

MOD 4.4 Elevating Student Voices



TAKE IT DEEPER: Integrating Student Voices

Reflect based on your exploration of ways to integrate student voices from [Harvard Graduate School of Education's Gretchen Brion-Meisels](#).

Which of these approaches do you and/or your school currently use? Which would you like to champion going forward?

Have you seen or used other youth voice inclusion practices you think would work for your students?

What are the ways these ideas can be tailored for your student population?

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Explore the following ways to integrate student voices from [Harvard Graduate School of Education's Gretchen Brion-Meisels](#).

Tip #1:

Regularly solicit student feedback. Educators can use surveys and other research methods to routinely gather data or ask students what's happening in the hallways and bathrooms, how they feel about the content and structure of classes, and for suggestions on school policies, culture, and climate.

Tip #2:

Engage students in studying and assessing their school. Beyond asking for feedback on questions created by adults, schools can train students in collecting and analyzing data. These youth researchers can then create their own research questions and use observations and feedback from peers to draw conclusions about what's going right, what could be improved, and how to help.

Tip #3:

Include authentic student representation on leadership teams. Principals should leave space for students on school leadership teams, improvement teams, or equity and diversity teams. In meetings, participants should treat students as full members of the team, not just observers. (Note: Children as young as third and fourth grade can participate in these teams if structured correctly.)

Tip #4:

Invite students to any discussion related to their own learning. Individual students need to be included in parent-teacher conferences, IEP meetings, student support meetings, discipline hearings — any discussion in which they are the main topic.

Tip #5:

More broadly, consider young people as stakeholders and partners in their schools. When school leaders set new goals or make a major decision, they should expect students to contribute. At the same time, educators should be willing to help students as they shape and achieve their own aspirations for their learning.