

Building and Maintaining Relationships to Improve Learning

Javier A. Vaca



Our Work Today

Content: Understand how Restorative Practices can support classroom management and school climate.

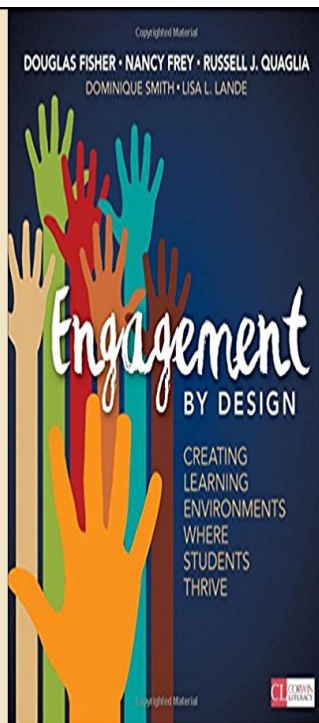
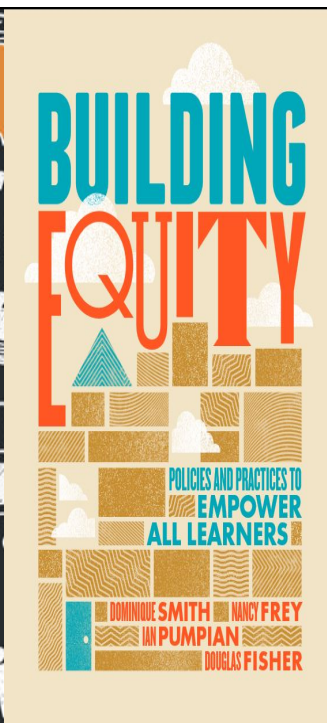
Language: Examine how YOUR school defines RP.

Social: Collaborate and share with your colleagues.

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WE ARE ON THIS JOURNEY
TOGETHER.

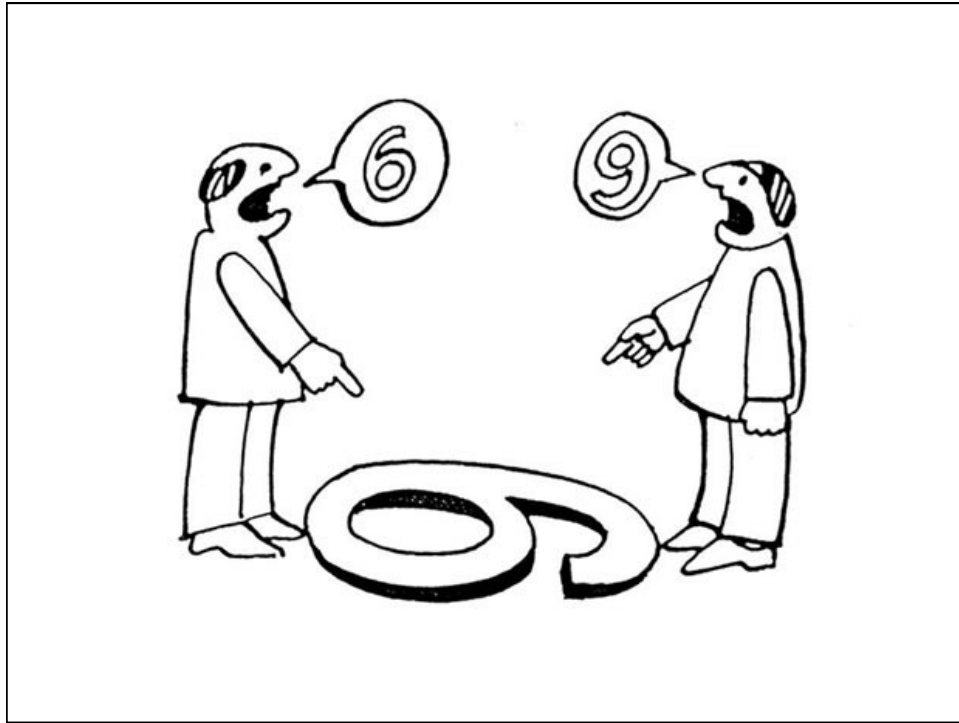




*If a child can't **read**, we teach him to **read**.*

*If a child can't do **math problems**, we teach him how to do **math problems**.*

*If a child doesn't know how to **behave**, we **punish** him.*



What is your name?

Have you had any other names? Any nicknames?

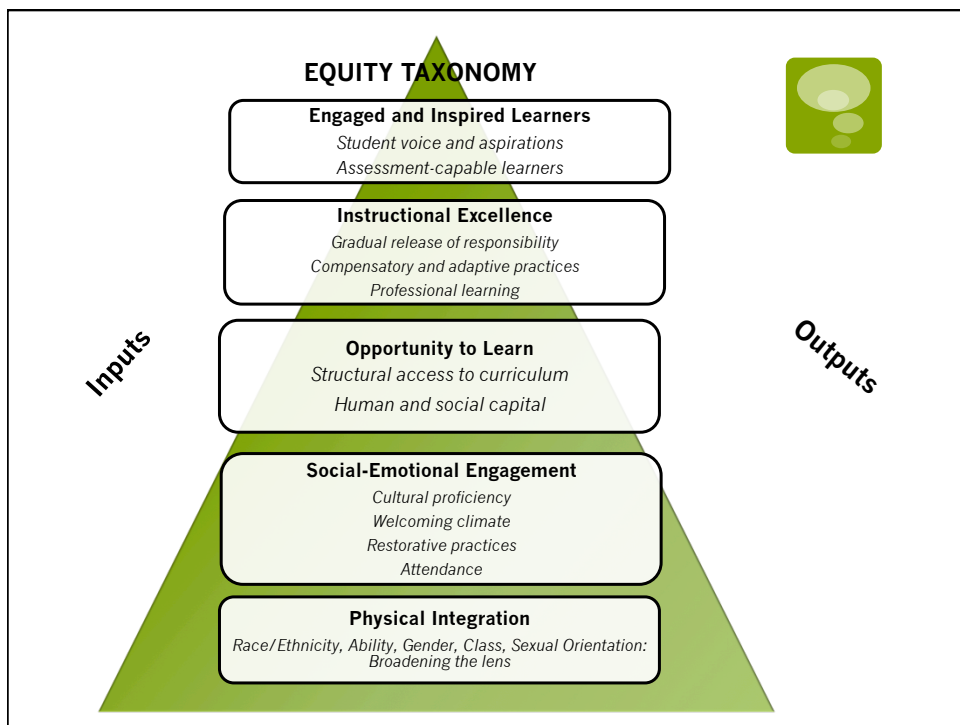
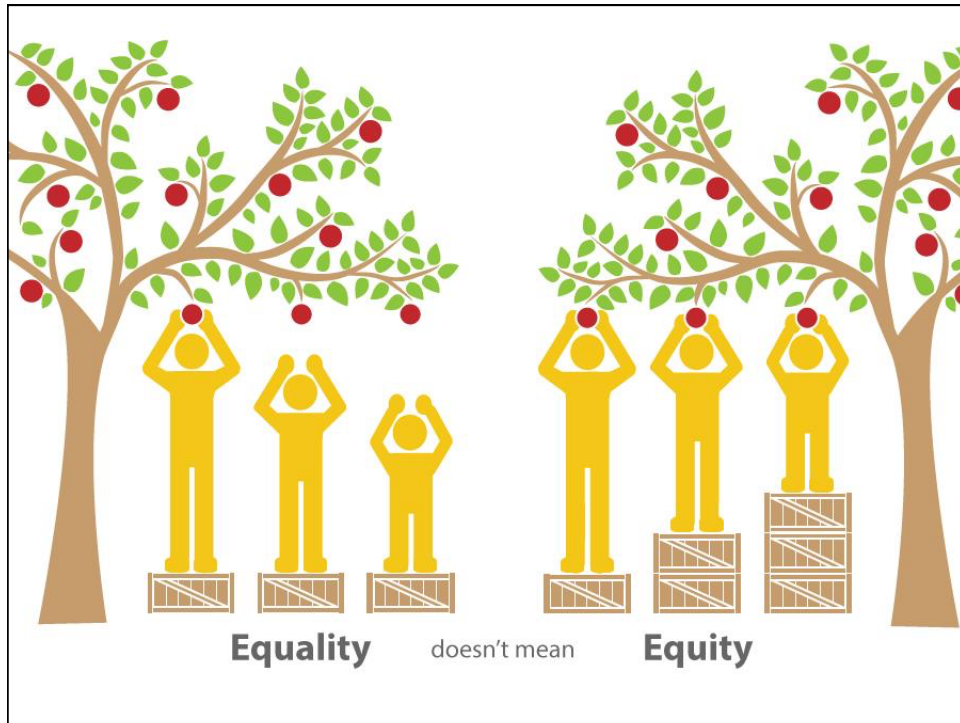
What does your name mean?

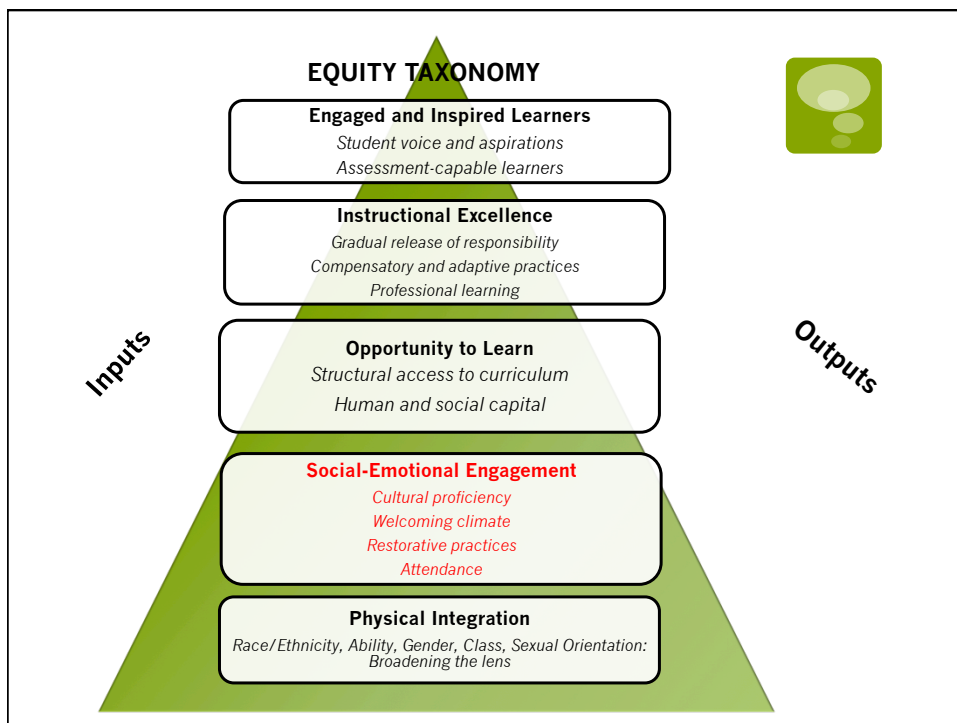
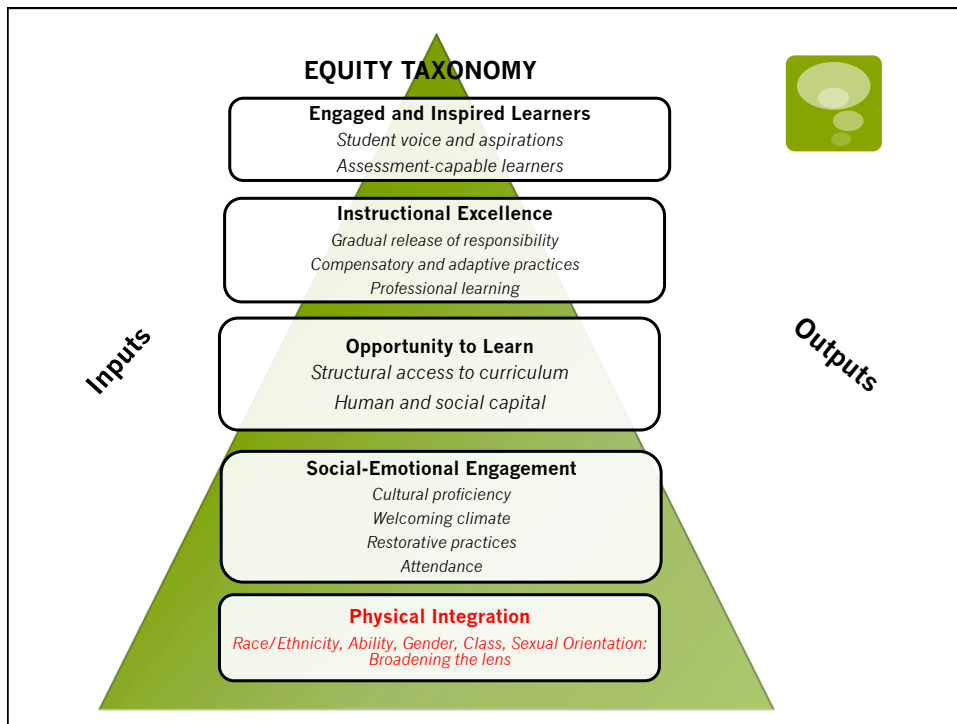
How does your name reflect your culture?

