



Unleashing the Power of Partnership for Learning

# **Student Voice**

**Building Youth-Adult Partnerships for School Change**

# By the end of this session, we will have...

- explored **why** student voice and partnership are essential to change efforts
- learned about three current youth-adult Partnership Vermont change efforts
- been introduced tools and strategies available to elevate student voice and build youth-adult partnerships
- related new insights to your own school communities, identifying next steps to increase student involvement in changed

# Quote Marketplace

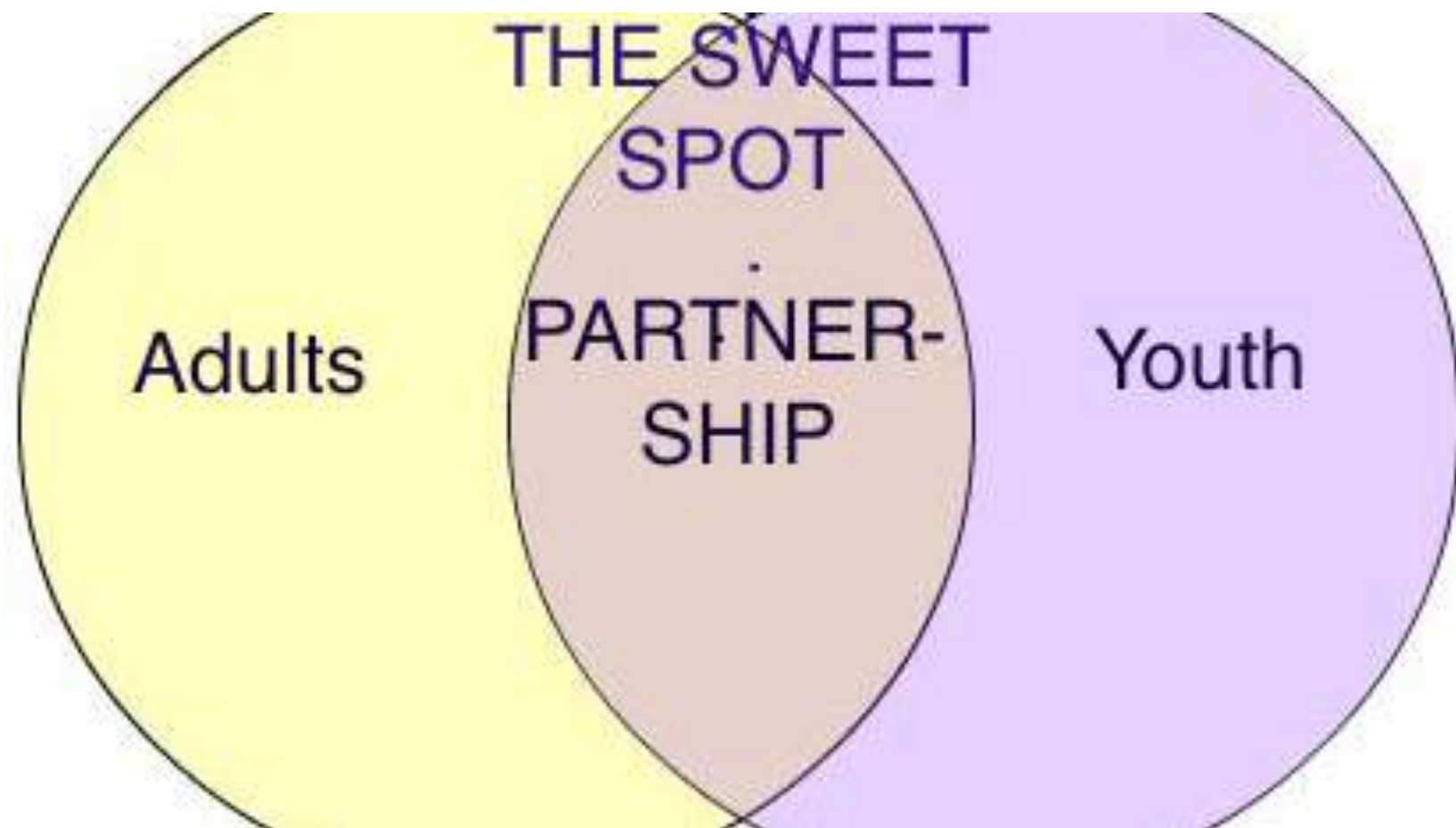
- Wander around the room to each station and read each poster - in silence (3 minutes)
- Choose one station that "speaks to you" - for whatever reason
- Talk to 2-3 other people at that station about why you choose to be there (3 minutes)

