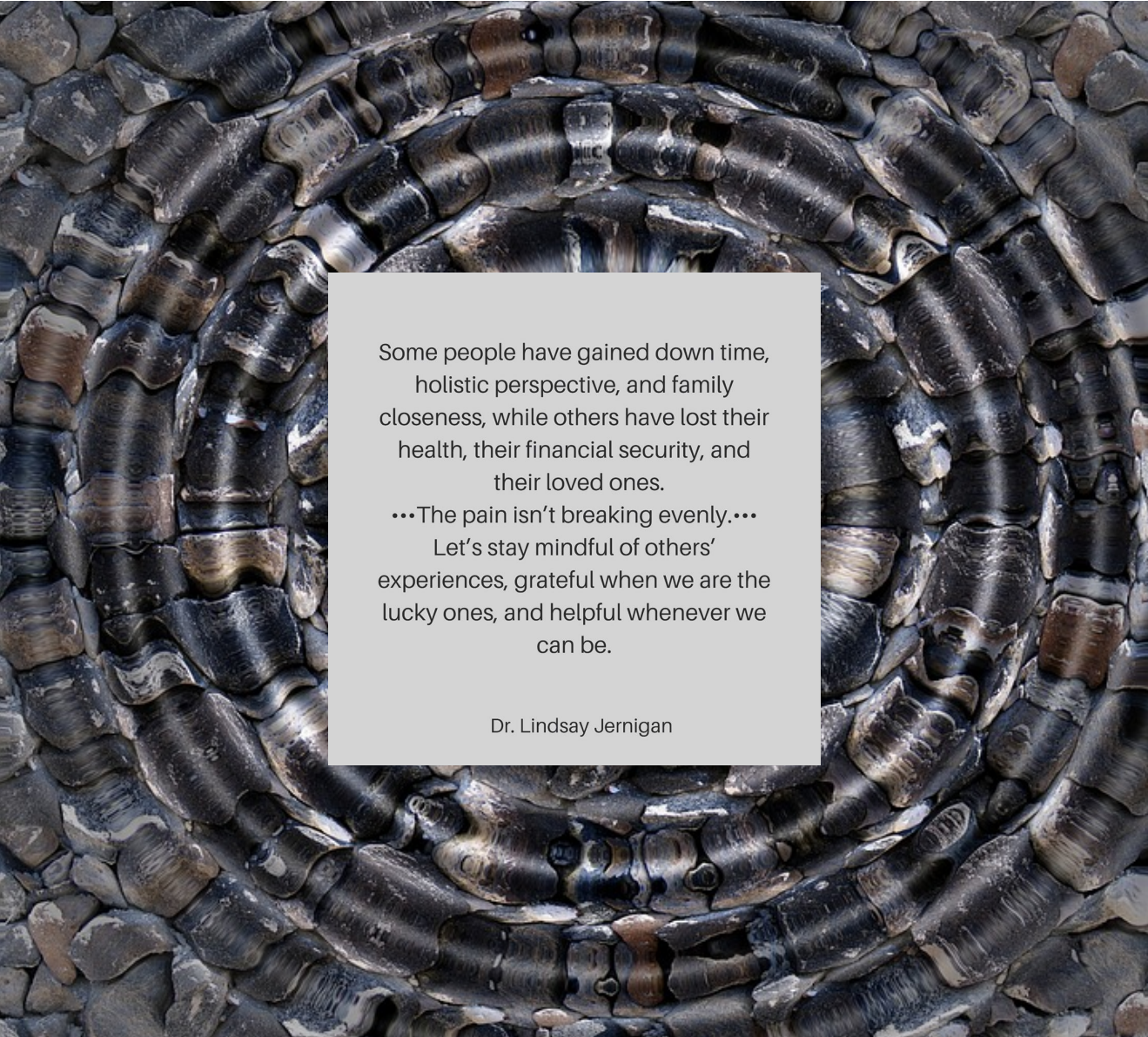


Applying Restorative Principles to Teaching and Learning during COVID-19

Jon Kidde 5/14/2020



Some people have gained down time,
holistic perspective, and family
closeness, while others have lost their
health, their financial security, and
their loved ones.

