

Positive 
Behaviour
for Learning

RESTORATIVE
PRACTICE KETE



BOOK TWO
Restorative Essentials

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Introduction

Book One of the Positive Behaviour for Learning Restorative Practice Kete:

- introduced the concept of restorative practice in the context of Positive Behaviour for Learning (PB4L)
- outlined the PB4L Restorative Practice model
- described the approach schools can take to implement the model across their school community.

The remaining books of the kete provide schools with the tools and resources to support them in implementing the PB4L Restorative Practice model.

This book, Book Two of the kete, focuses on the first component of the model, the Restorative Essentials. The remaining two components of the model, Restorative Circles and Restorative Conferences, are addressed in kete Books Three and Four.

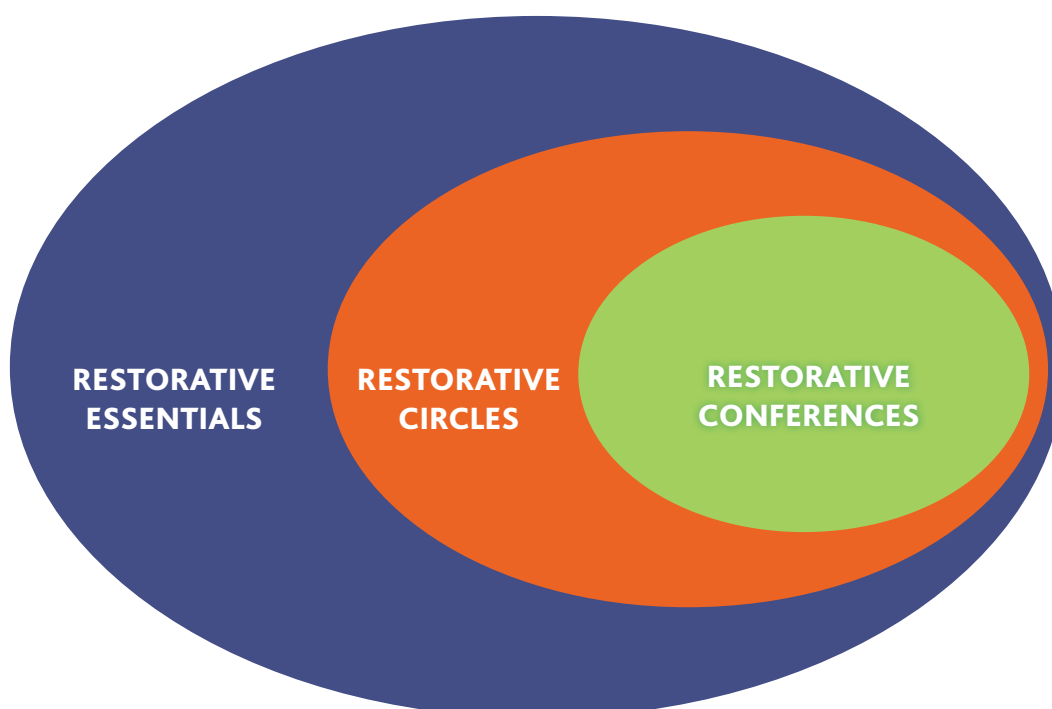
The basic components of the model are shown in the diagram below. A diagram of the complete model is given in the appendix of kete Book One.

THE STRUCTURE OF THIS BOOK

Kete Book Two is divided into four sections:

- The first section explains and describes the PB4L Restorative Essentials, which comprise relational practice, effective communication skills, and Restorative Conversations.
- The second section discusses the practice of a Restorative Conversation and explains the script framework that underlies it.
- The third section explains the structure of the training modules and how they can be used by Restorative Practice coaches in schools to design a robust professional learning programme for school staff, following the initial PB4L Restorative Essentials training day (facilitated by external providers).
- The fourth section contains the 28 training modules.

FIGURE 1: THE THREE COMPONENTS OF THE PB4L RESTORATIVE PRACTICE MODEL



The PB4L Restorative Essentials – an overview

The Positive Behaviour for Learning (PB4L) Restorative Essentials are grounded on relational practice that supports staff and other adults to build positive and respectful relationships across the school community. They are the most informal yet fundamental of the three components of the PB4L Restorative Practice model.

The PB4L Restorative Essentials enable staff and adults within the school community to manage moderate behavioural problems in an informal, restorative way (for an explanation of the restorative approach, see kete Book One). They equip staff with the skills to de-escalate situations successfully, whether in the classroom, on the school grounds, or in a meeting. PB4L Restorative Essentials support all adults in the school community to address situations as they occur, before they become major problems – in other words, to keep the small things small.

The Restorative Essentials emphasise the key role that staff and other adults play in modelling a relational approach within the school environment. This approach is an essential part of effective teaching and learning in schools and supports students to acquire and strengthen the key competencies that lie at the heart of *The New Zealand Curriculum* (Ministry of Education, 2007).

The Restorative Essentials are made up of three fundamental elements:

- a relational approach
- effective communication skills
- Restorative Conversations.

RELATIONAL APPROACH

Restorative Practice is based on the relational approach, which recognises that human beings exist in a world of relationships and that a person's character is developed through their relationships with others. The underlying principle of the relational approach is that all people are equally entitled to enjoy respect, care, and dignity.

Applying the relational approach in Restorative Practice is not simply a matter of following a procedure (for example, the restorative script). Its real essence is in the use of *fair process* in the ways in which we connect with others and how such connections value each person in the relationship.

RELATIONAL CONVERSATIONS

Relational conversations are the everyday interactions that support staff to build positive relationships with students and each other. They can also address inappropriate behaviour before it escalates and before any harm is done. Relational conversations are based on the premise that a staff member, whānau¹ member, or other appropriate adult models a best-practice approach for the student with whom they are conversing by providing “responses [that are] respectful, curious (appreciative enquiry), calm, deliberate, firm and fair” (Thorsborne and Blood, 2013, page 40).

A relational conversation acknowledges the other person and builds understanding and respect for their point of view. It approaches a problem or issue in a way that expresses support and respect for the other person, a willingness to hear their side of the story, and the desire to find a mutually acceptable solution. Opportunities to engage students in a relational conversation often occur on the run in corridors, classrooms, school grounds, sports games, and so on. They provide opportunities for adults to model how to communicate calmly and respectfully with a view to finding a solution to the problem there and then.

This kind of conversation is “where the feedback and reflection essential for transformation and growth happen” (Bayer, 2011, page 5). The examples of teacher talk below show how effective relational conversations can address issues through the relational approach, demonstrating values of caring, inclusion, respect, and affirmation of others.

¹ Note that throughout the Restorative Practice kete, 'whānau' is used in place of the full expression 'parents, families, and whānau'.

EXAMPLES OF TEACHER TALK IN A RELATIONAL CONVERSATION

"Hi, Jo, nice to see you. How are you going today? Could we have a chat about your uniform?" (Connectedness)

"I don't want you to be cold, but is there another way you could keep warm? How about wearing something underneath that doesn't show?" (Caring)

"Wearing the uniform is about belonging and you belong here, so it is important that you wear it in a way that shows that." (Values)

"I know you are clever enough to keep the small things small. Have a great day." (Belief in the strength to solve the issue)

Moxon, 2013, cited in Thorsborne and Blood, 2013, page 41

IMPORTANCE FOR STUDENTS

The first and most important relationships that children form are within whānau; later, school and peer relationships become a major influence. When students move outwards from their whānau relationships into the larger community of the school, it is particularly important that the school environment they encounter is a highly relational and healthy one.

A relational approach across the school provides students with the ongoing support they need to develop pro-social character traits and create positive relationships with their fellow students, school staff, and other adults in the school community.

By creating relational learning opportunities for students, the PB4L Restorative Practice model supports the five key competencies of *The New Zealand Curriculum* – thinking; using language, symbols, and texts; managing self; relating to others; and participating and contributing.

IMPORTANCE FOR SCHOOL STAFF

In the broadest sense, the relational approach is fundamental to success in all human endeavour that relies on cooperation and the contribution of different strengths and insights to achieve an agreed goal. In its acknowledgement of and respect for human dignity, the relational approach also values the individual viewpoint and the unique experience of every human being. In a school environment, it is fundamental to building positive and respectful relationships among staff, which in turn build capability in applying the PB4L Restorative Practice model and increase the effectiveness of teaching and learning.

The relational approach enables staff to model to students the values and expectations of the school. It supports adults to manage behavioural issues in ways that promote a positive outcome and provide valuable learning opportunities for students.

EFFECTIVE COMMUNICATION SKILLS

In the PB4L Restorative Practice model, effective communication skills support schools to build positive and respectful relationships across the whole school community. These skills underpin all parts of the model – Restorative Essentials, Restorative Circles, and Restorative Conferences.

The skills include effective questioning, listening, clarifying, summarising, and using language that students (in particular) relate to. In the model, these skills when used together with a restorative script provide the framework for a Restorative Conversation.

Effective communication skills provide the foundation for the PB4L Restorative Practice model to develop within the existing culture of a school and are intended for all staff to incorporate into their existing approach to school life. These skills support staff, whānau, and other adults in the school community to develop a relational approach across the school, enabling them to respond to a diverse range of behaviours and situations at all levels with confidence and consistency.

RESTORATIVE CONVERSATIONS

Restorative Conversations are relational conversations taken a step further – informal in tone and place, but planned in advance and structured to resolve an issue by following a scripted set of questions. Restorative Conversations are a solution-focused approach that provides a best-practice process for de-escalating and managing low-level behavioural situations. The conversations appear informal, but are grounded in a process of three essential phases – preparation, participation, and follow-up – and use a brief, scripted set of questions to explore and resolve a problem when it arises.

Following a restorative script reduces the risk that the conversation will wander off track, which can create uncertainty for the student or any other participants (staff, whānau, and others). The script may vary according to circumstances, such as time and availability to have the conversation and the location or environment in which the conversation takes place. A school may adapt a script to reflect its individual values and culture, as long as the essential structure of the Restorative Conversation remains in place.

BENEFITS OF RESTORATIVE CONVERSATIONS

As a senior school leader I was concerned that some staff didn't seem confident about managing 'minor' behaviours. As a result, I was often asked to manage the situation once the behaviour had escalated.

Then our school received some external training on PB4L Restorative Conversations. About 10 weeks after the training I noticed that the playground seemed calmer, and the number of incidents reported there and in the classrooms had decreased. The staff were feeling more confident about managing minor conflicts with students, even those they didn't have previous relationships with.

Because the students were working through a similar 'script' with each teacher, it was easier for them to understand the reasons for the conversation, even when they didn't know the teacher well. As a result, they generally responded in a much more constructive way.



Holding a Restorative Conversation

In a Restorative Conversation an appropriate adult (a school staff member, whānau member, or community/cultural leader) steps into a situation of low-level conflict **before** it escalates, and models a best-practice approach for the student with whom they are 'conversing'.

To be effective, the conversation needs to be part of a planned approach:

Relying on one-on-one chat alone is rarely effective. It may take many of these conversations – this is a process to teach young people how to think about their behaviour. At a neurological level, we now understand that we are creating new neural pathways in young brains, and there is no quick fix that does this!

Thorsborne and Blood, 2013, page 42

PHASES OF THE RESTORATIVE CONVERSATION

The Restorative Conversation is built around a process of three phases: preparation, participation, and follow-up.

For a low-key, informal conversation, **preparation** can be very brief:

- Am I ready to talk? Do I know what I will ask them?
- Are they ready to talk?
- Where is the appropriate place to have the talk?

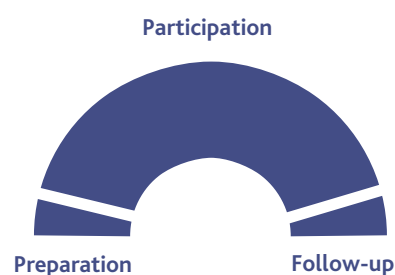
Participation involves the discussion with the student, with the adult asking questions in a way that engages the student and elicits as much response as possible to address:

- What has happened?
- How is this behaviour affecting others?
- What do you need to do to fix things now?
- What support do you need to make sure this doesn't happen again today and in the future?

Follow-up provides the opportunity to touch base with the student (or students). This part of the process ensures that those who have caused the harm have understood the agreement to repair the harm with those affected. It also creates an opportunity to affirm the efforts made by the student to repair the harm and to consider next steps if the terms of the agreement have not been met.

- What has worked well?
- What do you need more support with?
- If the obligations of the agreement have not been met within the agreed time frame, what happens now?

