



Restorative Practices in NZ: The Seven Restorative Practices

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DRAFT



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

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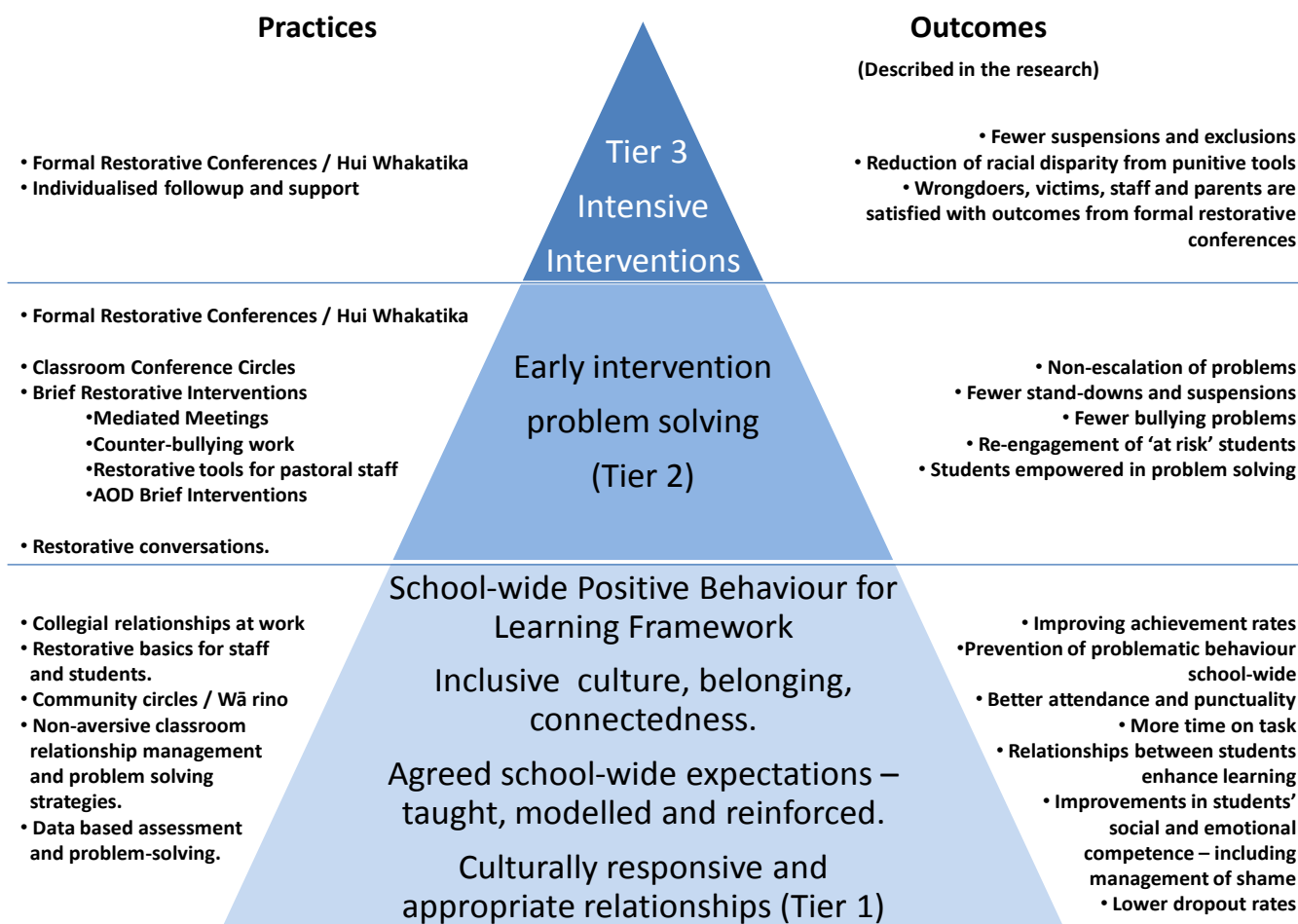
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Introduction to The Seven Restorative Practices

The Seven Restorative Practices (RPs) all sit within the school-wide framework of Positive Behaviour for Learning. Each RP requires a culturally responsive approach with the school's student, teacher and parent community.