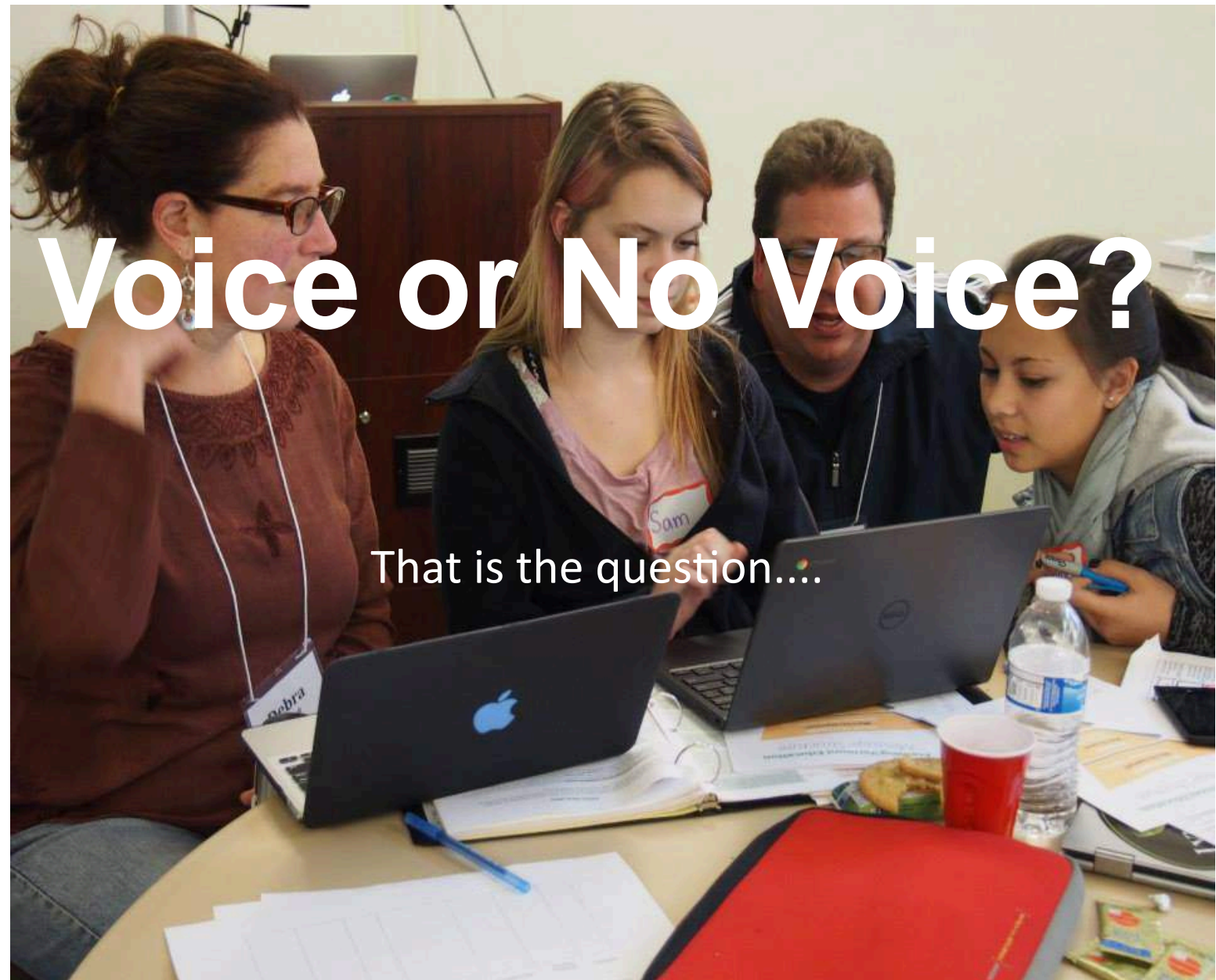


# What are the Defining Qualities of Y-A Partnership?

- Dylan
- Clara
- Sally







# Voice or No Voice?

That is the question....



