



Will it help?

Why?

How?

# Pupil Voice

More paperwork?

Does their opinion matter?

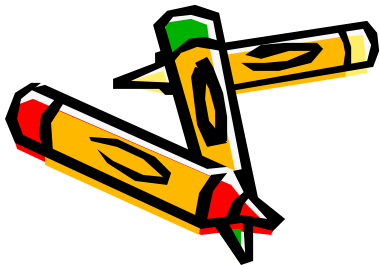
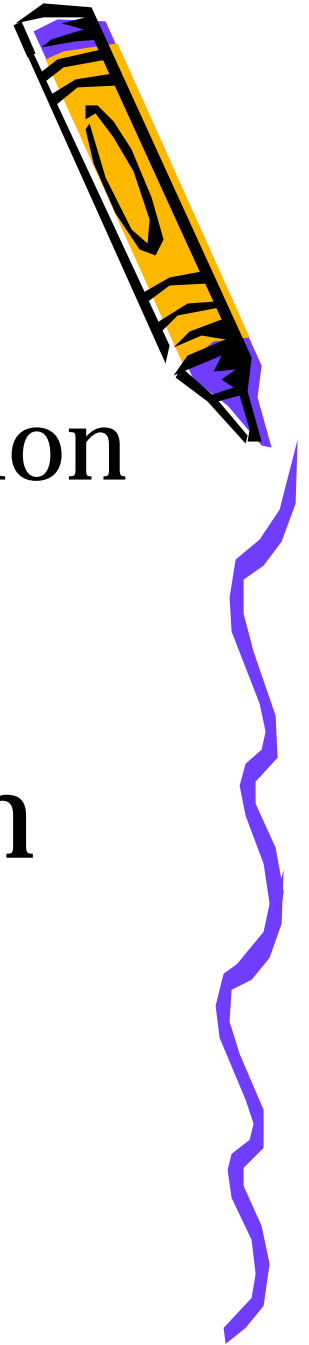
Is it useful?



May 2006

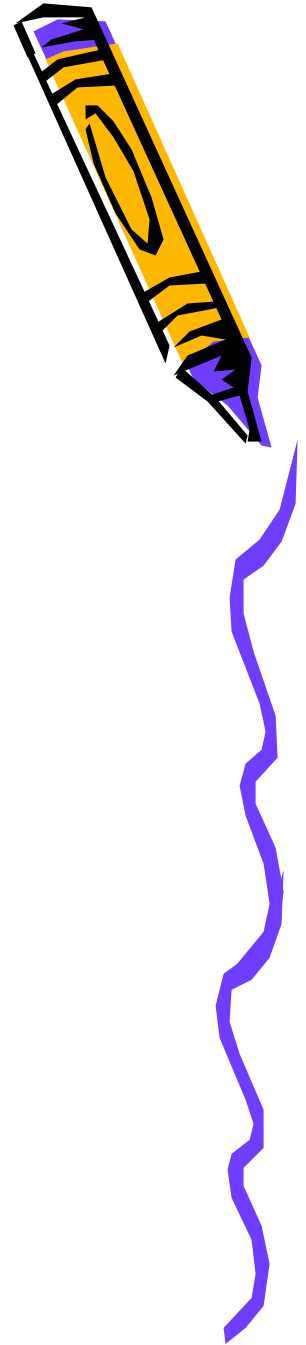
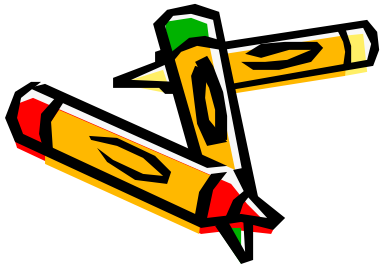
# The Blair Government Education, Education, Education

- Pace of initiatives
- Elements of consultation
- Quality v Quantity



# Current Initiatives

- Extended schools
- Every Child Matters
- Changes to Inspection  
School Self Evaluation
- Personalised learning



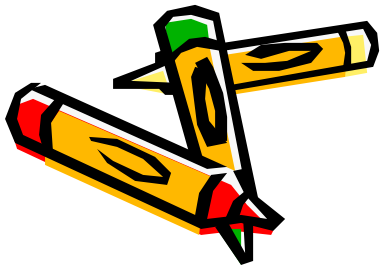
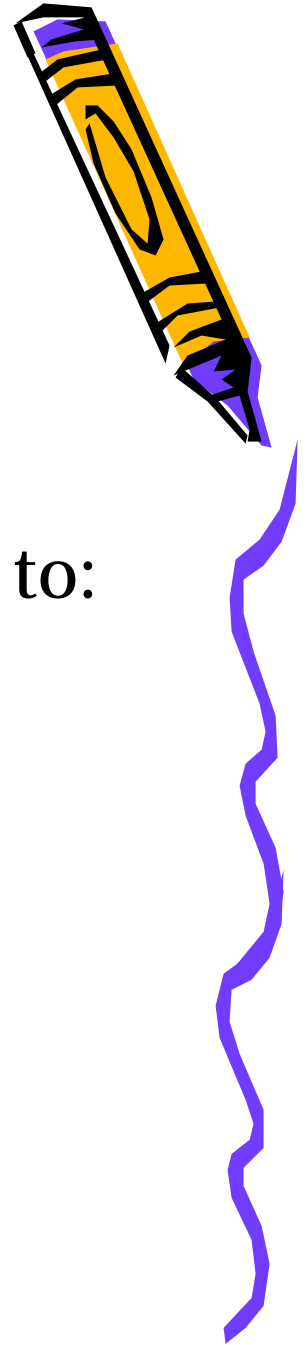
# Every Child Matters

- Green Paper 2003:

“New approach to the well being of young people from birth to 19.”

