

School Voice & Aspirations

Using Voice to Enhance
Self-Worth & Learning



Acknowledgements

This content and resources have been developed over several years by the staff at the Quaglia Institute for Student Voice and Aspirations. We would like to acknowledge the thoughts and ideas of Institute staff, professional colleagues, researchers, school teams and individuals who have helped us continually create and update these resources. The following content is part of the supporting resources provided by the Quaglia Institute for Student Voice and Aspirations. It forms a part of a professional learning agreement between the Quaglia Institute and schools that agreed contracts with the Institute. This work is curated for use by these schools and is intended to be used alongside the consultancy support from Quaglia Institute staff.

If you have any questions or feedback in regard to these resources please do not hesitate to contact a member of the Quaglia team at support@quagliainstitute.org



Learning Intention

We are learning to gain a deeper understanding of how voice can be leveraged to build Self-Worth in students.

Success Criteria

- Consider how the conditions of Belonging, Heroes, and Sense of Accomplishment can support students' sense of wellbeing and Self-Worth
- Link teaching strategies to deliberate opportunities for student voice
- Review practices that encourage attentive Listening
- Create a culture of trust and respect through deliberate actions and amplifying student voice in YOUR school

Fundamental Beliefs

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



The 3 Components of Student Voice

Sharing thoughts & ideas in an environment underpinned by trust & respect.



Offering realistic suggestions for the good of the whole.

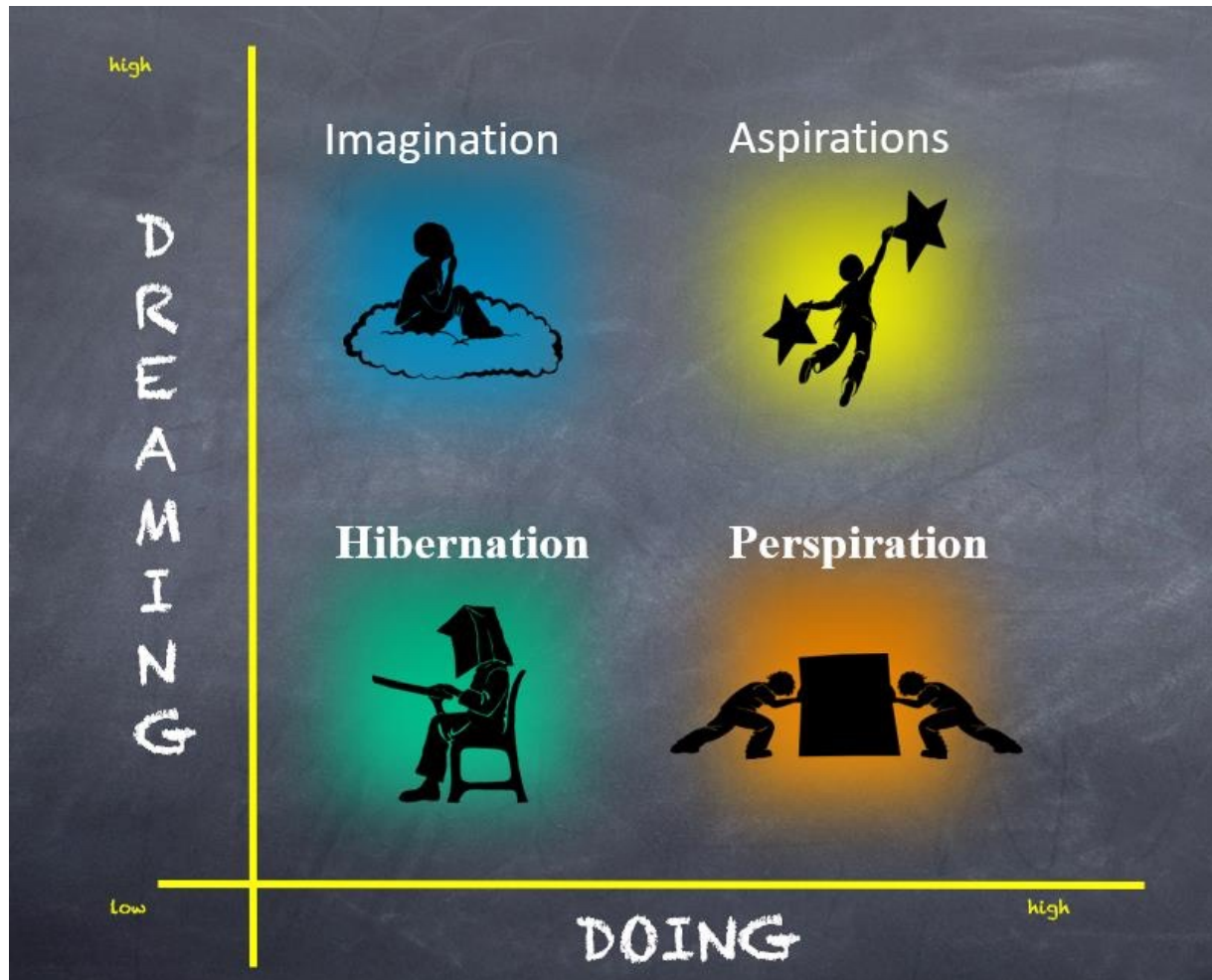


Accepting responsibility for not only what you say but what needs to be done.

