Why do we value student voice?

Student voice is firmly based within values that reflect the Catholic Church’s tradition where students are engaged in meaningful, ethical, authentic, unique and personal giving, cultural, political and philosophical dimension within their world.

Catholic Education Melbourne is committed to its active participation and voice of students in all aspects of school life. This is both for young people (as endorsed in the UN’s Declaration on the Rights of the Child) but also to form adult partnerships for meaningful student engagement see all members contribute to learning and teaching.

Student voice sees students having a say in approaches to learning and teaching. For schools and communities/systems in learning, empowerment and engagement:

- Where will we find student participation?
- How will we evaluate student voice and participation?
- For students:
- For schools and communities/systems:

School communities continue to encourage students to reflect on their classroom and whole-school experiences and consider ways in which students are empowered to develop contributions to all aspects of the school.

Nineteen TRANSFORMING educational approaches where students are active partners with others to investigate and develop approaches that improve the learning and teaching of all students.

For schools the teachers and values that teachers gain from student voice to improve their practices and better meet the learning and well-being needs of all through student’s unique perspectives.

For students: active participation in decision-making about their education enables greater commitment to learning and the development of self-awareness, self-confidence and self-fulfilling people.

For schools and communities/systems: interaction partnerships with students and their representatives create better functioning schools where students, parents and teachers to contribute to whole-school planning and day-to-day classroom decision-making.

Strategies that foster effective student–adult partnerships for meaningful student engagement see all members contribute to educational decisions in a number of areas: student as well as teachers are supported in their understandings, specialist understandings, co-requisites, requirements and actions (ISBN 978104 v. 1).

How will we evaluate student voice and participation?

If I were to list in order the findings of my research project, the following is the list.

1. If a teacher created a new task and put it through the learning, which leads to improved practice by teachers and their organisations through listening, to form partnerships with students and their representatives create better functioning schools where students, parents and teachers to contribute to whole-school planning and day-to-day classroom decision-making.

2. building student engagement and commitment in learning through their active participation in decision-making within the classroom and school, leading to improved outcomes for learning and well-being.

3. In general and transformative educational approaches where students are active partners with others to investigate and develop approaches that improve the learning and teaching of all students. The community and the common good.

Outcomes in learning, empowerment and participation?

Recognises that student participation characterises as a right for young people. This is both a right for young people and the development of more self-aware, self-confident and self-sufficient people.

For students:

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Catholic Education Melbourne recognises that student voice is a critical element of student engagement, where young people’s opinions and unique perspectives are heard and valued as a key element in the learning and teaching process.

Students in our care are supported in their life journeys, empowered by the teaching process.

In the classroom, student voice is often used interchangeably with participation, representation, leadership, and engagement.

Here we support students to grow in virtue, across religious, physical, cognitive, emotional and social domains.

In doing so, we see young people as having a say about things that affect them (voice), to make decisions about (empowerment), and to improve their learning (engagement).

We seek to equip young people with the knowledge, skills, hope and optimism to be meaningful lives, and to shape and act in the world around them.

It is our journey that is enlightened by faith, respect the dignity, perspectives and contributions of every person.

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Table 1: Suggested approaches and learning strategies

<table>
<thead>
<tr>
<th>Approaches</th>
<th>Learning Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving teacher practice</td>
<td>Students as data sources: existing information from students is used as feedback to teachers. Survey students for their preferred learning styles and approaches. Approaches then present their preferences to their educators.</td>
</tr>
<tr>
<td>Improving participation</td>
<td>Engaging and learning</td>
</tr>
<tr>
<td>Improving and transforming education practices</td>
<td>All</td>
</tr>
<tr>
<td>Overall Objectives</td>
<td>In the classroom</td>
</tr>
<tr>
<td>Overall Objectives</td>
<td>In the department/year/level/faculty</td>
</tr>
<tr>
<td>Overall Objectives</td>
<td>In the whole school</td>
</tr>
<tr>
<td>Overall Objectives</td>
<td>In the community and/or system</td>
</tr>
</tbody>
</table>

What do we mean by student voice?

The term student voice is often used interchangeably with participation, representation, leadership, and engagement. Each term has its own meaning and history, but they can also be used in ways that describe experiences and purposes (Bucknall 2015, p. 6-21). Student voice and participation: essential for all students to have a say about things that affect their learning and to change their learning and its context (agency and empowerment). To improve their wellbeing, sense of self and connection to the learning environment.

In practice, these approaches for action: see students providing feedback to their teachers, actively regulating their learning and working with partners, and others to improve the learning of all, and building a culture of learning. (Dan Talan: Suggested Approaches and Learning Strategies).