# Learned Passivity or Helplessness

I must not be

- wise enough
- capable enough
- mature enough...

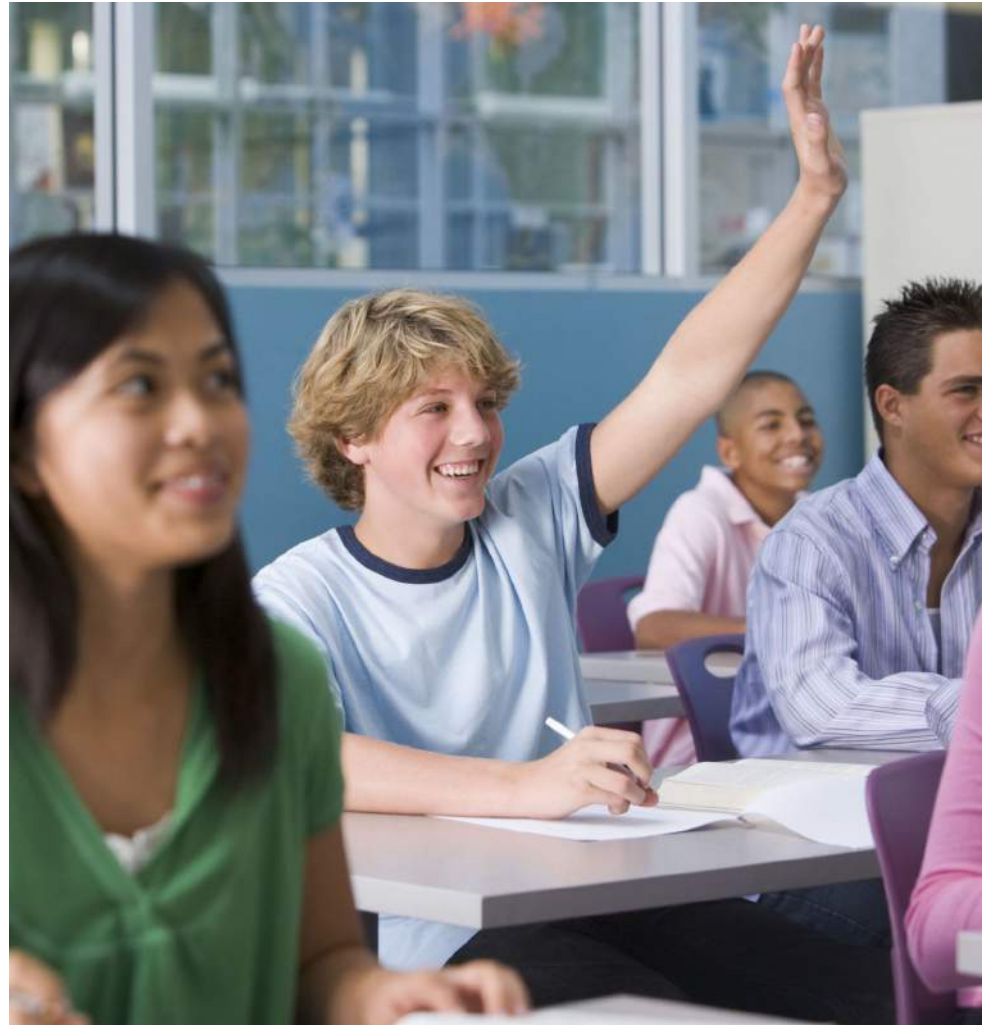
to have my voice heard  
and valued. I will  
become/remain  
dependent and passive  
because you don't  
believe I am ready for  
anything else...so I must  
not be.





# Playing the Game....

I'll go along with what you want and play by your rules, because I understand that game and can win at it. Unfortunately, you will never really know me nor my full potential, beyond my capacity for compliance. More unfortunate than that, I will never fully know myself....



**Make Me!**

If you won't  
value me by  
involving me,  
then

---

you! Just try  
to make me  
learn!!



## Having a voice helps us shift from learned passivity to shared responsibility

I AM

- wise enough,
  - capable enough,
  - mature enough
- to have my voice heard.  
I will rise to the high  
expectations of others,  
because I have high  
expectations for myself.



