


	Period: e.g. January - June 2018 				
INDICATORS	Hungary	Ireland	Scotland	Slovenia	The Netherlands
Practitioners in schools embed student voice through aspects of formative assessment and other pedagogical practices in the classroom and in school practice 5					
Students are aware of a changing classroom culture and are willing to participate in and take responsibility for their learning 4					
Meeting the needs of all learners 4					
Students are encouraged to develop a broader range of communication skills 3					
Students report being heard and feel their views are valued having a voice in the classroom and/or school 5					
Students increasingly take ownership of their learning and are more engaged in thinking about their own learning (develop their metacognitive skills) 5					
Students are actively involved in design of learning experiences and assessment through processes of co-construction 3					
Students work with one another – listen to one another and respect different views 4					

Students take greater control over their learning and there is a change in the power dynamic in the classroom towards joint ownership by teacher and student 5					
Improved relationship between students and teachers 3					
Level of commitment and capacity of teachers in giving students their voice is increased 3					
Teachers invite students to provide feedback and suggestions on how their teaching might be improved 4					
Forming more open and trustful relationships between teachers and students, among the teachers and between school leaders and their professional colleagues 5					
Students have opportunities to participate in decision making at a whole school level 2					
Roles are blurred and overlapping: students sometimes take on teaching role 2					
Teachers as learners – reflective practitioners – teachers learn as well as teach 5					
Students give more direct and open feedback to teachers and peers 4					
Students mentor other students as well as learn for themselves 3					
There is a movement towards school culture which reflects and sustains					

the school as community of learners is created 3					
Students and teachers are constructively critical of lessons and aspects of schooling					
Student voice flourishes, visitors to school comment on SV 5					
Students responsibility for self, for learning and behaviour is increased 5					
Students are more motivated and engaged for learning 4					