

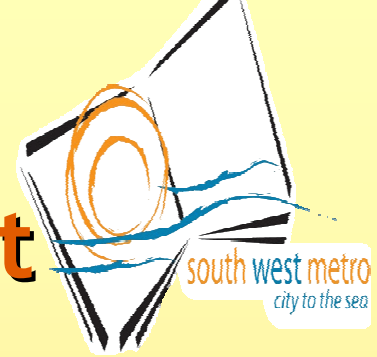


Welcome to
"Using Restorative Practice as a
Catalyst for Change"

Lesley Oliver Cheryl Bevan

South Australian
Department of Education and Children's Services

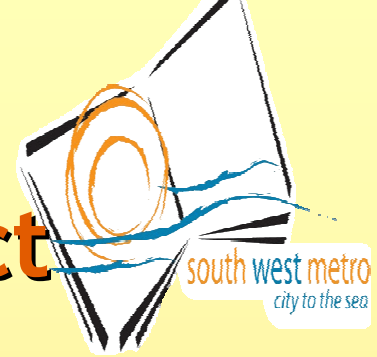
South West Metro District



- **Preschools/Kindergartens** **4 - 5 years old**
- **Primary schools** **5 - 12 years old**
- **Secondary schools** **12 - 18 years old**
- **Adult education** **18+ years old**

TOTAL 48 sites

South West Metro District



District Director



District Leadership Team

South West Metro District

District support teams



Student Inclusion and Wellbeing Team



Student Support and Disability Team



Administration Team



This session will explore the following issues

- **How our journey began**
- **Gathering momentum**
- **Cascading the experience**
- **Engaging in meaningful dialogue**
- **Leadership sponsorship**
- **Evaluation as an added dimension**
- **Barriers to change**
- **Factors influencing success**
- **Embedding the practice and sustaining the change**
- **Restorative Practice as a change agent**

How our restorative journey began

- *The challenge begins with self.*



- *What did I need around me to promote the restorative experience on a district basis?*
- *Who did I need to have on side to cultivate restorative practice?*

Allenby Gardens Primary School



- Felt inspired

Inclusion and Wellbeing Team



Make better meaning and develop a passion.

District Director



Support and commitment

What, as a district, did we consider in the introduction of Restorative Practice?

- **Where did we start?**



- **What criteria did we use in selecting the trial schools?**

William Light R - 12 School



- Leadership

- Credibility factor

- Vulnerability factor

Warriappendi Alternative School



- Leadership
- Credibility factor
- Vulnerability factor



and bolts

- **Negotiated with two schools.**
- **One week focus on RP.**
- **Use Terry O'Connell as catalyst.**
- **Financed by district office.**