Reflections/Notes

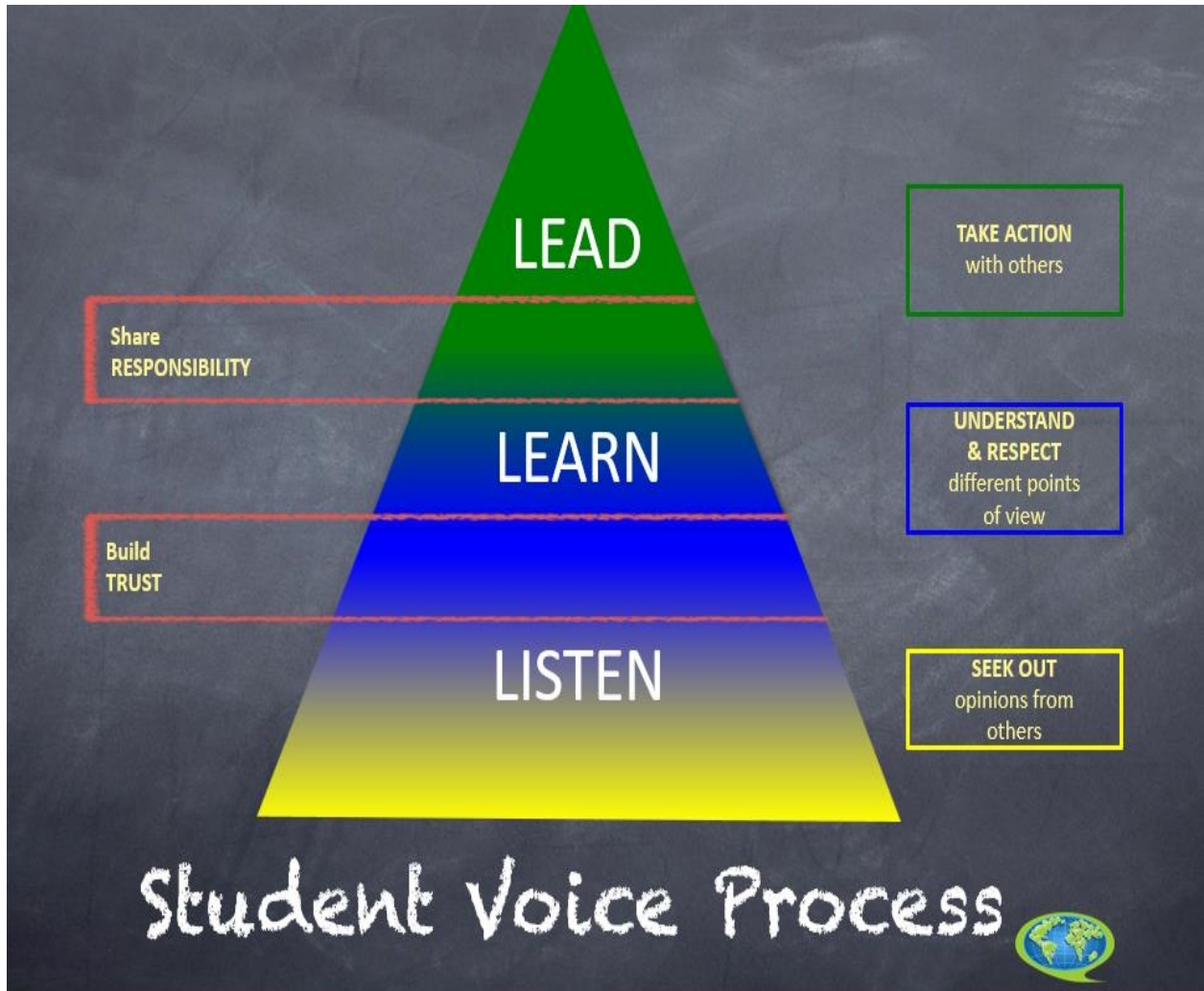


ASPIRATIONS Profile



Reflections/Notes





Reflections/Notes

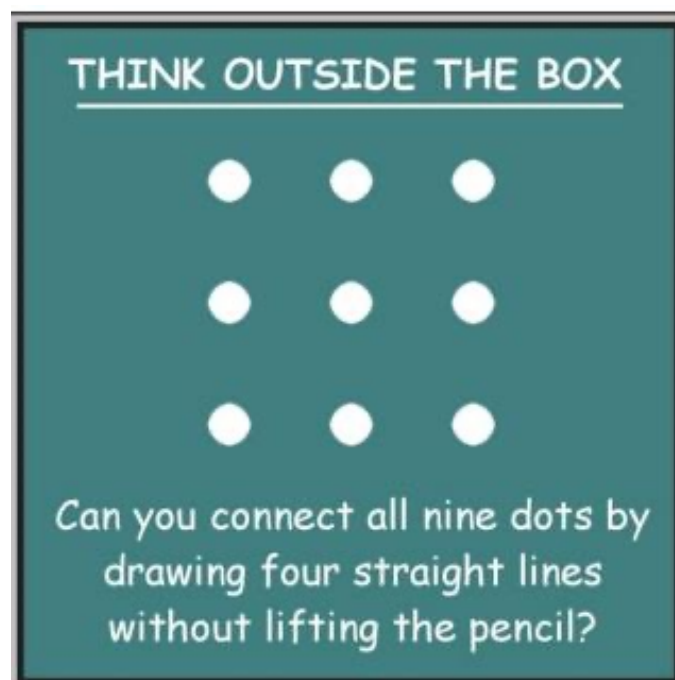


How are you going?

What actions have you taken so far on your Voice & Aspirations journey?

