

Restorative practices : Relationships & Realities

Relationships Realities Restorative



Restorative Practice Elements



Restorative

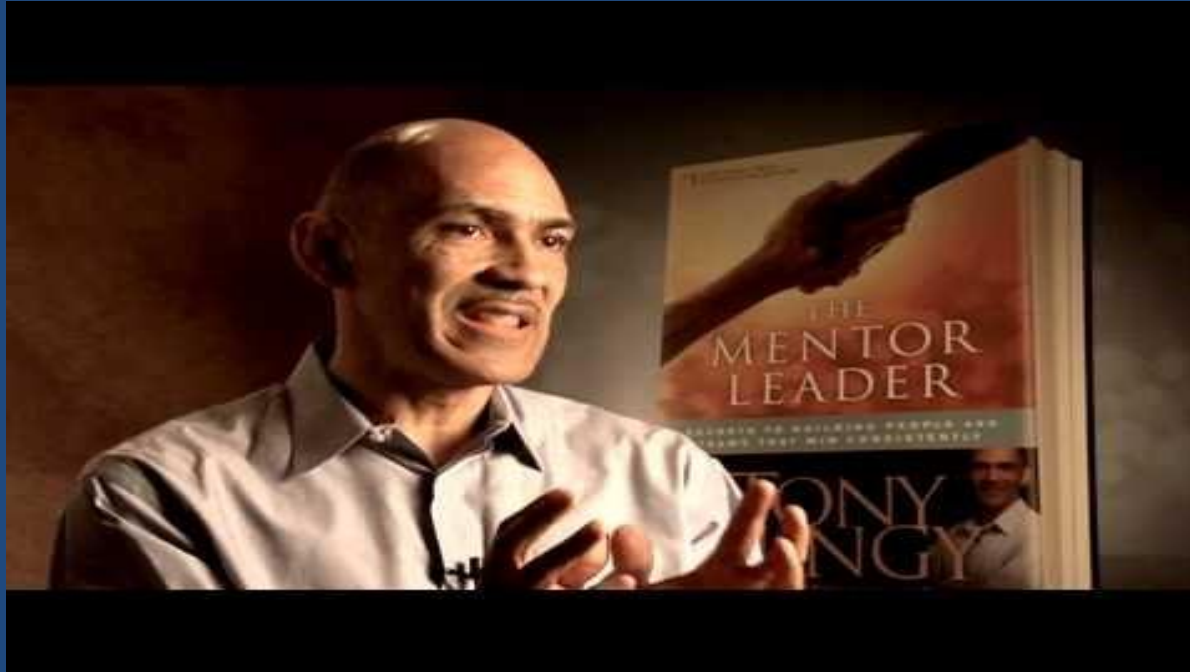
(Formal processes – reactive)

Realities

(What do the boys & staff see -
Reviewing)

Relationships
(ground work – proactive)

The Mentor Leader



Background to implementation

2016 (last two years)

Aligned with

- Positive psychology elements (Seligman)
- MENS Relationships EMAP (Well-being)
- Overturning a punitive focus – code of conduct & behaviour policy.
- Adding restorative elements in the above documents
- Staff who have had experience and background in restorative practices (previous schools)

Reasons for this approach



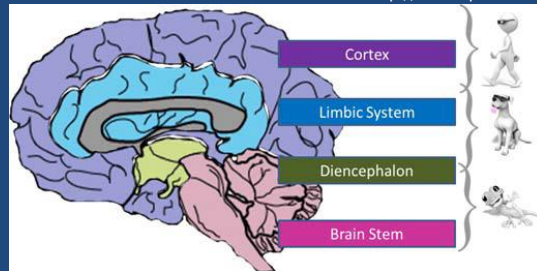
Home What's RP Web Links Articles Books Videos YouTube Presentations Resources Contact Us