**Having a voice helps us  
shift from  
"playing the game" to  
being an integral team  
player**

I am helping to write the rules to this game! This is much more risky than "playing someone else's game", and means I shoulder much more responsibility....but it is so much more satisfying and revealing of who I am and what I can contribute.



**Having a voice helps us  
shift from "Make Me!" to  
"We're in this together."**



If I am heard and valued, I don't have anything to push back against to prove my worth and place in the world. I can take that energy and use it for better purposes - in partnership with others.

**Building Youth-Adult Partnerships for Learning & School  
Change shifts our school cultures from...**

Learned passivity/  
helplessness



**Shared Responsibility**

Playing the game of school



**Being an integral team  
player**

"Make Me!" Position



**We're in this together**



***Essential to authentic implementation  
of PLPs & PBLs***



# The No Voice Scenario...

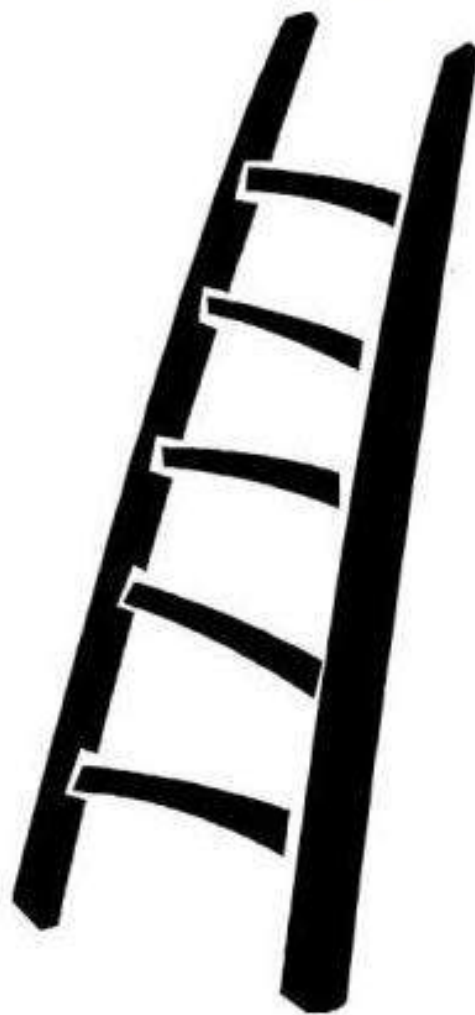
## waiting at the train station



just doesn't make sense...



# Ladder of Youth Voice



8. Youth/Adult Equity
7. Completely Youth-Driven
6. Youth/Adult Equality
5. Youth Consulted
4. Youth Informed
3. Tokenism
2. Decoration
1. Manipulation

