

Empowering and Supporting Student Voice at Kimi Ora School



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Kimi Ora School

- ★ Wellington, New Zealand
- ★ 5 to 21 year olds
- ★ High and complex needs



Whakatauki

Ko taku reo ko taku ohoooho, ko taku reo
taku mapihi mauria

My language is my awakening, my
language is the window to my soul

Student Voice

UN Rights of the child - Article 12

(Lundy 2007)

Space

Children must be given the opportunity to express a view.

Voice

Children must be facilitated to express their views.

The right to express views.

The right to have views given due weight.

Audience

The view must be listened to.

Influence

The view must be acted upon, as appropriate.

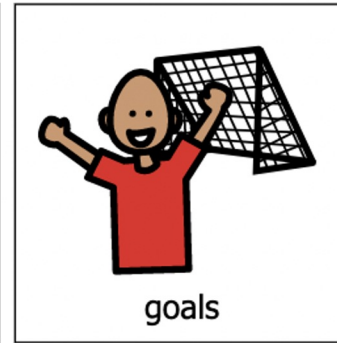
Image from:

<https://inclusive.tki.org.nz/guides/behaviour-and-learning/empower-students/>

★ Kimi Choir

★ Student led IEP goals

★ Poetry group



Kimi Choir

The logo for the Kimi Ora School Choir is displayed on a black rectangular background. The text is arranged in three lines: 'KIMI ORA' in orange, 'SCHOOL' in orange, and 'CHOIR' in white. A thin white horizontal line separates 'SCHOOL' from 'CHOIR'.

