



California
Center for
School Climate



The Role of Restorative Practices in School Transformation:

Centering Relationships and Connection

California Center for School Climate

| Relevance | Data | Connection | Partnership |
|---|---|---|--|
| Deliver relevant, responsive, and engaging technical assistance on a variety of school climate topics that meets districts and schools where they are | Support districts and schools with best practices for collecting, using, and measuring data to support equitable school climate systems change and positive school climates | Serve as a connector across the state to promote and disseminate best practices | Support districts and schools in building partnerships with education partners in creating a supportive school climate for all |



CCSC Website QR Code

Agenda

1. Welcome and Introductions
2. Land Acknowledgement
3. Review Toolkit
4. Restorative Practices
5. Conversation with CA Practitioners
6. Q &A
7. Closing

Welcome



Hilva Chan

Education Program Consultant

California Department of Education

Introductions



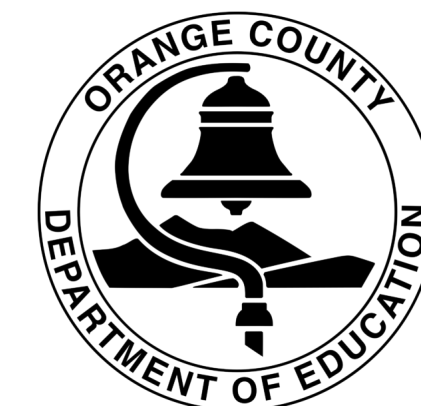
Lauren Trout,
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Toby Espley, Restorative
Practices Coordinator, Orange
County Department of Education
Learning Support Services





The Role of Restorative Practices in School Transformation

Centering Relationships and Connection

Land Acknowledgement

Take a moment to acknowledge the land we occupy.

- Interested in learning more?
<https://native-land.ca/>
- Use the link provided in the chat to learn about the peoples who have inhabited the land you're on.



Image from Ethic Studies Library, UC Berkeley

Grounding

In the chat please share: What are the ...

- sights,
- sounds,
- smells,
- feelings, and
- images

... in this other world?



“Another world is not only possible, she is on her way. On a quiet day, I can hear her breathing.”

