

Masters of Arts in Education
Eastern Mennonite University (EMU)

**Restorative Practices in Education:
Helping Disenfranchised Students
Thrive in School Settings**

Sarah Armstrong, Ed. D.
Director, Masters of Arts in Education
Eastern Mennonite University
Email: sarah.Armstrong@emu.edu

Description: Restorative justice in education promotes values and principles that use inclusive, collaborative approaches for supporting students and educators in the community called "School." RJE approaches validate the experiences and needs of everyone within the community, particularly those who are disenfranchised, oppressed, or on the margins. Restorative justice practices allow all stakeholders—students, staff, teachers, administrators, family members, and community—to act and respond in ways that heal and restore. Information about the Restorative Justice in Education certificate and master's degree concentration will be shared.

To what extent is there a culture of restorative practice in your school?

Do educators model restorative practices?

Is there an environment of caring in the classroom? School?

How are habits of kindness and caring taught to students?

How is conflict resolved in classrooms and schools?

Do routines, procedures and practices support an ethos of caring in the classroom? School? School district?

Are considerations given to differentiation of discipline?



Adapted from Restorative Discipline in Schools by Amstutz and Mullet, 2005

Principles of Restorative Justice

Building Healthy Communities	• Relationships are at the core of learning; these relationships are grounded in "interconnection and interdependence" between and among all members of the community where all are considered worthy of respect and dignity. Social and emotional learning, cultural awareness, and effective communication promote healthy relationships.
Restoring Relationships	• Conflict is inevitable in relationships; when relationships are broken because of conflict or challenging behaviors, focus is on restoring those relationships. Punishment for breaking rules is not the end goal; restoration is. This effort opens opportunities for each person to once again become a contributing member of the learning community.
Meeting Needs	• According to Zehr, there are three pillars of human need: Autonomy (sense of control), Order (things are as they should be), and Relatedness (belonging); when these needs aren't met, we persist in finding ways to meet them. Students and teachers alike are more apt to live into their full potential when their needs are met.
Viewing Conflict As a Learning Opportunity	• RJE is about addressing problems with people, not for them or to them. When we fix problems for others, we co-opt their opportunity to grow. Think: Vygotsky, Piaget, and Dewey. Conflict is viewed as transformative, providing opportunities to build self-regulation, social and emotional competence, and problem-solving skills.
Providing Accountability and Support	• RJE moves beyond students taking responsibility for personal actions to building accountability to those with whom they have relationships. RJE is NOT about lenience or looking the other way. RJE recognizes boundaries and expectations of accountability to others — within a supportive community.
Making Things Right	• When harm occurs, those causing the harm work to repair the harm, to the extent possible, and restore relationship, allowing the person to transcend the script of negative identity and provides healing/closure for the harmed. It restores sense of self for both one harmed and one causing the harm. This might look like restitution, but not necessarily.
Addressing Issues of Justice/Injustice	• It's not restorative justice if we aren't focusing on justice, as defined by those impacted most by our actions. Thus, goals include responding to issues of oppression, marginalization, the "isms, and other forms of injustice. Respect, honor, and compassion for ALL members of the community are enacted through relationships, which must be built, or re-built and sustained.

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Meeting Needs

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Table Talk: What would change (or need to change) if we consistently looked through the lenses of restorative practice for all interactions with students, colleagues, parents, and community?



If we want students to think, it starts with what they think about themselves and their perceptions of themselves as learners.



Let's talk briefly about "mindsets"...

Fixed



Growth



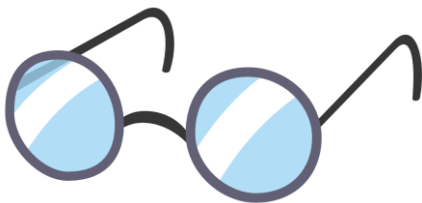
Fixed Mindset

- I can't do this and I'm never going to be able to learn it.
- **I'm not smart enough.**
Smart people can do things easily without any effort.
- **If I try and fail that means I'm stupid.**
- **My motto is "If at first you don't succeed, give up."**
- **I pretend I don't care. That's better than people thinking you are stupid.**
- **I hate being criticized or being told I got it wrong.**

Growth Mindset

- I can't do this yet, but I'm going to learn to do it.
- **By making an effort, you can get smarter.**
- **I see failure as a part of learning and know that I can learn from my mistakes.**
- **My motto is "If at first you don't succeed, try harder" or try a different, smarter way.**
- I don't like criticism, but I use it to help me get better.

My Glasses: Restorative Justice in Education connected to research on the Brain and Learning



What inhibits
synaptic
growth?

Experience sculpts the brain.

- Between the second month in utero and the age of two, each neuron in the cortex forms an average of 1.8 synapses per second.
- Which synapses remain, and which are pruned, depends on whether or not they carry any traffic.
If not used, then like bus routes that attract no customers, they go out of business.



WHAT INHIBITS LEARNING?

(And Growth of Synapses)

Fear of failure

Threat

Anxiety

Under perceived threat the brain...

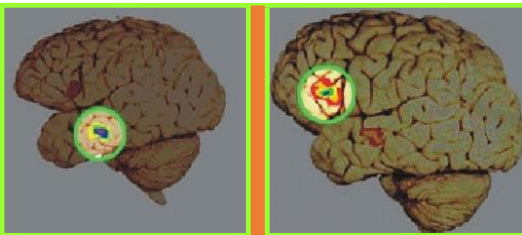
- Loses ability to take in subtle clues from the environment
- Reverts to the familiar "tried and true" behaviors
- Is less able to do the "higher order" thinking skills
- Loses some memory capacity
- Tends to over-react to stimuli — in an almost "phobic" way



Threats Undercut the Brain's Optimum Thinking and Creativity



Emotions and the Adolescent Brain



The Amygdala plays a major role in instinctive emotional reactions and takes precedence over thoughtful reflection. It matures before the frontal lobes and results in adolescents responding with gut reaction rather than reason which may account for impulsive and risky behavior of adolescents.

