

# Restorative Practice at Tawa College





# Our context

- \* 1500 students
  - \* Co-ed, urban, decile 8
  - \* Diverse community
    - socio-economic
    - ethnicity
- 17% Maori, 13% Pacifica, 54%Pakeha
- \* Strong community support
  - \* High co-curricular participation





## Rationale: Why RP?

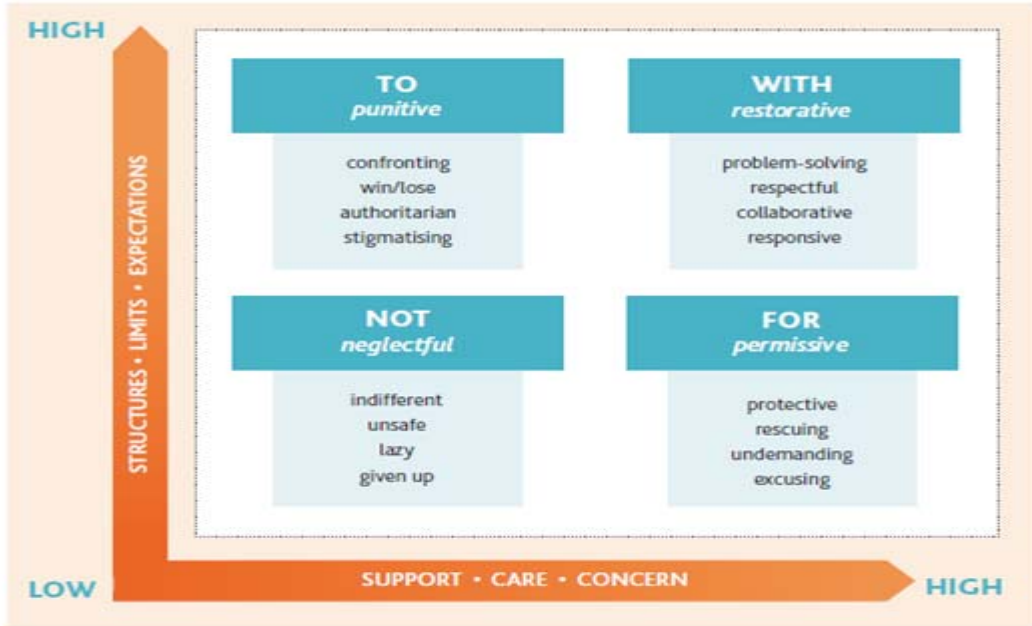
- \*Reduce suspensions/stand downs
- \*Increase quality relationships
- \*Increase consistency
- \*Increase student ownership of wrongdoing





# What is Restorative Practice?

FIGURE 1: THE SOCIAL DISCIPLINE WINDOW



Adapted from Wachtel and McCoid, 2003 (adapted from Glaser, 1964)



# a paradigm shift

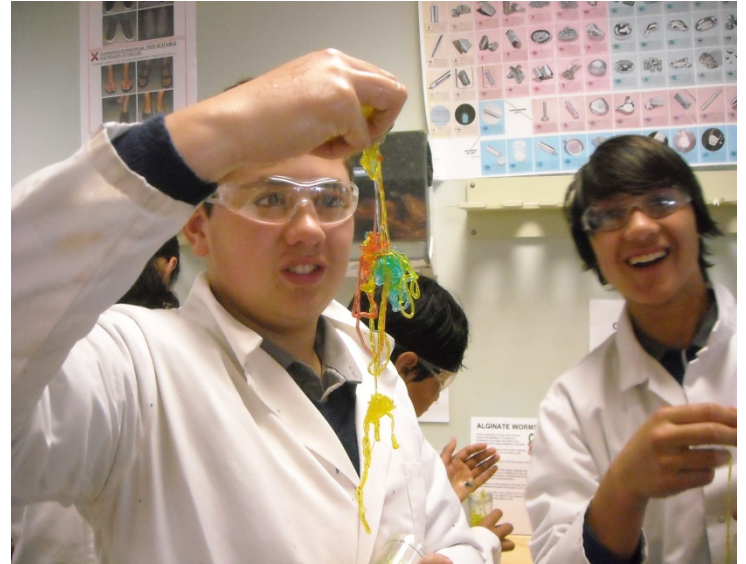
**TABLE 2: RESTORATIVE PRACTICE**

<b>PUNITIVE RESPONSES: FOCUS ON PUNISHMENT</b>	<b>RESTORATIVE RESPONSES: FOCUS ON ACCOUNTABILITY, HEALING, AND NEEDS</b>
What rule has been broken?	What happened?
Who is to blame?	Who has been affected? How?
What is the punishment going to be?	What needs to be done to put things right?



