

Sabbatical Report 2007

in two parts:

- a) Mentoring/coaching programmes for teachers
- b) Restorative justice programmes for students

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Acknowledgements:

- Inglewood High School Board of Trustees
- Acting Principal in my absence, Lorraine Farrant, and her team of DPs, Karl Signal and Luke Roborgh
- Ministry of Education
- The principals and staff who shared their time and experiences with me - Opotiki College, Whakatane High School, Western Heights High School, Te Awamutu College, Southland Girls' High School, Dargaville High School, Bream Bay College, Hauraki Plains College, Te Kura Kaupapa o Koutu, Te Pi'ipi'inga Kakano Mai i Rangiatea Kura Kaupapa Maori, Massey High School, and Rosehill College.
- Taranaki Restorative Justice Trust
- Transformative Justice Australia
- Education Associates
- The NZ Mentoring Centre
- UNITEC

This is mainly a report for my board of trustees. However, readers are welcome to take anything from it that they find useful for their educational setting.

In this report I have not identified individual schools. All schools willingly answered my questions and shared with me their experiences. However, I have decided to conceal their identities in the event that I have not fully accurately transcribed their responses. If you would like to seek further information about what is written here, I invite you to contact me directly at principal@inglewoodhs.school.nz.

There is a vast amount of knowledge, experience and research regarding these topics and therefore I have only touched elements of each of the focus areas. I have included a list of references for the reader's additional information.

Executive Summary

At first glance, the topics might seem unrelated. However, they both have links to important issues in my school. This is because both purposes support our main aim of student learning and achievement and they do this by working to strengthen relationships.

- a) Effective teaching has the greatest impact on student engagement and achievement (Te Kohahitanga). This depends upon sustained positive and purposeful relationships between all members of the school community. Teachers who are supported in their professional role to be better practitioners have a greater ability to positively influence student achievement. Teachers are professionally supported through coaching and mentoring programmes.

The Link

Adults in schools are keen to build relationships with and between students because they are very aware that this approach has the greatest efficacy in improving student outcomes. Research related to restorative justice suggests that these relationships are put at risk by using punishment in an attempt to change behaviour.

- b) Schools' approach to student misconduct is largely modelled on the western criminal justice system. There is a widespread belief that discipline = punishment = justice, which will change behaviour and achieve compliance. Those affected by the behaviour are excluded from decisions about how to respond. Some schools have begun using different models for addressing student misconduct that focuses on restoring relationships within their school community.

Links to IHS's strategic plan in 2006 when application for my sabbatical was made

Goal 3, NAG 3

"To provide a school climate which attracts the best available staff and promotes high levels of staff performance to support the school's aims, objectives, policies and plans."

Objective 3: Maintain a robust performance management system to build high levels of staff performance.

Prioritising questions:

- Does our current system meet guidelines?
- Are we utilising appraisal to lift teaching standards?
- Does the Board provide a climate which helps retain its best staff?
- Do we meet expectations of staff development tied to school needs?
- Is our induction and beginning teacher programme helpful and sound?

Annual targets:

- A focus on improving teaching
- B budgetary provision for professional development
- C teacher development goals to correspond with school goals

Goal 6, NAG 5

"To have a school climate which promotes and safeguards the physical and emotional well-being of students."

Objective 2: Operate an effective behaviour management system.

Prioritising questions:

- How do we maintain good discipline within a caring environment?
- Are all staff and students aware of expectations and responsibilities?
- Are the rights of students and staff upheld? What specific initiatives are we taking?

Annual targets:

A A range of disciplinary and congratulatory strategies will used to keep high standards.

I discovered that the language and skills of restorative conferencing and coaching/mentoring models has similarities. In both cases the facilitator uses questions to gain information. There are some common features of the questions eg they are designed to elicit data from the other person/people present therefore they tend to be open questions. The questions aim to encourage deep thinking and self-reflection of incidents or professional matters and consideration of ways to act differently in the future. They are both vehicles for the participants to gain insight and direction.

Part a)

Interview questions

- *What type of mentoring or coaching programme do you operate/offer?*
- *How is this programme resourced by schools in terms of personnel, time and money?*
- *How does it link into teacher attestation, professional development and appraisal?*
- *Was overall staff buy-in necessary for the concept, or do staff individually self-refer/are selected?*
- *What outcomes have been identified from this programme? (from greater teacher efficacy to improved student learning)*
- *How are these outcomes measured? How are they sustained?*

Rationale and Background

Coaching and mentoring are not the same, though the differences are subtle and those who coach and those who mentor use similar skills. The terms "mentor" and "coach" are often used interchangeably. Although most references agree there are differences between the two, descriptions of the roles are not uniform. So, since ideas about coaching generally derive from sporting models and mentoring is more often associated with careers, the following definitions may be useful:

Coach: a person who trains, tutors or prepares an individual for improved skill and performance.

