



Learning Experience Design Tool

PEDAGOGIES of VOICE

Use this tool to design or reimagine learning experiences that awaken student voice, including:

- A classroom practice, set-up, and/or routine
- A lesson and/or a unit of study
- An assessment and/or project
- A professional learning experience
- An instructional coaching session

Think of "voice" expansively including oral, nonverbal, written, artistic, musical, self-expression, and more!



Chapter 5

- How will the experience help learners develop a healthy self-concept?
- How will learners be invited to share their stories and lived experiences?
- How can we leverage microaffirmations to create an inclusive and brave space?

orientation



microaffirmations



Chapter 8

- How will we build Agency-centered assessments that create an ethos of making learning public?
- How will reflection and iteration be woven into the learning journey?
- How will students be able to impact issues that are proximal or important to them?



making learning public



reflection & iteration

EFFICACY



Chapter 6

- What do I want learners to feel and experience through this process?
- How can we employ circles to cultivate a sense of connection and shared humanity?
- How will the space, content, and pedagogy reflect a lens of radical inclusion and love?



radical inclusion



circle up

INCLUSIVE APPROACHES: How will this experience center learners at the margins?

Chapter 7

- What questions will ground the learning experience and awaken curiosity?
- What core skills and concepts will learners have opportunities to explore?
- How will learners engage in dialogue to develop voice and critical consciousness?



questions over answers



feedback over grades

INQUIRY





PEDAGOGY OF VOICE

Our ways of being and specific “moves” we make to awaken student voice, agency, and intellectual development. A PoV also serves as an approach to address inequities through centering learners at the margins.

IDENTITY



Storientation: Centering the role of narrative by curating student, community, and ancestral stories as a catalyst for learning and identity development. Storientation can be infused into curriculum, lesson, and assessment design, such as report cards and capstone projects that invite students to share their learning stories.



Microaffirmations: Enacting tiny gestures of care and inclusion, such as deep listening or appreciative mirroring (“I see how you...”), that increase students’ sense of identity and belonging. Microaffirmations can be verbal, nonverbal, and environmental, aiming to ensure that learners feel loved, seen, and valued.

BELONGING



Radical Inclusion: Reimagining our classrooms in partnership with learners at the margins. This pedagogy helps us share power and center student expertise as we collaborate to challenge deficit narratives and beliefs, foster a culture of belonging, and co-design vibrant learning experiences that uplift learners’ cultural wealth.



Circle Up: Organizing learning spaces into various forms of circles to embody an ethos of community and equality of voice. Circle pedagogy can be adapted for all content and grade levels through the use of carefully facilitated protocols that honor every learner’s voice and position the teacher as a cogenerator of knowledge.

EFFICACY



Making Learning Public: Creating authentic ways for students to share their knowledge and learning stories for various audiences. This pedagogy guides our instructional decisions from the micro to the macro—from daily opportunities for learners to voice their ideas and struggles to holistic Agency-centered assessments.



Reflection and Revision: Developing a culture of reflective iteration as central to the pursuit of equity and student agency. This pedagogy reminds us that no piece of work is ever “done” and helps us build instructional routines for ongoing cycles of learning, growth, and personal development.

INQUIRY



Questions Over Answers: Fostering a culture of dialogue, rooted in real love, that favors open-ended inquiry and exploration over closed-ended “solutions.” This pedagogy helps us develop a new habit of mind—shaping cognitively rich questions at every level of the curriculum—and center conversation as a way of being.



Feedback Over Grades: Prioritizing learner growth over performance by shifting from “expert lecturer” to “skillful coach” who cognitively apprentices students. This pedagogy refocuses our attention from the metric of grades toward collecting and responding to street data with formative, wise feedback.



IDENTITY

orientation



microaffirmations



BELONGING



radical inclusion



circle up

Learning Experience

(e.g. lesson, unit, practice, project,
PD module, assessment, etc.)

Essential Question:

What seeds will you plant to awaken student agency?

EFFICACY



making learning public



reflection & revision

INQUIRY



questions over answers



feedback

over grades



Street-Level Stories

Please provide a brief, narrative retelling of the "story" behind this learning experience/design. You might reflect on:

- What "called" or inspired you to create this learning experience?
- What ways of being, or epistemologies, did you draw on as you designed and facilitated this learning experience? *(See Chapter 4)*
- What did it look, sound, and feel like to bring these pedagogies to life in your learning environment?
- What are you learning as you plant these seeds? How are you growing and changing as an educator?