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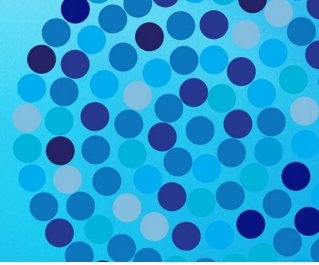
Student-Driven School Change

A practice guide for educators
and other professionals

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For more information on the Wellbeing Matters project and Voice Inclusive Practice, visit The Centre for Inclusive Education website <https://research.qut.edu.au/c4ie/voice-and-wellbeing/>

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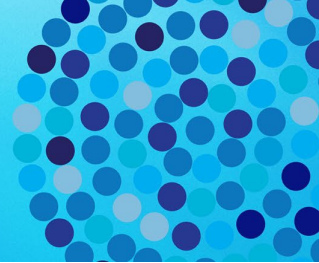
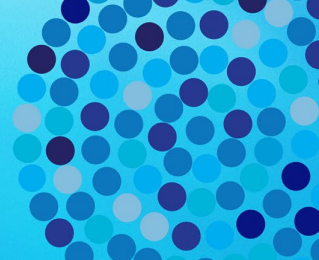


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Introduction

About this guide

This guide is designed to help educators and professionals to develop confidence to implement authentic student voice initiatives in schools. Student-driven school change extends on traditional student voice initiatives by helping educators to realise the inclusive, participatory objectives of various international conventions. These conventions seek to position students as key informants in decision-making processes on issues that affect them. This guide focuses on the interconnecting aspects of student voice, wellbeing, and rights as three, intersecting conditions for creating student-driven school change.

What is student-driven change?

Modern approaches to school improvement agendas emphasise the importance of centralising student voice within all aspects of school life ^[1]. Students are best placed to advise adults about their experiences and what is working (or not) for them at school. Placing students at the centre of school decisions consists of more than just thinking about their “best interests” from an adult perspective. This is because students may express ideas and preferences that may not occur to adults.

When school students identify that changes are required to support their achievement, wellbeing and/or the school environment, genuine partnerships between adults and students are required to facilitate the change process. Student driven change is a process of collaboration, shared decision-making, and action to achieve mutual goals.

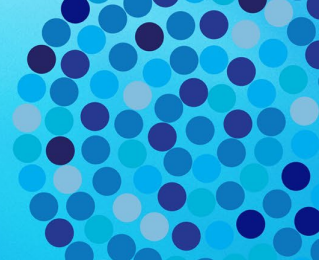
The intersection of student voice, wellbeing and rights

Student wellbeing and student voice are gaining increased attention in current educational policy and guidelines. Children's rights are also increasingly recognised and embedded within education jurisdictions. Some governments are also making the connection between child rights and child wellbeing by explicitly stating that when children's rights are not upheld, children's wellbeing potential may be negatively impacted. That is, children's wellbeing will be inhibited if children are denied their rights.

A similar argument could be made if children's right to education is denied or restricted. This could include restricting children's ability to participate in school opportunities. Participation restrictions may impact a student's wellbeing, sense of connection, belonging, and ability to be successful or experience new opportunities.

Prominent child rights and childhood studies researchers such as Lundy ^[2:3] and Tisdall ^[4] have cautioned about the conflation of wellbeing and children's rights as equivalent concepts. Both are important, but they are also different. In policy and practice, there is a need to ensure that focus is not on one at the expense of the other, or diluted. In any case, educators and school leaders are required to support student wellbeing, and have the internationally enshrined obligation to protect, respect and fulfil children's rights and education. Engaging students in student driven school change is one way to achieve this.





Policy Imperatives

Australian Curriculum General Capabilities

The General Capabilities ^[5] comprise seven capabilities, designed to equip students to live and work in the modern world. These include literacy, critical and creative thinking, and personal and social development. The General Capabilities focus on the development of skills needed for enquiry, generating ideas, evaluating reasons, expression, decision making, working collaboratively, leadership, and contributing to civil society. A practical application of facilitating student voice and involvement in school change could involve facilitating a class debate where students choose a topic that they believe is important relating to their schooling experience. This debate could then be presented to school leadership and to ensure authentic involvement of students and facilitation of student voice, school leadership should involve students in and explain the decision-making process.

Australian Professional Standards for Teachers

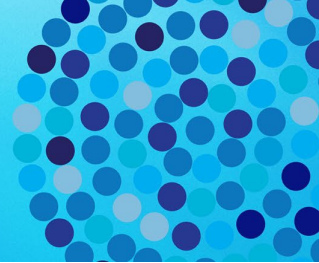
The Australian Professional Standards for Teachers are a framework for teachers to gather a greater understanding and improve their teaching strategies and practice throughout their career ^[6]. Standard 4: Create and maintain supportive and safe learning environments and focus area 4.1 (support student participation), highlight teachers' role in supporting student participation and engagement. This standard also encompasses factors associated with voice inclusive practice ^[7] and offers students and teachers an opportunity to engage in educational partnerships ^[8]. As per the Standard, educators must engage in reflective practice regarding the way students are viewed, ensuring confidence in students' capacity, power, and autonomy to express their views.



