

GHPS Restorative Practices Action Plan 2017 – Term 2

Committed teachers, caring students, connected communities

Our vision is to optimise student learning growth across all curriculum areas and levels of ability, enhance the leadership profile and strengthen instructional and shared leadership aligned to the high performance culture of the school.

Discussion of Values and Learning Opportunities

Community Circle weekly focus questions: Responsibility and Teamwork:

1. **Week 1:** Discuss and class display selected Teamwork Quotes.
2. **Possible questions about Responsibility:**
 - **Week 2:** What is responsibility? Where do you see responsibility working?
 - **Week 3:** Why is responsibility important? What might happen if you are not responsible?
 - **Week 4:** When have you been responsible? Did it lead to a better outcome/result?
 - **Week 5:** How can you be more responsible? What exactly do YOU need to work on to achieve this?
 - **Week 6:** To whom do you need to be responsible and why? What have you learnt about responsibility?
3. **Possible questions about Teamwork:** Discuss a team work quote each week. **Team work quotes are at the end of this document.**
 - ✚ **Week 7:** What is team work? What do you need to do to improve your team skills?
 - ✚ **Week 8:** Why is team work important? Who is more important; you or your team?
 - ✚ **Week 9:** How does team work work? Do we achieve more with team work?
 - ✚ **Week 10:** Are you a good team player? When have been a good team player in the last two weeks?
 - ✚ **Week 11:** Do you need to improve your team skills? What have you learnt about team work?

School Community (including professional learning & collegiate observations)

- Uploading of current Restorative Practices through Real Schools information packages and developments on new school website.
- Two instalments of current information and developments in school newsletter
- **Inclusion of Restorative Practices through Real Schools information in Parent Term Level letters and in the weekly Prep newsletter.**
- **Teachers to participate in Real Schools webinars wherever possible**
- **All class teachers to buddy-up with a mentor to observe them conduct a community circle twice/thrice during the term and to have their mentor observe them run a community circle at least once during the term and provide feedback.**
- **Staff sharing at staff/sub-school meetings of effective high impact community circle and restorative practices experiences, strategies and learning**
 - **Make connections and correlations with current Resilience Project Learning**
- Make conscious consistent efforts to apply consequences for behaviour RESTORATIVELY
- **Are you developing yourself and others to analyse and evaluate behaviour in the PAST, PRESENT and to the FUTURE? It is the latter in which trust and faith must be developed and placed.**
- **Using Individual Behaviour Plans where necessary and determined as having required**

In Home Spaces and the Playground

- Posters with current learning information about Restorative Practices, created by students to be displayed in classrooms, hallways, stairwells/display boards → this term the foci are Responsibility and Teamwork
- Writing wall for students to write feelings/responses to weekly questions/foci/circles is updated regularly
- Continue current displays in classrooms and corridors, which present information each week relating to student responses to community circle focus questions
- Display board space in classrooms for students to post quick note pad page thoughts regarding Responsibility and Teamwork

Programming and Planning

- Regular daily/weekly use of five different circles where necessary and appropriate, documented in Term and weekly planners and in work programs ie: Preparation, Response and Learning, Check-in and Check- out circles
- Evidence of affective statements being used in home spaces and classrooms as a response to poor behaviour choices AND affirmative positive learning/behaviour choices
- Links to Teaching & Learning through Victorian Curriculum being made more explicit in programs and documented in weekly and term planners, including weekly focus questions
- Make links with Personal and Social and Ethical capabilities content of Victorian Curriculum ie: Personal and Social capability curriculum aims to develop knowledge, understanding and skills to enable students to:
 - recognise, understand and evaluate the expression of emotions
 - demonstrate an awareness of their personal qualities and the factors that contribute to resilience
 - develop empathy for and understanding of others and recognise the importance of supporting diversity for a cohesive community → Make connections and correlations with current Resilience Project Learning. Vigorously developing empathy is a vital key to improving student behaviour and their positive and supportive interactions with others.
 - understand how relationships are developed and use interpersonal skills to establish and maintain respectful relationships
- work effectively in teams and develop strategies to manage challenging situations constructively
 - Ethical capabilities aim to:
 - Analyse and evaluate ethical issues, recognising areas of contestability
 - Identify the bases of ethical principles and ethical reasoning
 - Engage with the challenges of managing ethical decision making and action for individuals and groups
 - Cultivate open-mindedness and reasonableness
- Log-in to FUSE links self-contained social stories, as a valuable resource for your class and individual students
- <https://fuse.education.vic.gov.au/>
- Have you been applying consequences restoratively? Are you using the questions as a guide or a script to restoratively process behaviour in the Past, Present and Future?

Supports and further Resources

Assistance is available from School Leaders for development of Classroom Management Plans and selecting a Restorative Practices starting point .	Availability of professional readings to enhance theoretical understandings of Restorative Practices.	Availability of books and DVDs to enhance classroom implementation of Restorative Practices.
Monthly Mentoring sessions with a strong focus on Restorative Practices.	Modelling opportunities are available where you can visit another class to view a peer in action, or have Adam run restorative circles with you in a co-teaching environment.	Availability of Restorative Practices posters and questions cards to support actions and behaviours.
Real Justice Australia http://www.iirp.org/au/	Real Justice International http://www.realjustice.org/	Safer Saner Schools http://www.safersanerschools.org/
Real Schools Monthly Articles/Webinars on Teacher Practice for teacher participation and professional learning.	Real Schools Monthly Articles on Cultural Leadership to be a component of Leadership Team Meetings.	Real Schools Staff Meeting Conversation Starters to be a monthly feature of Staff Meetings.
Real Schools http://www.realschools.com.au	Our follow up video form Day 1 of Professional Learning https://www.youtube.com/watch?v=bFxCuc-DDiE	3-5 minute video of classes doing “ circles “

Team work quotes:

1. "Talent wins games, but teamwork and intelligence win championships." --*Michael Jordan*
2. "Alone we can do so little, together we can do so much." --*Helen Keller*
3. "None of us is as smart as all of us." --*Ken Blanchard*
4. "It takes two flints to make a fire." --*Louisa May Alcott*
5. "Unity is strength. . . when there is teamwork and collaboration, wonderful things can be achieved." --
Mattie Stepanek

6. "Teamwork makes the dream work." - *Bang Gae*
7. "No one can whistle a symphony. It takes a whole orchestra to play it." - *HE Luccock*
8. "Teamwork is the ability to work together toward a common vision." - *Andrew Carnegie*
9. " The nice thing about teamwork is that you always have others on your side." - *Margaret Carty*
10. "With an enthusiastic team you can achieve almost anything" - *Tahir Shah*
11. "Wearing the same shirts doesn't make a team."
12. "Teamwork: Simply stated, it is less me and more we."
13. "T.E.A.M. = Together Everyone Achieves More!"
14. "You don't win with the best talent - you win with the five players who are able to play well together."
15. "Getting good players is easy. Getting them to play together is the hard part." - *Casey Stengel*