# How?

- \*Work WITH
- \*Build teacher capacity and confidence
- \*Provide a consistent framework
- \*Consciously build school culture
- \*Reflect and review





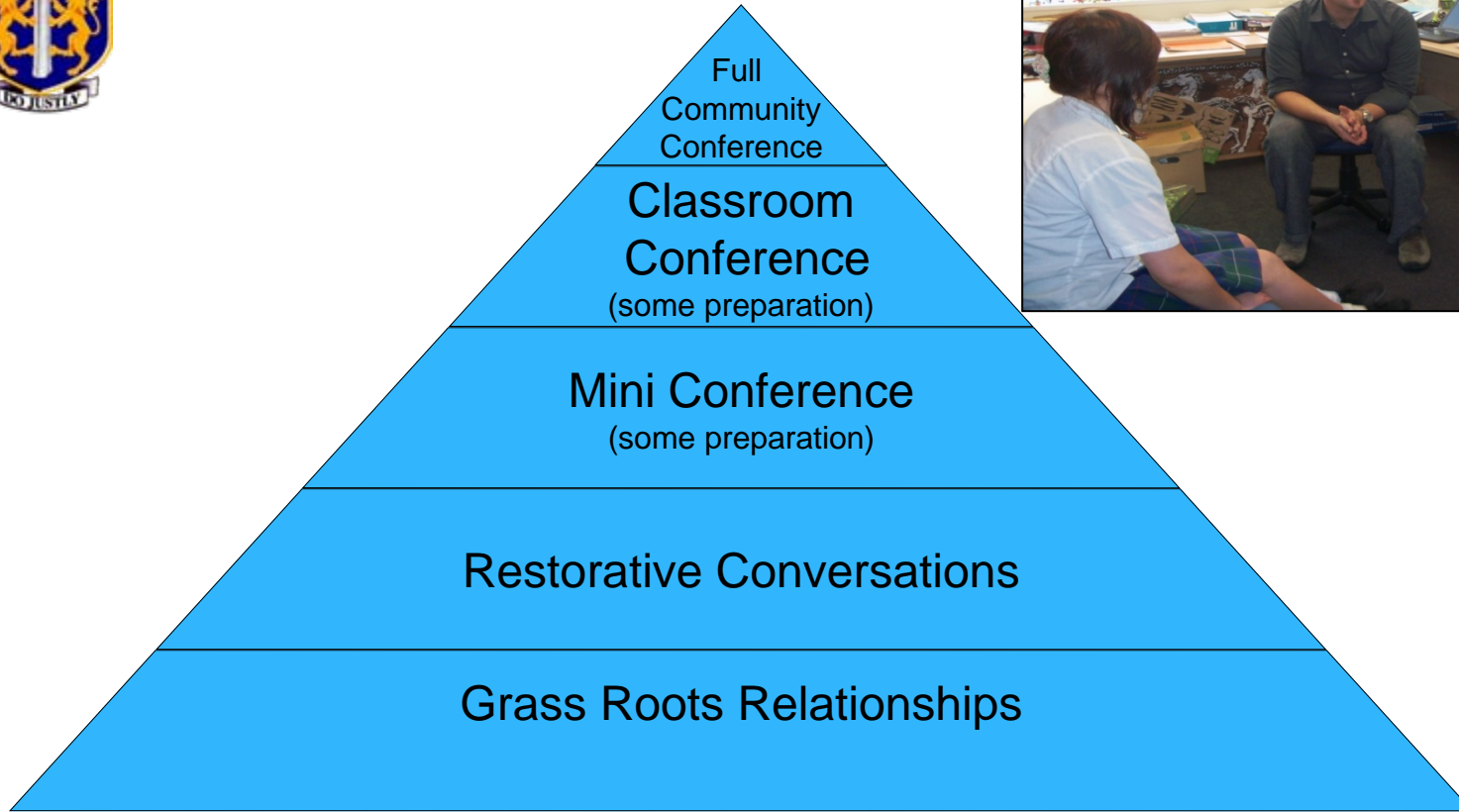
# Timeline

- \* **2010** heard about RP, 8 key staff (deans/SLT) had external PD in term 4, Implementation team formed, 1x 1-hr full staff PD session in November
- \* **2011** started to conference some big incidents, lots of staff PD and opportunity to share, exploring of school values, drafting handbook, culture building and focus on relationships, pockets of good practice



- \* **2012** staff handbook, part of student transition/orientation, full school expectations for all levels of behaviour, posters, parent info, policies, data focus – stats & feedback surveys
- \* **2013 – 2015** Embedding, Pilot, developing Circles tools, data







### 1. What happened? (tell the story)

What were you thinking at the time?  
What have you thought about since?  
What did you have control over?  
If there was a video camera on the wall what would it have seen?

### 2. Who do you think has been affected? (explore the harm)

Who else has been affected?  
In what ways?  
Was this fair or unfair?  
Was this the right or wrong thing  
to do?  
Tell me more about that?

### 3. What do you need to do to put things right? (explore the harm)

What else might need to happen?  
How will this happen, tell me more  
about this?  
When can this happen?  
What exactly are you saying sorry  
for?

### 4. How can we make sure this doesn't happen again? (move forward)

What do you need to stop doing,  
stay doing, start doing?  
What are your goals to help you  
move forward?  
What are you going to do to reach  
these goals?  
What other support do you need?



# Planning good Staff PD

- \* As you progress, try to differentiate PD
- \* A good session includes
  - some modelling
  - some relationship building
  - some sharing of practice
  - some conversational practice
  - Works best in pre-planned, mixed groups
  - Don't have the same 'talking head' all the time – mix it up
  - Use the Kete



- Have ongoing support to up-skill new staff and also relief teachers, support staff etc
- Challenge passive resistance
- PD needs to be regular but not overwhelming



# What has happened?

- o Calm classrooms and school environment

2012 ERO report:

