



University  
of Glasgow

Cross, B., Hall, J., Hall, S., Hulme, M., Lewin, J. and McKinney, S.  
(2009) *Pupil Participation in Scottish Schools: Final Report*. Project  
Report. Learning and Teaching Scotland.

<http://eprints.gla.ac.uk/49601>

Deposited on: 12 April 2011

# Pupil Participation in Scottish Schools

## Final Report

February 2009



[www.LTScotland.org.uk](http://www.LTScotland.org.uk)





# Pupil Participation in Scottish Schools

## *Final Report*



## **The Research Team**

The University of Glasgow, Faculty of Education research team responsible for producing this report includes:

Dr. Beth Cross, Adam Smith Research Foundation  
Dr. John Hall, The SCRE Centre  
Mr. Stuart Hall, The SCRE Centre  
Dr. Moira Hulme, Department of Curriculum Studies  
Mr. Jon Lewin, The SCRE Centre  
Dr. Stephen McKinney, Department of Religious Education

### **Contact:**

[b.cross@educ.gla.ac.uk](mailto:b.cross@educ.gla.ac.uk)

0141 3306076

## **Acknowledgments**

Many busy educators took time to answer thoughtfully the survey that contributed to this publication. Several others gathered materials about their participation activities to provide further insight into what projects entail on the ground. Case study schools made time to engage in activities prior to and after our visits and hosted us graciously on the day. Staff and pupils gave thought and consideration to the questions and activities we posed. Due to the confidentiality we assured contributors, we cannot name them individually, but we are very grateful to them for their contributions to the study. In addition, we would like to thank the consulting group of young people at Liberton High School who contributed to the design and analysis of the participatory research tools. They offered insightful observations and gave the study time at a quite demanding period in the school year. We would also like to thank representatives of LTS's Young People's Advisory Group on citizenship for their imaginative and insightful contributions.

## **Disclaimer**

The findings and recommendations of this report are those of the authors and not necessarily those of Learning and Teaching Scotland.

## Contents

<b>Executive summary</b>	<b>5</b>
<b>1. Introduction</b>	<b>13</b>
1.1. Definition of pupil participation and respect	13
1.2. Policy context	14
1.3. Rationale and objectives	16
1.4. Structure of the report	16
<b>2. Methodology</b>	<b>17</b>
2.1. Research design	17
2.2. Online survey	18
2.3. Document analysis	18
2.4. School case studies	19
2.4.1. Pre-visit preparation	19
2.4.2. Teacher interviews	19
2.4.3. Observation	20
2.4.4. Pupil activities	20
2.5. Young people's involvement in the research	22
2.6. Limitations of the research	23
<b>3. Findings from the online survey</b>	<b>24</b>
3.1. Introduction	24
3.2. The respondents	24
3.3. Development of pupil participation	25
3.4. Facilitators and barriers to participation	27
3.5. Means of encouraging pupil participation in schools	30
3.6. Benefits of pupil participation	34
3.7. Summary of key findings from the online survey	36
<b>4. Analysis of documentary materials</b>	<b>37</b>
4.1. Introduction	37
4.2. Representation of pupil participation	37
4.3. Range and usage of participation approaches and activities	38
4.4. Staff responses to pupils' views and ideas	39
4.5. Characteristics of participation	39
4.6. Barriers and means to overcome barriers	39
4.7. Effective practice in pupil participation	40
4.8. Participation and implementation of Curriculum for Excellence	40
4.9. Summary of key findings within documentary materials	40
<b>5. School case studies: pupils' perspectives</b>	<b>41</b>

5.1. Introduction	41
5.2. Pupils' understanding of participation	41
5.3. Range and usage of pupil participation mechanisms	41
5.4. Staff responses to pupils' views and ideas	43
5.5. Characteristics of schools and classrooms that facilitate participation	47
5.6. Barriers and means to overcome barriers	50
5.7. Effective practice in pupil participation	51
5.8. Participation and implementation of Curriculum for Excellence	52
5.9. Summary of pupils' perspectives	54
<b>6. School case studies: teachers' perspectives and observation</b>	<b>55</b>
6.1. Introduction	55
6.2. Teachers' understanding of participation	55
6.3. Range and usage of pupil participation mechanisms	55
6.4. Staff responses to pupils' views and ideas	56
6.5. Characteristics of schools and classrooms that facilitate participation	57
6.6. Barriers and means to overcome barriers	59
6.7. Effective practice in pupil participation	61
6.8. Participation and implementation of Curriculum for Excellence	61
6.9. Summary of teachers' perspectives and findings from observation	62
<b>7. Recommendations and conclusion</b>	<b>63</b>
7.1. Introduction	63
7.2. School staff and pupils' understanding of participation	63
7.3. Range and usage of pupil participation mechanisms	64
7.4. Staff responses to pupils' views and ideas	65
7.5. Characteristics of schools and classrooms that facilitate participation	66
7.6. Barriers and means to overcome barriers	67
7.7. Effective practice in pupil participation	68
7.8. Participation and implementation of Curriculum for Excellence	69
7.9. Conclusion	71
<b>8. References</b>	<b>72</b>
<b>Appendix 1: Pupil participation in Scottish schools survey</b>	<b>75</b>
<b>Appendix 2: Qualitative research tools</b>	<b>95</b>
Appendix 2.1 Coordination of objectives and methodological approaches	95
Appendix 2.2 Case study components	97
Appendix 2.3 Documentation request	99
Appendix 2.4 Interview and observation guides	101
Appendix 2.5 Overview of workshop activities	102

**List of Figures**

Figure 1: Bringing participation approaches together	9
Figure 2: Participation development cycle and the Dimensions of Excellence	12
Figure 3: Research design	17
Figure 4: Positions of survey respondents	24
Figure 5: School types of respondent	25
Figure 6: Meanings of pupil participation	26
Figure 7: Helpful factors in promoting pupil participation	29
Figure 8: Means of encouraging pupil participation at the individual pupil level	30
Figure 9: Means of encouraging pupil participation at the classroom level	31
Figure 10: Means of encouraging pupil participation within the school community	32
Figure 11: Means of encouraging pupil participation through wider community initiatives	32
Figure 12: Areas of the curriculum in which pupil participation is being developed	33
Figure 13: Representation of pupils in schools via a pupil council	34
Figure 14: Respondents agreeing or disagreeing with suggested benefits of participation	35
Figure 15: Band on the run (wall display)	42
Figure 16: The bridge between the island of disrespect and respect (pupil illustration)	46
Figure 17: Chain of command (pupil illustration)	47
Figure 18: Play zones map	50
Figure 19: Bringing participation approaches together	63
Figure 20: Participation development cycle and the Dimensions of Excellence	70

**List of Tables**

Table 1: Pupil involvement in school case study activities	22
Table 2: Assets and barriers to developing pupil participation	27
Table 3: Range of documentary material	37
Table 4: What participation takes from pupils and teachers (pupil perspectives)	48
Table 5: Participation's contribution to the four capacities of <i>Curriculum for Excellence</i>	53
Table 6: Research objectives and methods	95
Table 7: Case study components	97
Table 8: Overview of case study activities in each school	98

**List of Abbreviations**

AERS	Applied Educational Research Scheme
AifL	Assessment is for Learning
CfE	Curriculum for Excellence
HMIe	Her Majesty's Inspectorate of Education
PLP	Personal Learning Plan
UNCRC	United Nations Convention on the Rights of the Child
YPAG	Young People's Advisory Group LTS

## Executive Summary

The right of children and young people to participate, to have their voice heard and valued is embedded in the *Children (Scotland) Act* (HMSO, 1995), *Standards in Scotland's Schools etc. Act* (HMSO, 2000), *Protecting Children and Young People: The Charter* (Scottish Government, 2004a) and Article 12 of the *United Nations Convention on the Rights of the Child* (UN, 1989).

This research was commissioned by Learning and Teaching Scotland (LTS) to evaluate the nature of pupil participation in primary and secondary schools across Scotland. The specific objectives of the research were:

- To describe what school staff and pupils understand by the term 'pupil participation'.
- To describe the range and usage of pupil participation mechanisms employed in schools.
- To describe how school staff respect and respond to pupils' views and ideas, and those of the wider community.
- To identify the characteristics of schools and classrooms that facilitate effective pupil participation.
- To identify possible barriers to the development of pupil participation in schools and to make suggestions about how these can be overcome.
- To capture examples of effective practice of pupil participation.
- To make suggestions about how pupil participation can help support the implementation of the *Curriculum for Excellence*.

A mixed method approach was used to investigate the breadth and depth of participation practices in Scottish schools. Data were gathered using three main methods (December 2007 – March 2008). An online questionnaire was distributed to 2,631 primary and secondary schools registered with the Heads Together database, an online community for headteachers facilitated by LTS. The survey achieved a response rate of 24% (n=622). The questionnaire sought to establish the range of pupil participation practices currently employed in schools and investigated teachers' understandings of the meanings and benefits of participation. In addition to the survey, ten primary schools and five secondary schools across twelve local authorities submitted documentary materials for analysis. Four local authorities also submitted documents evidencing participation strategies for consideration. These documents provided a more detailed picture of the characteristics of participation activities. Finally, in consultation with LTS, four school case studies (two primary and two secondary) were conducted to consider how activities, practices and values come together to shape the overall participatory ethos of a school and the important role respect plays in developing effective practice.

Taking the survey, document analysis and case study findings together, the following picture of participation in Scottish schools emerges:

- Within the survey, the majority of responses emphasised opportunities for pupils to be involved in decision-making over other forms of participation.
- Documents submitted for consideration emphasised extra-curricular activities and pedagogical approaches to enhancing pupil participation.
- Teachers in the case study schools emphasised the importance of coordinating strands of participation within a holistic approach.
- Pupils consulted within the case studies valued a combination of participation opportunities.

## **Main findings**

### ***School staff and pupils understanding of the term 'pupil participation'***

Understandings of participation were explored through analysis of formal documents, interview transcripts, and a range of case study activities. Within the documents submitted by fifteen schools and four local authorities, pupil participation most commonly involved extra-curricular activities and planned learning activities within classroom settings. Materials relating to decision-making through pupil councils were less prevalent.

Teachers in the case study schools who participated in interviews and focus groups associated 'pupil participation' with a range of experiences designed to promote critical enquiry, collaborative learning and positive relationships. Teachers expressed a commitment to providing learning experiences that were relevant, authentic and that promoted a range of transferable skills. Primary school teachers emphasised the wider purposes of education; this was evidenced in critical reflection on the role of education in shaping children's dispositions to learning. Secondary school teachers emphasised work within curriculum areas to promote pupil engagement. In the secondary school case studies, pupil participation was associated with attempts to recognise wider achievement and was positioned as part of a move away from transmission-based and assessment-driven approaches to teaching and learning.

In both primary and secondary schools, pupil participation was associated with a capacity to affect change. Instilling a sense of self-efficacy was a recurring theme in the accounts offered by school leaders in the case study schools. A commitment to pupil participation was aligned with a commitment to the concurrent development of distributed leadership. The portfolio of pupil participation strategies within these schools offered a range of opportunities for both teachers and pupils to show leadership.

Pupils associated participation with active engagement, demonstrating respectful relations and 'making a difference'. In the school case studies, pupils identified participation with opportunities for active and collaborative learning. Beyond formal classroom learning, pupils associated opportunities for participation with the pupil council, charitable fundraising, expressive arts activities, and a range of mentoring, buddying and coaching activities. During workshops facilitated by the research team and in diary entries completed before the case study visits, pupils described the importance of respect shown amongst peers in the informal spaces and times of school. During focus group interviews and pupil-led school tours, pupils offered accounts of affecting change and explained how they had been involved in making decisions about behaviour policy, aspects of the curriculum, learning resources, and play and recreation facilities.

### ***The range and usage of pupil participation mechanisms***

The vast majority of schools that responded to the survey (91%) had developed plans to encourage pupil participation, and had done so through a mixture of 'curricular', 'organisational', and 'ethos' approaches. Survey respondents indicated how pupil participation could be encouraged at the individual, classroom, school and wider community levels.

At the *individual pupil level*, participation was promoted by:

- Individualised education plans, Personal Learning Plans (PLP), target setting (58%)
- Buddying, mentoring, or peer support schemes (49%)

- Pupil mediation, guidance, or counselling initiatives (23%)

At the *classroom level*, participation was promoted by:

- Working cooperatively or learning in teams (42%)
- Assessment strategies including Assessment is for Learning (AifL) and PLPs (38%)
- Pupil involvement in planning or evaluation (19%)

At the *school community level*, participation was promoted by:

- Pupil council, forum, involvement in school assemblies (75%)
- Individual initiatives or awards (e.g. eco-schools and healthy schools initiatives) (53%)
- Giving specific responsibilities to pupils e.g. playground monitor (41%)

At the *wider community level*, participation was promoted by:

- Community initiatives (e.g. local arts or environmental projects) (78%)
- Specific awards schemes (e.g. Duke of Edinburgh) (25%)
- Charity or fund raising work (24%)

Only a small percentage of schools reported significant development of pupil choice that involved pupils in curricular development, evaluation or school planning decisions.

The documentary materials illustrated that there is a range of creative, innovative approaches to promote participation in primary and secondary schools and also evidence of turning established practices to new purposes. Of particular interest was a range of inter-school activities, including pupil-led research of participation practices across schools at cluster level.

There were more examples at primary level of children being given a greater range of opportunities. At secondary level, many of the examples are of pupils' participation in pre-determined programmes, many of these focussed on award competitions, which position participants as recipients of decisions rather than decision makers. Teachers at case study schools stressed the importance of a coherent strategy for the promotion of pupils' views and actions across the school, which also supports the development of participation skills as pupils progress through their school careers.

### ***The ways that school staff respect and respond to pupils' views and ideas and those of the wider community***

Within the documentary materials, the extent to which pupils' views are respected varied across the examples submitted. Some examples indicated that pupils' views informed policy and practice not only within the school but also within the local authority, whilst in other cases the extent to which pupils' ideas were taken forward or decisions respected was absent or unclear.

Pupils within the case studies expressed a more complex view of respect at secondary level than primary and emphasised the need for this to be reciprocal and consistent across the school community.

Teacher's classroom practice within the school case studies demonstrated that there are several different strategies for increasing the space pupils have to explore and develop their voice. These activities involved teachers listening to pupils' views, but also pupils learning to listen, respect and respond constructively to each other.

### ***Characteristics of schools and classrooms that facilitate effective participation***

Positive attitudes and ethos were regarded as key drivers to participation by schools responding to the survey. National curricular changes were also regarded as significant drivers, especially among primary school respondents.

Pupils within the case study schools suggested that environments which were *interactive, respectful* and *inclusive* offered enhanced opportunities for participation. Pupils described a participatory ethos as developing from teachers' investment in them. Where teachers created opportunities for pupils to express, participate and contribute, pupils felt ownership and pride in the school community.

Teachers suggested that openness, professional commitment, high levels of trust, and a consultative approach to the development of core values were important in extending opportunities for pupil participation in schools.

### ***Barriers to the development of pupil participation and the means to overcome these***

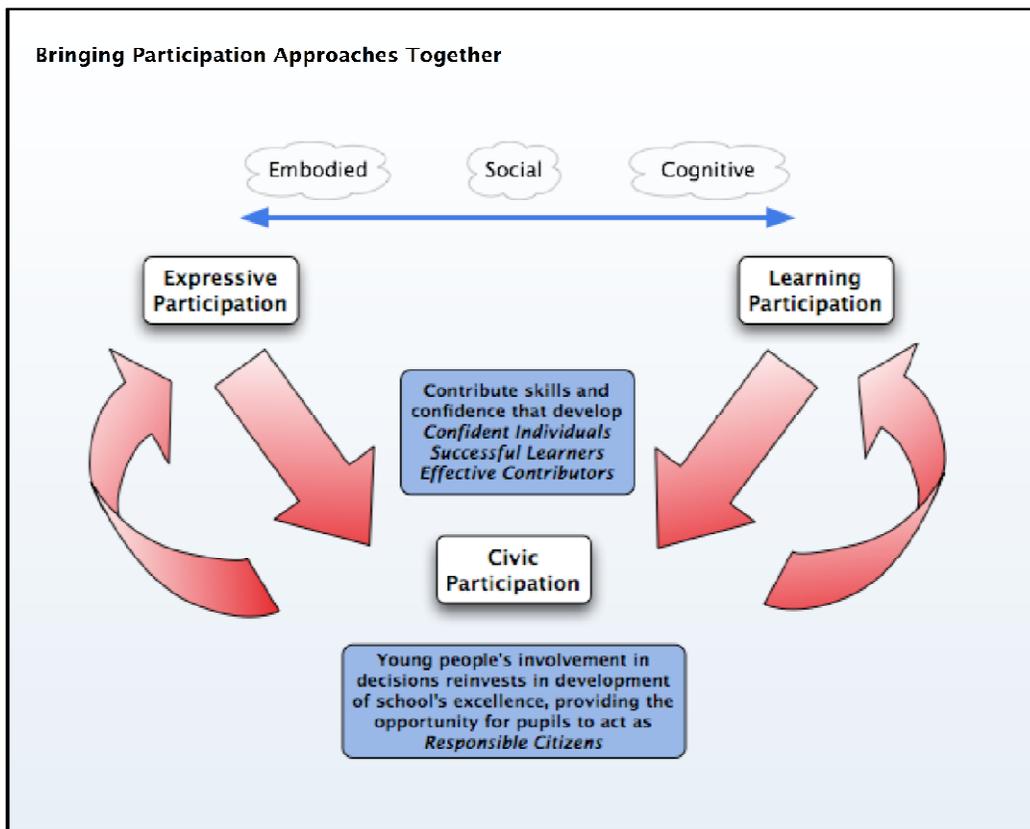
Half of the respondents to the survey (50%) cited 'lack of time' as a key barrier to the promotion of pupil participation, while 19% reported that 'the immediate environment and structure of their school building' was an impediment.

At the case study schools it was suggested that some 'barriers' had the potential to be turned into participation opportunities. Pupils valued being included in problem solving and overcoming challenges that faced their school communities. There was some understanding that physical and relational barriers were interlinked. For instance, the perception that pupil voices are not listened to may be perpetuated where pupil participation successes are not effectively communicated to the school community.

Teachers at the case study schools reflected that participation challenges teachers to reconceptualise their roles and develop new strengths and leadership styles. Constraints such as time and competing priorities pose significant challenges. Creativity and a consultative approach to leadership are important in responding to these challenges.

### ***Examples of effective practice of pupil participation***

Overall, effective practice integrated different kinds of participation – learning (pedagogic), expressive (artistic) and civic participation (decision-making) - so that they complemented and strengthened each other. The interrelationship of these three dimensions of participation is illustrated in Figure 1 overleaf. (University of Glasgow, 2009).



**Figure 1.**

Schools responding to the survey identified a wide range of benefits from effective pupil participation. Foremost among these were increased pupil achievement and confidence (90%), better school ethos (92%) and better classroom learning relationships (83%).

Some differences of degree and emphasis between primary and secondary schools were apparent in the survey responses, which perhaps reflect contextual factors such as school size and organisation. Primary schools were more likely to associate improvements in pupil achievement and confidence with pupil participation. Secondary schools did not associate pupil participation with an improvement in discipline and behaviour problems. Primary schools were more likely to agree that pupil participation contributes to better classroom learning relationships and ethos across the school.

In describing the participation strategy in their school, pupils in the school case studies demonstrated an understanding of the underlying intent of activities. Pupils were able to articulate what effective participation means to them and the criteria used in making such judgements. It was important for pupils to see their contributions to decision making carried through into concrete and tangible improvements.

Teachers demonstrated a range of ways in which they were working to promote participation. The diverse strategies adopted reflected particular local circumstances and needs. Teachers at case study schools demonstrated that there could be different starting points for effective pupil participation depending on the contexts and challenges of each setting. Examples of effective participation included:

- Fostering strong budding relationships between upper and lower primary pupils through the provision of frequent opportunities across the year for joint purposeful activity.

- Opportunities for pupils to show leadership through 'challenge tasks' addressing priorities for change in school from a pupil perspective.
- Involvement of primary school pupils in problem solving and decision making around the re-allocation of school space to accommodate different types of play within restrictive premises.
- Support for a pupil-initiated campaign to reinstate a feature of curriculum provision, involving a presentation by the pupil council to the school council and a newsletter to parents.
- The operation of a pupil management committee for a school's peer mediation scheme, involving organisation of a peer mediation conference for all schools in the cluster.
- At local authority level, support for pupil-led research into approaches to enhance participation, including mapping of important features supporting participation identified through a series of comparative school visits by pupils.

### ***Participation and the implementation of Curriculum for Excellence***

Several respondents to the survey associated the development of pupil participation with the goals, purposes and strategies of *Curriculum for Excellence* and *Assessment is for Learning*. Teachers at the case study schools considered their work to increase pupil participation would be important in implementing *Curriculum for Excellence* and were taking the initiative to define and shape what this meant in their particular contexts.

Contributors of materials reported that activities had been effective in developing group work, critical thinking, and reflective learning skills to enhance pupils' capacity as confident individuals, successful learners and effective contributors. Materials also evidenced the development of positive relationships, including those with members of the wider community. It was felt that community involvement enhanced pupils' capacity for responsible citizenship.

Pupils at case study schools identified important ways that participation contributes to the development of the four capacities of *Curriculum for Excellence*. Pupil accounts were most closely associated with the development of pupils as successful learners and effective contributors, rather than as confident individuals or responsible citizens. This finding suggests that further development of activities is needed to provide more rounded development of all the capacities.

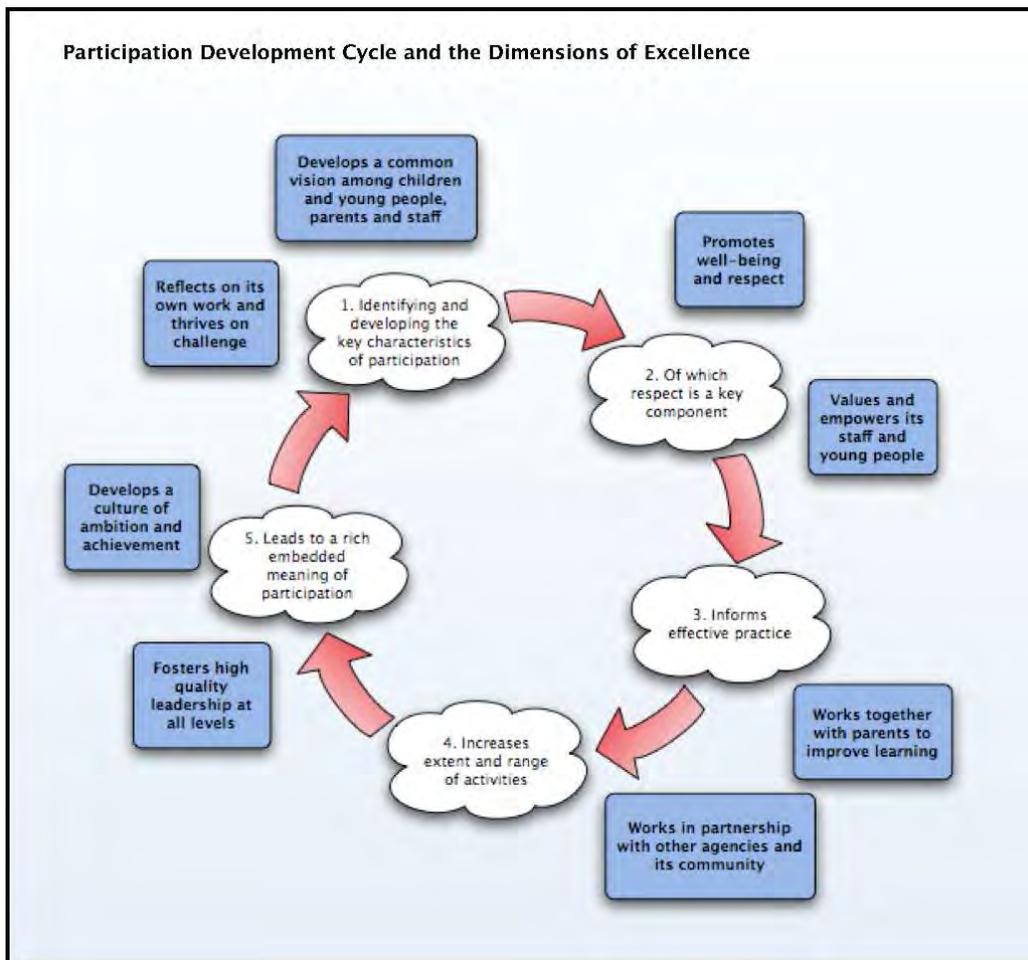
### **Recommendations**

Based on these findings, the research team offers the following recommendations for consideration.

1. In planning strategies to enhance pupil participation, it is useful to consider the range of existing activities at individual, classroom, school and community levels. Mapping activity across a number of levels is a useful starting point in identifying the diverse ways in which participation is promoted in schools and in establishing the balance between professional and pupil-initiated activity.
2. In reflecting on existing and future strategies to enhance participation it is useful to consider the 'learning', 'expressive' and 'civic' dimensions of participation (depicted in Figure 1), and how these relate to the development of the four capacities of *Curriculum for Excellence*.
3. In planning and coordinating school responses to promote participation, it is advisable for senior management, teaching and support staff and community partners to collaborate. Collaboration supports the identification of a wider

range of opportunities for enhanced participation, within and beyond the classroom. This research found that non-teaching staff have a lower degree of involvement in promoting participation in secondary schools.

4. Identifying and sharing good practice is important in promoting a coherent approach to pupil participation. The promotion of critical thinking and group work skills will support the development of common understandings. Developing competence and confidence in managing group processes will encourage the wider deployment of these strategies across the school, including deliberation on pupil councils, committees and other initiatives.
5. Recording and sharing of participation opportunities and practices is important in supporting progression as pupils move between classes and year groups. Dialogue is likely to enhance collaboration and support connections across the curriculum.
6. In developing the partnership dimension of the *Curriculum for Excellence*, it is advantageous for schools to continue to develop inter-school participatory projects and to afford a role to pupils in shaping initiatives.
7. The role that respect plays within the formation of positive school ethos suggests that it is advisable to consider *how* activities are carried out, as much as *what* activities are planned.
8. Involving pupils in researching how respect is shown or lacking in the school community can be an important first step towards developing a respect strategy.
9. A participatory ethos is enhanced where senior management both leads by example and opens up opportunities, through the provision of time and space, for teachers and pupils to develop leadership.
10. In developing strategies to overcome barriers to participation, it is helpful for schools to identify ways that pupils can contribute to problem solving. Identifying the support and skills that pupils need in order to contribute effectively is an important consideration in planning their involvement.
11. It is important for school staff to consider how pupil participation is communicated and how pupil activity can become a key feature of school spaces and routines.
12. A consultative approach is recommended in developing evaluative indicators through which the effectiveness of participatory approaches is assessed. This includes the involvement of a wide range of stakeholders: teachers, support staff, students, past students, parents, partner practitioners in children and family services and community members.
13. Participation in extra-curricular and expressive activities can be powerful motivators. Connections across the curriculum should be considered to find ways of channelling motivation throughout the school day, creating a cycle of mutual reinforcement.
14. Developing a participation strategy based on the cycle of objectives in Figure 2 can complement the development of the Dimensions of Excellence as enumerated in *The Journey to Excellence*.



**Figure 2. Adapted from *Journey to Excellence* (HMIE, 2006:20)**

The study identified areas where there is a need for further investigation and action. Further clarification of the meanings of different kinds of participation and the balance they provide between opportunities and responsibilities is required. Transition between stages remains an important area for investigation. It is unclear if there is a sustained progression of participation activities that strengthens young people’s skills and interest throughout their educational career. A more discerning language about the skills of participation, such as the components of effective teamwork, would be helpful. The importance to pupils of expressive arts as a means of finding their voice could be developed further. Recuperating mutual respect between teachers and pupils, when it has been damaged, is an important issue.

In summing up the lessons to be taken from this study, the observation of a headteacher of one of the case study schools is significant: *“You’re no less a teacher for doing this, you’re a more skilled teacher in actual fact.”* Participation does not lessen the role of the teacher; it offers the opportunity for fuller, richer learning relationships. It requires vision, coordination, skill and a sense of adventure. Through the course of this research, it was evident that whilst participation requires more, it also inspires more.

## 1. Introduction

### 1.1 Definition of pupil participation and respect

Whilst pupil councils are an important place for pupil participation, the concept means more than this. Pupils make decisions and offer their opinions in the playground, in classrooms and in their interaction with staff throughout the school day. It is all these activities taken together that constitute the meaning of participation in a school.

As the growing literature on participation stresses, participation in its broadest sense quite simply means 'taking part'. A crucial component of taking part is listening and being listened to (Scottish Executive, 2006; Davies et al, 2006a, 2006b; Carnie and Fielding, 2007; LTS, 2007). In this report, we address participation in terms of self-expression, learning through school activities and involvement in decision-making. We refer to these three dimensions as expressive participation (artistic), learning participation (pedagogic) and civic participation (decision-making).

First, *expressive* participation (artistic) refers to the level of immersion in experience and the interplay between artistic production and reception (Banaji and Burn, 2006; Jeffrey, 2006). Second, in terms of *pedagogy*, participation refers to the level of active engagement in learning, as promoted for example by the *Assessment is for Learning* (AifL) programme. Third, participation refers to pupil involvement in *decision-making*. The degree to which children and young people are consulted about matters that affect them has developed since the UK's adoption of the United Nation's Convention for the Rights of the Child (UN, 1989) and is more established in some sectors of children's services than others (Participation Works, 2008). This third meaning of civic participation is connected to the former two, particularly in educational settings. Often participation in the first two senses develops the capacity to engage in the third, providing important experiences and skill development upon which decision-making in a public arena relies.

This holistic definition of participation is in keeping with changes in the definition of citizenship more generally. In the last decade there have been concerted efforts to move from a passive and minimal conception of citizenship curriculum towards a more active one (Kerr, 2006; Nelson and Kerr, 2006) along with policy moves to make learning more active across the curriculum. *Education for Citizenship in Scotland: A Paper for Discussion and Development* (Learning and Teaching Scotland, 2002)<sup>1</sup> set out the following overall goal of Education for Citizenship in Scottish schools.

Young people should be enabled to develop capability for thoughtful and responsible participation in political, economic, social and cultural life...defined in terms of four aspects – knowledge and understanding, skills and competence, values and dispositions and creativity and enterprise. (LTS, 2002:3)

In pursuing the aims and objectives of this study, it is important to bear in mind that all three kinds of participation described above – artistic/expressive, pedagogic and civic/decision-making - contribute to each other and enable the development of engaged pupils and dynamic places of learning. As a recent publication on pupil voice observes, there are many different models of consulting with or involving children in decision-making (AERS, 2008). In the different models, adults and children have different roles, levels of responsibility and power. Moving towards a

---

<sup>1</sup> Available online: <http://www.ltscotland.org.uk/citizenship/managementtoolkit/planning/paper/index.asp> and [http://www.ltscotland.org.uk/Images/ecsp\\_tcm4-122094.pdf](http://www.ltscotland.org.uk/Images/ecsp_tcm4-122094.pdf)

model in which children are given more responsibility and power involves both assessing and encouraging children's skills and capacities (Thomas and O'Kane, 2000).

Any exploration of pupil participation inevitably entails consideration of 'respect'. A human rights-based conception of respect is used throughout this study, rather than traditional definitions that equate respect with deference and subordination to authority.

