



Leading Learning Instruction
Leadership Programme
LLL5 – Developing Rights and
Responsibilities in Classrooms

May 2019

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Imagery: The brand imagery being used for the Pacific Partnership to End Violence Against Women and Girls (Pacific Partnership) is inspired by empowering female-specific tattoo motifs used in the Pacific. Termed veiqia in Fiji or malu in Samoa, these tattoos are believed to give shelter, strength and protection to young women, just as the Pacific Partnership aims to empower women, improve gender equality and end violence against women and girls. The Pacific Partnership's implementers respectfully acknowledge that these symbols were traditionally only marked on women, and are empowering and reflect heritage, tribe, identity and strength.

LLL5 – Inclusive Education for School Leaders

Developing Rights and Responsibilities in Classrooms

Learning Objectives of LLL5

At the successful completion of this course you should be able to:

1. Relate customary and traditional rights and responsibilities and internationally recognised human rights, including the rights of the child, to teacher and student expectations and behaviour in the classroom;
2. Apply knowledge and support teachers to be more inclusive, particularly through addressing issues for vulnerable students regarding bullying, stereotyping/gender and disruptive behaviour,
3. Ensure that teachers can adapt their teaching programme and implement student centred learning and teaching strategies so that in every classroom, every student achieves his/her potential,
4. Lead school planning and processes and take action to ensure a safe and inclusive learning environment that promotes equitable outcomes for every student.

Assessment

Assessment task 1:

Part a)

At the conclusion of each day of LLL5, write a 250 word summary about the day, ideas which are particularly relevant to issues in your school, any new ideas and any action you are considering taking in your school in the future (750 words total)

Part b)

On day one add an extra 250-300 word section as follows:

“Examples I can identify where there is the potential for students to not enjoy their full rights in my school.”

Assessment task 2:

Part a) 800-1000 words

In pairs/relevant school groups, considering videos and other materials from LLL5, prepare a workshop and materials for a whole staff session (minimum of one hour) about Rights of the Child explaining and doing activities about one of the following, including how your school will be addressing the issue:

- Gender equity
- Discrimination and stereotyping of vulnerable groups
- Social inclusion
- Bullying/Harassment, sexual harassment, etc.

Part b)

After conducting the workshop, individually write a 300-400 word summary about the positives and negatives of the session and the next steps for action which your staff and you have identified for the classrooms and for implementation across the school.

Assessment task 3:

Part a) 600-700 words

Present a report on how an inclusive classroom can improve the learning outcomes for all students. Include information on how the approach and attitude of the school leader is essential for this to happen. Give examples of how, when or where this has been successful.

Part b) 1000 words

In relevant school groups, write a detailed Implementation Plan to address a “social inclusion” issue in your school. This will include the consultations necessary – with staff, students and community – to refine the issue and decide on the actions to be taken, by who, when and how and the evaluation of the action.

A draft plan to be completed by Wednesday, 8 May morning, with the final plan due within 1 month.

Overview of Social Inclusion

Social Inclusion can be likened to an umbrella – overarching and covering what happens in a school. In order for any umbrella to stay upright and perform its function, the spokes must be strong, must be firmly held in place and need to work together. If one or more spoke is bent, broken or not fully attached, social inclusion can fall apart.

There are a number of essential spokes to this umbrella, which this LLL5 workshop will touch on. The topics build on what has been covered broadly in LLL 1-4.

Rights and Responsibilities – understanding of human rights and the rights of children, and how everyone has a responsibility to ensure they support the rights of others and don’t act in any way that prevents someone else from enjoying their rights.

Non-violence – any violent behavior means that the victims are not enjoying their right to a safe environment. All violence is a choice and will hurt someone else. Bullying is a form of violence that is not accepted in the school, any more than physical violence. Corporal punishment is also violence and school leaders need to ensure that teachers understand and practise positive discipline approaches. Clear behavior expectations/responsibilities and consequences need to be consulted about and then consistently applied and publicised to students, parents and the community.

Inclusion of groups who are vulnerable based on their gender, disability, ethnicity, etc. – All students should know they are a valued member of the school community. They can participate in all activities and their voices will be heard. Discrimination is not part of the school culture.

Equity – a school should strive for equitable outcomes for their students. This doesn’t mean treating students equally, but rather giving them the specific support they need to reach their goals.

Teaching and learning – school leaders have a vital role to play as models, mentors and facilitators. Learning activities involve all students and are based on meeting student needs, not on treating students equally. Students learn to take on equally important roles as active learners, supporters, communicators and mediators.

These spokes of the Social Inclusion umbrella don't stand alone – they are interwoven together. The workshop starts off with **Topic 1** on human rights because that underpins everything else. With rights come responsibilities for multiple people involved in the school. The initial topics for LLL5 build on learning from LLL2, LLL3 and LLL4. Non-violence weaves through other spokes and is addressed more than once because it is almost impossible for students to learn if they are fearful of violence. Violence usually is directed first at members of vulnerable groups and so that is the next focus of the programme.

Identifying vulnerable and marginalised students and addressing their needs is **Topic 2**, thereby building on previous learning from LLL4. This includes looking at the effect of privilege and violence on learning experiences and examining the role of school leaders in supporting teachers to implement actions and strategies in their classrooms to ensure that every student has the opportunity to reach their potential. ***It also means leaders ensuring that teachers look at the needs of each student, not treating them all the same.***

Topic 3 is on the Hidden Curriculum and the concept of equity – we want all students to get the best possible outcomes from their schooling and, therefore, the overall culture and policy contexts of the school need to support this. These spokes of the umbrella can be in the school policy, but unless they are put into place in every classroom, social inclusion will not be a reality. **Topic 4** is Social Inclusion – tying the spokes together to make the whole school a better place for student learning.

Kiribati Policy Context for Inclusive Education

Education Act / Nat'l Curriculum Framework

- Enable student to become an effective and informed member of the community...
- Have knowledge, skills & attitudes to contribute to just and prosperous society.

Pacific Regional Education Framework

- A human rights approach to education that seeks to empower Pacific Islanders to fully enjoy, without barriers, the benefits of education.



- Education for... human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development.

What do Kiribati laws, policies, strategies say about what the country wants for its children?¹

**VALUES
for our
children to
uphold**

Our customs and traditions

Equality and justice

Equity, fairness

Inclusiveness, tolerance, compassion

Fundamental rights and freedoms BUT subject to respect to rights and freedoms of others

Respect for cultural diversity, non-racism

Best interests of the child as paramount

Gender equality, non-sexism

Respectful and violence-free relationships

Democracy

Accountability and transparency

¹ Sources are : Constitution of Kiribati; Agenda 2020: A Framework for Progress; Kiribati Development Plan 2016-19; Education Act 2013; Education Sector Strategic Plan 2016-2019; National Curriculum and Assessment Framework; National Approach to Eliminating Sexual and gender based Violence in Kiribati: Policy & Plan of Action 2011-21; National Policy on Gender Equality & Women’s Development 2011-14; National Disability Policy & Action Plan 2016-20 (*draft*); SAMOA Pathway; Sustainable Development Goals 2015-30; human rights treaties which Kiribati has ratified – CEDAW, CRC, CRPD.

OBJECTIVES:***what we
want for our
children***

Education without discrimination; equal access & quality education to be effective & informed community member

Develop healthy self-concepts and decision-making, critical thinking, self-management, social & cooperative skills

Education that promotes active citizenship, essential qualities & skills to be participating & productive citizens

Part of strong active families & communities

Healthy and confident young people, physically and emotionally safe, building healthy relationships

Disciplined in schools in a manner that is non-discriminatory and consistent with child's dignity and rights

Zero tolerance of violence, sexual harassment, indecent assault & other harmful behaviour in schools

Enjoyment of fundamental rights and freedoms, but subject to respecting the rights and freedoms of others

Equal opportunities for boys & girls; equal valuing of women & men's shared roles in development

Children with Disability: have their skills, knowledge, talents & aspirations embraced; be visible and participate in the community; be treated equally and with respect; live in barrier-free and inclusive environment through reasonable accommodation of personal needs

Living in violence-free communities, cared for & protected from discrimination, abuse & violence

Living in society where custom, tradition or religion is not used to justify violence against women & children

Acquire knowledge and skills to promote sustainable development, including, through education for... human rights and gender equality (*SDG 4*)

Education towards development of ... respect for human rights and freedoms; respect for parents, cultural identity, language and values; personality, talents and abilities & preparation for responsible life in a free society (*CRC*)

Topic One: Human Rights

LEARNING OUTCOMES:

- Link internationally recognised and accepted human rights and “natural” and “customary” rights
- Relate human rights and the rights of children to some relevant Acts and laws in Kiribati
- Link some rights to appropriate responsibilities

Relevant School Leadership Service Standards:

SLSS Standard 1: Educational Leadership:
Competency 1.1: Vision
Competency 1.2 Positive Environment & Discipline;
Competency 1.4 Ethics and Commitment;
Competency 1.5 Safe Learning Environment

Activity 1.1: Introduction & Sharing Ideas (Time: 30 mins)

Group work introductions (20 mins)

Participants are asked to form themselves into 4 groups. Participants will take their pens and stay in that group until afternoon break. Group facilitators ask each school leader to provide their name, name of their school and **one sentence** on what leaders see as the biggest social issue facing them in their school at the moment. Facilitators will use sticky notes to record ideas, to be attached to wall charts for later reference.

Introduction to the Programme (10 mins)

LLL2 introduced the United Nations rights of the child and the issue that child protection is everyone’s responsibility, with LLL3 and LLL4 focusing on aspects such as inclusive education, school discipline and corporal punishment. This LLL5 programme looks at basic concepts and principles you need to understand in order to put inclusive classrooms and teaching *into practice*. Inclusive education means not just an education for everyone, but everyone having an equal opportunity to succeed – which takes conscious work by the school leader and teachers as all children have different needs. Every child has the right to an education in a safe, healthy environment. To ensure this happens, School leaders, teachers, parents and students have responsibilities. An education doesn’t happen just because the child is at school.

Inclusive education is sometimes just used to refer to students with disabilities or about girls. This programme, however, is looking much wider – all vulnerable groups in schools need extra attention to ensure they can have good learning outcomes.

The programme is based on internationally recognised and accepted human rights. It will focus on the responsibilities that all citizens have to ensure they support, and do not infringe upon the rights of others. If these human rights are fully implemented then there will be no discrimination or violence, all students will be healthy and receive the opportunity to achieve equitable outcomes in a supportive, safe environment with adequate access to shelter, food and water. By supporting everyone else to enjoy their rights, students will be considerate, cooperative and helpful.

Notes:

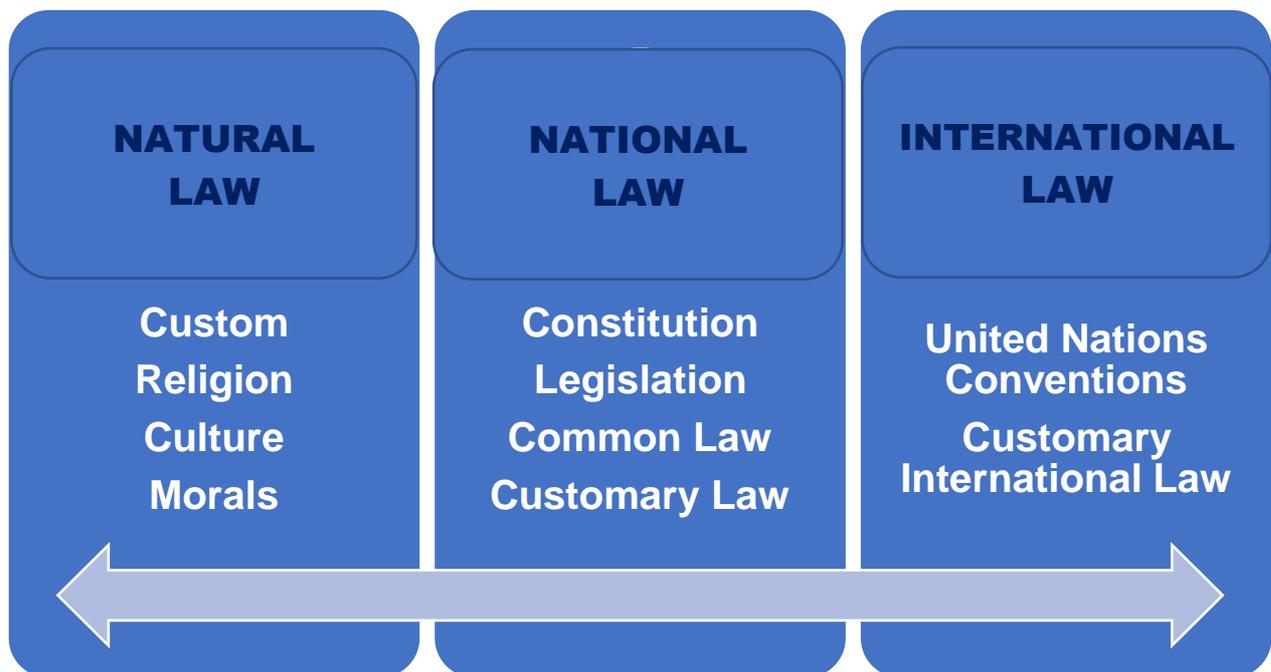
Activity 1.2: What are Human Rights? (Time: 60 mins)

- Think, Pair, Share:** This will be done in each of the four groups. (Time: 15 mins)
 - On a sticky note, individually answer these two questions (1 minute):
 - Where do Human Rights come from?
 - Name 4 Human Rights.
 - Pair with the person next to you and, in 2 minutes, compare your answers.
 - Join with another pair and, in 2 minutes, compare answers.
 - Share 2 human rights with the whole group, but none can be repeated.
- Presentation and facilitated discussion on who has rights and where do they come from (Time: 45 mins)

Facilitator Information 1A: Who has rights & where do they come from?

Definition: Human rights set universal standards of behaviour with the understanding that everyone should be able to live a life of *dignity and humanity*.

Where do human rights come from?



