1. Exploring Restorative Practices

Competency

Educator explores restorative practices to strengthen relationships and build a community where harm can be addressed and repaired.

Key Method

Educator learns the foundations of Restorative Practices, analyzes and reflects on their current classroom practices, begins to think of ways to implement restorative practices, and shares what they have learned with various audiences.

Method Components

Restorative Justice

Inspired by indigenous practices, Restorative Justice (RJ) is a philosophy and theory of justice that emphasizes repairing the harm caused by conflict and wrongdoing. It provides an opportunity for everyone impacted by an incident to come together in a safe space to address their feelings and needs, and reach a resolution that repairs the harm and restores relationships.

Restorative Justice is based on the idea that "because crime hurts, justice should heal" (Braithwaite). The harm should not be matched by further harm, but by restorative efforts.

Restorative Justice was introduced as part of the criminal justice system over 35 years ago, and was later adopted into the school system as an alternative to exclusionary disciplinary actions. The mission of Restorative Justice is to;
1. Repair: crime causes harm and justice requires repairing that harm;
2. Encounter: the best way to determine how to do that is to have the parties decide together;

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3. Transform: this can cause fundamental changes in people, relationships and communities.
4. (See more information in the Research section)

Guiding Principles

Restorative Justice is guided by these 7 principles. Restorative Justice:
1. Acknowledges that relationships are central to the building community
2. Builds systems that address misbehavior and harm in ways that strengthens relationships
3. Focuses on the harm done rather than only rule-breaking
4. Gives voice to the person harmed
5. Engages in collaborative problem solving
6. Empowers change and growth
7. Enhances responsibility

With the adverse impact of zero-tolerance discipline policy and the development of the school-to-prison pipeline, school districts across the country have looked for different ways to improve school climate and alternative ways for addressing misbehavior.

Restorative Justice in Schools (often referred to as Restorative Practice) is a set of practices and values that holistically prevents and repairs harm, builds community, and relationships resulting in a positive supportive school climate.

Repairing Harm

Repairing harm is foundational to restorative practices. According to the International Institute for Restorative Practices (IIRP) Restorative practices is an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities. Repairing harm is the first step in strengthening relationships that have been compromised by intentional or unintentional actions or words.

School Wide Implementation

The following beliefs are foundational to successful implementation of Restorative Practices:
- Aim first to build classroom communities that are supported by clear agreements, authentic communication, and specific tools to bring issues and conflicts forward in a helpful way.
- Provide specific pathways to repair harm by bringing together those affected by misbehavior in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right.

Restorative Justice (practices) school implementations also need to focus on:

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- Building healthy relationships between students and school staff, as well as among adults within the school community
- Supporting students' healthy social and emotional development
- Creating safe spaces for difficult conversations, deep emotions, and healing
- Shifting the focus from intervention to prevention of disciplinary infractions
- Shifting the paradigm from punitive to restorative disciplinary practices that repair harm and reduce suspensions, expulsions, and arrests.

School culture and climate is the leading factor in deciding if a student is restored or punished. The entire school community (i.e., students, teachers, administrators, parents, and community members) needs to participate in the following best practices:
- Define common expectations for student behavior
- Teach and model Restorative Practices
- Allow a space for the learners' choice and voice
- Model and allow learners to resolve conflict

Beginning Strategies for Implementing Restorative Practices and Building Community

Intentional Language

Educators should model and continually use language that builds and sustains relationships by:

- Using intentional, positive language
- Avoiding sarcasm
- Noticing the students
- Expressing authentic empathy

Restorative Circles

Process
The circle process fosters a space that lifts barriers between people, allowing the possibility for connection, collaboration, and mutual understanding. The process works by bringing students and adults together in a way that allows them to see each other as human beings and talk about what matters. Allow time for the process to gain student buy in. Practice holding circles one day a week for a month *or* at least once a month for several months, for best results.

Components
     -Establishing Circle Values and Principals (group consensus)
     -Explaining the use of the talking piece
     -Introductions

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-Trust Building activities
        -Issues
        -Solutions

<u>Steps</u>
1. Opening
2. Check-In round
3. Topic Round
4. Closing

<u>Proactive Circles</u>
- Proactive circles provide students opportunities to engage with their peers and make positive connections by participating in community building activities

<u>Responsive Circles</u>
- Responsive circles address challenging stimuli and probe the students to think on a deeper level

Supporting Rationale and Research

Deakin, J., & Kupchik, A. (2018). Managing Behaviour: From Exclusion to Restorative Practices. In *The Palgrave International Handbook of School Discipline, Surveillance, and Social Control* (pp. 511-527). Palgrave Macmillan, Cham. https://link.springer.com/chapter/10.1007/978-3-319-71559-9_26

Fronius, T.; Persson, H.; Guckenburg, Sara; Hurley, Nancy & Petrosino, A. (2016). Restorative Justice in U.S. Schools: A Research Review. West Ed and Prevention Research Center. Retrieved on July 27, 2018 from https://jprc.wested.org/wp-content/uploads/2016/02/RJ_Literature-Review_20160217.pdf

