

DEFINITION

The teacher shares power with students recognising it as a fundamental condition for learning.

Essential ideas:

shared power	relationships and dialogue	shared ownership
partnership	valuing diversity	shared decision making

Fielding, Michael, Ruddock Jean; 2002 *The Transformative Potential of Student Voice: Confronting the Power Issues (Universities of Sussex and Cambridge: Student Consultation, Community and Democratic Tradition symposium, UK*

- Who gets heard?
- Trust and openness in the dialogue.
- The dilemmas of representing and interpreting the views of others.
- Creating new hierarchies.

Fielding, Michael; 2008; *Beyond Student Voice to Democratic Community* (Institute of Education, University of London, UK, presented at the conference New Developments in Student Voice: Shaping schools for the future.)

1. Involving those whose voices are seldom heard
2. Students as agents of adult professional learning
3. remaking public spaces in schools where adults + young people can have open dialogue

Look at the big idea and inquire. What are the questions?

- Why is it important to share power?
- When do my students get to be the teacher in the learning?
- What parts of my pedagogy promote multiple perspectives?
- When do the students take more risks?

ANALOGY, ESSENCE



Developing democratic relationships is like an orchestra because:

- Privileging different voices/instruments at different times
- Bringing out varying perspectives: diversity
- Giving opportunity for leadership and the ability to demonstrate strength
- Members are encouraged to act as leaders, teachers and learners
- Individual strengths are valued equally
- Members need to listen attentively to others
- Teamwork is structured and part of a bigger picture/goal
- The conductor listens carefully and pulls all perspectives together
- Many voices are involved in achieving a shared vision

Developing democratic relationships is not like an orchestra because :

- The conductor always leads the group as a whole and decides which voices will be more privileged over others at different times
- The same members lead their instrument sections
- The conductor sets the tempo (speed) and all must follow
- Members don't ask for help when they need it
- Individuals don't make suggestions for other ways of playing
- Feedback is not invited or encouraged by individual members

2.1

EXAMPLES, FACTS, PROCEDURES



Hart, R The "Ladder of Children's Participation"
 Children's Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care for UNICEF in 1997

Townshend, J, Moos, L, Skov, P .2003 *Denmark: Building on a Tradition of Democracy and Dialogue in Schools* (OECD CERl What Works in Education, Danish university of Education)

- Influencing changes in school and classroom levels
- Case studies and examples of formative assessment (including student profile based on theory of learning, log book processes, core groups for reflection, student-parent-school conversations)

Preskill, S, Vermilya, L, Otero, G *Skills for Democracy – Promoting Dialogue in Schools*

Deliberation, Appreciation, Hope, Autonomy
 Conditions for dialogue
 Examples of explicit dialogue activities.

TfEL SIGNS document

VALUE, PERSONAL MEANING

Deb's story of Middle School change

- Began with an inquiry that came from the Middle School PLC.
- How could we begin to know the whole student more deeply, starting with the heart?
- Michael Fullan – starting with Engagement Survey (permission to add/change etc.)
- Small body of Middle Years students coopted to work with the development of.
- Survey used with each middle years class, then year 4/5s
- Sections were chunked
- Classes took responsibility for collation, graphic representation of results, analysing the data and summarising the highlights.
- Executive body of teachers and students met again armed with the results from classes.
- MS Forum - triads discussed premises and questions related issues that our students faced (e.g. bullying, things they were proud of, learning that supported them achieve their goals)
- Class representatives shared the survey highlights (e.g. year 6 boys / year 7 girls/ / year 5s in the Middle School, those in 4/5 classes.)
- Results were displayed on the wall of the gym.
- Age and gender cohorts were led by teachers and leaders.
- Small groups then set about constructing the way their learning day should be set up.
- Significant changes were made from these suggestions, which took into account adolescent learning needs.

Right from the beginning, kids articulated that they felt *empowered*, felt they could make an *impact on their learning* and that teachers were prepared to listen and be open to suggestions and feedback. It was in everything they said and didn't say.