Some challenges when we are trying to listen to each other's voices

1. Do you feel that everyone can say what they want to say in relation to your school's development? Think about pupils, teachers, teaching assistants, ancillary staff, parents, the local community.

2. How do we report different voices? Are they communicated and interpreted accurately? Share examples.

3. Whose voice is heard and whose isn't? Are there some voices we wish to hear and others we do not? What do we do with the spoilt questionnaires?

4. Do students ever interpret the evidence? For example what would a school self-evaluation form (SEF) written by students look like?

5. Will people feel badly let down if their ideas are not taken up? Is the politics explained to everyone?

6. Are we putting 'student voice', 'parent voice', 'teacher voice' etc. into just one place so that we can say we're 'doing' it? Think of examples. Does this prevent listening and action in other places?

7. Are we listening to comments that fit in or make sense and ignoring those that don't? Whose language are we using when we talk to each other?

Adapted from Fielding, M. (2004) 'Transformative Approaches to student voice: theoretical underpinnings, recalcitrant realities', *British Educational Research Journal*, 30(2) pp.295-311, in Durrant, J. and Holden, G. (2006) *Teachers Leading Change: doing research for school improvement*, London: Paul Chapman Publishing.