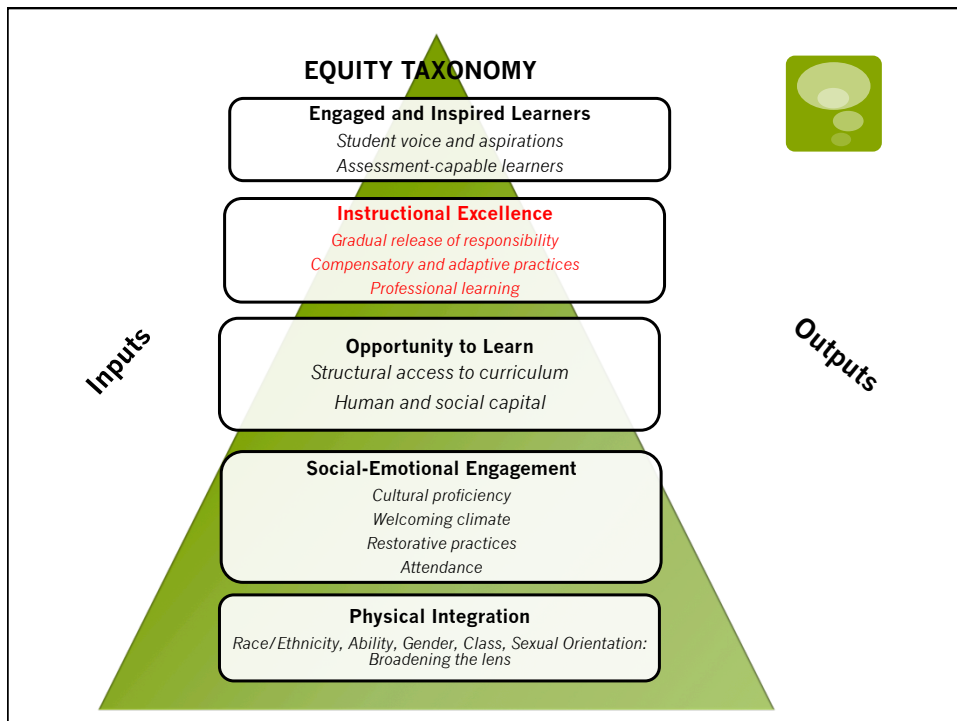
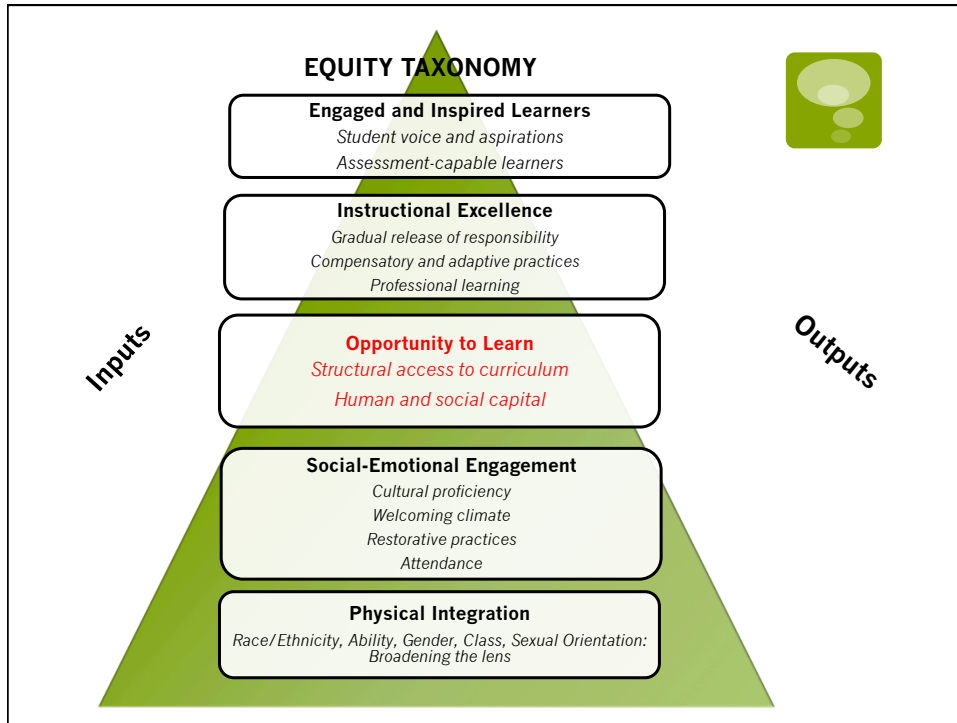
How do people respond to your name the first time they hear it?

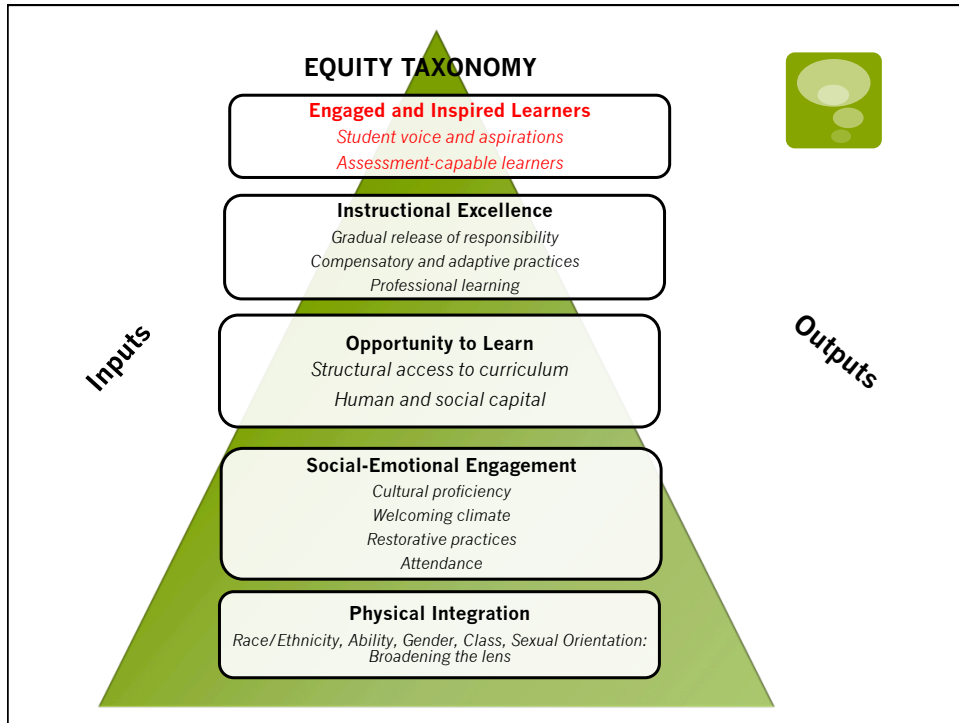
If you could change your name what would it be?











A culture ...

that is **welcoming**



A culture ...

in which the **conditions for learning**
are ever-present



A culture ...

in which we examine *how our behavior*


affect **us, others, and OUR**

world.

A hand is shown from the right, pointing its index finger towards a row of black dominoes. The dominoes are arranged in a line, with the first one on the left standing upright and the others falling in a sequence towards the right. The scene is set against a light, reflective background.

A culture ...

in which there is a shared belief that we are *part of something special and great*

A framed photograph showing a double rainbow over a body of water. The primary rainbow is in the foreground, and a secondary, fainter rainbow is visible above it. The water in the foreground reflects the colors of the rainbows. The sky is a clear, pale blue. The photograph is enclosed in a thick black frame with a white inner border.

A culture ...

in which language
creates and
facilitates personal
pride,
purpose, and
power.