Arundhati Roy

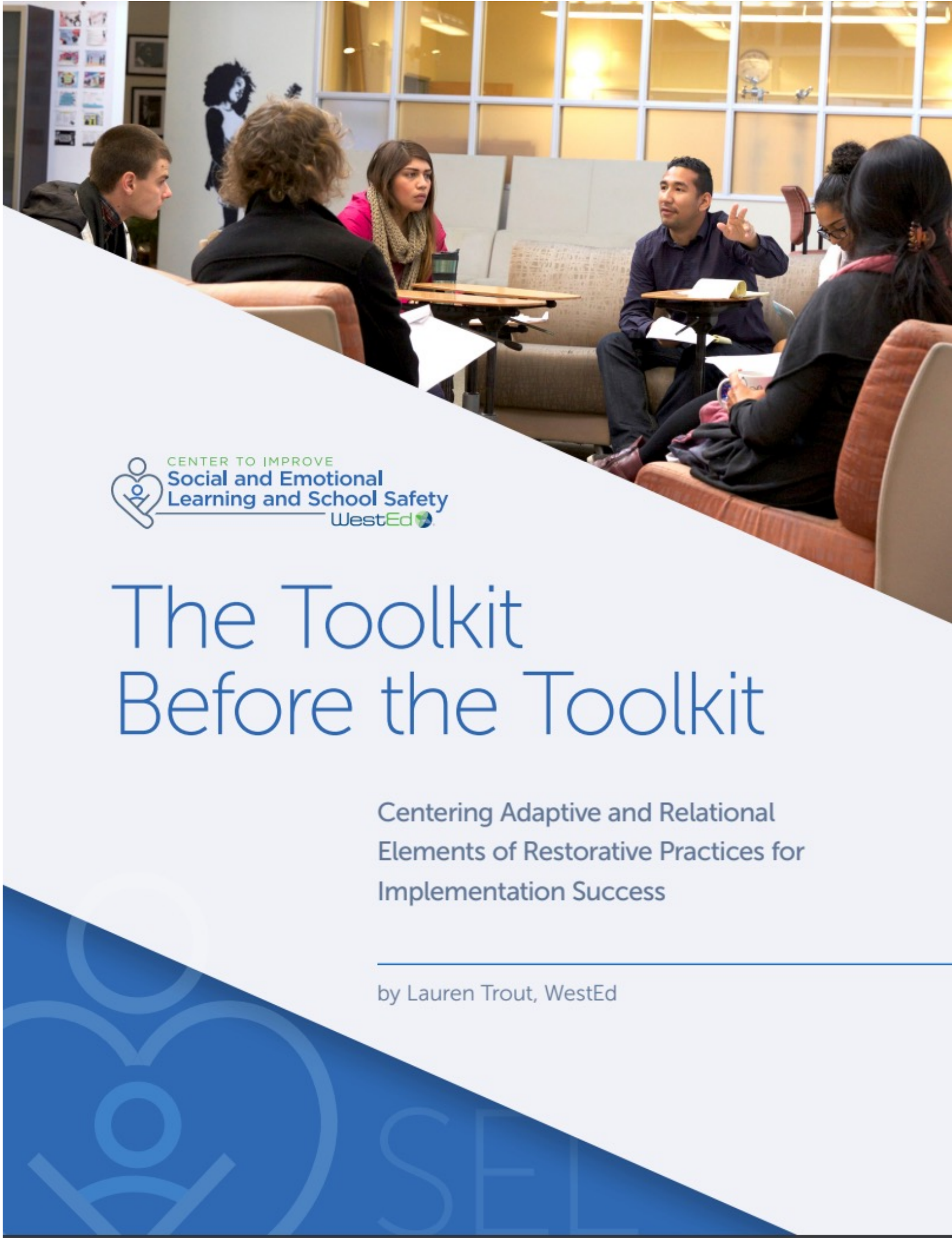
Together We Will



Image by Tim Mossholder

1. Ground this conversation with a high-level overview of Restorative Practices.
2. Deepen our understanding of the adaptive, relational, and structural elements.
3. Hear from California-based restorative practitioners that are in the field.
4. Begin to collectively imagine how to implement restorative practice as a paradigm, not a program.

The Toolkit



Chat Waterfall



Image by Shane Rounce

Directions: Write down your thoughts to this question, but don't hit **ENTER** until asked.

Question: When you think about restorative practices, what typically comes to mind?

Rooting Restorative Practices as Indigenous Practices

“Peacemaking is the people’s process. It is the root of Indigenous knowledge and experiences.”

- Justice Robert G. Yazzie, former Chief Justice of the Navajo Nation, 1992–2003

“Restorative practices have been around for centuries, but Western modernity has reduced them to nothing more than an alternative to a punitive system.”

- Barbara Sherrod, Baltimore-based restorative practices practitioner

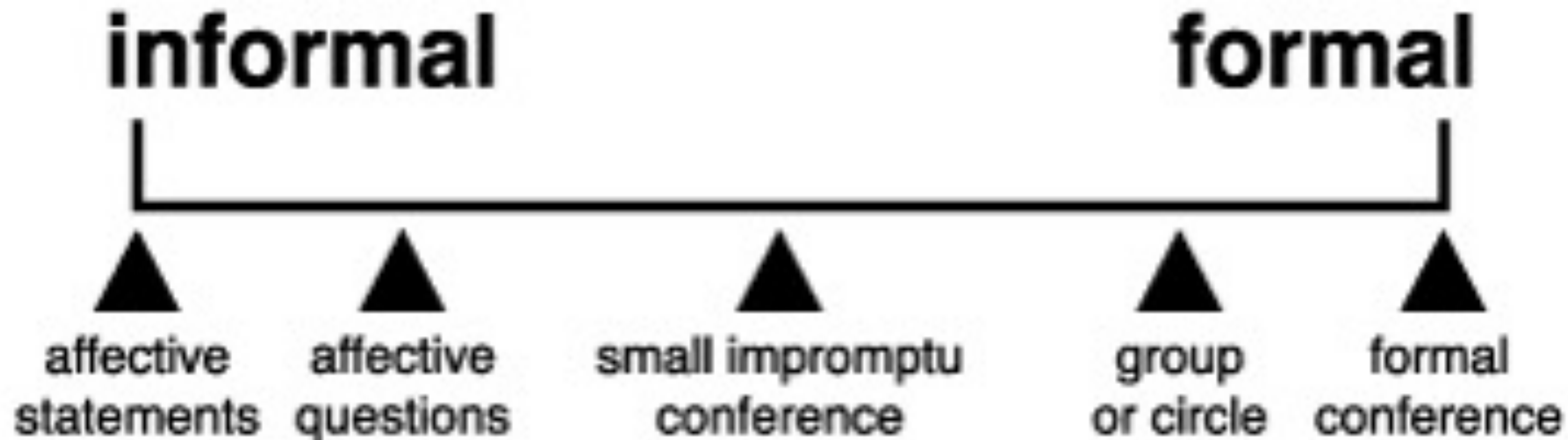
What are Restorative Practices?

