

**EVERYDAY PRACTICE ALMOST MAKES
PRACTICE PERFECT:**

**EMBEDDING A RESTORATIVE PHILOSOPHY
IN
COLLEGE CURRICULUM,
PRACTICUM
AND PARTNER AGENCIES.**

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i'm not telling
you it is going to
be easy, i'm
telling you it's
going to be
worth it.



THE FORMAL CURRICULUM AND THE HIDDEN CURRICULUM

LOOKING INWARD.....LOOKING OUTWARD



Reflective
Practitioners

Reflective
Teams

FEED FORWARD.....FEED BACKWARDS



Practices feeds the curriculum and curriculum feeds practices

**THE CHILD AND YOUTH WORKER PROGRAM:
CURRICULUM, STUDENTS AND THEIR CLIENTS**

Aboriginal

Poland

Russia

Hungary

Turkey/Kurd

Italy

Canada

England

Ireland

Portugal

Mexico

India

Iran

Jamaica

Sri Lanka

Israel

Trinidad

Lanka

Egypt

Barbados

Kenya

El Salvador

Ghana

Guyana

South Africa

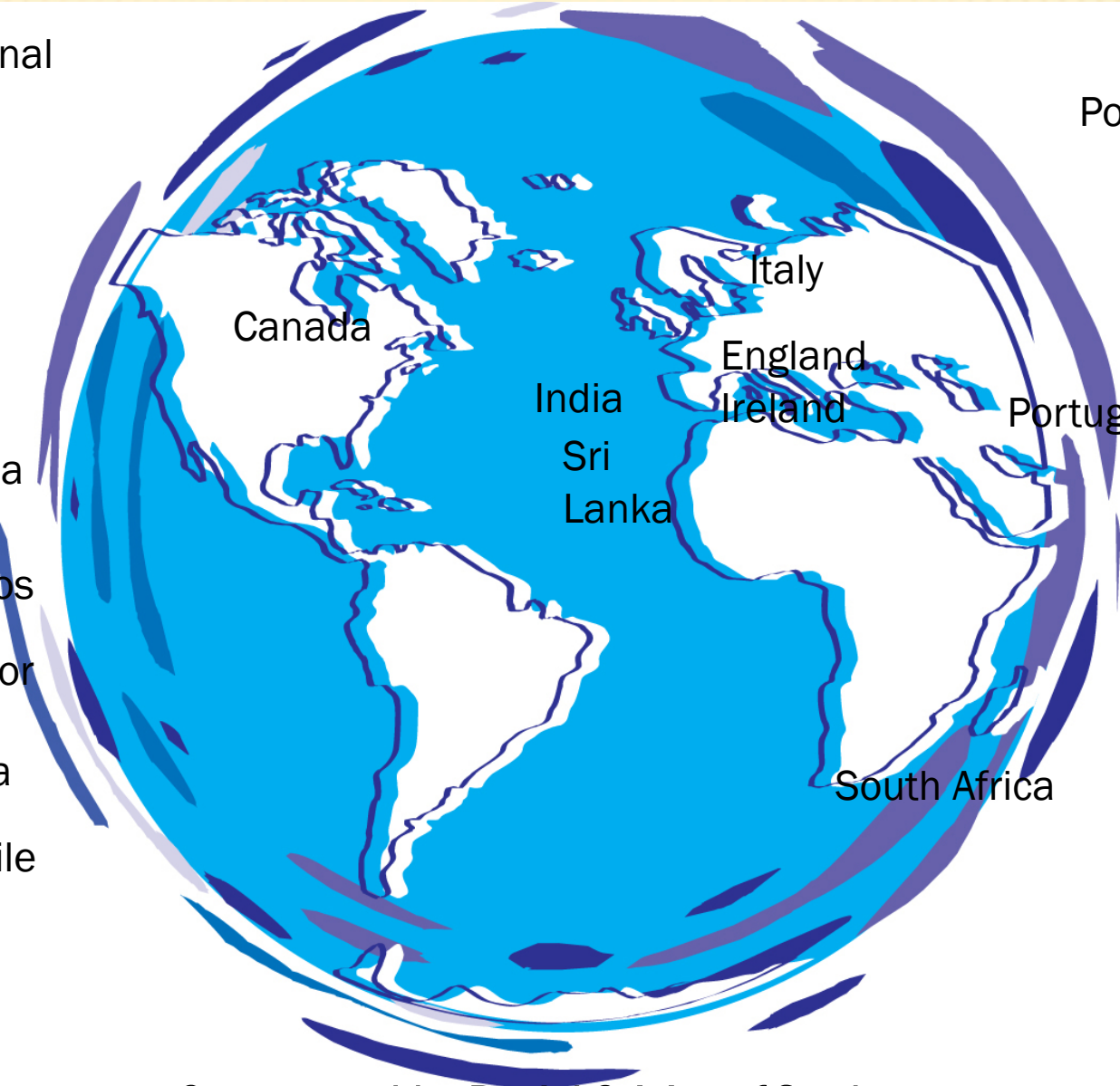
Somalia

Chile

Nigeria

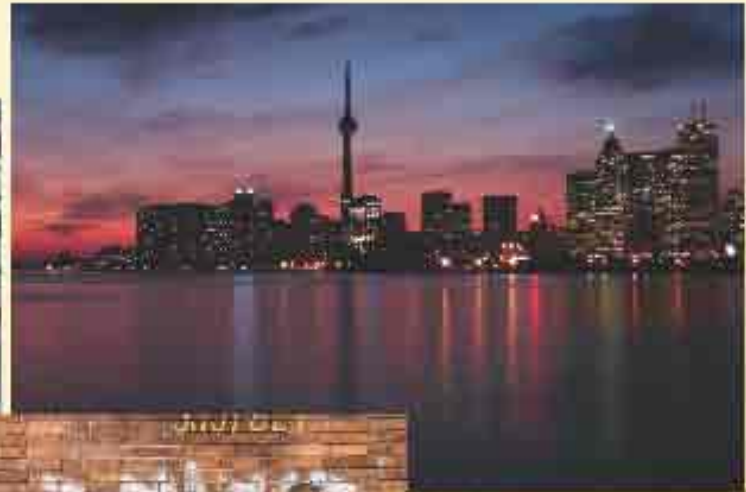
Hong Kong

Vietnam



Country and/or Racial Origins of Students

THE URBAN LANDSCAPE











Year 1

<i>Semester I</i>	<i>Semester II</i>
Intro to CYW	Therapeutic Activities II
Child Development	CYW Methods I
Therapeutic Activities I	Legislation & Social Issues
Intro to Psychology	Computer Skills