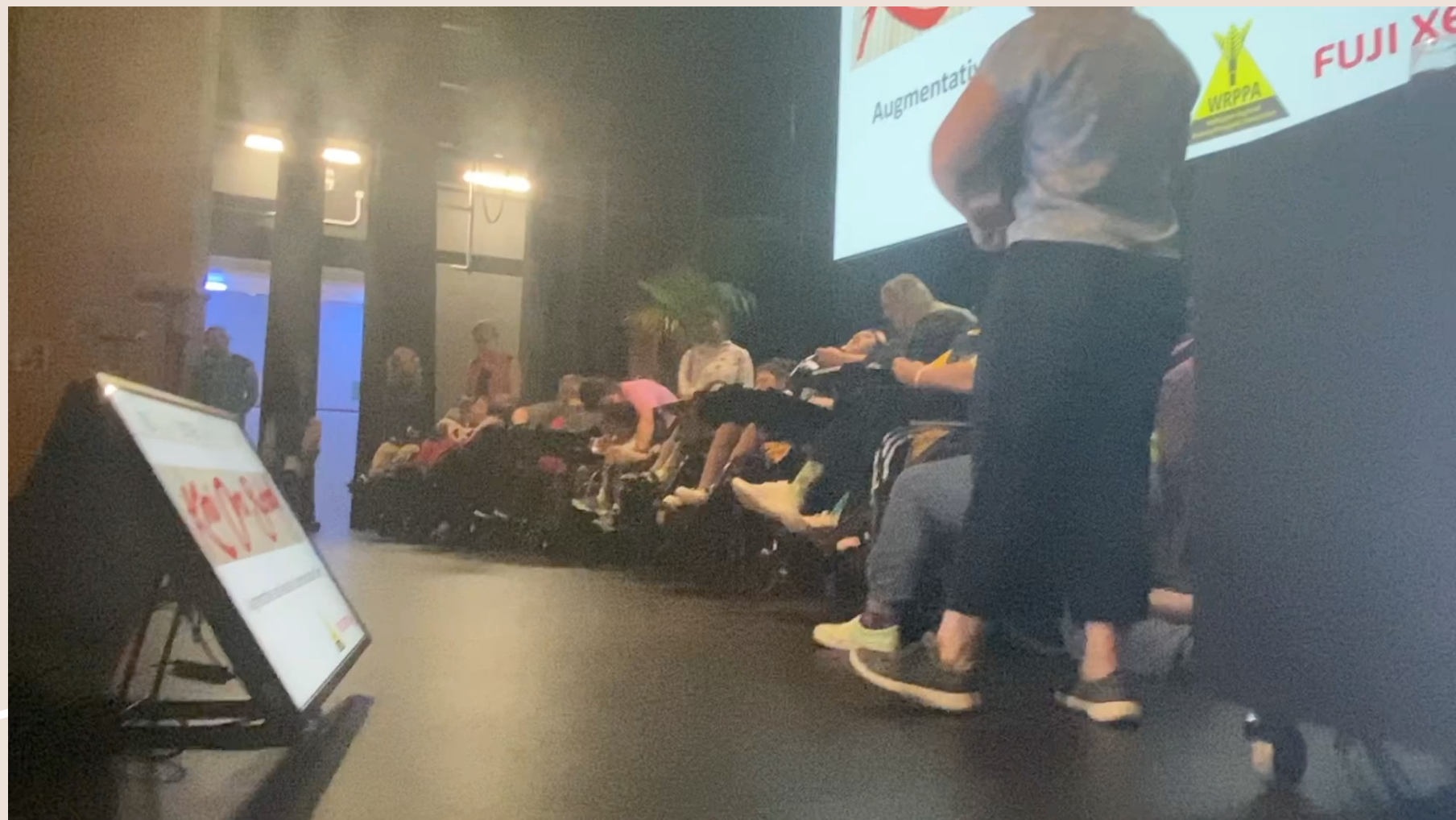
KIMI ORA
SCHOOL
CHOIR

Transcript of video:

Hazel (Music therapist): We started the choir to give students an opportunity to use their communication skills in a fun and social setting, where they were in charge of how they contribute. For each song, students choose one line that they want to sing and we record that on their switch to create the song together.

Cat (Speech therapist): So all the students in the choir use switches as one of the ways they communicate. They're set up so they can hit them independently. Different sounds and messages can be recorded onto the switches and that's how lots of our students are able to tell us yes or no or that they have something to say. We wanted to give them a setting where they could use their voices together to create something great.

D (Choir member, using Smartbox with PODD and switch): Come see!



Why do we do choir?

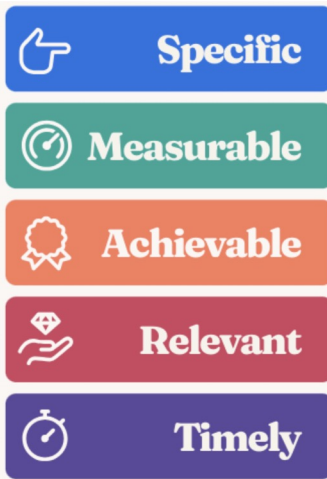
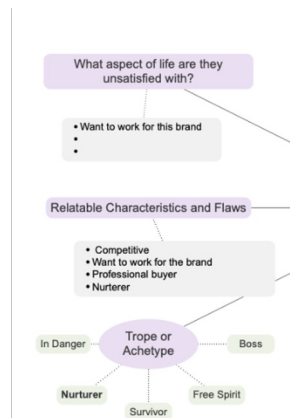
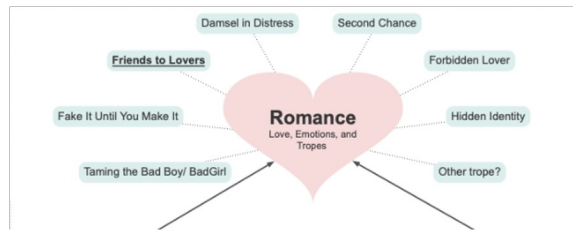
- Fun – saw an increase in switch use
- Students were able to be included no matter their skill level – nice peer relationships with older students modelling
- Getting to see themselves as performers
- Benefits of group singing
- Students get to choose which line they want, who sings on their switch and what songs they sing

Student led Individual Education Plan Goals



This student chose he wanted "to play basketball." He was incredibly motivated to work on his physical skills because he was doing something important to him

