

Teacher and Students, Growing Together

Two patterns in transformational classrooms we see around the world are collective ownership (teachers and students sharing ownership of learning) and student leadership. In this video, a fellow at Empieza Por Educar in Spain, Óliver Jabato Rodríguez, alongside his students and with the support of his coach (Toni Pedragosa) reflects on why he solicited students' feedback to strengthen his classroom, and how he ultimately grew himself.

A few observations about [this video](#):

- After seeking his students' perspectives, Óliver's classroom improved academically, interpersonally, and culturally. He shifted his orientation to his classroom from one of control/management to one where he authentically shares ownership *with* his students.
- We see the “mirror effect” happening loudly in this classroom: students grow AND their teacher grows. Óliver challenged his students to take more risks, and his students challenged him to give up some control. They changed each other through this process.
- We see student outcomes beyond academic achievement. After Óliver's classroom worked together to change their classroom, one student remarks on the *improved* collective academic achievement. Another student explains how they fostered empathy in their teacher. Students are growing personally, as well as academically, in this classroom.
- Óliver sought his students' feedback on something *real*. He didn't ask a hypothetical question to them. He asked about what they think they can ALL do strengthen their classroom. And, he took it a step further. He engaged them on the results of their feedback survey so they could together identify, explore, and negotiate tensions and challenges. The result was mutual understanding, and a culture of learning, collaboration, and joy.

How might elevating student voice improve your work, regardless of your role? What are the steps Óliver took to learning and growing from his failure? Who supported him and how? How do you think Óliver changed over the course of this experience? Who was he to his students at the beginning of the year versus now? How did students' experience of his classroom change throughout the year, and what impact do you think it had on them?