












Administrator Checklist for Implementation of Restorative Practices

Guidelines for Working with Restorative Practices Trainers

Creating a sustainable, school-wide, best practices Restorative Practices (RP) program will take sustained and intentional effort to assess, create a plan and implement with fidelity the different aspects of RP. There is no single path to implementing RP, but this checklist will help you form your idea of an ideal destination and chart a course for the path to get there. Not all items will apply to all schools, and many schools may need to consider additional issues that are not included here. The knowledge, practices and approaches in the checklist can also be used to evaluate RP training needs and design a training and professional development process for your school personnel.

The first section focuses on the destination. It reminds you of the goal, and how to assess whether you're making progress in reaching the goal. The second section serves as a checklist to help guide the way. It should help you answer questions such as, 'What do we do once we've decided to become an RP school?' and 'What should we access to be trained?'

The Destination: Key Indicators for Restorative Practices in Schools*

-  School expectations and values incorporate a restorative approach and are made explicit across the school as well as in the school's policies.
-  A clear system of RP is implemented and applied consistently across the school.
-  There are explicit links between implementation of RP and desired outcomes regarding student engagement and achievement.
-  All adults in the school have a clear understanding of the principles and processes of RP and the relevance of RP to the learning community.
-  All adults recognize that RP involves values, skills and processes, and is not just a set of intervention techniques.
-  There is positive modelling, direction and commitment of RP by school management (Hendry, 2009)
-  RP is used to build community and resolve conflict between staff members as well as between students and between students and staff (Hendry, 2009)
-  Staff recognize the effectiveness of RP in their school and actively work on developing their skills and understanding.
-  Professional staff development is targeted to individual, department and school needs; resources and time are invested regularly to support RP.
-  Staff show a high level of competency and skill, actively seeking feedback to improve their confidence and practice.
-  Restorative practices are regularly assessed for quality and evaluated for effectiveness.

- 👤 The wider school community is introduced to RP and are regularly informed of RP initiatives and developments.
- 👤 There is a well-developed consistent RP orientation and training process for staff, students, and families.
- 👤 Students are actively involved in the restorative approach and understand their role in it.

*All indicators adapted from Corrigan, 2014 except those otherwise noted

The Path: Guidance for creating a sustainable, school-wide, best practices Restorative Practices program

Considerations regarding school-wide implementation

Adoption of RP is jointly agreed to by the the relevant stakeholders (school board, administration, staff, community).

The decision to adopt RP is designed to improve student learning and success.

Implementation of RP includes a clear process for incorporating information from needs assessments (i.e., data-driven decision-making.)

Guidance for working with an RP trainer

Trainers have ample experience facilitating all practices for building community and repairing harm they teach.

The level of trainer experience is assessed by asking their amount of training, their experiences with RP, what practices they are experienced in and who trained them. They are asked to share specific stories from their experience.

Guidance regarding training & support

All staff receive an initial 2 hours of training and a total of 4 hours of training aimed at increased understanding of the philosophy, principles and values RP as applied to the specific school context.

Any staff planning to be a Circle keeper receives 4 days or 24 hours of training. The training time can be spread throughout a school year and is a combination of direct training and time in Circle. For example, staff could do 4 1-day training sessions throughout the year. Or staff could do a 1-2 day training, plus a combination of experiencing circle during staff meeting, using Circle in class with the help of a coach, being in a professional learning community about Circles with other staff and a coach, additional trainings.

Any staff planning to use conferences or Circles to repair harm receives 3-4 days of additional training beyond the initial 24 hours of Circle training. People who repair harm should be cross-trained: knowing how to do both circles and conferences for repairing harm will improve their skills.

Training for speaking restoratively in school is 8 hours

New RP practitioners have a coach or an experienced partner with whom they can consult with on a regular basis. Check-ins are monthly for the first year and quarterly for years 2-5.

The coach co-keeps or co-facilitates with the practitioner once or twice a year.

Professional development for school staff includes an RP-specific individual growth and development plan in the three-year professional review cycle.

By the end of the initial implementation process, a school staff member has been identified to become a lead RP coach or aspiring RP coach and is being mentored by the current RP trainer with the goal of becoming the lead coach who would be housed within the school.

RP Values & Principles: Key Knowledge & Practices

All staff are trained on RP philosophy, values and principles.

Through training, staff experience what RP is and what RP looks like in schools.

Through training, staff understand that RP is experiential, and skill at using RP in schools increases through practice, coaching and ongoing learning.

Through training and early experiences, staff begin building skills for ensuring people of all ages, abilities, communities and life experiences feel welcome and supported in participating in RP.

Building Community: Key Knowledge & Practices

Teaching and support staff are training in conducting community building Circles.

All staff who work directly with students (including bus drivers, lunch/recess monitors) receive training on talking restoratively in schools.

Assessment of student skills are adapted to include levels of active listening, appropriate contributions, creating opportunities for others and the abilities to recognize different points of view, to negotiate and share ideas, to connect with others and to participate. These skills can be assessed in surveys or via classroom observations ((Gray & Drewery, 2011).

Repairing Harm: Key Knowledge & Practices

Most staff who work directly with students (including bus drivers, lunch/recess monitors) receive training on restorative chats/impromptu conferencing.

Staff who will respond to serious incidents receive training on both Circles and conferences to repair harm.

Staff who will serve as mediators for resolving conflict receive 30 hours of mediation training by experienced mediation trainers.

Evaluation of RP includes tracking of the number of disciplinary referrals as well as requests for and counts of restorative chats and Circles or conferences to repair harm.

References:

Corrigan, M. (2014). Positive Behavior for Learning Restorative Practice Kete. www.education.govt.nz: New Zealand Ministry of Education .

Gray, S., & Drewery, The International Journal on School Disaffection W. (2011). Restorative practices meet key competencies: Class meetings as pedagogy. *The International Journal on School Disaffection*, 13-21.

Hendry, R. (2009). SACRO RP Implementation Pack. Edinburgh, Scotland: SACRO.