





BEYOND social services 


### My Questions

- Why am I doing a sharing/training session with teachers?
- What do the teachers and other school staff think they do well?
- How would they describe their existing practice?
- What practice works for them? Which areas of practice present their greatest challenge?
- What would I say if they asked 'what practice would you see in a Restorative School and what has it got to do with teaching and learning'?

BEYOND social services 


### Good Practice

- What does good teaching and learning practices look like?
- What are some ways of knowing that it is good practice?
- In your groups, list those things (elements, characteristics or attributes) that make up 'good practice'.


BEYOND social services 

### About Your Practice

- What does *explicit* mean?
  - Clear, leaving nothing implied
  - Plain and simple
  - Direct and straightforward
- What would an explicit practice look like?

BEYOND social services 


As a society, when someone does the wrong thing, what is our most usual response?

BEYOND social services 

[www.australianportraits.com](http://www.australianportraits.com)

### Australian Echidna

Michael Marcombe



**Relationships and Learning**

➤ **Basic concepts:**

- Good relationships are a basis for learning
- Anything that affects relationship impacts learning
- Challenging behaviours need to be experienced as an opportunity for learning

**Restorative Practice**

<p><b>Confrontational</b></p> <ul style="list-style-type: none"> <li>- What rules have been broken?</li> <li>- Who did it? Who is to blame?</li> <li>- What do they deserve? What punishment is required?</li> </ul>	<p><b>Restorative</b></p> <ul style="list-style-type: none"> <li>- What Happened?</li> <li>- Who has been affected?</li> <li>- What needs to happen to repair the harm?</li> </ul>
--	--

**A Simple Contrast**

**Confrontational**

- Focus is in the past
- Preoccupied with blame
- Deterrence linked to punishment

**Restorative**

- Focus is in the past, present and future
- Emphasis on harm done
- Deterrence linked to relationships & personal accountability

**Restorative Practice is a Compass, not a Map**




A compass that points towards the importance of human relationships in the nurturance and guidance of young people



**Social Discipline Window**

High ↑ Control / Structure (Discipline, limit setting) ↓ Low	<b>TO</b> <b>Punitive</b> Authoritarian Stigmatising	<b>WITH</b> <b>Restorative</b> Authoritative Cooperative Problem Solving Responsibility
	<b>NOT</b> <b>Neglectful</b> Indifferent Detached Passive	<b>FOR</b> <b>Permissive</b> Rescuing Excusing Reasoning
	Low	High

Support (encouragement, nurture) →




Adapted from Paul McCold and Wachtel, T (1998)

**BEYOND**  
social services

**Teaching Styles**

Identify the behaviours you would likely observe if a teacher's style was predominantly:

- Punitive/Authoritarian
- Permissive
- Detached/Neglectful
- Authoritative/Restorative

**BEYOND**  
social services

**The Ladder of Restorative Discipline**



1. Repairing relationships
2. Problem Solving
3. Learning from Consequences
4. Punishment to move on and start again

**BEYOND**  
social services

I know I will always be treated "....." by those I respect.

When is someone likely to accept an outcome s/he does not like?

**BEYOND**  
social services

**Fair Process**


- **Engagement** – opportunity to be heard
- **Explanation** – Understand the reasons for the decision
- **Expectations Clarity** – Shared understanding on what is expected in terms of behaviour and rules

Kim & Mauborgne, 1997

**BEYOND**  
social services

**Understanding the Young Person we need to work WITH**

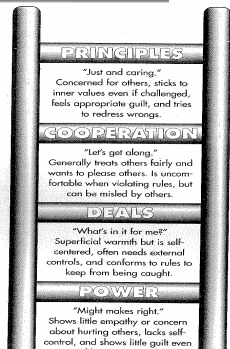
1. Thinking (Head)
2. Feeling (Heart)
3. Doing (Hand)