Culture Must be Nurtured



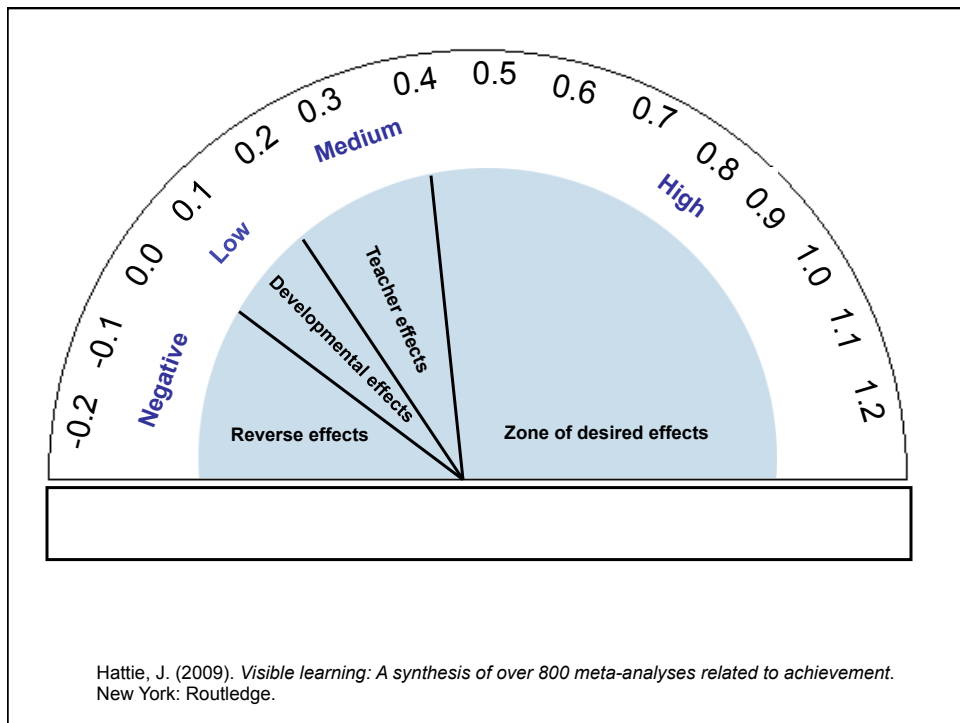


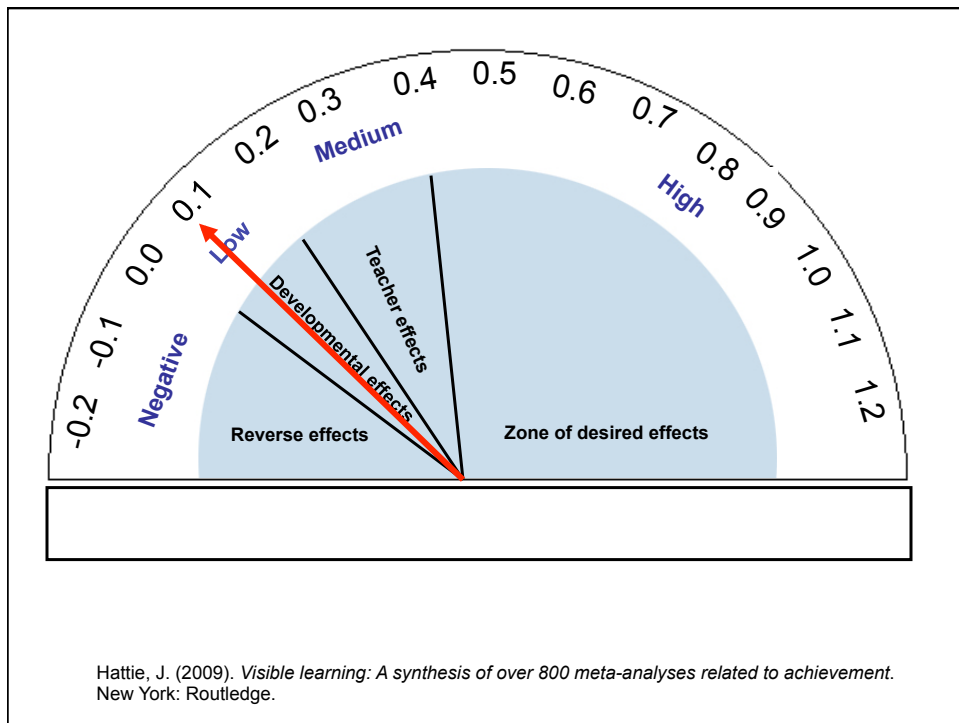
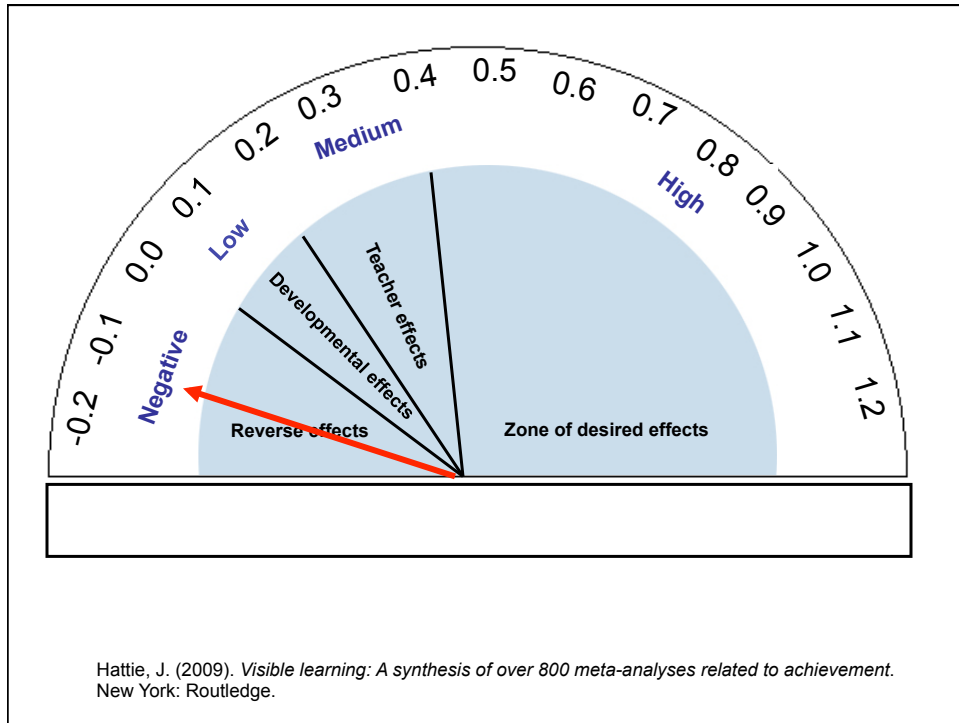
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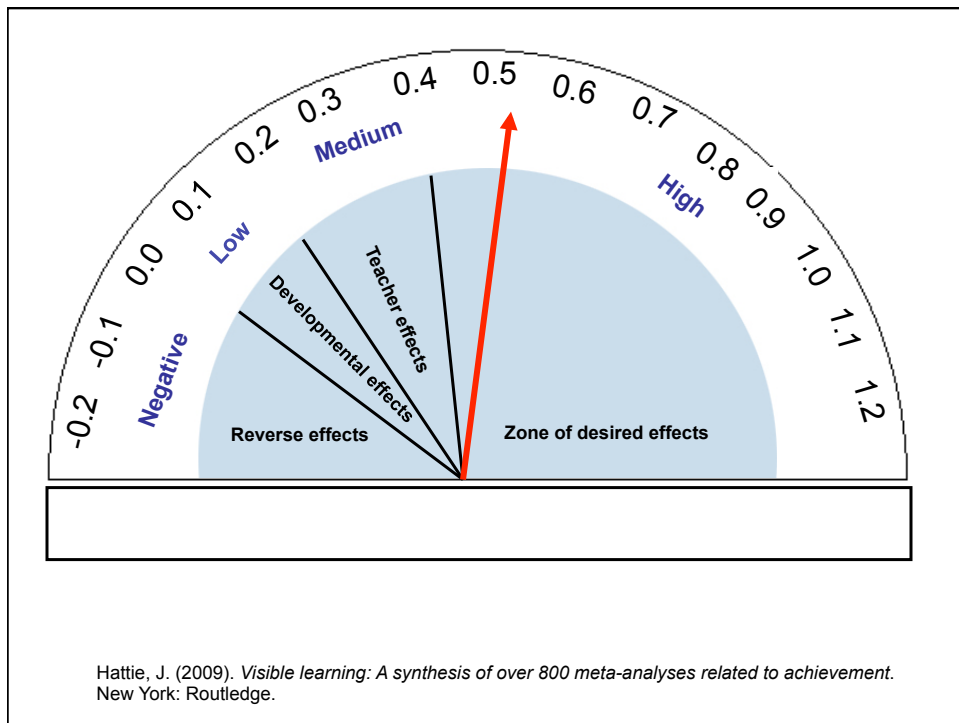
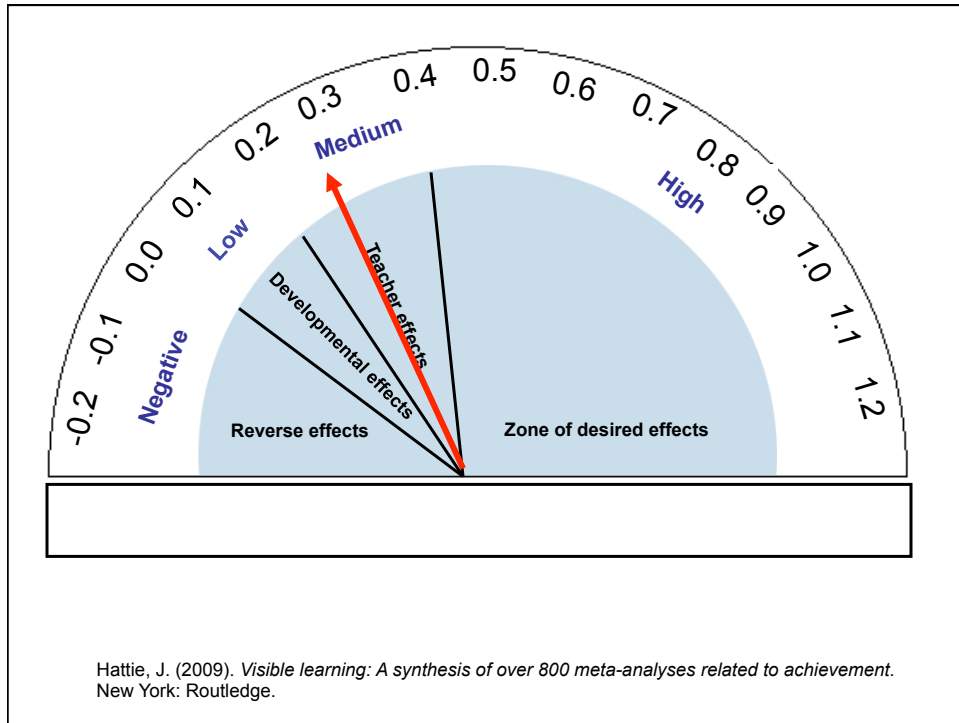


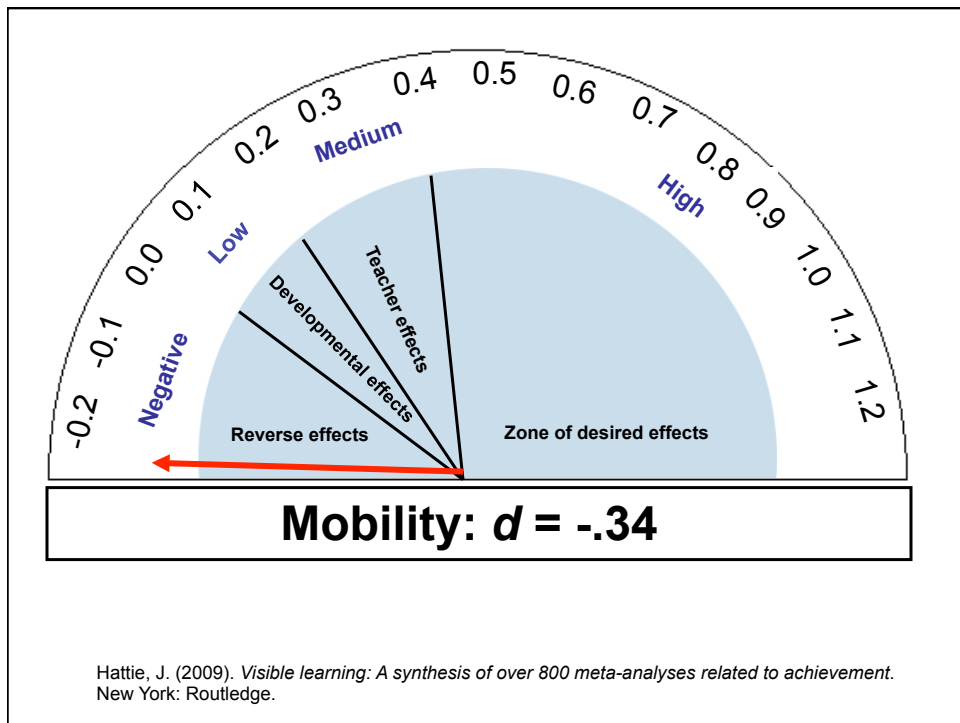
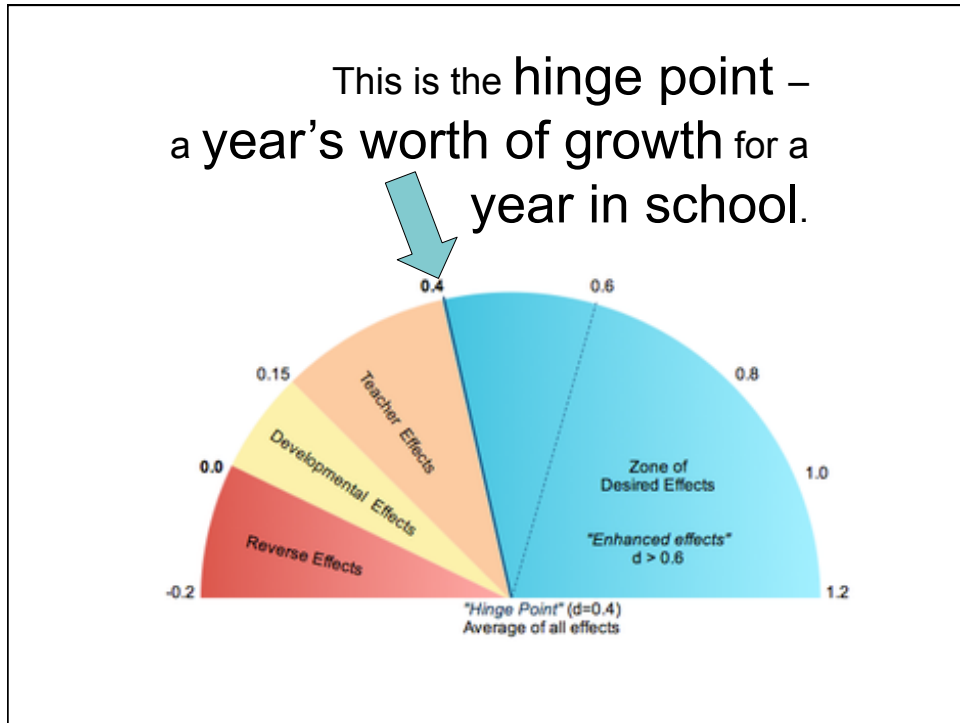
STUDENTS DON'T LEARN FROM
ADULTS THEY DON'T LIKE OR
RESPECT.

