Real Schools
Parent Information Session
Monmia Primary School
Wednesday 22nd April 2015
Priming you for a great night...
What are today's schools for?
HUMAN BEHAVIOUR

Every behaviour has a MEANING and a CONTEXT – it’s a fact!

MEANING – it serves a purpose in either the short or long term.

CONTEXT – it occurs specific to the people and the environment around the individual.

Recognise → Understand → Respond

Or

Assume → Guess → React
COMMITTED TEACHERS

WHEN YOU STUDY GREAT TEACHERS... YOU WILL LEARN MUCH MORE FROM THEIR CARING AND HARD WORK THAN FROM THEIR STYLE.

— WILLIAM GLASSER
CARING STUDENTS
STUDENTS DON'T CARE HOW MUCH YOU KNOW UNTIL THEY KNOW HOW MUCH YOU CARE.
CONNECTED COMMUNITIES

WHERE THERE IS NOT COMMUNITY - TRUST, RESPECT & ETHICAL BEHAVIOR ARE DIFFICULT FOR THE YOUNG TO LEARN AND FOR THE OLD TO MAINTAIN.

- ROBERT K GREENLEAF
We’re all in this together.
How you doin’?
Building an Explicit Practice Framework

Our Partnership is about exploring how the Restorative Practices Framework can provide explicit practice capable of building healthier relationships & stronger school communities.
Aim of Relational Practice

To encourage the use of restorative approaches to manage conflict and tensions by focusing on repairing harm and strengthening relationships.
Basic Tenets of RP

“Harm and Relationships”

Adversarial (Blame) approach:
“What happened, who is to blame, what punishment of sanction is needed?”

Restorative Approach:
“What happened, what harm has resulted and what needs to happen to make things right?”
Spot the difference …

**Adversarial**
- Focus is in the past.
- Preoccupied with blame.
- Deterrence is linked to punishment.

**Restorative**
- Focus is on the past, present & future.
- Emphasis is on the resulting harm.
- Deterrence is linked to relationships & personal accountability.

“For punishment and consequences to be effective in changing behaviours, they must be delivered in a context that provides both meaning and relevance.”
Operating Domains
or the Social Discipline Window

TO
Punitive
• Authoritarian
• Stigmatising

WITH
Relational
• Authoritative
• Respectful

NOT
Neglectful
• Indifferent
• Passive

FOR
Permissive
• Protective
• Easy/undemanding

FIRM
Low

Low

FAIR

Real Schools

--- High

--- High
Restorative Questions

How would these questions assist those who have wronged to make amends?

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you did?
- In what way?
- What do you need to do to make things right?
Supplementary Restorative Questions

How would these questions assist those harmed by other’s actions.

- What did you think when you realised what happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
DO WE HAVE PROOF THAT THIS WARM & FUZZY STUFF WORKS

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<th></th>
<th>Distraction</th>
<th>Negativity to teacher</th>
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Source: Ramon Lewis, Researcher - Latrobe University
Restorative Practices Continuum

Informal

- Affective Statement
- Affective Interaction

Formal

- Small Impromptu Conference
- Large Group
- Formal Conference
Real Schools

Real Schools exists to partner with your school in building & sustaining a successful culture. We do this through empowering Committed Teachers who develop Caring Students to create Connected Communities.
Helping schools build successful cultures through Leadership, Behaviour Management & Restorative Practices services.

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