Listen Up!
How Student Voice encourages Pedagogical change in Innovative Learning Environments.

A partnership with Lismore Diocesan Schools & Southern Cross University.
Intentions:
- Share our Context
- Share our System Learning regarding ILE’s and how Teacher’s were working in these spaces.
- Action Research Project - 4 schools

Spiral of Inquiry.
- Why Student Agency (Voice) is so important?
- How did we encourage, collect and act upon student voice?
- What Pedagogical Shifts have actually occurred?

Where to next?
Process:

4 Action Research Schools (Primary). Opt In.
Spiral of Inquiry (Timperley, Kaser and Halbert)

The Questions:

School 1: How do we as teachers, ensure our Pedagogy encourages students to be active in their own learning in an ILE?

School 2: What does effective teacher practice for whole group instruction in writing look like in an Innovative Learning Environment?

School 3: How might we improve our feedback practices in order to generate quality outcomes for students in an Innovative Learning Environment?

School 4: How might we engage student voices in innovative ways in order to receive purposeful feedback that will enhance student agency and engagement?
Student Agency:

Students having:
Voice (heard, recognised and acted upon).
Choice
Influence and
Working Together

How did we collect Student Voice?
Survey
Focus Groups
Interviews
Video
Exit Slips
What do you like about working in a small group with the teacher? *

- You get to read your work and stories to others.
- It is easier to concentrate on learning new things.
- The teacher helps me improve my writing.
- I learn new things.
- Other...

64 responses

- You get to read your work and stories to others: 24 (37.5%)
- The teacher helps me improve my writing: 31 (48.4%)
- I like all of them: 1 (1.6%)
- I don't have a problem with this: 1 (1.6%)
- They help me understand things: 1 (1.6%)
- Nothing: 1 (1.6%)
- I don't: 1 (1.6%)
- None: 1 (1.6%)
- It improves my reading: 1 (1.6%)
What were our student’s saying about their learning in an ILE?

4 schools - What did our students want?

Central themes:
● Enjoy collaborative learning
● Spaces for learning that suits their learning style
● Enjoy working and learning with a variety of teachers
● Want to develop our Success Criteria’s together

What did they want changed?
● Passive learners - more engaged in curriculum design
● Don’t interrupt our thinking. (Flip Sticks)
● Noise could sometimes distract them - we need to work on what it means to be an engaged learner.
What were Teachers saying about their Pedagogy in an ILE?

- Getting to know how to work with another teacher closely (relationships).
- Co-teaching and different models of co-teaching
- Collaborative planning (including teaching & assessment)
- New ways of using ICT for sharing / collaboration – apps (e.g. see saw, kahoots) social media
- Increased focus on formative assessment
- Less teacher talk & instruction – more Problem/Project-Based Learning and Inquiry
- More consideration about use of space
- New approaches for group work – personalised learning, facilitating shared learning
- Increased need for flexibility and ‘on the spot’ adaptations
- Similar to what is reported in the literature about requirements for innovative pedagogy. E.g. OECD’s ILE report (chapter 3), Leading Innovative Learning in New Zealand Schools (Education Review Office)

Anne Bellert - 2018.
What Pedagogical Shifts Occurred Due to Student Voice?

- Previously teachers were making changes based on perception - now it is perception, student data and Student Agency. Triangulate.
- Student Feedback - the how.
- Students as Co-designers of Curriculum (PBL Units of learning)
- Students Co-constructing the Success Criteria.
- Small focus groups Vs Large whole class teaching
- Minimal Whole Class Instruction
Where to Next?

Learning from Grades/Stages about best Pedagogical Practice in and ILE - shared with the rest of the School Community and System.

Whole School Beliefs & Practices around Pedagogy in an ILE.

Next round of AR schools in ILE to encompasses broader approaches such as Secondary PBL and Play Based Learning.