College English	Integrative Seminar II
Field Practice Seminar	Interpersonal Skills

General Ed Elective

Field Practice II (2 days/wk)

Year 2

<i>Semester III</i>	<i>Semester IV</i>
Group Dynamics I	Group Dynamics II
Assessments & Plans of Care	Human Sexuality
Adolescent Development: From Risk to Resilience	Therapeutic Foundations
Child Abuse and Neglect	Methods II
Integrative Seminar III	Integrative Seminar IV
Field Practice III (2 Days/Wk)	Field Practice IV (3 Days/Wk)
Exceptional Children	
Counselling Skills	

Year 3

<i>Semester V</i>	<i>Semester VI</i>
Psychopathology I	Psychopathology II
Family Processes	Working with Families
Professional Issues I: Community Interventions	Professional Issues III: Diversity, Rights & Ethics
Professional Issues II: Substance Abuse	Integrative Seminar VI
Integrative Seminar V	Field Practice VI (3 days/wk)
Field Practice V (3 days/wk)	Gen Ed Elective
Intro to Sociology	

THE FOUR PILLARS OF THE CYW CURRICULUM



Child and youth workers are trained to work with children and youth at risk. They work in the context where children and youth live, learn and play. This includes schools, homes, group homes, hospitals and neighbourhoods and the streets.



