

# LEARNING IN THE 21ST CENTURY: A RESTORATIVE VISION

A painting of a child with red hair, wearing a purple and white striped shirt and dark pants, jumping upside down in a grassy field. The child is holding a string attached to a large cluster of colorful balloons (red, blue, yellow, green, orange) that are floating in the air. The background is a bright, light blue sky with soft, painterly brushstrokes.

INSTITUTIONAL CHANGE FOR DEVELOPING  
COMPASSION INTEGRITY 11:10 - 12:00 PM (Oct 23)

by Dr. Angie Nastovska and Dave Trejo  
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A painting of colorful Easter eggs in shades of red, blue, yellow, and green, with a child's hand holding a purple egg. The background is light blue and white. A yellow horizontal bar is positioned below the painting.

## Goals for the session:

- ❖ Create a shared language for “Institutional Change for Success”.
- ❖ Understand the importance of Compassion Integrity in RP processes
- ❖ Look at Organizational Structures for Success



If we could read the  
**secret history of our  
enemies**, we should  
find in each man's life  
sorrow and suffering  
enough to disarm all  
hostility.

Henry Wadsworth Longfellow  
American Poet

big  
think

Engagement: Power Up

- 1) Turn to your right elbow partner
- 2) Introduce yourself
- 3) Share: What does this quote mean to you?

A painting of colorful Easter eggs in shades of blue, red, yellow, and green, with a child's hand in a purple sleeve reaching towards them. The background is light blue and white.

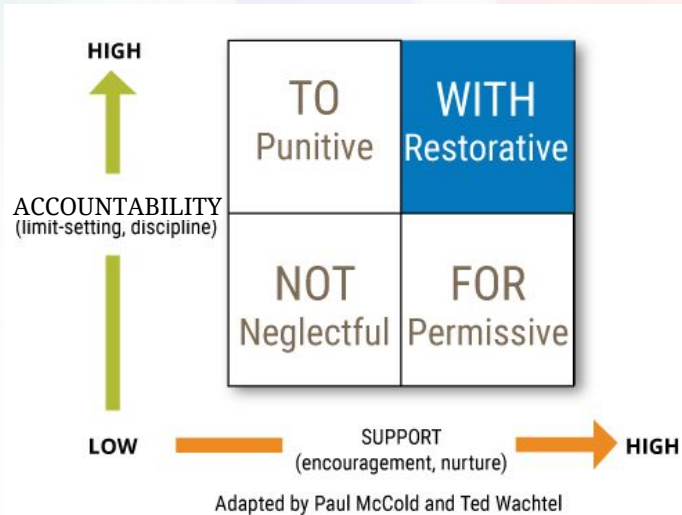
# iLEAD Schools

*Free to think. Inspired to lead.*

*We are a PEOPLE OF PURPOSE, establishing a NEW PARADIGM for education. We are a caring culture that VALUES COMMUNITY, which contributes to a better society.*

*Dave Trejo on “Vulnerability, Organizational Mindsets for Change, and What RPs Isn’t”*

# Organizational Mindsets for Change



# Tips & Pitfalls

- ❖ Expectations must apply to all members of the community
- ❖ Keep the emotion, lose the emotional
- ❖ Never say I don't care
- ❖ Avoid universal statements
- ❖ Vent horizontally not vertically



# What Restorative Practices is Not

## Restorative Practices Continuum





# Compassion Integrity Project (Initiative)

## DQ: *Who am I when no one is looking?*

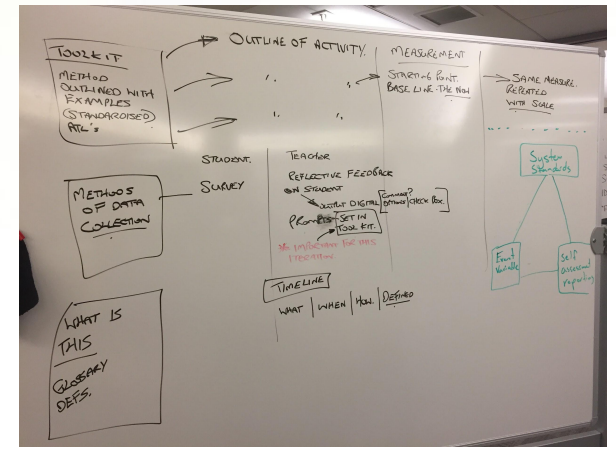
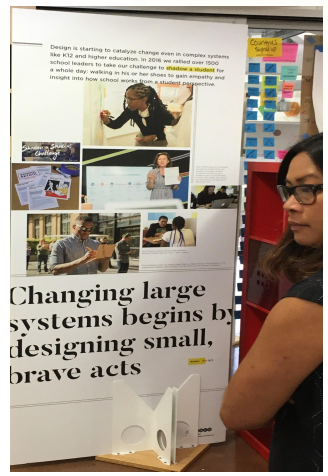


