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# Responding to diversity by engaging with students' voices

A strategy for teacher development

**Guide**



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Many teachers, students and other members of staff in each of the above schools and universities contributed to the project. Whilst it is not possible to name them all individually, we would like to acknowledge their contributions and thank them.

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The logo in the front cover has been designed by students in St Peter's RC High School in Manchester.

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# Introduction

*"We can improve this kind of lesson by making opportunities and useful interventions that can help our colleagues to improve their presentations and their work."*

**student**

*'Colleagues in the school felt that the whole experience had benefited them in a number of ways. It has given them an insight into how students prefer to work in their lessons. It also gave them opportunities to share ideas and good practice, and to work together in a more supportive and collaborative way.'*

**teacher**

*"It was very encouraging to hear teachers saying how they enjoyed the opportunities to observe one another. More importantly, it is interesting how this process has opened up opportunities for discussing learning and teaching. In addition, as the teachers highlighted, their confidence increased because they tried something new and it worked."*

**university researcher**

These are typical of the comments made by those involved during a three-year collaborative teacher development project entitled "Responding to diversity by engaging with students' voices: a strategy for teacher development", funded by the European Union Executive Agency, 2011 – 2014. The project involved three countries, Spain, Portugal and the United Kingdom. Five universities and eight secondary schools - two each in Hull, Lisbon, Madrid and Manchester - were the partners of the project. The focus of project activities was on what is arguably the biggest challenge facing teachers across Europe, that of responding to learner diversity.

This guide is intended to support staff in schools across Europe who want to explore how engaging with the views of the students can facilitate teacher development. Whilst the findings of the project are based on work carried out in secondary schools, the approach presented can also be used in primary schools.

The guide is divided into three sections. The first section introduces the project and the benefits for schools that choose to use the strategy for teacher development that was developed through the project. The second section explains the steps that need to be taken in order to implement the strategy in a school. The final section, the Students' Voices Toolkit, includes the various techniques that can be used in schools in order to gather students' views.

This guide is accompanied by an introductory video and another booklet that provides accounts of practice from each of the eight partner schools. These offer illustrative examples of how the strategy was implemented in different contexts. Reference to these specific accounts of practice is made throughout this guide.



# Section 1: The project

Adina is 15 and goes to school in Madrid. Her family recently moved there from Eastern Europe. Although she is keen to do well at school, she finds it difficult since she is still at the early stages of learning to speak Spanish.

Although he understands most of what is said, Peter, a 14 year old student in a Manchester school, never speaks. He mainly communicates with his friends through text messages.

Teresa is a 17 year-old girl who has grown up on a poor social housing estate on the outskirts of Lisbon. She is working hard to go to university but there is nowhere in her family's apartment where she can do her homework.

These three children are examples of the many differences that are typically found in classrooms across Europe. The task of teachers is to make sure that their lessons take account of their differences, recognising that they provide opportunities for making their lessons more effective for all members of the class. The collaborative action research project, *Responding to diversity by engaging with students' voices*, has developed a strategy for helping teachers to address this challenge.

The project, which started in November 2011, involved two cycles of collaborative action research carried out by teams of teachers and university researchers in three countries. Each school experimented with ways of collecting and engaging with the views of students in order to foster the development of more inclusive classroom practices. Then, through processes of networking with the other partner schools, they shared their experiences and findings in order to move thinking and practice forward.

In what follows we address key questions regarding the project.

## What was the thinking behind the project?

The overall approach of the project involved the blending together of two frameworks that emerged from earlier research: **lesson study** and the **students' voices**.

**Lesson study** – this is a powerful approach to teacher development which involves small groups of teachers in planning a lesson together. This lesson is then taught by one of the group whilst the others observe, with a particular focus on students' participation. At the end of the lesson, the teachers get together and discuss their observations in order to improve their lesson plan. Then the next teacher teaches the refined lesson and the other colleagues observe. This same procedure is repeated until each teacher has had a turn. The implications for practice are identified at the end of the process.

**Students' voices** – this involves the use of various ways of collecting the views of students about their experiences in schools. Their views are then analysed in order to assist teachers to recognise and address possible barriers to participation and learning. Earlier research has shown that this approach can stimulate teachers to think in new ways about their practices and the policies of their schools.

The distinctive feature of the project was that these two approaches were merged to create a new strategy for teacher development, one that focuses directly on ways of responding to student diversity. In other words, students' voices are incorporated into the lesson study approach.

Developments in each school were coordinated by one senior member of staff, supported by groups of their colleagues. External researchers from local universities provided training and support for these teams. At the same time, the researchers monitored developments in order to identify ways in which these processes have led to changes in thinking and practice amongst teachers in the schools.

### What is the strategy for teacher development?

Our analysis of the experiences of the eight project schools led us to conceptualise a strategy for teacher development in respect to student diversity. This involves four interacting processes (see Figure 1).

As indicated by the arrows, we see the four processes as interacting. So, for example,

'talking about diversity' is something that is intended to occur whilst 'developing inclusive practices' and 'learning from experiences'. In this context, the different views of colleagues can act as a stimulus for reflection.

The most important feature of the strategy, however, is the engagement with the views of students, an idea that should permeate all the processes involved and, as we see in the accounts of practice booklet, can take many forms. Our research suggests that it is this factor, more than anything else, that makes the difference as far as responding to learner diversity is concerned. In particular, it is this that brings a critical edge to the process that has the potential to challenge teachers to go beyond the sharing of existing practices in order to invent new possibilities for engaging students in their lessons (see Accounts of practice 4 and 6).



