**Tools for scanning: Student voice collection tool**

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|  | **Never** | **Sometimes** | **Usually** | **Always** |
| My classroom is a safe and positive environment for learning where everyone feels that they belong |  |  |  |  |
| I feel safe and confident to take risks with my learning |  |  |  |  |
| I believe my voice will be heard, valued, and used to improve my school |  |  |  |  |
| I have high expectations of myself as a learner |  |  |  |  |
| I feel confident to discuss learning, achievement, and next steps with teachers and my peers |  |  |  |  |
| I feel confident to discuss my specific learning needs with my peers and my teacher |  |  |  |  |
| I know that my teacher believes I can learn and achieve |  |  |  |  |
| My teachers understands and responds to my needs |  |  |  |  |
| My teacher involves me in developing learning intentions and success criteria |  |  |  |  |
| My teacher helps me review my progress towards achieving my learning intentions |  |  |  |  |
| I know how to give and receive quality feedback |  |  |  |  |
| I know how to share my own ideas about my learning in a range of ways and at the right time |  |  |  |  |
| My teacher sets clear expectations for learning |  |  |  |  |
| My teachers involves me in planning my next learning steps |  |  |  |  |
| I feel confident to contribute to planning my next learning steps |  |  |  |  |
| My teacher provides me with regular opportunities to discuss my learning, progress, and achievement |  |  |  |  |
| My teacher provides lots of opportunities for my voice to be heard |  |  |  |  |
| My teacher lets me know when they have made changes as a result of what I’ve told them |  |  |  |  |
| I know how to work out where I’m at in my learning |  |  |  |  |
| I can talk about ways that my teacher can help me achieve my next learning steps |  |  |  |  |
| I am involved in measuring where I’m at in my learning |  |  |  |  |