

Student impact training

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Outline

- Student voice, leadership and impact
- Your role
- Principles, values and levels of participation

- Leadership skills in practice
- Running a successful meeting

- Action planning for 2019

Icebreaker

Line up!

Line yourselves up in:

Alphabetical order by first name

Icebreaker

Line up!

Line yourselves up in:

**Order of birth month from 1
January to 31 December**

But do it **IN SILENCE**

Icebreaker

Bingo!

Talk to as many others as you can to help you complete the 16 boxes.

You can put each person's name down a maximum of twice.

The bingo is over when the first person has all boxes complete.

Student impact

Student impact

‘Teachers and children **listen to each other, share ideas** and consider alternative viewpoints.’

Robin Alexander in *Deep Learning 1*

‘...a process that values **personal knowledge** and...**promotes student ownership.**’

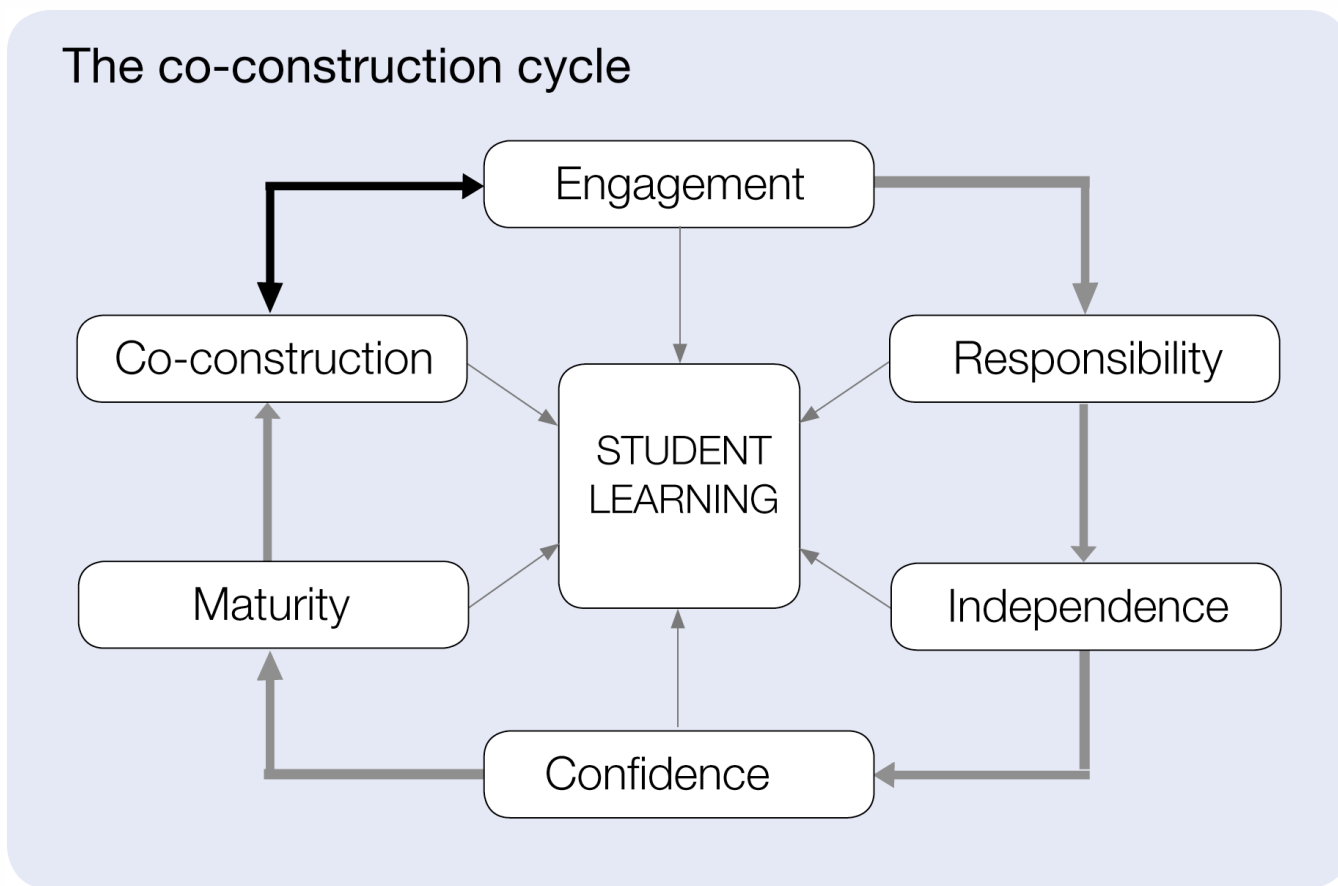
Nystrand M et al, in *Opening Dialogue*

Student impact

‘Giving young learners opportunities to think and talk about aspects of teaching and learning can have a direct impact on pupils’ **metacognitive development** and on their understanding of how they learn.’

