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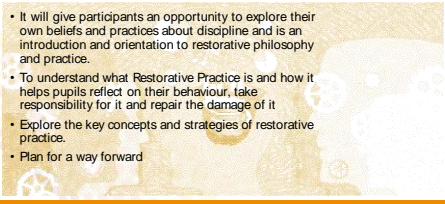
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Learning objectives

- It will give participants an opportunity to explore their own beliefs and practices about discipline and is an introduction and orientation to restorative philosophy and practice.
- To understand what Restorative Practice is and how it helps pupils reflect on their behaviour, take responsibility for it and repair the damage of it
- Explore the key concepts and strategies of restorative practice.
- Plan for a way forward



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Reflection

Discuss how much do you agree with the following statements about your own childhood school experience?

1. School always felt safe, caring, nurturing and supportive.
2. I knew I was listened to and heard, valued and encouraged to think for myself.
3. My teachers taught me valuable lessons about relationships, emotional intelligence and communication skills.



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Links between MSFL and Restorative practice

- Restorative Practice creates a strong sense of safety for children
- Relationship and processes build connectedness
- P.A.C.E is practiced in restorative practice especially curiosity and empathy
- Behaviour is understood from a different perspective.



These all enhance learning outcomes as per S.P.A.C.E


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Restorative Practice

Restorative practices represent a positive step forward in helping all students learn to resolve disagreements, take ownership of their **behaviour**, and engage in acts of empathy and forgiveness. There are many ways to implement restorative practices in the classroom.

The most profound learning occurs when there is a healthy relationship between teacher and student. Restorative Practices assists teachers, students and parents to build, maintain and restore relationships. Restorative Practices will help build capacity to enable students to self regulate behaviour and contributes to the improvement of learning outcomes.



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Why restorative practice

Restorative Practice refers to a range of principles and methodologies that both prevent relationship-damaging behaviours and repairs the damage caused by them.

- Builds and teaches empathy
- Creates connection to emotions and builds emotional intelligence
- Develops natural and social justice
- Prevents power plays.
- Neurobiology – the brain likes reward not carrot and stick
- Increases dopamine and oxytocin



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What it is not – what it is

- Restorative practice **is not a way** to police bad behaviour
- **Is not** a kinder, gentler way to punish or to achieve compliance from students.
- **It is not** a quick fix for behavioural – or any – issues. It is not a technique, a tool, a set of steps, or a one-size-fits-all package.

It is:

- **Fair processes** such as establishing classroom rules and expectations as a group to engage in shared decision-making.
- To teach, model and practice "affective statements/questions" that explain/ask how others are impacted by the positive or negative behavior of an individual.
- Inform parents and communicate with school staff the restorative approach to promote generalization.

It is a way of thinking, interacting, teaching and learning unique to each school – with relationships at the centre of all we do, every day. It is teaching life skills that children will take into adulthood. Monash University




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Implementing restorative practice

- For a restorative culture to be built, restorative justice **cannot** be something that schools employ only when things go wrong.
- Restorative principles – that everyone is worthy and that we are all interconnected – need to be intentionally and rigorously infused into all aspects of school life.
- On a daily basis, students need to feel valued – no matter what – and to be actively involved in the building of meaningful school relationships.
- Proactive approaches to restorative justice look different from school to school, it is not a cookie cutter technique.




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Building restorative practice

- View discipline as an educational process in which students are supported to recognise mistakes, be accountable for their actions and learn for next time.
- Move away from finding the wrongdoer and meting out punishment and towards understanding who has been harmed, how they have been harmed and what they need to feel safe and whole.
- Provide transparent processes for students to bring forward matters of concern. It is important for students to know who to go to for help in dealing with issues and what sorts of conversations they might engage in when they access that help.



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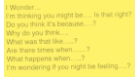
Required skills for restorative practice

Listening: While the concept of listening seems self-explanatory, we as teachers do not always do it. We are often trying to do a million things at once and, in turn, never really listen to our students. We hear them, but do we listen?

Affective communication: Focus on the issue, not the person. Be genuine rather than manipulative. Empathize rather than remain detached. Be flexible towards others. Value yourself and your own experiences. Use affirming responses.

Curiosity questions are based on the relational approach, which recognises that human beings exist in a world of relationships and that a person's character is developed through their relationships with others. The underlying principle of curiosity is that we explore the other person with respect, care, and dignity.