- 'Natural Law' refers to custom, religion, cultural values and morals and what they say about how we should treat each other. The basic values and principles of human rights align with core cultural values (e.g. dignity, fairness/ justice, kindness and compassion, respect, tolerance and acceptance, cooperation and non-violence, etc.). We are all entitled to equality (equal value and contribution); care and protection (of the vulnerable); and to live in peace and harmony.

2. National Laws, including the Kiribati Constitution and the Education Act, reflect the basic rights of Kiribati citizens (e.g. to have an education, to protection from violence)

Constitution of Kiribati, Chapter 2 lists rights every person in Kiribati is entitled to:

- dignity, equality, safety, protection
- freedom of speech, freedom of religion, assembly, association.
- equal protection before the law, right to fair trial
- right to privacy

Every person in Kiribati is entitled to the rights and freedoms, **BUT subject to respect for the rights & freedoms of others and for the public interest.**

Examples of national laws that protect human rights:

1. **Domestic Violence law – Te Rau Nte Mweenga Act, 2018**

2. **Child Protection law – Children, Young People and Family Welfare Act, 2013**

3. **Education Act 2013:**

- The government must provide an education system that will: (i) help maximise student's educational potential; and (ii) enable the student to become an effective and informed member of the community.
- No child should be refused enrolment at a school on the basis of his or her sex, religion, race or disability.
- Discipline must be administered in a manner that is non-discriminatory and consistent with a student's human dignity and other rights. Corporal punishment is not acceptable under any circumstances.
- Unacceptable school behaviour is defined to include: using violence or threats of violence against another person; sexual harassment or indecent assault of another person; behaviour harmful to the health, safety or welfare of the staff or other students of the school.

3. International Laws (e.g. CRC, CEDAW, CRPD) are globally agreed human rights (e.g. to education, to protection from violence, to have a family).

Who has human rights?

- Everyone is born with human rights. Rights are everywhere and every person has these rights.
- Groups have rights too – families, communities (e.g. to development), specific groups who are more vulnerable in our communities.

Activity 1.3: Why we Need All these Rights (Time: 40 mins)

BOAT TO PARADISE ACTIVITY (Time: 20 mins)

1. Participants will work in mixed groups (primary/JSS plus heads combined with deputies, males and females) of around 5-6.
2. Each group will have a set of the following 24 cards with a human rights or value on them.

Right to LIFE

**Right to
FOOD, WATER & SHELTER**

**Right to
HEALTH CARE**

**Right to be SAFE
Free from VIOLENCE**

**Right to JUSTICE
and a FAIR TRIAL**

**Right to
practise our CULTURE**

**The RIGHT to
PRIVACY**

**Right to ACCOUNTABLE
GOVERNMENT**

NO corruption

**EQUAL before the LAW
& innocent until proven guilty**

**We protect
VULNERABLE GROUPS**

No TORTURE

No SLAVERY

**We value PEACE and
HARMONY**

**Right to HEALTHY & SAFE
ENVIRONMENT**

**Right to
EDUCATION**

**Right to
REST and PLAY**

**Right to VOTE & participate in
public affairs**

**Right to MARRY
and have a FAMILY**

**Freedom
of RELIGION**

**Freedom
of SPEECH**

**Right to
INFORMATION**

**Everyone is treated with
DIGNITY & RESPECT**

No HUMAN TRAFFICKING

**With RIGHTS come
RESPONSIBILITIES**

**We value INCLUSION
NO discrimination**

3. Our basic values from our culture, faiths and custom (e.g. respect, dignity, fairness, kindness & compassion, tolerance, peace/ non-violence, cooperation) form the basis for our rights. Rights are not just anything we want. They are things we need to live with human dignity and to live peacefully with each other.

4. The following scenario will be read:

You have been handpicked by the President and leaders of Kiribati to establish a new community on an uninhabited island.

You have been given the responsibility to lay the foundations for a society for the next generation of Kiribati children on this new island so that they both know their culture and cultural identity as I-Kiribati, and are able to thrive in a global environment.

You will need to decide on what HUMAN RIGHTS will form the basis of the society we want for the next generation of Kiribati children.

STEP 1: Through a national dialogue process, citizens of Kiribati have given you a set of rights. Of the 24 provided, however, the government has only resources to ensure 18. Hence, you must decide which 18 rights must be guaranteed, promoted and protected on “Next Generation” Island. Each group therefore has to get rid of 4 rights.

- Each group will decide which rights they are going to keep and which to discard. The rights they are keeping will be put on the wall with blu-tack.

STEP 2: HOWEVER, the government has now informed you that unfortunately, some stakeholders were not consulted in the national dialogue and so a 2nd round of stakeholder consultations has been held. This round of national dialogue decided to limit to only 14 rights that must be guaranteed, promoted and protected on the “Next Generation” Island. Each group therefore has to get rid of 4 rights.

- Again each group must remove 4 rights from the 18 they wanted to keep.

STEP 3: The Island is ready to settle. HOWEVER, there is a vote of no confidence passed and a new government comes into power and says only 12 rights need to be guaranteed, promoted and protected on “Next Generation” Island. Each group therefore has to get rid of 2 rights.

- And another 2 rights must be removed.
- Take a quick walk and look at two or three other group’s final selection – is there some agreement?

REFLECTIVE DISCUSSION (ACTIVITY PROCESSING) LED BE FACILITATOR

(Time: 10 mins)

- How did you feel when you had to choose which rights to keep and which to discard?
- What criteria or considerations did you use to decide?
- How did you feel about the rights and values the next generation cannot have?
- What does this activity say about the nature or characteristics of human rights and responsibilities?
- What does this activity say about rights being foreign and irrelevant to Pacific context?

Notes:

Facilitator Information 1B: Key Characteristics of Rights (Time: 5 mins)

The key message from this activity is that all rights are equally important.

It is also important to emphasise that rights have four characteristics:

1. Universal: we all have rights, regardless of who we are, where we come from, if we are boy or girl, etc.
2. Inherent: we have these rights because we are human beings; we are born with these rights
3. Indivisible: these rights are a package deal. They cannot be divided or applied to some people and not others. All are important. All are necessary.
4. Inalienable: no one can take our rights away.

In addition, all rights come with responsibilities. We all have a responsibility to ensure that in enjoying our rights we do not infringe/violate the rights and freedoms of others.

Assessment task 1

Part a)

At the conclusion of each day of LLL5, write a 250 word summary about the day, ideas which are particularly relevant to issues in your school, any new ideas and any action you are considering taking in your school in the future (750 words total)

Part b)

On day one add an extra 250-300 word section as follows:

“Examples I can identify where there is the potential for students to not enjoy their full rights in my school.”

Note that this is the case for every school in the world – there is always the *potential* for students to suffer from bullying, sexual harassment, lack of necessary resources or opportunity to express their opinions etc.

Examine your own school or a school you are familiar with. Where are students most at risk of being unable to enjoy their rights. This could be because violence is an issue, it could be lack of trained teachers or specific resources for students with disabilities or lack of water and shade. There are many other opportunities to deny students their rights – find the ones you think have the greatest potential in your school. You may also include actions that could mitigate or fix these issues.

Activity 1.4 Rights and Responsibilities (Time: 75 mins)

Facilitator Information 1C: Rights come with Responsibilities (Time: 5 mins)

We know that everyone has rights. But how do we ensure that everyone can enjoy their rights? We all have a responsibility to ensure we do not override or infringe the rights of others, and we help others to achieve their rights.

Who has the responsibility to ensure these rights are upheld? It is everyone's responsibility to make sure the rights of others are protected. For every right that we have, we have several responsibilities.

e.g. "I have the right to say what I think. I should be consulted and my opinions respected in all matters concerning me."

Also means "I have a responsibility to say nothing that is disrespectful or hurtful to others."

e.g. "I have the right to be safe from violence."

Also means "I have a responsibility not to be violent to, or hurt anyone else."

Schools are required to show students their report cards – while making sure they are also available for the parents as they have rights too. However, a child has the right to disagree with what is written and the school is responsible for showing the evidence for the statement.

All children in Kiribati have the right to an education. The government has a corresponding responsibility to provide the resources and educational services to ensure all children can access an education.

Key message:

The main duty is on **governments** at all levels – local to national – to ensure people's rights. School institutions also have responsibilities to ensure their students' rights.

BUT we all have a duty to respect, protect and fulfil human rights in our own communities and country.

RIGHTS & RESPONSIBILITIES

- IN THE EXERCISE OF THEIR RIGHTS AND FREEDOMS, EVERYONE IS SUBJECT TO **LIMITATIONS** (DETERMINED BY LAW) TO SECURE DUE RECOGNITION AND RESPECT FOR THE **RIGHTS AND FREEDOMS OF OTHERS** ... AND TO ENSURE MORALITY, PUBLIC ORDER AND GENERAL WELFARE IN A DEMOCRATIC SOCIETY.

NO SUCH THING AS ABSOLUTE RIGHTS
your rights cannot violate others' rights



PART A: Identifying Rights and Responsibilities (Time: 30 mins)

1. Individually read the following story. Everyone then will be given a copy of a list of human rights values, rights and responsibilities.
2. In pairs, re-read the story and try to identify as many “rights” as possible that are evident in the story. Then look for the corresponding “responsibilities” and the values enshrined in these rights. (20 mins)

e.g. You have a right to equality, but you have a responsibility to also treat others equally and fairly.
3. Write down your list of values, human rights and responsibilities that you think are present in this story.

Notes:

Nei Taing And Nei Teriba, The Careful Women

Nei Taing and Nei Teriba were sisters. They lived together with their younger brother at Maungatabu, near the village of Eita on Tarawa. Since their parents were long dead, they had grown up looking after each other. They owned a plot of land at Maungatabu, but in those days long ago, not much food was grown anywhere. There were only two coconut trees and three pandanus trees bearing fruit on their plot of land.

The three of them divided up the work: Nei Teriba worked the land, keeping it clean and planting up many young coconuts; Nei Taing would look after the small bwabwai pit, digging and cultivating several edible plants; and their brother went fishing and collected toddy. As a result, they made a living off their single plot of land and lived together happily. They liked to work as individuals so that they would know what each produced, but were content to jointly own everything and eat together.

It was their habit to prepare two ripe coconuts for eating, which would last them for five days. Nei Teriba’s duty was to care for the coconuts, to collect and count them. They would break open the two coconuts to eat and store the remaining coconuts. They ate twice in the morning and evening their own portions of coconut for five days, and they only drank water. In this way they were able to live on so little food. Usually, the brother would collect only a little toddy in his ibu as well, which would be boiled over a fire and stored away.

After a long time, by carefully storing away surplus coconuts, they had amassed enough ripe coconuts to fill a large shed. In addition, the platforms of their houses were full of kamwaimwai, all collected from one tree; their pit had produced many large babai plants; and they had much kabubu as well.

Now there were other inhabitants of Maungatabu who were not close relatives. They owned plenty of fertile land, but they did not look after it well. In due course, a severe famine came and many people finished up all their coconuts and toddy. Te wao and te mtea were eaten and when they had been used up everyone, young and old, was starving.

Then the people approached Nei Taing and Nei Teriba to beg for coconuts, promising to replace them when good times came again. Nei Taing was cautious, pointing out that while she owned only a small plot of land, they all had large holdings. However, she said she would give them food until the next good season if each family gave her in return a piece of their land. The people of Maungatabu agreed to the proposal and they surrendered a portion of their lands. No one disputed the land title because no one expected the trees and plants, their sources of food, to grow again. They all thus survived on the food provided by Nei Taing and her siblings.

Eventually the whole of Maungatabu land passed into the hands of the two sisters and so it remains to this day. Maungatabu is now known as the land of the careful women.

*Extracted from "Traditional Stories from the Northern Gilberts" by Ten Tiroba of Buariki, Tarawa.
Translated by Reid Cowell Institute of Pacific Studies, University of the South Pacific.
Printed by Fiji Times Ltd. Suva, Fiji, 1989*

Facilitator Information 1D: Facilitators seek responses from the various groups and discuss:

REFLECTIVE DISCUSSION (ACTIVITY PROCESSING) LED BY FACILITATOR: (10 mins)

- What Rights, Responsibilities and Values have you found in the story?
- If you know this story from before, were there any key differences between the i-Kiribati cultural values this story teaches us and human rights values, as well as rights and responsibilities?
- What does this activity tell us about human rights and responsibilities? Could we see teachers using this in their classrooms?

Activity 1.4 PART B: Schools: Whose Responsibility is It? (Time: 35 mins)

1. Look at the table – there are 3 separate “rights” that impact on children’s education.
2. In order for children to receive an education, their parents have to meet their responsibilities by taking certain actions. The Principal has to meet her/his responsibilities, the teacher has to meet their responsibilities, and the child has to meet their responsibilities.
3. There has been one example done in each column. Work with a partner to fill in at least 6 more responsibilities anywhere on the table with at least one for each Right. (20 mins)

Child’s Right	What is the responsibility of the Principal?	What is the responsibility of the Teacher?	What is the responsibility of the Parent?	What is the responsibility of the Child?
Article 28-29: You have the right to go to school	e.g. responsibility to have teachers in each classroom ready to teach each day	e.g. responsibility to turn up to class each day with my lessons prepared	e.g. responsibility to ensure my child can go to school every day	e.g. responsibility to attend classes on time with my books and pen

Article 31:
**You have the
right to a safe
environment**

Article 2:
**You have the
right to non-
discrimination**

4. Work with another pair and critique at least 2 “responsibilities” they have written and let them do the same to yours. This could be a comment on how appropriate the responsibility is or a “rewrite” to improve it. (15 mins)

Extra: Note: this activity will not be used during this workshop. It is used in Module CPD467 so many teachers will be familiar with it. It may be a useful activity to do with staff to encourage them to use it with their classes.

WITNESS GAME – game about bullying, rights, roles and responsibilities²

LEARNING OUTCOMES: Students will be able to:

- recognise the role of a “witness” in different scenarios as supporters of a problem like bullying
- recognise that everyone has a responsibility for taking action when anyone else is being bullied or otherwise harmed in a school.

