

Welcome to:

**Developing a Restorative
Team:**

**Where the Journey must
begin.**

Terry O'Connell, Lesley Oliver

Student Inclusion & Well Being Team 2005

- **Credibility high**
- **Problem solvers**
- **Programs & strategies**
- **Capacity building**
- **Toxic environment**
- **No clear framework**



What happened?



What appealed?



What next?

	Mon 27th Feb	Tue 28th Feb	Wed 1st Mar	Thu 2nd Mar	Fri 3rd Mar
Teacher Workshops	9:00am - 3:30pm T&D Holdfast Cluster Glenelg PS Brighton PS Paringa PS Warradale PS St Leonards PS	9:00am - 3:30pm STUDENTS Warradale PS	8.45am - 3:00pm T&D Henley Beach West Beach Fulham Gardens at Fulham Gdns PS	9:00am - 12:30pm STUDENTS Henley Beach PS West Beach Fulham Gardens at Henley PS	9:00am - 12:30pm STUDENTS Goodwood PS
Student Workshops					
Leadership Meetings	West Adelaide Football Club Rooms				
Parent Workshops	3:30pm - 5:00pm Holdfast Cluster Leadership Meeting	3:30pm - 4:30pm Debrief	3:30pm - 5:00pm Leadership Meeting	District Leadership Team 1.00 2.30 Dialogue	1:00pm - 4:30pm T&D Preschools Warradale Torrensville Henley Baden Pattinson Dunbar Tce Kurralta Park Oaklands Estate Jean Horan Marie Dunstan Netley At Henley Bch Preschool
District Leadership Team				Evaluation 2.30 - 3.30	
Inclusion & Wellbeing Team				Inclusion & Well Being Team 1.00 5.30 at EDC	
	7:00pm - 9:00pm Parents Holdfast Cluster at Glenelg Primary School	7:00pm - 9:00pm Parents Warradale PS Other Holdfast Schools At Warradale PS	7:00pm - 9:00pm Parents Henley Beach West Beach Fulham Gardens at Fulham Gdns PS	7:00pm - 9:00pm Parents Preschools Open Access Unit at Henley Beach PS	

What are you wanting to take from the RP visit?

- What is it?
- What does it have to do with your practice?
- How can RP be integrated into day-to-day practice?



What training took place?



What did you get out of the 2 weeks?

- What did you find interesting and challenging
- How do you make sense of your own practice?
- As a group to what extent are you clear around your practice?



Where were we at in terms of our practice?

Clear direction Processes Purpose
Outcomes
Values Communication

*“It’s like riding a bike – it was intuitive
Problem solving*

On the prowl for good ideas & strategies

Looking for tools in the toolbox

Grab bag of ideas”



Existential dilemma

Couldn't provide a heartfelt rationale for our beliefs & practice



What helped develop the team?

Immediately after RP we had a way to dialogue

- Framework about practice**
- Common language**
- Principles we could articulate & agree on**

The initial conversations

Focused on:

- **Being explicit about our practice & what we were experiencing**
- **Using RP principles to guide our own discussions – use questioning, values of respect etc, respectful challenge, inclusive**
- **No longer wasting time on suggestions, strategies & programs**
- **Conversations were about “out there”**

Conscious incompetence

“I was more conscious of what I was doing. There was a feeling of zealousness – if not doing it the RP way then it was wrong

Felt if I didn't live up to the “restorative standard” then I was letting the team down. Went from feeling ok to incompetent”



Dedicated time for dialogue

“ Meaningful amounts of regular uninterrupted time for professional dialogue is a basic prerequisite for capacity building to happen – if team based work is to take place, it must be by design rather than by chance”

Michael Fullan, *Quality Leadership – Quality Learning Proof Beyond Reasonable Doubt*, 2006 Lionra, Glounthaune, Co.Cork

When did the nature of the conversations change?

“the critical point was when we chose to put our business on the table & explain how it worked”



The turning point was when we stopped talking about them & talked about us

- What do we believe?**
- What are our roles & responsibilities?**
- How do we describe our practice?**

**Through open & honest
conversation we were able to
articulate & document our work.**

VALUES OF RESPECT,
INTEGRITY, FUN,
TIMELINESS &
OPERATION

A CULTURE
OF INQUIRY & CAP
ABILITY BUILDING

RELATIONSHIPS

- * Relationships are the foundation / cornerstone underpinning our practice.
- * By getting the relationship right we can achieve the productive outcomes. Our work involves balancing relationships, schedules & goals.
- * We seek to establish trusting relationships through dialogue that is explorative, non blaming, strengths based and gives people hope.
- * Purposeful dialogue allows for increased understanding, reflection, trust and for people to define their own journey forward.
- * Respectful challenge promotes integrity and authentic dialogue.

ROLES & RESPONSIBILITIES

- * The responsibility for students engagement and learning ultimately rests with the student / teachers / school.
- * The SWIT team are responsible for increasing the capacity of teachers / schools in order to support the engagement of students and their learning.

The SWIT team has a responsibility to work interdependently with the school community and other agencies.

The SWIT team are expected to be explicit about the nature of support they provide and are responsible for establishing clear operational boundaries and expectations.

The SWIT team has a responsibility to work and manage the tension between reactive and proactive responses to schools.

The SWIT team members are responsible to respectfully challenge others on ethical issues relating to student well-being.

- * The service coordinator is responsible for:
 - developing common agreements regarding case goals
 - ensuring processes are transparent
 - facilitating dialogue
 - ensuring outcomes are documented

PRACTICES

- * We believe our practices are explicit so that we can engage with schools and work interdependently in an open, commonly understood manner.
- * The following are the key elements on which we base and model our practice:
 1. Treating people fairly and respectfully - using the Social Discipline Window as a means of outlining interactional styles.
 2. Socratic questioning / enquiry in order to actively engage people.
 3. A thorough assessment process takes into account peoples perceptions and include; collection of specific evidence, data gathering and observations in conjunction with peoples perceptions.
 4. Fair process that provides opportunity for engagement, explanation and expectation clarity.
 5. Restorative Questioning with a focus on repairing harm and strengthening relationships.
 6. Social Control Theory and reintegrative shame.

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6. Social Control Theory and the purpose of behaviour.

**Took us from sharing our
view of the world with each
other to having a shared
view of the world**



What happened after that?

- **Team felt very connected**
- **We understood what building capacity looked like – connection**
- **Confidence increased**

The biggest challenges

- **Team conflict**

**a welcome opportunity for
restorative practice!!!!**

2007 a new start



A new way of relating

- **The power of restorative questioning becomes a daily reality**
- **Acknowledgement of good questions**
- **Enjoyment of good questions**

**A continued commitment to
dialogue
RP structured into practice**

- **Reflective dialogue**
- **Case discussions**
- **Performance development**

Team comments

What have you learnt most from being part of this group?

- **It's the first time I've felt supported in the department**
- **There's a feeling of being connected & on the same page**
- **We can put anything on the table to be talked about**
- **It's great being a committed team & being able to share**
- **I don't have to know all the answers**
- **We've been connected at an emotional as**

Final comments from the team





Summary

- **Know what you want to achieve through the implementation of RP?**
- **Have an explicit framework for practice**
- **Commit regular time for dialogue**
- **Have a common language for conversations**
- **Develop quality questions facilitate open & honest dialogue**
- **Be facilitators not problem solvers**
- **Articulate practice to sustain it**
- **Document practice to be explicit & accountable**
- **Consider conflict is a normal aspect of team development**
- **Practice RP as a daily reality**
- **Regard RP as a way of being**

Thank you

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