

10th International Institute for
Restorative Practices World Conference
7-9 November 2007

The Restorative Practice Framework In School Communities

Translating the Australia Experience
Into the Canadian Context
A Year Later



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Adapting The Restorative Practice Framework

- Utilization of Restorative Practices is growing in schools throughout Canada including much activity in places like British Columbia
- Restorative Practices are happening in schools all across Ontario such as in York, Waterloo and Durham Regions, and many other areas
- Kawartha Pine Ridge District School Board is the first to incorporate the Restorative Practice Framework as a systemic approach in all schools



Adapting The Restorative Practice Framework

Our Restorative Practice Framework:

- Utilizes a philosophy and practices that strengthens relationships and fosters a healthy school community
- Is a rigorous practice framework that involves teachers, students and parents, engaging them in a collaborative approach
- Is firm, respectful and incorporates fair process
- Integrates Character Education attributes at a personal, professional and school community level



Adapting The Restorative Practice Framework

What Does This Look Like:

- A way of “being and acting” together where harm is repaired, issues are addressed and relationships are strengthened, creating safer environments conducive to teaching and learning
- School cultures are changing resulting in fewer suspensions/expulsions, increased student engagement and enhanced parental involvement
- Our goal is that all 98 schools become restorative practice schools by the end of the 2007-2008 school year



A Year Ago – The Journey Begins

- Pilot Schools begin the process in 2005-2006
- A vision and plan was created
- All 160 school administrators experience the two day restorative conference facilitator training
- Terry visits October '06 to model training and to stimulate reflection about the many possibilities growing out of application of the Framework



Restorative Practice Schools Enhance Student Achievement

What We Have Observed:

- Increasingly, schools and the board as a whole are embracing restorative philosophy and practices
- The relationship between improved social emotional skills competencies and the use of restorative practices is being documented by Trent University research
- Redefining the working relationship between the board/schools and police and community partners, supporting and furthering use of restorative practices



Restorative Practice Schools Enhance Student Achievement

What's Happening:

- In-servicing remaining schools as Restorative Practice Schools in coming year
- Involving all grade nine students in 4 pilot high schools in extensive restorative practice training
- Incorporation of a pilot two week restorative practice unit into the Grade Nine English course
- Building restorative language and processes into peer mediation in elementary and secondary schools

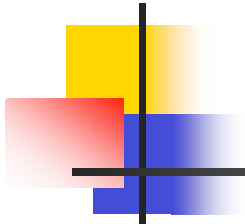


Restorative Practice Schools Enhance Student Achievement

What's Happening:

- Building restorative practice initiatives into school improvement plans
- Creation of a parent-teacher interview process based on restorative dialogue
- Incorporating R P Facilitation skills training in the VP Internship program and New Teacher Induction Program
- Creation of resource materials and trainings to support the use of restorative practices in classroom and throughout school life

Relationships and Learning



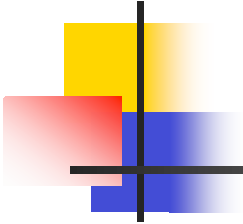
Basic Concepts:

- Good relationships are the basis for learning.
- Anything that affects relationships [such as inappropriate behaviour] impacts on learning.
- Challenging inappropriate behaviour needs to be experienced as an opportunity for learning.

“Learning is enhanced by challenge and is impeded by threat.”

As a society when someone does the wrong thing, what is our most usual response?

Blame & Punishment



What is the first question we ask when someone does the wrong thing?

If we ask 'why', what answers do you expect to get?

What is the problem with the 'why' question?

How does blame impact on learning?

Let us see how young elementary students view blame and punishment.

What is this animal?



An Australian Echidna

What is it doing?



Rolling into a ball to protect itself.

What needed to happen for it
to return to being normal?



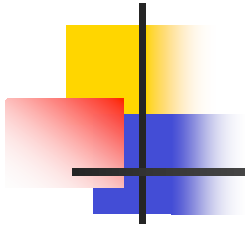
Threat went and it opened up.

What things happen to you that sometimes cause you to take the Echidna position [to protect yourself?]



If you did something wrong and felt like this, what would help you to feel okay?