Mentor: one who guides and stimulates an individual's reflection and actions for improved personal and professional outcomes.

Mentoring and coaching both:

- Provide one-to-one interaction to achieve personalised learning and growth;
- Cater to individual needs, personal styles and time constraints;
- Can be conducted face to face or from remote locations;
- Complement formal training and educational experiences;
- Process real-life issues, problems and decisions;
- Facilitate access to information and choices about new behaviours and actions;
- Support the achievement of positive outcomes.

Coaching is used when there is a well-defined goal that is based on improving skills and performance. Mentoring is appropriate for career planning, providing general guidance, setting and achieving goals, making decisions or facilitating problem solving.

The terms coaching and mentoring are being used in schools and are most closely associated with programmes supporting new teachers in their first two years. School guidance counsellors should receive regular supervision which is a form of mentoring support for them. I was interested in finding out about other coaching and mentoring approaches in schools and what is offered to practitioners as training for various work settings.

Methodology

I visited secondary schools in NZ to examine how mentoring and coaching programmes for teachers are being implemented. I also completed a five-day certificated course on professional supervision and mentoring from the NZ Mentoring Centre offered through UNITEC. My aim was to investigate what relevance these initiatives have for introduction at Inglewood High School.

Findings

■ 'A' College (I primarily visited this college to investigate restorative practices but asked the DP about teacher mentoring and this was the information she gave me).

The principal runs an 'Aspiring Leaders' group

- there are 2 sessions a term
- occurs during school time
- teacher relief is provided

Speakers are organised or readings are distributed and discussed

■ I chose three secondary schools because they had been inaugural schools in the Te Kotahitanga programme which contains a model of teacher coaching. What follows is a summary from two of the visits.

'B' College

Te Kotahitanga is the foundation, not the umbrella ie it underpins what happens in the school. The focus needs to remain on Maori students. If the programme is for everyone, the Maori students have proven to miss out. If the focus is on Maori students, everyone benefits.

1 FTTE is paid by the MoE. The college has two co-facilitators and they share a teaching class. The facilitation team of three are 0.8, 0.6 and 0.2 release. Under the model, 1 full-time person facilitates for 30 staff.

The school started with teachers opting in to a 3-day hui before the school year started. They did not live in but it was held in the school marae. During this programme teachers consider their experiences regarding Maori students and the facilitators unpack the effective teacher profile. Within this profile, issues such as literacy, Gate and ICT are included.

Classes were chosen by the school. In this college, all year 9 and 10 classes were targeted. Teachers get an observation by a facilitator once a term using the prescribed observation sheet. A feedback session is held in the teacher's non-contact or after school. Then they set a goal for the next term's observation. The same students are observed where possible. This coaching is not a part of the performance appraisal process.

Also once a term, a co-construction meeting is held. At this meeting, all teachers of the same core class meet with the facilitator. They bring their observation sheets. This is being timetabled into the first half hour of the deans meetings as a trial, chaired by the deans and note-taking by the facilitator. The discussion is around learning and a group goal is set. For option teachers the co-construction meetings are held within their department within the department meeting time.

All teachers are encouraged to be involved in the programme but they are not forced to participate.

There was one parent meeting held but few parents attended. Parents are spoken to about Te Kotahitanga when they come to see the principal about other matters and the principal raises it.

NCEA L1 results for Maori students have improved. They are still not at the non-Maori level but the gap is narrowing.

'C' College - phase 4 Te Kotahitanga school

Teacher observation is data driven. A monitoring sheet is used which records the evidence of teaching practice and which provides the means to give targeted support.

Teacher observation is undertaken by a trained team of in-school facilitators. This school has six. This includes the project leader/facilitator (also teaches 2 classes), one DP and the RTLB. Staffing comes from MoE for teacher release as part of the programme. The facilitator chooses five Maori students. They observe the students task behaviour and also what the teacher is doing. Teachers start invariably in the Monitoring and Instruction section of the form, which are under the P: they are traditional practices. Teachers are observed once a term.

Each facilitator has a co-construction group/s which also meet once a term. Teachers can opt in or out of their particular group on an annual basis. These co-construction groups often teach the same class so that individual students can be discussed. There are about five teachers and the facilitator in each co-construction group. These meetings occur within school time with relief and food provided. At the beginning they were after school but this has been changed.

There is also shadow coaching. This occurs when a particular teacher approaches a member of the facilitation group for assistance.

There is no integration with the formal performance management system and the intention is to keep the coaching separate in order to develop a professional community culture.

Student achievement outcomes are improving. The school has a more positive reputation in the community. Te Kotahitanga gave the school the resources and the language for what they were already examining. The main components have been identified as

- relationships
- pedagogy
- culture

Teachers are encouraged to operate in the sphere which is the intersection of all the components. The school believes this programme has changed teacher attitude because teachers now talk to each other about their teaching and teachers are trying to improve their relationships with children.