...The pain isn't breaking evenly...

Let's stay mindful of others'
experiences, grateful when we are the
lucky ones, and helpful whenever we
can be.

Dr. Lindsay Jernigan

Check-in and Connections

Opening on-line

- We are going to breakup into groups of 4 people to get aquatinted with people on Zoom.
- In those groups, introduce yourself and respond to the questions broadcasted.
- You'll have 8 minutes for the two questions. I'll then invite you back.



Applying Restorative Principles to Teaching and Learning during COVID-19

Remind ourselves of principles and practices that form a restorative approach

Explore resources and practice that intend to support the application of restorative approaches during school building closure

Examine what works and what does not

Identify one or more action steps to enhance application of restorative approaches

Close

Restorative Approaches

Core take aways

- Restorative Approaches are based on values and principles—ever-present in humanity.
- If the values and principles are not applied, the practices will not work.
- When we express these values and principles from the start in relationship and community building, we establish partnership rather than dominance.
- We can then apply them when there are unmet needs and people have been harmed.



Exploring Key Elements and Principles of Restorative Approaches

Tapping into what you know

- We are going to look at 6 slides
- There is one question for each slide.
- You're invited to write responses to the question or important questions you have about the content in the chat box



Balance in the Process

- Underlying all restorative approaches is the importance of relationship. This graphic shows the balance that exists in the restorative approach. The belief is that when we spend adequate time in each quadrant we are more effective in our learning, problem solving, and collaboration. This applies to meetings, circles, conversations and pedagogy.

What are you doing now to Get Acquainted and Build Understanding and Trust—with staff, with students, with families?



What does it look like?

A whole-school restorative approach is not just about doing processes or practices. It is a philosophy, a way of being. It changes how people relate to one another. Importantly, it applies throughout MTSS.

- Tier I (Universal): At the foundation of a whole-school restorative approach are practices and processes designed to build community, create a healthy school climate, and develop social and emotional skills. We do this with ALL.
- Tier II (Targeted): When things go wrong, the restorative approach is to focus on repairing relationships—rather than the rule that was broken. We do this with SOME.
- Tier III (Reintegrative): When individuals are disengaged and excluded from the community, a restorative approach intentionally seeks to welcome and facilitate belonging and engagement. We do this with FEW.

Right now, ALL are disengaged from the community. What ideas do you have to welcome and facilitate belonging with members of your school's community?



Exploring Relationships

- Intentionally creating space and time for people in a community to get to know one another is a first step of understanding one another and building trust. This helps to build, deepen, and support healthy relationships and community; it develops the capacity for empathy and social- emotional learning; it helps foster a desire for empathy.

What are some things you might see, hear, or feel if this principle was applied well?

Meaningful Engagement

- Trust and respect are elements that facilitate meaningful engagement. Without trust and respect, people do not feel safe enough to engage authentically. Trust is built; trust builds trust. Respect is treating other people how they want to be treated. To respect others, you need to get to know them and listen to them. This creates emotional and physical safety that allows people to engage.

What are some examples of how you can promote trust and respect?

Agency/ Choice/ Collaborative Decision-Making

- People choose to participate in restorative practices and people choose how they participate in them, so as long as their choices do not infringe on someone else's safety or ability to participate, a person may choose to listen and not speak in a restorative process or practice. When all members have a meaningful role in a decision-making community, culture is co- created. Collaborative decision-making promotes and strengthens a sense of belonging and mutual responsibility for the well-being of all. The phrase “nothing about us without us” sums it up. This is challenging; it requires those with decision-making authority to use that authority differently.

What are shifts you can make or have made to promote individual agency and choice?

