

### Creating and Growing a Human Rights Community

Human Rights Friendly Schools (and Communities) are built upon:

<p><b>Classrooms</b> where:</p>	<p><b>Curriculum</b> in which:</p>
<ul style="list-style-type: none"> <li>● Teaching approaches are learner-centered</li> <li>● Teachers and students have autonomy, agency, and creativity within their classroom</li> <li>● Teachers promote democratic participation within their classroom to ensure students are in control of their learning experience</li> <li>● The participation of all pupils is encouraged in outreach to the broader school community that promote human rights</li> <li>● Lessons and tasks adapted for all students, taking into account the specific needs and lived experiences of those who are marginalized or have disabilities</li> <li>● Teachers provide a “peacemaking corner” or area of the classroom set aside for students who agree to talk out/resolve a problem</li> <li>● Teachers facilitate classroom meetings where students (and teachers) can discuss and/or resolve classroom issues and disputes using communication and problem-solving skills</li> <li>● Teachers promote collaborative decision-making which seeks solutions that satisfy all parties when there is a problem. This means accepting both parties' concerns as valid, while examining underlying issues in order to find innovative solutions.</li> </ul>	<ul style="list-style-type: none"> <li>● The units and lessons that teachers teach concern material about human rights, through human rights, and for human rights</li> <li>● Learning standards or learning objectives are aligned with human rights values</li> <li>● The assignments and projects in which students engage are participatory, collaborative, and inclusive</li> <li>● The books, materials, videos, presentations, or readings used include diverse genders, ethnicities, languages, and perspectives. The content associated with those materials accurate and transparent and does not exclude minorities or groups. The learning is representative to dispel biases.</li> <li>● The tests, assessments, and other methods used to evaluate student learning are fair and transparent; equal marks are given for equal knowledge and skills</li> </ul>
<p><b>Administration</b> in which:</p>	<p><b>School Environment</b> where:</p>
<ul style="list-style-type: none"> <li>● School policies and codes of conduct uphold shared responsibility among pupils and staff for the promotion of equality, respect, and peaceful conflict resolution, as well as a school free from discrimination, violence, abuse and corporal punishment</li> <li>● Governance structures and processes</li> </ul>	<ul style="list-style-type: none"> <li>● School values and culture promote equality and non-discrimination, respect, peace, fairness, accountability, social responsibility, participation, and inclusion</li> <li>● The environment is physically, mentally, and emotionally safe</li> </ul>

emphasize inclusion and participation of all stakeholders (including parents, pupils and school staff) as well as decision-making that is democratic and transparent

- School leadership and management practices emphasize respect for rules and regulations that reflect human rights values and principles and that have been agreed upon and adopted collectively
- Teacher training and support are provided for teachers to incorporate human rights values and principles into their work.
- School self-assessment is ongoing, leading to a continuously improving learning environment for human rights

- The environment is physically, mentally, and emotionally healthy
- Positive relationships between students, teachers, administration, and parents are promoted
- Freedom of thought and conscience are promoted
- All are welcome