Contact Us

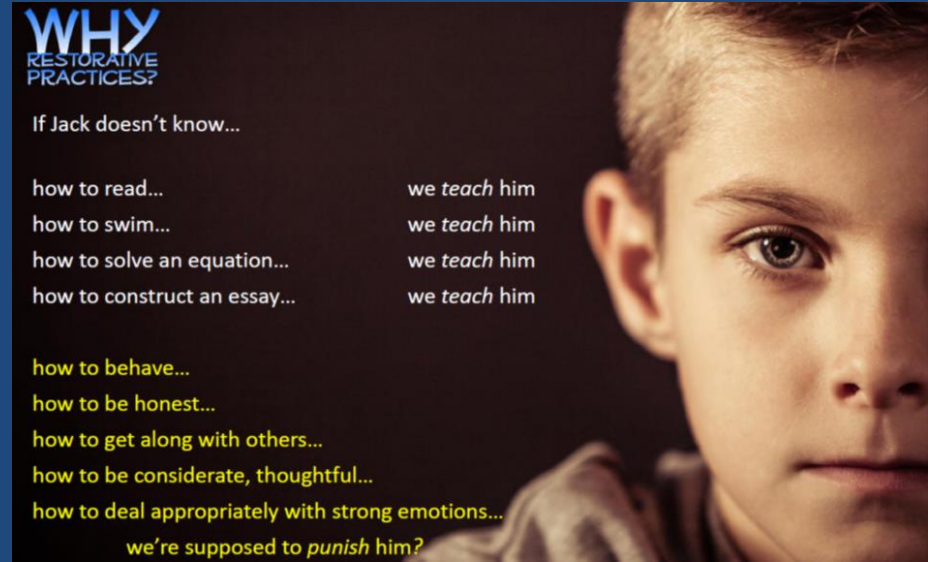


I have been a secondary science teacher at an independent College in Brisbane, Australia, for more than thirty-five years now, and for most of that period I have held senior leadership positions within the College. From 2003 to 2009, I had the opportunity to lead an extensive whole-of-school renewal program which, in addition to other significant and strategic reforms in school structure, ethos, curriculum and pedagogy, involved the development and implementation of restorative practices across the College. Since then, I've presented papers and conducted workshops at national and international conferences on topics including school renewal, school leadership and change management, restorative practices, and the moral emotions of shame, guilt and empathy. (See the **Presentations** page for these papers.)

<http://www.rpforschools.net/contact-us.html>



Steinberg, 2014

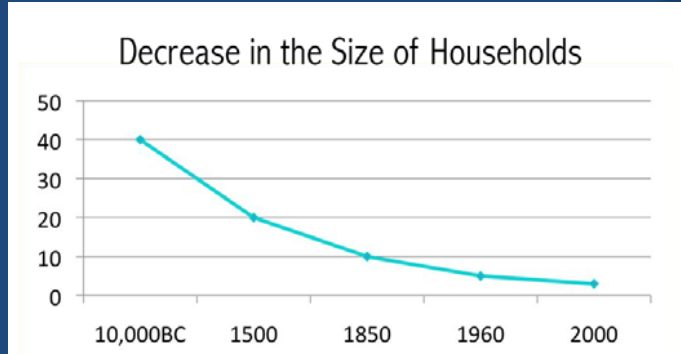
WHY RESTORATIVE PRACTICES?

If Jack doesn't know...

how to read...	we <i>teach</i> him
how to swim...	we <i>teach</i> him
how to solve an equation...	we <i>teach</i> him
how to construct an essay...	we <i>teach</i> him
how to behave...	
how to be honest...	
how to get along with others...	
how to be considerate, thoughtful...	
how to deal appropriately with strong emotions...	
we're supposed to <i>punish</i> him?	

- Demands on Curriculum: imbalance
 - Adult interaction is lower
 - Technology / screen time
 - Limbic V Cortex systems
- Adolescence is now longer- window of opportunity

Changing face of students and schools



Today, the typical American 18 year-old, in a typical loving family, who watches the typical hours of television, and has the typical bedroom, and typical amount of 'screen time' in a day... will have had the same number of social-emotional learning opportunities, that three decades before, was typical of a child at age six. That is, they have the cognitive skills of an 18 year old, but the social-emotional skills of a 6 year old.