Figure 1: The model for teacher development

## Why should schools use the strategy?

Those who consider using this strategy will want to know the potential benefits. The comments below give a flavour of what these might be, first of all, from the point of view of students:

*"I think everybody enjoyed this lesson – there were fun points in some characters."*

*"We were able to accomplish the proposed tasks. When there were doubts there was support from the teacher and cooperation in the small groups."*

*"As a class, we already told our teacher that we want more lessons like this one. He agreed, referring that there are several themes that we can work with this kind of methodologies."*

*"The one thing I liked about it was that the teachers really really cared about us, they missed their lunch with us, talking with us, how lessons will be better."*

Teachers too reported many benefits, such as:

*"I've started including more drama in lessons almost straight away after seeing you two. I've been doing a poem with Year 8 and because the story's quite simple, they can get what happened and they can remember what happened. So before doing any analysis of language or assessment, we've had three lessons, just creatively responding to the poem. Some of them have done collages and some have done drama. I told them they've got to have the same context and atmosphere, creepiness and suspicion. (...) I would never have done that, wouldn't even have thought of that before."*

*"I enjoyed the project because it gave me time to reflect on my teaching style and identify possible improvements."*

*"I really enjoyed being part of the project - the opportunity to work collaboratively and to see my colleagues teach has been invaluable and something I would like to be involved with again."*

*"In my lesson I will increase the difficulty of the main task and plan only one more challenging extension task. I will follow the same repeat print idea working with groups of four pupils, but include a new print activity to extend their learning. Hopefully most pupils can complete the main task, but not necessarily every pupil will do the extension task."*

These quotes illustrate that both teachers and students saw great benefits from getting involved in the project. First of all, as the teachers highlight, it allowed them to reflect on their own practices in more collaborative ways with their colleagues, as well as with their students. More importantly, the teachers moved from reflection to changing their own practices in such a way that was rewarding for them as well as for their students.

In addition, as the students suggest, they felt much more engaged in the lessons. Most importantly, this brought them closer to their teachers, not least in understanding how much their teachers care about them, but also in recognising how much work takes place in designing an effective lesson.

## Section 2:

# Using the strategy in practice

The strategy explained in section 1 of this guide can be implemented using the following steps:

1. **Form working groups**
2. **Discuss diversity, learning and teaching**
3. **Plan, teach and analyse research lessons**
4. **Identify implications for future practice**

In what follows, detailed suggestions are made as to how to use the four steps, as well as advice on getting started. It is important to understand that these steps are interconnected and that, as in the project schools, they should be adapted to fit in with the situation within a particular school, always keeping in mind the central idea of engaging with the views of students in order to respond to learner diversity. (One of the schools used the grid in Appendix 1, to ensure that all steps were followed, and other schools might find this useful).

### Step 1: Form working groups:

The first step involves teachers forming working groups, usually trios. These groups work together to explore ways of using the views of students to stimulate attempts to cater for diversity within lessons. The groups can be made up of teachers of the same school subject, or of different school subjects.

Overall, teachers in the participating schools in the various countries, found it easier when they were working with colleagues from the same school subjects, bearing in mind that the project involved only secondary schools. However, we did have schools where teachers from different school subjects (for example, a Geography teacher, a Modern Foreign Languages teacher and a Science teacher) formed working groups. As they said, what

they found to be very useful was to get ideas from outside their own subject to further improve their own lessons (see Account of practice 4). In addition, usually the groups consisted of three teachers, however, on some occasions the groups only consisted of two teachers.

Another variation that some of the schools used, was that they involved groups of students in these working groups. These students joined the teacher groups in analysing diversity, planning the lessons, and then reviewing and refining the lesson plans. The teachers used a number of criteria to choose these students. For example, in one school, teachers chose students from varied ethnic backgrounds (see Account of practice 6). In another school, teachers chose students based on their socio-economic and cultural groups, levels of attainment, gender, and levels of participation (see Account of practice 3). In another school, the trio of teachers were joined by support workers who had specific pastoral roles (see Account of practice 1).

Most of the teachers in the participating schools felt that not only working with colleagues from the same school subject but also teaching the same year group was easier, since it meant that the same lesson was taught three times and each time it had to be improved. However, on some occasions the same lesson was taught to classes of different age groups (see Account of practice 3). In other contexts, groups of teachers chose to work in different school subjects, focusing on a common approach to teaching, such as cooperative teaching strategies (see Account of practice 2 and 5). The important message, then, is that teachers should use the four steps in a way that is flexible to suit their own context.



## Step 2: Discuss diversity, learning and teaching

Before planning the action research they intend to carry out in their classrooms, participating teachers should spend time discussing their views about diversity amongst students in the school. In so doing they must take note of their varied perceptions, each of which will be helpful in thinking about the diversity that exists.

The focus in these discussions should be on practice. In other words, what is the impact of learner diversity on aspects of learning and teaching? In some schools in the project, the focus was on a group of learners who shared some common characteristics (see Account of practice 4). Sooner or later, however, in all of the schools, the teachers recognised that all learners are diverse in many different ways and, therefore, decided to focus on how they could improve learning for all.

In understanding issues of learning and teaching in more depth the views of students proved to be crucial. In the project schools this was addressed by involving students in a variety of ways, including, in some instances, students themselves taking on the role of researchers (see Accounts of practice 1, 3, 4 and 7). Here the focus was on how far students felt that their differences are understood, valued and utilised during lessons. Students were also asked to explain classroom practices and activities that make them feel included. More detailed suggestions as to how students' views can be gathered is offered in section three of this guide.

