

GHPS School – Restorative Practices Action Plan 2016
Committed teachers, caring students, connected communities

Term	Discussion of Values and Learning Opportunities	School Community	In Home Spaces and the Playground	Programming and Planning
<p>Term 1 2016</p>	<p>The following questions from Term 4 2015, still need to be discussed, re GHPS teaching and learning cultures and some student written responses will need to be obtained:</p> <ul style="list-style-type: none"> - What is great about our school? - What is really 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.</p> <p>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>Respect Community circles focus questions for each week: <u>Weeks 1&2:</u> What is respect and why is it so important? When and where do you need to be respectful? <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? Together with your class, formulate your Class mission statement – some of the 2015 class mission statements are on the</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 evening, presenting new material – different from previous two sessions. 	<ul style="list-style-type: none"> • Posters with current learning information about Real Schools 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 Plans. • Evidence of incorporating weekly proactive circles into the classroom routine. • Regular daily/weekly use of five different circles where necessary and appropriate • Links to Teaching & Learning through AusVELS being made more explicit in programs and documented in weekly and term planners, including weekly focus questions • Make links with Interpersonal Development and Personal Learning content of AusVELS • Gather and analyse data to establish how well you know your class and to devise strategies as to how to best cater for the issues currently in your class • http://safeschoolshub.edu.au/home (cont. to use).

	<p>S-drive in the Real Schools 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> <p><u>Weeks 7&8: Self-respect</u></p> <p>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)</p> <p><u>Week 9:</u> This week how are you going to show others that you are a good listener, and that you are encouraging, kind and considerate?</p> <p>Why is one of the school's important values: Respect for others and the environment?</p> <p>What have you learnt about respect this term?</p>			
<p>Term 2</p>	<p>1. Professional Learning with Adam:</p> <p>* Tuesday 17th May The RP "crash course" for your new staff.</p> <p>* Tuesday 31st May Whole day working with teachers in class.</p> <p>* Tuesday 21st June Conflict, student behaviour, restorative questioning and reaching difficult kids (including that Traits/Behaviours component) for the whole staff.</p> <p><u>Responsibility and Teamwork:</u></p> <p>1. Discuss and class display selected Teamwork Quotes.</p> <p>2. Possible questions about Responsibility:</p> <ul style="list-style-type: none"> ➢ What is responsibility? ➢ Why is responsibility important? What might happen if you are not responsible? ➢ When have you been responsible? Did it lead to a 	<ul style="list-style-type: none"> • Parent evening presentation 31/5: "Bully Proofing Your Child" with flyer/video • Uploading of current Restorative Practices through Real Schools information packages and developments on school website. • One feature article 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 	<ul style="list-style-type: none"> • Posters with current learning information about current Restorative Practices initiatives, 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 Responsibility 	<ul style="list-style-type: none"> • Practices knowledge in Classroom Management Plans. • Evidence of incorporating weekly proactive circles into the classroom routine. • Regular daily/weekly use of five different circles where necessary and appropriate • Links to Teaching & Learning through AusVELS being made more explicit in programs and documented in weekly and term planners, including weekly focus questions • Make links with Interpersonal Development and Personal Learning content for AusVELS June report assessments • Gather and analyse data to establish how well you know your class and to devise strategies as to how to best cater for the issues currently in your class • http://safeschoolshub.edu.au/home (cont. to use).

	<p>better outcome /result?</p> <ul style="list-style-type: none"> ➤ How can you be more responsible? ➤ To whom do you need to be responsible? <p>Possible questions about Teamwork:</p> <ul style="list-style-type: none"> ⚡ What is team work? ⚡ Why is team work important? Who is more important; you or your team? ⚡ Discussing a team work quote each week ⚡ How does team work work? ⚡ Are you a good team player? When have been a good team player in the last two weeks? ⚡ Do you need to improve your team skills? 		&Teamwork	
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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 on Teacher Practice to be distributed by Assistant Principal	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 “
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.