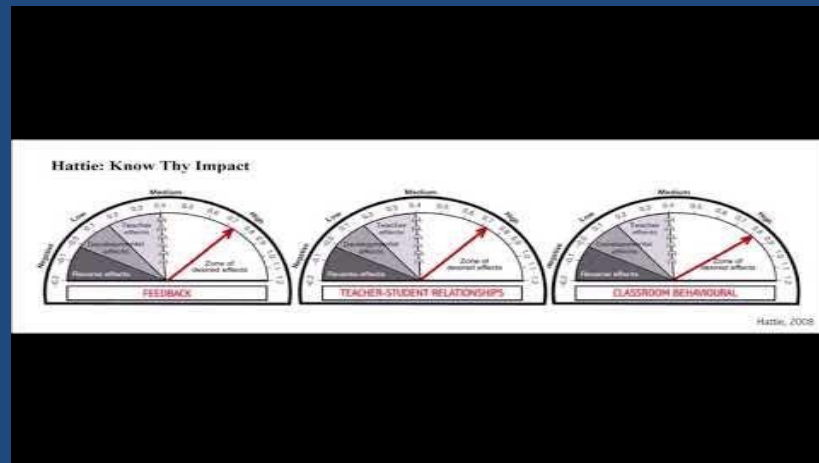
B. Perry, 2014

Neuroscientist, Psychiatrist, Child Trauma Academy, childtraumaacademy.org



Challenges at this stage 2016

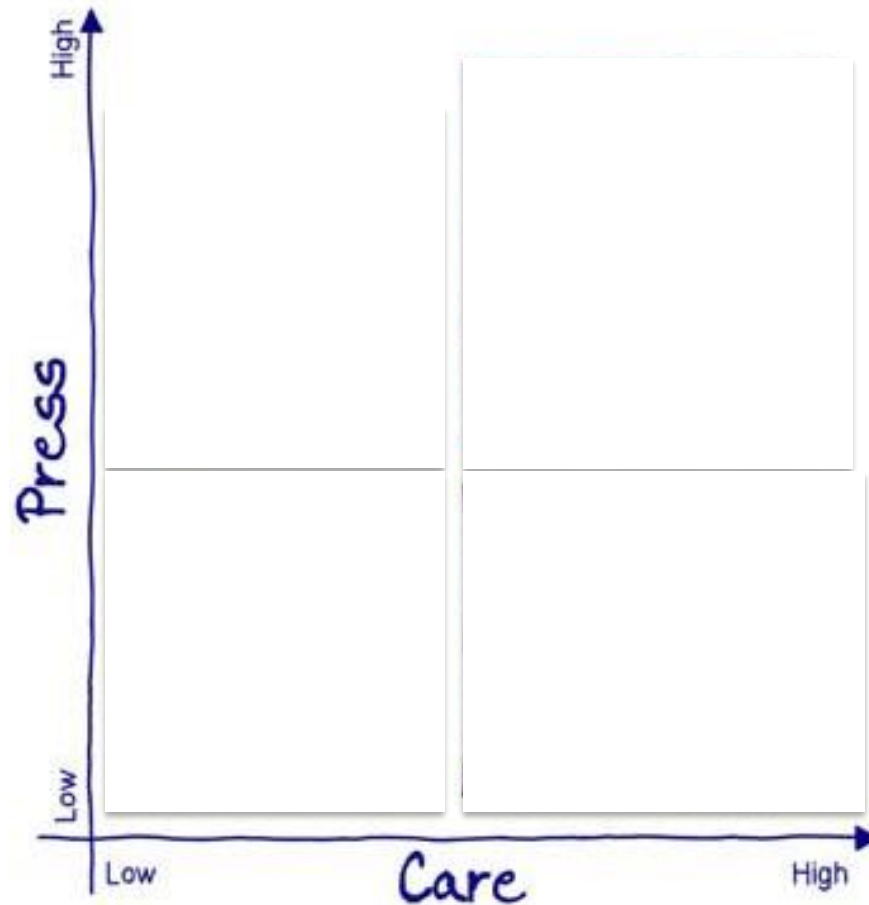
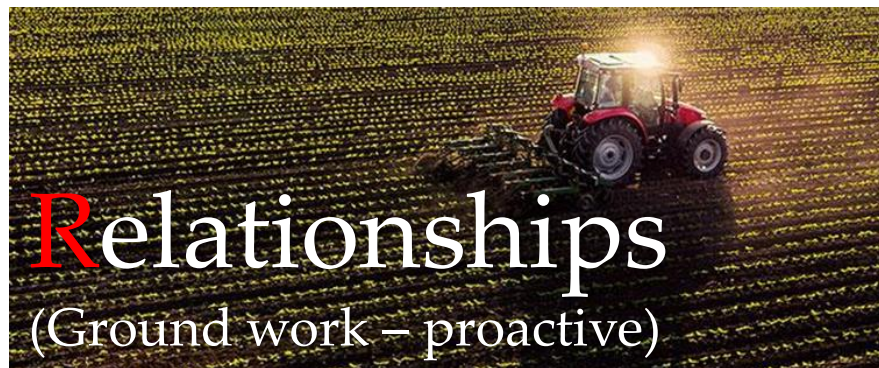
- Why RP and this approach – PDs Graeme George – Chair of RP International
- Buy-in from Teachers – Videos and audio from boys....
- Non-verbal – Emotional intelligence and awareness in young males is limited