## Step 3: Plan, teach and analyse research lessons

In order to take this process of analysis further, the group of teachers must spend time engaging with the views of their students. Keeping in mind the discussions that have taken place - particularly the views of the students – the teachers agree a focus for their classroom research. This involves one lesson that is planned collaboratively (known as the 'research lesson') and then taught by each colleague in turn, with their two colleagues observing. In planning the research lesson, the teachers share their ideas as to how the lesson can be made effective for every member of the class. As each colleague teaches the research lesson the other two teachers observe the responses of members of the class. Their focus is on the extent to which students are engaged in lesson activities and the ways in which they contribute. (See Appendix 2, for an example of an observation grid which can be adapted for keeping brief notes whilst observing). After the lesson is taught, and while it is still fresh in everybody's minds, the group meets to discuss and analyse what happened. The group then makes adjustments to the lesson plan before it is taught by the next teacher. As soon as possible after each research lesson, some of the students are interviewed in order to get their reactions to the lesson. In some instances, these investigations are carried out by school students, who receive some training in research methods (see Accounts of practice 1 and 7).

## Step 4: Identify implications for future practice

Once each teacher has taught the research lesson, the working group should spend time analysing the information they have collected through their meetings, observations and interviews with students. The aim at this stage is to make a record of what has been learnt about responding to student diversity. Similarly to the previous steps, it is helpful if students are part of these discussions (see Accounts of practice 3, 6 and 7). Indeed, several of the schools decided to use students as co-researchers with a key role in setting aims, gathering and analysing data, and acting as observers for lesson study. One school even went as far as working alongside students in planning and designing lessons.

It was crucial that when students are asked to take roles as co-researchers, they received appropriate training and support. In the project schools where ongoing training and support were offered, the student-researchers excelled and played a vital role in the project. This helped the project but also enabled the students to develop skills, confidence and self-esteem. In schools where support was minimal, student-researchers tended to lose interest and start to see their role as a chore.

Care also needs to be taken with regard to the selection of students to act as co-researchers. Many schools deliberately chose students who were not often selected to take responsibility within the school and this, in the main, was an effective strategy for selection. On some occasions, though, the students were not clear that this was an ongoing responsibility (as opposed to a day out of school to attend training) and maintaining their motivation was more difficult.

## Moving forward

We have strong evidence that this strategy can be a powerful means of improving the capacity of teachers to respond positively to student diversity. However, its use requires organisational changes within a school in relation to the following issues:

**Finding time:** Clearly time has to be found to enable staff to hold meetings and observe another's lessons. Given the potential impact of the strategy, this would seem like a sound investment. Put simply, by investing in teachers' learning there is likely to be a pay off in terms of students' learning. Similarly, where students are involved as researchers, time needs to be made available for them to develop the necessary skills. At the same time, adults have to assist with the coordination of the process. As we read in the Accounts of practice, finding time for student researchers was achieved in a variety of ways, in the different schools in each of the countries (for example, sometimes students worked at lunch breaks, or after school, or when this work was embedded within lessons).

**Facilitating trust:** The successful use of the approach demands the creation of partnerships within which colleagues and students feel able to gain mutual benefit.

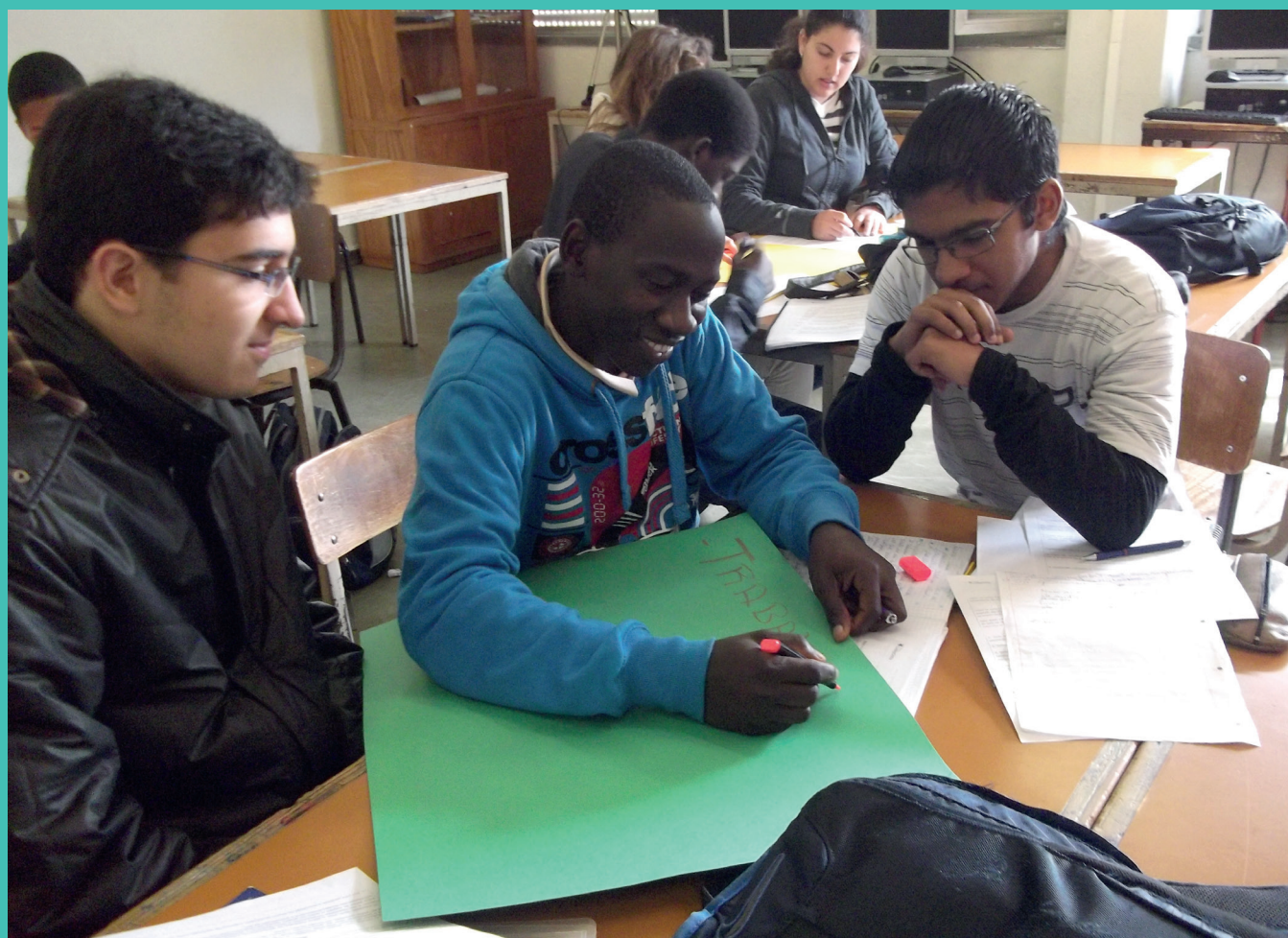
It is also vital to recognise that engaging with the views of students can be challenging to existing attitudes and ways of working. Consequently, teachers have to learn about how to gather and engage with such views, and be prepared to consider responses that challenge their established ways of thinking and acting. It should be noted here that although teachers have the professional