**At Stanford  
Graduate School**

National and Global Influence:  
Collaboration with DLLF; IB, MIT & Penn State;



Hague, Netherlands, 2017  
Presentation with Dr. Peter Senge



At MIT Media and Design Lab with global team (China, Nigeria, Africa, Europe, US...)





# Compassion Integrity Project (Staff)

**DQ: *Who am I when no one is looking?***

- Compassion Team Building;
- RP Circles to start off every PD

+ [Handout](#)





# Compassion Integrity Project (Elementary School)

**DQ:** *Who am I when no one is looking?*

[Tiny House Project](#)

[Video by Elvis Summers \(WATCH\):](#)

- Content and skills: Measurement; climates and climate changes; economy; land formations
- SEL: character , agency, purpose, grit, social intelligence; The 7 Habits
- Restorative Practices: circles; restorative questions, meditations, interview strategies etc.
- Current Activism:

[Let's be Better Humans Campaign](#)



# Compassion Integrity Project (Middle School)

## DQ: *Who am I when no one is looking?*

- Content and skills: “*Game of Life*” math facts using world history and ancient civilizations;
- SEL: character , agency, purpose, grit, social intelligence; the 7 Habits
- Restorative Practices Capacity Building: Personal and Team Mandala’s;

LINKS: Project evidence [1](#), [2](#), [3](#), [4](#); [5](#); [Compassion Experience for the Community in Santa Clarita](#) and [Antelope Valley](#)





# Compassion Integrity Project (High School)

*DQ: Who am I when no one is looking?*

**High School:**

UN [Climate Simulation](#)

[Global News, Social Media Activism](#)





*How do we do this?*

## Organizational Structures for Success

- **School Director Collaborative**
- **Leadership Connections**
- **Collaboratives:** Facilitator/Teacher, Learner; Parent; Central Office; Leadership Residents; Student Support (Special Ed. Team); Home Study, Office managers; PBL Team; NOVARE (LMS) Core Team
- **Math for Deeper Engagement**
- **Parent University**
- **Student Ambassadors**

**Note:** *See handout for explanations and details.*

# Final Reflection



Let's do this again:

## **Goals for the Session:**

- ❖ Create a shared language for “Institutional Change for Success”.
- ❖ Understand the importance of Compassion Integrity in RP processes
- ❖ Look at Organizational Structures for Success

Engagement: Power Down

- 1) Turn to your right elbow partner
- 2) Share one big takeaway from this session
- 3) Did you change or add meaning to the phrase “organizational change for success”?

# Contact Information

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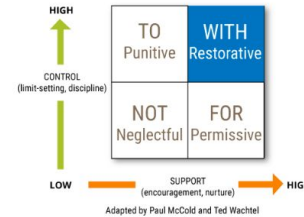
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## 10 Leadership and Relationship Lessons Restorative Practices Taught Me

I recently had the good fortune of participating in a two day training conducted by the [International Institute for Restorative Practices](#). As I sat there, it dawned on me that Restorative Practices training was not exclusive to school leaders or even the [prison system where it originated](#). Restorative Practices training was relationship training for *life*. I came away with lessons that I will apply not only to discipline with my students or conflict resolution with my staff, but takeaways that will help my marriage.



Before I delve into the 10 lessons I took away, it is important to understand one key component of Restorative Practices. The [Social Discipline Window](#) is a conceptual rubric-like tool by which you can gauge how truly collaborative any interaction is with your students, staff, colleagues or even your spouse. Studying the Social Discipline Window will drive home what will seem like common sense. But, like [Shawn Achor](#) says



# Feedback

Please take few minutes to fill out the feedback form:

**CLICK [HERE](#)**

or go to

**[tinyurl.com/iirpcompasion](https://tinyurl.com/iirpcompasion)**