

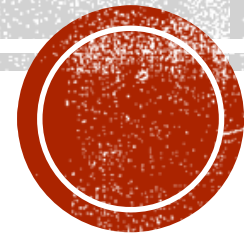
SUSTAINING A RESTORATIVE PRACTICE CULTURE BY MAKING CONNECTIONS

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London District Catholic School Board

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IIRP Canada Conference: Leading & Sustaining Change
April 30, 2018

Model reflective practice	Share your insights. As the 10 Tips for Sustaining Restorative Practices are discussed, record strategies which have worked for you.	Embed goal-setting
Walk the talk		Respond to school-based needs
Shared meaning, individualized expression	Continuous feedback and networking	Be guided by process

GROUP INSIGHTS

At the end of the session, please submit your sheet to the facilitator. Group sharing will be summarized and will be forwarded to participants.

Your email:



REALITY

CHECK

As cited by Blood and Thornsborne (2006) 70 % of change initiatives fail due to three primary reasons:

- people leading the change process announce the change and consider that is sufficient for having implemented
- peoples concerns are not surfaced or heard
- those expected to change are not actively involved in the change process



- **Allowing complacency**
- **Failing to develop a guiding coalition**
- **Understanding the power of a vision**
- **Permitting obstacles to block the change process**
- **Failure to create short-term wins**
- **Declaring victory too soon**
- **Neglecting to anchor change**

(Kotter, 2012)



REALITY
CHECK



Clarke (1999) outlines the five stages of the decision making process first articulated by Rogers as:

1. **knowledge** (exposure to its existence, and understanding of its functions)
2. **persuasion** (the forming of a favourable attitude to it)
3. **decision** (commitment to its adoption)
4. **implementation** (putting it to uses)
5. **confirmation** (reinforcement based on positive outcomes from it)

Cited in Overcoming Resistance to Whole-School Uptake of Restorative Practice, P. Blood and M. Thorsborne, Paper for the IIRP Conference 2006)

UNDERSTANDING THE CHANGE AND DECISION-MAKING PROCESSES

- To experience the processes, need to allow time (multiple year plan)
- Consistent leadership at the helm to facilitate, support and monitor the progress





START SMALL, THINK BIG

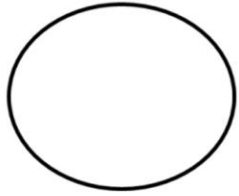
- Innovation takes time: five-year plan (currently Year 2)
- Offer intensive training to each school-based team involved in the RP project and also other “leaders” – partnership with IIRP-Canada
- Broaden participant groups and understanding of RP continuum and philosophy through time
- Anchor in social-emotional learning



Age appropriately the student can....

manage own emotions and behaviours

recognize own emotions, values, strengths and challenges



show understanding and empathy for others

work together with others, manage conflicts and form positive relationships

make good decisions and choices about personal and social behaviour

interest in examining the link between social functioning and academic achievement. Researchers have examined the effect of SEL programmes on children's academic outcomes and standardized achievement tests. Payton and colleagues (2008) is the most rigorous assessment of the impact of SEL programmes on children (meta-analysis).

Research shows that evidence-based programs are improving children's academic performance.

SOCIAL-EMOTIONAL LEARNING

“If your emotional abilities aren't in hand, if you don't have self-awareness, if you are not able to manage your distressing emotions, if you can't have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far.”

-Daniel Goleman

SEL is the process whereby children and adults develop essential social and emotional competencies to:

- Recognize and manage emotions
- Handle oneself and tasks effectively
- Develop care and concern for others
- Establish positive relationships
- Make responsible decisions

SOCIAL-EMOTIONAL LEARNING (SEL)