expertise and experience to make decisions about issues related to teaching and learning, what is distinctive in this approach is that it can make them think about such issues in new ways: using the perspectives of students, as demonstrated in all the Accounts of practice. However, students' views can be varied (see Accounts of practice 1, 6 and 8) and it is up to teachers to make decisions about how to respond to all, or some, of these views. What is important, is that this allows teachers to engage in dialogues with students and explain why certain decisions about learning and teaching are made.

The implication is, then, that senior staff within a school have to provide effective leadership by addressing these challenges in a way that helps to create a climate within which teacher professional development can take place. One of the biggest challenges in using such approaches is how to move forward from a focus on individual

teachers and classrooms towards a whole school approach. Where we have seen this happening there was a great commitment on the part of the school leaders to embrace the approach and facilitate the implementation of the approach (see Account of practice 8).

It is worth adding here that the involvement of university researchers acting as "critical friends" proved to be an effective means of supporting developments in the schools. This being the case it is recommended that schools using the strategy seek some form of external support. In addition, it is recommended that further support can be found by schools working together within networks.





# Section 3: Students' voices toolkit

The activities described in this section can be used in a number of ways. For example, teachers can use them as part of focus discussions with small groups of students, within a whole class context, or with individual students. They can also be used by student researchers in the schools, provided that they received appropriate training.

The key question behind each of the activities is:

- How can we make teaching and learning more effective for all?

The list of activities is not exhaustive and the idea is that other schools will develop their own activities based on what they want to explore in their contexts. However, the activities presented here have all been developed and used by the schools involved in this project and were found to be effective in providing teachers with evidence about aspects of learning and teaching in their schools.

- |                         |
|-------------------------|
| 1. Post-it notes        |
| 2. Unfinished sentences |
| 3. Surveys              |
| 4. Diamond 9 Activity   |
| 5. Pyramid Discussion   |
| 6. Posters              |
| 7. Photo elicitation    |
| 8. Apprentice           |



