A Day in the Life of a Restorative Classroom

Kristy Elliott
Check In

My name is …

I am from … and

I work in the field of …
Jigsaw Mixer

• In your group of 3, share with each other:

1. Your favourite meal, OR
2. Your favourite city, OR
3. Something on your bucket list
My Intention Today

To provide an insight into the inner workings of a classroom that operates from a relational standpoint

and

To share the many benefits of working in such an environment
Values/Principles of a Restorative School

- **Learning** – conflict is an opportunity to learn
- **Respect** - everyone is treated as of equal worth
- **Fairness** – inherent understanding that behavior is separate from the person
- **Honesty** - speaking openly and honestly
- **Safety** – working together to build a community of care
- **Empathy** – development of awareness of our words and deeds on others

*Adapted from the work of Restorative Justice Consortium, 2004*
Values/Principles of a Restorative School

Voluntarism – entering healing processes willingly

Restoration – healing the harm

Personal accountability - being accountable for our actions

Inclusiveness - involving everyone in decisions that affect them

Collaboration – working together

Self-actualization – the human capacity for positive growth

Interconnectedness – communal bonds

*Adapted from the work of Restorative Justice Consortium, 2004)
Social Discipline Window

Adapted from Wachtel, T. (1999).

- **TO Punitive**
- **WITH Restorative**
- **Neglectful NOT**
- **Permissive FOR**

Limits, boundaries, expectations

Support, nurturing, caring

Restorative Pathways.
The Restorative Classroom

- Relationships
- Language
- Classroom Set Up
- Conflict Resolution
- Curriculum
- Social/Emotional Literacy
Relationships
(Students, Staff, Parents)

Number 1 Priority

How:
• Circles
• Check in/check out daily
• Buddy Circles
• Information Sessions
• Essential Agreements
• Team Building Games
• Have Fun!

• Staff Circles
• Student Action
• Group Circles
• Newsletter articles
• Blogs
• Take advantage of
• every moment
Circles

• ancient tradition
• structured framework
• occurs regularly
• safe, supportive, fun
• Community building
• develop communication skills
• develop active citizenship skills
• various types of circles

‘a leader in every chair’
(Christine Baldwin & Ann Linea)
Measured Outcomes

- Stronger Relationships
- Engagement and participation
- Improved attendance
- Reduction in conflict and violence
- Cooperation and community
- Resilience
- Increased social capital

- Reduction in referrals
- Increased emotional literacy
- Enhanced health and wellbeing
- Increased sense of belonging and connectedness
- Positive attitudes
Case Study #1: Relationship Building with Laurie*

• Grade 5
• Moved to my class in Term 1
• Reputation ‘the hard, disruptive, unruly kid’
• Baggage – parents, siblings, friends, past school experience, family values
• Academically struggling
Curriculum

• Circles as the vehicle for design and delivery
• Collaboration with students and parents
• Inquiry based – moves from teacher directed to student led
• Assessment – combination of teacher and student
• Peer teaching is encouraged
You can really get along with a book better. You learn together. Because of other people, you get ideas. They help you understand the book, and you help them understand the book, and together you understand more.
Social/Emotional Literacy

• Explicit
• All day, every day
• Curriculum (AusVELS, IBPYP)
• Circles are the vehicle
• Specific programs (KidsMatter, Friendly Schools Framework, Tribes, PATHS)
• School Values
• Daily provocations
# Emotional Intelligence (Literacy)

<table>
<thead>
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<th>Definition</th>
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<tr>
<td><strong>Self – Awareness</strong></td>
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| **Self – Regulation (management)** | The ability to control or redirect disruptive impulses and moods  
The propensity to suspend judgement – to think before acting |
| **Motivation** | A passion to work for reasons that go beyond status or money  
A propensity to pursue goals with persistence and energy |
| **Empathy (social awareness)** | The ability to understand the emotional makeup of other people  
Skill in treating people according to their emotional reactions |
| **Social Skill (relationship skills, social decision making)** | Proficiency in managing relationships and building networks  
An ability to find common ground and build rapport |

(Goleman, 2004)
RP and AusVELS

Physical, personal and social learning

• Civics and Citizenship
  i. Civic knowledge and understanding
  ii. Community engagement

• Interpersonal development
  i. Building social relationships
  ii. Working in teams

• Personal learning
  i. The individual learner
  ii. Managing personal learning
RP and AusVELS

