WHY RESTORATIVE PRACTICES?
WHY
RESTORATIVE PRACTICES?

BECAUSE IT WORKS?
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?

we teach him
we teach him
we teach him
we teach him
we teach him
WHY
RESTORATIVE
PRACTICES?

BECAUSE WE'RE
TEACHERS
“reasoned, moral, human interaction, within a reflective… educative context that facilitates the acquisition of new knowledge, beliefs or skills.”

Curriculum & Leadership Journal, January 2003
"reasoned, moral, human interaction"
to facilitate the acquisition of new knowledge, beliefs or skills…

• we *plan out* the curriculum,
• we *define* sequential, developmental objectives, criteria and standards,
• we *teach* them what and how, we *show* them how to do it,
• we *correct* them when they make errors,
• we *challenge* and *inspire* them to try again,
• we *help them learn* to do it the right way.

We maintain *high expectations* of their success,
and we *scaffold the work* and *support* them to reach their goals.
Why Restorative Practices?

- Demanding
- Defeated
- Encouraging
- Dismissive
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### Table 5: 21st century skills proposed for QCAA Authority syllabuses

<table>
<thead>
<tr>
<th>21st century skills</th>
<th>Associated skills</th>
</tr>
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</table>
| Critical thinking                    | • analytical thinking  
• problem-solving  
• decision-making  
• reasoning  
• reflecting and evaluating  
• intellectual flexibility          |
| Creative thinking                    | • innovation  
• initiative and enterprise  
• curiosity and imagination  
• creativity  
• generating and applying new ideas  
• identifying alternatives  
• seeing or making new links        |
| Communication                        | • effective oral and written communication  
• using language, symbols and texts  
• communicating ideas effectively with diverse audiences |
| Collaboration and teamwork           | • relating to others (interacting with others)  
• recognising and using diverse perspectives  
• participating and contributing  
• community connections              |
| Personal and social skills           | • adaptability/flexibility  
• management (self, career, time, planning and organising)  
• character (resilience, mindfulness, open- and fair-mindedness, self-awareness)  
• leadership  
• citizenship  
• cultural awareness  
• ethical (and moral) understanding |
| ICT skills                           | • operations and concepts  
• accessing and analysing information  
• being productive users of technology  
• digital citizenship (being safe, positive and responsible online) |

21st century skills for senior education: An analysis of educational trends. QCAA November 2015
Humans become humane

“The capacity” to care, to share, to listen, to value and to be empathic
– to be compassionate –

develops from being cared for, shared with, listened to, valued and nurtured.”

– Bruce Perry – Neuroscientist, Psychiatrist, Child Trauma Academy, childtraumaacademy.org
Humans *become* humane

Through patterned, repetitive, neuronal activity…

…in relating to developmentally-mature individuals

“It takes a village to raise a child”

– Bruce Perry – Neuroscientist, Psychiatrist, Child Trauma Academy, childtraumaacademy.org
“social interaction is the basis for cognitive and emotional growth”

“What the child is able to do in collaboration today, he will be able to do independently tomorrow.”


What the learner can do with guidance and encouragement from a person who is more developmentally-mature

Zone of Proximal Development

What the learner can currently do

What the learner can do with assistance

What the learner cannot yet do
Humans *become* humane

Beyond the academic…
Beyond the academic…

Humans *become* humane
Humans become humane

DECREASE IN THE SIZE OF HOUSEHOLDS

– Bruce Perry – Neuroscientist, Psychiatrist, Child Trauma Academy, childtraumaacademy.org
Humans become humane

“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.*”

– Bruce Perry – Neuroscientist, Psychiatrist, Child Trauma Academy, childtraumaacademy.org
“It is as important for us to think intentionally and deliberately about creating social-emotional, relationally-enriched curriculum as it is to develop curriculum around science, math, engineering.

In fact, I would argue that it’s more essential that we develop intentional opportunities for relational enrichment in the lives of our children in order to express [their] potential”

– Bruce Perry – Neuroscientist, Psychiatrist, Child Trauma Academy, childtraumaacademy.org
‘Know thy impact.’
<table>
<thead>
<tr>
<th>Practice</th>
<th>Effect Size</th>
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<tbody>
<tr>
<td>Self-report grades</td>
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<tr>
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Hattie: Know thy impact
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It is the teacher-student relationship which *mediates* and *colours* many of the other positive influences as well.
Hattie: Know thy impact

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to facilitate the acquisition of new knowledge, beliefs or skills…

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• we *help them learn* to do it the right way.

We maintain *high expectations* of their success,
and we *scaffold the work* and *support* them to reach their goals.
Beyond the academic…

What if we applied this same **rigorous, sophisticated approach** to:

- developing the *full human potential* of each of our students?
- educating students in the *social & emotional dimensions* of their lives?
- dealing in *developmentally-appropriate* ways with conflict/wrongdoing?
- creating a school-wide environment *in which our students could flourish*?
### Cognitive Capacities

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### ‘Non-cognitive’ Capacities

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“non-cognitive skills” is a misnomer. The distinction isn’t really between thinking and non-thinking.

