

Student Voice in Education



CIDREE YEARBOOK 2019



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CIDREE

Consortium of Institutions for Developing
and Research in Education in Europe

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Published by: National Education Institute Slovenia

For the publisher: Vinko Logaj

Script editorial team: Brigita Žarkovič Adlešič, Zora Rutar Ilc, Barbara Lesničar, Zvonka Kos, Damijana Pleša, Saša Premk

Layout by: Design Demšar d. o. o.

Digital edition

Ljubljana, 2019

Published online: https://www.zrssi.si/pdf/CIDREE_Yearbook_2019.pdf

Kataložni zapis o publikaciji (CIP) pripravili v Narodni in univerzitetni knjižnici v Ljubljani
[COBISS.SI-ID=302621952](#)
ISBN 978-961-03-0456-2 (pdf)

How to cite this publication: Holcar Brunauer, A. (Ed.) (2019). *Student Voice in Education. CIDREE Yearbook 2019*. Ljubljana: National Education Institute Slovenia.

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CIDREE is a network of educational organisations involved in curriculum development and/or educational research, set up in 1991 to establish closer working relationships at a European level.


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A GLIMPSE INTO THE YEARBOOK

Authors of twelve European nations have contributed articles to the Yearbook 2019: Bosnia and Herzegovina, Estonia, France, Hungary, Ireland, Kosovo, Luxembourg, Norway, Scotland, Slovenia, Sweden and The Netherlands.

Below you will find a short introduction to each of the articles that are included in the CIDREE Yearbook 2019:

Bosnia and Herzegovina

Student Voice throughout Entrepreneurial Competence: How to be Entrepreneurial in School Systems in Bosnia and Herzegovina

The authors focus on student voice throughout active participation in school project activities on the topic of entrepreneurial learning. The functioning of the student council and schools has been clarified in the article, as well as the way in which students can achieve mutual support and cooperation in joint activities with teaching staff, school management and parents. Student voice is recognizable as a part of the work of the student councils in Bosnia and Herzegovina that promote the development of self-initiative and entrepreneurial competence throughout teamwork, responsible behaviour, constructive cooperation, decision-making and problem solving.

Estonia

Students' Involvement in Improving School Environment in Estonia

The article describes national satisfaction surveys launched by Estonian Ministry of Education and Research in 2015 aimed at providing an overview of students, teachers, and parents' satisfaction with different aspects of school environment and aspects of students' motivation. The article describes the process of data collection and explains the type of feedback given to schools. The authors conclude the article by emphasizing the importance of giving students, teachers and parents a voice or a chance to express their opinions through the national surveys.

France

How to Mobilize Visual Arts as a Form of Citizen Expression

The article highlights developments in French education to promote collective work between stakeholders and researchers in education. The article outlines the background and development of a research project in which six classes of Year 10 students have used graphic objects created on a digital map of their territory for defining a city of tomorrow, expressing some kind of political representation of the territory. The authors reflect on the importance of students developing cognitive processes through visual arts and how the principles of student voice can be taken forward as part of effective classroom practice.

Hungary

Does Student Voice Comply with the Centralised National Core Curriculum at the Classroom Level?

The authors describe a case study on a secondary vocational school in Budapest, where the project implementation resulted in strengthening student voice and increasing the learning outcomes of the engaged students. Three schools were involved in ERASMUS+ Project Student Voice – the Bridge to Learning, each trying to find their own path to student voice. The authors identify some clear recommendations for increasing students' motivation for learning and empowering them to perform at a high standard.

Kosovo

Addressing the Voice of Students in Official Documents and the Challenges of Implementation in School Practice in Kosovo

The contribution from Kosovo gives us a national perspective on how well student voice is addressed in school policy documents and how well students' rights and consideration of their voice is respected in decision-making processes in classrooms. Analysis of educational documents and policies in Kosovo satisfactory address student voice in decision-making bodies. The authors provide initial reflections based on policy implications of their analysis – suggesting that policy makers and teachers should reflect carefully on how the implementation of laws and by-laws could be better embedded in classroom practice where school culture and the quality of school management play a crucial role.