The intent of the learning activity is to give students an experience involving bullying, and how students can work together to prevent bullying.

KEY LEARNING CONTENT:

- All students have a right to be safe, free from violence (bullying).
- Teachers have a role and responsibility to ensure all children are safe.
- Students have roles and responsibilities to prevent bullying.

ACTIVITY INSTRUCTIONS:

This game is a variation of the children’s game of “Tag”. Set an area big enough for students to move around in.

1. Divide the group into 3 teams. Ask the group to number themselves 1, 2 or 3.
2. Explain that 1’s will be the “targets”, 2 will be the “chasers”, and 3 will be the “witnesses”.
3. Explain each role:
 - The chasers have to try tag the targets by tapping them on the shoulder.
 - The targets must try to get away from the chasers.
 - The witness’s role will vary in each round.
4. A complete game will take 4 rounds with different instructions for each round. Allow each game to continue for about 2 minutes before stopping and beginning the next round.

First Round: Witness actively helps the Chaser.

The witness helps the chaser by blocking the target’s path so the target cannot avoid the bully. However, the witness cannot touch or push the target. The intervention must be non-violent. The chaser tries to tag the target and the target tries to avoid the bully. Ask the chasers how many targets they managed to tag.

Second Round: Witness is indifferent.

The witness is indifferent to the situation and does not intervene. Ask the chasers how many targets they managed to tag.

² Adapted from Play it Fair, Equitas.

Third Round: Witness protects the target.

The witness protects the targets by placing her/himself between the targets and the chaser. The witness cannot touch or push the chaser - the intervention must be non-violent. Ask the chasers how many targets they were able to tag. The number should be fewer than in rounds 1 and 2.

Fourth Round: Witnesses work with the targets.

This time the targets and witnesses are able to be proactive in addressing the chasing. Ask the chasers to move to one area of the room and stay there. Ask the targets and witnesses to group together and for 2 minutes to discuss the situation. When the teacher says "OK, GO!" the chasers must try to get to the targets. Hopefully they will have devised a strategy to protect the targets. (The strategies used could be that the witnesses form a circle around the targets, so the chasers can't get to them; or the witnesses stand in a line across the room and prevent the chasers passing through the line – HOWEVER – do not suggest even using a strategy to the participants. This should be their own idea). Ask the chasers how many targets they managed to tag. It should be very few.

REFLECTIVE DISCUSSION (ACTIVITY PROCESSING) FOR THE FACILITATOR:

Ask some reflective questions to encourage discussion on bullying.

1. What happened in the game?
2. How did you feel during this game? Ask the targets first, then the chasers.
3. When was it easiest for the chaser to tag the targets? When was it hardest? Why was this?
4. In a school setting, who would be the "chasers" (= bullies), the "targets" (= victims of bullying) and the "witnesses" (= those who witness the bullying)?
Share with participants that this game is about bullying and/or other forms of violence (domestic violence, gender-based violence, sexual harassment). In this context ask:
 - Who were the perpetrators of violence? Who were the victims?
 - What happens when witnesses do nothing to prevent violence/bullying?
 - What happens when witnesses get involved and try to prevent violence/bullying?
5. What is bullying? What are some examples of bullying behaviour? * See below
6. Have you ever teased, bothered or annoyed other students when you were at school? Why?
7. Have you ever seen other students bullying? What did you do?
8. What can students do if they or someone from a group is being bullied?
 - *Look the bully in the eye silently to send the message, 'You cannot scare me';*
 - *Face the bully and tell them firmly, 'Stop it';*
 - *Talk to a friend about what has happened and ask for support;*
 - *Talk to your parents about what has happened;*
 - *Talk to the teacher about what has happened.*
9. What can teachers do if someone from a group is being bullied?

10. What can we all do together to make sure that bullying does not happen in our classrooms and our school?

11. Can they use the ideas from the game to talk about group responses to bullying behaviour?

* Remind students that **bullying** can be:

- Using hurtful words or making fun of another person many times.
- Ignoring someone or purposely excluding them from a group or activity.
- Hitting, pushing or using violent behaviour against another person.
- Saying or writing lies or spreading rumours about a person.
- Meant to make the bullied person feel bad about themselves.

Teasing is:

- Making fun of someone in a friendly way to make people laugh
- Not meant to hurt people's feelings
- Not aimed at the same person all the time.

Note: This activity also can be used to address other issues. The “bullies” can be sexual harassers and the targets teenage girls. The same message will apply – those who witness but take no responsibility are also responsible for the problem. It can also be used where the “bullies” are the petrol companies and governments making money from crude oil, the targets are the people in low lying islands and lands vulnerable to sea level rise. The witnesses are the people in developed countries driving their cars and cutting down trees.

KEY MESSAGES FROM THE ACTIVITY:

“If you are not part of the solution, you are part of the problem”

Everyone has a responsibility to ensure that the rights of others are upheld.

EXTRA: Another activity to take back to your school on Rights and Responsibilities

Wants, Needs, Rights and Responsibilities³

Learning Outcomes:

- Students can differentiate between their “wants” and their “needs”
- Students can identify their “rights” as humans and as part of a community
- Students can explain the link between their rights as citizens of Kiribati and the Declaration of the Rights of the Child.
- Students can explain their responsibilities as members of their community
- Students can carry out their responsibilities as a responsible social citizen

Overview

The **Convention on the Rights of the Child (CRC)** is an international agreement aimed at protecting all human beings younger than 18 years old. This Convention was adopted by the United Nations on 20 November 1989, and is signed by almost every nation in the world. Every year, the 20th of November is celebrated around the world as International Children’s Day. By signing this convention countries have agreed to uphold and protect these rights. **All of the Pacific countries have signed the CRC.**

Children’s rights are a tool to protect all children from violence and abuse. Children’s rights also aim to ensure that each child has the opportunity to reach their full potential. Children’s rights stipulate that all children, **without discrimination**, should be able to develop fully, have access to education and health care, grow up in an appropriate and safe environment, be informed about their rights and have a say in their own development as much as possible, and actively participate in society.

Convention on the Rights of the Child (child friendly language summary) ⁴		
Article	Topic	Summary
1	Definition of the child	These rights apply to all children under 18.
2	Non-Discrimination	All children are of equal worth. All children have the same rights and should not be treated differently. Nobody should treat you badly because of your appearance, your colour, your gender, your religion or your opinions.
3	Best interests of the child	Those who make decisions affecting children must first and foremost think about what is best for you.
4	Protection of rights	The government must protect all of your rights.
6	Survival and development	You have the right to life and the right to develop.

³ Adapted from ABC: Teaching Human Rights.

⁴ Adapted from The World’s Children’s Prize, www.worldschildrensprize.org/uncrc and UNICEF <https://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

Convention on the Rights of the Child (child friendly language summary)⁴

Article	Topic	Summary
7 & 8	Registration, name, nationality	You have the right to a name and a nationality and identity.
9	Separation from parents	You have the right to live with your parents unless it's bad for you. You have the right to be brought up by your parents, if possible.
12-15	Opinion, expression, thought and religious beliefs	You have the right to say what you think. You are to be consulted and your opinions respected in all matters concerning you – at home, at school and by the authorities and the courts.
18	Parental responsibilities, state assistance	Your parents are jointly responsible for your upbringing and development. They must always put your interests first.
19	Protection from all forms of violence	You have the right to protection against all forms of violence, neglect, abuse and maltreatment. You should not be exploited by your parents or other guardians.
20-21	Deprived of family, adoption	You are entitled to receive care if you have lost your family.
22	Refugee children	If you have been forced to leave your country you have the same rights as all the other children in your new country. If you are alone you have the right to special protection and help. If possible you should be reunited with your family.
23	Children with disabilities	All children have the right to a decent life. If you are disabled you have the right to additional support and assistance.
24	Health and health services	When you are sick you have the right to receive all the help and care you need.
28-29	Education	You have the right to attend school and to learn important things such as respect for other people's rights and respect for other cultures.
30	Minorities and indigenous groups	The thoughts and beliefs of every child should be respected. If you belong to a minority you have the right to your own language, your own culture and your own religion.
31	Leisure, play and culture	You have the right to play, rest and live in a healthy environment.
32	Child labour, work	You should not be forced to perform hazardous work which interrupts or prevents your schooling and which could be harmful to your health.
34	Sexual exploitation	No one should subject you to abuse or force you into prostitution. If you are treated badly you are entitled to receive protection and help.
35	Abduction, sale and trafficking	No one is allowed to kidnap or sell you or traffic you.

Convention on the Rights of the Child (child friendly language summary)⁴

Article	Topic	Summary
37	Detention and punishment	No one should punish you in a cruel and harmful manner.
38	War and armed conflicts	You never have to be a soldier or take part in an armed conflict.
42	Knowledge of rights	All adults and children should know about this convention. You have the right to learn about your rights

1. Discuss with the class what they would like living in their community to be like – what would be their “dream” life? Brainstorm the whole class briefly. – try and elicit ideas about how people relate to each other – fairness, non- discrimination, no bullying. Then ask each student to make a list of what they WANT – this list could get quite long.
2. Then ask them to choose from this list the things that are really important – what they NEED to survive. This list will be much shorter.
3. Next step is to put this on a large sheet – **Our Community Needs**. If any item is repeated by several students - add ticks for each time as these should help prioritise the NEEDS.
4. On a fresh piece of paper make a heading **Our Community Rights**. From the list of Needs, ask them to choose what they think they have a right to expect as humans, as members of a village community (i.e. we have the right/ freedom to food, water, opinions). Ask them to justify these, as their reasons are important. The obvious needs of food, water, shelter will be easy. Why do they think they need protection/to feel safe and is it a “right”? Some students may think they “need” access to fast foods, cell phones, TV’s or free transport. Let other students address these if possible as that message will be more acceptable from someone their own age.
5. Introduce the Rights of the Child – explain that these rights have been set out in an International Convention from the UN that Kiribati has signed up for. How do their “rights” match the 12 abbreviated rights from the convention? Explain that this is an abbreviated list and that the convention states that some of these rights are ones children will grow into e.g. the right to get information important to your wellbeing (Article 17) depends on being old enough to understand that information.
6. If the teacher has access to photocopying then the main 20 Articles could be printed in full and distributed amongst groups of 3-5 students. Each group has to come up with a summary of their Articles and a link to the “rights” the class originally designed. Give them time to complete this, and then each group has 2 minutes to present their conclusions. Otherwise read out 3-4 articles and have students discuss these in their groups.
7. **Note:** The teacher will have to be aware of issues or questions that may arise during discussion; e.g. what constitutes cruel and harmful punishment. This is where the discussion is led back to the laws of Kiribati. Laws are how a country defines how they implement the Convention. How does Kiribati protect its citizens? What are the laws on

cruel and harmful punishment? What is the law on education? Kiribati guarantees its citizens free education to year 9.

8. Ask students to look at their list of “rights” in their groups. Do their “rights” ensure equity for everyone; i.e. Do their list of rights address any specific rights for women and girls? For people with disabilities? Why would they need to do this? Try and get students to realise that there is a special Convention on the Rights of the Child because children are one of the vulnerable groups in society. Equally, so are females and people with disabilities. Do they need to add to their list for their community?
9. Bring up the term equity – treating everyone the same does not result in equal outcomes. If the nearest health clinic is several villages away or at the other end of the island then saying it is free for everyone does not mean everyone has equal access to health care. The people in wheelchairs, mothers with young babies and the old and infirm will be unable to visit very often. In order for everyone to have equitable outcomes the clinic needs to be easily accessible to everyone –maybe providing free transport on request just for the people who need it. Equity means treating people differently in order for everyone to have a fair outcome.
10. Then make the link between rights and responsibilities – if we have a right then we have a responsibility to ensure others equally enjoy that same right. Ask students in pairs to rephrase the list of their “rights” into their responsibilities. For example:
 - “Every student has the right to be safe in their community” could be reworded as “Every student has the responsibility to not harm any other person physically or by using insulting or hurtful words” or “Every student has the responsibility to ensure that vulnerable people (people with disabilities, females) are given protection from physical harm, or from insulting or hurtful words.”
 - “Every student has the right to express their own opinions” as “Every student has the responsibility to listen to other people’s opinions without making rude, hurtful or disparaging comments.”
11. Once the students have agreed on their list of Rights and Responsibilities then display them on the wall. Discuss with the class how these “Responsibilities” can form the basis of “Rules” or Laws as they describe ideal behaviour. Discuss how these match local laws and customs. Are there any “rights” they feel they do not have?
12. Are there any responsibilities they know they do not always meet? Get each student to write down 1 or 2 responsibilities they know they do not always perform – e.g. making others feel unsafe through actions or words, taking food from others, not making the most of their educational opportunities, not contributing to classroom/community activities or not cleaning up after themselves/ putting waste in the correct place / not littering.
13. Ask each student to select one responsibility that they are going to pledge to improve their behaviour in order to become a better citizen. These pledges will be displayed on the wall for everyone to see. Note: some students may need help selecting the best pledge.

14. Once all the pledges are done the teacher can display a chart with the students' names and room in two boxes for ticks and crosses. Suggest to the class that they could each monitor everyone else and put in a tick (✓) when they see someone doing well on their pledge or a cross (X) if they forget and break their pledge. Alternatively, each student could have two guides or mentors and they are the only ones who can add ticks or crosses. It would be advisable not to have friends doing this for each other. There could be a barter system – 10 ticks mean 1 cross gets rubbed off perhaps? This reinforces that people can reform and become better citizens.

Name	Pledge	Ticks	Crosses
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15. Set a timeframe for the activity – one or two weeks. It would be rewarding for students to have a citizenship ceremony. The teacher could discuss with the class what they need to do to “earn” citizenship – how many ticks? What is the limit to the number of crosses? When a student reaches citizen status, their role is to help others reach that status. This would reinforce the idea of a community helping itself by looking after all its members.

TOPIC 1 Summary

Definition: Human rights set universal standards of behaviour with the understanding that everyone should be able to live a life of dignity and humanity.

