

Whakatupuhia te reo, whakatupuhia te tamaiti

The student voice rubric – Teacher 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>Teachers:</p> <ul style="list-style-type: none"> ● create an open and inclusive classroom environment where students are comfortable taking risks with their learning ● foster the expectation that all students will learn and achieve ● understand and respond to the needs of all students ● ensure that priority learners have access to strategies for sharing their voices ● teach and use a shared language of learning that supports students to discuss learning, achievement, and next steps ● involve students in the development of learning intentions and success criteria ● provide opportunities for students to review progress towards achieving learning intentions. 	<p>Teachers:</p> <ul style="list-style-type: none"> ● actively seek and use student voice to identify valued learning outcomes ● establish clear expectations for learning (e.g., through explicit learning intentions, exemplars, and progressions) ● develop class systems to include students in planning next learning steps ● provide regular opportunities for students to discuss their learning, progress, and achievement ● establish class processes and communication tools that enable students to share their voices in a timely and authentic way ● include student voice in the development of the classroom curriculum ● are inquirers into their own practice and impact and incorporate response to student voice in their inquiry ● inform students of the changes they have made as a result of student voice. 	<p>Teachers:</p> <ul style="list-style-type: none"> ● share formative data with students and ensure they understand it ● explicitly teach students the skills to engage in formative assessment ● use student voice to help inform their overall teacher judgments ● reflect on what the evidence and data are telling them and what they need to do next as a teacher ● identify their own next steps for learning based on student feedback, including achievement data ● continue to develop understanding of assessment capability and the meaning of ‘progress’.

Success criteria

	Teachers
Learning environment	Teachers have established an open, collaborative class culture where students are valued participants.
Teaching and learning	Teachers' planning decisions are informed by students' views of their own needs.
Assessment practices	Teachers use student voice as an essential data source to inform their practice.