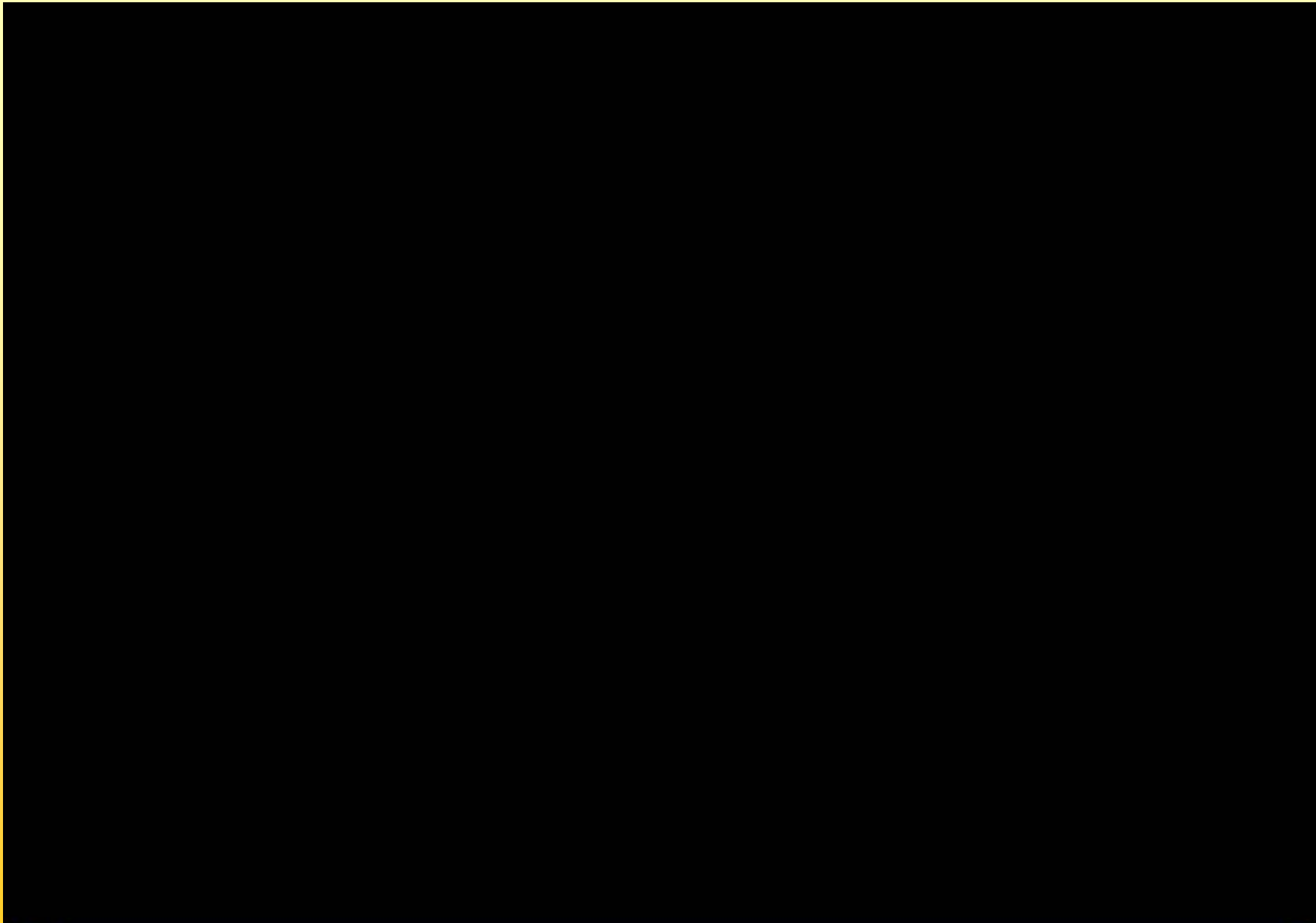
Gathering the restorative momentum

**How did we share the passion and
create the initial impact?**



William Light

Warriappendi



District Leaders' Day

Outcomes

- Strong connections.
- District Director endorsement.
- Principals' experiences validated practice.
- Invitations to sites to participate in future T&D.



Outcomes . . . for us

Influenced the key change agents.

Mass exposure.