- Everyone is born with human rights. Rights are everywhere and every person has these rights.
- Groups have rights too – families, communities, specific groups who are more vulnerable in our communities.
- All rights come with responsibilities: We all have a responsibility to ensure that in enjoying our rights we do not infringe/violate the rights and freedoms of others.
- Everyone has a responsibility to ensure that the rights of others are upheld.
- It is the role of the School Leader to ensure that every student can enjoy their rights, particularly their right to education, in the best possible way.

Topic Two: Vulnerable and Marginalised Students

LEARNING OUTCOMES:

- Identify and recognise the need to protect the rights of vulnerable/marginalised groups of students
- Describe the different levels of power and influence that people in our community have, especially those with less power and influence (i.e. vulnerable/ marginalised groups).
- Investigate common stereotypes
- Recognise the advantages enjoyed by one gender over another.

Relevant School Leadership Service Standards:

[SLSS Standard 1: Educational Leadership: Competency 1.2; Positive Environment & Discipline;](#)

[Competency 1.5 Safe Learning Environment](#)

[SLSS Standard 3: School Community Relationships and Partnerships: Competency 3.4 Community Support](#)

[SLSS Standard 4: Quality Learning, Teaching and Learning Outcomes: Competency 4.4 Teaching Strategies Competency 4.5 Inclusive Pedagogies](#)

Activity 2.1: Understanding Stereotypes *(Time: 45 mins)*

In LLL3 and LLL4, the Leading Learning instructional Leadership (LLL) program focused on inclusive education and marginalised groups of students and parents, also introducing issues for boys' education and girls' education. Many issues arise because of stereotypes.

1. **Stereotypes** are culturally ingrained ideas about groups of people. They are not necessarily true – they are beliefs.
As an example: Gender stereotypes make assumptions about how girls and boys are supposed to look, what girls and boys can do, and how girls and boys should behave.
2. Some common gender stereotypes include:
 - It is not ok for boys or men to cry
 - Girls are more sensitive
 - Girls are weak
 - Boys are better at maths than girls
3. Some groups of students in schools have different needs to others or are seen as being "different". Brainstorm in pairs – what other groups in society do we have stereotypes about? e.g. persons with disabilities, persons of a specific religion or ethnicity, persons from specific islands, etc. *(5 mins)*

Facilitator Information 2A (5 mins)

Teachers have to know their students and work out how to meet their needs. The first step is working out *who* these students are. In many cases, there are views held about these groups that are based on common beliefs – these are stereotypes.

We all have some personal bias. A bias occurs when we consistently favour one group over another, or consistently act unfairly towards one group. If a teacher accepts the stereotype that girls are weaker than boys, then she will be biased towards the taller and stronger boys in her class and always ask them to do any jobs requiring muscles, although smaller boys and girls would be quite capable. If a teacher accepts the stereotypes that jobs such as police, firemen, scientists and doctors are male jobs, they will be biased in the examples they use – i.e. always talking in the classroom about boys thinking about these types of jobs and similarly, having particular job predictions for their female students.

How do you overcome stereotypes and personal biases in the classroom? You need to recognise your own stereotypes first.

Activity 2.1b: Examining Stereotype examples

4. Reads the following statements. Discuss each one and agree in pairs if they are “True” or “False”. Put a Tick in the corresponding column (15 mins)

Statement	True	False
1. <i>Men are naturally aggressive</i>		
2. <i>Children are born with disabilities because their parents were cursed</i>		
3. <i>People with disabilities are more comfortable with “their own kind”</i>		
4. <i>Girls like wearing pretty dresses</i>		
5. <i>It’s natural for boys to challenge themselves and authority</i>		
6. <i>People who cannot speak can read lips and people who are blind have a sixth sense</i>		
7. <i>People with disabilities can learn like other students</i>		
8. <i>Housework and cleaning is girls’ work</i>		
9. <i>All Chinese students are good at maths</i>		
10. <i>Disabilities are contagious</i>		

11. *Girls are naturally caring, obedient and like to look after the family*
12. *Violence against mothers in the home has no effect on children's learning in school*

13. Facilitator will lead the discussion and present the correct answers with reasons. (15 mins)

Comments on any answers that surprised you:

Activity 2.2: Identifying and addressing the needs of the vulnerable and marginalised students (Time: 45 mins)

1. Form groups of 3 or 4, with all persons being of the same gender. Make sure your group has a group leader, timekeeper, recorder, and someone responsible for presenting. Considering your own school or schools you work with, on the stick notes provided make a list of any groups of students you think might not fully enjoy their rights to a good educational experience – i.e. students who might be “picked on “ or students potentially not getting the support they need from their teachers. Put each group on a “Sticky Note” which will go on a wall chart. (5 mins)

2. Facilitator will collate this list from all the groups to ensure all potential groups are included. (5 mins)
3. Continuing in the small group, list out the rights teachers have to be aware of when teaching vulnerable students, and when ensuring their safety in the school grounds. (eg: *The right to be treated fairly – what happens if children from poor families cannot afford their uniform or pens? The right to a safe, healthy environment – are the grounds safe for children with visual impairment or safe from bullies?*). (5 mins)
4. Discuss how you as a School Leader ensure the rights of your students, especially the more vulnerable students? Discuss ways of protecting students' rights. Remember this could be things under your control – how you treat your students, or wider policy changes – providing teachers trained to work with students who are blind or deaf. Teachers, School Leaders, all students, parents and community have a responsibility to look after vulnerable groups within the school. (10 mins)

5. Then each group will pair with another group and presenter shares two best ideas with the other group. Write these down. (10 mins)
6. Put the best ideas from each of these groups onto the wall for a Gallery Walk. (5 mins)

PERSONAL REFLECTION:

How can you ensure, as a School Leader, that you are aware of all these influences on your more vulnerable students? How can you ensure that you are aware of student's rights, necessary policies and practices and can be proactive with your teachers in the classrooms and with the school community more broadly, in ensuring that these students can enjoy their rights? (5 mins)

KEY MESSAGES FROM THE ACTIVITY:

It is everyone's responsibility to make sure the rights of others are protected. Vulnerable or marginalized students will require different support in order to be successful at school.

Activity 2.3: Lesson Plans to cater to Needs of Vulnerable or Marginalised Students (Time: 60 mins)

In LLL1, LLL2, LLL3 and LLL4 workshops, the importance of teachers planning lessons which cater for the needs of every student was emphasised. During classroom observations and in weekly lesson planning check processes, school leaders have a responsibility to support teachers in using inclusive lesson planning practices. During LLL3 and LLL4 in particular, planning for inclusion emphasised differentiation of process (methods for teaching/learning), content (what is taught), product (types of assessment) and differentiation of the learning environment (providing materials connecting to various home backgrounds, seating arrangements, etc).

Specifically for lesson planning, differentiation means including a variety of different types of activities in each lesson and planning for the use of challenge activities to extend the most capable students while also having more structured activities for those needing more help. It also means using group work time to move around the classroom as a teacher and *specifically* planning for this so that additional time can be spent with particular students or groups of students in regard to specific skill areas to ensure their needs are met.

	<ul style="list-style-type: none"> • Community situations to check understanding on the different area • classroom • household • community 	
EXPLANATION 10 minutes	Ask questions to confirm students understanding <ul style="list-style-type: none"> • what is meant by responsibility? • What are some of the responsibilities of a form captain. 	
ELABORATION 5 mins	Allocate students into pairs Explain their activity to them which is identifying the responsibilities and provide the information report about their lists in their activity.	
EVALUATION 5 mins	Praise students effort Apply RIQ R- remember (3) I- Insight (2) Q- Question (1)	

Your suggested changes to meet the needs of the three (3) vulnerable groups of students:

<u>Lesson Plan 2: Lesson plan for Maths</u>	
Name:	Date: 8/05/2018
Topic: Scale	Subject: Maths
Year: 6	School:
Class roll:	
Learning outcomes:	
At the end of the topic students:	
<ul style="list-style-type: none"> • Some can Identify features on the map • All can archive in Define the word scale • Most can Draw the given objects using scale ratio provided 	
Resources:	
<ul style="list-style-type: none"> • Concept map • Chart 	

- Marker
- Plain papers

Recap: (2 mins)

- Quiz on the topic “Money”

Warmer: (4 mins)

- Play the game the formation of cat on the topic “Scale”

Presentation: (15 mins)

- The teacher will ask students what will be the topic after the game
- The teacher will elicit the students’ prior knowledge
- The teacher will present and explain the learning outcomes to the students.
- The teacher will explain what is the “Scale”
- The teacher will involve the students to participate in explaining and clarifying the main topics
- Give the students time to contribute to the presentation
- Make sure others respect what their classmates present that time
- It is time to group the students into 6 groups using animal sounds with action

Practice: (15 mins)

- Each group will define the word scale using their own words
- Each group should sketch a distance on a simple map including key features on any area in the compound
- Present and explain the individual work to the students
- Each group member should participate in all the activities provided while the teacher facilitates
- All activities should be completed in the given time

Production: (20 mins)

- Individual Activity.
- Using the scale ratio of 1m: 2cm.
- 1. Blackboard (3 metres x 2 metres)
- 2. Blue box (1 metre x 1 metre)
- 3. Desk (2 metres x 2 metres)
- 4. Classroom (10 metres x 6 metres)
- The teacher marks the activity on the board involving students’ contribution

Conclusion: (4 mins)

- Revisit the learning outcomes by playing a game in a group by “writing down things that are used in the topic scale on a piece of paper”. The group that has the most words is the winner
- Ask the students about any new insights found in the learning
- Praise the students for their effort and participation.

Evaluation:

Your suggested changes and specifically how these changes cater for vulnerable and marginalised students:

Lesson Plan 3: Lesson plan for Environmental Studies

Subject: Environment

Topic: Plants

Sub topic: Water (how to collect water)

Name:

No. of students: 6

Time: 30 minutes

School:

Learning outcome:

At the end of the topic all students can:

- Identify water definition
- Categorize things for use in collecting water
- Classify the importance of water

Resources:

Charts, glue, picture of any kinds of water, chalks, marker pen.

Recap & warmer:

Playing arranging words under their own place. Wall pockets. (5 minutes)

WATER

Rainwater, seawater, well water

THINGS FOR COLLECTING

Bucket, tank, cup

Presentation: 10 minutes

- Explain the learning outcomes to the students
- The teacher will explain what is water
- How water is important in our lifetime
- What things can be used for collecting water
- Demonstrate the different between seawater and well water and rainwater.
- Involve with students to participate in explaining the topic

Practise: 20 minutes

- Grouping students with 4 or 5 in a group, using counting numbers
- Each group will define the term water
- Each group should draw pictures on the two things that can used for collecting water
- Each group will brainstorming the importance of water

- The teacher will go around to check everyone is participating
- All activities should be completed in the given time

Production: 25 minutes

- Individual

Experiment on seawater and rainwater using nails to see the different results. It can takes one day for the observations.

The day after, write what you see inside a bottle.

Conclusion

- Revisit the learning outcomes by playing the game to write the things that can used for collection of water. The team that got the correct answers will add more marks to their team
- Ask the students what they had learned from the session it all about what?
- Praise the students for their effort and participation
- Use exit cards (paper), with each student writing down one thing they learned from the session and one question, and giving the papers to the teacher as they depart the classroom.

Your suggested changes and specifically how these changes cater for vulnerable and marginalised students:

1. Join with 2 other pairs and critique each other's additions. Have they considered all the needs of these students? Add any good ideas in the space below. (10 mins)

Activity 2.4: Identifying Privileges *(Time: 70 mins)*

What do men do in their daily lives? What are men's perceptions of what women do?
What do women do in their daily lives? What are women's perceptions of what men do?
These perceptions drive our behaviour towards others. They can also drive feelings of superiority and inferiority.

1. Divide the participants into four groups (eight groups for LLL5 on Tarawa): two groups of women and two groups of men. Ask each group to focus on different households such as rural settings, village household and households where women are in paid employment.
2. Give each group a piece of flipchart paper and markers. Ask them to write the following at the top of the paper:
 - One group of women and one group of men: "Women's daily routine"
 - One group of women and one group of men: "Men's daily routine"
3. Ask each group to start listing, depending on which group they belong to, from the time a man/woman wakes up to when they go to bed, what typically a man/woman does and for how long. *(20 mins)*
4. Ask the groups to paste up on the wall side by side the two papers for women, and separately side by side the two papers for men.
5. Look at the sheets on the wall to answer question 1 below. Then make quick answers to the other questions.
6. Join your group to one of the opposite gender – i.e. one group of women and one group of men together.

REFLECTIVE DISCUSSION (ACTIVITY PROCESSING) FOR THE FACILITATORS: *(10 mins)*

1. Who has more activities during the day?
2. How do you think a woman feels and a man feels by the end of the day? What happens if women are sick or absent?
3. Is there an activity a woman should not be allowed to do or an activity a man should not be allowed to do?
4. Who tells us that a woman and a man should not do these activities?
5. How did you feel when you saw the differences between what women and men perceived each other to do?
6. Who has more responsibilities – women or men? Who has more privileges (i.e. able to do things they enjoy, have more choices on what to do with their time)?

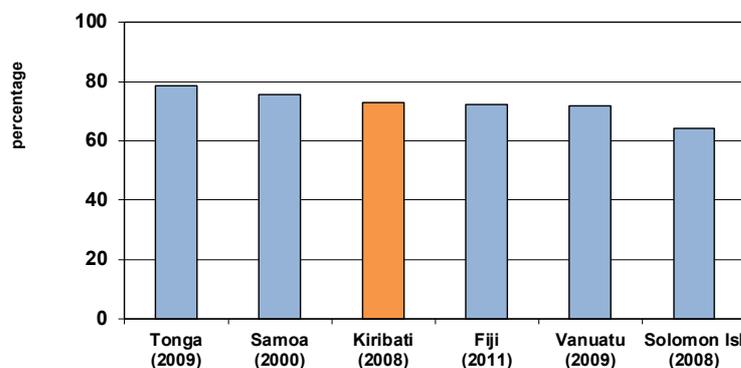
7. Who controls more resources? Who has more expectations put on them on what they do, how they behave? i.e. Who has more power?
8. What is the likely effect when there is an unequal power balance between men and women? What is a likely consequence when women deviate from those expectations on them?