FIGURE 2: THE THREE PHASES OF A RESTORATIVE CONVERSATION



Adapted from Jansen and Matla, 2011b

THE ART OF ASKING QUESTIONS – WHY NOT “WHY?”

Everyone has their own favourite ways of asking questions. However, asking “Why?” can be a barrier to opening a dialogue with another person.

“Why?” can sound like a challenge or an accusation. The other person may feel they need to justify their behaviour or can become suspicious and defensive. A student may not know why they behaved in the way they did; the answer is more likely to be “I don't know” than a response that will lead to a Restorative Conversation. The best strategy is to try to establish the reason for the behaviour without asking directly.

View questions as an opportunity to open discussion and encourage thought rather than simply a test or challenge designed to get the correct response.

McQueen, 2010, page 128

KEY CONSIDERATIONS

Some important considerations for ensuring an effective Restorative Conversation are:

- Allow wait time for students to answer thoughtfully.
- Be aware of your tone of voice.
- Keep your language simple.
- Be aware of your body language.

Consider: Are the time and place appropriate to be having this type of conversation (for example, in front of others)?

SCRIPTING THE CONVERSATION

The PB4L restorative script provides a framework for a Restorative Conversation. It is a brief, prepared set of questions designed to de-escalate a situation and explore and resolve a problem in a respectful way. Following a script reduces the risk that the conversation will wander off track. The script may vary according to circumstances, but to be effective it must always contain five steps: tell the story, explore the harm, repair the harm, reach an agreement, and plan follow-up.

The script keeps things calm and stops you going into lecture mode ... the questions help you to stay on the issues and not let things get off track.

Jansen and Matla, 2011a, page 121

THE PB4L RESTORATIVE PRACTICE RESTORATIVE SCRIPT

The description below has been adapted in part from Thorsborne and Vinegrad (2004).

Tell the story

This step establishes what happened and what the causes for the behaviour may be.

The script prompts are:

- What happened?
- Tell me your story.
- What was happening when you became involved?
- What were you thinking when you did that?

Explore the harm

This step explores who may have been affected by the behaviour and in what ways. This part of the script is aimed at developing empathy towards those who have been affected.

Some script questions for those responsible for causing the harm are:

- Who do you think has been affected?
In what ways?
- Who else may have been affected by your behaviour?
- What do you think it must have been like for them?

Those who have been harmed may also be involved in the Restorative Conversation process. The following script questions² offer suggestions to help explore the harm from their point of view:

- What did you think when that happened?
- How have you been harmed or affected?
- What has been the hardest part for you?
- What would you like to see happen to make things right for you?

Repair the harm

This step addresses what needs to be done to put things right with the person or people affected. It ensures that those who have caused the harm understand their obligation to repair it with those affected. An apology may be sufficient; however, an apology must not be forced and needs to be elicited through effective questioning. It is important that the reparation agreed upon is appropriate for the level of harm caused. If the participant does not wish to consider ways to repair the harm, it may be necessary to refer the issue on.

Some script questions for those responsible for causing the harm are:

- What do you think needs to happen to put things right?
- What do you think ... needs to hear from you right now?
- Is there anything else you can think of that might help?

² The first three questions in the bulleted list are quoted from Thorsborne and Blood, 2013, page 41.

Some script questions for those who have been harmed are (if required):

- Does that seem fair?
- Is there something else you would like to see happen?

Reach an agreement

Participants work together to co-construct an agreement on a way to move forward. This may involve a commitment by others to support the person responsible for the harm to develop the skills needed to make the necessary changes to their behaviour and to consider how they might respond if a similar issue arose in the future.

Some script questions for those responsible for causing the harm are:

- If this happens again, what will you do differently?
- What do you need from me/us to support you?
- What will the plan for the future include?
- If this happens again, what will we do about it?

Plan follow-up

In this step, the results of the discussion are summarised to ensure clarity, participants are affirmed for engaging in the conversation, and a plan is constructed to follow up on the agreements reached. Those responsible for following up are also identified. Script questions could include:

- When would be a good time to check in with you and see how you're getting on?
- What will happen if our agreed outcomes haven't been reached?

ADAPTING THE RESTORATIVE SCRIPT

The restorative script can be adapted to enable a Restorative Conversation to meet different levels of need, in terms of both the age of the student and the severity of the incident. Some schools may wish to develop their own script reflecting their values and culture, but must keep in mind that any adaptation should encapsulate the five steps of a Restorative Conversation. See Appendix 1 for examples of script adaptations.



Designing 'next steps' professional learning in the PB4L Restorative Essentials

The training modules in this book are intended to provide the school's Restorative Practice coaches with the resources to design professional learning in the PB4L Restorative Essentials after the school has completed an all-staff introductory training day.

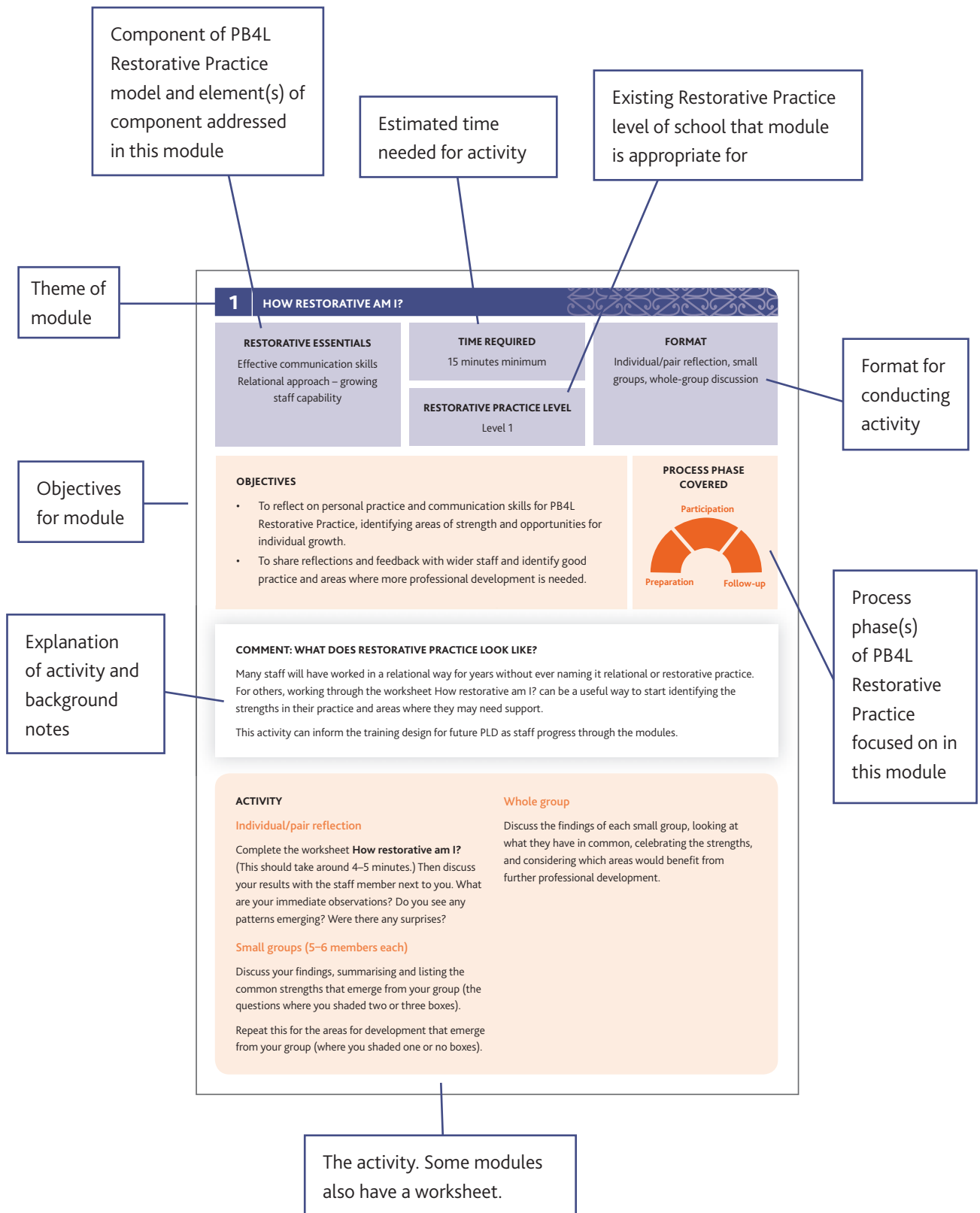
THE DESIGN OF THE TRAINING MODULES

Figure 3 is an annotated example of a module. It shows how each module consists of:

- a theme
- a description that gives the elements of the PB4L Restorative Essentials covered in the module, the time required for the activity, the format for the activity, and the school Restorative Practice level it is appropriate for (see the table of key indicators for restorative practice in schools on page 17 of *kete Book One*)
- objectives for the module and the Restorative Practice process phases (preparation, participation, follow-up) that the module focuses on
- a commentary giving background information for the activity
- a description of the activity, which may be supported by a worksheet.



FIGURE 3: THE STRUCTURE OF THE MODULES



COMBINING MODULES TO STRUCTURE A SESSION

The modules are flexible activities that can be used just once or revisited. They are designed to provide staff with specific Restorative Essentials skills. They can stand alone as the focus of a single session or be combined to make up a longer training session or a whole day of professional learning and development.

FIGURE 4: EXAMPLE OF COMBINING MODULES FOR AN EFFECTIVE COMMUNICATION SKILLS SESSION

MODULE 2 'Ask' versus 'Tell'	MODULE 12 Strengths focus	MODULE 9 Why not "Why?"	MODULE 8 Positive and negative comments	MODULE 10 Observing practice
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The modules are flexible and can also be used simultaneously with other modules, mixing and matching modules of varied lengths for varied time slots or a particular focus on specific needs (as in the example below). Dividing staff into several groups and running two or more different practice sessions at the same time can be a way of targeting sessions at specific areas to develop staff strengths.

FIGURE 5: EXAMPLE OF COMBINING MODULES FOR SIMULTANEOUS PB4L RESTORATIVE ESSENTIALS SESSIONS

MODULE 16 Lines in the sand	MODULE 6 Keeping the small things small	MODULE 19 Dialogue, not monologue	MODULE 22 Developing questions for restorative scripts	MODULE 25 When it flies and when it dives
	MODULE 8 Positive and negative comments	MODULE 20 Slowing the pace	MODULE 17 Staff relationships	

KEY CONSIDERATIONS FOR 'NEXT STEPS' SESSIONS

When a professional learning plan has been agreed for the school, the Restorative Practice coaches may use the modules in this book to design an appropriate and relevant PLD programme in the PB4L Restorative Essentials. Evaluation of the programme sessions will provide useful data when planning further learning.

Key considerations for the sessions are:

1. Consider the existing professional learning structure within the school.
2. Establish the level of staff knowledge after the Restorative Essentials training day.
3. Collect and collate feedback on training sessions from staff to inform further 'next steps' sessions.
4. Identify staff strengths, needs, and desired outcomes.

Two possible formats for planning, documenting, and evaluating professional learning sessions are given in Appendix 2.

Modules



1

HOW RESTORATIVE AM I?

RESTORATIVE ESSENTIALS

Effective communication skills
Relational approach – growing staff capability

TIME REQUIRED

15 minutes minimum

FORMAT

Individual/pair reflection, small groups, whole-group discussion

RESTORATIVE PRACTICE LEVEL

Level 1

OBJECTIVES

- To reflect on personal practice and communication skills for PB4L Restorative Practice, identifying areas of strength and opportunities for individual growth.
- To share reflections and feedback with wider staff and identify good practice and areas where more professional development is needed.

PROCESS PHASE COVERED

Participation



Preparation

Follow-up

COMMENT: WHAT DOES RESTORATIVE PRACTICE LOOK LIKE?

Many staff will have worked in a relational way for years without ever naming it relational or restorative practice. For others, working through the worksheet *How restorative am I?* can be a useful way to start identifying the strengths in their practice and areas where they may need support.

This activity can inform the training design for future PLD as staff progress through the modules.

ACTIVITY

Individual/pair reflection

Complete the worksheet **How restorative am I?** (This should take around 4–5 minutes.) Then discuss your results with the staff member next to you. What are your immediate observations? Do you see any patterns emerging? Were there any surprises?

Small groups (5–6 members each)

Discuss your findings, summarising and listing the common strengths that emerge from your group (the questions where you shaded two or three boxes).

Repeat this for the areas for development that emerge from your group (where you shaded one or no boxes).

Whole-group discussion

Discuss the findings of each small group, looking at what they have in common, celebrating the strengths, and considering which areas would benefit from further professional development.