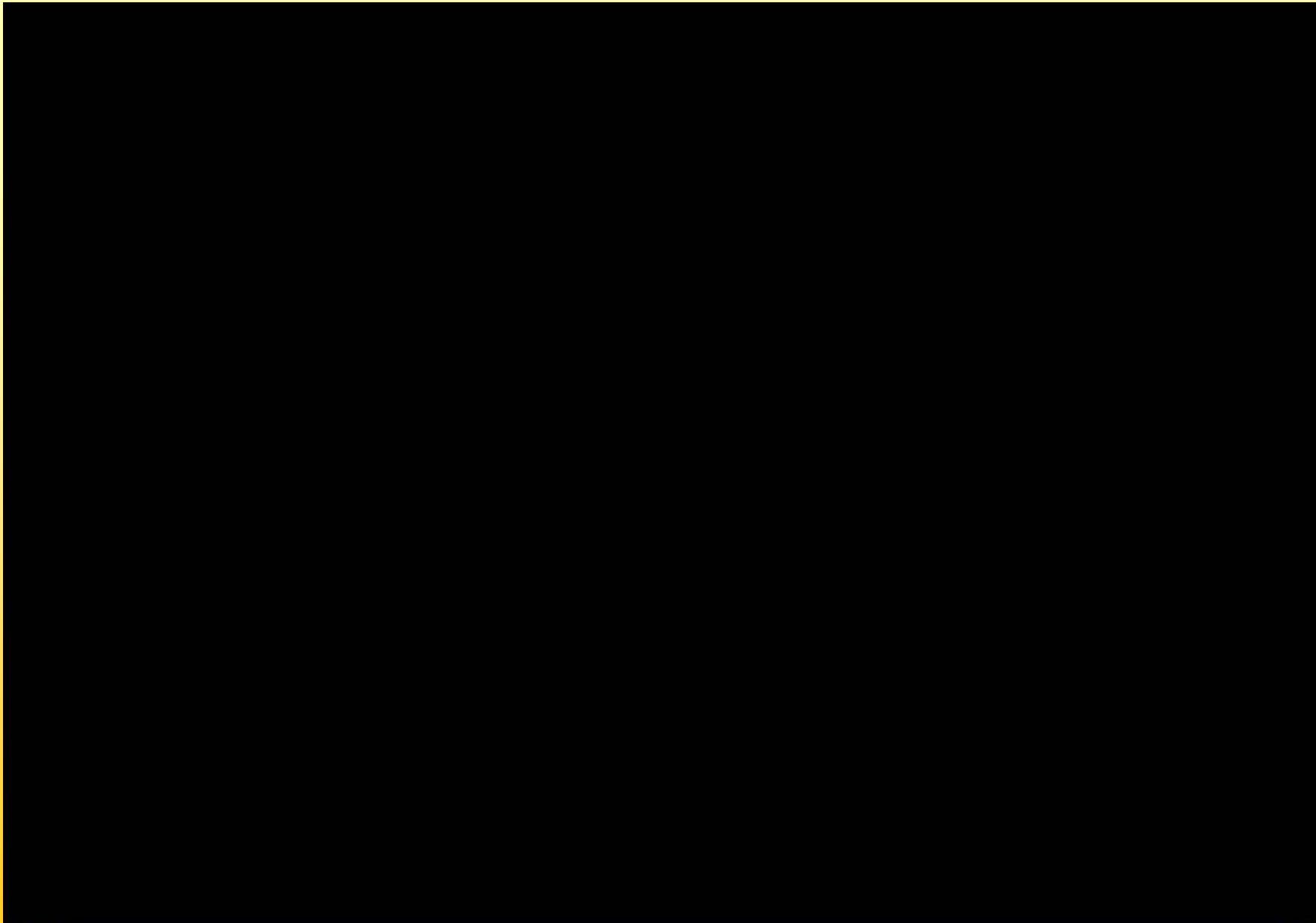
- **Sense of excitement.**

What was the initial impact of Restorative Practice?