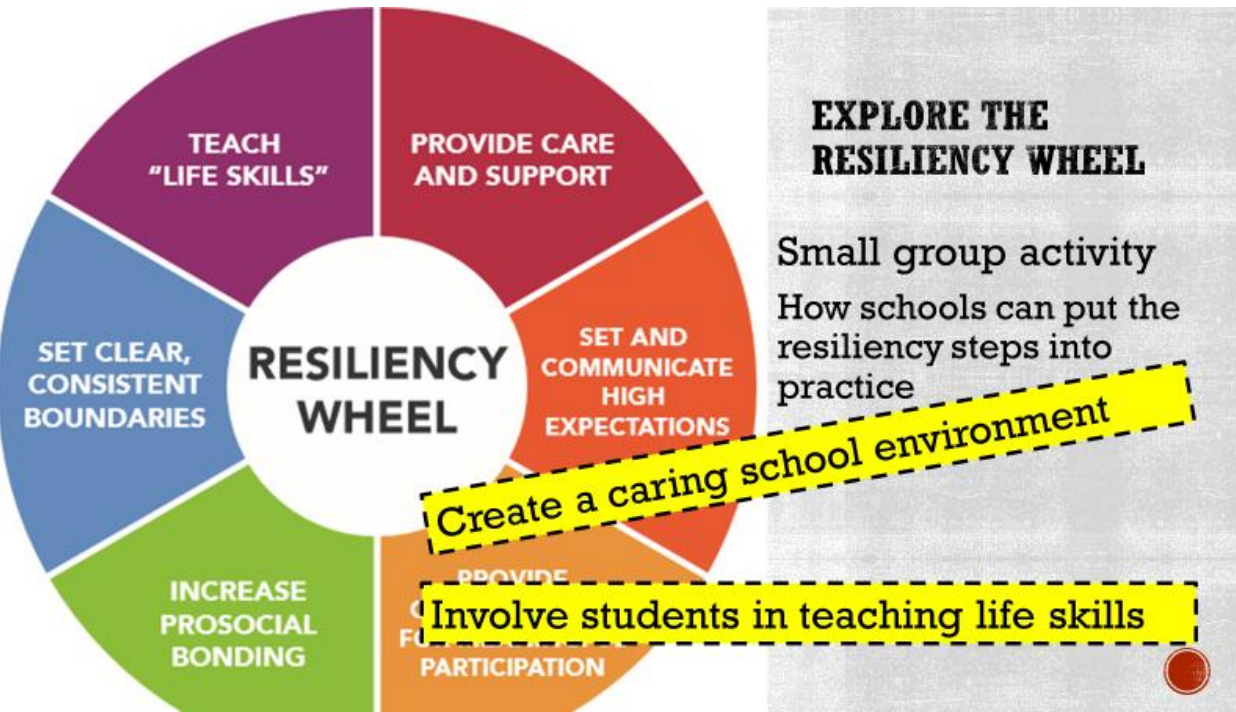


2



INTERVAL TRAINING

- Framework allows for gatherings several times per calendar school year
- Each session is focused training in RP and goal-setting followed by opportunities to implement set goals
- Begin with informal processes and specific strategies/tools to implement
- Demonstration of how RP supports other district and school-based initiatives such as growth mindset, resiliency, mindfulness, self regulation programs, etc.



3

SHARED LEADERSHIP & VISION

“If the principal sneezes, the school catches a cold.” Tom Whitaker

- Foster the belief that leadership can take many forms (creation of school-based teams)
- Create a consistent and enduring “critical mass”
- Make connections between restorative practice and district-wide focus areas (faith-based and directives from the Ministry of Education)

CONNECTING IN / SCHOOL

Students in your community. Is there a mix of who might be concerned? How do these concerns affect that community? Sentences from a student's perspective.



JUST AS IMPORTANT RESEARCH TELLS US THAT EDUCATORS HAVE AN IMPORTANT ROLE IN NURTURING THAT SENSE OF BELONGING

FORMING TRUSTING RELATIONSHIPS with students are critical for students to ask for support.

• Students look for cues in the environment (classroom and school community)

- Am I liked?
- Do I fit in?
- Am I respected?
- Am I valued?



I can't do this anymore. I have no friends. Adam is mad at me. There's too much work. I can't do all the work. How can I get all this work done? I start one thing and she gives me other things to do. She makes me stay in at recess. I can't stay in at recess. I want to call my mom. I can't do this anymore. I want to go home.”

