

PB4L School Wide Conference

28<sup>th</sup> & 29<sup>th</sup> August 2017

# PB4L Restorative Practice

Positive Behaviour for Learning | RESTORATIVE PRACTICE

Institute of Professional Learning  
Kaitiaki Take Kōwhiri  
THE UNIVERSITY OF WAIKATO

MINISTRY OF EDUCATION  
TE TĀHURUHURU O TE MĀTAURANGA

THE UNIVERSITY OF WAIKATO  
Te Whare Hīnonga o Waikato

# KINTSUKUROI



**"to repair with gold"; the art of repairing pottery with gold or silver lacquer and understanding that the piece is more beautiful for having been broken.**

How could this apply to relationships?

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Restorative Practice is not simply a system: it is a way of being.



RESTORATIVE PRACTICE



Restorative Practice is about...

Building

Maintaining

Restoring

Sustaining

... Relationships

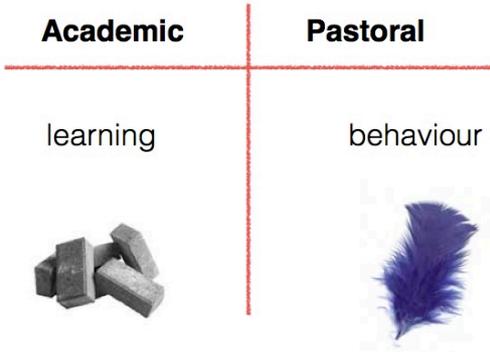


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# the great divide!

Academic	Pastoral
learning	behaviour



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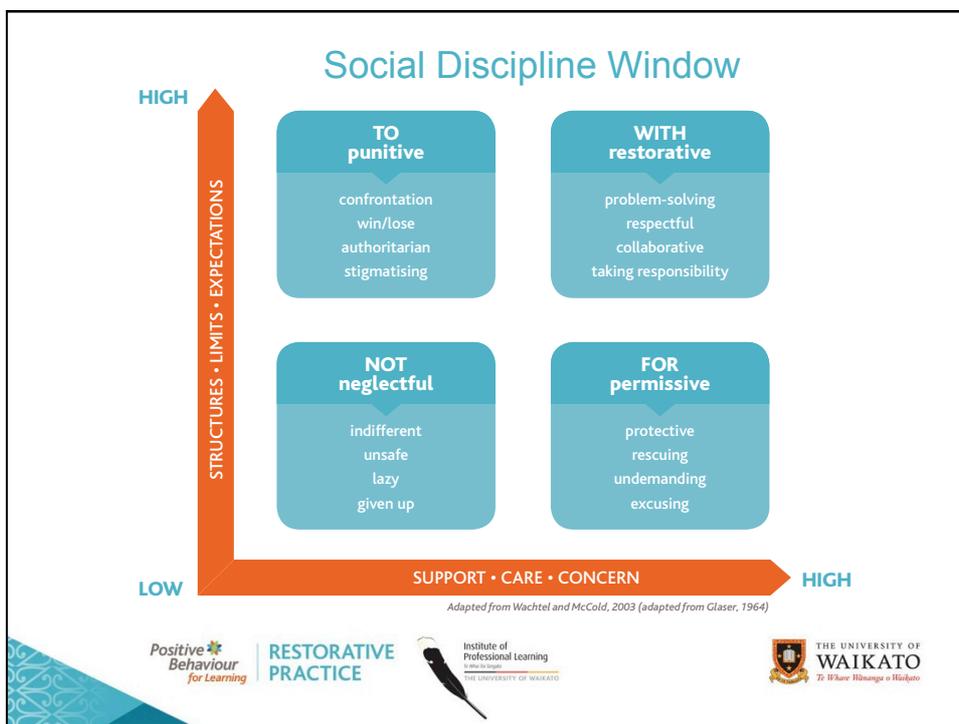
It's not just about reducing suspension and stand down data - It's not just about good relationships.