1. **Restorative Basics - Pumanawatanga.** It's about attitude: doing school "with" students. Right and inclusive relationships across the school, teachers' positioning and theorising. All staff.
2. **Community Circles / Wā rino.** Structured circles with students to build connectedness and learning intentions. All teaching staff.
3. **Collegial Relationships At Work.** Restorative tools are used to build and maintain a healthy staff community. Leaders and all staff.
4. **Restorative Language and Conversations.** Affective statements, theory of shame and reintegration, scripted problem solving conversations. All staff.
5. **Brief Restorative Interventions.** Referral-based restorative problem solving tools for deans, pastoral and senior management staff.
6. **Classroom Conference Circles.** Structured problem solving circles for large groups of students and their teachers. Some expert staff only.
7. **Restorative Conferences / Hui Whakatika.** Formal conferences to address specific incidents of serious harm. Some expert staff only.

Figure 1: Overview of RP in the PB4L School-Wide Context



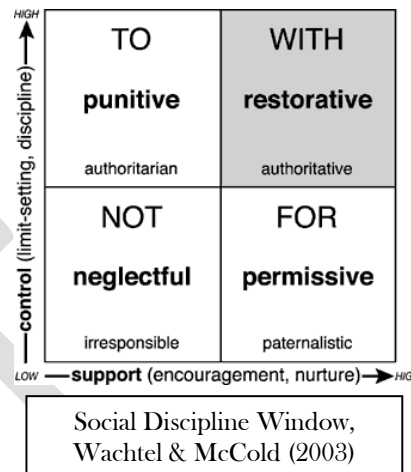
1.0 Restorative Basics – Pumanawatanga (Tier 1).

1.1 What are the Restorative Basics?

Restorative practice is a philosophy, in action, that places relationships at the heart of the educational experience. The Basics are about our (staff) attitude. We build an inclusive community around right relationships, which reduces misconduct in the school. The Basics also map a range of tools to respond when wrongdoing happens.

The basic tenet of RP is that “human beings are happier, more cooperative and productive, and more likely to make positive changes in their behaviour when those in positions of authority do things WITH them, rather than TO them or FOR them.” (Ted Wachtel, (2003)

A relational focus means we negotiate our school values and expectations with students, parents and staff. We teach, model and reinforce those values. We value high standards of learning and behaviour in classrooms, and offer high levels of support for students to attain these.



Teachers reject deficit theorising about their students, and build the relationships that, for many students, are a prerequisite to learning. Across the school, students experience orderly classrooms and non-aversive relationship management strategies. Staff and students see wrongdoing as harmful to people and relationships, and use a range of restorative tools to put right the harm and avoid future trouble.

Staff attitude determines the tone of the school, the classroom morale, even the school spirit. Angus Macfarlane calls this “Pumanawatanga”: the beating heart of the school. When we get the Restorative Basics right, this Pumanawatanga pumps life into a school community. The beating heart of the school determines the way we relate to our students, the expectations we have of them, the teaching strategies we employ, and the discipline strategies we prefer.

For the “How To” guide on Restorative Basics, please refer to the PB4L Restorative Practice Toolkit.

1.2 Success Criteria

The Restorative Basics work sits within the PB4L school-wide work. The school-wide work:

- Sets a common purpose and approach among all staff to right relationships and good behaviour;
- Has clear, positive, school-wide expectations agreed with parents, staff and students;
- Teaches and models these positive behaviours;
- Encourages and reinforces the behaviours we value;
- Discourages the behaviours we don’t want;
- Has a data system to analyse trends and inform early interventions;

The Restorative Basics work in our school means:

- All staff can describe the restorative basics philosophy as it applies to their work;
- Almost all teachers use restorative ways to help build an orderly learning environment;
- Teachers and students have high expectations of behaviour and learning;
- Students and staff support each other to live up to these high expectations;
- Māori students and parents believe our school is culturally responsive;
- Almost all teachers reject deficit theorising about students and their cultural heritages;
- Most staff actively model respect for a range of cultures in their teaching;
- Students can describe the restorative basics in their own words;

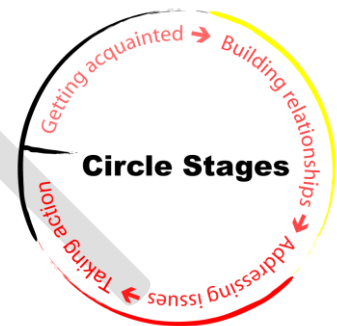
2.0 Community Circles / Wā Rino (Tier 1).