Gregory, A., Clawson, K., Davis, A., & Gerewitz, J. (2016). The promise of restorative practices to transform teacher-student relationships and achieve equity in school discipline. *Journal of Educational and Psychological Consultation*, *26*(4), 325-353. https://www.tandfonline.com/doi/abs/10.1080/10474412.2014.929950

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Morrison, B; Blood, P. & Thorsborne, M. (2005). Practice Restorative Justice in School Communities: The Challenge of Culture Change. *Public Organization Review: A Global Journal,* 5: 335-357, #2006. Retrieved on July 27, 2018 from http://www.ibarj.org/docs/morrison.pdf

Short, R., Case, G., & McKenzie, K. (2018). The long-term impact of a whole school approach of restorative practice: the views of secondary school teachers. *Pastoral Care in Education*, 1-12. https://www.tandfonline.com/doi/abs/10.1080/02643944.2018.1528625?journalCode=rped20

Zvi D. Gabbay, Justifying Restorative Justice: A Theoretical Justification for the Use of Restorative Justice Practices, 2005 J. Disp. Resol. (2005) https://scholarship.law.missouri.edu/jdr/vol2005/iss2/4/

Resources

Articles

Circle of Self Efficacy Activity

Teachers teaching teachers about restorative practice

Tips for schools wanting to implement restorative justice

Using restorative questions in the classroom

What is restorative practices?

Videos

Restorative practices to resolve conflict and build relationships

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and receive a proficient for all components in Part 2.

Part 1. Overview Questions (Provides Context)

(250-500 words)

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Please answer the following contextual questions to help our assessor understand your current situation. *Please do not include any information that will make you identifiable to your reviewers*.
1. Describe your current professional context. What are the demographics of your school and/or classroom?
2. What does school discipline data reveal about your school community and the implementation of discipline policies?
3. What are the needs of your students? Are there any specific needs that lead you to explore restorative practice?
4. How do you currently deal with discipline issues in your classroom?
5. Why do you want to explore restorative justice practices?

Passing: Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address specific needs of both the teacher and the student. Response also includes a complete description of current discipline policies.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following **three artifacts** as evidence of your learning. *Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Circle of Efficacy
Follow the directions on the Circle of Efficacy Template (see resource section)

Artifact 2: Revised Classroom Routines and Expectations
Create a one-page handout for parents and other community members that explains your classroom routines and expectations that are based on Restorative Practices

Artifact 3: Presentation
Create a 10-15 slide presentation that explains Restorative Practices to other educators. Include answers to the following:
● Who should implement Restorative Practices?
● Where should Restorative Practices be implemented?
● What are the principles of Restorative Practices?
● Why should you implement Restorative Practices?
● What are some strategies that you can use to implement Restorative Practices?
● How can you learn more about Restorative Practices?
● Facilitation notes should be included on each slide (not necessary on the title slide)

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Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Circle of Efficacy	All 3 parts are completed. Responses to all questions and prompts are complete, thoughtful, and reflective Ideas for supporting students outside of the circle are realistic and actionable.	Some parts are missing. Responses need to be more complete, thoughtful and/or reflective. Ideas for supporting students may be unrealistic and/or not actionable.	Incomplete. Most parts are missing. Responses are not reflective or thoughtful.
Artifact 2: Revised Classroom Routines and Expectations	Classroom rules, routines and expectations reflect ALL seven Principles of Restorative Practices (see Method Components).	Classroom rules, routines and expectations do not reflect all of the seven Principles of Restorative Practices (see Method Components).	Classroom rules, routines and expectations do not reflect any of the principles of Restorative Practices (see Method Components).
Artifact 3: Presentation	Presentation Introduces Restorative Practices in a clear and logical way. 10-15 slides that include ALL of the following parts: -Who should implement Restorative Practices?	Presentation Introduces Restorative Practices. 10-15 slides that include some of the following parts: -Who should implement Restorative Practices? -Where should Restorative Practices be implemented?	Presentation does not Introduce Restorative Practices. Less than 10 slides and most of the following parts are missing: -Who should implement Restorative Practices? -Where should Restorative Practices be implemented?

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	-Where should Restorative Practices be implemented? -What are the principles of Restorative Practices? -Why should you implement Restorative Practices? -What are some strategies that you can use to implement Restorative Practices? -How can you learn more about Restorative Practices? -Facilitation notes should be included on each slide (not necessary on the title slide).	-What are the principles of Restorative Practices? -Why should you implement Restorative Practices? -What are some strategies that you can use to implement Restorative Practices? -How can you learn more about Restorative Practices? -Facilitation notes should be included on each slide (not necessary on the title slide).	-What are the principles of Restorative Practices? -Why should you implement Restorative Practices? -What are some strategies that you can use to implement Restorative Practices? -How can you learn more about Restorative Practices? -Facilitation notes should be included on each slide (not necessary on the title slide).

Part 3 Reflection

(200-300 words)
Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

How Do I Write a Good Personal Reflection?

Please do not include any information that will make you identifiable to your reviewers.

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1. How did completing the circle of efficacy impact your classroom practice and your beliefs about discipline?
2. How did revising your classroom rules and routines impact your classroom community and relationships?
3. What opportunities are you now providing for your student to repair harm?
4. How will you ensure all of your students' voices are heard?
5. How have you shared your learning with other educators? What was their reaction?

Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work-related experiences to support claims.

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