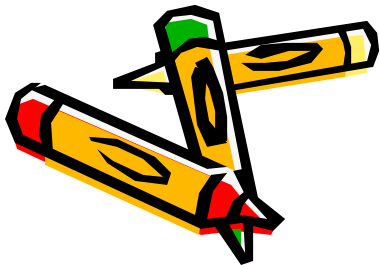
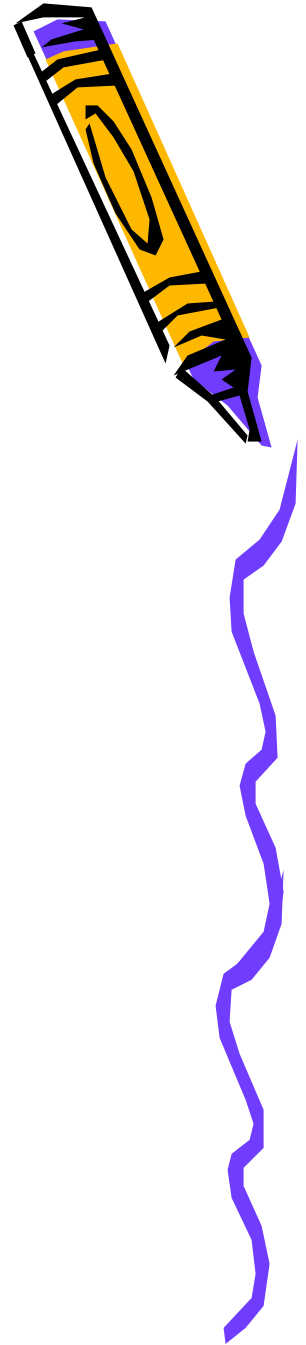
Every child to have the support they need to:

- Be Healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being.



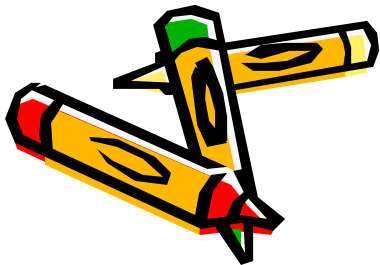
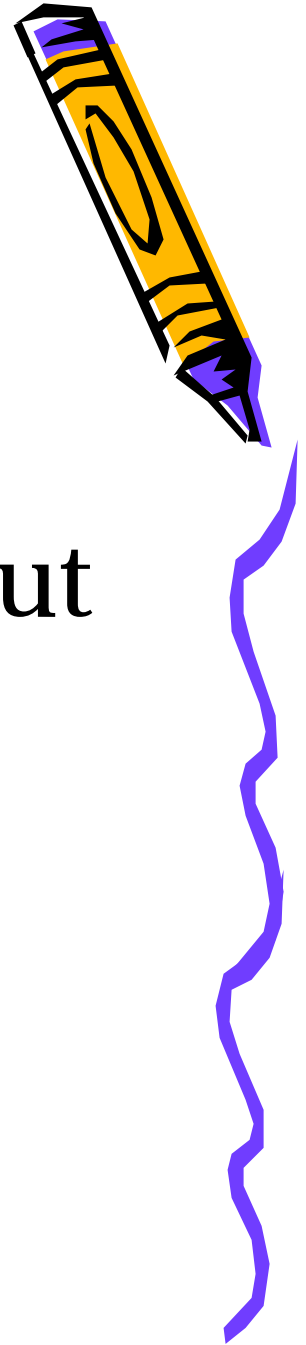
# Organisations needing to respond

- Hospitals
- Schools
- Police
- Voluntary groups
- Sharing information
- Working together.



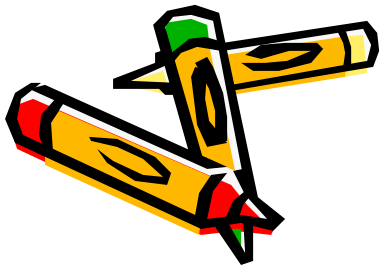
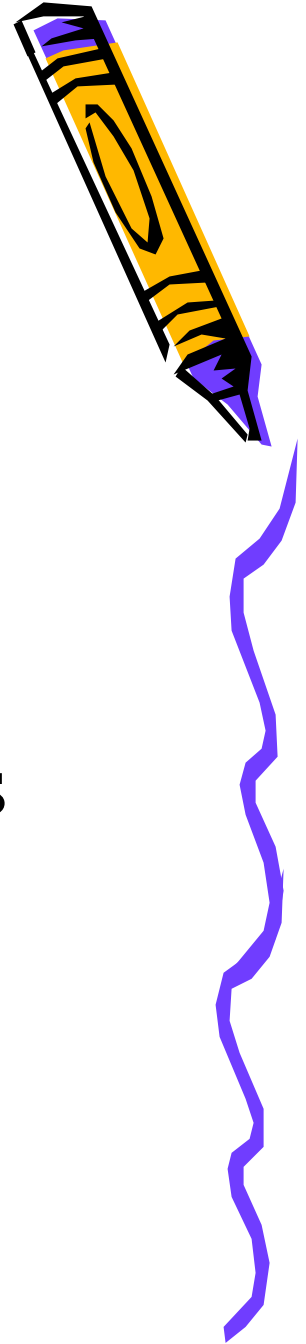
# The Children's Act explicit to this demand

- “Children and young people will have far more to say about issues that affect them as individuals and collectively.”



