

Growing Great Kids through Restorative Practices

Pacific Academy
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**COLETTE
SQUIRES**
& ASSOCIATES



Welcome and Introductions

- Here's who I am
- Let's hear about you...
- What do you know about restorative practices?



Which one is you?

1. “I already know a lot about restorative justice and restorative practices in schools and am eager to continue learning about them”
2. “I’ve heard about restorative practices but don’t know what it involves”
3. “I hadn’t heard of it before this workshop came up, and I want to hear more.”
4. “I’m actually in the wrong room and wondering how I can discreetly exit!”

Growing Great Kids

When we think of a perfect upbringing for a child, what comes to mind?

What are the ingredients of a fantastic childhood?



Nobody's perfect...

- Conflict is a natural part of life
- Things go wrong
- People do things that hurt and/or harm others



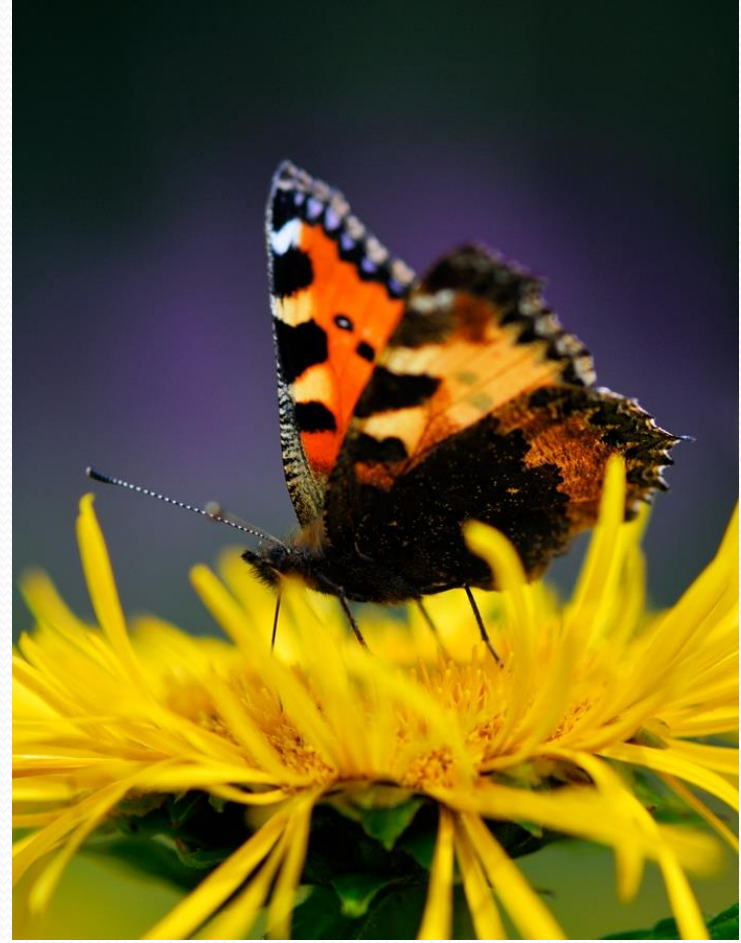
Restorative Practices

Think of restoring a piece of antique furniture:

- **repair the damage that was done to it**
- **return it to its former beauty**
- **or make it even better than it was before**
- **value and worth is now increased**

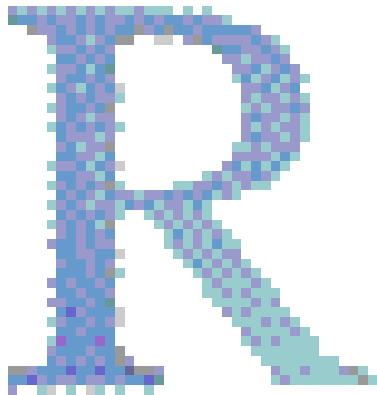
How are restorative practices similar?

Conformity? Or Transformation?



Values behind Restorative Practices

- Repair the harm
- Restore the relationship
- Rebuild the community



- Other important “R words”
 - respect
 - responsibility
 - remorse

Other Important Words

- Accountability
- Community
- Empathy
- Listening
- Empowerment
- Balance
- Fairness



Compare with Traditional Approaches

- Who broke the rules?
- How will we punish them?
- Power used to inflict discomfort, to achieve deterrence and learning
- Authority rests with the state (or the school) to “administer justice”
- Harmed party is often excluded from the resolution process
- Perpetrator is not empowered to make things right

Traditional vs Restorative

Traditional Approach

- Traditional = Power Over.
We do things to the wrongdoer for deterrence, to “make them learn.”
- Their punishment may become a deterrent for themselves and others if it is swift, timely, and fair.
- In some situations, this is a reasonable approach.

