



THE **RESTORATIVE PRACTICES** **--ADVOCATE--**

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A NEWSLETTER for EDUCATORS

Restorative Expression

"I plan to stand by nonviolence, because I have found it to be a philosophy of life that regulates not only my dealings in the struggle for racial justice, but also my dealings with people, and with my own self." ~ **Martin Luther King**

"Leadership is about making others better as a result of your presence and making sure that impact lasts in your absence. – **Sheryl Sandberg**.

"Place yourself in the middle of the stream of power and wisdom which flows into you as life, place yourself in the full center of that flood, then you are without effort impelled to truth, to right and a perfect contentment." - **Ralph Waldo Emerson**, "Spiritual Laws"

Once you understand what people really want, you can't hate them anymore. You can fear them but you can't hate them, because you can always find the same desire in your own heart." ~ **Orson Scott Card**

CALENDAR

FOR YOU!

October 15, November 10, January 13, February 18, March 11, April 7 – USD 259 Elementary & Secondary Assistant Principals Trained by The IIRP – The International Institute of Restorative Practices!

For Your Information*

(NOTE: This calendar section is set aside for events and meetings designed to help us network with one another collaboratively to increase our restorative Attitudes, Skills & Knowledge – The ASK framework for RP.

**Ongoing Restorative Practices collaboration in USD 259, Wichita and beyond for your awareness. Your input and feedback to participating team members is welcome!*

FOCUS> RESTORATIVE PRACTICES NOW

In the restorative practices corner of our school community, we hear many educators say over and over with heavy sighs, "We thought last year was difficult, but this year is the most challenging of all!" Given the past year and a half of the pandemic where students experienced less structure, authority, and need for social skills, many students are walking into schools and classrooms less prepared than ever for learning and with more egregious behaviors than we have seen in a long while.

Additionally, we have heard our students, teachers, staff, and leaders express much greater levels of anxiety and stress beyond what was typical prior to the pandemic. Isolating at home was difficult for everyone--no doubt about it--however, as glad as we are for schools to open, we have found returning to our schools has not been a piece of cake either!

Balancing the needs of the district leadership, leadership in buildings, teachers and other staff, students, and parents is no simple thing in this complex time. No wonder many among us are stressed.

While restorative practices is no panacea, we know of no other approach that is more effective in building community, reducing stress, and cooperating together in our school organization with diverse needs. Restorative practices **INSISTS** we slow down, **BE IN THE MOMENT**, and focus on relationships **FIRST**. Restorative Practices **INSISTS** we step back from our own judgments, assumptions, evaluations, and compulsions to fix and admonish, and, instead, to momentarily put ourselves in another's shoes, to see the world as another sees it, and to empathetically listen to one another.

Supportive relationships and community are needed more than ever in these challenging times. Whether we participate in circles to build connection; thoughtfully and authentically share our emotions and vulnerability in affective statements; engage in brief impromptu restorative conversations, or facilitate more formal repairing harm conferences, restorative approaches serve to bring people together in meaningful, collegial, and healing ways.

"If you want to go quickly, go alone. If you want to go far, go together."

African Proverb

RESEARCH

CORNER

March 16, 2021

A Restorative Approach for Equitable Education

[Jennifer DePaoli](#), [Laura E. Hernández](#), [Roberta C. Furger](#), [Linda Darling-Hammond](#)

ABSTRACT

The compounding effects of systemic racism and the coronavirus pandemic have posed significant challenges to students, practitioners, and schools, particularly for Black and Latinx students who have borne the brunt of structural inequities. But these events have also created an opportunity for educational leaders to rethink school structures to better address the needs and nurture the assets of young people in the short and long term. This brief describes how schools can ameliorate—rather than exacerbate—racial inequities with research-based practices that advance a restorative approach to schooling and make learning environments more supportive, equitable, and anti-racist.

The authors open their paper by saying, “multiple and ongoing crises are contributing to a collective and individual trauma that has deep implications for the mental health, wellness, and opportunities to learn for youth across the nation. They are also causing many to reflect on our traditional way of “doing school.” This includes both holding a mirror to how educational systems have contributed to societal inequities and shifting increased attention to the essential role that trusting relationships and school-based supports play in creating the conditions necessary for students to learn and thrive.

As school and district leaders rethink school structures and practices for both the short and long term, their work should be grounded in two essential questions: [1] **How can we address the acute needs of young people and adults who continue to grapple with the dual impacts of COVID-19 and systemic racism?** And [2] **how can we take this moment to advance long-needed changes to transform schools into nurturing communities that are committed to equity, diversity, and anti-racism?** (For more, click below or copy and past URL to your search engine.)

https://learningpolicyinstitute.org/product/wce-restorative-approach-equitable-education-brief?gclid=CjwKCAjw7rWKBhAtEiwAJ3CWLP3GMEnIUy6hGdXD2zfNaFkX2Y1P2aAq0O-LhlneOy7LNIh9EJILAxoCzwMQAvD_BwE

For your...

RESTORATIVE
TOOLBOX



RESTORATIVE QUESTIONS ROCK & RULE!

The basic questions on the right can be enhanced by those on the left and they ROCK!

Restorative Questions I

To respond to challenging behavior...

What happened?

What were you thinking of at the time?

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

Restorative Questions II

To help those harmed by other's actions...

What did you think when you realized what had happened?

What impact has this incident had on you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

3 BASIC Restorative Questions

• What happened?

(Are we willing to accept there is more than one point of view?)

• Who was affected, and in what way?

(Teaches empathy)

• How do we make things right?

(What are the needs to make things Right and move forward? Ownership)