It's about a positive culture FOR LEARNING

Deputy Principal Tauranga 2016

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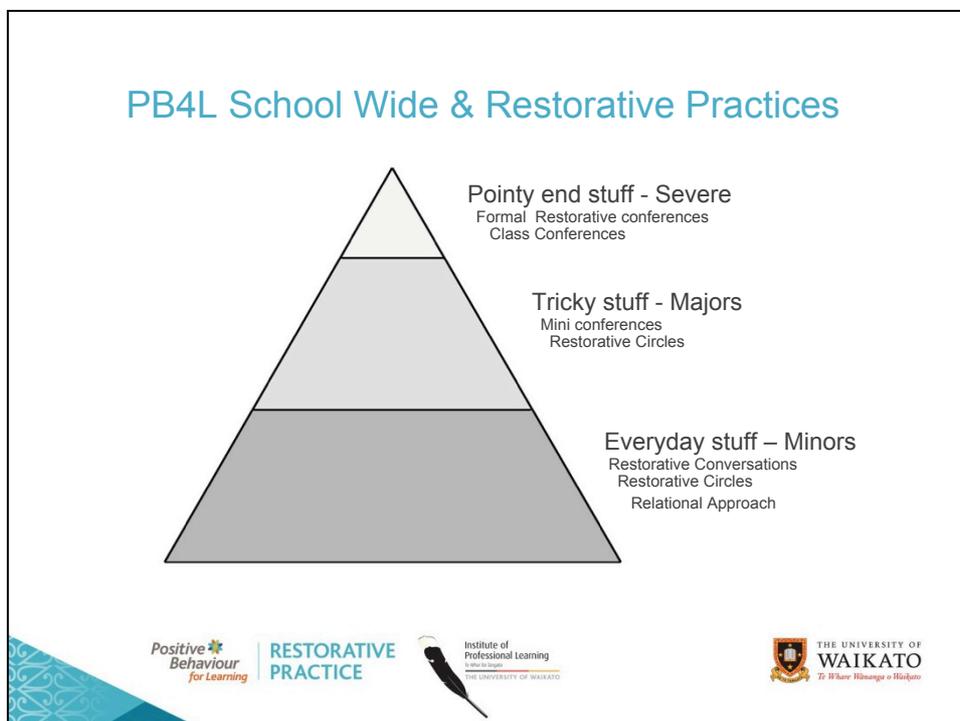