*“A calm, respectful atmosphere prevails schoolwide.*

*This positive tone is reinforced by a well understood set of values (‘Do Justly’) and the implementation of restorative practices.”*

*Graffiti, vandalism, dishonesty/stealing all now rare. Honesty and a telling culture allow any issues to be dealt with quickly.*

- o Suspensions, Stand downs reduced

2010 56 students had 70 suspensions and stand down

2014 20 students had 29 suspensions and stand downs.

2015 4 students have had 4 stand downs (up to Aug 5)

- o Teachers feel that we are more supportive of students and better at listening to students



- More consistent expectations and processes across the school
  - Development and ongoing review of a Staff Handbook with RP guidelines. Analysis of pastoral entries to identify actual issues and practice*
- Conference participants report high rates of satisfaction
  - 100% agree with process, 94% report plan worked well*
- Students have a voice. Teacher-student conversations are more effective
- School values more firmly embedded and “lived”
  - Posters, assemblies, school song, orientation, form times*
- Pastoral system strengthened and expanded
  - RP coordinator, 3 deans per year level, strong leadership*



# How do we know?



- \* Survey data
- \* Kamar data
- \* Follow up data for PECs  
Conversations; anecdotes
- \* Discussions in meetings and  
open forums
- \* Student feedback
- \* ERO feedback



# Keys to our success

- \* Staff sharing brief stories regularly (even those about things that didn't work); variety presenting PD
- \* Data focus – lots of collection, analysis, sharing – demystify
- \* Input from outside experts
- \* Collaborative RIT team - from across school, forward looking, capacity building. Passionate, hard-workers
- \* Coherent, across school, branding & documentation





Tawa College  
**DO JUSTLY**

**D**ILIGENCE

**R**ESPONSIBILITY

**J**USTICE

**I**NCLUSIVENESS

**R**ESPECT

**C**OMMUNITY

**E**XCELLENCE

**L**OYALTY



# What's next for us?

- \* Ongoing staff PD ... MOE RP Pilot
- \* Ongoing data/feedback collection and analysis
- \* Build capacity in RP leaders and facilitators
- \* Continue to educate students, parents and community ... “demystify”
- \* Strengthen Circles as a tool for group communication
- \* Increase student involvement in implementation planning.