Once these skills have been practiced, lived, and embraced, then you can begin working into the heavier-duty RP practices.



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Restorative Conference

- This is an opportunity to model the empathy and respect we want the pupil to develop. At this stage, the objective is for the pupil to feel understood and heard.
- Listen (use facial gestures and body language, and small words eg. 'yes', 'okay', 'I see', 'um...' to demonstrate active listening)

Consider: Are the time and place appropriate to be having this type of conversation (for example, in front of others)?




Active listening wheel adapted from counselling skills.

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Important elements to have in a restorative conversation

- Send a strong message of care to the student.
- Give the student an opportunity to say "what happened"/give the student a voice.
- Communicate to the student how it made you feel.
- Reiterate your high expectations.
- Ensure timely followup



Active listening wheel adapted from counselling skills.

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The 6 key questions for restorative conference

- What happened? *'I was talking too much in maths.'*
- What were you thinking and feeling at the time? *'I was bored because I don't like maths.'*
- What have you thought about it since? *'I'm sorry I disturbed the class but I didn't understand the work.'*
- Who has been affected and in what way? *'I stopped my friends from doing their work and I made you [the teacher] cross because you had to keep stopping to tell me off.'*
- How could things have been done differently? *'I could have put my hand up and asked you to explain the problem to me.'*
- What do you think needs to happen to make things right? *'I need to say sorry and ask you to show me how to do the work.'*

Exactly what restorative practice looks like will depend on the children's age; for example, with very young children, teachers might use puppets to encourage them to talk about their feelings in a safe way. The important thing is that you're not pointing the finger of blame, so children don't get defensive.



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Underlying emotions and child's/adults's needs

Disciplining behaviour without dealing with the underlying feelings and needs, is like managing time without managing yourself."



Anger
Embarrassed
Annoyed
Scared
Guilt
Insecure
Disappointed
Sometimes when we feel angry, there are other feelings underneath
Although we often feel that emotions are all mixed in the same part of the brain, there is just a tiny part that we can see from above and the feelings that bubble under the surface.



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Punitive versus Restorative practice questions

Punitive	Restorative
What happened?	What happened?
What rule has been broken?	What harm was done?
Accountability is punishment	Accountability is understanding the impact and repairing the harm
Retribution	Healing
Justice directed at offender, victim ignored	Gives the victim a voice
Offender experiences resentment	Offender experiences empathy
No opportunity for amends	Opportunity for amends



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Fairholme College in Toowoomba has been using restorative justice proactively for more than 15 years.
Video from Massey University Education

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Circle/community time




- The whole group stands / sits in a circle
- Circle keeper comes up with a question, discussion topic or game
- Only the person holding the talking stick (ball, board marker etc) can talk.
- Children either pass the stick to the left, or put hands up to answer, or the children answering chooses who talks next.
- Discourage repeating what someone else said
- Discourage skipping a go eg. "I'll come back to you at the end" (don't insist though)

Do it at minimal Monday morning or Friday afternoon.


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What is the learning in circle time




- Develops core values**
 - Listening to each other
 - Empathy
 - Consideration
 - Care
 - Knowing
- Builds connection**
 - Safety
 - Connection
 - Builds self identity
 - Improved window of tolerance
 - MSPL
- Develops skills**
 - Taking turns
 - Communication skills
 - Problem solving
 - Emotional literacy
 - Emotional intelligence

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Rules in circle time

The children can come up with their own rules but once consolidated, you should have no more than 5, which can be written on a poster and stuck to the wall. For example:



- 1) One person speaks at a time
- 2) Hands up if you want to speak
- 3) Listen in silence and look at the person speaking
- 4) No put downs
- 5) Confidentiality

Our Rules
Take care of yourself.
Take care of friends.
Take care of everything.
Do your best work.

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Yarning Circles

- The use of a **yarning circle** (or dialogue circle) is an important process within Aboriginal culture and Torres Strait Islander culture.
- It has been used by Indigenous peoples from around the world for centuries to learn from a collective group, build respectful relationships, and to preserve and pass on cultural knowledge.
- By using yarning circles as a teaching and learning strategy, students' understanding of Aboriginal and Torres Strait Islander knowledge and ways of working are enhanced. Circle groups have been part of Indigenous concepts of knowledge, community, education, and leadership
- Using circle time restores traditional strategies for individuals and community to inform, heal, uplift, and raise consciousness.