Australian Student Wellbeing Framework

The Australian Student Wellbeing Framework supports Australian schools in promoting student safety, wellbeing and positive relationships ^[9]. The framework involves five essential components that contribute to students feeling safe and supported at school: leadership, inclusion, student voice, partnerships, and support. The framework offers suggestions for effective practices and resources including creating environments that encourage participation, using a strengths-based approach, providing opportunities for students to make decisions in matters that affect them, collaborating with students to create strategies to improve safety, wellbeing and decrease violence and bullying in school environment.

Three interconnecting conditions for supporting student driven school change will now be outlined: student voice, wellbeing, and rights.



Student voice

Student voice in education

Student voice was first widely used as a term in the 1990s and 2000s. It referred to school aged students being invited to “identify and analyze issues related to their schools and their learning that they see as significant” [10, p.4].

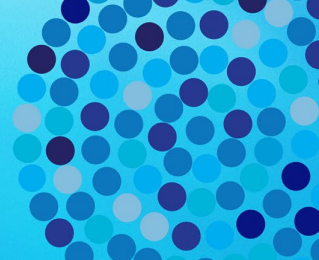
Even before this, educational theorists such as Dewey [11] and Bruner [12] emphasised the necessity of actively involving students in the educational experiences in line with constructivist and experiential educational approaches. Since then, the increasing interest in student voice has been driven through attempts to enact children's participatory rights through the Convention on the Rights of the Child [13]. For example, there has been increased acknowledgement and recognition of children's inherent capabilities as active, informed citizens and contributors and greater awareness of the need to provide opportunities for decision making in all aspects of children's lives.

Students want their views to be heard and to be taken seriously.

‘Voice’ represents the enactment of the child's participatory rights to express an opinion, remain silent, access information and be included in decision-making processes [14]. Voice is increasingly discussed as “a potential avenue for improving both student outcomes and school restructuring” [15, p.727].

Conceptual shifts in reconsidering the relationship between participation, agency, power, and voice have also contributed to shifts in thinking and approaches to working with children and young people in education. For more, refer to the works of Fielding, Holdsworth, Lundy, Mitra, and Rudduck.





Impact of student voice in education

Student voice initiatives have emerged in many schools in the past decade. Such initiatives have emerged in response to:

- increased awareness of international conventions (you can read more about Rights later in this guide),
- awareness of the positive impacts that seeking and implementing student's perspectives can have on engagement ^[16],
- an awareness of the enhanced quality of educational experiences that can take place when students contribute to decision making and transformative educational practices ^[17],
- an understanding that student consultation is a central pillar of inclusive education, particularly for students with disability ^[1; 18].

Some authors have questioned the authenticity of student voice initiatives that do not engage children and young people in a genuinely participatory process or where feedback is not provided to students who are involved in sharing their insights, to demonstrate how children's views have impacted policy, processes, or practice ^[19].

Voice-Inclusive Practice (VIP)^[20; 7], is one way that educators and school leaders can take action that supports student driven school change.

Student voice in practice

Voice Inclusive Practice (VIP)

Voice Inclusive Practice (VIP) is a framework designed to support educators to enact participatory rights and student voice ^[20; 7]. VIP is a framework that educators and school leaders can use to facilitate student-led school change.

VIP is underpinned by the aims of the United Nations Convention on the Rights of the Child ^[13] and it has four organising

principles: everyday achievable, authentic, integral, and compatible with the rights, responsibilities and citizenship of adults. VIP are the "activities and practices that incorporate and actively engage with children and their perspectives on matters that affect them" ^[20, p. 181].

When VIP underpins teachers' practice and student voice initiatives in schools, teachers can become more conscious about voice-inclusive practices and can 'see' learning situations differently. The lens of VIP can support teachers to identify opportunities to consult their students during decision-making process ^[7].

Table 1. Voice Inclusive Practice

Everyday Achievable	Authentic
Embedded in everyday classroom communication practices	Internally motivated
Shared decision making with students	Adults have confidence that students have the skills and freedom to express their views
Integral	Compatible
Student voice becomes part of the everyday work of teachers	Children and adults' voices are complementary
VIP supports core learning and teaching practices	Teachers' duty of care related to professional decision making is maintained

Adapted from Sargeant, J., & Gillett-Swan, J. K. (2019). Voice-inclusive practice (VIP): A charter for authentic student engagement. The International Journal of Children's Rights, 27(1), 122-139.