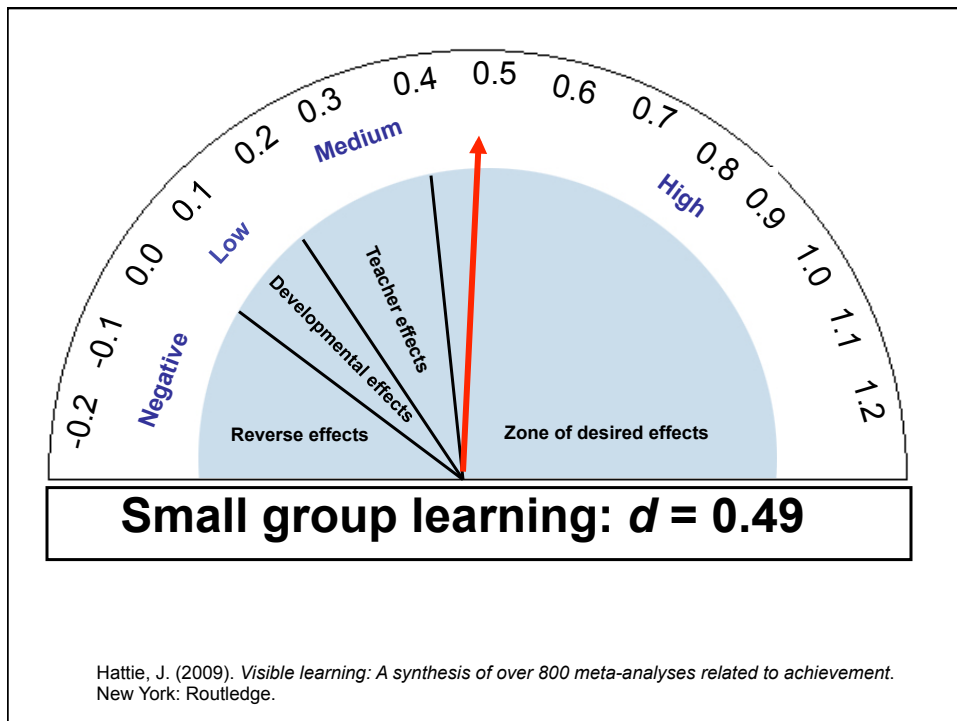
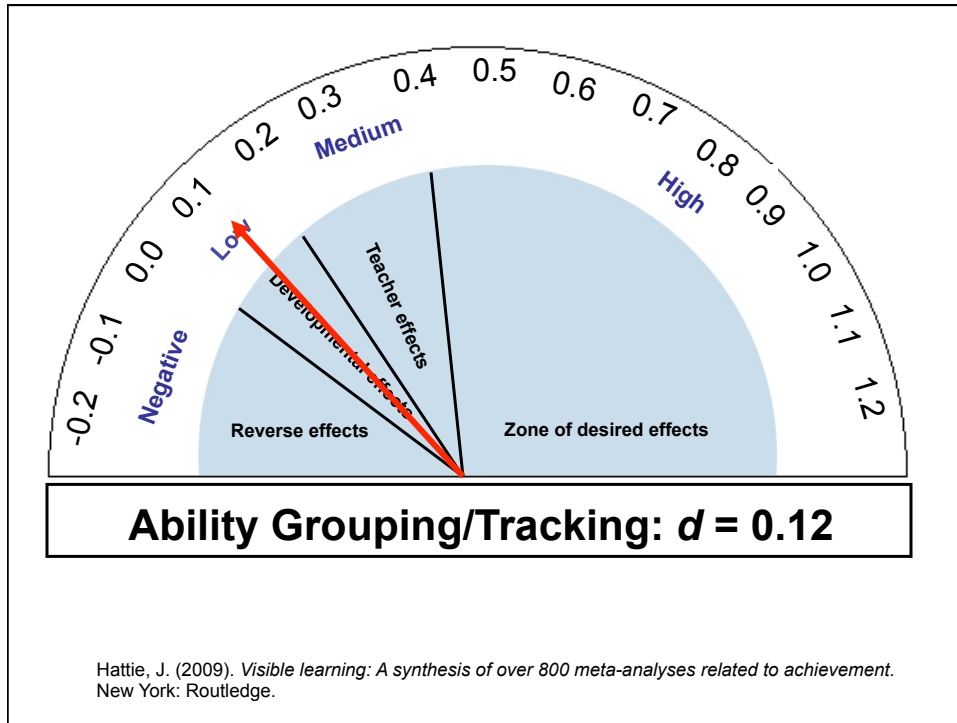


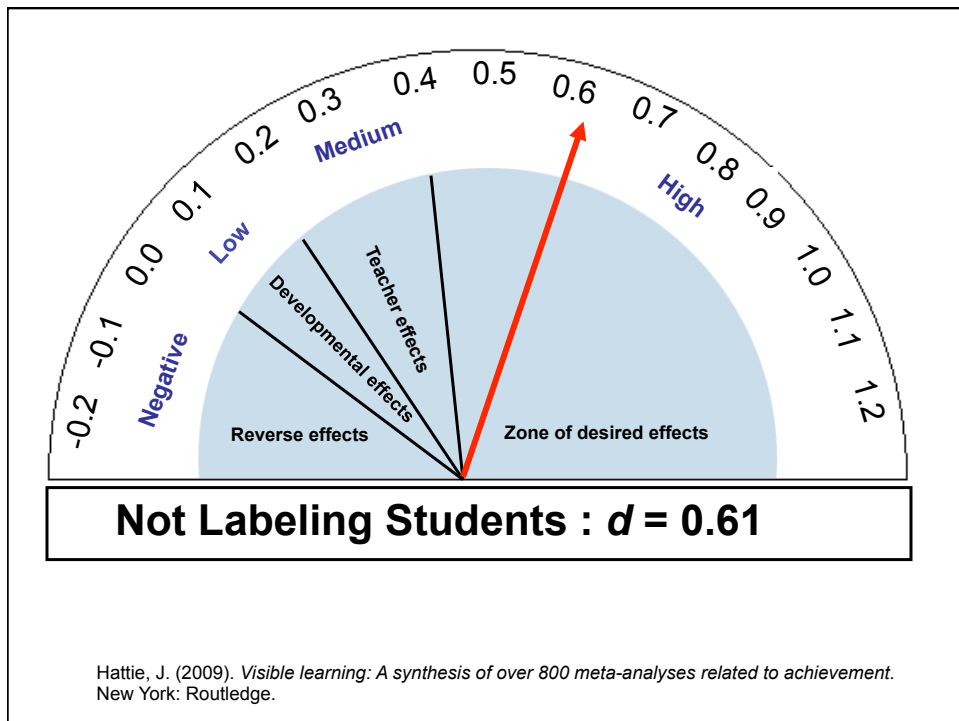
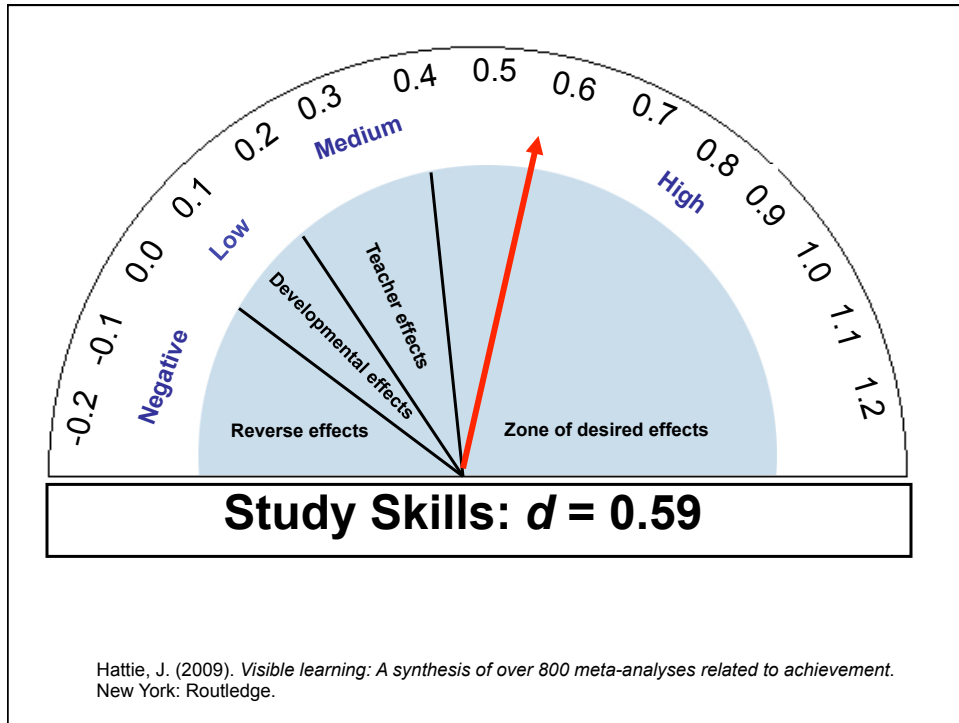


