Restorative Practices & Universal Design for Learning: Where All are Worthy and Interconnected

How can a Philosophy of Restorative Practices (Belief that all Human Beings are Worthy & Interconnected; Power WITH vs. Power OVER) Help Prepare Children & Educators for UDL?
"Trust is the glue of life. It's the most essential ingredient in effective communication. It's the foundational principle that holds all relationships."

Stephen Covey

Sherra Robinson (B.A., BEd., MEd.)

Position: Programs Itinerant for Safe & Inclusive Schools
- UWO Doctoral Student - Leadership/International Ed.

15 Years in Profession:
- SIS Itinerant 2016-Present
- A.P. 2015-2016
- Dept. Head ELA - 2009-2015
- ELA/Theatre/Tech Teacher 2004-2016

Other Interests: Spending Time with Family/Friends, Researching, Reading, Travelling, Planning Next Trip, Daydreaming about my next beach vacation….

Twitter Handle: @therobinsonread
My Hometown

“Corner Brook at Sunset” – Scott Grant
From Corner Brook, Newfoundland, Canada to Kortrijk, Belgium

And Approximately 24 Hours Later...
Guidelines for Our Time Together:

- Be respectful and allow this to be a place of learning and reflection
- Relax...
- Collaborate & Discuss!

Learning Knows No Bounds
Goals of Session:

- To Advocate for the Promotion of Restorative Practices in Education
- To Increase Awareness of the Principles of UDL which Allows Educators to Produce More Flexible Learning Opportunities for ALL Learners and to Address the Variability that Exists Amongst ALL Learners
- To Clearly Define Connections Between RP and UDL and their Role in Helping to Create Safe, Caring & Inclusive Learning Communities
Session Opening:

“We are broken within the context of relationships; and we are also healed within the scope of relationships.”

Ojibway Elder: Hilda Nadjiwan (2008)
Check-In & Introduction:

- **Round 1:** Name? Work title? Where you’re from? Any questions that you’re looking to have answered?
Under the Surface
My Restorative Practice Journey
RJ is a theoretical framework that facilitates the development of learning communities, which nurture the capacity of people to engage with one another and their environment in a manner that supports a culture of respect, dignity and mutual concern for all individuals. **It is a way of thinking and being** that is not new, but comes from ancient and contemporary Indigenous cultures. It emphasizes the importance of healthy, nurturing relationships, just and equitable learning environments and transforming conflict and repairing harm.
Current Perspectives
Judicial Context

Mark Yantzi (1974)

• **Adversarial approach:** *the more you punish the less likely they will do it again*;

• **Restorative approach:** *the stronger the relationship the less likely we will act inappropriately towards each other* (IIRP, 2000)
Safe and Caring Schools Policy (2013) states that, “building a safe, caring and inclusive school environment requires a focus on developing respectful and caring relationships throughout the school community - among students, among adults and with students and adults.”
RP in NL: A Tiered Approach

A tiered approach to support the making, maintaining and repairing of relationships:

• universal instruction – focus on building and maintaining relationships;
• targeted interventions – focus on repairing relationships through problem solving;
• intensive interventions – focus on restoring relationships when they have been broken due to conflict/harm.
RP in NL: A Tiered Approach

Tier 1: Universal & School Wide
Restorative practices woven into school life
Building and re-affirming relationships and community;
developing values and social-emotional capacity; working together;
instilling responsibility for self, others, and community well-being

Tier 2: Targeted
Problem-solving & issue focused
Repairing relationships at the first sign of things going wrong;
responsive to issues as they arise: needs, problems, difficulties, and events

Tier 3: Intensive
Dealing with conflicts or harms
Restoring relationships; repairing harm

Formal responses
Informal responses

Martha A. Brown, Creating Restorative Schools: Setting Schools Up to Succeed, 2018
“IT’S NOT HARD TO MAKE DECISIONS WHEN YOU KNOW WHAT YOUR VALUES ARE”

- ROY DISNEY

The Circle
Elements of a Circle

A versatile way to learn new concepts, share ideas and viewpoints, develop relationships or respond to conflict. The circle is an intentional practice designed to promote connection, understanding and dialogue in a group. It is a powerful tool for building relationships, establishing norms and working through differences with a healthy balance between individual and group needs (Circle Forward, 2015).
Restorative Questions

Restorative questions such as these might be used in a responsive circle:

1. What happened?

2. What were you thinking/feeling at the time?

3. What has been the hardest thing for you?

4. What are you thinking/feeling now?

5. Who was affected? How?

6. What do you do/need to move forward?

Variations used in both proactive and responsive circles/meetings
“Circles are a form of participatory democracy.”

