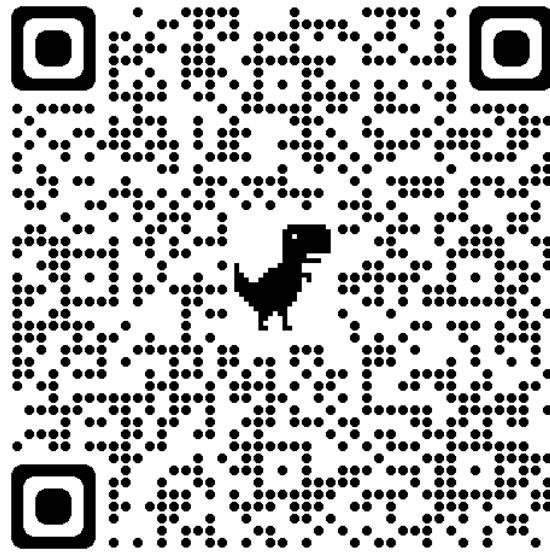



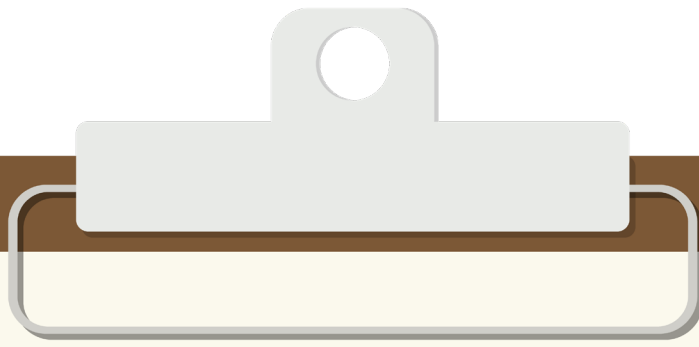
It's Not Fair: Restorative Justice in K-12 Classrooms

Participant Workbook

Friday February 17th
Alexandra May (M.Ed)
CCTCA 2023




link to presentation slide deck



Social Contract

share a requirement for your own psychological safety and track those of the group

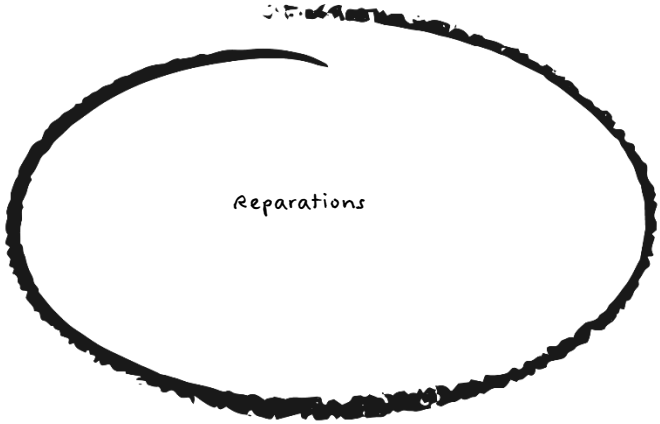
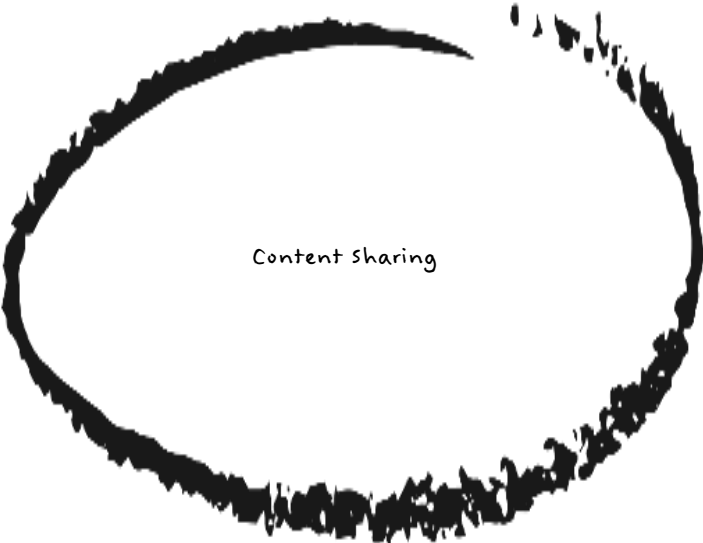