Take a moment to reflect on how, in your role, you deal with students when an incident or issue has arisen. Answer the questions below, shading the boxes according to this scale:

= no

= not often

= usually

= always

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Do I remain calm during the conversation? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do I really listen, without interrupting? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does the student understand why they are having this conversation? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Would the student feel I am a good listener? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Do we explore how the school values apply to the issue? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Does the student understand the harm they've caused, who has been affected, and how? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Do I talk about how the incident affects me? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Do I take responsibility for any part I might have played when things went wrong, acknowledge it, and apologise? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. If the student apologises to me, do I accept the apology respectfully? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Do I collaborate with the student to formulate a plan? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Have I, at any stage, asked someone I trust to observe my practice and give me honest feedback? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Do I try to handle most issues or incidents myself? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Do I seek support when issues get tricky for me? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Do I follow the school's systems when looking for more support? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Is the relationship with the student repaired? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Look through your results and use them to identify where you could further strengthen your communication skills and restorative approach.

Adapted from 'How restorative am I?' © Margaret Thorsborne and Associates, 2009

RESTORATIVE ESSENTIALS

Effective communication skills
Restorative Conversations

TIME REQUIRED

20 minutes minimum

FORMAT

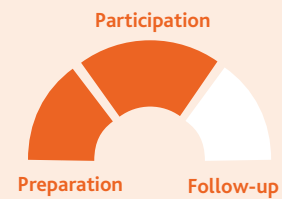
Pairs or small groups,
whole-group discussion

RESTORATIVE PRACTICE LEVEL

Levels 1, 2, and 3

OBJECTIVES

- To improve teachers' questioning strategies when addressing inappropriate behaviour.
- To share these strategies among staff and co-construct some best-practice understandings about questioning strategies for adults and staff within the school community.

PROCESS PHASE COVERED**COMMENT: ASKING VERSUS TELLING – ENGAGING THE STUDENT**

When challenging issues arise, it can be tempting to tell students what they need to do and how they need to go about it. At other times it seems easier to ignore an issue in the hope that it might blow over, resolve itself, or just go away. A more relational approach is to engage the student in the issue and support them to come up with their own solutions.

This approach emphasises the importance of students being actively involved in providing feedback about what they learnt, how they learnt it, and their experience of the teaching and learning. It provides a foundation for developing empathetic connection with others.

The Social Discipline Window (see the diagram on the worksheet **Converting telling into asking**) explores the axes of support and structure. In this framework, a position of high structure and low support often leads to power struggles, confrontation, and a telling mode. High support but low levels of structure can be excusing, undemanding, and permissive and lead to an answering mode. Low structure and low support result in a neglectful or ignoring mode. High structure and high support allow for collaborative, respectful problem solving and an asking mode – a feature of restorative practice.

With its emphasis on the collaborative development and evaluation of effective questions, the activity in this module reflects the asking mode.

ACTIVITY

The worksheet **Converting telling into asking** contains seven 'telling' statements relating to issues that could arise in a school.

Pairs or small groups

Reframe these statements into effective questions that address the issues without being confrontational. See if you can provide more than one question for each statement.

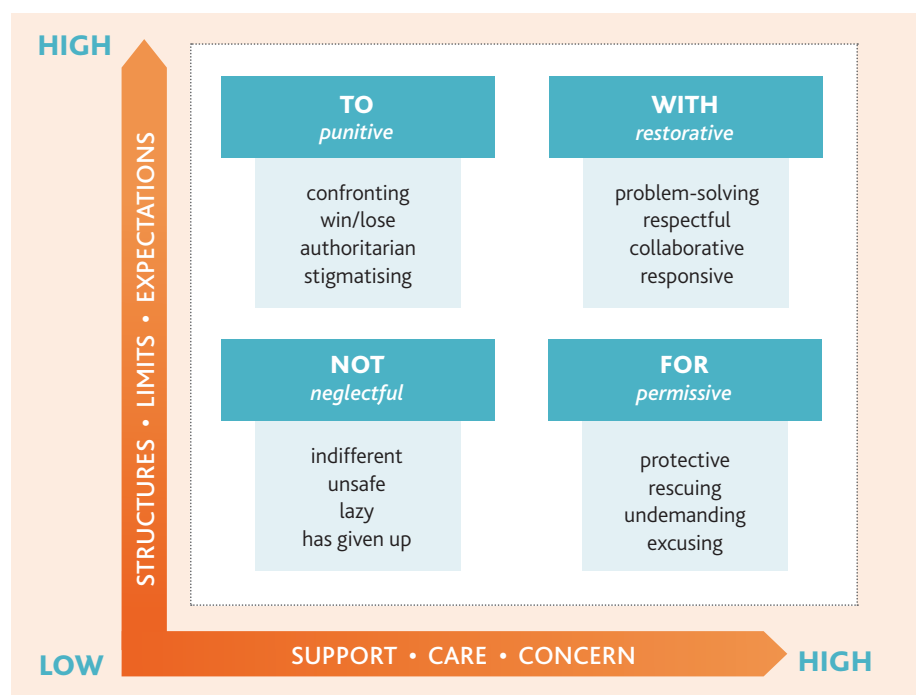
Whole-group discussion

Discuss the questions from the first part of the activity and decide which are the most effective. What makes these questions so effective?

There are no right or wrong answers for this activity. But some questions will be more effective than others.

TELLING	ASKING
Don't swing on your chair, Tom. I've already told you about that this morning.	
You are making far too much noise in the corridor. There's a class trying to work in the next room.	
Don't leave your rubbish there. Show some more pride in your school.	
Don't fight in the line; it's really annoying for the other people who are waiting.	
That is disgusting language, and I'm not standing for it here at school.	
Sally, if you keep disrupting the class I'm going to send you to Ms Richards.	
You've ripped Jack's shirt. You go and apologise to him.	

THE SOCIAL DISCIPLINE WINDOW



Adapted from Wachtel and McCold, 2003 (adapted from Glaser, 1964)

RESTORATIVE ESSENTIALS

Relational approach – growing staff relationships and capability

TIME REQUIRED

20 minutes minimum

FORMAT

Individual reflection, small groups

RESTORATIVE PRACTICE LEVEL

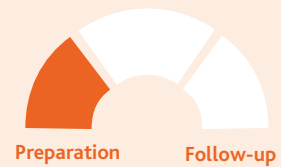
Levels 1, 2, and 3

OBJECTIVES

- To foster collegial discussions and relationships through sharing reflections on professional practice.
- To set personal goals in specific relationship areas.

PROCESS PHASE COVERED

Participation

**COMMENT: HOW WE SEE OURSELVES AND HOW OTHERS SEE US**

When working in staff groups, we frequently talk about external matters such as a new 'initiative' or 'development' that is the focus for the next while. Seldom do these conversations discuss how we see ourselves as teachers or how others may perceive us.

Looking in, looking out, looking forward examines the current state of our collegial relationships and considers how we would like them to be at a particular point in the future. This activity is intended to grow and encourage the strong collegial relationships that Roland Barth (in his influential 2006 article 'Improving relationships within the schoolhouse') identifies as being pivotal to deepening effective teaching and learning.

ACTIVITY**Individual reflection**

In the top section of the worksheet **Looking in, looking out, looking forward**, fill in:

- three words or phrases you might use to describe your practice in your role within the school (under **Myself**)
- three words or phrases you think your colleagues would use to describe your practice (under **My colleagues**)
- three words or phrases that students might use to describe your practice (under **Students**).

In the lower section of the worksheet, list under each heading three words or phrases that you would like to see describing your practice in the future (by the end of the term, for example). Are they the same words you've already used?

Small-group discussion

From each category in the top section of the table, choose one word or phrase that you are happy to share with the others in your group. Discuss these shared words or phrases from a strength-based perspective.

From the lower section, share a word or phrase from each category that you would like to set as a personal goal. Do any others in your group share the same goal?

3**WORKSHEET: LOOKING IN, LOOKING OUT, LOOKING FORWARD**

Three words or phrases that currently describe my practice in my role, from the point of view of ...

MYSELF	MY COLLEAGUES	STUDENTS

Three words or phrases describing my practice that I would like to see in the future (within the next term, by the end of the year, etc.)

MYSELF	MY COLLEAGUES	STUDENTS



RESTORATIVE ESSENTIALS

Restorative Conversations

TIME REQUIRED

20 minutes minimum

FORMAT

Individual and small-group reflections, whole-group discussion

RESTORATIVE PRACTICE LEVEL

Levels 2 and 3

OBJECTIVES

- To explore and discuss public opinions and community perceptions of how behaviour is managed by schools.
- To suggest possible responses and discuss how they would align with your school's pedagogy and practice.

PROCESS PHASE COVERED

Participation



Preparation

Follow-up

COMMENT: BALANCING REQUIREMENTS AND OPINIONS

At times, schools find themselves under considerable pressure from whānau and community groups to respond to behaviour in certain ways. Both these responses and the messages they give are important.

Public opinion and expectation are often divided, which makes it even more difficult for a school to decide how best to respond to an issue.

Schools and boards of trustees are bound by policy guidelines and legal requirements. If the issue is contentious, they may also have story-hungry media beating at their door.

The worksheet **Responding to public opinion** gives a range of sample blog entries in response to a fictitious incident involving a school's standards and disciplinary measures.

ACTIVITY**Individual reflection**

Read the comments on the worksheet **Responding to public opinion** and then write your own response, giving your opinion or feelings on the issues being discussed.

Small-group discussion

Share your thoughts on the comments and your response with the group.

If you were charged with responding as a school, what would you say? As a group, write a 5–8 line response giving the school position.

Whole-group discussion

Discuss and evaluate the school responses. Do they align with your school's pedagogy, policies, and values? Which responses are the most effective? Why?

An incident in which a student swears at school and the teacher apologises is taken up by the media and attracts a wide range of comments from the public in response.

PUBLIC COMMENT

I guess it depends on what the student said and to whom – not often you hear a teacher apologising!

Hemi #3

I wonder if the teacher said something to provoke the student. For the teacher to apologise they must have said something first and maybe the student was having a bad day.

Jenny #12

I think that it's really good when a teacher or adult can say sorry when they make a mistake – it happened to me once and I really began to see that teacher in a different light, in a good way.

Andy #15

Teachers are human too you know!!!

Ghandini #21

I am all for clear, consistent boundaries and consequences but we should look at the big picture, listen to both sides of the story and where appropriate apologise, whether you're the student or the teacher. Where and how are these children going to learn if not in schools?

Julia #28

How schools have changed. 20 years ago when I was at college if a student swore, out came the cane! While I don't believe physical punishment is the best way to get people to change their behaviour, where do you draw the line? Inappropriate behaviour in schools should be handled the same as in the real world. If you step out of line in my work, expect to get your butt kicked and your life made a living hell. When you enter the workforce your mother won't be there to stop an angry workmate and your boss isn't going to apologise. I think school kids have got it easy and the Government has taken away teachers and parents' right to physically punish, it's the only way they will learn!!

Martin #31

You've got to be kidding. Bring back the cane!

Joel #35

If students cross the line they need to face the consequences. I would not want my children in schools where swearing is condoned by the school.

Kirsty #37

Your personal response to the comments

How the school might respond as a public statement

RESTORATIVE ESSENTIALS

Effective communication skills
Relational approach – growing staff relationships and capability

TIME REQUIRED

40 minutes minimum

FORMAT

Small groups, whole-group discussion

RESTORATIVE PRACTICE LEVEL

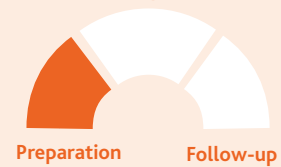
Levels 2 and 3

OBJECTIVES

- To develop effective techniques for communicating the key features, principles, and benefits of the restorative approach to a variety of groups in the school community.
- To create and share effective strategies for introducing staff, students, and whānau to the school's Restorative Practice programme.

PROCESS PHASE COVERED

Participation

**COMMENT: INTRODUCING THE PB4L RESTORATIVE PRACTICE PROGRAMME TO NEW STAFF, STUDENTS, AND WHĀNAU**

Everyone who arrives in a new school environment, whether they are staff, students, or whānau, faces the challenges of getting to know and fitting in with the school's existing culture, beliefs, and values. We need to consider and plan for these challenges before any of these groups arrive. An awareness of the issues, barriers, and tensions that often accompany this transition enables schools to plan for it and to adopt well-considered, strategic induction processes.