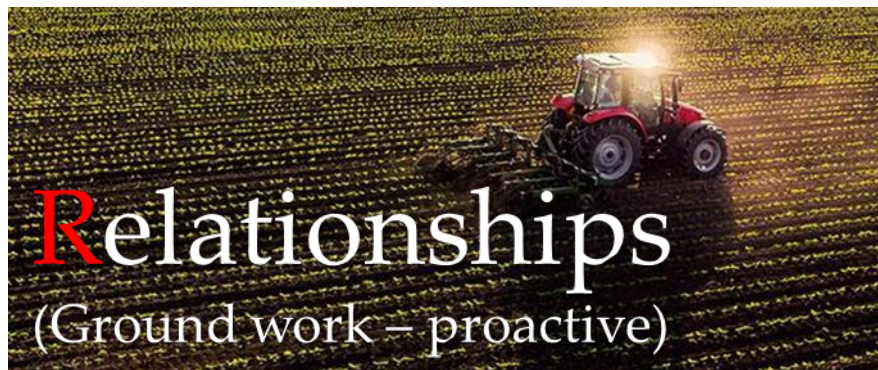


Restorative Practice Elements



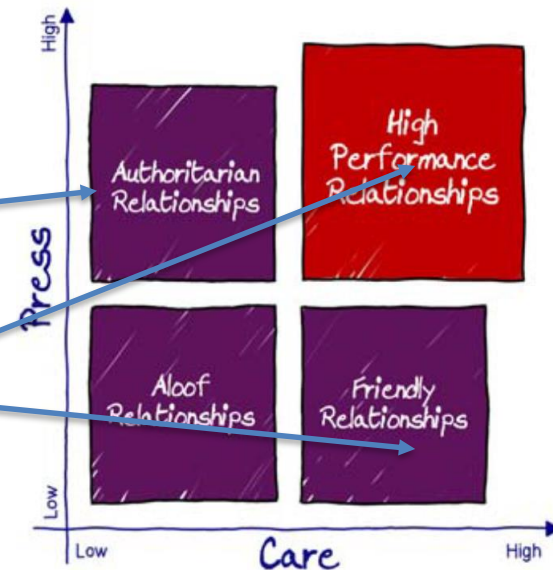
Relationships
(ground work – proactive)





High Expectations and High Relationships = engagement

“Holding high standards without providing a warm environment is merely harsh. A warm environment without high standards lacks backbone. But if you can create a combination of high standards with a warm and supportive environment it will benefit all students, not just the high achievers.”
ASEBT, 2016



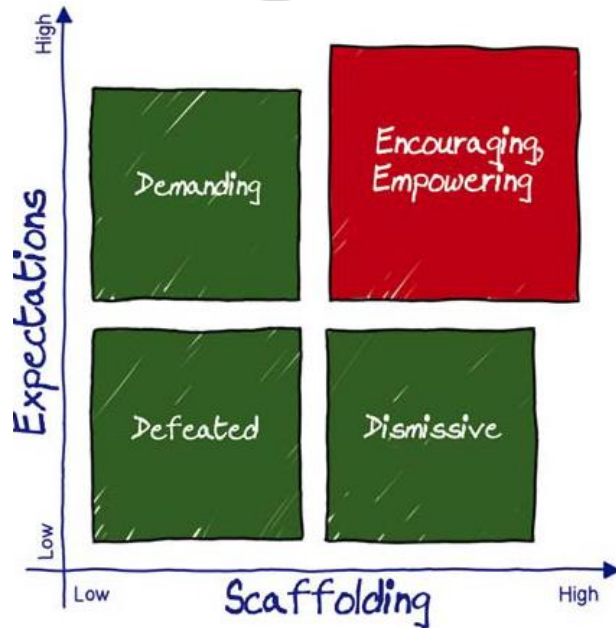
“I don’t want to
let them down”
student



How do we
recognise teachers
that connect and
care..can it be
measured ?
Evidence is seen
through our boys



Expectations and Support/Care



Staff need to feel supported and guided by high expectations from the School executive

- Year level assemblies – Parent and Student awareness of levels i.e disruption to class, Housemaster and parent involvement (level 1-3)
- Recording tool – Central database (TASS) Accountability

It is effectively saying “no matter what you do or say, I’m still going to support you and hold you accountable to be all that you can be.”

