

Part of the Landscape:

How a Restorative Approach Learning Network in Nova Scotia is embedding a Restorative Approach in our Communities through Schools, Workplaces and other Institutions Communities

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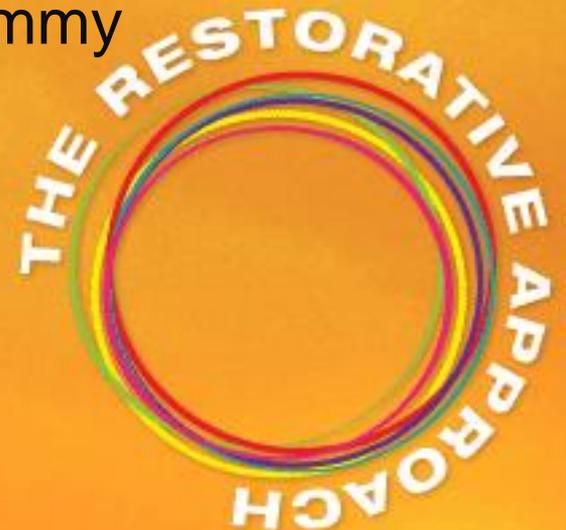


Check-in

Please introduce yourself to the group by sharing your name and what you do. On a scale of 1 to 10, today I am a...

10 = awesome

1 = pretty darn crummy





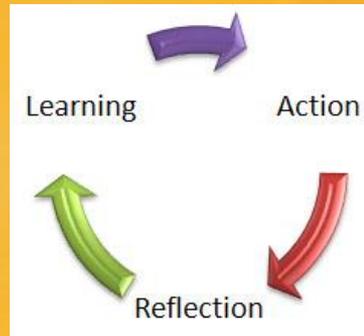
Adopting a Restorative Approach in Nova Scotia through the Learning Network

- Sharing/Storytelling
- Cohorts
- Modelling
- Coaching
- Demonstration classrooms/schools
- Shared vision of principles for practice
- Locally developed practices versus a prescribed set of practices

Living, Learning & Action Plan



Living, Learning & Action Plan

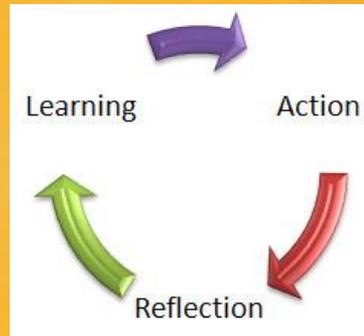


Some things to think about:

- How are you thinking about RA from the perspective of your own work?
- What changes are you considering in your field of work?
- What resources may be available to support the development and implementation of a restorative approach in your organization?



Living, Learning & Action Plan



Some things to think about:

- Culture shifts come from the shared discovery of a restorative approach.
- A restorative approach does not lend itself to a program that can be “deployed”. Instead, consider the development of a guide/program that helps people navigate through their own developmental journey.