Student wellbeing and participation

What does the literature say?

Student participation is positively associated with wellbeing [21]. Research also suggests that where wellbeing initiatives incorporate a forum for students to express their views, wellbeing initiatives can:

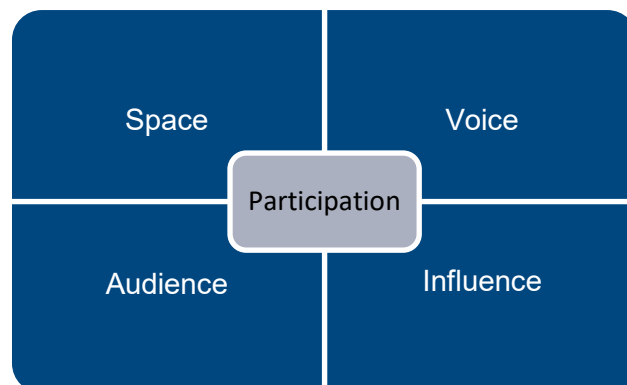
- facilitate student connections and networks within the school,
- support the development of students' confidence, autonomy and agency in school affairs [22].

Students are often cited in the literature as feeling empowered by the opportunity to express their views. However, students also say that they doubt the true influence of their voice [23; 24]. Some authors have described this variability of student involvement as a spectrum ranging from student voice as a 'technique' [25] which simply seeks student views (see Elwood [23]) to engaging students in a project within the confines of adult-dependent topics or action [26; 24], to a genuine student-staff dialogue and collaboration [27].

Participation models such as the Lundy model of Child Participation [28] are particularly useful when adults are looking for frameworks to guide genuine student voice and student-driven school initiatives.

Lundy model of Child Participation

The Lundy model is a child rights-based model that outlines the participatory conditions required to properly afford children's 'voice' related rights. The model consists of four sequential pillars of space, voice, audience and influence. Each pillar must be ensured if children are to have their rights upheld and if children are to participate fully, as per their right to contribute to matters that affect them and have their views and perspectives respected.

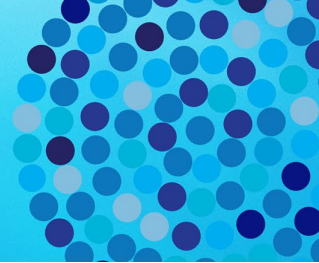


Adapted from Lundy, L. (2007). 'Voice' is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child. British Educational Research Journal, 33(6), 927-942.

The success of wellbeing initiatives that encompass student participation and collaboration with staff are often dependent on the authenticity of student-staff interactions as a means to ameliorate the traditional power hierarchies in these partnerships [29].

Indeed, literature suggests where genuine collaboration with students is not embedded as part of the school culture, approaches to student-staff collaboration may be tokenistic in nature [30], or collaborative outcomes are ultimately seen by students to be inconsequential in issues of higher level decision-making [27; 23].

Given that students are key stakeholders in their own education, it is important they are provided the opportunity to actively contribute to and shape their educational experiences. They also have the right to do so.



Rights and education

Right to education

As well as participatory rights, children also have education rights, under various international human rights treaties. Children and young people have the right to education as per Article 28 of the Convention on the Rights of the Child (UNCRC) [13]. For children and young people with disability, this right extends to the right to an inclusive education [18].

The right to education as outlined in the UNCRC is extended to the right to an inclusive education within the UNCRPD [31]. However, education provided for all children must be inclusive to ensure that inclusive education can become an actuality for children with disability. Therefore, all children can benefit from the provision of the right to inclusive education. All children can also benefit from the understanding that the provision of the right to education requires it to be inclusive. The right to education consists of more than just access and provision. Education that is inclusive is fundamentally different to traditional or “mainstream” education systems [32].

Rights in education

Article 29(1) of the UNCRC provides the most comprehensive statement of the aims of education. Whilst Article 29 largely mirrors the International Covenant on Economic, Social and Cultural Rights (ICESCR) Article 26(2)[33], it also features additional references to the full and holistic development of the individual, respect for cultural identity, language and values, and the natural environment.

Article 29 not only adds to the description of education rights as outlined in Article 28 but extends it incorporating a number of education rights and processes that are relevant to children throughout schooling. Article 29 emphasises the interconnected

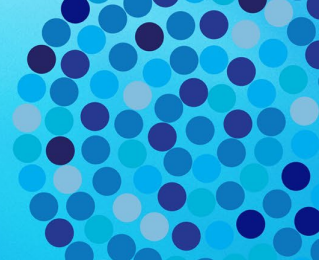
nature of all rights provisions within the Convention by outlining the object and standard of education, its value, and function [34]. As education is the foundation to achieving all other rights, implementation of Article 29 should occur through numerous relational lenses. These include the best interests of the child, discrimination towards differences such as disability or culture, and student voice and participation. Educating all children as rights holders highlights understandings and practical implementations of rights in education, through education as vital [35]. Children also have the right to understand their rights, through rights education [36].