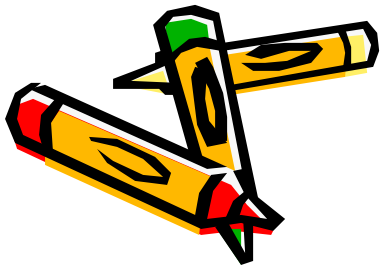
# Organisations to concentrate on:

- What works best for young people.
- Acting on outcomes.
- Young to be involved in process verified in inspection and inspectors listening to children.



# Children's Commissioner

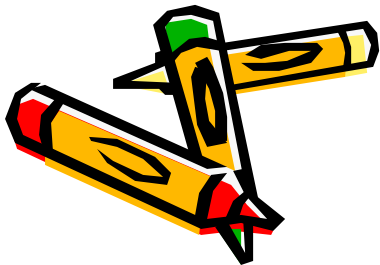
- March 2005
- Voice on government and public life.
- Regard to gathering views.





# Personalised Learning

- David Miliband- May 2004
- Politics of government
- “Make universal the life chances of the most fortunate.”



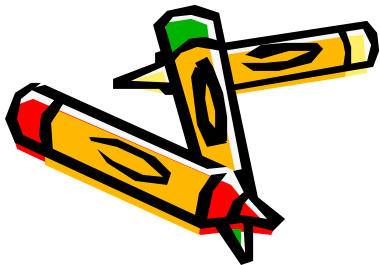
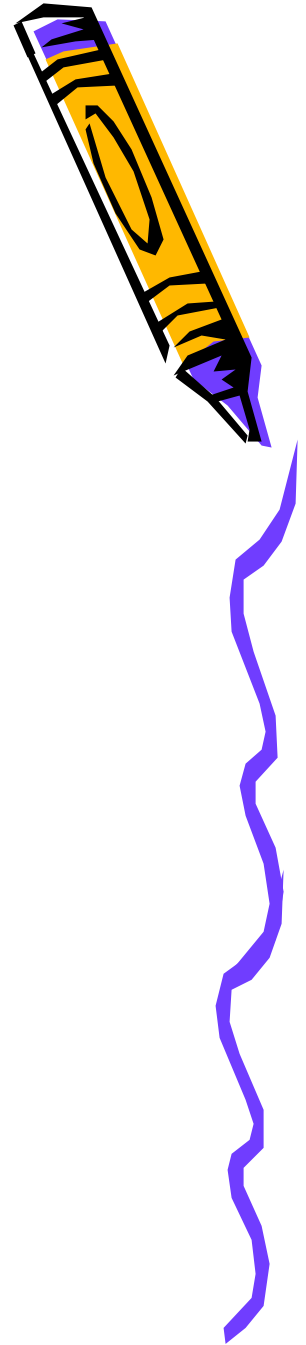
# For education this means:

- Quality teaching available to all.
- Shaped to individual needs.
- Challenges to overcome.

Equity and Excellence

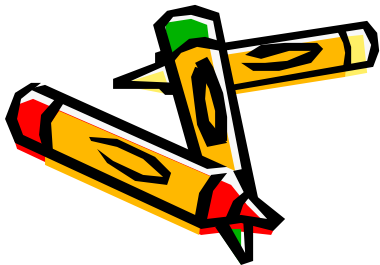
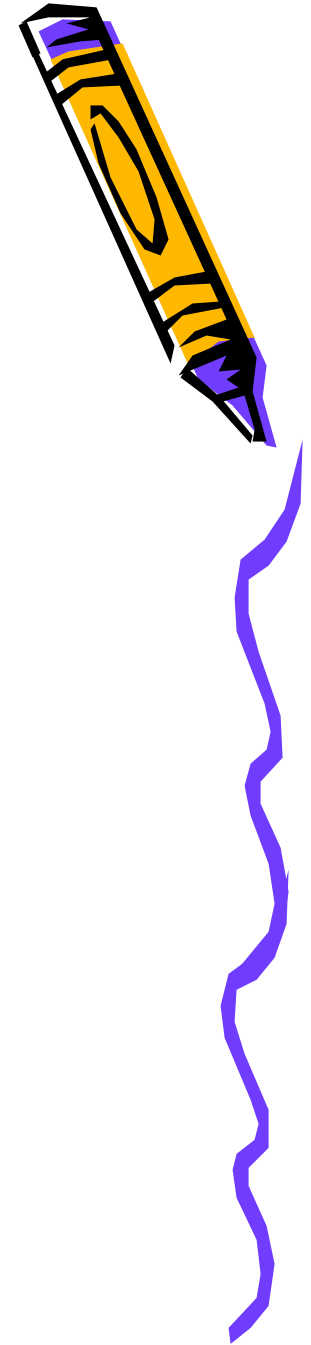
Flexibility and Accountability