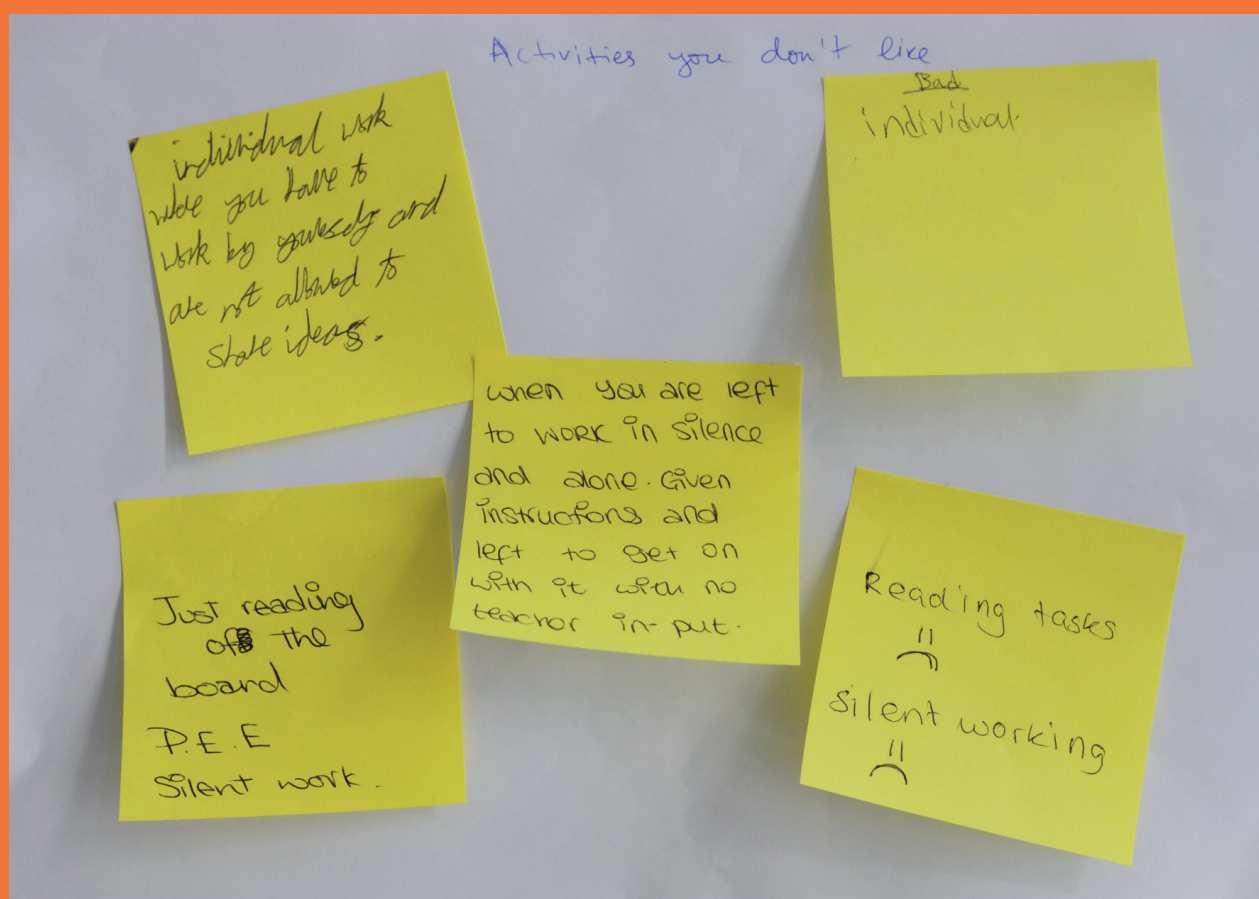


## Post-it notes

Each student in a group or class is given post-it notes (or a piece of paper that they can then stick on a board) and are asked to write down comments on issues such as: activities that help with their learning; activities that do not make them feel involved in learning; what helps them with learning and what makes it difficult for them; what they would do differently if they were the teachers; etc. The activity can be made more specific in relation to a particular school subject (e.g. what can we change in science to make the lesson better?).

Then students stick their notes on a board and look at other students' comments in order to stimulate group discussion. Later, these notes can be taken away and looked at by the teacher individually, or, can be used for discussion with all the students in the class.

This activity is best done with groups of about four to six students. It helps to get them to discuss the extent to which they agree with each other's comments and why. Students can then be encouraged to discuss more generally how they prefer to learn, the activities and conditions they believe help them to learn and those that do not.



## Unfinished Sentences

The 'Unfinished Sentences' activity is very flexible and can be adapted for all age groups and settings. Students could be asked to speak their answers out loud, they could write them down anonymously on sticky notes (as above), or discuss their answers with others and agree upon a group response. Similar to the post-it notes activity, students' responses can be taken away and looked at by the teacher individually, or, can be used for discussion with all the students in the class.

I feel good in class when ...

I understand the lessons better when ...

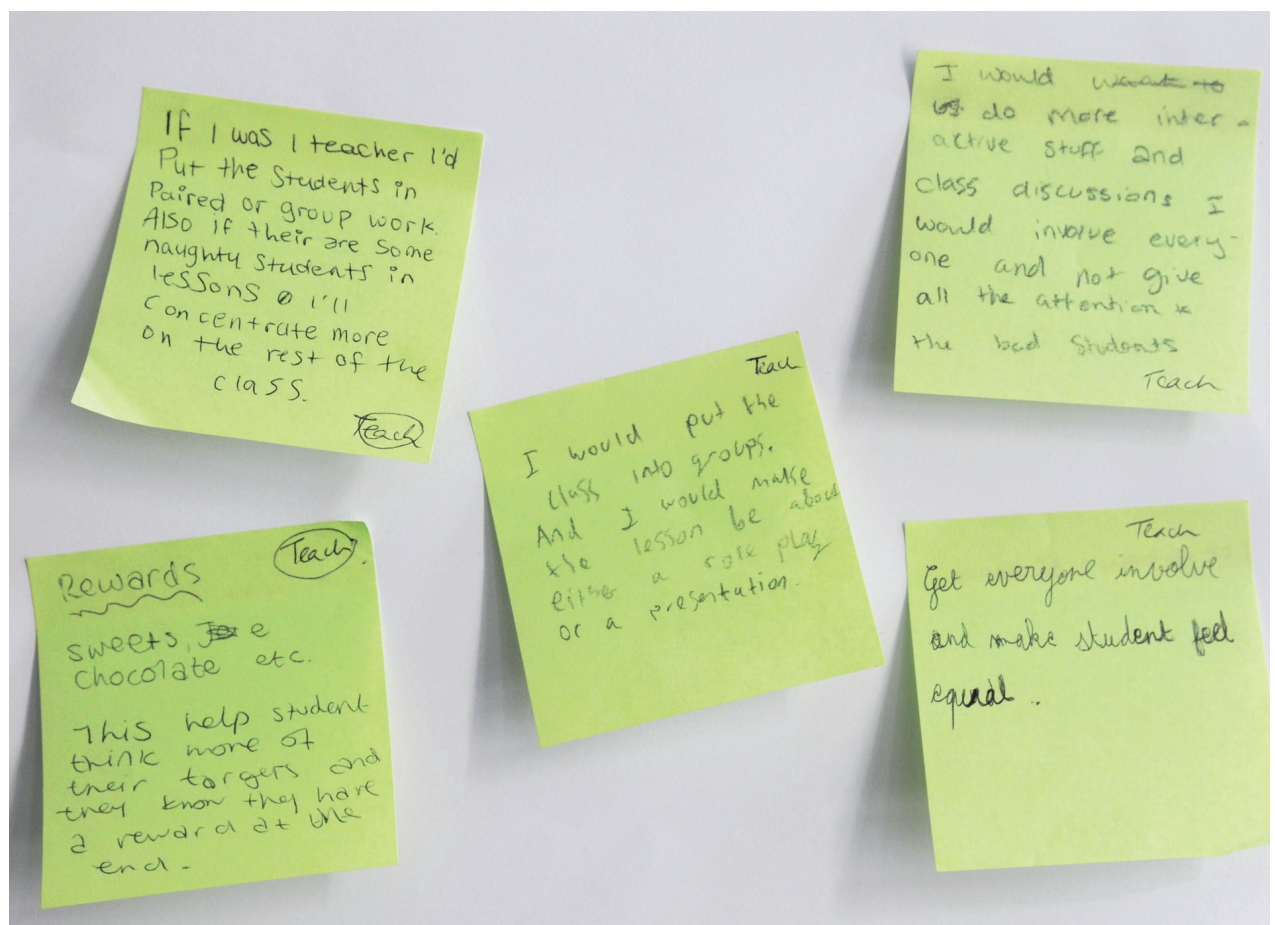
I wish my teachers would ...

