



Active Insight: Evidence in Action



Tip #1114: Strengthening Student Voice Opportunities

Overview

When students help shape learning priorities, tasks and assessment criteria they engage more deeply in movement-based learning and refine their movement skills in authentic contexts. Practical strategies that foreground student choice and reflection align with curriculum intent and help teachers balance guidance with student agency. Embedding voice into everyday lessons also supports participation pathways beyond school by connecting classroom learning with community and sport contexts, and gives students transferable skills in leadership, self-regulation and collaborative decision-making.

Key Teaching Ideas

Shift some planning and decision-making to students while maintaining safe, scaffolded environments for all. This shift supports transferable skills in teamwork, leadership and self-regulation. Use formative assessment and co-constructed success criteria so students can articulate progress in movement competence and teachers can differentiate instruction in real time. Integrate short cycles of student feedback, peer assessment and student-led demonstrations within lessons to keep the workload manageable and learning visible. Regularly review student contributions with formal structures such as advisory groups or reflective journals to ensure voice informs unit design and cumulative reporting.

Practical Application

- **Student Choice Stations:** Set up three simultaneous skill-focused stations and let small groups choose which station they start at. Ask students to write one personal goal for the session and swap goals for peer feedback. This gives immediate choice while targeting fundamental movement skills and can be run with existing equipment.
- **Student-Led Warm-Ups:** Assign rotating student pairs to design and lead a five to seven minute unofficial start that targets upcoming lesson content. Provide a simple template covering purpose, activities and safety checks so leaders practise planning and communication and classmates experience leadership roles weekly.



Active Insight: Evidence in Action



- **Co-Created Assessment Rubric:** Involve students in building a brief rubric for a skill focus and pair them to give structured two-pharse feedback after a six-minute practice block. This builds assessment literacy and supports teacher moderation across the class.
- **Student Advisory Group:** Establish a small, diverse student panel that meets monthly to review upcoming units, equipment needs and inclusion strategies. Task them with surveying peers and presenting two to three recommendations to inform the next unit plan so student voice directly shapes sequencing and content.
- **Movement Exit Reflection:** Conclude lessons with a three-minute written or video reflection where students note one success and one next step related to movement competence or health choices. Collect these to identify trends and tailor the next lesson's focus.

Next Steps

Explore resources on student voice and agency at the [Active Education Australia website](#). [Anywhere PD](#) covers practical strategies for co-constructing assessment criteria with students.

References and Research

1. Australian Curriculum, Assessment and Reporting Authority (ACARA). *Australian Curriculum: Health and Physical Education (Version 9.0)* - How student agency, co-construction of learning and reflective practice support movement competence, personal and social capability, and meaningful participation in Health and Physical Education.
2. Deci, E. L., & Ryan, R. M. (2000). *The "What" and "Why" of Goal Pursuits: Human Needs and the Self-Determination of Behavior* - How supporting student autonomy, voice and choice enhances intrinsic motivation, engagement and lifelong participation in learning.