



Amplifying Children's Voices

Feedback from AHDS Conference, 9th November, 2023

Agreed with a lot of what was said but nice to revisit the points.

Children using artefacts to express their views and how we may alter their voice to suit our own agenda.

Great visual to bring to staff and parents to explain the value of pupil voice.

Really helpful in reinforcing my views of pupil voice. I would love to know more about the voice is more than verbal aspect.

Know what you're listening for...just to hear, to respond, to interact

Children's agency is a key focus.

Infographic
I love the infographic. It helps me think beyond the spoken word of the child. I will definitely use more play approaches to hear the children. I plan to use videos as more evidence of their voice. Also plan to make their voice more visible across the school.

Will be a very useful tool to scaffold discussion with staff

Amplify children's voice compared to a homogenous pupil voice

Share with staff team as a provocation

Voice is more than verbal - highlight this with our practitioners and team

Think this is a great way to visualize our view of children's voices and really enabling that agency.

Definitely intend to use this as a way to empower staff and learners to influence and lead learning.

Good to have key documents interwoven- RtA, HGIOS, UNCRC - all in one place

⇒ **Children often come to my office to chat and seem very comfortable, have never thought that maybe this is not always the case. Reconsidering approach.**

⇒ Like the phrase “children’s voices” rather than pupil voice

⇒ It has made me think more about the fact that children should be able to choose where when and how they share their voices. This will be good to share with staff and pupils.

⇒ I am reflecting on Inclusion for my learners. How am I reaching the whole range of learner within my setting?

⇒ Good opportunity to share with staff to start a conversation around the complexity of gathering children’s voices

⇒ Exploring interactions and not just to fit in with what WE think

⇒ Taking the time to interpret what a child is conveying to you - not finding the time to do this nowadays- which is frustrating

⇒ Love the info graphic and great to be talked through it. Flagged importance of not just taking the voice and ticking a box...exploring interpretations and recognising how complex it is. Giving children the space and time, which might not be the time you give it as SLT.

⇒ **Enlightening and challenging**
This infographic provides a great springboard for thinking and seeking pupil voice. As you touched on, it is a comfortable space to be in if you believe you’ve sought views and acted on them, but I think it’s incredibly important that we continue to challenge our perceptions about how we hear pupils voices and take these forward.

⇒ All very valid points about ensuring that time and space is conducive to children feeling that their voices will be heard, valued and acted upon.

⇒ The importance of silence in children’s communications

⇒ Visually capturing. Re-emphasising what has been said before which is good.

⇒ **Feedback**

It has made me consider the quality of the interactions and the conditions we create to enable this to happen. It is not just about pupil voice or voices it's broader than this. It's about ethos, culture, life of the school. Also, why? Why are we listening to their views. Why do we want their feedback? Are they clear on how adults use this information and can they see the difference their voices have had at all stages.

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⇒ **Now reflecting upon how we listen and pupil voice vs children's voices.**

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⇒ Using different approaches other than verbal to listen to children out with scheduled times-interesting point!

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⇒ **On our NC improvement plan so this will be a great tool to support an audit of practice and inform next steps**

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⇒ **Really like the visual and can see myself sharing this going forward.**

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⇒ **Feedback**

I hadn't considered all the different aspects and their interconnection. The visual display of this makes sense, appeals to me and is inviting.

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I'm a probationer mentor and this will be a good discussion area. I also lead the PSA team and this rings true for individuals and links what we have been seeing in a more organised way.

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⇒ Great infographic and way of capturing pupil voice. Would be great to see how this looks in practice in primary school and how staff would use it

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⇒ **Good reminder of all the concepts and areas needed**

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⇒ The importance of not misinterpreting children's voice to fit our agenda.

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⇒ **Really helpful in focusing on the child's perspective.**

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⇒ Recognising that voice is more than just what the children are *saying* (100 ways of communicating)

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⇒ **Clarified difference between consultation and participation. Better understanding of more meaningful approach to listening to children's voices.**

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⇒ **We use a framework for discussion with our learners. What has resonated with me is what about the learners that are not ready to share at that time?**

⇒ It's good to remember that children decide if, where and when they wish to share their voice.

⇒ Loved to hear the importance of listening to children's voices through so many different avenues. Very reassuring for my school and the staff.

⇒ I use frameworks for questioning which can be restrictive but can provide you with data for whole school feedback. I'd like to try listening to PUPIL VOICES through normal class activities.

⇒ **Good to hear recognition of the complexity of pupil voices.**

⇒ **Very useful to share with staff to create a joint focus.**

⇒ Love the infographic - a great way to communicate the key areas to consider when listening to children's voices. Thought provoking reminders that will ensure we are actively listening and using voices effectively to shape children's learning in the moment and future.

⇒ **Really helpful to consider all the ways that children's voice can be captured, not just verbal**

⇒ Great visual to use with staff to promote thinking around pupil voice.

⇒ A great visual way of recognising the many ways we can listen to and use pupil voices.

⇒ Good visual that would support professional day.

⇒ Good prompt to reflect on the complex aspects of this process.

⇒ **Provides food for thought - especially about more than verbal - like the idea of hearing pupil voice through play**

⇒ Very interesting visual and very helping in developing the meaningfulness of this process

⇒ Reconsider how I listen to children's voice- power imbalance

⇒ Never thought of the difference between consultation and participation, I will be rethinking my approach

⇒ **Infor graphic**
The concepts which are discussed really made me think. But I found the inforgraphic a but confusing and the LISTEN was not clear. I think a tweak or two to make this clearer. Your message is very interesting.

⇒ **This session and infographic is challenging my thinking in how I enable and facilitate children's voice ie beyond writing their thoughts and views.**

⇒ This has been really helpful. We're looking at the power of observation for our play and enquiry learning through the school.

⇒ Lots to think about. It's interesting to see and hear a wider variety of ways to listen to children.

⇒ **Inclusion**
I would love to see a child who is a wheelchair user in the info graphic, to represent diversity!

⇒ Will be really helpful in helping to get the messages to staff and parents.

⇒ Absolutely agree with the message. It is clear and helpful.

A wee thing that jumped out at me was the lack of diversity of adults on the page. I'd be keen to see male educators but also ethnically diverse educators.

⇒ I like the infographic but it wasn't clear that it says 'listen' as I started with the N. Would be lovely to visually see a child with additional support needs in the graphics.

⇒ Hood consideration of the spectrum of pupil voice. A good prompt for staff to think about wider aspects of listening to children's voice.

⇒ **Very interesting and inspiring thanks**