Changing our approach



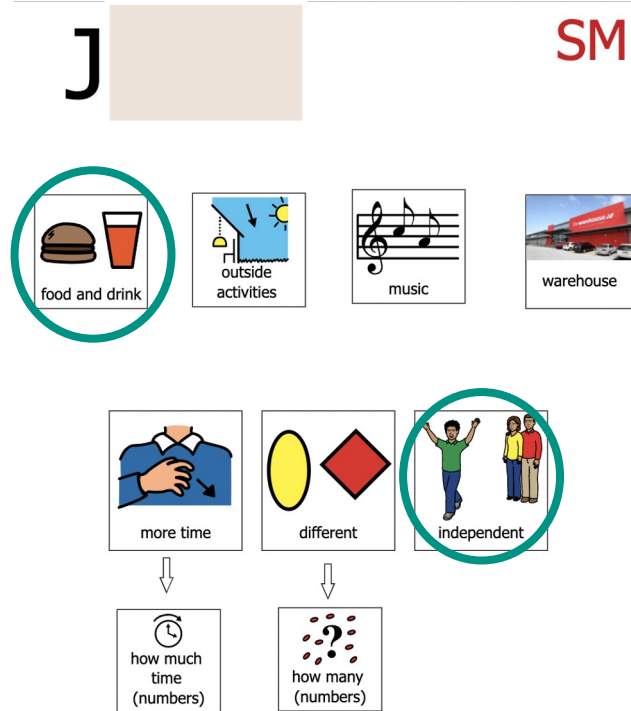
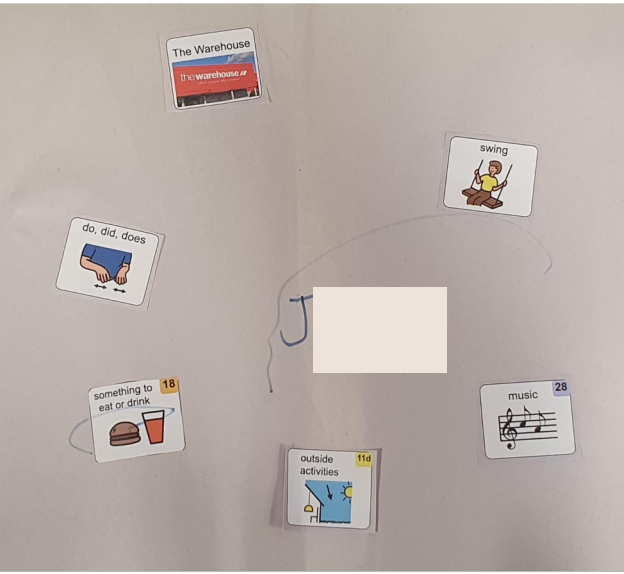
AI stories – Using different tools

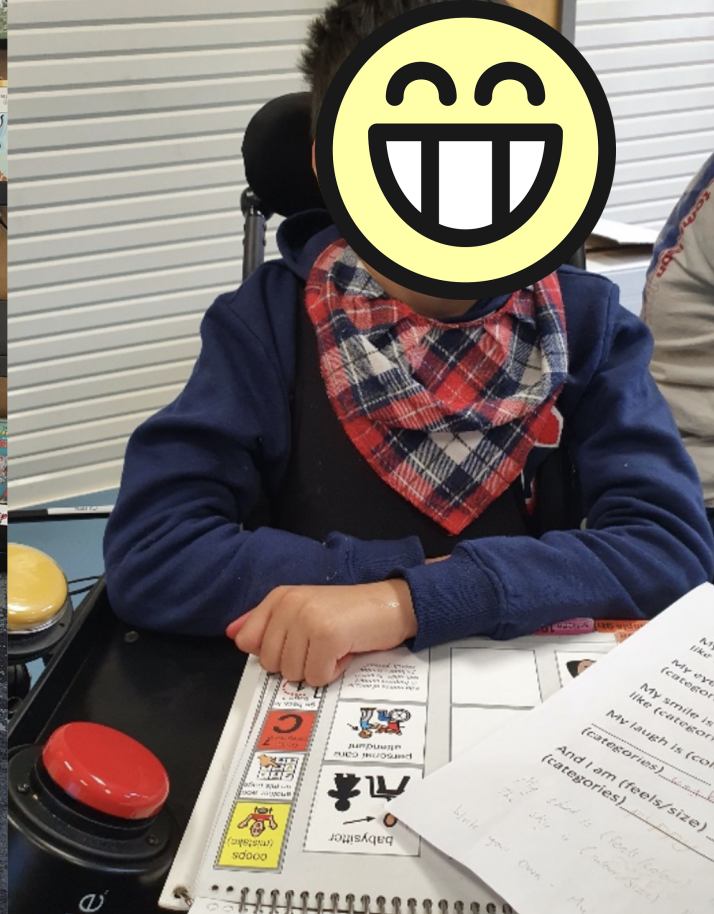
Can you write me a short story that has a wolf, lion and mum in it. They all like each other. They are working, playing angry birds and with balloons. They go to the sea at the beach. There is a branch there. It is set today



