

GHPS School – Restorative Practices Action Plan 2017 – Term 1

Committed teachers, caring students, connected communities

Term	Discussion of Values and Learning Opportunities	School Community (including professional learning & collegiate observations)	In Home Spaces and the Playground	Programming and Planning
Term 1 2017	<p>1. The following questions from Term 4 2016 during our School review, may still be worth discussing, as they provide information re GHPS teaching and learning cultures and some student written responses may need to be obtained:</p> <ul style="list-style-type: none"> - What is great about our school? - What is great about our teachers? - What can we do better? - What can my teachers do better? - What is good about my teacher? <p>The thinking and responses to these above questions needs an ongoing approach, not just a one-off target lesson. Also please note that your students won't know you as well as they will, in Term 1 (unless they have had you before), so the teacher questions here will require some time and work.</p> <p>2. After you have democratically and inclusively formulated your class rules/codes of conduct/behaviour expectations, move on to:</p> <p>Respect Community circles focus questions for each week:</p> <p><u>Weeks 1&2:</u> What is respect and why is it so important? When and where do you need to be respectful?</p> <p><u>Weeks 3&4:</u> What is tolerance and acceptance and why are these important parts of respect? When and where have you shown others tolerance and acceptance?</p> <p>Together with your class, formulate your Class mission statement – some of the 2015&2016 class mission statements have now been moved to GAFE in the Student Wellbeing folder.</p> <p><u>Weeks 5&6:</u> How can you show respect for: Other people's property? Other people's feelings? School rules? Your elders?</p>	<ul style="list-style-type: none"> • 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. • Parent Information evenings, presenting new material: Provide an overview of where 2016 went with Restorative Practices and what is intended to be covered in 2017. Also display and briefly outline the Student Engagement and Inclusion Policy from the school website. • 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 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 community circle and restorative practices experiences, strategies and learning 	<ul style="list-style-type: none"> • Posters with current learning information about Restorative Practices, created by students to be displayed in classrooms, hallways, stairwells/display boards • 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 Respect 	<ul style="list-style-type: none"> • Evidence of sound Restorative Practices knowledge in Classroom Management/Behaviour Expectation Plans and Class Mission Statements. • 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 incorporating weekly proactive circles into the classroom routine. • Affective language used in interactions with students. • Evidence of affective statements being used in home spaces and classrooms as a response to poor 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: <p>Personal and Social capability curriculum aims to develop knowledge, understanding and skills to enable students to:</p> <ul style="list-style-type: none"> • 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 • understand how relationships are developed and use interpersonal skills to establish and maintain respectful relationships • work effectively in teams and develop strategies to

	<p>Weeks 7&8: <u>Self-respect</u> Is it true that if you respect yourself, then others will respect you? What are some of the areas of self-respect? (eg: self-esteem, health, rest and relaxation, diet, exercise, showing others that you value being kind and considerate) Week 9: This week how are you going to show others that you are a good listener, and that you are encouraging, kind and considerate? Why is one of the school's important values: Respect for others and the environment? What have you learnt about respect this term?</p>			<p>manage challenging situations constructively.</p> <p>Ethical capabilities aim to:</p> <ul style="list-style-type: none"> 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. <p>→ 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/</p> <ul style="list-style-type: none"> 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).
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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	Our follow up video form Day 1 of Professional	3-5 minute video of classes doing “ circles “

http://www.realschools.com.au	Learning https://www.youtube.com/watch?v=bFxCuc-DDiE	
Reward ideas for 1 behaviour		

To build community and relationships, by incorporating weekly proactive circles into the classroom routine. During circles, participants sit in a circle, with no physical barriers. Use a sequential go-around in which each participant shares a thought, feeling, or experience related to the topic **under discussion**, sometimes passing a “talking piece” to indicate whose turn it is to speak. Circles provide opportunities for students to build trust, mutual understanding, and shared values and behaviors. For the circles, **teachers may use topics** drawn from problems or behaviors they’re **seeing in their own** classrooms, or focus on issues the PLT or leadership team wants addressed school wide, such as name calling, fighting, or thoughtlessness.