Michele Pope

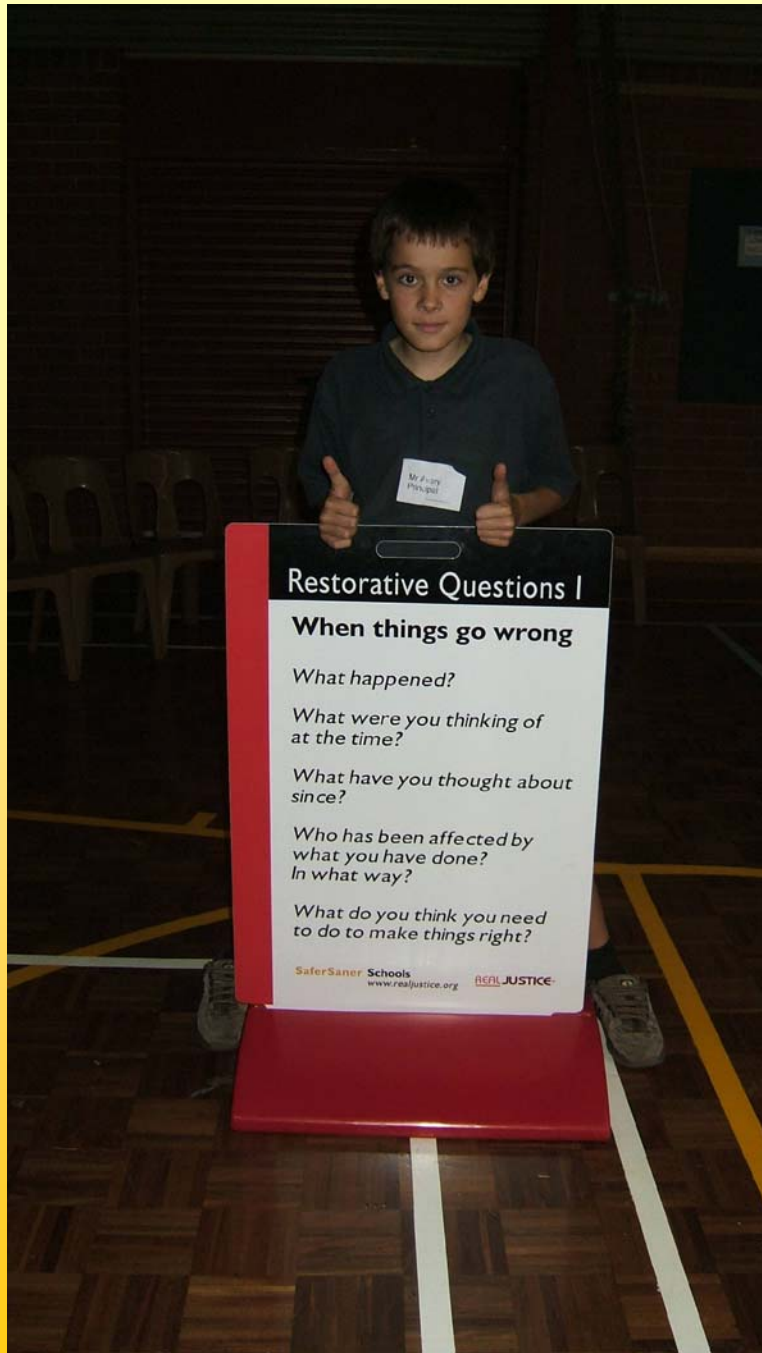
Chris Brandwood



Cascading the restorative experience

Planning for stage 1

- **Spread the word - inviting people to commit.**
- **Strategic conversations with key people
- restoratively**
- **Targeted key people with influence**
- **Influence of the clusters.**



By February 2006,
29 of 48 sites had
committed to
training in
Restorative
Practice.

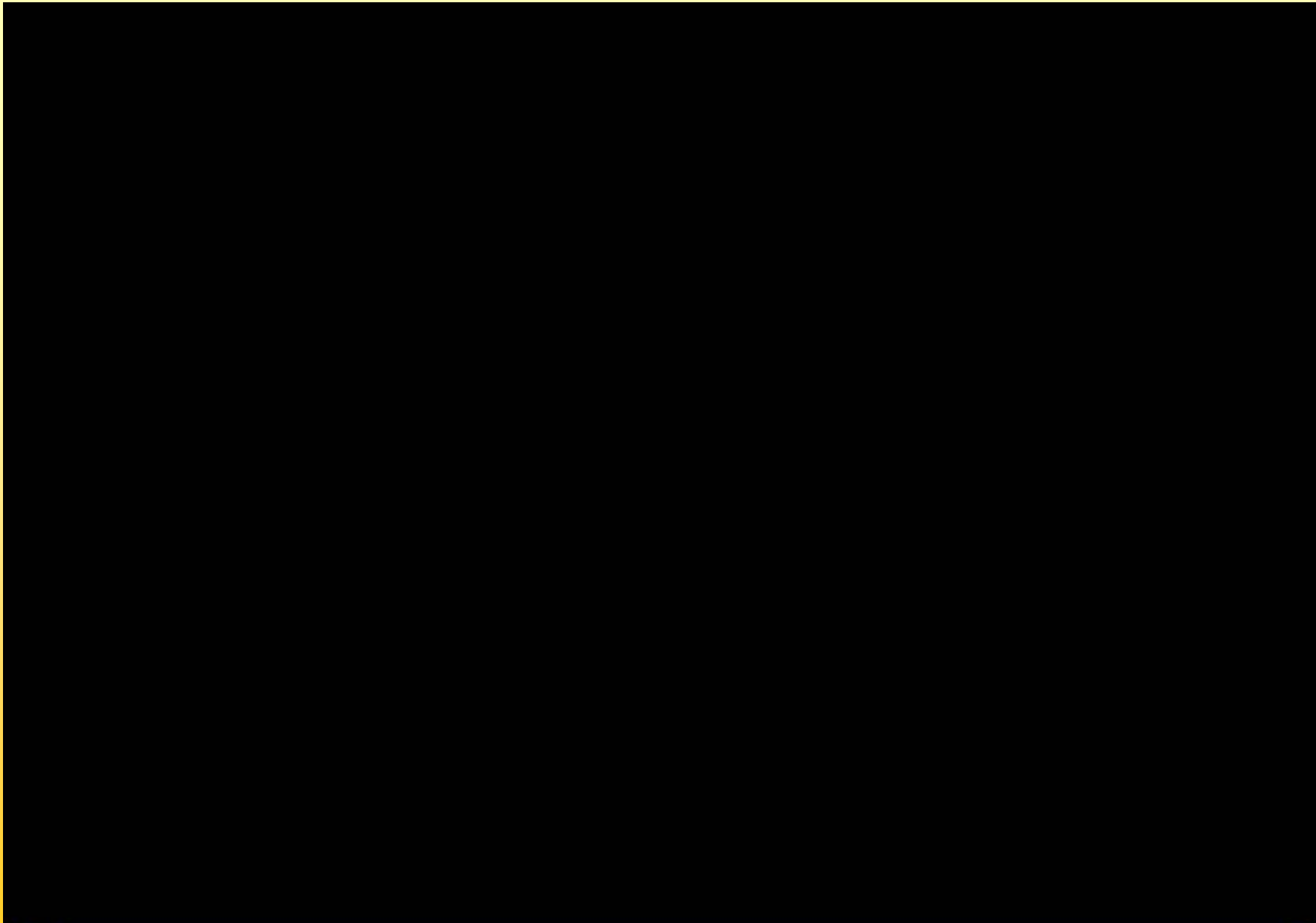
What did this mean for us?

