The Student Voice Portfolio

A series of six modules designed to promote Student Voice in your school

MODULE 1

Re-energising your school council

Student voice is now seen by Ofsted as an integral part of the school leadership process. It is therefore becoming increasingly important that school councils are both innovative and capable of thinking independently. A well run school council should not only fulfil the requirements of the PSHE agenda but also positively impact on the learning climate within the school. Unlike traditional school council training, our one-day workshop will equip your entire school council with essential skills to successfully bring about change.

Through practical and fun activities, the workshop will equip students with the necessary skills to work effectively as a group, run meetings, present to Headteachers and leadership teams, and produce a student voice improvement plan that will add immediate value to the school.

MODULE 2

Setting up student research groups

Current practice has demonstrated that an important method of bringing about improvement and change is classroom based research. This workshop demonstrates that this type of research is not only the domain of teaching staff, but can be undertaken equally effectively by the student body. By promoting small scale research, students are able to develop an extensive range of independent and transferable study skills, whilst ensuring all students are actively engaged with the learning process. Who better to investigate, and make recommendations on rewards and sanctions, effective classroom practice and improving attainment, than those at the receiving end? Listening to informed student voice will be a major factor in determining the future success of our schools.

By the end of this workshop, your students will have planned their first research project and developed the skills necessary to carry it out in a professional and effective manner. Through a variety of activities, they will have considered how to plan, implement and evaluate their research. Additionally, students will be able to contact a consultant about their research for a six month period following the workshop.

TwentyTwentyLearning
Thinking Transformed

Working collaboratively with teachers to provide targeted interventions and new ways of learning.
The success of your Student Voice will depend to a large extent on the communication skills of the young people involved. They will need to be able to discuss, debate, ask questions, influence, negotiate and present. And, have confidence in their own ability to talk to a variety of audiences.

Effective communication skills are powerful tools, and it is important that time and resources are invested in the learning of these skills in the same way as curriculum subjects.

Presenting to a Headteacher and the leadership team, or even their peers, can be a daunting experience for students. This workshop aims to make presenting both manageable and enjoyable, empowering students with the vital skills to deliver presentations with impact.

The day will incorporate a series of steps leading the students through vital aspects of effective communication: using body language to engage an audience; preparing and pre-empting challenging questions; creating an impact through visual resources and other aids and involving the audience.

By the end of this workshop your students will have a clear idea of what is meant by successful communication and will have the confidence to carry out dynamic presentations both in and out of school.

Cross-curricular tasks, which will include Art, English, Drama, Media, Sociology and Citizenship will promote the development of transferable skills relevant to learning in its entirety.

Students will engage in ‘blue-sky thinking’ drawing on creative and analytical skills. They will identify possible pathways that education could take, rigorously explore and evaluate these pathways, and synthesise their ideas into a blue print for schools of the future.

Extension days involving visits to schools of the future and the design of presentations for staff, students and parents are available for clients who wish to pursue the concept of future schools in more depth.

**MODULE 4**

Blue-sky thinking: Education futures

If we have one certainty about the future it is that it will be different. This workshop encourages students to hypothesise about the future of education and schools themselves.

Through a variety of practical and theoretical activities, participants will practise high order thinking skills in an environment where any-thing is possible.
Effective mentoring can make a real difference to individual attainment and confidence, for both the mentor and mentee. This module is designed to present students with a unique, extra-curricular opportunity to explore the theory and practice behind effective mentoring, in order to aid their own personal development.

Thinking ahead, this module seeks to equip students with a range of practical, professional mentoring skills that can be easily transferred from an education context to a workplace platform, ensuring that your students’ voice remains loud and clear long after they’ve completed secondary education.

Working in small groups, students will learn about:
- The role of a mentor
- Key skills and knowledge
- Ethics of mentoring
- How to plan and record mentoring sessions

Building on this theoretical framework, students will provide real mentoring support for a Year 7 student across a three month period (fully supported and supervised by Twenty Twenty Learning). This module will culminate in students producing a ‘mini’ dissertation focusing on their knowledge and practical application of mentoring skills. The course is accredited by the Institute of Leadership and Management, and upon successful completion of the programme students will be awarded an NVQ Level 2 qualification.

What is a leader? What qualities do great leaders possess and how can we emulate these? The Emerging Leaders programme seeks to explore these questions in detail, helping students to develop a wide range of practical leadership skills to improve their future prospects. By learning about the importance of self-motivation, decisive decision-making and efficient time management, this programme aims to teach and inspire students to become leaders of the future.

By the end of the programme, students will be able to set themselves realistic, achievable goals; objectives that will make a real difference to the structure and conclusion of their current and future studies. They will learn how to build lasting relationships, the arts of negotiation and influence and how to best present themselves both in writing and in person. In addition to this, as preparation for a possible future eventuality, students will also be required to solve a real business problem. This may be either a genuine issue within the school or a difficulty being experienced in an external organisation they are familiar with / have access to - previous examples include organising marketing projects to improve sixth form recruitment and promoting publicity campaigns to raise awareness for charities of the students’ own choosing.

These units will culminate with a final presentation and assessment, with an NVQ Level 3 qualification awarded upon successful completion.

With competition for apprenticeships, jobs and places at higher education establishments higher than ever, the Emerging Leaders programme has the potential to ensure your students really do emerge from the crowd and lead from the front.
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The six modules may be booked individually or as a continuous development programme across one or two academic years.

Due to the personalised nature of the programmes it is not possible to take more than 20 students on each workshop. Each student will receive a ‘student voice’ pack and have access to e-mentoring support for six months following the course.

“The day was informative, constructive and well-organised and the activities were really fun, enjoyable and highly relevant.

It felt like everyone was given an opportunity to express their opinion about issues within the school, and we were all able to participate in the discussions and learn a lot about how to run and organise meetings, set agendas and actually achieve goals.

I think it was very important to the success of these activities that we were discussing ‘real’ issues in our school rather than in a pretend scenario.

The booklets were GREAT, definitely an invaluable resource for use on the day as well as being very useful for future meetings. Overall the day really did leave me with a sense of empowerment in my ability to make a difference to my school.

Laura, Re-energising your school council
Malmesbury School, Wiltshire

For more information please contact Nathan Gilderson
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