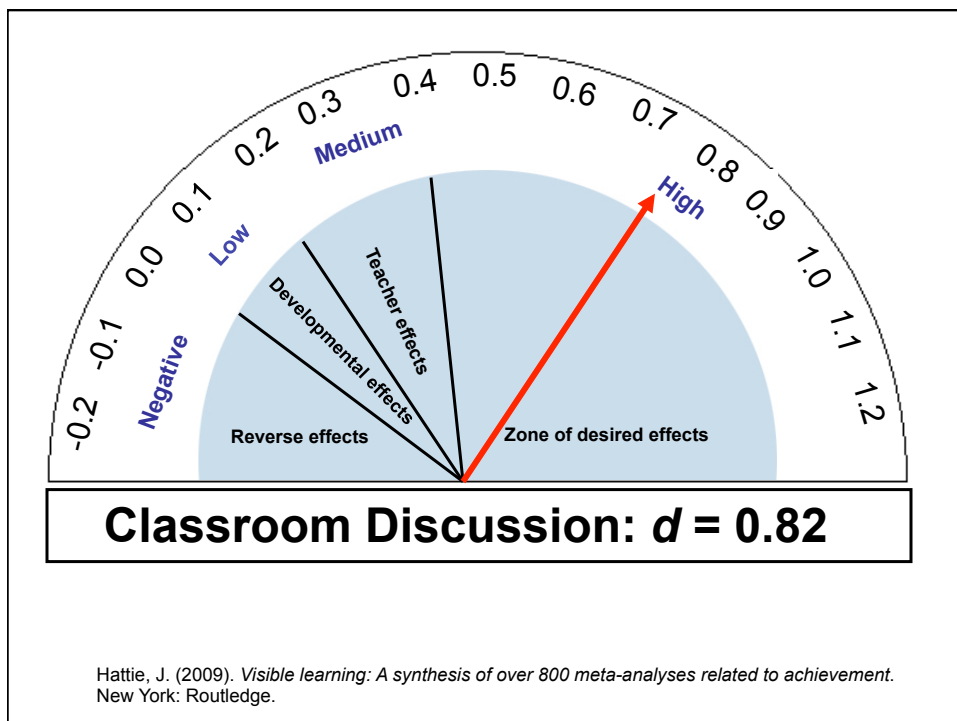
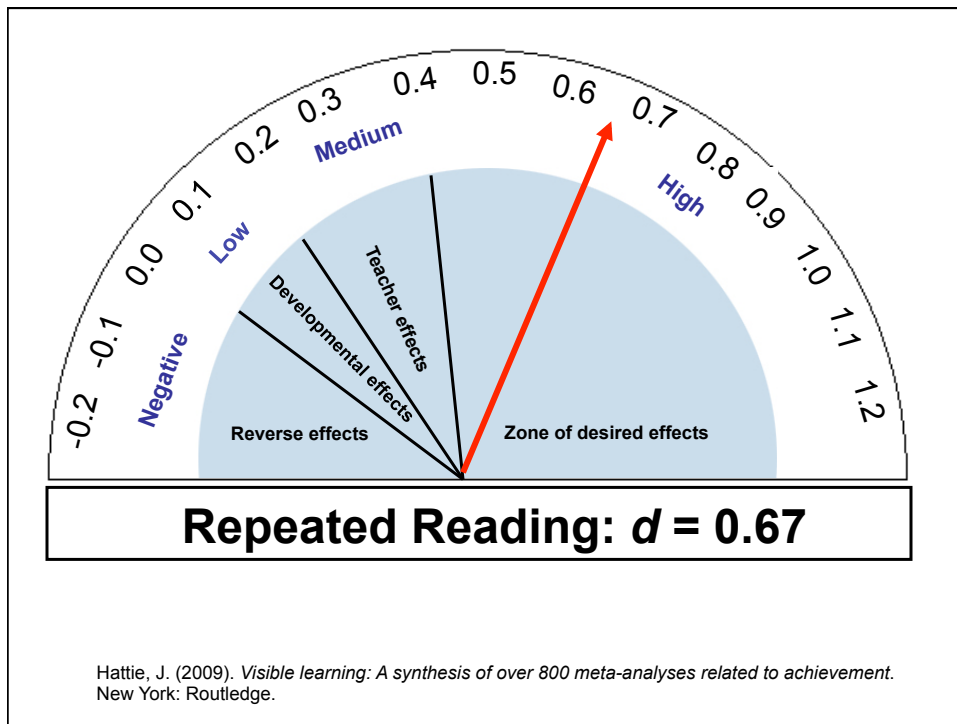


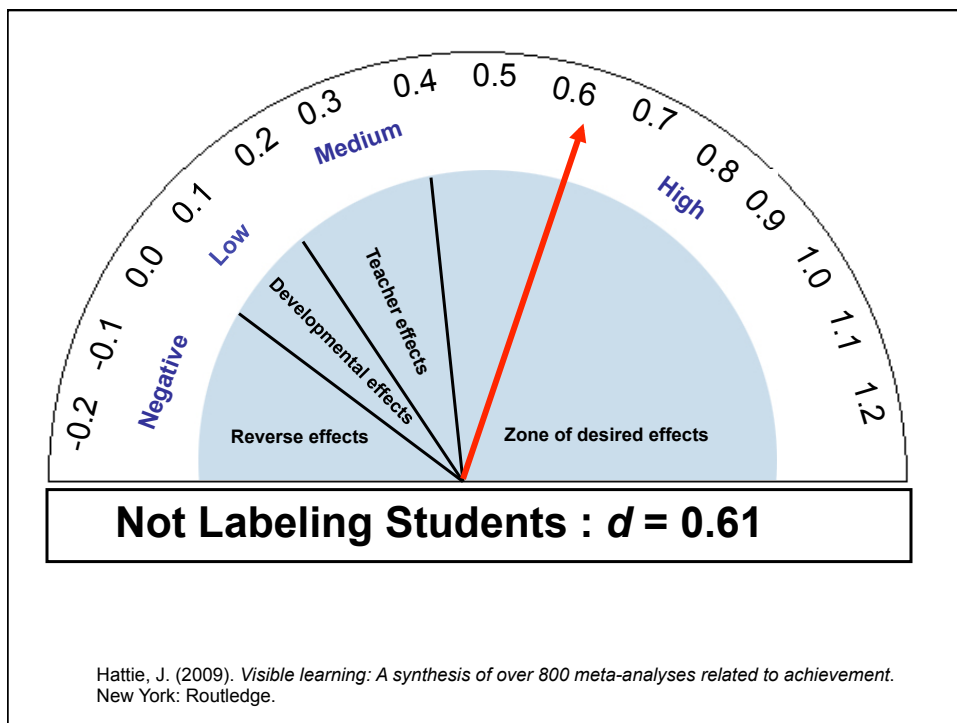
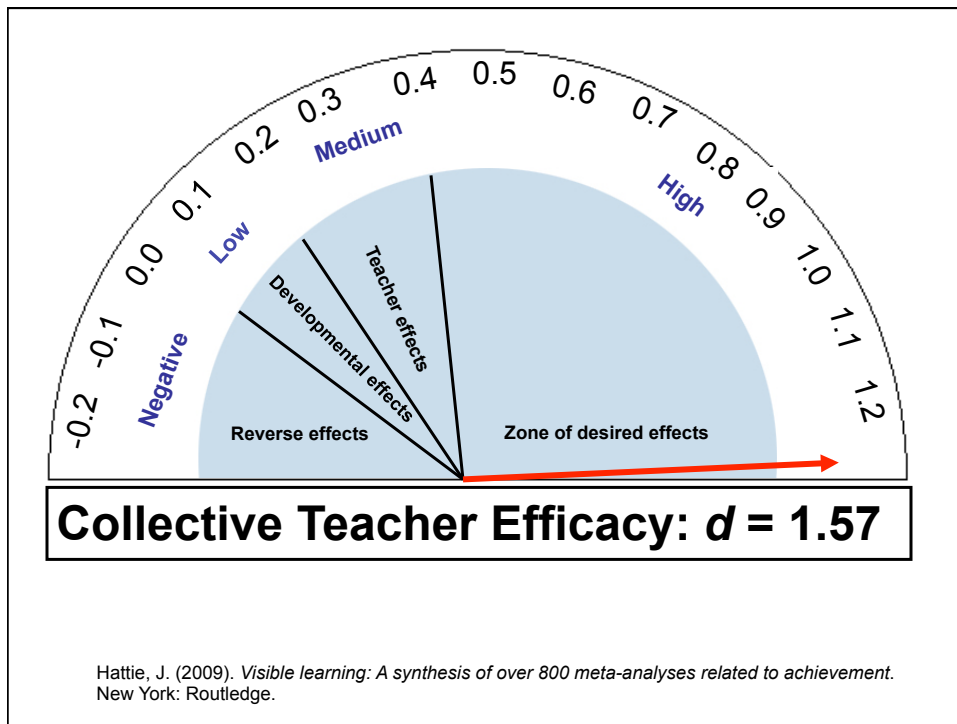