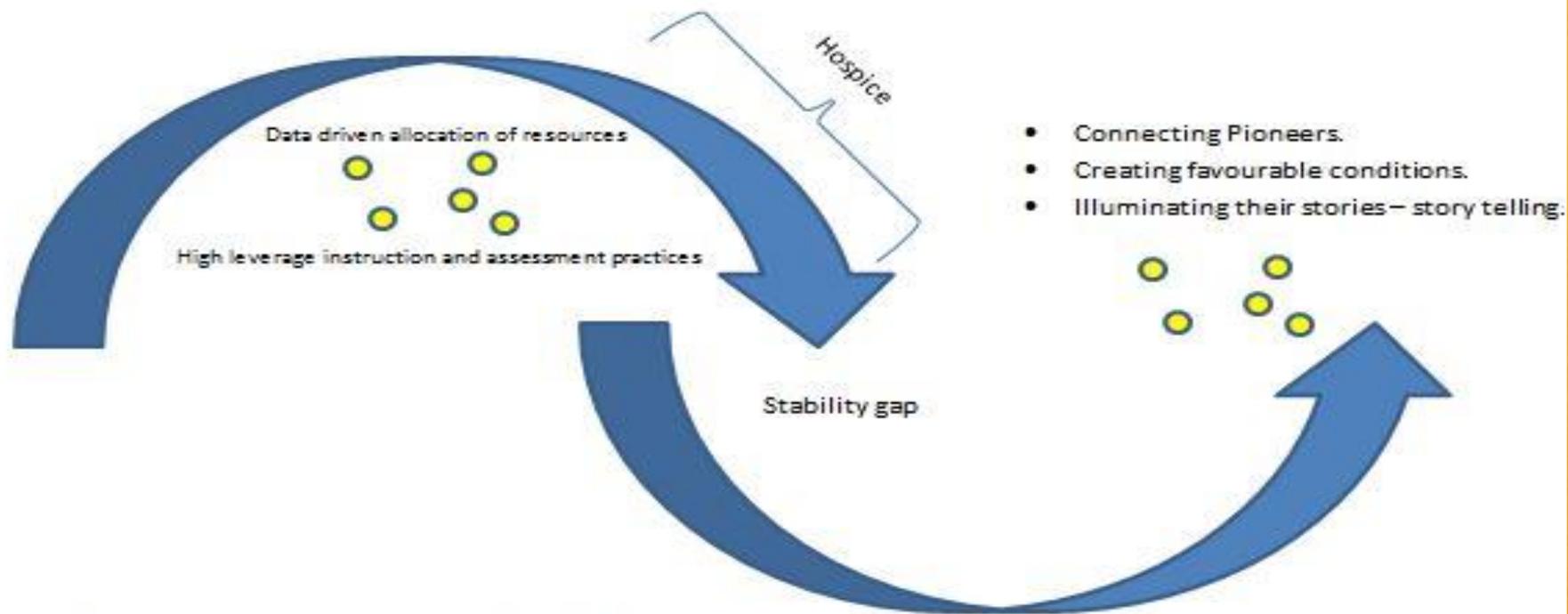
Living, Learning & Action Plan



Something to think about:

- Ongoing advice and support is crucial to the adoption of a restorative approach. This would also allow for the identification and exchange of best practices.
- The sustainable adoption of a restorative approach requires that all levels and all divisions within an organization embed and embrace the restorative approach.





- Alternatives to the dominant system start to appear.
- The system is inclined toward self-preservation – threatened by the alternatives.
- The alternatives represent people pioneering a different way.

“Use storytelling as a way to communicate where Nova Scotia schools are achieving success and why they are experiencing growth. Storytelling can be a powerful change strategy because a good story captures peoples’ attention, holds peoples’ attention and they often can relate to the characters and circumstances. It is also tangible evidence that PLCs are unfolding around us.”

Report of the PLC Study Committee: Building Professional Learning Communities in Nova Scotia Schools, May 2011

The Principles for Practice of a Restorative Approach

Relationship Focused:

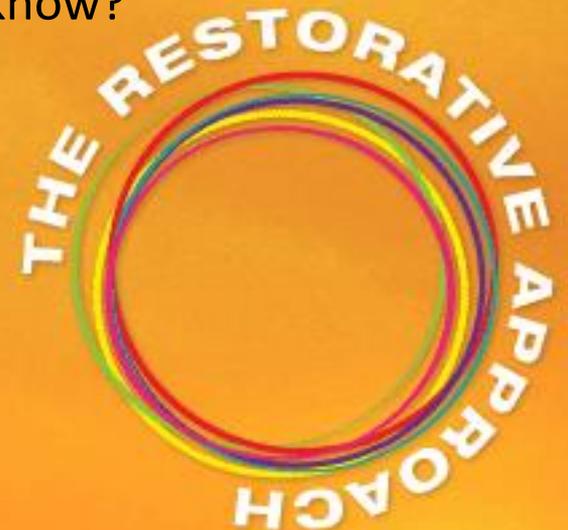
- Focus on relationships – a way of looking at things to check what is the connectedness here?
- Not focusing on just one individual student.
- A focus on the connections as your mode of analysis - as a way of thinking about what is going on here.
- Requires paying attention to who are in those relationships -where they are located – how they are embedded – how they are embodied.



The Principles for Practice of a Restorative Approach

Comprehensive/Holistic

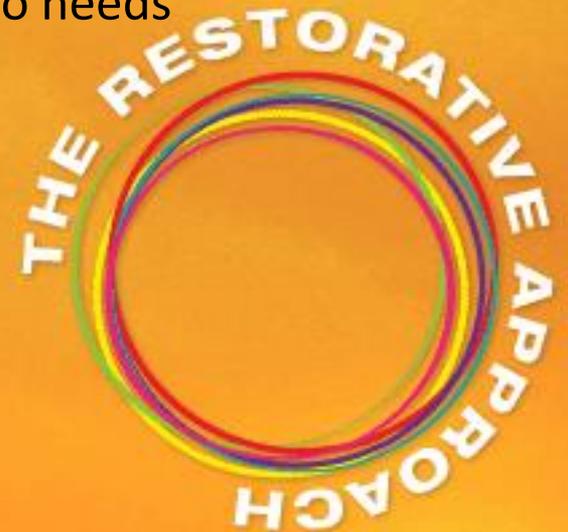
- Thinking about things relationally means starting to map connections (connecting an incident to its context and its causes, or the people involved or connected).
- If we want to address an issue, what do we need to know?
What's happened?
- These things are connected to understanding what happened and what needs to happen next.



