



WORKSHOP 4: VOICE & VISION



Created for Melbourne Archdiocese Catholic Schools

Fundamental Beliefs

- Students are the potential, not the problem.
- Students have something to teach us.
- Working with students is the only way forward.



Goals for Today

- Dig deeper in student voice pathways and skills, and use of student perspectives.
- Consider how the Student Voice data can inform progress towards school vision.
- Apply learning to amplify student voice in YOUR school.

SIF Rubrics

School Community

Capability 1: Belonging, Welcome and Positive Relationships

A culture of welcome and hospitality permeates the school. Across the community, students, staff and families feel known and valued. Diversity is considered integral to the identity of the community, whose collective voice informs and supports the culture and educational approach of the school. Trusting relationships and positive regard form the foundation for learning, and enable the school to work through challenge and adversity.

Student Wellbeing

Capability 1: Safe, Positive and Enabling Learning Environments

The school promotes inclusivity and reflects a culture of hope, faith and belonging for students, staff, families and the broader community. Justice, equity and respect are actively demonstrated and evident in school policies and practices. Leaders, staff, students and families work collaboratively to create and strengthen child-friendly environments for learning.

Capability 2: Resilience, Identity and Growth

Wellbeing encompasses dimensions of life and includes nurturing the whole person – their spiritual, cognitive, physical, emotional and social selves. Students are better placed to develop a deep understanding of their sacred dignity and unique potential when they have explicit opportunities to improve their social and emotional competencies.

Capability 3: Student Agency and Empowerment

Practices that encourage active participation and authentic ‘student voice’ enhance children’s and young people’s academic and wellbeing outcomes, as well as their capacity to contribute to their community and make meaningful decisions about a range of issues that affect them and their world.

Learning and Teaching

Capability 2: Powerful Teaching

Powerful teaching in a Catholic school seeks to develop deep learning and create animated learners, inspired by the gospel and led by the Holy Spirit to act for justice and the common good.

Capability 3: Assessment and Monitoring of Progress

Assessment in a Catholic school is a means of uncovering the narrative of learners: their growth, progress, success and challenges in learning. Through such assessment, teachers gain valid and reliable evidence of a student's learning, which enables them to make precise decisions for the growth and progress of their learners.

Vision is not just words, but the actions and conditions that create the vision. Through all voices in the school community, conditions can be created where every day students are partnering with each other and teachers to listen, learn and lead together. Students need to know what the current reality is, and what they can do to improve (learn) the shared vision/aspirations and school goals, and lead with action and shared responsibility.

How are students genuinely contributing to enacting your school vision?

What student voice data does your school currently collect, and how is it used?
How are students involved in data discussions and action planning?

What is the difference between perception & reality? How “valid” is student perception data in your school?

What types of data can be compared at your school to truly listen to, learn from, and lead with students?

What steps can be taken to create a culture of healthy comparison at your school?

What pre-conditions might you need in place to have students' voices genuinely contribute to your school vision?

What is your current culture of giving and receiving feedback?

- teacher to student
- student to teacher
- peer to peer

What hesitations might teachers have regarding student voice data?

What are you/your school missing related to Student Voice?

What or who haven't you/your school considered when it comes to student voice?

Who do you usually pay attention to? (Loudest? Most influential? Most connected?)

Resource Overview

[Resource 4.0](#) Melbourne Catholic Archdiocese Schools Resource Guide

[Resource 4.1](#) Pathways to Strengthen Voice

[Resource 4.2](#) Voice Skills

[Resource 4.3](#) K-2 and 6-12 Focus Groups

[Resource 4.4](#) World Cafe

[Resource 4.5](#) Quaglia Student Voice Survey: A Dynamic Process

[Resource 4.6](#) Student Voice: Voice, the Critical Component of School Improvement

[Resource 4.7](#) Student Voice: Do Students Really Have a Voice in Your School?

[Resource 4.8](#) Understanding What Students Say