

*‘The Next Step - Developing Restorative
Communities’*

*Eight International Conference on
Conferencing, Circles and other Restorative
Practices.*

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*‘The Restorative Journey: From Discrete
Practice to a Way of Being’*

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Presentation Title

What does the title imply?

What do you think is involved in integrating restorative practice so it becomes 'a way of being'?

What questions would you need to ask if you were to answer this question?

What is the value of asking questions of yourself and those you are wanting to begin integrating restorative practice into their day-to-day practice?

Socratic Engagement Style

Dialogue involves engagement.

Effective engagement according to Socrates relies upon questions.

What do you know about Socrates?

“Socrates was a Greek thinker and teacher.

*He held no classes and gave no lectures and wrote no books. **He simply asked questions.***

When he got his answer he asked more questions.

*Socrates asked questions **in order to make people think about ideas they took for granted.***

Threshold Questions

What are the key issues you would need to consider if you were going to help a school [or organisation] implement restorative practice?

What would be happening in a school that has fully integrated restorative practice?

What would 'restorative classroom' look like? What would 'teaching and learning' look like?

Why is it important that we [you and I] must be able to easily and clearly answer these questions?

More Questions

What is resistance? What causes resistance?

Is opportunity a better word than resistance?

Why is the school interested in Restorative Practice?

What practice void are they trying to fill?

How would they describe their existing practice?

What do the teachers think they do well? What practices work?

What practice areas need improvement?

What areas present the greatest challenge for teachers?

Is It About Practice?

Why would discussing existing practice be the most logical starting point?

What would teachers say if you asked them to explain the rationale for their practice, including the assumptions and theory/ies that underpin this practice?

Is it reasonable to expect teachers to be able to answer this question, and if so, why?

Given that my experience shows that most teachers struggle to confidently describe their practice rationale, what are some of the reasons for this?

How would you begin to engage teachers in such an exercise?

Suggest Starting Point

What does good teaching and learning practice look like?

How would you know?

List those things

[elements, characteristics or attributes]

that make you believe make up 'good practice'.

Practice Elements

- Listen
- Empathise
- Honest/integrity
- Open
- Respectful
- Firm and Fair
- Encouraging
- Explicit
- Knowledge
- Challenging
- Set clear boundaries
- Non judgemental
- Believed in person
- Humour & fun
- Create learning environment
- Affirming
- Apologise - vulnerable
- Being real
- Share story
- Compassion
- Individual
- Consistent
- Explain your actions
- Realistic
- Predictable

How could this list be used to help influence practice?

Practice Checklist

Practice Checklist

What would be useful about developing a 'practice checklist'?

How could it be used?

What would be its key elements [as taken and consolidated] from the previous list?

A Simple Practice Checklist

- Respectful and Fair
- Focus upon repairing harm and building relationships.
- Help develop empathy, responsibility & accountability.
- Promote the likelihood of positive behavioural change.

In your groups discuss:

- *What is meant by the key words or phrases.*
- *If you were to adopt this checklist, what would the implications be for your practice?*

Respectful & Fair

Who would 'respectful and fair' practice look like?

How could you begin to engage teachers to discuss this question?

What would be useful about getting them to draw upon their own school experience?

Respectful & Fair

Who was the teacher that had the greatest impact on you, that is, the one you most respected?

What allowed you to feel this way?

In a word, what was special about this person?

Practice & Values

They had the following qualities:

- Listened
- Empathised
- Honest/integrity
- Open
- Respectful
- Showed interest
- Made time
- Firm and Fair
- Encouraging
- Challenging
- Set clear boundaries
- Non judgemental
- Accepting
- Believed in you
- Used humour & were fun
- Created learning environment
- Affirming
- Apologised - vulnerable
- Were real
- Shared their story
- Loving
- Compassionate
- Consistent
- Explained their actions
- Realistic
- Predictable

Respect and Challenge

How did this teacher make you feel?

When this teacher challenged you, describe the experience?