Interdisciplinary learning

• Communication
  i. Listening, viewing and responding

• Thinking processes
  i. Reasoning, processing and inquiry
  ii. Creativity
  iii. Reflection, evaluation and metacognition
Social and emotional learning skills

Self-awareness
Recognising and understanding our feelings, while valuing our strengths and abilities

Self-management
Controlling and directing our emotions in appropriate ways

Social awareness
Being aware and respectful of the feelings and perspective of others

Relationship skills
Dealing positively with relationship problems and social conflicts

Social decision-making
Considering consequences and making thoughtful sensible decisions

Personal and social capability - Australian Curriculum

Self-awareness

Self-management

Social awareness

Social management
## Curriculum Alignment

<table>
<thead>
<tr>
<th>AUSVELS</th>
<th>KIDSMATTER</th>
<th>PATHS</th>
<th>Restorative Practices</th>
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Values for Australian Schooling

Care and Compassion
Care for self and others

Doing Your Best
Seek to accomplish something worthy and admirable, try hard, pursue excellence

Fair Go
Pursue and protect the common good where all people are treated fairly for a just society

Freedom
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others

Honesty and Trustworthiness
Be honest, sincere and seek the truth

Integrity
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds

Respect
Treat others with consideration and regard, respect another person’s point of view

Responsibility
Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment

Understanding, Tolerance and Inclusion
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

Character is destiny
— George Eliot
Make it your own
My ‘Go To’ Resources

- Working in Circles
  - In Primary & Secondary Classrooms
- Restorative Practices in Classrooms: Rethinking Behaviour Management
- The Yellow Book of Games and Energizers
  - Playful Group Activities for Exploring Identity, Community, Emotions and More!
Classroom Set Up

• Classroom layout – furniture, work spaces, resource storage, displays, student storage
• Essential Agreements/Expectations
• Visuals – restorative questions, social/emotional literacy cues
• Displays – student and teacher
Essential Agreement

listen when others are talking
respect others
think before you act
be safe, honest, & responsible
walk carefully in the school
keep hands to yourself
always try your best
be awesome & share ideas
have a positive attitude

Agatha, Malena, Ivan, Javon, Arav, Joshua, Nate, Garcia, Shiv, Alya, Joe, Anika, Sheva
Addressing Conflict, Harm and Wrongdoing
Fair Process

‘...individuals are most likely to trust and co-operate freely with systems - whether they themselves win or lose by those systems - when fair process is observed.’

A Fair Process

- Leads to Satisfaction for Participants & Safer communities
- Encouraging Appropriate Behavioural change
- Promotes Learning & Acceptance of responsibility
- Conferencing (Safe Environment)
- Leads to a shared Understanding
- Victim
- Offender
- Community
- Generates Thinking & Feeling responses
- Ventilates emotions Through listening & acknowledging
- Engages Participants With respect
Language

Restorative Questioning:
• What happened?
• What were you thinking at the time?
• What have you thought about since?
• Who has been affected/impacted?
• What can be done to make things right?
• How can I help you with that?

Application:
• Conflict resolution
• Wrongdoer/person harmed
• Group work reflection
• Mathematical/Science inquiry
• Minor disruptions to incidents of greater harm
• Everyday
Language Cont.

Using Affective Statements:
• When .... happens it makes me feel....
• When I hear ... I feel ...
• I feel .... Because you ....
Conflict Resolution Continuum

Adapted from Wachtel, T (1998).
Restorative Practices Framework

(Adapted from Morrison 2004)
Case Study #2: No-Blame Problem Solving Conference
‘The Grade 5 Girls’

• Five Grade 5 girls (aged 10-11)
• Struggled with friendship issues on and off
• Many different strategies tested
• Term 4 – the crisis – two distinct groups formed
• Daily arguments, harassment, parent involvement
Feedback from Parents

‘Vanessa had always been keen to go to school but was now reluctant and often in tears’
‘She was adamant she wanted to stay as she liked the school’
‘Our initial response to the conference was to feel threatened’
‘We put our trust in the class teacher’
‘We felt we were listened to before and during the conference’
‘It was stressful but was chaired professionally which gave it direction’
‘The immense efforts preparing before the meeting was vital for positive outcomes’
‘This made a difference to Vanessa’s life’
Pull My FINGER
Any Questions?
Check Out

My name is …

and

something I will take from this session is…
“The key to school improvement would be found, not in programs, not in structures, not in timetables, but in the quality of the relationships” Otero, 07