



International Institute for Restorative Practices (IIRP) Canada Conference

April 30th, 2018
Toronto, ON



Algonquin & Lakeshore
Catholic District School Board

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We would like to acknowledge that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which school boards and schools are located.

Today, this area is home to many Indigenous peoples from across Turtle Island.

We acknowledge that our meeting is taking place on the traditional territory of the Mississaugas of the New Credit First Nation.

We would like to thank the Mississaugas of the New Credit First Nation for hosting us on their land.

It is on these ancestral lands that we teach, learn and live.



Agenda

- Well-Being in Ontario schools
- Alignment with provincial priorities
- Restorative Practice Consortium resources
- Why measuring our impact matters
- DDSB – RP/RBA “Cultivating Community” Project (school-board focus)
- ALCDSB – St. Thomas More Catholic School (school focus)

Virtual Space



Achieving Excellence: A Renewed Vision for Education in Ontario

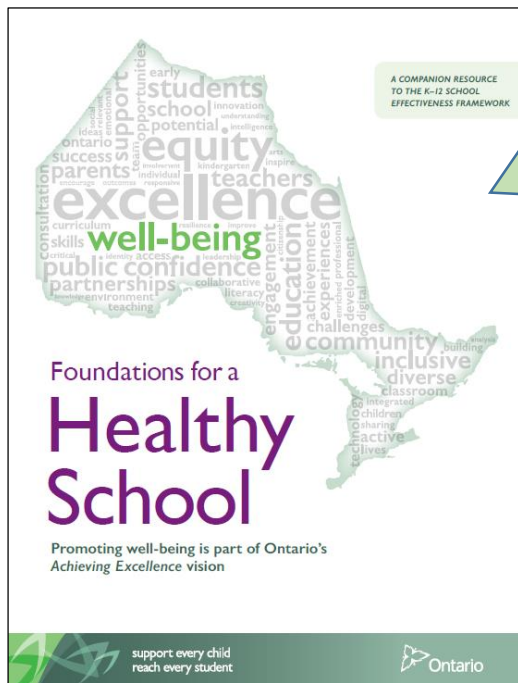
The Ministry of Education's renewed goals for education are:

- Achieving Excellence
- Ensuring Equity
- Promoting Well-Being
- Enhancing Public Confidence

“Over the past 10 years we have seen growing evidence demonstrating why student well-being is an important element of overall success. Students cannot achieve academically if they feel unsafe at school or are bullied online.”

Achieving Excellence: A Renewed Vision for Education in Ontario, 2014

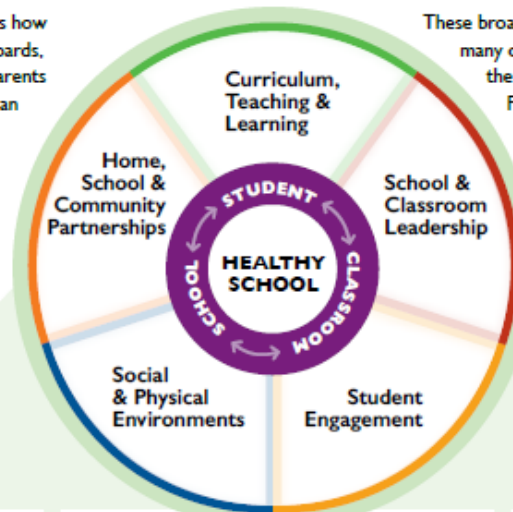




Foundations for a Healthy School

Promoting well-being is part of Ontario's *Achieving Excellence* vision

This resource outlines how schools and school boards, in partnership with parents and the community, can develop a healthier school. The foundations for a healthy school are built within five broad areas that have strategies and activities for the school, classroom and student.

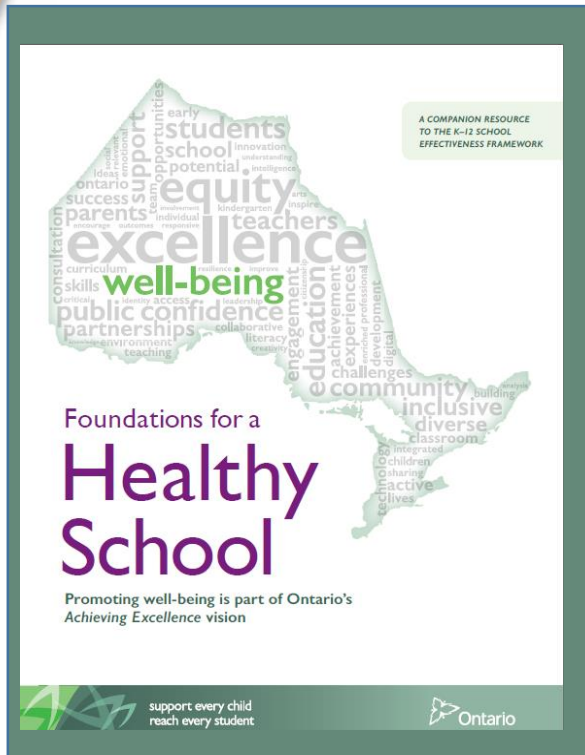


These broad areas align with many of the components of the School Effectiveness Framework to help schools and school boards use *Foundations for a Healthy School* as part of their planning process and as a resource for implementation.