1. Schoolwide understanding of:
 - Voice definition
 - Difference between Noise v. Voice
 - Aspirations Profile
 - Student Voice Process:
Listen, Learn, Lead
2. Completed action plans from previous sessions
3. Gathering and analysing Student Voice data in partnership with students
4. Other actions

Challenge Time!





Aspirations Framework

Third in a Series of Six Voice & Aspirations Briefs

QuagliaInstitute.org



**Aspirations is the ability to dream and set goals for the future
while being inspired in the present to reach those dreams.
– Dr. Russell J. Quaglia**

The Quaglia Institute for School Voice and Aspirations (QISVA) believes that to have high aspirations, a person must believe in themselves, be actively engaged in their learning and work, and see a purposeful connection between today's efforts and tomorrow's goals.

The Quaglia Institute is committed to helping schools foster students' and educators' aspirations so that all can reach their fullest potential and achieve success. The Aspirations Framework outlines a way to recognize and develop aspirations, while trusting in the professional judgment of educators and insights of students to decide what concrete actions are best for their schools. The Framework is a research-based set of principles and conditions, yet it does not provide a prescription for implementation. While QISVA collects best practices and certain tried and true applications, ultimately administrators, teachers, and students must guide decisions about how best to realize the Aspirations Framework in their schools. The combination of the Institute's expertise articulated in the Framework and a school's expertise in their unique culture is what cultivates a learning environment in which all students and adults are inspired to achieve their very best—personally, socially, professionally, and academically.

Thus, the Framework is comprised of four interrelated parts:

- I. The Aspirations Profile that includes Dreaming and Doing**
- II. 3 Guiding Principles**
- III. 8 Conditions**
- IV. The Voice of Students, Teachers, and Administrators in deciding concrete application**

The Institute's **Aspirations Profile** is the realization that genuine aspirations involve both *dreaming* about the future and *doing* in the present to reach one's goals. To achieve genuine aspirations, **3 Guiding Principles** must be present: *Self-Worth, Engagement, and Purpose*. These Guiding Principles direct the development of educational experiences, from the individual classroom to the entire school building. Students and educators who have aspirations believe in themselves, are meaningfully engaged in their learning and the life of the school, and work with intention toward their goals.

The Guiding Principles, in turn, are lived out through the **8 Conditions** that emphasize relationships, active and engaging teaching and learning, and a sense of responsibility over one's own aims and goals. The 8 Conditions are: *Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action*. The 8 Conditions make a difference because they help schools put into practice the 3 Principles that guide Aspirations work.



Developing Self-Worth: Belonging, Heroes, and Sense of Accomplishment

Self-Worth begins when we experience a sense of Belonging: We feel like we are part of the school community while being recognized and appreciated for our uniqueness. We also experience *Self-Worth* when someone in our lives believes in us. We need Heroes: people we can look up to, respect, and learn from. To develop *Self-Worth*, we also need a Sense of Accomplishment. We must be recognized as much for our effort, perseverance, and citizenship as we are for high grades and good test scores. As we build *Self-Worth*, we are more likely to persevere through difficult tasks and be inspired to take the steps needed to reach our goals.

Fostering Engagement in Learning: Fun & Excitement, Curiosity & Creativity, and Spirit of Adventure

Engagement means we are emotionally, intellectually, and behaviorally engaged in our learning and work. When we are emotionally engaged, we experience Fun & Excitement by becoming so involved that we lose track of time. At the end of a lesson or task, we wonder, “Where did that time go?” When we are intellectually engaged, we ask “Why?” or “Why not?” about the world around us. Curiosity & Creativity are alive in how we learn, fostering inquisitiveness and a desire for new discoveries. When we are behaviorally engaged, we have a Spirit of Adventure. We are not afraid to try new things, or to take on healthy challenges, whether we might succeed or fail. With *Engagement*, learning becomes important in and of itself.

Encouraging a Sense of Purpose: Leadership & Responsibility and Confidence to Take Action

Schools must challenge us to think about our *Purpose*—who we want to become as well as *what* we want to be. To reach this goal, we need to explore what it means to have, and create, a successful and rewarding life and to pursue our work with intention and commitment. *Purpose* is about being responsible, accountable, and confident. To develop *Purpose*, we need the opportunity to assume Leadership & Responsibility in our lives. We must learn to make decisions and understand the consequences of our choices. When we have *Purpose*, we have the Confidence to Take Action toward a meaningful, productive, and rewarding future. We believe in ourselves and are motivated to reach our dreams.

In summary, the Aspirations Framework—from the Aspirations Profile through the 3 Guiding Principles and into the 8 Conditions—is a way of scaffolding the various, and at times disparate, initiatives and programs that many schools have adopted. The fourth part of the Framework incorporates student and adult **voices** in deciding how to improve the status of the Conditions in a particular school. As an organizing set of common sense ideas, the Framework can help educators and students decide what practices, policies, norms, and customs support student and staff success and which hinder that effort. The Aspirations Framework represents a return to a core belief that every educator holds: There is nothing more important than motivating students and ourselves to achieve our dreams.



Aspirations Framework

Self-Worth



Engagement



Purpose



Reflections/Notes



Self-Worth

Self-Worth flourishes when students & staff know they are valued members of the school community, have people in their lives they can trust & learn from, believe they have the ability to achieve, & know their efforts & hard work are recognized & celebrated in a variety of ways - academically, personally, & socially.



How does each student in your school know they are seen and valued in your decisions and celebrations?