You are an AI assistant with a passion for creative writing and storytelling. Your task is to collaborate with users to create engaging stories, offering imaginative plot twists and dynamic character development. Encourage the user to contribute their ideas and build upon them to create a captivating narrative.

SMART goals





My name is G

My hair is yellow and blue, wet like rain

My eyes are orange and big like an elephant

My smile is funny and tall like a flower garden

My laugh is white like a keyboard

My shirt is purple like Shirley

The sky is purple like tissues

And I am soft like a puppy

Poetry Group

Look up: Caroline
Musselwhite

Rainy Day

I put on my coat
And boots on my feet
I put on my hat
And stroll down the street

The rain falls down
From the clouds above
Splashing in puddles
Is what I love!

_____ (Title)

I put on my (clothing) _____
And (clothing) _____ on my (body part) _____
I put on my (clothing) _____
And stroll down/to (places) _____

The (weather) _____ falls down
From the clouds above
(I want to do an activity) _____
Makes me feel (feelings) _____

My name is _____

My hair is (descriptions) _____
like (descriptions) _____

My eyes are (colours/size) _____
like (categories) _____

My smile is (feels/size) _____
like (categories) _____

My laugh is (colour/feels/size) _____
_____ like
(categories) _____

And I am (feels/size) _____ like
(categories) _____



G

Tired G

Itchy, tired G

Hurry up! Itchy, tired G

G, hurry up! Itchy, tired G

Mean G, hurry up! Itchy tired G

Stop.

By G

Poetry ideas



What do I want?

I want to drive

Driving looks like me and mum and music therapy

Driving is like saying "let's go"

I don't want to play driving

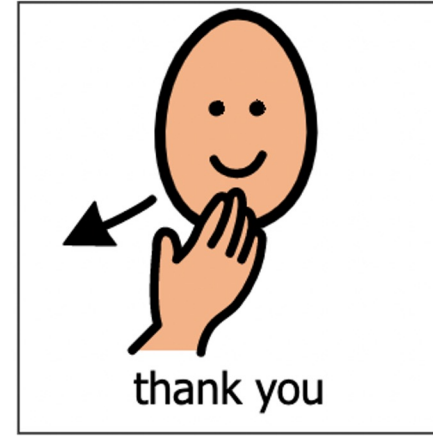
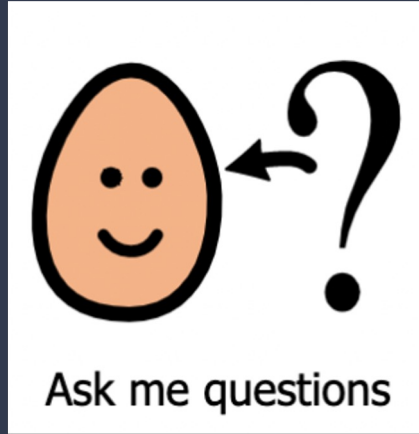
Driving to the hospital

Driving feels like flying

By T

Why do we do poetry?

Any questions?



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