INTEGRATED APPROACH	HEALTH-RELATED TOPICS	POSITIVE SCHOOL CLIMATE
<p>Key to building a strong foundation is the use of an integrated approach to address a range of health-related topics.</p>	<p>This resource provides many sample strategies and activities related to six curriculum-linked, health-related topics. A school may choose to address these topics and related living skills in its efforts to become healthier.</p> <ul style="list-style-type: none"> • Physical Activity • Healthy Eating • Personal Safety and Injury Prevention • Growth and Development • Mental Health • Substance Use, Addictions and Related Behaviours 	<p>Collectively, strategies and activities undertaken within these areas also contribute to a positive school climate, which is also key to a healthy school.</p>

Download the full resource at ontario.ca/healthyschools

ISBN 978-1-4606-4905-3 (Print) ISBN 978-1-4606-4907-7 (PDF) © Queen's Printer for Ontario, 2014 Printed on recycled paper.



Student Engagement

At the School

Invite students to share their perspectives when decisions are being made about school policies, programs, and initiatives in order to foster and maintain a positive learning environment (e.g., suggest topics for school assemblies, provide input into the development of the school bullying prevention and intervention policy). (3.3)

In the Classroom

Incorporate various classroom activities that promote a positive climate, equity and inclusion, respect for diversity, healthy relationships, bullying prevention and support for students (e.g., restorative practices). (3.3)

Students

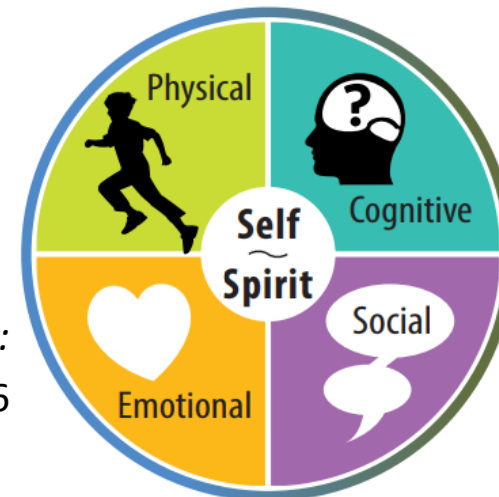
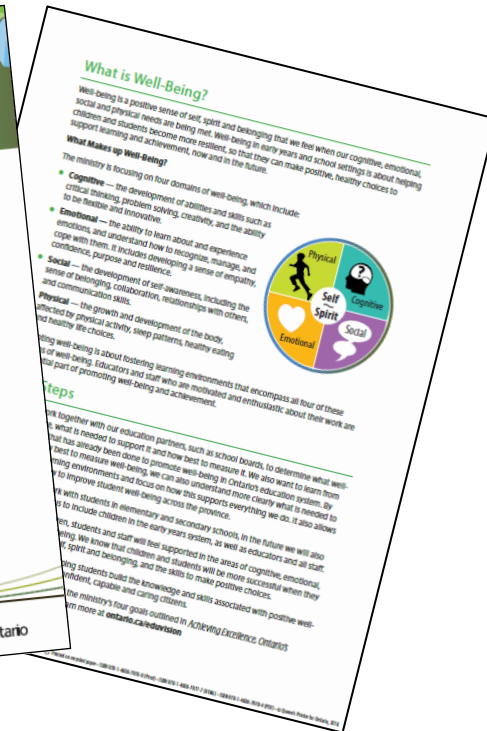
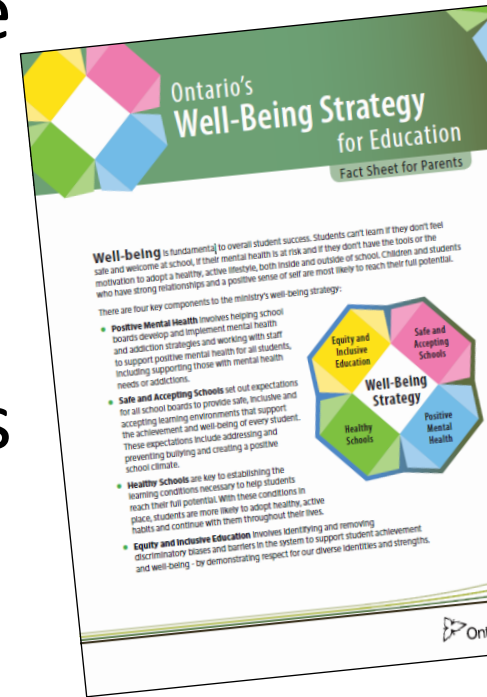
Demonstrate their understanding of positive relationships and apply relationship skills in the context of school roles and activities (e.g., as recess monitors, peer mediators, physical activity leaders, club leaders). (5.2)

“**Well-Being** is that positive sense of self, spirit and belonging that we feel when our cognitive, emotional, social and physical needs are met. As our Indigenous partners have long affirmed, healthy development of the mind, body and spirit is contingent on balance and interconnectedness.”

*Ontario’s Well-Being Strategy for Education:
Discussion Document, 2016*



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PROVINCIAL ENGAGEMENT:

Theme 1: Understanding Well-Being

Theme 2: Promoting and Supporting Student Well-Being

Theme 3: Knowing Our Impact

“By collecting quality information on our efforts, we have a better chance of identifying what is working well and what obstacles stand in the way of providing true equity of opportunity for our students. We want to be able to identify the supports that need to be enhanced and the kinds of investments that need to be made.”



