



RESTORATIVE JUSTICE EDUCATION
Creating a Culture of Care in Schools

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**.

- *Dr. Tom Cavanagh*

CULTURE OF CARE TRAINING OVERVIEW

In the field of a culture of care, research shows that there needs to be a sense of connectedness and caring and nurturing relationships between the teachers and the students so that there can be an increase in the students' positive experiences of schooling and a movement away from retributive punishment strategies.

The process known as Appreciative Inquiry, a strengths-based approach, will be used as the foundation to blend the good work already in place with the new restorative practices. The circle process is embedded in this training by having teams work together in circles to cultivate the content that they are learning throughout each module. Each training session is very interactive where participants will learn the module content and will be provided the opportunity to engage in discussion (prompted by Appreciative Inquiry questions) and will gain practical experience of restorative justice practices in small group practice sessions.

Participants will leave the sessions offered with the knowledge, skills, and resources to implement what was learned and also to teach others about what they learned. In that way a professional learning community will be created focused on implementing restorative justice principles and practices and culturally appropriate relationships and interactions in an effort to create a culture of care in the school.

Upon completion of the 16 module training, each participant will receive a Certificate of Completion as a Certified Specialist. In addition, each participant will be eligible to register for two credits at the master's level at Colorado State University (please contact us for details).

Following is a list of the modules, a brief explanation of the content, and the research that supports each module. Also attached as Appendix A is the pedagogical model for the training.

TIER 1 - Principles of Restorative Justice and Proactive Restorative Practices

Learning Objectives:

1. Participants will be able to identify and explain the basic principles of restorative justice, focusing on the primary principle of relationships.
2. Participants will be able to engage in and train others to facilitate community circles for building a sense of belonging and connectedness in schools, particularly in classrooms.

1. **Relationships** - Importance of relationships in Restorative Justice and Culture of Care.
2. **Basic Principles** – Restorative basics: It’s about attitude, doing school “with” students, inclusive relationships across the school, teachers positioning and theorizing; involving all staff.
3. **Collegial Relationships** – Collegial relationships at work: Restorative tools are used to build and maintain a healthy community among leaders and staff.
4. **Teacher-Student Relationships** – Restorative tools are used to build and maintain a healthy classroom community among teachers and students.
5. **Community Building Circles** – A circle held, generally in the classroom, for the purpose of creating a sense of belonging with a focus on building relationships.
6. **Community Norm Setting Circles** – A circle held for the purpose of creating a sense of connectedness by having the teacher and students in a classroom co-create classroom norms.

TIER 2 - Reactive Restorative Practices for Minor Behavior Problems

Learning Objectives:

1. Participants will be able to respond restoratively to minor misbehavior problems.
 2. Participants will be able to engage in and train others to facilitate restorative conversations, restorative circles, and restorative assessments for creating harmony in schools, particularly in classrooms.
7. **Restorative Conversations** – Simple, non-adversarial, problem-solving conversations.
 8. **Classroom Restorative Circles** – A semi-formal tool to help teachers and students respond to wrongdoing and conflict as a group.
 9. **Deescalation and Restorative Assessment** – Brief restorative interventions: Referral-based problem solving tools for school staff.

TIER 3 - Reactive Restorative Practices for Major Behavior Problems

Learning Objectives:

1. Participants will be able to respond restoratively to major misbehavior problems.
2. Participants will be able to engage in and train others to facilitate classroom conference circles and conferences, generally upon reentry of a student after out-of-school suspension, including the pre-conference, conference, and agreement in order to repair harmed relationships resulting from major misbehaviors involving violence and safety.

10. Classroom Reentry Circles – Facilitated and structured circles for a group of students and a teacher to participate in with a student who is returning to the classroom after being out of school, generally on suspension.

11. Restorative Pre-conference – Pre-conference: Prepare students, staff, and parents so everyone knows the story of what happened before the conference, and they know the conference format.

12. Restorative Conference Dialogue and Agreement– Restorative conferences: Formal conferences to address specific incidents of serious harm; facilitated by trained people. This includes specific plans to repair the harm that’s been done, including personalized ways for students to learn new skills/attitudes to avoid future trouble; allowing for easy monitoring and follow up.

CULTURE OF CARE - Planning to Create a Culture of Care Over a Three-year Period of Time

Learning Objectives:

1. Participants will be able to identify and apply to action plan: (a) the stages of implementation of a culture of care, (b) how to blend restorative justice principles and practices with other initiatives, such as, multi-tiered systems of support, trauma informed care, and social-emotional learning under the umbrella of a Culture of Care, and (c) implementation of culturally appropriate relationships and interactions.
2. Participants will be able to create an action plan to create a Culture of Care in the school over a period of three to five years.

13. Stages of Implementation – Year one is Needs Assessment, year two is Capacity Building, and year three is Sustainability.

14. Blending Current Practices with Restorative Justice – A plan for how to blend multi-tiered approaches like RtI, PBIS, and MTSS with Restorative Justice.

15. Culturally Appropriate Relationships – Using Restorative Justice principles of building

and maintaining relationships and exercising holistic care to create a Culture of Care.

- 16. Action Plan** – Using the strengths-based process of Appreciative Inquiry, what steps could we take to move from where we are as far as implementing restorative justice to where we could ideally be in creating a Culture of Care based on Restorative principles and practices?
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Pedagogical model for Restorative Justice training

The model for facilitating this professional development training is the “wheel of learning,” created by Dr. Peter Senge and his colleagues in *The Fifth Discipline Fieldbook*. This method includes the process of reflecting, connecting, deciding, and doing. The four areas constitute the different learning styles of adult learners. The result of using this model is to reach each participant’s learning style.

The **reflecting** stage gives the participant an overview and a big picture of what is to be learned. Participants can then reflect on what this means to them. In this stage the facilitator’s role is to motivate the learners to want to learn. The learners may be utilizing personal reflections, writing, drawing, and discussion.

The **connecting** stage of the process is the content area. Learners are given the information pertinent to what is to be learned. This step reflects traditional classroom learning. In this stage the facilitator is the giver of information. The participants are involved in analyzing, clarifying, reasoning, connecting, and defining.

In the **deciding** stage the learners are involved with a hands-on activity to apply what they learned. The instructor assumes the role of coach and facilitator in this step. The participants engage in demonstrating, field testing, and experimenting.

The **doing** stage involves implementing the learning into daily life. The learners are encouraged to apply their learning and report the results back later, at which time the “wheel of learning” will begin over. The facilitator assumes the role of evaluator and remediator in this stage. The participants are engaged in creating, sharing, implementing, and collaborating.

Senge, P.M., Kleiner, A., Roberts, C., Ross, R. & Smith, B. (1994). The fifth discipline fieldbook: Strategies and tools for building a learning organization. New York, NY: Currency.