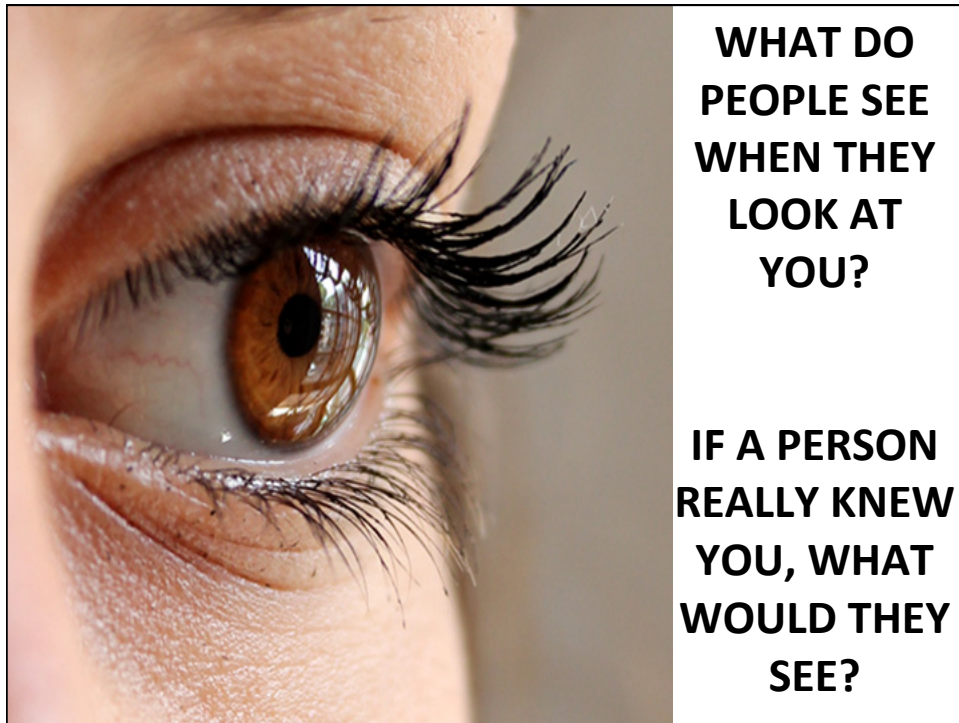












Get to know your partner

Country of family origin and heritage

Type of movies and TV programs preferred

Language(s) spoken

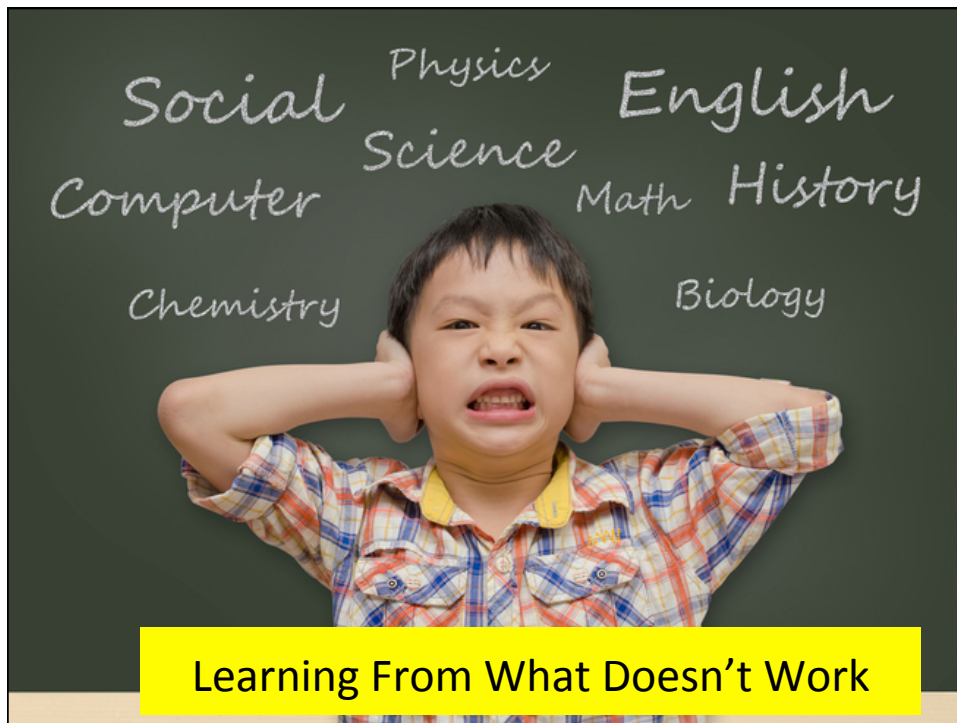
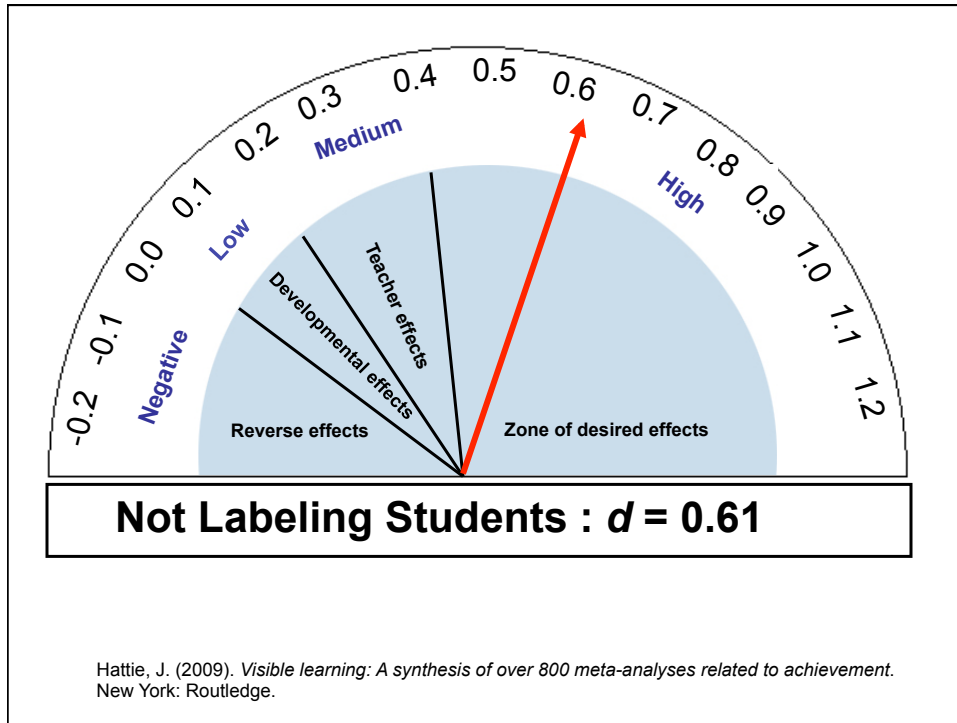
Type of music preferred

Interests or hobbies

Pets, if any, or favorite animals

Favorite foods





Rewards &
Consequences
(p. 6-9)

Shame & Humiliation
(p. 11-12)

Suspension & Expulsion
(p. 13-15)



* Better Than Carrots or Sticks

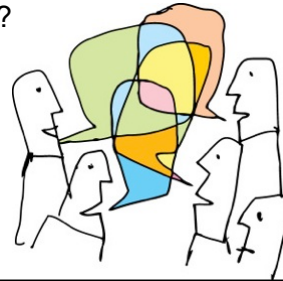
What does *justice* mean to you?



When you were a victim...

A time when you were wronged, intentionally or unintentionally.

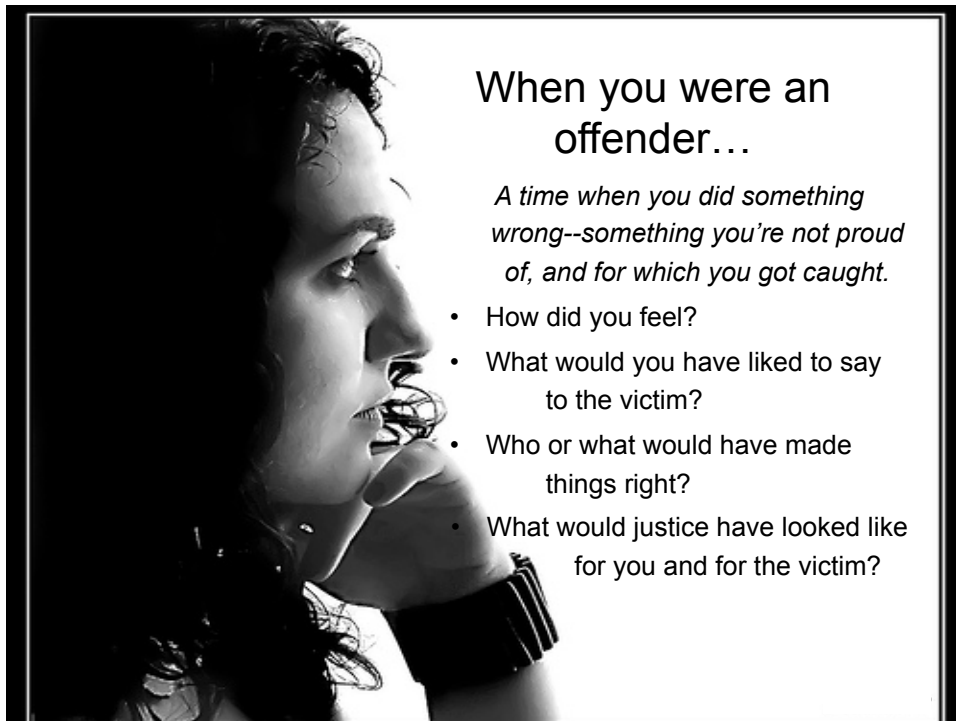
- How did you feel?
- What questions did you want to ask the offender?
- What else did you want to say to him/her?
- Who or what could make things right for you?
- What would justice have looked like for you?

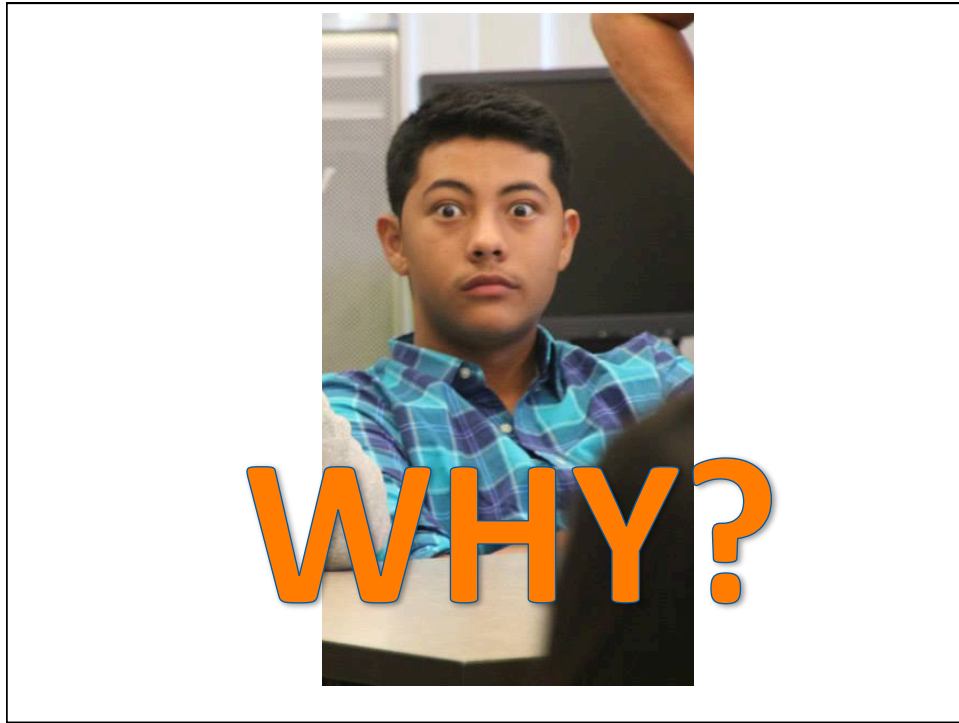


When you were an offender...

A time when you did something wrong--something you're not proud of, and for which you got caught.

- How did you feel?
- What would you have liked to say to the victim?
- Who or what would have made things right?
- What would justice have looked like for you and for the victim?