Rights through education

Schools are also a vehicle through which children and young people can develop and consolidate their knowledge about what their (and other people's) human rights are. Despite the presence of the international treaties such as the UNCRC, there are, however, varied understandings and misconceptions about what rights do and do not involve, and at times inaccurate understandings about the rights that children and young people have. Therefore, learning about the rights of all people should begin and continue in schools. When education rights for children and young people are considered as consisting of more than just provision and access, but also involving content, quality and substance, ideas about “access” can then be extended to think further about the preconditions to the enabling of other education related rights.

The simplified version of the Convention on the Rights of the Child is a useful starting point for learning about children's rights for adults and children

<https://www.unicef.org/media/56661/file>



Setting up the conditions for student-driven school change

Students and staff report many positive impacts associated with the process of engaging in collaborative student-staff partnerships and actively involving students as key stakeholders and informants about their wellbeing at school. However, there are recognised challenges associated with what is fundamentally a disruption to the normal way of reviewing and designing school wellbeing provision. There are steps that can help to overcome these challenges. These include:

1. establishing buy-in from students and staff about student driven change,
2. an invested advocate/intermediary as the key driver for facilitating communication between multiple stakeholders, to challenge fixed views, and to ensure the continuation of practices,
3. building capacity in school-based teams, and
4. putting the processes and structures in place to increase the likelihood of the practices enduring beyond initiation.

Establishing buy-in

There is already so much that needs to be included within the daily school lives of students and teachers, so how do you convince staff of the importance and value of providing greater agency to students in the school context and having students as the driver for school change?

- Establish the 'why' not just the 'what'
- Seek staff perspectives and input at the start and along the way to determine what they're apprehensive about, concerns they may have, or challenges faced during implementation.
- Support staff – particularly when it's not easy or when there are other competing

priorities. It is important to encourage staff to 'come on board' and navigate these practices that may be 'new' in the context.

- Seek examples and possible mentoring or communities of practice with other schools at varying points in their journey. Talk to others about how they overcome challenges or navigate unexpected terrain such as enabling agency while engaging in remote learning such as when schools were required to pivot to online learning during the peak of the COVID-19 pandemic in 2020.
- Remain open to feedback from all stakeholders and work through the process
- Engage in continual cyclical review processes to support the growth and adaptation of the initiative over time.

The CAPA

Education contexts are inherently hierarchical, and there is the potential for power issues to occur. Similarly, thinking about and identifying how children's CAPA (Capacity, Autonomy, Power, and Agency) are positioned in the context contributes to establishing the conditions for student-initiated school change ^[37].

The overview and examples of student voice and voice inclusive practices that can be incorporated into everyday school life offer a starting point from which these practices can be initiated and further developed in other contexts. However, the effectiveness and longevity of such practices are somewhat dependent on an adult receptiveness and openness to student input. Without which, a student-centred endeavour such as this is unlikely to be successful or sustainable.

Previously, I and colleagues theorised conceptual preconditions to enabling voice inclusive practices within educational environments ^[37].

Specifically, we considered the role of subjective informants such as past experiences, memories, and observations that can all contribute to the level of participation afforded and continued within the schooling context. The potential for disconnect between the perceived or desired approach and the role and influence of the subjective informants on practice may be overcome by becoming consciously aware of how these subjective informants and your response to the informants can influence practice.

Supporting student driven school change

Overview

Student centred projects are more likely to effect change where there is a teacher or adult involved, to help enact student ideas [26; 27], and to support students' confidence when they present their ideas to adults. For student-driven school change to be effective, a range of stakeholders must work together in a collaborative partnership.

The role of school staff

Teachers have responsibility for cultivating and maintaining the daily 'within classroom' culture with students and other teachers. School leaders (e.g., Principals, Deputies, Heads of Department) play a vital role in establishing, maintaining, and supporting the culture of the school. School support staff (e.g., Guidance Counsellors, Chaplains, Teacher Aides, etc) have an important role in acting as intermediaries or offering a 'safe place' for students as they discuss ideas and actions, and to work with students and other school staff to action these ideas.

