

## 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