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?
a paradigm shift

**TABLE 2: RESTORATIVE PRACTICE**

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

- **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.*

- **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)

- **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
Do JUSTLY

Tawa College

Diligence
Responsibility
Justice
Inclusiveness
Respect
Community
Excellence
Loyalty
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
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.