We invite you to attend.

This interdisciplinary conference is being presented by the IIRP in partnership with the Nova Scotia Restorative Justice Community University Research Alliance (NSRJ-CURA). NSRJ is among the most comprehensive restorative justice programs in the world. NSRJ’s work and the research of the NSRJ-CURA will be featured at the conference, in addition to a wide range of topics related to restorative practices.

Who should attend. Social workers, teachers, school administrators, probation officers, police, researchers, social service providers, policy-makers, community volunteers, criminologists, counselors, peacemakers, academicians, judges, public planners, corrections officers and others.

Day 1 (Wed., June 15) of the conference will be a fast-paced day of plenary sessions, including a keynote, panels, small circle discussions, and films about restorative practices in criminal justice, juvenile justice, education, social welfare and work settings.

Keynote
World-renowned criminologist John Braithwaite will give the keynote address. John is perhaps best known for his book *Crime, Shame and Reintegration* and his work on responsive regulation and restorative justice. Over a decade ago, he gave a lecture in Nova Scotia that inspired the founders of NSRJ. He will be back to share his insights and current research.

Panels
» Partnering For Success: Restorative Justice in Nova Scotia
» Measuring Success: Research on Restorative Justice in Nova Scotia
» Working Holistically
» Addressing Equity and Difference
» Restorative Approaches within Primary, Secondary and Higher Education
» Restorative Approaches at Work

See panelist information on pg. 2.

Days 2 and 3 (Thu.-Fri., June 16-17) will include more than 100 breakout sessions on a wide variety of topics with presenters from a dozen countries: Australia, Brazil, Canada, Jamaica, Japan, the Netherlands, New Zealand, Norway, Portugal, South Africa, the United Kingdom and the United States.

View breakout session titles on pg. 3.
View organizations and places represented on pg. 4.
Panelists (Day 1)

Bruce Archibald  
Professor, Schulich School of Law  
Dalhousie University, Halifax, Nova Scotia

Jennifer Llewellyn  
Associate Professor, Schulich School of Law  
Director, NSRJ-CURA, Dalhousie University  
Halifax, Nova Scotia

Vernon White  
Chief, Ottawa Police Service

Dr. Donald Clairmont  
Professor, Faculty of Sociology and Social Anthropology  
Dalhousie University, Halifax, Nova Scotia

Stephanie Macinnis-Langley  
Executive Director, Nova Scotia Advisory Council on the Status of Women  
Halifax, Nova Scotia

Angelina Amaral  
Program Coordinator, Mi'kmaq Legal Support Network  
Eskasoni, Nova Scotia

Richard Derible  
Schools Consultant, Halifax Regional School Board

Estelle Macdonald  
Headteacher, Collingwood Primary School  
Head, Hull Centre for Restorative Practices, UK

Yvonne Atwell  
Executive Director, Community Justice Society  
Halifax, Nova Scotia

Mark Finnis  
Director of Training and Consultancy  
Hull Centre for Restorative Practices, UK

Mary Manning  
Principal, Shelburne Regional High School  
Shelburne, Nova Scotia

Marc Braithwaite  
Assistant Vice President for Student Affairs  
Dalhousie University, Halifax, Nova Scotia

Danny Graham, Q.C.  
Chief Negotiator, Nova Scotia Office of Aboriginal Affairs

Terry O’Connell  
Director, Real Justice Australia  
Springwood, New South Wales, Australia

Janet Briggs  
Manager, Restorative Justice  
Nova Scotia Department of Justice

Emma Halpern  
Bringing Restorative Justice into Schools Project, Tri-County Restorative Justice  
Yarmouth, Nova Scotia

Bruce Schenk  
Director, IIRP Canada, Port Hope, Ontario

Dr. Diane Crocker  
Associate Professor, Sociology and Criminology  
Saint Mary’s University, Halifax, Nova Scotia

Michelle Williams-Lorde  
Assistant Professor, Schulich School of Law  
Director, Indigenous Blacks & Mi’kmaq Initiative  
Dalhousie University, Halifax, Nova Scotia

Patricia Gorham  
Director, Crime Prevention, Public Safety and Security Division  
Nova Scotia Department of Justice

Danny Graham, Q.C.  
Chief Negotiator, Nova Scotia Office of Aboriginal Affairs

Yvonne Atwell  
Executive Director, Community Justice Society  
Halifax, Nova Scotia

Marc Braithwaite  
Assistant Vice President for Student Affairs  
Dalhousie University, Halifax, Nova Scotia

Janet Briggs  
Manager, Restorative Justice  
Nova Scotia Department of Justice

Dr. Diane Crocker  
Associate Professor, Sociology and Criminology  
Saint Mary’s University, Halifax, Nova Scotia