Check your Privilege



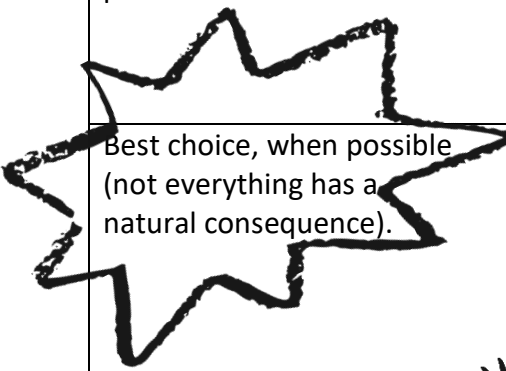
Not on the main page?
What/who exists in the
margins? Who has been
erased entirely? WHY?

Circles! What are they good for? (Absolutely everything)

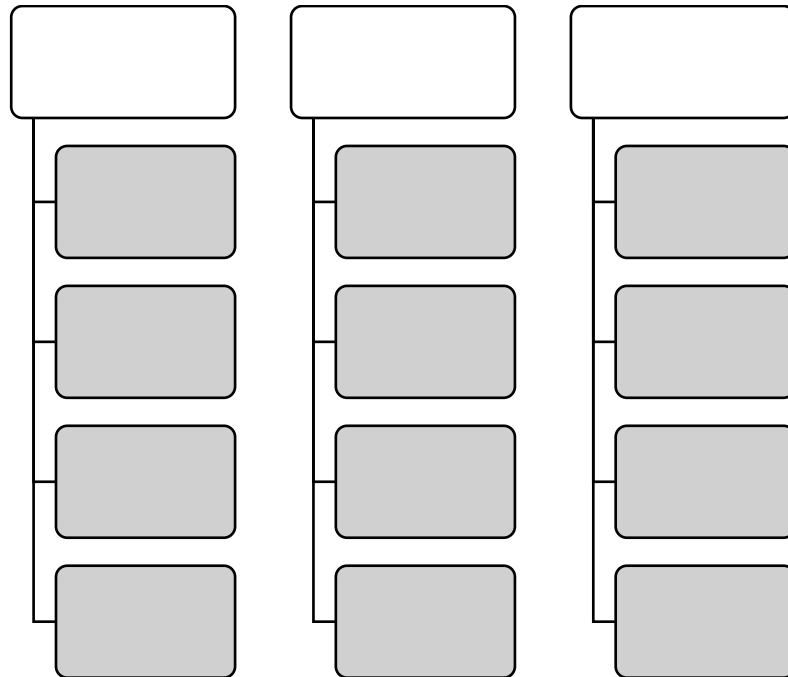
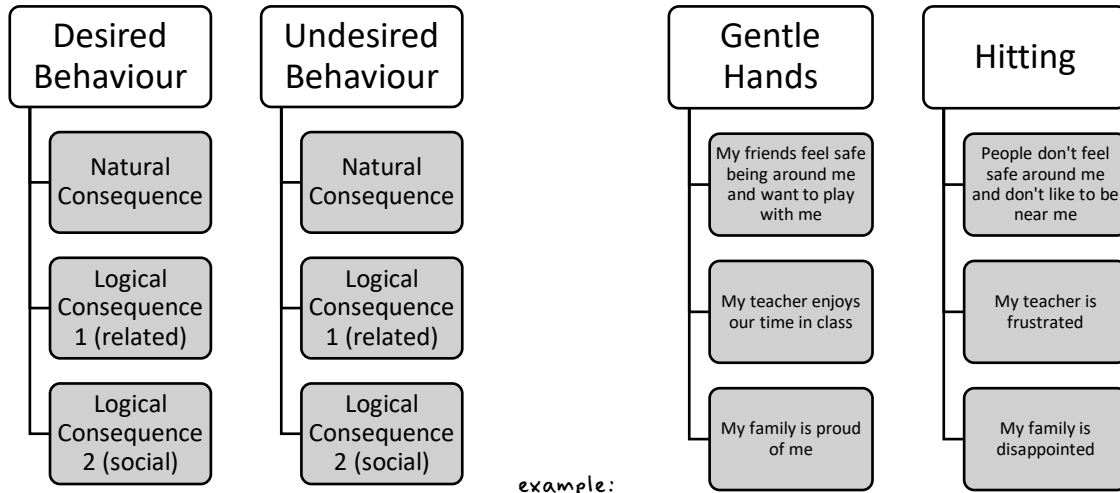


