Student Voice: Transforming School Improvement

The Greater Essex County District School Board (GECDSB) is a learning organization continuously striving to improve. The School Effectiveness District review process is consistently reflected upon and innovated to improve support for the school improvement process. Over the years, the district review process has moved from comprising of solely administrator teams to now also include the voices of educators and students in order to have the most impact on teacher professional learning, classroom practice and student achievement. Two protocols were designed for the purpose of the district review to support school improvement plan monitoring: Student Centred Learning Communities (SCLC) and Student Led Learning Walks (SLLC). The GECDSB believes when educators and students form genuine partnerships in the school improvement process the

Ontario Mathematics Curricula for grades 1-8, 9-10, and 11 & 12. The briefs are meant to elevate, enrich and extend the discourse of mathematics education and content pedagogy with the intention of encouraging a positive and productive disposition toward mathematics for all learners.

Each paper provides a list of sources to extend the professional

2.0

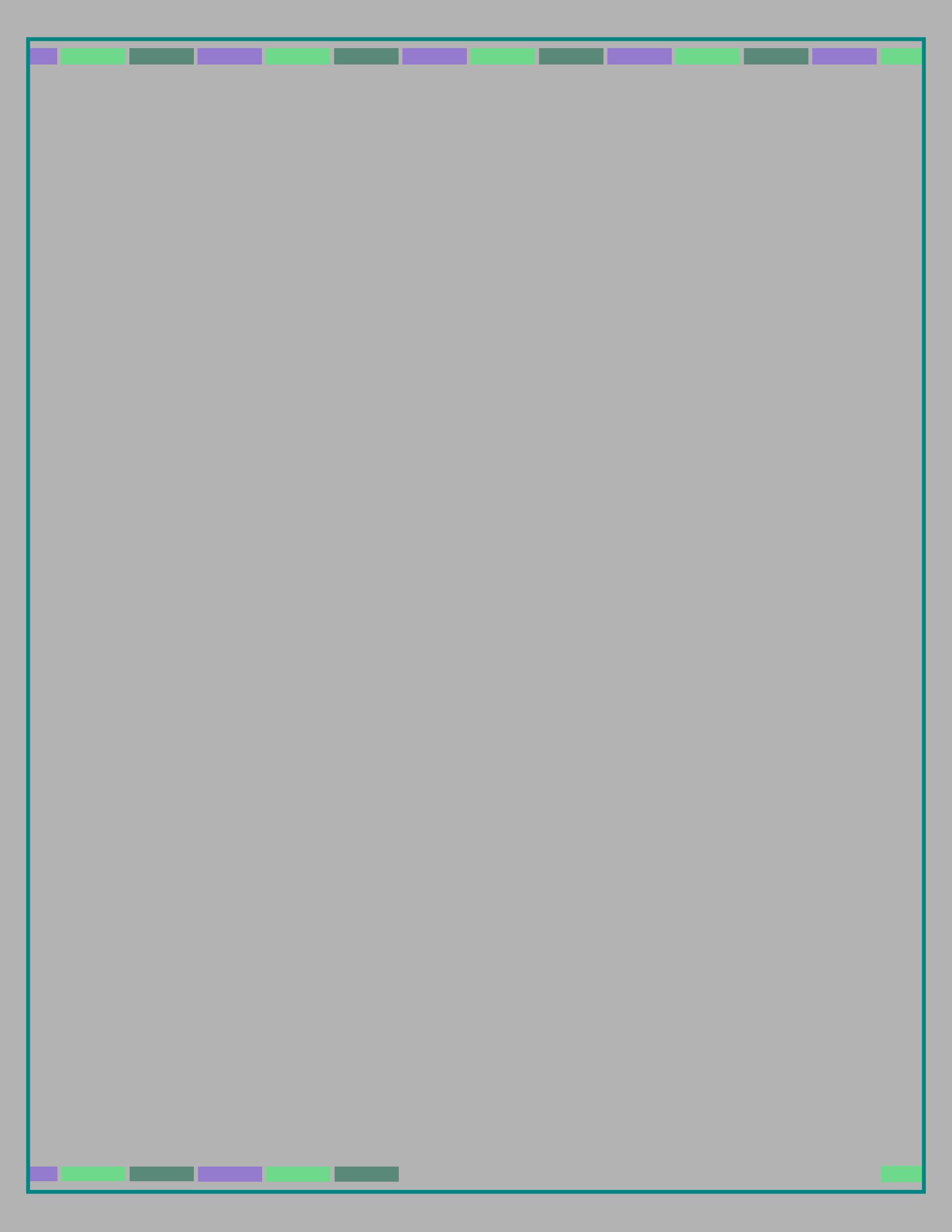
GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

BUILDING TOMORROW TOGETHER. EVERY LEARNER, EVERY DAY.









"Change!is!a!big!idea.! To!genuinely!engage not!only!students' voices but also their entire beings, we need to be open to change, willing!to change." (Cook-Sather, 2006. p.383)

Cook-Sather, A. (2006). Sound, presence, and power: "Student voice" in educational research and reform. Curriculum Inquiry, 36(4), 359-390.

Fielding, M. (2001, June). Beyond the rhetoric of student voice: New departures or new constraints in the transformation of 21st century schooling?. In Forum for promoting 3-19 comprehensive education (Vol. 43, No. 2, pp. 100-109).

Fielding, M. (2001). Students as radical agents of change. Journal of educational change, 2(2), 123-141.

Fielding, M. (2004). Transformative approaches to student voice: Theoretical underpinnings, recalcitrant realities. British educational research journal, 30(2), 295-311.

Fielding, M. (2012). Beyond student voice: Patterns for partnership and the demands of deep democracy. Revista de Educacion, 359, 45-65.

Fitzgerald, R., Graham, A., Smith, A., & Taylor, N. (2009). 27 Children's participation

451 Park Street West P.O. Box 210 Windsor, ON N9A 6K1

Phone: 519-255-3200 www.publicboard.ca

BUILDING TOMORROW TOGETHER. EVERY LEARNER, EVERY DAY.