

# Whakatupuhia te reo, Whakatupuhia te tamaiti: Guidelines for how to start using the student voice assessment tool



School resources

## Background to the project

In 2014, the Cognition Education Trust (CET) funded Whakatupuhia te reo, Whakatupuhia te tamaiti, a project investigating how student voice could be used to influence classroom and school wide decision making that accelerates student progress. One Hamilton and three Auckland primary schools took part in the project and their key learnings were captured as individual case studies. As part of this project, a student voice assessment tool was developed, which enabled schools to think about how they currently were using student voice, to understand best practices for the use of student voice, and to identify areas for improvement.

This assessment tool has been designed to support schools to think about how you currently are using student voice, to understand best practices for the use of student voice, and to identify areas for improvement.

The assessment tool provides indicators of best practice for the collection, analysis, and use of student voice with regard to three closely related dimensions of practice: the learning environment, teaching and learning and assessment. Each dimension is categorised to enable students, teachers, school leaders, school systems and the school community to assess their current practice and to set goals to further embed student voice into their work.

### Dimension 1: The learning environment

The learning environment is collaborative, inclusive and trusting, creating the necessary conditions for prioritising student voice.

### Dimension 2: Teaching and Learning

Student voice influences decisions made about teaching and learning at a classroom level and at a school-wide level.

### Dimension 3: Assessment

Student voice supports the assessment of progress and achievement and informs next-step decisions at all levels of the school.

The tool is available on page 4, while self-assessment tools for each of the stakeholder groups are available from page 10.

## Using the tool

The student voice tool is deliberately big picture and not ordered in priority. Reflecting against appropriate indicators can help to build shared understanding by teachers, leaders, students, and the community on how, and how well, student voice is being collected and used in the school. It can also help to develop shared understanding of necessary actions and to build ownership and commitment to this.

### Prior to starting

Familiarise yourself with the assessment tool, in particular the continuum stages 1-5 and indicators for each school community member. To begin the process, one option is to skip Step 1 below and start

with the tool to assess your school's current understanding and use of student voice. We have designed individual assessment tools for students, teachers, school leaders, the school community and school systems for this purpose. However, if you would like to carry out a more in-depth inquiry into student voice we recommend you begin with data collection at Step 1.

### Step 1: Finding out what you don't know

Before you start engaging with the assessment tool, it is useful to understand how the different stakeholders in your school community currently understand and engage with student voice. The questions below provide an initial starting point for collecting evidence on where you currently are at in your student voice journey.

1. **Students** - How do students view the way the school responds to their voice?
2. **Teachers** - How do teachers hear and respond to student voice?
3. **Community** - How is the community involved in student voice?
4. **School System** - In what ways does the system enable the collection and use of student voice to support learning decisions?
5. **Leaders** - How do leaders ensure student voice influences learning and teaching decisions at the school?

One way to approach this initial stage would be to use an inquiry cycle. The Education Hub has substantial guidance for schools on how to undertake cycles of inquiry.

### Step 2: Considering the evidence

Use the evidence you have collected in step 1 to monitor your current position against the student voice tool. The tool provides a continuum you can use to think about how your school is progressing in relation to each of the indicators. Consider the following questions:

- Where do you have little or no evidence to make a judgement against an indicator?
- What information/data might you need to collect in order to fill the evidence gap? Will this be regular or one-off data collection? What data will be most helpful in supporting the school to get to where you want to be?
- Where are your strengths? How reliable is your evidence?
- Where does the evidence suggest that there is an area that needs development?

### Step 3: Implementing an initiative

Once you have monitored your current state against the tool, make a decision about where you will start to build understanding and capability around student voice. While there is no one way to plan your student voice journey and different schools will decide to focus on different areas, there are some aspects that are useful to focus on first in order to ensure that you have a solid foundation to build on.