Respectful Challenge & Restorative Practice

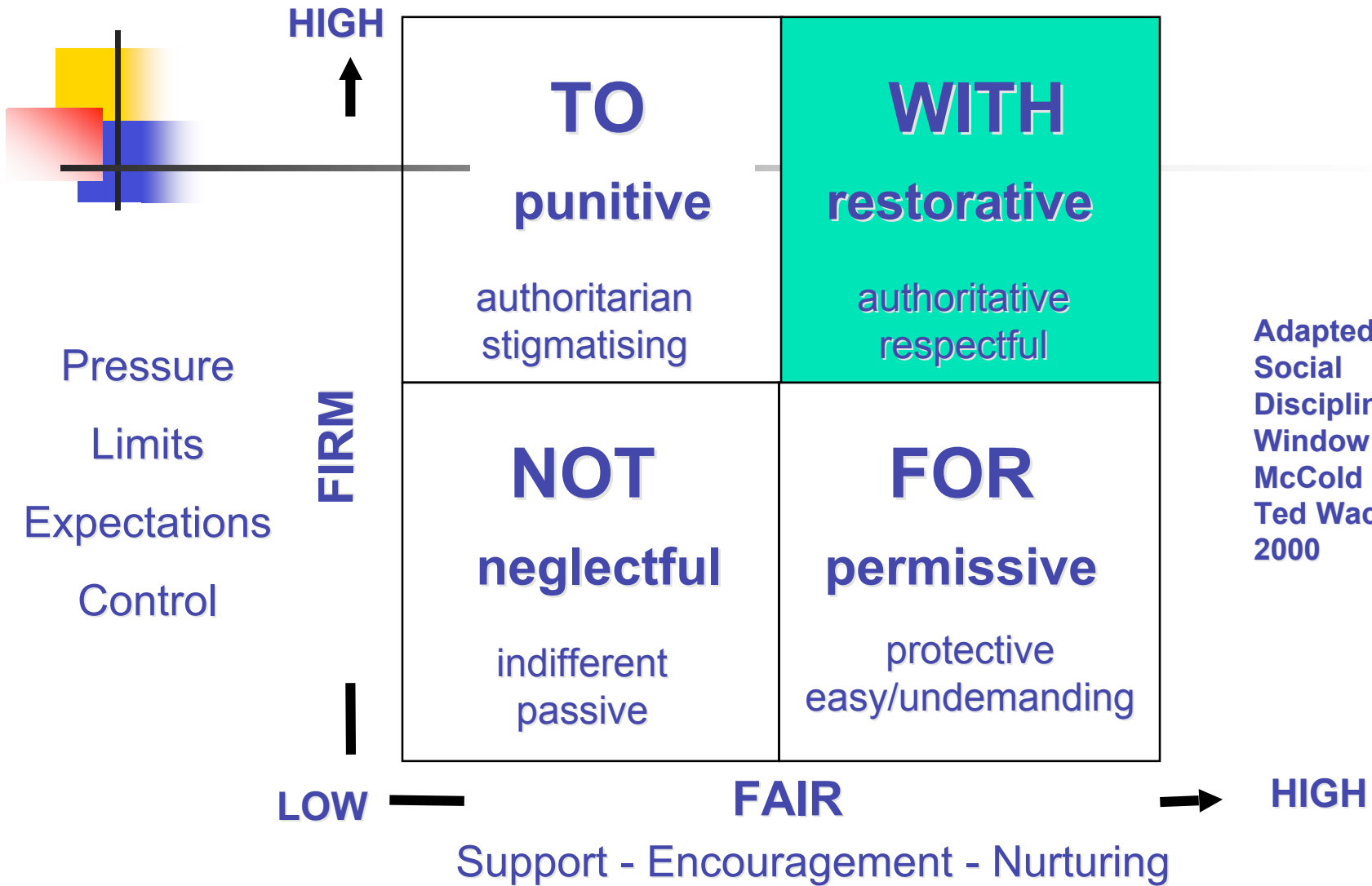


Let us now explore how a restorative approach can help you challenge children in a way that:

- Opens them up to learning;
- Allows them to value themselves and others;
and,
- Helps them build their own capacity to resolve conflicts and issues.

