

WHY RESTORATIVE PRACTICES?



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WHY RESTORATIVE PRACTICES?

BECAUSE IT WORKS?



WHY RESTORATIVE PRACTICES?

If Jack doesn't know...

how to read...

how to swim...

how to solve an equation...

how to construct an essay...

we teach him

we teach him

we teach him

we teach him

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?



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WHY
RESTORATIVE
PRACTICES?

BECAUSE WE'RE
TEACHERS



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“reasoned, moral, human interaction,
within a reflective... educational context

that facilitates the acquisition of
new knowledge, beliefs or skills.”

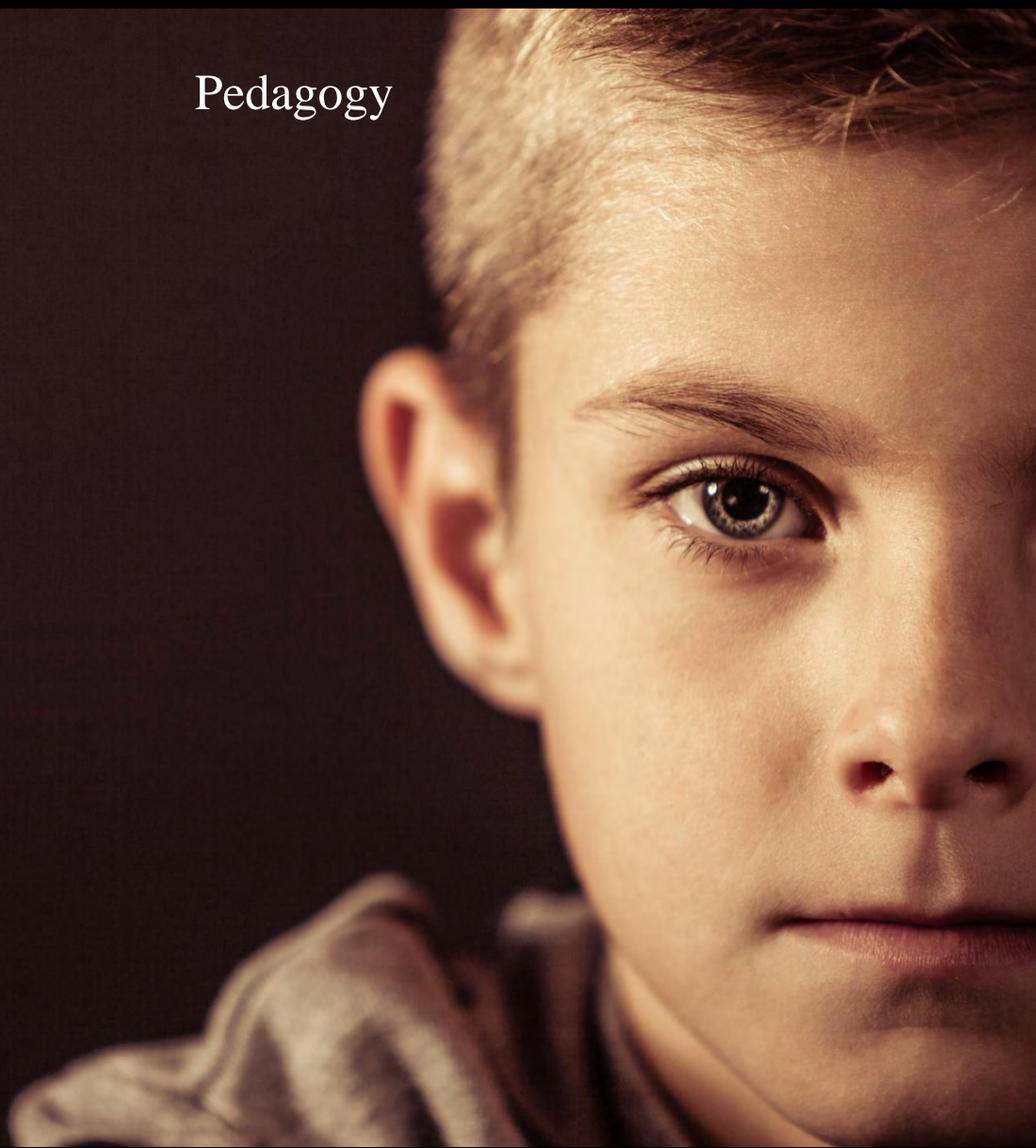
Curriculum & Leadership Journal, January 2003



WHY RESTORATIVE PRACTICES?

Pedagogy

“reasoned,
moral,
human interaction



Curriculum & Leadership Journal, January 2003



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

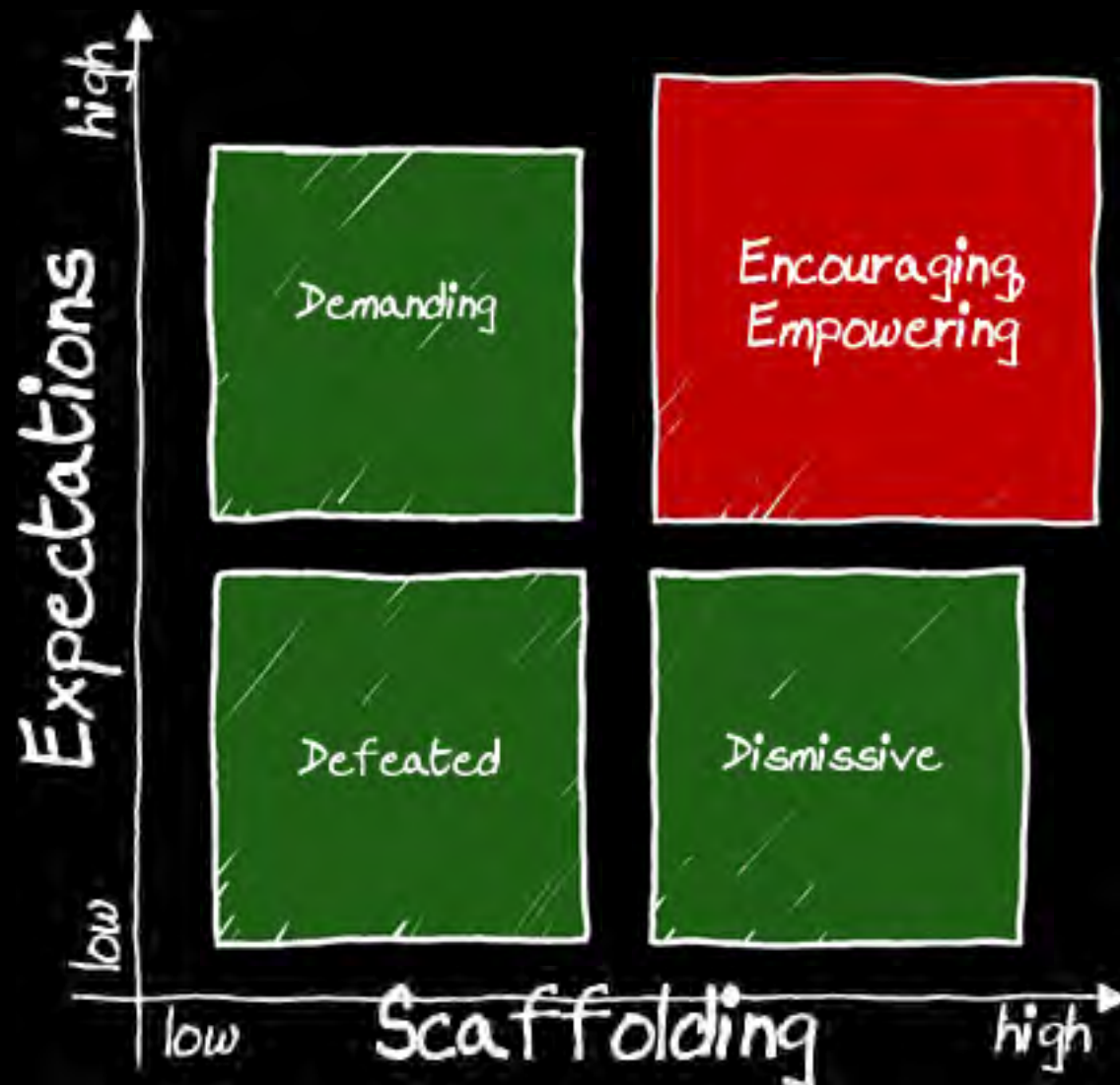
- we *plan out* the curriculum,
- we *define* sequential, developmental objectives, criteria and standards,
- we *teach* them what and how, we *show* them how to do it,
- we *correct* them when they make errors,
- we *challenge* and *inspire* them to try again,
- we *help them learn* to do it the right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

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



WHY

RESTORATIVE
PRACTICES?



WHY

RESTORATIVE
PRACTICES?

Cognitive Capacities

Literacy

Numeracy

Reasoning

Analytical Thinking

Creative Thinking

Flexibility

Problem-Solving

ICT Skills

Decision-Making

Communicating

'Non-cognitive' Capacities

Honesty

Compassion

Respect

Empathy

Resilience

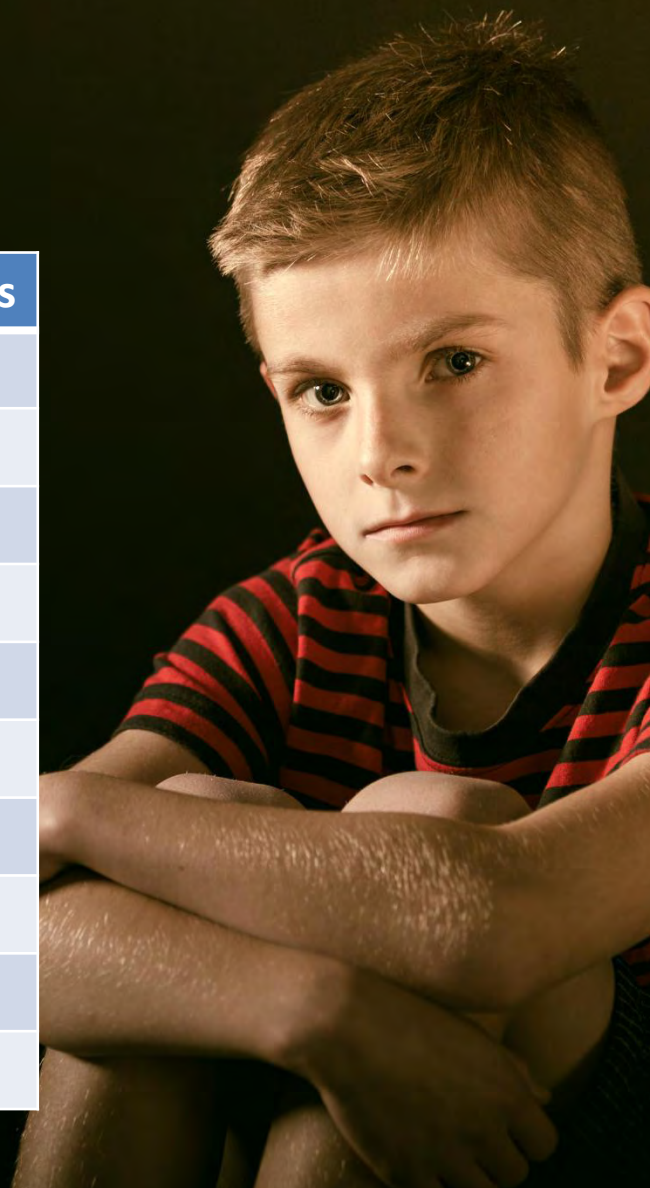
Thoughtfulness

Gratitude

Courage

Optimism

Perseverance



WHY RESTORATIVE PRACTICES?