- Preparation, preparation, perspiration!

	Mon 27th Feb	Tue 28th Feb	Wed 1st Mar	Thu 2nd Mar	Fri 3rd Mar
Teacher Workshops	9:00am - 3:30pm T&D	9:00am - 3:30pm STUDENTS	8.45am - 3:00pm T&D	9:00am - 12:30pm STUDENTS	9:00am - 12:30pm STUDENTS
Student Workshops	Holdfast Cluster Glenelg PS Brighton PS Paringa PS Warradale PS St Leonards PS	Warradale PS	Henley Beach West Beach Fulham Gardens at Fulham Gdns PS	Henley Beach PS West Beach Fulham Gardens at Henley PS	Goodwood PS
Leadership Meetings	West Adelaide Football Club Rooms			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
Parent Workshops				Evaluation 2.30 - 3.30	Marie Dunstan Netley At Henley Bch Preschool
District Leadership Team	3:30pm - 5:00pm Holdfast Cluster Leadership Meeting	3:30pm - 4:30pm Debrief	3:30pm - 5:00pm Leadership Meeting	Inclusion & Well Being Team 1.00 5.30 at EDC	
Inclusion & Wellbeing Team	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	

An overview of what that two weeks looked like.





Where were we in all of this?

- **Attended every session**
- **Ensured District Leadership staff were involved**
- **Debriefed with people**
- **Dialogue with people to make meaning of the information**
- **Feedback received & collated**
- **Networks & chat line established**



Key learnings from Stage 1

- **Cluster groups valued the connections**
→ **accountability to each other.**
- **Common language and framework**
→ **communicate more freely & explicitly**
- **Structured dialogue for site leaders**
→ **hear each other's challenges & support each other**

Post stage 1 involvement

- **Intensive support to sites**
- **Feedback to participants shared**
- **Keeping District Director involved**
- **District Leadership team dialogue**
- **Ongoing conversations & developments with Terry O'Connell**

Significant developments

- Restorative Practice checklist.



IS YOUR PRACTICE-

Respectful

Fair

Explicit

Supportive

Constructively & positively challenging

Inclusive

DOES IT FOCUS ON BUILDING RELATIONSHIPS BY

Establishing trust with & between people

Developing empathy, insight & learning

Repairing any harm that may have been done

DOES IT PROMOTE-

Responsibility

Accountability

Likelihood of positive behavioural change & reintegration

Significant developments

- **Teacher focus questions.**

STUDENT WORKSHOPS

- 1. What was your experience while observing the student workshop?**
- 2. What did you find most interesting or what surprised you?**
- 3. What did you find useful in watching Terry work with the students?**
- 4. What do you think students learnt?**
- 5. What practice domain are the students likely to place you in?**
- 6. How do you intend reviewing what the students have learnt?**
- 7. In terms of taking responsibility, are your students good at this? Are you good at giving it to them?**
- 8. What bits of your practice do you do well? What areas need to be strengthened?**
- 9. What are some of the ways you might help student consolidate and embed this learning into day-to-day classroom practice?**

Significant developments - Post stage 1

- **Restorative Practice checklist.**
- **Teacher focus questions.**
- **Changed relationships.**

Onto stage 2

Stage 2 - July 2006

42 sites involved



• **Vulnerability**

• **Expectations**

Key learnings from Stage 2

- Restorative practice became good practice.
- Accountability process

New ideas **Positive feelings** **Negative** **Where to**

- How do you contain a tsunami like Terry?



*How did we face the personal challenges
in our own practice?*
**with
Support
and courage**

- Organizing & facilitating a process that we were part of
- The key - using a restorative approach



*This allowed us to increase our own capacity &
gain insight & learn*



Integrate restorative practice at a team level

"Changed thinking, Changed practice"