CLIENTS

it
ALWAYS
SEEMS
IMPOSSIBLE
UNTIL
it is
DONE.



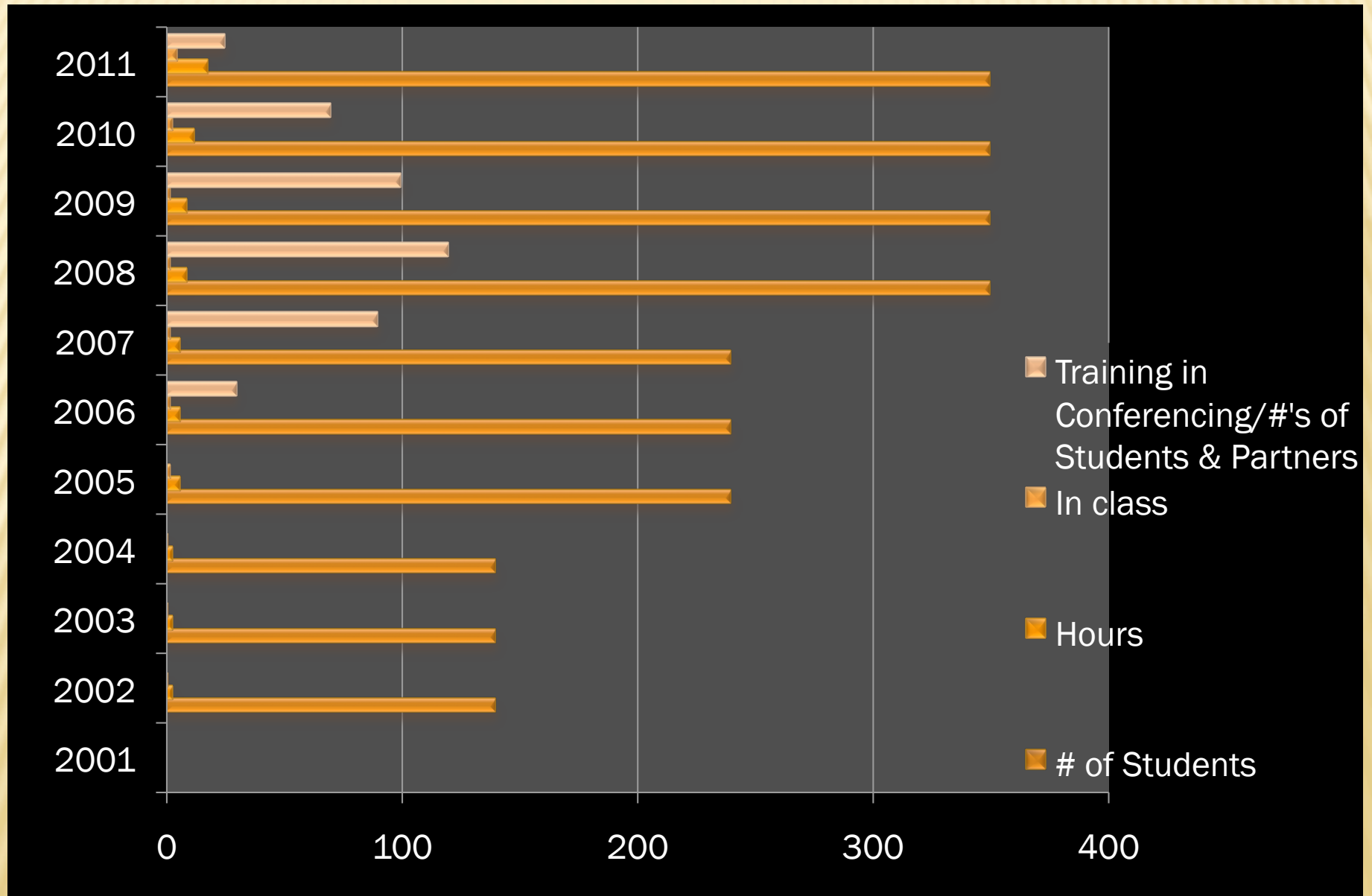
THE FOUR PILLARS OF THE CYW CURRICULUM



**AUDITING RESTORATIVE PRINCIPLES AND
PRACTICES IN THE CHILD AND YOUTH
WORKER PROGRAM**

Date	In Course (s)	Special Projects	Training (Students Partners)	Policy	Program Philosophy (4 Pillars)	Presentations (Nat'l/Int'l)	External College
2001	0	0	0	0	0		
2002	✓ (1)	✓ (1)					
2003	✓ (1)	✓ (1)					
2004	✓ (1)	✓ (1)				✓ ✓	
2005	✓ (1)					✓ (2)	
2006	✓	✓ (2)	✓ (1)	✓		✓ (2)	
2007	✓ (2)	✓ (3)	✓ (3)	✓		✓ (2) with students & partners	
2008	✓ (2)	✓ (2)	✓ (4)	✓	✓	✓ (3) with students & partners)	
2009	✓ (2)	✓ (2)	✓ (3)	✓	✓	✓ (3) “	
2010	✓ (3)	✓ (2)	✓ (2)	✓	✓	✓ (2) “	✓
2011	✓ (5)	✓ (1)	✓ (1)	✓	✓	✓ (1)	

Teaching Time/Student Contact



SO WHAT DOES IT LOOK LIKE IN THE CLASSROOM

CURRICULUM TOPICS

- × Relationships
- × Youth Criminal Justice Act
- × Safe Schools Act
- × Bullying
- × Harm-doing/violence
- × Victimization
- × Trauma
- × Crisis Intervention
- × Therapeutic Milieus: Healing Spaces
- × Therapeutic Activities
- × Social Skill Development
- × Community Building
- × School as Hubs
- × Human Rights/Children's Rights

RESTORATIVE CONTENT

- × Working With
- × Social Discipline Window
- × The needs of victims
- × The core questions
