

RESTORATIVE ESSENTIALS

Effective communication skills
Relational approach – growing staff capability

TIME REQUIRED

15 minutes minimum

RESTORATIVE PRACTICE LEVEL

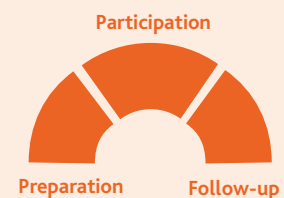
Level 1

FORMAT

Individual/pair reflection, small groups, whole-group discussion

OBJECTIVES

- To reflect on personal practice and communication skills for PB4L Restorative Practice, identifying areas of strength and opportunities for individual growth.
- To share reflections and feedback with wider staff and identify good practice and areas where more professional development is needed.

PROCESS PHASE COVERED**COMMENT: WHAT DOES RESTORATIVE PRACTICE LOOK LIKE?**

Many staff will have worked in a relational way for years without ever naming it relational or restorative practice. For others, working through the worksheet How restorative am I? can be a useful way to start identifying the strengths in their practice and areas where they may need support.

This activity can inform the training design for future PLD as staff progress through the modules.

ACTIVITY**Individual/pair reflection**

Complete the worksheet **How restorative am I?** (This should take around 4–5 minutes.) Then discuss your results with the staff member next to you. What are your immediate observations? Do you see any patterns emerging? Were there any surprises?

Small groups (5–6 members each)

Discuss your findings, summarising and listing the common strengths that emerge from your group (the questions where you shaded two or three boxes).

Repeat this for the areas for development that emerge from your group (where you shaded one or no boxes).

Whole-group discussion

Discuss the findings of each small group, looking at what they have in common, celebrating the strengths, and considering which areas would benefit from further professional development.

Take a moment to reflect on how, in your role, you deal with students when an incident or issue has arisen. Answer the questions below, shading the boxes according to this scale:

☐ ☐ ☐ = no

☒ ☐ ☐ = not often

☒ ☒ ☐ = usually

☒ ☒ ☒ = always

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Do I remain calm during the conversation? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do I really listen, without interrupting? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does the student understand why they are having this conversation? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Would the student feel I am a good listener? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Do we explore how the school values apply to the issue? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Does the student understand the harm they've caused, who has been affected, and how? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Do I talk about how the incident affects me? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Do I take responsibility for any part I might have played when things went wrong, acknowledge it, and apologise? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. If the student apologises to me, do I accept the apology respectfully? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Do I collaborate with the student to formulate a plan? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Have I, at any stage, asked someone I trust to observe my practice and give me honest feedback? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Do I try to handle most issues or incidents myself? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Do I seek support when issues get tricky for me? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Do I follow the school's systems when looking for more support? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Is the relationship with the student repaired? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Look through your results and use them to identify where you could further strengthen your communication skills and restorative approach.

Adapted from 'How restorative am I?' © Margaret Thorsborne and Associates, 2009