Former grade 8 student

SCHOOLS AS “FIELD HOSPITALS”

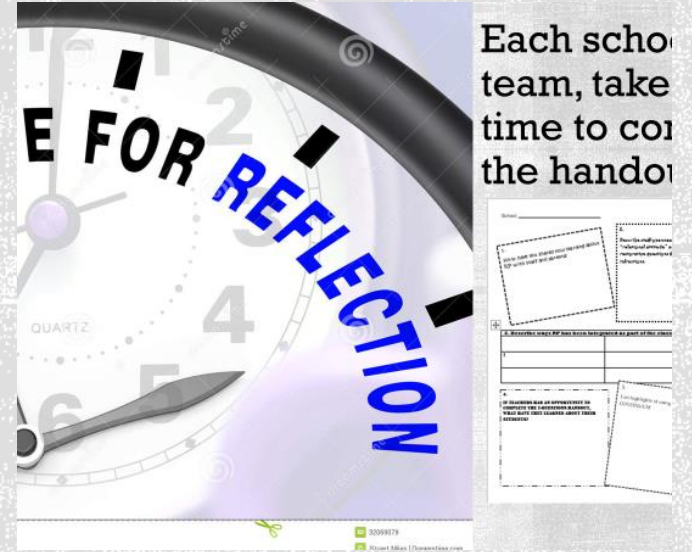
Field-hospital workers are trained in triage; they recognize very quickly the wounds, stop the bleeding and initiate the process of healing.



MODEL REFLECTIVE PRACTICE

“They don’t care what you know until they know you care.”

- **The heart of restorative practice is nurturing the relational attitude; engaging in caring behaviours to support overall development**
- **Demonstrate how RP provides tangible ways to practice and cultivate caring (human connections, sensitively to students’ academic and emotional needs, and regard of students’ voice -opinions/perspectives)**
- **Work of Purkey and Stanley (1990) = INVITATIONAL EDUCATION**



AFFIRM ● REFINE ● ALIGN ● BUILD ●

INTENTIONAL UNINVITING

- Dismissive
- Alienating
- Harsh
- Vindictive

INTENTIONALLY INVITING

- Consistently positive
- Communicates a growth mindset
- Purposeful
- Sensitive to student needs and takes responsible action

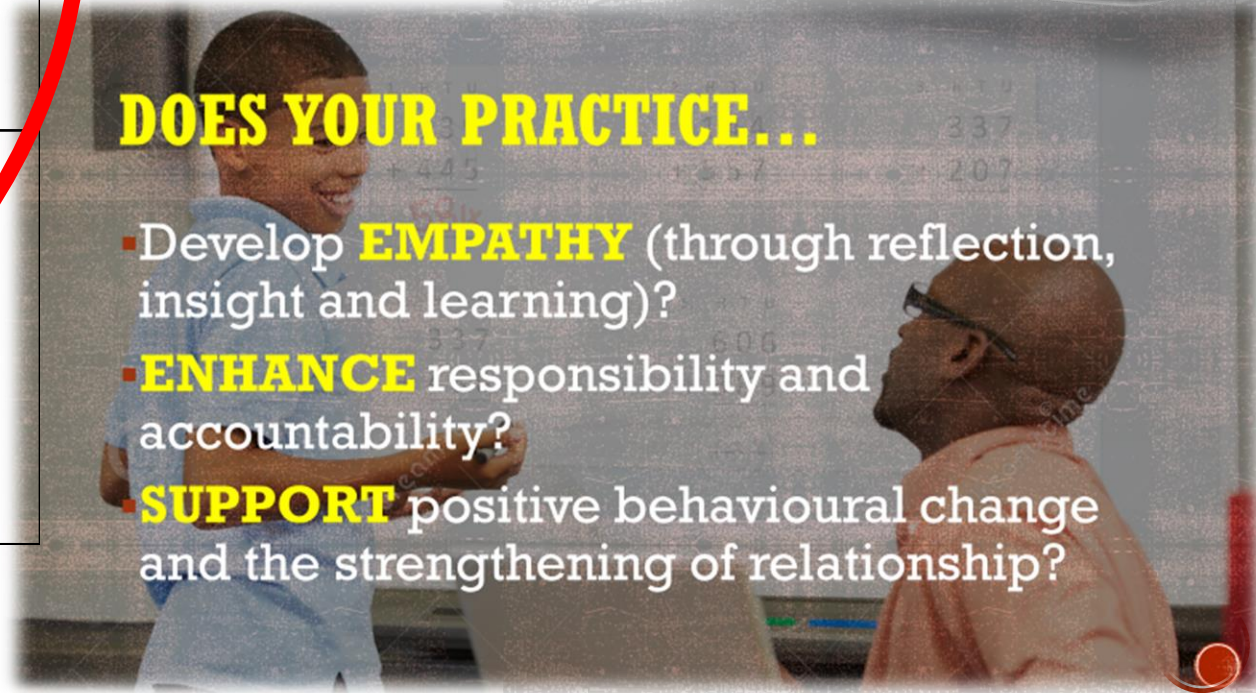
UNINTENTIONALLY UNINVITING

- Negative
- Communicates low expectations
- Exhibits a low sense of efficacy
- Pessimistic