Activity 2.5: Stop the Bus (35 mins)

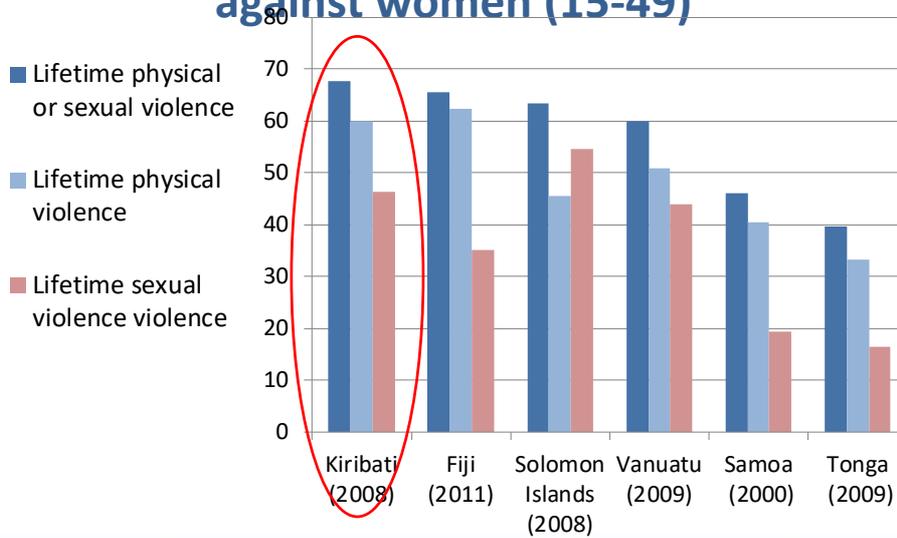
During LLL3 and LLL4, issues of gender in relation to boys’ education and girls’ education were raised, as well as considering unequal power, the cultural context and domestic violence aspects.

Do women around the Pacific have similar experiences of violence?

Prevalence of lifetime (physical or sexual) by anyone since age 15, among women 15-49 years old



Physical or sexual partner violence against women (15-49)



DATA FOR ACTION

3.7. Impact of violence on children who witnessed intimate partner violence

Figure 3.7.1. Symptoms of children reported by women who experience IPV

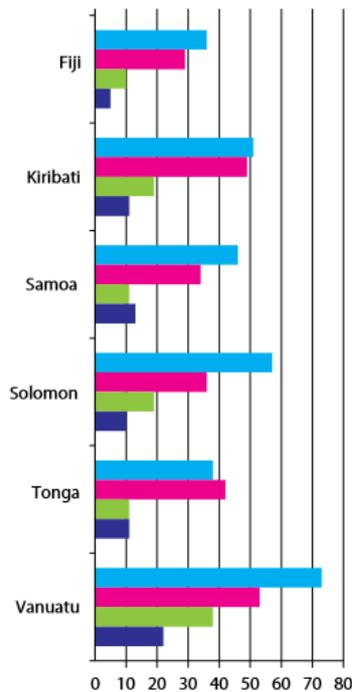
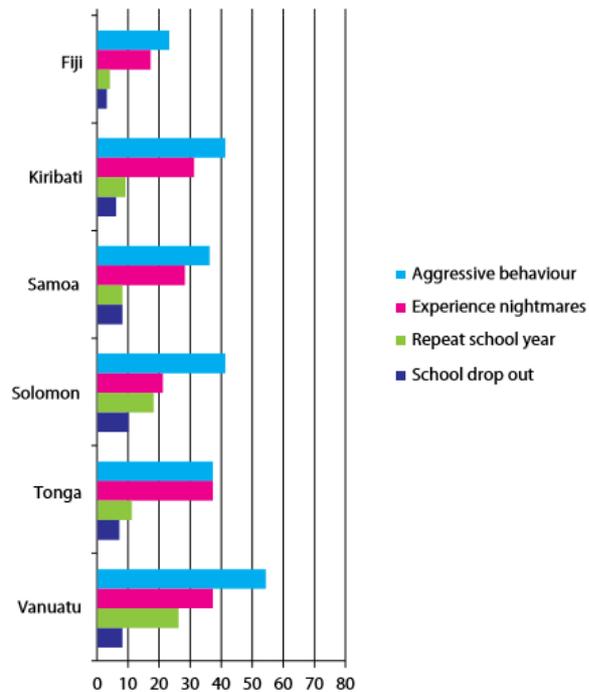


Figure 3.7.2. Symptoms of children reported by women who did not experience IPV



Reference: UNICEF, 2015. *Harmful Connections: Examining the relationship between violence against women and violence against children in the South Pacific*. Suva: UNICEF Pacific

Use the information from the previous activity regarding identifying privileges and the above graphs when completing the next activity.

1. There are 5 “Bus Stop stations” around the room (10 for Tarawa). Divide into 5 roughly even sized groups, and go to one of the “Bus Stop stations”.
2. You have 7 minutes to record the groups’ ideas on the sheet of paper. Then the bell will sound and it is time to get on the bus and move to the next “Bus Stop station”.
3. You will have 5 minutes at this stop. If you agree with statements that are written, then tick them. Add anything new from your group.
4. When the bell rings, repeat at the next stop where you will have 3 mins then onto the 4th stop for 2 mins.
5. You will have 3 mins at the last stop to add anything new and tick what you agree with. Then select 1 key point to feedback to the whole group.
6. When the final bell goes, each group will report back on 1 key point they feel is the most important. The sheets will then go on the wall with an opportunity to go back to the first two sheets you worked on and look for additions.

REFLECTIVE PROCESSING- FOR THE FACILITATORS:

Use these questions for the Bus Stops – one for each.

- What impact does this power imbalance have on relationships between men and women?
- What are the consequences of this power imbalance in Kiribati society – for adults and children?
- How do you see the impact of this power imbalance in schools? Do girls and boys have similar expectations and responsibilities as men and women?
- Do you see any changes in roles and expectations in this generation compared to their parents?
- How does the power imbalance impact on violence against women and girls? What needs to change to reduce the violence and protect women and girls?

Assessment Tasks 2 and 3

Assessment task 2:

Part a) 800-1000 words

In pairs/relevant school groups, considering videos and other materials from LLL5, prepare a workshop and materials for a whole staff session (minimum of one hour) about the 'Rights of the Child', explaining and doing activities about one of the following, including how your school will be addressing the issue:

- Gender equity
- Discrimination and stereotyping of vulnerable groups
- Social inclusion
- Bullying/Harassment, sexual harassment, etc.

Part b)

After conducting the workshop, individually write a 300-400 word summary about the positives and negatives of the session and the next steps for action which your staff and you have identified for the classrooms and for implementation across the school.

Assessment task 3:

Part a) **600-700 words**

Present a report on how an inclusive classroom can improve the learning outcomes for all students. Include information on how the approach and attitude of the principal is essential for this to happen. Give examples of how, when or where this has been successful.

Part b) **1000 words**

In relevant school groups, write a detailed Implementation Plan to address a "social inclusion" issue in your school. This will include the consultations necessary – with staff, students and community – to refine the issue and decide on the actions to be taken, by who, when and how and the evaluation of the action.

A draft plan to be completed by Wednesday, 8 May morning, with the final plan due within 1 month.

Consider previous models of action plans which you have done in LLL2, LLL3 and LLL4 as a possible approach for this assessment task.

- **Consult** and **Plan** (to get relevant people talking about the topic and contributing suggestions of possible actions you can do to achieve the outcomes you want)
- **Implement** a plan of action to make changes, with very detailed information being required.....
- and then after several months, **Evaluate** to see if there has been a change.

Steps to Create an Action Plan

1. What is your goal?

2. Consultation and planning:

Specific Action	Steps	When	Who	Resources	Comments

3. Action plan decided on and implemented (over the initial few months):

Implementation Action Steps	Who is responsible	Who is involved	Starting time	Resources needed	Desired outcome	Due Date	Next Steps

4. Evaluate/celebrate (several months later to check whether change has happened)

What specific actions & evidence of achievement	Next Steps	When	Who	Resources	Comments

Whole group facilitator provides Wallchart paper, markers

Write plan on Wallchart paper. Include school and leader names (10 mins)

Each group displays wallchart plan. Everyone does Gallery Walk (Time: 5 mins)

EXTRA: Note we will not be doing this activity during the workshop, but many teachers have done it in CPD467. It would work well with students from year 5 and 6 upwards.

The Gender Race⁵

LEARNING OUTCOMES: Students will be able to:

- Recognise the advantages enjoyed by one gender over another
- identify their own stereotyped beliefs and biases.

Two groups of 30 will work best for this activity, even if you are doing this by yourself. Run steps 1-5 at the same time in 2 sections of 30, then do the Race separately with each section. Any differences in weightings and results will lead to good discussion points.

ACTIVITY INSTRUCTIONS:

1. Divide the class into an even number of small mixed groups of women and men (6 groups of 5). Ask half the groups to list 5 advantages and 5 disadvantages of being a woman. Ask the other half of the groups to list 5 advantages and 5 disadvantages of being a man.
2. Record all the advantages and disadvantages in 4 tables on large pieces of paper: (i) advantages of being man; (ii) advantages of being woman; (iii) disadvantages of being man; and (iv) disadvantages of being woman.
3. Then ask the class (or each section of the class) to separate into men and women.
4. Their job is to rate how important each of these advantages and disadvantages is in the life of an individual, with 5 being the highest and 1 being the least important. e.g. "Being strong" for a man might be a 4 or a 5, "Can wear pretty dresses" might be a 1 for a woman. This rating should be by consensus – the majority of the men have to agree on the "man" statements and the majority of women agree on the "women" statements. There don't have to be any 5's or any 1's – or they could all be at the extremes. Ideally, it will be better if the men's advantages have more 5's than the women's, and the women's disadvantages have more 5's than the men's.
5. Prepare small cards, half labelled as "Male" and half as "Female", to match the total number of students in the class.
6. Explain to students that they will all have to take part in a race. Take them out on to a field and line them up with their toes on the start line (make sure there is room behind them. The centre line of a court will work well for this).
7. An alternative for 6 would be to have them in two lines facing each other on the $\frac{1}{4}$ lines on a court and you stand in the middle. Then you could read off alternate advantages and

⁵ Adapted from *The Human Rights Education Handbook*.

disadvantages from each sheet. The males would meet in the middle and the females would get to the edges of the court.

8. Have students draw a card at random, without being able to see what they are getting. Their sex is what is on the card for the purposes of the activity.
9. Start with an Advantage for men that received a 5. Read it out and ask everyone with a male card to step forward 5 paces. Then do the same with a female advantage.
10. Then read a disadvantage for men with its number, and ask the “males” to take that number of steps backwards. Then do the same for a female disadvantage.
11. Continue in this way until a large gap develops between the groups. Normally, this gap should be women far behind, and men far ahead.

REFLECTIVE DISCUSSION (ACTIVITY PROCESSING) FOR THE FACILITATORS:

Ask the two groups to turn and face each other. Ask several students from each side:

- How do you feel about your position?
- How would you feel if you were in the other group?
- What would you like to say to those in the other group?
- Then ask the whole class – Is this fair? If all women and men are born equal, why did things change without any action on their part?
- Do they want to relook at their statements of advantages and disadvantages now? Are there other advantages or disadvantages that should have been included?
- If all people are born with equal rights, then why does one group end up with more advantages in life?

KEY MESSAGES FROM THE ACTIVITY:

People do not experience their rights equally.

Discrimination in society means that some people have more advantages than other.

Topic 2 Summary

- People do not experience their rights equally.
- Discrimination in society means that some people have more advantages than others.
- **Stereotypes** are culturally ingrained ideas about groups of people. They are not necessarily true – they are beliefs. They often lead to prejudice or biased behaviour against that group of people.
- School leaders need to help teachers overcome stereotypes and personal biases in the classroom. This means being able to recognise your own stereotypes first.
- It is everyone’s responsibility to make sure the rights of others are protected.
- Vulnerable or marginalized students will require different support in order to be successful at school – this is the responsibility of the school leader.

Topic 3: The Hidden Curriculum

LEARNING OUTCOMES:

- Distinguish between equal and equitable outcomes for students
- Explain some examples of the “Hidden Curriculum” and their effects
- Lists steps they can take to ensure equitable outcomes for students.

Relevant School Leadership Service Standards:

[SLSS Standard 1: Educational Leadership: Competency 1.2; Positive Environment & Discipline;](#)

[SLSS Standard 4: Quality Learning, Teaching and Learning Outcomes: Competency 4.1; Planning, Competency 4.3; Conducive learning, Competency 4.4; Teaching Strategies, Competency 4.5; Inclusive Pedagogies](#)

[SLSS Standard 5: Professional Development and Capacity Building: Competency 5.2; Coaching and Workshops](#)

Activity 3.1: Finding the Hidden Curriculum (Time: 45 mins)

Part 1: (10 mins)

This is an individual activity. Facilitator will use a show of hands to compare results.

1. Name three authors that students study in Kiribati.

2. Name three scientists that students study in Kiribati.

3. Name three sports people that young people follow or are role models to students in Kiribati.

4. Name three film stars or musicians that young people follow or are role models to students in Kiribati.

Part 2: (10 mins)

Watch the video – *Redrawing the Balance*.

In groups of 6-10, discuss the following questions.

1. Would students in Kiribati have a similar response? What do you think is the key message of this video?

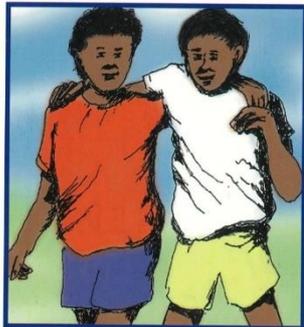
2. For what other occupations would you get a similar response in Kiribati?