Initial areas of focus are:

- ensure a consistent understanding of student voice and how the collection of student voice can enhance teaching and learning
- build a shared language before asking students to self-assess to ensure they understand the language of learning being used

- ensure teachers and students (and community) have a shared view of an effective learner before asking students to provide feedback on their next steps or interpret assessment results
- ensure students feel safe to express their voice before asking them to do so

#### **Step 4: Monitoring your progress How will you monitor your progress?**

The tool can support you to initially collect evidence to determine current practice against target practice and assist the identification of priority areas for development. Collecting evidence against priority areas and deciding whether a change is strongly embedded will help you to decide what to do more of and less of. It can then support you in making progress.

There are many different types and sources of evidence that you could use to understand current practices and to monitor your progress in prioritised areas for development. These include:

- Using repeated data gathering mechanisms such as video, surveys, focus groups
- Monitoring teacher/department planning documents for evidence of modifications based on student voice
- Talking with students to see how they understand their role as learners
- Talking with teachers to see how they are utilising student voice to support planning
- Analysing student achievement data to see if there are any significant shifts in progress and achievement trends
- Classroom observations

#### **Forms of the self-assessment tool**

The self-assessment tool is provided below in a variety of formats to enable you to select the format that best suits your needs. The first format presents the whole tool, including all of the indicators for each of the three dimensions and five levels – student, teacher, leaders, school system, community. The subsequent formats are organised by each level, and provide a space for you to evaluate what stage you currently are at in your journey.

## Student Voice Assessment Tool

Student progress and achievement is enhanced when schools make deliberate use of student voice to inform their decision making. This assessment tool provides indicators for how well a school is going with respect to the collection, analysis, and use of student voice in relation to three closely related dimensions of practice:

1. The Learning Environment
2. Teaching and Learning
3. Assessment.

The effective use of student voice requires engagement from and has implications for the whole school community. Consequently, the assessment tool sets out specific indicators for students, teachers, school leaders, the school system, and the wider school community across each of the three dimensions. There are success criteria at the end of the assessment tool to help you understand what effective use of student voice looks for different members of the school community across the three dimensions.

The tool is organised in two different ways. Firstly, by dimension and secondly by school community member – student, teacher etc. Due to the size and number of indicators involved, it is highly likely that you will use different parts of the assessment tool at different times, depending on your area of focus.

You can use the continuum below to judge which stage you currently are sitting out in relation to each of the indicators and where you would like to be.

### Continuum

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
We are unable to make a decision due to lack of evidence.	This is not established practice in our school.	This is an area we need to strengthen. Where this exists, it is in very small pockets and an exception to the rule.	This is an area that is developing to some extent. It may be commonplace, but there is room for improvement.	This is an area of strength for our school. It is commonplace, systematically embedded, and the practice is of high quality.

## Dimension 1: The Learning Environment

The learning environment is collaborative, inclusive, and trusting, creating the necessary conditions for prioritising student voice.

Students:	Teachers:	Leaders:	School System	Community
<p>feel safe and are confident to take risks with their learning</p> <p>believe their voices will be heard, valued, and used</p> <p>have high expectations as learners</p> <p>can use a shared language of learning to discuss learning, achievement, and next steps.</p>	<p>create an open and inclusive classroom environment where students are comfortable taking risks with their learning</p> <p>foster the expectation that all students will learn and achieve</p> <p>understand and respond to the needs of all students</p> <p>ensure that priority learners have access to strategies for sharing their voices</p> <p>teach and use a shared language of learning that supports students to discuss learning, achievement, and next steps</p> <p>involve students in the development of learning intentions and success criteria</p> <p>provide opportunities for students to review progress towards achieving learning intentions.</p>	<p>foster the use of student voice to inform professional conversations</p> <p>provide opportunities for teachers to reflect on their use of student voice</p> <p>ensure shared understanding of what makes an effective learner</p> <p>encourage and use a shared language of learning.</p>	<p>The school has systems, guidelines, and procedures that support:</p> <p>student-centred pedagogy</p> <p>reflective practice</p> <p>open-to-learning professional conversations</p> <p>open, respectful, and supportive relationships between all stakeholders</p>	<p>Members of the wider school community:</p> <p>are informed partners who actively engage in supporting their children's learning at school</p> <p>understand what makes a successful learner</p> <p>regularly contribute to learning-focused discussions with their children and the teachers</p> <p>can use a shared language of learning.</p>
SUCCESS CRITERIA				
<p>Students are confident to take risks to voice their learning needs.</p>	<p>Teachers have established an open, collaborative class culture where students are valued participants.</p>	<p>Leaders encourage regular conversations about learning and expect student voice to be a key data source.</p>	<p>The system is designed to support the collection, analysis, and use of student voice.</p>	<p>The community values the views of its children and expects them to be confident in discussing their learning needs.</p>

