

# Whakatupuhia te reo, whakatupuhia te tamaiti

## The student voice rubric

Student progress and achievement is enhanced when schools make deliberate use of student voice to inform their decision making. This rubric provides indicators for the collection, analysis, and use of student voice with regard to three closely related dimensions of practice:

- the learning environment
- teaching and learning
- assessment.

The effective use of student voice has implications for the whole school community, and so the rubric sets out specific indicators for students, teachers, school leaders, the school system, and the wider school community.

You can use the key below as you engage with a range of evidence to think about how your school is doing in relation to each of the indicators. There is also success criteria at the end of the rubric to support you.

Stage	Key
0	We are unable to make a decision due to lack of evidence.
1	This is not established practice in our school.
2	This is an area we need to strengthen. Where this exists, it is in very small pockets and an exception to the rule.
3	This is an area that is developing to some extent. It may be commonplace, but there is room for improvement.
4	This is an area of strength for our school. It is commonplace, systematically embedded, and the practice is of high quality.

Dimension	Students	Teachers	Leaders	School system	Community
<p>The <b>learning environment</b> is collaborative, inclusive, and trusting, creating the necessary conditions for prioritising student voice.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>● feel safe and are confident to take risks with their learning</li> <li>● believe their voices will be heard, valued, and used</li> <li>● have high expectations as learners</li> <li>● can use a shared language of learning to discuss learning, achievement, and next steps.</li> </ul>	<p>Teachers:</p> <ul style="list-style-type: none"> <li>● create an open and inclusive classroom environment where students are comfortable taking risks with their learning</li> <li>● foster the expectation that all students will learn and achieve</li> <li>● understand and respond to the needs of all students</li> <li>● ensure that priority learners have access to strategies for sharing their voices</li> <li>● teach and use a shared language of learning that supports students to discuss learning, achievement, and next steps</li> <li>● involve students in the development of</li> </ul>	<p>Leaders:</p> <ul style="list-style-type: none"> <li>● foster the use of student voice to inform professional conversations</li> <li>● provide opportunities for teachers to reflect on their use of student voice</li> <li>● ensure shared understanding of what makes an effective learner</li> <li>● encourage and use a shared language of learning.</li> </ul>	<p>The school has systems, guidelines, and procedures that support:</p> <ul style="list-style-type: none"> <li>● student-centred pedagogy</li> <li>● reflective practice</li> <li>● open-to-learning professional conversations</li> <li>● open, respectful, and supportive relationships between all stakeholders.</li> </ul>	<p>Members of the wider school community:</p> <ul style="list-style-type: none"> <li>● are informed partners who actively engage in supporting their children’s learning at school</li> <li>● understand what makes a successful learner</li> <li>● regularly contribute to learning-focused discussions with their children and the teachers</li> <li>● can use a shared language of learning.</li> </ul>

		<p>learning intentions and success criteria</p> <ul style="list-style-type: none"><li>• provide opportunities for students to review progress towards achieving learning intentions.</li></ul>			
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Dimension	Students	Teachers	Leaders	School system	Community
<p>Student voice influences decisions made about <b>teaching and learning</b> at a classroom level and a strategic school-wide level.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>participate in the identification of valued outcomes for learning</li> <li>understand the expectations for their learning</li> <li>analyse their assessment results and contribute to planning next learning steps</li> <li>can discuss their specific learning needs with each other and the teacher to give and receive quality feedback</li> <li>contribute to planning so that contexts are authentic and engaging</li> <li>use a range of processes and communication tools</li> </ul>	<p>Teachers:</p> <ul style="list-style-type: none"> <li>actively seek and use student voice to identify valued learning outcomes</li> <li>establish clear expectations for learning (e.g., through explicit learning intentions, exemplars, and progressions)</li> <li>develop class systems to include students in planning next learning steps</li> <li>provide regular opportunities for students to discuss their learning, progress, and achievement</li> <li>establish class processes and communication tools that enable students to share their voices</li> </ul>	<p>Leaders:</p> <ul style="list-style-type: none"> <li>have confidence in the power of student voice and know how it can be used to raise student achievement</li> <li>ensure systems, processes, and communication tools are aligned so that student voice can contribute to all key areas of strategic and school-wide planning</li> <li>ensure the collection and use of purposeful student voice that will inform teacher and school-wide planning decisions</li> <li>include student voice in the identification of valued learning outcomes and the development of the school curriculum</li> </ul>	<p>The school has guidelines and procedures that:</p> <ul style="list-style-type: none"> <li>ensure student voice is embedded across the curriculum and within the teaching and learning frameworks</li> <li>include systems, processes, and communication tools that support the collection of student voice data in a timely and authentic manner</li> <li>enable the collection and use of student voice from across the school so that it can be used for strategic planning</li> <li>educate parents and community about teaching and learning, including the role of student voice.</li> </ul>	<p>Members of the wider school community:</p> <ul style="list-style-type: none"> <li>have a voice in developing learning outcomes and the curriculum</li> <li>can articulate where their children are at, where they need to be, and how to get there in all learning areas</li> <li>expect their children to be knowledgeable about their learning needs and next steps.</li> </ul>

