



RESOURCES

TITLE | RESTORATIVE PRACTICES

CATEGORY | Garden Educator Training

SUB-CATEGORY | Learning & Teaching Outdoors

OVERVIEW | This document outlines a Restorative Practices training for garden educators. Education Outside partnered with the San Francisco Unified School District (SFUSD) to lead this training. We suggest contacting someone in your school district or city to see if they can lead a training on Restorative Practices. If this is not possible, we suggest using the training resources listed as a starting point for discussions.

.....

Training Rationale:

The San Francisco Unified School District Board of Education adopted resolutions to support full implementation of Restorative Practices at all schools in the district in an effort to shift approaches to disruptive student behavior and decrease suspensions. It was essential to provide training in Restorative Practices to Education Outside garden educators who worked within the district in order for them to maintain continuity with school and district culture, and we found the framework to be an effective tool to use in the outdoor classroom to support positive student behavior. If your school or school district uses an alternative framework to support social emotional learning and positive responses to disruptive student behavior, adjust this training accordingly.

Suggested Time of Year:

September/October

This training is related to the following additional *Learning and Teaching Outdoors* trainings: **Building a Foundation for Effective Classroom Management, Behavior Management, Trauma Informed Practices**. It is also related to the Diversity Equity and Inclusion trainings, available in *Leadership for Community Engagement* linked in the Table of Contents. We recommend leading separate trainings for each of these topics, allowing educators to build on the knowledge gained in each. Please see the *Training Calendar Scope and Sequence*, available in the Table of Contents, for a recommended scope and sequence for these interrelated trainings.

Suggested Workshop Length:

2 hrs

Training Objective:

Educators will learn the principles of Restorative Practices and understand the benefits of using Restorative Practices with students. They will learn and practice proactive and responsive techniques, including affective statements, community building circles, and restorative conversations.



Training Overview:

SFUSD defines Restorative Practices as “a movement based on principles and processes that emphasize the importance of positive relationships as central to building community and repairing relationships when harm has occurred.”¹ Restorative Practices include proactive techniques that help prevent harm and conflict as well as interventions when harm has happened. A brief summary of some of the techniques to review during this training is listed below. SFUSD has also outlined these techniques in their Restorative Practices Overview.²

We suggest providing an overview of these techniques using the SFUSD resources cited, with ample time to practice the techniques, as described in the activity ideas section.

- Proactive Techniques: Building Relationships

- The Social Discipline Window: “The underlying premise of Restorative Practices rests with the belief that people will make positive changes when those in positions of authority do things *with* them rather than *to* them or *for* them.”³
- Affective Statements: State what you are feeling or how you are affected, identify the action or behavior you are responding to, and identify your need.⁴ Example: “I feel worried that you are going to hurt yourself when you use two shovels at once. Please use one shovel at a time.”
- Community Circles: Intentional process that helps bring people together and build relationships. Circles follow a specified format and adhere to core values that foster community. The SFUSD resources provide an extensive overview and planning guide.⁴

- Responsive Techniques: Restoring Relationships & Community After Harm

- Restorative Conversations: Restorative conversations provide a space for everyone to authentically listen and be heard. The focus of the conversation is the situation or action that caused harm, the effect that it had on others or the community, and the things that need to happen in order to repair the harm. Teachers can facilitate this conversation between students, or these conversations can happen between two students or between a teacher and a student. SFUSD has comprehensive guides to restorative conversations on their website.⁵ They also have Restorative Practices postcards with sample scripts that can be used as quick reference guides to restorative conversations.⁶
- Responsive Circles: Responsive circles are similar to community circles in format, but are used when issues such as bullying, harassment, patterns of disruptive behavior, or other issues need to be addressed with the entire class. Like restorative conversations, they allow time for everyone to discuss what has happened, who has been affected, and what needs to be done to repair the harm. SFUSD has sample scripts and example scenarios that can be used to model what a responsive circle might look like.⁵

Activity Ideas:

- To better understand the “Social Discipline Window,” have educators form small groups to review the seven teaching-style scenarios described in Chapter 2 of *Rethinking Classroom Management*.⁸ Ask them to read through each scenario and determine where in the social discipline window each scenario falls.
- Practice a Community Circle as a full group, using the guidelines provided by SFUSD. If time allows, have different participants play the role of circle keeper and practice different opening and closing questions.⁵
- Give educators time to practice using affective statements in small groups. SFUSD has several resources on their website that can be incorporated into this activity.⁵
- Give educators time to practice restorative conversations in response to various scenarios.
- SFUSD’s Restorative Practice Scenarios document is a good starting point for framing the activities listed above.⁷

Assessing Understanding:

- Exit Ticket: Ask educators to describe what proactive Restorative Practices techniques they plan to implement in their outdoor classrooms. Also ask them to identify a time when they might have a restorative conversation with students and what questions they would ask to guide the conversation.

.....

- *Education Outside's Best Practices for Teaching*, available in the Table of Contents, includes sections on behavior management and relationships. We suggest using the Best Practices Rubric as a tool during lesson observations to assess whether or not the educator is using Restorative Practices when interacting with students.

Training Resources:

1. *SFUSD Restorative Practices Definition*. Retrieved May 1, 2019, from <https://www.healthiersf.org/RestorativePractices/Resources/documents/Restorative%20Practices%20Framework/RP%20Definition%20and%20SFUSD%20%20Mission%20Statement.pdf>
2. *SFUSD Restorative Practices Overview*. Retrieved May 1, 2019, from <https://www.healthiersf.org/RestorativePractices/Resources/documents/Range%20of%20Restorative%20Practices/Range%20of%20Practices%20Overview.pdf>
3. *SFUSD Social Discipline Window*. Retrieved May 1, 2019, from <https://www.healthiersf.org/RestorativePractices/Resources/documents/Restorative%20Practices%20Framework/Social%20Discipline%20Window.pdf>
4. *SFUSD Restorative Practices, Building and Sustaining Community*. Retrieved May 1, 2019, from <https://www.healthiersf.org/RestorativePractices/Resources/index.php#community>
5. *SFUSD Restorative Practices, Repairing Relationships and Restoring Community*. Retrieved May 1, 2019, from <https://www.healthiersf.org/RestorativePractices/Resources/index.php#dialogue>
6. *SFUSD Restorative Practices Question Guide Postcards*. Retrieved May 1, 2019, from <https://www.healthiersf.org/RestorativePractices/Resources/documents/RP%20outreach%20materials/RP%20Posters%20and%20Card-%20English/RP%20Questions%20Card.%202015.pdf>
7. *SFUSD Restorative Practices Application Scenarios*. Retrieved May 1, 2019, from <https://www.healthiersf.org/RestorativePractices/Resources/documents/Range%20of%20Restorative%20Practices/Restorative%20Practices%20Application%20Scenario.pdf>
8. Sequeira Belvel, P. (2010). *Rethinking Classroom Management*. California: Corwin.