**BEYOND**  
social services

**THINKING**

- Brain Development & Maturation
- Conscience Development

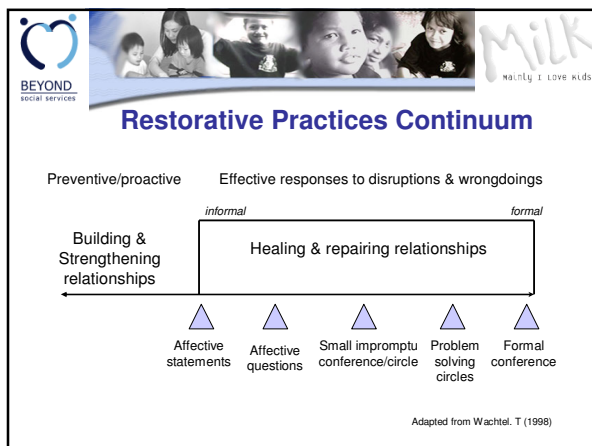
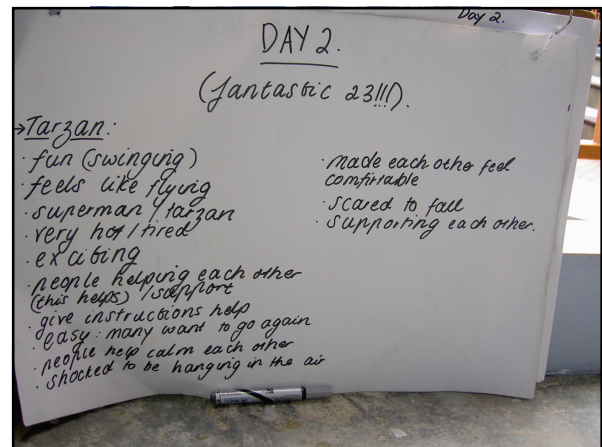
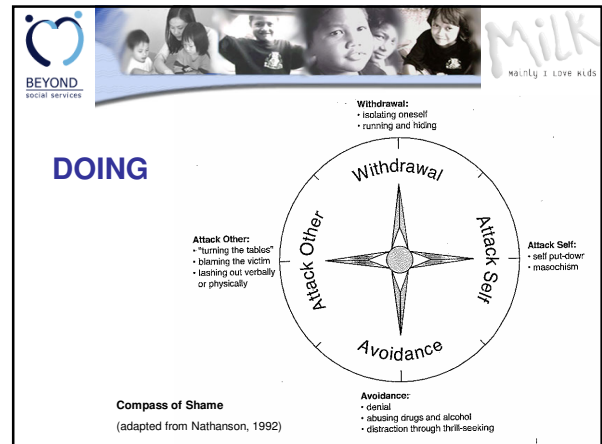
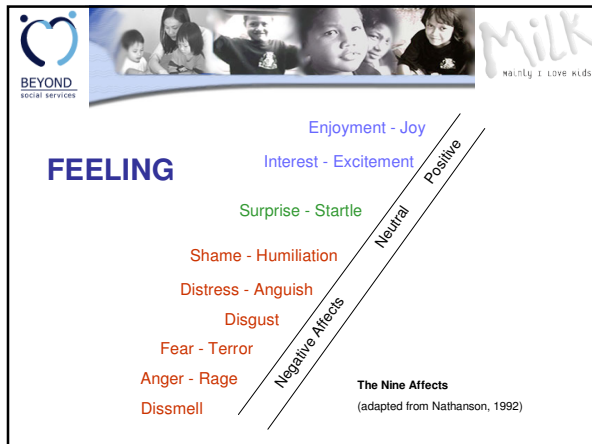


**PRINCIPLES**  
"Just and caring."  
Concerned for others, sticks to inner values even if challenged, feels appropriate guilt, and tries to redress wrongs.


**COOPERATION**  
"Let's get along."  
Generally treats others fairly and wants to please others. Is uncomfortable when violating rules, but can be misled by others.

**DEALS**  
"What's in it for me?"  
Superficial warmth but is self-centered, often needs external controls, and conforms to rules to keep from being caught.

**POWER**  
"Might makes right."  
Shows little empathy or concern about hurting others, lacks self-control, and shows little guilt even if hurting others.



- 
- Does your practice...**
- Focus primarily on relationships and secondarily on rules.
  - Give voice to the person(s) harmed.
  - Give voice to the person(s) who caused the harm.
  - Engage in collaborative problem-solving.
  - Enhance responsibility.
  - Empower change and growth.
  - Plan for putting things right.



### RESTORATIVE SCRIPT


- > What happened (describe behaviour)?
- > What were you thinking at the time?
- > What have you thought of since?
- > What was the hardest thing for you? For
- > Who has been harmed or affected (by your behaviour)?
- > How were they affected? What impact?
- > What needs to happen to repair the harm or make things right?
- > How can we prevent it from happening again?



### The Meaning of Working **WITH** Children

Where Is The Healing?

What Is The Healing thing to do?

## Q & A