Critical thinking

Creative thinking

Communication

Collaboration and
teamwork

Personal and social
skills

Table 5: 21st century skills proposed for QCAA Authority syllabuses

21st century skills	Associated skills
Critical thinking	<ul style="list-style-type: none"> • analytical thinking • problem-solving • decision-making • reasoning • reflecting and evaluating • intellectual flexibility
Creative thinking	<ul style="list-style-type: none"> • innovation • initiative and enterprise • curiosity and imagination • creativity • generating and applying new ideas • identifying alternatives • seeing or making new links
Communication	<ul style="list-style-type: none"> • effective oral and written communication • using language, symbols and texts • communicating ideas effectively with diverse audiences
Collaboration and teamwork	<ul style="list-style-type: none"> • relating to others (interacting with others) • recognising and using diverse perspectives • participating and contributing • community connections
Personal and social skills	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • operations and concepts • accessing and analysing information • being productive users of technology • digital citizenship (being safe, positive and responsible online)

QCAA



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

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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.”

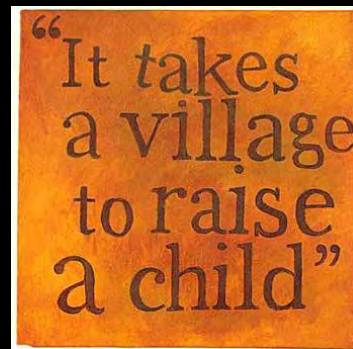
– Bruce Perry – Neuroscientist, Psychiatrist, Child Trauma Academy, childtraumaacademy.org



Humans *become* humane

Through patterned, repetitive, neuronal activity...

...in relating to developmentally-mature individuals



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

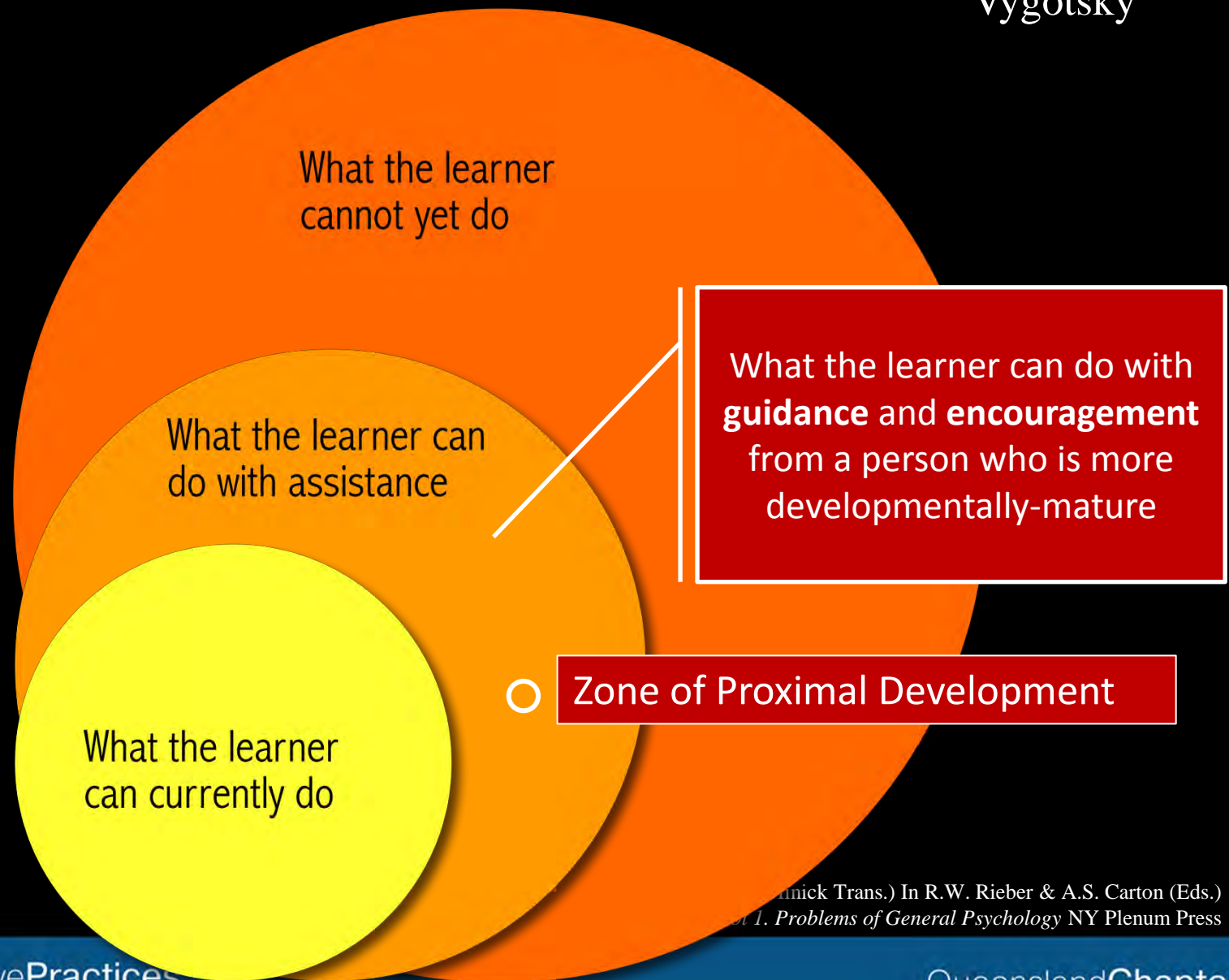


“social interaction
is the basis for
cognitive and emotional growth”

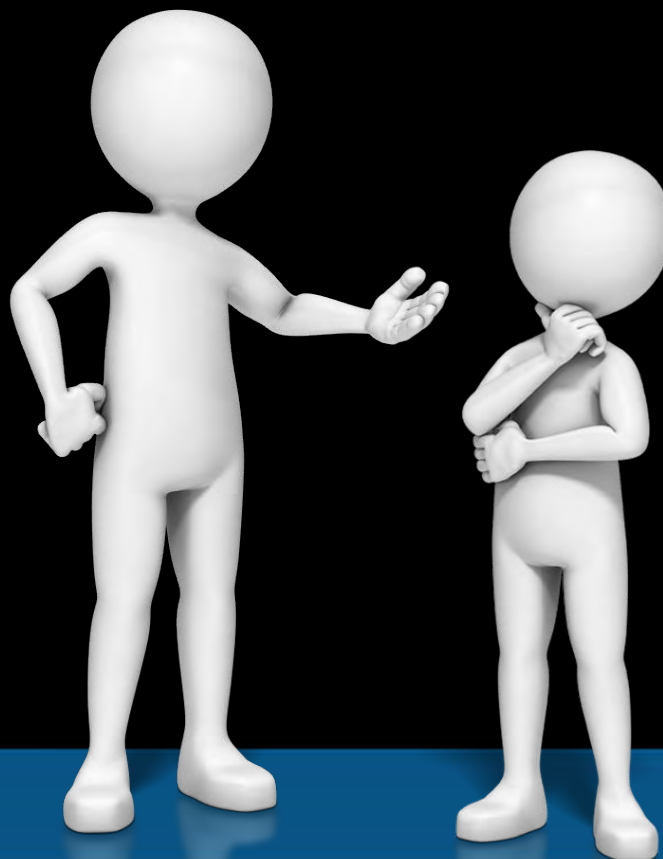
“What the child is able to do in collaboration today,
he will be able to do
independently tomorrow.”

– Vygotsky, L.S., 1987 Thinking and Speech (N.Minick Trans.) In R.W. Rieber & A.S. Carton (Eds.)
The Collected works of L.S. Vygotsky: Vol 1. Problems of General Psychology NY Plenum Press





Humans *become* humane



WHY RESTORATIVE PRACTICES?

Beyond the academic...

Humans *become* humane



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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.

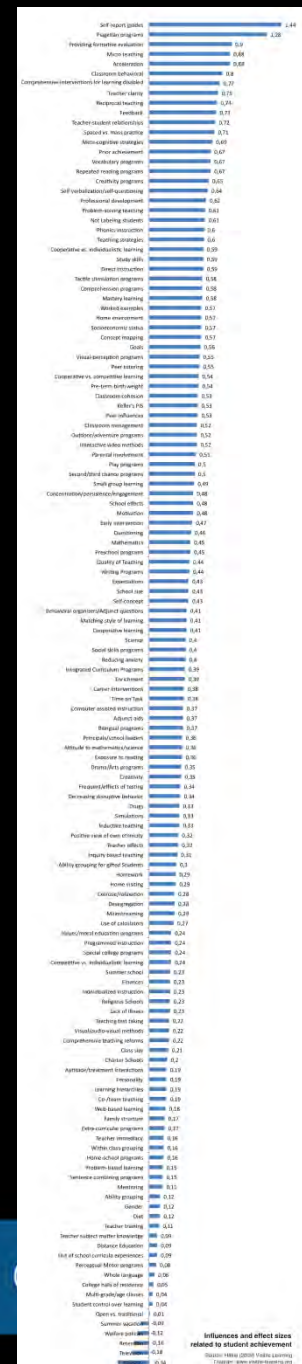
In fact, I would argue that it's more essential that we develop *intentional opportunities* for *relational enrichment* in the lives of our children in order to express [their] potential”

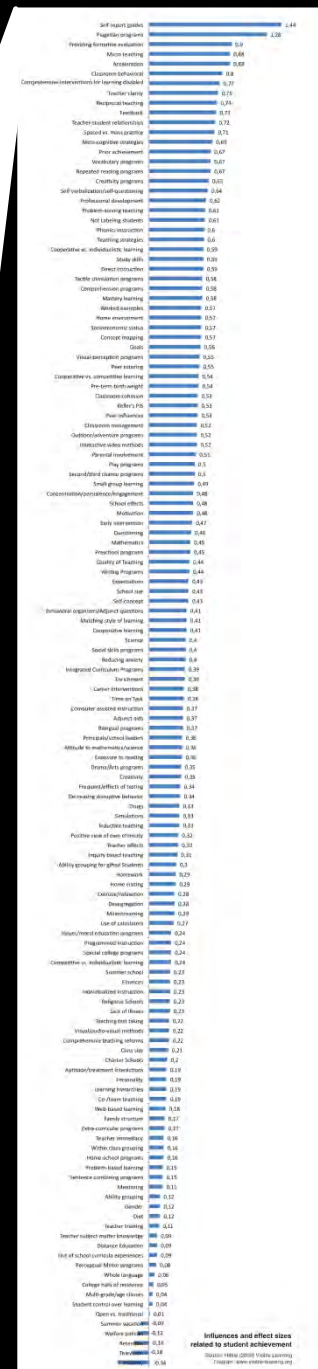
– Bruce Perry – Neuroscientist, Psychiatrist, Child Trauma Academy, childtraumaacademy.org



