RP@V

Conference to Classroom to Playground
Villanova College

A little of our journey...

How we’re going about it...

What we’ve learned so far...
Villanova College

Our context...

*a Catholic boys’ school – Years 5 – 12*

*an Augustinian school*

St Augustine (354-430 AD)
“children often endure the punishments which are designed to compel their learning, rather than submit to the process of learning”

*St Augustine, City of God XXI, 14*

*(circa 420 AD)*
“love the sinner, 
hate the sin”

St Augustine, City of God XIV, 6

“Behaviour is confronted with disapproval... 
...within a continuum of respect and support”

Braithwaite, J. (1989) 
Our work in RP has drawn on an extensive literature in both school-based and criminal justice fields.

The bibliography lists those sources used in this presentation.
Villanova - historically

Established 1948

a traditional, academic school

a community focus

strong relationship values

but a punitive milieu – reflecting broader Australian society

with inevitable tensions...
Recent Reforms

Villanova Schooling Project

2003 – ?

“to improve the experience of schooling for all Villanova students”
Recent Reforms

Villanova Schooling Project

- Core Values
- Curriculum
- Pastoral Care
- Processes
- Discipline
- Pedagogy
- Structures
Recent Reforms

…to be *better able to meet* students’ changing needs

…to ensure that all of our approaches *align*
If you created this opportunity in your school now…

Which area of school life would be your priority?

Why?
Recent Reforms
Recent Reforms

Senior School  Years 10, 11, 12

Middle School  Years 7, 8, 9

Junior School  Years 5, 6

“10-year-olds are not just little 17-year-olds”
Recent Reforms

**Senior School**  
Years 10, 11, 12  
*individuation, focus*

**Middle School**  
Years 7, 8, 9  
*connectedness, engagement*

**Junior School**  
Years 5, 6  
*foundations, belonging*
Restorative Practices @ Villanova
Our Aims in Restorative Practices

- To better *educate* students towards self-directed right behaviour

- To better *promote, nurture* and *protect* healthy relationships among members of the community

- To better enable students to be accountable for the *real consequences* of wrongdoing
We operate restoratively by…

• Having *high expectations* and insisting on *high standards* of behaviour

• While providing *high levels of support* and care for individuals

• Focussing on *restoring any harm done*, and seeing incidents primarily as *‘teachable moments’*
This involves…

• Recognising that conflict and wrongdoing primarily
  – and most importantly –
  cause harm to relationships,
  and that *this harm must be repaired*
  in order to move forward
‘Responsive Regulation’ – a *structured* vision of RP

a continuum of Restorative action
- both *prevention* and *intervention*
- stepping the action up and down as needed

• Primary,
• Secondary &
• Tertiary Levels

From the pro-active to the reactive
…widening the *circle of care* around participants

A personal ‘continuum of action’

**FORMAL**
- Formal community conference
- Circle or classroom conference
- Small impromptu conference
- Restorative discussion
- Restorative enquiry
- Affective questions
- Affective statements

**INFORMAL**
Responsive Regulation

- **Primary** (universal prevention - *everyone*)
  - Development of social/emotional competencies
  - Focus on developing empathy
  
  - Deliberate curricular, school-wide focusses,
    
    "*Responsible Citizenship Programs*"
    
    *Curricular Programs – e.g. in Year Five & Year Eight*
    
    *Special Campaigns – e.g. Anti-Bullying Campaign 2007*
    
  
  - an ‘immunisation’ strategy – but not just once

‘Responsible Citizenship Programs’

Through the Pastoral Care Programs:

Senior School – Responsibility, Commitment, Purpose

Middle School – Respect, Consideration, Participation

...after Brenda Morrison, ANU

individuation, focus

connectedness, engagement
Curricular Programs

Think, Pair, Share

Think about a teacher you have had that you really liked!
that you learnt best from...

Why did you like him/her?
What was it about the way he/she
Why do you think you learnt best

Restorative Practices...

When something goes wrong,
a Restorative approach asks:

- what happened?
- what harm has resulted?
- what needs to happen to make things right?

A Circle Question...