Flutter and Rudduck, *Consulting pupils: What's in it for schools?*

Link to learning



Voice, leadership or impact?

Discussion

- What might be the difference between
 - Student voice
 - Student leadership
 - Student impact?
- What term are you happiest using?
- What does it mean to you at WGSB?

Levels of participation



Levels of participation

Activity

In groups, decide where each of the scenario cards sits on the ladder.

Directing & leading

Directed & leading

Consulted

Informed

Tokenism

Decoration

Manipulated



Principles

Activity

We believe that, to make sure student impact isn't tokenistic, you start with some principles.

In small groups, look at the statement cards on your table. Make a diamond nine, saying what is most important to you at the top, and least important at the bottom.

Audit

Use the student impact audit to evaluate the **depth** and **breadth** of your work at Ousedale

Depth

- Do you think you're beginning, developing, extending, or transforming in each area?
- Strategic intent, principles, resources, ways of working, communication, measuring impact, culture and access

Breadth

- What roles do you currently do, what don't you do yet, and are there any you're not sure what they are?

Your role

Activity

Take 5–10 minutes working with the people on your table to reflect on what your new role is.

Think about what makes it different from other student impact activities in your school.

Leadership skills in action

Key qualities

Activity

In groups, draw your ideal school councillor / student leader. Use symbols to show the traits and qualities they should display.

Active listening

Activity

Walk around the room until the music stops. When it does, find the person nearest to you. Label each other 'A' and 'B'.

Person A will have one minute to talk on the topic “**What I’m most proud of**”.

After person A has spoken, person B shakes their hand, looks them in the eye and says “**Thank you, what I found really interesting was . . .**”.

Then switch over!

Active listening

Discussion

On your tables, think about how you knew you were being listened to. Write a checklist of all the things that demonstrate active listening.

Managing people

Listen

Watch Steve Jobs discuss people management. Write down five key principles.

Managing non-compliance

A member of the house council agreed to produce a powerpoint for the next assembly. You haven't heard from her, so ask her the day before the assembly whether it's done. She avoids your question.

A house captain has missed every house council meeting and the half termly school council. A member of their house council mentions this to you. You ask the house captain and they say they've been busy.

On your prefect duty, you ask a year 8 student to keep his voice down. He laughs at you and begins shouting loudly.

In a meeting you ask someone to take minutes and they refuse, in front of everyone.

Managing change

A real problem

The Washington Memorial was being eroded.

Why do you think this? What would you change?

Running a successful meeting

Agreeing ground rules

Discussion

As a group:

- Discuss what negative behaviours might get in the way of a meeting running smoothly?
- What solutions and positive actions can you think of to prevent / solve these?

Roles in a meeting

The following roles help meetings run smoothly. You may appoint roles on a permanent basis, or rotate each meeting, or a mixture of both

- Chair and vice chair
- Secretary
- Treasurer
- Communications officer
- Members / reps
- Staff links

Writing agendas

- Set a date when any people have to submit agenda items (i.e. things they want to discuss)
- Write an agenda with any issues that need to be discussed – double check with the chair
 - Put the items in order of importance – what *has* to be discussed?
 - Include the time, date and venue of the meeting
 - Include everyone invited
- Try to send out the agenda a week before the meeting

Writing minutes

Minutes should be taken by the secretary and then typed up and circulated. They should clearly show actions to be taken.

Activity

Compare the differences and decide which set of minutes you think is more useful and why.

Formal meeting structure

- Agenda written as 'motions' – things you are going to action

Eg – 'The council intends to adopt Stonewall as a our annual school charity'

- Each motion usually has a proposer and seconder
- Chair asks if any opposition
- If no opposition, the motion 'passes'
- If opposition, both the opposer and proposer are asked to speak, followed by debate
- If consensus isn't reached, it's usually put to a vote

Writing a vision

Writing a student impact vision

Work in your group to come up with a vision for the next year to think to publish. It might include:

- Who you're group is and what you're remit is
- How you work with other groups across the school
- What principles and strategies underpin your work
- How often you meet
- How you are appointed / elected
- (Your plan for the year)
- Who you are

Action planning for impact

Identifying key areas

Working in your groups, brainstorm everything that you want to achieve over the coming year

- Some things might be mandated – i.e. what you have been appointed to do in your role
- Some things might build on the work of last year's reps
- Some things may be new and / or aspirational

Try to limit these things down to three key priorities

SMART targets

Specific

You are all clear exactly what is to be achieved

Measurable

You know when you have achieved it

Achievable

They are realistic, but challenging

Relevant

They address a real problem and will have an impact

Timed

They have a start and finish date

Action planning for impact

Using the action plans provided, detail how you will achieve your three identified key areas

- What are you trying to achieve?
- Deliverables
 - Key milestones
 - Time frames
 - Resources needed
 - Key people
 - SMART
- Success criteria

Thank you and good luck

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