

DEVELOPING RIGHTS, RESPECT AND RESPONSIBILITIES

LIVING CITIZENSHIP

Focus

- Preparation – pilot, role of Heads
- Rights and Responsibilities
- Training of teachers
- The school curriculum and examples
- The research
- UNICEF UK Award scheme for a Rights, Respecting School

- What are the advantages and disadvantages of linking Rights with Responsibilities in this kind of initiative?

- What is the best way to train serving teachers?
- What are the best ways to develop rights work in a school curriculum?

Training for Teachers

- ‘tight – loose’ model
- 24 introductory days training- same model.
- 33% of each day covered, UNCRC, meaning of rights, evidence, principles of good practice (the tight bit)
- Remaining 66% of each day – modelling practice – eg; how to introduce it, examples from across the curriculum, class charters and management issues.(loose bit)
- Link to other initiatives
- Empowering teachers’ own creativity

We start in the Reception class with the question:
“What does everyone need to grow up safe and well?”



Children learn . . .

- The difference between wants and needs
- That Needs = Rights
- That my rights are also your rights i.e. we now learn we have a responsibility.



Learning about the UNCRC in an infant school in the UK. Displays serve as useful reminders

Traditional stories

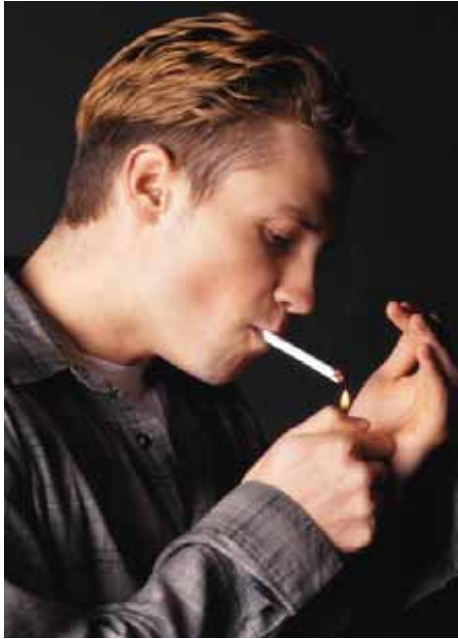


Examples

- Literacy- Traditional tales – eg, Cinderella
- Shakespeare. Dilemmas
- Speaking and Listening activities
- History, Science, Maths, Arts
- Assemblies – whole school response
- Negotiated class charters on rights and responsibilities
- School Council – auditors of rights in the school
- Behaviour management
- <http://www3.hants.gov.uk/education/childrensrighs/>

- Knowing about UNCRC
- Relevant to children's lives, where they are now, then global
- Developing a new vocabulary
- Enhancing thinking skills
- Improving attainment and well being
- Promoting participatory teaching
- Making schools better places for promoting well-being for children and adults

The Right to Light?



I LOVE IT!



- What is the significance of a teacher signing a class charter of rights and responsibilities?