Respect: to treat others with consideration and regard, and respect another persons' point of view. Issues of power, agency, emotional literacy and the active development of a positive ethos are integral to this understanding. (Roffey, 2006)

The above definition emphasises the reciprocal nature of respect, which is a recurrent theme in *Education for Citizenship in Scotland* (LTS, 2002).

The rights and responsibilities of citizens are reciprocal in many respects. If we all have a right to be treated with respect, then it follows that we have a clear obligation to treat all others with respect. (LTS, 2002:8)

## 1.2 Policy context

Participation work in Scottish schools has been developing for several years and draws on important work by the Scottish Schools Ethos Network (1995-2005), which produced important case studies with many participatory examples. The right of young people to participate, to have their voice heard and valued, is embedded in the *Children (Scotland) Act* (1995), *Standards in Scotland's Schools etc. Act* (2000), *Protecting Children and Young People: The Charter* (Scottish Government, 2004a) and Article 12 of the *United Nations Convention on the Rights of the Child* (UN, 1989). Pupil participation is integral to *Education for Citizenship* (Learning and Teaching Scotland, 2002) and to the development of the four capacities set out in *Curriculum for Excellence* (Scottish Executive, 2004b): successful learners, confident individuals, responsible citizens, effective contributors. As the *Curriculum for Excellence* has developed, the strategic role of participation has become clearer. HMle identifies pupil participation in eight of the ten dimensions of *The Journey to Excellence* (HMle, 2006a).

Greater opportunities are now available to pupils for personalisation and choice through curriculum flexibility and enhanced opportunities for vocational learning. Greater attention has been afforded to the importance of recognising young peoples' contributions and wider achievements in and out of school hours within the policy document *Ambitious, Excellent Schools* (Scottish Government, 2004c). Active participation in planning and evaluating learning has been encouraged through a range of national and school-led strategies including *Assessment is for Learning* (AifL), target-setting and participatory models of school evaluation and curriculum review, including schools' councils (Scottish Consumer Council, 2007). In addition, the involvement of young people has been promoted through a range of peer support and peer mediation schemes (Scottish Executive, 2004d). An emphasis on promoting opportunities for pupil participation within school and the wider community is consistent with the broader commitment to trans-professional and inter-disciplinary work that is at the heart of integrated service provision. For example, *Heads Up Scotland* (Clarke, 2005) suggests that significant advances in developing participatory ethos and structures were achieved through the integrated community schools and Health Promoting Schools policies.

Pupil participation has been enhanced by developments in pedagogic practice. The Curriculum Futures review emphasised the importance of pupil participation in models of 'dialogic teaching' (Alexander, 2004) such as Philosophy for Children (Lipman, 2003; Haynes, 2001; Murriss, 2000) and Circle Time. The focus on active learning within these approaches connects with recent attention to thinking skills within initiatives such as *Assessment is for Learning* (Hayward et al, 2004), Learning How to Learn (James et al, 2006), Activating Children's Thinking Skills (McGuinness, 1998) and a range of subject-based cognitive acceleration initiatives (Adey, Shayer and Yates, 1995; Leat and Chandler, 2001). Critical thinking, cooperative and collaborative learning feature strongly amongst current CPD provision for teachers. *Building the Curriculum 2* (Scottish Executive, 2007) has emphasised the importance of promoting active learning from the early years.

Whilst this policy picture is one of complementary and mutually reinforcing initiatives, research into the implementation of policies and their impact does not depict a uniform picture. A number of studies conclude that good practice in terms of pupil participation is patchy (Alderson, 2000; Maitles and Deuchar, 2006). Some research suggests that pupil disillusionment with participation becomes greater as pupils progress to secondary school (Scottish Consumer Council, 2007; Galton et al, 2003; Scottish Government, 2007). The OECD review of Scottish education reinforces concern about transition between primary and secondary school (Scottish Executive Education Department, 2007).

In addition, research has highlighted some limitations of pupil councils as models of engagement. When pupil and student councils are viewed as tokenistic or are unsupported by other means of pupil participation, young people have reported quite negative experiences of participation that may deter further engagement. Research suggests that citizenship education is most effective where it provides a living model of democracy that channels aspirations through transparent and egalitarian means (Kerr, 2006; James and James, 2004). This requires pupil councils to work alongside a range of pupil committees and activities that together comprise school wide participative practice (Maitles and Deuchar, 2006: 256). Similarly, Allen et al (2005) argue that effective participative practice involves opening up spaces for students to develop their *own* issue specific initiatives. *Participation and Learning* (LTS, 2007) describes various ways in which this can be achieved.

A range of guides to pupil participation have been produced (Dynamix, 2002; New South Wales Commission for Children and Young People, 2004; Scottish Executive 2006; Department for Children, Schools and Families, 2008). The Carnegie Young People Project recently produced an international review of literature on pupil participation in education settings and a companion publication that details approaches to participation in seven English secondary case study schools (Davies et al, 2006a; Davies et al, 2006b).

A recent review of the development of children and young people's participation rights notes that participation work within children's Non-Governmental Organisations (NGO's) is much better established and developed than in the schools, though this is changing (Participation Works, 2008).

This brief review of policy highlights the promotion of pupil participation as a political and pedagogic priority. Research suggests the variable impact of policy in the context of practice as policy intentions are mediated within school communities. This study explores contemporary understandings and strategies to promote pupil participation in Scottish schools.

### **1.3 Rationale and objectives**

*The Journey to Excellence* (HMIE, 2006a) stresses that there will be different routes to excellence for schools facing different challenges and drawing upon different strengths. It is important to identify the role that pupil participation plays in developing these routes. *Participation and Learning* (LTS, 2007) reports the innovative ways in which both a participation ethos and participation practices are being developed in nine schools. However, questions remain about how schools more widely are thinking about and implementing participation and what this means for the day-to-day experiences and decisions of teachers, pupils and community members.

This study was commissioned to address the following objectives:

- To describe what school staff and pupils understand by the term pupil participation.
- To describe the range and usage of pupil participation mechanisms employed in schools.
- To describe how school staff respect and respond to pupils' views and ideas, and those of the wider community.
- To identify the characteristics of schools and classrooms that facilitates effective pupil participation.
- To identify possible barriers to the development of pupil participation in schools and to make suggestions about how these can be overcome.
- To capture examples of effective practice of pupil participation.
- To make suggestions about how pupil participation can help support the implementation of the *Curriculum for Excellence*.

### **1.4 Structure of the report**

The next section details the methodological approach taken to address the research objectives. Section three provides an overview obtained through a large-scale survey of schools. Section four reports an analysis of documents submitted by schools and local authorities that address pupil participation. Section five reports the findings of our engagement with pupils through this study. Section six reports teachers' perspectives gathered through interviews in each of the four case study schools and findings from observation of lessons and break times during the one-day school visits. The final section of the report contains a discussion of the main findings and makes a number of recommendations for consideration by the Scottish educational community.

## 2. Methodology

### 2.1 Research design

The study involved three main methods (see Figure 3):

- an online quantitative survey of participative practices in Scottish schools,
- an analysis of curricular development materials across a range of Scottish schools, and
- a set of qualitative case studies examining the nature of those practices within the reality of school settings.

A concurrent mixed methods design was adopted to address the research questions in this research. A combination of quantitative and qualitative data, methods and techniques were used to strengthen the research. The use of multiple methods helped to ensure the representation of the views of school managers, teachers and pupils at national and local levels. The quantitative elements supported data gathering on a large-scale, whilst parallel qualitative elements offered greater depth of insight. In comparison with online instruments that are self-completed at a distance, the face-to-face techniques enabled clarification of meanings and provided opportunities for prompts and probes. Semi-structured interviews afforded greater flexibility for school managers and teachers in the case study schools to convey their opinions without the constraints of a fixed range of responses. The pupil workshop activities afforded opportunities for children and young people to contribute in a variety of different ways with which they felt comfortable.

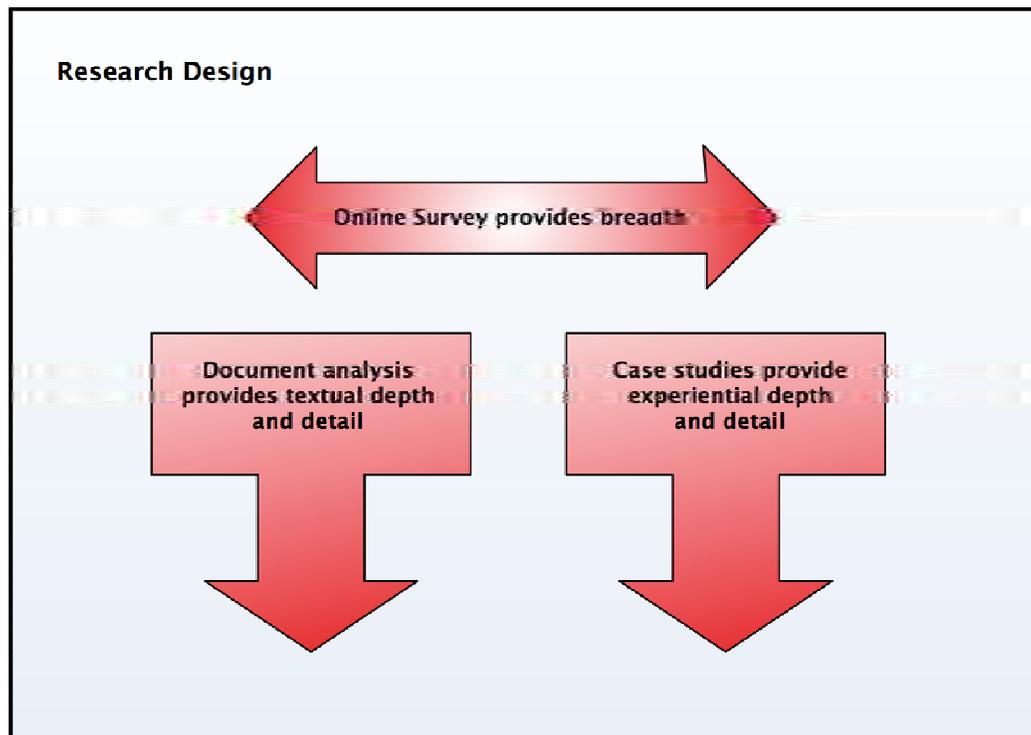


Figure 3: Research Design

## 2.2 Online Survey

In order to gather information about the range and extent of pupil participation mechanisms in Scottish schools, an online survey of both primary and secondary schools was conducted. An online survey was chosen as it allowed all schools the opportunity to respond quickly and easily. The survey was designed to gather information about the range and usage of pupil participation mechanisms (objective 2), barriers to the development of pupil participation and how these can be overcome (objective 5) and to capture examples of effective practice of pupil participation (objective 6). The survey questions addressed the following themes:

- the level of commitment and involvement of staff in implementing the different dimensions of participation
- school strategies to support participation activities across the curriculum
- factors that facilitate or inhibit pupil participation strategies
- how barriers to participation can be overcome
- the benefits of participation work

A pilot version of the online questionnaire was prepared using Zoomerang survey tools<sup>2</sup>. A small group of teachers were approached by LTS Citizenship Advisors to give comments on the survey content, resulting in minor revisions. Once this was finalised, contacts in all local authorities were asked to pilot the survey to test the technical compatibility of the survey with local authority internet security measures. The final version of the online questionnaire was distributed via e-mail in mid-February 2008 to all schools registered on the Heads Together database. Heads Together is an online community for headteachers facilitated by LTS.

A total of 622 responses were received from a total of 2,631 contacts, giving a response rate of 24%. Responses were received from a mixture of primary (n=440) and secondary (n=108) schools from all 32 local authorities in Scotland; as well as a number of nursery, special schools and those with a mixture of provision. In the majority (83%), head teachers completed the survey (see Appendix 1 for response rate details).

Responses to closed questions were tabulated using Zoomerang software capability and reviewed for accuracy. Two members of the research team coded open response questions and compared a sample of responses to ensure consistency in coding. Basic frequencies were produced for responses to all the survey questions. Subsequent analysis (cross tabulation and significance testing using Chi-square) was carried out to establish if differences between school types/sectors were significant. Any statistically significant differences are noted in the text.

## 2.3 Document analysis

The research team conducted a review of school and local authority documentation relating to citizenship and participation. The documents were analysed to establish the meanings of participation, the range and usage of pupil participation mechanisms and the characteristics of schools and classrooms that facilitate effective pupil participation. This was achieved through coding and comparing elements of the materials that indicated:

- Processes of implementation

---

<sup>2</sup> Further information on Zoomerang online survey tools is available [online] from: <http://www.zoomerang.com/>

- Curricular emphasis and omissions, as well as evidence of coordination between differing curricular components
- Recurrent terms that characterise the ethos and values ascribed to participation
- Evidence of the kinds and degrees of pupil participation within the documentation process

Key personnel with responsibility for developing the Education for Citizenship curriculum in each local authority were approached to recommend a range of schools that might be willing to contribute to this study. These schools received a letter (see Appendix 2.3) that explained the purposes of the study and requested materials that described or documented the range of participation activities in their schools. This information provided a comparative context in which to locate the activities observed within the case study schools.

Four local authorities submitted materials on behalf of schools. Fifteen schools submitted materials directly, ten primary schools and five secondary schools. These materials consisted of a wide range of audiovisual, photographic and textual materials detailed in section four (Table 3).

## **2.4 School case studies**

Four school case studies were conducted to assess what the experience of participation actually means within Scottish schools. Of the four schools selected, two were primary schools and two were secondary schools. Differences such as geography and the socio-economic status of the surrounding area were taken into consideration in the selection process. Research suggests that pupil participation can be adversely affected by the transition to secondary school (Scottish Consumer Council, 2007; Galton et al 2003; Scottish Government, 2007). A primary and secondary school that work together to address these issues were selected for inclusion in this study (case study Schools B and D). As these schools are located in an urban context, the remaining primary and secondary schools were chosen from two rural local authorities giving priority to developing different approaches to participation within the curriculum. The primary school (case study School A) was located in an accessible town. The secondary school (case study School C) serves pupils from an accessible town and rural area. As one of the objectives of the study is to identify barriers to participation and viable strategies to overcome them, this was also a criterion in selecting schools.

### **2.4.1 Pre-visit preparation**

Prior to case study visits schools provided the research team with a range of materials documenting their participation journey. These included student project and competition presentations, school newsletters, pupil surveys and consultation materials, HMIE inspection planning and response materials, and curriculum development materials. These materials informed the observation and interview schedules (see Appendix 2.4) and provided a framework for the topics raised with pupils and teachers during the focus groups and workshop activities. Schools were also given a survey, diary, and chart activities for pupils to engage with before the case study visit.

### **2.4.2 Teacher interviews**

Semi-structured interviews were conducted with thirteen teachers in the four case study schools. This group included members of the senior management team as well as classteachers leading particular initiatives such as the Fair Trade committee, pupil

council and citizenship education. In schools A, B, and D the headteacher was interviewed separately. In school C the deputy headteacher was interviewed. In school A the four participating teachers elected to be interviewed as a small group. The interview guide was constructed collaboratively by the research team (and was designed to address objectives 2, 3, 4 and 5). The interviews were conducted face-to-face during the school case study visits, where possible. On one occasion the interview with the headteacher was conducted during a follow-up visit. On average, the interviews were of forty minutes duration and were audio recorded to enable full transcription and subsequent analysis. Qualitative data were analysed using the conventions of the constant comparative method (Glaser and Strauss, 1967), which entails a process of constantly checking ideas across the full range of cases (or 'internal validation').

### **2.4.3 Observation**

To gain direct access to the experiences of pupils and teachers, the research team requested permission to observe classroom activity. A range of classes were observed in order to provide insight into the ways participatory practice is developing across the curriculum. In consultation with school managers, unstructured lesson observations were conducted in three of the four school case studies - two primary schools and one secondary school. The selection of lessons and arrangements for the observation were made by the school, with the advance consent of participating teachers and pupils. At least one member of the research team observed each lesson and observation proforma were shared between researchers. Informed by a review of the school's participation documentation, observers recorded the following features of classroom activity:

- amount of teacher talk versus students talk
- extent of discussion
- non verbal forms of respect/disrespect
- instances of collaborative work.

Break time observations were possible in School B, C and D and involved a combination of talking to individual pupils and observing interaction as a whole. Research team members noted the following factors:

- the kinds of cooperation and negotiation of informal space
- range of activities
- spaces accessed by pupils and staff

### **2.4.4 Pupil activities**

In each one-day school visit, a number of activities were proposed (see Appendix 2.2). These included:

- informal discussions and observations during a pupil led tour of the building – 'taking participation for a walk'
- a pupil survey ('Where do you stand?')
- pupil diaries ('From your perspective')
- diagram carousel (linked to the four capacities of *Curriculum for Excellence*)
- mapping exercise: where participation activities happen in school and feelings associated with the different spaces of the school
- expressive arts activities in a participatory workshop.

The research team engaged with young people in a variety of ways for several reasons:

- To offer young people choices in how they wanted to represent their views.
- To give different pupils with different strengths or preferences for how they expressed themselves, opportunities to express themselves in ways they felt most comfortable.
- To triangulate findings that emerged through one means with those expressed in another.

### ***Taking participation for a walk***

The group of young people acting as consultants indicated that young people do not easily understand the words ‘participation’ and ‘citizenship’ or readily identify these ideas with their own experience. For this reason, at the start of each case study visit we asked pupils to take us on a tour of their school to show us where and how they were involved in decision-making at their schools. All four case study schools facilitated this. The tour gave the research team an opportunity to observe displays and activities that contributed to an understanding of how the different components of participation fit together. In addition, the tour provided an informal, less pressured and more visually stimulating environment to talk with pupils.

### ***Pupil focus group discussions***

Where possible, time was also taken to discuss aspects of pupils’ participation experiences that did not arise within the tour. Where possible, this discussion involved pupils who had a range of involvement with school activities. These discussions were facilitated at case study schools B, C and D. In school A, the school tour was extended over two time periods and involved focussed conversation.

### ***Pupil workshops***

The pupil workshops conducted in this research involved a number of activities suggested in *Participation and Learning* (LTS and Save the Children, 2007). More details on how these activities were adapted to meet the research objectives and sample materials are included in the Appendix 2. The techniques sought to level barriers to communication by using a range of different methods, including expressive arts techniques as well as writing. Participatory research is premised on the belief that people, including children, are experts of their own experience, even if they are not expert at relating that experience. Many of the activities used in this study can be used by schools to develop participation work and may prove useful as discussion starters to explore new areas of consultation with pupils.

The workshops began with a short simple activity to encourage pupils to share opinions (‘Where do you stand?’). The next activity, a diagram carousel, provided opportunities for a structured small group discussion and allowed pupils to build on each other’s ideas. The diagrams encouraged students to think about particular aspects of the study in different ways and to use mind-mapping strategies to support reflection (see Appendix 3). An exploratory ethos was encouraged so that relations and associations between contributions could be used to trigger a fuller discussion within small groups. The final activity allowed pupils to use art materials to work either individually or in groups to depict the more nuanced and subtle dimensions of the school’s culture. Each activity built upon the stimulation of the proceeding one.

A range of pupils with different levels of involvement and perspectives on participation attended participatory workshops. In each school, the research team negotiated strategies to gain a representative grouping that best suited each context. The take up of activities by the schools was very positive and a good range of activities in all schools was conducted (see Appendix 2). The number of pupils who

participated in the participatory workshop varied in each school (see Table 1). Participants at secondary school were fewer as the schools and research team worked within the constraints of the spring assessment calendar.

**Table 1. Pupil involvement in school case study activities**

<b>School case study</b>	<b>Stage</b>	<b>Number of pupils</b>
School A	P3-P7 range of pupils	24
School B	P3-P7 range of pupils	26
School C	S1-5 pupil council representatives	12
School D	S1-S5 range of pupils	14
LTS Young Persons' Advisory Group (Education for citizenship)	S5-S7 range pupils	12

Materials from the various activities were collated and coded to compare findings arising through the different methods. Participation in activities was photographed and the diagrams and art activities retained for analysis. Field notes were taken to provide contextualising information for analysis

## **2.5 Young people's involvement in the research**

Young people's views have been incorporated throughout the research process from the development of the research bid, through refinement of research design, implementation, data analysis and dissemination.

The research team drew on a consultative group of S6 students<sup>3</sup> in refining the research instruments. This group of young people acted as consultants to review the survey questions and case study activities. This resulted in revisions to the pupil survey in terms of respect and relationships. In particular, they helped to develop the research activities carried out with pupils to ensure they were accessible and relevant to pupils' concerns and experience. The consultative group emphasised the importance of obtaining a representative balance of participants in the case study pupil workshops.

In addition, the LTS Education for Citizenship Young People's Advisory Group (YPAG) took part in the pupil workshop activities. This group of young people from schools across Scotland provides advice to LTS on education for citizenship in schools. The group was piloted in 2003-04 and continues to meet quarterly. S3 to S6 pupils are nominated by their local authority. Their participation broadened the range of views obtained and contributed important insights to the meaning and complexities of the development of participation in schools.

A common criticism of participatory research with children and young people is that the participation is restricted to data collection and does not include participants in interpreting or reflecting on that data. On completion of the case studies, the research team invited young people from the four case study schools to contribute feedback on draft findings (subject to protocols for data protection and considerations of privacy and confidentiality). An online forum<sup>4</sup> was used to involve pupils in a

<sup>3</sup> This group was convened by a member of the research team as part of her work in relation to the *Adam Smith Fellowship on Children and Young People's Voice, Participation and Citizenship*, University of Glasgow.

<sup>4</sup> A bespoke webspace within the AERS Virtual Research Environment (VRE).

dialogue about the interpretation and representation of findings from the case study visit.

## **2.6 Limitations of the research**

Contributors to the study provided a multi-faceted picture of how participation is developing. It should be noted, however, that schools responding to the survey, schools identified by local authorities to submit materials and the case study schools are all likely to have a particular interest and commitment to participation work and so cannot be said to be representative of practice or attitudes across all Scottish schools. They do provide a picture of what participation can mean and an indication of current practice.

The research team acknowledges that the qualitative dimensions of the research involve small samples and no claims to representativeness are made. Due to the time and resource constraints of the study, case study visits were limited to one day. Schools were offered a range of activities they could facilitate before and after the case study visit in order to extend pupils opportunities to contribute to the study (see Appendix 2). It was important to offer activities on a flexible basis in order to fit in with the schedules of each school. However, whilst care was taken to ensure these opportunities were available, there was a relatively low take up of the pre and post-visit activities and the interpretations offered in section five of this report (pupil perspectives) derive largely from data collected during the one-day visits.

### 3. Findings from Survey

#### 3.1 Introduction

This section outlines the characteristics of those responding to the survey. It then reports the participation history they report for their schools and the meaning of participation to which these give rise. In addition, respondents identified factors that facilitate or pose barriers for participation, the range of participation mechanisms currently used in schools and their benefits.

#### 3.2 The respondents

Six hundred and twenty two (622) replies to the survey were received,<sup>5</sup> representing a response rate of 24%. Of these respondents, 592 identified their position, as shown in Figure 4. 491 were head teachers (83%), 73 were other members of a school senior management team (12%), and 28 were other members of staff (5%).

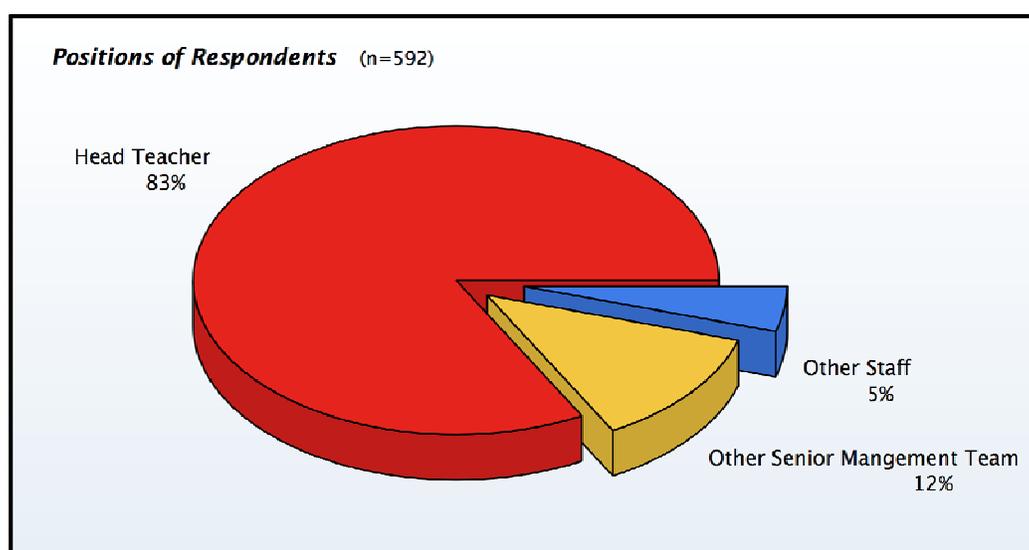
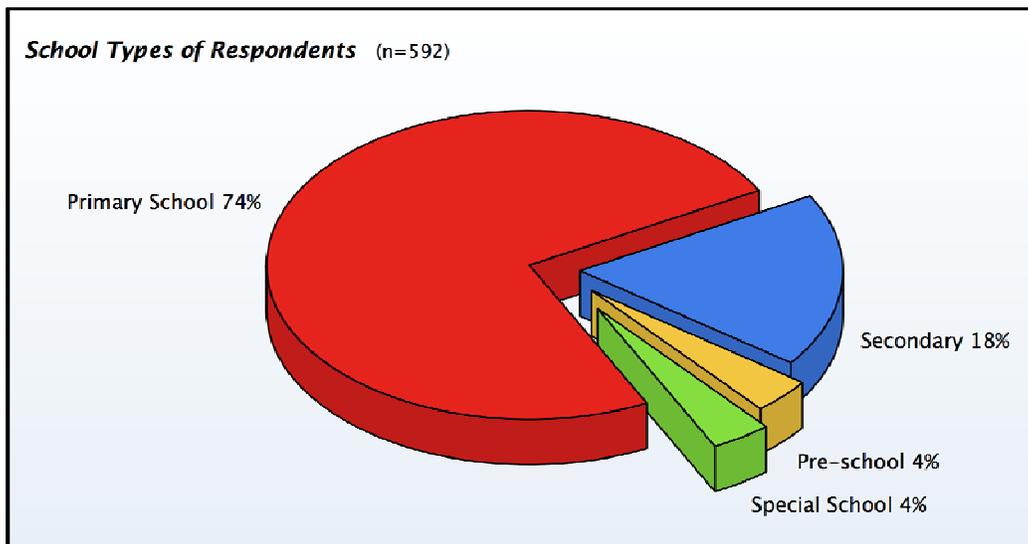


Figure 4

The responses from secondary schools were more likely to have been completed by someone *other than* the head teacher. No schools identified *pupils* as responding to the survey. This suggests that the survey predominately represents the views of those in school senior management positions.

There were 22 responses from special schools (4%), another 22 which were pre-school only (4%), 440 were from primary schools (74%, some with pre-school classes or special units within them), and 108 were from secondary schools (18%; again, some of these included special units).

<sup>5</sup> Not all respondents answered all questions in the survey. Where percentages are given, they are based on the number of respondents to each question. Full details of numbers responding to each question are given in Appendix 1.



**Figure 5**

These proportions are roughly in line with those expected. Responses were received from schools in all local authorities in Scotland. Schools of all sizes were represented, as were schools from all types of geographical area; from 'large urban' through to 'remote rural' (see Appendix 1 for demographic details of the schools that responded).

As there were relatively small numbers of schools which were 'special only' or 'pre-school only' it was *not* possible to test for statistical differences between these schools and others. It was, however, possible to test for differences between primary and secondary schools,<sup>6</sup> and where any of these differences are relevant and statistically significant, they are reported below.

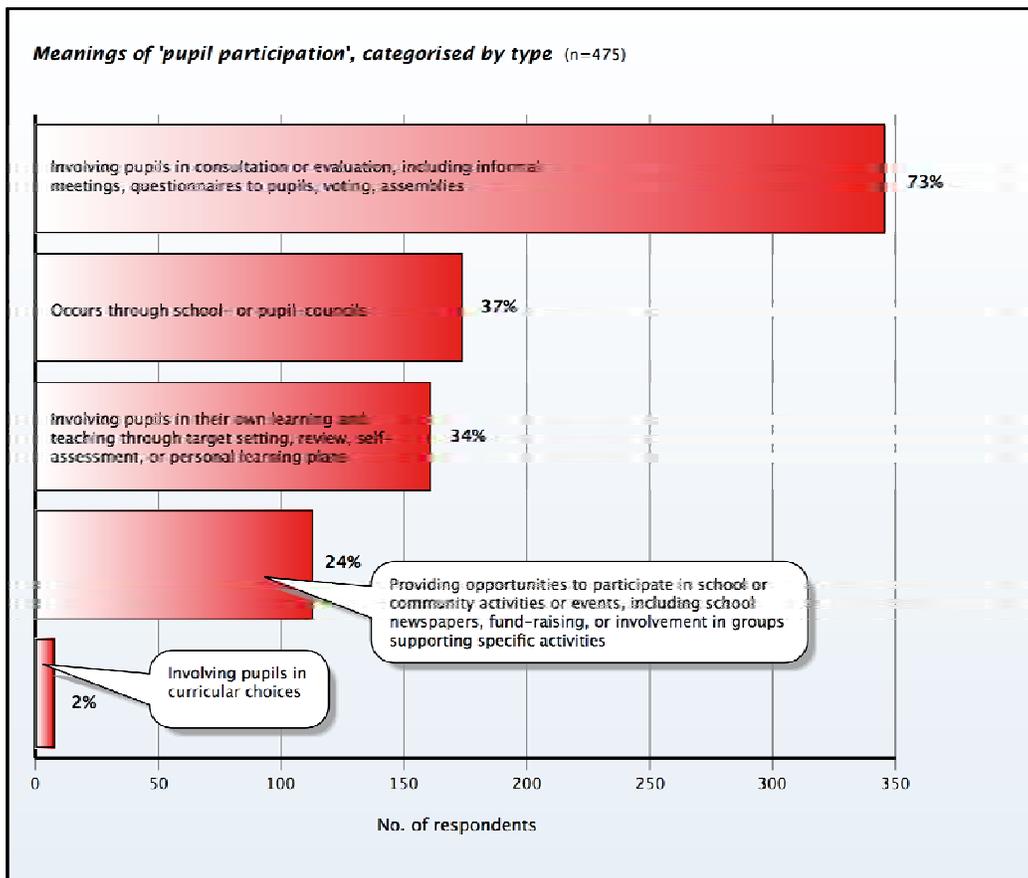
### 3.3 Development of Pupil Participation

The vast majority of respondents (91%) had plans in place to encourage pupil participation within their school. 114 (19.5%) schools had had their pupil participation plans in place for the 'last ten years'; another 235 (40%) had had them in place for the 'last five years', and 185 (31.5%), had had them for the 'last two years'. Only 15 (3%) said that they had 'no plans', while another 35 (6%) had 'not yet' completed them. It emerges, therefore, that while some schools have a relatively long history of encouraging pupil participation, others have been developing it only more recently.

Most schools developed pupil participation through a mixture of approaches which could be summarised as being based on *promoting school ethos and values* (457 respondents; 92%), *adapting their organisation* (275 respondents; 55%), or promoting it *through the curriculum* (248 respondents; 50%). In *most* cases, a mixture of such approaches was used.

Respondents were asked to describe what 'pupil participation' meant to them in their school, in their own words. The replies were categorised, and are summarised in Figure 6.