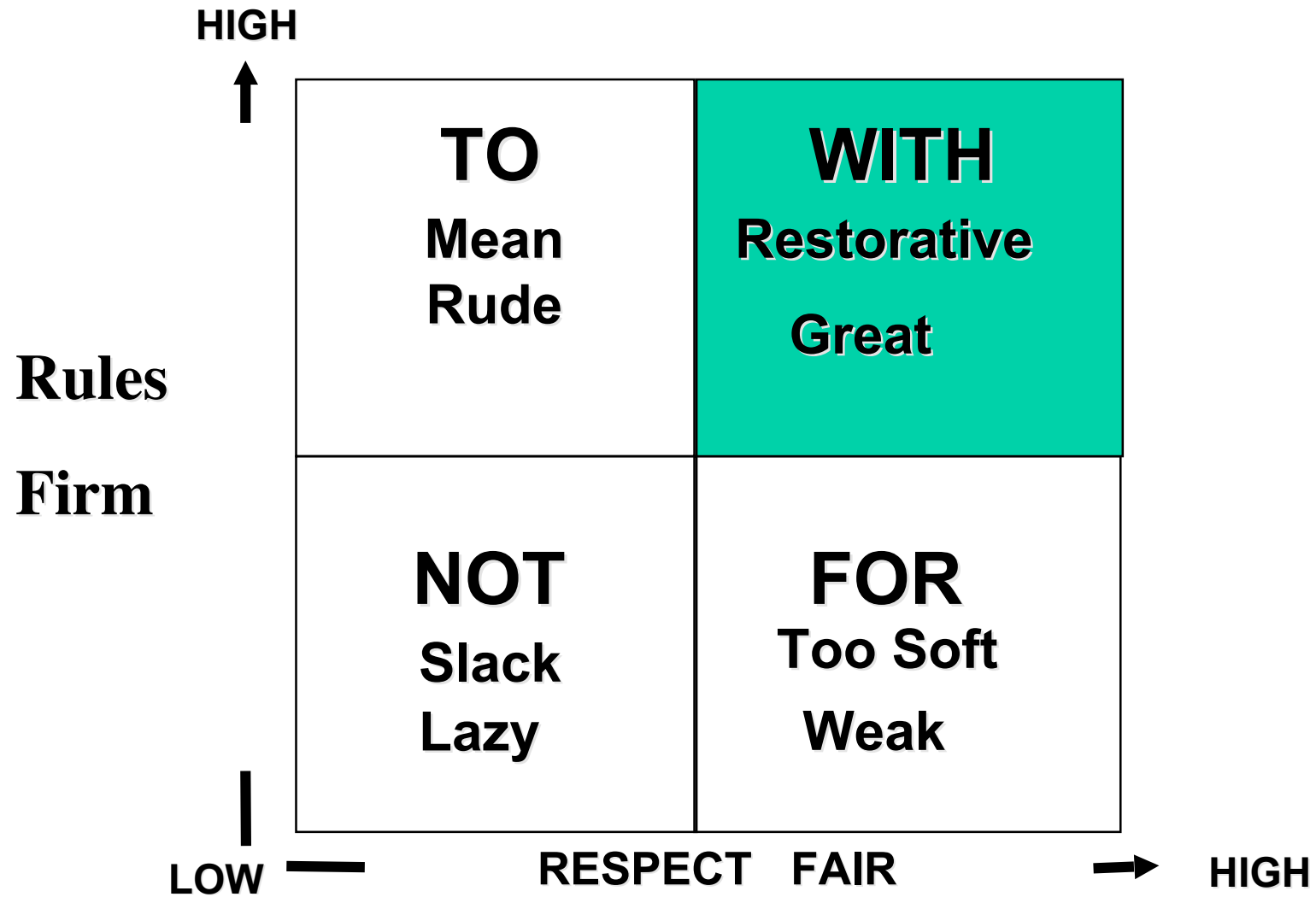
If you say you were treated in a “firm but fair” way, would you mean?

What does being firm mean? What does being fair mean?