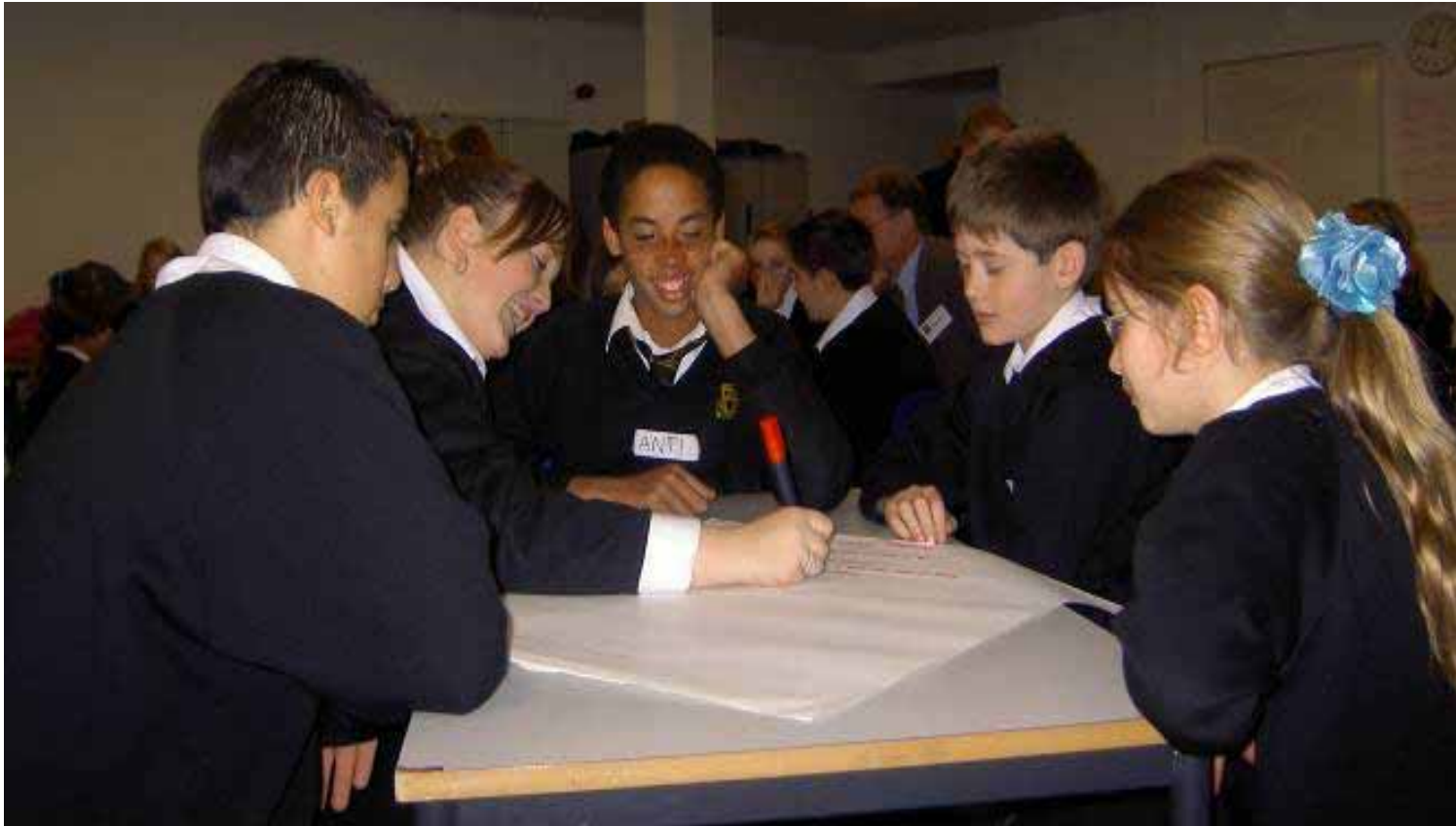
- What role should children and young people play in this process?

Secondary Schools



Young people at a secondary school in Hampshire learning about the UNCRC as part of their training to become peer educators.

Young people are ready to take the lead in creating rights-respecting classrooms



Year 10 and Year 7 students work together to plan a role play as part of the training session on 'Rights-Respecting Classrooms' that they will put on for each Year 7 tutor group in their school.

They can take a lead in the RRR training for primary school children



Year 10 and Year 11 students supporting a joint UNICEF / Dorset County Council training day for primary school children and teachers from 30 schools.

... Students and adults learn to work in partnership

- Whole school planning
- Evaluating progress



- The power of peer education

Students leading change



- How can such an approach to education be evaluated

RRR Research findings

Covell and Howe

Main impact is on,

- Children's self regulation of both learning and social behaviours (less bullying & exclusions)
- Pupil performance in tests
- Critical thinking
- Pupils in more disadvantaged communities

And for Teachers?

- ‘Teachers in these schools reported decreased levels of emotional exhaustion, depersonalization of their pupils, and increased levels of a sense of achievement.’
- ‘Teachers reported that their pupils showed higher levels of engagement, rights-respecting behaviours, and participation.’