## Dimension 2: Teaching and Learning

Student voice influences decisions made about teaching and learning at a classroom level and a strategic school-wide level

Students:	Teachers:	Leaders:	School System The school has systems, guidelines, and procedures that support:	Community Members of the wider school community:
<p>participate in the identification of valued outcomes for learning</p> <p>understand the expectations for their learning</p> <p>analyse their assessment results and contribute to planning next learning steps</p> <p>can discuss their specific learning needs with each other and the teacher to give and receive quality feedback</p> <p>contribute to planning so that</p> <p>contexts are authentic and engaging</p> <p>use a range of processes and communication tools that enable them to share voice in a timely and authentic way.</p>	<p>actively seek and use student voice to identify valued learning outcomes</p> <p>establish clear expectations for learning (e.g., through explicit learning intentions, exemplars, and progressions)</p> <p>develop class systems to include students in planning next learning steps</p> <p>provide regular opportunities for students to discuss their learning, progress, and achievement</p> <p>establish class processes and communication tools that enable students to share their voices in a timely and authentic way</p> <p>include student voice in the development of the classroom curriculum</p> <p>are inquirers into their own practice and impact and incorporate response to student voice in their inquiry</p> <p>inform students of the changes they have made as a result of student voice.</p>	<p>have confidence in the power of student voice and know how it can be used to raise student achievement</p> <p>ensure systems, processes, and communication tools are aligned so that student voice can contribute to all key areas of strategic and school-wide planning</p> <p>ensure the collection and use of purposeful student voice that will inform teacher and school-wide planning decisions</p> <p>include student voice in the identification of valued learning outcomes and the development of the school curriculum</p> <p>model practices that ensure students are partners in learning</p> <p>are inquirers into their own leadership impact and incorporate response to student voice in their inquiry.</p>	<p>ensure student voice is embedded across the curriculum and within the teaching and learning frameworks</p> <p>include systems, processes, and communication tools that support the collection of student voice data in a timely and authentic manner</p> <p>enable the collection and use of student voice from across the school so that it can be used for strategic planning</p> <p>educate parents and community about teaching and learning, including the role of student voice.</p>	<p>have a voice in developing learning outcomes and the curriculum</p> <p>can articulate where their children are at, where they need to be, and how to get there in all learning areas</p> <p>expect their children to be knowledgeable about their learning needs and next steps.</p>
SUCCESS CRITERIA				
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.	The community values the views of its children and expects them to be confident in discussing their learning needs.

### Dimension 3: Assessment

Student voice supports the assessment of students' progress and achievement and informs next-step decisions at all levels of the school

