Stages E1 and 1 student voice unit – teacher support resource

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## Overview

This unit of work supports teachers establish the basis for promoting student voice within the classroom and school. It builds skills in student voice and participation. The activities are designed to be the first step in setting up long-term routines or processes in the classroom. They are suitable for students in ES1 or Stage 1. 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/)

## Duration of unit

These activities would be most suitable to teach in Term 1 and revised throughout the year to work towards increasing student voice.

## Understandings, skills and values

* Students can be active participants in decision-making in the classroom.
* Students have rights, but these rights come with responsibilities.
* Students learn in different ways and need to respect each other’s differences.
* Students need to feel a sense of belonging and connection to their learning community.
* Students need to be taught communication and collaboration skills to become successful learners.
* Students need to put these skills and ideas into practice by having opportunities to work with others.

## Driving questions

* What are my rights and responsibilities in the classroom?
* 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 classroom?
* How can I have a choice and say in my school?
* How can I set and use learning goals?
* What kind of choices do I have as a student?
* How can I express my point of view positively in the classroom?

## Key concepts

Meaningful and effective student participation in the classroom involves the following four elements that have the most impact on student participation and wellbeing. They are:

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

## Learning across curriculum areas

1. Critical and creative thinking Critical and creative thinking
2. Ethical understanding Ethical understanding
3. Literacy Literacy
4. Personal and social capability personal and social capability

## Syllabus outcomes

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| PDHPE K-6 outcomes | New PDHPE syllabus outcomes | Other Key Learning Area outcomes |
| **Communicating**  COES1-1 Expresses feelings needs and wants in appropriate ways  COS1.1 Communicates appropriately in a variety of ways.  **Decision making**  DMES 1.2 Identifies some options available when making simple decision  DMS1.2 Recalls past experiences in making decisions.  **Interacting**  INES1.3 Relates well to others in work and play situations  INS1.3 Develops positive relationships with peers and other people  **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 and 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**  Graphs, collecting data, recording data, interpreting data, number  **Creative and performing arts**  Drawing, role play |

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| --- | --- | --- | --- | --- |
|  | Concepts | | | |
| Learning sequence | Voice | Influence | Choice | Working together |
| Learning sequence 1  Getting to know each other | **√** |  |  | **√** |
| Learning sequence 2  Establishing class rules; what are our rights and responsibilities | √ | √ | √ | √ |
| Learning sequence 3  Class meetings | √ | √ |  | √ |
| Learning Sequence 4  Creating a positive classroom environment |  | **√** | **√** | **√** |
| Learning Sequence 5  Developing our skills for leadership |  | **√** | **√** |  |
| Learning Sequence 6  Goal setting for learning | **√** | **√** | **√** |  |
| Learning Sequence 7  Creating a positive school climate | **√** | **√** |  | **√** |

## Learning overview

Each sequence guides the learner in understanding key concepts. Each sequence involves a sequence of activities which are approximately 30 minutes duration which could be incorporated over the course of a week.

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| Sequence 1: Building relationships in the classroom | Concepts: students working together, student voice |
| This sequence aims to foster friendship building and a sense of belonging in order to establish positive respectful relationships. | |
| Sequence 2: Establishing class rules: what are our rights and responsibilities | Concepts: student voice, students working together, choice, influence |
| This sequence encourages students to build an understanding of rights and responsibilities in the classroom. Students will make a list of rights and responsibilities in the classroom that will work towards making class rules. | |
| Sequence 3: Class meetings | Concepts: students working together, influence, student voice |
| This sequence enables ES1 students to develop the skills needed to engage in a weekly, class meeting. Students develop the skills to discuss and give feedback on things occurring at school. | |
| Sequence 4: Creating a positive classroom environment | Concepts: choice, influence, choice, working together |
| This sequence engages students in planning their classroom environment. Students participate in planning process for classroom seating, displays and imaginative role-play areas. | |
| Sequence 5: Developing our skills for leadership | Concept: student influence, student choice |
| This sequence enables students to be a part of building a positive learning environment for everyone by observing and problem-solving issues that may arise in the classroom. Students will develop ‘responsibility roles’ in the classroom that will act as a possible solution to these issues (for example the Responsibility role: Book Shelf Keeper could be a solution to the issue of a messy bookshelf). | |
| Sequence 6: Goal setting for learning | Concepts: student voice, student influence |
| This sequence supports students to set goals. Students will be able to identify their strengths and areas for improvement in a conference with the classroom teacher. | |
| Sequence 7: Being part of our school | Concepts: student influence, students working together, student voice |
| This sequence enables students to present ideas to school decision makers and receive feedback about their ideas. Students will work as a whole class to come up with a list of suggestions to present to school decision makers and work in small groups to present these ideas | |