Hattie: Know thy impact

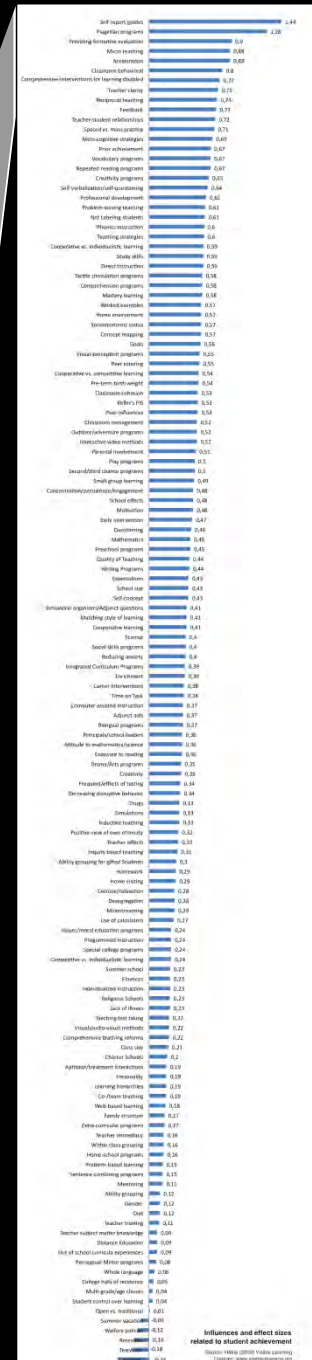
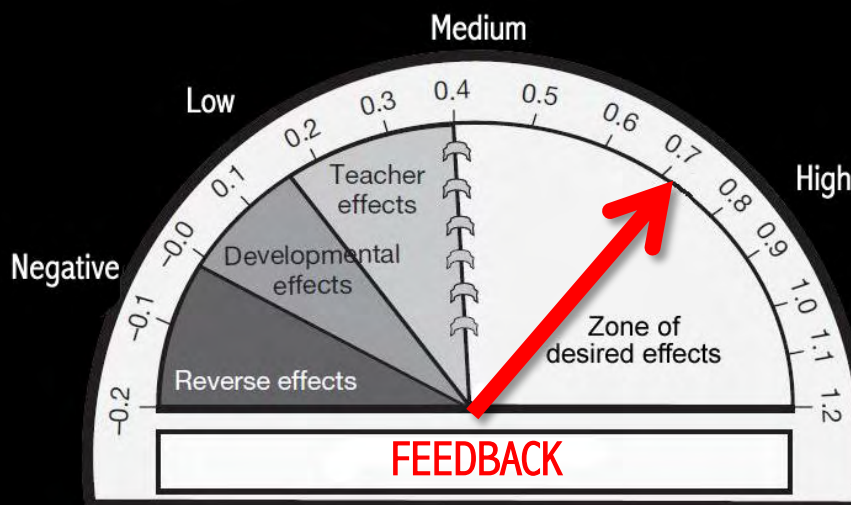
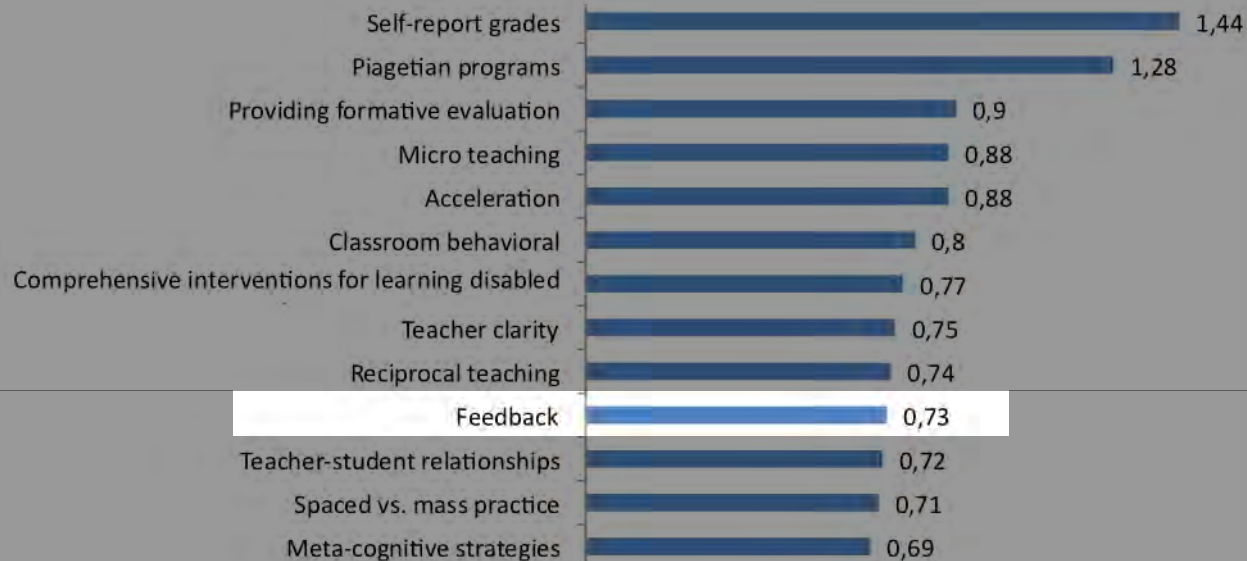
'Know thy impact.'

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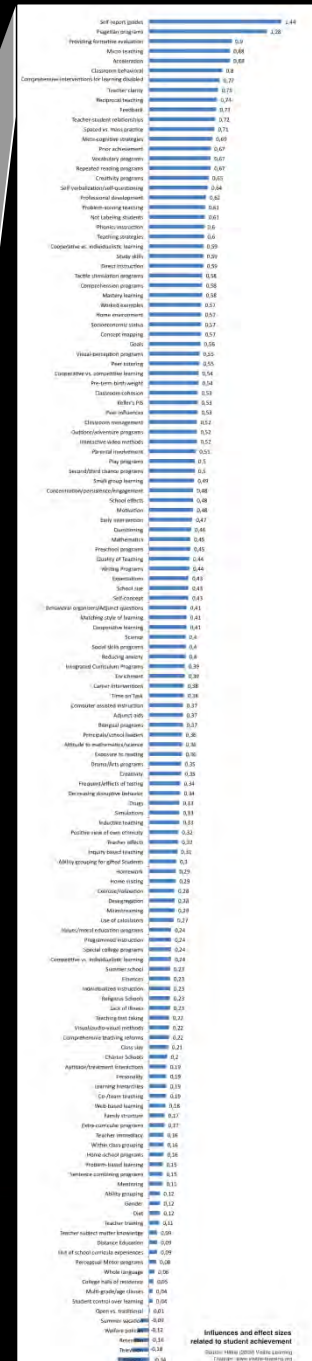
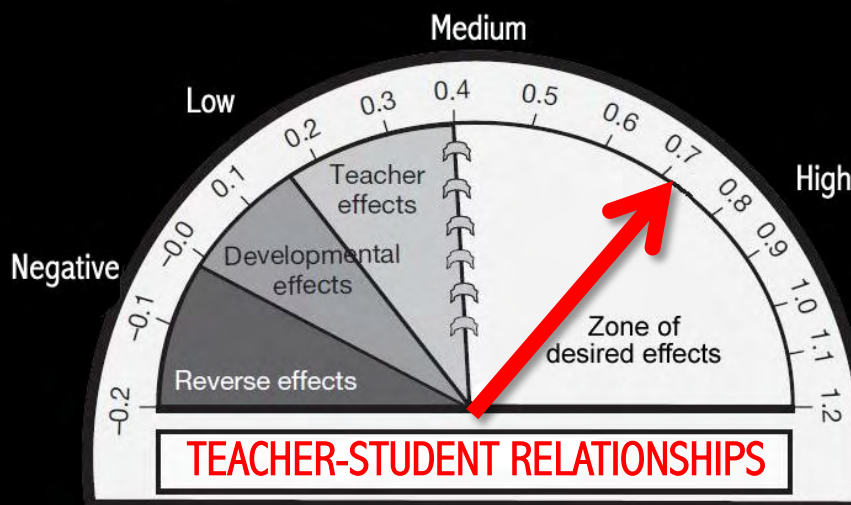
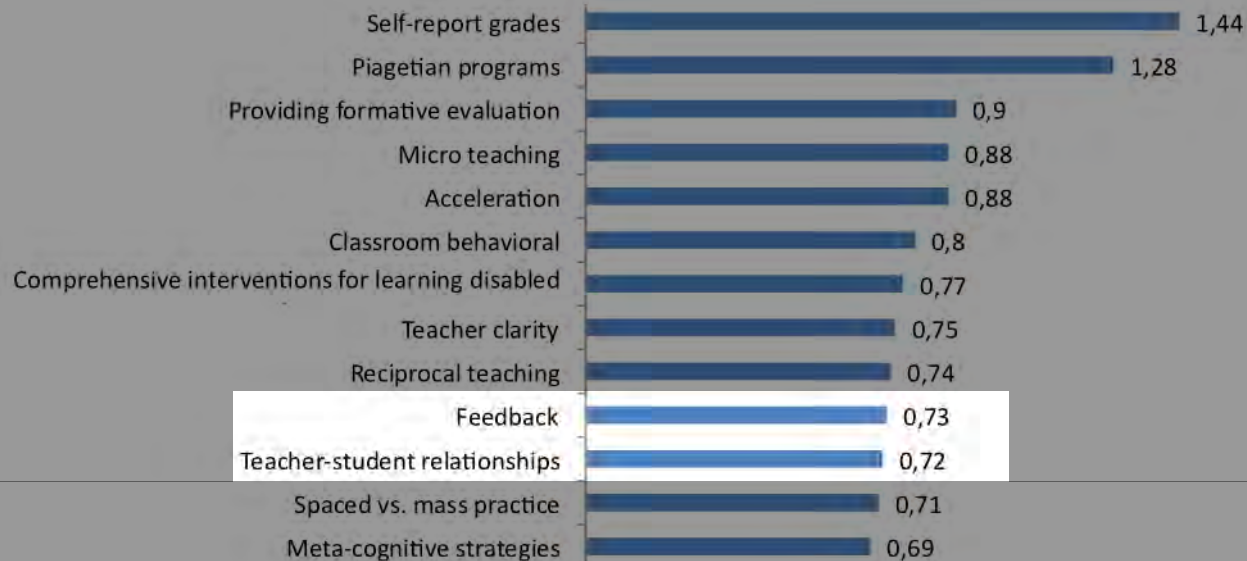
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Hattie: Know thy impact



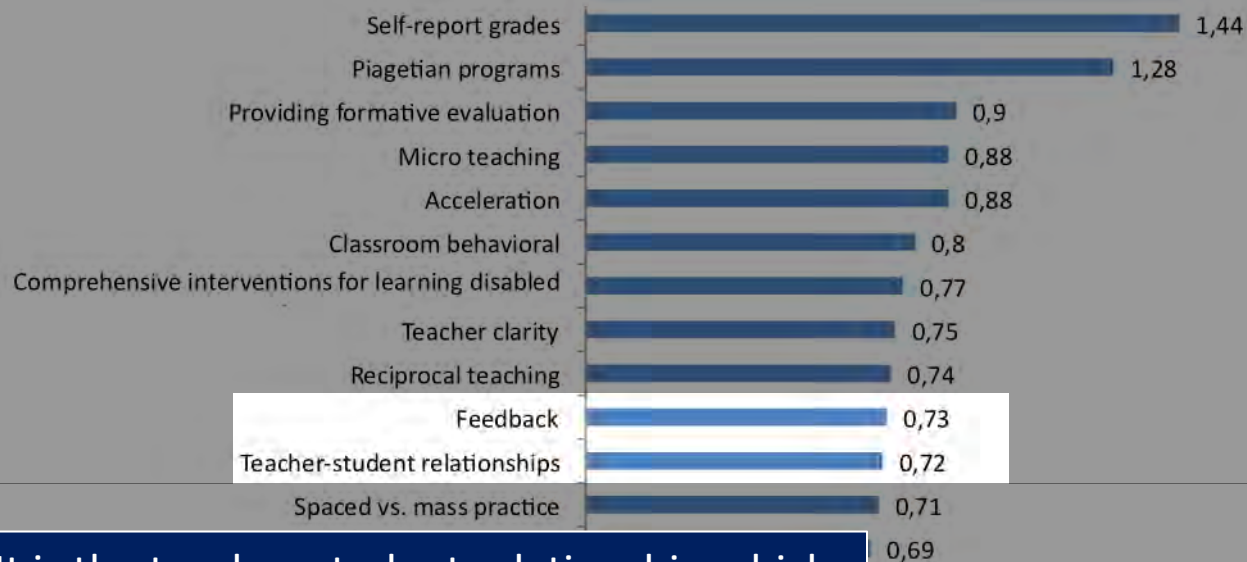
WHY RESTORATIVE PRACTICES?