One of the greatest threats is **sustained failure** amplified by "gotcha" testing.

An example...



Consider one way to side-step failure and build comprehension and critical and creative thinking.



Critical Thinking and Problem Solving

- Exercise sound reasoning in understanding
- Make complex choices and decisions

Understand interconnections among systems

- Identify and ask significant questions that clarify various points of view and lead to better solutions

Frame, analyze and synthesize information in order to solve problems and answer questions

<http://www.21stcenturyskills.org/route21/>

Disarming
students as
thinkers...at
every turn

Charming
Enchanting
Captivating
Beguiling
Win over
Put off guard

Skills Critical to success in the 21st Century

Source: techLEARNING, Nov. 15, 2006

Workforce Readiness Report Card for New Entrants to Workforce

"Must have" skills of new entrants and percent of perceived deficiency in workforce entrants with high school diploma.

Deficiency	%
Written Communications	80.9%
Professionalism/Work Ethic	70.3%
Critical Thinking/Problem-Solving	69.6%
Oral Communications	52.7%
Ethics/Social Responsibility	44.1%
Reading Comprehension	38.4%
Teamwork/Collaboration	34.6%
Diversity	27.9%
Information Technology Application	21.5%
English Language	21.0%

Today's graduates....

Evolution in Employee Expectations

Transitioning to Workforce 2020 white paper, 2011 CISCO

Traditional	Workforce 2020
• Security	• Flexibility
• Salary	• Prosperity
• Benefits	• Opportunities
• Promotion ladder	• Career navigation
• Taking charge and getting ahead	• Nurturing and growing
• Vertical	• Cross-functional
• Commute	• Telepresence
• Consent-based decisions	• Contingency-based decisions
• In-person face time	• Virtual face time
• Annual review	• Individual "dashboard"
• Work-life balance	• Work-life integration
• Managing	• Coaching
• Developing specific skills	• Maximizing potential
• Goals and mission statements	• Roles and aspiration statements

“The fundamental basis of the system is fatally flawed,” says Linda Darling-Hammond, a professor of education at Stanford and founding director of the National Commission on Teaching and America’s Future. **“In 1970 the top three skills required by the Fortune 500 were the three Rs” reading, writing, and arithmetic. In 1999 the top three skills in demand were teamwork, problem-solving, and interpersonal skills. We need schools that are developing these skills.”**

In 1999? REALLY!

Restorative Justice in Education
at Eastern Mennonite University (EMU)
in Harrisonburg, Virginia

Masters of Arts in Education (MAED) with a concentration in Restorative Justice in Education

Certificate in Restorative Justice in Education

Eastern Mennonite University (EMU) has a long history of working through the **Center for Justice and Peacebuilding** on concerns globally and at the front door.

In their own words...

[Since 1985] The Center for Justice & Peacebuilding educates a global community of peacebuilders through the integration of practice, theory and research. Our combined vision is to prepare, transform, and sustain leaders to create a just and peaceful world.

Save the Date!

Restorative Justice in Education (RJE) Academy



Conference Dates: June 26-27, 2017

Conference Location: Eastern Mennonite University, Harrisonburg, VA

Conference cost: \$300 (school group rates)

We invite you to participate in the premiere **Restorative Justice in Education (RJE) Academy** sponsored through the Master of Arts in Education (MAED) program at Eastern Mennonite University (EMU). Long a pioneer in the field of restorative justice, **Eastern Mennonite University** was the first in the country to offer restorative justice programs housed within a graduate education program, as well as, the first to offer a **Restorative Justice in Education** certificate. This rich experience in restorative justice will be applied specifically to work in **pre-K through 12 education**. In addition to key RJE presenters, school teachers and administrators who are working with restorative practices in schools will share their insights on developing RJE cultures in school settings.

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How do you know how you’re doing regarding implementing restorative practices into your classroom or school setting?

Restorative Justice in Education Self-Assessment

What if an RJE team wanted to reduce from 40 to 10 ideals?

1. Our school is intentional about restorative justice ideals through strategic goals and monitoring.
2. There is shared responsibility of building a restorative culture in the school.
3. Adults in our school (administrators, teachers, and staff) model the principles of RJE in their daily interactions with one another and with students, and caregivers.
4. **Students are greeted cheerfully when they arrive at school and when they leave each day.**
5. Students and school personnel demonstrate respect and dignity for all students, regardless of race, ethnicity, language, sexual orientation, gender, achievement level, economic status, or other areas of diversity.
6. Conversations about equity, justice, and social issues take place throughout the school; students and faculty are explicitly taught to respect others' differences in regard to race, ethnicity, nationality, ability, language, body type, gender, sexual orientation, etc.
7. **Students feel that teachers, staff, and administrators like them, respect them, and are interested in them as human beings, not just as students.**
8. **Students feel there is at least one adult in the building who cares about them, wants them to succeed, and believes in their potential for success.**
9. Circle processes, circles of support and accountability, student conferencing, re-entry practices, etc. are used to support students who demonstrate more challenging behaviors.
10. In any given class, all students are engaged in active learning; when they are not, intentional steps are taken to address disengagement.

Taking inventory of where your faculty and staff think you are on these ideals can help direct your "next steps."



Next Steps?