School Mental Health ASSIST

Aligned and Integration Model (AIM) for School Mental Health and Well-Being

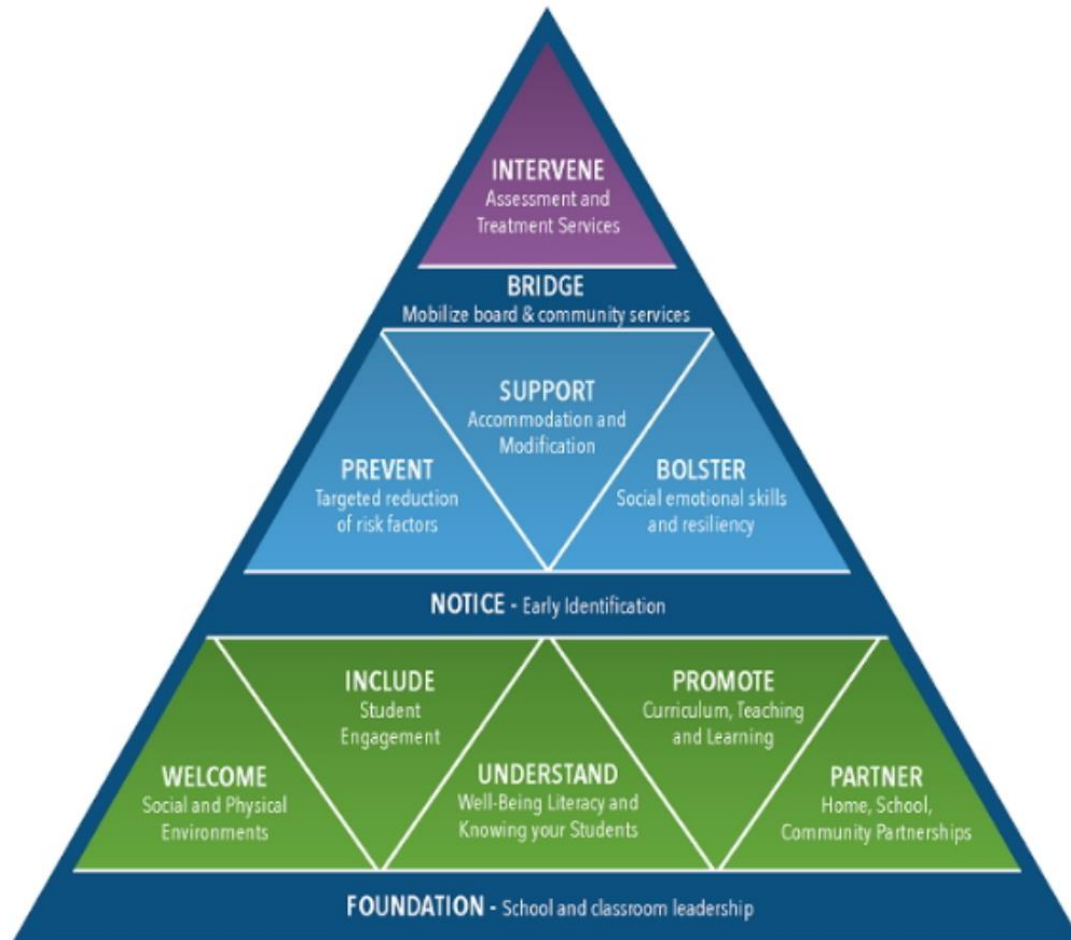


Image source:
<https://smh-assist.ca/>



SCHOOL MENTAL HEALTH-ASSIST
ÉQUIPE D'APPUI POUR LA SANTÉ MENTALE DANS LES ÉCOLES



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Restorative Practice is a way of thinking and being that **cultivates** community, supporting **well-being and achievement**.

Restorative Practice fosters the conditions that promote a positive sense of *self, spirit and belonging*.

Restorative Practice provides a framework to **maintain** community when challenges and conflicts arise and to **restore** community when needed.



More Formal

RESTORATIVE PRACTICE

- Formal Conferencing

**RESTORING
COMMUNITY**
few

- Small Conferencing
- Responsive Circles
- Restorative Conversations

**MAINTAINING
COMMUNITY**
some

- Circles
- Affective
Communication



**CULTIVATING
COMMUNITY**
all

Less Formal

Restorative Practice Consortium (RPC)

- Collaborative of public and catholic Restorative Practice focused educators
- Original members were from across southern Ontario, from Kingston to the Greater Toronto Area
- In 2015, the Ontario Ministry of Education, Safe Schools Branch, funded a project proposal “to gather, create, integrate and disseminate knowledge of Restorative Practice tools and strategies to support achievement, healthy relationships and leadership in Ontario schools from a restorative perspective”

RESTORATIVE
PRACTICE
CONSORTIUM






RESTORATIVE PRACTICE

Cultivating Community



Voice aims to promote engagement and active participation to support healthy relationships and foster learning.

In a restorative community, all members have the opportunity to 'have their say' by sharing their thoughts, ideas and feelings, and to be heard, in a welcoming, equitable, inclusive and safe environment. Participants are asked to listen to and learn from the other members of the community. Restorative Practice has a key role to play in promoting voice by providing the structure and support to foster an environment in which individual and community needs are met.



