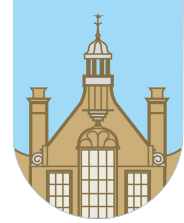




# Riversdale Rights Representatives



## **AGENDA & MINUTES: 27/11/2017**

**Attendance: Isla (Year 6), Joshua (Year 6), Erin (Year 5), Remzy (Year 5), Victoria (Year 5), Sameet (Year 5), Lily (Year 4), Dylan (Year 4), Jack (Year 4), Cristina (Year 4), Heidi (Year 4), Kyla (Year 3), Kiyarn (Year 3), Angel (Year 2), Annabelle (Year 3) Toby (Year 2), Max (Year 2), Imogen (Year 2), Sikandar (Year 6), Ella (Year 6)**

### *1. Actions taken from last meeting:*

Steven thanked the learning council for their input in the last meeting. He explained that based on the viewpoints shared by the students, Carla (Deputy Head Teacher) held a whole staff meeting to discuss marking. The staff were happy to hear that the children felt positive about marking and that many enjoyed having a dedicated lesson where they are given them the opportunity to respond to teacher feedback.

**NEXT STEPS: Teachers will ensure they acknowledge the children's responses to marking (purple pen work), so that the students can see whether they were right or wrong more consistently.**

### *2. Evaluating the "School Book" – Wonder:*

The learning council discussed the concept of having one book, which is read and discussed across the school both in assemblies and throughout their work. Many of them, including Victoria and Erin, explained that the book selected, Wonder, was fantastic because of the many messages that could be taken from it, particularly the concept of kindness to all. The children discussed how many of them felt that the book was linked to children's rights because of the theme of disability and how all people deserve respect and kindness no matter who they are (Articles 2 and 23).

Additionally, the children enjoyed the fact that the children are often invited to read in the assemblies to each other. They felt that this encouraged many of them to develop their confidence and self-esteem, as well as their reading. One child stated that the life lessons they got from it helped them get through the day, whilst another thought that they were becoming better members of the community because of it.

**NEXT STEPS: To continue the focus on the school book and consider how we can take what we have learnt from the book and use it to better our local, national and global communities.**

### *3. The Backpack Project:*

With the run up to Christmas, the students discussed the need to get the school community to begin work on the Backpack Project. Steven explained that to do so, we will need to ensure that parents, teachers and students are all aware of the campaign. Dylan suggested that the council could make posters to put up across the school about the different things that could go in the back pack. Steven found the list of items on the Mary's Meals website to share with the council so that they could do this.

The council decided that the best way to make sure that all of the children and teachers know what to do, they should hold an assembly where they will explain why the project is a good global campaign, as well as how their support can benefit the children of Malawi.



Sikandar and Joshua volunteered to write a letter to parents so that they can be informed of the project as it will require a series of donations from each family to make the project possible.

**NEXT STEPS:** Steven to meet with the council members in small groups to support them in producing the posters, assembly resources and letter to parents. Following the meeting, Steven was able to confirm that the assembly would take place the following week, Tuesday and so he would meet with the assembly group the day before to practise.