The spider web: framework for assessing student participation

Tool on Student Voice

SLO • Netherlands Institute for Curriculum Development

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Colophon

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Student Voice
the BRIDGE to Learning

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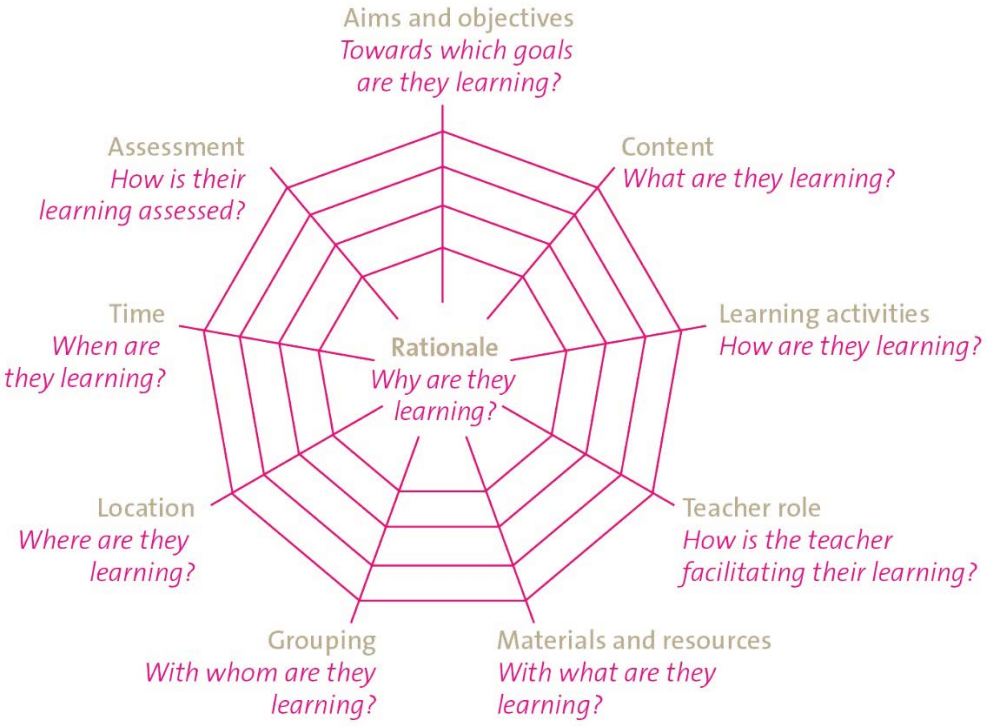
Tool	The spider web: framework for assessing student participation
Aim/Purpose	- Developing school policy on student voice - Involve students in various aspects of education
Short instruction	The curricular spider web presents aspects of education and their relations. It consists of a core (the rationale) and nine strings. Each of the web's strings represents a different aspect of learning that is related to the core, the rationale. Using the spider web as a tool helps to develop the thinking about aspects of education and learning that are suitable to involve students.
Time duration	One staff meeting
Needed materials	Spider Web and Worksheet with key questions
Role teacher	Whole staff tool
Role student	Students can be involved in school policy making on student voice
Reference	http://international.slo.nl/intcoop/

Curricular spider web (www.slo.nl)

The curricular spider web presents aspects of education and their relations. The core of the spider web generally concerns the aims and content of learning. Changes to this core usually presuppose changes to many other aspects of (the plan for) learning. The rationale serves as a central link, connecting all other curriculum components. Ideally, these are also connected to each other, providing consistency and coherence.



Summary of the tool

Using the spider web as a tool helps to develop thinking about the aspects of schooling that are suitable to involve students. Each of the web's strings represents a different aspect that is related to the rationale. Teachers discuss the involvement of students by answering the questions on the nine different strings on education. The answers provide input for further rethinking on ways of increasing student participation.

Worksheet: Framework for assessing student participation

String spider web	School's answer
Rationale - Why is it important to give students a voice in education? - What are our aims about student voice at a school - Can we involve students developing a rationale?	
Aims and objectives - What aims and objectives for students do we consider important for student voice? - Can students be involved in decision-making about aims and objectives?	
Content - How does the school organize student voice: in the class, with peers...	
Teacher's role: - What is the role of the teacher in the process of enhancing student voice within their classroom? - Is it a task of one specific teacher or is it the responsibility of a team/the school?	
Learning and teaching materials - Which materials are used to facilitate the process of student voice?	
Grouping - Are learners randomly grouped? - Is grouping used to reach certain (social) aims and objectives - Can students choose groups?	
Learning environment - Where (location) does student voice take place? - Is it part of the regular curriculum or is it an extra curricular activity? - Is it a class activity or school activity?	
Time - How much time do we devote to student voice: developing methods, organising student voice, specific student voice activities?	
Assessment - How does the school assess learners? Summative or/and formative? - Do students have a voice in the what, how and when of their assessment?	

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