■ One secondary school was using the ‘Grow’ model as developed by Associate Professor Jan Robertson at the University of Waikato. This model can be the basis for conversations regarding setting professional development goals. It can also provide a focus for a teacher’s plan of action, observation visits and performance appraisal. The school uses this model for teachers who work in pairs. They work together twice a term in this way.

1. Goal Setting	What is to be achieved Topics/focus for session Objectives for session Agree/set professional goals	specific measured
2. Reality Checking	Understand the situation Invite self-assessment Offer specific feedback Avoid/check assumptions Discard irrelevant history	achievable
3. Option Exploration	Discuss the choices Cover range of options Invite suggestions Ensure choices are made	relevant
4. Wrapping Up	Agree and commit to action Identify obstacles Make steps in action plans specific Define timing Agree support from coach/others	timed

■ One school had access to Education Development Initiative money and it was using a literacy professional development programme to connect the whole school. Called 'INSTEP' – In Service Teacher Education Project, this project uses two national facilitators (Trevor McDonald and Christina Thornley, Education Associates Ltd), one regional facilitator who is a senior leader in the school and a number of teacher educators from within the school who have the knowledge, skills and expertise who each coach about five other teachers.

- This coaching programme is departmentally based
- It is not linked into appraisal
- However, teachers can use feedback to link into their appraisal goal/s
- Data is collected – student voice, observations, interviews, work with the advisers
- Each ISTE has a focus person each week (5 people in a group)
- There is a timetabled observation and then a timetabled feedback
- Each term the learner meets individually with the ISTE and with their small group for a discussion of strategies and resource sharing
- The Professional Learning Group of facilitators and ISTE's meet every 5-6 weeks

■ I completed a five-day Professional Mentoring and Supervision Skills course at UNITEC run by the NZ Mentoring Centre. This course aims to enable people to move in to significant coaching, mentoring or supervision roles within their organization or to begin practice as independent coaches, mentors or supervisors. It introduced the concepts of mentoring, coaching and supervision, outlined a range of models for reflective practice, discussed safe practice issues and provided opportunities to develop skills through small group practice and coaching. As it is a certificated course, there were two assessment tasks. I had to complete two practice sessions and write them up, as well as deliver a live coaching session with a course participant on the final day of the course. I have made use of the models in my school. I used both DPs for my practice sessions and formal scheduled mentoring sessions continued into term 4. I have also found the models useful in my conversations with other staff members.

Implications

- Coaching and mentoring build teacher confidence and promote their continued professional growth and development.
- Attending to the 'people' and 'relationship' aspects of professional life in teaching is important as the work involves high levels of stress and calls on a person's resilience.
- Principals are also in a fairly isolating position and would benefit from a regular private, secure and trustworthy setting to reflect, plan, debrief and sound out new ideas.
- Coaching models used in schools include one-on-one coach-learner, paired co-coaching, and group coaching.

- There are too many staff in the majority of secondary schools for one person to coach mentor everyone individually. Therefore, for individual support, individuals who have the greatest need must be identified and offered this targeted support.
- The model such as ISTE allows five teachers to be coached by one person, with the five ISTE receiving coaching from a facilitator who is supported by national facilitators. This model is similar to the appraisal structures in some schools and would be a more manageable way of providing coaching to all teachers.
- The coach must be comfortable with their role and have training in the skills of coach mentoring. Coaches themselves, should also have professional supervision.
- Formal coach mentoring takes time and commitment. It must be prioritised as important, necessary and worthwhile for both coach and mentee.
- The purpose, aims and coaching relationship need constant discussion and possibly reclarification.
- If not tied to a funded project, a budget for external service delivery will need to be considered.
- Any internal coaching may require teacher relief and recognition by the senior team of the time demands on the people delivering the coach mentoring.
- Individual coaching may or may not be part of the formal performance management system. Its position with respect to appraisal needs to be clearly understood and adhered to by all parties.
- Coach mentoring builds on and reinforces other training and development strategies. It takes into account all achievements, skills and experiences to date. Furthermore, it should be custom-designed to support an individual's development plan, current skills, further ambitions and the organisational context and objectives.

Conclusion

Schools can buy-in to coaching and mentoring in a number of different ways on a range of levels. It invariably occurs informally between staff in a variety of situations which may not be explicitly identified as coaching or mentoring. It should occur in all schools as required by law, between guidance counsellor and supervisor, and within the programme for provisionally registered teachers. First-time principals have access to a mentor for their first 18 months if they are involved in the government funded development programme. However, all staff would benefit from regular coach mentoring. For example, the principal, senior leadership and pastoral staff, the form teachers or tutors, the aspiring middle and senior managers and those who recognise the link between their own personalised learning and personalised learning for their students. This encompasses the whole school community in a learning partnership built on strong and positive relationships.