Part 3: (20 mins)

This activity is done in pairs. Examine the Year 4 readers, both the covers and the stories.

A Special Friend

Written by Bibi K. Bureimooa

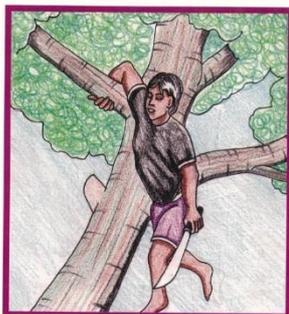


Illustrated by
Kiai Maritino and Ribabaiti Manikaa

Story of a special friendship between Taake and Moote. Aside from playing together, they help each other and share food in school. They also spend time together having fun on the weekends. They also care for each other and are sensitive to each other's feelings. For example, when Moote was sick, Taake helped him to get home. Moote's grandmother noted this and recognised Taake for being such a good friend to Moote.

Careful, Tooti!

Adapted from the story written
by Kinaubwebwe Rikiai



Illustrated by Keaki Inaatio

Tooti is a helpful boy in his family. One day he went to the bush to cut firewood for the family. He cut a dead branch high up in one tree. However, as he was climbing down he slipped and almost fell down. He then climbed down carefully and tied together all the firewood. He then slowly carried all the firewood home. His mother praised him for bringing the firewood so she could cook their supper and they saved money by not having to buy kerosene. However, Tooti also thought to himself he needs to be more careful in future.

Give A Hand

Written by Teniiti Uakitonga



Illustrated by Taatoa Ateriano

Teaioro Zoomed

Written by Rorine Tioti



Illustrated by Karawa Aereiata

The Soccer Team

Written by Namona U. Etuati



Illustrated by Bwaunetu Abital

The story is of Mrs Tabwe, who lived with her husband and two daughters. She wanted to make breadfruit soup and fish for her family one day. However, when she asked for help to clean the breadfruit she collected, her family refused. She then had to cook the soup all by herself. Similarly, when she asked for help to pour the soup into a basin, to cook the fish for the soup, and then to set the table, each time her family refused to help her. Only when she asked who wanted to help her eat the food, all her family members said yes. After they had finished eating, Mrs Tabwe told her children how tired she was from doing all the cooking and how much faster it would be if she could get their help. Her children then apologised to her and promised to help her next time.

When Teaioro was small and had first a walker and next a tricycle, he learned quickly to zoom around the place though he was not allowed to go outside. Later when he won a bicycle as a first prize in his class, he zoomed his bicycle everywhere but was not allowed to go to the other villages. When he started studying at the JSS, he boarded a bus for the first time and the moment he felt the bus accelerate, he loved it. When Teaioro turned 21, his parent gave him a small car and he would ride that up and down South Tarawa. Then he went overseas to study to become a pilot. He later came back to Kiribati to work, flying a plane between the islands. On Sundays he drove his grandmother to church and after church zoomed everywhere.

Lenty was 8 years old and good at soccer. She was bored playing alone and so decided to join the boys. When she went to the field where the Wakaam team boys were playing soccer and asked to join them, the team captain said she could not because the team was for boys only. All the boys laughed at her and ignored her as they continued playing their game. This made her angry. The next Sunday she went to watch a soccer match the boys were playing. When the Wakaam team got a corner kick, she distracted everyone to look up at the sky by pretending a big bird was attacking, while she scored a goal. The game continued and soon there was another corner kick for Wakaam. Again, Lenty distracted everyone and again she kicked another goal. The Wakaam team won the match and everyone thought it was due to the team captain. He, however, knew it was due to Lenty and he then decided it as a good idea for her to join the team.

The Tennis Star

Written by Tokarefi Karawaiti



Illustrated by
Berenato Buatia and Ribabaiti Manikaa

Kirata was a good tennis player who practised every day. One evening he heard over the radio about a tennis competition in Australia, to which one tennis player from each Pacific country would be invited. The next day he and his friend rushed to register their names with the government office. The trials took place and Kirata won all his games. He was then told he would be travelling to Australia to represent Kiribati in the tennis competition. When he arrived in Australia, his coach met him and he received training for the competition. Kirata won all his games at the competition and he was awarded three prizes. When he flew home, his family and government officers and the Minister of Sports met him at the airport. The Minister thanked Kirata for making Kiribati a winner at the competition.

1. Look at the covers of the Year 4 Readers – How many boys or men are on the covers? How many girls or women?

2. How many stories have a boy or man as the main character? How many have a girl or woman?

3. How many of the stories are about boys growing up to take on interesting jobs? How many show girls growing up to take on interesting jobs?

4. What is the difference in the messages that Year 4 girls and boys will get when reading these books?

5. Is there anything you would change or add to this range of Readers?

Part 4: (5 mins)

6. Group yourselves with 2 other pairs and compare your results. Note down any additional points that come up in the discussion.

KEY MESSAGES FROM THIS ACTIVITY:

The Hidden Curriculum – i.e. what the teacher says and does, and the resources they use – has more impact than what is written in the curriculum document.

Teachers need to be very aware of the “hidden” messages they are giving students.

Ask yourself the following questions:

1. If a teacher always asks boys the deeper, complex questions and girls the easier and closed questions, what message does that give?
2. If girls are always responsible for cleaning the classroom and boys for tasks requiring strength, what message does that give?
3. If students with disabilities are not asked questions in class or never have the opportunity to be part of sports teams, what message does that give?
4. If the teacher is aware of a few students being bullied but does not take action, what message does that give?

From LLL1 – LLL4, you know that, as an instructional leader doing ongoing observations in classrooms with teachers, you have a key role in supporting your teachers to make sure that gender and other forms of stereotyping are not happening in the learning environment. Your educational leadership role means that you will be ensuring that inclusive education is occurring, which is consistent with the SLSS standards and competencies. This means the needs of students with disabilities and others who are vulnerable are being met in the classroom and in the school in all aspects. As a leader promoting a vision of inclusivity, you must ensure that teachers and the school community in general give the clear message to boys and girls, those who have disabilities or from other vulnerable groups that their sex, disability or background does not define them at home, in school or in their future lives.

End of day task and Homework:

Answer the following questions when you are writing your reflection on today’s sessions.

1. How will I make sure that in the classrooms in my school, boys and girls know they are equally capable of taking on all tasks and roles? That boys and girls have equal opportunities during classroom activities, conversations and games?
e.g. Could I make a classroom discussion rule that a girl answers first, followed by a boy, followed by a girl?

2. How will I prevent myself and teachers at my school from teaching and passing on our own stereotypes and biases? How will I address stereotypes created and/or reinforced by my teachers and students?

e.g. Can I ask teachers to record themselves on their phones and listen for any stereotypes or biases and get them to discuss this within the teacher peer learning groups? Can I check this very closely when I am doing my observations, especially regarding inclusive education (in aspects such as 'Challenge stereotypes and discriminatory gender norms through words and action' and 'use inclusion strategies to address the learning challenges of all students, especially those from marginalised groups'?)

3. How will I promote discussion on, and with, vulnerable groups in our community so as to allow teachers and students to understand their background with compassion, and address any discrimination?

e.g. Can I have a discussion time with staff once a week looking at a different vulnerable group each time, then have students do role plays in groups showing how those children should be integrated? Or could this be part of the teacher peer learning group discussions on a regular basis?

4. How will I ensure that tasks, like cleaning the blackboard, emptying the rubbish bin, taking messages to the Principal, are equally allocated by teachers? How will I ensure these roles are evenly divided between boys and girls, abled students and those with disabilities?

e.g. Could there be an alphabetical list on each classroom wall to ensure that whatever jobs need doing go to the next child on the list?

Activity 3.2: Equity vs Equality (Time: 30 mins)

ACTIVITY: Cookie Game (20 mins)

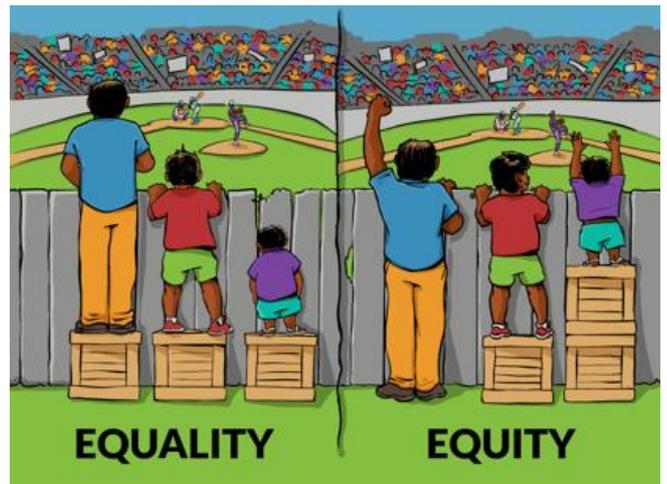
1. Some participants will be given a small, folded piece of paper. If you get one, read it, then keep it hidden from everyone else.
2. Each participant will be given a cookie and in order to be fair and treat everyone equally, everyone gets 1 cookie each. However, they must not touch the cookie until the signal is given or it will be removed.
3. When the facilitator raises her hand, you can pick up your cookie in your left hand **only if you are able to**, and take one small “bite.” Note that some participants will already have taken a “bite”. Their neighbours may remove their cookie.
4. Raise your hands if you have had a bite. Check how many actually ended up with a “cookie” – i.e. raised their hands. 16 should not have had their cookies. Does anyone have a reason for still being hungry – 4 should have their hands up.
5. Participants with paper instructions will then read them out. What percentage of the group was actually able to pick up the cookie and eat it?
6. Was the equal distribution necessarily fair to everyone, given that everyone did not have an equal outcome? How could this process be changed to provide an equitable result?
7. Another simple activity would be to ask 6 students to come to the front of the class representing a family: father, mother, 12 year old son, 8 year old daughter, 3 year old daughter and grandmother. The family is poor and has no shoes. A shop keeper has donated some unsold shoes. Each of the members is given a pair of shoes of the same size. This represents equality.
8. Is the distribution of shoes fair? Each person has been given the same shoes so they are treated equally? What would happen if their treatment was equitable?

Facilitator Information 3A: Equality and Equity (10 mins)

Everyone deserves to be treated with equal respect and dignity. This does not mean that we are all the same, but that all of our human rights are the same. Sometimes people are excluded because of their differences – e.g. boys and girls get treated differently, people with disabilities may not be included, or people make judgements and use stereotypes based on someone’s race or ethnicity. For everyone to enjoy equal rights, we must create inclusive spaces which allow everyone to be involved equally. This does not mean that everyone gets the same thing, but that we support everyone to have access to the same opportunities.

The picture opposite distinguishes between equality and equity.

- **Equality** is when all people receive the same thing – in the picture on the left, each person received one box to look over the fence, but the shorter person still cannot see.
- **Equity** is when resources are redistributed to allow for more equal opportunity – in the picture on the right, the three boxes have been shared so that everyone can see over the fence. This creates a level-playing field. We may see this in our society when people with disabilities are provided special resources so that they can equally participate in society (equipment, specially trained teachers etc.), or when the government reserves a certain amount of seats in parliament for women, because they recognise it is much harder for women than men to get into government.



Activity 3.3: Strategies for Inclusion and Equity (20 mins)

Teachers have to be aware of how they interact with students at all times since they are role models.

A large part of student learning comes from HOW the teacher teaches, not WHAT the teacher teaches. If the majority of classroom time is spent sitting at desks, writing notes from books or the blackboard or doing exercises from a textbook, then they will see that as “learning”. If the majority of the time is spent discussing, helping each other, being active and thinking for themselves, they will learn to be independent learners. As emphasised in LLL3 and LLL4, while students are supporting each other to learn in groups, the teacher’s role is one of facilitating, moving from one group to the next to ask and answer questions from individuals and groups. Teachers can also use this time to work closely with particular students or groups of students to provide specialist additional help.

Grouping as a Strategy for Inclusion

Teachers should use different grouping strategies for different purposes to teach students to work together cooperatively. In LLL1, LLL2, LLL3 and LLL4, group work was emphasised as a key approach within student-centred learning and to ensure inclusion. The classroom observation tool which is linked to the teacher service standards or TSS (Standard 1), asks you as a leader to support teachers to ‘create a variety of student groupings and seating arrangements’. The checklist also asks the leader to observe and provide feedback to teachers about whether they ‘encourage and facilitate peer tutoring and activity-based cooperative learning’.

Students frequently are put into groups for different purposes. Cooperative group work is a good way to build inclusive thinking and behaviour, but it should be managed carefully for specific purposes.

Students often have derogatory names for other groups of students – as per the TSS and observation checklist, encourage your teachers to use different grouping strategies to show how many different groups they belong to. In this way, they are not defined by a group they belong to, but instead by what they do.

Examples of strategies you can share with your teachers

1. Have students stand in groups according to:
 - the month they were born – “this week they will be labelled as a “May” a “July” or an “August”.
 - how many siblings they have – and they could be called “onesie” or “Threesie” (Kiribati translations of course).
 - The island that a grandfather came from.
2. Point out that they now could be named by 3 different group names – but they haven’t changed as a person.
3. Now line up from tallest to shortest.
4. Ask them - does being at the front of a line make them any better or worse than the person on the other end?
5. Grouping strategies should be used for different purposes in the classroom. For example:
 - If it is an activity such as an experiment or practical activity that boys might take over, have separate boys and all girls groups.
 - If you want students to help each other, ask them to line up from the ones who know a lot about the topic to those who know very little. Take one student from each end and two from the middle to make a group of 4. Keep doing this until the last group is 4 from the middle. Groups will now be on a roughly equal basis to start the activity and make it clear that those who have knowledge are expected to help others who need it. This is one way to work towards equitable outcomes from each group.
 - If you want all students to learn to take responsibility have random groups, number the students 1 to 4 and then discuss roles with the class – 1’s will be reporters, 2’s will be researchers, 3’s will be recorders and 4’s will be managers. Then roles get swapped each time.