“The fundamental hypothesis of Restorative Practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things **with** them, rather than **to** them or **for** them.”

—International Institute for Restorative Practices (IIRP)

Aim of Restorative Practices

“To develop community and to manage conflict and tensions by repairing harm and restoring relationships”—IIRP



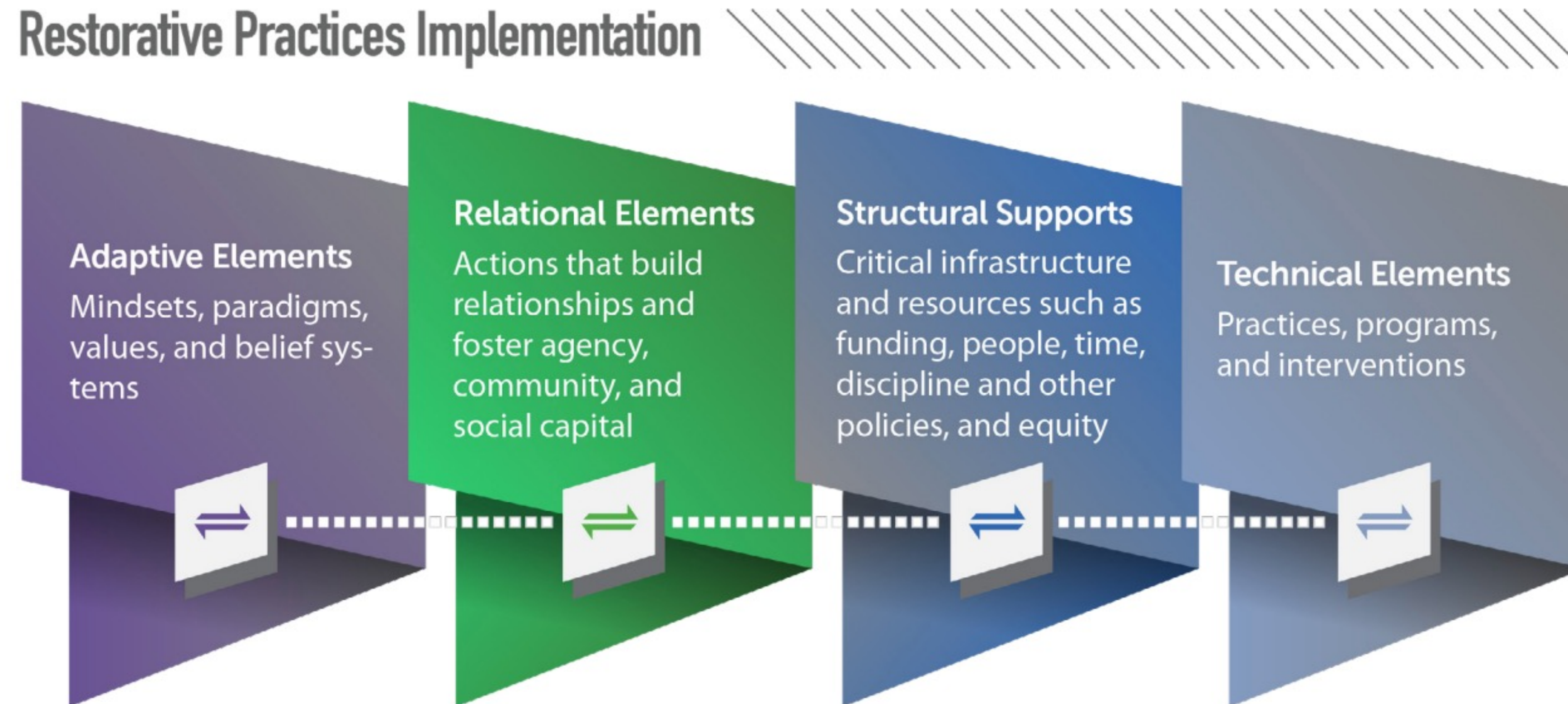
Restorative Justice

| Traditional | Restorative |
|---|------------------------------------|
| What was the rule or law that was broken? | What happened? |
| Who did it? | Who was affected? How? |
| What is the punishment? | What is needed to repair the harm? |

Restorative Practices as a Paradigm

| | Traditional Education | Restorative Practices |
|-------------|--|--|
| Paradigm | Academic learning and success are paramount. Relationship-building practices detract from them. | Learning cannot exist without meaningful relationships and strong communities; strong relationships are the conditions for learning and academics. |
| Safety | Fear-based, reactive: Safety comes when those who cause harm are pushed out. | Proactive: Everyone has a voice and a connection to someone, and all identities are honored; communities are safe when those who cause harm are held accountable and reintegrated, and the community is made whole again. |