Restorative Practices

FIRM, but not FAIR
"to"
FIRM, but FAIR
"with"

Not FIRM and not FAIR
"not"
FIRM, but not FIRM
"for"

Managing shame adaptively
(acknowledging & discharging)

- Admit the wrongdoing
- Take responsibility for the effects of our action
- Make amends for the harm done

We are acting on (and developing) an internal sanctioning mechanisms (conscience)
Anti-Bullying Campaign 2007

OPERATIONAL POLICY TO SUPPORT THE COLLEGE ANTI-BULLYING STRATEGY

This Operational Policy statement outlines the Villanova College Anti-Bullying Strategy as outlined in the relevant College brochure. It is designed primarily to provide more detailed information, direction and guidance for staff use.

1. Bullying in our context
   a. Our Mission Statement affirms that Villanova strives to “educate young men . . . within the context of the Catholic faith”. The Operating Principles of this Statement call those in the Villanova community to challenge those values “. . . which erode the dignity of the human person.” As such, we believe that bullying in any form has no place in such an environment.
   b. Students are entitled to enjoy their education free from humiliation, oppression and abuse. Bullying affects everyone - not just the bully and their victims. It also affects those often boys who are witnesses, victims, intimidators and the distress of the victim. It can damage the atmosphere of a class and even the climate of a school.
   c. Bullying goes against the very grain of what makes Villanova special - a friendly, family environment. Intimidation and violence have no place in our community and will not be accepted under any circumstances.

2. Bullying - Definition
   a. Not all conflict between people constitutes bullying.
   b. Bullying is usually repeated behaviour and usually involves an imbalance of power between the individuals. The imbalance of power could arise from differences in age, ability, physical or social status or some other attribute.
   c. A particular single incident could be considered bullying behaviour if it involves a gross imbalance of power between the aggressor and the victim.
   d. Bullying is usually done with the intent to disrupt physically or emotionally, but it can also unintentional process, where people are insensitive to the feelings of others and the effects of actions. It is “recipient defined”, i.e. “He was only joking” or “He didn’t mean it” is never an acceptable excuse for bullying behavior.

3. College Responses to Bullying
   a. Our school community does not tolerate bullying behaviour. It is always unacceptable bullying behaviour should always reflect this position to all concerned.
   b. Reports or allegations or observations of bullying behaviour received or made by any student must be passed to a member of the Pastoral Care Team of the sub-school involved who will investigate the report or allegation.
   c. Our first priority in any response to incidents of bullying behaviour is always the well-being and on-going inclusion of those who have or may have been affected by the behaviour.
   d. Our secondary priority is the encouragement of the learning and change deemed appropriate for the person responsible for the behaviour.
Anti-Bullying Campaign 2007

Samples of the Poster Series

Together we can STAND UP against bullying!

Show your support

Sign Up!

Anti-Bullying Pledge

Is available from your Coordinator, Head Student Services

Together we can STAND UP against bullying!

at Villa, mates support mates

why be just a bystander?

Be a BUDDY not a BULLY

Let’s make Villa even better!

Life’s better TOGETHER

at Villa, mates support mates

RESPECT - CONSIDERATION - PARTICIPATION

anti-bullying strategy

anti-bullying strategy
“highest levels of cooperative relations are found…

when individuals feel

• a high level of pride (connectedness)

• a high level of respect (status)”

“Deadly Lessons: Understanding Lethal School Violence”

• “the common characteristic – social marginality”

[ basic needs – *connectedness* and *status* - not fulfilled ]

“adolescents are intensely concerned about their social standing in their school and among their peers”

Moore, M.H., Petrie, C.V., Braga, A.A. & McLaughlin, B.L., 2002
Responsive Regulation

- Primary

“Developing a strong normative climate of respect,

a sense of belonging within the school community,

and procedural fairness”

we are aiming for ‘connectedness’ & ‘status’

“pride (connectedness) management

not buttressed with shame management…

offers false hope for building the health and safety of school communities”

“the key issue with shame management

is helping wrongdoers *acknowledge* and *discharge* shame

rather than *displace* shame into anger”

The Compass of Shame

Shame Management

- We manage shame *adaptively* when we:
  - *Admit the wrongdoing*
  - *Take responsibility for the effects of our action*
  - *Make amends for the harm done*

  *i.e. when we act Restoratively*

Ahmed, E., Harris, N. Braithwaite, J., & Braithwaite, V., 2001
*Shame Management through Reintegration* Cambridge University Press
quoted in: Brenda Morrison, 2005 *Restorative Justice in Schools*
The human emotional system…

Software
learning, social conditioning, experience

Firmware
affects, drives

central nervous system, neurotransmitters, muscles, hormones, etc

Hardware

“Storytelling is fundamental for healthy social relationships. To feel connected and respected we need to tell our own stories and have others listen…”

“… listening to someone’s story is a way of empowering them, of validating their intrinsic worth as a human being.”