The understanding I now have of the coach mentoring processes and the models I have been introduced to during my sabbatical have implications for my work at IHS. I intend to continue the individual coaching with the senior leadership team that I began in term 3. I intend taking the DP who is responsible for the PRT programme through the coaching models that I have been introduced to in my study, with practice, for use with the new

teachers. I would also like to expand my coach mentoring to the pastoral team of five deans. This links with the school's introduction of circling and professional development for restorative justice – both in part b of this report. At this stage, I do not envisage the coaching to be directly linked to the performance management process. I also would like to complete more professional development in aspects of coaching such as group and peer coaching for further expansion into the culture of IHS.

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Part b)

Interview questions

- *How does the restorative justice programme operate in your school?*
- *How did you get the buy-in of your board, staff, students and school community?*
- *How are traditional approaches to discipline eg stand-down and suspension, integrated with the restorative justice model?*
- *What effects has the programme had on student behaviour and school culture?*
- *What are any identifiable impacts on student learning?*

Rationale and Background

Schools tend to mirror the criminal justice system in their response to offences. Many offences are construed as offences against the school ie in terms of their challenge to the power of the authorities, rather than in terms of any harm done to persons in the community. Punishment is used to persuade against anti-social behaviour. These punishments are enforced by the authorities. People wronged are valued mainly as witnesses. Ultimately prisons lock up and schools lock out.

Restorative justice shifts the focus of thinking about wrongdoing to an emphasis on relationships in the school community. If offences are seen as damaging to relationships rather than as personal challenges to the authority of the school, the path forward changes from exacting retribution by the authorities to restoring the relationships. The concerns and needs of the wronged person are more highly valued. Wrongdoers take responsibility to repair the hurt caused by their actions or behaviour. Restorative justice is neither soft therapy nor tough retribution. It sites accountability in the relational context of the wrongdoing and seeks to address harm in ways that will make an ongoing difference.

- those that have wronged others must be held accountable and responsible
- they must make amends
- the child is not the problem, the actions or behaviour are
- the focus of restorative conferencing is to make amends and share understandings
- the victim must be heard and given time to forgive or to understand
- communities of care of the victim and wrongdoer should be invited to participate, this might include parents, grandparents, older siblings, friends and community representatives
- it is important to spend time on developing a plan and organizing support for it
- conferences end on a positive note

Poor conflict management can result in a negative school culture. Negative experiences at school may lead to negative expectations young people have of themselves and failure in their adult lives. Principal Youth Court Judge, Andrew Beecroft, has identified six characteristics of serious youth offenders one of which is that 80% do not attend school. He believes that education or a meaningful alternative to education is the single most important thing we could do for youths at real risk of negative life outcomes. Schools should educate to create social ties as well as social skills so that students are positive and

responsible members of society. Research undertaken by Vettenburg and Walgrave (1981) shows that:

- *Students problem behaviour is related to their experiences at school and actions undertaken by the school*
- *Teachers' actions affect students' problem behaviour*

Researchers suggest that teachers should be encouraged to take an 'emancipatory attitude' towards their students. That is, they should empathise, be open, accept the pupils' culture and environment and communicate well. Punitive school environments are not conducive to the acquisition of emancipation by students. Therefore the whole school philosophy should value emancipation rather than control. This needs to be understood and accepted by all groups of the school community – students, teachers, other staff, families and the BoT. A 'top down' approach is less likely to achieve this aim than an inclusive and open environment which values student voice. In terms of coverage in the school curriculum, it could include such items as:

- problem-solving, resolving conflict and relating to others
- identifying what is unacceptable behaviour and having strategies for dealing with these
- examining the school's harassment or discipline policy
- the accessibility for all students to the pastoral network

School behaviour management documents are likely to be focused on rules and penalties with little acknowledgement of the impact of the wrongdoing on the school community and those directly affected. A restorative approach provides a process that is democratic and empowering through problem-solving and includes protective and preventative programmes such as circling, peer support, civics and citizenship classes and the health curriculum.

Investigation

I visited secondary schools in NZ to examine how restorative justice programmes for students are being implemented. I also completed the foundation restorative justice facilitators course presented by Margaret Thorsborne of Restorative Justice Australia. My aim was to investigate what relevance these initiatives have for introduction at Inglewood High School.

Findings

■ I completed the restorative Community Conference Facilitator training programme presented by Margaret Thorsborne of Restorative Justice, Australia. This was a two-day course which included role plays and practising conference facilitation. A range of written material was provided – workbooks, research, and form letters for conferences.

■ The Taranaki Restorative Justice Trust conducts restorative justice conferences with adults who are referred by the court. Facilitators are chosen after application and interview. The 'New Real Justice Training Manual' is used for the training. There is a shortage of skilled facilitators. Some are retired people, others work. The conferences usually occur after work hours. Facilitators are supposedly neutral. The early advocates

were Helen Bowen, Trish Stewart, Jackie Katounas and Jim Consedine. They also use 'The Little Book of Restorative Justice' by Howard Zehr.