***Restorative Practice has to be lived &
practiced at all professional & personal levels
- it's a way of being***



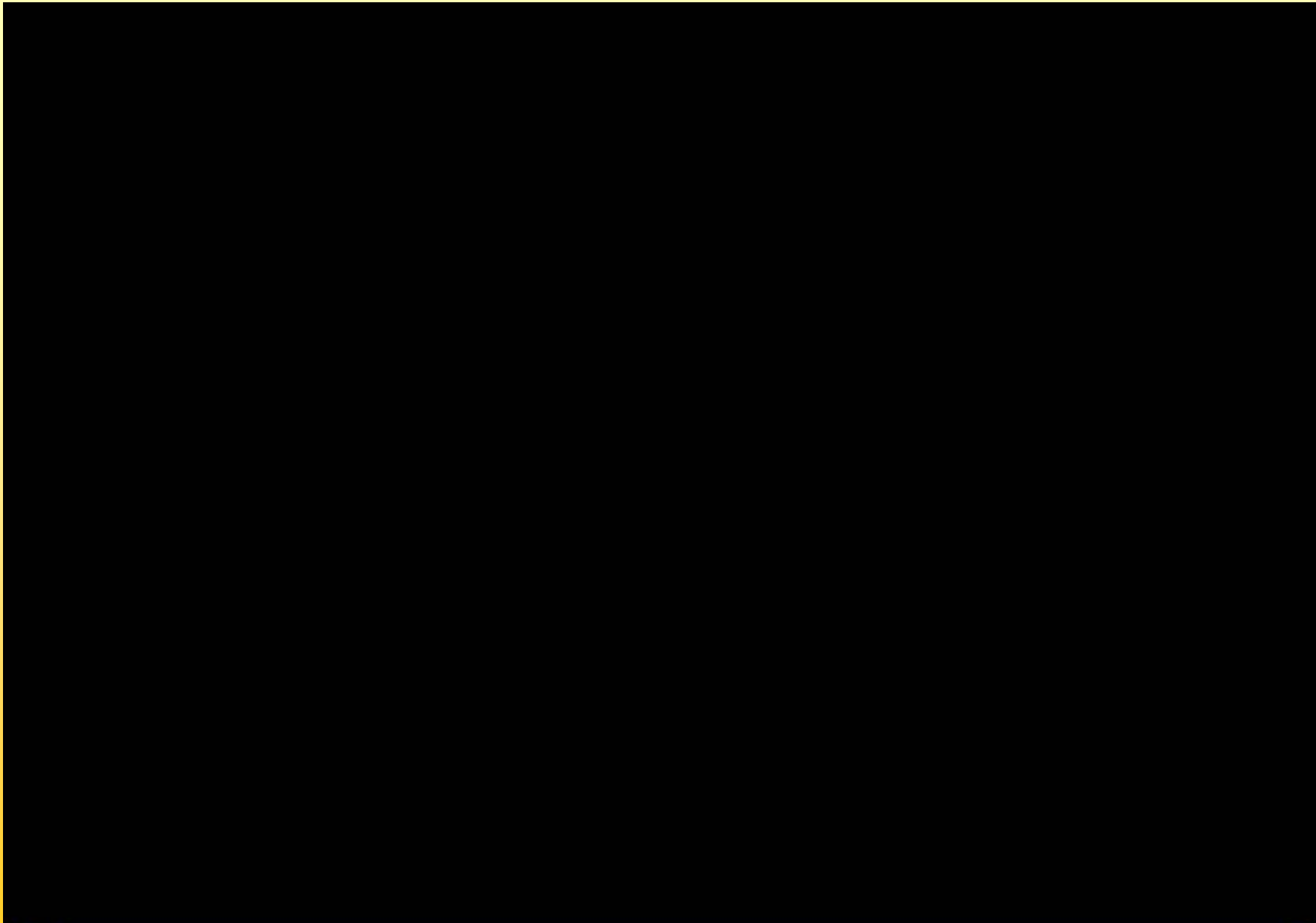
Over to you ...

District Director Sponsorship

*How critical was the support
of the District Director?*



4 - John Binks-Williams



Engaging people in meaningful dialogue



**Shared stories
and
experiences**



Evaluation - an added dimension

- **Are we evaluating a culture change or key aspects of restorative practice?**
- **What aspects of restorative practice do we evaluate?**
- **How do we measure restorative practice?**
- **What base line and time frame do we select?**

Research and Evaluation

- ✓ **A qualitative and investigative approach.**

Barriers to change

Research findings 

- **Time and resources.**
- **Competing priorities.**
- **Lack of follow through by leadership.**
- **Perceptions of leadership not able to support it.**
- **Seeing it as not different from what we already do.**
- **What do when you don't get the outcomes you want.**

Factors that supported changes

Research findings 

- **Context of perceived need.**
- **Supportive leadership.**
- **Discussions in staff meeting.**
- **Immediate practice after training.**
- **Whole school approach.**
- **Related programs to support the approach.**
- **Terry working with students - credibility.**

Embedding the practice and sustaining the change

How do we keep the wheel turning?

