

## Our recommendations to promote student voice

To promote meaningful and equitable student voice in class, schools, and districts, the youth researchers of the *Student Voice Revolution* share the following recommendations:

### Recommendations for students:

- Remember that you do not need to be asked or be given permission to have a voice!
- Collaborate with others: Work together with students to advocate for greater voice in your own learning and in school decision making.
- Enlist [adults as partners](#): Adults bring practical insights and logistical know-how that will help you achieve your goals.
- Recognize that there are many different roles in advocating for what you care about. You do not need to be in a leadership role to advocate for yourself.
- Join or start clubs that allow you to make your voice heard on school policies and practices.
- Ask “Whose voices are not being heard?” – Work to lift up the voices of all young people.

### Recommendations for teachers and staff:

- Ask all your students what they care about and are interested in.
- Take time to [build strong relationships](#) and find common ground with all students in your classes, regardless of subject matter.
- Recognize that different students will need different avenues, encouragement, and support to help them speak out.
- As students build their sense of agency and voice, [continue to support them with your guidance and expertise](#).
- Design lessons and assignments to provide opportunities for choice and creativity while providing clear guidelines and standards.
- [Examine your biases about youth](#), and how they impact your interactions with students.

- Follow through on students' suggestions and feedback when students speak up.
- Allow students to [take charge in their learning](#) whether it be they get to choose their own topic for a project, course selection, or have a voice in how they want to present their understanding.
- Regularly collect and act upon student input through [surveys](#), class discussions, or informal check-ins to demonstrate that their voices are valued.
- Ensure that pedagogy, course materials, and [the school environment reflect diverse perspectives, cultures, and lived experiences](#) to foster inclusivity and a sense of belonging in learning.

### **Recommendations for administrators:**

- Examine student voice from an equity perspective. Ask: Are there disparities in which students have a voice or choice in what or how they learn?
- Establish formal structures such as student advisory councils, student representation on school committees, and regular town halls where students can contribute to discussions of school policy and practice.
- Create school-wide opportunities for students to develop and lead clubs and co-curricular learning.
- Conduct a school-wide, [youth and adult climate survey](#) and then [engage students and teachers in the data analysis](#).
- Support teachers in developing new courses and content that aligns with their own passions and interests.
- Make space and create structures for student input *before* making decisions around school practice and policy.
- Provide training and resources for teachers and staff to [support student voice in the curriculum](#).

### **Continuing questions we have:**

- Our focus groups revealed that different students have different opportunities to use their voice in their own learning and in school decision making. Question: How do students who see themselves as marginalized in their schools see the question of “voice” (and power) in learning and in decision making?
- How can teachers and administrators give students the space to have choice without feeling overwhelmed?