What are the major events...

influences...

people...

that make up your story, your narrative?

How has your ‘story’ changed over the years?
“People’s identities are created through the ways they are spoken about by others…

…and in the ways that they learn to speak about themselves”
Each transition enables some ‘re-storying’

Senior School Years 10, 11, 12
individuation, focus

Middle School Years 7, 8, 9
connectedness, engagement

Junior School Years 5, 6
foundations, belonging
Responsive Regulation

• **Secondary** (target - specific individuals/groups at risk)
  
  – Conflict may have become protracted or widespread
  
  – Drawing on key members of the community increases the intensity of the intervention – facilitator
  
  – mediation, problem-solving circles
  
  – Necessarily involves other students since the aim is to re-connect students at risk with the community
  
  – *e.g. mini-conferences, problem-solving circles, Senior mentors*

Responsive Regulation

- **Tertiary** (intense - specific individuals)
  - Chronic or intense behaviour problem
  - Needs to involve a wider cross section
    - parents, counsellors, other significant people
  - Restorative Conference

*e.g. Community Conferences*

Responsive Regulation

- **Tertiary** – *repair & rebuild relationships*
- **Secondary** – *re-connect relationships*
- **Primary** – *build & re-affirm relationships*

Implementation Issues
Implementation Issues

Implementation with staff, students, parents…

with all groups – ‘speak early, speak often, speak again’

(& listen!)

Key Learning: Leadership ‘from the top’ critical

Key Learning: Use ‘informal’ leadership also
- ‘diffusion’
Implementation Issues

Amongst Staff:

• ‘early adopters’
• ‘to be convinced’
• ‘resisters’

‘resisters’  - some lacked confidence, skills
            - some ideologically opposed
Implementation Issues

Professional Development is **THE key:**

- Philosophy/Orientation
- Skills

Relatively easy to win most hearts and minds…

More difficult to give people the necessary knowledge & skills
Implementation Issues

Professional Development is THE key:

Initially…

• used expert consultants (esp Marg Thorsborne)
• one group of 20 – three-day conference facilitator training
• all staff – about 10 hours exposure

At a critical point… (for us, mid-2005)

• needed to be driving the PD ourselves - ownership

Key Learning: eventually, local ‘ownership’ essential
Implementation Issues

Professional Development is THE key:

Developed:

• Induction Program for New Staff
• RP Skills Workshops
• Ongoing PD
  • each Student-Free day
  • sharing of literature, research, practice
• intranet, resource library
Implementation Issues

Professional Development is THE key:

Key Learning:

people with detailed knowledge of the Community Conference and its dynamics often understood – and did – the ‘day-to-day stuff’ better
Community Conference

The Conference sequence and dynamic embodies the fundamental values, principles and processes of Restorative Practices.

I believe that understanding the Conference and its dynamics...

...can help teachers gain insights into the ‘day-to-day’ practice of RP.

The Piper’s Press, Pipersville, Pennsylvania.
Implementation Issues

Professional Development is THE key:

Developed:

- ‘Introduction to Conferencing’ Evening Workshops
  - small groups, continuing

- ‘Shame Management’ Workshops
  - all teaching staff
Implementation Issues

Professional Development is **THE key**:

Developed:

- Conference Facilitator Training Program
- a ‘Professional supervision’ model
Implementation Issues

Professional Development is THE key:

• a never-ending process
Implementation Issues

Resourcing

Key Learning:

initially at least, implementing RP requires substantial resourcing:

- professional development
- coordination, leadership
- release time

at Villanova,

- increased total release time for the Pastoral Care Team
- provided DP level coordination
- professional development
Implementation Issues

Re-aligning policy, practices

Policy Statement

Through its commitment to a restorative approach to pastoral care and discipline, Villanova College seeks:

- to promote the physical, psychological, emotional and spiritual well-being of its students
- to promote, nurture and protect healthy relationships and good order among members of the community
- to educate students towards self-directed right behaviour
- to encourage respect, healing and restoration both for those who are harmed, and for those who cause harm, through wrongdoing
- to enable students to build personal responsibility by developing skills of reflection and empathy with others, and by enabling them to be accountable for the real consequences of any wrongdoing
Evaluation

