

RIGHTS RESPECTING SCHOOLS BUILDING BLOCKS

The Rights Respecting Schools initiative is built around four building blocks. The Rights Respecting Schools Workshop Series, the evaluation of the initiative and all aspects of the RRS initiative are built around this framework of four building blocks. Each of the four building blocks has benchmarks that each should aim to achieve on their journey to becoming a Rights Respecting School.

The Rights Respecting Schools initiative is based upon four building blocks:

Awareness

Awareness

The school community (students, staff, teachers, parents) knows and understands the concept of children's rights, the rights children have as outlined in the Convention and how children's rights relate to school culture and to their own roles.

Benchmarks

1. All members of the school community, including students, teachers, staff and parents, have opportunities to learn about the Convention and how it applies to the school community.
2. There are visible references in the school to children's rights and RRS.
3. The school curriculum provides regular opportunities for students to learn about and apply the Convention.
4. Teachers have regular professional development opportunities to advance their rights respecting practice.
5. Children's rights are a regular reference in discussions in school.
6. The school community recognizes special days related to human and children's rights.
7. Attitudes and actions inconsistent with children's rights are regularly addressed.

Student Participation

Student Participation

Every student has regular opportunities to be an active participant in the school community, and his or her opinions are sought and listened to by decision makers.

Benchmarks

8. The school has an active student council that is democratically elected.
9. School committees and decision-making processes include student representation and the active participation of students.
10. Students are consulted and help make decisions on a regular basis in the classroom and in the wider school environment.
11. The school has an elected student council whose members act as ambassadors for the Convention and the Rights Respecting Schools initiative.
12. Students are provided with opportunities to support the rights of others locally, nationally and globally.

RIGHTS RESPECTING SCHOOLS BUILDING BLOCKS (CONTINUED)

Teaching and Learning

Teaching and Learning

The Convention is a reference point for classroom rules, formal and informal curriculum implementation and other decision-making. Adults model rights respecting attitudes and behaviour, and students are given regular opportunities to learn about and exercise their rights and responsibilities.

Benchmarks

13. Teaching staff model rights in their classroom by adopting participatory teaching and evaluation methods.
14. Teachers give students opportunities to make choices in their learning and evaluation methods, within the framework of the required curriculum, so that curriculum requirements and students' interests and concerns are met.
15. Conflicts between students, and between students and adults, are resolved with rights-consistent decisions, policies, and classroom management practices.
16. Teachers cultivate a culture of respect in their classrooms by adopting a class charter that incorporates the rights of children.
17. Students have opportunities to give constructive feedback to their teachers with regards to the quality of teaching and learning, assessment, and evaluation methods.

Leadership

Leadership

Administrators are committed to promoting respect for children's rights. Children's rights are used as a lens for policies, program choices, program implementation, and other decision-making.

Benchmarks

18. The school has a mission statement, charter and code of conduct that reflect the principles of the Convention.
19. The school reviews its policies and procedures, and ensures that they reflect the principles and rights articulated in the Convention.
20. Conflicts between students, and between students and adults, are resolved with rights-consistent decisions and policies.
21. School staff are recruited and inducted to be able to support and advance progress as a rights respecting school.
22. School community stakeholders have opportunities to improve their knowledge and understanding of the Convention, its relevance to the school, and its relation to local, national and global issues.
23. The school takes active and regular measures to assess its progress as a Rights Respecting School.