Unite, Inspire, Lead
Our Students, Our Union, Our Future

Restorative Practices

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Indicate the NEA Strategic Goal and NEA Organizational Priority your session addresses:

- **NEA Strategic Goal**
  - Strategic Goal 2: Empowered Educators for Successful Students

- **NEA Organizational Priority**
  - Institutional Racism/Racial Justice in Education
LEADERSHIP COMPETENCY: Advocacy

• **NEA Leadership Competency progression level(s).**
  
  – Level 1: Foundational
    • Understands social justice initiatives from review of research and discusses the impact on education practice, policy, and the profession
  
  – Level 2: Mobilizing & Power Building
    • Designs advocacy plans and strategies formulated from social justice research that impacts educational practices, policies, and profession

• **NEA Leadership Competency themes**
  
  – Interprets and acts on social justice initiatives
LEADERSHIP COMPETENCY: Leading Our Profession

• NEA Leadership Competency progression level(s).
  – Level 1: Foundational
    • Understands the historic, current and emerging role that the union plays in our professions
  – Level 2: Mobilizing & Power Building
    • Identifies and promotes own and members’ credentials and expertise, ensuring union leadership of our professions

• NEA Leadership Competency themes
  – Shows educational leadership and understands union’s role in student learning and leading our professions
Agenda

- History
- Social Window, Typology
- Affective Statements
- Circles-explain and mini circle
  - Restorative Conferencing/Affective Questions
  - An example of how to negotiate it into your contract
A Walk Down Memory lane

Remember when you were that awkward teenager?
Think about a time when you disobeyed a parent/teacher and were caught.
How did you feel?
What did you want?
History of Restorative Justice: A Snapshot

Ancient and Indigenous Cultures: Native American, African, Asian (The Circle Process)
Ontario, Canada: (1974) Victim Offender Reconciliation (VOR)
United States: (1978) Elkhart, Indiana (VOR)
New Zealand: (1989) Family Group Conferencing
RJ began to multiply in the 1990s across the world
School-to-Prison Pipeline

Harsh disciplinary approaches, such as zero-tolerance, have contributed to racial disparities in suspensions and expulsions and the School-to-Prison Pipeline. High dropout rates and entrance to the juvenile justice system become more likely for many children because of these approaches.

• Restorative Practices: A guide for Educators
Students receiving out-of-school suspensions, by disability (IDEA) status

- Students without disabilities
- Students with disabilities (IDEA)

6%
13%
15%
10%
5%
0%
School-to-Prison Pipeline

Refers to the policies and practices that push our nation’s children, mostly those at risk, out of the classroom into juvenile and criminal justice systems.
School-to-Prison Pipeline

Just 1 out of school suspension doubles a student’s risk of dropping out of school.

(EdJustice, 2015)
“Children need our love the most when we think they deserve it the least”

The use of restorative practices helps to:

• improve human behavior
• strengthen civil society
• provide effective leadership
• reduce bullying, crime and violence
• restore relationships
• repair harm
• Focus on repairing harm versus enforcing punishment
• Not at the expense of consequences but in conjunction with a system of consequences

• Relationships and communication key

• **Is not a program**

• Creates a culture
Defining Restorative Practices-The Supporting Framework

• Social Discipline Window
• Restorative Justice Typology
• Restorative Practices Continuum
• Nine Affects
• Compass of Shame
• Fair Process
Social Discipline Window

With vs. to or for

Schools and families

Students and education professionals

Family relationships

Diagram:
- TO punitive
- WITH restorative
- authoritarian
- authoritative
- neglectful
- permissive
- NOT FOR
- LOW support (encouragement, nurture) → HIGH
Restorative Typology

Victim reparation
Communities of Care
Reconciliation
Offender responsibility
Importance of all three being involved
Level of success in restoring justice impacted by level of involvement of all three

Figure 2. Restorative Justice Typology
Restorative Practices Continuum

informal

- affective statements
- affective questions

small impromptu conference

formal

- group or circle
- formal conference
Nine Affects

Movement along this line based on emotions

Relationships impacted by emotions

“The human emotional blueprint ensures that we feel best when we 1) maximize positive affect and 2) minimize negative affect; we function best when 3) we express all affect (minimize the inhibition of affect) so we can accomplish these two goals; and, finally, 4) anything that fosters these three goals makes us feel our best, whereas any force that interferes with any one or more of those goals makes us feel worse (Nathanson, 1997b).”