Patricia Gorham  
Director, Crime Prevention, Public Safety and Security Division  
Nova Scotia Department of Justice

Paula Marshall  
Program Manager, Mi’kmaq Legal Support Network  
Eskasoni, Nova Scotia

Dr. Melanie Randall  
Professor of Law, University of Western Ontario  
London, Ontario
A Community Heart: The Restorative Justice Project of the Midcoast Makes a Big Difference at Maine’s First Department of Corrections Reentry Program

A Day in the Life at Collingwood Primary School, Hull’s Leading Restorative School

A Socratic Engagement Model for Integrating the Restorative Framework into CeaseFire and Other Practice Domains

Agendas vs. Circles, Agencies vs. Agencies

Beyond Practices: Building a Sustainable Restorative Approach in Schools

Breaking the School-to-Prison Pipeline: The End of Zero Tolerance

Bringing Restorative Justice into Schools: From the Voices of Students

Building a Restorative Culture in Your Classroom or School

Building Our Restorative Community: Developing Restorative Questioning for Learning and Teaching — Can It Be Done?

Building Restorative Organizations: The Challenges and Rewards of Working Together Restoratively

Caught Between Systems: Overcoming Legal Barriers to Using Restorative Practices in Schools When Youth Face Related Criminal Charges

Celebrating Circles in the Classroom

Children at the Critical Hour (CATCH): An Early Intervention Program for Children Aged 8 to 11

Classroom Circles: Opportunities for Listening and Learning Together

Collaborative Development of Systemic Restorative Justice Programs and Improving Evaluation Methods

Collaborative Partnership: Restorative Justice Organizations and Governments

Community Collaboration to Build Restorative Approaches in Response to Elder Abuse

Creating Safe Spaces for Scary Conversations: Restorative Practices as a Cultural Competency Tool

Crime Prevention Educational Programs and Workshops

Developing Respectful Relationships Through Restorative Conversations

Doing Justice Differently: Prosecutors As “Gatekeepers” of Restorative Justice

Due Process and Restorative Justice

Effectiveness of a Whole-School Restorative Practices Model

Engaging Families in Family Life while Working Toward a Restorative City within Hull, UK

Everyday Practice Almost Makes Practice Perfect: Embedding Restorative Philosophy in a College Curriculum, Practicum and with Partner Agencies

From Principles to Practice

Herding Cats? The Regulation of Self-Managed Superannuation (Pension) Funds in Australia

How Should Communities Respond to Those Harmed by the Death Penalty?

Hull, UK: Heading for a Restorative City

If Two and Three Year Olds Can, So Can You! Implementing Restorative Practices with a Board of Education

Integrated Adult Restorative Justice Pilot Project

Integrating Effective Intervention Principles with Restorative Justice

Integrating Restorative Practices into Administrative Agency Processes

Law, Restorative Justice and Gender-Based Violence: Exploring the Intersections

Legal Pluralism and Dispute Settlement

Among the Sikhs in California, USA

Looking Back on Lansing: A Retrospective on the Central Michigan Restorative Justice Initiative

Making Restorative Justice the Norm and Adversarial Responses the “Alternative”

Measuring the Social and Emotional Health of Teens in a Restorative School Setting

Meeting the Needs of Victims and Offenders in the Pursuit of Justice

Multisite Restorative Justice Programs: Benefits and Challenges

Myth, Magic and Restorative Practices: A Human Way of Building Community

Offenders’ Voices: The Impact of the Residential School, Child Welfare System and Intergenerational Trauma Upon the Incarceration of Aboriginals

Partnering and Piloting: Restorative Practices with Schools, Police and Youth Perspectives on Harm

Poetry Workshops As Restorative Practice

Professionalization of the Restorative Justice Practitioner: Considerations for Community-Based Agencies

Promoting a Restorative Approach at the Junior/Senior High Level: One School’s Story

“Racing” Restorative Justice: Creating Ripples or Revolutions? The African Nova Scotian Experience

Re-Culturing a Cluster of Schools in the Toronto District School Board: Our Vision of Hope

Relationships Rebuilt: A Multifaceted Implementation of Restorative Practices

Removing the Bars: A Peacemaker’s Approach to Building Community in a Correptional Environment

Restorative Action for Youth: A Process for Addressing Youth Crime

Restorative Approaches in More Serious Criminal Cases

Restorative Justice Implementation in an Urban Environment

Restorative Justice in Natural Resource Law Enforcement: Fisheries and Oceans Canada (Pacific Region)

Restorative Justice in Rural and Urban Contexts and Analyzing Crime Geographically in Nova Scotia