*Adapted by Adam Fletcher (2011) from work by Roger Hart, et al. (1994)*

# Communicating School Redesign Class 2014-15: Our Story

Colchester High School

Twinfield Union High School

Otter Valley High School

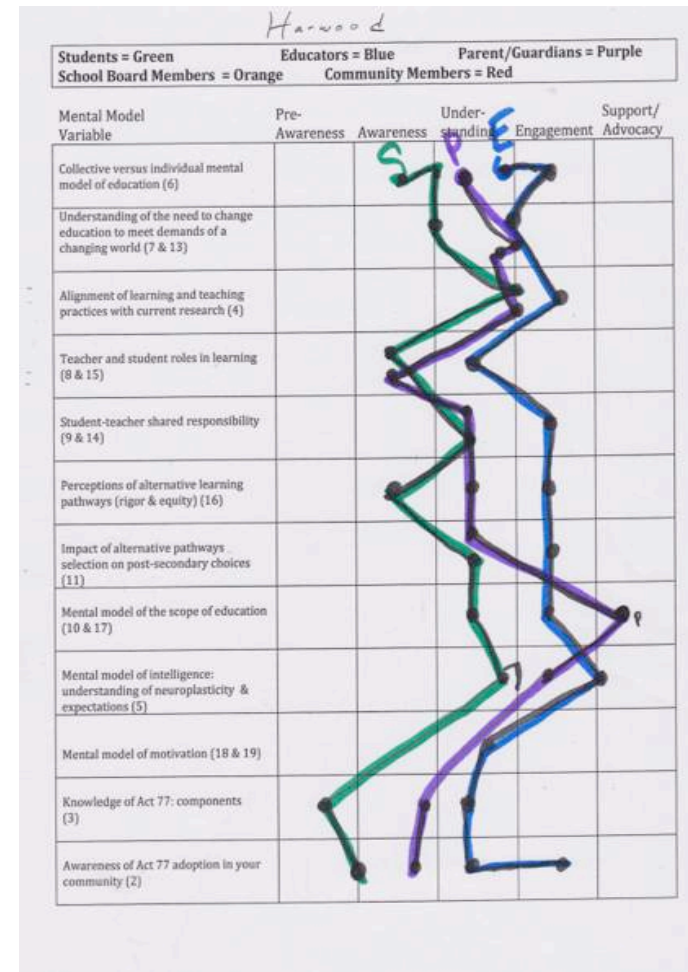
Harwood Union High School

Hazen Union High School

GOAL: Build public understanding and  
support for Act 77: Flexible Pathways

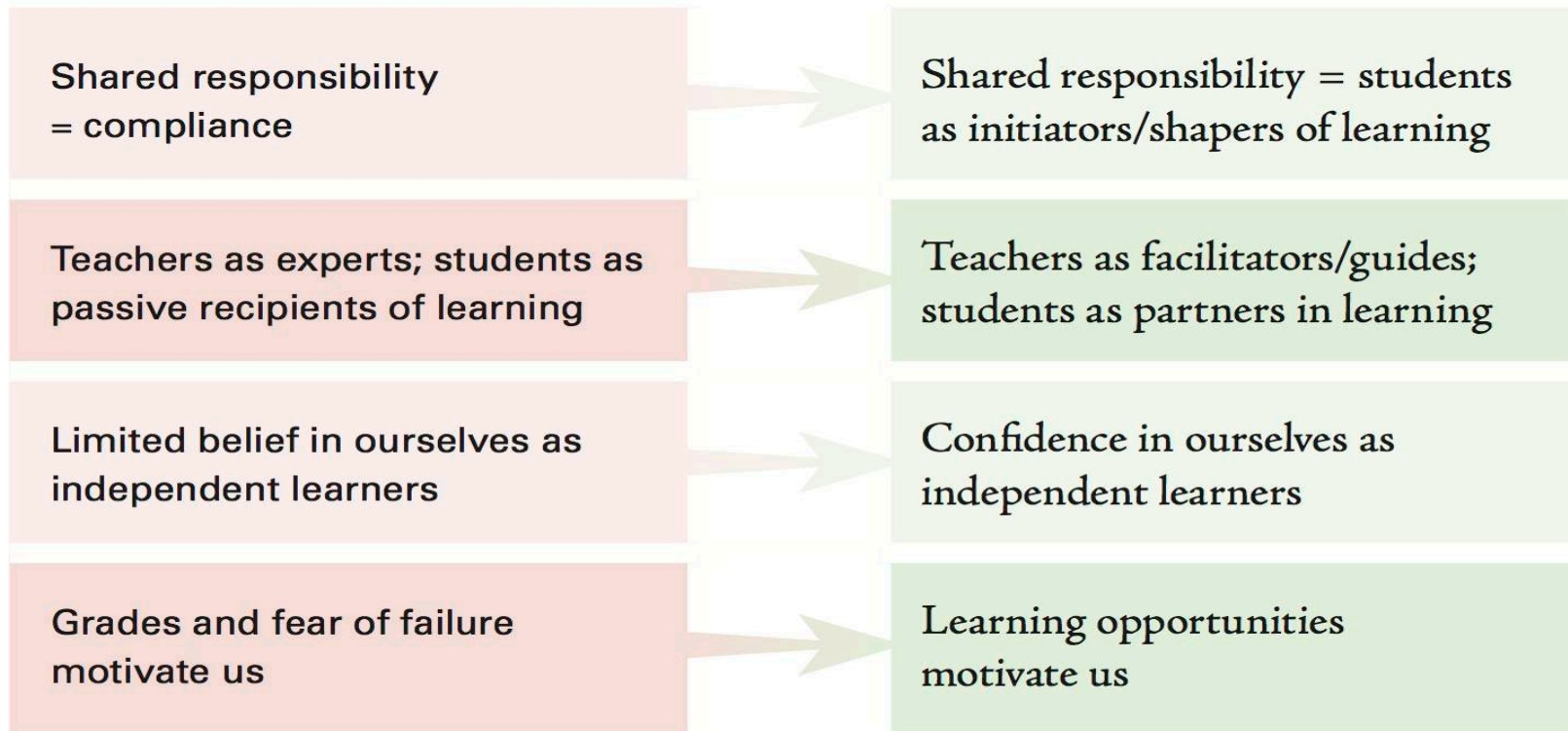


We started with  
researching mental models  
of education and  
learning....



