

# Establishing Explicit Good Practices in Creating Restorative Classroom Culture



PRESENTER

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 **Lutheran Community  
Care Services** 信义社区关怀服务  
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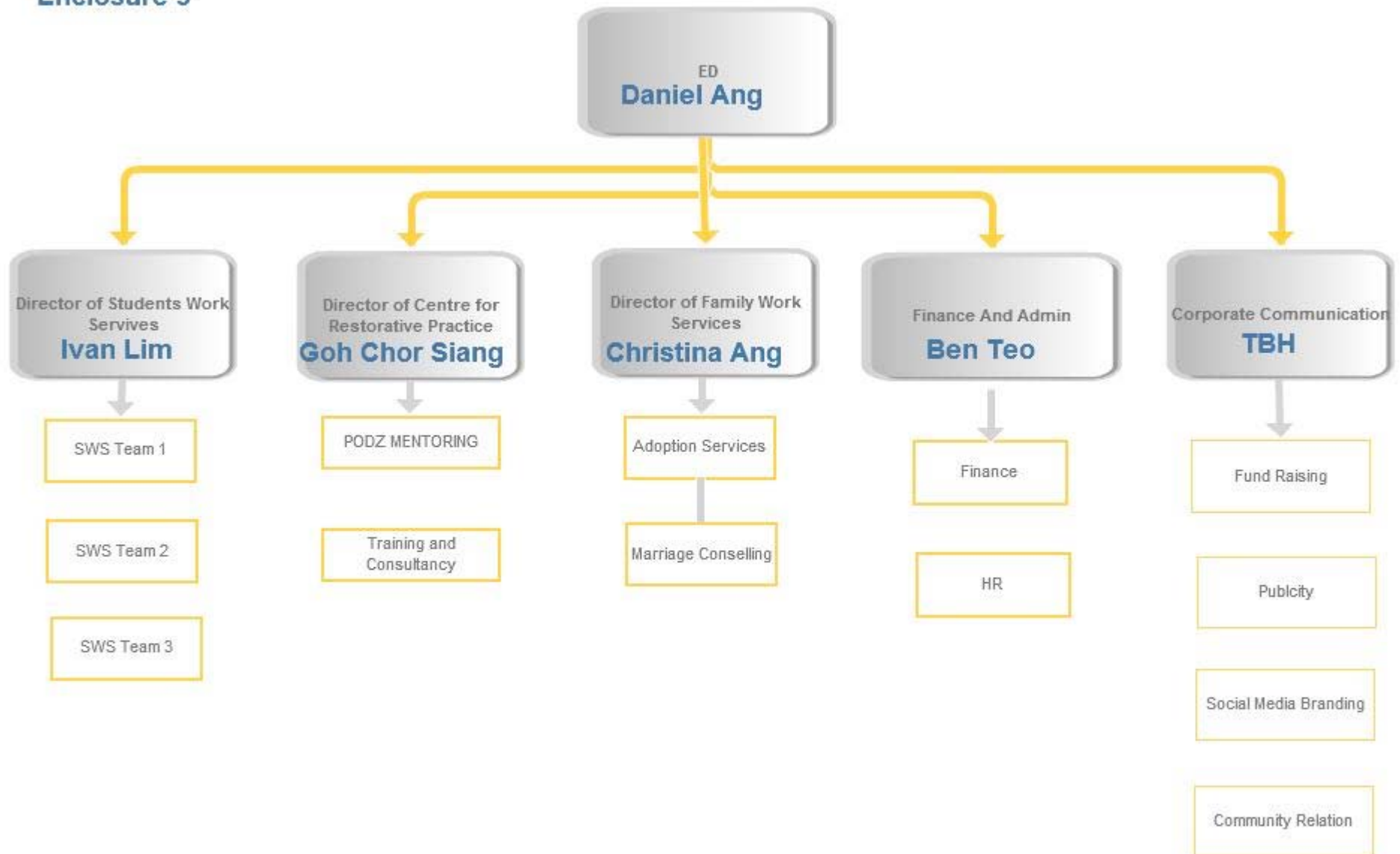
## About Students Work Services



Students Work Services  
empowering teens • nurturing potentials

- School Social Work Agency
- Behaviourally Challenging classes
- At-Risk Children
- Juvenile Delinquents
- Build practice around Solution Focus (SF) and Restorative Practice (RP) Philosophy

Enclosure 5



# Objective of the Session



Using SF language to create restorative culture in the classroom within the Restorative Framework



## Principles of SF?

Clip  
: [Solution Focus Hunter](#)

The Client is the expert.

If it works, do more of it.