Students can be involved in all levels of school decision-making from co-construction of curriculum through to policy development and review, or school

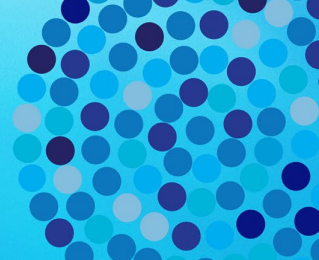
expenditure. Fielding's Patterns of Partnership [25] and Shier's Pathways to Participation models [38] provide practical progressions for achieving greater participatory partnerships with young people in the school setting and other ideas for embedding student perspectives through everyday school life.

School staff can:

- Create space (physical, cognitive, social and reflective), and engage genuinely (not superficially or tokenistically) with students and other members of the school community.
- Trust student perspectives and experiences at face value, even if other stakeholders do not agree with what they have to say. This may still be their experience even if others experience the same things differently or have different views.
- Listen and act. Creating space does not alone provide the necessary preconditions for genuine student voice opportunity. Doing nothing with what students choose to share can demonstrate to them that their contributions are not valued or taken seriously.

Acting on student voice

Even with space and voice opportunity, student perspectives need to be heard by those with the power and influence to act upon students expressed views. This may be the classroom teacher, or it may be others within the school (or school community) context. Adults in the school context, or student leaders can help facilitate this in bringing students perspectives into the spaces that the students may not be able to access or inhabit. Those with access to these spaces have an important responsibility to make sure that stakeholders who need to hear students' views so action can take place, do so.



Frequently asked questions

How can I overcome resistance to student voice from other members of my team?

Any new initiative requires support in implementation. Even if you/your school have been incorporating student perspectives for quite some time, there are always additional ways that this can be strengthened. Staff and students would benefit from support and training to find their voice and to work collaboratively on ways that they can develop authentic partnerships for ongoing, meaningful engagement in the school context.

Members of my team seem to feel “threatened” by giving more power to students

Don't forget that power is not quota based in that there is only a certain amount to go around. Instead, consider power like a candle, sharing and distributing power through lighting many candles can help to make everything shine brighter. Some may find it useful to think about ensuring that students have an equal 'seat at the table' as other stakeholders; teachers, leadership, parents, community, rather than one stakeholder's view automatically overriding the other. The caveat here is that it also means that a teacher's views and opinions do not automatically override the views and perspectives of students.

Genuine collaborative engagement between staff and students require ongoing consultation and discussion about matters of shared importance and contention. It may not always be a quick process, but it is worthwhile, with greater benefits beyond simply 'being heard'. The Lundy Model of Participation (see page 6) can also be helpful in considering this question.

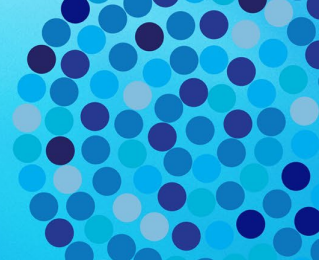
What do student perspectives have to offer?

Children and young people make up a big part of the school community. They may also think about things differently to adults, particularly as they are the “recipients” of the schooling and educational experience. Often students have creative ideas and solutions to problems that adults may not have necessarily thought of. However, even when students do have great ideas, they may need adults to help them make their ideas a reality.

But... we really don't have enough time for this.

Ultimately, building sustainable change in a school culture and embedding student perspectives as an integral part of the everyday life of the school requires time. For example, facilitated time and distance is needed between when the information from students is sought and provided, and provided and implemented. Adults and students need time to reflect, time to implement and refine the discussed ideas. Ideas, needs, and practices will also evolve over time. Time will enable a gradual process of building in student perspectives that is authentic and responsive to a range of student perspectives. In short – this process does take time, but it is a worthwhile investment!





Frequently asked questions

Why is time so important?

Investing time into relationships, interactions, capacity-building of staff and students, and resulting actions will ultimately contribute to the success of initiatives. Changing a school culture and developing trusting relationships requires that time is provided for staff and students to be willing to engage deeply in collaborative processes. A foundation of trust will ensure that staff and students know that what they say won't be used against them. Staff and students must also trust that their views and perspectives will be taken seriously and acted upon.

The resounding message from students is that they want adults to come to them – in their spaces and places where they feel comfortable; they want adults to work with them – as valued partners in learning and the school experience; and they want adult to not give up on them – even when things may be challenging or hard work.

How can you reconcile different perspectives?

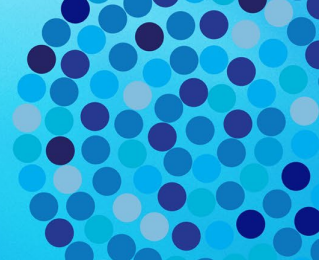
Student driven school change does not mean that just because one, some or a few people want something that they must get it. In the same way that majority views should not automatically override minority (or individual) views and experiences, the importance of valuing and 'listening' to all views is key. What student driven school change means is that the space is made for students to have their views and perspectives heard, and for them to have an equal seat at the table in shaping their schooling experience.

