

Our students have a lot to teach us about how pedagogy, curriculum, ability grouping and expectations of ability need to change so that greater numbers of young people can be reached. In 1971, Anne Stein expressed the wishes and hopes of students she talked with, and they differ little from those we have heard through the voices of students today: The demands of high school youth are painfully reasonable. They want a better education, a more relevant curriculum, some voice in the subject matter to be taught and in the running of the school, and some respect for their constitutional and human rights. ...In the final analysis, students are asking us to look critically not only at structural conditions, but also at individual attitudes and behaviors. This implies that we need to undertake a total transformation not only of our schools, but also of our hearts and minds.

*Language, Culture, and Teaching – Critical Perspectives for a New Century – Sonia Nieto – University of Massachusetts*

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There are three major components to the School Voice Model: Listen, Learn, and Lead. Listening is not a passive act and is about much more than just hearing someone. Effective listening requires outreach, openness, and a genuine interest in understanding the thoughts and ideas of others, including those with opinions different from your own. To effectively utilize voice, students and adults must also master the art of listening and learning from others both within and beyond the wall of the school. The true value in listening to the voices of others is the opportunity to learn. Key to the successful development of voice is a fundamental belief that there is something to be learned from the people around you, regardless of position, age, or any other qualifying factor.

*School Voice Report, 2016, Corwin / Quaglia Institute for School Voice and Aspirations*

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You can choose courage or you can choose comfort, but you cannot have both.

*Brene Brown*

Putting student voices at the center of everything we do will help us design the future with them and for them.

*Lubefeld and Polyak (2016)*

When you view your schools, do they look like workplaces or prisons or factories? Why? In what ways have you been reviewing the design of learning spaces?

With learner – centered approaches and personalized learning gaining popularity, in what ways are you designing or redesigning learning spaces to reflect these concepts?

How have or will students be involved in the transformation and redesign of learning spaces?

*Student Voice from Invisible to Invaluable: Lubefeld, Caposey and Polyak (2018)*

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