This activity is planned for three groups, each considering one of the target audiences. Subdividing large groups will help to ensure maximum participation (for example, a staff of 72 could be divided into three groups of 24; each of these could be further divided into four groups of six).

ACTIVITY**Small groups**

Take a few minutes to discuss what your school currently does to induct new staff, students, and whānau into your school community. As you then move into the exercise below, be creative! Remember the limitations of a lecture-style approach and consider engaging ways of interacting with your target audience (for example, by having students speak).

Group 1: Create a short presentation for new staff at your school, outlining the key features of the restorative approach (inclusiveness, fair process, and respect), its underlying principles (see *kete Book One*, page 5), the expectations of staff

behaviour (walking the talk), and the benefits of PB4L Restorative Practice in the school. What are some effective ways of communicating these messages? What are some of the questions you may be asked?

Group 2: Create a short presentation for new students at your school, outlining the key features of the restorative approach (inclusiveness, fair process, and respect), its underlying principles, the school's expectations of student behaviour, and how the school's Restorative Practice programme benefits everyone in the school community. What are some effective ways of communicating these messages to students of diverse backgrounds and from a range of contributing schools? What are some of the questions you may be asked?

Group 3: Create a short presentation for whānau arriving in the school community, outlining the key features of the restorative approach (inclusiveness, fair process, and respect), its underlying principles, and the benefits of the restorative programme in the school. What are some effective ways of communicating these messages? What are some of the questions you may be asked?

Whole-group discussion

Discuss and evaluate three presentations – one for each of the three audiences covered in the small groups. What key points do they have in common? What communication strategies are most effective for each?

In what other ways could these target groups receive an effective introduction to restorative practice in your school community?



RESTORATIVE ESSENTIALS

Restorative Conversations
Relational approach – growing staff relationships and capability

TIME REQUIRED

40 minutes minimum

FORMAT

Individual reflection, pairs, whole-group discussion

RESTORATIVE PRACTICE LEVEL

Levels 1 and 2

OBJECTIVES

- To share and discuss effective, non-confrontational strategies for handling and de-escalating situations.
- To create a bank of effective low-level strategies that staff can draw on in their everyday practice.

PROCESS PHASE COVERED

Participation



Preparation

Follow-up

COMMENT: DEALING WITH THE EVERYDAY, EVERY DAY

This activity aims to foster high-quality collegial discussions among staff on the details of practice, building a range of effective strategies that staff can draw on in their day-to-day practice in their classrooms and throughout the school environment.

ACTIVITY**Individual reflection**

Using the worksheet **Keeping the small things small** (or similar), reflect for a few minutes on your top 4–5 strategies for keeping the small things small – the least intrusive techniques you use to de-escalate situations and turn the heat down.

Pairs

Share these strategies with a colleague for 2–3 minutes. Repeat this 3–4 times with different colleagues.

Whole-group discussion

Discuss and evaluate the strategies. Have each person choose 2–3 strategies that are new to them to try out in the next fortnight.

Finally, list the strategies for displaying in the staffroom and distributing to staff online.

Read the scenarios below and consider how you would respond in order to effectively de-escalate each situation and arrive at a satisfactory outcome. Then list your top 4–5 strategies for keeping the small things small.

SCENARIOS	YOUR TOP STRATEGIES
1. Two students are having a noisy row in the school grounds.	1.
2. You hear a student swearing in the school corridor.	2.
3. While on duty you come across a student who is clearly breaking the school uniform code.	3.
4. A student is continually distracting others in your class.	4.
5. You see a student casually drop litter in the school grounds.	5.
6. A student is using their cellphone in class for social purposes.	
7. You discover a student smoking in the school grounds.	

RESTORATIVE ESSENTIALS

Restorative Conversations

TIME REQUIRED

45 minutes minimum

FORMAT

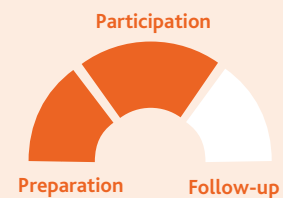
Small groups, whole-group discussion

RESTORATIVE PRACTICE LEVEL

Levels 1, 2, and 3

OBJECTIVES

- To strengthen the connections between the restorative approach and the school's established expectations.
- To support the use of established expectations in Restorative Conversations.

PROCESS PHASE COVERED**COMMENT: WALKING THE TALK**

Almost all schools have a clearly defined set of values or statements that underpin much of what they do. In the case of PB4L School-Wide schools, these are generally known as the established expectations. There are challenges for schools though in how explicit these expectations are, how they are conveyed and displayed, how much they are modelled by staff, and whether they are developed and grown in a school community through the way staff operate.

Students and staff can both receive mixed messages from schools. For example, a school may say it values respect, but if a staff member yells at a colleague or is sarcastic to a student in front of a class, they undermine the respectful culture within the school rather than model and grow it.

The opposite can also be true: when staff base conversations or questions on the established expectations, they can do much to shift the focus from a confrontational 'me versus you' toward 'how we do things around here'.

Tensions between the adults in a school community can be difficult to address. If they are avoided rather than managed, they can grow far beyond their original extent. The school needs consistent processes for de-escalating situations before they develop into major problems.

ACTIVITY**Small groups**

In groups of 3–4, consider some of the most effective ways in which your school's expectations are made explicit within the school community.

- What do these established expectations mean for staff?
- What are some of the ways that you as staff can consistently model these expectations?
- When parents come into the school, what do these established expectations mean for them?

Consider the scenarios in the worksheet

Restorative practice and established expectations. For each, how could you use your school's expectations in a conversation to address the situation? List some questions or statements you could use.

Whole-group discussion

Discuss and evaluate the questions and statements for each scenario. Do they make clear the school's established expectations? Which are likely to be the most effective? Why?

SCENARIO	QUESTIONS OR STATEMENTS YOU COULD USE, DRAWING ON YOUR SCHOOL'S EXPECTATIONS
A student yells really loudly to his friends as he leaves the reception area. Several visitors to the school are waiting there.	<ol style="list-style-type: none"> 1. 2. 3.
A student is repeatedly late to your first-period class.	<ol style="list-style-type: none"> 1. 2. 3.
You speak to two students about the hoodies they are wearing over their uniforms.	<ol style="list-style-type: none"> 1. 2. 3.
A staff member jokes inappropriately with a colleague in the staffroom.	<ol style="list-style-type: none"> 1. 2. 3.
A group of teachers share a classroom. Some are getting frustrated by the way others are leaving it.	<ol style="list-style-type: none"> 1. 2. 3.
A parent on the sideline of a school soccer game yells abuse at a player in the visiting team.	<ol style="list-style-type: none"> 1. 2. 3.
A parent raises their voice angrily at one of your colleagues.	<ol style="list-style-type: none"> 1. 2. 3.

RESTORATIVE ESSENTIALS

Effective communication skills
Restorative Conversations

TIME REQUIRED

20 minutes minimum
(excluding the observation)

FORMAT

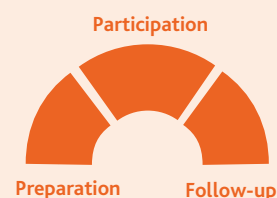
Pairs, observation, feedback

RESTORATIVE PRACTICE LEVEL

Levels 1, 2, and 3

OBJECTIVES

- To explore and discuss strategies for enhancing Restorative Conversations.
- To observe and give feedback on one another's practice.

PROCESS PHASE COVERED**COMMENT: NOTICING THE RATIO**

Handling misbehaviour in class is one area where a little care can have a significant impact on the final outcome; what is said is as important as *how* it is said.

An experiment conducted in the 1980s looked at how the wording of signs on a bush track encouraged tourists to keep off regenerating tussock. When the sign said 'Keep off the grass', 72% of tourists ignored it and only 28% complied. When the sign was changed to 'Keep to the tracks', the compliance rate jumped to 70%.

Such improvements in behaviour, achieved by changing a few words, are a compelling reason to look at the language we use with students in our classes.

Very few teachers are aware of the ratio of positive to negative comments they make and how this translates into student perception. For a student to feel that there is an equal balance between the positive and negative comments they receive, we need to use the 80:20 rule – give four positive comments for every negative.

ACTIVITY

Discuss the findings of the tourist experiment with the person next to you and reflect with one another on the balance of positive and negative statements in your own practice.

What are some things you could do to achieve a better balance in your approach? Share these thoughts with your colleague.

Observation

Have a colleague sit in the back of your classroom or watch you at work, noting down every time in your interactions with students you make a negative comment or statement and every time you make a positive one.

Feedback

Sit down together afterwards and discuss:

- what you thought your balance was
- what your colleague observed.

RESTORATIVE ESSENTIALS

Effective communication skills
Restorative Conversations

TIME REQUIRED

10 minutes minimum

FORMAT

Pairs

RESTORATIVE PRACTICE LEVEL

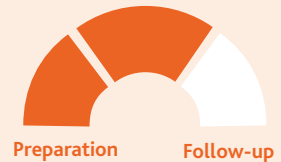
Levels 1, 2, and 3

OBJECTIVES

- To explore and discuss strategies for enhancing Restorative Conversations.
- To give feedback on one another's practice.

PROCESS PHASE COVERED

Participation

**COMMENT: QUESTIONING TECHNIQUES**

Everyone has favoured ways of asking questions. But why should we sometimes avoid using a 'why' question?

"Why?" can be a barrier to opening up a dialogue.

"Why?" can sound like a challenge or an accusation, putting the person on the spot. The respondent may feel they need to justify their behaviour, or they may become suspicious and defensive. They may not be able to answer the question because they may not know why they behaved in the way they did. The answer is more likely to be "I don't know" than a response that could lead to a Restorative Conversation.

In an effective Restorative Conversation, we will probably be able to establish the 'why' without asking directly.

McQueen (2010, page 128) suggests that we should:

View questions as an opportunity to open discussion and encourage thought rather than simply a test or challenge designed to get the correct response.

This activity could also be done with one person acting the role of a staff member and the other that of a student.

ACTIVITY

Working with a partner, choose a topic without telling the other person what it is. It could be something in your work, in your home life, or a public event. The idea is to use questions to find out as much about the other person's topic as possible. The only question you cannot use is one beginning with 'why'!

Start your questions with 'who', 'what', 'when', 'where', or 'how'.

When you have both had a turn at questioning, take 2–3 minutes to discuss how it felt.

For the questioner:

- How hard was it not to use 'why'?
- Were the responses open and informative enough?

For the responder:

- How easy was it to answer the questions?
- Did the questions encourage you to expand on the topic?

RESTORATIVE ESSENTIALS

Effective communication skills
Relational approach – growing staff relationships and capability

TIME REQUIRED

20 minutes minimum

FORMAT

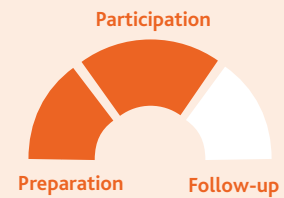
Groups of three

RESTORATIVE PRACTICE LEVEL

Levels 1, 2, and 3

OBJECTIVES

- To make personal connections through sharing experiences.
- To reflect and give feedback on one another's practice.
- To share personal strategies and skills for listening and questioning.

PROCESS PHASE COVERED**COMMENT: REFLECTING ON OUR PRACTICE**

One of the most powerful learning experiences for staff and teachers is the opportunity to observe and be observed at work. The conversations and reflection that take place afterwards often provide rich feedback, support, and professional learning.

Few of us do much reflection – or get feedback – on our practice and how we communicate, come across to others, and hold conversations. Yet we are communicating and holding conversations all the time in our school communities.

This activity helps us see how strongly we adults are affected when someone really listens to us. How much greater the effect on our young people!

ACTIVITY

In groups of three, choose one staff member to be the speaker, one to be the listener, and one to be the observer.

The speaker shares, for 3 minutes, a moment that was very important to them. The listener listens actively, using all their conversation skills (such as minimal encouragers, open questions, appropriate body language, and summarising the speaker's content and emotions).

The observer notes down the skills used by the listener.

After the conversation, ask the speaker: "What was it like when someone really listened to you?"

Ask the listener: "What did you notice about the conversation?"

Ask the observer: "What did you notice about the conversation? What skills did you see the listener using?"

Swap roles and repeat with a new topic until each person has taken all three roles.

RESTORATIVE ESSENTIALS

Effective communication skills
Restorative Conversations

TIME REQUIRED

10 minutes minimum

FORMAT

Groups of three

RESTORATIVE PRACTICE LEVEL

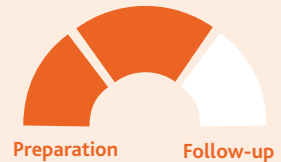
Levels 2 and 3

OBJECTIVES

- To explore and discuss strategies for enhancing Restorative Conversations.
- To observe and give feedback on one another's practice.