Belonging



Video made for Kidsmatter 2015 available on YouTube:
<https://www.youtube.com/watch?v=vFej6V7I6Aw&t=56s>

How can you develop a sense of Belonging in the classroom and beyond? What are some of the barriers to overcome so ALL members of the school community can experience a Sense of Belonging?





Key Points

- Create community *without losing the identity of any student.*
- Before students can feel like they belong there needs to be trust and respect.
- Belonging is about accepting, not judging.

Class Activity

The Odd Dot Out Lesson is designed to support students in developing empathy, sharing their feelings, and creating a shared experience and vocabulary around Belonging.





Odd Dot Out

(ABOUT 50 MINUTES)

Belonging:

Feeling like you are part of a group while knowing you are special for who you are.

Objective:

Students will be able to empathize with others who do not feel accepted or valued. In this activity, students will experience the relief of being part of a group or the loneliness associated with being excluded.

Materials:

Colored sticker dots (or any other kind of small, varied stickers).

Steps:

- Before the activity buy enough colored dot stickers for the size of your class to form several groups of four or five plus one unique color dot. For example, if you have twenty students you will need: five red dots, five green dots, five blue dots, four orange dots, and one yellow dot.
- Place dots on students' foreheads without allowing them to see the color. Tell them not to indicate what color another student is receiving. Make sure you put the lone sticker on a student who can handle being left out, but also a student who will express that it does not feel good to be left out.
- Inform students that they may not speak once the activity starts.
- Next, tell students they must get into groups based on the color sticker on their forehead without talking. Create a sense of urgency by telling students the activity should not be taking as long as it is and suggesting everyone should have a group. Instruct the students to huddle together once they have found their group.
- All students will eventually find their group after being rejected a few times. The student who has the sticker that does not match any group will likely not be accepted into any group and end up standing alone.
- Have students remain standing in their groups and begin a discussion on belonging, exclusion, and cliques using the following group discussion questions.



Personal Assessment:

Have students return to their seats and take out a piece of paper and number it from 1 to 8. Tell them to score themselves for each of the following statements using the following scale: 4 Always, 3 Most of the time, 2 Sometimes, 1 Rarely, 0 Never. Put the scale on the board if it would be helpful.

1. I am comfortable being myself at school.
2. I understand others' viewpoints and ideas.
3. I interact with all different types of students.
4. I don't rush to judge other students' actions.
5. I support peers who have trouble fitting in at school.
6. I share my ideas and opinions in class.
7. I make sure my teachers know me as an individual.
8. I do not bully other students at school.

Personal Reflection:

- How do you support peers who have trouble fitting in?
- Do cliques increase a students' sense of Belonging or decrease a sense of Belonging? Explain.
- How can we be more accepting and tolerant of differences? Give personal examples of how you accept differences.
- When have you been accepted for your uniqueness? Explain how it made you feel.
- Should students conform and lose their uniqueness to be part of a group?
- What makes you special and unique? How do you embrace it?

Group Discussion:

- Why did you form your group with others who had the same color dot?
- Could you have created heterogeneous groups? (Note that the instructions asked students to get into groups based on the color on their forehead, not based on like colors.)
- Why does it seem natural to group yourself with others who are like you?
- What benefits are there to being around people who are different from you?
- Ask the student who had the lone dot sticker to share his or her experience.
- Are students excluded at school? Give examples.
- How does it feel to be left out versus accepted? How did it feel when you were with your group?
- What is the difference between a clique and a friendship group? (Cliques are not permeable, hard to enter and leave. Friendship groups are open.)
- Explore ways to demonstrate acceptance in the classroom and at school.

Extended Learning:

Record the Odd Dot Out experience. Have students edit the video and create an iMovie about Belonging to share with their peers.



Share with colleagues and then commit to make at least three changes in your practice.



What Does It Look Like When Teachers Foster Belonging?

- Students want to hang around your classroom/school, even after the bell.
- Students accept and welcome divergent viewpoints.
- Students are valued for their individuality.
- Bullying is minimal.
- Classroom/school rules are created with students, not for them.
- Students are proud of their school.
- Students are involved in co-curricular activities.
- Students' work is displayed.
- Students feel safe and secure at school.

Best Classroom Practices Related to Belonging

- Use each student's name daily.
- Greet students as they enter the building and the classroom.
- Know the hopes and dreams of students and incorporate these into teaching.
- Create opportunities for students to work collaboratively.
- Understand the individual learning strengths of each student.
- Be available to listen to students' concerns and fears.
- Create an inclusive learning environment.
- Address and minimize bullying issues in class.
- Ensure that examples and stories are relevant to the students.
- Show concern when students are absent from class/school.
- Help students understand and appreciate diversity.

Administrator's Role in Promoting Belonging for Students

- Be visible in the hallways and greet students as they enter the building.
- Take the time to get to know the names of students and their interests.
- Teach a class to connect with students and share one of your skills or interests.
- Create opportunities for students to get to know one another across grade levels.
- Eat lunch with students.
- Develop an emotionally and physically safe school.
- Display student work throughout the school.
- Provide space on the school website for student opinions, ideas, and writings
- Work with students to develop school pride.
- Invite graduates of the school back to visit and share their experiences.
- Create a meaningful and inclusive student council.
- Talk with groups of students on a regular basis to gather their thoughts about school life.
- Develop a program to welcome and support new students.
- Ride the school bus to experience how students start their day.
- Allow students to create new clubs and organizations that represent their current interests.
- Celebrate and acknowledge a variety of activities, not just athletics.



