular physical activity  **V6** commits to realising their full potential | **Knowledge and understanding**  Students: demonstrate an understanding of strategies that promotes a sense personal identify and build resilience and respectful relationships  Students understand the significance of contextual factors that influence health, safety, wellbeing and participation in physical activity  **Skills**  Students develop and use self-management skills that enable them to take personal responsibility for their actions or emotions and take positive action to protect and enhance the health, safety and wellbeing of others  Students develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and other’s health, safety, wellbeing and participation in physical activity | **English**  Writing, talking and listening, reading  **Mathematics**  Mathematics – data and graphs, number, space, working mathematically  **Creative and performing arts**  Drawing, role play |

## Concept and activity map

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Student voice | Student influence | Student choice | Students working together |
| Activity 1  Getting to know each other | **√** |  |  | **√** |
| Activity 2  Establishing class rules: what are our rights and responsibilities? | **√** | **√** | **√** | **√** |
| Activity 3  Making our classroom a positive learning environment |  | **√** |  | **√** |
| Activity 4  Goal setting for learning | **√** | **√** | **√** |  |
| Activity 5  Creating a positive classroom environment | **√** | **√** |  |  |
| Activity 6  How can I use feedback to help me and others learn? | **√** | **√** | **√** |  |
| Activity 7  Class meetings | **√** | **√** |  |  |

## Activity 1: Getting to know each other

### Concept: Students working together, student voice

The goal of this activity is to support students to get to know each other and as a starting point for working together and student voice. It is important both the teacher and students know each other and form a connection with the group. The following activities foster teamwork and build connections.

### Instructions

**Resources**: Balloons or softball, paper, ball of wool

Include at least one of these activities each day in the first weeks. All activities require few or no resources, little space or time.

**Human knots:** Students stand in a small circle of 6 to 8 students. Each student holds the hand of two other students who are opposite creating a knot (one student per hand). Without letting go of students ‘untangle’ the knot until they are once again standing in a circle side by side. The first group to complete the task are the winners.

**Balloon across the room:** Toss a balloon into the air. Whoever catches the balloon has to answer a question about themselves drawn randomly from a box of questions. The teacher or students can provide the questions on slips of paper depending on the group. Questions should help the class know each student better.

Examples include; favourite food, or book, or movie, or game, best holiday destination or favourite activity, siblings names and pets

**Two truths and a lie**: Each students writes on a piece of paper two true statements about themselves and one lie. The best ones involve unlikely truths and plausible lies. Other students take turns in reading their answers to the class. Class members then take turns guessing which ‘statement’ is a lie. The first student to guess correctly has the next turn.

**Desert island items:** Present students with the scenario that they are on a ship that is sinking. They have only five minutes to choose 3 items to bring with them. What would they choose and why? The students then share their ideas with the group. The teacher could provide a list of items or students could generate their own three ideas.

## Activity 2: Establishing class rules: What are our rights and responsibilities?

### Concept: Student voice, students working together, student choice, student influence

This task involves students working together, making choices and using influence. Student understanding of rights and responsibilities is developed through discussion and decision making to achieve consensus to construct class expectations or rules.

### Instructions

**Resources**: Access to computer or copies of United Nations Declaration of the Rights of the Child, materials such as butchers paper or card for recording, pens and pencils.

Students brainstorm and develop a list of rights and responsibilities for their classroom using the United Nations Declaration of the Rights of the Child as a guiding document.

This activity takes approximately 60 minutes. It could also be completed over 2 x 30 minute sessions.

### What are our rights?

* Brainstorm in groups of 3-4, create list of student rights. Groups share their ideas. These may include - to be safe, to have shelter; food and clean water; and education.
* Investigate as a class the United Nations Declaration of the Rights of the Child. The links below provide the background and the document for students to read.

[Information about the Declaration of the Rights of the Child](https://www.un.org/en/sections/issues-depth/children/)

[Declaration of the rights of the Child (1959)](https://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/1DeclarationoftheRightsoftheChild(1959).aspx)

* Discuss if there are any similarities and/or differences between the Declaration and lists students generated themselves and possible reasons.
* Optional: Following discussion students should record in their workbooks the most important rights for children from the two list.