<sup>6</sup> Using a chi-square test.



**Figure 6**

Most of the schools involved the majority of their pupils and teaching staff in pupil participation activities. Non-teaching staff tended to be less involved.

Four hundred and ninety five (495) respondents indicated the degree to which pupils in their school were involved in pupil participation activities: the majority (307 respondents; 62%) indicated that *more than three-quarters* of their pupils were involved and only 58 (12%) that *less than a quarter* were involved.

Four hundred and eighty eight (488) respondents similarly gave an indication of the extent to which teaching staff in their school were involved in participation activities: again, a majority (308 respondents; 63%) indicated that *more than three-quarters* of teaching staff were involved in participation activities and only 75 (15%) that *less than a quarter* were involved.

For non-teaching staff the picture was slightly different. Four hundred and ninety three (493) respondents gave an indication of the extent to which non-teaching staff were involved in participation activities: 210 respondents (43%) said that *more than three-quarters* of non-teaching staff in their school were involved; but almost a third (32%) indicated that less than a quarter of non-teaching staff were involved.

In all cases, there was a statistically significant difference between primary and secondary schools, with primary schools being *more likely* to involve a greater percentage of pupils, teaching staff, and non-teaching staff in pupil participation activities. The difference was particularly pronounced for non-teaching staff, who tended to have a much lesser degree of involvement in secondary schools. (Full details are provided in Appendix 1).

### 3.4 Facilitators and barriers to participation

The respondents were asked about a number of factors, identified from the literature and from consultation with teachers and pupils<sup>7</sup>, which might be regarded as either ‘assets’ or ‘barriers’ to developing pupil participation in their schools. They were asked to rate these on a five-point scale, with a score of ‘1’ representing an ‘asset’, through to ‘5’ as a ‘barrier’. The mid-point was labelled ‘unsure’. The overall results are shown in the table below.

**Table 2: Assets and barriers to developing pupil participation**

Factor	Asset		Unsure		Barrier	Total no. of respondents (n)
	1	2	3	4	5	
The immediate environment and structure of the school building	27.7%	33.0%	20.3%	14.5%	4.5%	488
Local authority policy and provision)	22.8%	51.8%	20.1%	4.6%	0.8%	483
National curricular changes	33.7%	50.6%	12.6%	2.5%	0.6%	486
Time available to implement pupil participation	6.8%	26.8%	16.8%	39.5%	10.0%	488
Student attitudes	52.1%	36.2%	7.0%	3.7%	1.0%	486
Staff attitudes	41.3%	44.2%	10.4%	3.5%	0.6%	489
Parent attitudes	33.7%	45.6%	16.0%	3.7%	1.0%	489
Community relations	33.8%	46.7%	16.4%	2.9%	0.2%	488

It is evident that all but one of these factors was deemed by the majority of respondents to be assets (points 1 and 2 on the rating scale) in developing pupil participation in their school. The single exception to this generally positive view was the item on ‘Time available to implement pupil participation’, where a majority of respondents were either ‘unsure’ or felt that it was a ‘barrier’. There were also some differences between primary and secondary schools on some of these items. Primary school respondents were more likely than secondary school respondents to regard the following items as ‘assets’:

- The immediate environment and structure of the school building
- National curricular changes
- Student attitudes
- Staff attitudes
- Parent attitudes.

Secondary schools were also generally positive (although to a lesser extent) in their assessment of which factors constituted an asset. There were no statistically significant differences in the other factors.

As a follow-up to this question, respondents were then asked an open question about what other factors might pose significant barriers to the development of pupil participation. There were 168 comments given in reply, and these answers were then categorised as follows:

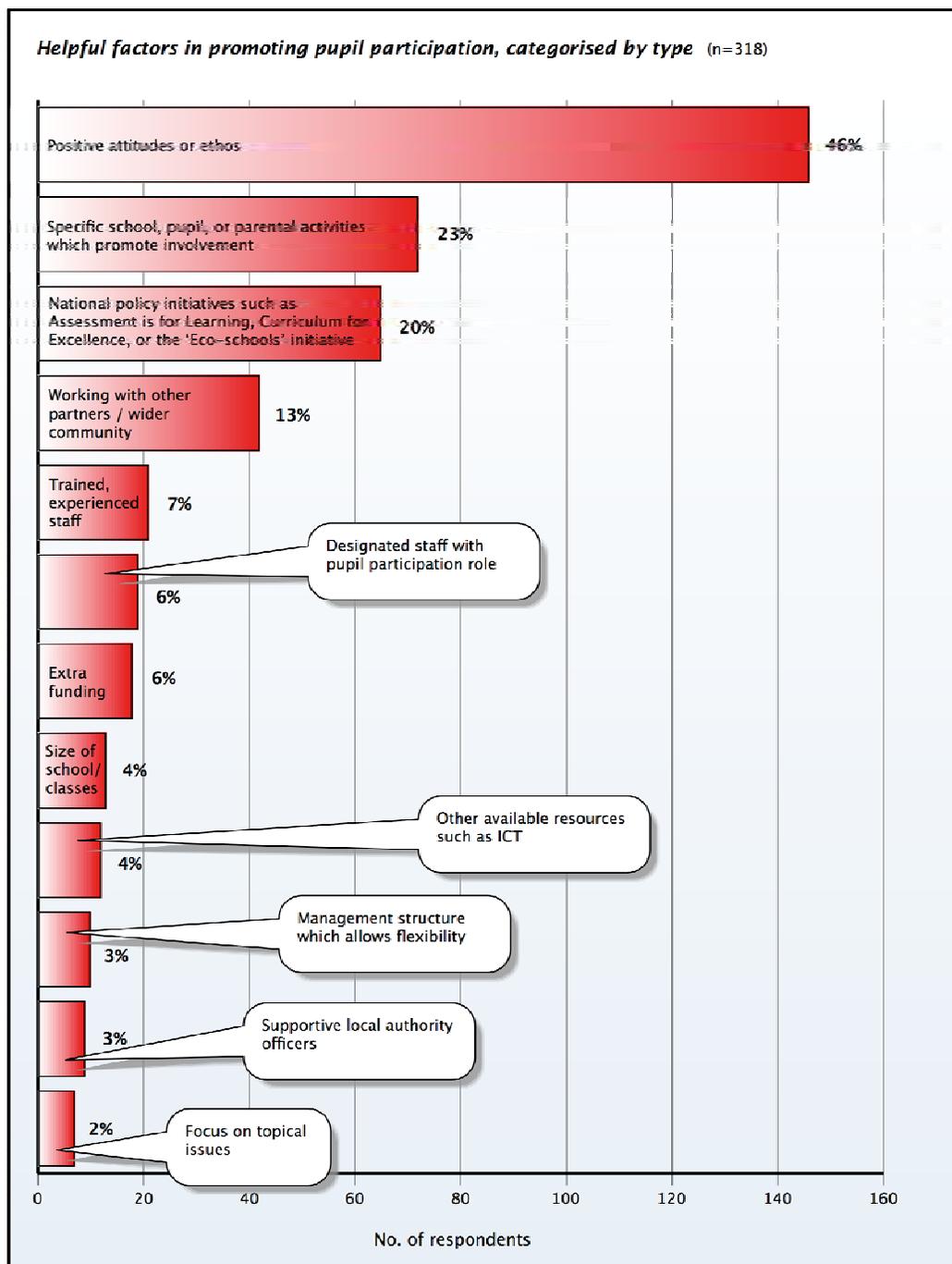
- Time constraints (62 respondents; 37%)

<sup>7</sup> A small group of teachers were approached by LTS Citizenship Advisors to give comments on the survey content and draft instruments were shared with the consultative group of S6 pupils convened for this project (see Methodology section 2.2 and 2.5).

- Money or resources (49 respondents; 29%)
- Pupils with lower ability, SEN, behaviour problems, or the young age of the pupils (20 respondents; 12%)
- Curricular restrictions (18 respondents; 11%)
- The distance pupils had to travel to school or school bussing (18 respondents; 11%)
- Pupil apathy, pupil lack of confidence, or ethos (17 respondents; 10%)
- Demands made by assessment or accountability (11 respondents; 6.5%)
- Disaffected families or parental apathy (9 respondents; 5%).

When asked what would help to overcome these barriers, the most common responses were 'more money or resources' (52 respondents; 29.5%), 'more staff' (49 respondents; 28%), and 'more time' (48 respondents; 27%).

Respondents were also asked what factors had proved to be particularly helpful in promoting pupil participation in their school. This was, again, an open question from which the following categories of 'helpful factors' could be discerned (from 318 responses), as shown in Figure 7 (overleaf).



**Figure 7**

It is noteworthy the extent to which 'attitudes or ethos' was the most common factor given in reply to this question. While this is a relatively nebulous concept, it is clearly important in the life of the school. The second and third most common replies focused on very specific sets of activities or initiatives that have a very concrete reality within the schools.

Finally, in this part of the survey questionnaire, the respondents were asked to rank in order of importance a number of resources, saying which would most enhance their pupil participation strategy. The responses, in order of importance, were:

- Staffing strategies
- The opportunity to work collaboratively with other schools
- ICT developments
- Further community involvement
- Inter-agency support
- Updates on curricular developments and resources.

The first of these potential resources – ‘staffing’ – was significantly ahead of all the others in the survey responses, thus supporting other findings, above, relating to the barriers to participation.

### 3.5 Means of encouraging pupil participation in schools

Next, respondents were asked a series of open questions about the ways in which pupil participation was encouraged in their schools. The questions asked respondents to consider participation at several different levels:

- The individual pupil
- The classroom
- The school
- The wider community

Three hundred and seventy three (373) respondents commented on the ways that they encouraged pupil participation *at the level of the individual pupil*. The responses are shown in Figure 8.

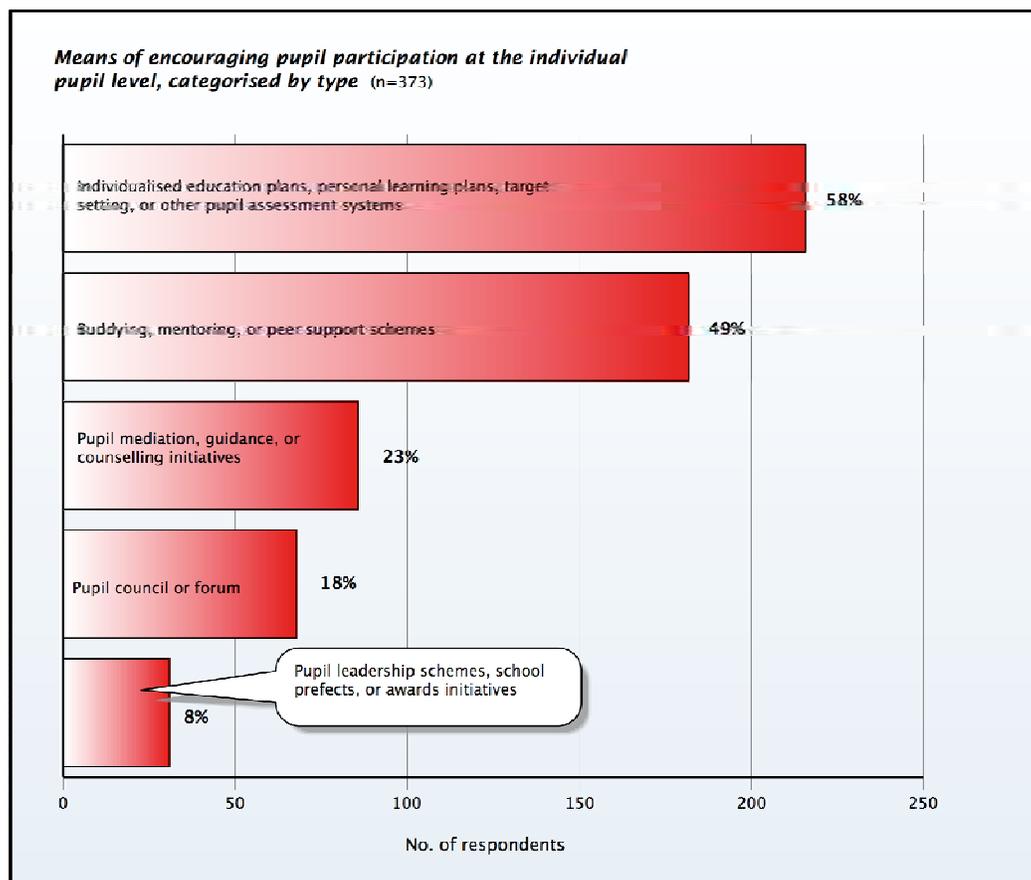
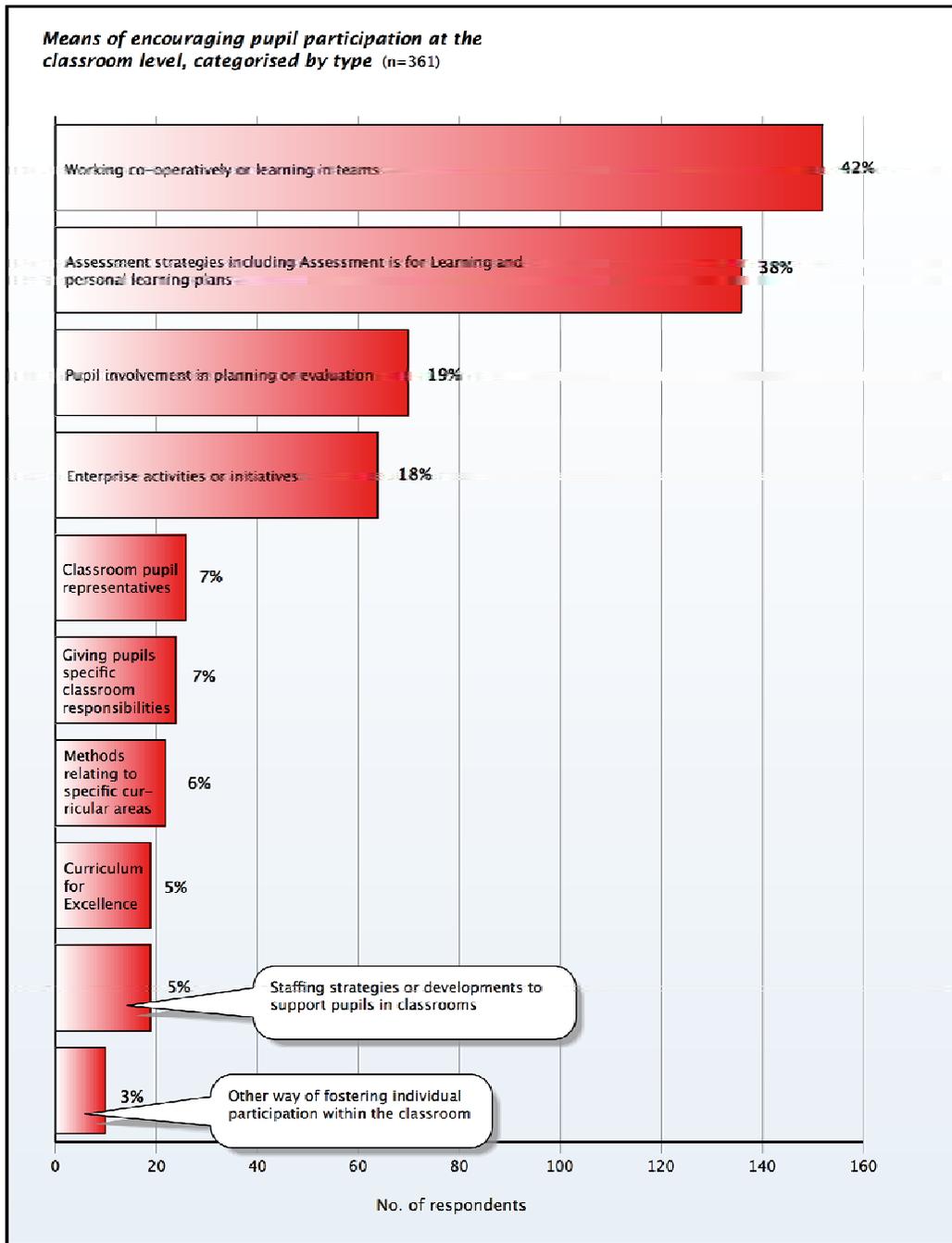


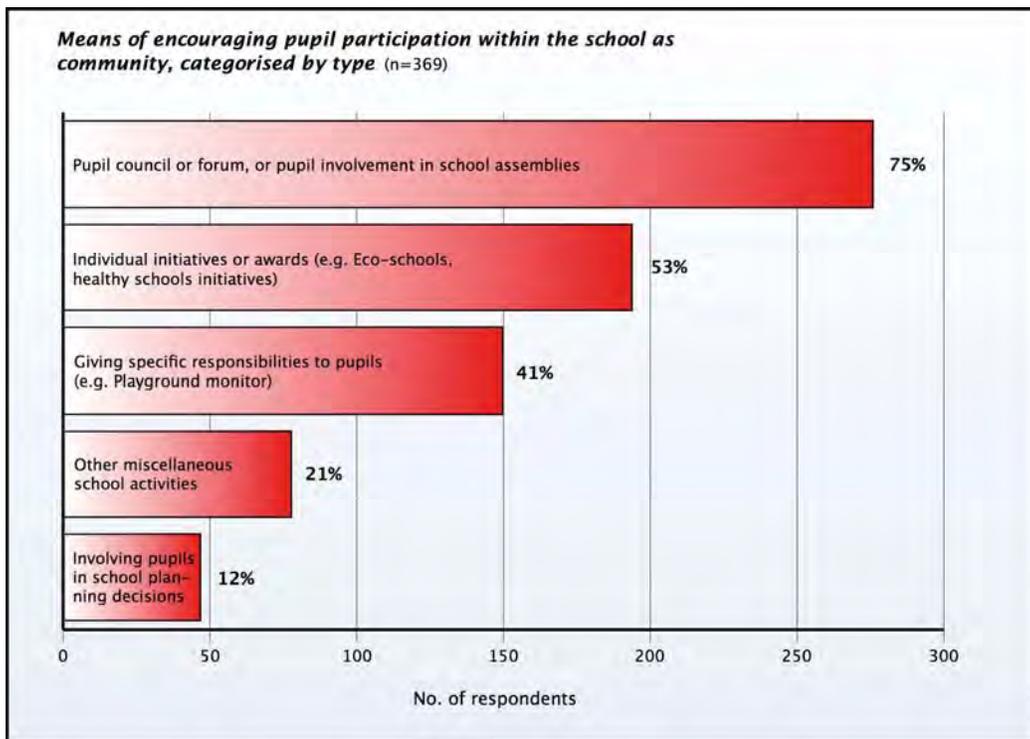
Figure 8

Three hundred and sixty one (361) respondents commented on how they encouraged pupil participation *within classrooms*. The responses are shown in Figure 9.



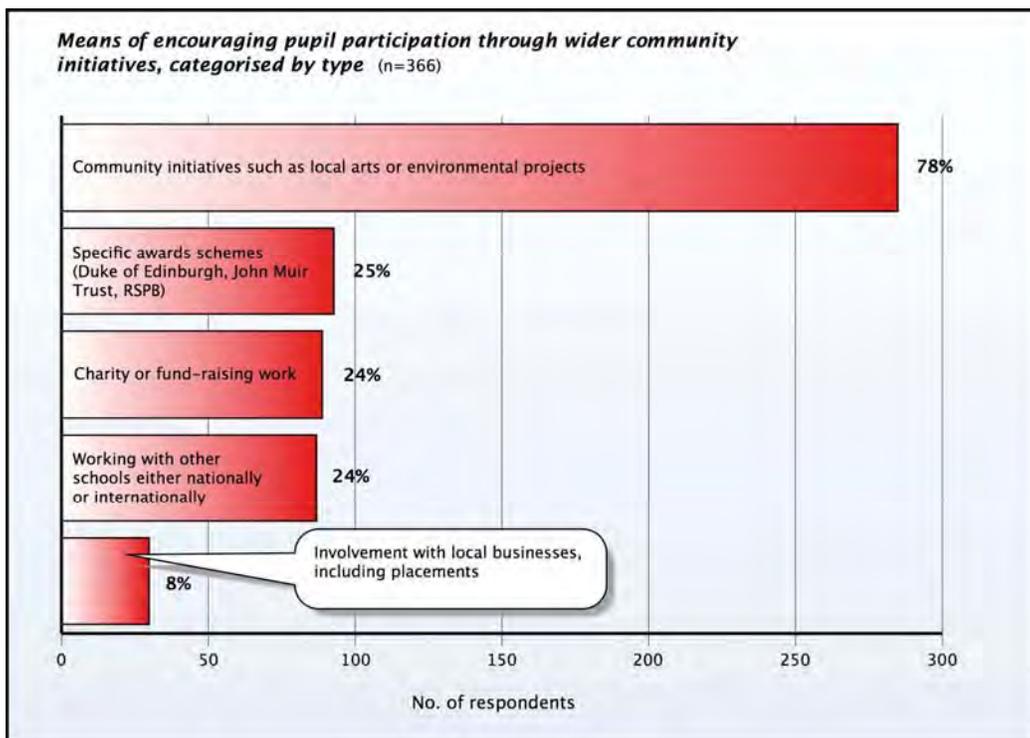
**Figure 9**

Three hundred and sixty nine (369) respondents answered the question about ways in which they encouraged pupil participation *within the school as a community*. The replies are shown in Figure 10 (overleaf).



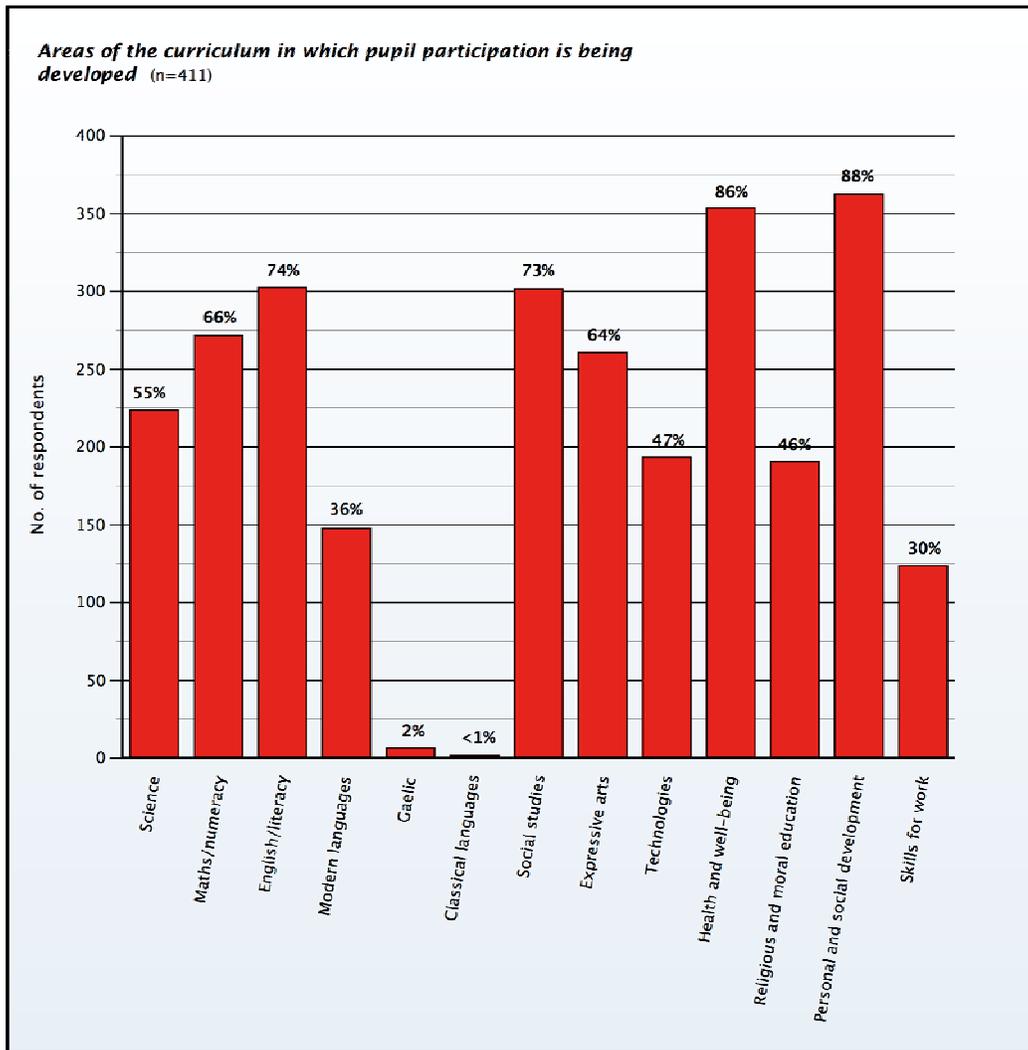
**Figure 10**

Finally, three hundred and sixty six (366) respondents commented on the ways in which they encouraged pupil participation through *wider community initiatives* (that is, involving pupils with the community outside the school). The types of response are shown in Figure 11.



**Figure 11**

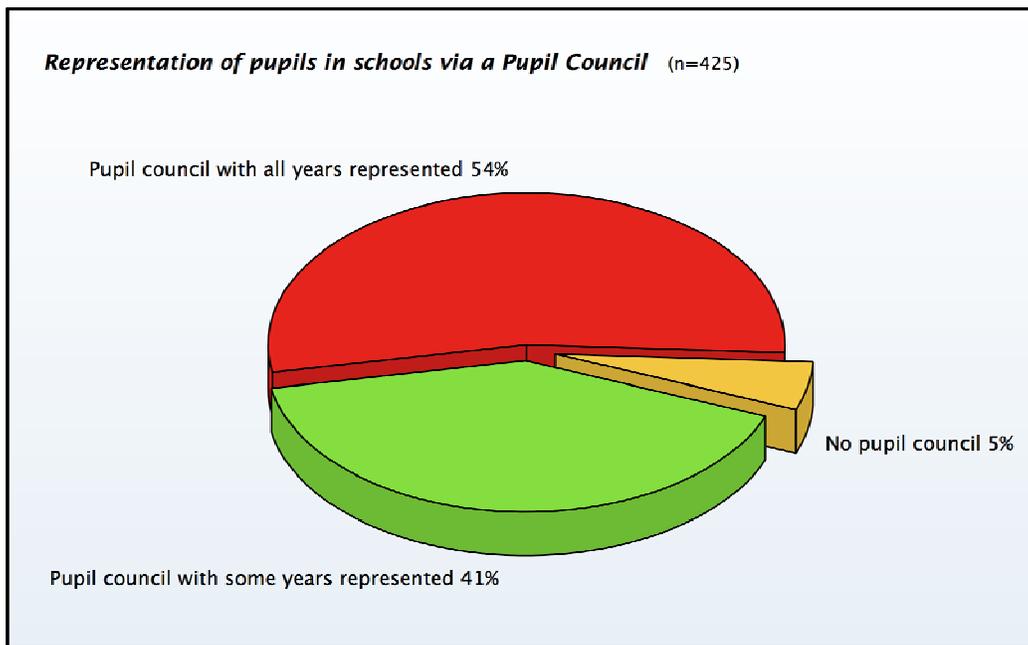
Respondents were then asked about the areas of the curriculum in which pupil participation was being developed. The responses are shown in Figure 12.



**Figure 12**

There were some differences in the responses from primary and secondary schools, but these were not unexpected: primary schools were less likely than secondary schools were less likely than secondary schools to say that they were developing pupil participation within the areas of science, modern languages, and skills for work. Overall pupil participation is being developed over a fairly broad range of the curriculum.

The schools were asked if they had set up a pupil council and, if so, whether all year groups were represented. Four hundred and twenty five (425) responded, as shown in Figure 13 (overleaf).



**Figure 13**

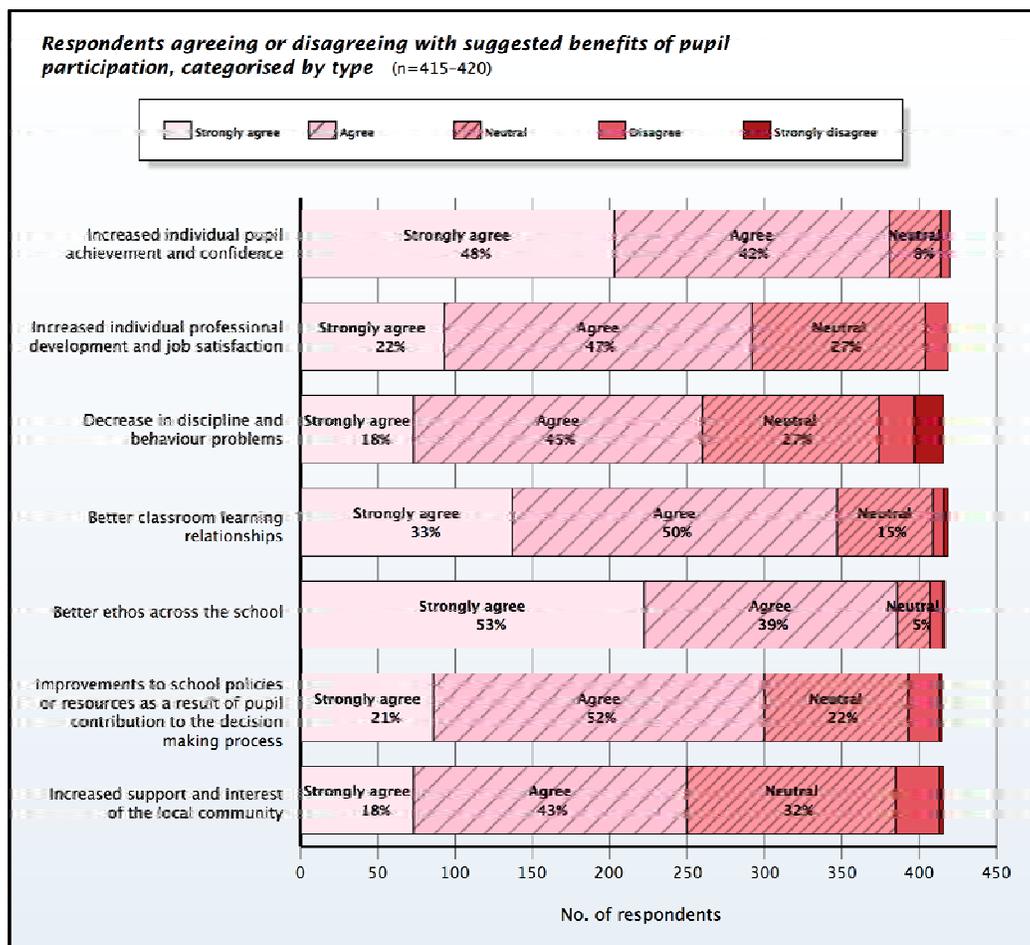
229 schools (54%) had a pupil council with all years represented; 175 (41%) had a pupil council with only some years represented; and 21 (5%) did not have a pupil council.

There was some difference between primary and secondary schools, with secondary schools more likely to have all years represented, and primary schools more likely to have only some years represented.

Four hundred and three of the schools (403; 95%) had identified a member of staff with responsibility to support the pupil council, and 395 (94%) provided pupil council representatives with support to consult regularly with members of their class or year group. There were no statistically significant differences between primary and secondary schools on these figures.

### **3.6 Benefits of pupil participation**

In the final section of the survey, respondents were asked about the perceived benefits of pupil participation. They were given a series of statements of possible benefits and asked to rate the extent to which they agreed with them on a five-point scale ('strongly agree' through to 'strongly disagree'). The statements and the responses to them are shown in Figure 14 (overleaf).