- × Circles: the structure of encounters
- × Restorative environments
- × Preventative approaches
- × Restorative Activities
 - + Stories
 - + Life Skills Activities
- × Impacts
- × Restorative Principles as a basis and guide for involvement with others (the informal aspect)
- × RP as a legislative, children's rights and social justice focus

THE CURRICULUM AND RESTORATIVE CONTENT

-
- ✘ First Years
 - ✘ Social Architecture....as a teaching technique and as a tool for responding to issues
 - + Teaching by doing and using Circles
 - + Addressing Bullying.... Social Architecture
 - ✘ Legislation....”Facing the Demons”
 - + Victim Reflections
 - ✘ Teaching “Therapeutic Storytelling”Doing the Right Thing”
 - ✘ Third Years
 - ✘ Circles of Courage and Restorative Circles as a basis for outreach and community building

Special Projects

Enhanced Student Roles/Opportunities

Critical Incidents

BEYOND THE CURRICULUM

Youth Engagement Strategy (Student Lead)

- *Workshops for Grade 11 and 12's
- *Curriculum for Alternative Program
- *Whole School Project

Working with children under 12 (Student and Partner Lead)

- *Elementary School/Peacemakers Project
- *Summer Day Camp/Program and Training
- *Children's Mental Health Program/Training and Culture

Internship (Student Lead)