It’s the difference between factors that are *intellectual* and those that are *motivational*."

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Student Development

Processing
- Self System
- Metacognitive System
- Cognitive System

Domains of Knowledge
- Information
- Mental Procedures
- Psychomotor Procedures

“Educating the mind without educating the heart is no education at all.”

~ Aristotle
Aristotle’s Practical Wisdom…

Moral Skill  the ability to discern the right thing to do

Moral Will  the ability to choose to do this right thing
Students’ self-regulation assists learning, and self-regulatory skills can be taught.

Interpersonal relationships and communication are critical to both the teaching–learning process and the social-emotional development of students.

Emotional well-being influences educational performance, learning, and development.

Expectations for classroom conduct and social interaction are learned and can be taught using proven principles of behavior and effective classroom instruction.

Effective classroom management is based on (a) setting and communicating high expectations, (b) consistently nurturing positive relationships, and (c) providing a high level of student support.

In the realm of behaviour, values…

We can challenge students (and ourselves) to be the very best that they (and we) can possibly be through Restorative Practices
What are Restorative Practices?
What are Restorative Practices?

A coherent, but counter-cultural, way of viewing wrongdoing and the obligations it brings.

**intentionality (explicit practice)**

**alignment (congruent practice)**
What are Restorative Practices?

‘Traditional’ approach to conflict/wrongdoing

- What rule was broken?
- Who is responsible?
- What do they deserve?

‘Restorative’ approach to conflict/wrongdoing

- What happened?
- What harm has been done, to whom?
- What can be done to address the harm?
What are Restorative Practices?

A Reality

Our work in schools is **moral** work.

It is also **emotional** work.
What are Restorative Practices?
What are Restorative Practices?
Unconditional Love
‘Unconditional Positive Regard’

“no matter what you say or do, I am still going to support you AND hold you accountable to be all that you can be”
WHY
RESTORATIVE PRACTICES?

alignment (congruent practice)
Underlying Belief

Those people who are directly involved and most affected are best placed to resolve a conflict or solve a problem.
Much, if not most, wrongdoing and conflict is \textit{emotionally-driven}.

Much, if not most, harm caused is \textit{emotional harm}.

The free expression of emotion in a safe environment enables the participants to \textit{metabolise this negative emotion} and work together towards solutions.
A ‘Restorative’ Process is one which…

- Brings together all those who have a stake in a specific incident
- Recognises who has been affected
- Explores and acknowledges how they have been affected
- Identifies what needs to happen in order to repair the harm caused, and
- Enables the group to work out how to put things as right as possible
Accountability:

• often constructed as the wrongdoer ‘getting their just desserts’

*Genuine* accountability involves:

• *understanding* the human consequences of one’s actions
• *facing up* to what one has done and to whom one has done it
• *taking responsibility* for the results of one’s behaviour
• *helping decide* what will happen to make things right, and
• *taking steps* to repair the damage
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I got a detention!

I’m sorry, Sir. I shouldn’t have spoken to you like that. It was disrespectful, and I know it upset you. It certainly won’t happen again.
Accountability:

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Genuine accountability involves:

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Restorative Practices

David Pocock's apology shows sporting world how to say sorry properly

By James Maasdorp
Updated about 8 hours ago

PHOTO: David Pocock has delivered a tutorial to sports stars on how to properly apologise. (AAP)

David Pocock, take a bow. Australia finally has a sportsman that knows how to make an apology and mean it.

Pocock has copped a three-week Super Rugby suspension for an unsavoury incident in the Brumbies’ loss to the Chiefs, grabbing number eight Michael Leitch by the neck.

David Pocock issues extensive apology after ban for dangerous hold

Brumbies player cited for grabbing opponent's neck hold during maul in Super Rugby game against Chiefs

David Pocock, of the Brumbies rugby side, has apologised for the neck hold he inflicted on Michael Leitch of the Chiefs. Photograph: Mark Metcalfe/Getty Images

David Pocock has issued a wide-reaching apology for the neck hold he inflicted on Michael Leitch at the weekend in a refreshing departure from the usual “sorry, not sorry” sentiments often trundled out by redemption-seeking sports stars.
• **understanding** the human consequences of one’s actions
• **facing up** to what one has done and to whom one has done it
• **taking responsibility** for the results of one’s behaviour
• **helping decide** what will happen to make things right, and
• **taking steps** to repair the damage

**Apology**

April 6, 2016

Yesterday I faced the judiciary for the first time in my rugby career. I am incredibly disappointed with my actions. I endeavour to play the game I love in a way that reflects the kind of toughness and decency I think rugby can teach us.