“If all you have is a hammer, then everything becomes a nail”

Restorative Approach

- Restorative = Power With
- We empower the wrongdoer to “make things right.”
Learning is a natural consequence.
- Restorative Action creates learning for other students as well
- When harms are involved and relationships are affected, this can be an effective approach

“Add a tool to your toolkit”

School Based Restorative Action

- Begins with administration and staff
- Builds character, values and capacity
- Establishes a culture of social responsibility, empathy, and caring about one another within a community-like atmosphere



Benefits

- Teaches prosocial values
- Fosters emotional intelligence
- Develops interpersonal communications skills
- Teaches healthy conflict resolution skills
- Fosters development of moral reasoning
- Reduces shaming, fosters acceptance and moral courage (reintegration, not exclusion)
- Preserves dignity, self respect
- A strength-based approach



What do restorative practices look like when things go wrong?

- Exploring what happened with curiosity and non-judgment
- Supporting individuals to take responsibility for their part in a problem
- Focus on repair of harm and what people need to heal and reconcile
- Those affected work together to find solutions that work for all
- Reintegration, not exile or exclusion

“High support with high accountability”

Proactive Restorative Work

- Learning to listen and treat one another with respect
- Fostering empathy and compassion
- Teaching problem solving skills
- Empowering kids to own their own behaviours
- Creating a caring environment in which all are accepted and valued members of the “community”



Classroom Circles

- Start low-key
- Build towards deeper sharing
- Use on a regular basis, not just for problems



The “Conference”



- Facilitated dialogue helping parties in conflict resolve their differences

Day-to-Day mini encounters

- Descriptive feedback
- Open questions
- Active Listening
- Small, teachable moments
- Your mindset is key!

The Restorative Practices Continuum

INFORMAL → → → → FORMAL

- Descriptive Feedback
- Open Questions, identifying feelings and unmet needs
- Mini encounters using active listening skills
- Small Impromptu Conference
- Group or Classroom Circle
- Formal Conference or Sentencing Circle

What makes an apology meaningful?



Meaningful Apologies



- Never forced, is sincere
- Comes from understanding & feeling remorse for how your behaviour affected someone else
- Is specific: “I’m sorry for doing.....”
- May indicate an intent to change, and/or a plan to make amends
- May also include “Here’s what I was thinking at the time, but now I think...” to help the other person understand why it happened

Apology Accepted



Descriptive Feedback

(A) - Acknowledge and affirm

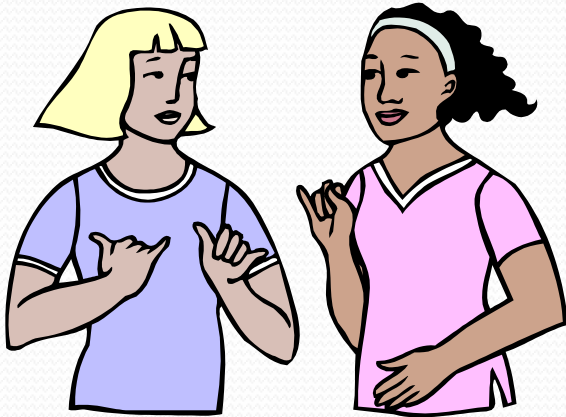
D - Describe the behaviour without judgement or assumptions about intent or motive

E - Express the effect on you (and/or others) including emotional impact

A - Ask for their perspective. Ask for a change

R - Result, positive and/or negative

Effective communication



- Curiosity, non-judgment
- Open Q's: What and how, not why
- Paraphrase, identify emotion, interests and unmet needs
- Clarify and summarize
- Acknowledge, affirm, encourage!
People respond better to positives than negatives.

The Greatest of These....

...Clothe yourselves with **compassion, kindness, humility, gentleness,** and **patience.**

Bear with each other and **forgive** whatever grievances you may have against one another.

Forgive as the Lord forgave you.

And over **all these virtues** put on **love**, which **binds them all together** in perfect unity.

Let the **peace** of Christ rule in your hearts, since as members of one body you were called to peace.

And be **thankful.**

Colossians 3: 12 - 15

Further Training

Skill-based training in:

- Restorative Action for Schools
- Restorative Action Communication Toolbox
- Classroom Circles and Restorative Strategies
- Conferencing and Victim Offender Mediation
- Trauma Informed Practice
 - And others

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Questions and Comments