Voice



RESTORATIVE PRACTICE



SUPPORTING WELL-BEING
AND STUDENT ACHIEVEMENT IN
ONTARIO SCHOOLS



LA PRATIQUE RÉPARATRICE



SOUTENIR LE BIEN-ÊTRE ET LE
RENDEMENT DES ÉLÈVES DANS
LES ÉCOLES DE L'ONTARIO

See
Appendix A

[https://www.restorative.ca/
communication-resources](https://www.restorative.ca/communication-resources)



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PROMOTING AND SUPPORTING WELL-BEING

Restorative Practice & Results-Based Accountability
"Cultivating Community" Project

SAFE SCHOOLS
Durham District School Board

DDSB
Ignite Learning

LA PRATIQUE RÉPARATRICE
Développer la communauté

LE CONSORTIUM DE PRATIQUE RÉPARATRICE

RESTORATIVE PRACTICE
Cultivating Community

SAFE SCHOOLS
Durham District School Board

RESTORATIVE PRACTICE CONSORTIUM

About the Durham District School Board

- 130 elementary and secondary schools and learning centres
- 70,000 regular day students
- 7000 teaching and educational services staff
- Our restorative journey began 15 years ago
- 2017/18 - Renewed commitment to RP

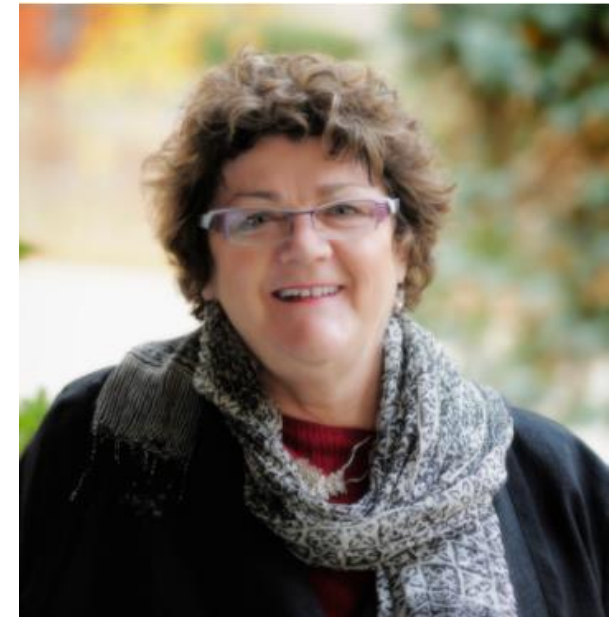


Image Source: www.durhamimmigration.ca

RP/RBA “Cultivating Community” Project

STEP 1

- Dr. Jean Clinton “Restorative Practice, Self-Regulation and the Brain – Connection is Key” (presentation to Safe and Accepting Schools Team Chairs from every school in the DDSB)
- Distribution of the new Restorative Practice Consortium resources to all schools (see Appendix A and website)



Jean Clinton, BMUS MD FRCP(C)
Clinical Professor, Department of
Psychiatry and Behavioural
Neurosciences, McMaster University

RP/RBA “Cultivating Community” Project

STEP 2

- Invited all schools to participate in the Project (Appendix B)

BENEFITS FOR PARTICIPATING SCHOOLS:

- Strengthening well-being and student achievement
- Focused school improvement planning
- Guided support in English and French
- ½ day release for PD/planning time
- Participation in the DDSB Bullying Awareness and Prevention Week Conference in November 2017
- School project being highlighted throughout the DDSB

RP/RBA “Cultivating Community” Project

STEP 2 (Continued)

- Invited all schools to participate in the Project (see Appendix B)

INTERESTED SCHOOLS WERE ASKED TO:

- Reflect on their school data (e.g., School Climate Survey)
- Make connections with the RP resources provided
- Determine their area of focus. Possible areas to deepen learning could include:
 - Restorative Practice infused in the Curriculum
 - Fostering Equity and Diversity through RP
 - Character Education through RP
 - Promoting positive Mental Health through RP
 - Student Voice using RP (e.g., Student forums)
 - Conflict resolution through RP (e.g., Yard helpers)
 - Fostering a positive school climate through RP
 - Other
- Complete the application form

RP/RBA “Cultivating Community” Project

STEP 3

- Held ½ day training for all participating schools (see Appendix B)
- Gave planning time to complete the “Results-based Planning” template (see Appendix B)

TRAINING FOCUSED ON THE FOLLOWING CONTENT:

- Restorative Practice
- DDSB School Improvement Planning (see Appendix C)
 - Michael Fullan’s “Coherence Drivers”
 - Results-Based Accountability

DDSB Priorities

See
Appendix C

DURHAM DISTRICT SCHOOL BOARD PRIORITIES

The Durham District School Board school improvement planning is driven by five key priorities: Literacy, Numeracy, Well-being, Equity and Inclusion, and Leveraging Digital as an accelerator for student learning. We believe that a rich, comprehensive programs support the development of global competencies.

LITERACY

In today's information rich world, literacy is a multi-faceted skill that allows students to absorb, process, and create information through multiple formats. Literacy development is enhanced when students work in inclusive and responsive classrooms on material that addresses their interests, strengths and needs.

NUMERACY

The DDSB recognizes that numeracy is a life skill which can create improved high school and beyond high school outcomes for students. Numeracy development is enhanced when students are engaged in deep, rich problems with relevant, real world connections that provide entry points for all students.

WELL-BEING

There is growing evidence demonstrating that well-being is fundamental to overall student success. In order to achieve academically, students need to feel safe and welcomed at school, and need to be equipped with the skills and strategies to be resilient and healthy. The Durham District School Board will continue system-wide efforts to strengthen self-regulation, social emotional learning and growth mindset within safe, caring and inclusive school environments. We will explore how to measure well-being in a more consistent way across our schools to inform our ongoing efforts to ensure that all of our learning environments promote enhanced mental and physical health, a positive sense of self and belonging, and the skills needed to make positive choices.