It is unfair when ...

The worst thing about school is ...

The best thing about this school is ...

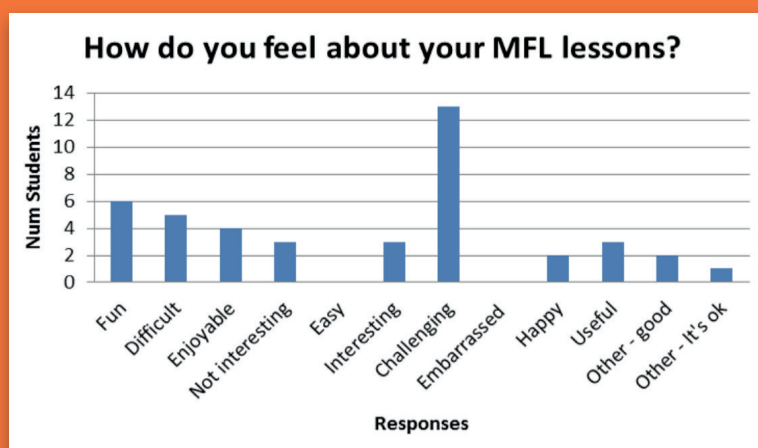
If I were a teacher ...



## Questionnaires

Questionnaires are effective in gathering a wide variety of students' views. Schools can develop their own instruments according to what they are interested in finding out. These could have simple tick-boxes alongside questions or statements. However, the best ones also leave space for students to give more detailed comments (as illustrated above). One school did a questionnaire with an entire year group and this enabled the teachers to gather extensive information about students' experiences of lessons.

One of the disadvantages to using a written questionnaire, of course, is that they do not allow dialogue between students, or between students and staff. Care needs to be taken therefore, to ensure that students are involved in collating the data from surveys and in finding appropriate ways to feed this back to students.



**Student Voice Questionnaire**

**What helps you to learn best?**

Q1. What are the main things that help you to learn in your lessons?

- Activities
- everyone being involved - Interacting
- telling what they will be doing.

Q2. What type of activity helps you learn best in your lessons?

Starter, maybe practical work giving children a chance to give their ideas and creativity.

Q3. Why do you think that is?

Is giving children an active part and making them not be bored but ~~also~~ want to learn more, open minded.

Q4. Describe/draw a picture of the way you'd like to see your classroom laid out.

Q5. What kind of teaching activity helps you to focus better?

- Visual (seeing something e.g. on the whiteboard, in a book, on a worksheet)
- Audio (listening, perhaps to the teacher or another student)
- Kinaesthetic (physically doing something)

Q6. Why do you think that is?

so people can be together.

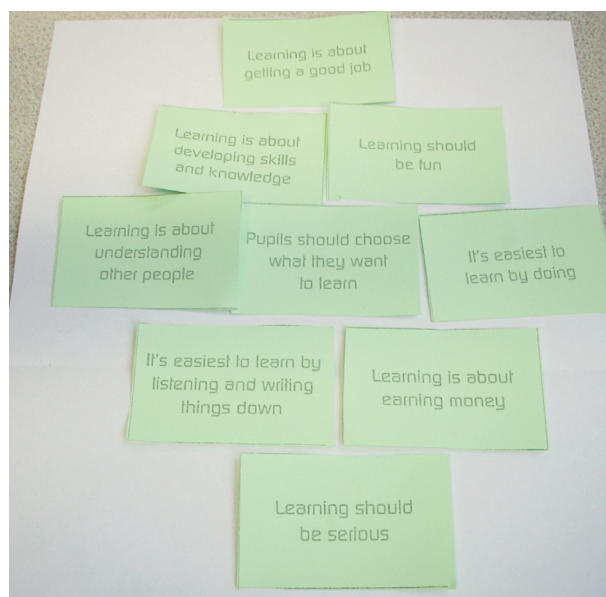


## Diamond nine activity

This interactive group-based activity is a way of encouraging students to reflect on their thoughts and feelings about learning and lessons. Small groups of students are given 15 cards with statements regarding learning. They are asked to choose 9 cards and put them in the shape of a diamond, having at the top the one they believed to be most important and at the bottom the one they thought was least important. The groups are observed and their discussions are recorded.

The Diamond Nine Activity provokes intensive discussion amongst the students about learning and it helps them to recognise that their thoughts differed from one another. Some, for example, believed that lessons should prepare students for getting a job whereas others felt that school should be fun. After the activity, students talk as a group about their lessons and any advice that they would give to teachers.

Examples of statements that might be used are on the next page. In addition, blank cards can be given to the students to come up with their own statements about learning and teaching.





Learning should be fun	It is important that learning can be measured	It is easiest to learn by doing
It is easiest to learn by reading	Learning is about understanding other people	Learning should be serious
Learning is about getting a good job	It is easiest to learn by listening and writing things down	Pupils should choose what they want to learn
Teachers should choose what pupils learn	Learning should be about being happy	Learning is about knowing yourself
Learning is about earning money	Learning is about developing skills and knowledge	It is easiest to learn by doing

## Posters

The activity is split into two parts. In the first part of the activity, students fill in an information collection sheet about each day's lessons. Students are asked to state how many minutes of class-time were lost, if there had been any troubled situations or disrespectful behaviour, and, if so, how these had been resolved. Each day, a different student is responsible for filling in the sheet and placing it in the class' letterbox.