Universality and Personalisation



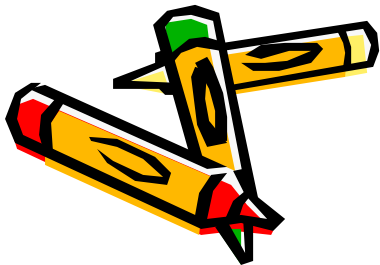
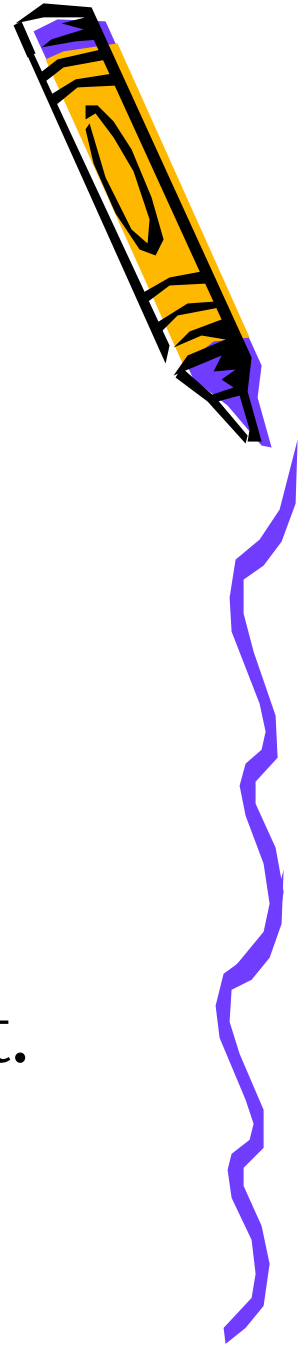
# Engaging and Empowering pupils and parents...

- Restricted to school choice.
- Progress reports at school pace.
- Needs to be effective on day to day basis.
- Embrace individual empowerment
- Leads to promise of personalised learning.



# Personalised Learning

- Building schooling around the individual.
- Needs
- Interests
- Aptitudes
- The way they learn- nurturing talent.

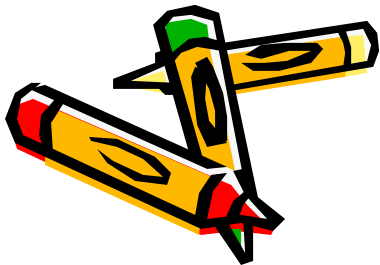
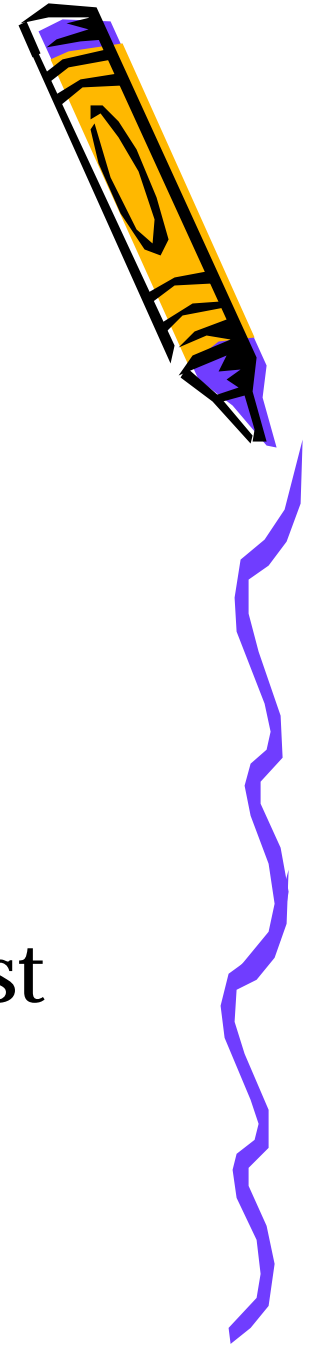


# Personalised Learning not about:

- Learning on own
- At own pace.

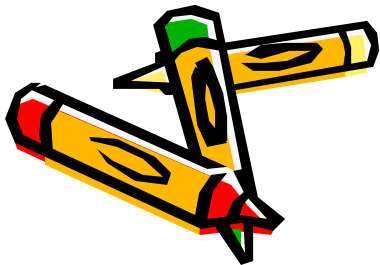
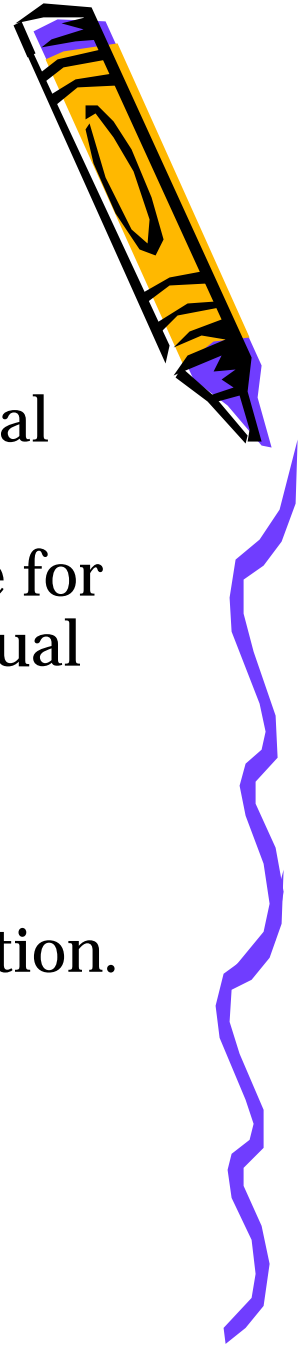
It is about:

- Focussing teaching on learning and aptitude and interests of the pupil.
- Tailoring education to ensure highest standards achieved.