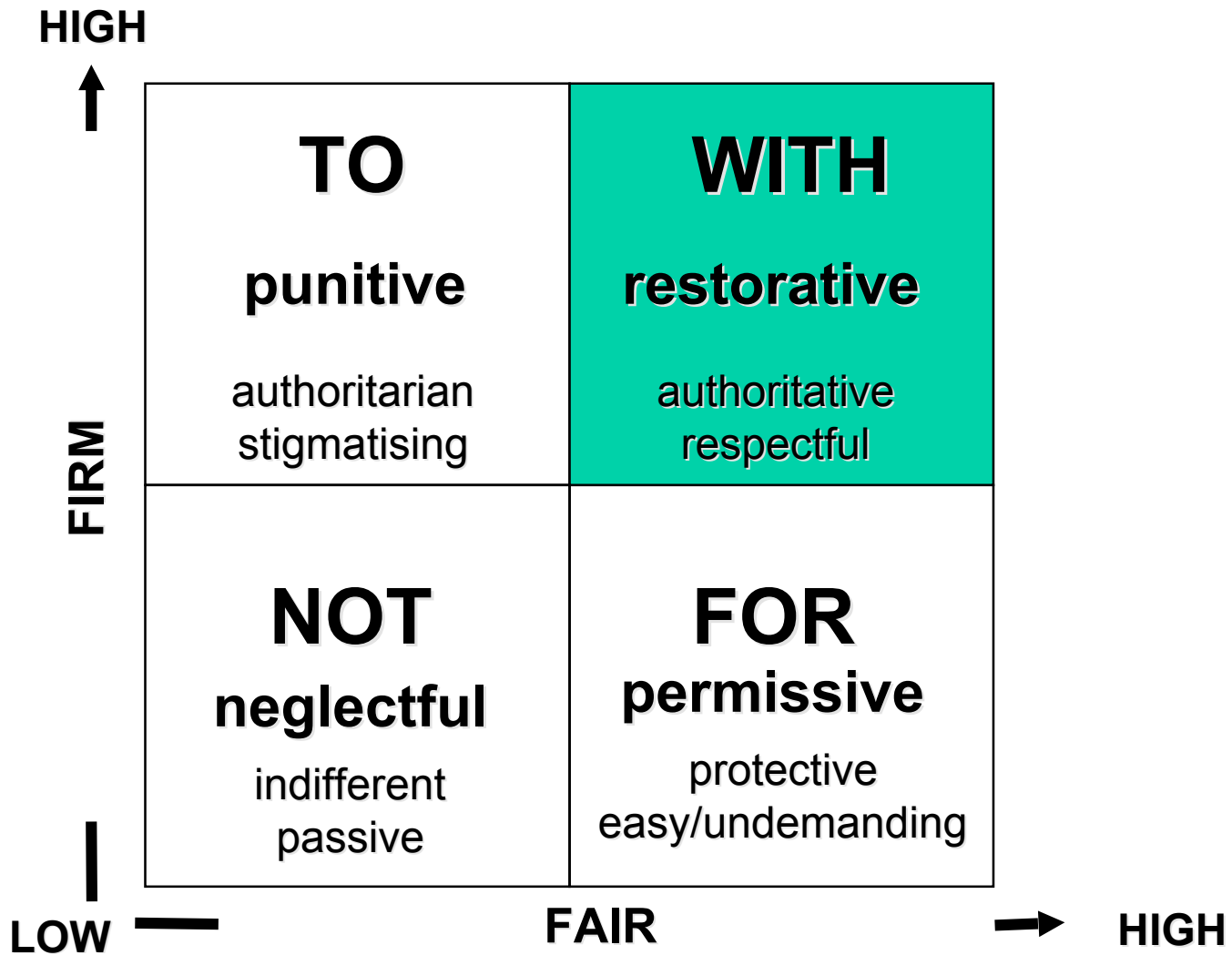
How We Are Treated

What is your experience of someone who is:

1. firm but not fair.
2. fair but not firm.
3. who was neither firm nor fair.
4. who was consistently firm and fair.



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



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Teaching Styles

What would be the benefits of this exercise for teachers [students and parents]?

If we agree that working 'with' one another is the ideal way of engagement and building relationships, there are many occasions when teachers need to do things 'to' or 'for'.

