

## Nominee explanation – Rowena Seabrook

I create resources to support educators to explore human rights in children's literature. The materials I produce enable teachers and librarians to feel more confident in structuring learning of what human rights are, how they are violated and what action can be taken to build more rights respecting societies. These session plans and notes support Amnesty publications for example [Imagine](#) which celebrates equality, freedom and peace, and [Here I Stand](#), which represents the violations young readers experience including racism, Islamophobia, sexism and homophobia.

To enable educators to draw out learning around human rights with texts that they are already exploring with young readers, I create [resources for the Carnegie and Kate Greenaway shortlists](#) as part of Amnesty's partnership with CILIP. By linking the shortlisted books to specific rights and offering discussion questions and activities to promote critical thinking, I seek to support shadowing group leaders and participants to engage with human rights more and more.

In the same way, my contributions to Amnesty's [Words that Burn](#) project are driven by a commitment to enriching the experience that educators and young people already have. The ten session [resource](#), created in collaboration with CLPE and colleagues at Amnesty, centres primarily on contemporary poetry and spoken word. The diverse voices illuminate and bear witness to the lived experience of claiming and defending one's rights. At the heart of the resource and the wider project is a desire to create space for and nurture young people's self-expression through language and performance. We have already been extremely moved by the poetry created by the pilot schools in [Gloucestershire](#) and that has been submitted through the website: the poems bear witness to the lived experience of discrimination and freedom, as well as being acts of solidarity in support of individuals at risk who Amnesty is campaigning for.

The greatest privilege that I have in my current role is delivering workshops to teachers and librarians on bringing human rights into their practice. I know how precious professional development opportunities are and am inspired by the enthusiasm our sessions are met with. At the start of the year, I ran a session for primary teachers in Hackney as part of a CPD day focussed on wellbeing. I focussed on the importance of framing this understanding in children's fundamental human rights and acknowledging the lived experience of human rights violations of pupils in our classrooms. Not long after, I went to Winchester to work with school librarians on how we can use literature to explore human rights. As a former Head of English, I recognise the challenge of getting new books into libraries and stock cupboards; however, I also know the vital importance of reading diverse voices, characters and stories. I am determined through my work to support colleagues in education, libraries and publishing so that they can create rights respecting classrooms and communities.