

INTRO TO CULTURE OF CARE

PROFESSIONAL DEVELOPMENT TRAINING

WHAT IS A CULTURE OF CARE?

A Culture of Care in Schools is characterized by *non-dominating relationships*, where adults and children feel a *sense of belonging and connectedness*, have a *culturally safe place* for their voices to be heard, and are able *to be self-determining*.

OUR RESEARCH SHOWS THAT WHEN COMMUNITY BUILDING CIRCLES (TIER 1) ARE IMPLEMENTED CONSISTENTLY & WITH FIDELITY...

- ↑ Students report an increased sense of belonging.
- ↑ Student motivation is increased.
- ↑ Attendance is improved.
- ↑ Positive behaviors improve.
- ↑ Engagement in learning is increased.
- ↑ School safety is increased.



HOW ARE RESTORATIVE PRACTICES IMPLEMENTED IN THE SCHOOL?

Creating a Culture of Care, based on Restorative Justice Principles and Practices and Culturally Appropriate Relationships, is not a “check the box” initiative. It involves a set of *culture shifting practices* (implemented through 3 Tiers) with the mindset of “*how we do school*”. The focus is on building authentic relationships, collaborating (not competing) and blending with other school initiatives in the best interest of our students.

TIER 1 - PROACTIVE PRACTICES

Prioritizes and emphasizes building authentic relationships to create a sense of connectedness and belonging in the school community. Restorative practices include Community Building Circles and Norm Setting Circles.

TIER 2 - REACTIVE PRACTICES FOR MINOR BEHAVIORS

Classroom or school based interventions to respond to minor wrongdoing or conflict. Restorative Practices include Restorative Conversations, Restorative Circles, and Restorative Assessments.

TIER 3 - REACTIVE PRACTICES FOR MAJOR BEHAVIORS

These practices are used to address major conflict or wrongdoing that threatens student or school safety. Restorative Practices include Reentry Circles and Restorative Conferences.



RESTORATIVE PRACTICES HELP PEOPLE TO TAKE RESPONSIBILITY FOR THEIR ACTIONS AND CONSIDERS THE NEEDS OF THE COMMUNITY

WHAT ARE THE DIFFERENCES BETWEEN THE TRADITIONAL APPROACH TO RESPONDING TO BEHAVIOR AND THE APPROACH USED IN A CULTURE OF CARE?

TRADITIONAL APPROACH

- Students as passive receptors
- Rules & regulations
- Teacher is in control
- Teacher is solely responsible
- Misbehaviors are disruptions to the learning
- Consequences are determined by someone other than teacher
- Punishment and retribution are viewed as deterrents



CULTURE OF CARE

- Students are co-creators
- Relationships & interactions
- Power is shared
- Responsibility is shared
- Wrongdoing and conflict are viewed as learning opportunities
- Capacity of students & teachers are built to solve problems
- Healing the harm to relationships is the focus

IN THE FIELD OF A CULTURE OF CARE, RESEARCH SHOWS THAT THERE NEEDS TO BE A SENSE OF CONNECTEDNESS, CARING, AND NURTURING RELATIONSHIPS BETWEEN TEACHERS AND STUDENTS SO THAT THERE CAN BE AN INCREASE IN THE STUDENTS' POSITIVE EXPERIENCES OF SCHOOLING AND A MOVEMENT AWAY FROM RETRIBUTIVE PUNISHMENT STRATEGIES.



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RESTORATIVE JUSTICE EDUCATION
Creating a Culture of Care in Schools

Scan here to find out more about this training on our website



Scan here to view our *Creating a Culture of Care in Schools* book



Scan here to watch a video showing how a Culture of Care has been implemented in our Pilot school



This research and evidenced based Intro to Culture of Care Training is facilitated as a train-the-trainer curriculum that includes 16 modules broken up into 4 tiers (24 total hours). This training is based on the idea that Restorative Justice Principles and Practices and Culturally Appropriate Relationships and Interactions can be used in schools, particularly in classrooms, to help Create a Culture of Care. *Participants who complete our 16 module training are eligible to receive 2 Masters Level credits at Colorado State University.*

Intro to Culture of Care training formats include: In-person - Live-Virtual - Online (Self-Paced & Blended)

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