UNINTENTIONALLY INVITING

- Energetic but unaware
- Enthusiastic but naïve
- Positive but inconsistent
- Communicates a laissez-faire attitude

Smith et al (2017)



DOES YOUR PRACTICE...

- Develop **EMPATHY** (through reflection, insight and learning)?
- **ENHANCE** responsibility and accountability?
- **SUPPORT** positive behavioural change and the strengthening of relationship?

From the restorative practices session today....

1 affirmation:

1 refinement:

A goal to move RP forward for me:

To move forward:

**Strengthening the repair – suggested actions and
“up afterwards”**

“Wanting to move more staff forward”

Affirmations:

**“The importance of social-emotional
learning”**

**“Feeling more comfortable with circles and
implementing the restorative questions”**

Refinement:

**“”I need to refine my use of restorative
language”**

“Love the plot line strategy”



**EMBED
GOAL-
SETTING**

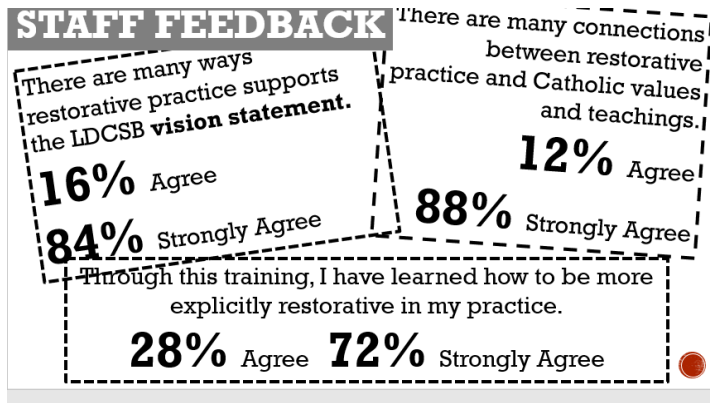
**You need to know where
you’ve been before you
know where you’re
going.**

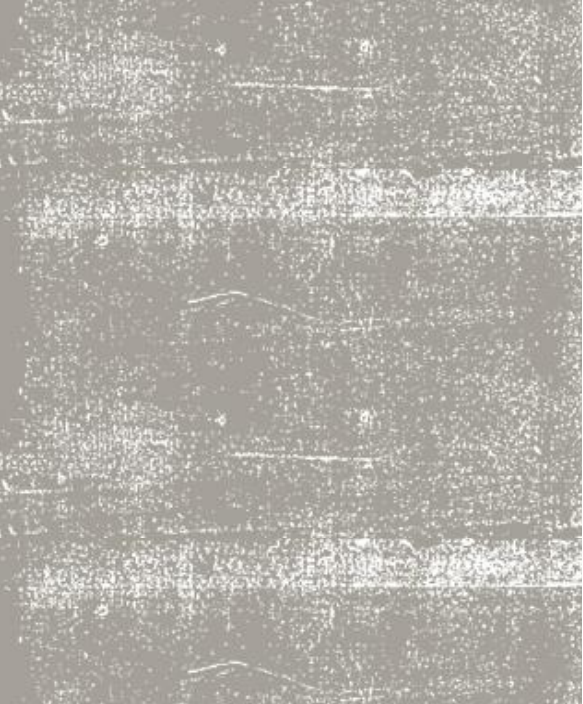


3	Things I learned today
2	Things I found interesting
1	Question(s) I still have

DEBRIEFING, EXIT CARDS AND SURVEYS

- Identify concerns (personal, implementation, impact, collaboration, refinement)
- Monitoring the elements of effective change (vision, skills, incentives, resources and action plan)
- Gauge the momentum (within and across schools)
- Provide direction to fine tune professional learning sessions
- Gather data for accountability purposes