When would doing something 'to' someone be acceptable?

Fair

Fair Process The Central Idea...

‘....individuals are most likely to trust and co-operate freely with systems - whether they themselves win or lose by those systems - when fair process is observed.’

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.

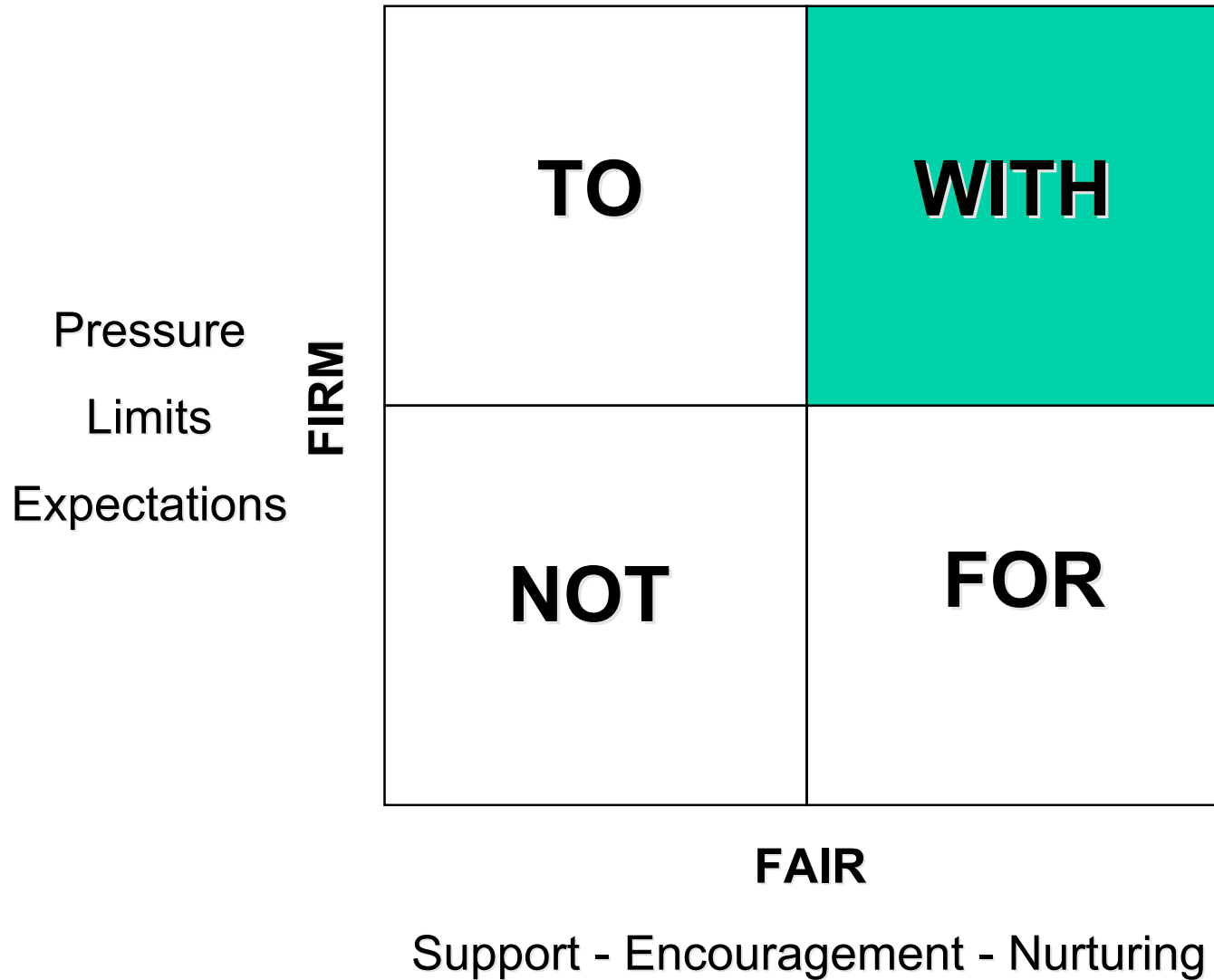
What Fair Process Achieves

Fair process builds:

- trust
- commitment
- co-operation

This enhances learning, creativity, moral development and helps build stronger relationships.