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Yarning circles guidelines

- **Sit in a circle:** Participants sit in a circle and are encouraged to actively listen to others' views. Participants should understand that they are all considered equal within the circle and that there is no hierarchy.
- **Introduce the group:** The host invites participants to introduce themselves and share something about themselves.
- **Introduce focus questions:** Yarning circles can be undertaken for many reasons. The host introduces the purpose of the yarning circle or the focus question to participants.
- **Share ideas and thoughts:** The host encourages participants to take turns to talk and to promote reciprocal sharing and learning. Time can be allocated for participants to write or draw their thoughts after each person speaks. The host could provide butcher's paper in the middle of the circle for participants to record their thoughts, or hold the circle outside so participants can draw their thoughts in the dirt.
- **Reflect:** Resolve any actions or issues identified by the yarning circle, or agree to follow up in future yarning circles.



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Circle Group activity

Appoint a leader to your group. It is their job to conduct a circle with the following questions (5-10 mins):

Do you prefer tea or coffee?

- What is your favourite TV program?
- Share a happy or funny memory
- What is currently your greatest behaviour management challenge?

Game

- Say one true and false fact about yourself and everyone else has to vote which one is true.
- **Reflective question for the group?** How do you think restorative approaches effect, or will effect your classroom?

Bring the response to this question back to the larger group.



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Challenges in restorative practice

- It takes a lot of time to run through a Restorative Conference (but saves time in the long run if the issue is resolved and doesn't repeat)
- Teachers can feel disempowered when restricted to only using Restorative Practice (RP doesn't have to replace what teachers are already doing, but it can be used in addition)
- Every member of staff in the school needs to be committed to create a restorative culture
- Students and parents need to be involved and their input valued



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What is empathy Brene Brown




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The right hemisphere in connection

- Normatively develops in an integrated fashion through healthy attuned, co-regulatory relationships in the primary years of life.



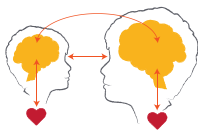
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The right hemisphere in relationship

These primary relationships contribute to:


- stored internal working models of primary relationships recorded in the right hemisphere
- the perception of emotion in self and others, enabling empathy and humour.



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Building empathy



It's automatic.

FREDERIE FARRIS


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Blocking empathy

Things that Block Empathy :

- Advising/educating: "I think you should..."
- One-upping: "That's nothing wait till you hear my story"
- Consoling/Reassuring: "You did the best you could." "It'll be OK."
- Storytelling: "That reminds me of the time _____"
- Sympathizing: "Oh you poor thing _____"
- Shutting down: "Cheer up. Don't feel so bad."
- Interrogating: "When did this begin?"
- Explaining: "I would have called, but _____"
- Correcting: "That's not how it happened."
- Denial of Feelings: "Don't worry. It's silly to worry."
- Minimizing: "This isn't so important."
- Spiritualizing: "It's probably karma."



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Narrative – reshaping the child's story

- Most of us would see a narrative as a story
- We all carry stories of understanding of ourselves with us throughout life. These stories become the lens through which we view the world.
- Helping children to shape their story provides them with an understanding of themselves that integrates who they are as a whole person not just a child with trauma.

Stories.
Connect.
People.


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2 thoughts for the day

No one thinks punishment will teach a kid math or to read, so why we put behaviour in a different category of developmental delays is beyond me"
Dr. Ross Greene

Restorative school refers to a 'whole-school approach that prioritizes relationships, builds community, creates just and equitable learning environments' and strives to 'support struggling students, teach peaceful conflict resolution, and repair relationships after a harm has occurred.' . .
Martha A. Browne PhD.

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Whole of school approach

- Whole of school commitment
- School mantra- e.g. Safe, Respectful, Listening
- Restorative practice team- what it looks like will be up to you
- Start small
- Restorative practice champions
- All staff, students and parents
- Implement an Action Research approach to measure change

“...start small with some basic restorative skills that can be practiced in your classroom.”

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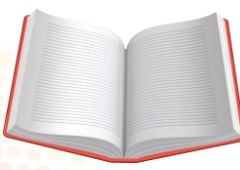
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Your story



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Planning forward steps

From today to implement restorative practice:

- 3 Things I require
- 3 Things I need to action
- 3 Things the school needs to do



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Planning forward

Key ideas shared



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Thank you for your wisdom and participation



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