For example, when initiating student driven school change processes, one school received a lot of feedback from students that they needed a swimming pool at the school as it was so hot in the summer. Initially some members of school leadership

wanted to throw out the ideas that were not feasible (such as the swimming pool) and focus on those that could be done.

Instead, the school were encouraged to meet with the students and talk through the feedback and ideas that had been provided and discuss through open dialogue the logistics of getting a pool for the school and seeking student input for how that could happen. The students came to the realisation through this open discussion that there was not the space nor the funds to be able to get the pool and the school would need to fundraise significant other funds to do this. The students determined funds raised would be better spent elsewhere in the school than on a pool. The approach in involving students in making the decision-making transparent and seeking their perspectives and input along the way enabled the students to see that their views had been heard, respected and taken seriously. While the school could have achieved the same outcome by simply telling the students why the pool was not possible, such an approach does not provide the same level of respect or openness to student input as an approach that ensures students remain genuinely involved along the way.





Frequently asked questions

How can we engage a range of students (not just the 'usual suspects')?

Consider a multi-stakeholder representation that includes students, staff, and getting the right people on board. For example, if you are wanting to address accessibility of learning spaces, you might seek a range of insights from different stakeholders. This might include: students who experience difficulty accessing the physical space, students who experience disruptions resulting from the sensory environment, students who are creative and seek spaces for making, and students who seek space for movement. If the students who you want to engage experience communication difficulties, consider accessible consultation methods [39].

It is also useful to provide a platform where students can raise issues or topics that they want to engage with rather than all voice driven agendas being adult initiated and led. This platform should be made to be more accessible to diverse student input than solely through student representative councils or similar student leadership opportunities.

Another option is to engage a member of the school team as an invested advocate or intermediary who can lead student voice and student participatory engagement processes at your school and act as a critical friend to challenge fixed views that may be held by other staff.

What if students don't want to engage?

Voice is not just verbal. Students may also not want to provide their perspectives and insight on everything, all the time. It is useful to recognise that a student choosing not to respond, or responding in different ways are also valid expressions of their 'voice'. Creating a voice inclusive culture within the classroom and school environment will aid in supporting students to initiate and feel

comfortable expressing themselves and their views and perspectives even when not initiated by the teacher/school.

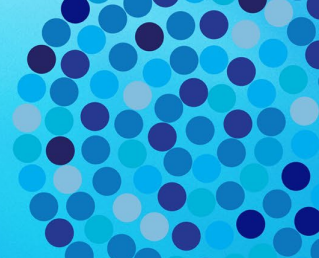
Students may also want support to 'find' their voice. This is not about directing them to think or speak a certain way, instead it speaks to the relationship development and fostering confidence and trust that the students will be listened to, respected and their contributions valued. Sometimes confidence 'speaking up' – particularly when they may have experienced different prior schooling experiences with various levels of agency afforded.

Students (and staff) bring their unique histories and experiences in with them, so even if the school and teacher have genuinely embedded enabling conditions, does not automatically mean students will be able to (or confident to) embrace them.

What supports might students need in this process?

Ask them!

Students also may need support to navigate 'adult' school spaces where students may not have previously (or traditionally) been able to go. This can be difficult for some staff too. For example, if there is a new junior staff school leader navigating existing leadership structures, hierarchies and meetings where existing practices may inhibit or stifle confidence in speaking or even may limit whether there is opportunity at all. Some strategies could include a dedicated fixed agenda item for a report from students and time for the leadership to discuss the issues arising. While some schools may do this as part of their student representative council structures, to what extent are those representatives truly provided an 'equal seat' at the table alongside staff, and how representative are these views and perspectives of the wider student body.



Frequently asked questions

How do we gain momentum and ensure sustainability amongst a busy school agenda?

Has your school considered establishing a staff member in an intermediary role? By investing in an intermediary role-holder, this person can act as the key driver for facilitating communication between multiple stakeholders 'on the ground'. Some schools also invest in student voice through dedicated school staff and student leadership positions at multiple levels (e.g. Head of Student Voice or Deputy Principal – Student Voice and Wellbeing, or Captain of Student Agency and Partnerships). Some schools also embark on cross-year leadership mentoring where students across the school community (including students in the early years) are involved in mentoring one another.

Engaging working parties that focus on different priorities identified by students can also aid in building the capacities of multiple staff and students in developing, sustaining, and learning from these multi-stakeholder collaborative partnerships. These teams can put processes and structures in place for sustainable change into the future through collaborative input into a living consultation agreement. Sustainability can also be strengthened through a feedback/feedforward process between students-staff-and the working groups/ representatives, as well as ongoing and regular opportunities for critically engaging with the feedback and actions supports wider change acceptance (that is, a ripple effect of convincing those not directly involved).