As emphasised previously in LLL1, LLL2, LLL3 and LLL4, ensure that ALL students are part of a group and expected to play their part. This is particularly important for the students from vulnerable backgrounds. Teachers need to ensure that these children also have an opportunity to lead a sports team, debating team or Maths group. Some of these students may need extra support to carry out a role, others will just need the opportunity to show that they can do various roles even if other students won’t usually select them.

This is an effective way to give students practice at being responsible and being inclusive.

Collecting Student Voices (30 mins)

How do your teachers know which students require help? Do they know how students think they learn best? How do your teachers get the data they need to meet individual student needs?

Student voice can be collected in a variety of ways. Sometimes you will want it named, other times anonymous data will give sufficient information.

- As introduced in LLL4 regarding formative feedback approaches for teachers, exit cards can be used to tell a teacher how successful a lesson has been and whether there are students who still have many questions. The information will usually be more honest if it is anonymous
- Postbox – where students put questions or comments into a box for the teacher to read or they can be collated by students into categories.
- Surveys
- Small group discussions
- Write a letter to your teacher – how you can help me learn

6. What does this mean in my school? What will this mean for my Action Plan? Work in a group of 4 to discuss these points.

Assessment Tasks (30 mins)

Writing time on individual Action Plans with facilitator support.

Topic 3 Summary

- The Hidden Curriculum – i.e. what the teacher says and does, and the resources they use – has more impact than what is written in the curriculum document.
- School leaders need to help teachers to be aware of the “hidden” messages they are giving students.
- Everyone deserves to be treated with equal respect and dignity. This does not mean that we are all the same, but that all of our human rights are the same.
- Equality is when all people receive the same thing – which may result in unequal outcomes
- Equity recognises that everyone has different circumstances and needs, and ensures resources are redistributed to allow for more equal opportunity and outcomes.
- Cooperative group work is a good way to build inclusive thinking and behaviour, but it should be managed carefully for specific purposes.

Topic 4: Social Inclusion in Schools

LEARNING OUTCOMES:

- Describe a “socially inclusive” school.

Relevant School Leadership Service Standards:

- SLSS Standard 1: Educational Leadership:
- Competency 1.1; Vision,
- Competency 1.2; Positive Environment & Discipline;
- Competency 1.3; Decision Making
- SLSS Standard 3: School/Community Relationships and Partnerships:
- Competency 3.4; Community Support
- SLSS Standard 4: Quality Learning, Teaching and Learning Outcomes:
- Competency 4.4; Teaching Strategies,
- Competency 4.5; Inclusive Pedagogies

Facilitator Information 4A: What makes a Social Inclusive Classroom? (20 mins)



Notes:

Activity 4.1: Visioning a Socially Inclusive School (Time: 60 mins)

When you want to make a change, you need to be able to visualize the result of that change before you start. Creating an Inclusive School will only happen when the staff and school community together can visualize what they want to happen and then prioritise the steps needed to get there.

Part 1: (30 mins)

1. Work in a group of 4-5 persons from a range of schools and Ministry occupations
2. What does a “socially inclusive” school look like? Sound like? Feel like? If a socially inclusive school is what we are aiming for, we should know what we want to see.
3. You will need a large sheet of paper and two marker pens per group.

4. Draw a large **Y** on a piece of paper. Within the top **V** write ‘Looks like’. On the left write ‘Sounds like’ and on the right – ‘Feels like’.

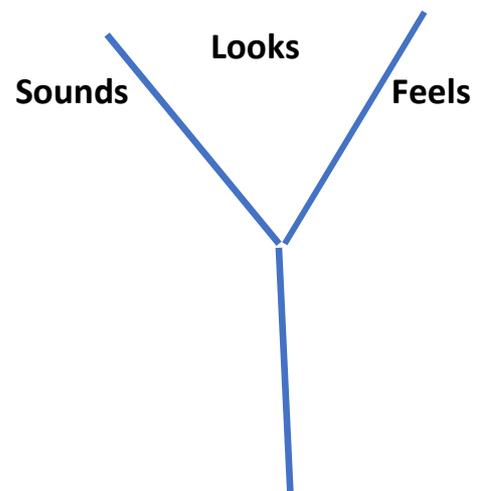
- What does it look like (what would you see?)
- What does it sound like and
- What does it feel like.

Some examples to start – e.g.

What will I see when I walk in – ramps for students in wheelchairs

What will I hear – children’s laughter

What will I feel – warmth and happiness from a welcome



5. Each group should fill in their chart, and then agree upon one key word in each section and circle it.

6. Each group will then report back on their one key word from each section.
7. Finish with a Gallery Walk so they can look at others' charts, but not make comments – no "Talk".

Part 2: (40 mins)

8. Now look at your chart again – if you know what you want to see, hear and feel in your schools, what do you have to do to get there? Select one key statement from each section of the Y-chart. In your group, decide on the actions needed for that statement to be a reality in your school – and to be easily apparent to a visitor. If you have taken some actions in your schools already that you think are working to ensure more inclusive school environments and classrooms, please write them down.
9. When your group has decided on the actions, share with 2 other groups. Record any actions you would like to take in your own school.

Activity 4.2: Whole-School Approach - Links to the Community (Time: 60 mins)

Facilitator Information 4B: Whole-School Approach



A ‘whole school’ approach: Throughout LLL1, LLL2, LLL3 and LLL4, the role of the instructional leader has been emphasised as being about leadership and capacity building of teachers for improved classrooms and also about leading reform across the school and involving parents and community. The ‘whole school’ approach goes beyond the classroom and what children are taught into all aspects of school life. The aim is to create a culture of equality and respect for rights and responsibilities so that both schools and young people can contribute to bringing about positive change in their communities.

The engagement is in four areas:

- (i) with teachers and students in the classrooms through the **teaching and learning process**;
- (ii) through **school governance** and appropriate policies;
- (iii) facilitating **positive relationships** between students, teachers, school staff, parents and communities in order to ensure support and participation of all key stakeholders in children’s education; and
- (iv) creating **classroom and school environments** that reflect these values of equality, inclusion and respect for rights.

Visiting Speaker: UN Women, Kiribati talking on “Safe Communities” Program.

REFLECTION QUESTIONS FOR SCHOOL LEADERS:

What are the advantages of linking learning programmes to the wider school community?

What key social issues do you see in your school community that affect children in your school?

What did you hear today that you will take back and discuss with your staff?

Topic 4 Summary

- An Inclusive School will only happen when the staff and school community together can visualise what they want to happen and then prioritise the steps needed to get there.
- The 'whole school' approach goes beyond the classroom and what children are taught into all aspects of school life.
- Focusing on rights and responsibilities, rather than control and punishment, is a positive approach to behaviour management.
- Your aim will be to create a culture of equality and respect for rights and responsibilities so that both your school and your students can contribute to bringing about positive change in their communities.

ANNEXURES

Facilitators' Additional Information

Topic 1: Rights and Responsibilities

Activity 1.4: Rights and Responsibilities

Universal Declaration of Human Rights⁶

Article	Human Right
1	When children are born, they are free and each should be treated in the same way. They have reason and conscience, and should act towards one another in a friendly manner.
2	Everybody can claim the following rights.
3	You have the right to live, and to live in freedom and safety.
4	Nobody has the right to treat you as his or her slave and you should not make anyone your slave.
5	Nobody has the right to torture you.
6	You should be legally protected in the same way everywhere, and like everyone else.
7	The law is the same for everyone; it should be applied in the same way to all.
8	You should be able to ask for legal help when the rights your country grants you are not respected.
9	Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly or without a good reason.
10	If you must go on trial this should be done in public. The people who try you should not let themselves be influenced by others.
11	You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.
12	You have the right to ask to be protected if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without good reason.
13	You have the right to come and go within your country. You have the right to leave your country to go to another one and you should be able to return to your country if you want.
14	If someone hurts you, you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you do not respect what is written here.
15	You have the right to belong to a country and nobody can prevent you, without good reasons, from belonging to another country if you wish.
16	As soon as a person is legally entitled, he or she has the right to marry and have a family. Neither the country you come from nor your religion should be impediments to doing this. Men and women have the same rights when they are married and also when they are separated. Nobody should force a person to marry. The Government of your country should protect your family and its members.

⁶ Adapted from *ABC : Teaching Human Rights: Practical activities for primary and secondary schools*. OHCHR. 2004.

- 17 You have the right to own things and nobody has the right to take these from you without a good reason.
- 18 You have the right to talk about your religion freely, to change it, and to practice it either on your own or with other people.
- 19 You have the right to think what you want, and to say what you like, and nobody should forbid you from doing so. You should be able to share your ideas – also with people from any other country.
- 20 You have the right to organise peaceful meetings or to take part in meetings in a peaceful way. It is wrong to force someone to belong to a group.
- 21 You have the right to take part in your country's political affairs either by belonging to the Government yourself or by choosing politicians who have the same ideas as you. Governments should be voted for regularly and voting should be secret. You should get a vote and all votes should be equal. You also have the same right to join the public service as anyone else.
- 22 The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) that are offered to you and to all the men and women in your country.
- 23 You have the right to work, to be free to choose your work, and to get a salary that allows you to live and support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests.
- 24 Each work day should not be too long, since everyone has the right to rest.
- 25 You have the right to have whatever you need so that you and your family do not fall ill or hungry, have clothes and shelter and are helped when needed. Both a mother who is going to have a baby and her baby should get special help. All children have the same rights as adults to be protected whether or not their mother was married when they were born or who the father may be.
- 26 You have the right to go to school and everyone should go to school. Primary schooling should be free. You should be able to learn a profession or continue your studies as far as you wish. At school, you should be able to develop all your talents and you should be taught to get on with others, whatever their race, their religion or the country they come from. Your parents have the right to choose how and what you will be taught at school.
- 27 You have the right to share and participate in your community's cultural life, to enjoy it and benefit from it.
- 28 To make sure that your rights will be respected, there must be an 'order' in place which can protect your rights by making sure that the rules are followed.
- 29 You have duties towards the community in which you live which allows everyone to respect others and be respected. The law should guarantee human rights.
- 30 No society and no human being in any part of the world should act in such a way as to destroy the rights that you have just been reading about.

Part A: Story of Nei Taing and Nei Teriba

RIGHTS, VALUES AND RESPONSIBILITIES SHEET TO BE GIVEN TO EACH TABLE AT THE START OF THE ACTIVITY:

Rights value: PARTICIPATION

Responsibility: Contribute. Be involved

Rights value: SHARING (equitable)

Responsibility: to give, and receive

Right: to JUSTICE & rule of law

Responsibility: respect law & legal system

Right: to be treated FAIRLY

Responsibility: treat others fairly (EQUALITY)

Right: to IDENTITY

Responsibility: inclusion, acceptance

Right: to be treated with RESPECT

Responsibility: to treat others with respect

Right: INCLUSION (full member of the community)

Responsibility: contribute/service to community

Right: to EQUALITY (in value, contribution, opportunity)

Responsibility: non-discrimination

Right: to CULTURE

Responsibility: respect & participation in culture

Right: to be treated with DIGNITY

Responsibility: to treat others with dignity

Right: to freedom of EXPRESSION

Responsibility: express with respect

Right value: KINDNESS, CARE & COMPASSION

Responsibility: protect vulnerable groups

Right: to OWN THINGS

Responsibility: respect others' property

Right: to education and PLAY

Responsibility: no harmful child labour

Right: to live free of FAMILY VIOLENCE
Responsibility: not to harm or abuse others

Right: to SECURITY & PROTECTION (vulnerable CEDAW, CRC, CRPD)
Responsibility: not abuse children, elderly

Rights value: DIVERSITY
Responsibility: embrace & value difference

Right: to freedom of thought & BELIEF
Responsibility: tolerance & acceptance

Right: to ADEQUATE FOOD, CLOTHING, HOUSING
Responsibility: everyone enjoys this right, and is helped when needed

Rights Identifiable in the Story:

1. Right to be treated FAIRLY – all siblings are given equal amounts of work
2. Right to EQUALITY - both sisters and brother treated equally, both have same amount of work
3. Right to an ADEQUATE STANDARD OF LIVING – how the siblings divide up the work and look after the land to sustain themselves
4. Rights value: SHARING (equitable)/ Responsibility: to give, and receive – how the siblings share the work and the food
5. Right: to ADEQUATE FOOD/ Responsibility: everyone enjoys this right, and is helped when needed
6. Rights value: PARTICIPATION/ Responsibility: Contribute. Be involved – other members of community have responsibility to contribute to ensure adequate food
7. Rights value: SHARING (equitable)/ Responsibility: to give, and receive – Nei Taing sharing food with others in the community who were in need
8. Right to Justice – in return for using their stored food supply during drought the villagers gave away their lands to the sisters; it's a give and take agreement
9. Right: to be treated FAIRLY/ Responsibility: treat others fairly (EQUALITY)
10. Right: to OWN THINGS/ Responsibility: respect others' property - Right to ownership of land given to the sisters' for their hard work. Their extra land was gained because they had been able to feed the hungry villagers from their stored food during the good seasons.

Topic 2: Vulnerable and Marginalised Students

Activity 2.1b: Examining Stereotype examples

Answers to the True/ False Activity:

The facts of these statements are as follows:

Statement	True	False
<i>Girls are naturally caring, obedient and like to look after the family</i>		
<i>Violence against mothers in the home has no effect on children's learning in school</i>		
1. Men are naturally aggressive		
○ <i>No False, aggressive behaviour is a choice and can be controlled</i>		
2. Children are born with disabilities because their parents were cursed		
○ <i>No False. Some disabilities are hereditary, some are caused by disease and some are caused by accidents.</i>		
3. People with disabilities are more comfortable with "their own kind".		
○ <i>No – False. Having a disability does not affect a persons' personality. People are comfortable with people they like and who have similar interests, not people who look like them.</i>		
4. Girls like wearing pretty dresses		
○ <i>No – False, some girls do, but many do not like wearing dresses at all.</i>		
5. It's natural for boys to challenge themselves and authority		
○ <i>No – False, not every boy feels the need to challenge themselves and authority. Boys often are brought up with more freedom than girls to challenge authority.</i>		
6. People who cannot speak can read lips and people who are blind have a sixth sense.		
○ <i>No False. Some people who are deaf learn to read lips but not all and people who are blind often rely more on their other senses such as hearing and touch but they do not have a sixth sense.</i>		
7. People with disabilities have the ability to learn like other students		
○ <i>Yes, True. A physical disability does not affect a child's ability to learn. They may need additional support - eg being taught to read in Braille if they are blind or being taught sign language if they are deaf.</i>		
8. Housework and cleaning is girls work		
○ <i>No – False. There is no reason why boys cannot do housework. Many famous chefs are men and girls often prefer to work outside in gardens, fishing or farming.</i>		
9. Chinese students are better at maths		
○ <i>No, False. Many Chinese students do better at maths in other countries because understanding maths does not rely as much on written language. Comparing students leaving school in China to students leaving school in other countries shows students of most ethnicities do equally well at maths – it is a reflection of the teaching they receive.</i>		
10. Disability is contagious.		