Luxembourg

Student Voice in Education

This article highlights some concrete examples of initiatives undertaken in Luxembourg to enhance student voice in primary and secondary schools. It starts by discussing how classroom learning and assessment provide an important place for student voice. The article also describes the class and school councils as another promising path to help students share their opinions. Student voice in the context of school and classroom management is then illustrated in the *School Futures* project which supports the development of 21st century skills, such as critical thinking, creativity, collaboration and communication skills. The article then outlines several projects and initiatives showing how students in Luxembourg schools can be supported to become fully responsible citizens, with the ability to contribute to sustainable development in the society of tomorrow.

Ireland

Learner Voice in Irish Education – towards a Common Approach

In this article, education officers from the National Council for Curriculum and Assessment set out how Ireland is taking learner voice forward in the early childhood, primary and post-primary sectors. The article reflects on how efforts are being made to move away from teacher/practitioner dominated practices to encouraging a situation where all learners are provided with the opportunity to have a voice in the learning process. The authors demonstrate how the NCCA is focusing more proactively in supporting schools/settings to review and reform their practices through the provision of greater clarity in curriculum documents and in exemplifying and sharing examples of learner-centred practices.

Norway

Student Voice in Norway and the New Norwegian Curriculum

The contribution from Norway gives us a national perspective on how students are given voice in Norwegian schools. Norway has a long tradition of emphasising student voice in primary and elementary schools, with their first student council being established in 1919. The authors analyse the new curriculum in which empowerment of individual students is emphasized, as well as the ambition that students should be given opportunities to find solutions the development of knowledge, understanding and cooperation. The article highlights the importance of practicing skills in critical thinking and reflection as means of developing deeper learning. The authors conclude their article with number of helpful reflections on how giving students' agency can empower them to become self-directed learners.

Scotland

Learner Voice to Learner Participation – Scotland's Journey

The article highlights developments in Scottish education in the last 20 years of promoting learners' participation in issues that affect them across the education system. The authors describe milestones that have marked key points in this journey and explore them from different perspectives within formal education and beyond. The authors describe how in the past, schools created Pupil Councils and committees to encourage the learner voice by empowering representative learners to influence curriculum activity and how this has evolved in many schools to involve all learners in school improvement as well as expanding their involvement in local, national and global issues.

Slovenia

Student Voice and Formative Assessment

This article presents some findings from Erasmus+ project *Student Voice – the BRIDGE to Learning* through Slovenian practice. 78 participants from nine schools joined the project. The authors describe the school culture in which student voice flourishes. Findings of the research show that involving students in curriculum development encourages them to take ownership of their learning and that open and trustful relationships enable them to freely express their views in classrooms. The authors conclude the article by presenting a model of formative assessment to enhance student voice showing the elements, which are essential for student voice to flourish in a classroom.

Sweden

Participation and Influence in the Classroom – Capacity Building for Teacher's Facilitation of Student Voice, Motivation and Learning in Sweden

The article reflects on the ways that children and young people can be encouraged to participate more actively and meaningfully in their education – and how this can become an important driver for increasing student voice and motivation for learning. The authors draw on a review of mainly Swedish research about children and young people's participation and influence in school. Swedish education policy provides space and encouragement for learner participation – however there are a number of challenges in ensuring that this is realised. The article highlights a number of gaps and key themes in the research literature, including the need to reconsider traditional teacher-learner roles. It also highlights the impact that effective participation can have on children and young people, teachers and the whole school.

The Netherlands

From Participation to Voice: Developing Student Voice in Dutch Education

The article reflects on the ways student voice is embedded in school practice in the Netherlands. The authors outline specific concerns about the developments in this field which seem to have been underdeveloped in the last years. The article describes the efforts made to improve the development of student voice in theory and practice in Dutch education, with an emphasis on classroom curriculum development. The authors present experiences, results and tools based on a PhD research involving six schools of lower secondary education and Erasmus+ project *Student Voice – the BRIDGE to Learning* and conclude the article by helpful reflection on the crucial role which teachers play in improving the quality of education.