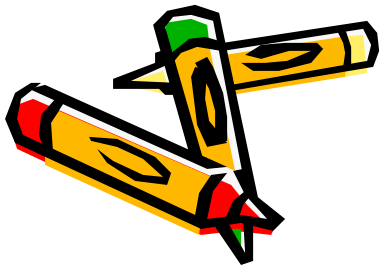
# 5 Key Elements:

- Knowing the strength and weakness of individual pupils.
- The need to develop competence and confidence for every learner through strategies built on individual need.
- Curriculum choice that engages and respects students.
- Radical approach and change to school organisation.
- Community, local initiatives and social services.



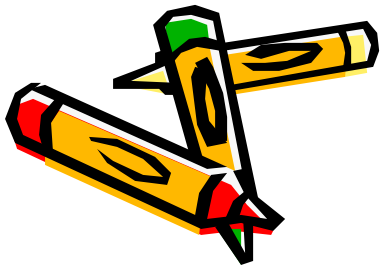
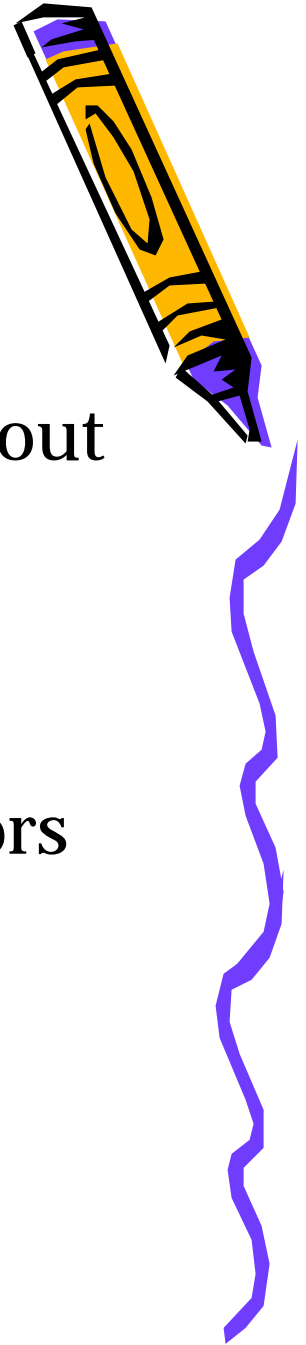
# Challenge to link choice with voice:

- For the pupil
- For the parent.
  
- We respond to exit and competitors.
- This makes them listen.
- Ability to make your voice heard is key, vital tool.



# Aneuim Bevin

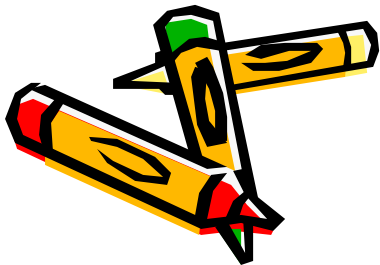
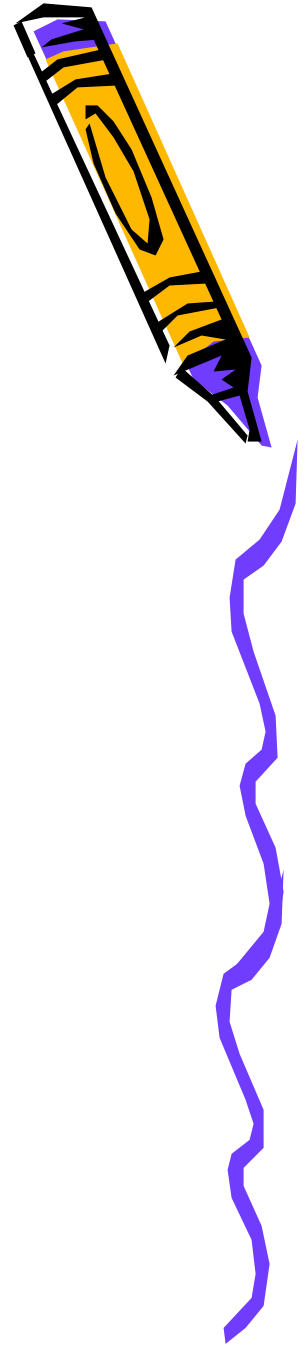
- “The freedom to choose is worthless without the power to choose.”
- Children should not be just education shoppers/learners. They should be creators of their own educational experience.
- Use their voice to create change.