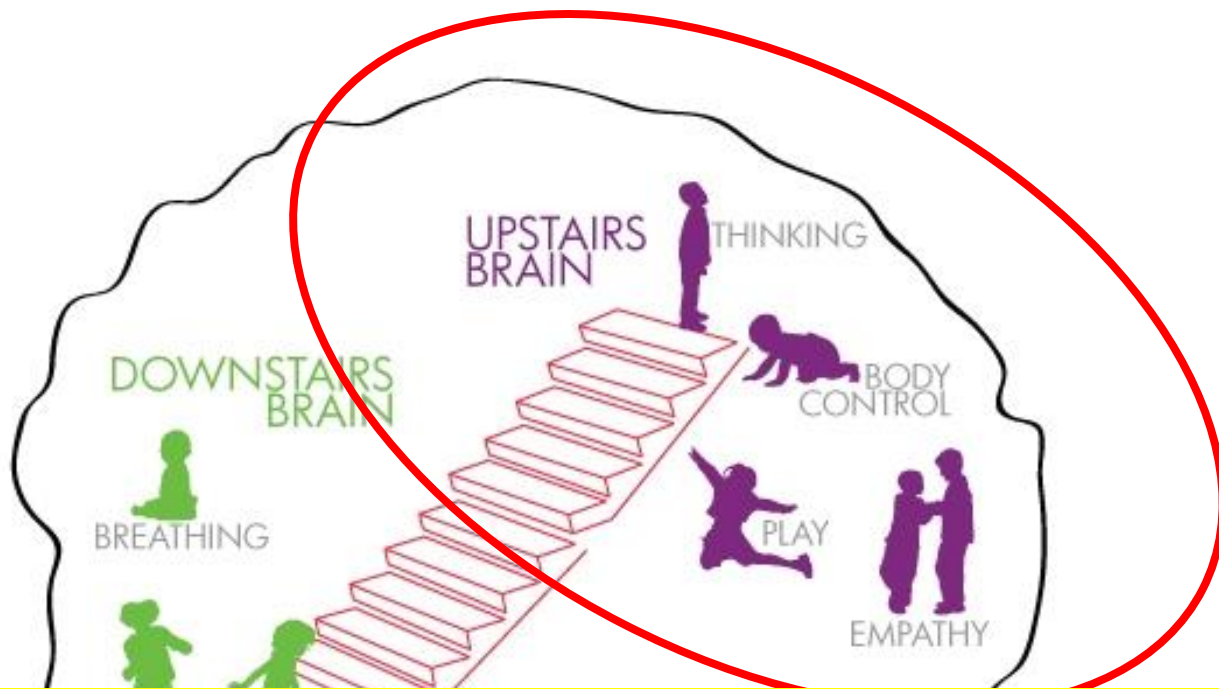


al relief day story..

WALK THE TALK

“Wherever you look in the natural world, you find only networks, not org. charts....All living systems are webs of relations spun into existence as individuals realize that there is more benefit available to them if they create relationships than if they stay locked in narrow boundaries of self-interest. Unending processes of collaboration and symbiosis characterize life...These relationships of mutual benefit lead to the creation of systems that are more supportive and protective of individuals that if they had to live alone. It’s important to remember that nothing living lives alone.” Wheatley (1999)