Also

\*We are working with the 8 primary and intermediate schools in Tawa as there is real interest in making Tawa a ‘restorative community’, with all schools working collaboratively on building a Restorative Practice approach.





# What about other schools?

ERO National Report

Feb 2015

## “Wellbeing for Young People’s Success at Secondary School”

68 secondary schools evaluated (including us)

Only 11 were well-placed to promote and respond to student wellbeing

*“A key difference between schools that faced challenges in promoting and responding to student wellbeing and the well-placed schools was the reliance on outdated behavioural or disciplinary approaches rather than restorative practices.”*



# Also

ERO National Report

May 2014

**“Towards equitable outcomes in secondary schools: Good practice”**

- \*looked at all secondary schools, decile 5 or below, roll 200+
- \*There were 9 who had NCEA Level 2 engagement and achievement statistics noticeably above the others. ERO visited 7 of these to investigate what they were doing.
- \*All 7 were using a Restorative Practice culture as part of their support of student learning
- \**“responses to problems were solution focused and restorative practices were used.”*

# Tki site – many new RP resources

The screenshot shows a web browser window displaying the PB4L Restorative Practice website. The browser's address bar shows the URL [pb4l.tki.org.nz/PB4L-Restorative-Practice](http://pb4l.tki.org.nz/PB4L-Restorative-Practice). The page features a header with the text "for Learning" and a navigation menu on the left. The main content area includes a title "PB4L Restorative Practice" and a description of the approach. A "Support Material" sidebar on the right lists various resources such as PDFs and eBooks. At the bottom, there are three buttons: "What is PB4L Restorative Practice?", "What is involved?", and "List of Restorative Practice schools".

Browser: PB4L Restorative Practice / Welcome - Positive Behaviour for Learning - Google Chrome  
URL: pb4l.tki.org.nz/PB4L-Restorative-Practice

for Learning

Menu

- Home
- PB4L School-Wide
- Incredible Years Teacher
- Incredible Years Parent
- Intensive Wraparound Service
- Kaopepe Māori
- Check & Connect
- My FRIENDS Youth
- PB4L Restorative Practice
  - What is PB4L Restorative Practice?
  - What is involved?
  - List of Restorative Practice schools
  - Support material

PB4L Restorative Practice

Restorative Practice is a relational approach to school life grounded in beliefs about equality, dignity, mana and the potential of all people.

The Positive Behaviour for Learning (PB4L) Restorative Practice model focuses on building and maintaining positive, respectful relationships across the school community and offers school staff best-practice tools and techniques to restore relationships when things go wrong. By building and maintaining positive, respectful relationships within a school, staff to staff, staff to student and student to student, issues are more easily managed.

PB4L Restorative Practice is based on a set of best practice tools and techniques to support a consistent and sustainable approach to managing positive, respectful relationships within the school.

Read more . . .

- What is PB4L Restorative Practice? [Go to section](#)
- What is involved? [Go to section](#)
- List of Restorative Practice schools [Go to section](#)

Support Material

- Restorative Practice Model (PDF, 52 kB)
- Restorative Practice Kete Book One (PDF, 2 MB)
- Restorative Practice Kete Book Two
- Restorative Practice Kete Book Three

Restorative Practice ...pdf

Restorative Practice ...pdf

Show all downloads



# Three pieces of advice:

- \* 1. The Principal (and SLT) must lead with their heart and model the process at all times
- \* 2. Have a talented, mixed Restorative Implementation Team. Focus on sustainability.
- \* 3. Trust the process. It is evidence based. Don't deviate too far from the Kete.