Kay Pranis
Empathy: The Heart of Difficult Conversations
Restorative Classroom

• Students feel safe and supported in dealing with conflicts
• The class works together to identify and solve problems that interfere with learning
• While the teacher is still in charge, there is a shared responsibility for behavior management
• Social and emotional learning is supported

Amos Clifford
Rick Smith: “Conscious Classroom Management”

- It’s all about building relationships
- 90% is about prevention
- Assume the best, be pro-active not re-active
- Exercise the muscle of kindness
- Proximity/ Get within 3 feet of each student each day
- Make connections/ 2 x 10 rule
Respect
Dignity
Mutual Concern
Reciprocal caring for one another

Worth that has no Substitute. (Kant)

RE-again;
SPECT-to look
To look again
From the others’ perspective. (Barter)

Dr. Dorothy Vaandering
We are Healed Through Relationship

“We trust in the capacity of all to address the complexities they encounter. When harm occurs RF-RJE provides space for dialogue whereby the dignity of all involved and affected can be restored so that each can once again become a fully contributing member of the community of which they are a part.”

(Vaandering, 2011)
What is the Influence of Teacher-Student Relationships on Learning?

- “…relationships…more powerful and less expensive way to improve student’s success.”

- “Secure teacher-student relationships predict greater knowledge, higher test scores, academic motivation and fewer retentions and special education referrals. Children who have conflicted relationships with teachers tend to like school less, are less self-directed and cooperate less in the classroom.”

- “Research overwhelmingly suggests that students of varied ages, experiences, and backgrounds who perceive their teachers to be supportive of their needs and interests are more engaged, more motivated, more self-directed, and more socially connected at school than their peers.”

University of Missouri-Columbia, Science Daily, 2009
“Let us put our minds together and see what life we can make for our children.”

Chief Sitting Bull
Restorative Practices in Denver Schools

- Address and discuss the needs of the school community
- Build healthy relationships between educators and students
- Resolve conflict, hold individuals and groups accountable
- Repair harm and restore positive relationships
- Reduce, prevent, and improve harmful behavior
Restorative Practices: Does it Really Work?

Gr. 5 Student: After a 1.5 Hr. Diversity Circle
“You make me feel good about myself.”

High School Teacher: “This shit really works!”

Jr. High School Teacher: “I loved the dialogue that was created.”

Elementary Teacher: “So useful! So glad that our education system is placing importance on this.”

Jr. High Principal: “Realizing that until you teach the heart everything else is so much more difficult. Knowing the students is as important to teaching as the resources.”
Think: if you started your school day, staff meeting, etc. with a circle, what might change?

Questions?
Defined as “a place in which the teachers and administrators of a school continuously seek and share learning, and act on that learning” (Astuto et al., 1993, p.2)
"PLCs are about people, practices, and processes – they are not a program. They are fundamentally a change in culture –"

DuFour/Fullan 2013
DuFour (2004): Three Big Ideas of a PLC

1. A focus on ensuring that students learn rather than on teaching
2. A collaborative culture where all work together to analyze and improve opportunities for learning
3. A focus on results where all educators hold themselves accountable for the kind of results that fuel continual improvement
Big Idea 1: Ensuring Students Learn
(DuFour, 2004)

- **Shift**: focus on teaching to a focus on learning for all
- A Move Away from the “Myth of the Average” (Rose, 2013)
- 4 Questions drive the work of the members of the PLC
- Students Reflecting
Big Idea 2: A Culture of Collaboration

(DuFour, 2004)

Collaboration can be defined as teams of teachers who work interdependently to achieve common goals — goals linked to the purpose of learning for all — for which members are held mutually accountable. (DuFour, 2004)
Culture of Collaboration

Norming
Working with each other

Storming
Challenging each other

Performing
Working as one

Forming
Learning about each other

(Graham & Ferriter, 2010)
Culture of Collaboration
Big Idea 3: A Focus on Results

(DuFour, 2004)

- Ultimate measure of success is student achievement
- Careful of DRIP Syndrome: Data Rich/Information Poor
- Results-Oriented PLC “turns data into useful & relevant information for staff” (DuFour, 2004)
- Data =’s catalyst for improved teacher practice
- Common Formative Assessments
- Need to put a face to the data (Fullan, 2018)
- No Longer “My Kids” – “Our Kids”

“Numbers have an important story to tell. They rely on you to give them a clear and convincing voice.”

