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

Restorative
(Formal processes – reactive)

Realities
(What do the Boys & Staff see)

Relationships
(ground work – proactive)
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

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

Steinberg, 2014

Steinberg, 2014

If Jack doesn’t know...
how to read...
how to swim...
how to solve an equation...
how to construct an essay...
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 punish him?

http://www.rpforschools.net/contact-us.html
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)
Relationships
(Ground work – proactive)

Australian Society for Evidence Based Teaching, 2016
“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

http://www.tandfonline.com/ Article DOI: http://dx.doi.org/10.1111/curi.12057
Relational restorative justice pedagogy in educator professional development
Dorothy Vaandering, Ph.D.
"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 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)
Reminders to staff

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..)
RP as an outcome over the years TSS

Term 1s of 2016-2018: Punitive and restorative

- Levels 1-4 TASS entries
- Restorative conversation or conference
Using Restorative practices conversations or conferences

2018 Term 1

Year 7 | Year 8 | Year 9 | Year 10 | Year 11 & 12

Entries Level 1-4 | Use of RP in process
2018 – Term 1 & 2

- 102 Restorative Conferences and conversations
- 42 Mini or Formal Conferences
- 39 out of 42 no repeat of further conflict
- 19 Formal Conferences involving Psychologist, Dean and HM

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)
“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 at ………………….school/college

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

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

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