### What are our rights in the classroom?

* As a class, discuss relevance of UN Rights of the Child. Discuss relationship to our school rules or expectations
* Form new groups of 3 to 4 students. Brainstorm classroom rights and create list of top 3 or 4 rights to share with class.
* Regroup class and create a combined set of ‘Class Rights’ based on group responses.

### What are our responsibilities in the classroom?

* As a class, discuss the way that we all have rights, but these rights come with responsibilities.
* Model using one of the agreed class rights to generate the responsibilities necessary to make this possible.

For example:

Rights: We all have the right to be safe.

Responsibilities: We need to keep our hands and feel to ourselves. We need to use equipment safely/appropriately.

* Allocate one right to each small group; ask them to generate the responsibilities that relate to this Right.
* Create set of class responsibilities based on group responses.

Note: This chart of responsibilities can form the basis of class rules or expectations. The chart can easily align with school rules or values if required.

## Activity 3: Making our classroom a positive learning environment

### Concept: student influence, student choice, students working together

Students will work together to improve their classroom environment. This will involve students engaging in action research and then creating a plan. Leadership skills will be facilitated as student are working together and

### Instructions

**Resources**: Copies of ‘Action planner’ template for each student or group.

### Collect data to identify areas for improvement in the classroom.

* Explain that we will do this by researching and collecting data about how our classroom works and then use this data to come up with solutions to put into action.
* Students will take on the role of researchers, observing and recording any issues, problems or concerns they can see in their classroom environment. Students can work in small groups or independently for this task.
* Teacher should distribute map of classroom for recording observations. Provide students with a timeframe to complete observations. Teacher models use of scaffold.
* Over the following weeks, provide students with time to use scaffold to identify areas for improvement. Examples could include moving around room, work and display spaces, and the organisation of materials.

Gather, analyse and prioritise areas for improvement

* Discuss students’ finding as a class. Collect and collate responses. Using a two-vote system, students choose the two issues from the class list that are most important to them individually. This creates a short list of 5 or 6 focus areas.

Students then nominate which of these focus areas they would like to work on. Students work in these small groups (4-5 students) to examine the issue and come with a possible solution.

* Students create a plan using the ‘Action planner’ scaffold.

Reflect, plan and act

* Students present their action plans to the class.
* After each presentation, the rest of the class has the opportunity to give feedback, which the group can then use to refine their plan. Students put their plans into action throughout the rest of the term.
* At the end of the term, each group evaluates the effect and outcome of their solution. Students may complete a reflection task.

Optional: This activity could be revisited each term, giving the students the opportunity to identify and address different issues and work with a variety of peers.

## Handout: Action planner

Name of group \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| GOAL  What would you like to achieve? | TASKS  What you need to do to achieve the goal? | SUCCESS CRITERIA  How will you know you are successful? | TIME FRAME  When will you complete your task? | RESOURCES  What and who can help you complete your tasks? |
|  |  |  |  |  |
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## Activity 4 Goal setting for learning

### Concept: Student voice, student influence, student choice and working together

Students will be working with their teacher and parents/caregivers to develop SMART (specific, measurable, attainable, relevant and time bound) goals. Students take an active role in making decisions about their learning and a plan to work towards.

Strategies and practices:

* Having teacher and parent/caregiver involvement helps increase student engagement. The process of developing SMART goals could integrate with school interviews cycle.
* Make sure the students are able to see their SMART goals regularly as this can increase their effectiveness. They can be part of a class display, on a student’s desk where they can see it often or other prominent location.
* SMART goals to have most impact in student learning when students revisit and reflect on them regularly.

Learn more about strengths and strengths based educational approaches [here.](https://www.education.vic.gov.au/documents/childhood/professionals/learning/strengthbappr.pdf)

### Instructions

**Resources:**

* Strengths self-reflection sheet
* SMART goal template for each student
* Student goals planner example
* Student goals planner

### Identifying goals and strengths.

* Discuss with class why having a goal to work towards help us to make progress.
* Brainstorm, as a class, who can help us identify our strengths and needs. This will help us write meaningful goals. Examples might include other students, teacher, parents/carers, friends, siblings.
* Have students reflect on their own strengths and needs. For example: learning preferences strengths, areas to work on and complete the ‘Self-reflection Tool.’
  + Encourage students to seek input from family, caregivers and teacher as this will increase the likelihood it will more accurately reflect both their strengths and areas for improvement.
  + Note: It may be useful to provide students with an opportunity to increase their vocabulary describing strengths to assist them in understanding their personal strengths. Further information about identifying strengths can be found [here](https://www.viacharacter.org/). A list of character strengths can be found [here](https://evada-assets.global.ssl.fastly.net/76d1ea39-a4eb-4270-b9dc-899653415f8f/assets/Youth%20Strength%20Icons.pdf).