EQUITY AND INCLUSION

The DDSB is a richly diverse community that is representative of the larger global community. Through the Equity and Diversity Strategic Plan we will enact our commitment to providing equitable opportunities and outcomes for all of our students through high expectations, culturally responsive practices and the inclusion of student voice in multiple aspects of school life. Schools and classrooms are inclusive environments where all students can see themselves represented in the curriculum, on the walls, and in student groups.

LEVERAGING DIGITAL

In an increasingly digital world, the use of technology to collect, analyze and create information are essential skills. Digital tools support students in learning differently through inquiry where problem identification leads to knowledge creation and imaginative solutions. Accessing local and global resources will broaden student's perspectives and allow for them to make greater connections within meaningful, creative learning experiences.

GLOBAL COMPETENCIES

Creativity

Critical
Thinking

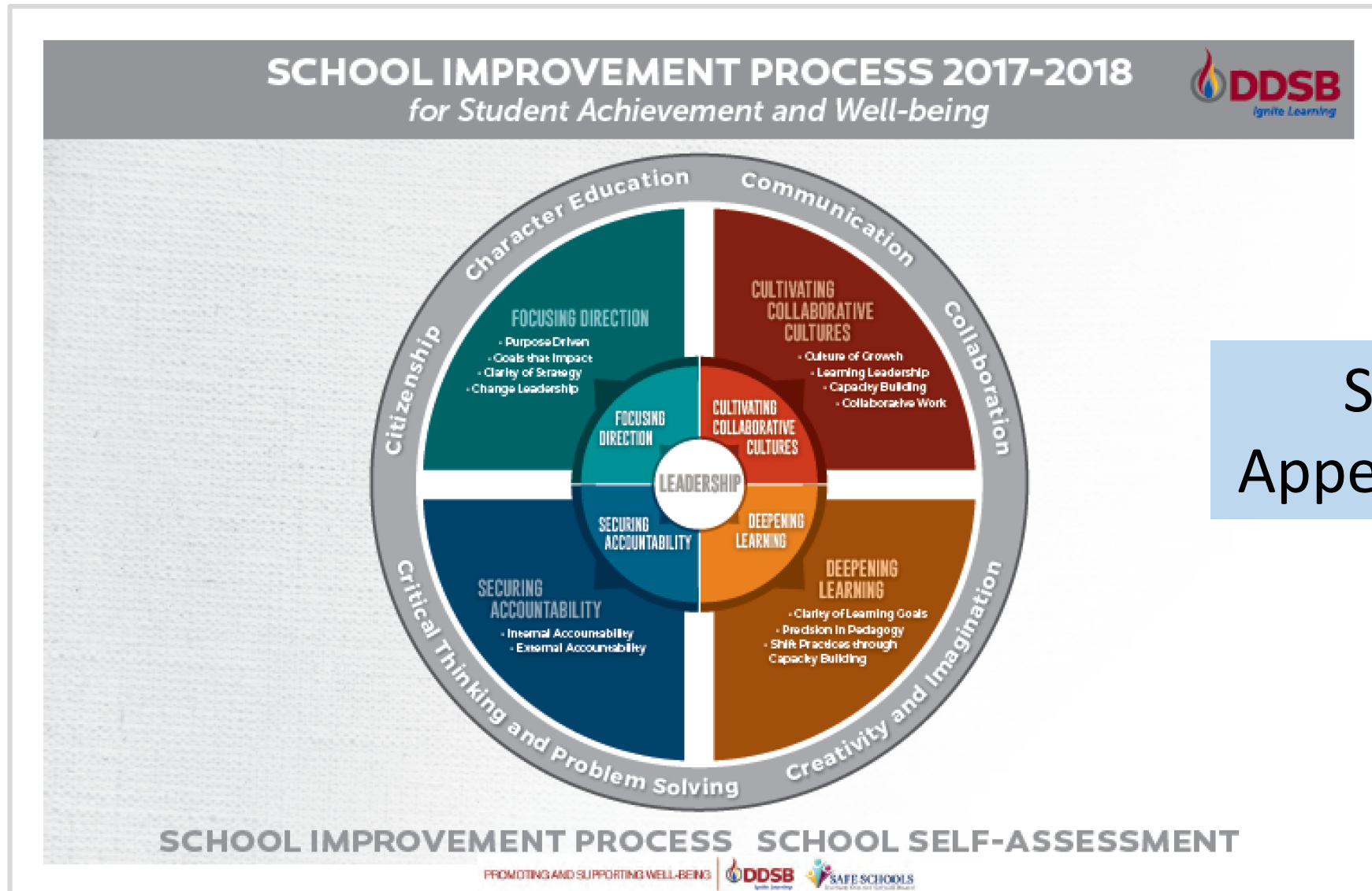
Citizenship

Collaboration

Character

Communication

“Coherence” Drivers



See
Appendix C

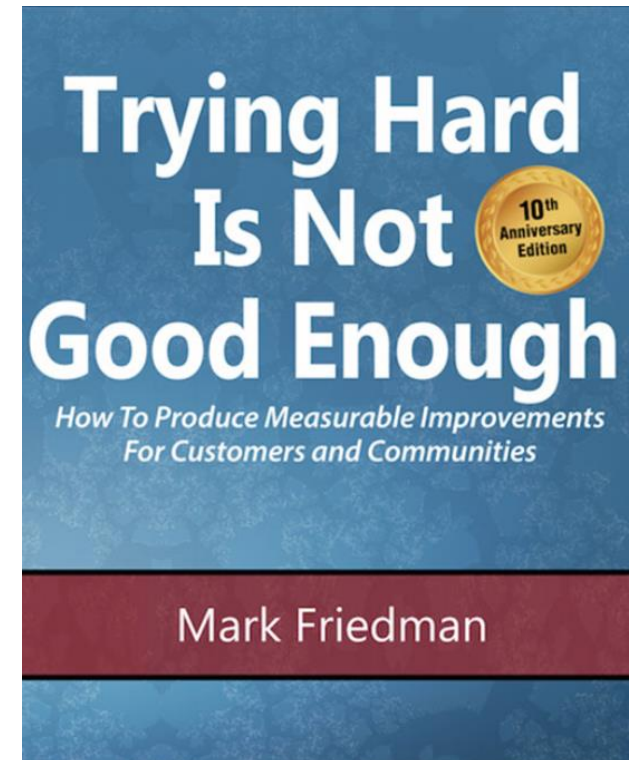
Results-Based Accountability (RBA)

- Action-research
- Performance Measure categories (Friedman, 2015):

- *How much did we do?*

- *How well did we do it?*

- *Is anyone better off?*



Results-Based Planning

Project Title:
School:
Lead Staff Members:
Focusing Direction
Results: <i>Identify/describe what it is you want to achieve.</i>
Population: <i>Who is this going to help?</i>
Experience: <i>How will we see, feel or hear the results we want?</i>
Baseline Data: <i>Where have we been? What is our baseline data? What new baseline data do we need to collect?</i>
Story Behind the Baseline Data: <i>What are the factors behind the current conditions?</i>

Deepening the Learning			
Areas of Focus:			
<input type="checkbox"/> Equity and Inclusion	<input type="checkbox"/> Well-Being	<input type="checkbox"/> Literacy	<input type="checkbox"/> Numeracy
Goal/Action: <i>Who will do it? How will it be done? When will it occur? When will information be collected to determine progress?</i>			
CRITERIA:			