The RJ model used is that of victim/offender.

1. There is a guilty plea.
 2. The lawyer may recommend RJ.
 3. The judge may recommend RJ.
 4. The prosecutor may put forward for RJ.
 5. Victims can ask for RJ but many do not know about it.
 6. The offender is approached first (to avoid revictimisation).
 7. The pre-conference work is significant. Both parties are prepared. The time and date are set. The victims are brought in first, followed by the offender. Everyone sits in a circle. Sometimes a table is used, sometimes it is not. It has been the subject of debate whether a table should be in the middle of a circle.
- RJ happens between the guilty plea and sentencing and can happen at any time in the court process once the offender pleads guilty.
 - RJ is possible for members of the same family and same peer group.
 - It is not used for sexual abuse and domestic violence is assessed case by case. It has been used for assault, burglary, theft, manslaughter and rape.
 - The conference is usually 1 session, sometimes with a break.
 - Two facilitators are at each conference. The co-facilitator does the note taking and if there is a caucus during the conference, when the parties split, one facilitator works with each group. Working as a pair the facilitators can give each other feedback and share the writing of the report.
 - The process is influenced by the Victims Rights Act 2002 and the Sentencing Act 2002.
 - Funding for the Trust comes from the Ministry of Justice Crime Prevention Unit (for wages). There is a board of trustees. Applications to community trusts are also made to support running costs.
 - The Trust would be willing to work with school communities around the principles of RJ to increase their ability to take these concepts on board.

■ I visited two kura kaupapa. What follows are the notes from both.

'A' Kura

This school is guided by Te Runanganui o Aotearoa. This organisation consists of ex-principals who are Maori, current Maori principals and Maori educationalists. It has a set of guiding principles for kura kaupapa Maori called 'Te Ao Matua'. There are 5:

1. Tino Uaratanga – values
2. Te Ira Tangata – health and safety
3. Nga Reo - language
4. Te Iwi - people
5. Te Ao - works

The discipline system is guided by numbers 1 and 2. This school holds the philosophy that its children will not be sent away. That is, there are no stand-downs, suspensions or exclusions. Tuakana-teina responsibilities are important. The school is 15 years old. Relationship building takes time. When relationships are made and strengthened informally, this is preparation for any formal situations which come up in the future.

There are about 75 students from years 1-13. They are in 5 classes.

- years 1-2, years 2-5, years 6-8, years 9-10 and years 11-13.

This is a kura teina school to Tamakinuiarua in Dannevirke because it does not have composite status. All senior school assessment goes through this kura tuakana school which acts like this to a number of kura kaupapa.

Numbers are small and the class teacher handles most of the disciplinary incidents. For example, if there is a theft, the class teacher handles it with the students and their whanau. In this process, 'Aroha time' is used which encompasses waiting and keeping the parties separate. The victim and offender are spoken to separately and then together. Families are informed. Families are only involved if they need to be.

For incidents of greater severity, the principal will be involved. Most of these incidents are of a social nature, for example, arguments over things happening outside of school. The principal will facilitate a meeting with the students concerned, whanau and teacher.

'B' Kura

This school is roughly 10 years old. It is year 1-13 and has about 200 students. Their goal is never to send a child home but sometimes they do have to do it. Therefore this aim is not an absolute. They are guided by the same principles as all kura kaupapa Maori.

There have been stand-downs eg theft of money from a teacher's purse. The stand-down was used to give the student time-out and to send them home with their family to consider their behaviour. The student subsequently wrote an apology and gave the teacher a verbal apology without any prompting from the school.

The school believes there must be consequences – consequences for good stuff and consequences for bad stuff. A stand-down is a consequence for the bad stuff. However, the school is focussing on the consequences for the good stuff to focus on the positive behaviour of the majority. There is a 'manukura' programme in operation which means 'caught being good'. Students are given tickets by teachers and these go into a weekly lucky draw for which 2 or 3 prizes are given per group (there are 3 groups in the school – juniors years 1-4, middle years 5-8 and seniors years 9-13).

The DP keeps a record of all nominees for overall awards per term for most nominated students.

- Most behaviour is dealt with by the class teacher
- There are school detentions – they are a quick consequence. Lunchtime only and students write lines associated with the offence.

- In all disciplinary processes, the child's mana must remain intact. The guiding value is 'preserve the relationship, don't humiliate'.
- The teacher rewards in their classroom.
- Teachers are allowed to have their own behavioural programme operating in their classroom. It doesn't have to be the same as everyone else's but it needs to work for them and correspond with the school values.
- In the school many teachers, students and families are related.
- It is a small school which is involved in many sport and cultural activities.
- All seniors must play a sport.
- Students eat their food in classrooms with their teachers during 'eating time' so that food can be monitored. Nutrition is linked to behaviour.