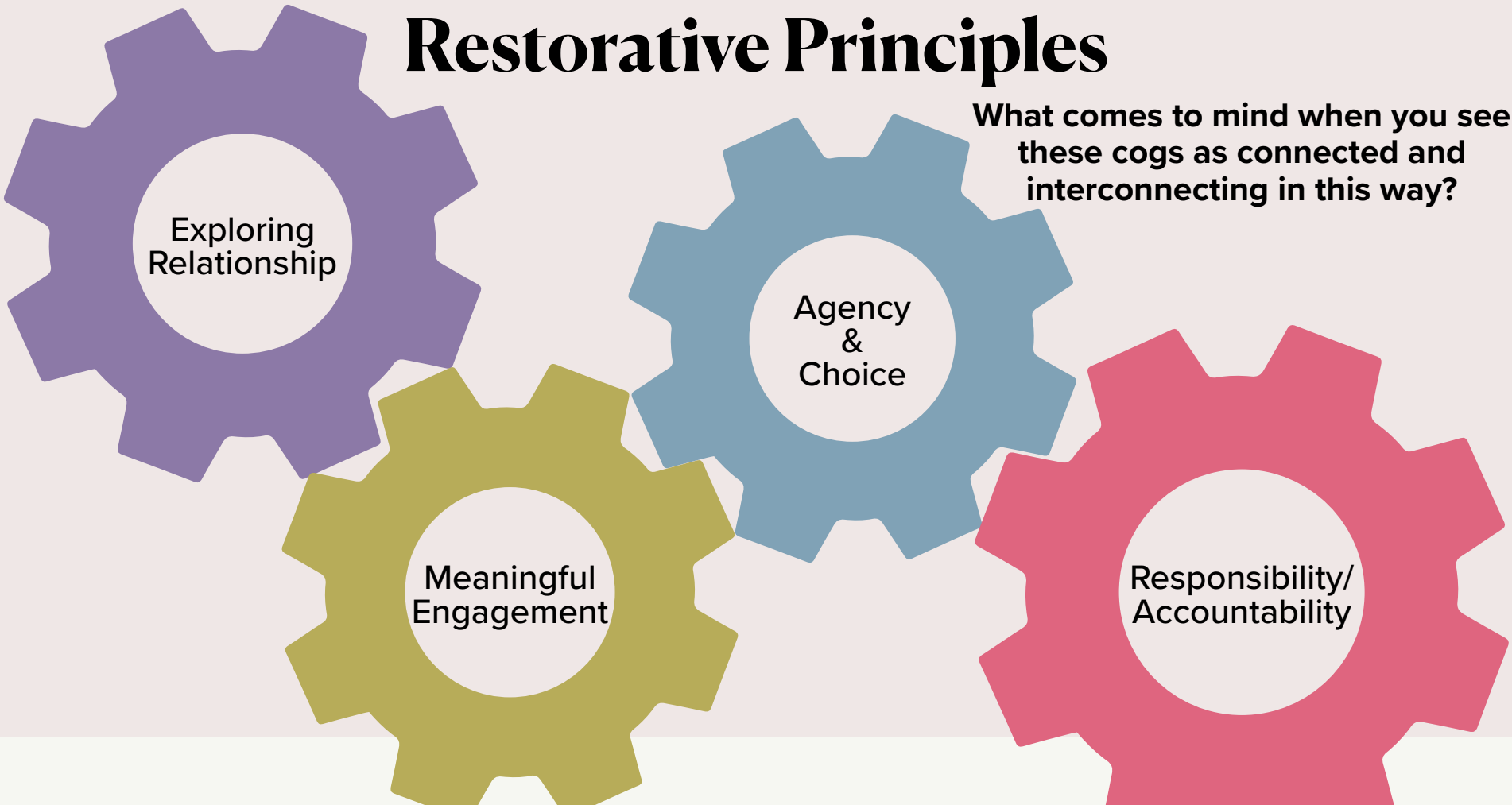
Active Responsibility / Accountability

- Consequences are often punitive and passive; they typically do not expect any active effort. Active responsibility is different. Active responsibility requires an understanding of the harms and needs and addressing them by following through with an agreement. Restorative practices foster internal motivation to take responsibility rather than rely on external coercion and exclusion. Taking responsibility for one's actions is a requirement for the restorative response.