Hattie: Know thy impact

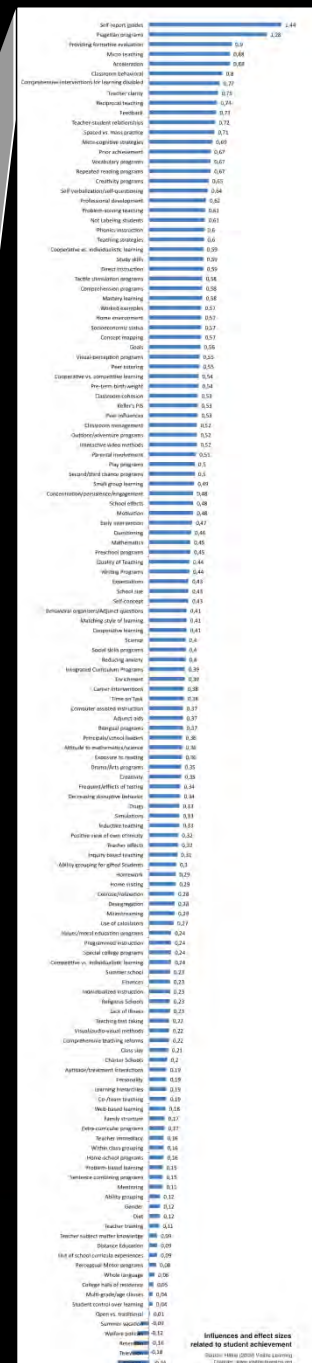
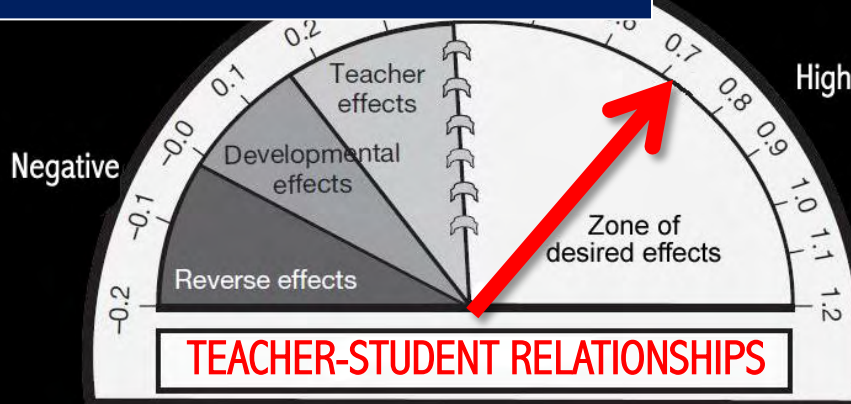


WHY RESTORATIVE PRACTICES?

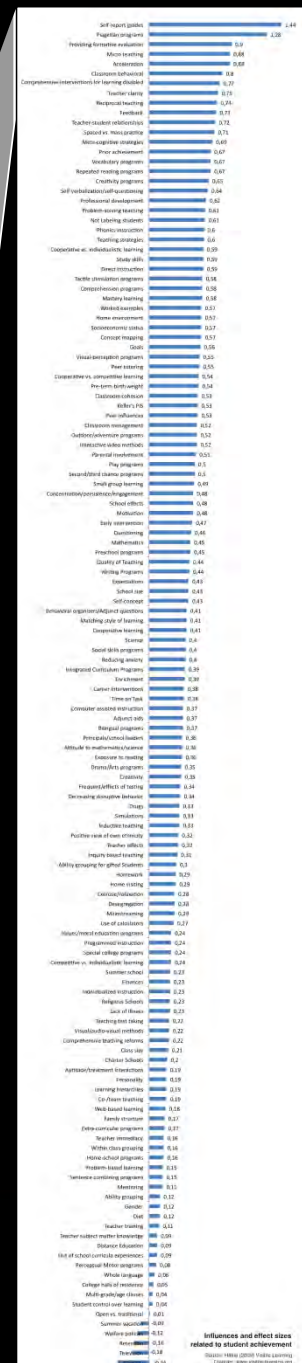
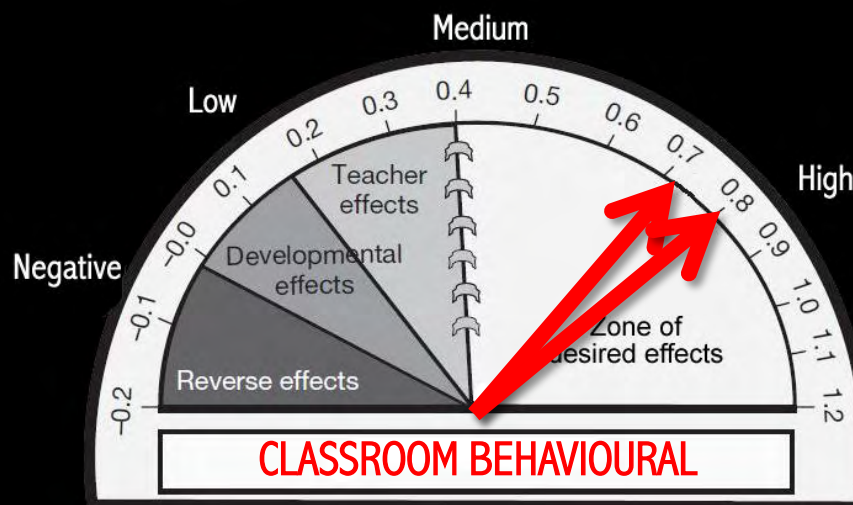
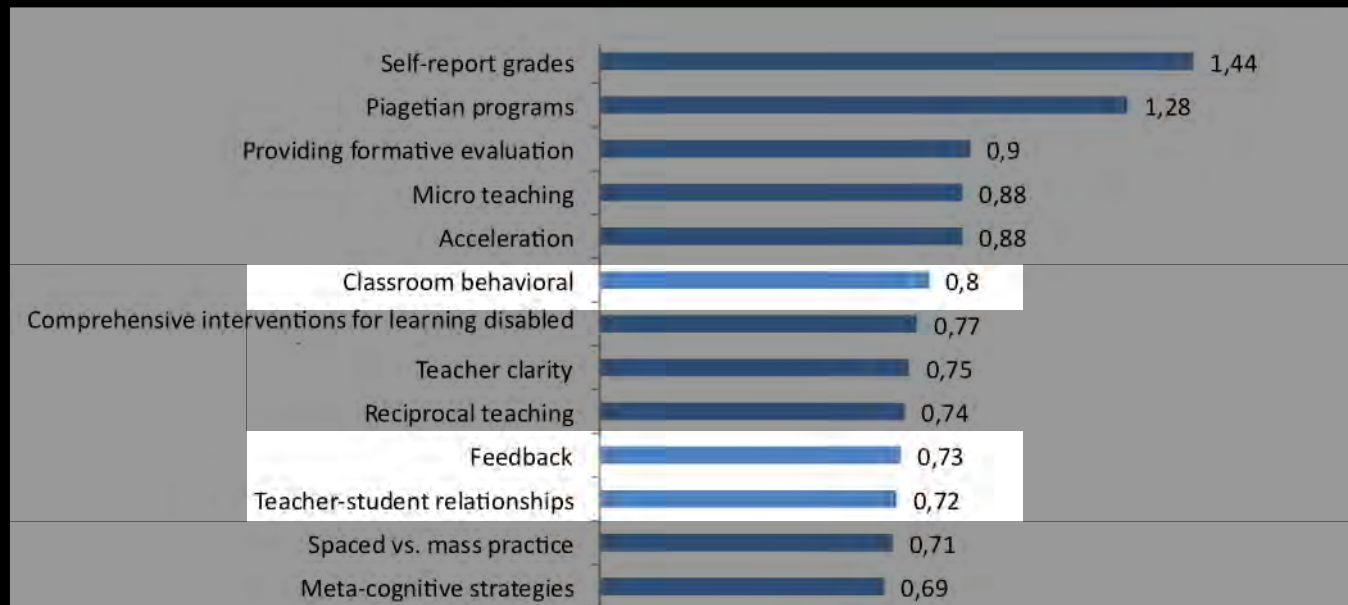
Hattie: Know thy impact



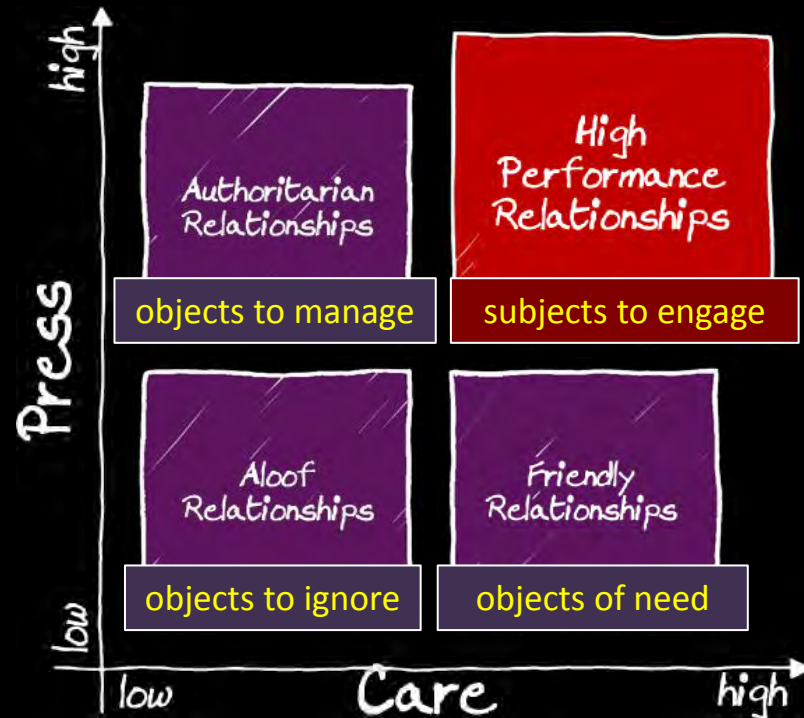
It is the teacher-student relationship which *mediates* and *colours* many of the other positive influences as well.



Hattie: Know thy impact



WHY RESTORATIVE PRACTICES?



September, 2016



THE AUSTRALIAN SOCIETY FOR
EVIDENCE BASED TEACHING

ASCD
LEARN. TEACH. LEAD.



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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.



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?*



WHY RESTORATIVE PRACTICES?



Cognitive Capacities

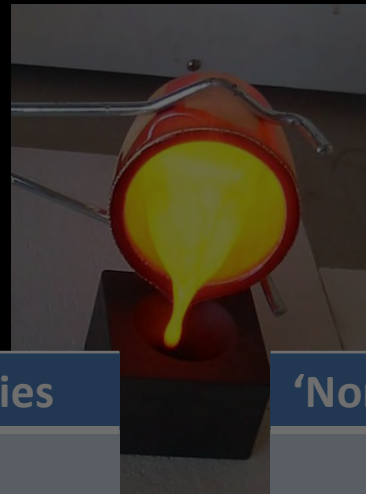
- Literacy
- Numeracy
- Reasoning
- Analytical Thinking
- Creative Thinking
- Flexibility
- Problem-Solving
- ICT Skills
- Decision-Making
- Communicating

'Non-cognitive' Capacities

- Honesty
- Compassion
- Respect
- Empathy
- Resilience
- Thoughtfulness
- Gratitude
- Courage
- Optimism
- Perseverance



WHY RESTORATIVE PRACTICES?



Cognitive Capacities

Literacy

'Non-cognitive' Capacities

Honesty

“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*.”

Problem-Solving

ICT Skills

Decision-Making

Communicating

Gratitude

Courage

Optimism

Perseverance



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WHY RESTORATIVE PRACTICES?



Cognitive
Development

Behaviour
Management



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WHY RESTORATIVE PRACTICES?



Student Development

Processing

Self System

Metacognitive
System

Cognitive System

Domains of Knowledge

Information

Mental Procedures

Psychomotor Procedures



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Student Development

*“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





TOP 20 PRINCIPLES FROM PSYCHOLOGY FOR PREK-12 TEACHING AND LEARNING

Principle 7

Students' self-regulation assists learning, and self-regulatory skills can be taught.

Principle 14

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

Principle 15

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

Principle 16

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

Principle 17

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.

