

RIGHTS RESPECTING SCHOOL ACTION PLAN

SCHOOL: _____

About Rights Respecting Schools (RRS)

Rights Respecting Schools (RRS) is an initiative that uses the United Nations Convention on the Rights of the Child (the Convention) as the basis for enhancing an inclusive, participatory and respectful school culture for children and adults.

As a framework for educational improvement, the initiative helps schools address the whole learning environment through a consistent, rights-based approach. It is premised on the understanding that in order for children to want to achieve, they have to feel included, that they belong and that they matter. It brings children into early contact with the universal ideals of respect for oneself and for others, in the school community and in an interdependent world.

Do you grant the Friends of RRS permission to use/analyze/publish the information provided in this document?

Yes

No

SECTION 1: OUR MISSION FOR RIGHTS RESPECTING SCHOOLS

Write a mission for the Rights Respecting Schools initiative at your school.

SECTION 2: OUR VALUES

Write the values that guide the Rights Respecting Schools initiative at your school.

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SECTION 3: INITIAL RIGHTS RESPECTING CAPACITIES AT OUR SCHOOL

Describe the level of rights respecting practices and policies at your school before the Rights Respecting Schools initiative.

SECTION 4: THE RIGHTS RESPECTING SCHOOLS INITIATIVE AT OUR SCHOOL

Describe how you expect the Rights Respecting Schools initiative will benefit and change your school.

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SECTION 5: PLAN TO MEET RRS BUILDING BLOCKS BENCHMARKS				
<p>BUILDING BLOCK 1: 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.</p>				
<p>OBJECTIVE 1: There is a broad understanding of the Convention on the Rights of the Child among the entire school community, and all members understand why the school is engaged in the Rights Respecting Schools initiative.</p>				
BENCHMARKS	STRATEGY	RESOURCES	TIMELINE	RRS ACTION PLAN REVIEW
<p>Benchmark 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.</p>	<p><i>Describe the activities the school will undertake to meet this benchmark.</i></p>	<p><i>Describe the resources (people, budget, materials) needed to carry out the activities.</i></p>	<p><i>Describe the timeline for executing the activities.</i></p>	<p>*RRS Action Plan Review – Describe the extent to which the activities were achieved. Comment on ideas for next year. Do not complete this column until Step 7: Follow-Up Rights Assessment.</p>

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BENCHMARKS	STRATEGY	RESOURCES	TIMELINE	RRS ACTION PLAN REVIEW
<p><u>Benchmark 2</u> There are visible references in the school to children's rights and RRS.</p>				
<p>OBJECTIVE 2: Students and staff are knowledgeable about the content of the Convention and its relevance to their lives and to the wider world.</p>				
BENCHMARKS	STRATEGY	RESOURCES	TIMELINE	RRS ACTION PLAN REVIEW
<p><u>Benchmark 3</u> The school curriculum provides regular opportunities for students to learn about and apply the Convention.</p>				

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BENCHMARKS	STRATEGY	RESOURCES	TIMELINE	RRS ACTION PLAN REVIEW
<p>Benchmark 4 Teachers have regular professional development opportunities to advance their rights respecting practice.</p>				
<p>OBJECTIVE 3: All members of the school community demonstrate rights respecting attitudes and actions, and challenge inconsistent attitudes and actions.</p>				
BENCHMARKS	STRATEGY	RESOURCES	TIMELINE	RRS ACTION PLAN REVIEW
<p>Benchmark 5 Children’s rights are a regular reference in discussions in school.</p>				

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BENCHMARKS	STRATEGY	RESOURCES	TIMELINE	RRS ACTION PLAN REVIEW
<p><u>Benchmark 6</u> The school community recognizes special days related to human and children's rights.</p>				
<p><u>Benchmark 7</u> Attitudes and actions inconsistent with children's rights are regularly addressed.</p>				

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BUILDING BLOCK 2: 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.

OBJECTIVE 4: There are regular, effective and inclusive arrangements - formal and informal - for students to actively participate in school life and decision-making, appropriate to their evolving capacities.

BENCHMARKS	STRATEGY	RESOURCES	TIMELINE	RRS ACTION PLAN REVIEW
<p><u>Benchmark 8</u> The school has an active student council that is democratically elected.</p>				
<p><u>Benchmark 9</u> School committees and decision-making processes include student representation and active participation of students.</p>				

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BENCHMARKS	STRATEGY	RESOURCES	TIMELINE	RRS ACTION PLAN REVIEW
<p><u>Benchmark 10</u> Students are consulted and help make decisions on a regular basis in the classroom and in the wider school environment.</p>				
<p>OBJECTIVE 5: There are opportunities for students to promote the rights of other children locally, nationally and globally.</p>				
BENCHMARKS	STRATEGY	RESOURCES	TIMELINE	RRS ACTION PLAN REVIEW
<p><u>Benchmark 11</u> The school has an elected student council whose members act as ambassadors for the Convention and the Rights Respecting Schools initiative.</p>				