Restorative Pedagogies: From Theory to Practice in Training and Teaching

Restorative Practices in a Youth Custody Setting

Restorative Practices in Action: Grades Primary to 12 Restoratively Approaching Mediation

Restoring Justice to Education: Lessons Learned from a Middle School Pilot Project

Restoring Peaceful Communities Through Caring and Restorative Practices

Revising Vermont’s Sentencing Options Manual: Incorporating Restorative Justice and Restorative Practices

Serious Crime Mediation: Restorative Opportunities

Shared Power in Community: Regenerative Capacity

Special Topics Panel: Community Justice Society of Halifax

Special Topics Panel: Corrections and Reintegration

Special Topics Panel: Restorative Practices in Higher Education

Street Mediation: Empowering Young People by Educating Them as Mediators

Successful Multi-Agency Collaborations: One Community’s Experiences Promoting Restorative Practices

Talking with One Another Is Loving One Another: Journeying into Restorative School Discipline

The Development of Restorative Practices in Northern Europe

The Heart–Condition of the Practitioner

The Impact of Restorative Practices on Brain Development and Behavior

The Implementation of Restorative Justice in Norwegian Prisons: Shortcomings and Limitations

The Learning Community Approach in Japanese Schools: Building Collegial and Cooperative Relationships Among Teachers

The Meaning of (Restorative) Justice: Results from a Survey of Practitioners

The Mi’kmaw Legal Support Network’s Role in Honoring Restorative Practices for Aboriginal People

The Northern Irish Model of Restorative Justice: Results and Success Factors

The Practice and Politics of Restorative Justice and Sexual Violence

The Pros and Cons of Retaining Punitive Elements in Restorative Practices

The Realities and Challenges of Implementing Restorative Practices in Jamaica

The Reception of Restorative Justice by the Criminal Justice System

The Role of Restorative Practices in a District-Wide Bullying Prevention Program

The Use of Innovative Restorative Practices in a Traumatized School Community: A Case Study

Therapeutic Justice and Peace Circles: A Restorative Opportunity for Youth Drug Users in Conflict with the Law

“Tough Case”: How Restorative Justice Inspired a Play and the Play Inspired 30,000 Teenagers

Towards Becoming a Restorative Culture Faith Community: A New Journey by Canadian Churches

Transcending Governmental Silos Through Restorative Justice

TRANSFORMATIVE DISCIPLINE®: A Restorative Justice System for Interrupting the Bullying Cycle

Transforming Family Violence Through “Teachable Moments”: Working Restoratively with Teens Who Are Violent at Home

Translating Principles into Practice: The Case for a Practice Standards Approach

Using “Undercover Teams” to Re-Story Bullying Relationships

Using Restorative Practices and a Strength-Based Approach to Shape the Culture of a School

Using the Youth Criminal Justice Act and Conferencing as a Community-Based Intervention for Offending or At-Risk Youth

Victim Awareness: A Restorative Approach to Justice

Victim-Offender Mediation and other Restorative Practices in Portugal: Why Not?

Waterloo Region’s Restorative Justice Response to Elder Abuse

What Needs To Be Done to Establish a “Restorative Practice” School

Workplace Bullying: Naming the Problem — A First Intervention in Healing and Workplace Restoration

Writings Wrongs: A Practical Framework for Working with Young People
AUSTRALIA
Just Practices
Real Justice
University of Tasmania

BRAZIL
Girasol Institute of Brazil
Tribunal de Justiça do Estado do Rio de Janeiro

CANADA
Alberta
Alberta Conflict Transformation Society
Alberta Education
Alberta Restorative Justice Association
Bow Valley College

British Columbia
Andrew McWhinnie Consulting
Department of Fisheries & Oceans

Manitoba
Mediation Services
Menno Simons College at the University of Winnipeg
Moncton Community Chaplains for Ex-Offenders

New Brunswick
Correctional Service Canada

Newfoundland
Memorial University of Newfoundland

Nova Scotia
Acadia University
Amherst Schools Plus
Canadian Mental Health Association
Chignecto-Central Regional School Board
Community Justice Society
Concordia
Dalhousie University
Ecole St. Catherine’s School
Halifax Community Chaplaincy
Homebridge Youth Society
Indigenous Blacks & Mi’kmaq Initiative
Island Community Justice Society
Mi’kmaq Legal Support Network
North Queens Community School
Nova Scotia Correctional Services
Nova Scotia Department of Justice
Nova Scotia General & Govt. Employees Union
Nova Scotia Human Rights Commission
Saint Mary’s University
Schulich School of Law, Dalhousie University
Shelburne Regional High School
St. Luke’s Renewal Centre
Tri-County Regional School Board
Tri-County Restorative Justice
Valley Restorative Justice