Developing Strategies and Tactics

To enhance Belonging in your classroom, respond to the following prompts, then act.

1. To create a more welcoming classroom/school environment for students, I will . . .

2. To help know my students and my students know each other, I will . . .

3. To show students I respect their opinions and ideas, I will . . .

4. To encourage students to help one another, I will . . .

5. To create projects and opportunities that involve all students, I will . . .

6. To recognize and celebrate the diversity of all students, I will . . .

7. To show students their uniqueness is appreciated, I will . . .

8. To convey to students that I genuinely care about them, I will . . .



Heroes



Video copyright of Public Education Foundation:
<https://www.facebook.com/pefoz/videos/1399841563537814>

What do you see and hear in the video that helped these individuals to thrive? How do you intentionally connect with each individual student and help them discover their strengths and who they are?

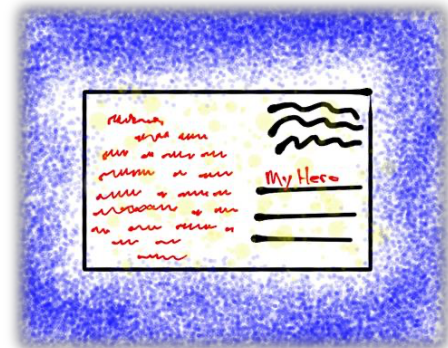




Key Points

- Be there when things go sideways... and when things are worth celebrating.
- Must be accessible.
- Relationships, relationships, relationships.
- It takes respect to get respect.
- You are a hero whether you know it or not.

CLASS ACTIVITY Attitude of Gratitude



The Attitude of Gratitude lesson is designed to give students an opportunity to express thanks to members of the school community that have been a Hero to them in some way. This activity can start a wave of appreciation and serve as a catalytic moment in growing a positive school culture.





Attitude of Gratitude

(20-30 MINUTES)

Heroes:

Having people who believe in you and are there for you when you need them. Often when students think of Heroes, they talk about famous athletes or celebrities. However, there are everyday people who make a difference in our lives by talking to us and listening to us.

Objective:

Students will be able to recognize the everyday Heroes in their lives. Students will be able to produce clear and coherent writing to thank a Hero.

Materials:

Thank-you cards or computers with access to www.punchbowl.com/ecards/thankyou.

Steps:

- Ask students to think of a teacher, coach, neighbor or staff member who really believes in them.
- Allow students to share stories or anecdotes.
- Next, instruct students to write a thank-you note or card of appreciation to a person who made a difference in their life. Students can create a handwritten card or a free, digital card using punchbowl.com.
- For the digital card, have students Google punch bowl free thank you notes and select a template. Students will edit and design the front, inside, and the envelope and postage to send to their Hero.
- Students should give specific reasons and identify the characteristics of the person that makes them their Hero.
- Once the cards are complete, encourage students to send the card. group and end up standing alone.



Personal Reflection:

- Who is your most important everyday Hero right now? Explain.
- Who do you think you are a Hero to and why?

Group Reflection:

Besides writing thank-you cards, what else could we do to show our gratitude to people who are everyday Heroes to us? Make a list on the board of creative ways to say thank you. Next, brainstorm ways to build relationships and get to know other staff members or adults in your life.

- Interview your principal.
- Invite a teacher to eat lunch with you and your friends.
- Pick out one adult at school you would like to get to know better and talk to them once a week during your free time.
- Take the time to get to know the school custodians, lunch workers, secretaries, and other support staff.

Extended Learning:

Share your gratitude 2.0!

- Create an iMovie trailer using superhero format to recognize a role model. Focus on the characteristics you admire about this role model.
- Nominate your Hero at the Foundation for a Better Life site at www.passiton.com.
- Using an app such as Red Stamp, create and send a personalized thank-you note to your everyday Hero.
- Tweet about your Hero!
- Create an Instagram post about your Hero. Select a picture of you and your Hero, a quote that reminds you of your Hero, or even a selfie of your Hero. Explain why this person makes a difference to you!
- Create a YouTube video about your Hero!
- If your teacher has a website or a class blog, ask if you can post your writing there! Blogger is an easy blog tool.





Attitude of Gratitude



Attitude of Gratitude



Share with colleagues and then commit to make at least three changes in your practice.



What Does It Look Like When Teachers Foster Heroes?

- Teachers talk in a positive manner about students.
- Teachers hold high expectations for all students.
- Students respect teachers and their classmates.
- Students feel listened to and acknowledged for their unique skills and talents.
- Students trust their teachers.
- Students appreciate each other's differences.
- Teachers value students' ideas and opinions.
- Teachers let students know they care about them as individuals.
- Students work collaboratively and support each other.

Classroom Practices Related to Heroes

- Give daily words of encouragement.
- Recognize Heroes in the school community.
- Listen to students.
- Take the role as a Hero seriously.
- Help develop mentoring programs for students at school.
- Show students respect; let them know you value them as individuals.
- Attend after-school events that your students are involved in.
- Take the time to ask students how they are doing.
- Be fair and consistent with all students.
- Talk with students about their hopes and dreams.
- Teach students to work collaboratively.

Administrator's Role in Promoting Heroes for Students

- Support mentoring programs in your school.
- Smile and interact with students in the hallways.
- Play and hang out with students at recess and lunch.
- Attend after-school events and activities that students are involved in.
- Include students on schoolwide committees.
- Take the time to visit classrooms and teach a lesson.
- Make positive calls to parents.
- Send notes of encouragement to students.
- Remember what it was like to be a student.
- Give each student a fresh start each year/semester/week/day.
- Provide a variety of school activities and clubs that appeal to the unique interests of students.
- Share information about your Heroes with students.
- Invite former graduates to your school to share their successes.
- Show students respect in a manner that is meaningful to them.
- Invite members of the local community into the school regularly to share how they have had a positive impact on the community.