American Psychological Association, Coalition for Psychology in Schools and Education. (2015). *Top 20 principles from psychology for preK-12 teaching and learning*. Retrieved from [http:// www.apa.org/ed/schools/cpse/top-twenty-principles.pdf](http://www.apa.org/ed/schools/cpse/top-twenty-principles.pdf)



We can challenge students (and ourselves) to be
the very best that they (and we) can possibly be

through

Restorative Practices

WHY RESTORATIVE PRACTICES?

What are Restorative Practices?



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WHY 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)



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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?



WHY RESTORATIVE PRACTICES?

What are Restorative Practices?

A Reality

Our work in schools is

moral work

It is also

emotional work



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WHY RESTORATIVE PRACTICES?

What are Restorative Practices?



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WHY RESTORATIVE PRACTICES?

What are Restorative Practices?

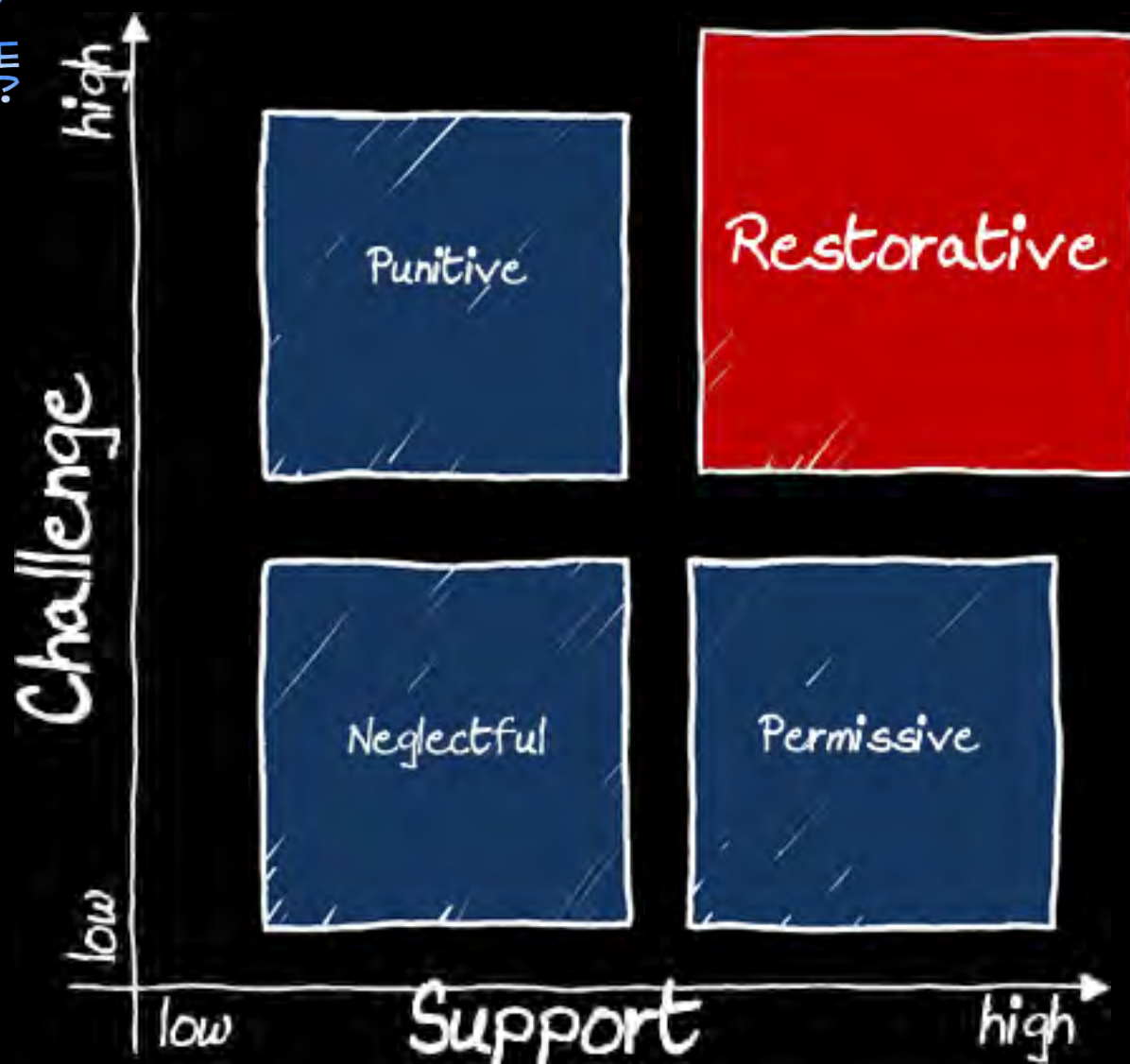


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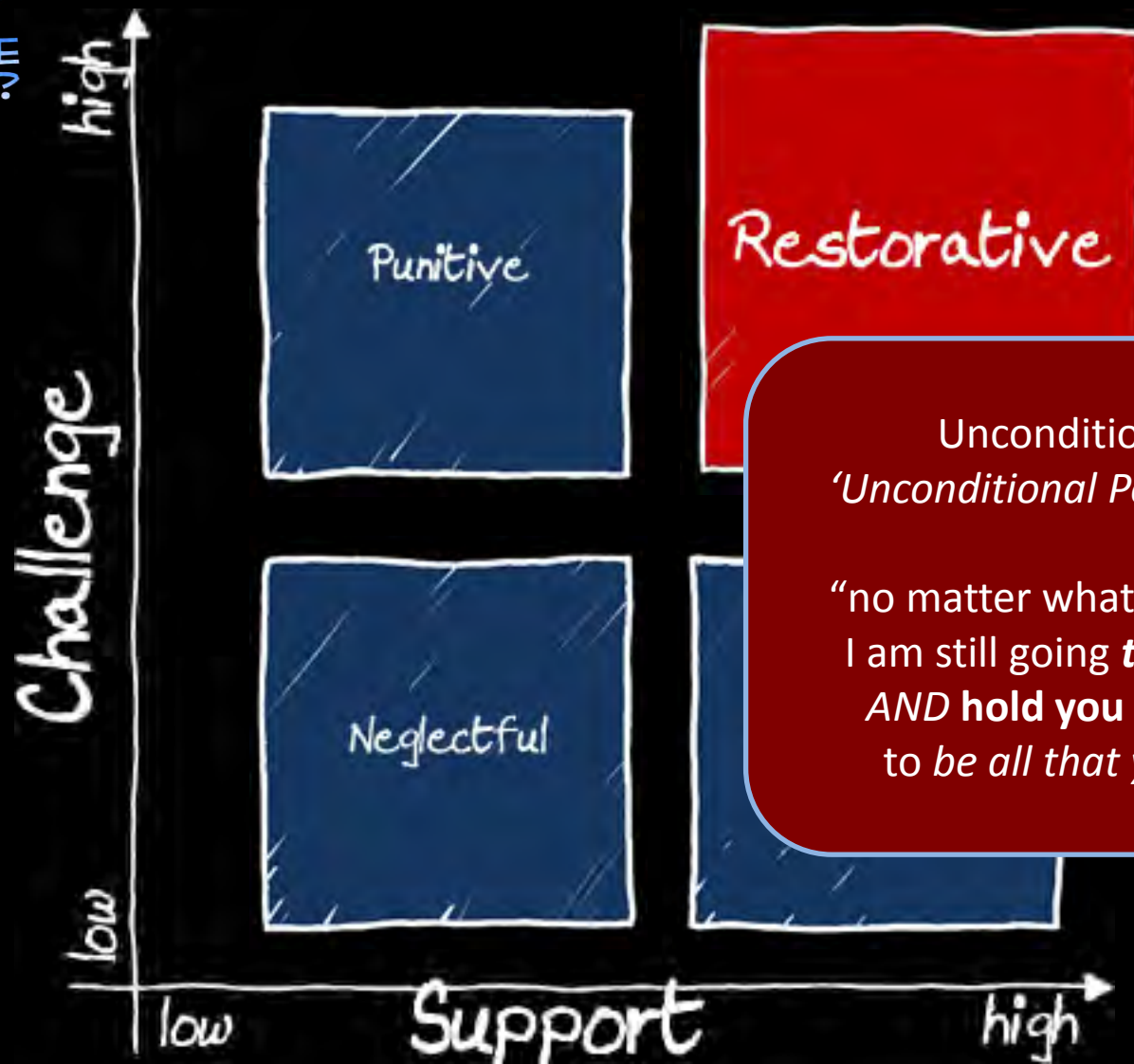
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WHY

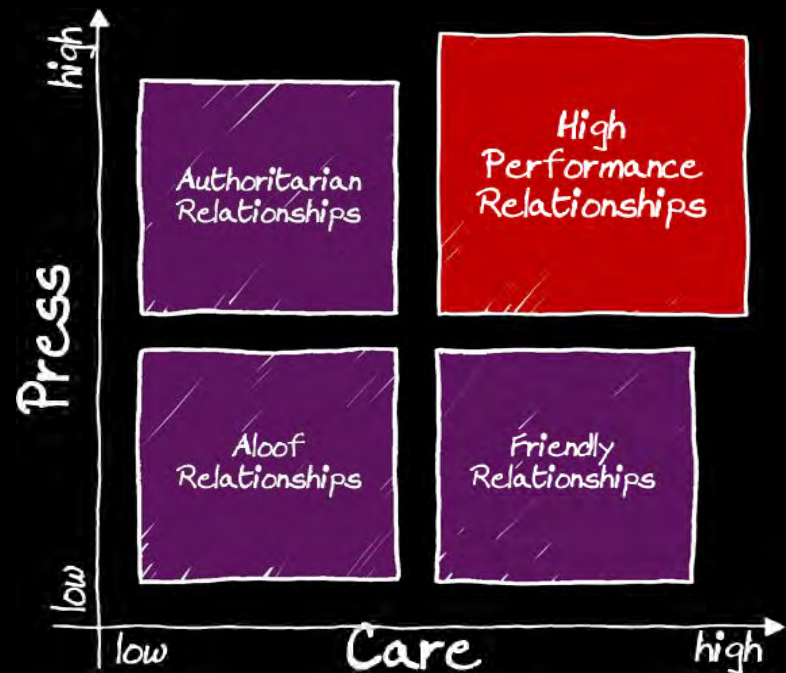
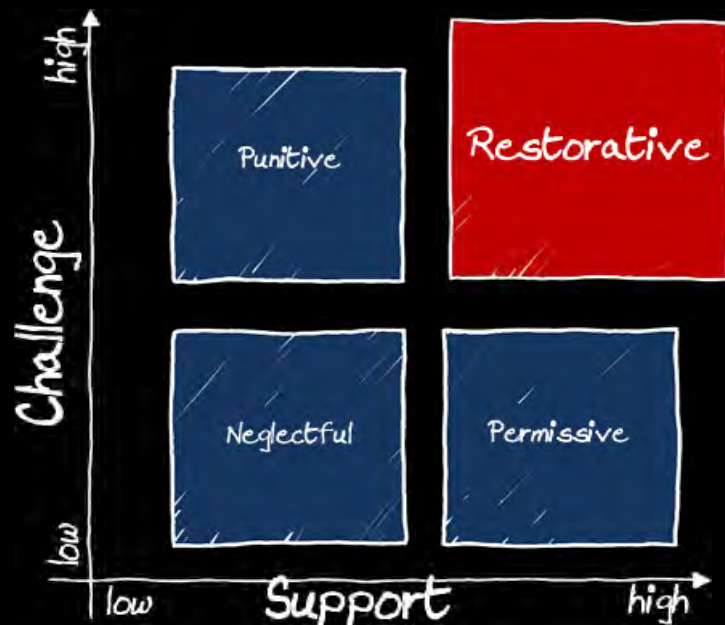
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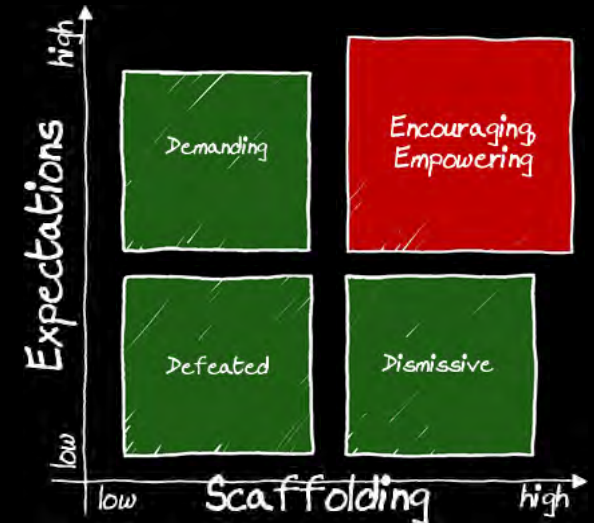
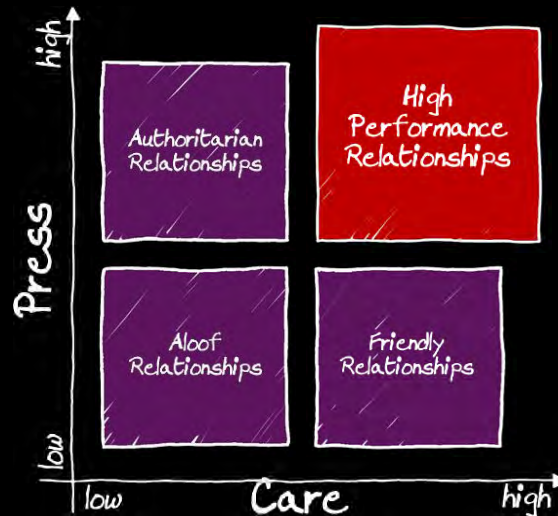
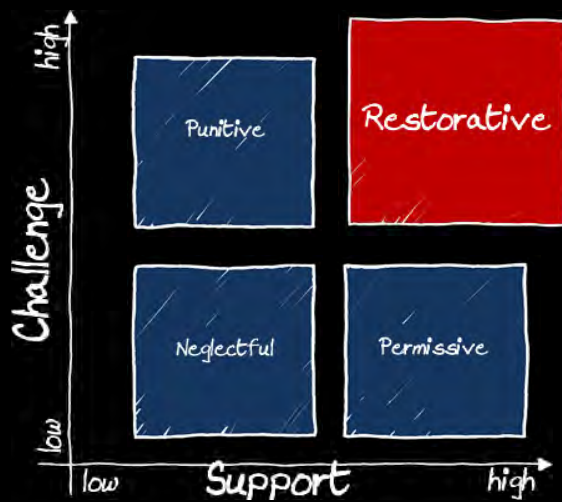
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WHY RESTORATIVE PRACTICES?



