



Learning from the Student's Perspective: A Sourcebook for Effective Teaching

Alison Cook-Sather, Brandon Clarke, Daniel Condon, Kathleen Cushman, Helen Demetriou, Lois Easton

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Much has been written about how to engage students in their learning, but very little of it has issued from students themselves. Compiled by one of the leading scholars in the field of student voice, this sourcebook draws on the perspectives of secondary students in the United States, England, Canada, and Australia as well as on the work of teachers, researchers, and teacher educators who have collaborated with a wide variety of students. Highlighting student voices, it features five chapters focused on student perspectives, articulated in their own words, regarding specific approaches to creating and maintaining a positive classroom environment and designing engaging lessons and on more general issues of respect and responsibility in the classroom. To support educators in developing strategies for accessing and responding to student voices in their own classrooms, the book provides detailed guidelines created by educational researchers for gathering and acting upon student perspectives. To illustrate how these approaches work in practice, the book includes stories of how pre-service and in-service teachers, school leaders, and teacher educators have made student voices and participation central to their classroom and school practices. And finally, addressing both practical and theoretical questions, the book includes a chapter that outlines action steps for high school teachers, school leaders, and teacher educators and a chapter that offers a conceptual framework for thinking about and engaging in this work. Bringing together in a single text student perspectives, descriptions of successful efforts to access them in secondary education contexts, concrete advice for practitioners, and a theoretical framework for further exploration, this sourcebook can be used to guide practice and support re-imagining education in secondary schools of all kinds, and the principles can be adapted for other educational contexts.



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