RJ encourages expressing feeling and builds better relationships
The Compass of Shame
Adapted from D.L. Nathanson, Shame and Pride, 1992

Withdrawal:
- isolating oneself
- running and hiding

Attack Other:
- ‘turning the tables’
- blaming the victim
- lashing out verbally or physically

Attack Self:
- self put-down
- masochism

Avoidance:
- denial
- abusing drugs and alcohol
- distraction through thrill seeking
Fair Process

• *Engagement* — involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account

• *Explanation* — explaining the reasoning behind a decision to everyone who has been involved or who is affected by it

• *Expectation clarity* — making sure that everyone clearly understands a decision and what is expected of them in the future (Kim & Mauborgne, 1997)
## Revamping Affective Statements in Restorative Practices

<table>
<thead>
<tr>
<th>Typical Response:</th>
<th>Example Affective Statement</th>
<th>Problem with Affective Statement</th>
<th>NVC - Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop teasing Sandy</td>
<td>It makes me uncomfortable when I hear you teasing Sandy</td>
<td>Feeling is blamed on student behavior &amp; teasing is a judgement</td>
<td>When I heard you speaking to Sandy in the way you did, I felt worried because I value respect. Would you be willing to tell me what you were talking about?</td>
</tr>
<tr>
<td>Talking during class in inappropriate</td>
<td>I am frustrated that you are not listening to me</td>
<td>Feeling is blame based &amp; accuses student of not listening rather than expressing need to be heard.</td>
<td>When I hear you talking at the same time I am talking, I feel frustrated because I would like to be heard. Would you be willing to raise your hand when you want to talk?</td>
</tr>
<tr>
<td>You shouldn’t do that</td>
<td>I feel sad when you say something like that to John</td>
<td>Aside from blame and accusation, there is also a bit of shame in this statement</td>
<td>When I heard what you said to John, I felt sad because I value respect. Would you be willing to tell me what you were thinking about when you said that?</td>
</tr>
<tr>
<td>Sit down and be quiet</td>
<td>I feel angry when you talk and joke during my lectures</td>
<td>Blame based statement. Teachers feelings attributed to student’s behavior.</td>
<td>When I see you walking around the class and talking while I am doing a lecture, I feel angry because I really value collaboration in the class. Could I ask you to tell me how that sounds to you?</td>
</tr>
</tbody>
</table>
Circles/Peace Circles

• Sit in circles of 3 or more-no tables
• Use a talking piece-everyone is heard
• Practice deep listening—all voices are important
• Fosters community building
• All sit at the same level-equanimity
• Circle Keeper facilitates and creates questions-can be student suggested questions
Circle Questions

• Share a happy childhood memory.
• If you had an unexpected free day, what would you like to do?
• What is your passion?
• An experience of feeling that you did not fit in.
• The main character in the book we are reading is like/not like me when...
One Voice; One Union; One District: How You Can Make It Happen in your School District

Prince George’s County Educators’ Association

• Discipline Committee: Charged to review Student Code of Conduct
• NBI to PGCEA Board of Directors: To provide professional development on RP to bring awareness to our members
• Reached out to NEA/Advancement Project for support
• Letter to CEO: Collaborate to offer a Fall training for teachers
• T.U.R.N. Committee focus became Restorative Practices
• Approval for 6 pilot school trainings
• Proposed a budget for full implementation of 6 schools
Saint Paul Federation of Teachers

Why and how

• Race-based disparities in discipline
• District attempts to address inequities

• SPFT’s Guiding Narrative
• Relationships: Members, Parents & Community
• Negotiated parent participation into our contracts

Parent/Teacher Home Visit Project; School Climate Improvement Teams
Why should leaders & members take on RP?

• Educators’ & parents’ voices in design, implementation
• Build our Narrative
  • Who we are and what we believe
  • Commitment to working with students, parents & community
• Student-centered advocacy
• Long-term solution
Suite of Restorative Practices Proposals

• Staff + $$ to implement Restorative Practices
• Full staffing to address student needs
• Family engagement
• Shared decision making -- members, students, parents & community working proactively
• On-going, member-driven Professional Development
What we won - RP highlights

With an *NEA Great Public Schools* grant, **district-wide:**

- 1 FTE Restorative Practices Coordinator (.5 grant + .5 SPPS funded)
- Curriculum developed by members & community experts
- District SCIT ≤ 15 members: 8 SPFT; 7 District; ≥ 5 students

**Site-based** SCITs apply for RP support up to ≤ $150,000 / school:

- 2016-17  6 pilot sites
- 2017-18  + 3 (9 total sites)
- 2018-19  + 3 (12 total sites)

- Research-based model & ongoing professional development
- ESP members: Full participation in committees & PD
Session Outcomes

• The content from this session can be used in the following ways in your current position/role:
  – Implement Circles within your Leadership groups
  – Create opportunities for Restorative practices in your daily interactions
  – Advocate at the local level to ensure Restorative practices become part of your culture
Thank you!

• Please complete the evaluation for this breakout session!
• Please visit the Leadership Development Resources website at www.nea.org/leadershipdevelopment