WHY RESTORATIVE PRACTICES?



Underlying Belief

Those people who are

directly involved

and

most affected

are

best placed

to resolve a conflict

or

solve a problem



A Reality

Much, if not most, wrongdoing and conflict is

emotionally-driven

Much, if not most, harm caused is

emotional harm

The free expression of emotion in a safe environment
enables the participants

to 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



Restorative Practices

I got a detention!

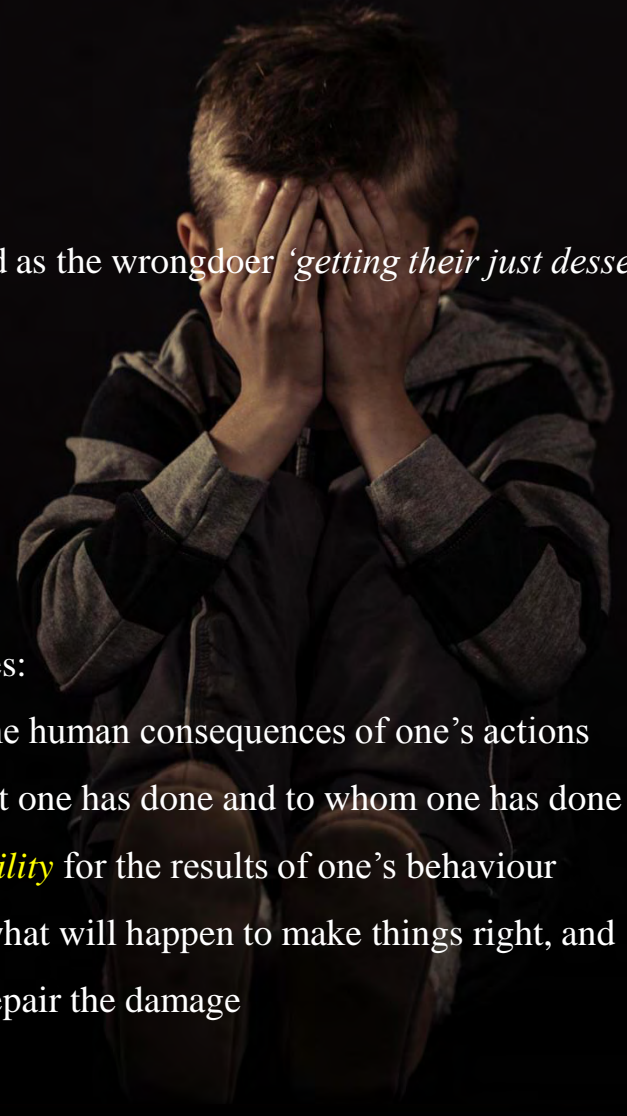
I'm sorry, Sir. I shouldn't have spoken to you like that. It was disrespectful, and I know it upset you. It certainly won't happen again.

Accountability:

- 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
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- *taking steps* to repair the damage



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.

RELATED STORY: David Pocock

MAP: Canberra 2600

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.



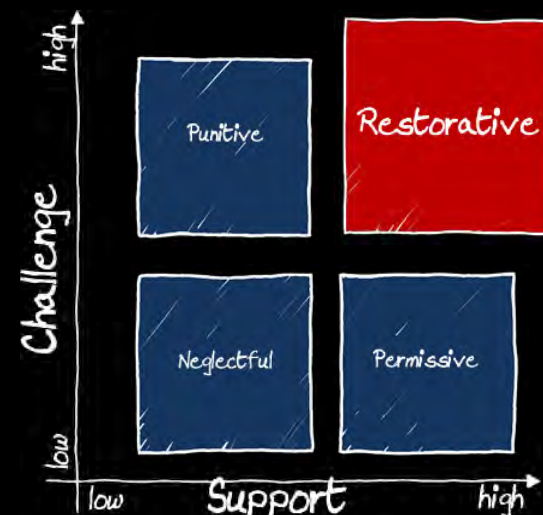


*Restorative Practice is a PROCESS, i.e. it is a lived reality,
which aims to restore people within themselves,
and to (and within) their community of care*



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'**



WHY RESTORATIVE PRACTICES?

Restorative Practices

Focussing first on **restoring any harm done**,
and seeing incidents primarily as **'teachable moments'**



WHY RESTORATIVE PRACTICES?

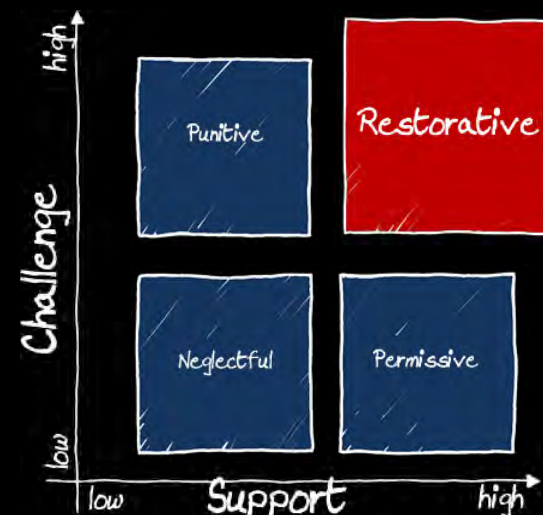
Restorative Practices

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

Braithwaite, J. (1989) *Crime, Shame and Reintegration*. New York: Cambridge University Press

*“Love the sinner...
...hate the sin”*

Augustine, City of God, XIV, 6



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.

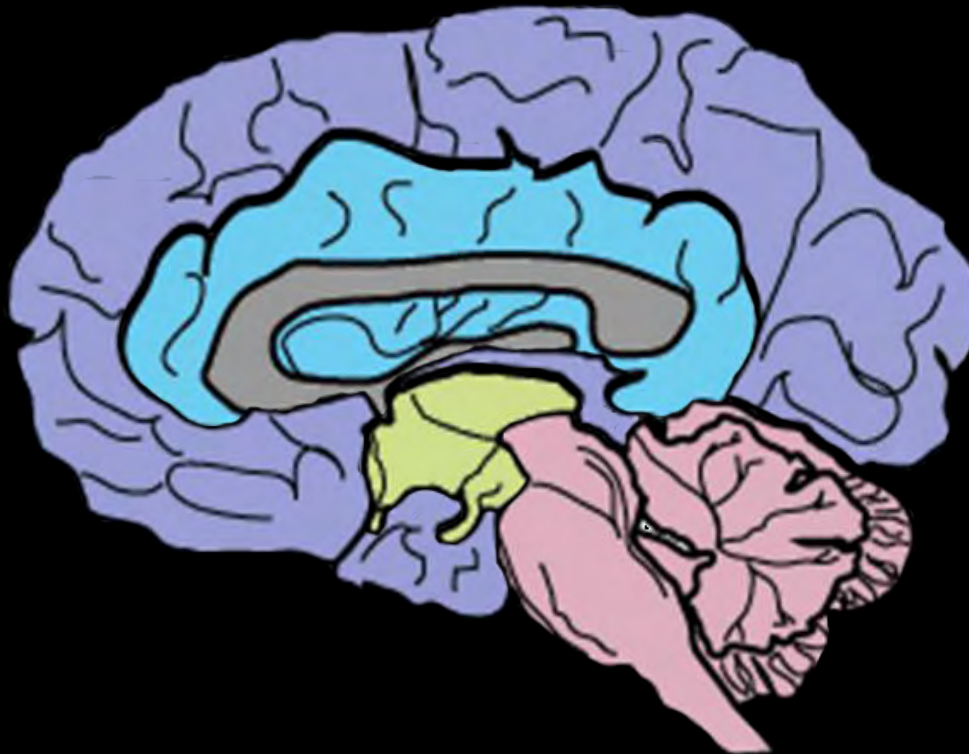
Just as in learning words, we *learn* to relate.

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

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

Perry, B. Brain Maltreated Children: Experience, Brain Development And The Next Generation.
WW Norton & Co. New York, 2009





Cortex

Limbic System

Diencephalon

Brain Stem



WHY RESTORATIVE PRACTICES?