■ I visited seven secondary schools because they had been identified as 'beacon' schools for restorative approaches in NZ. What follows is a summary from four of the visits.

'A' High School

Restorative Justice is integrated into everything done in the school. It has been the ethos for just over 5 years. The last staff members have just completed the 3-day conference held by Margaret Thorsborne. There has never been a RJ co-ordinator because it was not viewed as anyone's particular responsibility to run, but rather everyone's responsibility to incorporate into their daily work with the assistance of the SMT, deans, GC and RTLB. Now, prospective new teachers are asked at their interview how they would deal with classroom discipline and their expectations of the SMT. They are expected to have a philosophy congruent with RJ to be considered for employment.

The school's values are encapsulated around their own named philosophy and 'way' of doing things at the college.

Restorative training as been covered in descending order –

SMT

Deans

Interested teachers

All year 7 + 8 teachers

The rest

The practice in the school is covered in a series of steps

1. in the classroom – relaxed vigilance
 2. in the classroom – chat
 3. Accountability level – deans
 4. full conference
 5. Future directions – narrative therapy with GC (wouldn't include victim)
- Now, any students suspended have been through all these steps and might be excluded.

Some examples of practice:

- This college does NOT use Section 27.

- It is possible that a student would have 4 or 5 conferences for different offences. An incident might be called a ‘stand-down equivalent’ and the student is tracked through the system.
- Lunchtime detention is used – not for repeat offenders but for one time inconsequential behaviour
- 1st smoking offence – cessation group
- 2nd smoking offence – stand-down equivalent (accountability)
- 3rd smoking offence – full conference
- 1st drugs offence – full conference and Rubicon contract. If a student on Rubicon breaks their contract they would be suspended and go to a board hearing. They might be excluded.

‘B’ High School

Motivators for Restorative Justice

1. the detention system was crippling the school
2. a Student Engagement Initiative school and as part of this programme stand-down and suspension numbers had to be reduced

About two years ago the principal and deputy principal went to a restorative justice day run by Bream Bay College. The model introduced was that promoted by Margaret Thorsborne of Queensland. They came back and held a brainstorming session on what needed changing. In fact, many school systems required a complete overhaul to incorporate restorative practices at all levels – senior management, deans and teachers. They recognised that to have a restorative school everything needed to change.

At first the deans were trained. It was stressed that if a teacher did not support the restorative practice kaupapa then they could not be a dean. Processes began changing at deans’ level. There was limited buy-in from the staff in 2006 because not enough staff were trained. Margaret ran a full day professional development session at the beginning of 2007.

The college has a 4-piece jigsaw puzzle to encompass their focus. The four pieces are:

1. Te Kotahitanga (began 2007)
2. Restorative Justice
3. pedagogy
4. values

Teaching staff must go through the restorative steps before withdrawing any student from class.

1. relaxed vigilance (drawing student attention to the problem without making an issue of it eg moving close and talking to them with a quiet voice or motioning with body language)
2. mini-chat (take student outside of class and ask the three set questions)
3. withdrawal. At this stage the student gets a ‘bluey’ which they take to the main office, write in referral book and go to withdrawal room. Bluey’s go to the dean.

The dean holds a restorative meeting with the student and teacher before the student returns to that class.

4. 4 bluey's (any length of time) and students attend an after-school catch-up.
5. 1 more bluey and student attends Saturday school (9am-12pm)
They do school work, not write lines or copy rules.
6. another infringement – the student is given a Section 27 (they are sent home for up to 5 days without stand-down). Senior management put a restorative conference (FGC) in place.

Some examples of practice:

- For swearing at a teacher or a drug offence, students would be given a Section 27. For smoking tobacco, they would be given an after-school catch-up.
- As drugs are a major issue (50% of year 9 students would smoke cannabis at home), the first drug offence would attract a Section 27, and a contract which includes random testing and counselling. The school chaplain is employed and trained by the school to do drug counselling. The second drug offence would mean a restorative justice conference. If the school is the victim, the DP might be the facilitator for the conference and the principal or other DP would represent the school.

The school runs an AE programme with 9 verified places, 1 trained teacher and 1 teacher aide. This allows room for 15 students. Some students are there on a short term basis for a few weeks or 1 term and then re-integrated into school.

When all this has no effect the student may be stood-down or suspended but the school has done all it can and the parents recognise that.

The school believes that there is benefit to have in-school personnel as the facilitators. A relationship has been built up with the families through RJ processes now and to have a neutral person as the facilitator would be viewed suspiciously by families.

Through RJ, relationships with the community have strengthened. Community support of the school is now very strong. Previously, older children of some families have been excluded. Now, parents are going through RJ processes with younger siblings. They can see all that the school has done to work with their child and are very appreciative of this work. Some are trying restorative processes at home.