**Figure 14**

It can be seen that in all cases a majority of the respondents ‘agreed’ or ‘strongly agreed’ that pupil participation had a positive impact. There were, however, some statistical differences between primary and secondary schools on some of these items:

- Primary schools were slightly more likely than secondary schools to agree that pupil participation had increased pupil achievement and confidence.
- Secondary schools were less likely to agree that pupil participation had led to a decrease in discipline and behaviour problems, and were more likely to remain neutral on this item.
- Primary schools were more likely to agree that pupil participation had led to better classroom learning relationships.
- Primary schools were more likely to agree that pupil participation had led to better ethos across the school.

However, these were differences of *emphasis* and *degree*, which perhaps reflect the different contexts of primary and secondary education (including differences of school and classroom organisation, differences in school size, different relationships between pupil and teacher, and different ages of the pupils). These contextual differences may also go some way towards explaining some of the differences between primary and secondary schools noted earlier. For example, the tendency for a greater proportion of pupils and staff to be involved in pupil participation activities in primary schools, and the greater tendency for primary schools to regard pupil, staff and parental attitudes as ‘assets’ in promoting pupil participation.

### 3.7 Summary of key findings from the online survey

The vast majority of schools that responded to the survey (91%) had developed plans to encourage pupil participation. In defining participation, the majority described a range of decision-making fora. Participation as active listening and as involvement in activities was also represented.

Respondents indicated how pupil participation was being developed at different levels of interaction:

At the individual pupil level participation was promoted by,

- Individualised education plans, PLPs, target setting (58%)
- Buddying, mentoring or peer support schemes (49%)
- Pupil mediation, guidance, or counselling initiatives (23%)

At the classroom level participation was promoted by,

- Working cooperatively or learning in teams (42%)
- Assessment strategies including AiFL and PLPs (38%)
- Pupil involvement in planning or evaluation (19%)

At the school community level participation was promoted by,

- Pupil council, forum, involvement in school assemblies (75%)
- Individual initiatives or awards (e.g. eco-schools) (53%)
- Giving specific responsibilities to pupils (41%)

At the wider community level participation was promoted by,

- Community initiatives (e.g. local arts projects) (78%)
- Specific awards schemes (e.g. Duke of Edinburgh) (25%)
- Charity or fund raising work (24%)

Only a small percentage of schools reported significant development of pupil choice that involved pupils in curricular development, evaluation or school planning decisions.

Positive attitudes and ethos in the school are primary assets for developing participation. Fifty percent of respondents identified time constraints as a barrier while 19% also reported 'the immediate environment and structure of their school building' as a barrier.

Schools identified a wide range of benefits from pupil participation. Foremost among these were increased pupil achievement and confidence (90%), better school ethos (92%), better classroom learning relationships (83%).

Though generally positive, secondary schools saw less of an improvement in discipline and behaviour problems and did not report as strong a sense of improvement in school ethos or pupil confidence and self-esteem as primary schools.

Several respondents saw the development of pupil participation as strongly aligned with the goals and strategies of *Curriculum for Excellence* and *Assessment is for Learning*.

## 4. Analysis of documentary materials

### 4.1 Introduction

This section of the report offers an analysis of documentary materials received in response to a request to schools and local authorities for documents illustrating the range of activities that encourage participation. Nineteen responses were received from across twelve local authorities. Four submissions were received from local authorities and fifteen submissions were received directly from schools. Direct submissions were received from ten primary schools and five high schools. Of the four council submissions, one referred to two both primary and secondary schools, one contained information related to primary school activity only and two referred to secondary activity. The council submissions varied from the provision of detailed information about a single school to a report of a council-wide competition in which several high schools were involved.

A wide variety of materials was submitted, as indicated in Table 3. Much of the material submitted was photographic, as well as textual. The materials demonstrated the range of interpretations of participation, usefully highlighting the processes and opportunities through which young people learn about citizenship through participation. Responses also provided information about the ethos and values ascribed to participation and evidenced the kinds and degrees of pupil participation.

**Table 3: Range of documentary material**

<b>Local authority submissions (n=4)</b>	<b>Number</b>
Inter-school conference materials	2
Pupil Council support publication	1
Pupil entrepreneur presentation	1
Local citizenship competition DVD of pupil presentations	1
Submission to national award scheme	1
Overview of curriculum initiative	1
<b>School submissions (n=15)</b>	
Curricular materials (lesson plans, illustrations, examples of activities)	5
Photographs of activities and school displays	8
Textual overview of project	3
Observational notes of teacher supporting pupil initiative	1
Agenda for pupil council/eco-committee/peer mediation group	3
Pupil PowerPoint presentation	2
Examples of pupils' diagrams, letters and other contributions to project	2
Pupil designed topic calendar	2
Pupil-led research	2
Submission to award scheme	2
School newsletter	1
School Improvement Plan	2

*NOTE: some submissions included several different kinds of materials*

### 4.2 Representation of pupil participation

Schools submitted documents suggesting that pupil participation most commonly involved extra curricular activities and learning activities. Materials relating to pupil councils were less prevalent. Further insight into the meaning these participation activities have is reported within the section on range and usage.

### **4.3 Range and usage of participation approaches and activities**

#### ***Cross-curricular opportunities***

Much of the materials demonstrated how initiatives such as enterprise activities, Eco-Schools and Fair Trade initiatives provide opportunities for increased participation. This corroborates findings from the online survey, which indicated that particularly within the primary setting, curricular changes are seen as an asset to the development of participation. An interesting example of participation drew on several opportunities coordinated together to foster buddy relationships between upper and lower primary, effectively giving these relationships several opportunities across the school year to develop through purposive activity together. The photographic documentation of schools' displays evidenced that these initiatives were related to the four capacities of the *Curriculum for Excellence* and were intended to support their development. For instance, display work of pupil drawings depicting activities with buddies, and the consideration buddies showed each other, illustrated a developing understanding of what it meant to be an effective contributor or responsible citizen.

#### ***Participation as creating connections: parents and the community***

Examples were submitted of activities being developed between pupil and parent councils, and of embedded participation activity within wider neighbourhood and community initiatives. These provided further forums for young people to both practice and observe a range of participation skills and processes. Materials submitted from one school evidenced the interaction between different participatory opportunities across the school. The school submitted a PowerPoint presentation pupils had designed and delivered to parents and teachers at a school council meeting in which they presented the case for the re-instatement of a feature of curriculum provision. The school also submitted a copy of the parents' newsletter in which coverage of the meeting and the school's decision to re-instate the curricular activity featured. Here the pupil council and school council provided forums for positive interaction amongst pupils, teachers and parents.

#### ***Inter-school activity: a forum for pupil initiative***

Some local authorities facilitated local authority wide conferences for pupil council members to exchange information. In one local authority, pupils are taking the lead in developing this kind of activity further. Another interesting example of inter-school activity involves pupils researching the comparative approaches to participation within the schools in their cluster. With the support of the teaching staff, pupil council members have arranged study visits to other schools in their cluster. They have devised a schedule of important school features to examine and compare to their own. This addresses one of the key concerns about participative planning with children, which is that children may not have experience of how things could be other than the context in which they find themselves, making it difficult to suggest changes or improvements with confidence. This project provides that comparative experience.

Another important initiative that is currently under development involves the pupil management committee of a school's peer mediation scheme organising a peer mediation conference for all schools in their cluster. Evidence of this initiative took the form of the supporting teacher's monitoring notes that were kept in addition to the pupils' own minutes of meetings. These track the decision making process and evolving sense of responsibility necessary for pupils to develop the leadership of such a project and reflect the facilitative approach that the support teacher adopted.

#### **4.4 Staff responses to pupils' views and ideas**

The pupil organised conference referred to in the previous section is an example of a mechanism for respecting and responding to pupils' views. The teachers' notes that accompanied materials about the peer mediation conference demonstrated the reflective process the support teacher engaged in. The notes detail the process whereby a balance was struck between letting pupils learn from their own experience and providing a guiding framework to help them anticipate significant problems.

Many of the other materials submitted focussed on relations amongst pupils and respect was implicit within these. The role that teachers' respect for pupils played in developing respectful relations between pupils was not detailed explicitly and is an important area for further research.

#### **4.5 Characteristics of participation**

Some of the documentation usefully articulated approaches to teaching the skills of participation. One example incorporated several elements of the storyline approach in which children are encouraged to learn from examining the environment, deliberating together about their findings, testing hypotheses and comparing findings, all of which are key components of group problem solving. One can see a ready correspondence to the development of confident individuals, successful learners and effective contributors in this process. One of the curricular projects that used this approach culminated in pupils delivering a report to the local authority, which was subsequently acted on. This provides a clear example of pupils learning to be responsible citizens. Other approaches sensitised students to the need for specific roles within group work or mentoring relationships and included a framework for participants to develop and assess these roles and skills for themselves.

#### **4.6 Barriers and means to overcome these barriers**

In this section, it is important to note that the intake of one of the schools submitting the most detailed information about a wide range of participation projects included many children with additional support needs. In contrast to some survey responses in this study, in this schools submission support needs were *not* presented as barriers to participation.

Whilst schools did not submit materials on overcoming barriers as such, implications for sustained participation emerge from a review of the documentation. A particular issue is the place of competitions and award schemes within a framework for participation. Several schools sent in examples of pupil participation in competitive schemes run by a range of bodies. These competitions involved pupils reflecting upon activity within the school and working together as a group to present these activities. In these competitions, there does not appear to be an element of peer adjudication or facilitation, limiting the degree to which participants could exercise choice or develop a comparative awareness of the objectives such projects are intended to meet.

This is just one example of the tensions between a model of participation that aims to provide opportunities for pupils to make decisions and a model in which participation incorporates pupils into an existing framework that has largely been set by adults. How to balance both kinds of participation in a sustainable way is a key question. The increasing cynicism young people express about participation as they progress through school (Scottish Consumer Council, 2007) raises concerns that participation limited to contributing to pre-determined activities, rather than participation in development of initiatives themselves, may not effectively retain students' interest and engagement.

#### **4.7 Effective practice in pupil participation**

The examples of curricular approaches contained information about the outcomes and the indicators used to assess these. Lesson plans referred to the development of group work, critical thinking and reflective learning skills. In the online survey, schools emphasise the importance of ethos both as a prerequisite to effective participation work and as an outcome. In many of the photographs submitted there is a sense of positive relationships with members of the wider community, a sense of ownership and of engagement in worthwhile activities. All of these are important factors in the development of a participatory ethos.

#### **4.8 Participation and the implementation of *Curriculum for Excellence***

The materials illustrate some of the ways in which the four capacities of the *Curriculum for Excellence* are being developed through participatory learning activities. Photographic materials showed that these concepts are being developed into rich images, both those that children draw and those that depict positive relationships between teachers, pupils and the wider community.

In a few instances, schools supplied documentation that enabled an examination of how participation sits within their improvement plans. Within these plans, participation played a key role as an enabling strategy to achieve the other development priorities the school identified, whether this was in terms of increasing connections across the curriculum, improving school ethos, or enriching and strengthening vocational learning opportunities within the curriculum. Other schools contributed findings from research into both teacher and pupil attitudes that relate to important dimensions of *Curriculum for Excellence*.

#### **4.9 Summary of key findings within documentary materials**

- There are a range of creative, innovative approaches in use by schools corroborating the survey findings and also evidence of re-invention, turning established practices to new purposes including inter-school activities.
- An important component of developing participation strategies involved engaging pupils and teachers in research, particularly where this involved young people in developing the research questions and presenting the findings.
- There were more examples at primary level of children being given a greater range of opportunities to develop activities. At secondary level many of the examples are of pupils' participation in pre-determined programmes, many of these focussed on award competitions that position participants as the recipients of decisions rather than decision makers.
- The extent to which pupils' views are respected and responded varies across the examples submitted. Some examples indicated that pupils' views informed policy and practice not only within the school but also within the local authority, whilst in other cases the extent to which pupils' ideas were taken forward or decisions respected was absent or unclear.
- Contributors of materials reported that activities had been effective in developing group work, critical thinking and reflective learning skills to develop pupils' capacity as confident individuals, successful learners and effective contributors. Materials also evidenced the development of positive relationships including those with members of the wider community that contribute to pupils' capacity for responsible citizenship.

## **5. School case studies: pupils' perspectives**

### **5.1 Introduction**

This section reports pupils' perspectives on participation gathered through the school case studies. Because of the limitations of a one-day visit, opportunities were provided for staff and pupils to develop contributions prior to the visit. These included a survey on respect, a record of participation successes and a participation diary (see Appendix 2). In addition, pupils were given the opportunity to engage in an online discussion forum after the visit. This strategy allowed pupils a range of ways to communicate and time to reflect and develop what they wanted to say. This approach resulted in a range of rich materials and only a small selection of materials chosen to exemplify key themes is included in this report.

The findings from conversations and observations are presented together because much of the conversation with pupils took place while touring the school and was prompted by particular displays or observed activities. Pupils' visual and textual contributions generated through pre-visit and workshop activities are then examined, including contributions made by the LTS Young Persons' Advisory Group. As the intention of the research was to sample a range of perspectives, rather than an evaluation of the schools themselves, the findings across all the schools are presented together rather than individually.

### **5.2 Pupils' understanding of pupil participation**

#### ***Findings from observations and conversations***

The kinds of activities that pupils chose to show the research team on tours of the school reflected a broad understanding of participation that included pupil council activity but also a range of other activities, such as the school's participation in charitable fundraising, expressive arts activities, mentoring, buddying and coaching activities. A further understanding of the meaning that participation has for pupils was embedded within everyday practices and more commonly used terms such as 'community'. At School B the illustration of a 'Together Tree', chosen by P7 as cover of the school's annual magazine, demonstrates the sense of community in which pupils participate.

#### ***Findings from participatory activities***

Within the workshops, pupils mapped what participation looked like at each level of interaction across the school, from one-to-one, to classroom, to cross-school activities, to the school's interaction with the community. Pupils identified several examples at each level of interaction, as well as the qualities or characteristics that these activities should have. The list of activities corresponds closely to the range of activities contributed by respondents to the online survey. This corroborating evidence suggests pupils can identify the participation strategy in their school and have some understanding of the underlying intent of activities. (A summary of pupil depictions can be found in Appendix 3).

### **5.3 Range and usage of pupil participation mechanisms**

#### ***Findings from observations and conversations***

In schools A, B, and D there were several displays of activities and projects which pupils had contributed to or initiated themselves. Fair Trade and Eco School projects featured prominently among these. Arts activities at School A and displays of sports and media projects at School D demonstrated the range of opportunities through

which pupils contribute to the public life of the school. At School B, displays of class artwork all explored the theme of personal identity and because this activity was carried out across the school, the project also affirmed a collective sense of identity. At School A there was evidence of projects at different levels of pupil involvement being coordinated together to strengthen pupils' overall sense of participation. Pupils giving the tour in School A drew attention to one display of which they were particularly proud. The mural depicted several musical instruments running around a track entitled Band on the Run. The pupils were proud that different interest groups within the school had all shown their support for the Pupil Parliament's goal of building a (fitness) 'trim track' in the playground, in this instance that of the music group. This demonstrated that there was a range of activities through which pupils could contribute to a goal they had set for themselves. Pupils at this school conveyed a clear sense of being effective contributors.



Figure 15: Band on the Run

At secondary level, it was more difficult to see school-wide projects as work was concentrated much more within departments. However, it was evident that particular departments served as centres of activity that generated a great deal of enthusiasm and participation. In School D this was particularly true of the music and media studies departments.

### ***Findings from participatory activities***

Diary entries completed prior to the school visit provided further evidence of the range of activities that gave pupils a chance to participate. The diary asked pupils to assess the degree and way in which they knew participation was happening across several periods of the school day. The diaries gave an insight into the ways in which respect is shown and the characteristics of participation.

In School A three different sites of participation were frequently mentioned in the diaries: the classroom, the playground, and after-school activities. Within the classroom, 'challenges' were the key participation activity described. This is a central component of the school's critical thinking curriculum and involves setting pupils a

group task to meet through a range of problem solving approaches. Teams produce a material product and develop a presentation that explains how the product meets the project brief. Children described challenges as an important way they learned from, and demonstrated respect for, other pupils. The playground was also mentioned frequently in the diaries, both as a place where pupils enacted responsibilities and as a place where conflicts broke out and respect broke down. After school activities were described enthusiastically and with a sense of ownership.

Diary entries at secondary School D were more discriminating in their appraisal of the degree to which different classes could be said to be participatory. In several cases pupils distinguished between classes where they felt the teacher encouraged engagement from pupils and other classes where they indicated that they contributed as far as they were allowed. After school activities and periods within the scheduled day when students were allowed to choose from a wide range of activities, groups and clubs were cited as opportunities for participation that were particularly valued. In several cases, students described a sense of belonging, pride, and appreciation for the many opportunities on offer at the school.

Workshop activities provided further insight into the areas where pupils do and do not have a strong sense of participation in every day activities. Pupils identified the same range of activities as indicated in the online survey, but classroom activity featured more strongly. Pupil council and other school wide activities were not described as thoroughly. That pupils are not as readily articulate about these activities suggests that these areas of participation may need further development to provide a more balanced experience of participation. It also draws attention to the activities and negotiations within classrooms that make up the bulk of pupils' school experience. In identifying activities that pupils saw as participatory, one of the key descriptions they used was of places or activities where their views were heard and respected. The next section examines this important factor more closely.

#### **5.4 Staff responses to pupils' views and ideas**

There are two important observations to make in relation to respect. Firstly, respect is a subjective quality. It is difficult to gauge from the outside whether one feels respected. What constitutes being shown respect, and the criteria used to define behaviour and attributes deserving of respect, can vary considerably. Secondly, respect is mutually reinforcing; feeling respected tends to generate respect in response. It is difficult to respect someone who does not return that respect. Respect is a key component of the ethos of a school, and its relative nature is one of the reasons ethos itself can be hard to pin down. People often have a sense of a positive ethos in a school when they feel it, but would be hard pressed to list its constituent elements. Presenting findings on the role of respect within participatory practices poses similar difficulties.

#### ***Findings from observations and conversations***

The visual displays of school activity served as prompts to ask about pupils' experiences. At primary School A, outside a P7 classroom, a rota for playground buddies prompted the following conversation about the extent to which pupils take responsibility for each other. Being given responsibility is a key marker of respect. Pupils felt that the level of responsibility afforded to pupils, as demonstrated in the rules that each class decides for itself, had increased as they got older. They also reflected on the way teachers respond when problems arise:

*Pupil: Teachers have taught us over the years how to deal with things, but they don't say do it yourself. They don't discourage you from coming to them, but help us solve it on our own.*

This quote reflects pupils' sense of respect for their developing abilities. Respect is shown by giving them room to solve problems and yet a sense is retained that teachers will be there if called upon. Pupils' increased ability to deal with problems respectfully reduced the need for teachers to intervene and impose solutions.

The relations between pupils' respect for each other and teachers' respect for pupils was also explored at School B in a focus group discussion on the schools' buddying scheme. The group consisted of 16 pupils from P3-P7 classes. The head teacher had taken into account the research team's request to hear the views of a broad range of pupils. Only two of the 16 were on the pupil council and a range of abilities and backgrounds were evident in the make up of the group. In the focus group, pupils spoke at length about the school's emphasis on developing friendships. They made several observations about the role and impact of the school's buddy programme, including:

- Buddies (P7 for P1-3) are really important because the younger children can talk to buddies
- P4 pupils stated that buddies were very important for them when they were younger pupils.
- The buddies were like older friends. The buddies played with them and helped them to settle in.
- P7 pupils stated that they make sure everybody plays together
- They help keep the younger ones safe
- The buddies really enjoy looking after the younger ones
- They find the young ones so enthusiastic
- They recognise the value of this for their own younger brothers and sisters
- The buddies can also help the younger ones identify skills and aptitude in sports and encourage them to pursue this in one of the school clubs.

The level of detailed knowledge about the programme and degree to which pupils offered evaluative and reflective comments created the impression that this was not a programme that had been administered to them. The headteacher confirmed that pupils' views and experiences were integral to its development. This example demonstrates that respecting views is a process that unfolds over time. This programme builds respect, among other important attributes, between children. The way the scheme was facilitated meant that children felt respected within the school as a whole.

### ***Findings from participatory activities***

An interesting contrast emerges in the diary entries between the primary and secondary case study schools. At no point in the diary entries from primary School A did any pupil describe himself or herself as being disrespected by a teacher. They did note times on the playground where they were not listened to and as a result felt disrespected by peers. Diary entrants from secondary School D were overall very positive about the level of respect shown amongst peers in the informal spaces and times of school. However, their assessment of teachers' respect for pupils varied, and they expressed dissatisfaction with some teachers' attitudes. These contrasts are also depicted in the pre-visit survey on respect carried out at School A and D.

Responses revealed that in these two schools pupils' assessment of respect becomes more complex and critical at secondary level. At primary level in School A pupils expressed a high degree of feeling respected by teachers and peers alike (83%). Interestingly even when they gave the degree to which their ideas were listened to a low mark, they still awarded the respect teachers gave them highly. The responses from School D were more divergent. Only 39% of secondary pupils indicated that most teachers respected them. Another 43% indicated they felt respected by on average half of their teachers, with 15% indicating they felt respected by very few of their teachers. This means that over half the pupil population believe at least some of their teachers disrespect them. In addition, peer pressure was rated as being a much more inhibiting factor at secondary level than at primary. (The distribution of responses to survey questions can be found in Appendix 3).

Workshop responses at Case Study School D contributed further insight into the diverging perceptions of respect. Asked to indicate the degree to which teachers respect most of the pupils in class, the following responses typify the range of views. The numbers in parentheses at the end of the response indicate where the pupil stood in response to the degree to which they felt teachers respected them, on a scale from 5 (a great deal) to zero (not at all).

- Most of the pupils who respect teachers have this respect returned (4.0)
- There are a majority that seem well-respected; respect to all is always offered but those who do not give it, don't get it (3.9)
- Teachers either respect all of their pupils or none of them (3.8)
- Teachers have a lack of respect for those pupils who clearly have a lack of respect for them. Therefore, their education takes less priority. (3.7)
- Lots of teachers pick on individuals for saying something that another pupil would get away with (2.5)
- Teachers prefer to deal with more hard working and "smart" pupils (1.7)

Responses to the statement, "If I have a problem at school I know who I can go to here to talk it through" portray a range of responses that give insight into the nature of the barriers pupils may face. Again, the numbers indicate the degree to which pupils felt they could confide in someone, on a scale of five (for most problems) to zero (not at all).

- The head girls and boys and pastoral care teachers are easily accessible and there are prefect meetings. (5.0)
- We can easily talk to a senior member of staff or senior pupil to get our ideas across (4.1)
- There are some people who say we can come to them, and we should be able to – but at times it is intimidating and we're not sure how to approach them. (2.4)

Following on the workshop survey exercise, diagramming activities stimulated further conversation about respect (see Appendix 2). In describing what kind of relationships they wanted with teachers, pupils made subtle but important distinctions:

*Respect means listening and not pretending to listen.*

*Helping but not telling.*

In illustrating respect, many pupils chose to illustrate what might seem to be mundane or ordinary moments of the day, such as teachers' and peers' responses if they hurt themselves on the playground, or what it is like to find a seat in the dining hall. Pupils drawings depicted that a teacher's simple "Good morning" in passing in the hall at the beginning of school earned them returned respect and diligence in the classroom. In portraying respectful exchanges there were few depictions of learning, thinking, or discussion activities. The one exception to this was a contribution made at the LTS YPAG Workshop, which illustrated the following statement:

Respect looks like:

- Teamwork
- Being treated as an equal
- Choices – you make decisions about your learning
- Having a positive attitude.

At the LTS YPAG workshop, a group of pupils addressed the issue of mutually reinforcing and mutually exclusive cycles of respect and disrespect. They depicted an island of mutually reinforced disrespect and one of respect. The central difference between the island of disrespect and the island of respect was that the headteacher and guidance staff featured at the centre of the cycle of mutually reinforcing respect and were absent in the island of disrespect (Figure 16). How to build a bridge from one island to the other was a key question prompted by this depiction.



**Figure 16. The bridge between the island of disrespect and respect**

At two separate workshops, secondary students drew very similar depictions of a state of not being listened to, of views not counting for much or being taken into consideration. These were systemic views of the school that depict power relations and their consequences. In the 'chain of command' depicted in Figure 17, a group of lower school secondary pupils illustrated their sense of relative powerlessness and the diminishing levels of respect they felt existed within the hierarchy of the school community.



**Figure 17: Chain of command**

The caption of one of the pupil illustrations reads, “*The only reason everyone comes to school is to educate the pupils but everyone is more important than the pupils – is that right?*” These depictions suggest that further dialogue is needed within schools about the differences between constructive and restrictive leadership. The depictions also indicate that hearing pupils’ views about leadership is an important component of understanding the terms of respect that they value.

As this section highlights, an ethos of respect arises from a combination of characteristics that must be in place across all the school’s dimensions. In the next section the broader range of characteristics that contribute to respect are examined.

## **5.5 Characteristics of schools and classrooms that facilitate participation**

### ***Findings from Observations and Conversations***

In School A, the tour provided an opportunity to see many of the participatory elements of the school curriculum in practice. All classrooms had highly developed multi-faceted displays that evidenced pupils’ evolving engagement and increasing understanding of the unit under study. In many of the classrooms, children were either engaged in group work to develop further contributions to these displays or presenting their projects and the learning points embedded within them to their peers.

In different ways the key characteristics observed across the case study schools can be summarised in a few key words: *investment, opportunity, ownership*. Pupils felt teachers were investing in them in a number of different ways, which resulted in a

number of opportunities to express, participate and contribute, which in turn led to a feeling amongst pupils of ownership and pride in the school community.

In School D touring different departments prompted pupils to speak about the degree to which the teachers are not only involved in teaching the subjects of these departments but in a range of other activities as well. The key characteristic of these teachers was an ability to see the pupil as a whole person. The following quote conveys the difference the participatory ethos of the school has made from this pupil's perspective:

*Pupil: I find it quite hard to imagine what it would be like at other schools but if you're willing to work the teachers here will do so much to help you. It's a total mutual thing. If you're interested in their subject, they're more than willing to help in any way.*

*You're not just a pupil, not just a grade, you're a person. It's not just about performance; it's about development.*

Break time at the four schools yielded important observations about the extent of pupil ownership. In School A, a high level of collaboration between children planning a forthcoming school event was evident. It appeared that pupils taking initiative outside class time to contribute to such a project was a normal, expected occurrence. Their demeanour said something about the degree to which pupils owned school space and felt empowered to pursue goals within it.

In contrast, at School C there was a much stronger feeling of surveillance and control at break time. Prominent signs directed students to stay out of areas or hall ways where they were not permitted. There was a lack of evidence of pupils contributing to extra curricular activities or of contributing to displays about these activities. Displays were behind locked glass cases. No indiscipline was observed as pupils used the time to chat in friendship groups. At school D chatting with friends was also the predominant use of break time but there was evidence of many pupils using this time to convey messages about extra curricular activities, such as posting signs promoting activities, and discussing these activities in their friendship groups, which gave them a more purposive feel.

### **Findings from participatory activities**

In the workshops, pupils were invited to answer the question: *what does participation require of different members of the school community: teachers, pupils, support staff, parents and community members?*

A summary of pupils' description of the characteristics that participation requires of both teachers and pupils is provided in Table 4 (a full summary appears in Appendix 3).

**Table 4: What participation takes from pupils and teachers**

<b>What Participation Takes</b>	
	Less "us and them" * Taking a step back * Taking Pupils seriously Treating pupils with a bit more respect * Equal treatment More positive attitudes * More enthusiasm * More approachable Encourage links with other countries * Encourage extra curricular/ clubs Recognition of achievement * Organise links with other schools More play time * (teacher should allow) More time working with friends * Giving up time
From	Head teacher: get other schools involved
Teachers	Fairness * Need to listen to pupils * Don't just pretend to listen

	Don't shout too much * Respect * Let pupils get on with things Friendly people * Smiling teachers * Giving people confidence Give everyone a fair chance * Don't blame the first they see Need to want better things for the school * Have a laugh more Don't scream * Fun * Make teaching interactive More supportive * Awareness of pupils * Open relations No punishments for minor reasons * Approachable * Commitment (Teacher should) help you when you fall behind * Caring
From Pupils	Fewer cliques * Positive attitudes * More enthusiasm More confidence * Less judgement * Constructive criticism Respect of teachers * Tactful * Open mindedness Not a popularity contest * Cooperation * Support each other Communication * Ideas from pupils * Self esteem * Trying their best Don't slag people who are different * Don't take advantage of rules Treat others like you would want to be treated * Willingness to learn Give respect to the school surroundings * Obey rules * Interest Hard work * Motivation * Perseverance with your views Pupils need to be willing to listen to others' opinions

Further insights into the characteristics that pupils appreciated were indicated in the art project facilitated within the workshop. The most popular art project involved depictions of what participants would do if they were headteacher. Both at secondary and primary level these included redesigned floor plans of the school with an attached commentary explaining the purpose of the changes, and their benefits. The important role headteachers play in motivating both staff and pupils was a common feature. Many participants would enable and support pupils' interactive media use and expand the kinds of spaces available to support pupil interaction. Depictions of headteachers that addressed the power dynamics within schools included:

- offering a headteacher's Question Time in which pupils could raise concerns and ask for explanations;
- flattening the staffing structure so that the headteacher, guidance and deputy headteacher shared overall responsibility for the school together;
- devolving control of the pupil council to the pupils themselves.

The art activity provided a supportive atmosphere in which to discuss the issues pupils were depicting. This gave further insight into the meanings and characteristics of participation and pupils perceptions of 'effective' practice. In School C one of these conversations unpicked a phrase students often used to describe the characteristic of a teacher who enables participation: *"You can have a laugh with them."* As the researcher probed what this meant the students articulated that they appreciated the levelling of relationships that "having a laugh" allowed. Having a laugh did not mean 'slacking off'. Pupils expressed the attitude that they are willing to work harder for teachers that had a laugh because they felt more engaged both with the teacher and with the subject. "Having a laugh" was associated with a playful, less stressed attitude and approach to learning. Creating such an atmosphere in a classroom is a complex balancing act of providing limits, aspirations and space for pupils to be themselves and contribute from their perspectives.

## 5.6 Barriers and means to overcome barriers

### *Findings from observations and conversations*

Two very different kinds of barriers emerged in conversation and school tours. The first is a physical barrier imposed by the constraints of the building. In School B the tour demonstrated the scale of barriers and the ingenuity used to overcome them. The building and grounds were particularly ill suited to creating a sense of common shared community upon which a participatory ethos relies. The school had converted interior spaces to playful use to compensate for the lack of exterior space, but had also reconsidered the boundaries of the school, and negotiated with pupils and parents opportunities for pupils to access spaces beyond the school perimeter. On the tour as well as in the other activities, pupils indicated that both of these solutions were important to them and contributed to their sense of being valued, understood and trusted within the school community (see Figure 18).