- *Bethlehem, P.A

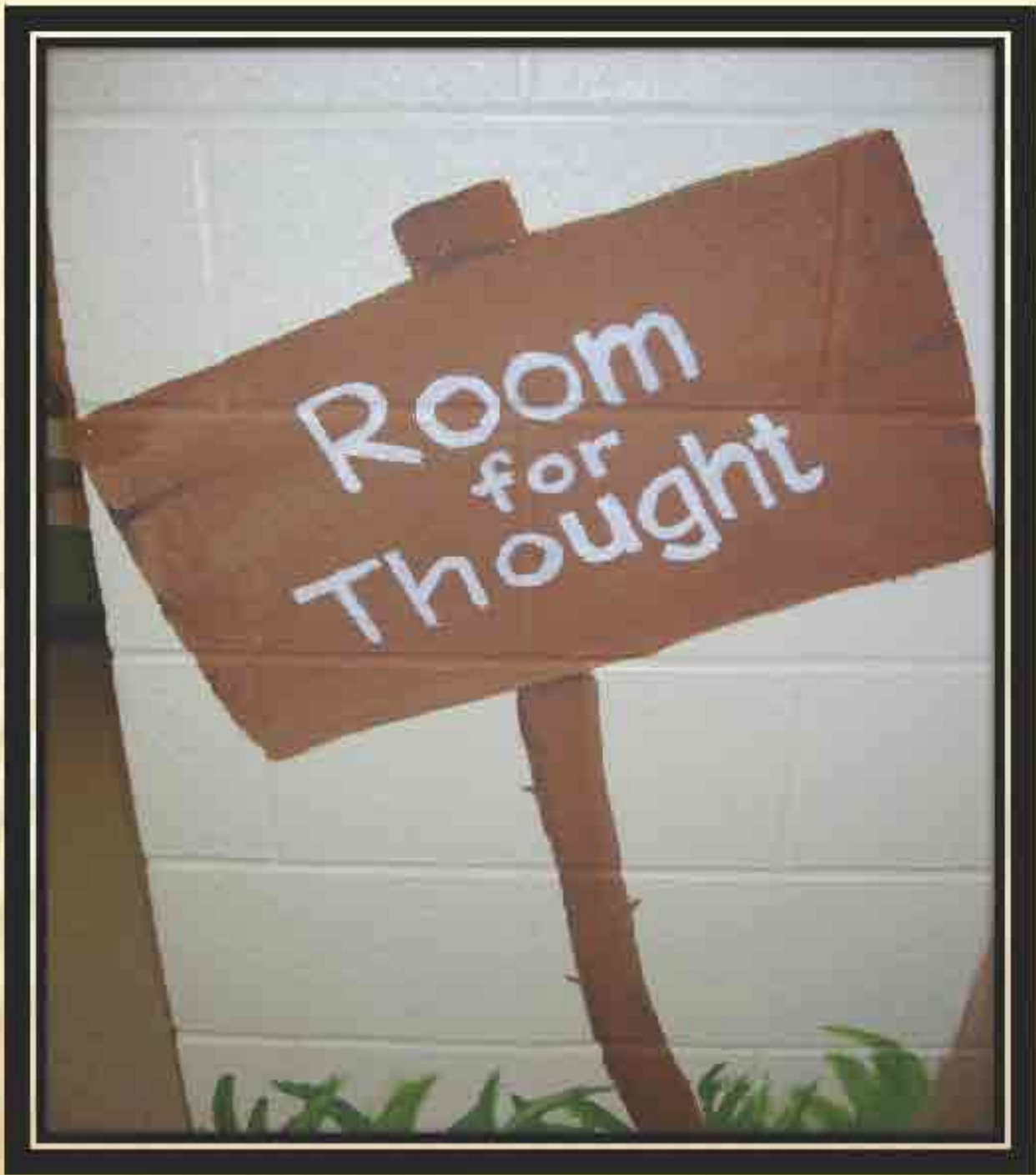
Research (Faculty Lead)

- *Children Under 12

Sample Special Projects

Enhanced Student Roles

SAMPLE STUDENT INVOLVED PROJECTS:
A RESTORATIVE ENVIRONMENT
A RESTORATIVE CURRICULUM



Room
for
Thought

What happened? Who has been affected?
What were you thinking at the time?

What have you thought about since?

How can you repair what's been done?





just breathe



Butterfly







EXPLODING



angry



upset



sad



content



happy

DREAM



LAUGH



...LOVE..



