

Building Excitement for Growing Restorative Practices in a Comprehensive High School



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Building Excitement for Implementing Restorative Practices in a Comprehensive High School

United States



Cuba

Dominican Republic

Puerto Rico

Objectives

We invite you to

- share in our journey of restorative practices, equity and inclusion
- experience activities that may serve your work with staff and/or students
- explore resources that have helped us frame our thinking along the way



Constructivist Listening Activity: Sense of Belonging

- **Equal time.** Each person is given equal time to talk and listen. *Because everyone deserves attention.*
- **No interruption.** The listener doesn't paraphrase or interpret the talker's thoughts or feelings; analyze, give advice or break in with a personal story. *Because people are capable of solving their own problems*
- **Confidentiality.** The listener doesn't talk about what the talker has said to anyone else, or even bring it up to the talker afterwards. *Because one needs to be assured of confidentiality in order to be authentic.*
- **No criticism.** The talker doesn't criticize or complain about the listener or about mutual colleagues during their time to talk. Those challenges can be addressed in a different structure, based in dialogue. *Because one cannot listen well when he/she is feeling attacked or defensive.*
- **Undivided attention.** Don't eat or drink, glance at your cell phone or email. Remove any other distractions.

Emotions Are The Rudder That Steer Thinking: SEL



[What We Know About Belonging From Scientific Research](#)

[The Importance of Belonging](#)

[The Psychology of Belonging \(And Why it Matters\)](#)

[Emotions are the Rudder that Steer Thinking](#)

[The Fabric of Community \(Excerpt from Community: The Structure of Belonging\)](#)

Bloomfield Hills Schools Definition: DRAFT

A sense of belonging is present when personal connections are valued through validation and caring of another's experiences. The community honors individual differences while committing to a welcoming and safe environment where personal expressions are respected and accepted.

Roadmap

Building Cultural Capacity for Adults Through:

- Institute for Healing Racism (40% of staff have participated)
- Global/Master Champions (30% of staff have participated)
- Restorative Practices (44% of staff trained on Day 1 and Day 2)

Systems/Programming Changes

- Revised Discipline Procedures
- Global Education Teams (GET) in every building
- District wide GET (Jan 2019)
- Updated district communication forms

Students

- High School Global Leadership workshops (3 and 2 advanced)
- 5th grade workshop facilitated by advanced HS students
- 8th grade workshop (Dec 2018) facilitated by advanced HS Students.

Student Global Workshops

If you knew me the hurt I feel is

Loneliness

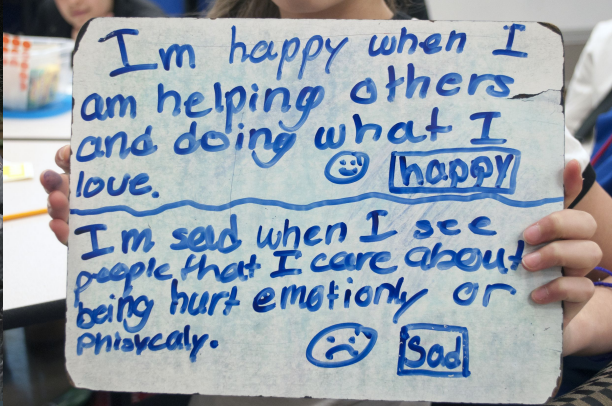
The pain I've caused is

Judging / False Assumptions



The pain I've felt is
Exclusion

The hurt I've caused
is speaking / acting /
gossiping out of
IGNORANCE



Faculty Meetings



Putting into practice...



Putting into practice...

Impromptu conferences with parents

Staff/Staff conflict resolution

Formal conferencing for discipline





What we're reading...

Books

Community by Peter Block

White Fragility by Robin Diangelo

Multiplication is for White People: Raising Expectations for Other People's Children by Lisa Delpit

The Color of Law by Richard Rothstein

The New Jim Crow by Michelle Alexander

Culturally Responsive Teaching and the Brain by Zaretta Hammond

So You Want To Talk About Race by Ijeoma Oluo

The Zen Teacher: Creating Focus, Simplicity and Tranquility in the Classroom: Dan Tricarico

The Way of Mindful Education: Cultivating Well-Being in Teachers and Students: Daniel Rechtschaffen

Other People's Children: Cultural Conflict in the Classroom: Lisa Delpit

Mindfulness for Teachers: Simple Skills for Peace and Productivity in the Classroom: Patricia Jennings

Waking up White, and Finding Myself in the Story of Race: Debby Irving

Better than Carrots or Sticks: Restorative Practices for Positive Classroom Management: Dominique Smith

For White Folks Who Teach in the Hood, and the Rest of Y'all Too: Chris Emdin

What we're reading...

Articles:

[White Privilege: Unpacking the Invisible Knapsack](#)

[White People are Still Raised to be Racially Illiterate](#)

[Empathy is Tough to Teach, but it is One of the Most Important Lessons in Life](#)

[Federal Data Shows Public Schools Nationwide are a Hotbed of Racial Injustice](#)

[How History Classes Helped Create a 'Post-Truth' America](#)