Consequence Cheat sheet

Natural Consequences	Logical Consequences	Punishment
<p>Happen automatically, are not decided on or imposed by a person.</p>	<p>Imposed by a person, directly related to the 'offense' and/or the place or materials of the 'offense'.</p>	<p>Imposed by a person, unrelated to the 'offense'</p> <p>Disproportionate to the 'offense', sometimes worse than the offense.</p>
<p>Best choice, when possible (not everything has a natural consequence).</p>	<p>Best choice when natural consequences are unavailable, made clear prior to the offense, preferably agreed-upon all involved parties.</p> <p>* Logical consequences, when imposed or communicated in anger or spirit of punishment, become punishment (thus ineffective).</p>	<p>Ineffective, produce more negative behaviour, create power struggles and disconnection.</p>
<p>Example: When you skip school, you miss learning the content, and the opportunity to understand it with your peers.</p>	<p>Example: When you waste time in <i>unpreferred period</i> we will have to make up the lost time later, which will shorten <i>preferred period</i>.</p>	<p>Example: You threw a pencil at <i>other student</i>. Now you have to go to the principal's office.</p>
<p>Example: When you hit your peers, they will not feel safe spending time with you and will avoid you.</p>	<p>Example: You hurt other student when <i>offense</i>. You will ask them how you will repair the damage and prevent it from happening again.</p>	<p>Example: You missed class so many times you will now be suspended.</p>



Making Consequences Visible



“When you choose this action you are also choosing these consequences”

Retain agency through choice, eliminate power through externalization

Add flows as necessary for the complexity of the behaviours. Sometimes an option to ‘do nothing’ instead of just ‘desired’ and ‘undesired’ behaviours are a middle-ground option for many students.

Inquiry for the person who caused harm

- Tell me what happened.
- What were you thinking at the time?
- Is there anything else you want to tell me?
- Who do you think has been affected by what you did?
- How were they affected?
- What do you think you can do to make things right?
- How can we work together to prevent this from happening again?

Adapted from the International Institute for Restorative Practices

Inquiry for the person harmed

- Tell me what happened.
- What did you think when you realized what had happened?
- What impact has this incident had on you?
- Was anyone else affected? In what ways?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
- If that happens, do you think this will feel resolved for you?

Adapted from the International Institute for Restorative Practices

A Framework for Apologizing

Violations of trust and of social contracts are an inevitable part of belonging to a community/society. Using apologies EFFECTIVELY is an important step towards restoration and reparation. Here are six evidence-based elements of effective apologies:

1. Expression of regret:

2. Explanation of what went wrong:

3. Acknowledgment of responsibility:

4. Declaration of repentance:

5. Offer of repair:

6. Request for forgiveness:

Indigenize Your Classroom



Siksika ("Blackfoot") tipis. Photo from [Siksika Nation](#).

[Could the Blackfoot Wisdom that Inspired Maslow Guide Us Now?](#)

(Teju Ravilochan, 2021)

[Potlatch as Pedagogy](#)

(Davidson and Davidson, 2018)

[Waji Wah! Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education](#)

(Chrona, 2022)

Recommended Resources

Div I

- [The Rabbit Listened](#) (Cori Doerrfeld)
- [Enemy Pie](#) (Derek Munson)
- [Dragon Was Terrible](#) (Kelly Dipucchio and Greg Pizzoli)
- [Counting on Community](#) (Innosanto Nagara)
- [Wally & Freya](#) (Lindsey Pointer)

Div II

- [Making it Right: Building Peace, Settling Conflict](#) (Peters, 2016)
- [Restorative Practices](#) Alberta Ed
- [Guidelines for Empowering Children and Youth as Peacebuilders](#) (World Vision)

Div III & IV

- [Restorative Justice](#) Government of Canada
- [Toolkit for restoring justice](#) Learning for Justice
- [Making it Right: Building Peace, Settling Conflict](#) (Peters, 2016)
- [Restorative Practices](#) Alberta Ed

For Grown-Ups

- [Ways to Implement Restorative Practices in the Classroom](#) EdWeek
- [Building Accountable Communities](#) Barnard Center for Research on Women
- [The neuroscience of restorative justice](#) TED
- [Repairing our schools through restorative justice](#) TEDx
- [The Social Justice Centre](#) Kwantlen Polytechnic University
- [Hacking School Discipline](#) (Maynard, Weinstein, 2020)
- [Grading for Equity](#) (Feldman, 2019)
- [Is everyone really equal?](#) (Sensoy, DiAngelo, 2017)
- [Creating an Inclusive Classroom](#) MIT Teaching + Learning Lab