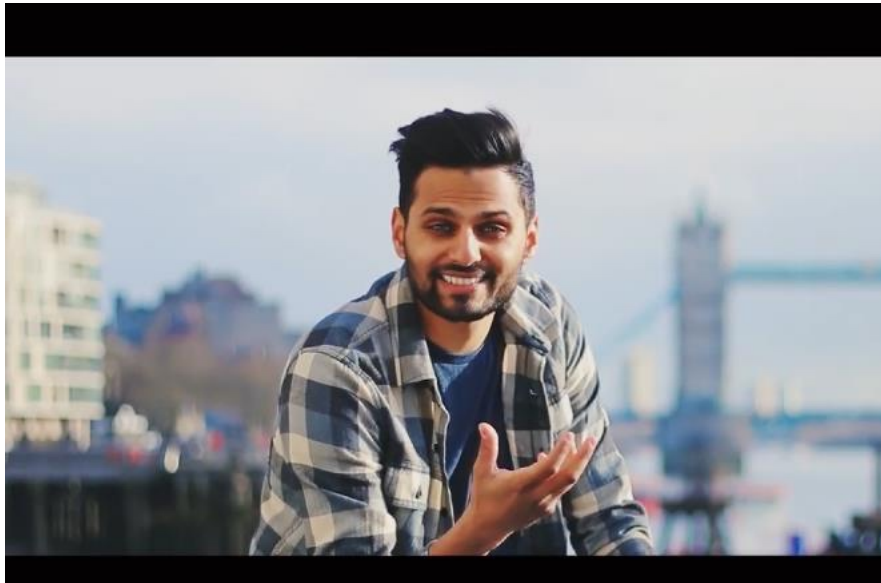
Developing Strategies and Tactics

To enhance Heroes in your classroom, respond to the following prompts, then act.

1. To show students I care about their success, I will . . .
2. To better serve as a role model for students, I will . . .
3. To show students I care about their problems and feelings, I will . . .
4. To encourage students to be Heroes to each other, I will . . .
5. To celebrate my colleagues as Heroes to students at our school, I will . . .
6. To support students' hopes, dreams, and aspirations schoolwide, I will . . .
7. To help students recognize the everyday Heroes in their families, I will . . .
8. To help students recognize the everyday Heroes in their communities, I will . . .



Sense of Accomplishment



Video available from Jay Shetty
https://www.youtube.com/watch?v=6_93xq8gea8

What is your schools' definition of success?





Key Points

- Move beyond academic success... effort, perseverance and citizenship matter
- Value and recognize the Learning process, not just the final product.
- Students need to establish, recognize and accept their own achievements.
- What types of student accomplishments does your school celebrate?



Make a list of what your school celebrates and assign percentages totaling 100%. What do you want to continue celebrating? What do you want to add or change?



Examples of Developing a Sense of Accomplishment Through Effort & Progress

Microsoft Word document showing a table of learning goals and evidence.

Date	Goal	Evidence 1	Evidence 2	Evidence 3	Teacher Comment
16.2	To understand the place value system				Fantastic use of the place value system. It is great to see you actively pursuing your goals and if you do not understand to ask. Love how you are being a Driver in your learning!
22.3	Use chunking for addition and subtraction				Love it! Remember you can use this strategy when you are stuck. It is an effective mental strategy as you can picture it in your head also.



Bee Curious

I am eager to learn and take an active interest exploring new things

Emergent	Beginning	Developing	Applying	Part of me
I am not curious. I know that curiosity can help me in my learning but I don't know how to be curious. I can be curious in an area of my learning with support.	I start to use "I wonder" statements in my learning when prompted. Ask questions when unsure of what is occurring around me.	I use "I wonder" statements in my learning at times. I am starting to discuss and find answers to questions as an individual, in class or in groups. I use questioning in areas of interest.	I discuss and find answers to "I wonder" statements to enhance learning. I analyse, synthesise and evaluate to answer "I wonder" questions.	I understand that curiosity helps me with my learning. I use it consistently across a range of situations I actively question my own learning and the world around me to discover new things.



Examples courtesy of Picnic Point and Lane Cove West Public Schools, NSW and Clarkson School



SENSE OF ACCOMPLISHMENT: TAKING ACTION

Share with colleagues and then commit to make at least three changes in your practice.



What Does It Look Like When Teachers Foster a Sense of Accomplishment?

- Students set and achieve meaningful goals.
- Students' learning and growth is assessed in many ways.
- Students persevere during challenging tasks.
- Teachers and students value the learning process, not just the end product.
- Teachers give students personalized feedback beyond letter grades.
- Students revise work and strive to improve themselves.
- The school celebrates all forms of accomplishment on a regular basis.

Classroom Practices Related to Sense of Accomplishment

- Celebrate all forms of accomplishment on a regular basis.
- Help students develop meaningful and obtainable goals.
- Talk with students about your personal and professional goals.
- Recognize effort and hard work at all levels.
- Involve your students in citizenship projects.
- Model perseverance for your students.
- Allow students the opportunity to revise and improve their work.
- Help students be reflective about their accomplishments and struggles.
- Create assignments where the process is valued over the end product.
- Allow students the opportunity to self-evaluate their work.