<ul style="list-style-type: none"> o Is the project grounded in Restorative Practice (RP)? o Does the project make connections to the RP resources provided by the Safe Schools Department? o Is the idea specific enough to be implemented? o Can it be implemented in one month? o How much difference will the proposed action make? o Can it be measured? o Is it feasible and affordable? o Can it actually be done? 			
Cultivating Collaborative Cultures			
<i>Who are the partners that can help? What will capacity building and collaboration look like?</i>			
Securing Accountability			
<i>Performance Measures: How much did we do? How well did we do it? Is anybody better off?</i>			

Resources Consulted:

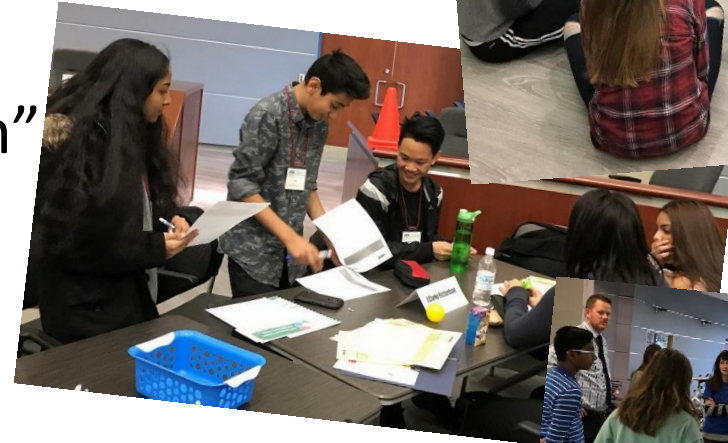
Friedman, M. (2015). *Trying Hard Is Not Good Enough: How to Produce Measurable Improvements For Customers and Communities*. San Bernardino, CA: Para Publishing.Fullan, M., & Quinn, J. (2016). *Coherence: The Right Drivers in Action for Schools, Districts, and Systems*. Thousand Oaks, CA: Corwin.

See
Appendix B

RP/RBA “Cultivating Community” Project

STEP 4

- Participating schools ran projects for the month of October
- On-going support was provided by the Safe Schools Department
- At the end of the month, participating schools completed the “Project Reflection” (see Appendix B)
- Participating schools attended the DDSB Bullying Awareness and Prevention Week Conference in November 2017, where their projects were highlighted
- Projects were collated by the DDSB Safe Schools Department



Project Reflection

Project Title:
School:
Lead Staff Members:
Accomplishments <i>Summarize the project (without talking about the numbers)</i>
Numbers <i>How much did we do? How well did we do it? Is anyone better off?</i>
Stories or Anecdotes <i>Illustrate what the numbers mean and put a human face on the data.</i>
What is Your Next Best Move? <i>What are your next steps to reach your desired results?</i>

Resources Consulted:

Friedman, M. (2015). *Trying Hard Is Not Good Enough: How to Produce Measurable Improvements For Customers and Communities*. San Bernardino, CA: Para Publishing.

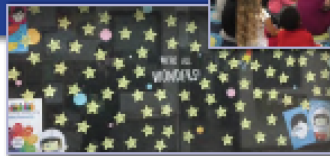
Fullan, M., & Quinn, J. (2016). *Conference: The Right Drivers in Action for Schools, Districts, and Systems*. Thousand Oaks, CA: Corwin.

See
Appendix B

RP/RBA School Projects

MAPLE RIDGE P.S.