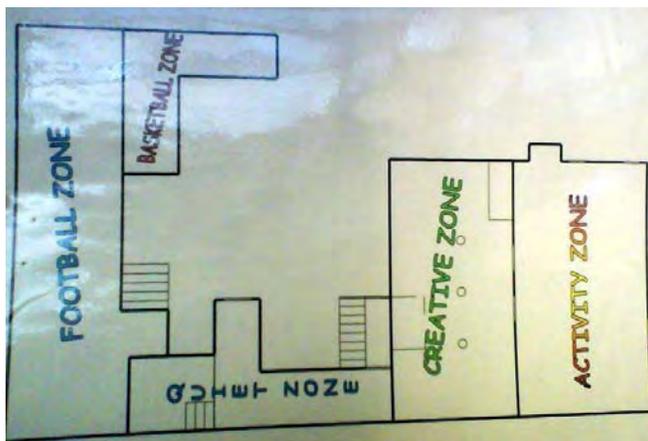


Figure 18: play zones map

The second barrier is more complex and arises from established roles and routines. In School C pupils reported communication barriers limiting the extent to which pupils were informed about decisions or actions that the pupil council had taken. Asked to think through solutions to these barriers, pupils in School C described how the use of prominently placed visual media would be beneficial in communicating pupil participation to the student body as a whole. Pupils described how the school's Virtual Ethos Network could be used to disseminate the activities and outcomes of decisions taken by the pupil council. The Virtual Ethos Network involves the use of electronic whiteboards in each classroom to project a rolling sequence of pictures and information in every classroom while register is taken each morning.

### *Findings from participatory activities*

The importance of communicating participation success was also stressed within the workshop activities that explored participation barriers, costs, risks and benefits. Getting everybody to pull together and develop momentum so that peer pressure works in favour, not against initiatives was regarded as important. Highlighting the benefits of participation is one clear strategy to motivate pupils to overcome risks and barriers. Fear of failing, judgement, and wasting money were cited as potential inhibitors.

Respondents at the LTS Young People's Advisory Group cited travel as a barrier. This was also raised within the online survey, reported in section three. Travel is an issue where participation in extra curricular activities is seen as an important part of

building a school community ethos and where distance between school and home is significant.

The wider literature on barriers to sustaining pupil motivation in participation argues that pupils are disillusioned by prescribed boundaries to the kinds of decisions they can make within schools. It is therefore important to examine how decisions were depicted by pupils, bearing in mind that very few schools (8%) indicated in the online survey that their understanding of participation extended to pupil involvement in evaluating and developing the curriculum. Within the artwork activity, very few pupils attempted to depict how pupil and teacher decisions co-exist or interact throughout the school day. One primary pupil did write about the topic:

*[The headteacher] makes decisions like who gets a praise card or who has been good or which classes are allowed out at lunch and for how long. The teachers make decisions like who deserves to go on special trips. The pupils make decisions like if they want to be part of a club like the web club or the volleyball and netball club. The janitor makes decisions like if he should let all the children out for playtime or lunchtime because it might be too wet.*

When pupils did depict their decisions, these were about their personal lives and personal coping strategies. Pupils' decisions influencing the school or others' learning did not feature at all. This is also reflected in one pupil's comment in his participation diary,

*[Pupils] don't have a way to say what they feel about teachers, especially their ability to teach.*

## **5.7 Effective practice in pupil participation**

The characteristics that make school a place pupils want to participate goes some way to providing a vision of what effective practice looks like. In this section, the focus is upon pupils' assessment of the effectiveness of participation.

### ***Findings from observations and conversations***

The enthusiasm and confidence in the pupil parliament at School A came across in the tour, the display of up to date minutes on the pupil council notice board and within the Virtual Ethos Network. At School B pupils described the pupil council in positive terms as a mechanism they trusted and recognised as effective. As evidence of its effectiveness, they cited creative solutions to the lack of play facilities resulting from suggestions made to the pupil council.

At School D, pupils stressed the strong links they saw between extra curricular activities and the core business of schools. They cited older pupils' involvement in extra curricular activities with feeder primary schools as an example. Participation was effective in developing the leadership skills of current students but also laid the ground for the involvement of prospective pupils. This is an example of the kind of joined up work that is particularly effective in addressing common barriers to participation that can occur on transition between schools.

### ***Findings from participatory activities***

At School A, primary classes 5-7 charted the decisions pupils had made, how these had been acted upon, and what impact this had made. This provided the research team with a view of the range of issues that pupils had taken up, which in turn indicated the range of issues that school staff were inviting them to consider. Pupils

reported that they had used the forum of the School Parliament to contribute to decisions across several aspects of the school including behaviour policy, curriculum development, the infrastructure of the school, learning resources, and play and recreation facilities. Pupils felt that their participation had produced real benefit.

In addition, in the post-visit online forum, pupils at School A articulated aspects of the curriculum that developed their decision-making ability. They valued the expressive opportunities to build confidence:

*Response 1: I think that when we do art or drama we always get a say in what we want to do but I think that another thing that helps us to build up self confidence and self belief is when we get to organise our own assemblies and presentations. We have to organise our own groups, what we want to do and also what we want the topic to be.*

They also valued the critical thinking skills activity of setting ‘challenges’.

*Response 1: “. . . Pupils at (our school) have done so many great challenges that if we were told to just go off and do a challenge we could organise and work at a challenge on our own. Although we could do that the differences that the teachers make are: helping give us ideas, getting equipment to use, and in general just helping!*

*Response 2: Doing challenges in a group you can rely on some back up and you end up being more confident and know that you have friends there for you. It makes you realise you’re not on you own. Everyone has a job to do and you are not on your own.*

Effective practice at secondary level emerged from pupils’ depiction of participation at its worst and best. Pupils again emphasised the importance of interactivity within lessons. A biology lesson in which students held hands to form the semi-permeable membrane they were learning about was one example of the interactive learning that was preferred over didactic approaches. Other pupils’ depiction of participation at its worst and best took interactivity a step further. Their depiction invited the viewer’s own participation. It depicted participation at its worst and best as two paper airplanes that the viewer was encouraged to handle and fly. The accompanying commentary explains the meaning attached to the planes construction.

*We chose to symbolise the meaning of the best and worst aspects of participation through making two planes. Each one represents the extremes of good and bad: Good participation allows the plane to fly easily and well, with all parts working together. Worst is over complicated and struggles to make any distance, showing the troubles of un-led participation.*

The analogy in itself is a vivid one. That the students developed an artefact that required the user to learn by doing is also significant and perhaps reflects the efficacy of the participatory approach encouraged in their school.

## **5.8 Participation and the implementation of *Curriculum for Excellence***

### ***Findings from observations and conversations***

During the school tour at Schools A and B, the research team saw clear links between participatory activities and the four capacities of the *Curriculum for Excellence*. Wall displays of activities gave a visual dimension to the developing meaning of the four capacities. At School A, a pupil presentation on their pupil

parliament stressed the ways this decision-making forum developed the capacities, with an emphasis on confident individuals, effective contributors and responsible citizens.

### Findings from participatory activities

In the workshops, pupils were asked, 'How does participation contribute to a pupil's ability to become a *confident individual/ successful learner/ effective contributor/ responsible citizen*?'

The most detailed responses focussed on classroom learning. Pupils detailed the characteristics and expectations of successful learners, followed by effective contributors as detailed in Table 5. Table 5 illustrates that pupils see very clear benefits to developing successful learning through participatory approaches. They were less forthcoming about the two other capacities but frequently cited similar examples of activities and benefits for both these capacities i.e. contributing to fundraising activities made them feel part of something worthwhile as a responsible citizen and more confident as an individual.

**Table 5: Participation's contribution to two of the four capacities of *Curriculum for Excellence***

	Examples	Characteristics	Outcomes
<b>Confident Individuals</b>	Dressing up to raise money for charity	Being encouraged to be different	<ul style="list-style-type: none"> <li>• Discover yourself</li> <li>• Learn that we're all different, all have strengths, and all have emotions</li> <li>• Feel you have made a difference</li> <li>• Happier</li> <li>• Self esteem</li> <li>• More confident</li> <li>• Sense of satisfaction</li> <li>• More likely to learn if you are confident</li> <li>• Increases confidence that you can use later</li> <li>• Makes you feel good</li> <li>• "Woohoo! I'm me!"</li> </ul>
<b>Successful Learners</b>	<ul style="list-style-type: none"> <li>• Group activities (too few)</li> <li>• Have your say in teaching techniques</li> <li>• Exciting lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Not just sitting and listening</li> <li>• More choices,</li> <li>• More involved, engaged</li> <li>• Helping each other with work</li> <li>• Your ideas are included</li> <li>• Encouraged by friends</li> <li>• Moving about makes learning fun,</li> <li>• More interesting lessons=more interest in learning,</li> <li>• Doing activities instead of doing writing all period</li> <li>• Use words we understand</li> <li>• Bright colours</li> </ul>	<ul style="list-style-type: none"> <li>• We learn new things</li> <li>• Independent thinking</li> <li>• More opportunities</li> <li>• Better job</li> <li>• Shows teachers that you enjoy class</li> <li>• Allows you to learn more about yourself</li> <li>• You connect more with teachers and pupils</li> <li>• Develops emotional involvement and connection to subject</li> </ul>

Although there was much that was enthusiastic, positive, thoughtful and creative within pupils' comments about their schools, pupils' contributions reiterated findings within the wider literature on education for citizenship that draw attention to a significant step change between primary and secondary. At secondary level, pupils are less confident about the efficacy of participatory activities, particularly pupil councils, and raised issues about the extent and means through which respect is shown. Extra curricular activities and participatory and expressive elements within the curriculum - such as sports, media studies, music, visual arts and drama - were identified by pupils as generating and to some extent recuperating motivation and enthusiasm. This indicates that the connections between these activities and the rest of the curriculum need to be considered carefully to find ways of channelling motivation throughout the school day so that it becomes self-reinforcing.

## 5.9 Summary of pupils' perspectives

- Pupils value a participation approach that includes interactive learning in the classroom, a range of extra curricular activities that enable them to work together on expressive projects or in contributing to the wider community as well as participating in more formal decision-making processes. Pupils also expressed a desire to be able to contribute to curricular choices, evaluation of teaching and school planning.
- Pupils expressed a more complex view of respect at secondary level than primary and emphasised the need for this to be reciprocal and consistent across the school community.
- Pupils identified key characteristics of participation as being interactive, respectful and inclusive. Pupils described a participatory ethos as developing from teachers' investment in them, which created opportunities to express, participate and contribute, which in turn led to a feeling amongst pupils of ownership and pride in the school community.
- Some barriers identified at case study schools had the potential to be turned into participation opportunities. Pupils valued being included in problem solving and overcoming challenges to their school communities. They saw that physical and relational barriers were interlinked. For instance, the perception that pupil voices are not listened to may be perpetuated where pupil participation successes are not effectively communicated to the school community.
- Pupils were able to outline the participation strategy in their school and had an understanding of the underlying intent of activities. Pupils expressed a clear sense that they are developing criteria for what effective participation means to them. It is important for pupils to see their decisions carried through to tangible improvements.
- Pupils identified important ways that participation contributes to the four capacities of *Curriculum for Excellence*. This was particularly the case for successful learners and effective contributors, and less so for the other two capacities. That pupils are not as readily articulate about these capacities suggests that further development of activities is needed to provide a more rounded development of all the capacities.

## **6. Schools case studies: teacher views and classroom practice**

### **6.1 Introduction**

This section of the report outlines the perspectives on pupil participation offered by teachers in the school case studies and the draws on evidence from observation of lessons. The case study schools demonstrated a range of approaches and placed different emphasis on different aspects of participation. Developing an ethos of inclusivity and respect was core to each, but there were different strategies for arriving at this goal. At secondary level, the strategy is distributed over a much wider range of subjects, teaching approaches, activities and spaces, and therefore it is more difficult to achieve a whole school ethos of participation that is accessible to every pupil.

### **6.2 Teachers' understanding of pupil participation**

Teachers in the case study schools participated in individual, pair or small group interviews. At both the primary and secondary level teachers understood pupil participation to involve a re-evaluation of teaching and learning strategies to enhance opportunities for active and enquiry-based learning. This was often connected with reflection on the wider purposes of education for children and young people. In School A, this was evidenced in critical reflection on the role of education in shaping children's dispositions to learning and developing a capacity for critical enquiry. Secondary school teachers in schools C and D emphasised work within curricular areas to promote skills-based learning. Pupil participation was positioned as part of an attempt to move away from transmission-based and assessment-driven approaches to teaching and learning. Teachers expressed a commitment to providing learning experiences that were relevant, authentic and that promoted a range of transferable skills.

*It is asking yourself what is the purpose of education. Is it to churn out children who will be able to pass tests or it is to equip children with the skills for lifelong learning?*

*(Primary teacher)*

*It is about their place in society and their responsibility to themselves and to society. I think it's your duty to care what is going on in your local community and the wider world. I think it's the most exciting thing hearing children know what's going on and how they can bring about change.*

*(Primary headteacher)*

*I would that say participation is working on real time things that are happening right now. Getting them involved in what's going on outwith the school with a subject focus - all heavily based on the skills that they need once they get out of this building in terms of research, creating opinions, putting forward their own opinions and sustaining an argument. That's what participation is... That's what Curriculum for Excellence is all about.*

*(Secondary teacher)*

### **6.3 Range and usage of pupil participation mechanisms**

Members of the senior management team who participated in interviews in the school case studies described strategies employed to promote and give legitimacy to enhanced pupil participation in their schools.

A collegial approach to the management of change was stressed, in which lead teachers were modelling alternative approaches in their day-to-day work. Teachers

recognised that it was important to achieve a consistent approach across the wider school in order to avoid the development of 'pockets' of innovation or 'silos' of good practice in particular curriculum areas. In the primary schools, this was expressed in terms of the importance of ensuring continuity between classes as pupils progressed through school. In the secondary schools, this was expressed in terms of identifying cross-curricular themes, which was seen as increasingly important with moves towards full implementation of a *Curriculum for Excellence*. Both phases stressed the importance of maintaining strong support for pupil participation and affording a high profile to strategies and activities that promoted this agenda in school. It was stressed that although a number of teachers held a coordinating role, it was important that pupil participation was within the designated remit of a senior member of the management team.

*We re-visit. It's not assumed that we're all doing it. Sometimes you think you've done it and then when you check, you've not. It's monitoring and reviewing the situation and constantly returning and saying how are we with this? Revisiting, revisiting and keeping it up there; a high profile.*

*(Primary headteacher)*

*The challenge for me was to get the staff to open up and to relax sufficiently to allow the children to fully participate and to recognise that children can and do have a voice in the school. For many teachers that is not an issue, for some it is. Some teachers still struggle with the idea of children participating to the extent that they can and do see it as a threatening experience - one that maybe strips them of some of their power and perhaps of some of the traditional respect that they feel that they deserve.*

*(Primary headteacher)*

Headteachers expressed the belief that encouraging pupil participation enhanced a teacher's repertoire of skills rather than detracting from their position of authority in the classroom. Experiences of the effective use of formative peer assessment were provided in support of this argument.

*You're no less a teacher for doing this, you're a more skilled teacher in actual fact. You don't completely need to relinquish your power and control, in fact quite the reverse because you're even more in control than you were previously – it's recognising that.*

*(Primary headteacher)*

#### **6.4 Staff responses to pupils' views and ideas**

Whilst the importance of respect is woven through many of the responses teachers offered, the research team's observations of how respect is fostered by teachers in their practice are important to detail. Some of this practice was evident during the interviews themselves. During interviews with the headteacher in two of the case study schools, pupils with particular support needs appeared at the door. In both instances, the headteacher broke off the interview to speak briefly purposively and collegially with the pupil in such a way as to resolve the issue that had brought the pupil to the door. It is important not to over-interpret this brief glimpse of interaction, but it does seem that considerable groundwork in terms of respect needs to be in place for such an interaction to take place. In classroom observations, there was further evidence of teachers' approaches to building respectful relationships, not just between teachers and pupils, but also importantly between pupils.

### **Group work presentations P7 (School A)**

At primary School A the challenge-based curriculum involved teachers adopting the role of facilitating group interaction. The teacher introduced groups of pupils who were encouraged to make a presentation without interruption from the teacher or other pupils. During question time, the teacher encouraged pupils to ask the presenters direct questions, rather than filter questions through the teacher. While this did not always work, she consistently returned to this method. Pupils were encouraged to articulate their ideas and engage with other pupils. The teacher considered this training in the challenge methodology to be good preparation for secondary school and for working with others. The pupils are given time with structured support to express their skills, knowledge and views. Teacher's respect for their work is evident, but the focus is on pupils' development of their own criteria and the development of team working skills and relations of respect that they can apply in other circumstances. A similar dynamic was observed within the paired reading scheme at School B, which also allowed for pupil initiative in ways that signalled respect and trust to pupils in important ways.

### **Class discussion S5 (School D)**

At secondary level, the classroom observations were limited by the constraints of the schools' spring assessment timetable. In the classroom observed, the research team again saw a mixture of pupil interaction moderated by the teacher. The team was directed to a class that pupils had requested to be added to the curriculum. This S5 Philosophy class focussed on free will and determinism. The methodology consisted of a short video clip, discussion and short written task. The teacher initiated the discussion but whilst he prompted and challenged the students, much of the time the students addressed each other. The discussion was significant in terms of the level of confidence and ease with which the students participated and the quality of the discussion. The teacher adopted the role of facilitator. His direction of the discussion varied between prompting discussion, reasoned argument, focussing on different aspects of the topic, and allowing the pupils to engage in debate with each other. This enabled the pupils to take part in independent pupil-to-pupil discussion but also allowed the teacher to draw the attention of the pupils back to the key questions and issues. The rapport that had been established enabled pupils to speak freely, discuss and argue coherently and accept counter arguments and critiques of their reasoning processes. The degree to which students were willing to be forthcoming within the classroom debate indicated sustained relationships of respect between teacher and pupils that were an accumulative asset.

## **6.5 Characteristics of schools and classrooms that facilitate participation**

Teachers were aware of the limits of formal mechanisms to enhance children's participation. From the teachers' perspective policy interventions such as the development of Pupil and Parents' Councils, whilst welcome, needed to build on pre-existing frameworks, relationships and commitments to participative practice. As in survey responses, particular significance was afforded to nurturing a school ethos that emphasises respect for others and within which the capabilities and contributions of all individuals might be valued. Teachers emphasised the relational dimensions of teaching and described how pupil-initiated activities and extra-curricular activities strengthened connections between pupils and teachers and opened up new opportunities for both groups to re-negotiate identities outside the parameters of formal classroom encounters.

*A successful school is founded on good relationships. The types of activities that we're talking about here are not only going to develop a range of transferable skills but they are informal. It allows the pupils to participate as*

*people not just as pupils and allows our staff to participate as people and not just members of staff as well. That can have huge knock on effects on classroom management and care of the school.*

*(Secondary deputy headteacher)*

*It's about the ethos of the school and recognising the contribution that everyone can make and valuing individuals and trying to encourage mutual respect between pupil and pupil, but also between pupils and teachers.*

*(Primary headteacher)*

Headteachers of both primary and secondary schools emphasised that formal strategies to 'deliver' the pupil participation 'agenda' are likely to be insufficient in the absence of a participatory ethos. One headteacher was keen to stress that, 'The pupil council is the least important part of pupil participation'. It was argued that a commitment to pupil participation is not simply a matter of policy implementation but grows through the personal and professional commitments of the school community.

*We have tried every formal mechanism under the sun and it delivers to an extent but unless the actual underpinning ethos of the school is about freedom to raise issues, freedom to talk, freedom to challenge, freedom to be yourself, then it's not going to happen.*

*(Secondary headteacher)*

*It is something that stems from the ethos of the school and the intrinsic values that are contained within that. For me, pupil participation is about individuals within the school feeling that they belong to something and that they have a voice and can be involved.*

*(Primary headteacher)*

Similarly, a secondary headteacher spoke of the importance of culture building as an active and on-going commitment. In School D, this process involves regularly engaging with representatives of the whole school community and is viewed as a generative process. Part of this process involves formal and informal mechanisms for consulting with the school community on core values and purposes. Each year every child in School A participates at class level in a consultation process to generate the class rules. However, as one secondary headteacher was quick to stress, culture building is a slow process, 'It doesn't happen overnight and it can't happen overnight. It has to build up'.

Members of the senior management team in schools that promote higher levels of pupil participation acknowledge the importance of open cultures premised on high levels of trust. Care was taken to convey to teachers and pupils that they could show initiative and, where possible, would be supported in their efforts to make a difference in their school. Instilling a sense of self-efficacy was a recurring theme in the accounts offered by school leaders. A commitment to pupil participation was aligned with a commitment to the concurrent development of distributed leadership. The portfolio of pupil participation strategies within these schools offered a range of opportunities for both teachers and pupils to show leadership.

*It is about trust and recognition. Trust that many good ideas raised by staff, parents and the wider community are worth pursuing and celebrating. Trust that pupils and staff can, with whatever support is needed, be left to take ideas forward; and trust that everyone is genuine in the business of delivering the best for all young people and can be given the freedom to get on with it.*

*(Secondary headteacher)*

One primary headteacher spoke of the importance of modelling a participative style in the exercise of day-to-day leadership tasks and through maintaining an open-door policy for pupils and parents.

*It's about how you model behaviour and how you wear your values and how you are consistent in the way that you participate and interact in school yourself.*

*(Primary headteacher)*

It was recognised that the promotion of dialogue and openness is not without its challenges. Schools where critical reflection on practice was encouraged needed to provide opportunities for teachers to make interventions and to lead initiatives to bring about change. Similarly, schools that encouraged dialogue with pupils on a range of issues needed to provide scope for pupil involvement in producing change i.e. opportunities to move forward from critical dialogue to participation or action.

Invitations to initiate change, which are at the heart of pupil participation, were interpreted by senior managers as opportunities to take 'considered' or managed risks. An example of pupil initiated and teacher-supported change is provided in the development of a cross-age peer tutoring scheme in School A. The scheme emerged because of P6 pupils renegotiating 'Golden Time' to allow them to work with P3 pupils. The headteacher encouraged P6 pupils to develop their ideas through a 'challenge task', which, with the support of both classteachers, worked well and became part of school practice. Reflecting on the experience the headteacher acknowledges the importance of a collegial approach in supporting innovation, especially innovation initiated by pupils.

*It's taking those wee considered risks and saying let's see how they go. What is the risk? So one lesson might go wrong - but it's each member of staff trusting one another, respecting one another.*

*(Primary headteacher)*

## **6.6 Barriers and means to overcome barriers**

Promoting the participation in institutions traditionally characterised by relations of authority raises significant challenges for school leaders. Senior management retain responsibility for setting the boundaries and parameters for participation and need to communicate these clearly to teachers, pupils and parents. This entails offering a robust and defensible rationale for the range of activities and strategies to be encouraged and managing pupil and teacher expectations.

Teachers were keen to stress that a participatory approach did not entail a letting go of professional responsibility or professional judgement. One secondary teacher described the careful negotiation of responsibilities within a Fair Trade group in terms of achieving a balance between supporting pupil-led initiatives and protecting pupils from undue risk.

*'There are still things that as a teacher, or as an adult, I need to keep control of'.*

*(Secondary headteacher)*

*One of the dangers is if you have not got parameters, if you have not thought it through and established fair and reasonable boundaries, then children could overstep the mark. There could be too much informality in some of the negotiations. Children need to know that there are boundaries within which they can operate.*

*(Primary headteacher)*

Senior managers were conscious of the need to work with teachers who identified more closely with traditional approaches to instruction and who held a particular view of the teacher's role in school. It was acknowledged that some teachers in school might find the promotion of higher levels of pupil participation unsettling. The need for change was often expressed in terms of changing assessment practices and was illustrated by the ways in which teachers are re-evaluating approaches as a result of initiatives such as *Assessment is for Learning*.

*We have got some traditional teachers that continue to dictate what the learning is going to be. I think it's important that we start to challenge that a bit more so that we change the assessment agenda.*

*(Secondary deputy headteacher).*

Finding space to enhance pupil participation within a framework of summative assessment was a key challenge mentioned by teachers within the secondary phase. This was felt to be a particular pressure in the senior years of high school, although a deputy headteacher expressed concern over changes in approach encountered at the transition stage.

*One thing I've noticed in the huge amount of leadership opportunities that are given to P6 and P7 pupils yet when they come to secondary school you know the distributed leadership opportunities that are given to pupils quite often are not given back to them until perhaps S5-S6 - there's a huge gap in-between.*

*(Secondary deputy headteacher)*

Secondary school teachers commented on the limitations on their practice posed by the external examination regime. Teachers felt this particularly influenced approaches in S4 upwards but a concern with testing was also experienced lower down the school. This was felt by some teachers to work against attempts to develop schemes of work that contained creative cross-curricular themes and associated project work. It was hoped that future developments, supported by the implementation of a *Curriculum for Excellence*, would include the development of more team-based, exploratory projects.

*So much of the secondary sector is very exam focused. It's trying to find time for these very, very important activities to happen either embedded somewhere within the curriculum or so that's not going to be a huge extra-curricular responsibility for members of the staff and pupils.*

*(Secondary teacher)*

In making changes to established approaches to teaching and learning in school, headteachers identified a need to communicate effectively with parents and to work towards a shared understanding of the value of new approaches. It was acknowledged that some parents may consider the primary responsibility of the school to be the achievement of success in national assessments and may question approaches that do not demonstrate a clear and immediate contribution to the achievement of this goal. One strategy deployed by a primary school was to embark on a consultation process that included the involvement of groups of parents in some of the challenge activities undertaken by their children.

*It's important that parents buy into it and realise that they have a role to play; that the learning their children are going to be doing is very different to what they were used to, that they are leading the learning. Don't worry if there's not so much work in the jotters.*

*(Primary headteacher)*

## 6.7 Effective practice in pupil participation

It is important to stress that schools and teachers have different criteria and strategies for developing effective practice. The two primary schools in the case study created a strong school-wide ethos yet they did so from different starting points and through developments with different emphasis. School A has invested heavily in a particular approach to critical thinking within a local authority that has targeted the development of critical thinking strategies across the authority. School B did not set out to fulfil a participation agenda, the focus was on creating a stronger community and better relationships. Part of working towards that involved improving pupils' opportunities to play together in restrictive premises. In the process of achieving that improvement, teachers consulted pupils and actively involved them in making change happen. At School B, a Circle of Friends programme recruits volunteers to provide supportive relationships to pupils who, for any number of reasons, are finding this a struggle. Teachers' observations are that both stronger and more vulnerable pupils benefit from this. The same principle at work in Circle of Friends has been used more widely, for example in meeting the needs of pupils with different language backgrounds. In listening to teachers think aloud about why pupils have become involved in a parent council initiative, it is evident that applying a community-centred view quickly leads to consideration of how pupils can participate. Participation as such was not the intent, but it is the result. This is an important finding.

## 6.8 Participation and the implementation of *Curriculum for Excellence*

Senior teachers emphasised the importance of forward planning in both embedding and developing whole school approaches to pupil participation. It was acknowledged that moving from narrower versions of participation to broader and deeper conceptualisations would require the personal and professional commitment of teachers and the provision of on-going professional development opportunities. In some schools this was evidenced through prioritising the provision of opportunities for peer observation and peer-led in-school CPD programmes. Teachers suggested that it would be useful to have an explicit focus on pupil participation in regular curriculum review and evaluation processes and suggested that participation could feature more strongly in formal school improvement planning.

*We're forever identifying those next steps. Looking for those cross-curricular gaps all the time. At every staff meeting we hear from the various members of staff that have responsibility for different groups. They get an opportunity to share with the whole staff what they've been working on. It's a standard item on the staff meeting agenda.*

*(Primary headteacher)*

*You need to sit down and have a position as a school on participation and how you can develop it and take it on to deeper and more meaningful levels; which ultimately would be about children really participating in their own learning. I think that can be a really powerful tool in raising attainment and raising success because children would be much more self-aware and would be much more motivated because they are driving their own learning to an extent. At that stage, it needs to be in aware hands. Teachers need to be aware of where they are going with this - it's the difference between intention and outcome.*

*(Primary headteacher)*

## 6.9 Summary of teachers' perspectives and findings from observation

- Teachers emphasised that a holistic interpretation of participation, that incorporated a range of ways for pupils to participate, was crucial to successful participatory ethos and practice. Teachers stressed the importance of an overall framework that coordinates activities and provides a developmental pathway for pupils' views and actions.
- Primary and secondary teachers understood that pupil participation involved a re-evaluation of teaching and learning strategies to enhance opportunities for active and enquiry-based learning. This was often connected with reflection on the wider purposes of education for children and young people.
- Teacher's classroom practice evidenced the importance of a moment-to-moment facilitation of communication to enable respectful relations. They demonstrated that there are different strategies for increasing the space pupils have to explore and develop their voice. As well as listening to pupils' views themselves, teachers play an important role in helping pupils to learn to listen and respond constructively to each other.
- Teachers indicated that openness, professional commitment, high levels of trust and the development of core values through consultation are important elements in their approach to participation.
- Senior managers stressed the importance of negotiating and communicating reasonable boundaries within which pupils assume devolved responsibilities.
- Participation challenges teachers to reconceptualise their roles and develop new strengths and leadership styles. Constraints such as time pressures and competing priorities pose challenges. Creativity and a consultative leadership approach are instrumental in overcoming these.
- Teachers acknowledged that formal mechanisms such as pupil councils, whilst welcome, needed to build on pre-existing frameworks, relationships and commitments to participative practice.
- Teachers viewed their work to increase pupil participation as an important component of implementing Curriculum for Excellence and were taking the initiative to define and shape what this meant in their particular contexts.

## 7. Recommendations and conclusion

### 7.1 Introduction

In this section of the report, the key considerations that emerge from the study are discussed and some recommendations are offered. It should be noted that while there was evidence of a high level of pupil participation on the observation days, the findings of this report remain observational snapshots and longer-term research and evaluation would be necessary to establish the effectiveness of the various strategies in the school case studies documented here.

### 7.2 School staff and pupils' understanding of participation

Participation, as outlined in the introduction, has different meanings. A participation strategy that connects all three meanings was implemented by most of the schools in this study. Headteachers in the school case studies welcomed this wider concept and did not think a study of participation that looked only at the structural mechanisms of decision making such as pupil councils would be productive. They were clear that pupils' participation in learning and in extra curricular and expressive activities were crucial components of the school's overall participation ethos.

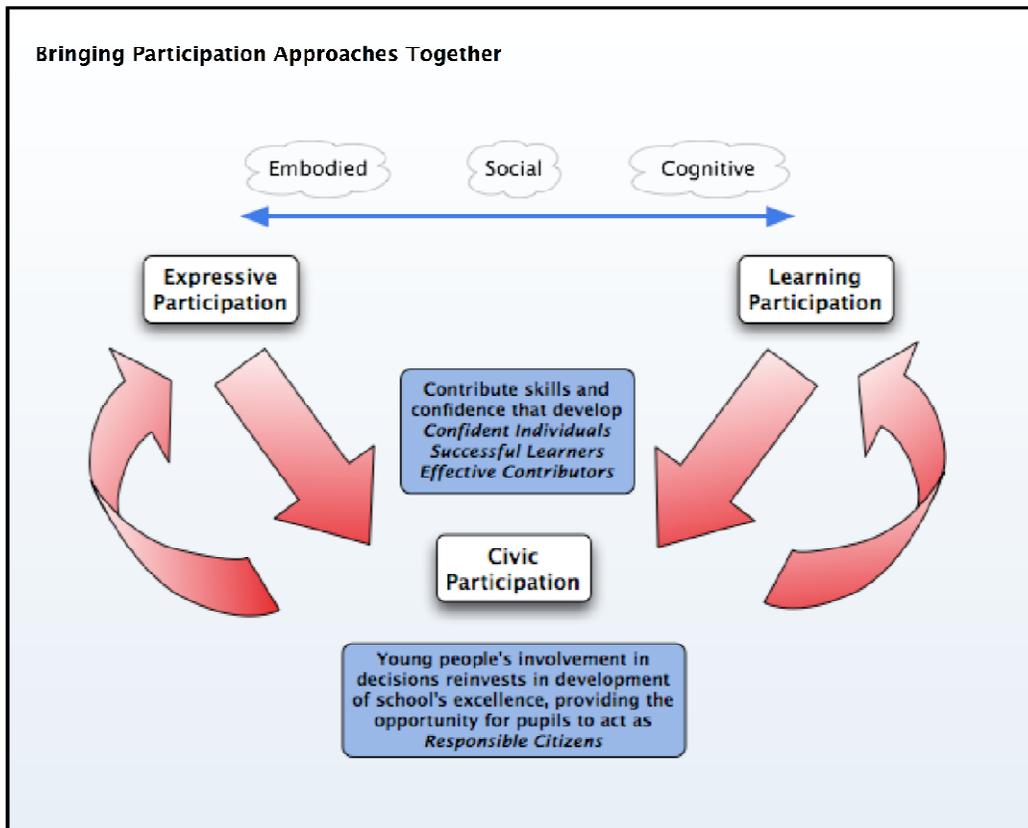


Figure 19: Bringing Participation Approaches Together

As illustrated in Figure 19 above, participation activities across the school can complement each other. Extra curricular activities and interactive learning approaches can build skills and confidence that enable pupils to engage in and enrich the school's problem solving and decision-making processes, whatever the challenges the school is presented with. These improvements in turn enhance the school ethos and skills base for the next generation of learners.