PRACTICE DOMAINS



Theoretical Perspective on Respectful Practice

Braithwaite's Hypothesis

‘Where individual wrong doers are confronted (SHAMED) within a continuum of respect and support, then a process of REINTEGRATION can begin’.

Braithwaite's Hypothesis

ALLOWS:

The act (unacceptable behaviours) to be rejected because they failed to reach expectations or standards

WHILST:

Acknowledging the intrinsic worth of the person and their potential contribution to society.

“I like you but not your behaviour”

Reintegrative Shame **V** Stigmatising Shame

Inappropriate Behaviour

Informal / personal

(engaging & challenging)

**Reintegrative
Shaming**

**Ceremony of
restoration & re-acceptance**

Formal/impersonal

(confrontational)

**Stigmatising
Shaming**

Out-casting

Harm & Relationships

Blame & Punishment

Adversarial (Blame) approach:

“What happened, who is to blame, what punishment or sanction is needed?”

When challenging inappropriate behaviour, what outcomes do you get from a blame approach?

How does this approach help develop empathy, responsibility and accountability?

When someone does the wrong thing in our society, how do we normally respond?

What is the first question we ask [of the wrongdoer]?

Harm & Relationships

Restorative approach:

“What happened, what harm has resulted and what needs to happen to make things right?”

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.

Adversarial

Focus is in the past

Preoccupied with blame

Deterrence linked to punishment

Restorative

Focus in past, present & future

Emphasis on resulting harm

Deterrence linked to relationships and personal accountability

‘Consequences [may include punishment] are an important part of Restorative Practice. This involves dialogue and respectful challenge.’

Empathy, Responsibility & Accountability

Restorative Questions 1

When challenging behaviour, why would the following questions achieve 'fair process' and help develop empathy, responsibility & accountability?

- 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 11

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

- 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?

Theoretical Perspective on Building Community

Psychology of Affects

Tomkins' Blueprint :

- We are 'wired' to want to increase positive affect [emotion], and;
- Decrease negative affect;
- We live best when we can accomplish these two goals;
- Anything that increases our power to do this favours life.

