

Student voice as a “way of being” at school doesn’t just happen. It begins with a common understanding of the value and importance of Voice and Aspirations as they relate to teaching, learning and academic motivation. Schools must make a commitment that includes taking action to increase the level of student voice throughout the schools’ current systems.

CONSIDERATION #1: ASPIRATIONS TEAM

- Based on the Aspirations Team learning during the sessions, the Aspirations team members have committed to actions in the short and long term.
- All team members have shared their knowledge with colleagues.
- Team members have tried the instructional strategies with their students.
- Team members have conducted peer observations related to the Quaglia work.

CONSIDERATION #2: BIG PICTURE

- The Aspirations Team understands the connection between Quaglia work and the current school mission, goals and initiatives. The staff is aware of these connections.
- The team understands what inhibits the development of Voice and Aspirations.
- The team knows our strengths and opportunities related to Quaglia work.
- The team realizes our high leverage places for change.

CONSIDERATION #3: STAFF KNOWLEDGE

- The staff understands Student Voice and Aspirations.
- Staff have implemented changes related to Voice data.
- The iKnow My Class survey is being used to inform decisions.
- There are visual reminders of Aspirations and Voice work on our website, data walls, hallways and classrooms.

CONSIDERATION #4: COMMITMENT TO CHANGE

- The school has established short and long-term goals related to Voice and Aspirations.
- There has been discussion about what specific instructional commitments the staff are willing to make related to increasing student voice and fostering aspirations. (More discussion? More choice?)
- We are teaching voice related skills to our students.

CONSIDERATION #5: STUDENT VOICE

- There is evidence of student self-assessment in learning.
- Students participate on building wide committees.
- Students partner with adults for school practices. (Student presence on website, student ambassadors at parent nights, open houses, student voice data seen side by side with testing data).
- We are providing opportunities for all students to use their voice.
- We regularly gather student feedback at the classroom and school-wide level.

CONSIDERATION #6: TEACHER VOICE

- The team has considered the status of teacher voice and its relationship to student voice.
- The team has plans to increase teacher voice.

CONSIDERATION #7: NEXT STEPS

- We have an agreed upon long term vision for voice and aspirations.
- Students are involved in developing this vision.
- The team has discussed what actions are going to be optional for staff.
- The team and administration agree upon what actions are “non-negotiable.”

CONSIDERATION #8: REFLECT AND REVISE

- We reflect upon our change efforts.
- We have a plan for new staff to learn about our work.
- We have plans to continually increase student involvement.

RESOURCES PROVIDED

In Year 1 and Year 2, schools are provided myriad resources to support the implementation process, including:

- Workbooks
- Slide decks
- Instructional strategies
- Peer observation guides
- Articles
- Books
- iKnow My Class surveys
- Planning templates

The resources provide support for each school to implement the Voice and Aspirations work in a manner that best meets their unique needs, their energy, and their passions. Implementation of any initiative requires a well thought out plan that provides teachers with choices and options, yet also details the school’s expectations related to the initiative.

What’s your plan? Map it out!