Students are assessment capable. They:	Teachers:	Leaders:	School System	Community
<p>understand and can analyse their own assessment data</p> <p>have ready access to their assessment data</p> <p>can use assessment data to develop next learning steps</p> <p>can articulate ways the teacher can help them achieve their next learning steps</p> <p>are active participants in ongoing, just-in-time formative assessment.</p>	<p>share formative data with students and ensure they understand it</p> <p>explicitly teach students the skills to engage in formative assessment</p> <p>use student voice to help inform their overall teacher judgments</p> <p>reflect on what the evidence and data are telling them and what they need to do next as a teacher</p> <p>identify their own next steps for learning based on student feedback, including achievement data</p> <p>continue to develop understanding of assessment capability and the meaning of 'progress'.</p>	<p>analyse and share school-wide data, including student voice</p> <p>use the analysis of student voice to inform strategic planning and professional development needs</p> <p>ensure the community is well-informed about student progress and achievement and are active partners in their children's learning</p> <p>ensure the board of trustees is well informed about progress and achievement, informed in part by student voice</p> <p>use student feedback, including achievement data, to inform own next learning steps.</p>	<p>The school has systems, guidelines, and procedures that:</p> <p>enable the systematic collection and use of student voice as data</p> <p>support the analysis of student voice data and its use to review and inform planning</p> <p>enable the systematic collection and analysis of student voice as data</p> <p>support the use of student voice data for review and to inform planning</p> <p>support teachers and students to use student voice as part of their assessment system.</p>	<p>Members of the wider school community:</p> <p>are well-informed about all aspects of assessment, including the role of student voice</p> <p>actively engage in the student voice process by responding to their children's feedback and encouraging child-centred conversations about next learning steps.</p>

#### SUCCESS CRITERIA

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.	Assessment data and evidence is easily accessed by leaders, teachers, students, and the community.	The community values the views of its children and expects them to be confident in discussing their learning needs.
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## Student – Self Assessment Tool

Use the continuum to judge which stage you currently are sitting out in relation to each of the indicators and where you would like to be.

**Stage 1:** We are unable to make a decision due to lack of evidence.

**Stage 2:** This is not established practice in our school.

**Stage 3:** This is an area we need to strengthen. Where this exists, it is in very small pockets and an exception to the rule.

**Stage 4:** This is an area that is developing to some extent. It may be commonplace, but there is room for improvement.

**Stage 5:** This is an area of strength for our school. It is commonplace, systematically embedded, and the practice is of high quality.

	1	2	3	4	5
<b>The Learning Environment:</b> The learning environment is collaborative, inclusive, and trusting, creating the necessary conditions for prioritising student voice.					
Students feel safe and are confident to take risks with their learning					
Students believe their voices will be heard, valued, and used					
Students have high expectations as learners					
Students can use a shared language of learning to discuss learning, achievement, and next steps.					
<b>Teaching and Learning:</b> Student voice influences decisions made about teaching and learning at a classroom level and a strategic school-wide level					
Students participate in the identification of valued outcomes for learning understand the expectations for their learning					
Students analyse their assessment results and contribute to planning next learning steps					
Students can discuss their specific learning needs with each other and the teacher to give and receive quality feedback					
Students contribute to planning so that contexts are authentic and engaging					
Students use a range of processes and communication tools that enable them to share voice in a timely and authentic way					
<b>Assessment:</b> Student voice supports the assessment of progress and achievement and informs next-step decisions at all levels of the school.					
Students understand and can analyse their own assessment data					
Students have ready access to their assessment data					
Students can use assessment data to develop next learning steps					
Students can articulate ways the teacher can help them achieve their next learning steps					
Students are active participants in ongoing, just-in-time formative assessment.					

## Teacher – Self Assessment Tool

Use the continuum to judge which stage you currently are sitting out in relation to each of the indicators and where you would like to be.

**Stage 1:** We are unable to make a decision due to lack of evidence.

**Stage 2:** This is not established practice in our school.

**Stage 3:** This is an area we need to strengthen. Where this exists, it is in very small pockets and an exception to the rule.

**Stage 4:** This is an area that is developing to some extent. It may be commonplace, but there is room for improvement.