## Sequence 1: Building relationships in the classroom

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| Concepts: students working together, student voice |
| This sequence aims to foster friendship building and a sense of belonging in order to establish positive respectful relationships. |

### Focus questions

* Who else is in my class?
* How can I remember the names of my friends?

### Activity 1: Getting to know each other

Students engage in a name game to learn the names of their peers.

* **Clapping name game:** Students sit in a circle and the teacher leads the class in clapping each student’s name using syllables. For example, ‘Let’s clap Jessica. Jess-i-ca. Now let’s clap Hollee. Hol-lee’.
* **Spider web game:** Students sit in a circle; one student starts with a ball of wool and says another student’s name and rolls the wool to them across the circle. This student holds onto the wool, says another students’ name and rolls the wool to them. This continues until every student has had a turn. The wool creates a spider web shape in the middle of the circle. Once students become proficient they can try and remember the name of the student before theirs and untangle the wool web by then working in reverse.
* **Alliteration game:** Students sit in a circle and use the sentence starter ‘My name is (student name) and I like something beginning with the same sound’. E.g., my name is **M**ike and I like **m**usic

### Activity 2: Name artwork

Resources: art materials for each student e.g. paper, paint, crayon, pencils.

Students draw a picture of another student in the class. Teacher can either get students to make pairs for drawing or allocate students a partner and they draw each other. The teacher may use this activity as an opportunity for students to get to know another student building connections.

## Sequence 2: Establishing class rules: what are our rights and responsibilities?

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| Concepts: Student voice, students working together, choice, influence |
| This sequence encourages students to build an understanding of rights and responsibilities in the classroom. Students will make a list of rights and responsibilities in the classroom that will work towards making class rules. |

### Focus questions

* What are the rights in our classroom?
* What are our responsibilities in the classroom?
* What are our needs?

### Activity 1: Understanding needs

Resources: butchers paper, white board or Smart board

Brainstorm as a class what things we need to live?

E.g. shelter, water, food, friends

Create list with pictures.

### Activity 2: Rights in the classroom

Brainstorm as a class what things we need to have a positive class and feel happy and school. Guide the students to create a list.

Discuss relationship to school rules or values. Create list of class rules.

Time: 10 minutes

### Activity 3: Responsibilities in the classroom

Resources: Display materials for class rules, rights and responsibilities chart,

Define ‘responsibilities’ with class input. Discuss the way that we all have rights, but these rights come with responsibilities.

A possible definition could be ‘Responsibilities are duties or things that we should do.’

Model your own responsibilities as a teacher (e.g. it is my responsibility to be ready for our lessons). Discuss the responsibilities that link to the agreed rights from the previous activity. Model using one of the agreed class rights to generate the responsibilities necessary to make this possible.

Example

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| Rights | Responsibilities |
| We all have the right to be safe. | We keep our hands and feel to ourselves.  We use equipment safely/appropriately. |

Create set of class responsibilities based on group responses.

This list becomes the class rules.

Tips for class rules:

* Display rules prominently
* Make high expectations explicit
* Refer to rules frequently
* Positively state rules
* Teach and practice following rules with the whole class regularly and often.

Find out more about the NSW Department of Education Behaviour code for students [here.](https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour/behaviour-code)

## Sequence 3: Class meetings

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| Concepts: Students working together, Influence, Student voice |
| Class meetings are a weekly opportunity for students to discuss and give feedback on things occurring at school. |

### Focus questions

* How do we share our thoughts and feelings about the week at school?
* How can I interact with my peers and teachers to share my ideas?

Class meetings can support the development of general capabilities and learning:

* To teach social skills and build relationships
* To facilitate dialogue and discussion about issues in the classroom and school community
* To solve problems
* To review curriculum
* To reflect on learnings
* To resolve issues that may have affected the classroom

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?

