SUSTAINING A RESTORATIVE PRACTICE CULTURE BY MAKING CONNECTIONS

Presenter: Cathy Hird, M.S.W., B. Ed.
Project Facilitator - Restorative Practices
London District Catholic School Board
Email: chird@ldcsb.ca

IIRP Canada Conference: Leading & Sustaining Change
April 30, 2018
At the end of the session, please submit your sheet to the facilitator. Group sharing will be summarized and will be forwarded to participants.

Your email:

<table>
<thead>
<tr>
<th>Model reflective practice</th>
<th>Embed goal-setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share your insights.</td>
<td></td>
</tr>
<tr>
<td><em>As the 10 Tips for Sustaining Restorative Practices</em> are discussed, record strategies which have worked for you.</td>
<td></td>
</tr>
<tr>
<td>Walk the talk</td>
<td>Respond to school-based needs</td>
</tr>
<tr>
<td></td>
<td>Be guided by process</td>
</tr>
<tr>
<td>Shared meaning, individualized expression</td>
<td>Continuous feedback and networking</td>
</tr>
</tbody>
</table>
As cited by Blood and Thornborne (2006) 70% of change initiatives fail due to three primary reasons:

- People leading the change process announce the change and consider that is sufficient for having implemented.
- People's concerns are not surfaced or heard.
- Those expected to change are not actively involved in the change process.
▪ Allowing complacency
▪ Failing to develop a guiding coalition
▪ Understanding the power of a vision
▪ Permitting obstacles to block the change process
▪ Failure to create short-term wins
▪ Declaring victory too soon
▪ Neglecting to anchor change

(Kotter, 2012)
Clarke (1999) outlines the five stages of the decision making process first articulated by Rogers as:

1. **knowledge** (exposure to its existence, and understanding of its functions)
2. **persuasion** (the forming of a favourable attitude to it)
3. **decision** (commitment to its adoption)
4. **implementation** (putting it to uses)
5. **confirmation** (reinforcement based on positive outcomes from it)


---

**Understanding the Change and Decision-Making Processes**

- To experience the processes, need to allow time (multiple year plan)
- Consistent leadership at the helm to facilitate, support and monitor the progress
START SMALL, THINK BIG

- Innovation takes time: five-year plan (currently Year 2)
- Offer intensive training to each school-based team involved in the RP project and also other “leaders” – partnership with IIRP-Canada
- Broaden participant groups and understanding of RP continuum and philosophy through time
- Anchor in social-emotional learning
"If your emotional abilities aren’t in hand, if you don’t have self-awareness, if you are not able to manage your distressing emotions, if you can’t have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far."

- Daniel Goleman
Framework allows for gatherings several times per calendar school year

Each session is focused training in RP and goal-setting followed by opportunities to implement set goals

Begin with informal processes and specific strategies/tools to implement

Demonstration of how RP supports other district and school-based initiatives such as growth mindset, resiliency, mindfulness, self-regulation programs, etc.
"If the principal sneezes, the school catches a cold." Tom Whitaker

- Foster the belief that leadership can take many forms (creation of school-based teams)
- Create a consistent and enduring “critical mass”
- Make connections between restorative practice and district-wide focus areas (faith-based and directives from the Ministry of Education)
MODEL REFLECTIVE PRACTICE

“They don’t care what you know until they know you care.”

- The heart of restorative practice is nurturing the relational attitude; engaging in caring behaviours to support overall development
- Demonstrate how RP provides tangible ways to practice and cultivate caring (human connections, sensitively to students’ academic and emotional needs, and regard of students’ voice - opinions/perspectives)
- Work of Purkey and Stanley (1990) = INVITATIONAL EDUCATION

AFFIRM • REFINE • ALIGN • BUILD
INTENTIONAL UNINVITING
- Dismissive
- Alienating
- Harsh
- Vindictive

INTENTIONALLY INVITING
- Consistently positive
- Communicates a growth mindset
- Purposeful
- Sensitive to student needs and takes responsible action

UNINTENTIONALLY UNINVITING
- Negative
- Communicates low expectations
- Exhibits a low sense of efficacy
- Pessimistic

UNINTENTIONALLY INVITING
- Energic but unaware
- Enthusiastic but naïve
- Positive but inconsistent
- Communicates a laissez-faire attitude

Smith et al (2017)
You need to know where you’ve been before you know where you’re going.

Affirmations:
“The importance of social-emotional learning”
“Feeling more comfortable with circles and implementing the restorative questions”

Refinement:
“”I need to refine my use of restorative language”
“Love the plot line strategy”

Goal to move forward:
Strengthening the repair – suggested actions and follow up afterwards’
Trying to move more staff forward”
DEBRIEFING, EXIT CARDS AND SURVEYS

- Identify concerns (personal, implementation, impact, collaboration, refinement)
- Monitoring the elements of effective change (vision, skills, incentives, resources and action plan)
- Gauge the momentum (within and across schools)
- Provide direction to fine tune professional learning sessions
- Gather data for accountability purposes
“Wherever you look in the natural world, you find only networks, not org. charts....All living systems are webs of relations spun into existence as individuals realize that there is more benefit available to them if they create relationships than if they stay locked in narrow boundaries of self-interest. Unending processes of collaboration and symbiosis characterize life....These relationships of mutual benefit lead to the creation of systems that are more supportive and protective of individuals that if they had to live alone. It’s important to remember that nothing living lives alone.” Wheatley (1999)
1. **Know thyself.** It’s important to know our own set of triggers and see them for what they are. How am I feelings about this student and this behaviour? How can I react in a way that supports this students instead of reacting emotionally to his or her choices? What do I need at this time to stay focused on the needs of the student?