Restorative Practice Elements



Restorative

(Formal processes – reactive)



Restorative

(Formal processes – reactive)



Restorative

(Formal processes – reactive)



TSS Restorative Practices (not an exhaustive list)

A range of restorative practices can be adopted in dealing with recidivist behaviour or conflict

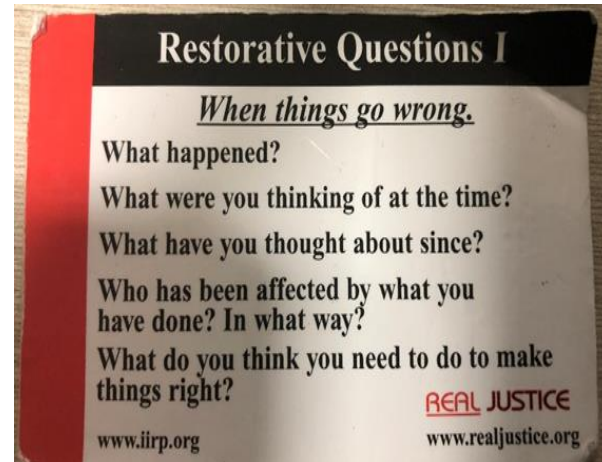
- **Restorative conversations and discussion:** Teacher + Students
- **Mini-conference:** Housemaster + students
- **Formal conference:** i.e Noro virus – nurse (Dean, psychologist, HM and students)
- **Community conference:** (Families, Dean, psychologist, HM and students)

Restorative

(Formal processes – reactive)

- ✓ Continue to keep logging TASS entries – Level 1 and 2 (HM will be ccd)
- ✓ Record of progress
- ✓ Central base – lost e-mail world
- ✓ Instant notification to HM
- ✓ This shows teacher has attempted RP
- ✓ Take away: How are we going to make this right? – empower the student to solve the issue and take ownership of strategy or catalyst for improvement
- ✓ Log as Restorative conversation..... Level 1 (disrupting class etc..)