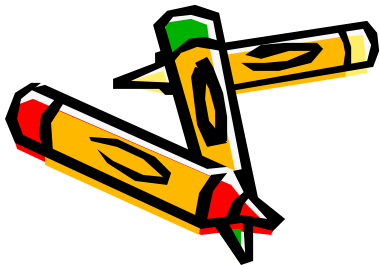
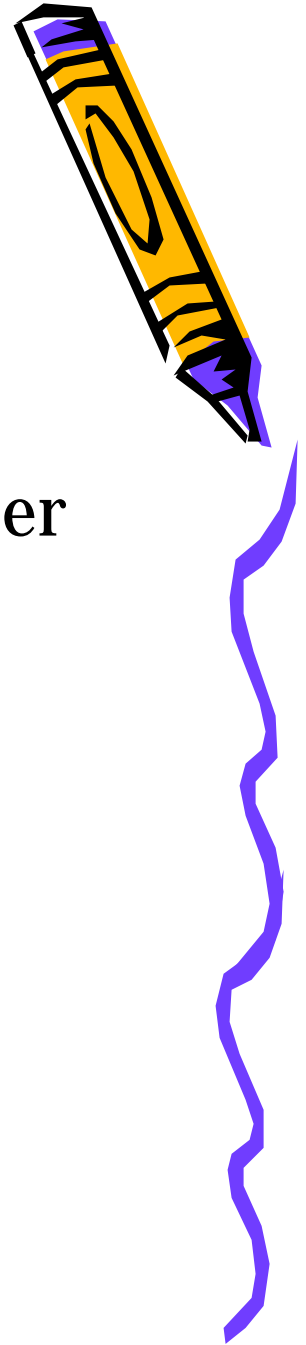
# School Self-Evaluation

- Standard form for all schools (SEF).
- Key elements of inspection process.
- Full knowledge of contents.



# Seven Components

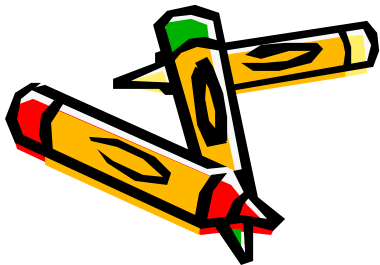
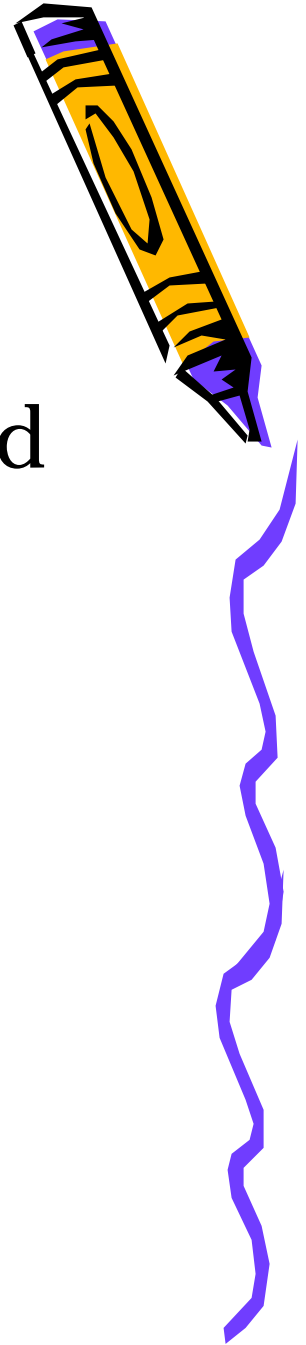
- Characteristics of your school.
- Views of learners, parents/carers and other stakeholders.
- Achievements and standards.
- Personal Development and well-being.
- The quality of provision.
- Leadership and management.
- Overall effectiveness and efficiency.



# Section 2

Views of learners, parents/carers and other stakeholders.

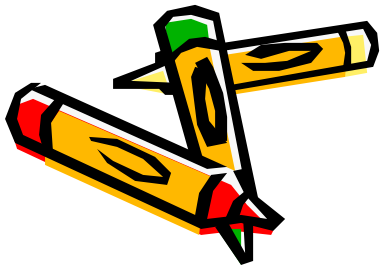
- 2a How/frequency
- 2b What do we learn
- 2c Sharing outcomes
- 2d Action taken



# 2 significant aspects

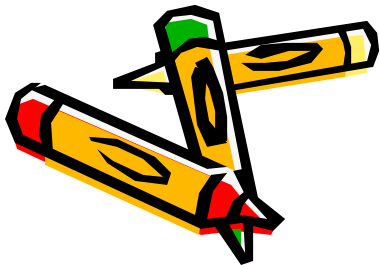
Firstly

- Most important element is learners themselves.
- Reflects the key outcomes of Every Child Matters.
- Learners have important voice
- School Council
- Higher order- real say.



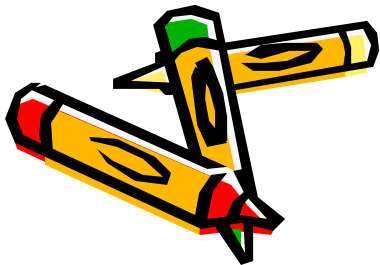
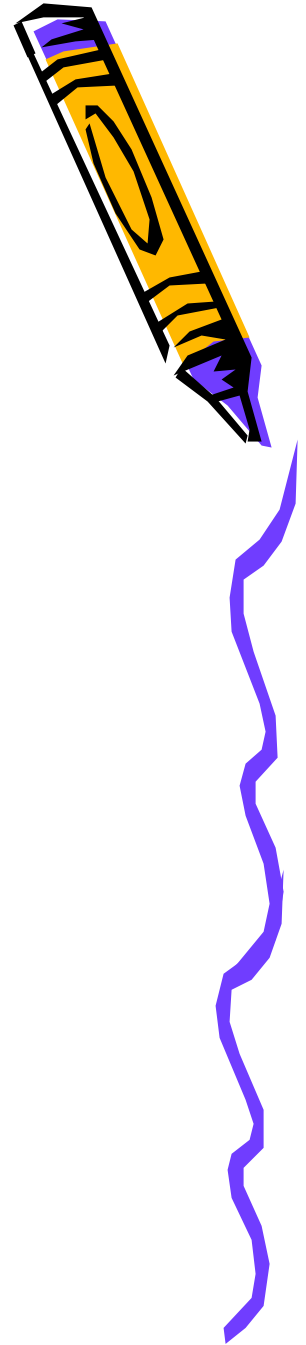
## Secondly

- What is being asked
- Not minor or mere routine eg uniform.
- Major- standards, provision of teaching, curriculum content.
- Careful handling is required.