### Learning about SMART goals

* Students will have their reflections they completed in the previous task. Introduce the SMART goal approach. Explain the acronym and provide students with a copy of the SMART Goal Planner.
* Hold individual, or if appropriate, small group mini-conferences with students to discuss and refine their self-reflections around identifying strengths and areas for growth.
* They should now be able to draft some SMART goals. These should be as specific as possible.
* Some students may need more support to write these well. Providing some examples and non-examples can assist this process. Encourage students to identify the differences between a correctly written SMART goal and poorly written SMART goal.

Examples:

* + Examples of SMART goals are: I will improve my spelling accuracy by proof reading my work before handing it in to the teacher; l will learn my times tables by revising three times a week and having instant recall.
  + Non-examples of SMART goals are: I will learn my timetables’; I will get better at reading; I will work harder (not stretching, no timeframe, too vague).
* Provide students with ‘My SMART, Goals’ template to complete.
  + Students complete the worksheet in consultation with the class teacher and parents/caregivers.
  + Ensure students understand that SMART goals sometimes will need reviewing and this is okay. It will help make them meaningful.
* Once SMART goals complete to it is important to make a plan for achieving the goals.
* Find information about SMART goals [here](https://www.mindtools.com/pages/article/smart-goals.htm) and [here](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=2ahUKEwiZu4uviMLhAhUKK6YKHa2hDlEQFjABegQICxAE&url=http%3A%2F%2Fwww.education.vic.gov.au%2Fdocuments%2Fschool%2Fteachers%2Fteachingresources%2Fdiversity%2Fsmartgoals.docm&usg=AOvVaw0Z587QXPU-IZvWBAWCgfXw).

### Making a plan for SMART goals

* Students will need to make a plan for achieving their SMART goals. This gives them a chance to make the steps achievable.
* Provide students with a copy of the ‘Student goals planner’ template. An example of the plan is provided on the next page. You can edit this to suit the needs of the students.
* The plan to achieve goals should be as specific as possible. It is suggested students start their planner at school but complete it as homework allowing for parent/carer support.
* The planner for homework, as part of a three-way conference or with the teacher. A date for reviewing the plan should be made for example at the end of term.

## Example of student learning goals template

|  |  |  |  |
| --- | --- | --- | --- |
| Objective  What is the long term goal? | SMART Goal(s)  What can you work toward now? | Actions  What specific actions or steps will we (student, teacher, and parent) take to achieve this goal? | Evidence  What will you know if you have been successful or achieved your goal? |
| Academic: English  Improve my writing | I will use more sophisticated adjectives and language in my creative writing.  I will write more Interesting and more complex sentences: include conjunctions (because, therefore, so that).  I will separate ideas in my writing using paragraphs. | Play synonyms game once/week at home.  Make a big effort to use interesting words in my writing.  Reread my writing and try to find any boring words and change them to more interesting synonyms (at least 3).  Make a big effort to write complex and interesting sentences in my writing.  Reread my writing and try to find any boring sentences and add conjunctions to make them more interesting and complex (at least 3).  Make a big effort to think about when I need to start a new line in my writing.  Reread my writing and add a [ every time I see that I need to start a new paragraph. | All my creative writing tasks will include at least 3 interesting and sophisticated words.  All my creative writing tasks will include at least 3 interesting and complex sentences.  All my creative writing will include at least 3 separate paragraphs. |
| Name: T. Keenan  Date: 14/2/2020  Date for review: 22/3/2020 | | | |

Self-reflection Tool

Name: Date:

Please complete. Try to put as much detail as possible as this will help you write your SMART goals.