Nine Innate Affects



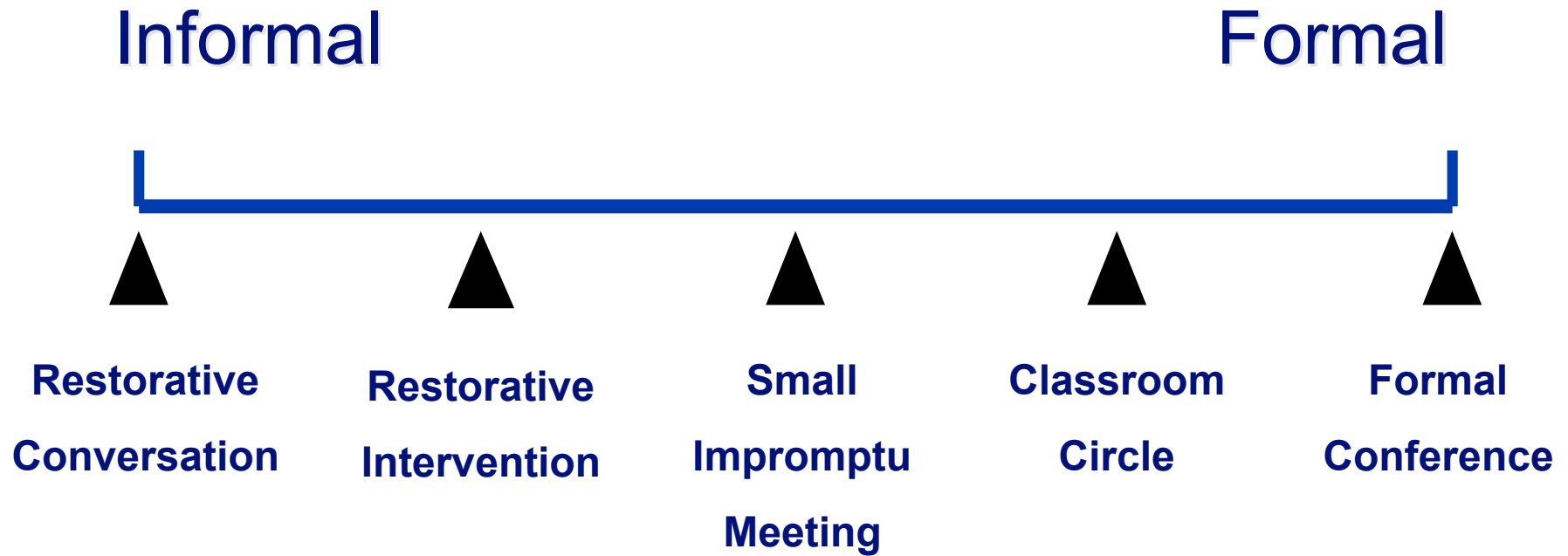
GOOD RELATIONSHIPS

Are Experienced When We:

1. Share and reduce negative emotions (*best achieved by listening and acknowledging*)
2. Share and promote positive emotions (*achieved by affirming*)
3. Encouraging the venting of emotions as a way of experiencing 1 & 2.
4. Doing more of 1, 2 and 3 (*essential for building and maintaining good relationships*).

Dialogue and Engagement
Through
Restorative Conversations

Restorative Practice Continuum



Restorative Conversations

John has been constantly disrupting the class so you decide to speak with him prior to the next class.

If you were to engage John in a restorative conversation describe:

- Your initial conversation with John.
- What questions you would then ask him.
- How you would develop some clear expectations with John on future behaviour.

What would the circumstances be to warrant responding to John's behaviour with a restorative intervention or impromptu meeting?

An altercation took place between two students [Julie and Michelle] as they left the class. It appears that Julie has been harassed by Michelle for some time and on this occasion, Michelle pushed her over outside the classroom. Julie feels intimidated and has not retaliated.

Describe what you would say and do in your initial response.

If a meeting is required detail:

- Who you would involve and your meeting preparation.
- What you would say in your [meeting] introduction.
- How you would facilitate the meeting?