Neuroscience 101



neuroplasticity &
metaplasticity



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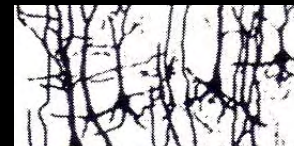
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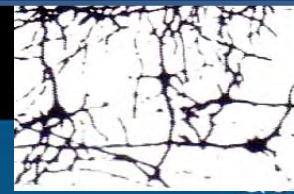
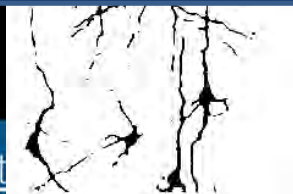
Birth

Age 6

Age 14



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



“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

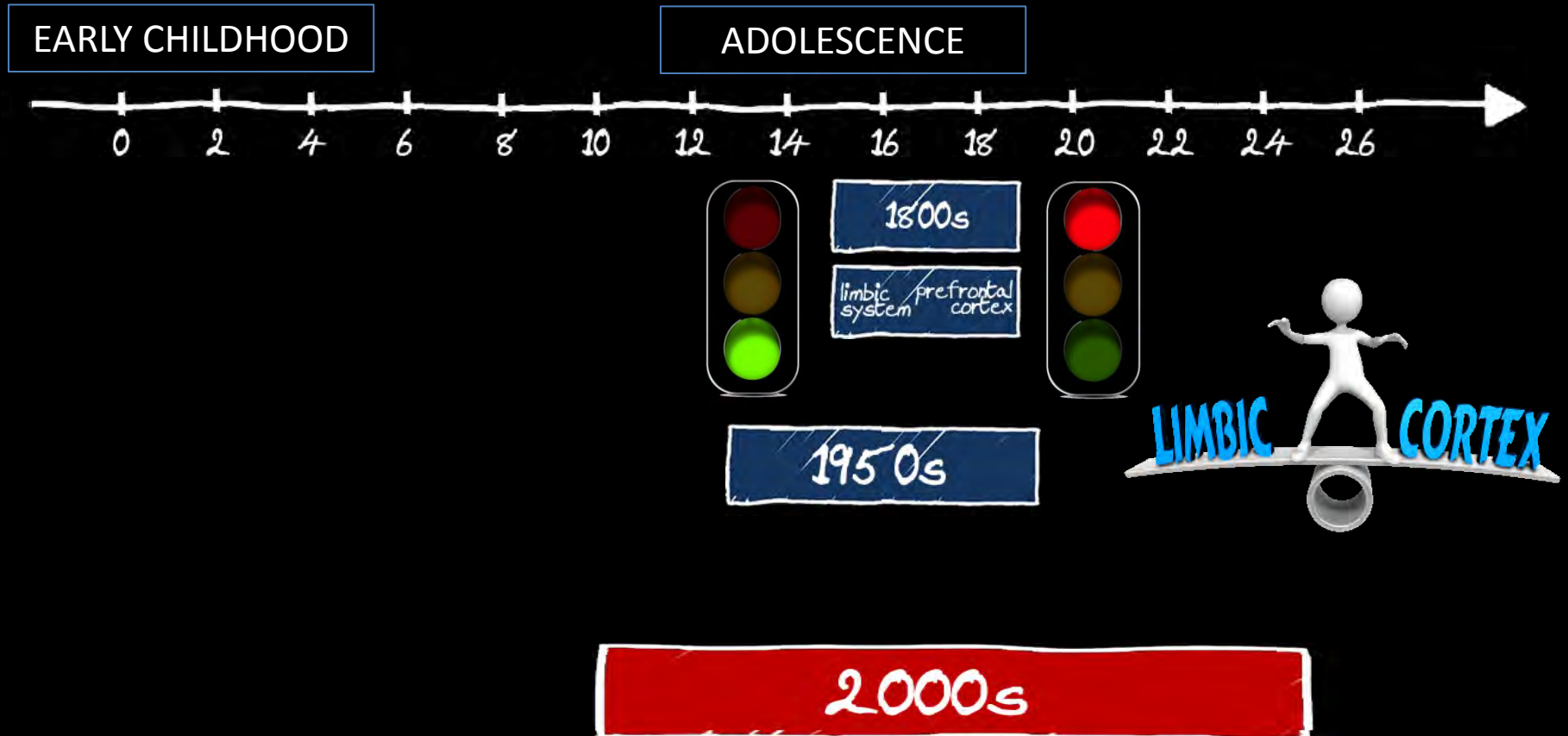
developmental experience.”

Perry, B. (2002) Childhood experience and the expression of genetic potential: What childhood neglect tells us about nature and nurture. *Brain and Mind*. 3, 79-100



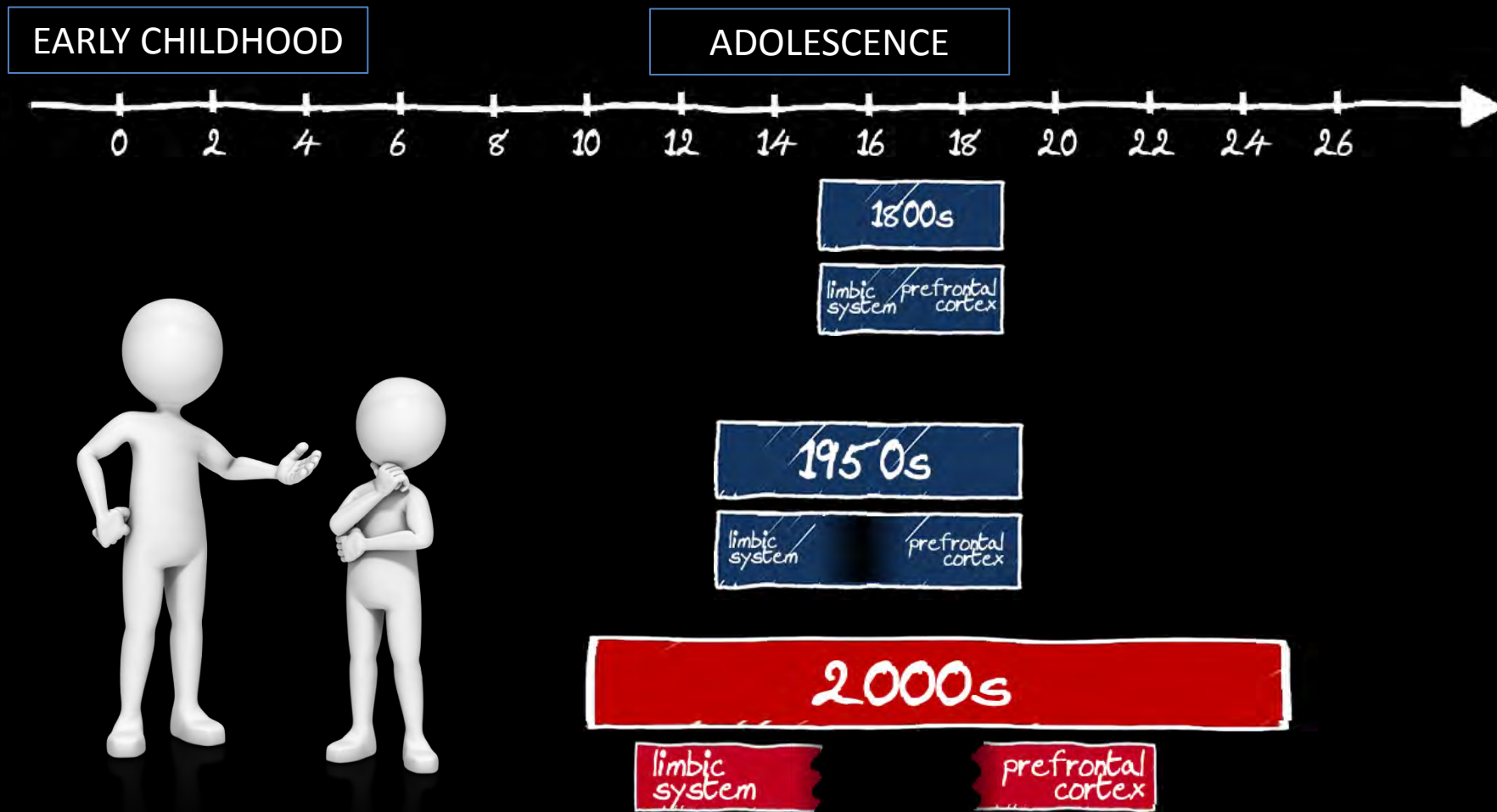
WHY RESTORATIVE PRACTICES?

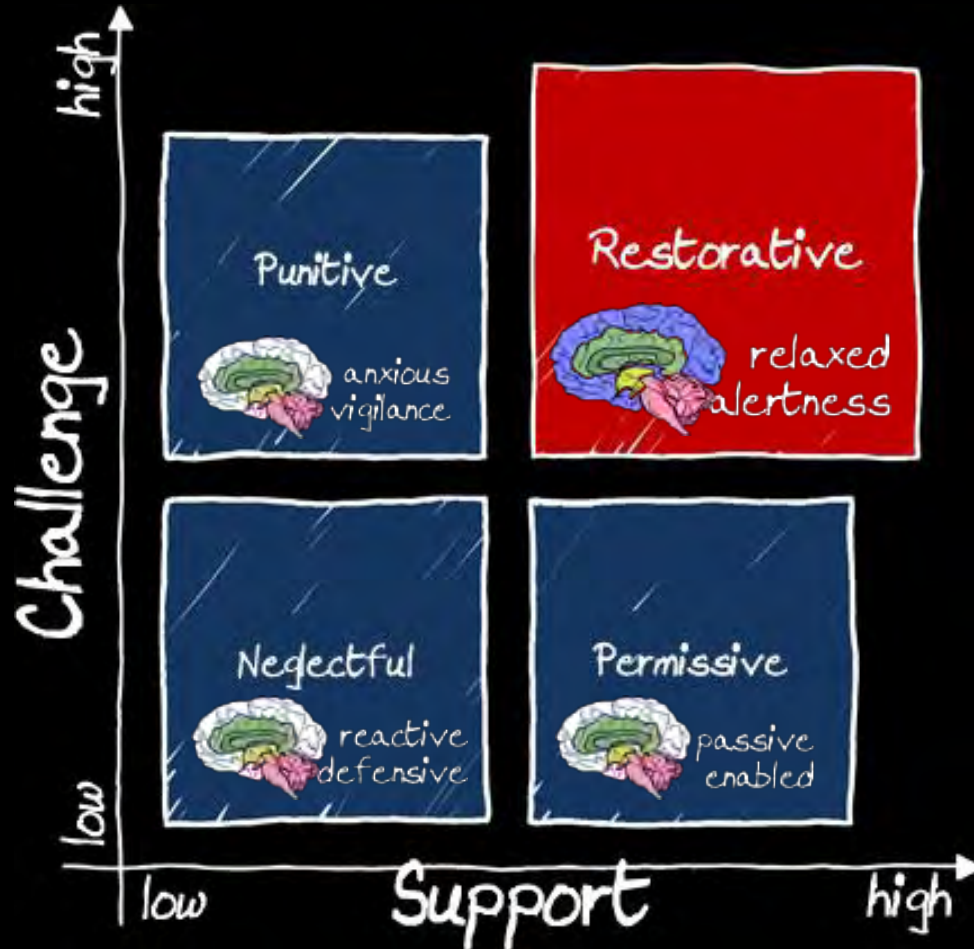
Neuroscience 101



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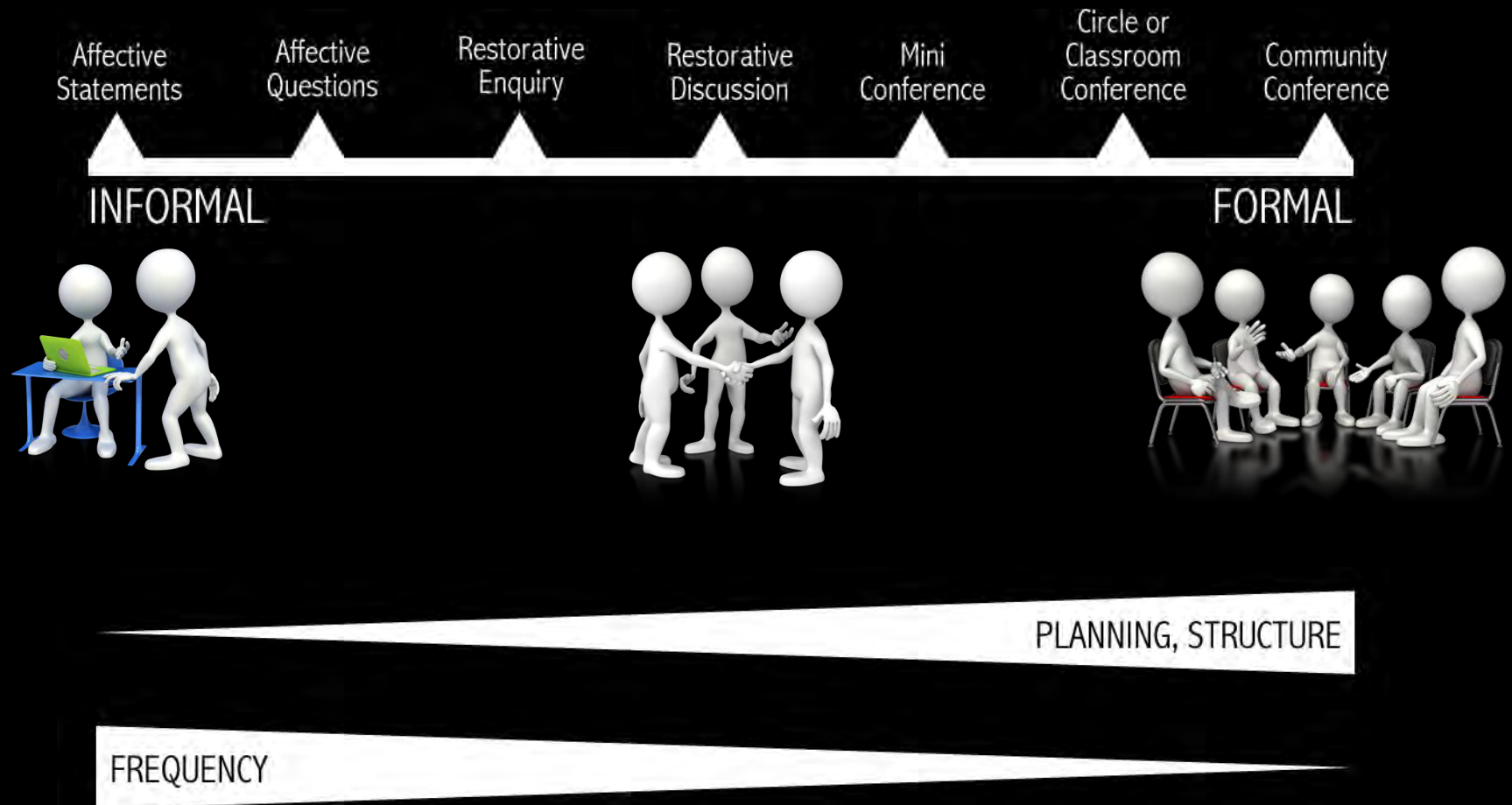