&

Data Collection
Detention Data ~ 2002 - 2007

Total Detentions

2002 2003 2004 2005 2006 2007
Out of Class Referral Data ~ 2002 - 2007
### In your opinion, students at Villanova -

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.1 Know students in year levels other than their own</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2.2.2 Greet one another in a friendly manner in the playground</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2.2.3 Listen to the opinions of others</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2.2.4 Voluntarily offer genuine help to other students</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2.2.5 Treat school and student property with care and respect</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2.2.6 Participate regularly in activities oriented towards helping others</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2.2.7 Know the names of all of the teachers in the secondary/primary school</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2.2.8 Greet visitors around the school appropriately</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2.2.9 Are honest</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2.2.10 Consider that &quot;dabajo&quot; is the worst offence a student can commit</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2.2.11 Are physically aggressive towards other students in the stairwells, corridors and grounds</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2.2.12 Are verbally aggressive towards others at school</td>
<td>1 2 3 4 5</td>
</tr>
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</table>
students bear responsibility for the consequences of their actions

<table>
<thead>
<tr>
<th>1996</th>
<th>2007</th>
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<tr>
<td>AGREE</td>
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</tr>
<tr>
<td>DISAGREE</td>
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the discipline system encourages the growth of self-discipline and personal accountability

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students are physically aggressive towards other students in the stairwells, corridors and grounds

1996
2007

students are verbally aggressive towards others at school

1996
2007
at Villanova, the discipline system achieves positive results

AGREE

1996

2007

DISAGREE
More focussed ‘validation study’ of teacher perceptions – 2007

<table>
<thead>
<tr>
<th>Pastoral Care &amp; Discipline</th>
<th>Please circle the appropriate response</th>
</tr>
</thead>
<tbody>
<tr>
<td>20  I believe students experience Villanova as a just school.</td>
<td>SD  D  U  A  SA</td>
</tr>
<tr>
<td>21  I believe students experience Villanova as a caring environment where they are respected as individuals.</td>
<td>SD  D  U  A  SA</td>
</tr>
<tr>
<td>22  Students are being adequately challenged to live up to the community expectations.</td>
<td>SD  D  U  A  SA</td>
</tr>
<tr>
<td>23  Students are being adequately supported to be able to meet the community expectations.</td>
<td>SD  D  U  A  SA</td>
</tr>
<tr>
<td>24  I feel supported by the College in my work with students over behaviour issues.</td>
<td>SD  D  U  A  SA</td>
</tr>
<tr>
<td>25  I am confident in my knowledge and abilities with regard to managing student behaviour issues.</td>
<td>SD  D  U  A  SA</td>
</tr>
<tr>
<td>26  Students are learning about being accountable for the consequences of their actions.</td>
<td>SD  D  U  A  SA</td>
</tr>
<tr>
<td>27  Students aren’t really being held accountable for their actions unless they are punished when they do something wrong.</td>
<td>SD  D  U  A  SA</td>
</tr>
<tr>
<td>28  A coordinated program across the three schools specifically encouraging the social and emotional development of the boys should be a priority.</td>
<td>SD  D  U  A  SA</td>
</tr>
<tr>
<td>29  I am sufficiently knowledgeable and skilled in using restorative approaches to behaviour challenges in my classroom.</td>
<td>SD  D  U  A  SA</td>
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“Students are learning about being accountable for the consequences of their actions”
“Students are being adequately challenged to live up to the community expectations”
“Students are being adequately supported to be able to meet the community expectations”
“Students are not really being held accountable for their actions unless they are punished when they do something wrong”
“I am sufficiently knowledgeable and skilled in using restorative approaches to behaviour challenges in my classroom”

A follow-up question asked for ‘suggestions for future trainings’

- Generated a long list...
Student Perceptions – Longitudinal Research Study

in conjunction with Griffith University

Focussing on...

Students’ perceptions of school
Pro-social behaviour
Peer relationships
Bullying and bystander behaviour
Incidence of depression and anxiety
Student academic self-belief/self-efficacy
Well-being
School satisfaction
Aggression
Academic motivation

Commencing 2007 - initial results expected early next year
Are we *there* yet?
Villanova College  www.vnc.qld.edu.au

Graeme George  gbg@admin.vnc.qld.edu.au

Greg O’Neill  goneill@admin.vnc.qld.edu.au