Schools responding to the survey emphasised different components of the participation picture. The largest number of responses defined participation as embedded within everyday activities (n=346). An activity that takes place through pupil councils is second to this (n=174) closely followed by a definition which focuses primarily upon learning and assessment, associated with *Assessment is for Learning* and Personal Learning Plans (n=161). The use of the term to emphasise immersion in activities is also represented in the survey responses (n=113). Coordination of these different kinds of participation was not evident in the survey. However, this may be a limitation of the survey format. In the school case studies, teachers did emphasise the importance of coordination and the research team observed an integration of all these components working effectively.

Looking at how participation is defined is only the tip of the iceberg. What participation comes to mean is made up of a range of practices and the terms used within them. Key to participation is the extent to which pupils are able to work together, debate ideas and come to agreements. In particular, if pupils are to engage meaningfully with their own learning about participation, the language to evaluate and develop group work needs to be more readily available. Critical thinking and personal and social development curricula contain components of these.

As the recent AERS research commentary on *Pupil Voice* (2008) illustrates, earlier frameworks for assessing participation need to evolve and this can only happen through sustained conversation with those developing it on the ground: pupils, teachers, learning assistants, janitors, active school coordinators, and those within the wider community working with the school.

Recommendation 1:

*In planning strategies to enhance pupil participation, it is useful to consider the range of existing activities at individual, classroom, school and community levels. Mapping activity across a number of levels is a useful starting point in identifying the diverse ways in which participation is promoted in schools and in establishing the balance between professional and pupil-initiated activity.*

Recommendation 2:

*In reflecting on existing and future strategies to enhance participation it is useful to consider the 'learning', 'expressive' and 'civic' dimensions of participation (depicted in Figure 19), and how these relate to the development of the four capacities of Curriculum for Excellence.*

Recommendation 3:

*In planning and coordinating school responses to promote participation, it is advisable for senior management, teaching and support staff and community partners to collaborate. Collaboration supports the identification of a wider range of opportunities for enhanced participation, within and beyond the classroom. This research found that non-teaching staff had a lower level of involvement in promoting participation in secondary schools.*

### **7.3 Range and usage of participation mechanisms**

The study inquired about activities at individual, classroom, school and community levels. The survey revealed that schools identified activity at all of these levels. Pupils also identified activities at every level, though the activities that they described in most detail were at the level of the classroom. It is within discussions with teachers that the importance of a range of activities was given greatest emphasis. Teachers conveyed the belief that the ethos of a school depends on work at each of these levels being consistent and complementary.

It is important to consider the impact of activities at either end of the range of participation approaches. Dialogue with pupils about pupil progress - as evidenced in approaches to formative assessment – provide new opportunities for pupils' voices to be heard. How these discussions are conducted are of crucial importance. If pupils' initiative and ownership of their learning is not encouraged at this level, efforts at any other level will be compromised. Conversely, activity beyond the school or between schools offers a different forum that holds the potential for igniting pupil motivation. As both the documentary material and case study visits demonstrate, inter-school activities can play a crucial role in developing pupils' capacity to make informed decisions. Pupils have a better sense of what and how they can contribute to positive change in their schools when they have experience of other schools as a basis for comparison. Responses to the survey indicate that some schools are developing these opportunities but that it is not widespread.

Recommendation 4:

*Identifying and sharing good practice is important in promoting a coherent approach to pupil participation. The promotion of critical thinking and group work skills will support the development of common understandings. Developing competence and confidence in managing group processes will encourage the wider deployment of these strategies across the school, including deliberation on pupil councils, committees, and other initiatives.*

Recommendation 5

*Recording and sharing of participation opportunities and practices is important in supporting progression as pupils move between classes and year groups. Dialogue is likely to enhance collaboration and strengthen connections across the curriculum.*

Recommendation 6

*In developing the partnership dimension of the Curriculum for Excellence, it is advantageous for schools to continue to develop inter-school participatory projects and to afford pupils a role in shaping initiatives.*

#### **7.4 Staff responses to pupils' views and ideas**

It is evident from the survey that schools attach great importance to school ethos as a component of their participation strategy. Certainly an ethos of respect is central to this. Respect is an elusive relative term to describe. It exists not within a prescribed list of activities as much as in the way they are enacted. For example, pupil council meetings can be held, but if pupils are not allowed to set and manage the agenda, or if their choices are tightly circumscribed, pupils will not gain a sense of their views being respected through this process. The documentary materials evidenced the degree to which respecting and responding to pupils' views is part of the dialogue that develops through projects undertaken with pupils. Involving pupils in research on school improvement issues and in organising inter-school conferences are a few examples of not only listening to pupils' views but also supporting them to take their views forward into action.

In the school case studies, respect was evident in the level of confidence shown by pupils. Confidence is derived from a sense of not only being listened to, but also being given the support to take one's ideas forward. There was evidence of this confidence at break time in primary School A when pupils moved around the building pursuing the project they had set themselves, and in the posters that advertised events and clubs that pupils were taking the initiative to promote.

Within the workshop activities, a more complex picture emerged. Two different kinds of depictions emerged when pupils portrayed decisions made by the range of people across the school. First, the only kinds of decisions pupils were depicted as making were personal ones i.e. “Who will I sit by at lunch?” “What will I eat?” “When will I do my homework?” Teachers were often depicted in a disciplinary role, “Do I just give them a row or send them to detention?” Pupils were not depicted as making decisions that informed school practices. Secondly, in two separate workshops a range of authority positions was depicted in which the pupil is the smallest and weakest element. In this and in other depictions pupils portrayed a sense of double standards within the small details of how rules are enforced or privileges assigned. The depictions convey respect for *person*, as well as respect for views.

Through the case study activities, secondary students articulated that respect is a significant issue for a sizeable number of pupils. Participation that involves only those already advantaged is not participation in the fullest sense of the word. The perspectives of pupils who contributed to this study suggest that there are underlying tensions and room for progress in the promotion of participation, particularly in the secondary sector.

However, the reciprocal nature of respect was another important message conveyed in the participatory workshops by secondary students. Pupils indicated that teachers should not be expected to show respect to pupils who showed no respect for them. This is where inclusion policy and participation policy must be developed in concert with each other.

Discussion with secondary pupils also highlighted the complexity of extending participation beyond the boundaries of the school. At secondary level the dynamics of community participation can be complicated. Pupils reported that local media reports that associated anti-social behaviour with the school led to some sections of the community treating them with disrespect. Schools are community partnerships and work undertaken in the area of civic engagement is tied to its context. The importance placed on involvement in community and locally developed projects reported in the survey indicates that there are positive examples of relations extending into the community.

The documentary materials provided photographic evidence that projects invite community members into the school for celebrations. The degree to which community members are consulted about school plans or developments is less evident.

Recommendation 7:

*The role that respect plays in the formation of positive school ethos suggests that it is advisable to consider how activities are carried out, as much as what activities are planned.*

Recommendation 8:

*Involving pupils themselves in researching how respect is shown or lacking in the school community can be an important first step towards developing a respect strategy.*

## **7.5 Characteristics of schools and classrooms that facilitate participation**

It is important to look at the characteristics of schools and classrooms that facilitate effective participation from the ‘bottom up’ and from the ‘top down’. In a number of different ways, pupils’ contributions to the case study activities emphasised the characteristics they would like participation to have: interactive learning, an inclusive

ethos and respectful relations. Discussions with teachers highlighted a similar set of characteristics. They want openness, commitment to professionalism and high levels of trust to characterise their work.

Management plays a key role in the development and maintenance of this kind of climate. In three of the case study schools the issue of leadership, and distributed leadership, appeared to be crucial for the promotion and maintenance of high levels of pupil participation. These headteachers articulated a clear commitment to pupil participation in all areas of school life. They had ensured as far as possible that this was understood by all members of staff to be a whole school issue and one that was considered a high priority both in terms of school mission and in terms of daily school life. From their perspective, participation was not to remain at the level of rhetoric and it was not to be perceived as an 'opt-in' exercise or an option to be implemented in only a few areas of school life. Pupil participation was not restricted to pupil councils but efforts were made to introduce pupil participation into all facets of school life.

Despite some of the tensions and inhibitors noted above, the number of ways in which pupil participation is actively encouraged in these schools by school leaders is impressive. In each of these three schools, the commitment to pupil participation was also evident in the involvement of other promoted members of staff. The relationship and shared vision between the headteacher and other promoted members of staff appeared to be a key factor in the effective promotion of pupil participation. Further, there was evidence of a good working relationship between the leadership group and other members of staff, including support staff. The sense of community was important and participation extended beyond pupils to all members of staff.

By contrast, the lack of strong leadership in promoting pupil participation as a whole school issue was evident in one case study school. Pupil participation in this school was consigned to the interests and enthusiasm of a few departments within the school and, as such, was marginalised and dependent upon the commitment of these departments. The work undertaken by teachers and pupils within these departments was commendable but was not part of a greater vision and coordinated approach. There was little evidence that this was particularly highly valued by senior staff. Throughout the study, pupils also depicted a strong role for leadership, particularly in relation to bridging the "islands" of respect and disrespect.

Three key issues emerge from this discussion. First, strong leadership appears to be very important in the promotion of pupil participation to drive changes in practice. Second, a commitment to pupil participation as a whole school issue, rather than isolated practices attached to particular initiatives is likely to have greater impact. Third, authentic opportunities for pupil participation are related to approaches that facilitate an inclusive school community.

Recommendation 9:

*A participatory ethos is enhanced where senior management both leads by example and opens up opportunities, through the provision of time and space, for teachers and pupils to develop leadership.*

## **7.6 Barriers and means to overcome barriers**

There are both physical and relational barriers to participation. Time is the most commonly cited barrier within the survey and surfaces within interviews with class teachers. Pressure to improve attainment is often cited as the single biggest constraint on time use at secondary level. Interviews with secondary teachers suggest that attainment pressures restrict the development of higher levels of cross-curricular work and interdisciplinary learning. However, an increasing number of

schools are taking a different approach to the timing and preparation strategy for external assessment. One of the case study schools explained a strategy to restructure creatively how time is used to give pupils a wider range of opportunities and a sense of personal choice. Key to finding more time involves reviewing assumptions about what can and cannot be changed and finding complementary ways to meet different objectives or commitments at the same time. As indicated in the discussion of respect, consulting with pupils to solve problems can bring fresh insights and new perspectives whilst at the same time increasing pupils sense of ownership and investment in the solutions derived.

In contrast, the barriers identified by pupils largely concern group dynamics and the prevalent culture of the school. Peer pressure becomes an increasing factor in secondary school. Solutions to the barriers that peer pressure exerts are to be found within a positive school ethos. Pupils spoke of creating the right “momentum” to “bring everybody on board” so that peer pressure actually works in favour of participation, not against it. Having opportunities to be involved that appeal to different abilities and interests, helps develop this ethos in two ways. Firstly, different opportunities provide a framework for differences not only to be tolerated, but also celebrated. Secondly, the increased number of opportunities for involvement creates a general sense that involvement is the norm, rather than the exception. As case study conversations with pupils emphasised, a crucial component of maintaining a vibrant participation ethos is communication. It is not enough that activities happen and that some pupils contribute to decisions. If the wider school community does not know this has happened, it is easy for them to assume that nothing has happened.

Recommendation 10:

*In developing strategies to overcome barriers to participation, it is helpful for schools to identify ways that pupils can contribute to problem solving. Identifying the support and skills development that pupils need in order to contribute effectively is an important consideration in planning their involvement.*

Recommendation 11:

*It is important for school staff should consider how pupil participation is communicated and how pupil activity can become a key feature of school spaces and routines.*

## **7.7 Effective practice in pupil participation**

In the case studies, there were examples of strong communication systems that pupils both contributed to and benefited from. Incorporating pupils’ views into creative problem solving enabled a diverse range of opportunities for pupil involvement. In some cases, this involved innovative structuring of the school timetable to optimise opportunities for participation.

Two case study schools within the same learning community drew on participation approaches to strengthen transition arrangements. In both schools, pupils had a familiarity with many different forms of peer support and through a number of avenues throughout the school year had the opportunity to meet and work together. This meant transition was not something that happened at the end of P7 but was a gradual process that included returning in a mentoring capacity to the primary school as secondary students.

Pupils in all the school case studies identified expressive and interactive opportunities as important in building a sense of school community. However, the degree to which these opportunities were then utilised to increase pupil involvement

in the decision-making arenas of the school varied. In one school, there was a strong sense of follow through.

Overall, effective practice integrated the different kinds of participation – learning, expressive and civic participation - so that they complemented and strengthened each other (detailed in Figure19).

Issues remain for practitioners at all levels of responsibility for implementing participation. Key amongst these is a need to reflect upon the tensions that are evident between participation activities that largely ask pupils to engage in acts of self-discipline and participation activities that invite self-expression. Participation as education for active citizenship involves negotiation between citizenship as a duty and citizenship as an opportunity.

The development of a participatory school ethos, though enabled by concrete steps and particular programmes of activities, rests on a whole range of informal day-to-day relational activities that it is difficult to define or set down against targets. Management of these dynamics is a skilled task that requires distributed responsibility, flexibility, and manoeuvrability at a local level.

Recommendation 12:

*A consultative approach is recommended in developing evaluative indicators through which the effectiveness of participatory approaches is assessed. This includes the involvement of a wide range of stakeholders: teachers, support staff, students, past students, parents, partner practitioners in children and family services and community members.*

Recommendation 13:

*Participation in extra-curricular and expressive activities can be powerful motivators. Connections across the curriculum should be considered to find ways of channelling motivation throughout the school day, creating a cycle of mutual reinforcement.*

## **7.8 Participation and implementation of *Curriculum for Excellence***

Teachers report that recent curriculum and assessment initiatives are helpful in the promotion of enhanced pupil participation. Approaches to formative assessment advanced through the *Assessment is for Learning* initiative provide strategies and language to encourage constructive dialogue with pupils about learning. One case study school had used curriculum flexibility to provide students with a wide variety of choices within the parameters of the school day. *The Journey to Excellence* (HMIE 2006) asks schools to assess their weaknesses and strengths and other significant contextual factors in planning their route to excellence. This study suggests, particularly in the case study findings, that developing a strategy to integrate the three different areas of participation will support improvement in many of the Dimensions of Excellence.

In this study, pupils themselves generated an impressive list of characteristics of participatory activities and the contribution these made to the development of the four capacities. That there was an awareness of the four capacities is an indication that the language of the *Curriculum for Excellence* is meaningful for pupils within Scottish schools. However, these descriptions are centred primarily on classroom learning. This suggests that further work needs to be done to help teachers and pupils think through how the four capacities can be developed in the context of school wide activities and activities beyond the school walls.

An example of the development of a participation strategy that is aligned with the Dimensions of Excellence is illustrated in Figure 20.

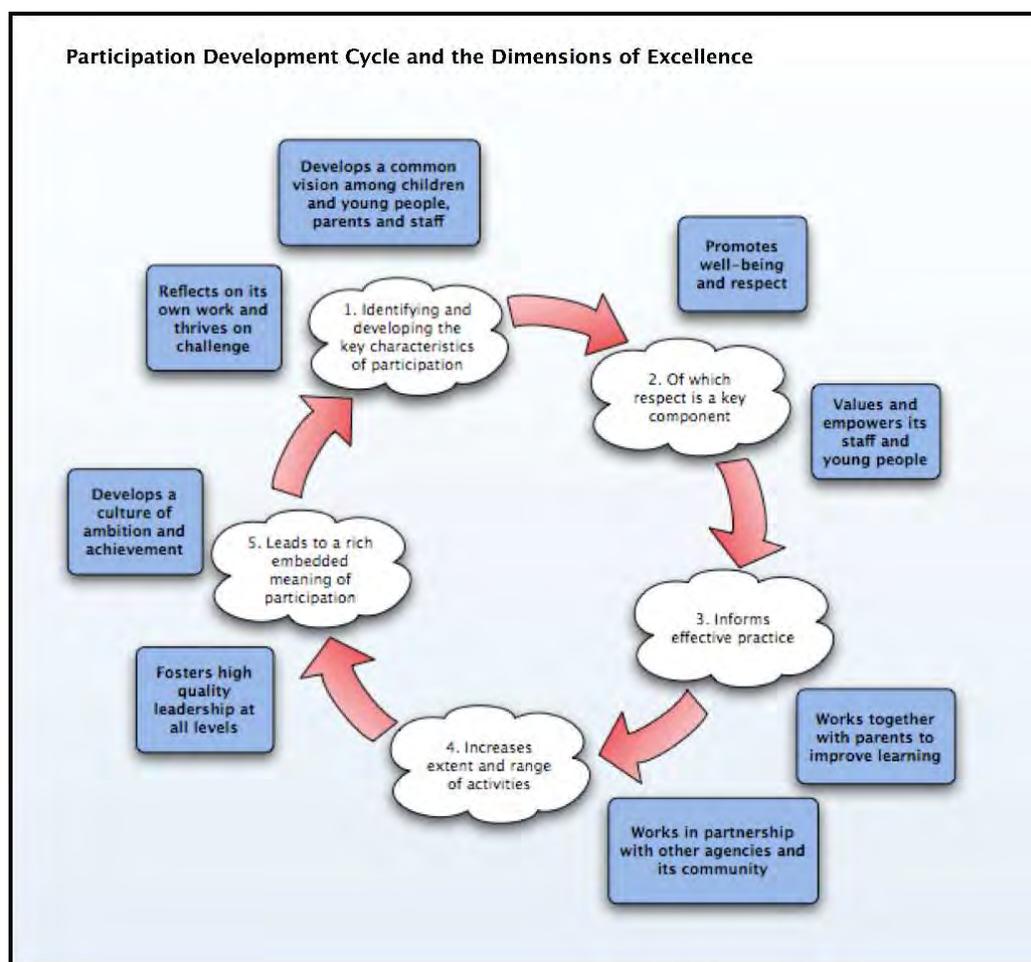


Figure 20: Participation Development Cycle and the Dimensions of Excellence<sup>8</sup>

As each component feeds into the others, there is some flexibility where a school starts, as is the case with the *Journey to Excellence* model. In taking up such a framework to develop a route to excellence the case study tools and findings offer a helpful resource that can be consulted throughout the planning, implementation and evaluation of such a programme (see Appendix 2).

Recommendation 14:

*Developing a participation strategy based on the cycle of objectives in Figure 20 can complement the development of the Dimensions of Excellence as enumerated in The Journey to Excellence.*

<sup>8</sup> Adapted from *Journey to Excellence (HMIE, 2006:20)* Available online: <http://www.ltscotland.org.uk/journeytoexcellence/> and <http://www.hmie.gov.uk/documents/publication/hgiosite.pdf>

## 7.9 Conclusion

Educational researchers, policy makers, curriculum developers and other professional education bodies could usefully contribute their expertise to the concerns identified in this study. Further work is needed to clarify the meanings of different kinds of participation and the balance they provide between opportunities and responsibilities. It is unclear if there is a sustained progression of participation activities that strengthens young people's skills and interest throughout their educational career. Recuperating mutual respect between teachers and pupils when it has been damaged remains an important issue, particularly at secondary school level. This is an area that requires further exploration, supported by the sharing of good practice.

The potential for expressive arts as a means of helping pupils find their voice is a productive area for further development, particularly as Scotland's Education for Citizenship curriculum is unique in its commitment to cultural citizenship (LTS, 2002). In reviewing the findings of this study, the group of young people acting as consultants expressed the view that the art activities included in the case study workshops were effective means of communicating young people's views, especially those of primary pupils.

In summing up the lessons to be taken from this study, the headteacher's observation at School A is significant: *"You're no less a teacher for doing this, you're a more skilled teacher in actual fact."* Participation does not lessen the role of the teacher; it offers the opportunity for richer learning relationships. It is not a matter of simply stepping back and letting pupils do more. It requires vision, coordination, skill and a sense of adventure. What has become apparent through the course of this study is that whilst participation requires more it also inspires more. The principles and purposes of *Curriculum for Excellence* and the values underpinning pupil participation are closely aligned. There exists between them opportunities for mutual development and continued innovation.

## References

- Adey, P.S., Shayer M., and Yates C., (1995) *Thinking Science: The Curriculum Materials of the CASE Project*. London. Thomas Nelson and Sons.
- AERS (2008) Research Commentary. *Pupil Voice*. [online]  
<<http://www.aers.org.uk/access/content/user/admin/Research%20commentaries/Research%20Commentary%20-%20Pupil%20Voice.pdf>> (Accessed 22 January 2009)
- Alderson, P. (2000) "School students' views on school councils and daily life at school" *Children and Society*, 14 (2): 121-35.
- Alexander, R (2004) *Towards dialogic teaching*. Cambridge, Dialogos.
- Allan, J., l'Anson J., Fisher, S., and Priestley, A. (2005) *Promising rights: introducing children's rights in school*, Save the Children Fund, Edinburgh.
- Arts Council England (2004) *The impact of the arts: some research evidence*. [online]  
<[http://www.artscouncil.org.uk/publications/publication\\_detail.php?browse=title&id=384&page=12](http://www.artscouncil.org.uk/publications/publication_detail.php?browse=title&id=384&page=12)> (Accessed 14 May 2008)
- Banaji, S. and Burn, A. (2006) *The Rhetorics of Creativity: a review of the literature*, London: Centre for the Study of Children, Youth and Media . [online]  
<[http://cscym.zerolab.info/attachments/107\\_The%20Rhetorics%20of%20Creativity%20-%20A%20Review%20of%20the%20Literature.pdf](http://cscym.zerolab.info/attachments/107_The%20Rhetorics%20of%20Creativity%20-%20A%20Review%20of%20the%20Literature.pdf)> (Accessed 22 February 2009)
- Carnie, F. and Fielding. M. (2007) "Valorising, Supporting and Sustaining Student voice in a Local authority over 5 Years, Reflections from the field",, Paper presented at the British Educational Research Association Annual, Conference, Institute of Education, University of London, 5-8 September 2007
- Clarke, A. (2005) *The Voice of Children and Young People*. Glasgow, HeadsUp Scotland. National Project for Children and Young People's Mental Health. [online]  
<<http://www.headsupscotland.co.uk/documents/ParticipationDiscussionDocument.pdf>> (Accessed 15 November 2007).
- Davies, L, Williams, C, Yamashita, H (2006a) *Inspiring Schools, A Literature Review Taking Up the challenge of Pupil Participation*. London: Carnegie Young People Initiative, Available on line at: [www.carnegie-youth.org.uk](http://www.carnegie-youth.org.uk)
- Davies, L, Williams, C, Yamashita, H (2006b) *Inspiring Schools Case Studies for Change*, London: Carnegie Young People Initiative
- Department for Children, Schools and Families (2008) *Working Together: Listening to the Voices of children and Young People*, London: Department for Children Schools and Families .Available from:  
<http://publications.teachernet.gov.uk/eOrderingDownload/DCSF-00410-2008.pdf>
- Dynamix and Save the Children Fund (2002) *Participation, Spice it Up!*
- Galton, M., Gray, J and Rudduck, J. (2003) *Transfer and Transition in the Middle Years of Schooling (7-14): Continuities and Discontinuities In Learning*, Research Report 443, Annesley, Department of Education and Science.
- Haynes, J. (2001) *Children as Philosophers: Learning Through Enquiry and Dialogue in the Primary Classroom*, London: Routledge.
- Hayward, L., Priestley, M., & Young, M. (2004). "Ruffling the calm of the ocean floor: Merging, practice, policy and research in Assessment in Scotland". *Oxford Review of Education*, 30(3), 397-416.
- HMIE (2006a) *How Good is our School? The Journey to Excellence*. Livingston, HMIE.<<http://www.hmie.gov.uk/documents/publication/hgiosjte.pdf>> (accessed 14 February 2009)

HMIe (2006b) *Education for Citizenship: a portrait of current practice in Scottish schools and pre-school centres*. [online]  
<<http://www.hmie.gov.uk/documents/publication/efcpcp1.pdf>> (Accessed 4 February 2007)

HMIe (2006) *How Good is Our School? The Journey to Excellence*, available online at <http://www.hmie.gov.uk/documents/publication/hgiosite.pdf>

HMSO (1995) *Children (Scotland) Act*. Edinburgh, HMSO.

HMSO (2000) *Standards in Scotland's Schools etc. Act*. Edinburgh, (HMSO.

James, M., P. Black, et al. (2006). *Learning How to Learn: Tools for Schools*. London, Routledge.

Jeffrey, B. (2006) "Creative teaching and learning: towards a common discourse and practice", *Cambridge Journal of Education*, 36, (3): 399 – 414.

Kerr, D. (2006) *Active citizenship and Young People: the Citizenship Education Longitudinal Study 2006: Key messages for School Leaders and Teachers*, NFER

Learning and Teaching Scotland (2002) *Education for Citizenship in Scotland – A Paper for Discussion and Development*, Dundee: LTS. . Available from:  
<<http://www.ltscotland.org.uk/citizenship/managementtoolkit/planning/paper/index.aspx>> (Accessed 22 February 2009)

Learning and Teaching Scotland and Save the Children, (2007) *Participation and Learning*, Glasgow.

Leat, D., and Chandler, S. (2001) *Thinking through Geography*. Chris Kington Publishing.

Lipman, M. (2003) *Thinking in Education*. (Second Edition). Cambridge, Cambridge University Press.

Maitles, H. and Deuchar, R. (2006) "We don't learn democracy, we live it: consulting the pupil voice in Scottish schools" *Education Citizenship and Social Justice* 1 (3): 249-266.

McGuinness, C (1998). *From thinking skills to thinking classrooms: A review and evaluation of approaches for developing pupils' thinking*. Nottingham, DfEE.

Murriss, K. (2000). Can Children Do Philosophy? *Journal of Philosophy of Education* 34(2): 261-279.

Nelson, J. and Kerr D. (2006) *Active citizenship in INCA countries; definitions, policies, practices and outcomes, final report*, QCA/NFER.

New South Wales Commission for Children and Young People (2004) *TAKING Participation Seriously*. [online]  
<<http://www.kids.nsw.gov.au/kids/resources/participationkit.cfm>> (Accessed 8 March 2008)

Participation Works, (2008) *Listen and Change: A guide to Children and Young people's Participation Rights*, London: Participation Works.

Roffey, S. (2006) *Respect in practice—the challenge of emotional literacy in education*, SELF Centre, University of Western Sydney, Australia. [online]  
<http://www.aare.edu.au/05pap/rof05356.pdf> (Accessed 22 January 2009)

Scottish Consumer Council (2007) *School Councils and Pupil Participation in Scottish Secondary Schools*. Glasgow, Scottish Consumer Council. Available from  
<<http://www.scotconsumer.org.uk/education/SCCFinalPupilCouncilsReport.pdf.pdf>> (Accessed 15 November 2007)

Scottish Parliament (2000) *The Standards in Scotland's Schools etc. Act*. Edinburgh, The Scottish Parliament.

- Scottish Executive (2004a) *Protecting Children and Young People: The Charter*. Edinburgh, Scottish Executive.
- Scottish Executive (2004b) *A Curriculum for Excellence*. Edinburgh, Scottish Executive.
- SEED (2004c) *Ambitious Excellent Schools*. Edinburgh, Scottish Executive.
- Scottish Executive (2004d) *Better Behaviour in Scottish Schools: Policy Update*. Edinburgh, Scottish Executive.
- Scottish Executive (2006) *Positive about Pupil Participation*. Edinburgh, Scottish Executive [online] <<http://www.scotland.gov.uk/Resource/Doc/182858/0051876.pdf>> (Accessed 20 January 2009)
- Scottish Executive (2007) *Building the curriculum two: active learning in the early years*.  
<[http://scotland.org.uk/curriculumforexcellence/images/Building%20the%20curriculum%2002\\_tcm4-408069.pdf](http://scotland.org.uk/curriculumforexcellence/images/Building%20the%20curriculum%2002_tcm4-408069.pdf)> (Accessed 23 January 2009)
- Scottish Government (2007) Findings of the 18-month evaluation of three pilot initiatives aimed to improve the transition between primary and secondary school. [online] <<http://openscotland.gov.uk/Resource/Doc/163851/0044590.pdf>> (Accessed 20 January 2009)
- Scottish Executive Education Department (2007), OECD Review of the Quality and Equity of Education Outcomes in Scotland: Diagnostic Report. Available on line at <<http://www.oecd.org/dataoecd/2/50/39744132.pdf>> (Accessed 15 April 2008).
- Thomas, N. and O'Kane, C. (2000) "Discovering what children think: connections between research and practice", *British Journal of Social Work* 30, 819-835.
- United Nations (1989) *Convention on the Rights of the Child*. New York, United Nations.

## Appendix 1: Pupil participation in Scottish schools survey

Total Number of Responses = 622

1. Are you (head teacher, SMT, staff)?

592 valid responses, of which:

491 head teachers

73 members of SMT

28 members of staff

Stage of school	Status of respondent			Total
	HT	SMT	Staff	
Special only	17 77.3%	4 18.2%	1 4.5%	22 100.0%
Preschool only	21 95.5%	1 4.5%	0 .0%	22 100.0%
Primary	389 88.4%	40 9.1%	11 2.5%	440 100.0%
Secondary	64 58.7%	28 25.7%	16 14.7%	108 100.0%
Total	491 82.8%	73 12.3%	28 4.7%	592 100.0%

In secondary schools there is more likelihood that the responses to this questionnaire came from a member of the Senior Management Team (SMT) or a member of staff, rather than from the head teacher

2. Is your school (please tick all that apply)

(A) Number of schools containing stages:

	Responses		
	N	Percent	
Pre-school	184	23.3%	30.8%
Primary	453	57.3%	75.8%
Secondary	109	13.8%	18.2%
Special	45	5.7%	7.5%
Total	791	100.0%	132.3%

Which can be recoded as:

Special only – 23 (4%)

Pre-school only – 23 (4%)

Up to Primary – 443 (74%)

Up to Secondary – 109 (18%)

3. What is the name of your school?

(Data omitted)

#### 4. In which local authority area is your school situated?

(Data omitted: all authorities represented)

#### 5. How many pupils are there in your school?

Stage of school	Pupil Numbers					Total
	70 or fewer	71-200	201-400	401-700	701 or more	
Special only	18	5	0	0	0	23
	78.3%	21.7%	.0%	.0%	.0%	100.0%
Preschool only	3	18	0	0	0	21
	14.3%	85.7%	.0%	.0%	.0%	100.0%
Primary	121	148	153	20	0	442
	27.4%	33.5%	34.6%	4.5%	.0%	100.0%
Secondary	4	5	8	22	68	107
	3.7%	4.7%	7.5%	20.6%	63.6%	100.0%
Total	146	176	161	42	68	593
	24.6%	29.7%	27.2%	7.1%	11.5%	100.0%

Result as expected: primary schools tend to be smaller than secondary schools.