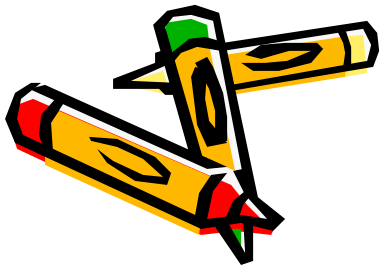
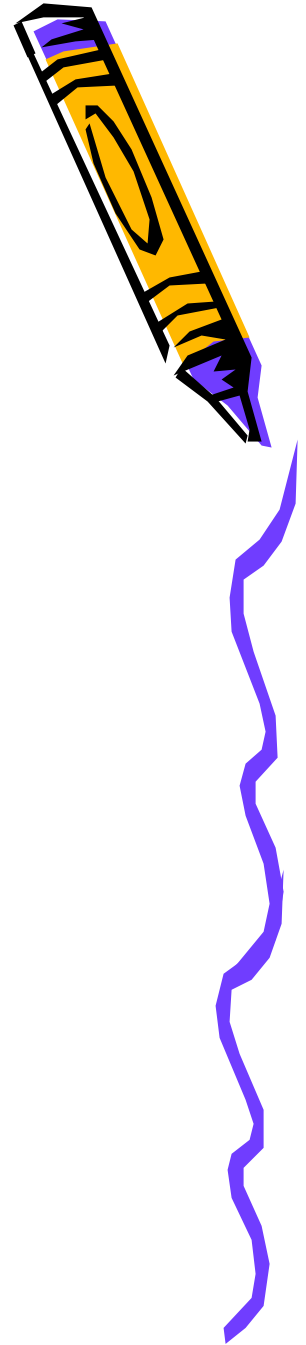
# Essential to into school priorities:

- Budget
- School Improvement Plan
- Long Term Strategies.



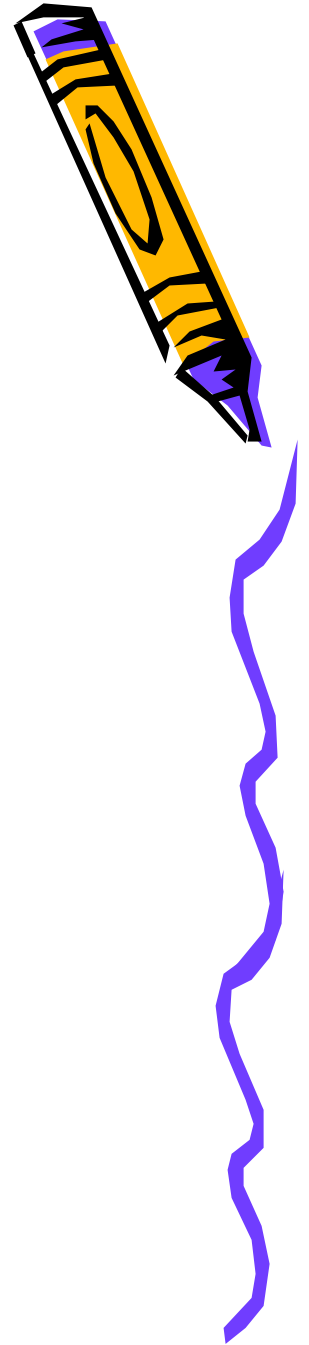
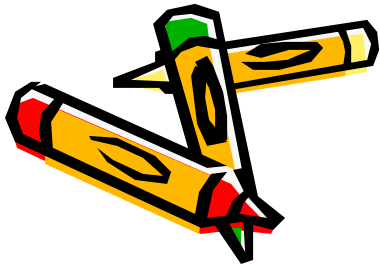
# Practical level:

- How do we build a culture of participation?
- What has been the experience?
- Are there any issues?



# Mechanisms

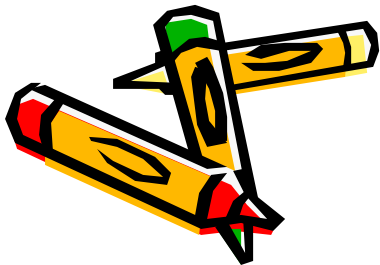
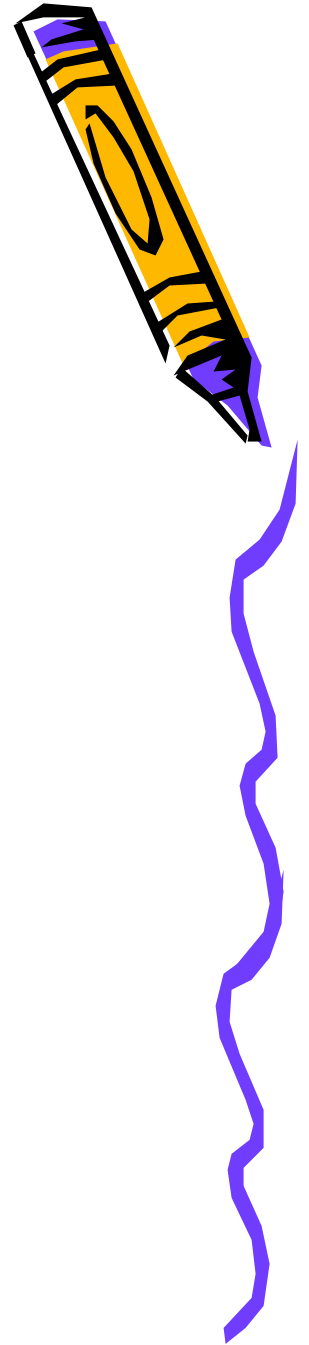
- School Council
- Interviews
- Questionnaires
- Suggestion Boxes
- Target Setting