OASIS ALTERNATIVE HIGH SCHOOL



110 Ways to Repeat the Name



ME
DUM





➤ *Restorative justice means to me a chance to get your emotions OUT. A chance to tell people WHY you did what you did. NO ONE judges you in a Restorative Circle. You have a chance to avoid the court system and how they punish people. Plus you don't get punished, find alternative ways to fix things. Restorative Justice means being fair.*

➤ *Make the justice equal to the problem....*

*Students...from an alternative High School/
Toronto. May 2011*

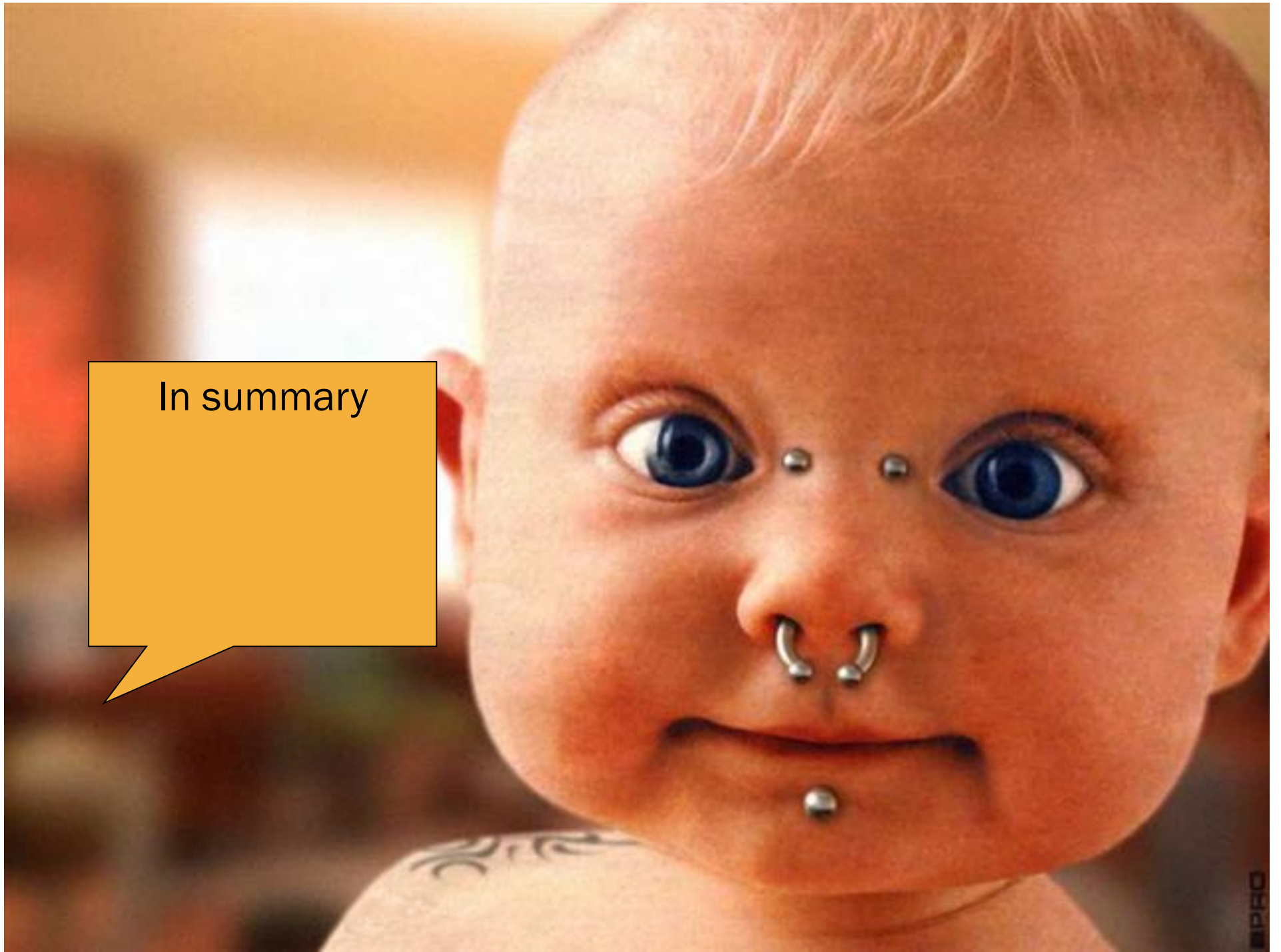
A FRAMEWORK FOR CRITICAL INCIDENTS

- ✘ A case of racism
- ✘ A human rights violation
- ✘ Suicide of client at placement

