



THE **RESTORATIVE PRACTICES**

— **ADVOCATE** —

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A NEWSLETTER for EDUCATORS

Restorative Expression

"A conversation is a slippery creature. A conversation is a risk. A real conversation changes the people who have it. It's about exchanging ideas, considering other options, shifting positions. That's why conversations are so difficult: You risk changing yourself, admitting you were wrong, coming to appreciate the other person's perspective." - Jennifer Braunschweiger

"Human beings are inherently relational in that we are not merely interdependent with one another, but that we understand each other, through each other." ~ Jennifer Llewellyn

"If you are to punish a man retributively, you must injure him. If you are to reform him, you must improve him. And men are not improved by injuries." ~ George Bernard Shaw

"The child who is not embraced by the village will burn it down to feel its warmth." ~ African Proverb

"I destroy my enemies when I make them my friends." ~ Abraham Lincoln

"We must learn to receive love as well as to give. Only in community, only in relationships, only in service can we truly understand the all-encompassing energy of love." – Brian Weiss

CALENDAR

FROM YOU!

SHARE EVENTS OF VALUE! – If you should become aware of any scheduled events, trainings, conferences etc. that would be useful in enhancing our restorative practices related **attitudes, skills or knowledge** please pass them on to be included in this newsletter. Write to rob.simon.rp@usd259.net.

For Your Information

The National Association of Community and Restorative Justice (NACRJ) is hosting their 10th Annual Conference in New Orleans – July 7- 10, 2026. Touted as "a powerful space for community building, learning, and transformation," you can get more information at nacry.org/2026-conference/.

With RP, Teamwork Makes Dreams Work; Pay Now or Later

By Rob Simon
RP Consultant/Advocate

I secured a candidate in my area, who was out canvassing in our neighborhood. It was a good meeting. Part of what made it so was (1) the candidate asked about my connection to schools and I smiled and quickly sketched out my impressive length and breadth of service...which garnered a more wide-eyed smile, then (2) recognizing my pedigree included restorative practices made this person smile even more in what seemed to be pleasant surprise.

I asked, "So are you resonant with restorative practices?" The answer was something like, "Yes, but I have heard from teachers that what's hard is finding the time to work on building relationships."

"What's hard is finding the time to work on building relationships."

Believe me, this is not the first time other practitioners and I have heard this complaint. **HOWEVER**, there are schools which have worked out buddy systems where administrators, support staff, nearby classroom teachers on planning periods, or other volunteers step into a classroom so that a teacher can step out to hold an impromptu conference or participate in a harm repair circle. Enterprising folks also sometimes catch or request time with critical participants whenever both have down time – like at lunch or after hours. **Creativity and teamwork makes restorative practices dreams work.**

What also works is recognizing the time NOT spent up front to build relationships is quite often spent on the back end repairing harm because relationships have not been built. Essentially, when it comes to the need to prioritize connections that build good will and community in schools, and give staff members leverage for progress on academic, social-emotional, and even parent engagement goals, you can pay now or you will likely pay later... often with poorer results.

Finally, the greatest successes come when administrative and other leaders heartily commit to supporting the restorative paradigm. We cannot recommend this too highly. Just ask the people who are actually invested and getting significant and measurable results.

We. Stay. The. Course.

There are many versions of the Johari window framework that undergirds the restorative practices process, and it goes by several names. Originally it was introduced by **Malcolm Glaser** and popularized by **Ted Wachtel** and **Paul McCold** as

The Social Discipline Window, and later referred to – arguably more appropriately – as the **Relationship Window**.
 For more information: Social Discipline Window: International Institute for Restorative Practices (www.iirp.edu), adapted (2001, 2002, 2003) by Paul McCold and Ted Wachtel from Daniel Glaser (1984, 1969). Also: Relationship Window. Dorothy Vaandering (2013) "A window on relationships: reflecting critically on a current restorative justice theory." *Restorative Justice* 1:3, 325, 327. Also: Chuck Sauffler (2011) "School Climate, the Brain and Connection to School" from Diana Baumrind. [(Edited and Designed by Rob Simon (2019).)]

Fair Process in Leadership

The **International Institute for Restorative Practices (IIRP)** classically teaches three elements that must be included in an approach to **FAIR PROCESS IN LEADERSHIP**:

Engagement: Everyone affected by a decision is given a chance to provide input.

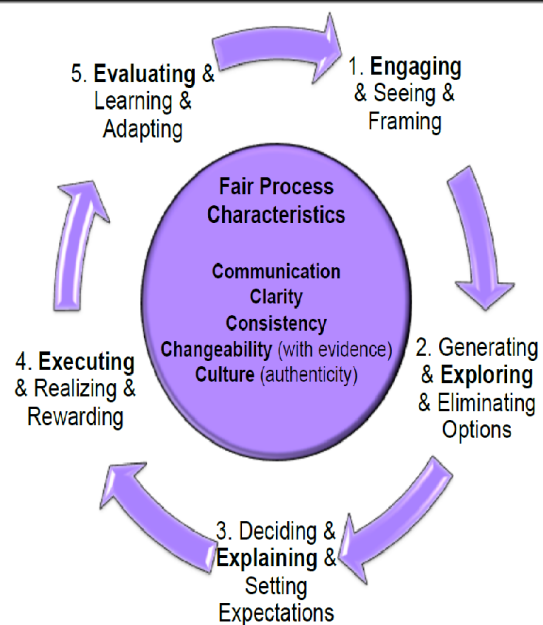
Explanation: The decision is made clear to those involved.

Expectation Clarity: Everyone involved understands implications of the decision, what responses are expected, and the consequences for failing to meet expectations.

These are critical to the fidelity and success of restorative practices, but there are actually two other basic keys:

Execution: Implementation of activities and procedures based on the decisions made.

Evaluation: Determining the effectiveness of the measures implemented. (See the continuum figure at the right.)



- Ludo Van der Heyden 2015

5 "E"s and 5 "C"s of Fair Process Leadership