- **Critical Mass**

- **Sites at different points**



- **Who would continue to drive it?**

Crosby Grid

- 5 Restorative Practice used confidently and appropriately - part of the school culture.**
- 4 Have developed a systemic way of working with Restorative Practice.**
- 3 Trialing some aspects of Restorative Practice.**
- 2 Understanding and committed to Restorative Practice.**
- 1 Introduced to Restorative Practice.**
- 0 Not aware of Restorative Practice.**

Restorative Practice Summit



- Invite top 4 to 5 sites.
- Harness the collective knowledge.
- Develop strategies to move Restorative Practice forward.
- Share the responsibility

Restorative Practice as a change agent

"Change the stories, change the culture."

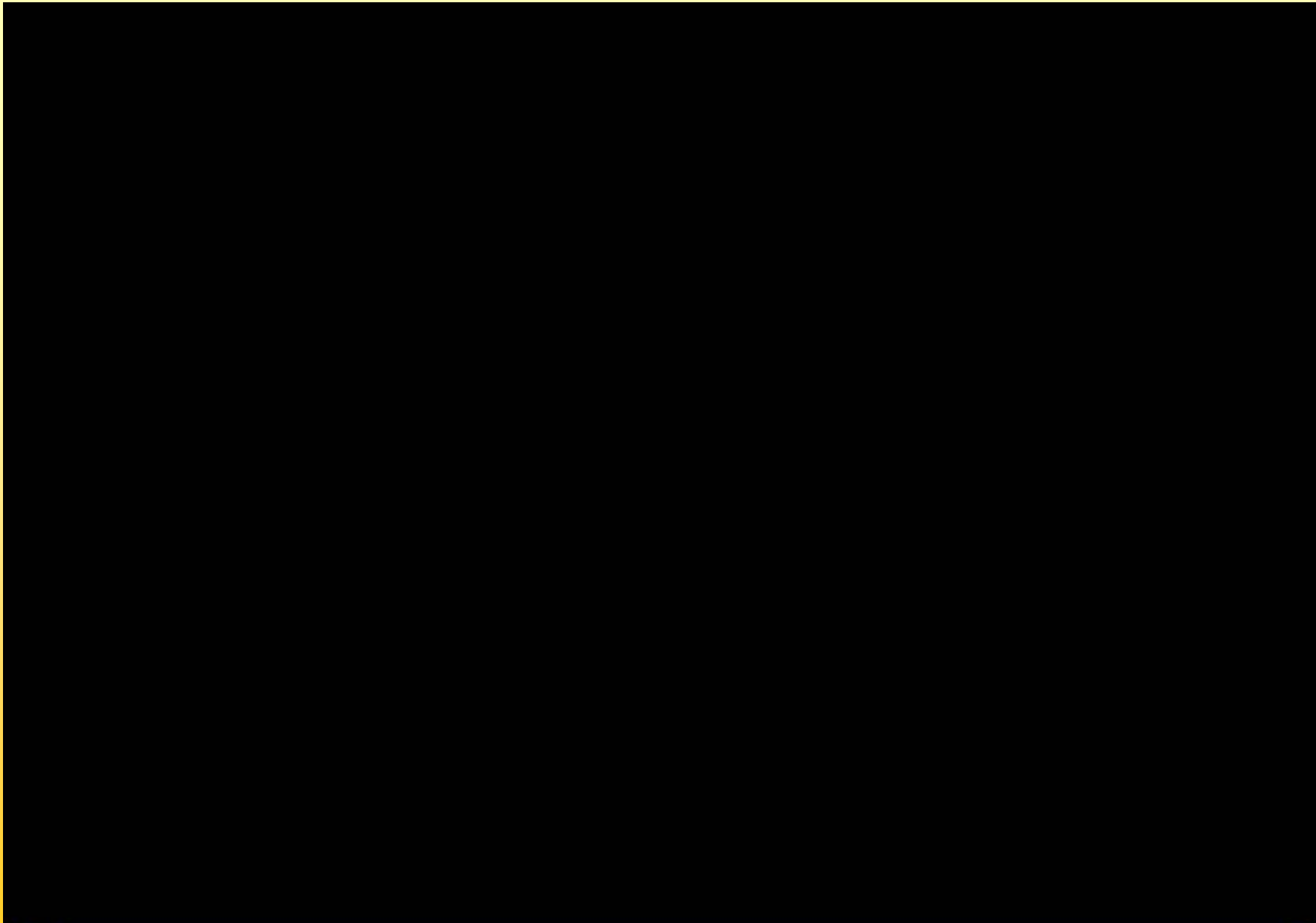
***"Change experiences, change beliefs
change practices,
change stories, change the culture."***

What impact has Restorative Practice had in terms of change in school culture?