2.1 What are Community Circles / Wa Rino?

Community circles are a semi-formal tool to help teachers and their students build connectedness and co-operation. Community circles teach and enable the NZC key competencies; particularly thinking, contributing and participating, relating to others, and managing self.

Community circles are used to:

- introduce students to each other and to staff;
- build connectedness between students and evoke respect for different cultures, preferences and opinions;
- agree on behaviour and learning norms – for a class (at the beginning of the year), or for an EOTC experience (prior to the trip);
- check in and out at the start and end of a week or a term;
- give attention, recognition, and/or praise to behaviours, achievements and strengths that are seldom recognised;
- enable students to share taonga and interests;
- review the class' progress;
- prevent minor problems from escalating;
- discuss topics of academic or topical interest;
- organise class or community action on an issue.



Kris Miner, Circle-space.org

Wā rino (literally: circle time/space) uses a talking piece, some stimulus material provided by a teacher or student, and a process that enables all participants to speak. Circles are built around honesty, respect, brevity, and on-taskness.

For the “How To” guide on Community Circles / Wa Rino, please refer to the PB4L Restorative Practice Toolkit.

2.2 Success Criteria

Community Circles / Wa Rino in our school:

- Are used much more often than (reactive) classroom conferences;
- Select topics so that the depth of sharing and risk-taking increases over time;
- Enable students and teachers to select topics or starter material;
- Often use stimulus material or circle topics suggested by students;
- Are valued by students and teachers;
- Help build the social capital between students;
- Help build social capital between students and teachers;
- Use a circle without tables;
- Use a talking piece;
- Use start and end procedures that are culturally responsive to our students;
- Are regularly observed for the purpose of formative feedback to teachers;

3.0 Collegial Relationships At Work (Tier 1).

3.1 Description

Collegial Relationships at Work describes a school culture where staff are committed to each other's success. This staff culture includes high expectations of each other's performance, and high levels of support (through coaching, monitoring, and feedback.) A collegial culture contrasts with "parallel play", "adversarial relationships", and "congenial relationships" among staff.

"The nature of relationships among the adults within a school has a greater influence on the character and quality of that school and on student accomplishment than anything else. If the relationships between administrators and teachers are trusting, generous, helpful, and cooperative, then the relationships between teachers and students, between students and students, and between teachers and parents are likely to be trusting, generous, helpful, and cooperative. If, on the other hand, relationships between administrators and teachers are fearful, competitive, suspicious, and corrosive, then these qualities will disseminate throughout the school community.

In short, the relationships among the educators in a school define all relationships within that school's culture. Teachers and administrators demonstrate all too well a capacity to either enrich or diminish one another's lives and thereby enrich or diminish their schools." (Barth, 2006)

The Leadership Best Evidence Synthesis shows that effective leaders in schools plan and participate in professional learning with their staff, and resource the school's strategic priorities. They are also able to quickly and effectively address conflict within the staff. Collegial Relationships at Work build professional learning communities, maintain healthy relationships, and enable resolution of conflict when it occurs.

Staff support, consent and participation are essential to effective restorative work. On the issue of staff "buy in", Michael Fullan (2009) states that "shared vision and ownership are more the outcome of a quality change process than they are a precondition." Schools may use Professional Learning Groups as an organisational change tool for their RP work. PLGs can be both a tool to equip staff with restorative skills and a means of building a collegial staff culture.

Restorative schools require a strong internal staff development programme, where staff coach, observe and offer feedback on each other's performance. Staff members use restorative language in the "fierce conversations" about performance issues. Restorative tools are used to resolve problems and heal relationships.

For the "How To" guide on Collegial Relationships at Work, refer to the PB4L Restorative Practice Toolkit.

3.2 Success Criteria

Our Collegial Relationships at Work means we notice:

- Teachers using affective statements with each other;
- Teachers and leaders regularly talking with one another about practice;
- Teachers and leaders using an agreed local effective teaching profile;
- Staff sharing their "craft knowledge" of teaching and learning;
- Teachers and leaders observing one another's practice (for the purpose of improving teaching and learning);
- Staff being invested in each other's success;
- Encouragement and support as a "norm" among staff;
- Staff circles being used to build collegial relationships and address issues that arise;
- Staff conflict addressed quickly and effectively;
- Restorative language used in the "fierce conversations" of performance appraisal;
- Trends and data about teaching, learning and the school wide restorative work regularly being presented to staff.