The Principles for Practice of a Restorative Approach

Inclusive & Participatory

- It is important to be inclusive, to figure who has been/is being affected, who has been harmed or is being harmed relationally, who has insights on the issue, who can affect the outcome?
- We are trying to figure what needs to come next, who needs to help make things go better in the future.
- It is not enough to just put stakeholders in a room – we need to do more than strategically deploy relationships – not just seeking compliance.



The Principles for Practice of a Restorative Approach

Inclusive & Participatory (cont'd)

- Looking at a deeper level why relationships matter that isn't just about compliance.
- More than just feeling heard or included.
- Structure processes where their inclusion makes a difference - where it could have any effect on the outcomes.



The Principles for Practice of a Restorative Approach

Forward-focused

- The purpose is to address either the harms to relationships, or the things in relationship or connection that are not going well, or that which we need to sustain and support so that things continue to go well.
- Thinking about a plan for the future.
- When we are responding, we do need to look back because we care about the context, we need to know what happened, but not to settle some account or ascribe blame.



The Principles for Practice of a Restorative Approach

Forward-focused (cont'd)

- We look back so that we can ask what needs to happen next – so that we can think about how does what has happened (or is happening) matter for what needs to happen next, and in the future.



The Principles for Practice of a Restorative Approach

Culturally Aware

- Having a basic understanding of your own culture, experience and background and an understanding that everyone approaches situations differently based on their culture, background and experience.



Principles for Practice

Relationship Focused – i.e. a way of looking at things to check what is the connectedness here?

Comprehensive/Holistic – i.e. starting to map connections (connecting an incident to its context and its causes, or the people involved or connected).

Inclusive/Participatory – i.e. Structure processes where the inclusion of participants makes a difference - where it could have any effect on the outcomes.

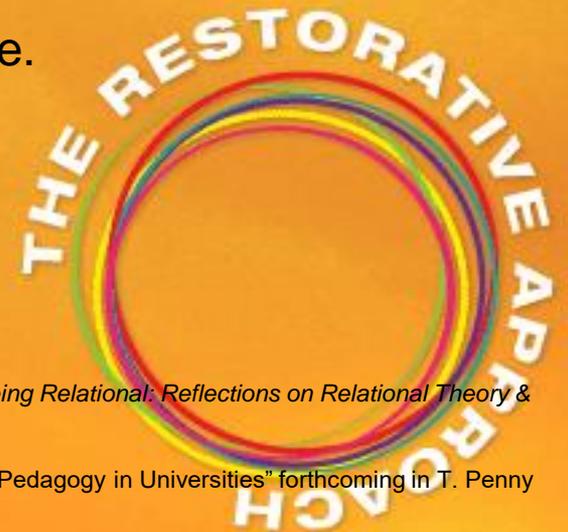
Forward-focused – i.e. thinking about a plan for the future.

Culturally Aware - i.e. everyone approaches situations differently based on their diverse culture, background and experience.

Sources:

Jennifer J. Llewellyn “Restorative Justice: Thinking Relationally about Justice” in J. Downie & J. Llewellyn (eds.) *Being Relational: Reflections on Relational Theory & Health Law* (Vancouver: UBC Press, 2011).

Jennifer J. Llewellyn and Kristina R. Llewellyn, “A Restorative Approach to Learning: Relational Theory as Feminist Pedagogy in Universities” forthcoming in T. Penny Light, J. Nicholas & R. Bondy (eds.) *Feminist Pedagogy in Higher Education: Critical Theory and Practice* (Wilfrid Laurier University Press).



So what is the work you do?

On a piece of scrap paper, jot down a list of the many things you do as part of your job. Do as many as you can in 1 minute.



So what is the work you do?

How many of these tasks are in-house, and how many of them are external?

Is there value in this approach for both bits of the work you do?



Consider This...

What if all aspects (activities, procedures, traditions) of an organization's day to day functioning were considered through a lens that examined their relational impact on the people in the system?



Two important relational questions to ask are:

“What is our goal?”

“Who will be affected and how by the way in which we go about achieving that goal?”



Practices we never imagined

- High School Graduation
- Bus Drivers, bus & coffee
- Human Resources & Letters
- Restorative Parent/Teacher encounters
- Guest Teachers
- How am I doing?
- Capital Health



Practices we never imagined – over to you – what are some of the practices you can re-imagine?

A Learning Network in Action!



Principles for Practice

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