Stephen Few
“Educators must begin to embrace data as a useful indicator of progress. They must stop disregarding or excusing unfavorable data and honestly confront the sometimes-brutal facts. They must stop using averages to analyze student performance and begin to focus on the success of each student” (DuFour, 2004)
Role of Principal/Leader

- Co-Learner
- Principals who are most effective participate as learners with teachers and students
- Use the group to change the group

(Fullan, 2015)

- Promotes powerful conversations
- “New role for students goes beyond the notions of student voice and student agency to combine both internal development and external connections to the world” (p. 62)
- Students take responsibility for their learning (p. 62)
- “For students to become equal partners, teachers’ roles must also change toward becoming activators, coaches, and catalysts.” (p. 66)
The 6 C's of Education

21st Century skills
WELL-

CREATIVITY

CHARACTER Education

CITIZENSHIP

for Student and Society

BEING

By Michael Fullan

© sylvia.duckworth
“When a flower doesn’t bloom you fix the environment in which it grows, not the flower.”

Alexander Den Heijer
Universal Design for Learning
Our Aim in NL

Responsive Teaching & Learning Policy (2018)

Improve Educational Participation and Outcomes for ALL Students with Universal Design for Learning
A Shift in How We Think About Students and Learning

It’s about removing the barriers to learning instead of trying to “fix” the student so that they can fit the “mould” of the “average learner”
These three functional magnetic resonance images (fMRI) show brain activity patterns of three different people performing the same simple, finger tapping task. The level of brain activity during performance of this task is designated using color. Blue indicates a low to moderate level of activity, red indicates a high level of activity, and yellow indicates an extremely high level of activity.
Brain Networks

Universal Design for Learning

**Affective networks:**

The **why** of learning

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

- Stimulate interest and motivation for learning

**Recognition networks:**

The **what** of learning

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author’s style are recognition tasks.

- Present information and content in different ways

**Strategic networks:**

The **how** of learning

Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

- Differentiate the ways that students can express what they know
Equitable Opportunities for ALL Means

- Multiple means of *engagement*
- Multiple means of *representation*
- Multiple means of *action and expression*
RJ/RP is a Philosophy

UDL is a Framework
“UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.” CAST
UDL

It’s About Removing the Barriers to Learning

**Equality**
- The assumption is that everyone benefits from the same supports. This is equal treatment.

**Equity**
- Everyone gets the supports they need (this is the concept of “affirmative action”), thus producing equity.

**Justice**
- All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.
The Three Principles of UDL

CAST 25 YEARS OF INNOVATION 1984-2009
Transforming education through Universal Design for Learning — http://www.cast.org

UDL at a glance

https://www.youtube.com/watch?v=bDvKnY0g6
The Four Curricular Pillars of UDL

- **Instructional materials**: The media and tools used for teaching content.
- **Learning goals**: A description of what students are expected to learn.
- **Assessments**: The method used for measuring student learning.
- **Instructional methods**: The manner in which the content is taught.
Toolbelt Theory

Develop a “toolbelt” that houses tools needed

https://www.udlresource.com/toolbelt-theory.html
Each individual needs to assemble a set of learning tools to meet their unique learning needs.

Humans are tool users and we need the freedom to choose the tools that best meet our immediate needs based on TEST:

1. The **Task** at Hand
2. The **Environment**
3. The **Skill Set** of the Individual (tool chooser)
4. The **Tools** Available

__Ira Socol, 2009__
For a fair selection everybody has to take the same exam: please climb that tree.
## Universal Design for Learning Guidelines

### Provide Multiple Means of Engagement
**Purposeful, motivated learners**
- Provide options for self-regulation
  + Promote expectations and beliefs that optimize motivation
  + Facilitate personal coping skills and strategies
  + Develop self-assessment and reaction
- Provide options for sustaining effort and persistence
  + Heighten salience of goals and objectives
  + Vary demands and resources to optimize challenge
  + Foster collaboration and community
  + Increase mastery-oriented feedback
- Provide options for recruiting interest
  + Optimize individual choice and autonomy
  + Optimize relevance, value, and authenticity
  + Minimize threats and distractions

### Provide Multiple Means of Representation
**Resourceful, knowledgeable learners**
- Provide options for comprehension
  + Activate or supply background knowledge
  + Highlight patterns, critical features, big ideas, and relationships
  + Guide information processing, visualization, and manipulation
  + Maximize transfer and generalization
- Provide options for language, mathematical expressions, and symbols
  + Clarify vocabulary and symbols
  + Clarify syntax and structure
  + Support decoding of text, mathematical notation, and symbols
  + Promote understanding across languages
  + Illustrate through multiple media

### Provide Multiple Means of Action & Expression
**Strategic, goal-directed learners**
- Provide options for executive functions
  + Guide appropriate goal-setting
  + Support planning and strategy development
  + Enhance capacity for monitoring progress
- Provide options for expression and communication
  + Use multiple tools for construction and composition
  + Build fluency with graduated levels of support for practice and performance
- Provide options for physical action
  + Vary the methods for response and navigation
  + Optimize access to tools and assistive technologies
Teaching to Diversity: The Three Block Model of UDL

Jennifer Katz
And thus we begin our journey to discover the “three-block model” of “universal design for learning” (UDL), a model based on accessibility and choice, on discovering students’ talents and needs, and on linking them explicitly to key curriculum goals.