# Paradigm Shift

## Changing Youth Mental Models



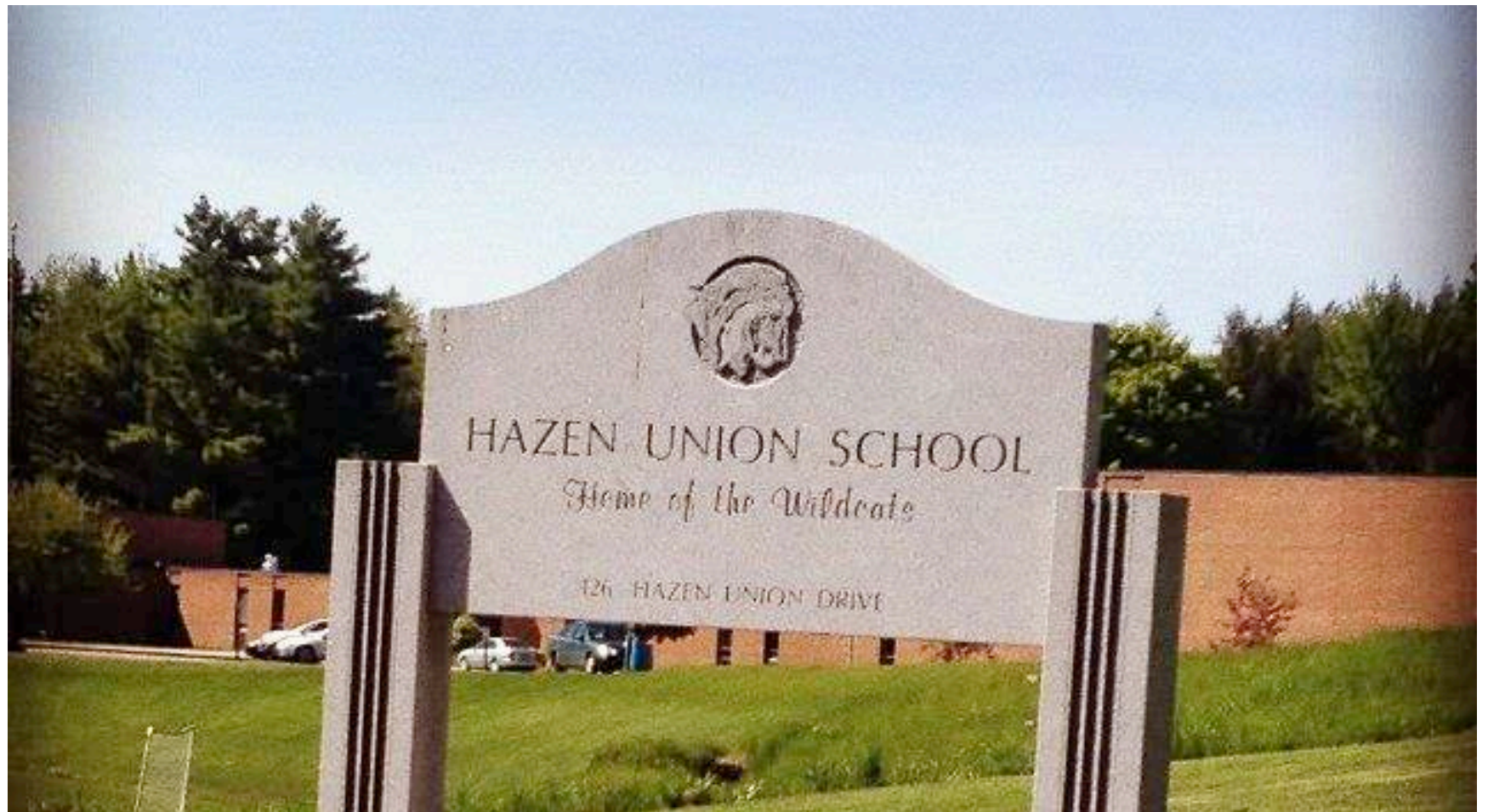




HAZEN UNION SCHOOL

*Home of the Wildcats*

126 HAZEN UNION DRIVE





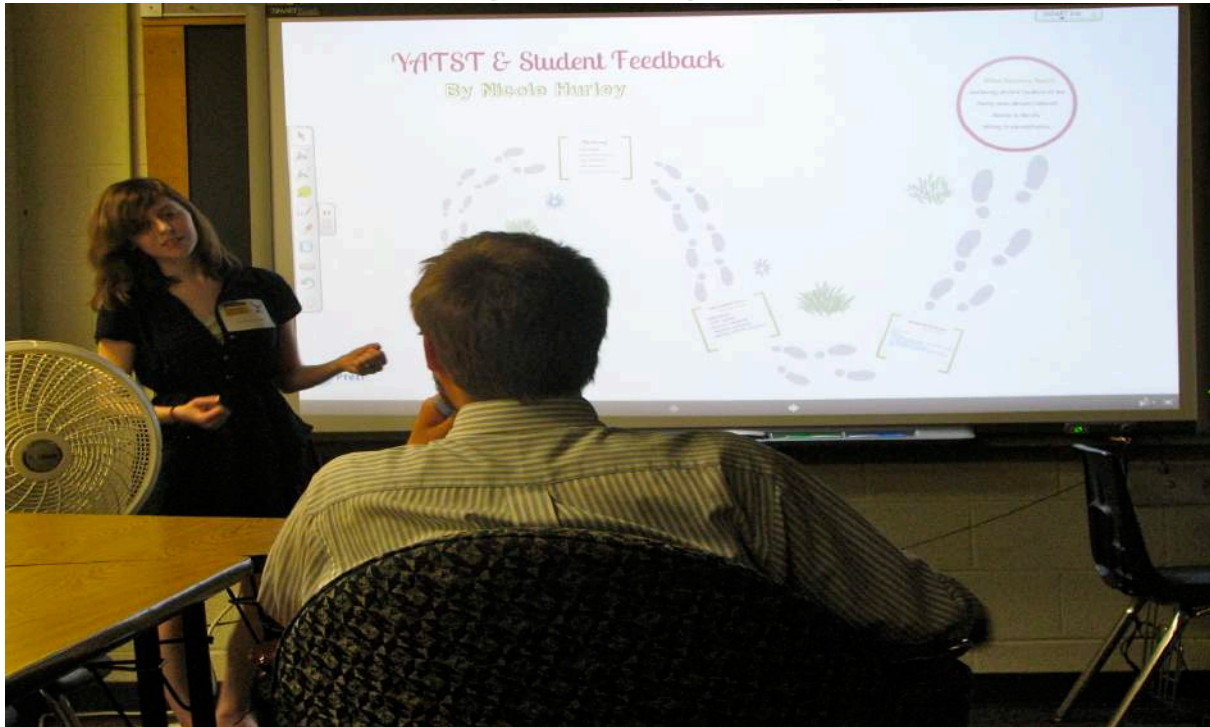
**Y**OUTH AND **A**DULTS  
**T**RANSFORMING  
**S**SCHOOLS **T**OGETHER

**YATST fosters engagement in learning by increasing rigor, relevance, relationships and shared responsibility (4Rs) through an action research model .**





# Learning & the Brain: Mindset, Metacognition & Motivation



Building fluency in the language of learning. When students share the language of learning with educators, they can then partner in its co-creation.

**“It is the feedback to the teacher about what students can and cannot do that is more powerful than feedback to the students, and it necessitates a different way of interacting and respecting students”**

J. Hattie, 2009



# Elevating youth voice and building youth-adult partnerships requires time and intention



# Fail Often to Succeed Sooner....

**What does this mean for learning?**  
**What does this mean for schools?**

The students at Champlain Valley Union school contemplated these questions and offered this analogy as food for thought....





F

CROSS POLICE LINE DO NOT CROSS

























# REPORT CARD

FFFFFFFFFFB

Final Grade

F or B



**SHAPING OUR FUTURE  
TOGETHER**