PROCESS PHASE COVERED

Participation

**COMMENT: LISTENING IS KEY**

The Restorative Conversation is for the student's benefit – they should be doing most of the talking and reflecting, in order for the conversation to be effective and change their behaviour.

As educators we often struggle to listen more than we speak. Listening with real attention enhances any dialogue; it can make a significant difference to young people's engagement in Restorative Conversations. A good balance to aim for is the 80:20 ratio for student: teacher input.

Most of the successful people I've known are the ones who do more listening than talking.

Bernard M. Baruch, American financier, philanthropist, statesman, and political consultant

ACTIVITY

In groups of three, choose a familiar scenario based on a low-level event.

Two members of the group role-play a 3-minute Restorative Conversation after a low-level incident at school. One person takes the role of the staff member, the other the role of the student.

The third person observes the conversation, noting down how much talking is done by the staff member and how much by the student.

At the conclusion of the conversation, the two 'actors' reflect on how long their character spent talking and whether it enhanced the conversation. The observer then shares their notes.

Now discuss the conversation, focusing on the benefit it would have had for the student. How close was it to the 80:20 ratio of student input to staff member input?

If there is time, swap roles and repeat the exercise.

RESTORATIVE ESSENTIALS

Effective communication skills
Restorative Conversations

TIME REQUIRED

20 minutes minimum

FORMAT

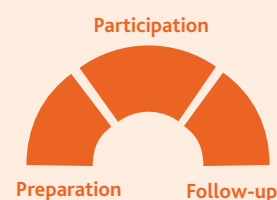
Pairs

RESTORATIVE PRACTICE LEVEL

Levels 1, 2, and 3

OBJECTIVES

- To explore and discuss strengths-focused conversations through affirmation, listening, and questioning.
- To give feedback on one another's practice.

PROCESS PHASE COVERED**COMMENT: THE IMPORTANCE OF AFFIRMATION IN BEHAVIOUR CHANGE**

In strengths-focused conversations we actively listen for a student's strengths, values, aspirations, and positive qualities, and then summarise those qualities back to them. It is easy to look at what a student is **not** doing right, to identify problems, or notice the absence of some quality. The most important part of affirming to bring about change is to notice the positives.

Affirmations often involve reframing behaviours or concerns as evidence of positive qualities. They build rapport and help students to see themselves in a different, more positive light. To be effective, they must be genuine and match the student's qualities. Affirmations can help students feel that change is possible even when their previous efforts have been unsuccessful.

Example of an affirmation

A student discusses their many previous efforts to change a particular behaviour, clearly feeling like a failure or that it is hopeless. The teacher can reframe this to a positive perspective, saying: "What I'm picking up is that you really want to get on top of this behaviour. You've made lots of effort over a long period of time. It seems that you have just not found the way that works for you. What further support do you need from me/us to help you make those changes?"

ACTIVITY

In pairs, role-play one of the following scenarios, one person taking the role of the staff member and the other that of the student. As the staff member, listen for the important indicators and attitudes in what the student is saying. Use strengths-focused comments and questions to elicit how the student is feeling and possible solutions or next steps.

The scenarios are:

- A highly truant student is starting to make an effort and getting to some classes, but feels hugely picked on when she gets impositions for lateness and absenteeism.
- A student who is a reluctant participant in class finally speaks up and gets laughed at by others.

- A rugby player has been practising his sideline goal kicks for weeks with no success and is feeling like a failure.
- A student comes to you with a personal problem and asks for help to resolve it.

When you have finished the role play, discuss the staff member's communication techniques and use of strengths-focused comments and questions.

How effective have they been in getting the student to open up? Has the conversation finished on a more positive note for the student?

Role-play another scenario, this time switching roles.



RESTORATIVE ESSENTIALS

Effective communication skills
 Restorative Conversations
 Relational approach – growing staff relationships and capability

TIME REQUIRED

10 minutes minimum

FORMAT

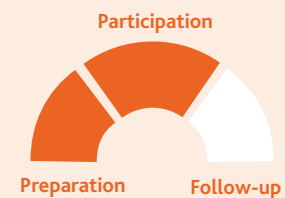
Pairs

RESTORATIVE PRACTICE LEVEL

Levels 2 and 3

OBJECTIVES

- To explore and discuss the techniques of effective listening.
- To give feedback on one another's practice.

PROCESS PHASE COVERED**COMMENT: LISTENING WITH RESPECT**

Effective listening is one of the most important skills in a conversation. It allows us to follow another person's ideas, perceptions, and feelings. It lets the speaker explore, define, and discover what a particular behaviour or lack of action may be about – without interruption.

Listening shows respect. Listening in silence, coupled with summarising at carefully considered points in the conversation, is a very effective way to resolve issues and build relationships. Silence allows time for the speaker to think and reflect on their behaviour, and may also allow for the uncovering of deeper issues that have been masked by the behaviour.

Reflection, which comes after a period of talking, is the point in the conversation where the speaker begins to view their behaviour in a different way and consider how that behaviour has affected others. Good listening includes summarising what you have heard from the other person. It also lets the other person know that you are interested in them and in what they have to say.

There are three main forms of reflection:

- **paraphrasing**, which moves well beyond the speaker's words and presents information in a new light.
- **double-sided reflection**, which reflects both parts of any ambivalence (on the one hand ... and on the other ...)
- **affective reflection**, which addresses the emotions involved, whether expressed or implied.

An example of reflective listening

Vanessa (aged 14) usually seemed to be full of confidence, to the point of being aggressive. She didn't join in any school activities but seemed to always be with friends. Now she appeared sad, sitting in class drawing sketches on pieces of paper and saying "I don't know" if asked a question. Her teacher asked the counsellor to talk to her. The counsellor, through effective listening strategies, allowed Vanessa a safe platform to talk about the sudden death of her best friend and how lonely she felt. The counsellor listened for Vanessa's strengths and interests and noted that she liked sports, particularly netball – but Vanessa said they probably wouldn't want her.

The school had been building its strengths in restorative practice. At the next staff meeting the counsellor mentioned Vanessa's recent loss and expressed her concerns regarding Vanessa's withdrawal. Some staff discussed ways to encourage Vanessa to reconnect with the school. After learning she was interested in playing netball, the PE teacher suggested she meet with the counsellor and Vanessa to talk about some options. After their meeting, the sports coach was thrilled to see Vanessa arrive at training the next week and said, "Great that you've come to try out, I'll walk over with you." When Vanessa returned to the counsellor two weeks later, she chatted about making some new friends who played on her netball team. As she left the office she turned and said, "I didn't think anyone cared!"

ACTIVITY

Pair up with a colleague and take turns as the listener. Through paraphrasing, encouraging the speaker to use double-sided reflection, and affective reflection, find out as much as you can about a significant holiday the speaker has been on.

Discuss the exercise. How effective were the techniques, and how well were they used?



RESTORATIVE ESSENTIALS

Restorative Conversations
Relational approach – growing
staff relationships and capability

TIME REQUIRED

10 minutes minimum

FORMAT

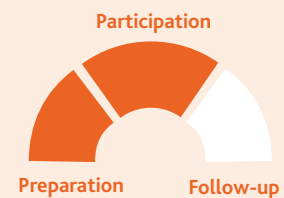
Pairs

RESTORATIVE PRACTICE LEVEL

Levels 1, 2, and 3

OBJECTIVES

- To explore and discuss questioning strategies that simplify what is being asked.
- To use prompts to elicit further responses.
- To give feedback on one another's practice.

PROCESS PHASE COVERED**COMMENT: KEEPING IT SIMPLE**

'Keep it simple' is a useful mantra that can underpin questioning in restorative practice. For example, avoid stacking questions; two questions within the one sentence can be just as much of a roadblock as overly complex questions.

A stacked question looks something like this: "What were you doing with that gear when I came into the room, and who were you doing it with?" Students may be left wondering which question they are supposed to be answering.

Splitting the question into two makes it easier for the student to answer. You could ask: "What were you doing with that gear when I came into the room?" Then, after receiving the answer, ask: "Who else was involved?"

Using prompts is another good way to elicit a response, clarify information, and encourage student engagement. Some useful prompts are: "Mm, yes", "OK", "Oh yeah", "Tell me more", "In other words ...", "So what you're saying is ...", and "I'll just check that I heard you right ...". Be careful not to add a value judgement (for example, "Good", "Excellent idea") unless you are affirming.

Keeping it simple and using prompts supports effective conversations and interactions.

ACTIVITY

Pair off with another staff member. One of you plays the student, the other the staff member. Have a conversation about a classroom situation involving misuse of equipment.

As the staff member, try and elicit as detailed a response as you can with simple questions and prompts.

Discuss the effectiveness of the strategies. What other prompts or 'minimal encouragers' have you used or seen colleagues use effectively?

Swap roles and repeat the activity.

<p>RESTORATIVE ESSENTIALS</p> <p>Relational approach – growing staff relationships and capability</p>	<p>TIME REQUIRED</p> <p>40 minutes minimum</p>	<p>FORMAT</p> <p>Individual reflection, small groups</p>
<p>RESTORATIVE PRACTICE LEVEL</p> <p>Levels 1, 2, and 3</p>		

OBJECTIVES

- To reflect on current personal practice in responding to incidents or issues.
- To share individual practices with staff and collaboratively develop some best-practice responses.



COMMENT: THE SOCIAL DISCIPLINE WINDOW

The Social Discipline Window (see the diagram on the worksheet **Response scenarios**) is a useful way of looking at how the restorative approach works within a school community. It looks at how two sets of factors – structures/limits/expectations and support/care/concern – interact to produce four different approaches to addressing problem behaviour.

The top left quadrant is high on structure and expectations but low on support and care. This results in a punitive and authoritarian approach in which actions are done **to** others. The bottom right quadrant is high on support and care but low on structure and expectations, resulting in approaches that appear permissive and rescuing and that do things **for** others. The bottom left quadrant is low on both expectations and care. It is inherently neglectful and does **not** do much at all. The top right quadrant is high on both structure and support. This approach most often results in respectful problem solving, collaboration, ownership of issues, and restoration **with** others.

School staff and whānau can use this window to reflect on their existing approach and to recognise where on the quadrant their responses to particular behaviours may sometimes lie.

ACTIVITY

Individually, read through the three scenarios on the worksheet **Response scenarios**.

Under **Initial reaction** write down how you would immediately react or respond to each situation.

Which quadrant of the Social Discipline Window (With, For, To, or Not) is each of your responses in? Write this down under **Quadrant** on the worksheet.

Now compare your responses with those of the others in your group. What are the similarities? The differences?

Continued on next page

Looking now at the words used in the **With** quadrant of the Social Discipline Window, work with your group to generate some best-practice responses for each scenario. Keep in mind that some initial responses may in fact be best practice in that situation. Remember also that there is no single form of best practice; rather, there are various strategies that range from least effective to most effective. The aim of this activity is to foster discussion and generate some collaborative best responses.

Compare your initial reactions with the best practices your group has arrived at. Ask yourself:

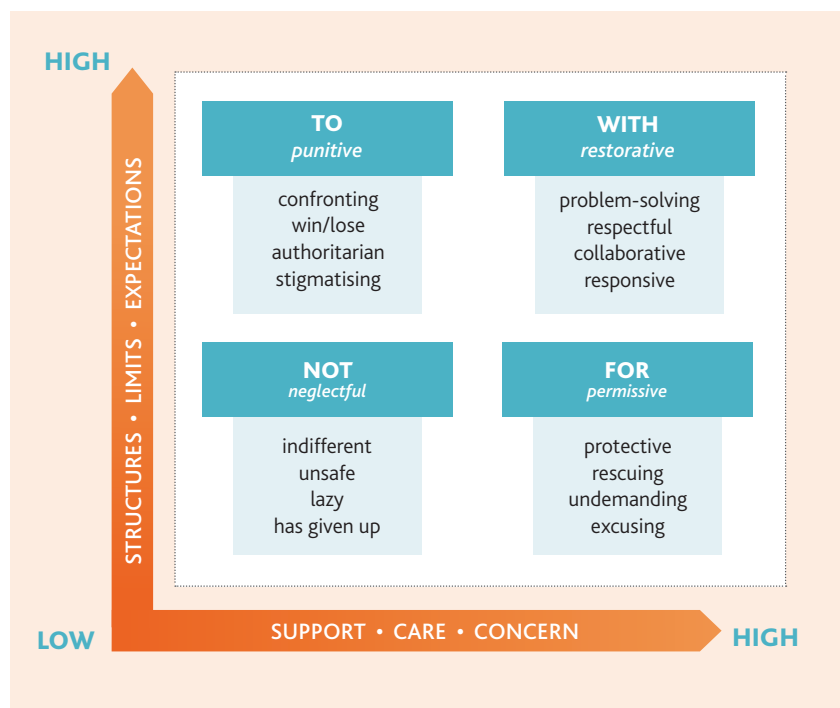
- Are we reinforcing and modelling our school values and expectations in the way we manage such incidents?
- Do our initial responses focus only on addressing the behaviour, or do we view the incidents as potential learning opportunities for students?