If it doesn't work, do something different

Solutions can be independent of the problem



## Characteristics of SF Language

Socratic

Specific and concrete

Focus on exceptions and success

Generous use of compliments

# Common Themes in RP and SF Language

<b>RP</b>	<b>Themes</b>	<b>SF</b>
What happened?	<b>Facts</b>	What happened?
Who has been affected?	<b>Relationship Questions</b>	Who has been affected?
What needs to happen to make things right?	<b>Preferred Future</b>	What needs to happen to make things right?
	<b>Exceptions</b> <b>Scaling</b> <b>Compliments</b>	



What students  
want in the  
classroom?

Random survey of a  
neighbourhood school  
in Singapore 2006

Conducive classroom

Engaging Teaching

Care and support

Firm and Fair



# Classroom RP Framework

## Practice Domains

TO	WITH
NOT	FOR

## Fair Process

- Engagement
- Explanation
- Expectation Clarity

**Stronger Relationships**

## Theory

- Behaviour, not the person
- Shame & Emotions

## Restorative Questions

- What happened?
- Who has been hurt?
- How can we make it work?



Distinction  
between Class  
rule and class  
goals 1

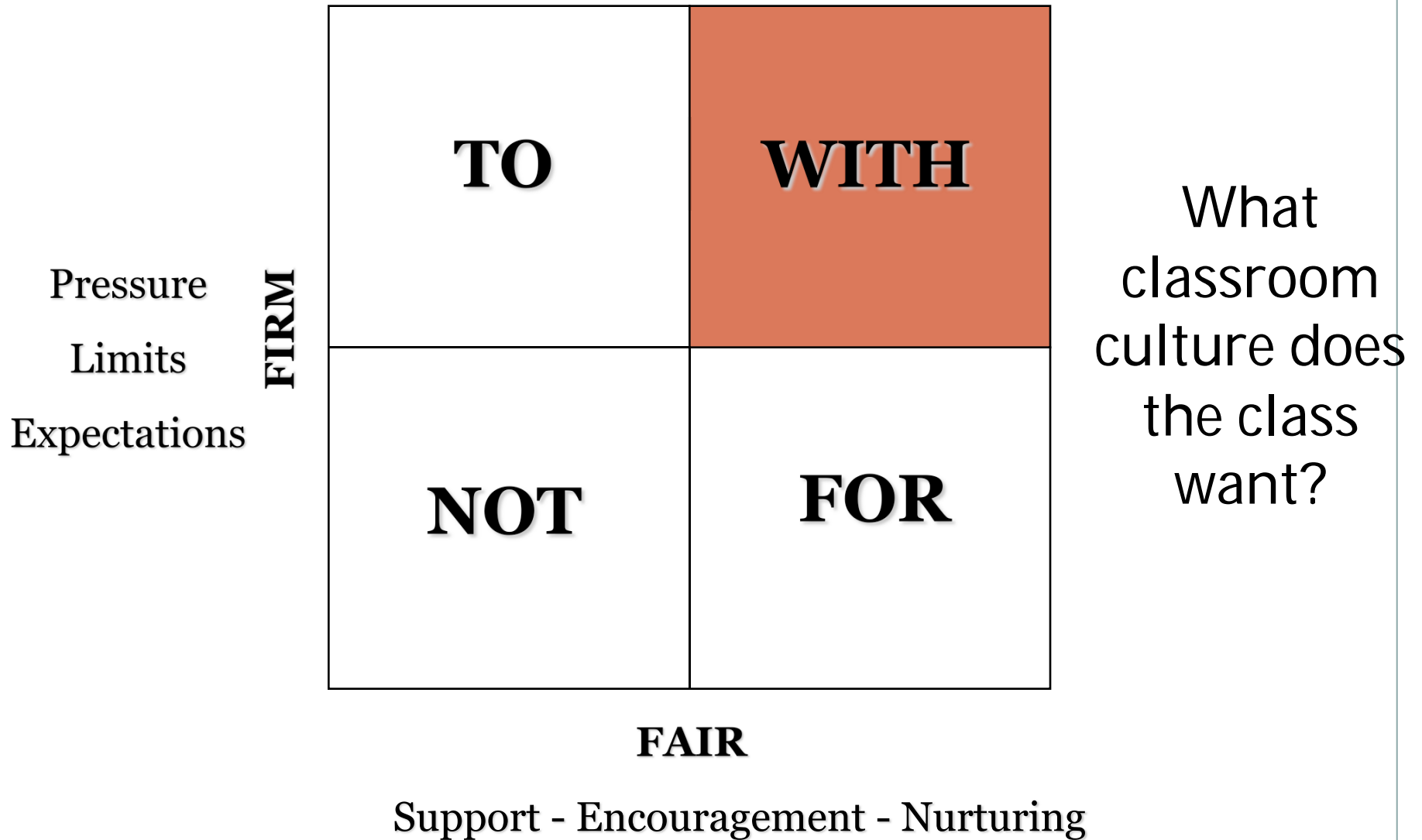
Purpose

Class Rules  
Safety

Class Goals  
Culture

What is your classroom  
management orientation?