2. **Connect with students.** The use of affective statements and questions helps us become more aware of our students’ needs, strengths, interests, triggers, and deviations from baseline behaviours.

3. **Prevent the tornado from happening.** Finds ways to be proactive instead of reactive. Encourage independence, self-reflection/knowledge, and empowerment.

**REMAIN IN OUR UPSTAIRS BRAIN**

It’s important during these times, not to enter the tornado. We need to remain in our upstairs brains in order to ensure a calm, safe learning environment for ourselves, all the other students watching what’s happening, and for the student who created the tornado so that he or she is offered support to access alternative coping strategies and learn about personal triggers. Souers and Hall (2016)
RESPOND TO SCHOOL-BASED NEEDS

• Support school-based teams to identify connections between current initiatives and restorative practice – How can it support what staff are currently engaged in a school community to address social-emotional needs?

• Use collaborative problem-solving to address challenges faced in school communities (i.e., student behaviour, school-wide implementation of RP, etc.)
What does restorative practice look like, sound like and feel like in YOUR school community?

How do you foster a culture of belonging?

How are staff invited on the journey?

How do you communicate the RP Way in your school community?

What are the challenges you have encountered?
### Restorative Practices in Catholic Schools

#### Schedule of Professional Learning Sessions 2017-2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td>8:30 a.m. – 11:30 a.m.</td>
<td>1:30 p.m. – 3:30 p.m.</td>
</tr>
<tr>
<td>Sept. 27, 2017</td>
<td>CEC-Oxford Room</td>
<td>CEC-Board Room</td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td>8:30 a.m. – 11:30 a.m.</td>
<td></td>
</tr>
<tr>
<td>Nov. 14, 2017</td>
<td>CEC-Board Room</td>
<td></td>
</tr>
<tr>
<td><strong>Session 3:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 31 &amp; Feb. 1, 2018</td>
<td>2-Day Restorative Practices Training</td>
<td></td>
</tr>
<tr>
<td>Scheduled only for those participants NEW to restorative practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any Group A members new to restorative practices can sign up for the training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 31, 2017 4:15 p.m. – 6:00 p.m.</td>
<td>LDCSB staff previously trained in RP are invited to this follow up session with the IIRP facilitator. Focus: review of RP approach, networking and sharing.</td>
<td></td>
</tr>
<tr>
<td><strong>Session 4:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conferencing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 18, 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinner Session: 4:15 p.m. – 7:00 p.m.</td>
<td>Dinner will be available at the start of the session</td>
<td>CEC – Board Room</td>
</tr>
<tr>
<td><strong>Session 5:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conferencing and Moving Forward</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 5, 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinner Session: 4:15 p.m. – 7:00 p.m.</td>
<td>Dinner will be available at the start of the session</td>
<td>CEC – Board Room</td>
</tr>
</tbody>
</table>

**Group A:** Year 2 of restorative practices journey

---

**CONTINUOUS FEEDBACK AND NETWORKING**
BE GUIDED BY PROCESS

“Effective organisational leadership is more about managing the journey of change than announcing the destination.” (Zigarmi et al: Blanchard, 2006)

- Shifting thinking and behaviours takes time
- Sustainability is enhanced with active engagement
- Time invested will save time (proactive approach to resolve underlying issues and prevent reoccurrence)
- Model a growth mindset and a resilient mindset (we all learn from mistakes, the value of perseverance)
STEPS TO RESPECT

LISTEN WITH AN OPEN MIND
- Look at the speaker, keep your body still, and give your full attention.
- Pause and T.H.I.N.K. before speaking.
- Show that you understand the other person's side of the story.

TREAT OTHERS AS EQUALS
- Accept the differences in others.
- Talk in a way that makes others feel good about themselves.
- Show kindness even if you disagree with your opinions.

MAKE RESPONSIBLE CHOICES
- Choose actions that are in line with the Catholic value of compassion, equality, and peace.
- Reflect on how your actions affect others.
- Consider the impact of your choices on the Golden Rule.

THINK BEFORE YOU SPEAK
- Is it True?
- Is it Helpful?
- Is it Inspiring?
- Is it Necessary?
- Is it Kind?

SAMPLE VISUALS/TOOLS

What happened?
- What were you thinking at the time?

What Can I Say To Myself?

Instead of...  |  Try thinking...
---|---
I'm not good at this.  |  What am I missing?
I'm awesome at this.  |  I'm on the right track!
I give up.  |  I'll use some of the strategies we've learned.
This is too hard.  |  This may take some time and effort.
I can't make this better.  |  I can always improve, so I'll keep trying.
I just can't do math.  |  I'm going to train my brain in math.
I made a mistake.  |  Mistakes help me to learn better.
She's so smart. I will never be that smart.  |  I'm going to figure out how she does it so I can try it!
It's good enough.  |  Is it really my best work?
Plan A didn't work.  |  Good thing the alphabet has 26 more letters!
10 TIPS FOR SUSTAINING RESTORATIVE PRACTICE IN ELEMENTARY SCHOOLS

1. Start small, think big
2. Interval training
3. Shared leadership & vision
4. Model reflective practice
5. Embed goal-setting
6. Walk the talk
7. Respond to school-based needs
8. Shared meaning, individualized expression
9. Continuous feedback and networking
10. Be guided by the process
References


