



# THE INSTITUTE *for* RESTORATIVE JUSTICE *and* RESTORATIVE DIALOGUE

## **Restorative Discipline Training for Leadership Response Teams**

**“Changing Adult Behavior is Probably the Hardest Part About Implementing Restorative Justice in Schools. At Oakland Unified We Have a Saying...’We Do Discipline One Adult at a Time”**

Whole School Implementation is a task for a team of key stakeholders in a school who are charged with the execution of Restorative Discipline (RD) Practice for the campus. These stakeholders must begin by building a healthy community for themselves to ensure accountability, fidelity and support for one another. The team ideally reflects diversity in responsibilities at all levels, gender, race/ethnicity and belief systems to address the complexity of implementation.

This training focuses on school community building practices that holistically steer the school’s implementation through the exchange of critical ideas and strategies. Building the base with restorative processes creates a clear understanding of the school’s direction and responsibilities to address the many levels of application, need for professional development, individual teacher support and training, code of conduct review, evidence based planning, as well as parent and student involvement.

This workshop will address four core areas:

### **Paradigm Shift – Moving from a Punitive to a Relational Model**

- Shifting from a punitive to a relational model.
- Recognizing the opportunities to interdependently practice RD within diverse settings, grade levels, and variable community contexts.
- Understanding the change process from rigid rules to human relationships for school personnel and the whole school campus climate.
- Understanding the level of fit between Restorative Discipline/Restorative Practices and existing behavior management systems.

### **Circle Process**

- Understanding the historical values and foundations of Restorative Discipline/Restorative Practices
- Translating the significance of the essential circle components
- Practicing circle development for different purposes (Community Building, Problem Solving, Teaching Academics, Faculty Meetings, Peer-Led Leadership)
- Practicing respect agreement circles to build relational and operational guidelines for the Leadership Response Team.

### **Implementation Planning**

- Developing the role of the leadership team to create and execute an implementation plan for the school
- Evaluating readiness on the campus to guide implementation
- Strategizing to create sustainable processes
- Utilizing data trends proactively
- Collaborating with key stakeholders on and off of campus

### **Transition from Teacher Resistance to Resilience: Techniques for De-escalation**

- Understanding the teachers' context including manifestations of resistance.
- Working with diversity in teacher attitudes to manage the systemic change process at the individual level
- Understanding the C-LARA approach to managing difficult dialogues with teachers.
- Practicing the C-LARA approach in resistance-generating fact situations with teachers about Restorative Discipline/Restorative Practices.

This training includes a handbook of materials to assist learning.