4.0 Restorative Language and Conversations (Tier 2).

4.1 Description

Restorative conversations are simple, non adversarial, problem solving conversations with students. A school-wide approach to restorative practices requires that all (teaching and support) staff can use restorative language with students.

Restorative conversations use affective statements to describe how we react emotionally to something that happens. They build our ability to feel another person's pain or joy. The AIMHI research found that "teachers' affective qualities contributed to the development of strong and positive teacher-student relationships. It was these relationships that the researchers identified as crucial to students' learning."

In classrooms, affective statements provide feedback about the (intended or unintended) harm that's been done. They focus on emotions and relationships rather than on lectures about codified rules. Affective statements describe the behaviour and the problem. They uphold the mana of each person involved by making "I" statements, rather than attacking or excusing the wrongdoer.

In the more formal restorative interventions, affective statements are key to eliciting empathy and managing the shame carried by wrongdoers and victims. Skill in affective statements enables teachers to build a relational authority in their classrooms and to problem solve with students when needed. All teachers should be able to use a simple restorative conversation script with students.

Theories of affect and shame management underpin all restorative interventions. Understanding these theories helps teachers interpret and respond to students' behaviour.

For the "How To" guide on Restorative Language and Conversations, please refer to the PB4L Restorative Practice Toolkit. Teaching and learning of Restorative Language and Conversations is best done concurrently with, or after, work on the Restorative Basics.

4.2 Success Criteria

Restorative Conversations in our school:

- Use affective "I" statements to reinforce valued behaviour and to respond to unwanted behaviour;
- Encourage problem solving "with" students,
- Hold students to account without personal criticism and lectures about rules;
- Do not excuse the behaviour or rescue students from the harm of their actions;
- Follow a common restorative conversation script;
- Are trained to all staff, with organised systems for practise/skills development, observation, feedback and induction of new staff;
- Are supported by systems for teachers and students to request a more formal problem-solving process where restorative conversations have not been effective;

Restorative Language in our school:

- Enables all staff to describe a range of affects and shame responses;
- Is taught to students to enable their participation in restorative problem solving;

5.0 Brief Restorative Interventions (Tier 2).

5.1 Description

For some students, the tier 1 primary prevention strategies will not be sufficient to prevent patterns of problematic behaviour or incidents that cause harm. School-wide data will identify these students and the nature of the harm being done.

Brief restorative interventions are problem solving processes which engage wrongdoers and those affected or harmed. They are used where the harm is significant enough not to be resolved informally, but not so great that it requires a formal conference with parents and school managers. The Brief Restorative Intervention tools are narrative, strengths based, interventions. They are not counselling. The tools rely on the same psychology as the formal restorative conference. Some use the same speaking order and questions.

The brief interventions in the RP PB4L Toolkit are:

- Mini Conferences. These are mediated meetings to deal with:
 - problems between a teacher and a student (or a small group of students);
 - conflict between small groups of students;
- Mana Potential. A kaupapa Māori tool for deans and their regular customers;
- AOD interventions. Small group based early interventions with students who are experimenting with alcohol or other drugs. (These are normally best facilitated by a health-funded AOD worker within a whole school approach to AOD issues.)
- Undercover Teams. A no blame team approach to respond to bullying problems.

Brief interventions are informed by the school-wide data system. Patterns of behaviour and/or specific incidents trigger referrals for a brief intervention. Simple plans to put right the relationships and prevent future trouble are evaluated informally. Followup is generally done by the deans.

For resources on Brief Restorative Interventions and for “How To” guides, please refer to the PB4L Restorative Practice Toolkit.

5.2 Success Criteria

Brief Restorative Interventions in our school:

- Are facilitated by well trained deans, pastoral staff and senior managers;
- Include preparation of each participant prior to a meeting or intervention;
- Use the script or guide appropriate for each tool;
- Ensure that the people involved in the problem are included in the problem solving;
- Are interventions “with”, rather than “to” or “for”, students;
- Are commonly requested or agreed to by students;
- Tailor the outcomes from each brief intervention to repair the harm done: i.e. plans or consequences for wrongdoers are not predetermined;
- Are regularly observed for the purpose of improving practice quality;
- Have simple and reliable referral systems for students and teachers;
- Are supported by our data system to track their effectiveness;

Please refer to the Toolkit for success criteria for each Brief Restorative Intervention.