### Activity 1: Establishing class meeting expectations

Resources: Display materials for class rules

The goal of the first class meeting session is to establish the procedures and expectations. Discuss with students what a class meeting 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 meetings 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 a ‘class meeting agreement.’**

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 meeting sessions**

1. Decide how long session will be. Suggest sessions are short to begin with 15-30 minutes.
2. 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. Teacher documents idea on smartboard or in class journal

1. 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.
2. 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 issue they have noticed e.g. drawing the playground with more outdoor toys provided, and present 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.

**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?

## Sequence 4: Making our classroom a positive learning environment

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| Concepts: Influence, choice, working together |
| This sequence engages students in planning their classroom environment. Students are given the opportunity to be a part of the planning process for classroom seating, displays and imaginative role play areas. |

### Activity 1: Our classroom

These activities should require several sessions and allow students to have influence and make changes to the class environment and revisited throughout the year to allow students to influence and engage in the planning of the classroom environment*.*

### Focus questions

* What do you like about our classroom?
* What would you change about our classroom if you could?
* How would you use our classroom resources differently?
* What kind of displays would be helpful in our classroom?
* Where would you like to sit/ whom do you work well with?

### Classroom layout

Resources: Map of classroom with furniture, hands on resources for students to develop their plan for classroom: this could be Lego, small bricks which could be easily moved around.

1. Whole class:

* Draw a map of the current classroom layout. Introduce idea that students are going to have the opportunity to make changes to the classroom environment and ask what they would keep the same and what they would change.
* Ask students to come and circle or highlight areas of the classroom that they like in one colour and areas that they would change in another.
* Discuss and agree upon a list of the things that a classroom needs to function e.g. somewhere to do writing, store resources, smartboard.

1. Independent or small group:

* Students design a new classroom layout to present to the teacher and class.

1. Whole class:

* Students present their ideas to the class.

Class can do a PMI (strengths, weaknesses, interesting) analysis of their favourite ideas. The teacher can help the class understand some of the benefits and difficulties and use this information to see if some ideas could be used E.g., A slide from our classroom to the playground would be fun but not be safe and too expensive. New beanbags near the reading corner could be affordable and make quiet reading more relaxing.

### Activity 2: Classroom displays

1. Students look at examples of displays. This can be either ones existing in the classroom or other examples and discuss things they like. Discuss with students what aspects of the displays are helpful and what are not e.g. the display is very clear, display is too bright.
2. Individual or small group: students design a classroom display to share with class and teacher. This can be either as an open-ended task or by allocating students with a focus area e.g. our science display about properties of materials. Variation: students can work together to put up an agreed upon display.

### Activity 3: Seating buddies

Resources: recording materials for PMI chart e.g. paper, Smart Board

This activity may not be relevant if your class already uses a flexible seating model.

1. Discuss what characteristics make a good seating partner and what helps students to be able learn. Students should be able to contribute their ideas and it is suggested the teacher scribe on a chart or butchers paper. Teacher should discuss with class if students have similar/and or different ideas to build shared understanding that we work together in a variety of ways. Discuss guidelines for seating buddies e.g. we focus on our work; we work well together for pair work.
2. Individual: Students identify up to 3 people that they would like to have as seating partners. Teachers can then conference with students to discuss their choices and identify any seating changes that could be made. Teacher needs to be sensitive to students who may have additional needs when choosing seating.

### Activity 4: Imaginative play space

Repeat this activity as the year progresses. Students will have influence over imaginative play space in their classroom.

### Focus Questions

* What imaginative space play should we have?
* How would you set up this imaginative role-play space?
* What would you be able to learn by using this imaginative role-play space?
* What things would we need to buy or make for this imaginative role-play space?

1. Whole class: Discuss the current Imaginative role-play space. Ask students to think about their use of this space. The following questions could be useful prompts:

* How could we improve our role-play space?
* Did you enjoy using the space?
* If you have not used the space, why?
* What things do you like about the space?
* Have you used the vocabulary and picture prompts in the space?

1. Present the idea to students that the Imaginative role-play space will change several times over the year and that they will be able to influence and plan the way this space is used. Brainstorm as a class the different ideas for this space. Record ideas with visuals where possible where students will be able to revisit them later.
2. Individual or small group: Students design their ideal imaginative play space. Students can have choice over the way they present this task back to the class and teacher. Students provide one reason to support their choice e.g. I want a vet because I like animals and want to be a vet when I grow up.