Class letter box

NUESTRA CLASE DE HOY, 1º C vista por (nombre) fecha: 11/03/17

alumno/a: Isaac

Día de la semana: Lunes - Martes - Miércoles - Jueves - Viernes (rodea qué día es)

ASIGNATURA	MINUTOS PERDIDOS AL EMPEZAR LA CLASE	HAN OCURRIDO FALTAS DE RESPETO ENTRE COMPAÑEROS	ASPECTOS POSITIVOS DE LA CLASE DE HOY	ASPECTOS A MEJORAR EN LA CLASE DE HOY
NATURALES	15 min	NO	Estuvimos en silencio	Que no se interrumpiera
E.F.	0 min	Si falta respeto	Que la clase fue muy divertida	Hablar menos no faltarse el respeto
Sociales	0 min	No hubo ninguna falta de respeto	Que fue muy entretenido por los problemas sencillos	Que todos los chicos sean más activos
Tecnología	0 min	No hubo ninguna falta de respeto	Que fue muy divertida	Ninguno

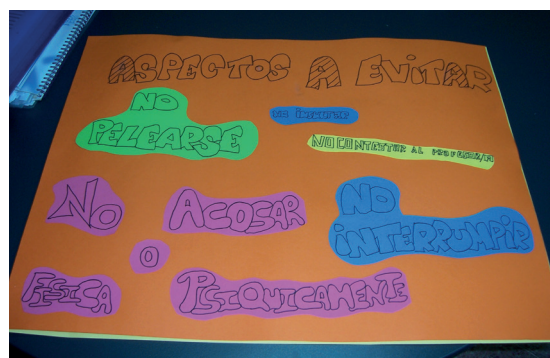
Example of subject collection sheet

## Model of subject collection sheet

Our classroom view by (student's name):

Subjects	Lesson time lost to start	Disrespectful behaviour	Positive points	Improving points
Science				
Literature				
...				

In the second part of the activity, the information collected is analysed with the students during an exercise with the class teacher, in which the students try to reach agreement related to the kind of behaviour to avoid during the lessons. Later on, the agreement can be hung up on the classroom walls for all the students to see. In this way, the activity helps students reflect on personal factors individually and, as a group, that make them feel better.



Example of poster with students' agreements

## Photo elicitation

Groups of students are presented with some photographs showing different situations during lessons. The aim is to show photographs that represent similar contexts to those experienced by the students (similar contexts and similar student ages).

Specific questions about the photographs are raised. For example, what do you think happens to this student? (pointing out a student in the photo). How many similarities can you acknowledge in your class? Do you think these students are learning in class? What do you think happens to this student (pupil pointed out in the photo). Is this situation similar to what happens in your class?

From the analysis of the meaning that those questions have for students, it is possible to identify those aspects of the environment that make some students feel excluded, or recognize that some teachers' behaviour or teaching methods can influence feelings of marginalisation.





## Pyramid discussion

This activity is developed in four phases, as follows:

### Phase 1: Working individually with the pupils in the classroom:

the views of students are collected individually by use of a questionnaire. This questionnaire will be drawn up ad hoc to pick up the opinion of the students about a specific topic on which you or the students are interested in (for example, the strengths and needs for the improvement of teachers).

### Phase 2. Sharing answers with small groups:

the students work in small groups (4-5 students) sharing their answers. The students pool the information from the questionnaires in order to select priorities (for example, 3 strengths and 3 weaknesses of the teachers which need to be improved).

### Phase 3. Sharing answers with all the class:

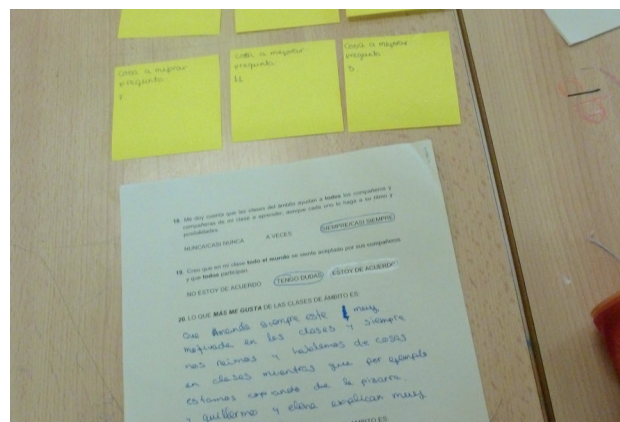
each group shares their answers with their classmates. They can use, for example, a poster in which each group writes their answers down. When the answers are the same, they mark it. Finally the class discusses the results.

### Phase 4. Summing up the results:

With the final results of the groups, a document summary should be written.

This activity can be supplemented in the following session with the "secretaries" from each group using the Diamond g technique. In this way, priorities can be determined to improve the teachers' performance, taking into account the different groups' answers obtained in the previous activity.

Finally, focus groups can be employed to establish a proposal which would help the teacher improve in the areas selected. The final results may be recorded in the form of a document summary.





## Student voice apprentice

This activity is loosely based on the big hit reality TV show, 'The Apprentice', where young business people compete with each other to show how good they are at designing, marketing and selling products that they have either created or they are given to sell. The person who wins gets a job with the successful businessman who is judging them.

The student voice apprentice is about students designing, researching and 'selling' a strategy that they believe will help fellow students to learn. As an introduction, students are encouraged to think creatively about the types of activities that help them to learn best in their lessons and why, and the teaching activities that helps them to focus better.

In groups, the students select a particular new learning strategy which they have to explain why they feel strongly about it

being used in their lessons. They research and present their ideas to their classmates, and a group of adults, including ideas for how they will measure how popular and effective their approach is and anticipating possible criticisms their idea might receive. The audience of students and adults are encouraged to challenge the ideas presented.

