# Phase 3 Directed Task – An exploration of Pupil Voice

Use the following prompts to support your understanding of how your P3 school *gathers* and *uses* Pupil Voice.

You will need to have a conversation with your mentor and make arrangements to observe, or participate in, an activity within school. You may also draw on the school’s website or policies.

School: ………………………………………… Date: ……………………………..

|  |
| --- |
| **What ‘councils’ or ‘groups’ are there in your placement school (such as a school council, eco-group, recycling monitors, science ambassadors, worship team etc,.)?**  **How, and when, are they elected and do they represent all children in the school community (inclusion)?** |
| **What aspects of school life have the School Council (or other groups) been involved in?** |
| **How are councils/groups structured? What responsibilities do children (officers) have? What are their roles? Is there genuine child leadership?**  **What roles do adults have?** |
| **When are meetings held and how often?**  **Are they recorded in any way? How?**  **How are meeting outcomes shared with all children in the school?** |
| **How does your placement school ensure *all children* are given the opportunity to have their voices heard?** |
| **How have the voices of the school children improved/changed school life? Provide examples.** |
| **What do the children in your placement class know about the the School Council/other groups?**  **Do they understand the democratic process?** |