The school has had a recent ERO visit. They looked for the 'x factor' and concluded it was the school culture/climate. Children talk about RJ and mini chats. Achievement is high for a school of its decile and cultural composition.

'C' High School

Why restorative justice?

- does stand-down and suspension have a learning outcome?
- stand-down/suspension rates
- recidivism rates

In 2002, the principal, senior leadership team, deans and support people completed the 3-day training. It started slowly and grew as people felt more comfortable. The professional development keeps it going, as does having staff talk about it.

To the people who believe in the need for consequences, they are asked to trust the people in the hui to decide the consequences. You can have a member of the senior team in a meeting for issues that might normally attract a stand-down. Nothing is lost.

It is written in school policy that an outcome of a hui cannot be more than the school would decide under the punitive approach. The policy just asks that the restorative way is considered first.

By 2007 the pastoral care people are on board but HODs/curriculum areas are still in the process of getting on board. There is a different training programme to the 3-day introductory training which looks at how to line manage restoratively.

Restorative justice is about:

1. cultural change
2. developing insight
3. relationships

When it was introduced at this school it was incident-driven. It operated at all school levels. The school now has a 'rethink' (RTP) room for students. This is staffed by the school full-time and you need the right people. When there, students complete the restorative sheets (orange colour) with the help of the staff. When the orange sheet is completed the student returns to class with it. The teacher is asked to accept the student back in to the class. They are expected to discuss the sheet quickly during or after class.

Some schools are doing away with 'rules' and replacing these with 'school values'.

The school has adopted their 'way' as a guide to expectations. It affirms that teachers have the right to teach and that every student has the right to learn. The tenets of their 'way' are:

1. be in class on time
2. be prepared for work
3. listen silently to the teacher
4. follow instructions the first time they are given
5. respect others and the learning environment

For infringements 1 and 2, a lunchtime detention system still operates. This is called a 'catch up' for homework, and a uniform and lateness detention.

The 'rethink' room can be used for classroom infringements 3 to 5. The teacher in the room has a chat with the student, works through the sheet and talks about the situation. Between one and two dozen students are referred to the room each day. The aim is to give the students the opportunity to rethink their actions. There is follow-up for recidivists because the referrals become a switchboard and generate other restorative actions. Once a student is sent out four times by any one teacher the RTLB talks to the teacher and sometimes suggests a mini-conference or a class conference.

Students attending the RTP room are tracked. When they attend the third time in a term contact is made with home. A fourth time attendance prompts further intervention eg mini restorative, referral to a support person or daily report. The seventh referral in a term prompts a stand-down. Beyond seven referrals the student is referred to an off-site programme. Each term all students have a clean slate. They are allowed to see their record sheet.

If there is violence in the playground, a student is not sent to the RTP room but usually stood-down depending on the nature of the incident.

Classroom Conferences

If the issue is with one teacher, the conference is held with that teacher and class, form teacher (if horizontal form) and dean.

- The RTLB collects issues the day before from the class, one sheet per student
- She has a 'dry run' with the students without the teacher
- She collates the issues overnight
- With student issues collated the class, teacher and RTLB meet
- Together they come up with a plan for use in ALL of their classrooms
- A voluntary committee is formed of three students who meet once a week with the RTLB to review the plan

The ideal time for classroom conferences is period 5 after lunch. The school holds class conferences for core classes. They have never been asked to do one for an option class. The dean and guidance counsellor sit in on the conferences sometimes. There is thinking that it would benefit the HOD if they were also there.

The RTLB spends about half of her time in the rethink room and the other half in classroom conference activities. She also takes staff professional development in restorative practices and holds classroom conferences in the local primary school.

Copies are kept of all plans and agreements. If a student reoffends any previous meetings are referred to. Often a restorative hui repairs a student's relationships with one group and then they harm another group, sometimes in a similar way. If there is reoccurrence the dean will make a call whether to continue with RJ or not.

Parents think that restorative practices are high on fairness.
Deans run most RJ conferences.

It is supported by Te Kotahitanga which is also about how to form good relationships between teachers and students.

