

Whakatupuhia te reo, whakatupuhia te tamaiti

The student voice rubric – Leaders criteria

| Dimension: The learning environment The learning environment is collaborative, inclusive, and trusting, creating the necessary conditions for prioritising student voice. | Dimension: Teaching and learning Student voice influences decisions made about teaching and learning at a classroom level and a strategic school-wide level. | Dimension: Assessment Student voice supports the assessment of progress and achievement and informs next-step decisions at all levels of the school. |
|---|--|--|
| <p>Leaders:</p> <ul style="list-style-type: none"> ● foster the use of student voice to inform professional conversations ● provide opportunities for teachers to reflect on their use of student voice ● ensure shared understanding of what makes an effective learner ● encourage and use a shared language of learning. | <p>Leaders:</p> <ul style="list-style-type: none"> ● have confidence in the power of student voice and know how it can be used to raise student achievement ● ensure systems, processes, and communication tools are aligned so that student voice can contribute to all key areas of strategic and school-wide planning ● ensure the collection and use of purposeful student voice that will inform teacher and school-wide planning decisions ● include student voice in the identification of valued learning outcomes and the development of the school curriculum ● model practices that ensure students are partners in learning ● are inquirers into their own leadership impact and incorporate response to student voice in their inquiry. | <p>Leaders:</p> <ul style="list-style-type: none"> ● analyse and share school-wide data, including student voice ● use the analysis of student voice to inform strategic planning and professional development needs ● ensure the community is well-informed about student progress and achievement and are active partners in their children’s learning ● ensure the board of trustees is well informed about progress and achievement, informed in part by student voice ● use student feedback, including achievement data, to inform own next learning steps. |

Success criteria

| | Leaders |
|------------------------------|--|
| Learning environment | Leaders encourage regular conversations about learning and expect student voice to be a key data source. |
| Teaching and learning | Leaders expect that teaching decisions will be informed by student voice. |
| Assessment practices | School-wide targets and goals are informed by assessments, including those where student voice has been a data source. |