The class vote for the most realisable and attractive idea. They then present this idea to the senior staff management team in the hope that the strategy will be introduced in their classes and possibly across the school.

This activity can last for a series of lessons. Or, it can be embedded in a single lesson, for example, in language lessons, focussing on developing listening, speaking and presentation skills.

Here are some examples of ideas students on one school presented to their classmates:


**It could apply to every lesson:**

Science – you could do scientific practical, this improves understanding of the topic.

Maths – you could do puzzles or presenting and ideas of how to work out some mathematical equations, which gets the students thinking.

English – you could do speaking and acting, this also improves confidence.


ICT – you could do presentations. It improves students confidence.



*"It's Amazing" KJ*

**Our Proposal**

We have Decided that there should be key changes made to every lesson. The idea is that there should be a 5 minute relaxing exercise at the start of every lesson. These may involve simple breathing exercises and stretches.



*"Great" Zhen*

## Appendix 1 Steps in diversity, students' voices and lesson study process

	Done	Evidenced (where appropriate)
Choose your learning trio.		
Have a discussion in your trio on what diversity is in your classrooms.		
Choose which element of diversity you are going to concentrate on.		
Gather pupil voice BEFORE your planning.		
Use the pupil voice feedback to inform your planning.		
Teach lesson 1 (with other 2 members observing).		
Discuss any changes needed and adapt/modify lesson 2 where needed.		
Teach lesson 2 (with other 2 members observing).		
Again, discuss any changes needed and adapt/modify lesson 3 where needed.		
Teach lesson 3 (again, with the other 2 members observing).		
Conduct a pupil voice activity to examine the impact of the lesson study.		
Complete an evaluation of the impact of planning collaboratively, responding to pupil voice and recognising diversity.		

## Appendix 2 Observations grid

In what ways are the students participating in the lesson?

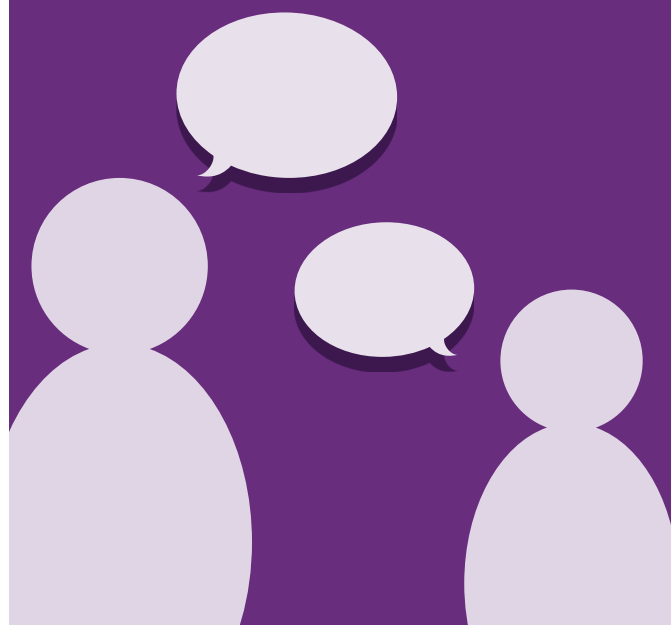
What is the teacher doing to encourage participation and learning?

How do the students contribute to others' participation and learning?

## Appendix 3 Recommended background reading

- Ainscow, M., Booth, T. and Dyson, A. (2006) *Improving Schools, Developing Inclusion*. London: Routledge.
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- Messiou, K. (2006b) *Understanding marginalisation in education: the voice of children*. European Journal of Psychology of Education 21 (3), 305–318.
- Messiou, K. (2012) *Collaborating with children in exploring marginalisation: an approach to inclusive education*. International Journal of Inclusive Education 16 (12) 1311–1322.
- Messiou, K. (2012) *Confronting marginalisation in education: A framework for promoting inclusion*. London: Routledge.
- Messiou, K. (2013) *Working with students as co-researchers: a matter of inclusion*, International Journal of Inclusive Education, DOI:10.1080/13603116.2013.802028.
- Messiou, K., Ainscow, M. Echeita, G. Goldrick, S. Hope, M. Paes, I. Sandoval, M., Simon, C. and Vitorino, T. (in press) *Learning from differences: a strategy for teacher development in respect to student diversity*. School Effectiveness and School Improvement.
- Miles, S. and Ainscow, M. (2011) *Responding to Diversity in Schools*. London: Routledge.
- Paes, I. and Vitorino, T. (coord.) (2011). *Comunidades educativas comprometidas com a diversidade: Propostas e reflexões a partir de práticas de formação-ação [Educational communities committed to diversity: Proposals and reflections from training action practices]*. Lisbon: High Commissariat for Immigration and Intercultural Dialogue.
- Parrilla, A; Martínez, E. and Zabalza, M.A (2012) *Diálogos infantiles entorno a la diversidad y a la mejora escolar (Child dialogues around diversity and school improvement)*. Revista de educación, (Monográfico "Las posibilidades de la voz del alumnado para el cambio y la mejora educativa"), 359, 120-142.

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- Rudduck, J., and Flutter, J. (2000)  
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***Developing School Capacity for Inquiry-based Improvement: Progress, Challenges, and Resources.***  
Stanford University: Center for Research on the Context of Teaching.
- Villegas-Reimers, E. (2003)  
***Teacher professional development: an international review of the literature.***  
UNESCO: Institute for Educational Planning
- Vitorino, T., Paes, I., Antunes, A., Cunha, F., Cochito, I., Gonçalves, L. and Limpinho, M. (2006).  
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## Notes





