

Ways to develop democratic relationships

Shared ownership of routines and systems: It is important for students to feel a sense of control. They need to participate in decision making and know ahead of time what their session/day/week entails, who has responsibility for specific tasks, the work commitments and deadlines, upcoming events and planning schedules. With this 'transparency', everyone understands the context and everyone is accountable. Students share responsibility for notice boards, diaries, storyboards and timetables, and they keep information up to date.

Class agreement: As an introductory activity, use decision-making processes to involve students in listing the attitudes/actions they consider most important for maintaining a productive, democratic class. This agreement is displayed in the room, each student has a copy, and it is used as a reference for class issues as they arise.

Bone diagram: This is a chart for monitoring the class agreements. Draw two circles linked by two parallel lines. In one circle, students note targets for what 'the ideal' will be. Then, in the other circle they describe the current state. Along one straight line, list the actions that will support progress towards achieving the 'ideal'. Along the other line, write the actions that might inhibit progress. **h**

- Strive to be an active class member
- Talk about problems with my teacher rather than being silent
- Think about when to work with others and when to work on my own
- Help others and still focus on my own learning
- Listen to others and give thoughtful feedback to teachers and classmates where I can
- Think about feedback I'm given from classmates and teachers and choose how to use it



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