	<p>that enable them to share voice in a timely and authentic way.</p>	<p>in a timely and authentic way</p> <ul style="list-style-type: none"> <li>● include student voice in the development of the classroom curriculum</li> <li>● are inquirers into their own practice and impact and incorporate response to student voice in their inquiry</li> <li>● inform students of the changes they have made as a result of student voice.</li> </ul>	<ul style="list-style-type: none"> <li>● model practices that ensure students are partners in learning</li> <li>● are inquirers into their own leadership impact and incorporate response to student voice in their inquiry.</li> </ul>		
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Dimension	Students	Teachers	Leaders	School system	Community
<p>Student voice supports the <b>assessment</b> of progress and achievement and informs next-step decisions at all levels of the school.</p>	<p>Students are assessment capable. They:</p> <ul style="list-style-type: none"> <li>• understand and can analyse their own assessment data</li> <li>• have ready access to their assessment data</li> <li>• can use assessment data to develop next learning steps</li> <li>• can articulate ways the teacher can help them achieve their next learning steps</li> <li>• are active participants in ongoing, just-in-time formative assessment.</li> </ul>	<p>Teachers:</p> <ul style="list-style-type: none"> <li>• share formative data with students and ensure they understand it</li> <li>• explicitly teach students the skills to engage in formative assessment</li> <li>• use student voice to help inform their overall teacher judgments</li> <li>• reflect on what the evidence and data are telling them and what they need to do next as a teacher</li> <li>• identify their own next steps for learning based on student feedback, including achievement data</li> <li>• continue to develop understanding of assessment capability</li> </ul>	<p>Leaders:</p> <ul style="list-style-type: none"> <li>• analyse and share school-wide data, including student voice</li> <li>• use the analysis of student voice to inform strategic planning and professional development needs</li> <li>• ensure the community is well-informed about student progress and achievement and are active partners in their children’s learning</li> <li>• ensure the board of trustees is well informed about progress and achievement, informed in part by student voice</li> <li>• use student feedback, including</li> </ul>	<p>The school has tools, guidelines, and procedures that:</p> <ul style="list-style-type: none"> <li>• enable the systematic collection and use of student voice as data</li> <li>• support the analysis of student voice data and its use to review and inform planning</li> <li>• enable the systematic collection and analysis of student voice as data</li> <li>• support the use of student voice data for review and to inform planning</li> <li>• support teachers and students to use student voice as part of their assessment system.</li> </ul>	<p>Members of the wider school community</p> <ul style="list-style-type: none"> <li>• are well-informed about all aspects of assessment, including the role of student voice</li> <li>• actively engage in the student voice process by responding to their children’s feedback and encouraging child-centred conversations about next learning steps.</li> </ul>

		and the meaning of 'progress'.	achievement data, to inform own next learning steps.		
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## Success criteria

	Students	Teachers	Leaders	The system	The community
<b>Learning environment</b>	Students are confident to take risks to voice their learning needs.	Teachers have established an open, collaborative class culture where students are valued participants.	Leaders encourage regular conversations about learning and expect student voice to be a key data source.	The system is designed to support the collection, analysis, and use of student voice.	The community values the views of its children and expects them to be confident in discussing their learning needs.
<b>Teaching and learning</b>	Students expect to contribute to decisions about their next steps for learning.	Teachers' planning decisions are informed by students' views of their own needs.	Leaders expect that teaching decisions will be informed by student voice.	Assessment data and evidence is easily accessed by leaders, teachers, students, and the community.	
<b>Assessment practices</b>	Students are assessment-capable learners.	Teachers use student voice as an essential data source to inform their practice.	School-wide targets and goals are informed by assessments, including those where student voice has been a data source.		