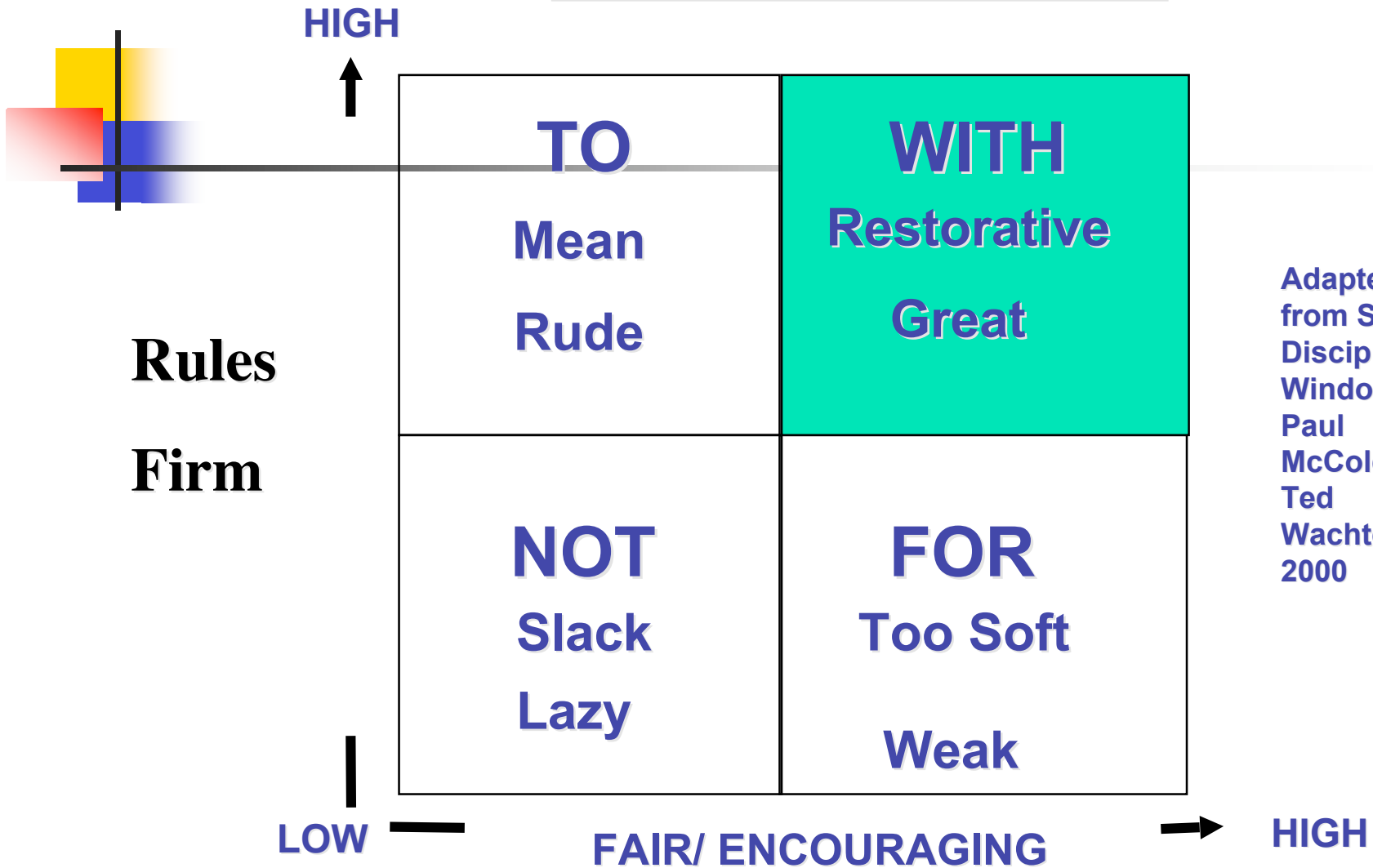
AIM OF RESTORATIVE PRACTICE IN SCHOOL COMMUNITIES

To manage conflict and tensions by repairing harm and strengthening relationships as a way of building community.



Adapted from
Social
Discipline
Window - Paul
McCold and
Ted Wachtel -
2000

PRACTICE DOMAINS



Adapted from Social Discipline Window - Paul McCold and Ted Wachtel - 2000



Fair Process Principles

1. **Engagement** - Opportunity to have a say.
2. **Explanation**- Understand the reasons for the decision.
3. **Expectation Clarity** - Shared understanding on what is expected in terms of behaviour and rules.

Kim & Mauborgne, Harvard Business Review, July – August 1997

Restorative Questions I

When challenging behaviour, why would these questions consistently achieve fair process

(Engagement, Explanation & Expectation Clarity):

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you did?
- In what way?
- What do you think you need to do to make things right?