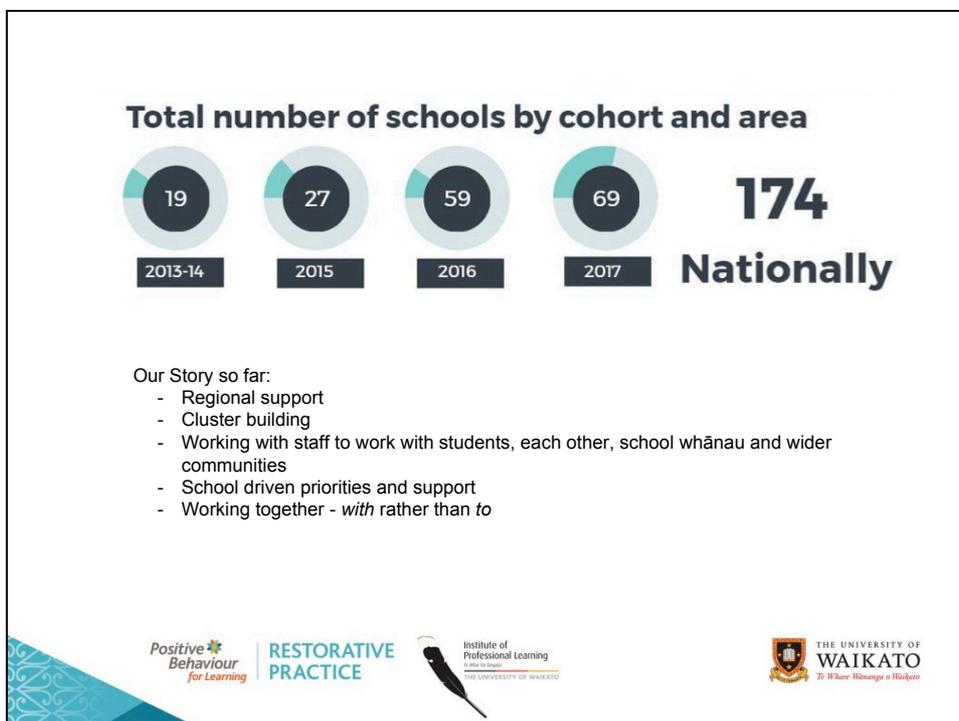


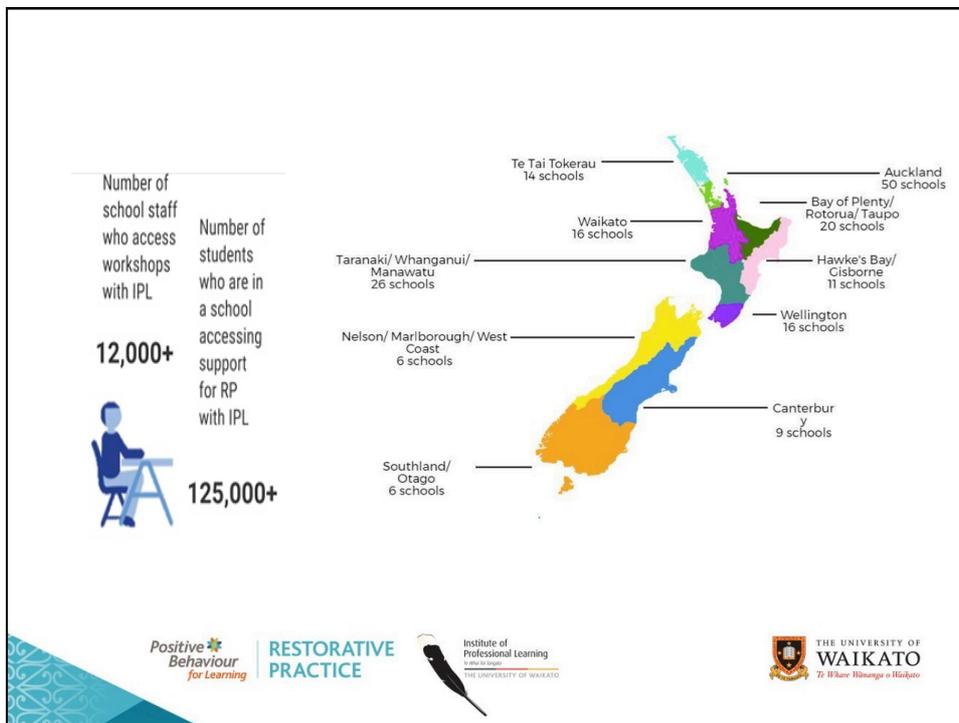
“The fundamental unifying hypothesis of restorative practices is disarmingly simple: that human beings are **happier, more productive and more likely to make positive changes** in their behaviour when those in positions of authority do things **with** them, rather than to them or for them.”

(Wachtel, 2009, page 7).

**RESTORATIVE PRACTICE**







## Key Indicators of Restorative Practice

School reflection

Where does your school sit?



## What are our educators saying...

- A profound moment for me when I realised how seldom I currently refer to our school values when having conversations with students [Primary Associate Principal]
- The follow up after the restorative conversation was an eye opener!! Glad to see there is a back bone to the restorative conversation. [Secondary teacher]
- I hadn't realised that I always tend to dominate the "conversation" [Secondary teacher]
- When correcting student behaviour I need to recognise the space I am in, and use the language of our values to help my students relate their actions to the values [Primary teacher]
- I realised that even though I think I have conversations with students often those are "to" conversations rather than "with" – I will focus on making them more "with" [Secondary teacher]

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## When it flies – when it dives?

Think of a time when you have had a conversation / conference you have been involved in that went both flew and when one dived?

What caused it to go fly / dive?

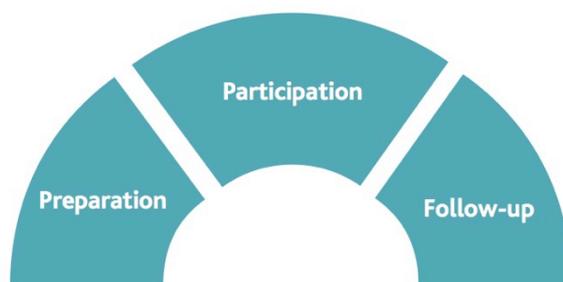


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## The Three Phases of PB4L Restorative Practice



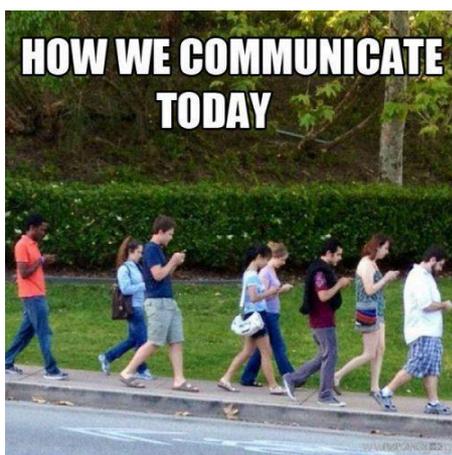
*Adapted from Jansen and Matla, 2011*



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## What could be...



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## For further information please contact

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