

Engaging perspectives: School card deck

How to use this resource

This set of cards can be used in different ways to explore a range of perspectives on a given topic. The cards consist of three different categories: stakeholders, priorities, and emotional motivations.

Students can either:

- select a card randomly from each category, or
- strategically select from the different categories creating combinations that they think would be best suited.

Some blank templates have also been included if you would like to create additional examples in each of the categories.

Before you begin using the cards, you may like to ask students the following questions:

- Why might people at the same school have different perspectives on a particular topic? What are some things that might influence people's perspectives on a given topic?
- Why is it important for leaders to consider a range of perspectives on a topic?
- How might leaders balance their own views with the views of others?

The responses to the questions can be used to develop a range of arguments and recommendations for changes at the school, for instance the development of new programs or policies, or changes to existing programs or policies.

Scan the QR code or follow the link below for more details about engaging perspectives and ways to use these cards in your civics and citizenship program.

[www.parliament.vic.gov.au/teach-and-learn/
Resources/schools-engaging-perspectives](http://www.parliament.vic.gov.au/teach-and-learn/Resources/schools-engaging-perspectives)



Example instructions for students

As a school leader, you need to consider:

- the views and values of the school
- the views, values and needs of the teachers and students, and
- your own views and values.

The information and questions on the cards give you an indication of a member of the school community who has been in contact with you.

- What concerns, questions or arguments might the stakeholder have raised with you?
- What different perspectives, arguments and ideas might they present that haven't already been considered?
- How might you represent the stakeholder's concerns to other leaders at the school? (e.g.: student leaders, school leadership and/or the school board)?
- Which of these concerns, questions or arguments do you think would be most useful for other members of the school community to know?

You don't need to answer every question, and not every question will be relevant, but you should be able to take into account some different perspectives.

Engaging perspectives

Stakeholders

A stakeholder is a person or a group that has a personal or professional interest in the decision-making and actions of an organisation, for example, a teacher at a school who needs to implement a decision made by school leadership.

Personal interest may be based on someone's own lived experience or the lived experience of someone they know. It can also be informed by a person's culture or religious beliefs, or it can be informed by where someone lives.

Professional interest may be based on economics or ethics, for example, but it can also be informed by how changes to programs or policies might affect people. For instance, the hours someone attends school, how students learn or access to resources.

Students, teachers, parents and the wider community are some of the stakeholders that might be considered when making decisions about a school, the decisions made will have a direct impact on them.

There may be a range of consequences from the decisions that are made, as well as potential unintended consequences for one or some of the key stakeholders.

Priorities

A priority is something that is considered more important than anything else. For stakeholders and decision-makers priorities can define the focus or the lens through which they are considering a topic. Priorities help make arguments and recommended actions more specific.

Looking at a topic from a particular, potentially unexpected, priority may help to:

- provide new insights
- identify a range of actions or recommended actions
- identify a range of consequences for changes to programs or policies
- explore any potential unintended consequences.

Changing priorities can also provide different ways of looking at a topic, to consider how the consequences of new programs or policies, or any actions may affect each of the stakeholders differently.

Emotional motivation

People's emotions can be a strong influence over whether they engage with an issue and how someone might shape their argument. For example, the type of evidence that they might use to support their arguments.

The emotional motivation can also influence the type of language that is used and the recommended actions that someone might suggest in response to solving an issue or addressing a particular problem.

Using emotion can be a powerful tool for persuading an audience if used to enhance an argument. It can be less effective if used to distract from the issue or force an audience to agree, for example, an argument based on emotion alone with little logic or credibility.

Use this table to record your responses to the topic from different perspectives. Add to the final column any new ideas you hear.

Personal response	Stakeholder response	Additional ideas

P.
V



Teachers

Stakeholder

How might this affect their work?
How might this affect their agency?
How might this affect their students?