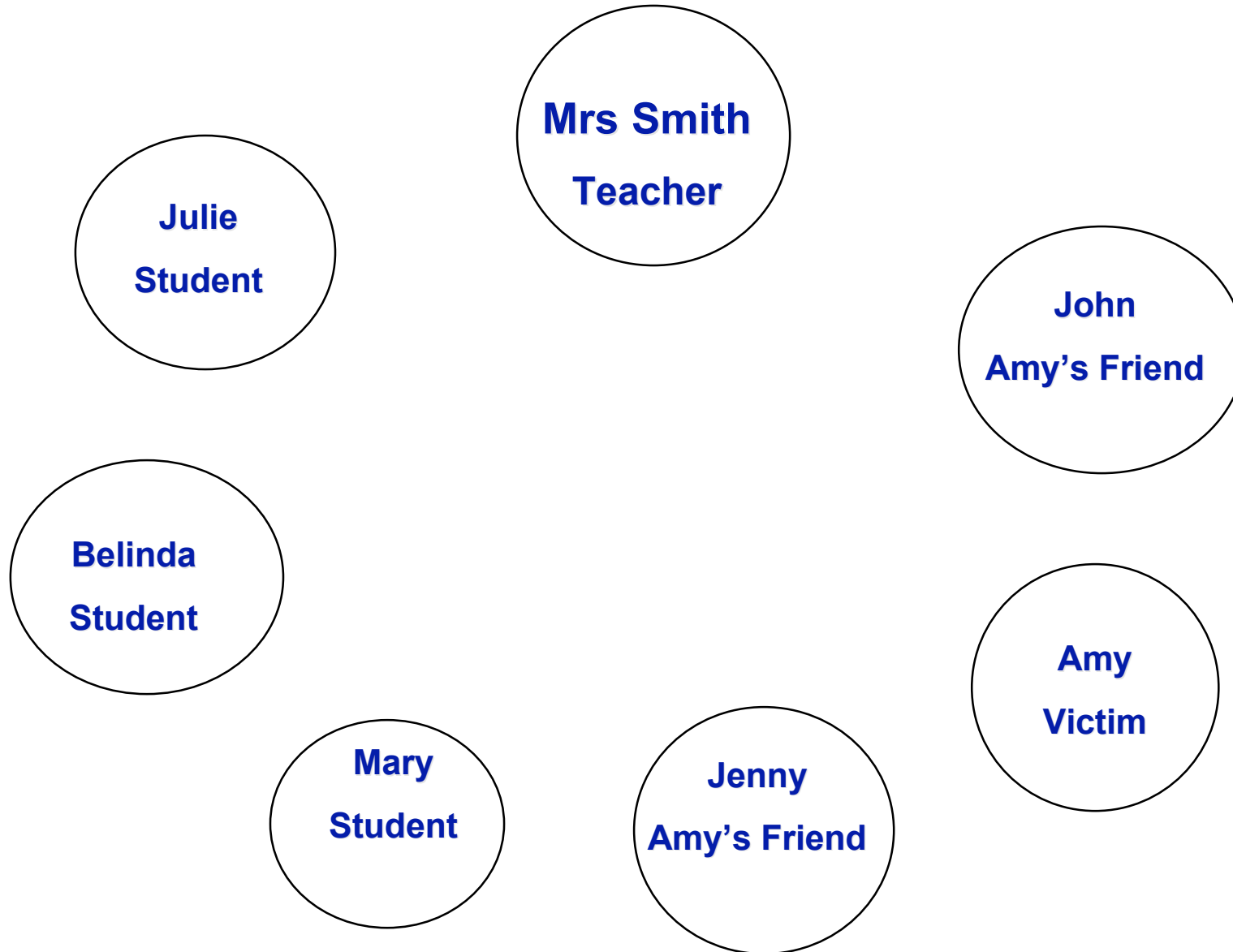
What would the circumstances be to warrant responding to this issue with an impromptu, classroom or formal meeting?

Amy is one of eight new Year6/ 7 students. Mrs Smith [teacher] asked the students to bring a photograph of themselves to be placed on the noticeboard. Amy noticed three students laughing near the photographs only to find they had drawn all over her photograph. [Meeting should involve 3 students who drew on photograph (Julie, Belinda and Mary), Amy and her two friends (John and Jenny)].