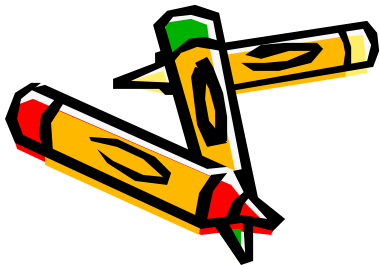
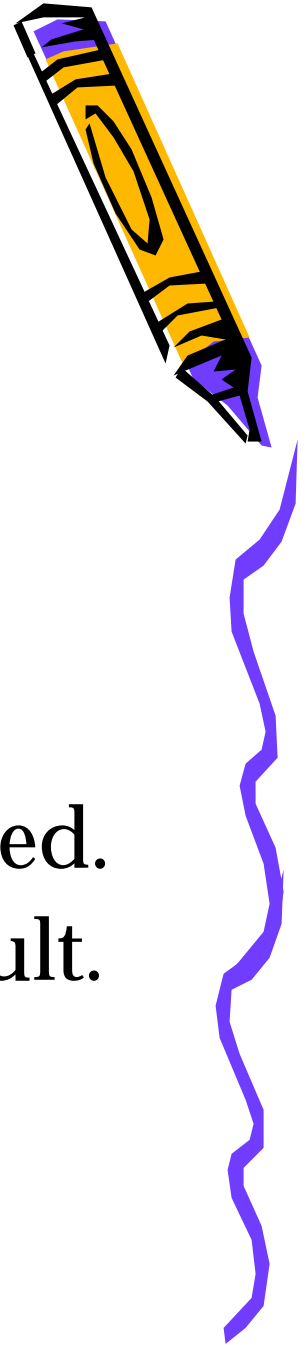
# Structures:

- Collecting information
- Annual timetable
- SIP, short and long term.
- Curriculum content
- Planning process
- Feedback



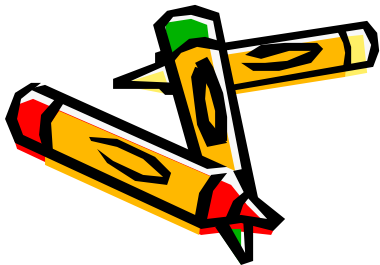
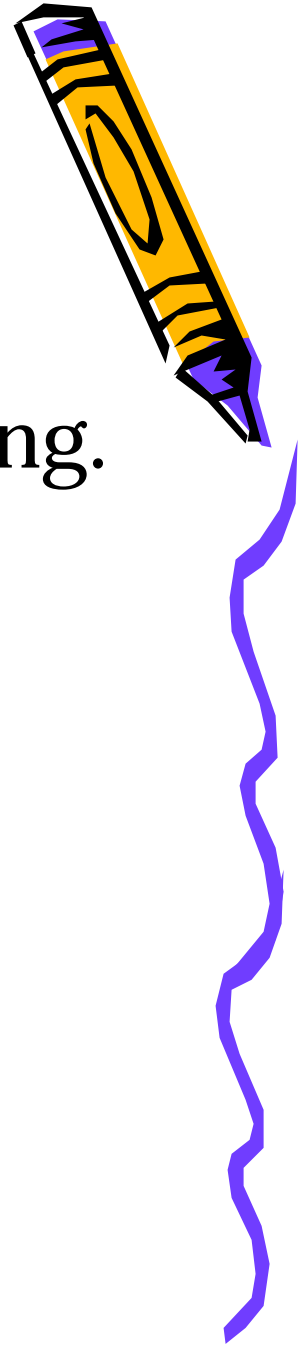
# Findings:

- Suggestions thoughtful and constructive.
- Agreement between pupils.
- Much came from valued teacher practices, often wanted these extended.
- Incorporating into lessons not difficult.
- Teachers generally agreed.



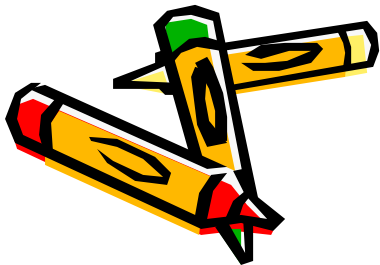
# Impact on learning:

- Interactive teaching for understanding.
- Contextualising the learning.
- Fostering a stronger sense of ownership.
- Collaborative learning.



# Criteria for use:

- An accurate account of classroom life.
- Practical eg fits National Curriculum, time, space.
- Popular with most.
- Educationally desirable.



# Acceptable to teacher when:

- Asked teachers to extend current or previous practice.
- Encouraged teachers to persist with innovation.
- Seemed to be good ideas eg sensible, practical, purposeful.
- Responsive to not doing things.