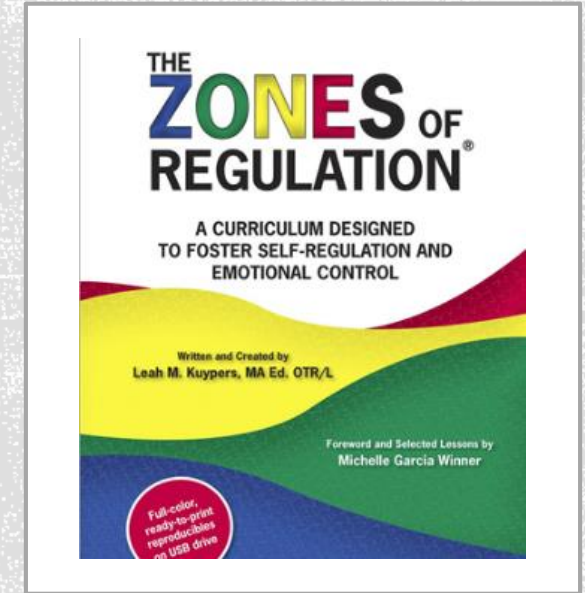
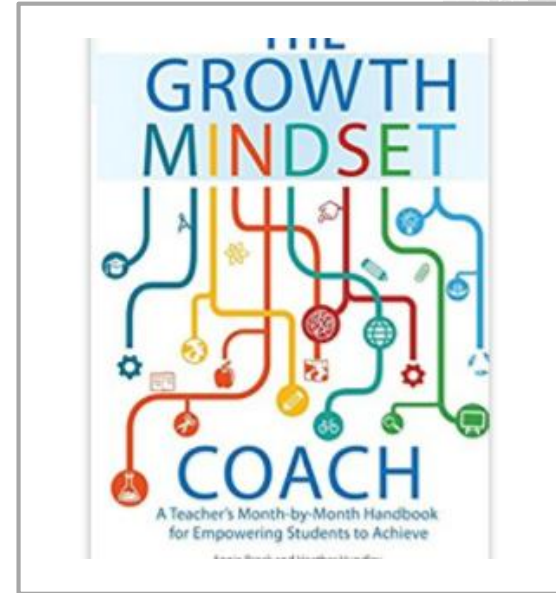
REMAIN IN OUR UPSTAIRS BRAIN

It's important during these times, not to enter the tornado. We need to remain in our upstairs brains in order to ensure a calm, safe learning environment for ourselves, all the other students watching what's happening, and for the student who created the tornado so that he or she is offered support to access alternative coping strategies and learn about **personal triggers**. Souers and Hall(2016)

- 1. Know thyself.** It's important to know **our own set of triggers** and see them for what they are. How am I feeling about this student and this behaviour? How can I react in a way that supports this student instead of reacting emotionally to his or her choices? What do I need at this time to stay focused on the needs of the student?
- 2. Connect with students.** The use of affective statements and questions helps us become more aware of our students' needs, strengths, interests, triggers, and deviations from baseline behaviours.
- 3. Prevent the tornado from happening.** Finds ways to be proactive instead of reactive. Encourage independence, self-reflection/knowledge, and empowerment.

RESPOND TO SCHOOL-BASED NEEDS

- Support school-based teams to identify connections between current initiatives and restorative practice – How can it support what staff are currently engaged in a school community to address social-emotional needs?
- Use collaborative problem-solving to address challenges faced in school communities (i.e., student behaviour, school-wide implementation of RP, etc.)



ZONES CIRCLE STARTERS

Perspective taking:

When I'm in the _____ zone, others might feel _____.

When I'm in the _____ zone, others might be thinking _____.

When I'm in the _____ zone, others might say _____.

When I'm in the _____ zone, I can try these _____ zone tools.





**THE RP WAY:
AN "ETHIC OF CARE"**

- "Not a "cookie cutter" approach to discipline and addressing misbehaviors
- Through caring relationships, students learn how to understand that their actions can cause harm
- Builds a foundation to develop and foster empathy and connection
- It's about reflection and personal accountability
- Actively listening to students identifies underlying needs which



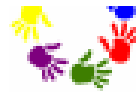
**"SAFE ENOUGH
HEALTHY ENOUGH"**

"If our interactions with students are characterized by positivity, respect, and consistency, we'll **establish relationships that are safe enough** for them. And if we initiate a supportive process to resolve conflicts like RP, then we **cultivate an environment that is healthy enough** for them."

SHARED MEANING, INDIVIDUALIZED EXPRESSION

- **What does restorative practice look like, sound like and feel like in YOUR school community?**
- **How do you foster a culture of belonging**
- **How are staff invited on the journey?**
- **How do you communicate the RP Way in your school community?**
- **What are the challenges you have encountered?**