6.0 Classroom Conference Circles (Tier 2).

6.1 Description

The Classroom Conference is a formal restorative tool for classes where problems have disrupted the whole class' learning and relationships. Such classes may be noisy and off task, or have divisive relationships among students. Their teachers find that the normal relationship management and teaching strategies don't work well, and can be distressed about teaching the class.

The classroom conference requires careful preparation work with students and teachers and a skilled facilitator. Classroom conferences use a circle and a talking stick. There are two rounds to the conference: the first explores the nature of the problem(s) without naming or blaming any individuals. Teachers speak first in this round. The second round asks participants what they will do differently so that the class works well for everyone. The facilitator records the key ideas and themes. The class elects a group of students to do the followup work with a dean or senior school leader.

The formal classroom conference is a more formal and structured version of the community circle. It encourages everyone to describe the problem and its effects, and to contribute to the solutions. Followup with regular community circles is recommended.

Schools using classroom conferences require a few well trained facilitators.

For the "How To" guide on Classroom Conference Circles, please refer to the PB4L Restorative Practice Toolkit.

6.2 Success Criteria

Classroom Conference Circles in our school:

- Use an explicit thinking process/tool to start a referral for a conference;
- Follow preparation of all students and staff so that everyone knows what to expect and how to participate. (All participants know the kinds of questions they are likely to be asked. Participants have also had time to think about what might be needed to repair the harm and prevent future trouble);
- Always use a circle and a talking piece;
- Always use the classroom conference script;
- Use a venue suitable for the participants;
- Tailor our start and end procedures to the participants involved;
- Start by exploring the problem and its effects, before asking people what they will do differently in future;
- Enable students to describe and solve their class' problems;
- Produce plans from the whakaaro and responses of the students and their teachers;
- Elect a group of 4 – 6 students to do the followup work with a senior member of staff;
- Enable the followup group to format and visually display the conference agreement;
- Are followed up, monitored and evaluated by students and staff;

7.0 Restorative Conferences / Hui Whakatika (Tier 2 or 3).

7.1 Description

This is the most formal and structured restorative conference; involving students, parents and staff. The conference does not exist to decide whether the wrongdoers are good or bad people, but explores the harm caused by a specific incident or pattern of behaviour. The conference offers an opportunity to heal the people and relationships affected, and for negotiating a plan to prevent future trouble.

The conference requires a well trained and capable facilitator. The facilitator is the keeper of the process, and uses the script to elicit participants' stories. The facilitator guides the conference through its phases and records the outcomes, avoiding making judgments or suggestions about what might be in the plan. The facilitator should be someone who has not been directly affected by the incident.

The conference is a narrative tool. It starts with the wrongdoer(s) telling the story of the incident; what happened and what they were thinking. By hearing the story, in order, of how each person has been affected, empathy and thoughtfulness begin to replace shame. By including those who have been affected and those who are most influential in their lives, we hold wrongdoers fully accountable. By involving victims in the problem solving, we are able to understand and repair the harm done to them.

Conferences use a strengths-based approach to negotiating plans to put right the harm and prevent future wrongdoing. If responding to a behaviour crisis, schools may use IRF to buy facilitator time to prepare and run the conference.

For the "How To" guide on Restorative Conferences / Hui Whakatika, please refer to the PB4L Restorative Practice Toolkit.

7.2 Success Criteria

Restorative Conferences / Hui Whakatika in our school:

- Use an explicit thinking process/tool to start a referral for a hui;
- Follow preparation of students, staff, and whanau so that everyone knows the story of what happened before arriving at the conference;
- Prepare participants so that they know the hui format and the kinds of questions they are likely to be asked;
- Include those who have been affected by the incident;
- Include the most influential peers and whanau members;
- Are held once participants have had the chance to think about what might be needed to repair the harm and prevent future trouble;
- Use a circle, a seating plan, and a speaking order;
- Use the hui whakatika / restorative conference script;
- Use venues and tailor the start and end procedures to suit the participants;
- Start with the wrongdoers, then those who were directly affected, then those who are support people and whanau;
- Make specific plans to put right the specific harm that's been done. These plans include personalised ways for students to learn new skills/attitudes to avoid future trouble;
- Make SMART format plans to allow for easy monitoring and followup;
- Are supported by good referral and followup systems;
- Include staff from community agencies and/or police where appropriate;
- Are evaluated to test short and medium term effects.