



Student Voice Process

LISTEN

Listening to students builds trust and leads to a path of discovery. Listening is not a passive act; it is about much more than hearing someone. Engaged listening requires teachers to be genuinely interested in students' ideas and to care about what the students have to say. Listening requires patience and time.

LEARN

Learning with and from students creates new connections and understandings that build mutual respect. This process requires adults to believe that students have something to teach them. We are all learners and teachers. To learn from students, teachers must continually ask questions and consider students' perspectives and experiences. Learning is the true outcome of listening.

LEAD

Leading in partnership with students allows students and teachers to develop an authentic sense of shared responsibility. To lead with one's voice, students and teachers must accept responsibility for what is said and what needs to be done. Leading encompasses working together for the good of the whole and understanding that there is increased strength and effectiveness when everyone works together.

REFLECT

Reflecting involves adults and students holding themselves responsible for what they say and do. Reflecting is more than answering "How did it go?" or "Did we reach our goal?" Meaningful reflection requires everyone to think about their own roles, to analyze the effectiveness of the collaboration and to determine why things worked or did not work. Reflection is an ongoing process.

	BELIEFS	STUDENTS' ROLE	ACTIONS
L I S T E N	<ul style="list-style-type: none"> • Student input fosters meaningful learning • Diverse perspectives lead to more effective actions • Everyone deserves a platform to be heard • Voice is not restricted to verbal expression 	<p>Students need to be honest and realistic with their ideas. Students need to demonstrate respect for teachers through the use of their language, gestures, and questions. Respectful behavior helps establish a climate of trust.</p>	<ul style="list-style-type: none"> • Create time to listen • Be transparent with your intentions • Demonstrate patience • Ask meaningful questions • Seek to understand • Talk less, listen more • Be open to new ways of thinking
L E A R N	<ul style="list-style-type: none"> • Adults can learn from students • All students deserve respect • All students have something to teach us • Perspective is personal • Knowing different perspectives enhances everyone's understanding 	<p>Learning requires an honest, open exchange of ideas and an open mind. Students must be willing to understand others' perspectives. They need to recognize that the goal is not for their ideas to "win" or to get their way; the goal is to collaboratively develop <i>our</i> way.</p>	<ul style="list-style-type: none"> • Share what you learn with others • Seek clarity • Model respect • Never stop listening • Learn without judgment • Trust those you listen to • Welcome diversity
L E A D	<ul style="list-style-type: none"> • Adults and students should be responsible for what they say and do • Leading is not about power; it's about collaboration • Students will make mistakes; a teacher's role is to guide and teach, not to fix 	<p>Leading with adults requires students to be ready and willing to act on their ideas. Students must recognize that collaboration is key; they should involve their peers in the entire voice process and recognize that adults bring valuable experience and skills to the table.</p>	<ul style="list-style-type: none"> • Do something! • Reflect on and revisit your decisions and actions • Plan together; include more students in the process • Allow for mistakes and missteps • Provide guidance and support • Continually listen and learn in the effort to lead with students

REFLECT

1. How am I listening to *all* students?
2. What skills do my students need to fully participate in the voice process?
3. How do I make sure students know I listen to their ideas?
4. How do I include students in the decision-making process?
5. How do I help students listen to and learn from each other?
6. What am I learning about myself in this process?
7. Where should students have more voice?
8. How do I help students distinguish noise vs. voice?
9. How do I help students take responsibility for their actions?
10. How can I involve more teachers in the voice process?

Reflect on the beliefs your school has for each component of the School Voice Process: Listen, Learn, and Lead. (These beliefs can be unique or from the list on page 2.) Record those beliefs in the chart below, along with the students' roles for supporting each belief and what actions will be taken to realize those beliefs.

STUDENT VOICE			
	BELIEFS	STUDENTS' ROLE	ACTIONS
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