15 WORKSHEET: RESPONSE SCENARIOS

Read through the following scenarios and note down what your initial reaction would be to each.

With reference to the Social Discipline Window below, what quadrant is each response in? (With, For, To or Not.)

THE SOCIAL DISCIPLINE WINDOW



Adapted from Wachtel and McCold, 2003 (adapted from Glaser, 1964)

Enter the quadrant in the right-hand column. What patterns do you notice in your responses?

When you have completed the scenarios, share your initial response with your group, and discuss to develop some best-practice responses.

<p>Scenario 1: Rudely interrupting</p> <p>Simon arrives late and bangs through the door, disrupting your key sentence in your introduction to the class. He goes straight to his seat without even acknowledging you or the fact that he's late. You completely lose the impact of your introduction.</p>	
Initial reaction	Quadrant
Best-practice response	Quadrant
<p>Scenario 2: Bullying</p> <p>Dean is winding up Heidi, holding her lunchbox above his head. Heidi, who really struggles socially, is running around after him, shouting at Dean to give it back. Dean is laughing at Heidi and getting others on board.</p>	
Initial reaction	Quadrant
Best-practice response	Quadrant
<p>Scenario 3: Damaging school property</p> <p>You find three year 12 students using spray paint to tag the PE building.</p>	
Initial reaction	Quadrant
Best-practice response	Quadrant

RESTORATIVE ESSENTIALS

Restorative Conversations
Relational approach – growing staff relationships and capability

TIME REQUIRED

20 minutes minimum

FORMAT

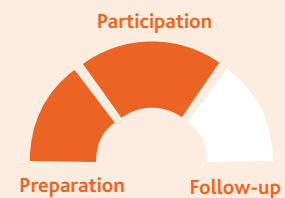
Pairs or small groups

RESTORATIVE PRACTICE LEVEL

Levels 2 and 3

OBJECTIVES

- To explore strategies for enhancing Restorative Conversations.
- To discuss one another's practice.

PROCESS PHASE COVERED**COMMENT: STRATEGIES FOR STUDENT ENGAGEMENT**

Lines in the sand (see worksheet) are a series of strategies to use when a student is reluctant to engage in a conversation.

The string can be an actual piece of rope or string. It gives the student something tangible to focus on and is particularly effective with male students.

Above the line, below the line can be effective in getting a student to physically identify (on a whiteboard, or similar) where their behaviour sits in relation to the expected norms. It is helpful to always look at some of the positive aspects of their behaviour (what is above the line) and affirm those.

The explosion is a good tool for describing what led to an incident and identifying some positive steps to prevent a similar situation arising again.

ACTIVITY

Reflect on any situations when you have seen someone use or you have used images, metaphors, or props to support or drive a conversation with a student.

What did you notice in terms of the student's engagement and the outcome of the conversation?

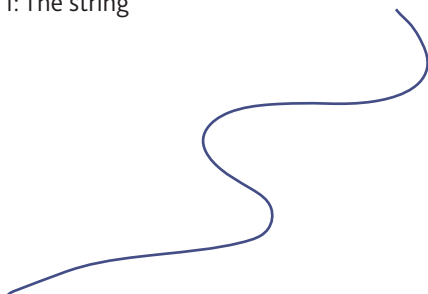
In pairs or small groups, discuss the strategies and prompts in the worksheet **Lines in the sand**. Are there other techniques you or your colleagues have used and found effective?

When and where in your context could you effectively use some of these techniques? Which ones?

This worksheet shows three strategies for engaging students in a Restorative Conversation. Suggestions for questions or prompts are given for each strategy.

In pairs or small groups, discuss these or similar strategies and when you might use them in your practice.

No. 1: The string



Who's involved in this issue at the moment? How big is it? Show me on this piece of string.

If we can't sort it out here, who else will get involved? How big will it be then? Show me again on the string.

Do you want to deal with it as a small issue or a big issue? You choose.

No. 2: Above the line, below the line



One of our school values is respect. If respect is the middle line, where does your behaviour (at the moment) sit – above or below the line?

If it's below the line, how are you going to get back to respect?

If it's above the line, well done!

No. 3: The explosion



Let's look at the reasons we're talking right now.

On this line, here's what just happened. We'll call it an explosion.

What was happening at the beginning of the day when you came to school?

What happened in school leading up to the explosion?

What happened just before the explosion?

What was going through your mind when you reacted like that?

What were you hoping would happen by reacting like that?

What will you do differently next time something like this happens?

What needs to happen now?

RESTORATIVE ESSENTIALS

Relational approach – growing staff relationships and capability

TIME REQUIRED

60 minutes minimum

FORMAT

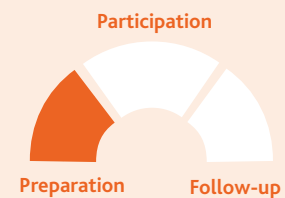
Small groups

RESTORATIVE PRACTICE LEVEL

Levels 2 and 3

OBJECTIVES

- To explore Roland Barth's article 'Improving relationships within the schoolhouse' and the four types of staff relationships that can exist within schools and workplaces.
- To develop an understanding of the dynamics that exist within both individual faculties/departments and our whole staff community.

PROCESS PHASE COVERED**COMMENT: UNDERSTANDING AND IMPROVING STAFF RELATIONSHIPS**

During the week before the session, each participant should read the Roland Barth article 'Improving relationships within the schoolhouse' (published in *Educational Leadership*, volume 63, issue 6 and available online at <http://www.ascd.org/publications/educational-leadership/mar06/vol63/num06/Improving-Relationships-Within-the-Schoolhouse.aspx>).

In the article, Barth identifies and describes four types of relationship: **parallel play, adversarial relationships, congenial relationships, and collegial relationships.**

This activity is similar to a jigsaw activity. The groups will discuss the four types of relationships in the Barth article, and so the number of groups should be a multiple of four. Each group should have 4–6 members from different areas of the school and with a range of experience.

For the third part of the activity, participants should form new groups of the same size. These groups should include at least one representative from each of the previous groups, who can share the results of the first discussions with the new group. This should take 2–3 minutes for each of the four topics.

ACTIVITY**Individual reflection 1**

Using the worksheet **Analysing staff relationships**, consider your relationships with other school staff and write down the words or phrases that best describe these relationships.

Now considering the staff as a whole, write down the words or phrases that would best describe their relationships with one another. Do the same for the relationships between the staff in your faculty or department.

Small groups

Each group is assigned one type of relationship described in Barth's article. Reread and discuss the corresponding section of the article, sharing your knowledge and experiences. Develop a brief definition of the relationship, with 2–3 examples of what it might look like in practice.

New small groups

The representatives from each of the previous groups share the results of their discussion with the new group. When each of the four types of relationship has been covered, critique the article.

- Do you agree or disagree with what Barth is saying?
- What types of relationship have you seen or experienced here at school, or in other schools or workplaces?
- In terms of our school values and expectations, what types of staff relationship would we like to develop?
- How could we do this? What would it look like?
- What are some strategies that we could work on collectively to further develop and enhance such relationships?

Individual reflection 2

Look at the worksheet again and the words or phrases you wrote in the three columns for your relationships. What do you notice as you look across the three columns? What kinds of relationship are they?

What percentage of your relationships fits into each of Barth's four types? (For example, six parallel relationships out of a total of 30 constitute 20%.)

What do you do to develop and maintain strong staff relationships?

What ideas have you heard from others that you could put into place?

Optional follow-up activity

As departments or faculties, consider these questions:

- What is working well in your faculty or department in terms of how you relate and interact?
- How can we as a faculty or department further strengthen and enhance staff relationships?
- What are two things we can do as a group to foster these improvements this term or this year?

Individual reflection 1

Consider your relationships with other school staff and write down the words or phrases that best describe them. Now considering the staff as a whole, write down the words or phrases that would best describe their relationships with one another. Do the same for the relationships between the staff in your faculty or department.

MY RELATIONSHIPS	OUR WHOLE STAFF	MY FACULTY OR DEPARTMENT

Individual reflection 2

Look at the words or phrases you wrote in the three columns above. What do you notice about them? What types of relationship do they describe? What percentage of your relationships fits into each of the four types?

Parallel	%	Parallel	%	Parallel	%
Adversarial	%	Adversarial	%	Adversarial	%
Congenial	%	Congenial	%	Congenial	%
Collegial	%	Collegial	%	Collegial	%

What do you do to develop and maintain strong staff relationships?

What other ideas have you heard that you could put into place?

RESTORATIVE ESSENTIALS

Restorative Conversations

TIME REQUIRED

10 minutes minimum

FORMAT

Pairs

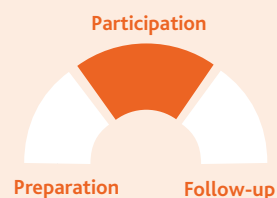
RESTORATIVE PRACTICE LEVEL

Levels 1, 2, and 3

OBJECTIVES

- To explore and discuss the use of restorative scripts within Restorative Conversations.
- To give feedback on one another's practice.

PROCESS PHASE COVERED



COMMENT: THE IMPORTANCE OF RESTORATIVE SCRIPTS

Restorative Conversations are a scripted and solution-focused approach to problem solving. They enable staff and students to resolve everyday problems together.

Restorative Conversations are purposeful; they do not happen by accident. They occur when effective communication skills and the relational approach are used for restorative purposes.

A Restorative Conversation can take many forms, but the key principles and essence of the conversation remain the same. This is because every Restorative Conversation should use a script. Scripts are an excellent resource for teachers beginning to use Restorative Conversations (see the restorative script adaptations in Appendix 1).

ACTIVITY

In pairs, consider a recent incident when you had to talk with a student about their behaviour. With one of you as the staff member and the other as the student, conduct a Restorative Conversation using the appropriate script as a guide.

Use the five steps of the Restorative Conversation: tell the story, explore the harm, repair the harm, reach an agreement, and plan follow-up. What questions do you need to get to the heart of the issue?

Spend just a few minutes on the conversation, keeping in mind that the focus is on keeping the small things small.

Reflect on the role play with each other and then swap roles to undertake a second conversation.

RESTORATIVE ESSENTIALS

Restorative Conversations

TIME REQUIRED

15 minutes minimum

FORMAT

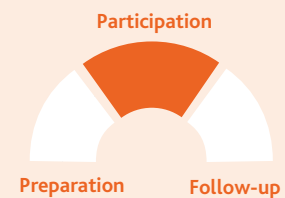
Pairs, groups of three

RESTORATIVE PRACTICE LEVEL

Levels 1, 2, and 3

OBJECTIVES

- To explore and discuss the nature of dialogue in effective Restorative Conversations.
- To give feedback on one another's practice.

PROCESS PHASE COVERED**COMMENT: CONVERSATION OR LECTURE?**

When an incident or situation has aroused emotions, it can be a challenge to facilitate a conversation rather than give a lecture.

For a genuine and effective conversation, we as staff need to stay calm, respectful, firm, and fair.

Be wary of reflecting for the student or doing more talking than listening to them – this will make students feel as though they are getting a lecture using restorative language.

Be aware of your body language. If you use restorative language but tower over the student, how effective is the conversation going to be?

ACTIVITY**Pairs**

With the person next to you, select one of the following and discuss:

- Students are acutely aware of the difference between a Restorative Conversation and a 'restorative lecture'.
- Restorative scripts are designed so that the simplest questions can elicit in-depth answers.
- It's important to be genuine and brief in your questions. The more we talk, the less the students will talk, and we really want them to do the owning, reflecting, and fixing up.
- Restorative Conversations need to be a dialogue, not a monologue.

Small groups

In groups of three, use a restorative script (see Appendix 1) to role-play a conversation about a recent low-level incident.

The third person observes the conversation, noting down how much the staff member talked in the conversation and how much the student did.