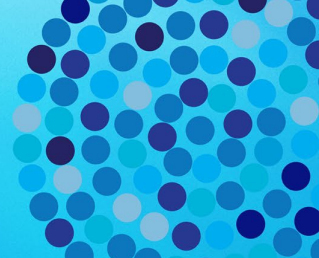
What's the purpose of an intermediary?

School leaders need to be invested, committed, and receptive to listening to and acting on what students have to say. It can be useful to delegate someone within the school to take leadership of these

initiatives independent to school leaders who may also hold other roles. For example, students may feel more comfortable being open and honest with a 'neutral' intermediary, than a leader who also has responsibility for behaviour management. A staff intermediary can leverage information from different stakeholder groups within the school community, pursue, initiate and follow up on actions, while also being a central person to support school transition, implementation and development of student driven school change processes within the school.

What are some of the challenges that other schools have experienced when beginning a student driven school change process and how have they overcome them? Many of these have been covered elsewhere in the guide and FAQs. Some additional tips:

- Show voice is valued and that perspectives of all are welcomed, encouraged and respected (open-door)
- Invest in dedicated leadership positions for staff and students, and provide opportunity to cultivate voice/agency/partnership capacity for all within the entire school community, not just those with leadership potential or particular capabilities
- Respect everyone's experiences, concerns and apprehensions, while ensuring you support each other to overcome challenges
- Engage collaboratively and respectfully with students and colleagues even when views diverge and find mutually acceptable ways to resolve them
- An intermediary can be a useful way to challenge fixed and/or defensive views in spaces where other stakeholders aren't represented. In the interim, this person represents the views and interests of those not there.



Planning for change

The following activity can be done individually, in teams/departments, and at the school level.

Spider/radar charts can be a useful way to map individual and organisational values and priorities to seek a clear pathway from your current position and where you want to be. A similar approach is often used in 360-degree feedback processes.

Think about the values and motivations for initiating student driven school change processes in your context. Is it about the visibility or range of opportunities available, or perhaps about how meaningful the opportunities are for active and authentic contributions to school decision-making. It could be about representation and accessibility or input among many other values and priorities.

Once you have determined an initial list of values and priorities for embedding student perspectives in your context, assign each value/priority to a triangle. The example in this resource has 6 triangles, but you can include as many sectors as you need to.

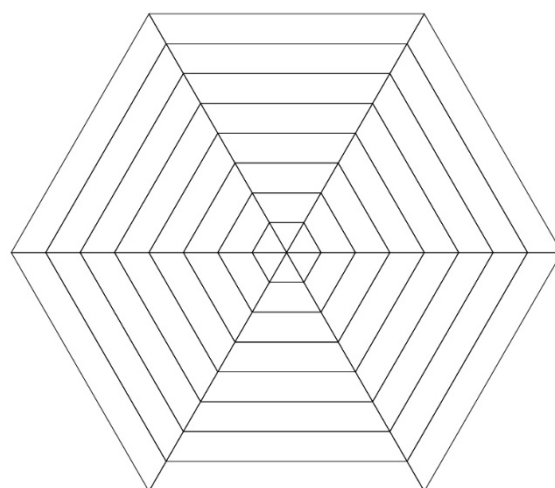
Once assigned, indicate where you feel you/the school currently sits on this dimension. The closer to the centre, the more room that is needed for growth/development.

You could stop here and use each person's mapping as a starting point for conversations about how and what the different stakeholders

see as the key values and priorities, and how they consider they are currently faring for that dimension.

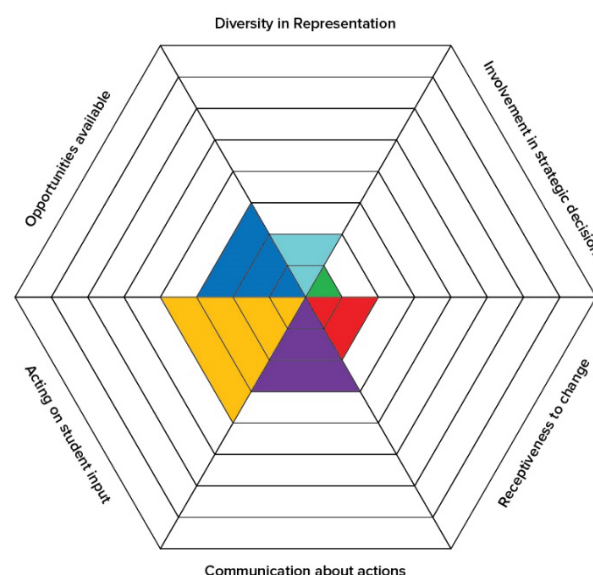
You could then also map (perhaps in a different colour) where you would like to be for each dimension within a particular timeframe. For example, in the initial period of implementation, the priority may be on increasing representation and accessibility of student input.