* My strengths are
* I am good at
* My strengths help me to
* Things I enjoy or like doing are
* I learn best when I am
* When I need help, I’m comfortable asking for it in the following ways
* I’d like some help with
* One thing I would like to do better is

My SMART goals

Name: Date:

**S S**pecific, significant, stretching

**M M**easurable, meaningful, motivational

**A**  **A**ttainable, Actionable, Aspirational, Achievable.

**R** **R**elevant, realistic, results-focused

**T** **Ti**me-bound, timely

Your SMART goals should be important to you. They can academic but also personal. A SMART goal should not be too easy or too hard but should require some time and effort. This ensures they are worthwhile. You should take time to reflect and evaluate your SMART goals as you work towards them or complete them. Sometimes you will need to adjust your goal to make it realistic and that is okay. Once a goal has been achieved take time to celebrate your achievement then plan your next goal!

My SMART goals are

1

2.

3.

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/caregiver \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### 

## Student learning goals planner

Name Date

|  |  |  |  |
| --- | --- | --- | --- |
| What is the long term goal? | SMART Goal(s)  What can you work toward now? | Actions  What specific actions or steps will we (student, teacher, and parent/caregiver) take to achieve this goal? | Evidence  What will you know if you have been successful or achieved your goal? |
|  |  |  |  |
| Name:  Date:  Date for review: | | | | |

Date for review

## Activity 5: Creating a positive classroom environment

### Concepts: Student choice, student influence and working together

In this activity, students will be engaging in a project based inquiry process to improve their classroom environment. This will involve identifying areas for improvement, collecting and analysing data and forming an actionable plan. Students will be presenting their ideas to identify some actionable ideas.

Note: Research shows that the classroom physical environment can support a positive classroom climate. Find out more [here.](https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/learning-space)

### Instructions

**Resources**: White or Smart board, butchers’ paper for recording class PMI (plus, minus, interesting), paper, pencils, pens, Lego or other small blocks for modelling, grid paper,

And action planner template (if required)

### Identifying strengths and areas for improvement in our classroom

Discuss with class what works and what does not work with the current classroom environment**.** Consider space, the size and shape of furniture, equipment, number of students, light, display areas, storage. Students might also consider learning preferences, for example, if a student likes to stand or sit on floor to do work; independent and group work requirements; special needs for subjects such as art or science.

**I**n small groups students record responses in a PMI chart. Groups share their responses with the class and identify common issues, concerns or changes related to the current learning environment.

Example:

|  |  |  |
| --- | --- | --- |
| Plus | Minus | Interesting |
|  |  |  |

### Develop a design and implement

* In groups of 3 or 4 students create a floor plan for how they would like their learning environment to look. Groups share plan ideas with class. Students should choose how their model will be presented. Options could include a scale model, bird’s eye view on grid paper or digital model.
* Class and teacher collaborate to identify the most actionable ideas and develop a final design.
* Class sets up new flexible learning spaces. It is suggested design is reviewed either if other problems develop or at end of term as part of a regular review processes. The ‘Action Planner’ template may be useful for this task.

### Optional: Flexible Learning - Class Expectations Chart

* Involve students in developing shared expectations for learning. Students can support this by generating their expectations for using the space. Example is provided below:

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## Activity 6: How can I use feedback to help me and others learn?

### Concepts: Student voice, student influence.

Research shows that feedback that results in action can support improved learning outcomes as students reflect and evaluate against criteria. In order for feedback to be productive and positive it is important that it is constructive and actionable. Find out more [here](http://www.ssgt.nsw.edu.au/documents/1types_feedback.pdf) and more about peer feedback [here.](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-for-the-future/Future-focused-resources/t-a-g-peer-feedback)

Note: This activity works best when clear success criteria is used. Students can be involved in developing collaboratively success criteria for learning tasks. Find information about developing success criteria [here](https://www.google.com/search?q=developing+success+criteria+with+students&sourceid=ie7&rls=com.microsoft:en-AU:IE-SearchBox&ie=&oe=).

### Instructions

**Resources**: Success criteria and feedback template

### Introducing the concept of feedback to students.

As a class, discuss the concept of feedback. Students may be able to offer examples of effective feedback and examples where feedback has not been helpful.

Guiding questions

* What is feedback?
* When do we give feedback? (at school or elsewhere)
* Who gives feedback? (emphasise that feedback does not just come from the teacher)
* Why do we give feedback?

### Explicitly teach the key concepts of effective feedback

* Timely (closely follows task / learning experience)
* Specific (linked to task criteria / goals)
* Positive (identifies strengths)
* Constructive (suggests how to improve)

In small groups, students look at some examples and non-examples of feedback, both written and verbal. Assess each example using the feedback checklist above.