Katz, 2012, Foreward
Backbone of Katz’s 3 Block UDL Model

SEL

- Importance of Knowing & Respecting Self First
- Resilient Learners
- Embraces an Inclusive Environment
- Values Diversity
- Build Community

(Connections to RJ Practices)
“SEL is not one more thing on the plate. It is the plate.”
— Lisa Xagas, Naperville 203 School District, Illinois
1. Social & Emotional Learning: Developing Compassionate Classrooms

- Respecting Diversity Program (RD)
- Developing Self-Concept
- Valuing Diversity
- Democratic Classroom Management
2. **Instructional Practice**

- Integrated Curriculum
- Student Choice
- Flexible Groupings/Co-operative learning
- DI
- DA
- Discipline Based Inquiry

- Assessment of Learning/Class Profiles/Strategic Teaching
- Meta-Cognition-Assessment as learning
- Understanding by Design/Essential Understandings
- Social & Academic Inclusion of ALL S’s
- Tech
3. Systems & Structures

Inclusive Policy—No Exceptions!

- Admin with Expertise/Vision
- Distributed Leadership
- Professional Development
- Staffing for Collaborative Practice
- No Segregated Practices/Funding Allocations Re. Budgets
A Graphic Representation of the Philosophical Vision Connecting All of the Elements of the Three Block Model of UDL
“Attacking inequity with excellence, combined with community investments, can lift people out of endless cycles of failure” (Fullan, Quinn & McEachen, 2018)
Restorative Practices & Universal Design for Learning

ALL Worthy
ALL Capable
ALL Connected
Relationship Matrix
Power-over; Power-with
(Oostrik, Ruigrok, 2010)

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<th>TO</th>
<th>WITH</th>
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<tr>
<td>Objects to be managed</td>
<td>People-to be honoured</td>
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<tr>
<td><em>Conditional acceptance</em></td>
<td><em>Unconditional acceptance</em></td>
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<td>Power-OVER</td>
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<td>Objects to be ignored</td>
<td>Objects for need</td>
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<td><em>Neglect &amp; rejection</em></td>
<td><em>Conditional acceptance</em></td>
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<td>Power-OVER</td>
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- Support (for being human)
- Expectations (for being human)
"We cannot rely on individual teachers to turn the tide one by one, but rather need an approach that mobilizes whole schools, districts, and systems" (Fullan, Quinn & McEachen, 2018)
“Expert teachers are always consolidating what they know to be effective, testing it, and continuously adding to it. It’s not just the evidence, but what you do with it, how you evaluate it here and now, and how you connect it to other evidence, including the evidence of your own collective experience, that matters.”

(Hargreaves & Fullan, 2012)
"We have built our education systems on the model of fast food. There are two models of quality assurance in catering – one is fast food where everything is standardized, the other are things like Zagat & Michelin restaurants where everything is not standardized, they're customized to local circumstances...

We have sold ourselves into a fast food model of education & it's impoverishing our spirits & our energies as much as fast food is depleting our physical bodies."

(Sir Ken Robinson, 2010)
My Collaborative Inquiry Question Around Restorative Practices & UDL

How can Philosophy of Restorative Practices (Belief that all Human Beings are Worthy & Interconnected; Power WITH vs. Power OVER) Help Prepare Children & Educators for UDL?
“All Worthy -- All Capable -- All Connected” By Sherra Robinson

High Expectations and High Support

Power WITH

Not Power OVER!

Where All are Worthy...

& All are Capable

Each Deserving of Dignity & Respect

Flexible & Equitable Learning Environments

Where Access to Learning is a Right!

It’s ALL about Connections...

& Building Relationships...

I learn; we all learn...

Engaging Our Own Way!

There is no “average” learner

And It is Not a Competition

No Need for A’s or F’s

Multiple Means of Representation

& Multiple Ways of Expression

Where it’s all about choices

Choices!!!

& Relationships

Power WITH
Check-Out Round & Closing:

- **Round 1**: Final Thoughts/Suggestions?
Please feel free to contact me via email or my twitter handle if you have any questions about my work or would like to stay connected.

THANK YOU FOR COMING!
Sherra Robinson
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What’s Next?

where
do we go
from
here?

Be the change that you wish to see in the world.

Mahatma Gandhi