

To maximize learning from this session and implementation that will lead to desired outcomes, we recommend that school leadership teams meaningfully engage in the following actions prior to the next session. Please reach out to the Quaglia Institute Team if we can be of support as you work through these implementation actions.

“This is a starting point – the power in this process is to use what you’ve learned to lead with students and commit to making improvements together.” Simone, School Leader.

Committing to the process of listening, learning and leading together requires embracing the ideas that there is significant potential in the thoughts, ideas and actions of students. They have something to teach us and working with students is the only way forward.

Implementation Actions and Strategies

- Commit to the School Voice Process through quality and fidelity to the way it is intended, listening, learning and leading together with students.
- Review the Voice definition with staff and students.
- Introduce the Aspirations Framework, Guiding Principles and 8 Conditions Briefs (Resources #1, #2 and #3) and discuss how this aligns with your school vision, mission and purpose.
- Provide staff with the 8 conditions inventory (Resource #4) as a self-reflection opportunity. Collate the results as a school and identify strengths and areas for development that currently exist.
- Plan for professional learning opportunities led by staff to share their strengths and ways to create the conditions that enhance student voice and involvement in learning.
- As a leadership team, collate your 8 conditions inventory to identify strengths and opportunities to optimize the use of leaders' time, skills and practices to achieve your aspirations. (Resource #5)
- Review your current roles and responsibilities and new employee processes and discuss how you can incorporate student voice and your agreed expectations into the hiring process. (Resource #6)
- Lead staff learning to explicitly link the items on the 8 Conditions inventory to your current instructional model or expectations for classroom practice (eg HITS, What Works Best, AITSL Standards) Co-create your school wide model of expectations and effective strategies that impact student aspirations (Resource #7)

- Review your student voice data questions. Discuss the information it provides for your decisions and future actions. Develop or purchase survey questions that focus on the conditions and expectations you have for your context. (Resources #8a, #8b, #9a, #9b, #10)
- Review your student voice data gathering processes. When, how, why and who collects and collates this data? As a staff team decide on a clear and regular process of gathering, collating, and analysing student voice data that includes students in listening, learning, and leading together.
- Plan a process of introducing students to the purpose and practice of student voice surveys and discussing the data with students. Include this planning and action as part of your school improvement planning. (Resource #11)
- Select and train staff in how to run focus groups (Resources #12a and #12b). Create a process of selecting students for participation in focus groups and use student focus groups as a regular part of data gathering about school wide practices.
- Prioritise areas to discuss further with staff using student feedback on the data and survey results. Discuss possible next practices (embedded in Quaglia Surveys) or inquiry cycles so staff can focus and target areas of improvement with the students to create and improve identified conditions.
- Provide students and teachers opportunity to interpret and analyse data together and create potential improvement actions that will be undertaken together. (Resource #13a #13b)

The essential components:

Quality: High expectations and whole school involvement will support greater impact

All are Learning: Allow for differentiation and support staff through identifying strengths and resources available to use and share. Everyone a learner, everyone a teacher.

Adapt: Understand what is needed for your community and your priorities

Fidelity: Understand how the process is designed and evolves as the learning and collective efficacy progresses

Commit to student involvement in the process. Plan for student use of data and workshops

Capture the learning to allow for recap, review and rejoicing in the journey

Come back regularly to your commitments, ideas, and planning. Refine and reflect together.