### Teach students how to give each other feedback

Co-develop some rules for giving feedback. Some examples: Respect the work of others; identify successful features; think about the learning intentions and the success criteria when suggesting improvements; make positive suggestions.

### Model, role play and practice giving feedback

It is a good idea to have students ‘practice’ giving feedback on an anonymous work sample and to each other. The teacher should model giving feedback as well. Students can practice giving feedback and have another student give them feedback. Simple templates can support effective peer feedback. Some examples are below.

Further examples of student feedback and more information can be found [here](http://www.ssgt.nsw.edu.au/documents/2_intro_peer_assess.pdf).

### Sample template for peer assessment 1

Name Peer assessor

|  |  |
| --- | --- |
| Success criteria | Yes |
| Criterion 1 |  |
| Criterion 2 |  |

### Sample template for peer assessment 2

Name Peer assessor

|  |  |  |
| --- | --- | --- |
| Success criteria | Yes | No |
| Criterion 1 |  |  |
| Criterion 2 |  |  |

|  |
| --- |
| Two things you did well |
| 1  2 |
| One thing to improve on |
|  |

Provide students with frequent opportunities to practise this process of giving effective feedback to their peers throughout the term. Once students are familiar with this process, it can become an ongoing opportunity for providing student voice within the classroom.

Students could also go on to assess and give feedback on other areas of school life, such as:

* Class program
* Class activities / lessons
* Participation in group work
* Whole school programs

## Activity 7: Class meetings

### Concept: Student voice, working together

Formal class meetings can provide an effective structure to provide students with opportunities to use their voice and work together. Class meetings often are part of the wider school, student leadership systems as well.

Class meetings support student to learn and practice skills for working together and using your voice responsibly. Some of the skills, knowledge and aptitudes that can developed include:

* To teach social skills and build relationships
* Leadership skills can be facilitated through leading meetings and taking on roles
* Empowers the voice of students
* Practices responsibilities
* To facilitate dialogue and discussion about issues in the classroom and school community

Find information about the benefits of running class meetings and detailed instructions [here](https://www.earlylife.com.au/sites/default/files/Strategies%20and%20Tips%20For%20a%20Successful%20Class%20Meeting.pdf).

### Instructions

**Resources:**

* Roles and responsibilities template
* Agenda template
* Problem solving template

### Establishing effective classroom meetings.

* The goal of the first class meeting session is to establish the procedures and expectations. Discuss with students what student voice time will look like and sound like if it is running well. Examples: everyone has the right to talk; one person speaks at a time; we listen while others are talking.
* Introduce the idea of class meeting time to students and explain that the class will be having a weekly sharing session. During this session, students can discuss and give feedback on things occurring at school. Initially students could discuss what they like about their new school.
* Take time to teach students the skills they will need to participate. This will support students to become familiar with talking to the group and taking turns. As the year progresses, students will be able to contribute suggestions and feedback more readily.
* Revisit the class rights and responsibilities activity from the previous sequence. Have students identify which rights and responsibilities would be most important for a classroom meeting or sharing time to function well.

### Work as a class to establish ‘class meeting protocols’

Teachers may choose to scribe the speaking rules on butcher’s paper with a space for students to write or ‘sign’ their name at the bottom of the agreement.

Examples of agreement: ‘Class meeting agreement’

* I will listen when someone is talking.
* I will share my ideas when I feel ready.
* I will look at the person who is talking.
* I will wait for my turn to ask questions.

### Steps to running class meetings

* Decide how long session will be. Suggest sessions are short to begin with 15-30 minutes.
* In consultation with students, also form a plan how a session will run and follow this each week.

For example

* 1. Revise agreement
  2. Student shares idea
  3. Three students respond to idea
  4. Recorder or secretary documents idea on smartboard or in class journal
* Decide on a topic. Students can be supported to generate a list of topics or the teacher can provide their own list e.g. things I like about school for the first few sessions.
* As students become more familiar with the structure, the teacher may choose some variations to introduce such as having students taking turns to lead the session each week with the support of the teacher.