P.
V

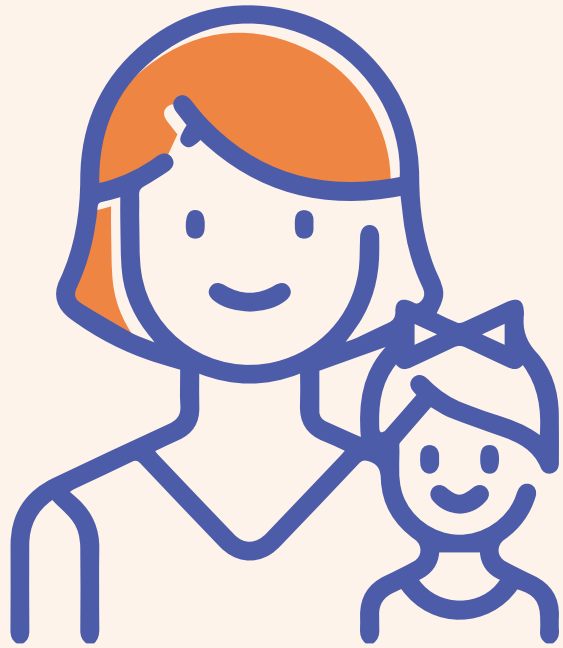


Students

Stakeholder

How might this affect their learning?
How might this affect their agency?
How might this affect their peers?

P.
V



Parents

Stakeholder

How might this affect their family?
How might this affect their child/children?

P.
V



School council

Stakeholder

How might this affect the school community?
How might this affect how the school operates?
How might this affect the school culture?

P.
V



School leadership

Stakeholder

How might this affect their work?

How might this affect how the school operates?

How might this affect the school culture?

P.
V



Student leaders

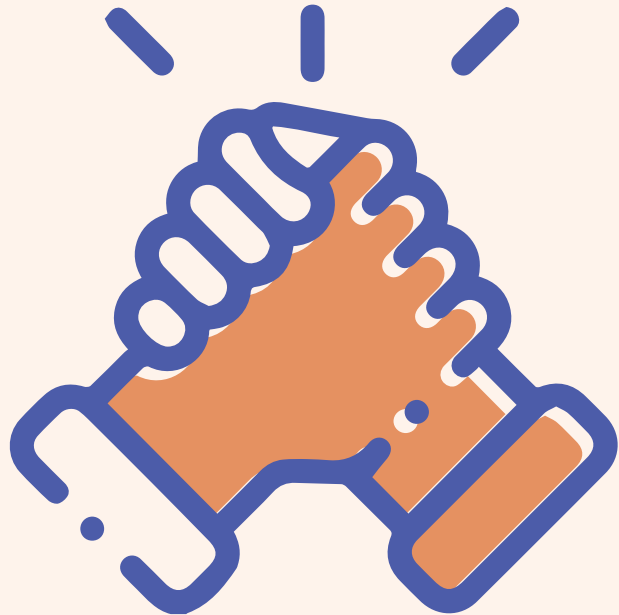
Stakeholder

How might this affect student learning?

How might this affect school culture?

How might this affect the students they represent? (e.g.: junior and/or senior students, high engaged/disengaged students...)

P.
V



Support staff

Stakeholder

How might this affect their work?

How might this affect other support staff?
(e.g.: librarians, educational support staff,
administration, grounds staff...)

How might this affect the students they work with?

P.
V



Wellbeing staff

Stakeholder

How might this affect their work?

How might this affect any wellbeing programs?

How might this affect the students
they work with?

P.
V



Wellbeing

Priority

Is this the most practical solution?
How will this support or improve
school wellbeing?

P.
V



Curriculum

Priority

What is the impact on teachers workloads?
How will this support educational outcomes?

P.
V



Student connectedness

Priority

How might new programs support school connectedness? (e.g.: electives, extra-curricular activities, leadership opportunities)

How might existing programs be enhanced?

P.
V



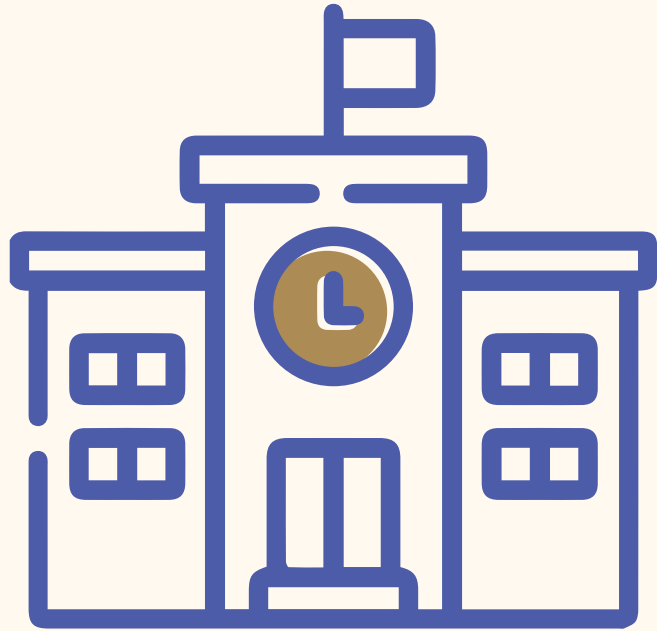
Environmental

Priority

How will this impact the school environment? (e.g.: physical, psychological and emotional)

How might environmental factors be taken into account?

