
STUDENT VOICE

CESBA

PROMISING PRACTICES



**Waterloo Catholic
District School Board**
Quality, Inclusive, Faith Based Education

2024 • 05 • 21

MAKING THE INVISIBLE VISIBLE

INTRODUCTION: TERRITORIAL ACKNOWLEDGEMENT

SLOWING DOWN OUR THINKING

I would like to begin by acknowledging the land on which we are gather today is the traditional territory of the Haudenosaunee (that is the people of the long house), Anishnaabe (that is the people from whence lowered and the good humans) and Chonnonton (people of the deer) who formed the Neutral Confederacy. I also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today. I pay respect to the Indigenous Peoples past, present, and future and their continuing presence on this land. Indigenous Peoples continue to experience ongoing colonization and displacement.



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Without minimizing the role of Indigenous Peoples in Canada, I also want to recognize the immigrants and refugees who are part of the diaspora whose lands and waters have also been destroyed by colonialism throughout the world. Many of these people have chosen Canada for their new home. Finally, it is important to also recognize the enslaved (stolen people on stolen land), and the indentured servants whose descendants now live on these lands.

This makes all our relationships to each other and to this land complex. I am grateful to have been born here and able to live, work and learn here, and I honour the Nations who have cared for these lands and waters for thousands of years and continue to do so today.

I recognize these difficult histories persist in present day with racial realities and privileges throughout our society. I commit to dismantling racism and bigotry in our workspace and in our schools. I invite you to work beside me to create change.

Lynn Garrioch

- Social Psychologist with a specialty in Psychology and the Law
- Equity work: Wrongful convictions and the exonerations
- Professor of Psychology for 20 years at a small liberal arts college in New Hampshire
- Senior Manager of Equity Services for the Waterloo District School Board (2021-present)



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- Students lead the discussions and decision making around “a place for all”
- Students capitalize on teachable moments in their schools
- Students assess advocacy efforts annually
- Students build on previous year work

