

GHPS Restorative Practices Action Plan 2017 – Term 3

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: Pride : Community support that enhances quality relationships. Encouraging students and building school pride.

Focus questions for Community circles about Pride

1. **Weeks 1 and 2:** What is pride? What does it look like and feel like? → Draw and display diagrams
2. **Week 3:** What is school pride? Why is school pride important?
3. **Week 4:** Where are other places where you can or do experience pride?
4. **Week 5:** What happens when there is not enough pride? Do you think we have enough school /class pride?
5. **Week 6:** Why is important to have pride? How does pride help to build good relationships?
6. **Week 7:** How can we build pride?
7. **Week 8:** What are the necessary ingredients/conditions for pride?
8. **Week 9:** Discuss, share and record when and where pride has been experienced. → large display table/chart to be exhibited outside each class showing this information
9. **Week 10:** How can encourage pride in other people, or in teams/groups of which you are a member?

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 impact**

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 focus **Pride**: Community support that enhances quality relationships. Encouraging students and building school pride.

- **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 **Pride: Community support and building school pride****
- **Display charts/tables for each class showing when and where students experienced pride to be displayed outside each classroom**

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?

<http://safeschoolshub.edu.au/home> (cont. to use)

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 “