| Time | Instructional time is the top priority; anything that takes time away from academic learning (conflict, misbehavior) is a problem. | Relationship building proactively manages misbehavior and conflict, creating strongly favorable conditions for academics; responding to behavior and engaging in conflict are not distractions from learning but opportunities for learning. |
| Power | Power over: Power is held over students. | Power among: Power is shared among teacher and students. |
| Teaching | Sage on the stage: The teacher takes up the most space in the room. | Guide on the side: The teacher facilitates spaces for collaborative learning; students are “mutual experts” in their education. |
| Discipline | Punishment | Repair, restoration, accountability, and reconnection with the larger community |
| Misbehavior | Infractions of school rules | Harm to relationships |

The Elements of Restorative Practices



Adaptive Elements



Relational Elements



Image by Tim Mossholder

**Actions that build
relationships and foster
agency, community, and
social capital**

Structural Elements

Critical infrastructure and resources such as funding, people, time, discipline and other policies, and equity

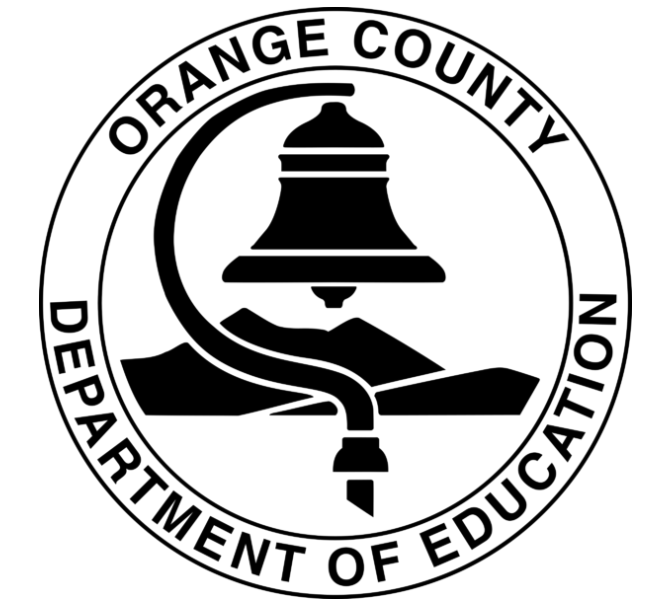


Image by Sincerely Media

A Conversation with California Practitioners



Sandra Azevedo, Coordinator of Continuous Improvement, Butte County Office of Education



Toby Espley, Restorative Practices Coordinator, Orange County Department of Education Learning Support Services

Q&A



Thank you for joining us.