‘neurogenesis within the amygdala
– the seat of empathy –
under the right conditions’

– Daniel Reisel, 2014



Restorative Practices



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*

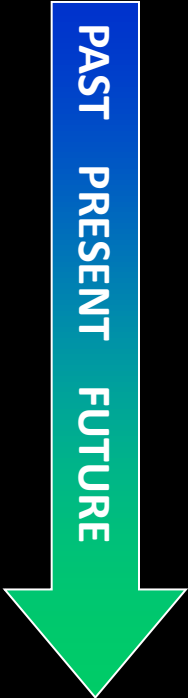
to educate towards practical wisdom – moral skill & moral will

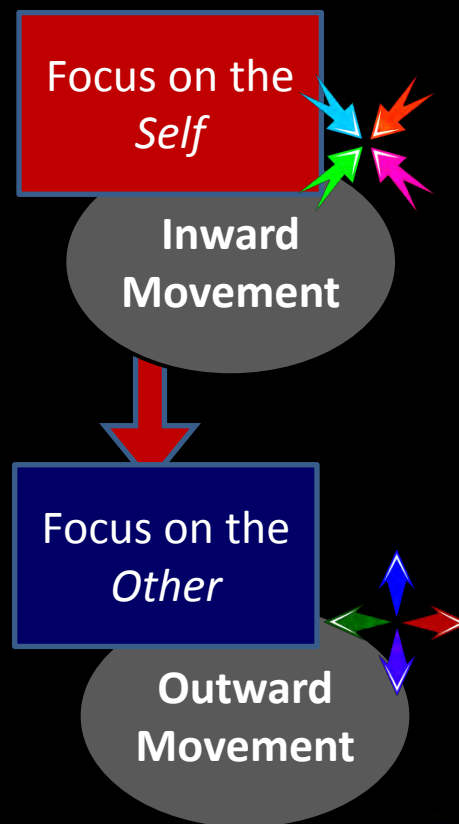
“a fundamental at-rightness and well-being of relationships
that actually feeds relational growth.”

Humans becoming humane.



Restorative Questions

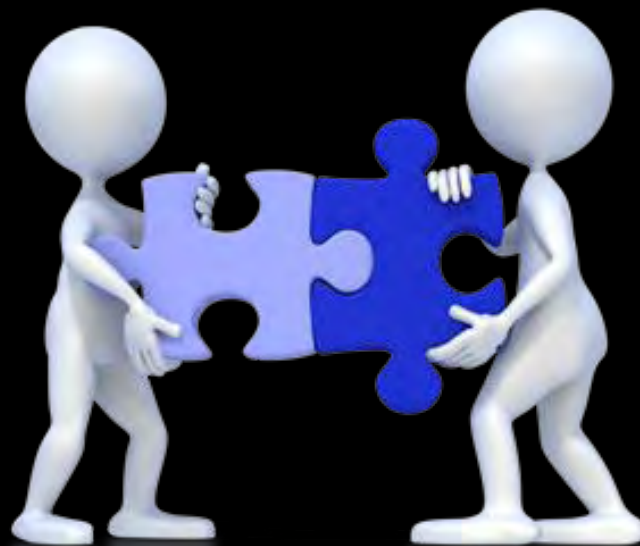
- 
- *What happened?*
 - *What were you thinking at the time?*
 - *What have you thought about since?*
 - *Who has been affected by what you did?*
 - *In what way?*
 - *What do you think you need to do to make things right?*



Remember also...



intentionality

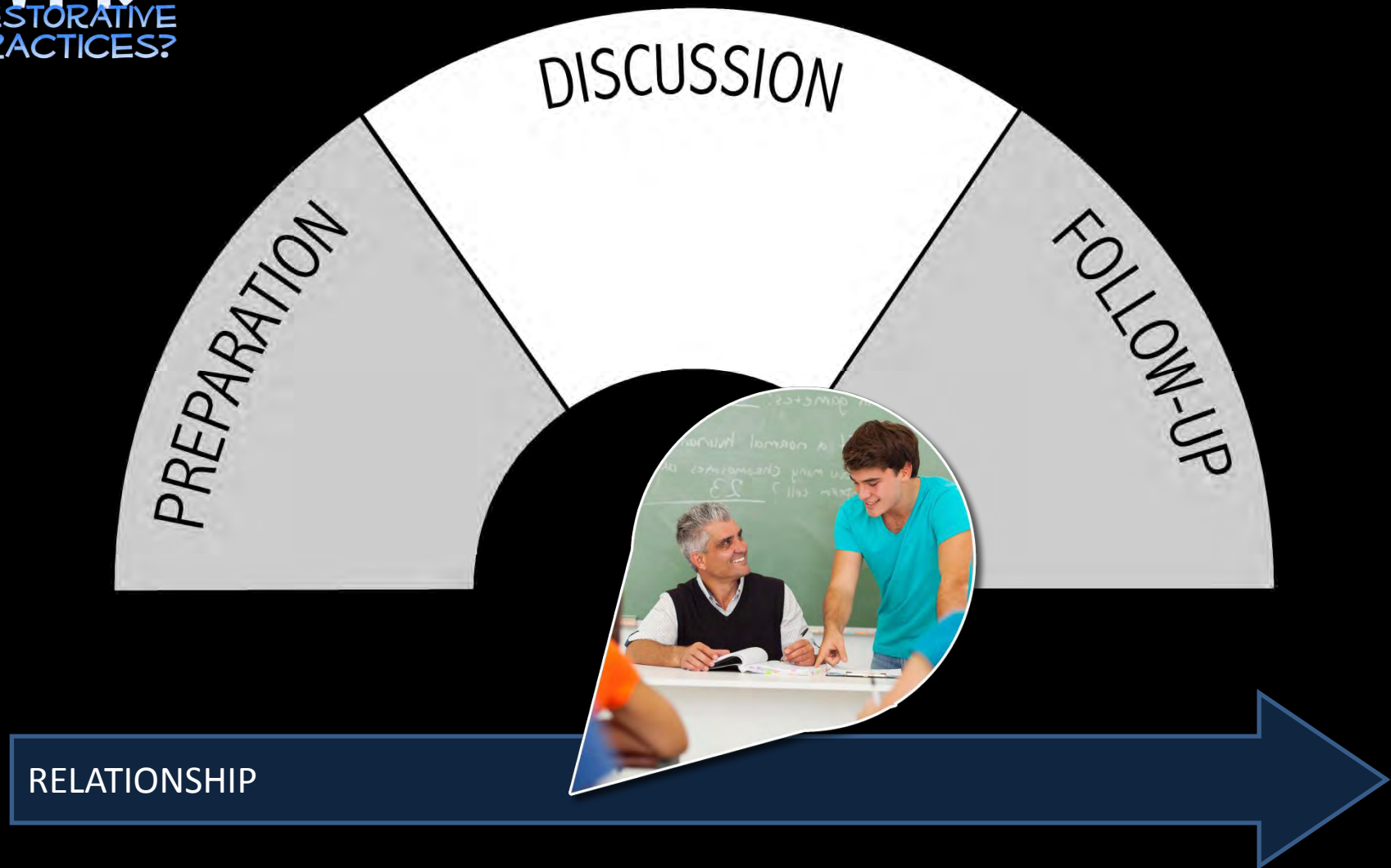


alignment



WHY RESTORATIVE PRACTICES?

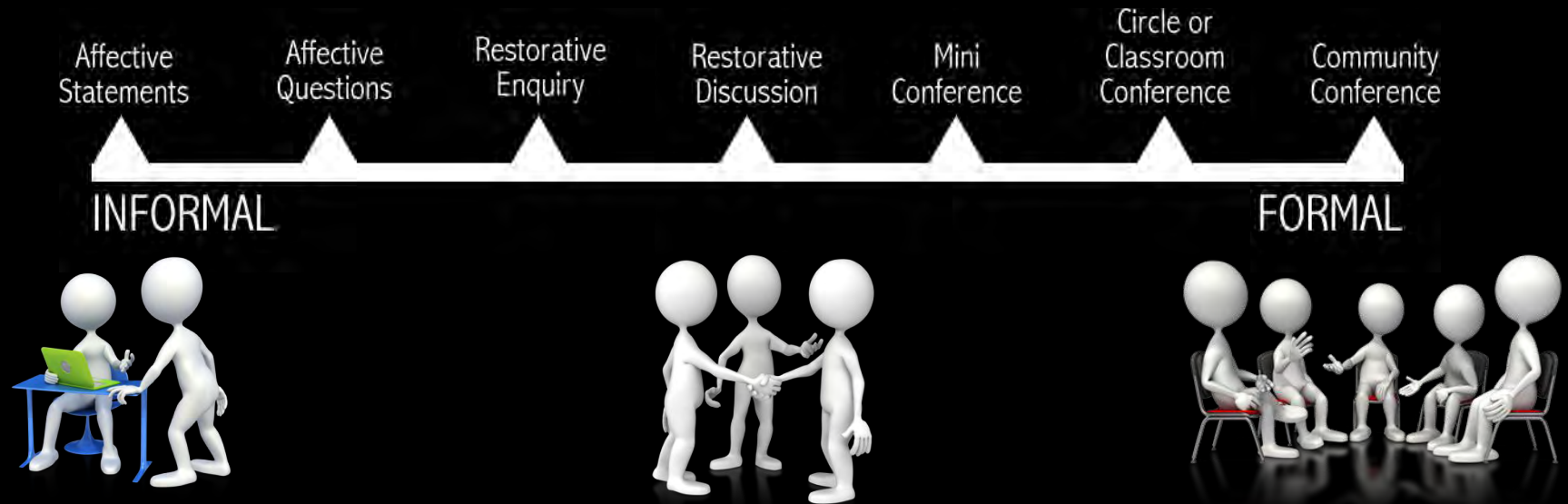
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Restorative Practices



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*



WHY RESTORATIVE PRACTICES?



The best thing
about being a
teacher
is that it
matters.

The hardest thing
is that it
matters
every day.

- Todd Whitaker



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WHY
RESTORATIVE
PRACTICES?

BECAUSE WE'RE
TEACHERS



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