### Variations

* Students write or draw a topic about school and add it to a box anonymously e.g. lunch time play.
* Students are given choice over a range of topics and are given time to discuss with each other before the whole class
* Students draw the solution to an issues they have noticed e.g. drawing the playground with more outdoor toys provided, and presents this to the class group
* Randomly select students to share an idea or feedback. Ensure students can pass if they wish but provide those students a chance to contribute if they wish later before you move on.

|  |  |
| --- | --- |
| Example Class Meeting Leadership Roles | |
| \*\* These roles can be added to/ and or rotated | Examples of responsibilities |
| Chair | Opens and closes meeting; follows meeting agenda; calls on speakers to talk; ensures chairs and other organisation matters are prepared; works with others to prepare agenda. |
| Recorder or secretary | Takes minutes from meeting, prepares agenda with team; keeps any documentation including previous minutes or correspondence or updates digital records |
| Time keeper | Assists with team to develop agenda and keeps meeting on track |
| Engaged participant | This includes all class members. Engaged participants understand the protocols for the meeting and are responsible for following them. Engaged participants contribute to discussions, vote on class meeting actions and volunteer in class activities resulting from meetings. |

|  |
| --- |
| Class meeting problem solving template |
| What is the problem? |
| Try to state the problem briefly and factually. Try not to blame but focus on what happened E.g., Everyone is talking at once at our meeting |
| Brainstorm solutions to the problems. Try to think of many possible solutions.  1.  2.  3.  4. |
| Evaluate solutions |
| Have students work in pairs or small groups to evaluate the positives and negatives of each solution to choose the two solutions they believe are the best. Record these here. Be prepared to explain your reasoning  1  2. |
| Results of class vote |
| The best solutions are recorded on a board or paper for a class vote.  Students then vote on their preferred solution.  The most preferred solution is actioned. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Group Meeting Agenda** | | | |
| **Date and Time:** | | **Who will take notes?** | **Who is leading the discussion?**  (if applicable) |
|  | **Agenda item** | **Who?** | **Notes** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
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## Key practices and strategies for class meetings

* Teach, model and practice class meeting rules and routines. Spending time working with students to develop protocols and learning them is will support productive meetings.
* The teacher is a coach or guide rather than leader. If possible, teachers should be silent or semi-silent during a meeting once students have mastery of meeting protocols. This is a time for students to practice using their voice responsibility and work collaboratively. If there is a misunderstanding that needs correcting, the teacher should try to wait until the end of the meeting if it is important.
* Seating students in a circle encourages equal participation reducing barriers and physical obstacles. You may need to teach class members how to quickly clear space and move chairs into a circle and back again safely.
* One voice at a time. Have protocols for speaking and encourage students to speak respectfully and encouraging of each other. Encourage students to acknowledge other students contributions positively and ask questions. This may require practice. Have students role play speaking and turn taking respectfully.
* It should not be compulsory for students to speak but ensure that every student has the opportunity. The use of a talking object can sometimes assist students to speak up. Providing students with opportunities to talk to a partner first to prepare and practice responses can also promote confidence. Alternatively having a box in the classroom where students can post comments, suggestions or ideas can also support all students to participate.
* If any problems arise during the class meeting encourage students to solve the problems themselves. Encourage students to focus on problem solving rather than blaming. This build autonomy and responsibility. A problem-solving template provided gives a process for finding consensus in the group.
* Use an agenda and having students take on roles such as chairperson and minute taker. Rotate these roles. Putting the agenda up prior to the meeting allows students to contribute topics and issues that are of concern to them
* Some sessions may have a focus for discussion or question e.g., what makes you happy at school? What makes a good a friend? What are some of the issues you see on our playground? Some sessions could be more open ended and used to check in with how students are thinking and feeling about school and learning e.g., What is your favourite activity? How do you learn best?

## Further information

[SMART Goals](https://education.nsw.gov.au/)

[Writing SMART Goals](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/smartgoals.docm)

[Developing SMART goals](https://www.mindtools.com/pages/article/smart-goals.htm)

[Working with students to develop SMART goals](https://www.edutopia.org/blog/smart-goal-setting-with-students-maurice-elias)

[Mindtools: Making decisions](https://www.mindtools.com/pages/article/newTED_00.htm)

[Connect : Running Class Meetings, 2004, Issue 142 Appendices](http://www.asprinworld.com/yahoo_site_admin/assets/docs/SCAB_appendix_1_web.329150006.pdf)