SPECTRUM OF STUDENT VOICE

Students articulating their perspectives

Students as data sources

Students involved as stakeholders

Students as collaborators

Students as leaders of change

<table>
<thead>
<tr>
<th>Expression</th>
<th>Consultation</th>
<th>Participation</th>
<th>Partnership</th>
<th>Activism</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteering opinions, creating art, celebrating, complaining, praising, objecting</td>
<td>Being asked for their opinion, providing feedback, serving on a focus group, completing a survey</td>
<td>Attending meetings or events in which decisions are made, frequent inclusion when issues are framed and actions planned</td>
<td>Formalized role in decision making, standard operations require (not just invite) student involvement, adults are trained in how to work collaboratively with youth partners</td>
<td>Identifying problems, generating solutions, organizing responses, agitating and/or educating for change both in and outside of school contexts</td>
<td>(Co-)Planning, making decisions and accepting significant responsibility for outcomes, (co-)guiding group processes, (co-)conducting activities</td>
</tr>
</tbody>
</table>

Most student voice activity in schools/classrooms resides at this end of the spectrum.

The need for adults to share authority, demonstrate trust, protect against co-optation, learn from students, and handle disagreement increases from left to right.

Students’ influence, responsibility, and decision-making roles increase from left to right.