This does not mean that the other dimensions are not also important, just that the focus for growth initially will be planned around these initial key dimensions.



This mapping tool can also be a useful way to consider and evaluate the growth of the initiative over time and places to develop, pivot or reconsider through the cyclical and dynamic review processes.

Example:



Remember: This is a living and continually evolving and adapting process that changes as these practices begin to become more embedded into the culture of the school. You will also need to revisit these questions and continue to reflect as the need or focus of your student-led school work changes over time.

It takes time to initiate and establish these structures, but it is worth it.

Identifying roles and mapping a process

This resource is designed to help you think about your context. You will need to consider who are the relevant stakeholders, what roles these stakeholders have, and how these roles and interactions/relationships will be enacted throughout each stage of the student-driven school change process.

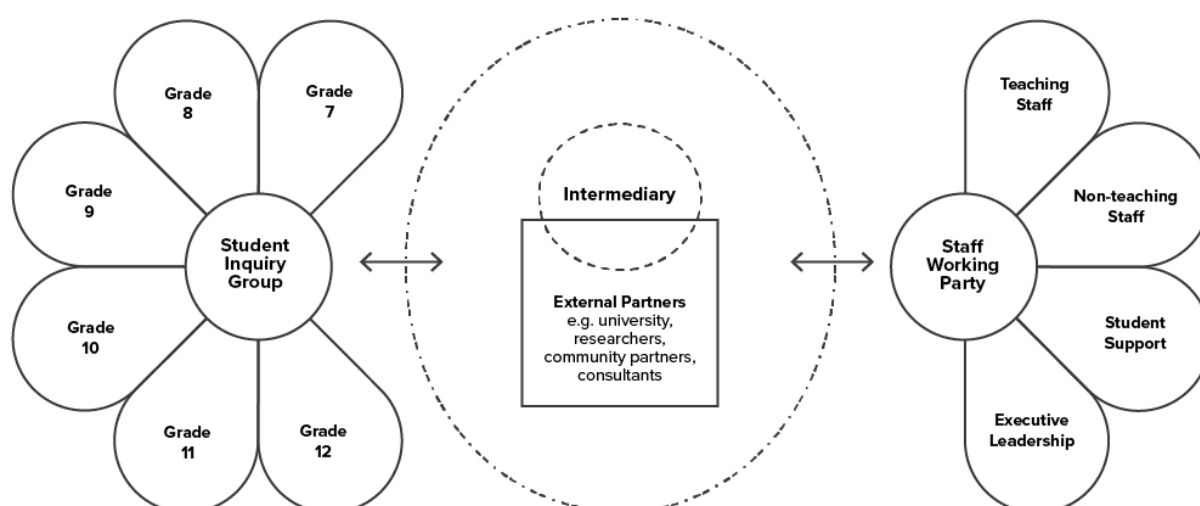
Seek input from all stakeholders (including students) on what it may look like and how to go about it. Also seek multi-stakeholder input to resolve some of these (and other) questions arising throughout the process.

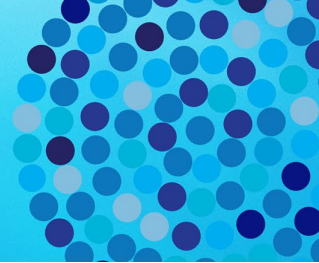
Some questions to consider:

- What are you going to do?
- When will you be doing it?
- How will the particular areas of focus be determined?
- How (and who) determines who is involved?
- How will the issue of 'representativeness of representation' be resolved? (i.e. whose views do the representatives really represent and how will this be overcome?)
- How will these practices be embedded into the everyday practices within the school?
- How (when and by whom) will the approaches and implementation be evaluated?
- What is the plan for revision?

Example

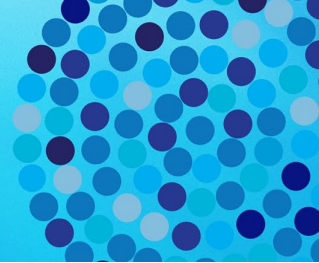
The figure below provides an example from a recent research project for how each of the different stakeholders were engaged with one another throughout the development and implementation of the student driven school change initiatives.



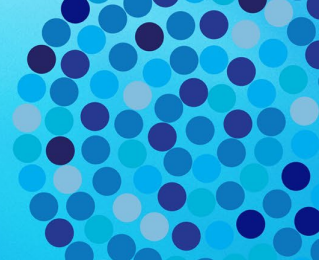


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