Administrator's Role in Promoting Sense of Accomplishment for Students

- Publicly recognize all forms of student accomplishment and achievement.
- Ensure report cards reflect more than letter grades.
- Involve students in parent-teacher conferences.
- Allow students to self-assess and reflect on their work.
- Let students know the building goals and how the school is working toward achieving these goals.
- Ensure that all students have the opportunity to be involved in a variety of activities, such as science fairs, math competitions, art showcases.
- Require students to be involved in citizenship projects or service learning.
- Celebrate small successes in the learning process with students.
- Share your struggles and examples of how you persevered to you reach your career goals.
- Develop opportunities for all students to display their work and skills.
- Challenge students to be the best they can be.
- Create opportunities for students who try out but do not make the sports team, play performance, for example. Students should be acknowledged for their effort and encouraged to try again.



Developing Strategies and Tactic

To enhance Sense of Accomplishment in your classroom, respond to the following prompts, then act.

1. To encourage students to keep trying when they face challenges, I will . . .
2. To show students I appreciate their efforts, I will . . .
3. To ensure I know the learning styles and needs of my students, I will . . .
4. To learn about students' successes outside of school, I will . . .
5. To recognize all forms of accomplishment, I will . . .
6. To promote and support citizenship, I will . . .
7. To encourage students to self-evaluate and revise their work, I will . . .
8. To help students become more involved in their own learning, I will . . .



Visit the active links below to learn about a variety of Self-Worth strategies.

BELONGING

1. Make Connections With Students' Lives and Perspectives Beyond School
[Culturally Responsive Instruction](#)
2. Start Class With a Quick Personal Check-In With as Many Students as Possible
[Let Students Know You Care](#) • [Pronounce Names Correctly](#)
3. Help Students Improve Their Communication Skills (Interpersonal Skills)
[Relationship Skills](#)
4. Use Students' Names and Shake Hands as They Enter the Classroom
[Welcome Students](#) • [Handshakes](#) • [My Name, My Identity](#)
5. Display Student Work
[Displaying Student Work](#)

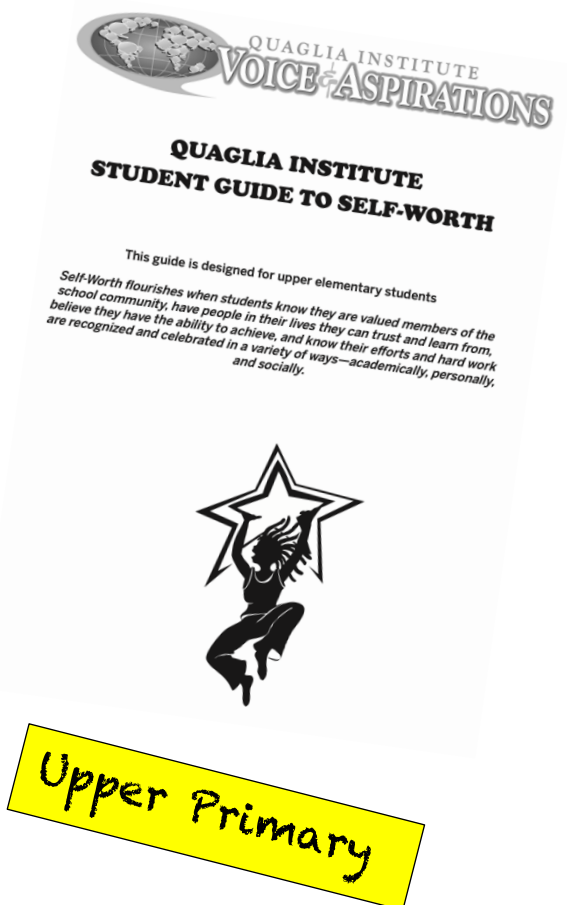
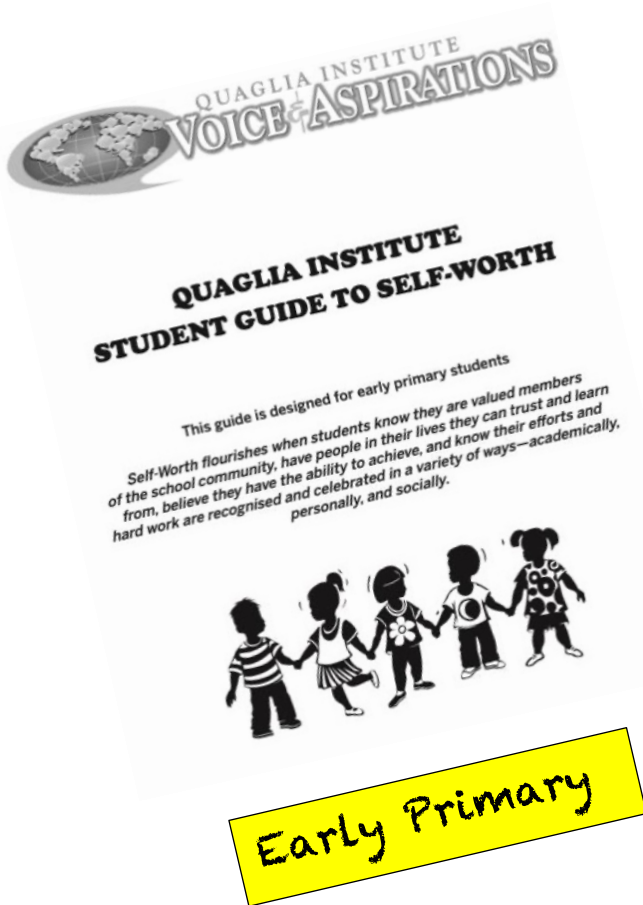
HEROES