# SETTING CLASSROOM CULTURE





Distinction  
between Class  
rule and class  
goals 2

Focus on  
the  
Presence

Class Rule  
Negative Behaviours

Class Goal  
Positive Behaviours

What do you give attention?



**Setting Class  
Culture Exercise  
using the  
Practice Domain  
1**

Pick one school value, and use 10 adjectives to describe that value in the classroom within the WITH Domain.

Awareness Level



Setting Class  
Culture Exercise  
using the  
Practice Domain  
2

Pick one of that adjectives and describe 10 likely behaviours or characteristics indicative of that adjective in the classroom within the WITH Domain

Observational Level



**Setting Class  
Culture Exercise  
using the  
Practice Domain  
3**

Explicit Level

Pick one of that behaviour indicators, and describe 10 explicit actions for that behaviour in the classroom

# Example - CARE



Awareness Level

Observation Level

Explicit Level

10 Adjectives	10 Behaviour/ Characteristics	Explicit Actions
1. Loving	1. Willing to help others	1. Helping teachers to carry books
2. Helpful	2. Concerned about friends	2. Helping friends with school work
3. Friendly	3. Willing to listen to others	3. Helping a friend up if he/she falls.
4.	4.	4.
5.	5.	5.
6.	6.	6.





Working With  
the Class

Setting Class  
Goals

(example)

Supposed you are working in the  
**WITH DOMAIN** with the teacher,  
what will the class be doing?

Class we have an issue with respect,  
what does respect look like in the  
**WITH DOMAIN**



Importance of  
classroom goals  
exercise

It works  
because...

Fair Process is experienced

Sets Clear Expectations



## Establishing Restorative Classroom Culture 1

When nothing  
happens

When things go  
wrong

Focus on efforts  
in working  
towards classroom goals

Restorative Engagement



When nothing happens

Focus on positive efforts

Compliments

Scaling



Restorative  
Engagement

Story of  
Jason

Continuum of RP

Exception



## Story of Jason

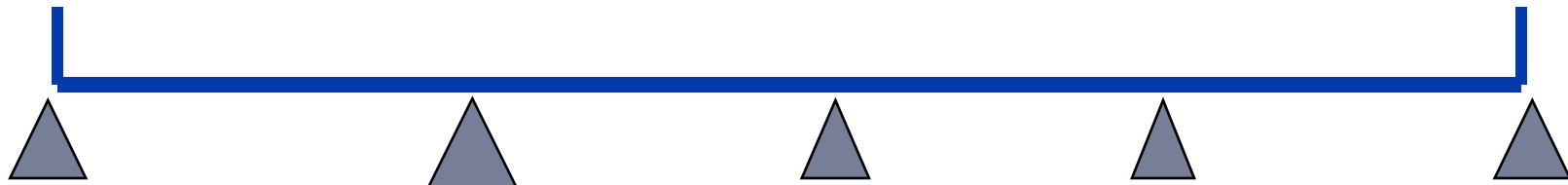
Jason is an unmotivated pupil who is disinterested in school work. He comes to school because his parents persuade him to complete secondary education. He often sleeps during lessons and does not hand in assignments until he is chased after by teachers. He feels that some of his teachers who dislike him are picking on him all the time as there are other students in the class doing similar things but are not reprimanded. Thus often he is angry and rude to his teachers. He does not have respect for many of his teachers. No form of advice or punishment is working on him and the teachers are “flustered” as a lot of their time and energy is spent on Jason and there is no improvement neither in his attitude nor behaviour.

# Restorative Practice Continuum



Informal

Formal



**Affective  
Statements**

**Affective  
Interactions**

**Small  
Impromptu  
Meeting**

**Circle or  
Group**

**Formal  
Conference**



## Restorative Engagement

## Looking For Exceptions

Relationship with parents

What keeps him awake in other classes?

When were the times he had handed in homework on his own?

Seems like issue of fairness and firmness is important to him

Who are the teachers he respected and has good relationship with?

When were those times he wasn't angry and rude?

What does a good day look like for Jason?





Using RP  
principles in an  
SF way

Look for  
Exception

I noticed you are not always angry  
and rude, what happened?

In what ways do you find it helpful?

What difference would it make if  
you had reacted in this manner?

What needs to happen to make  
things right?



## Outcome Studies

Class of similar  
ability in  
different years

Compared  
across two  
classes of  
different years

2008-2010

2007-2009

Behaviourally more responsive  
Higher academic achievements  
Greater class bonding



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## Resources

- Berg, I S & Shilts, L (2005) Classroom Solutions: WOWW approach, Milwaukee: Brief Family Therapy Centre
- Terry O Connell, Ben Watchel and Ted Watch Watchel: Conferencing Handbook: The New Real Justice Training Manual

Thank You

