

Self-Evaluation Tool for Schools: Teacher Version

This tool is designed to help schools who wish to function in ways that are consistent with the UN Convention on the Rights of the Child.

Process

1. Evaluations should be completed annually by each teacher, the principal, and a representative group of students (using student version of survey).
2. After completion, a group comprising representatives from each of the above should get together to discuss areas of agreement or disagreement and to consider each of the following:
 - a) For each rights indicator that has been significantly achieved, discuss what can be learned about what facilitated its achievement, and lessons learned that may facilitate the achievement of others.
 - b) For each rights indicator that has significant progress, discuss (1) what needs to be done to achieve it, (2) what the obstacles are (if any), and (3) how the obstacles can be overcome.
 - c) For each rights indicator that has been slightly considered, discuss why there has been little progress, what the obstacles are, and what steps can be taken over the next year.
 - d) For each rights indicator that has not yet been considered, discuss whether this right has been violated or compromised in some way over the past year, and identify the first steps that can be taken toward its achievement.
 - e) After discussion, the group should discuss general progress from previous year and identify priorities for the upcoming year.

This survey has 50 indicators of a rights-consistent school. Each is followed by four boxes that are to be used to assess the extent to which the indicator is present in the school. In the body of the survey, the description of each box is in brief; the full description is as follows.

- ☐ The rights indicator is considerably achieved
- ☐ There has been meaningful progress
- ☐ The rights indicator has been considered
- ☐ The rights indicator has not been considered yet

For each indicator, please check the box that best represents the current status in your school.

First, consider the presence of rights in school policy and management

1. The rights of the child are explicit in the school mission statement

☐ achieved ☐ progress ☐ considered ☐ not yet

2. Rights are at the core of all strategic planning

☐ achieved ☐ progress ☐ considered ☐ not yet

3. The rights of the child are explicit on the school website

☐ achieved ☐ progress ☐ considered ☐ not yet

4. The rights of the child are explicit in school newsletters

☐ achieved ☐ progress ☐ considered ☐ not yet

5. Charters of rights that have been collaboratively developed by staff and children are throughout the school (hallways, classrooms, library, playground etc.)

☐ achieved ☐ progress ☐ considered ☐ not yet

6. Children have a say in discipline policies and practices

☐ achieved ☐ progress ☐ considered ☐ not yet

7. Children have representatives on school budget, hiring, and management committees

☐ achieved ☐ progress ☐ considered ☐ not yet

8. Discipline policies include complaints mechanisms for children

☐ achieved ☐ progress ☐ considered ☐ not yet

9. Policies are in place to prevent bullying, harassment, and discrimination by children and staff

☐ achieved ☐ progress ☐ considered ☐ not yet

10. Measures are taken to reduce absences in school

☐ achieved ☐ progress ☐ considered ☐ not yet

11. Measures are taken to ensure children living in poverty can fully participate in school functions (e.g., field trips).

☐ achieved ☐ progress ☐ considered ☐ not yet

12. Each member of staff has knowledge of the rights of children.

☐ achieved ☐ progress ☐ considered ☐ not yet

13. Each member of staff uses the language of rights when talking with the children (e.g., in explaining behavioural expectations)

☐ achieved ☐ progress ☐ considered ☐ not yet

14. Any meals or snacks that are provided to the children are nutritious

☐ achieved ☐ progress ☐ considered ☐ not yet

15. Procedures and services for health and safety are in place

☐ achieved ☐ progress ☐ considered ☐ not yet

16. Measures are taken to involve parents in the school

☐ achieved ☐ progress ☐ considered ☐ not yet

17. Measures are taken to involve community agencies that interact with children in the school

☐ achieved ☐ progress ☐ considered ☐ not yet

Next, consider the rights of the child in school and classroom practices

18. In the classroom, children have a say in activities and materials used

☐ achieved ☐ progress ☐ considered ☐ not yet

19. Children have a say in school or class field trips.

☐ achieved ☐ progress ☐ considered ☐ not yet

20. Children have a say in the purchase of library books and resources

☐ achieved ☐ progress ☐ considered ☐ not yet

21. Children have a say in the acquisition of sports and playground equipment

☐ achieved ☐ progress ☐ considered ☐ not yet

22. Children learn about the issues of children's rights across the world

☐ achieved ☐ progress ☐ considered ☐ not yet

23. Inquiry-based approaches to learning are commonly used

☐ achieved ☐ progress ☐ considered ☐ not yet

24. All children have opportunities for self-directed learning

☐ achieved ☐ progress ☐ considered ☐ not yet

25. There is explicit teaching of the rights of the child

☐ achieved ☐ progress ☐ considered ☐ not yet

26. Rights are included throughout all curricula

☐ achieved ☐ progress ☐ considered ☐ not yet

27. Children are taught the universality of the rights of the child

☐ achieved ☐ progress ☐ considered ☐ not yet

28. Student councils are run by children with support provided by staff

☐ achieved ☐ progress ☐ considered ☐ not yet

29. School newspapers are run by children with support provided by staff

☐ achieved ☐ progress ☐ considered ☐ not yet

30. Children with special needs (EAL/SEN) are provided supports as needed to promote their full inclusion.

☐ achieved ☐ progress ☐ considered ☐ not yet

31. All children are provided some time for play and relaxation

☐ achieved ☐ progress ☐ considered ☐ not yet

32. Children have access to information that is relevant to their well-being

☐ achieved ☐ progress ☐ considered ☐ not yet

33. Children's privacy is respected

☐ achieved ☐ progress ☐ considered ☐ not yet

34. Children are provided opportunities to interact with members of the local, national and global communities

☐ achieved ☐ progress ☐ considered ☐ not yet

Finally, consider the well being of children and staff at the school over the past school year

35. Children are more engaged in school

☐ achieved ☐ progress ☐ considered ☐ not yet

36. Behavioural incidents (including suspensions and expulsions) are down

☐ achieved ☐ progress ☐ considered ☐ not yet

37. Children are participating more in their learning

☐ achieved ☐ progress ☐ considered ☐ not yet

38. Children are becoming more active thinkers

☐ achieved ☐ progress ☐ considered ☐ not yet

39. Attendance is improving

☐ achieved ☐ progress ☐ considered ☐ not yet

40. Children's confidence is improving

☐ achieved ☐ progress ☐ considered ☐ not yet

41. Children's relationships with each other are improving

☐ achieved ☐ progress ☐ considered ☐ not yet

42. Children respect each other more

☐ achieved ☐ progress ☐ considered ☐ not yet

43. There are signs of academic progress (e.g., improved SATs scores)

☐ achieved ☐ progress ☐ considered ☐ not yet

44. Teaching has become more enjoyable

☐ achieved ☐ progress ☐ considered ☐ not yet

45. There are harmonious relationships among all staff

☐ achieved ☐ progress ☐ considered ☐ not yet

46. The overall climate of the school is improving

☐ achieved ☐ progress ☐ considered ☐ not yet

47. Teachers and students respect each other more

☐ achieved ☐ progress ☐ considered ☐ not yet

48. Teachers are experiencing less stress

☐ achieved ☐ progress ☐ considered ☐ not yet

49. Every teacher is strongly committed to RRR

☐ achieved ☐ progress ☐ considered ☐ not yet

50. Newly qualified teachers are provided the assistance they need for a RRR school

☐ achieved ☐ progress ☐ considered ☐ not yet