1. Create Lessons That Require Teamwork
[Team Building Activities](#)
2. Refer to Examples, Leaders, and Stories Relevant to the Students in Your Classes
[Culturally-Responsive Teaching Strategies and Examples](#)
3. Support all Students in Speaking and Listening to Each Other
[12 Ways to Get Students Speaking and Listening](#)
4. To Engage all Learners use Visual, Tactile and Auditory Strategies
[Accommodating Different Learning Styles](#)
5. Ask Questions That Allow Students to Share Opinions and Experiences (not just right and wrong answers)
[Classroom Discourse](#)

SENSE OF ACCOMPLISHMENT

1. Write Comments on Assignments - Not Just Letter Grades
[Providing Feedback With Written Comments](#) • [20 Ways to Provide Effective Feedback](#)
2. Provide Time for Student Self-Reflection
[The Value of Self-Reflection](#)
3. Use Language Supportive of Growth Mindset Over Fixed Mindset
[Growth Mindset Feedback](#) • [Growth Mindset Phrases](#)
4. Provide Choice in Homework Assignments
[Example of Homework Choice](#) • [Homework Agenda](#)
5. Provide Opportunities for Students to Summarize Learning
[Summarizing Strategies](#)

Student Resources to Support Explicit Teaching & Learning & Common Self-Worth Vocabulary



These resource guides have been designed for students to use as a vehicle to deepen their understanding of Self-Worth, and how it relates to their life and learning. These resources can be used flexibly and adapted to fit individual teaching styles, as well as the time available for these types of learning activities and student discussions.



Self-Worth: Using Voice to Enhance School and Classroom Culture

Fluency - After this session, participants should be able to articulate the following concepts to others:

- ✓ Belonging, Heroes, and Sense of Accomplishment as conditions of Self-Worth
- ✓ Connections between Self-Worth and Student Voice
- ✓ Actions to Cultivate Self-Worth for ALL Students

Check-in

All staff and students know the definition of Student Voice, and embrace the School Voice Process (Listen, Learn, Lead) as critical to amplifying Student Voice. If not, what is your plan to ensure this learning occurs?

Reflections

What one specific learning from today's session do you want to make sure all students and staff understand? Why?

Connections

How does Self-Worth connect to the Student Voice definition and process?

Discussions

How can you facilitate or replicate parts of our session learning with your colleagues?

Student Learning

In all classrooms, facilitate a discussion around Belonging. Consider using current events, books, and other social media as examples for discussion. The goal is for students to understand the importance of Belonging and their role in developing this condition at your school.

Actions Prior to Next Session

Work with staff and students to analyse current Self-Worth related practices, make connections between Self-Worth and Voice, and commit to actions that will continue to grow Self-Worth for ALL students.



QISVA > Resources > Showcasing Schools

Showcasing Schools

See how schools are making a difference with voice!

WHEN STUDENTS HAVE PURPOSE
THEY ARE
7x
more likely to be
motivated to learn.

Watch The Video

Student Voice in Los Angeles Unified School District - 8 minute video

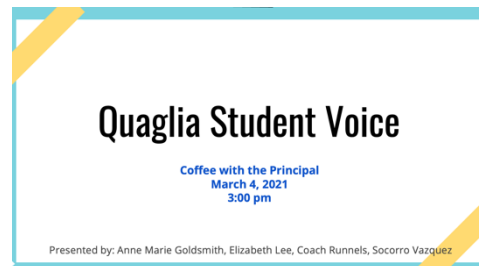
"Voice in our schools needs to become a way of being. It can't be a perceived program that I'm taking off the shelf. It's got to compliment, it's got to drive, it's got to allow us to reflect on every single thing we do. From the first bell to the last bell." ~ Dr. Russ Quaglia

Find it Fast

[School Voice Definition](#)

[The Power of Voice in Schools](#)

[COVID-19](#)



Henry T. Gage Middle School


This fall our focus was on helping students develop a sense of belonging and connection to our school, our staff, and their peers.

Students participated in a Start With Hello Presentation from Sandy Hook Promise. Through this violence prevention program, students were taught how to recognize when another student is alone, ways they can reach out and help lonely or socially isolated students, and different strategies to connect with other students to build a socially inclusive school community.

This schoolwide presentation kicked off a Spirit Week that included student volunteers greeting their peers at the morning entrance gates and a lunchtime activity that invited students to voice their ideas of ways we can show kindness in school and display them on a community banner.

We also had classes meet up outside in the morning, introduce themselves to each other, and participate in a getting-to-know-you activity which included our teachers.

A student club will be promoted to empower students in taking a proactive role in shaping school culture next semester.




Begin to think about what evidence you can showcase from your Student Voice implementation efforts.

Documenting Your School Voice Journey

- Record videos of students talking about Self-Worth (Belonging, Heroes and Sense of Accomplishment). Use as a baseline and record new videos each year to capture evidence of progress.
- Take photos of student work reflecting Voice & Aspirations.
- Include stories written by students in school newsletters and communications.
- With students co-create documents, posters, etc. that support a focus on enhancing the Self-Worth of ALL members of the school community.

You are invited to join an
Implementation Zoom
Wednesday April 6th 2022
3:30-4:15pm



SCAN ME