UNICEF UK RIGHTS RESPECTING SCHOOL AWARD



- 1. Leadership and Management for embedding the values of the UNCRC in the life of the school**
- 2. Knowledge and understanding of the UNCRC**
- 3. Rights-Respecting Classrooms**
- 4. Pupils actively participate in decision-making throughout the school**

All four aspects contain elements contributing to the development of an active global citizen

Level 1 and Level 2

Process

- Register
- Action Plan
- Join support group
- Self assess
- Contact UNICEF for assessment visit



The School's Provision	Leadership and Management Validation/Evidence for Level 1
<p>1.A Rights Respecting School has the UN Convention on the Rights of the Child (UNCRC) at the heart of the core values of a school.</p> <p>2.The processes of developing as a Rights Respecting School:</p> <ul style="list-style-type: none"> ●informs the schools arrangements for planning, development and review ●prepares the members of the school community to recognise the universality of children's rights; <u>local and global</u> ●ensures the school has strong arrangements for protecting pupils from all forms of abuse and harassment 	<p>1.The Headteacher and governing body are fully committed to the achievement of a Rights Respecting School.</p> <p>2.All adult members of school community receive training about UNCRC and the implications of becoming a RRS.</p> <p>3.Commitment to becoming RRS is included in the school development plan.</p> <p>4.Rights Respecting School values are built into the school's procedures for self-evaluation.</p> <p>5.Procedures are in place for monitoring progress towards RRS.</p> <p>6.Pupils report that there is a commitment to developing a culture of respect for others' rights.</p> <p>7.Pupils report that the school has effective procedures for dealing with rights abuses.</p> <p>8.Pupils report opportunities for challenging inequality and injustice.</p>

Teaching and Learning

The School's Provision	Validation/Evidence for Level 1
<p>The values of the UNCRC are reflected in the following aspects of the classroom experience:</p> <ul style="list-style-type: none">•Systematic opportunities are provided for children to participate in decisions which affect them.•Children can think freely and express their views.•There is a classroom climate which allows for different perspectives and views. Opinions can be expressed without loss of dignity.•There is fair and equitable treatment for all.•Children learn how to be active contributors to class, community and society.	<ol style="list-style-type: none">1.Pupils recognise where teaching and opportunities for learning about the UNCRC are occurring in the school.2.Pupils report positive classroom atmosphere and classroom climate.3.Pupils report satisfaction with opportunities to learn in a variety of ways.4.Pupils recognising that rights holders also have responsibilities.5.Some teaching staff recognise the importance of modelling rights and undertake a rights respecting approach in their classrooms6.Most teaching staff how participatory teaching methods enhance pupil achievement and well being.7.There is recognition and respect for each others' cultures8.There is an inclusive policy and practice towards pupils for whom English is not the first language9.Learners have regular opportunities to give teachers feedback on the helpfulness of teachers teaching10.Learners have opportunities to assess their own and each other's learning.

Pupil Participation

The School's Provision	Validation/Evidence for Level 1	Validation/Evidence for Level 2
<p>1. There are effective and inclusive arrangements in the school community for pupils to exercise their right to participate actively in the running of the school. (Article 12)</p> <p>2. The school makes provision for pupils to access information to enable them to participate effectively. (Article 13 and 17)</p> <p>3. The school makes provision for pupils to support the rights of others, globally, nationally and locally.</p> <p>4. All members of the school community understand their responsibility to listen to pupils.</p>	<p>1. Pupils report they have a voice in different aspects of the running of the school.</p> <p>2. Pupils participate in peer education and support systems.</p> <p>3. Adults in the school support pupil voice in some aspects of the life of the school.</p> <p>4. Pupils have taken action about local, national or global issues to support the rights of others,</p> <p>5. There are transparent procedures ensuring that a pupil has a voice in situations such as their exclusion and/or statementing.</p>	<p>1. School has systems and procedures that effectively engage pupils in the democratic running of the school, (i.e. implementing Articles 12 and 13).</p> <p>2. Pupils participate in wider initiatives – local, national and global.</p> <p>3. Pupils have frequent opportunities to feed opinions and suggestions to the school's governing body.</p> <p>4. Pupils participate in staff recruitment process.</p> <p>5. An elected School Council has a responsibility to function as ambassadors for the UNCRC within the school.</p>

- Accreditation systems – are they of any benefit? (Children, young people, teachers, parents)
- How might young people's experience of rights based education impact on their expectations of schools/colleges and of democracy?

Next;

- What about rights respecting communities?
- Then what?

“After 16 years as a head teacher I cannot think of anything else we have introduced that has had such an impact and we were delighted to send many children to the juniors in July who really owned the concepts within the convention and could talk confidently about them.”

Head teacher Infant school

<http://www3.hants.gov.uk/education/childrensrights/>

School Values

- Where do the values of the school come from?



The Liberal Fog?