Schedule of Professional Learning Sessions 2017-2018

REVISED

Date	Group A	Group B
Session 1 Sept. 27, 2017	8:30 a.m. – 11:30 a.m. CEC-Oxford Room	1:30 p.m. – 3:30 p.m. CEC-Board Room
Session 2 Nov. 14, 2017	8:30 a.m. – 11:30 a.m. CEC-Board Room	
Session 3: January 31 & Feb.1, 2018 2-Day Restorative Practices Training <i>Scheduled only for those participants NEW to restorative practices</i>	Any Group A members new to restorative practices can sign up for the training	8:30 a.m. – 4:00 p.m. Facilitator: IIRP Canada CEC-Board Room
	January 31, 2017 4:15 p.m. – 6:00 p.m. LDCSB staff previously trained in RP are invited to this follow up session with the IIRP facilitator. Focus: review of RP approach, networking and sharing.	
Session 4: Conferecing April 18, 2018	Dinner Session: 4:15 p.m. – 7:00 p.m. <i>(Dinner will be available at the start of the session)</i> CEC – Board Room	
Session 5: Conferecing and Moving Forward June 5, 2017	Dinner Session: 4:15 p.m. – 7:00 p.m. <i>(Dinner will be available at the start of the session)</i> CEC – Board Room	

Group A: Year 2 of restorative practices journey

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MyLDCSB Restorative Practices

Welcome to the community. We want to hear from you. Ask a question. Share your thoughts. Get smarter and help others.

Calendar

April 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14

Files

New Upload

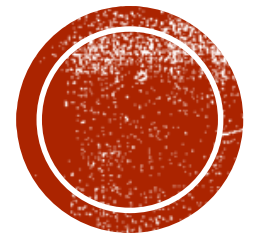
- Name
- IIRP Training-Handouts
- MindUp

CONTINUOUS FEEDBACK AND NETWORKING

BE GUIDED BY PROCESS

“Effective organisational leadership is more about managing the journey of change than announcing the destination.” (Zigarmi et al:Blanchard, 2006)

- Shifting thinking and behaviours takes time
- Sustainability is enhanced with active engagement
- Time invested will save time (proactive approach to resolve underlying issues and prevent reoccurrence)
- Model a growth mindset and a resilient mindset (we all learn from mistakes, the value of perseverance)



STEPS TO RESPECT

MANNERS AND BE POLITE

and acknowledge
y name

er to say: "Please"
you", "May"
wel

cour
stake

n others
es

tements:
when..."

LISTEN WITH AN OPEN MIND

- Look at the speaker, keep your body still, and give your full attention
- Pause and T.H.I.N.K. before speaking

to understand how the
er person feels

to understand the other
n's side of the story

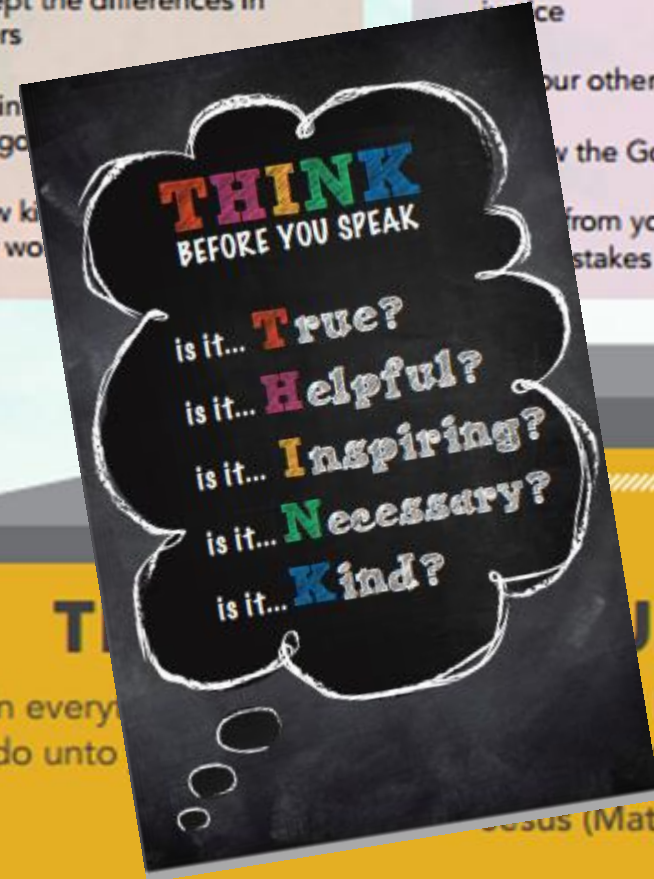
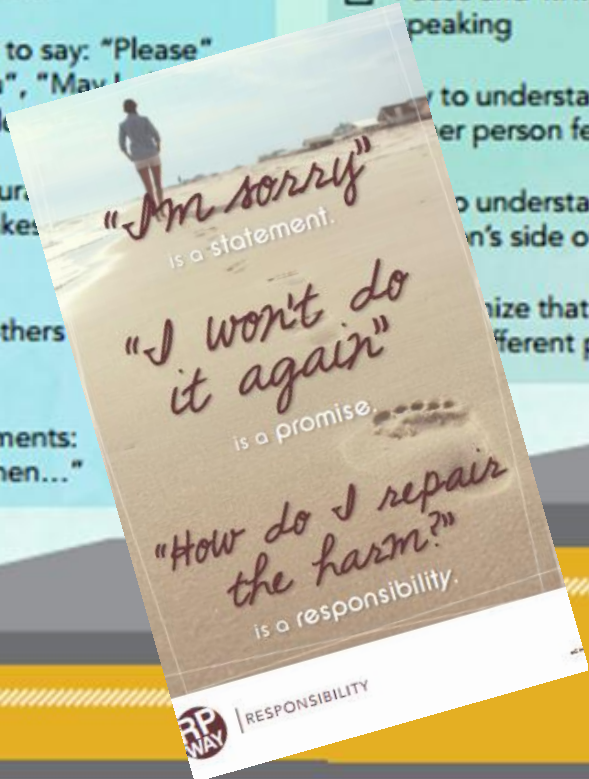
imize that it's okay to
ifferent perspectives

