FIGURE 3: THE STRUCTURE OF THE MODULES

Component of PB4L Restorative Practice model and element(s) of component addressed in this module

Estimated time needed for activity

Existing Restorative Practice level of school that module is appropriate for

Theme of module

1 HOW RESTORATIVE AM I?

RESTORATIVE ESSENTIALS
Effective communication skills
Relational approach – growing staff capability

TIME REQUIRED
15 minutes minimum

RESTORATIVE PRACTICE LEVEL
Level 1

FORMAT
Individual/pair reflection, small groups, whole-group discussion

Format for conducting activity

Objectives for module

OBJECTIVES

- To reflect on personal practice and communication skills for PB4L Restorative Practice, identifying areas of strength and opportunities for individual growth.
- To share reflections and feedback with wider staff and identify good practice and areas where more professional development is needed.

PROCESS PHASE COVERED

Process phase(s) of PB4L Restorative Practice focused on in this module

Explanation of activity and background notes

COMMENT: WHAT DOES RESTORATIVE PRACTICE LOOK LIKE?

Many staff will have worked in a relational way for years without ever naming it relational or restorative practice. For others, working through the worksheet How restorative am I? can be a useful way to start identifying the strengths in their practice and areas where they may need support.

This activity can inform the training design for future PLD as staff progress through the modules.

ACTIVITY

Individual/pair reflection

Complete the worksheet **How restorative am I?** (This should take around 4–5 minutes.) Then discuss your results with the staff member next to you. What are your immediate observations? Do you see any patterns emerging? Were there any surprises?

Small groups (5–6 members each)

Discuss your findings, summarising and listing the common strengths that emerge from your group (the questions where you shaded two or three boxes).

Repeat this for the areas for development that emerge from your group (where you shaded one or no boxes).

Whole group

Discuss the findings of each small group, looking at what they have in common, celebrating the strengths, and considering which areas would benefit from further professional development.

The activity. Some modules also have a worksheet.