#### 6. How would you characterise the catchment area of your school?

	Catchment area						Total
	Large urban	Access-ible town	Remote town	Other urban	Access-ible rural	Remote rural	
Special only	10	7	1	4	0	0	22
	45.5%	31.8%	4.5%	18.2%	.0%	.0%	100.0%
Preschool only	5	12	0	1	4	0	22
	22.7%	54.5%	.0%	4.5%	18.2%	.0%	100.0%
Primary	62	138	13	37	147	43	440
	14.1%	31.4%	3.0%	8.4%	33.4%	9.8%	100.0%
Secondary	33	34	5	8	16	9	105
	31.4%	32.4%	4.8%	7.6%	15.2%	8.6%	100.0%
Total	110	191	19	50	167	52	589
	18.7%	32.4%	3.2%	8.5%	28.4%	8.8%	100.0%

Chi-square comparing primary and secondary only shows a statistically significant difference (chi-square 23.0,  $p < 0.000$ ). Secondary schools more likely to be 'large urban' while primary schools are more likely to be rural.

**7. Specific plans to encourage pupil participation have been developed across the school:**

	Pupil Participation Plans					Total
	No plans	Not yet	last 2 yrs	last 5 yrs	last 10 yrs	
Special only	0	5	8	5	5	23
	.0%	21.7%	34.8%	21.7%	21.7%	100.0%
Preschool only	3	2	8	6	2	21
	14.3%	9.5%	38.1%	28.6%	9.5%	100.0%
Primary	10	25	138	187	76	436
	2.3%	5.7%	31.7%	42.9%	17.4%	100.0%
Secondary	2	3	31	37	31	104
	1.9%	2.9%	29.8%	35.6%	29.8%	100.0%
Total	15	35	185	235	114	584
	2.6%	6.0%	31.7%	40.2%	19.5%	100.0%

There is no statistically significant difference between primary and secondary schools.

**8. How were pupil participation approaches first initiated? (tick as many as apply)**

499 replies in total, of which:

Through curricular approaches – 248 (49.7%)

Through organisational approaches – 275 (55.1%)

Through the development of school ethos – 457 (91.6%)

	Stage of school				Total
	Special only	Preschool only	Primary	Secondary	
Curricular approaches	11	8	191	38	248
	68.8%	57.1%	50.5%	41.8%	
Organisational approaches	10	7	203	55	275
	62.5%	50.0%	53.7%	60.4%	
Ethos approaches	14	11	351	81	457
	87.5%	78.6%	92.9%	89.0%	
Total	16	14	378	91	499

(NB: percentages are column percentages)

No primary / secondary difference.

## 9. What does the term 'pupil participation' mean in your school?

	Special only	Preschool only	Primary	Secondary	Total
Inv. in sch/pupil councils	6	0	130	38	174
	35.3%	.0%	35.9%	46.3%	
Inv. in curricular choices	0	0	4	4	8
	.0%	.0%	1.1%	4.9%	
Inv in learning/teaching (target setting/review), self assessment, PLP	7	7	129	18	161
	41.2%	50.0%	35.6%	22.0%	
Opps to participate in sch/community acts/events. e.g. newspaper, fund-raising, int grps	8	2	77	26	113
	47.1%	14.3%	21.3%	31.7%	
Inv in consultation/evaluation. e.g. informal meetings, questionnaire voting, assemblies, fgs	9	12	270	55	346
	52.9%	85.7%	74.6%	67.1%	
<b>Total</b>	<b>17</b>	<b>14</b>	<b>362</b>	<b>82</b>	<b>475</b>

Percentages and totals are based on respondents.

## 10. The percentage of pupils involved in pupil participation activities in our school is:

	Pupil percentage				Total
	Up to 25%	26-50%	51-75%	76-100%	
Special only	2	3	4	9	18
	11.1%	16.7%	22.2%	50.0%	100.0%
Preschool only	0	1	2	11	14
	.0%	7.1%	14.3%	78.6%	100.0%
Primary	35	38	49	251	373
	9.4%	10.2%	13.1%	67.3%	100.0%
Secondary	21	18	15	36	90
	23.3%	20.0%	16.7%	40.0%	100.0%
<b>Total</b>	<b>58</b>	<b>60</b>	<b>70</b>	<b>307</b>	<b>495</b>
	<b>11.7%</b>	<b>12.1%</b>	<b>14.1%</b>	<b>62.0%</b>	<b>100.0%</b>

There is a statistically significant difference between primary and secondary schools (chi-square 26.8,  $p < 0.000$ ), with primary schools more likely to involve a larger percentage of their pupils.

**11. The percentage of teaching staff involved in pupil participation activities in our school is:**

	Teacher percentage				Total
	Up to 25%	26-50%	51-75%	76-100%	
Special only	0	1	2	15	18
	.0%	5.6%	11.1%	83.3%	100.0%
Preschool only	0	0	0	14	14
	.0%	.0%	.0%	100.0%	100.0%
Primary	43	34	34	257	368
	11.7%	9.2%	9.2%	69.8%	100.0%
Secondary	32	20	14	22	88
	36.4%	22.7%	15.9%	25.0%	100.0%
Total	75	55	50	308	488
	15.4%	11.3%	10.2%	63.1%	100.0%

There is a statistically significant difference between primary and secondary schools (chi-square 63.5,  $p < 0.000$ ), with primary schools more likely to involve a larger percentage of their teachers.

**12. The percentage of non-teaching staff involved in pupil participation activities in our school is:**

	Non-Teaching percentage				Total
	Up to 25%	26-50%	51-75%	76-100%	
Special only	1	2	2	13	18
	5.6%	11.1%	11.1%	72.2%	100.0%
Preschool only	1	2	0	10	13
	7.7%	15.4%	.0%	76.9%	100.0%
Primary	96	52	49	177	374
	25.7%	13.9%	13.1%	47.3%	100.0%
Secondary	58	8	12	10	88
	65.9%	9.1%	13.6%	11.4%	100.0%
Total	156	64	63	210	493
	31.6%	13.0%	12.8%	42.6%	100.0%

There is a statistically significant difference between primary and secondary schools (Chi-square 58.7,  $p < 0.000$ ), with primary schools more likely to involve a larger percentage of their staff.

### 13. To what extent are the following factors either an asset or a barrier to developing pupil participation in your school?

#### The immediate environment and structure of the school building

	Environment and structure of the school					Total
	Asset	Two	Unsure	Four	Barrier	
Special only	5	3	3	3	3	17
	29.4%	17.6%	17.6%	17.6%	17.6%	100.0%
Preschool only	8	5	1	0	0	14
	57.1%	35.7%	7.1%	.0%	.0%	100.0%
Primary	106	134	74	47	10	371
	28.6%	36.1%	19.9%	12.7%	2.7%	100.0%
Secondary	16	19	21	21	9	86
	18.6%	22.1%	24.4%	24.4%	10.5%	100.0%
Total	135	161	99	71	22	488
	27.7%	33.0%	20.3%	14.5%	4.5%	100.0%

There is a statistically significant difference between primary and secondary schools (chi-square 24.0,  $p < 0.000$ ) with primary schools more likely to regard the immediate environment and structure of the school as an 'asset'.

#### Local authority policy and provision

	LA policy and provision					Total
	Asset	Two	Unsure	Four	Barrier	
Special only	4	10	1	2	1	18
	22.2%	55.6%	5.6%	11.1%	5.6%	100.0%
Preschool only	5	7	2	0	0	14
	35.7%	50.0%	14.3%	.0%	.0%	100.0%
Primary	86	196	69	14	2	367
	23.4%	53.4%	18.8%	3.8%	.5%	100.0%
Secondary	15	37	25	6	1	84
	17.9%	44.0%	29.8%	7.1%	1.2%	100.0%
Total	110	250	97	22	4	483
	22.8%	51.8%	20.1%	4.6%	.8%	100.0%

There is no statistically significant difference between primary and secondary schools.

#### National curricular changes

	National curricular changes					Total
	Asset	Two	Unsure	Four	Barrier	
Special only	5	9	3	0	0	17
	29.4%	52.9%	17.6%	.0%	.0%	100.0%
Preschool only	7	7	0	0	0	14
	50.0%	50.0%	.0%	.0%	.0%	100.0%
Primary	137	189	34	7	3	370
	37.0%	51.1%	9.2%	1.9%	.8%	100.0%
Secondary	15	41	24	5	0	85
	17.6%	48.2%	28.2%	5.9%	.0%	100.0%
Total	164	246	61	12	3	486
	33.7%	50.6%	12.6%	2.5%	.6%	100.0%

There is a statistically significant difference between primary and secondary schools (chi-square 32.4,  $p < 0.000$ ), with primary schools more likely to regard national curricular changes as an 'asset'.

### Time available to implement pupil participation

	Time available					Total
	Asset	Two	Unsure	Four	Barrier	
Special only	2	8	2	2	4	18
	11.1%	44.4%	11.1%	11.1%	22.2%	100.0%
Preschool only	5	5	1	3	0	14
	35.7%	35.7%	7.1%	21.4%	.0%	100.0%
Primary	21	106	62	146	35	370
	5.7%	28.6%	16.8%	39.5%	9.5%	100.0%
Secondary	5	12	17	42	10	86
	5.8%	14.0%	19.8%	48.8%	11.6%	100.0%
Total	33	131	82	193	49	488
	6.8%	26.8%	16.8%	39.5%	10.0%	100.0%

There is no statistically significant difference between primary and secondary schools.

### Student attitudes

	Student attitudes					Total
	Asset	Two	Unsure	Four	Barrier	
Special only	10	3	3	0	2	18
	55.6%	16.7%	16.7%	.0%	11.1%	100.0%
Preschool only	7	3	3	1	0	14
	50.0%	21.4%	21.4%	7.1%	.0%	100.0%
Primary	211	131	16	9	2	369
	57.2%	35.5%	4.3%	2.4%	.5%	100.0%
Secondary	25	39	12	8	1	85
	29.4%	45.9%	14.1%	9.4%	1.2%	100.0%
Total	253	176	34	18	5	486
	52.1%	36.2%	7.0%	3.7%	1.0%	100.0%

There is a statistically significant difference between primary and secondary schools (chi-square 32.3,  $p < 0.000$ ), with primary schools more likely to regard student attitudes as an 'asset'.

## Staff attitudes

	Staff attitudes					Total
	Asset	Two	Unsure	Four	Barrier	
Special only	8	8	1	0	1	18
	44.4%	44.4%	5.6%	.0%	5.6%	100.0%
Preschool only	9	2	2	0	1	14
	64.3%	14.3%	14.3%	.0%	7.1%	100.0%
Primary	167	160	33	10	1	371
	45.0%	43.1%	8.9%	2.7%	.3%	100.0%
Secondary	18	46	15	7	0	86
	20.9%	53.5%	17.4%	8.1%	.0%	100.0%
Total	202	216	51	17	3	489
	41.3%	44.2%	10.4%	3.5%	.6%	100.0%

There is a statistically significant difference between primary and secondary schools (chi-square 22.3,  $p < 0.000$ ), with primary schools more likely to regard staff attitudes as an 'asset'.

## Parent attitudes

	Parent attitudes					Total
	Asset	Two	Unsure	Four	Barrier	
Special only	8	5	4	0	1	18
	44.4%	27.8%	22.2%	.0%	5.6%	100.0%
Preschool only	4	6	3	1	0	14
	28.6%	42.9%	21.4%	7.1%	.0%	100.0%
Primary	130	171	50	16	4	371
	35.0%	46.1%	13.5%	4.3%	1.1%	100.0%
Secondary	23	41	21	1	0	86
	26.7%	47.7%	24.4%	1.2%	.0%	100.0%
Total	165	223	78	18	5	489
	33.7%	45.6%	16.0%	3.7%	1.0%	100.0%

There is a statistically significant difference between primary and secondary schools (chi-square 9.6,  $p = 0.047$ ), with primary schools more likely to regard student attitudes as an 'asset'. Note: this difference only just achieves statistical significance, and is not great.

## Community relations

	Community relations					Total
	Asset	Two	Unsure	Four	Barrier	
Special only	8	6	2	1	0	17
	47.1%	35.3%	11.8%	5.9%	.0%	100.0%
Preschool only	4	6	3	1	0	14
	28.6%	42.9%	21.4%	7.1%	.0%	100.0%
Primary	130	176	53	11	1	371
	35.0%	47.4%	14.3%	3.0%	.3%	100.0%
Secondary	23	40	22	1	0	86
	26.7%	46.5%	25.6%	1.2%	.0%	100.0%
Total	165	228	80	14	1	488
	33.8%	46.7%	16.4%	2.9%	.2%	100.0%

There is no statistically significant difference between primary and secondary schools.

**14. Are there any other factors that pose significant barriers to the development of pupil participation?**

Yes 135 No 282

If Yes, what are they?

	Special only	Preschool only	Primary	Secondary	Total
Time	2 28.6%	0 .0%	54 45.0%	6 17.1%	62
Money, resources	1 14.3%	0 .0%	39 32.5%	9 25.7%	49
Curricular restrictions	0 .0%	1 16.7%	13 10.8%	4 11.4%	18
Assessment demands, accountability	0 .0%	1 16.7%	9 7.5%	1 2.9%	11
Disaffected families, parental apathy	0 .0%	0 .0%	8 6.7%	1 2.9%	9
Pupil apathy, pupil lack of confidence, ethos	1 14.3%	0 .0%	9 7.5%	7 20.0%	17
Pupils with lower ability, SEN, behaviour, age	5 71.4%	4 66.7%	9 7.5%	2 5.7%	20
Pupils travelling distance, bussing	0 .0%	0 .0%	9 7.5%	9 25.7%	18
Staff training, ethos, attitude, workload	0 .0%	1 16.7%	15 12.5%	2 5.7%	18
<b>Total</b>	<b>7</b>	<b>6</b>	<b>120</b>	<b>35</b>	<b>168</b>

Percentages and totals are based on respondents.

**15. What resources or factors would be most useful in overcoming these barriers?**

	Special only	Preschool only	Primary	Secondary	Total
CFE	0	0	11	1	12
	.0%	.0%	8.7%	2.6%	
Time	3	1	34	10	48
	42.9%	25.0%	26.8%	26.3%	
Money, resources	1	0	33	18	52
	14.3%	.0%	26.0%	47.4%	
More staff	2	1	42	4	49
	28.6%	25.0%	33.1%	10.5%	
Staff training	1	2	4	1	8
	14.3%	50.0%	3.1%	2.6%	
Transport	0	0	6	8	14
	.0%	.0%	4.7%	21.1%	
Reduce testing, assessment, accountability demands	0	0	17	2	19
	.0%	.0%	13.4%	5.3%	
Accommodation	0	0	7	3	10
	.0%	.0%	5.5%	7.9%	
Recognition of PP	1	0	5	4	10
	14.3%	.0%	3.9%	10.5%	
Total	7	4	127	38	176

Percentages and totals are based on respondents.

**16. Are there other factors that have proven particularly helpful in promoting pupil participation?**

Yes 280 No 117

If Yes, what are they?

	Special only	Preschool only	Primary	Secondary	Total
positive attitudes, ethos etc	3 30.0%	4 36.4%	114 47.3%	25 44.6%	146
Implementation of AiFL, CfE, Eco schools (nat policy priority)	4 40.0%	4 36.4%	53 22.0%	4 7.1%	65
School, pupil, parental activities, involvement	2 20.0%	1 9.1%	59 24.5%	10 17.9%	72
Management structure allowing flexibility	0 .0%	0 .0%	8 3.3%	2 3.6%	10
Extra funding	0 .0%	1 9.1%	13 5.4%	4 7.1%	18
Designated staff	0 .0%	0 .0%	13 5.4%	6 10.7%	19
Focus on topical issues	0 .0%	0 .0%	6 2.5%	1 1.8%	7
Supportive LA officers	0 .0%	0 .0%	8 3.3%	1 1.8%	9
Working with other partners/wider community	1 10.0%	1 9.1%	34 14.1%	6 10.7%	42
Other available resources e.g. ICT	2 20.0%	1 9.1%	5 2.1%	4 7.1%	12
Size of sch/classes	1 10.0%	0 .0%	11 4.6%	1 1.8%	13
Trained, experience staff	1 10.0%	3 27.3%	13 5.4%	4 7.1%	21
<b>Total</b>	<b>10</b>	<b>11</b>	<b>241</b>	<b>56</b>	<b>318</b>

Percentages and totals are based on respondents.

**17. What resources would best enhance your school's pupil participation strategy? (Please rank in order of importance, with '1' as most important, and '6' as least important)**

	Rank
Staffing strategies	1
Further community involvement	4
Updates on curricular developments and resources	6
Inter-agency support	5
The opportunity to work collaboratively with other schools	2
ICT developments	3

		Staffing strategies - rank importance	Community involvement - rank importance	Updates on curr. dev. - rank importance	Inter-agency support - rank importance	Collaboration with other schools - rank importance	ICT developments - rank importance
N	Valid	293	273	279	290	354	447
	Missing	329	349	343	332	268	175
Mean		2.02	3.34	3.71	3.59	2.98	3.21
Median		1.00	3.00	4.00	3.00	3.00	3.00

There is no statistically significant difference between primary and secondary schools.

**18. Encouragement of pupil participation at an individual level:** this could be particular Guidance approaches, peer mediation programmes, or learning plans. What particular approaches are you using at your school?

	Special only	Preschool only	Primary	Secondary	Total
Buddy/mentoring/peer support schemes	3 27.3%	0 .0%	139 48.3%	40 63.5%	182
IEPs/PLPs/Target setting/ pupil assessment systems	7 63.6%	10 90.9%	181 62.8%	18 28.6%	216
Pupil council forum	1 9.1%	0 .0%	47 16.3%	20 31.7%	68
Pupil leadership/prefect/awards initiatives	1 9.1%	0 .0%	21 7.3%	9 14.3%	31
Pupil mediation/guidance/counselling initiatives	4 36.4%	2 18.2%	59 20.5%	21 33.3%	86
Total	11	11	288	63	373

Percentages and totals are based on respondents.

**19. Encouragement of pupil participation within classrooms:** this could be curricular or staffing strategies. What particular approaches are you using within classrooms or subject areas?

	Special only	Preschool only	Primary	Secondary	Total
Working cooperating learning in teams	2 22.2%	0 .0%	120 42.0%	30 50.8%	152
Giving pupils classroom responsibilities	1 11.1%	0 .0%	21 7.3%	2 3.4%	24
Classroom pupil reps	0 .0%	0 .0%	26 9.1%	0 .0%	26
Assessment strategies (AiSL)/ PLPs	5 55.6%	2 28.6%	113 39.5%	16 27.1%	136
Enterprise activities initiatives	0 .0%	0 .0%	54 18.9%	10 16.9%	64
Other adults in class eg assistants	0 .0%	0 .0%	3 1.0%	1 1.7%	4
Involvement in planning/evaluations	0 .0%	6 85.7%	53 18.5%	11 18.6%	70
In particular curricular areas	2 22.2%	0 .0%	12 4.2%	8 13.6%	22
Fostering individual participation/initiative	1 11.1%	0 .0%	9 3.1%	0 .0%	10
Staffing strategies/developments	0 .0%	0 .0%	16 5.6%	3 5.1%	19
Aspects of CfE	0 .0%	0 .0%	16 5.6%	3 5.1%	19
<b>Total</b>	<b>9</b>	<b>7</b>	<b>286</b>	<b>59</b>	<b>361</b>

Percentages and totals are based on respondents.

**20. Encouragement of pupil participation within the school community:** this could be use of space, assembly and break time activities, committees, or involvement in school improvement plans. What particular approaches are you using school-wide?

	Special only	Preschool only	Primary	Secondary	Total
Pupil council, forum, assemblies	3 33.3%	0 .0%	230 80.1%	43 66.2%	276
Individual initiatives, awards etc	2 22.2%	5 62.5%	167 58.2%	20 30.8%	194
Activities	4 44.4%	3 37.5%	57 19.9%	14 21.5%	78
Responsibilities	2 22.2%	0 .0%	135 47.0%	13 20.0%	150
School planning decisions	1 11.1%	0 .0%	29 10.1%	17 26.2%	47
<b>Total</b>	<b>9</b>	<b>8</b>	<b>287</b>	<b>65</b>	<b>369</b>

Percentages and totals are based on respondents.

**21. Encouragement of pupil participation through community initiatives:** this could be awards, community-based research projects or community improvement projects. what particular approaches are you developing with communities either locally or globally?

	Special only	Preschool only	Primary	Secondary	Total
Community activities e.g. local arts, enviro projects)	7	7	231	40	285
	77.8%	70.0%	82.8%	58.8%	
Charity/fund raising work	2	3	58	26	89
	22.2%	30.0%	20.8%	38.2%	
Involvement with local businesses placements	0	0	24	6	30
	.0%	.0%	8.6%	8.8%	
Working with other schools national /international)	4	4	60	19	87
	44.4%	40.0%	21.5%	27.9%	
Awards schemes (DofE, RSPB, JMT)	4	3	59	27	93
	44.4%	30.0%	21.1%	39.7%	
<b>Total</b>	<b>9</b>	<b>10</b>	<b>279</b>	<b>68</b>	<b>366</b>

Percentages and totals are based on respondents.

## 22. In what areas of the curriculum is a pupil participation element being developed?

Subjects	Special only	Preschool only	Primary	Secondary	Total
Science	6 42.9%	7 58.3%	159 50.5%	52 74.3%	224
Maths/numeracy	7 50.0%	7 58.3%	216 68.6%	42 60.0%	272
English/literacy	9 64.3%	9 75.0%	239 75.9%	46 65.7%	303
Modern languages	4 28.6%	1 8.3%	98 31.1%	45 64.3%	148
Gaelic	0 .0%	0 .0%	6 1.9%	1 1.4%	7
Classical languages	0 .0%	0 .0%	1 .3%	1 1.4%	2
Social Studies	5 35.7%	5 41.7%	238 75.6%	54 77.1%	302
Expressive Arts	7 50.0%	8 66.7%	192 61.0%	54 77.1%	261
Technologies	5 35.7%	8 66.7%	146 46.3%	35 50.0%	194
Health and Well-being	9 64.3%	11 91.7%	279 88.6%	55 78.6%	354
Religious and Moral Education	6 42.9%	3 25.0%	136 43.2%	46 65.7%	191
PSD	12 85.7%	10 83.3%	279 88.6%	62 88.6%	363
Skills for Work	6 42.9%	1 8.3%	73 23.2%	44 62.9%	124
Total	14	12	315	70	411

[Probably not appropriate to look for differences between primary and secondary because of the different ways that the curriculum is conceived and delivered in primary and secondary schools?]

## 23. Has your school set up a pupil council with all year groups represented?

	Pupil Council?			Total
	No	Some yrs	All yrs	
Special only	5 35.7%	6 42.9%	3 21.4%	14 100.0%
Preschool only	12 100.0%	0 .0%	0 .0%	12 100.0%
Primary	3 .9%	167 51.5%	154 47.5%	324 100.0%
Secondary	1 1.3%	2 2.7%	72 96.0%	75 100.0%
Total	21 4.9%	175 41.2%	229 53.9%	425 100.0%

There is a statistically significant difference between primary and secondary schools (chi-square 59.7,  $p < 0.000$ ), with secondary schools more likely to involve all years.

**24. Has your school an identified member of staff with responsibility to support the pupil council?**

	Staff support for pupil council?		Total
	Yes	No	
Special only	9	5	14
	64.3%	35.7%	100.0%
Preschool only	0	11	11
	.0%	100.0%	100.0%
Primary	321	3	324
	99.1%	.9%	100.0%
Secondary	73	2	75
	97.3%	2.7%	100.0%
Total	403	21	424
	95.0%	5.0%	100.0%

There is no statistically significant difference between primary and secondary schools.

**25. Are pupil council representatives supported to consult regularly with members of their class or year group?**

	Pupil Council supported to consult peers?		Total
	Yes	No	
Special only	9	5	14
	64.3%	35.7%	100%
Preschool only	0	11	11
	.0%	100.0%	100%
Primary	315	7	322
	97.8%	2.2%	100%
Secondary	71	4	75
	94.7%	5.3%	100%
Total	395	27	422
	93.6%	6.4%	100%

There is no statistically significant difference between primary and secondary schools.

**26. What are the benefits that you have seen as a result of the pupil participation approaches within your school?** (Please indicate the extent to which you agree with each of the following statements.)

**Increased individual pupil achievement and confidence**

	Increased Pupil achievement and confidence?				Total
	Strongly agree	Agree	Neutral	Disagree	
Special only	8	4	2	1	15
	53.3%	26.7%	13.3%	6.7%	100%
Preschool only	5	6	0	0	11
	45.5%	54.5%	.0%	.0%	100%
Primary	160	139	20	2	321
	49.8%	43.3%	6.2%	.6%	100%
Secondary	30	29	11	3	73
	41.1%	39.7%	15.1%	4.1%	100%
Total	203	178	33	6	420
	48.3%	42.4%	7.9%	1.4%	100%

There is a statistically significant difference between primary and secondary schools (chi-square 12.7,  $p=0.005$ ), with primary schools slightly more likely to agree that pupil participation has increased pupil achievement and confidence (although secondary schools also agree).

**Increased Individual professional development and job satisfaction**

	Increased Prof. dev. and job satisfaction?				Total
	Strongly agree	Agree	Neutral	Disagree	
Special only	6	4	4	0	14
	42.9%	28.6%	28.6%	.0%	100%
Preschool only	3	6	1	1	11
	27.3%	54.5%	9.1%	9.1%	100%
Primary	67	157	87	9	320
	20.9%	49.1%	27.2%	2.8%	100%
Secondary	17	32	20	5	74
	23.0%	43.2%	27.0%	6.8%	100%
Total	93	199	112	15	419
	22.2%	47.5%	26.7%	3.6%	100%

There is no statistically significant difference between primary and secondary schools.

## Decrease in discipline and behaviour problems

	Decreased Discipline and behaviour problems?					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Special only	3 21.4%	4 28.6%	3 21.4%	3 21.4%	1 7.1%	14 100%
Preschool only	3 27.3%	3 27.3%	4 36.4%	1 9.1%	0 .0%	11 100%
Primary	57 18.0%	153 48.3%	73 23.0%	16 5.0%	18 5.7%	317 100%
Secondary	10 13.5%	27 36.5%	34 45.9%	3 4.1%	0 .0%	74 100%
Total	73 17.5%	187 45.0%	114 27.4%	23 5.5%	19 4.6%	416 100%

There is a statistically significant difference between primary and secondary schools (chi-square 18.3,  $p=0.001$ ), with primary schools more likely to agree that pupil participation has led to a decrease in discipline and behaviour problems, while secondary schools are more likely to remain neutral on this.

## Better classroom learning relationships

	Better classroom learning relationships?					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Special only	6 42.9%	4 28.6%	2 14.3%	1 7.1%	1 7.1%	14 100%
Preschool only	4 36.4%	5 45.5%	2 18.2%	0 .0%	0 .0%	11 100%
Primary	114 35.6%	163 50.9%	39 12.2%	3 .9%	1 .3%	320 100%
Secondary	13 17.6%	38 51.4%	19 25.7%	3 4.1%	1 1.4%	74 100%
Total	137 32.7%	210 50.1%	62 14.8%	7 1.7%	3 .7%	419 100%

There is a statistically significant difference between primary and secondary schools (chi-square 18.6,  $p=0.001$ ), with primary schools more likely to agree that pupil participation has led to better classroom learning relationships, while secondary schools are less sure about this.

## Better ethos across the school

	Better ethos across school?					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Special only	9 69.2%	3 23.1%	0 .0%	1 7.7%	0 .0%	13 100%
Preschool only	5 45.5%	3 27.3%	3 27.3%	0 .0%	0 .0%	11 100%
Primary	185 57.8%	116 36.3%	14 4.4%	3 .9%	2 .6%	320 100%
Secondary	23 31.5%	42 57.5%	4 5.5%	4 5.5%	0 .0%	73 100%
Total	222 53.2%	164 39.3%	21 5.0%	8 1.9%	2 .5%	417 100%

There is a statistically significant difference between primary and secondary schools (chi-square 22.0,  $p < 0.000$ ), with primary schools more likely to agree that pupil participation has led to better ethos, while secondary schools are less sure about this.

### Improvements to school policies or resources as a result of pupil contribution to the decision making process

	Improvements to school policies or resources?					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Special only	4	5	3	1	0	13
	30.8%	38.5%	23.1%	7.7%	.0%	100%
Preschool only	3	4	3	0	1	11
	27.3%	36.4%	27.3%	.0%	9.1%	100%
Primary	63	165	75	14	1	318
	19.8%	51.9%	23.6%	4.4%	.3%	100%
Secondary	16	40	12	5	0	73
	21.9%	54.8%	16.4%	6.8%	.0%	100%
Total	86	214	93	20	2	415
	20.7%	51.6%	22.4%	4.8%	.5%	100%

There is no statistically significant difference between primary and secondary schools.

### Increased support and interest of the local community

	Increased community support?					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Special only	4	3	4	3	0	14
	28.6%	21.4%	28.6%	21.4%	.0%	100%
Preschool only	0	5	5	1	0	11
	.0%	45.5%	45.5%	9.1%	.0%	100%
Primary	57	143	100	16	3	319
	17.9%	44.8%	31.3%	5.0%	.9%	100%
Secondary	12	26	26	8	0	72
	16.7%	36.1%	36.1%	11.1%	.0%	100%
Total	73	177	135	28	3	416
	17.5%	42.5%	32.5%	6.7%	.7%	100%

There is no statistically significant difference between primary and secondary schools.

27. If you have any further comments about pupil participation, please add them below.

28. Would you be interested in viewing the results of the survey?

Yes       No

29. Would you be willing to be contacted further about developments in pupil participation within your school?

Yes      No

30. If you have answered 'yes' to either question 26 or question 27, please provide us with contact details below.

(click on the grey box below and type your answer)

**Error! Bookmark not defined.**

### **Response Numbers**

Base figure for LTS Pupil Participation survey

On LTS Master List (HTs) = 2950

No. with email address = 2856

No. once duplicate addresses removed = 2808

No. of 'invalid' addresses = 141

No. who replied to say 'no longer HT', 'moved' etc = 36

This leaves 2631 valid contacts.

622 replies = 24%

## Appendix 2: Qualitative research tools

### 2.1 Coordination of study objectives and methodological approaches

Table 6 below maps all the different approaches against the objectives to which they contributed information.