TREAT OTHERS AS EQUALS

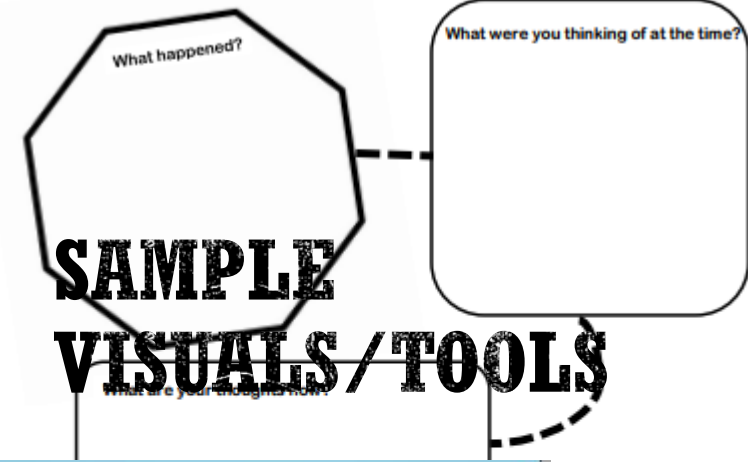
- Accept the differences in others
- Talk in a way that makes others feel good
- Show kindness to your work

MAKE RESPECTFUL CHOICES

- Choose actions that reflect the Catholic value of respect, compassion, equity, and justice
- Treat your neighbors as you would like to be treated
- Follow the Golden Rule
- Take responsibility for your choices and the consequences of your choices



When you made choices and things went wrong....



SAMPLE VISUALS/TOOLS

What Can I Say To Myself?

Instead of...	Try thinking...
I'm not good at this.	What am I missing?
I'm awesome at this.	I'm on the right track!
I give up.	I'll use some of the strategies we've learned.
This is too hard.	This may take some time and effort.
I can't make this any better.	I can always improve, so I'll keep trying.
I just can't do math.	I'm going to train my brain in math.
I made a mistake.	Mistakes help me to learn better.
She's so smart. I will never be that smart.	I'm going to figure out how she does it so I can try it!
It's good enough.	Is it really my best work?
Plan A didn't work.	Good thing the alphabet has 25 more letters!

Source: David Gueth



10 TIPS FOR SUSTAINING RESTORATIVE PRACTICE IN ELEMENTARY SCHOOLS

1. Start small, think big
2. Interval training
3. Shared leadership & vision
4. Model reflective practice
5. Embed goal-setting
6. Walk the talk
7. Respond to school-based needs
8. Shared meaning, individualized expression
9. Continuous feedback and networking
10. Be guided by the process



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