Rhode Street School (Draft) Student Voice Rubric

This draft rubric begins to articulate what school-wide collection and use of student voice to inform decision-making to enhance student progress and achievement may look like. Dimensions of performance/practice are suggested for key stakeholders and at a school system level.

When reviewing progress against the indicators use the following key

- Stage 1: Unable to make a decision because of lack of evidence
- Stage 2: Evidence suggests this is an area that we need to work on to strengthen
- Stage 3: Evidence suggests this is an area that is developing to some extent
- Stage 4: Evidence suggests this is an area of strength for our school

Dimension	Students	Teachers	Leaders	School system	Community
To enable student voice to be a part of the school's culture the **Learning environment** is collaborative, welcoming, inclusive, open, respectful, trusting	The students… feel safe, valued, listened to believe their voice will be heard, valued and used can use a shared language of learning to discuss effective learning, successful achievement and next steps	The teachers… provide an open and inclusive classroom environment where students are comfortable taking risks with their learning Example ensure all voices in the classroom are heard Example Example 2 ensure that minority/ priority learners have access to strategies to share their voice Example	The leaders… encourage the use of student voice to inform professional conversations engage teachers in discussions about their professional learning ensure a shared language of learning across all areas of the schools so that teachers understand what makes an effective learner	The school system… has systems, guidelines and procedures that support: - student-centered pedagogy - supportive relationships - reflective practice - open to learning professional conversations - open and respectful relationships between all stakeholders: - students - teachers - leaders - whanau	The community… is actively engaged in the learning of their children are informed partners in the progress and achievement of their children regularly contribute to learning focused discussions with their children and teachers can articulate what makes a successful learner using a shared language of learning

		provide clear expectations for learning such as progressions, exemplars and learning intentions Example support students to develop success criteria and provides opportunities for them to review progress toward achieving them Example develop a shared language of learning that supports students to articulate their learning needs			

Dimension	Students	Teachers	Leaders	School system	Community
Student voice influences decisions made about **Teaching and learning** at a classroom level and a strategic school wide level	The students… analyse their assessment results and contribute to planning next learning steps contribute to planning so that contexts are authentic and engaging discuss their learning needs with each other and the teacher (where they are at, where need to be, how to get there) have access to multi-media processes that enable them to share voice in a timely and authentic way	The teachers… actively seek and use student voice to plan for next steps of learning Example Example 2 are inquirers into their own practice and impact provide regular opportunities for students to discuss their learning, progress and achievement Example are responsive to feedback from students about the way he/she teaches develop processes to include students in planning for learning Example	The leaders… lead the school to ensure students are partners in learning are inquirers into their own leadership impact ensure systems and processes are aligned so that student voices can contribute to all key areas of strategic and school wide planning expect the collection and use of student voice will inform teacher and school wide planning decisions	The school systems… ensure student voice is embedded across the curriculum and teaching and learning frameworks support student voice to be sought systematically across all aspects of the school includes some exemplars of how student voice can influence decision making at all levels of operations educates parents and community about teaching and learning including the role of student voice ensure IT systems and structures allow for the collection of student voice in a timely and authentic manner supports the collection and use of student voice across all year groups in	The community… has a voice in developing learning plans and teaching intentions can articulate where their children are at, where they need to be, how to get there (all subject areas) Expects their children to be knowledgeable about the learning needs and next steps

Dimension	Students	Teachers	Leaders	School system	Community
Student voice supports the **Assessment (progress and achievement)** of students and helps inform next steps decisions at all levels of the school	The students… understand their own assessment data have ready access to their assessment data can use assessment data to develop next learning steps can articulate ways the teacher can help them achieve their next learning steps are involved in on-going, just in time regular assessment (formative assessment) through student voice	The teachers… share data with students and ensures they understand it Example reflect on what the data is telling them and what they need to do next as a teacher identify their own areas for growth based on student feedback including achievement data Example use student voice to help inform their OTJs	The leaders… analyse school wide data including student voice use the analysis to inform strategic planning and professional development needs ensure the community are well informed about student progress and achievement and are active partners in their children's learning ensure the board of trustees are well informed about progress and achievement informed in part by student voice	The school systems… enable the systematic collection and use of student voice as data support the analysis of student voice data and its use to review and inform planning support teachers and students to use student voice as part of their assessment system	The community… is well informed about all aspects of assessment including the role of student voice actively engages in the student voice process by responding to their children's feedback and encouraging conversation about next learning steps

Success Criteria

	Students	Teachers	Leaders	The system	The community
Learning environment	Students are confident their voice is valued and respected	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 and use of student voice	Value the views of their children and expect them to be confident in discussing their learning needs
Teaching and learning	Students expect to contribute to decisions about their next steps for learning	Teachers planning decisions are informed by students views of their needs	Leaders expect that teaching decisions will be informed by student voice	Assessment data is easily accessed by leaders, teachers and students	
Assessment practices	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		

[What evidence are we going to collect?](#)

[When are we going to collect it?](#)

[How are we going to collect it?](#)

What is the "shared language" we are looking for across the school