

RESTORATIVE ESSENTIALS

Relational approach – growing staff relationships and capability

TIME REQUIRED

20 minutes minimum

FORMAT

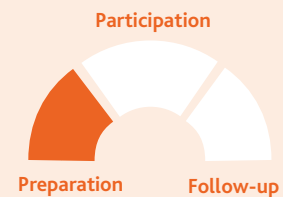
Individual reflection, small groups

RESTORATIVE PRACTICE LEVEL

Levels 1, 2, and 3

OBJECTIVES

- To foster collegial discussions and relationships through sharing reflections on professional practice.
- To set personal goals in specific relationship areas.

PROCESS PHASE COVERED**COMMENT: HOW WE SEE OURSELVES AND HOW OTHERS SEE US**

When working in staff groups, we frequently talk about external matters such as a new 'initiative' or 'development' that is the focus for the next while. Seldom do these conversations discuss how we see ourselves as teachers or how others may perceive us.

Looking in, looking out, looking forward examines the current state of our collegial relationships and considers how we would like them to be at a particular point in the future. This activity is intended to grow and encourage the strong collegial relationships that Roland Barth (in his influential 2006 article 'Improving relationships within the schoolhouse') identifies as being pivotal to deepening effective teaching and learning.

ACTIVITY**Individual reflection**

In the top section of the worksheet **Looking in, looking out, looking forward**, fill in:

- three words or phrases you might use to describe your practice in your role within the school (under **Myself**)
- three words or phrases you think your colleagues would use to describe your practice (under **My colleagues**)
- three words or phrases that students might use to describe your practice (under **Students**).

In the lower section of the worksheet, list under each heading three words or phrases that you would like to see describing your practice in the future (by the end of the term, for example). Are they the same words you've already used?

Small-group discussion

From each category in the top section of the table, choose one word or phrase that you are happy to share with the others in your group. Discuss these shared words or phrases from a strength-based perspective.

From the lower section, share a word or phrase from each category that you would like to set as a personal goal. Do any others in your group share the same goal?

Three words or phrases that currently describe my practice in my role, from the point of view of ...

MYSELF	MY COLLEAGUES	STUDENTS

Three words or phrases describing my practice that I would like to see in the future (within the next term, by the end of the year, etc.)

MYSELF	MY COLLEAGUES	STUDENTS