Chris Brandwood

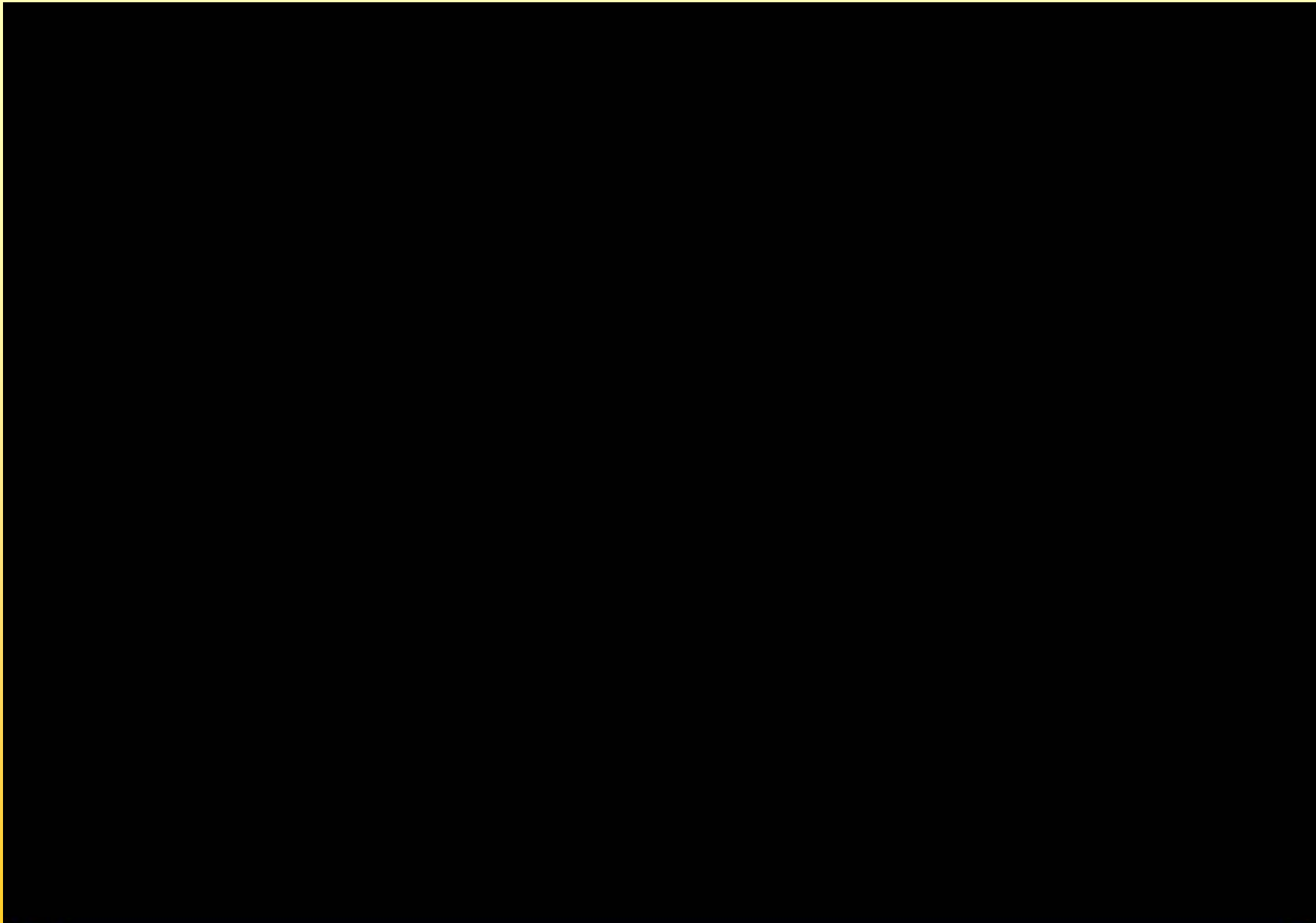
Michele Pope



What impact has Restorative Practice had at a district level?



John Binks-Williams



Restorative Practice as a change agent

"Change the stories, change the culture."

**“Change experiences, change beliefs
change practices,
change stories, change the culture.”**

What else?

- **Acknowledgements to:**

- Our District Director, John Binks Williams for his commitment & support
- All South West sites who have been involved in restorative practices & in particular those who have contributed to this presentation
- South West District Team for embracing & supporting restorative practices
- Our technical experts, Tania Taylor & Kym Tidswell
- Terry O'Connell for encouraging us to tell our story



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