

**RESTORATIVE ESSENTIALS**

Restorative Conversations  
Relational approach – growing  
staff relationships and capability

**TIME REQUIRED**

10 minutes minimum

**FORMAT**

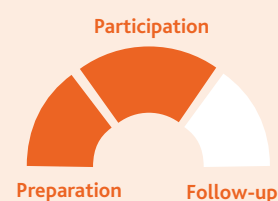
Pairs

**RESTORATIVE PRACTICE LEVEL**

Levels 1, 2, and 3

**OBJECTIVES**

- To explore and discuss questioning strategies that simplify what is being asked.
- To use prompts to elicit further responses.
- To give feedback on one another's practice.

**PROCESS PHASE COVERED****COMMENT: KEEPING IT SIMPLE**

'Keep it simple' is a useful mantra that can underpin questioning in restorative practice. For example, avoid stacking questions; two questions within the one sentence can be just as much of a roadblock as overly complex questions.

A stacked question looks something like this: "What were you doing with that gear when I came into the room, and who were you doing it with?" Students may be left wondering which question they are supposed to be answering.

Splitting the question into two makes it easier for the student to answer. You could ask: "What were you doing with that gear when I came into the room?" Then, after receiving the answer, ask: "Who else was involved?"

Using prompts is another good way to elicit a response, clarify information, and encourage student engagement. Some useful prompts are: "Mm, yes", "OK", "Oh yeah", "Tell me more", "In other words ...", "So what you're saying is ...", and "I'll just check that I heard you right ...". Be careful not to add a value judgement (for example, "Good", "Excellent idea") unless you are affirming.

Keeping it simple and using prompts supports effective conversations and interactions.

**ACTIVITY**

Pair off with another staff member. One of you plays the student, the other the staff member. Have a conversation about a classroom situation involving misuse of equipment.

As the staff member, try and elicit as detailed a response as you can with simple questions and prompts.

Discuss the effectiveness of the strategies. What other prompts or 'minimal encouragers' have you used or seen colleagues use effectively?

Swap roles and repeat the activity.