**Table 6: Research objectives and methods**

<b>OBJECTIVES</b>	<b>Survey</b>	<b>Analysis of documentary materials</b>	<b>Case study participatory methods</b>
1. To describe what school staff and pupils understand by the term pupil participation.	Q9	Selection of documents schools chose to include	Pre-visit Diaries School Tour Classroom and Break Time Observations Pupil Focus Group Teacher Focus Group and Interviews Workshop Diagram Carousel 1 Workshop Art Activity
2. To describe the range and usage of pupil participation mechanisms employed in schools.	Q 1-8 10-13 16-22	Documentation of peer mediation conference, inter-school conferences and competitions, buddy and mentoring projects, Curriculum Initiatives	Pre-visit Diaries School Tour Classroom and Break Time Observations Pupil Focus Group Teacher Focus Group and Interviews Workshop Diagram 1 Workshop Art Activity
3. To describe how school staff respect and respond to pupils' views and ideas, and those of the wider community.	Q 23-25	Documentation of Pupil presentation to School Board Teacher notes on Peer Mediation Group Conference Planning Committee	Pre-visit Survey Pre-visit Diaries School Tour Classroom and Break Time Observations Pupil Focus Group Teacher Focus Group and Interviews Workshop Survey Workshop Diagram 2 Workshop Art Activity
4. To identify the characteristics of schools and classrooms that facilitates effective pupil participation.	Q16 Q18-21 Q23-25	Project descriptions of peer mediation conference, inter-school conferences and competitions, buddying and mentoring projects, Curriculum Initiatives, particularly detailed lesson plans using the Story Line Approach	Pre-visit Diaries School Tour Classroom and Break Time Observations Pupil Focus Group Teacher Focus Group and Interviews Workshop Diagrams1-4 Workshop Art Activity

<p>5. To identify possible barriers to the development of pupil participation in schools and to make suggestions about how these can be overcome.</p>	<p>Q 13-15</p>	<p>Omissions in materials schools chose to submit</p>	<p>Pre-visit Diaries School Tour Classroom and Break Time Observation Pupil Focus Group Teacher Focus Group and Interviews Workshop diagram 3 Workshop Art Activity</p>
<p>6. To capture examples of effective practice of pupil participation.</p>	<p>Q 16</p>	<p>Project descriptions of peer mediation conference, inter-school conferences and competitions, buddying and mentoring projects, Curriculum Initiatives</p>	<p>Pre-visit Diaries School Tour Classroom and Break time Observations Pupil Focus Groups Teacher Focus Groups and Interviews Workshop Art Activity</p>
<p>7. To make suggestions about how pupil participation can help support the implementation of the Curriculum for Excellence.</p>	<p>Q 13,17, 26</p>	<p>Photographic evidence of correlations between participation activities and four capacities of CfE. Prevalence of participation in School Improvement Plans</p>	<p>Workshop Diagram 4 Teacher Focus Group and Interviews Workshop Art Activity</p>

## 2.2 Case Study Components

**Table 7: Case study components**

<b>Objectives:</b> <ol style="list-style-type: none"> <li>1. Understandings</li> <li>2. Range and usage of activities</li> <li>3. Respect of views</li> <li>4. Characteristics</li> <li>5. Barriers and strategies</li> <li>6. Examples of effective practice</li> <li>7. Suggestions to help support implementation of CfE</li> </ol>		
<b>Pre -visit</b>	<b>Visit</b>	<b>Post-visit</b>
<p>Pupil survey on relations and respect in the school community (3)</p> <p>Diary of participation aspects across the school day (1-5)</p> <p>Chart of Participation Consequences (6)</p> <p>Review of schools' participation documentation (2, 5 6, 7)</p>	<p>Pupil guided tour of school (2,4,5, 6 and 7)</p> <p>Pupil Focus Group (all objectives with particular emphasis on (1, 3 4)</p> <p>Class Observations (2-7 emphasis on 6 &amp; 7)</p> <p>Break time Observations (3, 4, 5)</p> <p>Pupil Workshop</p> <ul style="list-style-type: none"> <li>• survey stance (3)</li> <li>• colour coded map of spaces to be in school (4, 5)</li> <li>• diagram carousel diagram 1 (1, 2,4,) diagram 2 (1,3,4) diagram 3 (4,5) diagram 4 (4,7)</li> <li>• art project (all, emphasis on 3,7)</li> <li>• evaluation of workshop (3, 4, 5)</li> </ul> <p>Teacher Focus Groups (all emphasis on 1,5,6,7)</p> <p>Teacher Interviews(all emphasis on 2,5,6,7)</p>	<p>On-line interactive forum for pupil feedback</p> <ul style="list-style-type: none"> <li>• Discussion Forum (1,2, 3, 6)</li> <li>• Visitors' Book</li> <li>• Poll (evaluation of site)</li> </ul>

**Table 8: Overview of case study activities in each school**

<b>School</b>	<b>Activities</b>
<b>School A</b>	Documentation, Pupil survey on relations and respect Diaries Chart of Participation Consequences Pupil Guided tour Class Observations Break time Observations Pupil Workshop: (survey, diagram carousel, art activity, evaluation of workshop) Teacher Focus Group & Interviews On-line Forum
<b>School B</b>	Documentation, Pupil Guided Tour Pupil Focus Group Class Observations Break time Observations Pupil Workshop: (map of spaces to be, diagram carousel, art activity, evaluation of workshop) Teacher Focus Group & Interviews
<b>School C</b>	Documentation, Pupil survey on relations and respect Diaries Pupil Guided Tour Pupil Focus Group Class Observations Break time Observations Pupil Workshop: (survey, diagram carousel, art activity, evaluation of workshop) Teacher Focus Group & Interviews
<b>School D</b>	Pupil Guided Tour Pupil Focus Group Class Observations Break time Observations Pupil Workshop: (diagram carousel, art activity, evaluation of workshop) Teacher Focus Group & Interviews
<b>LT Scotland Young People Advisory Group</b>	Workshop (diagram carousel, voting with your feet, art project)

## 2.3 Documentation Request

The following request for documentation was circulated to schools.

### **Pupil Participation in Scottish Schools**

**--A few pages from your scrapbook for ours--**

Participation is a distinctive approach to citizenship. Is it finding a home in Scottish schools. As part of a review of the development of participation work in schools for LT Scotland we would like to look at the range of ways schools are approaching this task. Comparing a wide range of materials that schools and local authorities are developing is a very useful part of this. We are hoping you might take a few minutes to identify and attach materials that relate to developments in your schools. This could be the school improvement plan, audit materials resulting from use of How Good is Our School, or perhaps particular curriculum developed by teachers within the schools, not to mention the school newsletter or links to the school web site were projects are highlighted.

**Participation can mean many things.** In thinking of what might be relevant we ask you to consider the possible criteria. The Participation and Learning Resource published earlier this year draws attention to the fact that participation happens at all levels of scale in a school:

- On a person to person level
- A classroom level
- In across school activities and spaces
- In the relations the school builds beyond its wall from local to global

#### **Individual**

You may have materials about the development of buddy or peer support initiatives, or staff development programmes in guidance and inclusion policies that address the personal level.

#### **Classroom**

At the classroom level, curriculum that addresses critical thinking, creativity, entrepreneurship, environmental issues are all likely to contain participation dimensions that it would be interesting to learn about.

#### **School-wide**

Pupil Councils and Eco-School Committees are the most obvious initiatives that address relations across the school. Innovations, lessons learned, adaptations made to these common initiatives would be very useful to know about. There may also be other –pupil led initiatives more unique to your locality which we hope you will consider sharing with us.

#### **Community-wide**

Similarly projects that extend beyond the school to involve partners local or global are also of importance. In many instances these projects may pre date the current increased focus on participation, but they are important to include in the range of activities that provide a full view of what participation means in practice.

One of the key questions our review is pursuing is the linkages between these different kinds of activities. Are there ways that initiatives at one level are supporting or benefiting from initiatives at another level? This kind of reinforcement is particularly valuable to be able to share with other schools seeking to maximise the benefit of effort expended.

**Expressive Arts**

As you will be aware, citizenship has a central role to play in CfE. The inclusion of cultural citizenship is Unique to Scottish Citizenship Curriculum. For this reason we are keen to learn of instances of creative and expressive work that at the same time raises awareness of citizenship issues, processes and entitlements or that give pupils the opportunity to experience these for themselves. Any materials, textual or visual in this area are of particular interest.

We hope this will only be a matter of taking a few moments to identify the appropriate documents and attaching them to a return e-mail: [b.cross@educ.gla.ac.uk](mailto:b.cross@educ.gla.ac.uk). If photocopying materials and posting them makes more sense, please send materials to:

Beth Cross  
Pupil Participation in Scottish Schools Study  
Adam Smith Research Foundation  
University of Glasgow  
66 Oakfield Ave  
Glasgow G12 8LS

All information will be kept confidential and anonymised. If you have questions or would like to talk over our request, please contact Beth Cross (0141 330 6076).

Many thanks for considering this request

Dr. Beth Cross  
For the research team

## **2.4 Interview and observation guides**

### **Focus group discussion with pupils**

The semi-structured interview will use materials about school projects as a prompt to ask children to explain what it is like to be involved. The children will be invited to do a mind map of the words that describe participation for them.

- What are the activities they enjoy the most?
- What are the activities they think are most valuable?
- Are there activities that are the opposite of participation?
- How do they know when their ideas are being valued?
- How do people show respect in the school?
- If they could be head teacher, how would they give children a say?
- What would they change to make it easier for children to have a say?

### **Interview guide: teachers and school managers**

#### ***Range and usage***

Can you give me some examples of the ways in which pupil participation is encouraged at this school? What opportunities are there for pupils to contribute their views and ideas? (Also detailed in online survey data and documents)

- Type of activities (inc. those normally reserved for adults?)
- Range of activities (curriculum and extra-curricular, community)
- How this developed (stimulus, initiators, maintaining progress)
- Who is involved (scale of participation and selection process?) Opportunity and take-up among pupils, staff and others
- Duration of activities (temporary, permanent, one-off)
- Feedback to pupils

#### ***Barriers to pupil participation***

In your experience, what are the main barriers to increasing opportunities for pupil participation in school (scale and pace)?

- For classteachers (time, resources, communication, training/support needs)
- For school managers/leadership group (at school level: commitment, status of activities, timetabling, 'leadership')
- Among pupils themselves (resistance/non-participation)

#### ***Strategies***

- How have you addressed barriers to pupil participation?
- What else might be done? Key future challenges
- How are policies on participation constructed at school level? Who contributes to this process?
- How are pupil achievements recorded and acknowledged?
- Are there devolved budgets to support participation activities?
- In what ways have you evaluated the impact of participation activities?
- In your opinion, what are the positive outcomes for pupils/teachers/school?
- How can participation activities be sustained over time?

## 2.5 Overview of pupil workshop activities

As part of the participatory approach schools were given the choice of three activities that they could use to introduce the research teams' visit to pupils and to stimulate thinking and discussion about the topic.

- A short survey asked pupils to assess the relationships and levels of respect that characterised their school.
- A diary format asked them to depict how participation happened at different moments in the school day.
- A chart encouraged classes to map the kinds of changes pupils had participated in making in their school and the consequences that had resulted.

### ***Taking a Stand***

In the two schools that had completed the survey as a whole, the workshop began with an activity that asked students to expand on the survey questions. In response to the survey statement the researcher read out, the pupils took a stand along a line to indicate how closely they agreed or disagreed with the statement. They were then given a post-it note on which they could describe further why they had chosen to stand where they had. The post-it note was then left where they were standing to mark their place, whilst they moved on to take a position on the next statement. In this way the post-it notes created a visual map of where pupils had taken a stand, as well as providing further insight into their reasons for doing so.

**Figure 1: Taking a Stand**



### ***Mapping Spaces to Be***

In the schools that had not participated in the survey a more informal exercise asked students to map where participation activities happened in their school and the feelings they associated with the different spaces of the school. Coloured stickers demarcated spaces that were disliked and warmer colours (orange, pink red) were used to mark the places they preferred.

### ***Diagram carousel***

This activity asked participants to work in small groups to fill out a mind map diagram in response to a prompting question printed at the top of the paper. An inclusive brainstorming ethos was encouraged and supported by a range of colourful markers. To allow pupils to add comments in response to previous contributions a variety of colourful post-it notes of different shapes were also provided. The groups circulated around all the diagrams until each group had had a chance to respond to them all.

Questions:

1. How does participation help you become confident individuals, successful learners, effective contributors, responsible citizens?
2. What are the barriers, risk, costs and benefits of pupils having more say?
3. What does participation take from pupils, teachers, support staff and parents?

### ***Art project***

Both the taking a stance and diagram carousel activities were designed to stimulate pupils' thoughts and discussion, bringing their recollections and impressions to life. The workshop culminated in an opportunity to explore in more depth the issues at stake within participation individually. The final activity of the workshop invited participants to use a variety of art materials to depict through a mixture of images and text the relational aspects of participation that may not be so easy to articulate in words alone. This activity allowed participants to engage with the affective side of participation and to have more choice in how they expressed what they had to say. Participants were given suggestions for how they might want to organise what they wanted to express:

- depict in a comic strip how respect did or did not happen in their school setting
- illustrate the different people and the different decisions they are making in the school
- illustrate what a school would look like if they were head teacher
- depict what is best and/or worst about participation.

It was stressed that these were only suggestions to prompt their thinking and that they could take a different approach if it suited what they wanted to convey better. Participants in many cases used these suggestions but interpreted them widely. Some work was done in small groups as well as individually. (See Appendix 1 for prompts used.)

All four schools and the LT Scotland Young People's Advisory Group completed the diagram carousel activity and the art projects. At Case Study School D, Pupils made a digital recording of the activity. Valuable information was gained through what pupils choose to frame and focus upon in recording the workshop process.

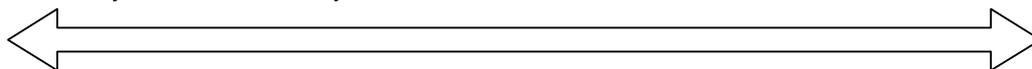
## Pupil Survey

### Where do you stand?

Participation is a big word but it is made up of small every day acts. What is it like to be part of the school from where you stand? Below are some questions and statements that students helped us put together. Let us know how things look from where you stand by putting a mark on each line that is closest to what you think. This can be in between the headings. They are just there to give you an idea of the range of responses there can be. Thanks for letting us know what you think.

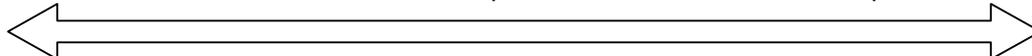
The school is important to people in the community. They know and care about what we do here.

Not Many in the Community                      Some                      Quite a Few



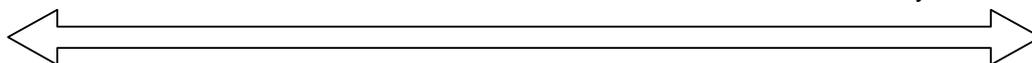
If I have a problem at school I know who I can go to here to talk it through.

There is no-one                      For some problems                      For all problems



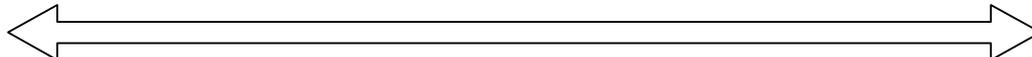
If I have a good idea or suggestion, there are people here at school who will help me take it forward

Not at all                      Sometimes                      Definitely



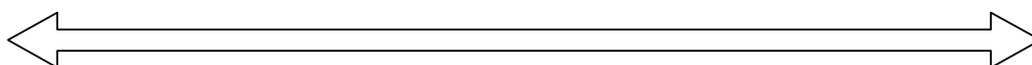
How many of your teachers do you feel respected by?

None                      Half                      All



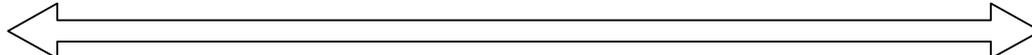
How many of your teachers respect most of the students in your class?

None                      Half                      All



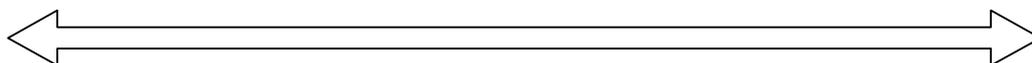
Do you feel students respect each other across friendship groups?

None of the time                      Some of the time                      Most of the Time



Peer pressure discourages me from getting involved in activities

None of the time                      Some of the time                      Most of the Time



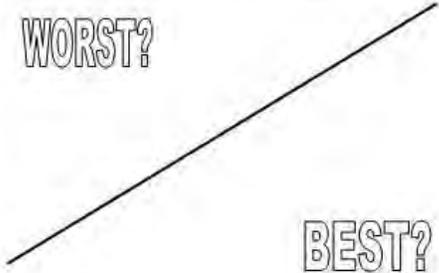
## Charting Change

### WHAT HAPPENED NEXT?

Below are listed some of the changes pupils have helped bring about by speaking up, having a go and volunteering their time and effort. What difference has it made? How is the school different as a result? We would like to know what you have seen and what you think. This can be small things that maybe only one or two people notice, or big things that affect many people in the school. If someone has already written what you have noticed, make a comment and connect it ~~to~~ with a line.

What Pupils Did	In the First Weeks?	First Months	Since Then . . .
	-----		
	-----		
	-----		
	-----		
	-----		
	-----		

## Prompts for art activity

<p>YORK CHRISTIAN EDUCATION BY SCHOOLS BOARD</p> <h3>Head Teacher for The Day</h3> <p>Can you picture for us what the school would look like, where you were Head Teacher? Would classrooms look different? Would anything else be different? What kind of things would people be doing? How much say would you give children? What would you make sure everyone learned things they really need to know?</p> <p>These are just a few questions to get you thinking. Use your own imagination and ideas and surprise us!</p> <p>You can draw, cut and paste and make a poster to tell us how things people in your school are thinking and saying.</p> 	<p>YORK CHRISTIAN EDUCATION BY SCHOOLS BOARD</p> <h3>How Many Decisions in a Day?</h3> <p>Every day lots of decisions are made at a school. The Head Teacher makes some, so does the janitor, and pupils make a lot of decisions too. Some are small, some are big - what are the ones you notice? Draw us a picture or make a map to show us the decisions and choices that make up a typical day at your school. You can draw speech bubbles to tell us how what people are thinking and saying.</p> 				
<p>YORK CHRISTIAN EDUCATION BY SCHOOLS BOARD</p> <h3>This is What Respect Looks like at My School:</h3> <p>Draw a cartoon or story board of characters (ie, your school). They can be teachers, pupils or other staff. Show us what they say and do. It can be funny or serious or both, but by the end of it make sure you've let us know what respect looks like (up close!) at your school. THANKS</p> <table border="1" data-bbox="337 1606 771 1764"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>					<p>YORK CHRISTIAN EDUCATION BY SCHOOLS BOARD</p> <h3>WORST?</h3>  <h3>BEST?</h3>

### Appendix 3: Summary of qualitative research findings

#### Pupil survey on respect and relations

<b>Overall Distribution of Responses on Teacher Respect: Primary School</b>		
Upper third percentile (respected by most teachers)	206	83%
Middle third percentile (respected by half of teachers)	39	16%
Lowest Percentile (not respected by most teachers)	1	.4%
Divergent Responses	2	
Total	248	

<b>Overall Distribution of Responses on Teacher Respect: Secondary School</b>		
Upper third percentile (respected by most teachers)	198	39%
Middle third percentile (respected by half of teachers)	223	43%
Lowest Percentile (not respected by most teachers)	79	15%
Divergent responses	14	2%
Total	514	

<b>Variations in Expressions of Teacher Disrespect (Lowest Percentile)</b>	
Borderline	29
Contrast	5
No respect for self or other students	27
No respect for self but respect for half the other students	18
Total	79

Of those describing a lack of respect from teachers, 49 described they had someone to take some or most problems to.

Only 38 indicated that some of their ideas would be listened to.

Several of the responses of those reporting they feel respected by their teacher most of the time, reported those teachers only respected half of their students.

**Summary of contributions to mind mapping diagram 1: how does participation happen at different levels?**

<b>Dimensions</b>	<b>Examples</b>	<b>Characteristics</b>	<b>Outcomes</b>
<b>1 to 1</b>	Dressing up to raise money for charity	Being encouraged to be different	<ul style="list-style-type: none"> <li>• Discover yourself</li> <li>• Learn that we're all different, all have strengths, and all have emotions</li> <li>• Feel you have made a different</li> <li>• Happier</li> <li>• Self esteem</li> <li>• More confident</li> <li>• Sense of satisfaction</li> <li>• More likely to learn if you are confident</li> <li>• Increases confidence that you can use later</li> <li>• Makes you feel good</li> <li>• "Woohoo! I'm me!"</li> </ul>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>• Group activities (too few)</li> <li>• Have you say in teaching techniques</li> <li>• Exciting lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Not just sitting and listening</li> <li>• More choices,</li> <li>• More involved, engaged</li> <li>• Helping each other with work</li> <li>• Your ideas are included</li> <li>• Encouraged by friends</li> <li>• Moving about makes learning fun,</li> <li>• More interesting lessons and more interest in learning,</li> <li>• Doing activities instead of doing writing all period</li> <li>• Use words we understand</li> <li>• Bright colours</li> </ul>	<ul style="list-style-type: none"> <li>• We learn new things</li> <li>• Independent thinking</li> <li>• More opportunities</li> <li>• Better job</li> <li>• Shows teachers that you enjoy class</li> <li>• Allows you to learn more about yourself</li> <li>• You connect more with teachers and pupil</li> <li>• Develops emotional involvement and connection to subject</li> </ul>
<b>School Wide</b>	<ul style="list-style-type: none"> <li>• Designing school web cite</li> <li>• Sports day</li> <li>• Support circle</li> <li>• Taking part</li> <li>• Committees</li> <li>• Clubs</li> <li>• Teams</li> <li>• referendum</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing ideas</li> <li>• Listening</li> <li>• Cooperating</li> <li>• Working hard</li> <li>• Have others to encourage you</li> <li>• Social</li> <li>• Pupils involved in decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Good spirit</li> <li>• Feel like you belong</li> <li>• Hlpe you meet people with similar interest</li> <li>• Makes you feel part of something worthwhile and productive</li> <li>• Gives you skills you can use after school</li> <li>• Make friends</li> <li>• Meet more people</li> <li>• Confidence</li> <li>• Increased communication skills</li> </ul>

			<ul style="list-style-type: none"> <li>• Learn to argue your point</li> <li>• Learn to keep your opinion to yourself (teamwork)</li> <li>• Take on board other's point of view</li> </ul>
<b>Beyond School</b>	<ul style="list-style-type: none"> <li>• Pupil Council</li> <li>• Raising Money for Charity</li> <li>• Helping people stay healthy</li> <li>• Links with other countries</li> <li>• Work with other schools</li> <li>• Work experience</li> </ul>	Use your learned skills	<ul style="list-style-type: none"> <li>• Learn different skills</li> <li>• Try new things</li> <li>• Cultural learning</li> <li>• Open minded</li> <li>• Accepting</li> <li>• Understanding</li> <li>• Encourages you to be politically active</li> <li>• Easier to meet new people</li> <li>• Allows you to participate in future events</li> <li>• Contributing in a small positive way could have bigger positive outcomes</li> <li>• Makes you feel respected</li> <li>• Teaches you life skills</li> <li>• Feel good for it.</li> </ul>

**Summary of contributions to mind mapping diagram 2: what does participation take?**

<b>What Participation Takes</b>	
<b>From Teachers</b>	<p>Less "us and them" * Taking a step back * Taking Pupils seriously            Treating pupils with a bit more respect * Equal treatment            More positive attitudes * More enthusiasm * More approachable            Encourage links with other countries * Encourage extra curricular/ clubs            Recognition of achievement * Organise links with other schools * More play time            * More time working with friends * Giving up time            (Head teacher: get other schools involved)            Fairness * Need to listen to pupils * Don't just pretend to listen            Don't shout too much * Respect * Let pupils get on with things * Friendly            people * Smiling teachers * Giving People * Confidence            Give everyone a fair chance * Don't blame the first they see            Need to want better things for the school * Have a laugh more            Don't scream * Fun * Make teaching interactive            More supportive * Awareness of pupils * Open relations            No punishments for minor reasons * Approachable * Commitment            Help you when you fall behind * Caring</p>
<b>From Pupils</b>	<p>Less cliques * Positive attitudes * More enthusiasm            More confidence * Less judgement * Constructive Criticism            Respect of teachers * Tactful * Open Mindedness            Not a popularity contest * Cooperation * Support each other * Communication *            Ideas from pupils * Self Esteem * Trying their Best            Don't slag people who are different * Don't take advantage of rules            Treat others like you would want to be treated * Willingness to Learn            Give respect to the school surroundings * Obey rules * Interest            Hard work * Motivation * Perseverance with your views            Pupils need to be willing to listen to others opinion</p>
<b>Support Staff</b>	<p>Help them to help themselves * Praise use when we do well            Make activities more possible for pupils with difficulties            Try and integrate pupils with difficulties            (From local authorities) more support, especially financial            Don't discount us when we've been hurt            Helping * Looking after us * Respect us * Listen to us            Supervise us * Support us * Listen to pupils side of story            Talk to young pupils on a level they understand * Try not to be cool            Help students understand and enjoy class * No patronising            Passion for work * Respect * Friendly</p>
<b>Parents and Community Members</b>	<p>Encourage children to participate * Support extra curricular activities            Not all about grades! * Come to school shows * Helping but not telling            Talking about what we do * Giving Support * Love * Listen            Believe in young people * Encourage young people            Support what young people would like to do not just what parents want themselves            Wiling to enforce rules * Communicate with the school            Considerate * Supportive * Positive * Aware * Involvement</p>

**Summary of contributions to mind mapping activity 3: what are the barriers, risks, costs, benefits of pupils having more say?**

Black (Secondary) *Italic* (Both) **Bold** (Primary)

<b>Students Having More Say</b>	
Barriers	<p>People are lazy            Exams for seniors, prelims            Uncomfortable with approaching people: don't know who to approach            Feeling as though expressing opinion is pointless as it will not be acted upon            Not enough time            No encouragement Too shy            Don't want to be viewed as a geek by peers            Afraid of People Judging You            Other people are more confident than you            Pupils are just generally less qualified            Selective few can participate            Timing issues            Getting People Involved            Travel            Being intimidated            No access  <i>Peer Pressure</i>  <b>When people disagree to good ideas</b>  <b>A big idea that's not possible to achieve</b>  <b>People don't appreciate</b></p>
Risks	<p>Have to think of what is best for everyone            Pupils thinking they can get away with doing what they like            Too many people with different opinions            Money may be spent in the wrong places            They might not benefit from the choice            What people want isn't necessarily what is best for the school            Some people might not get heard.            People might not get the right education            Failure            Making a bad decision            Offending someone            Fear of being wrong            Conflict (although constructive conflict can be good)            Teachers occasionally discouraging            Not matching the right sort of people            People might not make the effort            People not speaking for the majority            Majority may get their needs granted whilst opposing minority don't get theirs            students getting their say may have negative affects on the establishment or other pupil in general            Afraid of being laughed at            Embarrassment  <i>Disagreements/falling out</i>  <b>If the idea doesn't work out the way you wanted it to</b>  <b>Not enough people do it</b>  <b>No one listens</b>  <b>Not discussing</b></p>
Costs	<p>If people want respect from pupils they have to give them respect            In future pupils will expect more meaning            Resources            Big enough number of people            Commitment to be supported            Good contributions Confidence            Social skills            Involved Teachers            Listening skills            People that are willing</p>

	<p>Interest  Cooperation  Some of the requests may cost a lot to fulfil  Money may be wasted on less productive ideas  They might lose interest in the project  <i>Team work</i>  <b>Group work</b>  <b>The teacher will listen to us when you listen to them</b>  <b>Sweep, brain storm</b></p>
Benefits	<p>You would get more of an education  Pupils will have more respect  Have confidence to speak out in school and in later life  They would enjoy it better  People would get the things they want You want to take part more  Have a better opinion  You would get Confidence  Bigger variety of options  Encourages other people to become involved  Better environment  Makes you feel better  Increases motivation and moral  Qualifications  New skills  Meet new people  More representative opinion  Improves your social skills  Different experiences  Things could be improved to suit students  happy people  Students feel important and active  Being more confident  Believe in yourself students have a role in school  <b>We'll get more things done get awarded</b>  <b>Get to work better in a team</b>  <b>Golden time points</b>  <b>Well done cards</b>  <b>Pupil parliament</b></p>

**Summary of contributions to mind mapping activity 4: how does participation help pupils develop the four capacities?**

	<b>Examples</b>	<b>Characteristics</b>	<b>Outcomes</b>
<b>Confident Individuals</b>	Dressing up to raise money for charity	Being encouraged to be different	<ul style="list-style-type: none"> <li>• Discover yourself</li> <li>• Learn that we're all different, all have strengths, and all have emotions</li> <li>• Feel you have made a difference</li> <li>• Happier</li> <li>• Self esteem</li> <li>• More confident</li> <li>• Sense of satisfaction</li> <li>• More likely to learn if you are confident</li> <li>• Increases confidence that you can use later</li> <li>• Makes you feel good</li> <li>• "Woohoo! I'm me!"</li> </ul>
<b>Successful Learners</b>	<ul style="list-style-type: none"> <li>• Group activities (too few)</li> <li>• Have your say in teaching techniques</li> <li>• Exciting lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Not just sitting and listening</li> <li>• More choices,</li> <li>• More involved, engaged</li> <li>• Helping each other with work</li> <li>• Your ideas are included</li> <li>• Encouraged by friends</li> <li>• Moving about makes learning fun,</li> <li>• More interesting lessons=more interest in learning,</li> <li>• Doing activities instead of doing writing all period</li> <li>• Use words we understand</li> <li>• Bright colours</li> </ul>	<ul style="list-style-type: none"> <li>• We learn new things</li> <li>• Independent thinking</li> <li>• More opportunities</li> <li>• Better job</li> <li>• Shows teachers that you enjoy class</li> <li>• Allows you to learn more about yourself</li> <li>• You connect more with teachers and pupils</li> <li>• Develops emotional involvement and connection to subject</li> </ul>
<b>Effective Contributors</b>	<ul style="list-style-type: none"> <li>• Designing school web cite</li> <li>• Sports day</li> <li>• Support circle</li> <li>• Taking part</li> <li>• Committees</li> <li>• Clubs</li> <li>• Teams</li> <li>• Referendum</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing ideas</li> <li>• Listening</li> <li>• Cooperating</li> <li>• Working hard</li> <li>• Have others to encourage you</li> <li>• Social</li> <li>• Pupils involved in decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Good spirit</li> <li>• Feel like you belong</li> <li>• Help you meet people with similar interest</li> <li>• Makes you feel part of something worthwhile and productive</li> <li>• Gives you skills you can use after school</li> <li>• Make friends</li> <li>• Meet more people</li> <li>• Confidence</li> <li>• Increased communication skills</li> <li>• Learn to argue your point</li> <li>• Learn to keep your opinion to yourself (teamwork)</li> <li>• Take on board other's point of view</li> </ul>

Responsible Citizen	<ul style="list-style-type: none"> <li>• Pupil Council</li> <li>• Raising Money for Charity</li> <li>• Helping people stay healthy</li> <li>• Links with other countries</li> <li>• Work with other schools</li> <li>• Work experience</li> </ul>	Use your learned skills	<ul style="list-style-type: none"> <li>• Learn different skills</li> <li>• Try new things</li> <li>• Cultural learning</li> <li>• Open minded</li> <li>• Accepting</li> <li>• Understanding</li> <li>• Encourages you to be politically active</li> <li>• Easier to meet new people</li> <li>• Allows you to participate in future events</li> <li>• Contributing in a small positive way could have bigger positive outcomes</li> <li>• Makes you feel respected</li> <li>• Teaches you life skills</li> <li>• Feel good for it.</li> </ul>
---------------------	---	-------------------------	--