Restorative Questions II

Why would these questions assist those harmed by other's actions, experience 'fair process?'

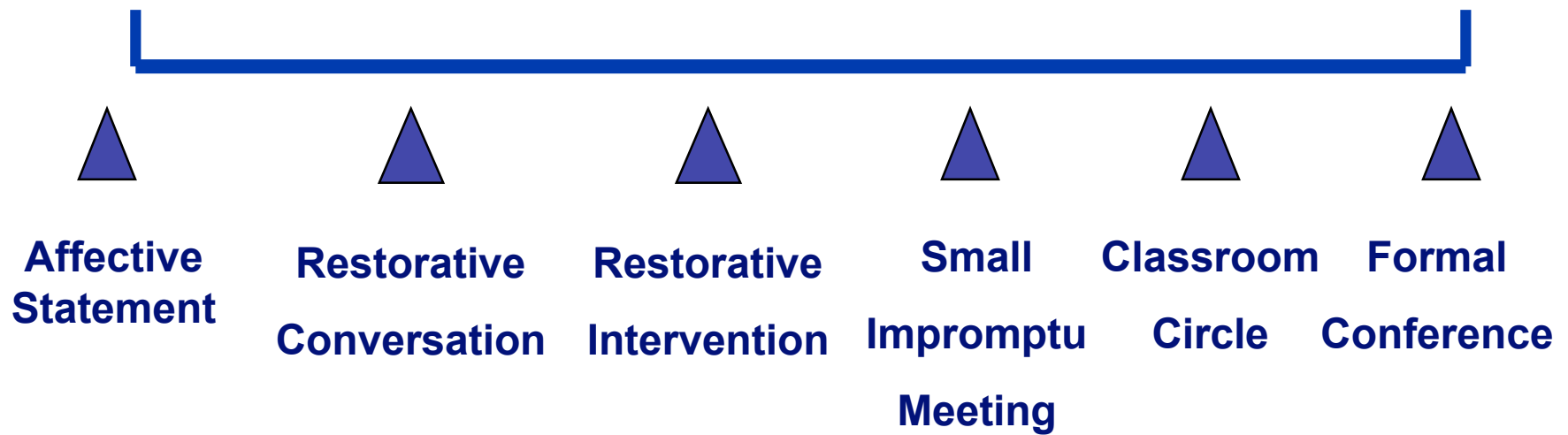
(Engagement, Explanation & Expectation Clarity):

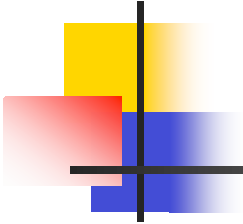
- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Restorative Practice Continuum

Informal

Formal





Dialogue and Engagement Through Restorative Conversations

Restorative Practice Checklist



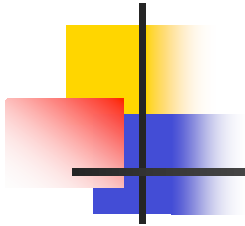
Is My Practice?

- ***Respectful*** (Distinguishing behaviour from the person)
- ***Fair*** (Engaging, with Explanations & clarify Expectations)
- ***Restorative*** by repairing harm and building relationships

Does My Practice?

- ***Develop Empathy*** (through reflection, insight & learning)
- ***Enhance*** responsibility and accountability
- ***Promote*** positive behavioural change

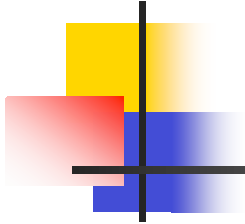
Applying The Checklist



A Deputy Principal said recently,
“I now realise that we have removed behaviour management from the influence of classroom governance. We [management] in effect have become part of the problem rather than the solution.”

Discuss what you think the Deputy is alluding to.

Applying The Checklist



What are some of the implications of removing students from the classroom?

What are some of the basic assumptions behind this practice?

What learning comes for the [excluded] student?

What do other students learn from seeing a student excluded from the classroom?

What practice will satisfy the checklist to ensure that reintegration occurs when a student is excluded?

Your Practice Toolbox



If you were to 'unpack' your practice toolbox, how would you explain the key elements below?

1. *Practice Rationale - values, assumptions & theories.*
2. *Process - how you engage/challenge.*
3. *Role- facilitator/coordinator/mentor.*
4. *Outcomes - Increased student capacity to learn and grow as a person.*