Examples of imaginative play spaces ideas: doctors, cafe/restaurant, kitchen, construction site, animal hospital, post office, shops, camping, outer space

1. Student suggestions recorded and then voted upon by the class for the ideal imaginative play space for that time. It is important that students can discuss their ideas and discussions can include a PMI (plus, minus, interesting) to establish the most practical ideas that can be actioned.

## Sequence 5: Developing our skills for leadership

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| Concept: Student Influence, student choice |
| This sequence enables students to be a part of building a positive learning environment for everyone by observing and problem solving issues that may arise in the classroom. Students will develop ‘responsibility roles’ in the classroom that will act as a possible solution to these issues for example the responsibility role of book shelf keeper could be a solution to the issue of a messy book shelf. |

### Activity 1: Responsibility roles

This activity could be run after students are becoming familiar with the environment and established routines. This activity could be repeated several times over the year as need arises.

Resources: Researcher walk template or recording paper for individual or small groups of students. Pens, pencils.

### Focus questions

* Have you noticed anything in our classroom environment that could be improved?
* Can you think of any ways to solve these issues by students working together?
* How can we work together to make our classroom a positive learning environment for everyone?

1. Introduce students the goal of the session to help make our classroom a better environment though having the whole class work together effectively. Students will take on the role of researchers, observing and recording any issues, problems or concerns they can see in their classroom environment e.g. glue sticks have no lids, book shelf is messy, too many people collecting lunch orders.
2. Have students take a ‘researcher walk’ around the classroom to areas of the classroom environment that could be improved through students working together. Students record these problems by drawing on their researcher observation sheet. Repeat this ‘researcher walk’ at different times throughout the week to allow different context for data collection. Students will be looking at areas such as bag, bookshelf and role-play corner.

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| Action Planner | |
| Area to improve | Draw or write about what you would like to see |
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1. Individuals or small groups present their observations to the class and a list with visuals. is compiled of the observed issues around the classroom such as untidy bookshelf, or finding our bag. Brainstorm with class how to improve these areas and what we could do. Make sure class focus on either on what they could do or if they require a student/s to be responsible for them on a weekly basis.
2. For areas that require a student to be responsible for them on a weekly basis, work with the class to agree on a responsibility role to address the issue. Have students work together to agree on a responsibility role description for each role. Responsibility roles and a descriptions should be recorded in a chart so they can be viewed later by students. Pictures may support student understanding. Allocate students to roles. Students can contribute to how roles will be allocated.

Example of issue matched with possible responsibility roles:

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| What is the observed issue in the classroom? | What responsibility role could solve this?  What is the role description? |
| Glue sticks are everywhere | Glue Stick Keeper: putting glue sticks away |
| Book shelf is messy | Class Librarian: Keep the book shelf tidy |
| There are things left out that are not safe | Safety Inspector: make sure chairs are pushed in and things are put away |

### Activity 2: Responsibility roles student reflection

This activity should occur after all students have had a chance to experience at least one Responsibility Role and can be used a lesson cycle pathway to repeating Activity 1.

Students take time to reflect on the initial observed classroom issues. Students discuss how the by taking on a leadership role they are able to help the class run effectively and contribute to class wellbeing.

### Focus questions

* Did you enjoy your responsibility role?
* Did it help resolve the issue identified?
* Would you update or remove any responsibility roles?
* Have you noticed areas in the classroom that could benefit from students working together?

1. Use the Responsibility Roles and descriptions list created in the previous activity to reflect on whether each role has worked to solve the observed issue in the classroom. For students can provide feedback in a variety of ways to suit the group. For example, survey or graphs, whole group or individual discussion.
2. Students can revisit the ‘researcher walk’ and record any changes or new issues they observe in the classroom. This new researcher walk could lead to new responsibility roles established for the class. This cycle can continue throughout the year as often as necessary.

## Sequence 6: Goal setting for learning

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| Concepts: student voice, student influence |
| This sequence ensures that all students are engaged in individualised goal setting. Students will be able to identify their strengths and areas for improvement in a conference with the classroom teacher. |

Repeat this activity through the year as necessary. This activity could support student learning and wellbeing goals as well as be included as part of parent teacher communications.

### Focus Questions

* What are my strengths (what am I good at)?
* What would I like to do better?
* What goals can I set for my learning?