Lead Staff – Amy Leddy & Stephanie Price



FOCUS:

- Restorative Practice circles
- Kindness
- Healthy relationships
- Leadership development
- Cross-grade relationship development

PARTICIPANTS:

- 2 Grade 4 classes
 - 48 students
- Primary classes
 - 57 kindergarten students
 - 104 grade 1 students
 - 59 grade 2 students
 - 83 grade 3 students

METHODS:

LEARNING

- Explicit teaching for grade 4 classes about kindness (using the book *Wonder*), circles and gathering data
- Leadership training for grade 4 classes
- Grade 4 students led circles with primary classes about kindness and read the book *We're All Wonders*
- Grade 4 students surveyed the primary students and analyzed the data
- Grade 4 students introduced the 'We're all Wonders' campaign to the primary classes
- Grade 4 students made promotional posters for the halls and made PA system announcements

ACTIVITY

- Primary teachers were given stars to recognize primary students doing kind things as part of the "We're all Wonders" campaign
- Primary students showing kindness added their star to the kindness display

PRE-QUESTIONNAIRE

- 245 Primary students

POST-QUESTIONNAIRE

- 245 Primary students

KEY RESULTS:

SHOWING KINDNESS

- 87 acts of kindness were recognized on the kindness display
- The grade 4 class, as part of their data management unit, reported that there were more 10 out of 10 in the post-questionnaire than the pre-questionnaire, meaning more students reported being happy, and that more students noticed acts of kindness being carried out in the school

EXTENSIONS:

- The grade 2/3 class partnered with the kindergarten class, calling themselves the "Wonder Buddies" Together they spread kindness to others, including the principal and vice principal
- Staff also joined the spirit, doing kind acts for each other
- Junior students on the PAWS team will be running cooperative games for primary students at recess, supporting them with self-regulation and problem-solving
- To continue to focus on character development, including other character traits

See
Appendix D

About the Algonquin & Lakeshore Catholic School Board

Demographics

Total students

11,528



3,589

Secondary Students



7,939

Elementary Students



Number of elementary schools: 32

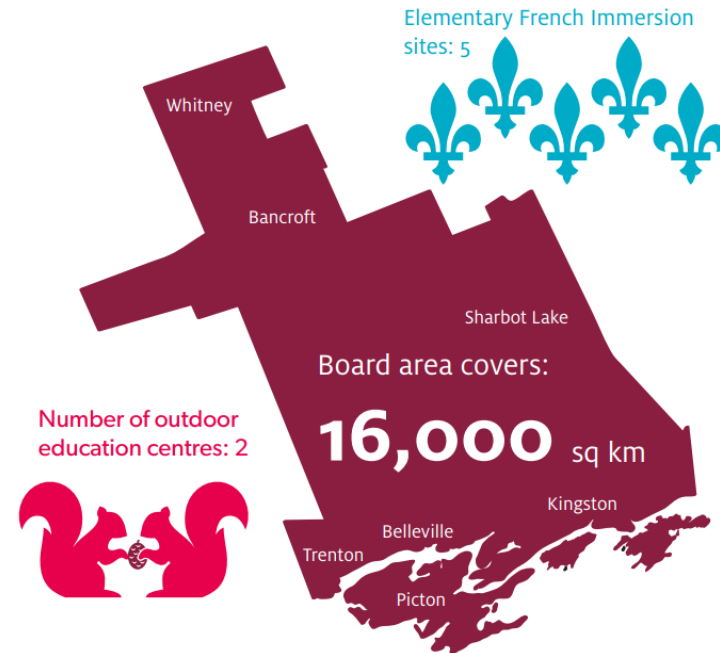
Number of adult learning sites: 5
Number of Loyola students:

1057



Number of secondary schools: 5

Elementary French Immersion sites: 5



Board area covers:

16,000 sq km

Number of outdoor education centres: 2



Number of schools with Eco School status:

29

1 bronze,
4 silver,
22 gold,
2 platinum





About the Algonquin & Lakeshore Catholic School Board

ALCDSB Vision Statement:

Catholic schools in the Algonquin & Lakeshore Catholic District School Board inspire and nurture communities of faith, engaged communities of learning and compassionate communities of service.

Accordingly, we remain resolute in our commitment to academic excellence and the relentless pursuit of success for each student and staff member, fostered within a faith-filled Catholic learning environment.

About the Algonquin & Lakeshore Catholic School Board

Strategic Plan and Initiatives 2017/2018:

- Respect the dignity of all persons by fostering trusting relationships, through policies and practices that promote equity, diversity and inclusion
- Sustain healthy and nurturing communities of belonging that are safe, caring and respectful and built upon the principles of **restorative practice**
- Embrace student inquiry, permitting each learner to make their thinking visible in a variety of ways
- Inspire and nurture compassionate communities of service