**Stage 5:** This is an area of strength for our school. It is commonplace, systematically embedded, and the practice is of high quality

	1	2	3	4	5
<b>The Learning Environment:</b> The learning environment is collaborative, inclusive, and trusting, creating the necessary conditions for prioritising student voice.					
Teachers create an open and inclusive classroom environment where students are comfortable taking risks with their learning					
Teachers foster the expectation that all students will learn and achieve					
Teachers understand and respond to the needs of all students					
Teachers ensure that priority learners have access to strategies for sharing their voices					
Teachers use a shared language of learning that supports students to discuss learning, achievement, and next steps					
Teachers involve students in the development of learning intentions and success criteria					
Teachers provide opportunities for students to review progress towards achieving learning intentions					
<b>Teaching and Learning:</b> Student voice influences decisions made about teaching and learning at a classroom level and a strategic school-wide level					
Teachers actively seek and use student voice to identify valued learning outcomes					
Teachers establish clear expectations for learning (e.g., through explicit learning intentions, exemplars, and progressions)					
Teachers develop class systems to include students in planning next learning steps					
Teachers provide regular opportunities for students to discuss their learning, progress, and achievement					
Teachers establish class processes and communication tools that enable students to share their voices in a timely and authentic way					
Teachers include student voice in the development of the classroom curriculum					
Teachers are inquirers into their own practice and impact and incorporate response to student voice in their inquiry					
Teachers inform students of the changes they have made as a result of student voice.					
<b>Assessment:</b> Student voice supports the assessment of progress and achievement and informs next-step decisions at all levels of the school.					
Teachers share formative data with students and ensure they understand it					
Teachers explicitly teach students the skills to engage in formative assessment					
Teachers use student voice to help inform their overall teacher judgments					
Teachers reflect on what the evidence and data are telling them and what they need to do next as a teacher					
Teachers identify their own next steps for learning based on student feedback, including achievement data					
Teachers continue to develop understanding of assessment capability and the meaning of 'progress'					

## School Leader – Self Assessment Tool

Use the continuum to judge which stage you currently are sitting out in relation to each of the indicators and where you would like to be.

**Stage 1:** We are unable to make a decision due to lack of evidence.

**Stage 2:** This is not established practice in our school.

**Stage 3:** This is an area we need to strengthen. Where this exists, it is in very small pockets and an exception to the rule.

**Stage 4:** This is an area that is developing to some extent. It may be commonplace, but there is room for improvement.

**Stage 5:** This is an area of strength for our school. It is commonplace, systematically embedded, and the practice is of high quality

	1	2	3	4	5
<b>The Learning Environment:</b> The learning environment is collaborative, inclusive, and trusting, creating the necessary conditions for prioritising student voice.					
Leaders foster the use of student voice to inform professional conversations					
Leaders provide opportunities for teachers to reflect on their use of student voice					
Leaders ensure shared understanding of what makes an effective learner					
Leaders encourage and use a shared language of learning					
<b>Teaching and Learning:</b> Student voice influences decisions made about teaching and learning at a classroom level and a strategic school-wide level					
Leaders have confidence in the power of student voice and know how it can be used to raise student achievement					
Leaders ensure systems, processes, and communication tools are aligned so that student voice can contribute to all key areas of strategic and school-wide planning					
Leaders ensure the collection and use of purposeful student voice that will inform teacher and school-wide planning decisions					
Leaders include student voice in the identification of valued learning outcomes and the development of the school curriculum					
Leaders model practices that ensure students are partners in learning					
Leaders are inquirers into their own leadership impact and incorporate response to student voice in their inquiry.					
<b>Assessment:</b> Student voice supports the assessment of progress and achievement and informs next-step decisions at all levels of the school.					
Leaders analyse and share school-wide data, including student voice					
Leaders use the analysis of student voice to inform strategic planning and professional development needs					
Leaders ensure the community is well-informed about student progress and achievement and are active partners in their children's learning					
Leaders ensure the board of trustees is well informed about progress and achievement, informed in part by student voice					
Leaders use student feedback, including achievement data, to inform own next learning steps					

## School System – Self Assessment Tool

Use the continuum to judge which stage you currently are sitting out in relation to each of the indicators and where you would like to be.