What is different about how accountability is described here as compared to conventional accountability?

Restorative Principles

What comes to mind when you see these cogs as connected and interconnecting in this way?



Exploring
Relationship

Agency
&
Choice

Meaningful
Engagement

Responsibility/
Accountability

Supporting Holistic Restorative Approaches to Learning During School Building Closure

Pulling it together for the now

- We will review a few resources in the document in the full group
- In breakout groups you will be prompted to discuss (1) reactions to the document and (2) What else you have found to be especially useful during school building closure?
- Your invited to share them here: PollEv.com/jonkidde587

Supporting Holistic Restorative Approaches to Learning During School Building Closure

This document is an evolving resource for SU/SD/schools' restorative approaches and leadership teams. It was initiated by the Vermont Restorative Approaches Collaborative ([VTRAC](#)) with additional support from a Vermont Department of Health, Division of Alcohol and Substance Abuse Programs grant. We invite you to compare your SU/SD/school's approach and resources with what is offered here and make constructive suggestions to your leadership and colleagues. If you need support making such recommendations, please contact us at info@vtrac.org. This document is a working document; please provide [feedback on this form](#) to let us know what is missing and what you found useful.

As educators, students, and families around the state and world struggle to meet the challenges of Teaching and Learning in COVID-19, a holistic restorative approach to education becomes even more important. By applying restorative principles and trauma-informed, equity-based practices to our online interactions, we increase everyone's capacity to learn while tending to our wellbeing. This document was created to encourage educational institutions to apply the following principles:

- Relationship
- Engagement / Inclusion
- Choice / Agency
- Mindfulness
- Respect
- Responsibility / Accountability
- Equity
- Humor (don't forget it--we did!)

Consider establishing principles to guide teaching and learning in a time of Covid-19. Try and have restorative principles, such as above, inform your school's work. Here's [an example from Lamoille Union High School](#).

Start with Connection & Belonging

Because human beings are wired for connection, the absence of it makes learning (and everything) more difficult. Students, families, colleagues, and leaders all need time to slow down the virtual world and connect before jumping into learning or working together. Create the conditions for meaningful engagement; avoid a compliance orientation. Here are a few examples:

- [10 Tips for Restorative Leading and Teaching in the Virtual World](#)
- [Emotional Weather Report](#)
- "Our Shared Humanity" RAC weekly check-in
- [Online Support Circle](#) by Kay Pranis
- [Check-ins & Check-outs](#)
- [Roses and Thorns](#) by Alex Venet
- [Virtual Circle Visual Resource](#)

🖥️ When poll is active, respond at **PollEv.com/jonkidde587**

📱 Text **JONKIDDE587** to **22333** once to join

Summarize your group's reaction to the document. What do you find useful? What guidance and/or resources are you hoping to find, but did not?

Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app

🖥️ When poll is active, respond at **PollEv.com/jonkidde587**

📱 Text **JONKIDDE587** to **22333** once to join



What guidance and/or resources have you found especially helpful during school building closure?

Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app

Closing

- In as few words as possible...
What is one thought, feeling, or action you'd like to express?
 - Go to: PolleEv.com/jonkidde587
- OR
- text JONKIDDE587 to 22333 to join the session, then text a response.







When poll is active, respond at **PollEv.com/jonkidde587**


Text **JONKIDDE587** to **22333** once to join

**In as few words as possible... What is one thought, feeling,
or action you'd like to express?**



Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app



A close-up photograph of a dark, textured surface, possibly a fossilized skull or a piece of ancient wood, with a central white box containing text.

This is going to be a journey
of daily ups and downs.
When you're down, reach
out. When you're up, lift
someone. Together we can
flatten the emotional curve.

Dr. Lindsay Jernigan