P.
V



Infrastructure

Priority

How might this impact the school community?
(e.g.: student learning, school culture ...)
How might this impact school facilities?

P.
V

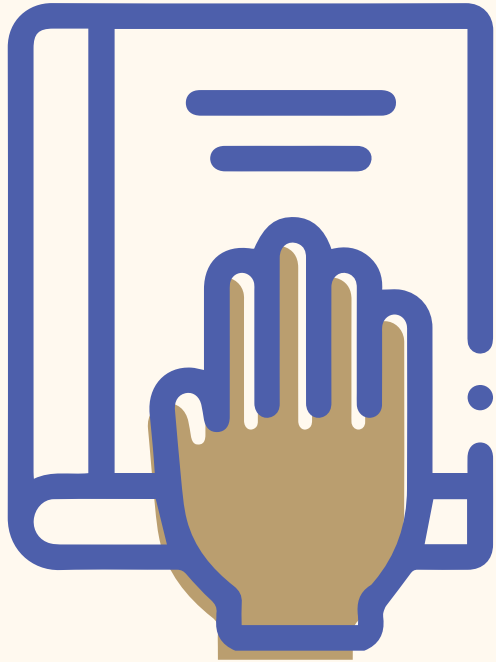


Student engagement

Priority

How might student engagement be enhanced?
How might this impact student learning?
How might this impact student behaviour?

P.
V



Ethical

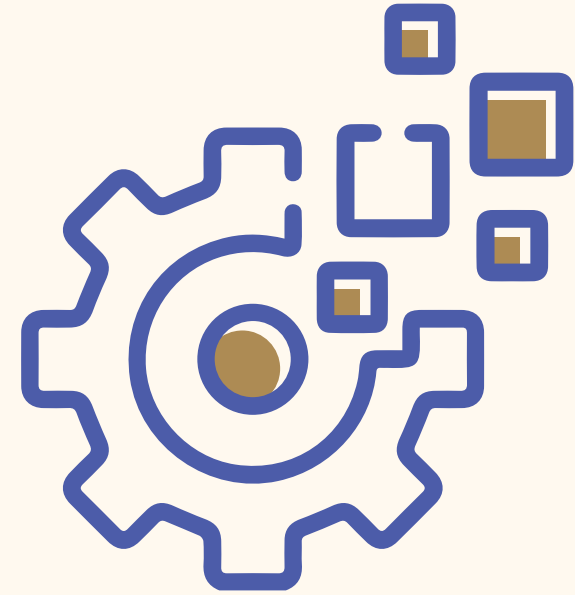
Priority

What ethical considerations could be taken into account?

Are there any ethical arguments that are appropriate? (e.g.: The needs of many outweigh the needs of the few)



P.
V



Technological

Priority

What impact might this have on the school?

What other technology or infrastructure might be needed?

What regulations might be needed?

P.
V



Hopeful

Emotion

What do you hope the changes to the situation might be?

How do you think the situation might be improved?

P.
V



Confident

Emotion

What are elements of the situation are you certain about?

What support do you feel confident you will get?

P.
V



Enthusiastic

Emotion

How might the situation be improved?
What benefits do you see to the solution offered?



P.
V



Appreciative

Emotion

What are you thankful for?
How might this benefit your school/community?

P.
V



Concerned

Emotion

What concerns do you have?
How might this solution impact different people?



P.
V



Angry

Emotion

What might you feel angry or frustrated about?

P.
V



Confused

Emotion

How might the situation be improved?
What information might make this situation less confusing?



P.
V



Disappointed

Emotion

How did this experience not meet your expectations?
How might the situation be improved?

$P \cdot V$

Stakeholder

$P \cdot V$

Stakeholder

$P \cdot V$



$P \cdot V$

$P \cdot V$

Emotion

$P \cdot V$

Emotion