Reminders to staff



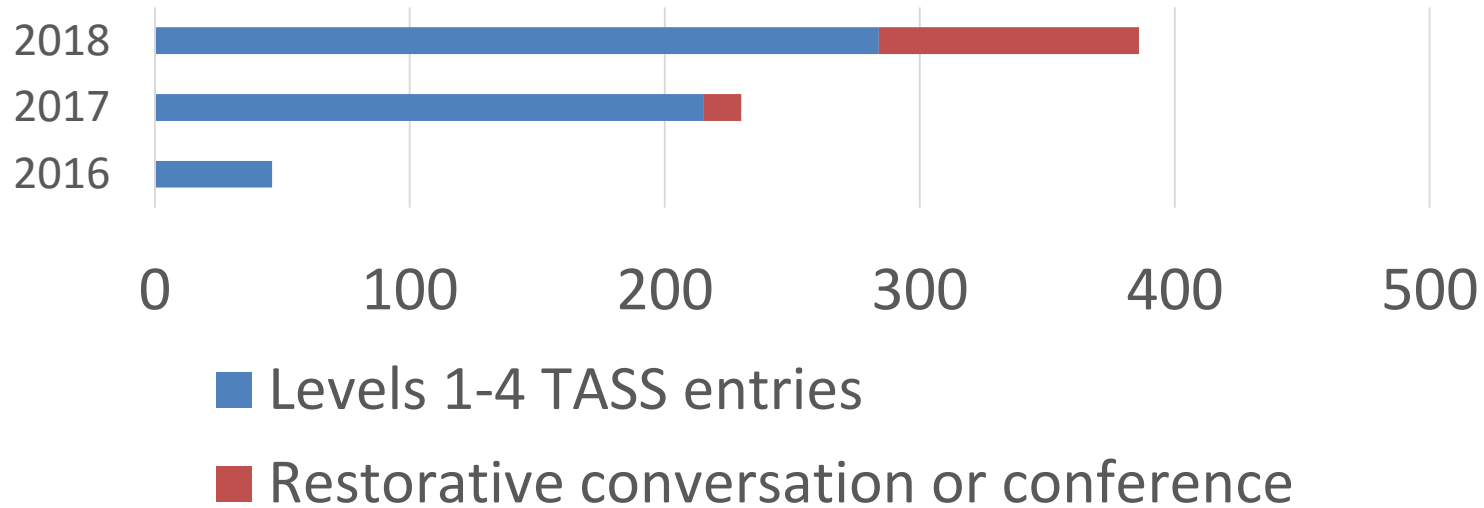
TSS

THE SOUTHPORT SCHOOL

THE SOUTHPORT SCHOOL

RP as an outcome over the years TSS

Term 1s of 2016-2018: Punitive and restorative



TSS

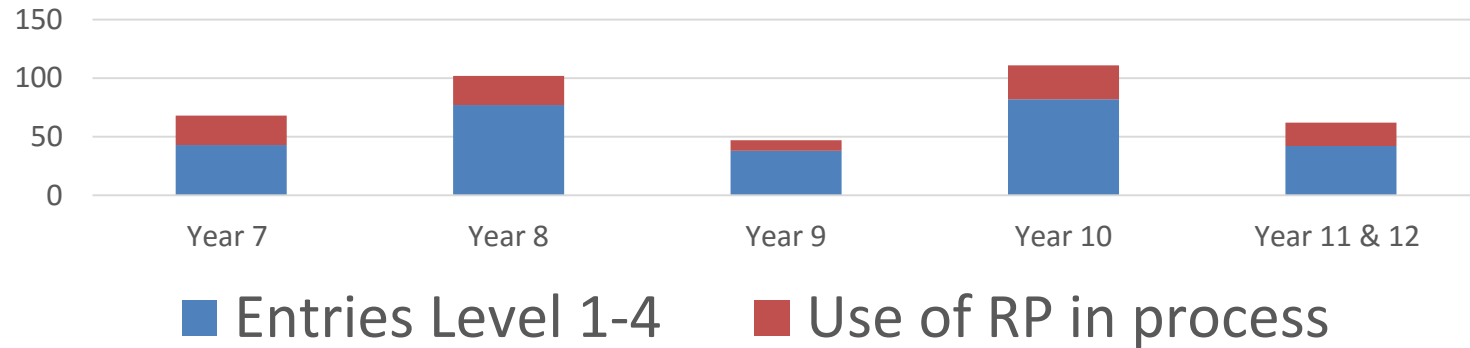
THE SOUTHPORT SCHOOL

THE SOUTHPORT SCHOOL

Using Restorative practices

conversations or conferences

2018 Term 1



TSS

THE SOUTHPORT SCHOOL

THE SOUTHPORT SCHOOL

2018 – Term 1 & 2



Less boys leaving school based on fixed mindset of non-repair of a relationship – showing commitment

Restorative Practice Elements



Realities

(What do the boys & staff see -
Reviewing)

Realities

(what do the boys and staff see)

“People don't care how much you know until they know how much you care”.

— Theodore Roosevelt

- Sacrifice curriculum time – relationships and expectations (Primary – Core teacher)
Head of Teaching and Learning
- ‘Best practice’ examples needed for staff who struggle with expectations and behaviour management – workshops
(new and young staff)
- ‘Best practice’ examples needed for staff who struggle with relational aspects of teaching – videos and PD
- Time to record RP conversations or conferences on TASS replace e-mails
- Constantly reviewing and reflecting – relationship and expectations (X and Y axis)



Are we developing boys who will lead with moral courage?

School Report
2018 Senior atschool/college

Exposure to non-cognitive capacities and experiences in our students' lives

- Vulnerable
- Empathic
- Honest
- Fortitude and courageous
- Love
- Selfless



Reference list

Dungy, T., & Whitaker, N. (2010). *The mentor leader*. Carol Stream, Ill: Tyndale House Publishers.

George, G., 2015a, Just Relationships: Restorative Practices in a Catholic School Community. RPforSchools.net

George, G., 2015b, Right Relationships: Restorative Practices in an Augustinian School. RPforSchools.net

Perry, B.D., 2014. Social & Emotional Development in Early Childhood, Chicago Humanities Festival. Retrieved from <https://www.youtube.com/watch?v=vkJwFRAwDNE>

SBS on demand (2017, Dec 1st) Retrieved from <https://www.sbs.com.au/ondemand/program/look-me-in-the-eye>

Steinberg, L., 2014. Age of Opportunity: Lessons from the New Science of Adolescence. Houghton Mifflin Harcourt.

The Australian Society for Evidence Based Teaching (2018, May 25th). Retrieved from <http://www.evidencebasedteaching.org.au/>

Vaandering, D., 2014. Relational restorative justice pedagogy in educator professional development <http://www.tandfonline.com/> Article DOI: <http://dx.doi.org/10.1111/curi.12057>