A FRAMEWORK FOR EVERYDAY PRACTICE

- Faculty with Students
 - ✗ Restorative philosophy frames majority of faculty directed encounters with students re student related issues e.g
 - + Plagiarism
 - + Cheating
 - + Verbal aggression
 - + Harassment
- Faculty Team with each other
 - ✗ Frames work with each other as a team...used as a guide to resolve conflict

In summary





What graduating students say about using everyday restorative Practices



OUTCOMES:





As Professionals

- ✘ “Use it in the Field to promote problem-solving and strengthening of relationships”
- ✘ “Involve offenders actively...give them a chance to express themselves”
- ✘ “When addressing issues with a client I will try my best to separate the deed from the doer”
- ✘ “I would want to resolve issues...not point out blame...ask the key restorative questions”
- ✘ “I would use RP by listening and not judging.”

As Professionals

- ✘ “I would use RP to tell clients how what they did affected how I feel and the way I see things...then ask them what they think”
- ✘ “It’s a good way to give youth another chance and also a chance to hear their voice.”
- ✘ “I would use it for small issues as well as big issues”
- ✘ Working in secure treatment I can get youth to talk about their actions...”
- ✘ “When youth do something to hurt others in the school system...this approach allows for both parties to be involved in a positive way.”

As Persons



- ✘ “Use “acceptance of ambiguity” to address issues with my sister since neither of us can be clear on who is wrong”
- ✘ “My family regularly meets in a circle on Fridays for worship and discussion of the week. Being able to ask questions that do not attack individuals is a way to help find answers.”
- ✘ “ At home I will have my children sit and work out issues together rather than have them bubble up.”

As persons

- ✘ With my family allow us to come together as a group to...find solutions.”
- ✘ “Giving people the chance to express their feelings and thoughts....family and friends.”
- ✘ “I will be more aware of how my everyday actions can effect other people.”
- ✘ “I would use it *at school, home, placement and work.....*”

OUTCOMES (OR GOOD NEWS)

- ✘ Embedded Restorative Philosophy in Curriculum and faculty team
- ✘ High uptake on students taking 2 day training in formal conferencing over and above course of study
- ✘ Enhanced partnership relationships through provision of training
- ✘ Students have opportunity to take on unique student roles
 - + Learn by teaching
 - + Develop “products”
 - + Participate in larger change based projects
- ✘ Students equipped with current/relevant skills for work opportunities

CHALLENGES (OR MORE GOOD NEWS)

- ✘ Gap between request for support and services and capacity to respond
- ✘ Often disconnect between student skills and workplace openness for Restorative Practice model
- ✘ Limited practicum opportunities for student skills unless created
- ✘ Working in a large urban centre with competing models

LESSONS LEARNED: WHAT WORKS

- ✘ Have a supportive team...(circle of support)
- ✘ Restorative philosophy is both new and not new
 - + Prepare and respond to reactions to change and anxiety
(Respond to thoughts, impacts, needs)
- ✘ Develop and utilize a base of experience around which to build and grow your teaching (Engagement)
- ✘ Work to cull champions and allies...workshop and educate (Work with)
- ✘ Be the change that you want to see.....role model practices
- ✘ Engage students in projects (High expectations)
- ✘ Be conscious and mindful of opportunities to incorporate Restorative elements into the curriculum

2011- 2012 RESTORATIVE PROJECT

- ✘ Generate Restorative focused partnerships
 - + High Priority Neighbourhoods
 - + Create student roles
- ✘ Create an on-line presence
- ✘ Develop tailored educational programs
- ✘ More College wide focus
 - + Start with School of CSD
- ✘ Explore viability of a Restorative Centre