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BENCHMARKS	STRATEGY	RESOURCES	TIMELINE	RRS ACTION PLAN REVIEW
<p><u>Benchmark 12</u> Students are provided with opportunities to support the rights of others locally, nationally and globally.</p>				
<p>BUILDING BLOCK 3: 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 rights and responsibilities.</p>				
<p>OBJECTIVE 6: Classroom practices, teaching strategies and extracurricular activities cultivate respect for the rights of children, including the right to non-discrimination, to the prioritization of children's best interests, and to children's participation in decisions that affect them.</p>				
BENCHMARKS	STRATEGY	RESOURCES	TIMELINE	RRS ACTION PLAN REVIEW
<p><u>Benchmark 13</u> Teaching staff model rights in their classroom by adopting participatory teaching and evaluation methods.</p>				

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BENCHMARKS	STRATEGY	RESOURCES	TIMELINE	RRS ACTION PLAN REVIEW
<p><u>Benchmark 14</u> Teachers give students opportunities to make choices in their learning and evaluation methods, within the framework of the required curriculum, so curriculum requirements and students' interests and concerns are met.</p>				
<p><u>Benchmark 15</u> Conflicts between students, and between students and adults, are resolved with rights-consistent decisions, policies, and classroom management practices.</p>				

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OBJECTIVE 7: Teachers create and consistently reinforce a culture of respect in the classroom – one in which students can express their opinions and views freely, and demonstrate respect for the rights of others.

BENCHMARKS	STRATEGY	RESOURCES	TIMELINE	RRS ACTION PLAN REVIEW
<p>Benchmark 16 Teachers cultivate a culture of respect in their classrooms by adopting a class charter that incorporates the rights of children.</p>				
<p>Benchmark 17 Students have opportunities to give constructive feedback to their teachers with regards to the quality of teaching, as well as learning, assessment and evaluation methods.</p>				

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BUILDING BLOCK 4: 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.

OBJECTIVE 8: The core values of the school include respect for the Convention and the four basic principles that guide its implementation.

BENCHMARKS	STRATEGY	RESOURCES	TIMELINE	RRS ACTION PLAN REVIEW
<p><u>Benchmark 18</u> The school has a mission statement, charter and code of conduct that reflect the principles of the Convention.</p>				

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OBJECTIVE 9: All policies and procedures developed and administered by the school are consistent with the principles of the Convention and the rights of children.				
BENCHMARKS	STRATEGY	RESOURCES	TIMELINE	RRS ACTION PLAN REVIEW
<u>Benchmark 19</u> The school reviews its policies and procedures, and ensures that they reflect the principles and rights within the Convention.				
OBJECTIVE 10: Administrative decisions use the Convention as a lens or reference.				
BENCHMARKS	STRATEGY	RESOURCES	TIMELINE	RRS ACTION PLAN REVIEW
<u>Benchmark 20</u> Conflicts between students, and between students and adults, are resolved with rights-consistent decisions and policies.				

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BENCHMARKS	STRATEGY	RESOURCES	TIMELINE	RRS ACTION PLAN REVIEW
<p><u>Benchmark 21</u> School staff are recruited and inducted to be able to support and advance progress as a rights-respecting school.</p>				
OBJECTIVE 11: Administration ensures that stakeholders are aware of and support the Rights Respecting Schools initiative.				
BENCHMARKS	STRATEGY	RESOURCES	TIMELINE	RRS ACTION PLAN REVIEW
<p><u>Benchmark 22</u> 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.</p>				

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BENCHMARKS	STRATEGY	RESOURCES	TIMELINE	RRS ACTION PLAN REVIEW
<p>Benchmark 23 The school takes active and regular measures to assess its progress as a Rights Respecting School.</p>				

SECTION 6: SUMMARY OF BUDGET

Summarize the budget needed in order to achieve the activities in this plan. Include funding opportunities.

CONGRATULATIONS! Submit your complete RRS Action Plan to your RRS Facilitator.
 (Continue with Sections 7 to 12 to complete the 8.0 RRS Action Plan Review)

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8.0 RRS Action Plan Review: Sections 7 to 12 are part of the **RRS Action Plan Review** and are filled in during **Step 7: Follow-Up Rights Assessment**.

SECTION 7: In what ways has your school culture transformed as a result of the Rights Respecting Schools initiative? For instance, do you notice any improvement in the attitudes and actions of students, teachers, school staff or parents?

SECTION 8: In what ways did the Rights Respecting Schools initiative help to strengthen the participation of children at your school? For instance, how were children more meaningfully engaged in educational decision-making at your school? How was the school's capacity to engage children as global citizens strengthened?

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SECTION 9: In what ways has the Rights Respecting Schools initiative influenced the teaching of the curriculum at your school? For instance, did your teaching staff find more opportunities in their classes to teach children about the Convention or to teach from a rights-based perspective? Were they able to relate the Convention to global issues?

SECTION 10: In what ways has the Rights Respecting Schools initiative influenced the functions of leadership at your school? For instance, how have school policies been influenced? How have professional practices been influenced?

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SECTION 11: Describe the most memorable or transformative successes from your school's participation in the Rights Respecting Schools initiative. What is your school most proud of?

SECTION 12: How would you recommend improving the Rights Respecting Schools initiative in future years?

CONGRATULATIONS! You have completed the last step in becoming a Rights Respecting School! Submit this document to your RRS Facilitator. **IMPORTANT:** Please append photos of memorable RRS events/activities to the end of this review. Ensure that your school has received permission from everyone in the photos. Include names, grade levels and a short caption. **Thank you!**

