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
FEED FORWARD.......FEED BACKWARDS

Practices feeds the curriculum and curriculum feeds practices
THE CHILD AND YOUTH WORKER PROGRAM:
CURRICULUM, STUDENTS AND THEIR CLIENTS
Country and/or Racial Origins of Students

Australia
Vietnam
Hong Kong
Nigeria
Somalia
Ghana
Kenya
Eritrea
Israel
Iran
Turkey/Kurd
Hungary
Russia
Poland
Sri Lanka
Canada
South Africa
Italy
England
Ireland
Portugal
Barbados
Trinidad
Jamaica
Mexico
Chile
Guyana
El Salvador
Poland
Aboriginal
THE URBAN LANDSCAPE
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<tr>
<th>Year 1</th>
<th>Semester I</th>
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## Year 2

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<td>Adolescent Development: From Risk to Resilience</td>
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<td>Professional Issues III: Diversity, Rights &amp; Ethics</td>
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THE FOUR PILLARS OF THE CYW CURRICULUM

Ecological Perspective

Resiliency

Restorative Practices

Anti Oppression and Human Rights
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.
it always seems impossible until it is done.
THE FOUR PILLARS OF THE CYW CURRICULUM

Ecological Perspective

Resiliency

Restorative Practices

Anti Oppression and Human Rights
AUDITING RESTORATIVE PRINCIPLES AND PRACTICES IN THE CHILD AND YOUTH WORKER PROGRAM
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<th>Date</th>
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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
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?
Use your words!

'I need space.'

'The way is next to the wall.'

'Can you help me?'

'I feel sad.'

'I feel angry.'
just breathe

Butterfly
Count to 10
Exploding
angry
upset
sad
content
happy
OASIS ALTERNATIVE HIGH SCHOOL
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