### Activity 1: Identifying goals and strengths

Resources: Self-reflection Template example, SMART goals planner example

Model for students an example of your own strengths and things to work on within the classroom. E.g., I think I am great at reading stories in class - I want to get better at learning more games. Work with class to build a word bank of shared strengths. These should be both character and academic to support all students. For example, being a good friend, working hard on a difficult task, learning my friends to 10 and so on. Find out more about growth mindsets [here](https://www.youtube.com/watch?v=SOIo1bPsR9I) and more 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).

Explain to students that they will be reflecting on themselves as a learning and coming up with their own strengths and things they want to improve. An example SMART goals planner is provided which can be edited to suit class.

### Variations

**Learning conference**: Students work one on one with the teacher or adult to discuss their strengths and things they want to get better at. Teacher record the answers on a student strengths survey sheet.

**Student survey**: Students record their own strengths and areas to get better at on the student survey form.

\*\* Between activity 1 and 2 teachers will need to record their own observations on areas of strengths and areas of improvement

### Activity 2: Goal setting conference

Resources: recording template for SMART goals.

Students meet one on one with their teacher and use their student strengths survey sheet to scaffold a goal setting discussion. Ensure that student goals reflect their own responses to the survey as well as identified areas of need from the teacher. The student may like to draw or write about their goals.

Goals should be positively stated and achievable. The SMART goal model is a useful one for this process.

Find out more about SMART goals [here](https://creativeeducator.tech4learning.com/2017/lessons/set-SMART-goals).

The students’ goals should be shared parents/carers in one of the following ways to gather parent input:

* Parent/teacher interviews
* Three way conferences
* Homework task
* Email

Revisit and reflect on these goals at the end of a set time for example, at the end of each term or each semester. It is important that students understand that setting goals influence what they do in class. If the teacher can talk regularly to students about their goals and how they are working together to help achieve the student’s goal.

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| Self-reflection Tool Example Name:  Date:  Things I am good at  I learn best when I am  I’d like some help with  One thing I would like to do better is My SMART goals example Name:  Date:  **S** = **S**pecific  **M** = **M**eaningful  **A** = **A**chievable  **R** = **R**elevant  **T** = **T**imely  Parents/caregivers: We are working on developing some learning goals for this term. We are using SMART goals and your child has been identifying their strengths and areas to work on. We will be discussing these goals at our parent/caregiver interviews in week 3.  Please help your child to draw and write about the goals.  My SMART goals are  1.  2.  Student signature:  Teacher signature:  Parent/caregiver signature: |

## Sequence 7: Contributing to a positive school environment

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| Concepts: Student Influence, students working together, student voice |
| This sequence enables students to present school development ideas to school decision makers and receive feedback about their ideas. Students will work as a whole class to come up with a list of suggestions to present to school decision makers and work in small groups to present these ideas. |

This sequence is similar to the ‘Sequence 5: Developing our skills for leadership.’ but extends beyond the classroom environment. Students could be supported during this sequence by working with older student buddies.

### Focus Questions

* Have you noticed any issues in our school environment?
* Can you think of any ways to solve these issues by students working together?
* How can we work together to make our school a positive learning community for everyone?

### Activity 1: About our school

Resources: About our school template for each student or group of students. Pens, pencils.

Students complete a graphic organiser: ‘About our School’ to help them to think about things they like about the school and issues or things they believe could be solved by students and school decision makers working together.

**Example template:**

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| About our School | |
| Things I like about school | Things I would like to improve |
|  |  |

Remind students of the process for developing the class Responsibility Roles and introduce the idea of working with school decision makers, could be the school principal, to share school development ideas. Explain to students that we will be doing this by identifying issues in our school that can be resolved by students and school decision makers working together. Students will take on the role of researchers, observing and recording any issues, problems or concerns they can see in their school environment.

Students can work to create one or a list of school development ideas e.g. we need more sports equipment on the playground to present to the school decision makers.

Allow students to choose how they will record and present their school development idea. Possible recording and presentation methods include:

* create a poster
* write a letter to the principal
* film themselves in the area they wish to develop
* record themselves talking about the school development idea
* survey other students about the idea
* draw a map to show school development idea

Meeting with school decision makers: invite the school decision makers to the classroom so students can present their school development ideas.

The principal or school decision maker should be willing to provide the students with feedback on their ideas either at the time or at another meeting soon after.

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| Action Planner | |
| Area to improve | Draw or write about what you would like to see |
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