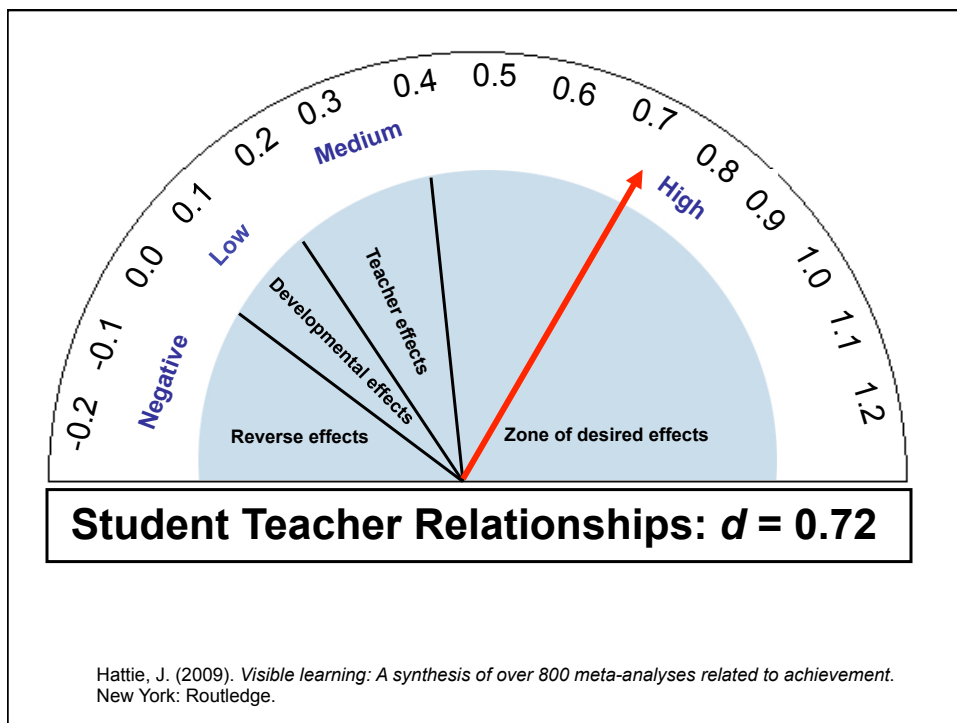




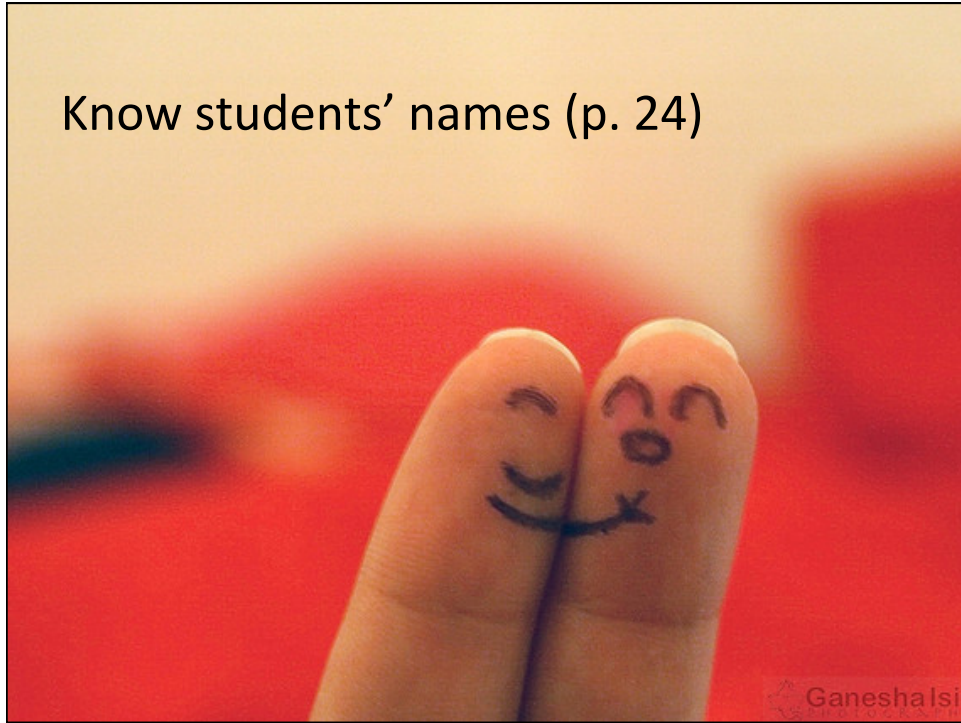
Paradigm Shift

Traditional Discipline	Restorative Practices
<i>School and rules violated</i>	<i>People and relationships violated</i>
Justice focuses on <i>establishing guilt</i>	Justice identifies <i>needs and obligations</i>
Accountability = punishment	Accountability = understanding impact, repairing harm
Justice directed at offender, while victim is ignored	Offender, victim and school all have direct roles in justice process
Rules and intent outweigh whether outcome is positive/negative	Offender is responsible for harmful behavior, repairing harm and working toward positive outcome
No opportunity for remorse or amends	Opportunity given for amends and expression of remorse

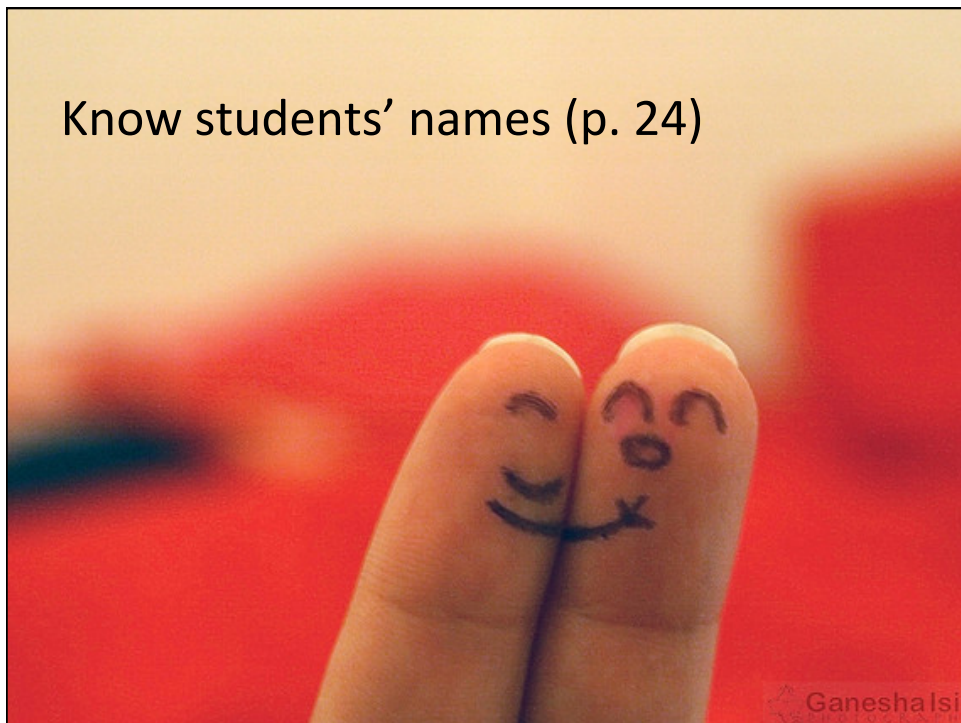
p. 3



Know students' names (p. 24)



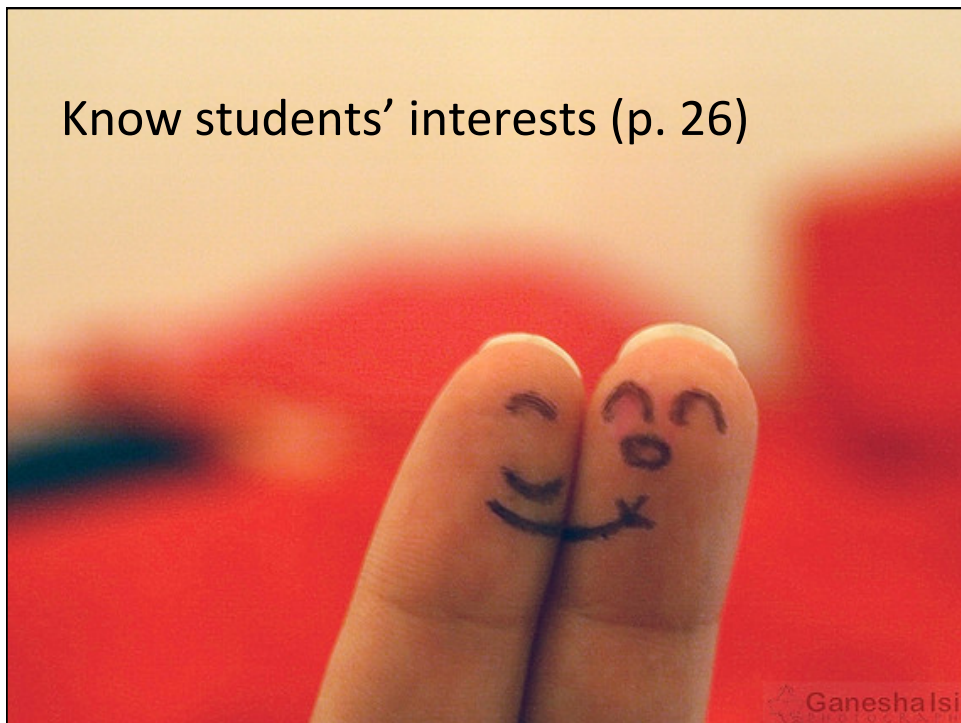
Know students' names (p. 24)



Bring the right attitude to school (p. 25)



Know students' interests (p. 26)



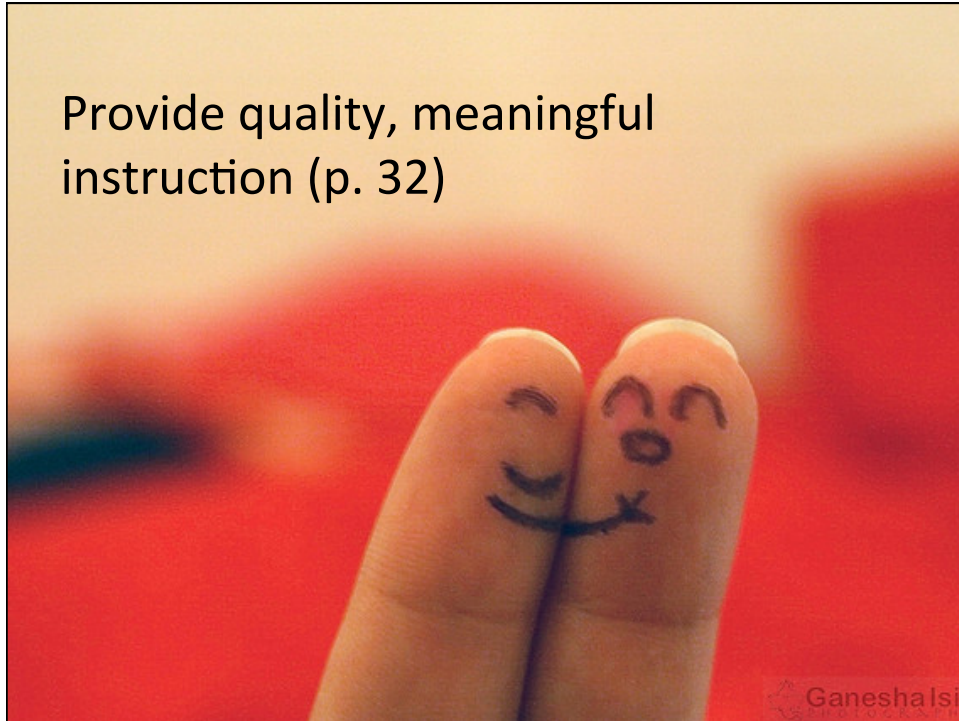
Make home visits (p. 29)



Attend extracurricular activities (p. 31)



Provide quality, meaningful instruction (p. 32)



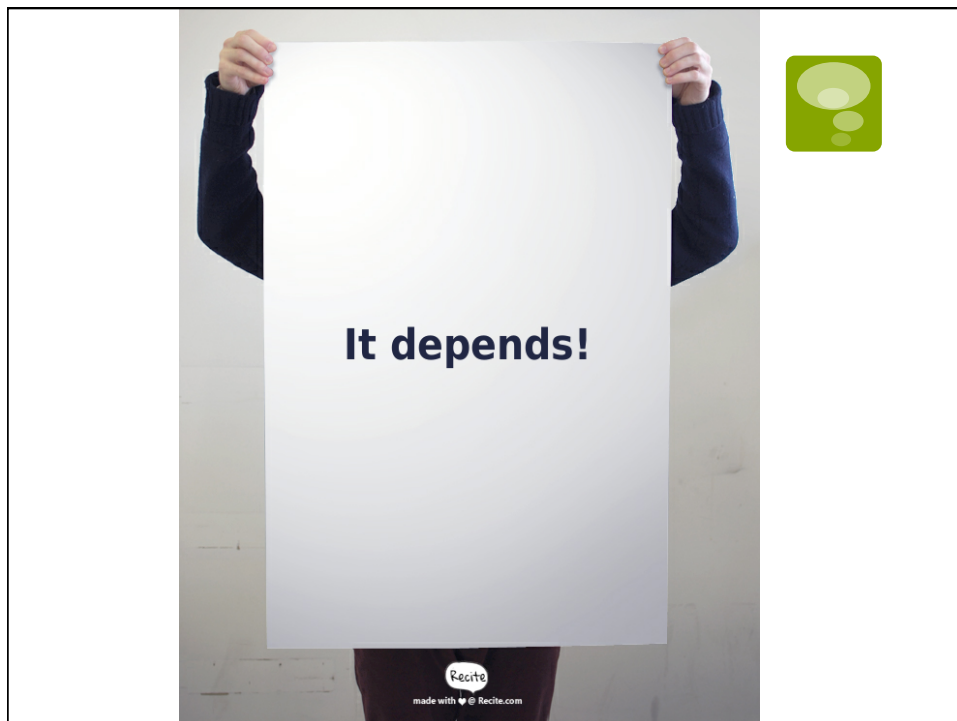
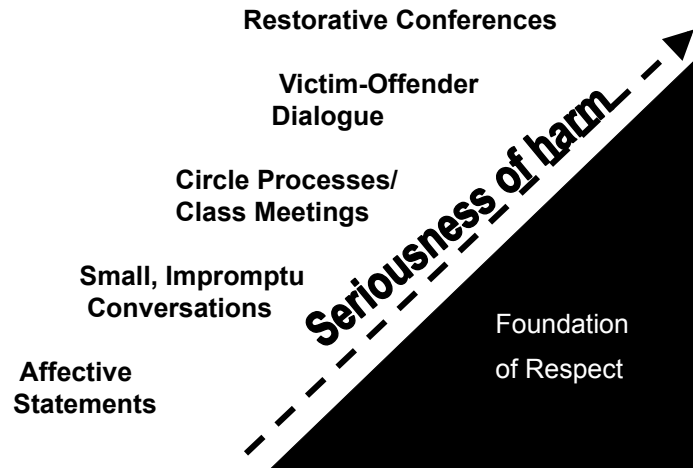
Build relationships with 2 x 10's

