

RESTORATIVE ESSENTIALS

Effective communication skills
Relational approach – growing
staff relationships and capability

TIME REQUIRED

40 minutes minimum

FORMAT

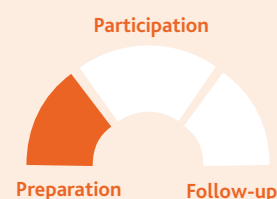
Small groups, whole-group
discussion

RESTORATIVE PRACTICE LEVEL

Levels 2 and 3

OBJECTIVES

- To develop effective techniques for communicating the key features, principles, and benefits of the restorative approach to a variety of groups in the school community.
- To create and share effective strategies for introducing staff, students, and whānau to the school's Restorative Practice programme.

PROCESS PHASE COVERED**COMMENT: INTRODUCING THE PB4L RESTORATIVE PRACTICE PROGRAMME TO NEW STAFF, STUDENTS, AND WHĀNAU**

Everyone who arrives in a new school environment, whether they are staff, students, or whānau, faces the challenges of getting to know and fitting in with the school's existing culture, beliefs, and values. We need to consider and plan for these challenges before any of these groups arrive. An awareness of the issues, barriers, and tensions that often accompany this transition enables schools to plan for it and to adopt well-considered, strategic induction processes.

This activity is planned for three groups, each considering one of the target audiences. Subdividing large groups will help to ensure maximum participation (for example, a staff of 72 could be divided into three groups of 24; each of these could be further divided into four groups of six).

ACTIVITY**Small groups**

Take a few minutes to discuss what your school currently does to induct new staff, students, and whānau into your school community. As you then move into the exercise below, be creative! Remember the limitations of a lecture-style approach and consider engaging ways of interacting with your target audience (for example, by having students speak).

Group 1: Create a short presentation for new staff at your school, outlining the key features of the restorative approach (inclusiveness, fair process, and respect), its underlying principles (see Kete Book One, page 5), the expectations of staff

behaviour (walking the talk), and the benefits of PB4L Restorative Practice in the school. What are some effective ways of communicating these messages? What are some of the questions you may be asked?

Group 2: Create a short presentation for new students at your school, outlining the key features of the restorative approach (inclusiveness, fair process, and respect), its underlying principles, the school's expectations of student behaviour, and how the school's Restorative Practice programme benefits everyone in the school community. What are some effective ways of communicating these messages to students of diverse backgrounds and from a range of contributing schools? What are some of the questions you may be asked?

Group 3: Create a short presentation for whānau arriving in the school community, outlining the key features of the restorative approach (inclusiveness, fair process, and respect), its underlying principles, and the benefits of the restorative programme in the school. What are some effective ways of communicating these messages? What are some of the questions you may be asked?

Whole-group discussion

Discuss and evaluate three presentations – one for each of the three audiences covered in the small groups. What key points do they have in common? What communication strategies are most effective for each?

In what other ways could these target groups receive an effective introduction to restorative practice in your school community?

