

**ELEMENT**  
**2.1**

Domain 2 - Create Safe Conditions for Rigorous Mathematics Learning

**Element 2.1 - Develop democratic relationships**

The following suggestions for practice are extracts from the 'Transforming Tasks' module on the Leading Learning resource:

**How does the technique *Student voice* support Element 2.1 - Develop Democratic Relationships?**

When using this transformation technique, teachers establish a democratic relationship with students, through sharing power to make decisions about the way in which learning is conducted or demonstrated.

Benefits in learning become obvious through considering the pattern of behaviour following the opportunity for students to have voice in their learning. Typically:

- students appreciate an opportunity to have choice in learning and therefore engage readily in the creation of a question, or way of working
- students become invested personally in that learning through having the opportunity to create their question or approach to learning
- stick with challenges and are more resilient when problems arise due to being personally invested in question.

A critical element of empowering student voice in learning, involves the teacher providing enough time/support/provocation to enable the students to establish a question that is of genuine interest to them and is appropriately challenging.

The Primary Years example contains provocations that initiate student contributions, however students still require time to connect with a question.

To support the Secondary Years example teachers could use a selection of images or objects to inspire students.