Afterwards, discuss:

- What did the staff member think the balance was like? How did it support the conversation?
 - What did the student think the balance was like? How did it support the conversation?
- How did these perceptions match up with what the observer saw? What did the observer think of the dynamics of the conversation?
 - Was the conversation more dialogue or monologue? How did this affect the student's engagement?



RESTORATIVE ESSENTIALS

Effective communication skills
Restorative Conversations

TIME REQUIRED

10 minutes minimum

FORMAT

Groups of three

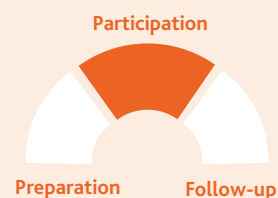
RESTORATIVE PRACTICE LEVEL

Levels 1, 2, and 3

OBJECTIVES

- To explore and discuss pace and prompt strategies for enhancing Restorative Conversations.
- To give feedback on one another's practice.

PROCESS PHASE COVERED



COMMENT: THE VALUE OF SLOWING DOWN

An important technique within effective restorative practice is slowing interactions down. Time constraints may push a teacher to hurry students in an attempt to sort things out as quickly and efficiently as possible. Slowing down and allowing students time to respond in full provides space for more genuine and honest responses.

This is a useful strategy for getting a student to engage in a conversation. If their initial response is minimal, leaving a silence can be highly effective. The student will often wait for the teacher to fill the gap, and sometimes the teacher obliges. This can mean that the opportunity for a more genuine response is lost.

There is research (for example, Rowe, 1974, and Swift and Gooding, 1983) that suggests it can take some students as long as 5–7 seconds to hear a question, make sense of it, and generate a response. This can feel like a long time for the teacher, who may not allow enough time for the student to respond.

ACTIVITY

In groups of three, role-play a 5-minute Restorative Conversation after a familiar low-level incident, using the five steps for restorative dialogue. One person takes the role of the student and another is the staff member. The third person observes the conversation, noting its pace and how long each participant was prepared to wait for answers to their questions. The observer should also note

when the staff member uses minimal encouragers, prompts, or summaries to draw more response from the student.

At the end of the conversation, the observer asks the participants what they thought the pace was like and how it supported the conversation. Then all three spend a few minutes discussing the pace and prompting.

RESTORATIVE ESSENTIALS

Restorative Conversations

TIME REQUIRED

10 minutes minimum

FORMAT

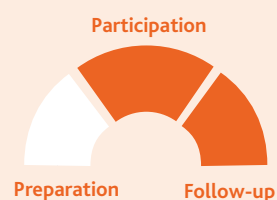
Groups of three

RESTORATIVE PRACTICE LEVEL

Levels 1, 2, and 3

OBJECTIVES

- To explore and discuss the use of summarising during Restorative Conversations.
- To give feedback on one another's practice.

PROCESS PHASE COVERED**COMMENT: THE VALUE OF SUMMARISING**

Summarising is one of the most important skills that underpin the PB4L Restorative Essentials. Summarising what has been said during any interaction helps the student to see the overall picture of what is happening. It also allows the staff member to make sure that they are accurately hearing what the student is saying.

A useful way to end a restorative session is to provide a summary. The staff member may reinforce what the student intends to do, highlight new understandings, identify transitions, affirm progress, or identify themes.

Summaries *during* a conversation can help to review the direction of the discussion or change its focus, slow the pace down, address the student's statements, and clarify what has been discussed so far.

ACTIVITY

In groups of three, use a restorative script (see Appendix 1) to role-play a Restorative Conversation. One person takes the role of the staff member, one person is the student, and the third is the observer.

To check for understanding and clarity at the end of the conversation, the staff member summarises for the student what has been said and agreed on during the conversation.

The observer gives feedback on what they noticed and heard and the group discusses:

- What did you notice?
- Did the summary leave out anything?
- How accurately did the staff member 'hear' the student?

Repeat the activity by swapping roles.

RESTORATIVE ESSENTIALS

Restorative Conversations

TIME REQUIRED

15 minutes minimum

FORMAT

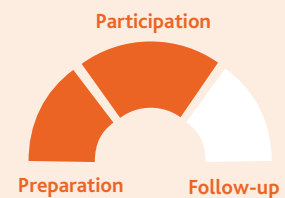
Small groups

RESTORATIVE PRACTICE LEVEL

Levels 2 and 3

OBJECTIVES

- To share best questioning practices among staff.
- To build a bank of questions for use in Restorative Conversations.

PROCESS PHASE COVERED**COMMENT: COLLABORATIVE CREATION OF QUESTIONS**

This activity involves staff in developing a bank of questions for Restorative Conversations. It encourages them to discuss and share best practice in facilitation and questioning skills. By creating the opportunity for staff to share effective questions, a school can strengthen its restorative approach and involve staff in adapting a restorative script to meet the needs and reflect the values of their school.

ACTIVITY

In small groups, brainstorm and share effective questions you have used in dialogue with other staff and students. Use the worksheet **Developing questions for restorative scripts** to record these under each of the five steps of Restorative Conversations:

- Tell the story – What happened?
- Explore the harm – Who has been affected? In what ways?
- Repair the harm – What needs to be done to put things right?

- Reach an agreement – If this happens again, what will you do differently?
- Plan follow-up – When will be a good time to check in with you and see how you're getting on?

Collate the groups' worksheets to create a bank of questions that can be used for developing and adapting restorative scripts. See also the script questions in Appendix 1.

Brainstorm and share effective questions you have used in dialogue with other staff and students. Record these below under the steps of Restorative Conversations.

1. **Tell the story** – What happened?

2. **Explore the harm** – Who has been affected? In what ways?

3. **Repair the harm** – What needs to be done to put things right?

4. **Reach an agreement** – If this happens again, what will you do differently?

5. **Plan follow-up** – When will be a good time to check in with you and see how you're getting on?

RESTORATIVE ESSENTIALS

Restorative Conversations

TIME REQUIRED

25 minutes minimum

FORMAT

Groups of three

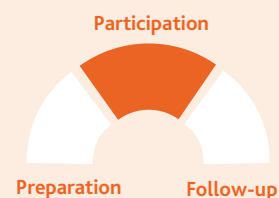
RESTORATIVE PRACTICE LEVEL

Levels 2 and 3

OBJECTIVES

- To practise Restorative Conversations.
- To give feedback on one another's practice.

PROCESS PHASE COVERED



COMMENT: EXAMINING PRACTICE THROUGH STRUCTURED OBSERVATION

Using a framework to observe and analyse practice clarifies what you are observing and helps to ensure that the evidence you collect is relevant and useful. It is particularly valuable in collaborative work to establish shared understandings.

Using the framework to analyse ... evidence provides a common frame of reference with which to evaluate the adequacy and impact of practice.

"Using a Framework to Analyse Practice", n.d.

For its framework, this activity uses the steps of a restorative script to identify strengths and areas for development in participants' Restorative Conversations.

ACTIVITY

In groups of three, and using a restorative script (see Appendix 1), practise a Restorative Conversation. Two members of the group have the conversation while the third person acts as the observer.

The observer uses the worksheet **Observer's notes** to record their observations of the interaction.

At the end of the conversation, the participants first discuss what they noticed and what the experience was like for them. They consider questions such as:

- What went well?
- Were any of the five steps missing?
- What questions and statements seemed the most effective?
- Were there opportunities to ask other questions or probe further?

The observer then adds their comments and reflections – for example, on factors such as pace, who spoke the most, tone of voice, and body language.

Swap roles and repeat the activity with another conversation.

As the observer, watch the dialogue and how the staff member follows the steps of a Restorative Conversation. At the end of the conversation, allow the participants to discuss the experience, and then feed back to them **two** strengths you identified and **one** area for possible development.

<p>TELL THE STORY</p> <p>Strengths Area for development</p>	<p>Completed</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>EXPLORE THE HARM</p> <p>Strengths Area for development</p>	<p>Completed</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>REPAIR THE HARM</p> <p>Strengths Area for development</p>	<p>Completed</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>REACH AN AGREEMENT</p> <p>Strengths Area for development</p>	<p>Completed</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>PLAN FOLLOW-UP</p> <p>Strengths Area for development</p>	<p>Completed</p> <p style="text-align: center;"><input type="checkbox"/></p>

RESTORATIVE ESSENTIALS

Restorative Conversations

TIME REQUIRED

15 minutes minimum

FORMAT

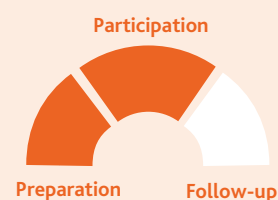
Pairs

RESTORATIVE PRACTICE LEVEL

Levels 1, 2, and 3

OBJECTIVES

- To understand the script adaptations of Restorative Conversations.
- To practise using the adapted scripted approach in specific scenarios and provide feedback on the experience.

PROCESS PHASE COVERED**COMMENT: ADAPTING THE RESTORATIVE SCRIPT**

Adapting restorative scripts to suit specific situations can be a powerful way to redirect behaviours in particular contexts. (See Appendix 1.)

Two adaptations of the restorative script are included on the worksheets **Scenarios and script adaptations**:

- the Learning Script, for a focus on learning
- the Early Years adaptation, simplified for students who may find the language of the full restorative script difficult to understand.

The Learning Script focuses on what students are learning and how this has been affected by a behaviour or incident.

The Early Years Script adaptation is not only about age but also about the level of comprehension. For some students, this script's simple language works best and may elicit an apology, although this should be optional, not forced. Allow the student to contribute to an appropriate way forward.

ACTIVITY

With one of you as the staff member and the other as the student, role-play the first scenario on the worksheets **Scenarios and script adaptations**. Then swap roles for the second scenario.

Discuss your experiences. As the staff member using the adaptation, answer these questions:

- What did you notice?
- In what ways might the student's responses have differed as a result of the adaptation?

- What evidence do you have to support this?
- How could you use either adaptation in your interactions with students?

As the student experiencing the adaptation:

- What did you notice?
- In what ways might your responses have differed as a result of the adaptation?
- What evidence do you have to support this?

How did the use of the adaptations engage the participants and strengthen the conversations?

With one of you as the staff member and the other as the student, role-play the scenario below. Discuss your experiences and how using the adapted script influenced the conversation.

SCENARIO 1

Harry is rocking his chair back and forth, banging against the wall. In spite of your catching his eye and using close proximity, he continues and begins to really annoy some in the class. You take him to the side out of others' hearing to have a brief Restorative Conversation using the **Learning Script** adaptation.

LEARNING SCRIPT: WHEN MANAGING CLASSROOM BEHAVIOUR, KEEP THE FOCUS ON THE LEARNING

Tell the story

- What were our learning intentions today?
- What's happened?
- What were you thinking, doing that?

Explore the harm

- Who has been affected by this behaviour? In what ways?
- How has your behaviour affected our learning today?
- How fair or unfair is this on others in the class?

Repair the harm

- How can you go about fixing this?
- What exactly are you sorry for?
- How will this support others' learning?
- How will it support your learning?

Reach an agreement

- What do you need to do from now on?
- How can I support you to do this?

Plan follow-up

- When would be a good time to check in with you to see that you're doing what we agreed.
- What support do you need from me to make sure this doesn't happen again?

Adapted from Jansen, Matla, and Abraham, 2011

Swapping roles from the previous scenario, role-play the scenario below. Discuss your experiences and how using the adapted script influenced the conversation.

SCENARIO 2

Anne, a year 9 student, wipes paint on another student's jersey. You wish to address the issue with Anne right there and then without it escalating. You take her off to the side of the room quietly for a Restorative Conversation using the **Early Years Script** adaptation.

EARLY YEARS SCRIPT: UNDERSTAND, FIX, TEACH

Tell the story

- What happened?
- When you wiped paint on Marika's jersey, was that a good choice or a bad choice?

Explore the harm

- How do you think Marika felt when you did that?

Repair the harm

- To fix this up you need to help clean Marika's jersey.

Reach an agreement

- At school it's not okay to damage someone else's property.
- How can we make sure this doesn't happen again?

Plan follow-up

- I'm going to check on you later on to see that you're doing what we agreed.
- What do you think we should do if something like this happens again?

Adapted from 'The Early Years Restorative Practices Script' © Jane Langley



TARA COLLEGE

TARA COLLEGE

you find writing a essay
on the back you are
Paragraphs
INC

RESTORATIVE ESSENTIALS

Restorative Conversations

TIME REQUIRED

30 minutes minimum

FORMAT

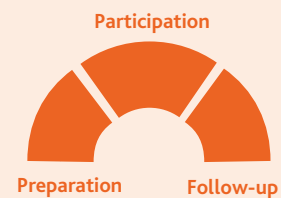
Individual reflection, small groups

RESTORATIVE PRACTICE LEVEL

Levels 2 and 3

OBJECTIVES

- To reflect on factors that contribute to effective Restorative Conversations and those that contribute to ineffective practice.
- To collectively plan strategies to prevent ineffective practice.
- To plan strategies to strengthen the positive factors in effective practice.