2 minutes a day
10 days in a row
Talk about anything EXCEPT school
or work



Ginsberg, M. & Wlodkowski, R. (2004) Creating Highly Motivating Classrooms

Continuum of Restorative Practices

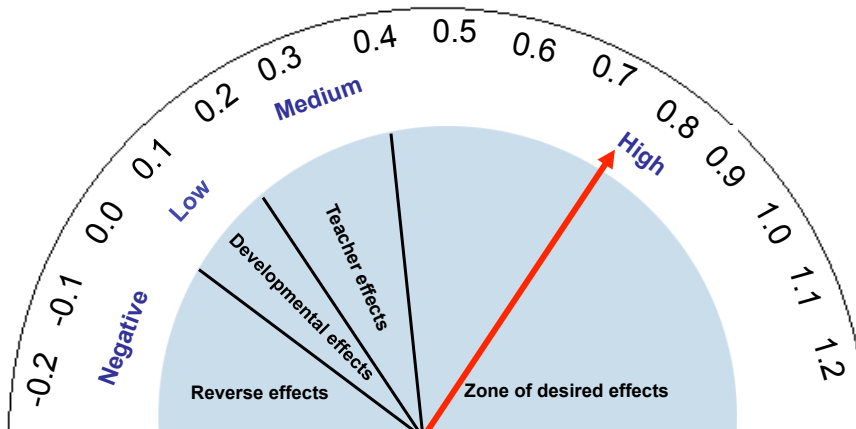


Affective Statements

IS JUST ANOTHER WAY OF SAYING
“EXPRESSING YOUR FEELINGS.”

I think...
I feel...
I believe...
I want...

p. 86



Classroom Discussion: $d = 0.82$

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. New York: Routledge.

Types of Circles

- Sequential
- Non Sequential
- Fishbowl



p. 92-96

Circle Processes



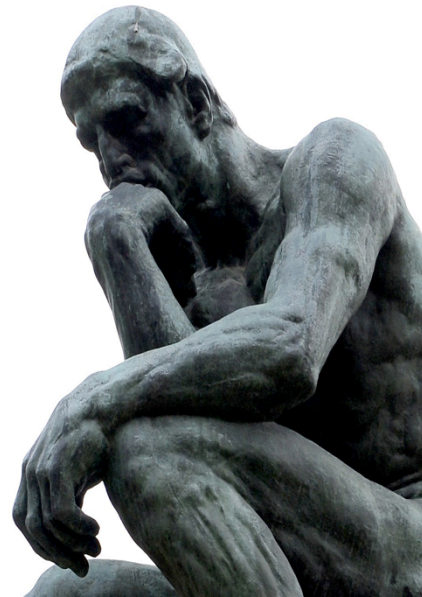


Talking Piece





Modeling



Think Time

Sentence Starters



Option to Pass

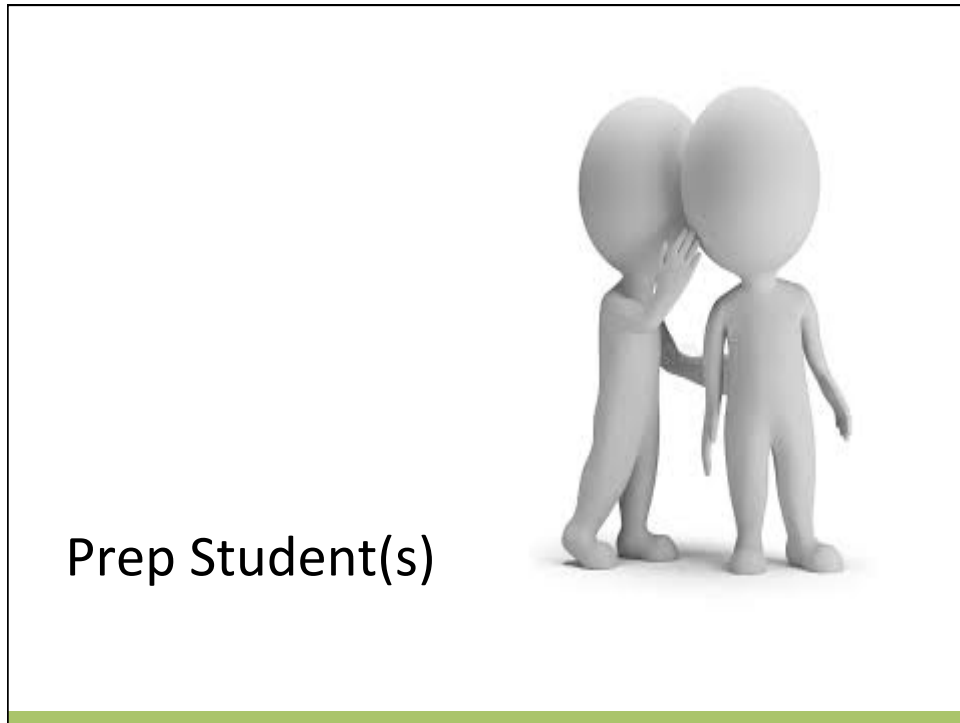


Neutral
Response



Regularly Occurring





Small Impromptu Conversations



p. 98-104



These private conversations make a world of difference.

Victim-Offender Dialogue

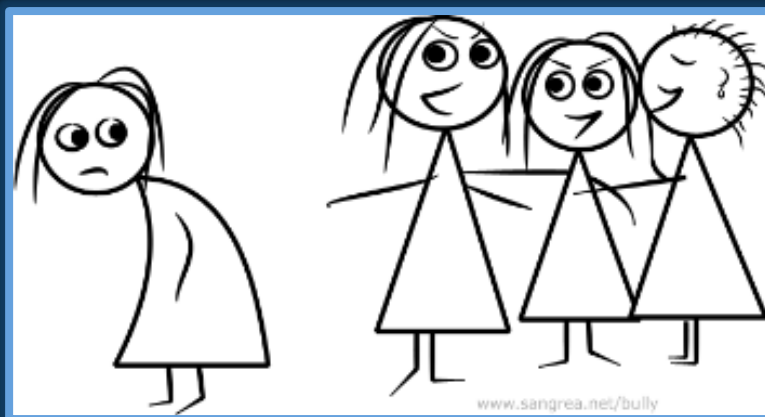


p. 121



Rules for dialogue
Each person has a voice
Can resolution be achieved?

Restorative Conferencing



p. 125

Restorative Questions for Challenging Behavior

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

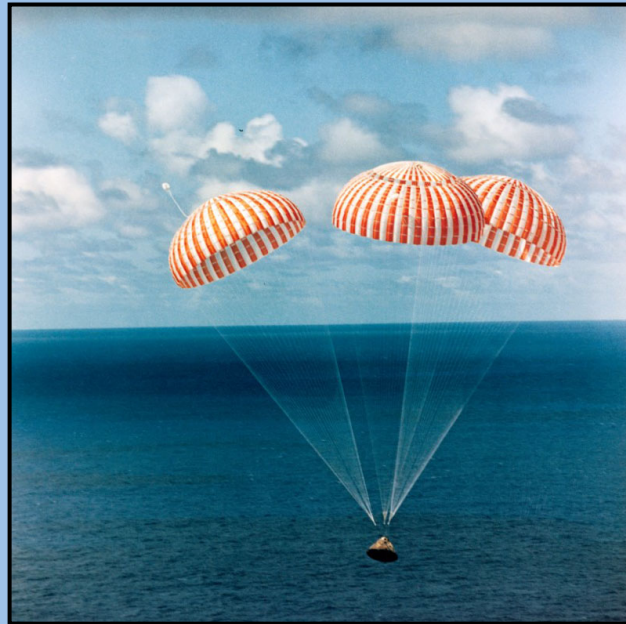


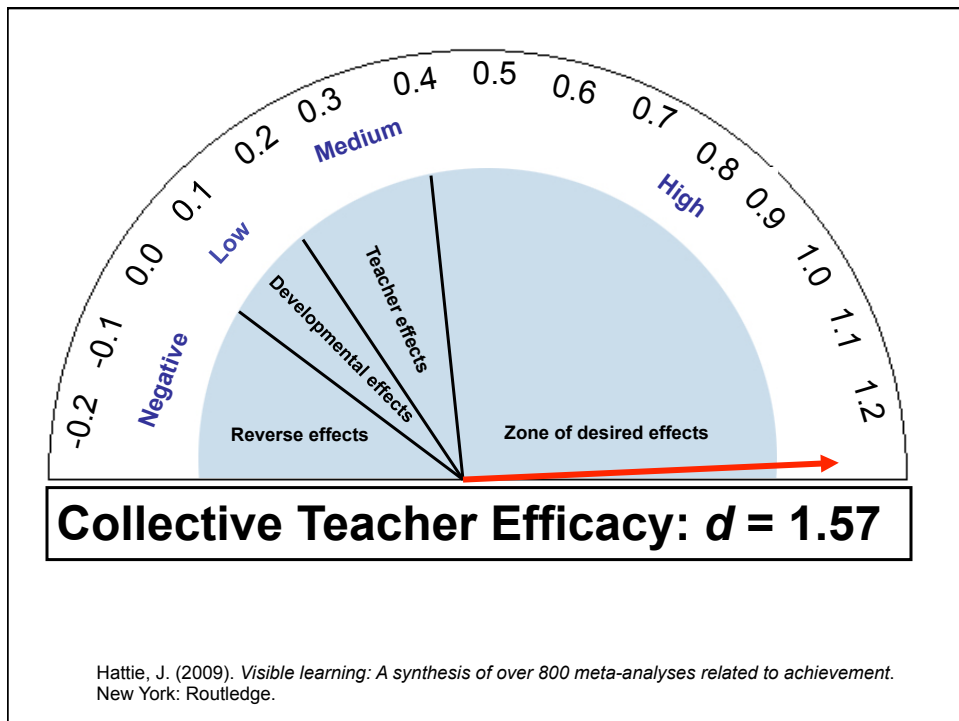
Restorative Questions to Help Those Harmed By Another's Action

- What did you think when you realized what had 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?



Re-entry plans
(p. 129)





WHAT ARE
YOUR NEXT
STEPS?

HOW CAN WE
MAKE A
DIFFERENCE?



THANK YOU!

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