- *No – False. Disabilities can be caused by accidents or diseases, or be hereditary but they are never contagious.*
- 11. Girls are naturally caring, obedient and like to look after the family.
 - *No – False. Some girls are naturally caring, obedient and like to look after the family, but some girls are not. Both boys and girls may have these preferences.*
- 12. Violence against mothers in the home has no effect on children’s learning in school.
 - *No – False. UNICEF have released reports on children from 7 Pacific countries showing lower levels of achievement and higher levels of suspension and expulsion due to bad behaviour where children are witnessing or experiencing violence in their home life.*

Topic 3: The Hidden Curriculum

Activity 3.2: Equity vs Equality

Additional Instructions for Facilitators:

9. Facilitators should give some participants a small, folded piece of paper each, which will have one of the following statements. Instruct those participants that they are to read it, then keep it hidden from everyone else. They are to follow the instructions on the piece of paper (that are written in brackets) when the facilitator starts giving the instructions for the game.
 - You are a diabetic and cannot eat sugar (You cannot eat the cookie)
 - You have not had breakfast and require more cookies
 - You are allergic to chocolate and only eat plain cookies (You cannot eat the cookie).
 - You are blind and unable to find your biscuit (You can pretend to search for your cookie)
 - You are taking your brother to the doctor at lunchtime so won’t be able to have lunch. You need several cookies now.
 - You are deaf and unable to hear the instructions. (You can pick up the cookie straight away without listening to the instructions).
 - You have a gluten intolerance/allergy and cannot eat cookies made of wheat flour. (You cannot eat the cookie).
 - You have a toothache and cannot bite cookies. (You cannot eat the cookie).
 - You have bandages on your hands and cannot pick up small objects like cookies. (You cannot eat the cookie).
 - You have recently shifted to Kiribati and understand little of the language. (You don’t know what to do. You can pick up the cookie straight away without listening to the instructions).

Topic 3: The Hidden Curriculum

End of day Task and Homework

GENDER EQUALITY CHECKLIST FOR TEACHERS AND SCHOOL LEADERS

We know that gender equality, respect, non-discriminatory laws, access to health, education, fairness and non-violence are part of our Education Act, and Leader and Teacher service standards. Additionally, these principles and rights are part of our Ministry's commitment to the safety of all children, harmony and peace in schools and also in families.

This Checklist is based on evidence of what drives and perpetuates unequal and unfair treatment of boys and girls, including violence against women and girls. It can be used to guide us towards creating a more fair and inclusive school environment.

This Checklist highlights some broad and specific actions for teachers to take. These actions can be supported by school leaders who have the authority and responsibility for ensuring inclusive practices are occurring in school policies and processes, and also for monitoring their implementation.

1. Issue: Condoning of violence against women/girls - Justify, excuse, trivialise, downplay or shifting blame. E.g. "She doesn't care if he hits or abuses her." "Bullying just happens in schools. It's not serious."

Broad Action to take – *Challenge the condoning of violence against girls*, prevent violence and support those affected.

School Policy and Actions

- Roster teachers to monitor behaviour of students carefully inside and outside the classroom noting interactions between boys and girls and areas of high-risk including bathrooms and toilet blocks.
- Develop observation reports, and an aligned school policy on discipline and consistently respond to violence.
- Enforce the school discipline policy and recognise this violence as serious and needing a firm response including having strong sanctions (although not including corporal punishment).
- Establish a safe and advertised reporting pathway for those affected by this violence which includes protecting from further victimisation, those reporting violence.
- Support the victim, including through understanding the existing referral pathways which may include law enforcement, health and gender-based violence (GBV) support centres for advice.
- Engage with parents to gain their support for school actions on gender equality. For example, the school may have a strong gender equality policy but if homes and communities are not supportive it makes it more difficult to have this consistency.

2. Issue: Male control of decision-making and limits to women's/girl's independence. E.g. "Girls can't walk home alone or go out at night, it's unsafe."

Broad Action to take – Demonstrate that violence against women and girls is not part of our identity or culture by actively encouraging boys and girls towards equal and shared decision making and independence.

School Policy and Actions

- Encourage and role model co-operative and respectful decision making between boys and girls, being alert to jokes or abusive behaviour or one gender dominating the other.
- Encourage discussion and formal education on 'Respectful relationships' and focus on a harmonious school and peaceful family relationships.
- Have a ban on all violence as part of the school policy.
- Ban play fighting, wrestling, sports that involve types of aggression and physical contact and any verbal or physical abuse of any person at school.
- Monitor these strategies.

3 - Issue: Stereotypes of what boys and girls can do and how they should behave

Broad Action to take - Foster positive personal identities and challenge gender stereotypes and roles. Providing different examples of boys and girls taking up non-typical roles and responsibilities. E.g. Girls are strong and can dig in a garden. Boys can be caring or creative.

School Policy and Actions

- Allow girls to be team captains and to make selections, guide activities and share decision making and lead group discussions with boys.
- Encourage girls to express their physical strength and strength of character, and not just to be pretty or soft.
- Encourage boys to perform cleaning duties, caring for animals or for someone who is sick. Reward boys for trying new skills like cooking or sewing.
- Ensure boys don't take up or dominate the playground space. A policy should require girls and boys to equally share the play area, with both boys and girls encouraged to be active.
- Be aware of negative consequences of highlighting the "naturalness" of boy's bad behaviour. E.g. Statements like "Boys will be boys" Or girls being valued for being passive or submissive. E.g. "She's a good girl as she is quiet and no trouble." Reinforcing these stereotypes affect how girls and boys behave towards each other when they become adults.
- Monitor the lack of space and freedom of choice for girls which may affect their perceptions of their own value or undermine their confidence.
- Take care not to reinforce boys' belief that they are superior and females are of lower status.

4 – Issue: Male peer relations that emphasise aggression and disrespect towards women.

Broad Action to take - *Provide interventions that encourage positive male peers relationships* and behaviour.

School Policy and Actions

- Ensure male teachers are supporters of women teachers and that male teachers are not using threats of violence or actual violence to maintain discipline.
- Ensure providing a respectful school environment isn't dependent on who can be the most threatening or frightening.
- Support educational practices which are visible to children about rejecting sexism and violence-supportive messages, thereby challenging other practices which they might encounter among peers, in popular culture or on social media.
- Work as a school leader to develop a whole of school model to promote respectful relationships, non-violence and gender equality, not just in the classroom but in the playground and staff room.
- Monitor peer relationships that value aggression or sexual conquests.

Part A: Story of Nei Taing and Nei Teriba

RIGHTS, VALUES AND RESPONSIBILITIES SHEET TO BE GIVEN TO EACH TABLE AT THE START OF THE ACTIVITY:

Rights value: PARTICIPATION

Responsibility: Contribute. Be involved

Rights value: SHARING (equitable)

Responsibility: to give, and receive

Right: to JUSTICE & rule of law

Responsibility: respect law & legal system

Right: to be treated FAIRLY

Responsibility: treat others fairly (EQUALITY)

Right: to IDENTITY

Responsibility: inclusion, acceptance

Right: to be treated with RESPECT

Responsibility: to treat others with respect

Right: INCLUSION (full member of the community)

Responsibility: contribute/service to community

Right: to EQUALITY (in value, contribution, opportunity)

Responsibility: non-discrimination

Right: to CULTURE

Responsibility: respect & participation in culture

Right: to be treated with DIGNITY

Responsibility: to treat others with dignity

Right: to freedom of EXPRESSION

Responsibility: express with respect

Right value: KINDNESS, CARE & COMPASSION

Responsibility: protect vulnerable groups

Right: to OWN THINGS

Responsibility: respect others' property

Right: to education and PLAY

Responsibility: no harmful child labour

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Responsibility: not to harm or abuse others

Right: to SECURITY & PROTECTION (vulnerable CEDAW, CRC, CRPD)
Responsibility: not abuse children, elderly

Rights value: DIVERSITY
Responsibility: embrace & value difference

Right: to freedom of thought & BELIEF
Responsibility: tolerance & acceptance

Right: to ADEQUATE FOOD, CLOTHING, HOUSING
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Topic 2: Vulnerable and Marginalised Students

Activity 2.1b: Examining Stereotype examples

Answers to the True/ False Activity:

The facts of these statements are as follows:

Statement	True	False
<i>Girls are naturally caring, obedient and like to look after the family</i>		
<i>Violence against mothers in the home has no effect on children's learning in school</i>		
13. Men are naturally aggressive		
○ <i>No False, aggressive behaviour is a choice and can be controlled</i>		
14. Children are born with disabilities because their parents were cursed		
○ <i>No False. Some disabilities are hereditary, some are caused by disease and some are caused by accidents.</i>		
15. People with disabilities are more comfortable with "their own kind".		
○ <i>No – False. Having a disability does not affect a persons' personality. People are comfortable with people they like and who have similar interests, not people who look like them.</i>		
16. Girls like wearing pretty dresses		
○ <i>No – False, some girls do, but many do not like wearing dresses at all.</i>		
17. It's natural for boys to challenge themselves and authority		
○ <i>No – False, not every boy feels the need to challenge themselves and authority. Boys often are brought up with more freedom than girls to challenge authority.</i>		
18. People who cannot speak can read lips and people who are blind have a sixth sense.		
○ <i>No False. Some people who are deaf learn to read lips but not all and people who are blind often rely more on their other senses such as hearing and touch but they do not have a sixth sense.</i>		
19. People with disabilities have the ability to learn like other students		
○ <i>Yes, True. A physical disability does not affect a child's ability to learn. They may need additional support - eg being taught to read in Braille if they are blind or being taught sign language if they are deaf.</i>		
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Topic 3: The Hidden Curriculum

Activity 3.2: Equity vs Equality

Additional Instructions for Facilitators:

10. Facilitators should give some participants a small, folded piece of paper each, which will have one of the following statements. Instruct those participants that they are to read it, then keep it hidden from everyone else. They are to follow the instructions on the piece of paper (that are written in brackets) when the facilitator starts giving the instructions for the game.
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 - You are taking your brother to the doctor at lunchtime so won't be able to have lunch. You need several cookies now.
 - You are deaf and unable to hear the instructions. (You can pick up the cookie straight away without listening to the instructions).
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Topic 3: The Hidden Curriculum

End of day Task and Homework

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Broad Action to take – Challenge the condoning of violence against girls, prevent violence and support those affected.

School Policy and Actions

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- Enforce the school discipline policy and recognise this violence as serious and needing a firm response including having strong sanctions (although not including corporal punishment).
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- Engage with parents to gain their support for school actions on gender equality . For example, the school may have a strong gender equality policy but if homes and communities are not supportive it makes it more difficult to have this consistency.

2. Issue: Male control of decision-making and limits to women's/girl's independence. E.g. "Girls can't walk home alone or go out at night, it's unsafe."

Broad Action to take – Demonstrate that violence against women and girls is not part of our identity or culture by actively encouraging boys and girls towards equal and shared decision making and independence.

School Policy and Actions

- Encourage and role model co-operative and respectful decision making between boys and girls, being alert to jokes or abusive behaviour or one gender dominating the other.
- Encourage discussion and formal education on 'Respectful relationships' and focus on a harmonious school and peaceful family relationships.
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- Monitor these strategies.

3 - Issue: Stereotypes of what boys and girls can do and how they should behave

Broad Action to take - Foster positive personal identities and challenge gender stereotypes and roles. Providing different examples of boys and girls taking up non-typical roles and responsibilities. E.g. Girls are strong and can dig in a garden. Boys can be caring or creative.

School Policy and Actions

- Allow girls to be team captains and to make selections, guide activities and share decision making and lead group discussions with boys.
- Encourage girls to express their physical strength and strength of character, and not just to be pretty or soft.
- Encourage boys to perform cleaning duties, caring for animals or for someone who is sick. Reward boys for trying new skills like cooking or sewing.
- Ensure boys don't take up or dominate the playground space. A policy should require girls and boys to equally share the play area, with both boys and girls encouraged to be active.
- Be aware of negative consequences of highlighting the "naturalness" of boy's bad behaviour. E.g. Statements like "Boys will be boys" Or girls being valued for being passive or submissive. E.g. "She's a good girl as she is quiet and no trouble." Reinforcing these stereotypes affect how girls and boys behave towards each other when they become adults.
- Monitor the lack of space and freedom of choice for girls which may affect their perceptions of their own value or undermine their confidence.
- Take care not to reinforce boys' belief that they are superior and females are of lower status.

4 – Issue: Male peer relations that emphasise aggression and disrespect towards women.

Broad Action to take - *Provide interventions that encourage positive male peers relationships* and behaviour.

School Policy and Actions

- Ensure male teachers are supporters of women teachers and that male teachers are not using threats of violence or actual violence to maintain discipline.
- Ensure providing a respectful school environment isn't dependent on who can be the most threatening or frightening.
- Support educational practices which are visible to children about rejecting sexism and violence-supportive messages, thereby challenging other practices which they might encounter among peers, in popular culture or on social media.
- Work as a school leader to develop a whole of school model to promote respectful relationships, non-violence and gender equality, not just in the classroom but in the playground and staff room.
- Monitor peer relationships that value aggression or sexual conquests.

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