PROCESS PHASE COVERED**COMMENT: THE THREE PHASES OF RESTORATIVE PRACTICE**

Three phases are essential for any Restorative Conversation to ensure that the process is robust: the **preparation** phase, the **participation** phase, and the **follow-up** phase.

In the preparation phase we ask ourselves:

- Am I ready for the conversation? Are they?
- Do I know what I am going to ask?
- Is there enough time?
- Where will I hold the conversation?

The participation phase consists of the conversation (a dialogue, not a monologue), calmly following the five steps for a Restorative Conversation: tell the story, explore the harm, repair the harm, reach an agreement, and plan follow-up.

The follow-up phase involves touching base with the student about agreed undertakings, giving further support and guidance where necessary. The guiding principle is 'Certainty rather than severity'.

ACTIVITY**Individual reflection**

Think of a time when you had a conversation with a student about their behaviour or misconduct and it went really well. Using the worksheet **When it flies and when it dives**, briefly describe the incident and conversation and note down the

factors that contributed to the conversation being so effective ('when it flies').

Now reflect on a time when a conversation didn't go well and was ineffective. On the worksheet, briefly describe the incident and conversation and note down the factors and barriers that prevented it from working ('when it dives').

Small groups

Share your reflections with the others in the group.

Write down the positive factors on a whiteboard or a large sheet of paper. Are they part of the preparation, participation, or follow-up phase?

Then, using a different colour, do the same thing with the factors that made a conversation unsuccessful. What phases do they belong to?

Discuss the results.

What are some strategies that could address the factors making for ineffective practice?

What strategies could strengthen the factors making for effective practice?



Think of a time when you had a conversation with a student about their behaviour or misconduct and it went really well. Briefly describe the incident and conversation and note down the factors that contributed to the conversation being so effective. How do you know it went well? Then do the same for a conversation that didn't go well and was ineffective.

WHEN IT FLIES

Incident:

Conversation:

Factors that made the conversation effective:

WHEN IT DIVES

Incident:

Conversation:

Factors that made the conversation ineffective:

<p>RESTORATIVE ESSENTIALS Restorative Conversations</p>	<p>TIME REQUIRED 20 minutes minimum</p>	<p>FORMAT Small groups, whole-group discussion</p>
<p>RESTORATIVE PRACTICE LEVEL Levels 1, 2, and 3</p>		

- OBJECTIVES**
- To explore the place of apologies in repairing harm.
 - To explore what 'sorry' might look like in action.



COMMENT: THE PLACE OF APOLOGISING

For many people the word 'sorry' is almost impossible to utter, yet for others it rolls off the tongue so readily that you wonder whether there is any feeling or thought behind it at all.

Supporting students to make appropriate, meaningful apologies and exploring with them what it truly means to be sorry (backed up by actions) are vitally important.

There is a danger that students see the restorative process as one where they merely say the right things and apologise – and that's all that's needed. Then the apology can become a dispensation to reoffend or harm further, because all that's then needed is to apologise again ... and so the cycle continues. Some students have very limited understandings of what it means to show they are sorry and of the different ways they could do this.

Ways of giving and receiving apologies need to be modelled and taught to young people. When well developed, this ability is an important life skill. There are powerful learning opportunities here – exploring the place of apologies with students well before incidents occur can be very beneficial.

ACTIVITY

Small groups

Consider some situations in which you have apologised and some in which you received an apology.

- How did you feel when the apology was meaningful? How did you feel when it was hollow?
- What are some of the difficulties and barriers in giving and receiving apologies?
- What makes an apology most effective for you?

- Are there some effective ways of receiving an apology?
- What are 10 meaningful ways in which we can show we are sorry by our actions?

Whole-group discussion

Share the strategies and observations, writing them up on a whiteboard or similar. Build a list of ways of gracefully receiving apologies and of saying sorry without using words.

Discuss how you could incorporate some of these into a Restorative Conversation.

RESTORATIVE ESSENTIALS

Restorative Conversations

TIME REQUIRED

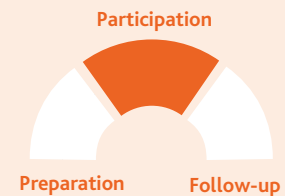
20 minutes minimum

FORMATGroups of three,
whole-group discussion**RESTORATIVE PRACTICE LEVEL**

Levels 2 and 3

OBJECTIVES

- To strengthen Restorative Conversations and ensure that participants in them are equipped to reach an agreement and move forward.
- To develop effective questioning strategies.

PROCESS PHASE COVERED**COMMENT: MAKING THE PROCESS MEANINGFUL**

When we use scripted approaches to conversations, there is a risk that students become too familiar with the format and questions of the Restorative Conversation. They can then become adept at saying what they need to say and what they think staff want to hear, just to get out of a situation.

When we repeatedly have the same type of conversation with the same student about the same type of issue, it can very quickly become a superficial exercise that does not effect change in an individual.

Staff can address this in the 'reach an agreement' step of the Restorative Conversation and then plan follow-up to support the student to make positive changes to their behaviour.

Reaching an agreement questions can include:

- What do you need to *stay doing*?
This focuses on the strengths of a student and what you want them to continue doing.
- What do you need to *stop doing*?
This brings the student's focus onto what they need to stop doing straight away.
- What do you need to *start doing*?
This question returns the focus to the goals and changes that are necessary for moving forward.
- What support do you need to achieve this?
This question assures students that they aren't on their own in trying to achieve the goal.
- What support do you need to ensure this doesn't happen again?
This question places responsibility on the student, supporting them to change their behaviour and do the things they agreed to do.

Follow-up questions could include:

- When will be a good time to check in with you to see how you're going?
- What will happen if our agreed outcomes haven't been reached?

A key consideration is to avoid a confrontational approach – for example, "If this happens again, I'm going to ..."

ACTIVITY

Small groups

In groups of three, consider a situation where you are having a conversation with a student for the second or third time about the same sort of issue.

Two people role-play the conversation, using some of the questions above (you may think of others as well). The aim is to strengthen the 'reach an agreement' and 'plan follow-up' steps in the

conversation and create some certainty (rather than severity) for moving forward. The third person acts as the observer. Discuss the conversation as a group, then swap roles and repeat with another conversation.

Whole-group discussion

Share your observations and questioning strategies to help build your practice.



RESTORATIVE ESSENTIALS

Restorative Conversations

TIME REQUIRED

20 minutes minimum

FORMATSmall groups,
whole-group discussion**RESTORATIVE PRACTICE LEVEL**

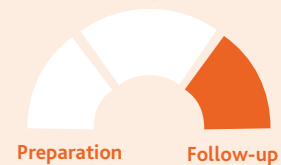
Levels 2 and 3

OBJECTIVES

- To strengthen the agreements made in a conversation and ensure follow-up.
- To develop effective support strategies after a conversation.

PROCESS PHASE COVERED

Participation

**COMMENT: CATCHING STUDENTS BEING GOOD**

There are many ways of following up Restorative Conversations with students to remind them to take ownership and to check that they have done what they agreed to do. But there are other ways of following up that are equally effective for building positive relationships and changing behaviour. Here are some ways you can do this:

- Greet the student warmly the next day at the door of your classroom.
- Eat lunch with the student and their friends, and sit or stand with them at events.
- Allow the student to know you as a person.
- Let the student overhear you talking about their positive qualities.
- Make a beeline for the student at break time to give them positive feedback.
- Let other classmates see you positively interacting with the student.
- Watch the student's sports practice or weekend game.
- Ask for the student's emotional barometer – "On a scale of 1 to 10, where are you at today?"

ACTIVITY**Small groups**

In groups of three, consider an incident that led to a Restorative Conversation and the nature of the conversation:

- How would you check that the student's undertakings have been carried out?
- How could you acknowledge the positive behaviours?

- How do you connect with students to affirm the good they are doing or strengthen your relationships with them? Which of these ways would be appropriate in this scenario?

Whole-group discussion

Share your strategies and observations with the wider group. Discuss the benefits and challenges of catching students being good.

Appendix 1

Restorative scripts



THE RESTORATIVE SCRIPT

TELL THE STORY

- What happened?
- Tell me your story.
- What was happening when you became involved?
- What were you thinking about when you did that?

EXPLORE THE HARM

- Who do you think has been affected? In what ways?
- Who else may have been affected by your behaviour?
- What do you think it must have been like for them?

REPAIR THE HARM

- What needs to happen to put things right again?
- What do you think _____ needs to hear from you right now?
- Is there anything else you can think of that might help?

REACH AN AGREEMENT

- If this happens again, what will you do differently?
- What do you need from me/us to support you?
- What will the plan for the future include?
- If this happens again, what will we do about it?

PLAN FOLLOW-UP

- When would be a good time to check in with you and see how you're going?
- What will happen if our agreed outcomes haven't been reached?

Adapted from Thorsborne and Vinegrad, 2004

THE EARLY YEARS SCRIPT: UNDERSTAND, FIX, TEACH

THE ORIGINAL SCRIPT	EARLY YEARS MODIFICATION
<p>Tell the story</p> <ul style="list-style-type: none"> • What happened? • Tell me your story. • What was happening when you became involved? • What were you thinking about when you did that? 	<p>Tell the story</p> <p>What happened?</p> <p>When you _____ was that a good choice or a bad choice?</p>
<p>Explore the harm</p> <ul style="list-style-type: none"> • Who do you think has been affected? In what ways? • Who else may have been affected by your behaviour? • What do you think it must have been like for them? 	<p>Explore the harm</p> <p>How do you think _____ felt when you _____?</p>
<p>Repair the harm</p> <ul style="list-style-type: none"> • What needs to happen to put things right again? • What do you think _____ needs to hear from you right now? • Is there anything else you can think of that might help? 	<p>Repair the harm</p> <p>To fix this up you need to _____ _____ _____ _____.</p>
<p>Reach an agreement</p> <ul style="list-style-type: none"> • If this happens again, what will you do differently? • What do you need from me/us to support you? • What will the plan for the future include? • If this happens again, what will we do about it? 	<p>Reach an agreement</p> <p>At school it's not okay to _____.</p> <p>How can we make sure this doesn't happen again?</p>
<p>Plan follow-up</p> <ul style="list-style-type: none"> • When would be a good time to check in with you and see how you're going? • What will happen if our agreed outcomes haven't been reached? 	<p>Plan follow-up</p> <p>I'm going to check in on you later to see that you're doing what we agreed.</p> <p>What do you think we should do if something like this happens again?</p>

Continued on next page

GIVING THE APOLOGY (IF APPROPRIATE)

The person who caused the harm

I'm sorry/I apologise for _____.

I was _____ because _____.

The person who has been harmed

I didn't like it when you _____. It made me feel _____.

Thank you for your apology.

Adapted from 'The Early Years Restorative Practices Script' © Jane Langley

THE LEARNING SCRIPT: WHEN MANAGING CLASSROOM BEHAVIOUR, KEEP THE FOCUS ON THE LEARNING

LEARNING SCRIPT ADAPTATION

Tell the story

- What were our learning intentions today?
- What's happened?
- What were you thinking, doing that?

Explore the harm

- Who has been affected by this behaviour? In what ways?
- How has your behaviour affected our learning today?
- How fair or unfair is this on others in the class?

Repair the harm

- How can you go about fixing this?
- What exactly are you sorry for?
- How will this support others' learning?
- How will it support your learning?

Reach an agreement

- What do you need to do from now on?
- How can I support you to do this?

Plan follow-up

- When would be a good time to check in with you to see that you're doing what we agreed?
- What support do you need from me to make sure this doesn't happen again?

Adapted from Jansen, Matla, and Abraham, 2011

Appendix 2

*Sample planning sheets for
PB4L Restorative Practice PLD sessions*



PB4L RESTORATIVE PRACTICE SESSIONS

Date:

Format:

Objectives:

Modules to be used:

Restorative Practice coach's observations:

Restorative Practice coordinator's observations:

PB4L RESTORATIVE PRACTICE NEXT STEPS SESSIONS

Session number:

Facilitated by:

Date:

Format:

Objectives:

Modules to be used:

Resources: Hard copy handouts PowerPoint Extra equipment

Facilitator's notes:

Feedback from staff:

Restorative Practice coach's reflections:

Next steps for ongoing staff PLD:



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