Mrs. Canning's Grade 5/6 Class @ St. Thomas More Catholic School



Algonquin & Lakeshore
Catholic District School Board

Mrs. Canning's Grade 5/6 Class @ St. Thomas More Catholic School



Mrs. Canning's Grade 5/6 Class @ St. Thomas More Catholic School

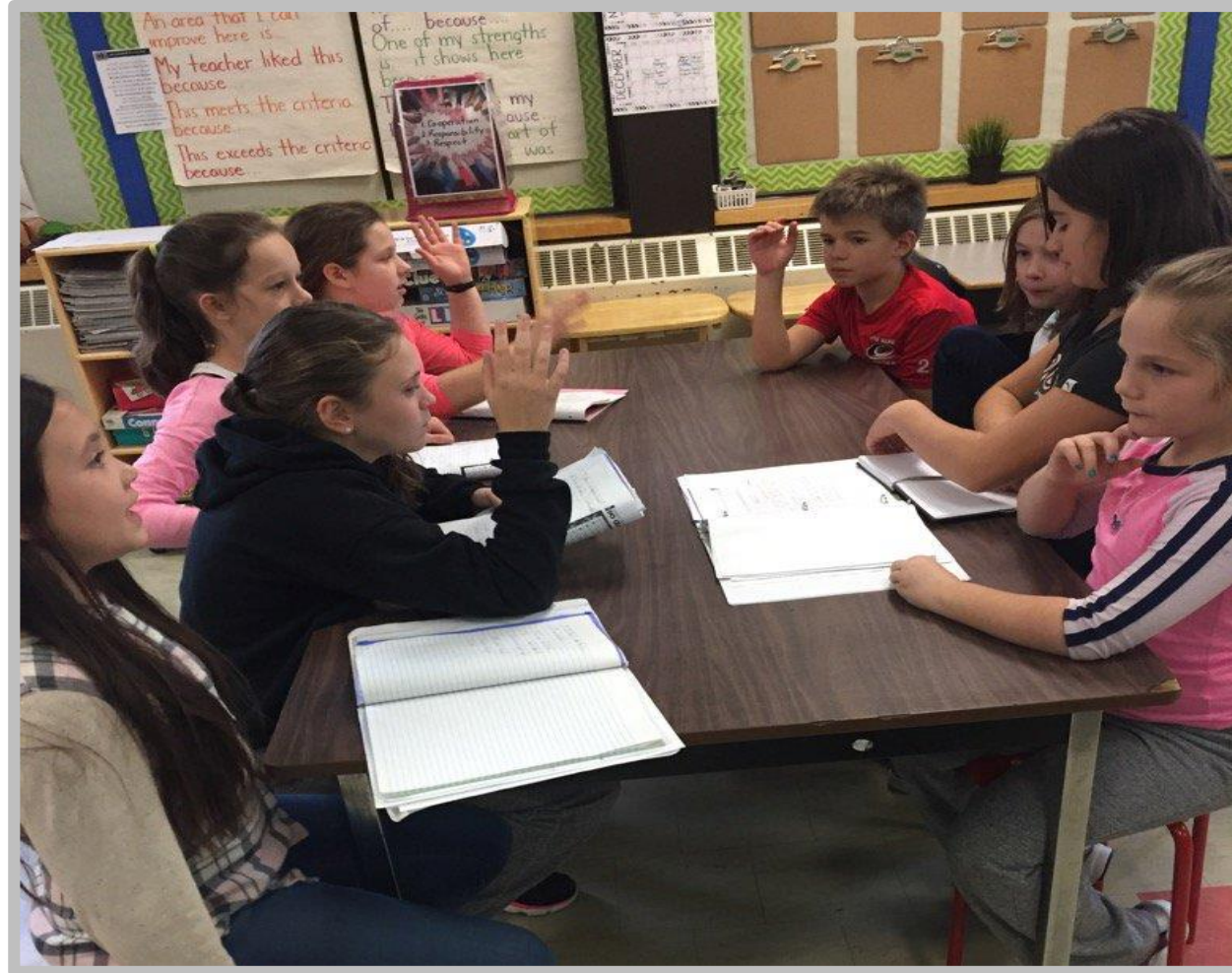


Mrs. Canning's Grade 5/6 Class @ St. Thomas More Catholic School

In my opinion, circles are a powerful part of my classroom community because they help me establish a safe, trusting community where all students are valued and respected. I begin a new week with a prayer service and circle to check in with students and find out their brags and drags. I believe that this allows students to get things off their chests that are either causing them grief (drags) or positive things (brags). It also is a great way to find out how students spent their weekend and to open up any conversations that may need to occur. In addition, circles on Friday afternoons allow students to share successes of the week and to iron out any wrinkles that may have occurred or to just discuss a specific topic (bullying, respect etc). The three expectations of circles are crucial parts of my classroom community and it is nice to be able to speak to these expectations regularly. My students love when they come in and see circle on our daily timetable. It clearly is an important part of their day too as they can share things going on in their lives in a safe and respected way.



Mrs. Canning's Grade 5/6 Class @ St. Thomas More Catholic School



Knowing Our Impact

Student Voice



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Catholic District School Board

“I feel safe in circle, because I don’t always like to share, and I only share when I want to, and I learned that’s ok.”

“I feel happy and excited in circle because its fun, we also talk about things we need to talk about.”

“I feel calm, I can’t explain why.”

“I feel good during circle because you get to know how everyone is doing.”

“I feel happy because I can say stuff and no one will make fun of me.”

“Awesome, because I can say anything and not be judged.”

Knowing Our Impact

School Survey Results

Q1: I feel welcomed by the adults in my school community – 85%

Q2: I feel welcomed by the kids in our school - 76 %

Q3: I enjoy sharing about who I am and what interests me – 76%

Q4: I feel like my classroom is a safe place to be – 76 %

NB: Results are significantly higher than for rest of the school



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Next Steps

- Currently, questionnaires are being completed by 25 teachers who have had circle facilitation this year
- Present to Board of Trustees
- Create opportunities for teachers to share / network in regards to RP and Social Emotional Learning
- Identify barriers to implementing RP in schools/ classes and determine strategies to address those barriers



Questions



Image Source:
<https://www.callcentrehelper.com/customer-service-interview-questions-45914.htm>