8. Student-Led Decision Making Shared with Educational Professional

7. Student-Led, Student-Directed, Student-Centered Decision Making

6. Educational Professional-Led Decision Making Shared with Students

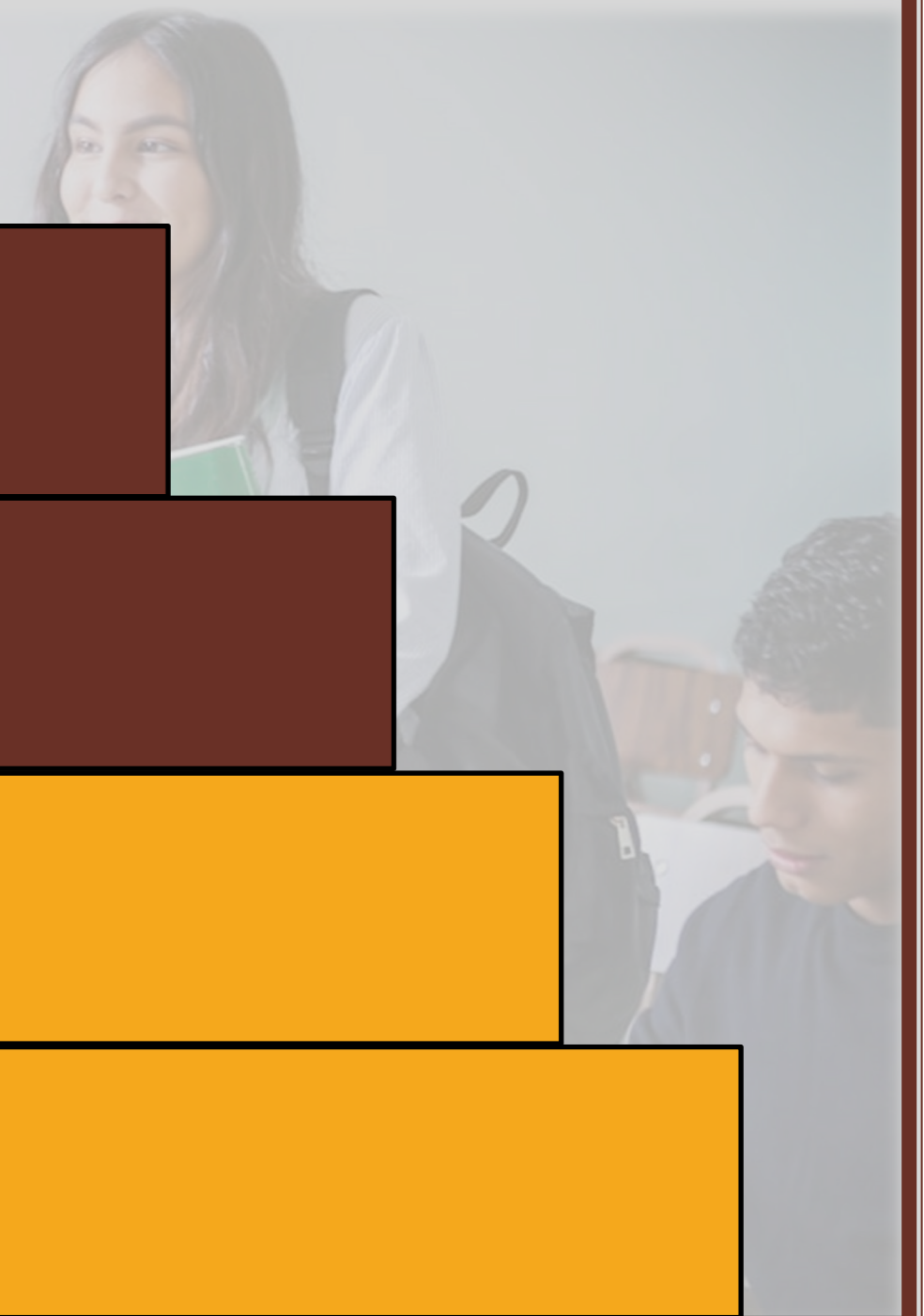
5. Educational Professional-Led Decision Making Informed by Students' Voices

4. Educational Professional-Led Decision Making With Students Assigned to Respond

3. Tokenism

2. Decoration

1. Manipulation



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Cultivating Student Voice in the Classroom (Safir, 2023)

- Street data (formative assessments, performance-based assessments); tests and quizzes provide some information
- Democratization of power: teacher and students build knowledge together
- Active learning through inquiry, dialogue, projects, simulations, etc.
- Problem-posing model of education (solve the real world, relevant, and responsive problems)
- Embrace the foundations of the collectivist cultures (collaborative, interdependent, relational)
- Incorporate students' cultural references in learning
- View marginalized students through an abundance lens: What gifts do you bring?

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Cultivating Student Voice in the Classroom (Safir)

- Talk less; smile more
- Prioritize questions over answers
- Ritualize reflection and revision
- Make learning public (e.g., design and teach lessons, culminating exhibitions)
- Circle up (e.g., Socratic method with inner and outer circles; concentric circle method with inner circle facing the outer circle)
- Favour feedback over grades



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Student Voice and Leadership



- Adult learner voice played a key role in learners' growth as leaders (Patterson & Song, 2018)
- Voice is a metaphor for agency and identity; voice may be both individually realized and socially constructed, lost and found, and influenced by others (Sperling & Appleman, 2011)
- Finding voice is rooted in gaining self-confidence, understanding others' ideas, and taking responsibility ((Schuller, Brasset-Grundy, Green, Hammond, & Preston, 2002)
- Affinity groups: are intended to bring people together over a commonality and share the mutual benefits of our shared identities; strive to form safe and brave spaces that offer support, healing and connection
- Affinity spaces: designated "safe spaces," where everyone in that group shares a particular identity; for people who are often underrepresented, underserved and often excluded by the systems in which they operate, an affinity space can offer community and reduce feelings of isolation through the benefit of shared experiences.

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