**Stage 1:** We are unable to make a decision due to lack of evidence.

**Stage 2:** This is not established practice in our school.

**Stage 3:** This is an area we need to strengthen. Where this exists, it is in very small pockets and an exception to the rule.

**Stage 4:** This is an area that is developing to some extent. It may be commonplace, but there is room for improvement.

**Stage 5:** This is an area of strength for our school. It is commonplace, systematically embedded, and the practice is of high quality

	1	2	3	4	5
<b>The Learning Environment: The learning environment is collaborative, inclusive, and trusting, creating the necessary conditions for prioritising student voice.</b>					
The school has systems, guidelines, and procedures that support student-centred pedagogy					
The school has systems, guidelines, and procedures that support reflective practice					
The school has systems, guidelines, and procedures that support open-to-learning professional conversations					
The school has systems, guidelines, and procedures that support open, respectful and supportive relationships between all stakeholders					
<b>Teaching and Learning: Student voice influences decisions made about teaching and learning at a classroom level and a strategic school-wide level</b>					
The school has systems, guidelines, and procedures that ensure student voice is embedded across the curriculum and within the teaching and learning frameworks					
The school include systems, processes, and communication tools that support the collection of student voice data in a timely and authentic manner					
The school has systems, guidelines, and procedures that enable the collection and use of student voice from across the school so that it can be used for strategic planning					
The school has systems, guidelines, and procedures that educate parents and community about teaching and learning, including the role of student voice					
<b>Assessment: Student voice supports the assessment of progress and achievement and informs next-step decisions at all levels of the school.</b>					
The school has systems, guidelines, and procedures that enable the systematic collection and use of student voice as data					
The school has systems, guidelines, and procedures that support the analysis of student voice data and its use to review and inform planning					
The school has systems, guidelines, and procedures that support enable the systematic collection and analysis of student voice as data					
The school has systems, guidelines, and procedures that support the use of student voice data for review and to inform planning					
The school has systems, guidelines, and procedures that support teachers and students to use student voice as part of their assessment system					

## Community – Self Assessment Tool

Use the continuum to judge which stage you currently are sitting out in relation to each of the indicators and where you would like to be.

This tool could be filled out by community members, staff on behalf of community members, or both

**Stage 1:** We are unable to make a decision due to lack of evidence.

**Stage 2:** This is not established practice in our school.

**Stage 3:** This is an area we need to strengthen. Where this exists, it is in very small pockets and an exception to the rule.

**Stage 4:** This is an area that is developing to some extent. It may be commonplace, but there is room for improvement.

**Stage 5:** This is an area of strength for our school. It is commonplace, systematically embedded, and the practice is of high quality

	1	2	3	4	5
<b>The Learning Environment:</b> The learning environment is collaborative, inclusive, and trusting, creating the necessary conditions for prioritising student voice.					
Members of the wider school community are informed partners who actively engage in supporting their children's learning at school					
Members of the wider school community understand what makes a successful learner					
Members of the wider school community regularly contribute to learning-focused discussions with their children and the teachers					
Members of the wider school community can use a shared language of learning					
<b>Teaching and Learning:</b> Student voice influences decisions made about teaching and learning at a classroom level and a strategic school-wide level					
Members of the wider school community have a voice in developing learning outcomes and the curriculum					
Members of the wider school community can articulate where their children are at, where they need to be, and how to get there in all learning areas					
Members of the wider school community expect their children to be knowledgeable about their learning needs and next steps					
<b>Assessment:</b> Student voice supports the assessment of progress and achievement and informs next-step decisions at all levels of the school.					
Members of the wider school community are well-informed about all aspects of assessment, including the role of student voice					
Members of the wider school community actively engage in the student voice process by responding to their children's feedback and encouraging child-centred conversations about next learning steps					

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