Ontario
Amesbury Middle School
Correction Research, Public Safety Canada
Correctional Service Canada
Family & Children’s Services of Renfrew County
George Brown College
Greater Essex County District School Board
Hamilton-Wentworth District School Board
Hands TheFamilyHelpNetwork.ca
Healing Approaches for Elder Abuse & Mistreatment
IIRP Canada
Kate Waters, Barrister & Solicitor
Lakehead District School Board
Niagara Health System
Niagara Regional Police Services
Ontario Secondary School Teachers’ Federation
Ottawa Police Service
Renfrew County Catholic District School Board
Renfrew County District School Board
Rossneath Theatre
Shalem Mental Health Network
Toronto District School Board
Trillium Lakelands District School Board
University of Toronto
University of Western Ontario

Saskatchewan
Ministry of Justice & Attorney General
Saskatoon Community Mediation Services

ENGLAND, UK
Clifton & Lambert Children’s Centre
Collingwood Primary School
Goodwin Development Trust
Hull Centre for Restorative Practice
Restorative Justice & Education Services
St Edmund’s Community Foundation School
Wakefield Education Authority

JAMAICA
Dispute Resolution Foundation
Jamaican Ministry of Justice

JAPAN
University of Tokyo
Tohoku University of Community Service & Science
Tokyo Gakugei University

NETHERLANDS
CVCN

NEW ZEALAND
Edgewater College

NORTHERN IRELAND, UK
University of Ulster

NORWAY
NOVA
Red Cross Norway
Tromsø Red Cross
University of Tromsø

PORTUGAL
Artur Costa dos Santos, Mediator

SOUTH AFRICA
University of KwaZulu-Natal

USA
Colorado
Fort Collins Police Services
Longmont Community Justice Partnership
Restorative Justice Services

Connecticut
University of New Haven

Florida
Barry University School of Social Work

Maine
Restorative Justice Project of the Midcoast
Restorative School Practices of Maine
Restorative Schools Collaborative of Maine

Massachusetts
Murder Victims’ Families for Human Rights

Michigan
Michigan State University Dept. of Residence Life
Michigan Technological University

Minnesota
Carleton College

New Hampshire
Keene State College
New England College
Sonolife LLC

North Dakota
Minot State University

Ohio
Office of Victim Services
Otterbein University

Oklahoma
Oklahoma Conference of the United Methodist Church

Oregon
Domestic Violence Resource Center
Domestic Violence Surrogate Dialogue

Pennsylvania
IIRP
justCommunity, Inc.
Reflective Direction

Texas
Texas After Violence Project

Vermont
Vermont Association of Court Diversion Programs
Vermont Department of Corrections

Virginia
Phyllis Turner Lawrence, Consultant
Virginia Center for Restorative Justice

Washington
King County Juvenile Justice

Wisconsin
Jane A. Nicholson, Consultant
Pre-Conference Events, June 13-14

Pre-Conference Dinner
TUESDAY, JUNE 14 | $55
Meet fellow conference participants on the eve of the conference. Cash bar opens at 6:30 p.m., and dinner is at 7 p.m.

Introduction to Restorative Practices Training & Using Circles Effectively Training
MONDAY-TUESDAY, JUNE 13-14 | $250
Thoroughly understand restorative concepts, and learn effective strategies for managing student behavior and teaching students to take responsibility for their actions.
Learn the value and process of circles — practical and effective tools for creating a positive climate in classrooms and other settings, which you will be able to use immediately.

Facilitating Restorative Conferences Training
MONDAY-TUESDAY, JUNE 13-14 | $250
Learn how to facilitate restorative conferences — structured meetings that bring together everyone affected by an incident of wrongdoing or conflict to discuss how they have been affected and decide how to repair the harm.

Conferencing for Serious Offenses: An Exploration
MONDAY-TUESDAY, JUNE 13-14 | $375
A two-day thought-provoking, interactive experience to provide participants with an opportunity to explore the use of restorative conferencing in response to serious offenses. The use of the circle process provides a truly restorative experience that encourages active participation from everyone attending the seminar.
Please note: This seminar is not intended to train participants to facilitate restorative conferences, but to enhance their understanding of the potential and the implications of conferencing for serious offenses.
Participants will receive their own copy of the Conferencing for Serious Offenses: An Exploration seminar resources kit (normal cost $195 US), so that they may facilitate this experience in their own settings. This “do-it-yourself” resource package provides DVD videos and a CD-ROM with printable documents, including the Facilitator Guide, containing detailed directions for using the videos and running circles.

All prices in Canadian dollars — 5% GST will be added to all costs.