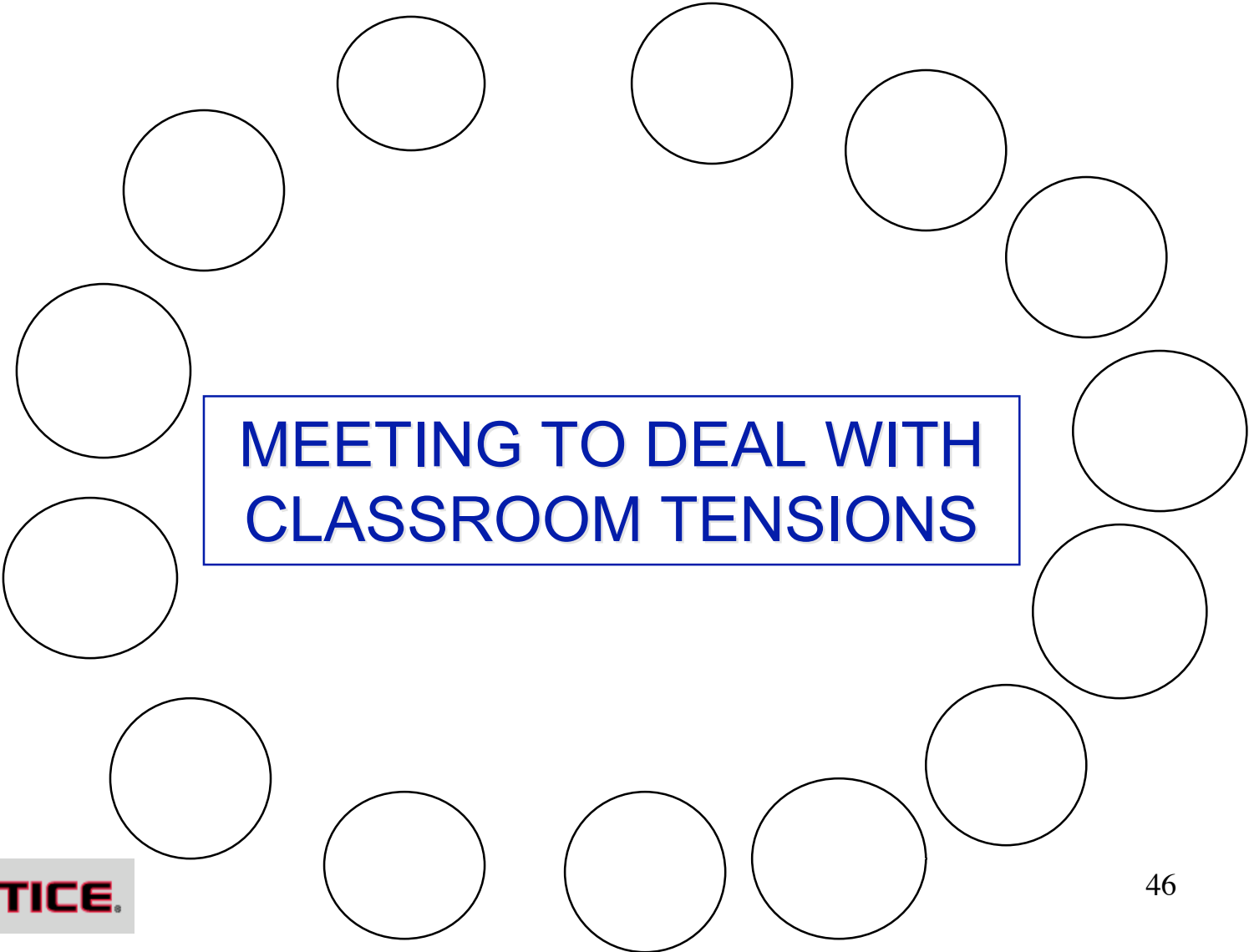
Detail your response to the following activities as you attempt to deal with this incident in a restorative meeting:

- Meeting preparation.
- Your seating plan.
- What you would say in your [meeting] introduction.
- How you would facilitate the meeting.
- What the rationale is for the speaking order.
- How you would share the experience with the class after the meeting.

Drawing On Student Photograph



Classroom



**MEETING TO DEAL WITH
CLASSROOM TENSIONS**

Restorative Practice Exercise – Teachers

ACTIVITY	DESCRIPTION	EXPLANATION (If Needed)
What happened? Details of incident.		
Restorative practice intervention selected e.g. one on one, informal (small or large group), formal conference.		
Who should be involved?		
Who should facilitate process?		
Desired outcomes, likely consequences, reintegration processes or follow up (if required).		

Classroom Checklist

List those things you could all do that will help you develop more consistent approaches to:

- challenging inappropriate behaviour
- class exclusion and reintegration
- strengthening student self-management
- circles

Linking Practice, Theory & Values

Restorative Framework

To	With
Not	For

Fair Process

Engagement
Explanation
Expectation Clarity

Theory

Behaviour, not the person
Shame & emotions

Restorative Questions

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

Stronger Relationships

Restorative Practice Checklist

- Respectful [Distinguishes behaviour from person]
- Fair [engage, explain & clarify expectations]
- Focuses upon repairing harm & relationships.

Help develop:

- Empathy [Reflection, insight & learning]?
- Responsibility & accountability?

Overall contributes towards building a safe and healthy school community.

Restorative Practice As A Way of Being

Explicit Restorative Practice helps build capacity through:

1. Narration - story telling.
2. Reflection - Socratic engagement using Restorative questions.
3. Feedback - Explaining and sharing practice to help others to better understand themselves.
4. Future action - assisting others identify 'the way forward' including ways of widening their 'community circle'
5. Clarifying expectations.