On Saturday night I did not live up to those standards, placing Michael Leitch in danger by binding on his neck in a maul. It was not my intention to hurt Michael, but in these sorts of circumstances it is not intention that matters. I am grateful that World Rugby and SANZAAR are concerned about making the game safer for all of us.

I would like to take this opportunity to apologise again to Michael. And to apologise to the Chiefs, Brumbies and all those who follow rugby. I’d also like to apologise to my team mates who I will let down over the next few weeks while suspended.

Dave
Fundamental Principles of Restorative Practices

1. **Relationships precede rules** – *the key issue with wrongdoing is the harm that it causes to people and relationships.*

2. **Justice by participation rather than by proxy** – *that those most affected should be directly involved.*

3. **Restoration of wounded communities,** not just adjudication of offending individuals – *that a restorative approach seeks healing, not just retribution,* and

4. **The restorative justice continuum:**
   
   *from order, to rehabilitation, to peace.*

---

Denk, K.M. SJ, 2008. *Restorative Justice and Catholic Social Thought: Challenges as Opportunities for Society, Church, and Academy.* Lane Center for Catholic Studies and Social Thought, University of San Francisco, Spring Lecture Series.
Fundamental Principles of Restorative Practices

“communities ideally desire not simply order, not even just the rehabilitation or treatment of its ill members, but a deeper and more constitutive peace –

that is,

a fundamental at-rightness and well-being of relationships that actually feeds relational growth.”

Denk, K.M. SJ, 2008. Restorative Justice and Catholic Social Thought: Challenges as Opportunities for Society, Church, and Academy. Lane Center for Catholic Studies and Social Thought, University of San Francisco, Spring Lecture Series.
a fundamental at-rightness and well-being of relationships that actually feeds relational growth.
Restorative Practice is a PROCESS, i.e. it is a lived reality, which aims to restore people within themselves, and to (and within) their community of care.
We operate *restoratively* by...

- Having *high expectations* and insisting on *high standards* of behaviour.

- While providing *high levels of support* and care for individuals to meet these expectations.

Focussing first on *restoring any harm done*, and seeing incidents primarily as ‘*teachable moments***’
Focussing first on *restoring any harm done*,
and seeing incidents primarily as *‘teachable moments’*
“Behaviour is confronted with disapproval…
...within a continuum of respect and support”


“Love the sinner…
...hate the sin”

Augustine, City of God, XIV, 6
Restorative Practices

The 
PROBLEM
is the problem.

The 
PERSON
is not the problem.
The development of the brain is a “use-dependent” process.

There are “windows” of opportunity for optimal development.

*Patterned, repetitive neuronal activity* is necessary for full development.

Just as in learning words, we *learn* to relate.

*Challenge a little beyond capabilities* is the key to brain growth.

(Zone of Proximal Development - High Expectations + High Support)

Early Childhood & Adolescence

Neuroplasticity & Metaplasticity

The more exposure to restorative processes during childhood, and through adolescence, the more the circuits for empathy, decision-making, impulse control, and other-focused compassion will be strengthened.

Gareau, S., Brain Based Learning. University of British Columbia, 2011
“Each child has his or her own unique genetic potential, yet this potential is expressed differentially depending upon the nature, timing and the pattern of developmental experience.”

'neurogenesis within the amygdala – the seat of empathy – under the right conditions’

– Daniel Reisel, 2014
Restorative Practices

INFORMAL

FREQUENCY

FORMAL

PLANNING, STRUCTURE
The purposes of any restorative process are...

*to have the difficult discussions that need to occur with the aim of repairing harm done*

*to challenge students’ thinking towards ‘the other’ to encourage the development of values and character*

*to educate towards practical wisdom – moral skill & moral will*

“a fundamental at-rightness and well-being of relationships that actually feeds relational growth.”

Humans becoming humane.
Restorative Questions

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you did?
- In what way?
- What do you think you need to do to make things right?
Remember also…

intentionality

alignment
Restorative Practices

PREPARATION

DISCUSSION

FOLLOW-UP

RELATIONSHIP
Restorative Practices

WHY
Restorative Practices?

Affective Statements
Affective Questions
Restorative Enquiry
Restorative Discussion
Mini Conference
Circle or Classroom Conference
Community Conference

INFORMAL
FORMAL
Restorative Practices is an *educative* philosophy which

- enables the building, nurturing and repair of healthy relationships
- gives us the means to respond effectively to incidents of conflict & wrongdoing
- helps us to develop authentic community within our classrooms
  - enables us to help form the whole person
  - enables us to *teach*
The best thing about being a teacher is that it matters.

The hardest thing is that it matters every day.

- Todd Whitaker
WHY
RESTORATIVE PRACTICES?

BECAUSE WE'RE TEACHERS

Restorative Practices
INTERNATIONAL

Queensland Chapter