Finally – to prepare for a RJ conference

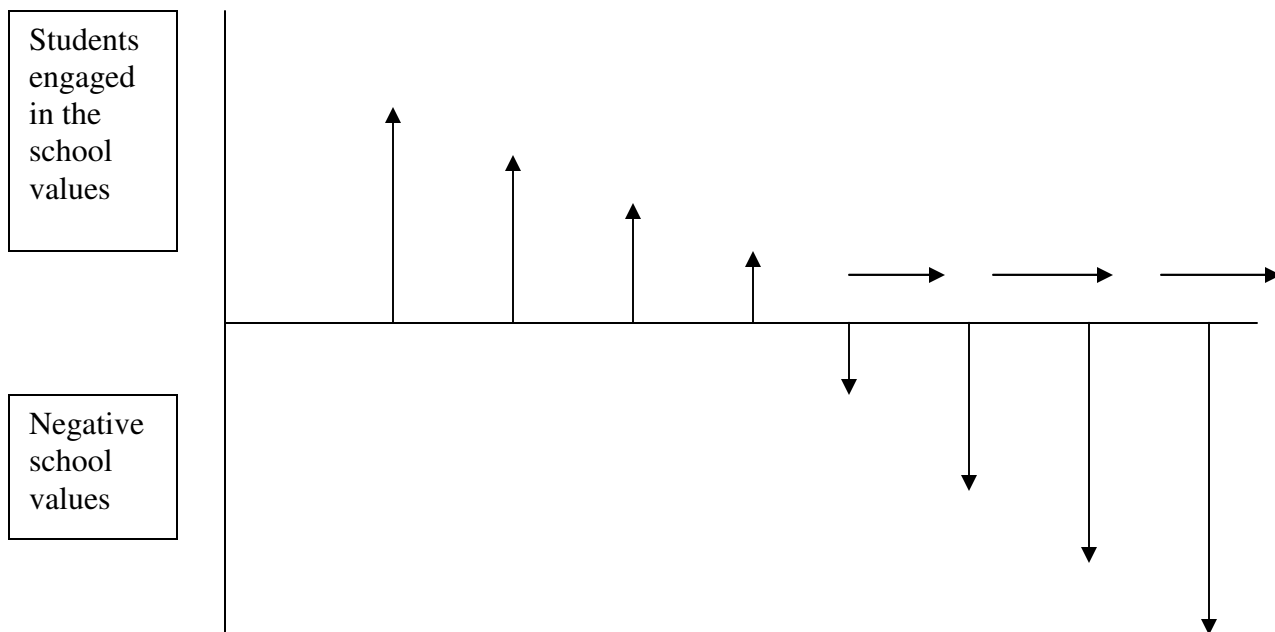
- a. check remorse on the part of the wrongdoer
 - b. check the victim wants it
 - c. check the ingredients for reconciliation are present
 - d. do not coerce anyone into it
-

‘D’ High School

When talking about restorative justice everyone needs to be clear about their thinking in answer to the question – what is justice?

The college started RJ about 8 years ago. First the GC trained in the processes, then deans and the SMT. This was followed by a presentation to the BOT.

Wrongdoing events are unequal. They are situational. Schools need to consider all facets of each event. Parents like the RJ approach and word of mouth spreads.



Punishment can push students towards the right. Once students are not engaged in good, positive activities which are reinforcing of school values, they can disassociate with these and actually display active negative expressions of these values.

The Guidance Counsellor believes that our justice system discourages people who are doing wrong from accepting responsibility. He has been reading two books:

1. Building Community in Schools by Thomas J. Sergiovanni
2. The Little Book of Circle Processes by Kay Pranis

In the first book Sergiovanni explains that what turns a good school into a great school is felt interdependency. This is as opposed to families and staff having contractual relationships with the school. From the second book the counsellor believes he has found the piece which is present, but which should have heavier emphasis in the RJ philosophy, which is explicitly valuing the building of relationships. RJ is always attending to a conflict, but the root cause is a lack of relationships. Circles are preventative in that they seek to build relationships. There is a link to the Key Competencies in the new curriculum.

Therefore the way this school is moving is to start with the rituals of circles. There is a talking stick. The facilitator starts with 'what's on top'. They then use a sentence starter eg 'a memory that always stays with me'. The school is beginning to use circles for a number of purposes. For example, to talk about praise, what others have done well, dreams about school and what teenage life is all about. Circles happen one hour weekly per year 9 and 10 class. For form classes, formtime is used once a week. The circle keeper is the GC, RTLB or dean. The subject or form teacher is a participant. Students have responded well to this circling initiative in its early stages and the guidance counsellor has shared the concept and a filmed session with the staff at a professional development time.

Implications

- A school considering a restorative approach to behaviour management needs to consult with its community, parents, staff and student body so that all have a common goal of what it is seeking to achieve. The goal must be congruent to school philosophy and values. If not, a review of the school charter and strategic plan will be necessary.
- Such a move will need the support of the principal and BOT and involve a reconsideration of current thinking and practice (supported by recent research) and school policy review.
- This review will involve more than just the behaviour management aspect of school operations, but also the pastoral systems to investigate what current processes already have a restorative philosophy embedded in their practices.
- Creating a restorative culture encompasses all aspects of school operations, not just behaviour management.
- A plan will need to be implemented for the introduction of restorative practices. This will include the 'how' and the professional development aspect of the 'who' eg will the training be provided for conference facilitators initially, the counsellors, SMT and deans or will it focus on classroom teachers and mini-chats?
- Budgetting needs to be set aside for training expenses and possibly relief cover for facilitators.

- Who will deliver the training? While most of the schools I visited had initially used Transformative Justice Australia as their main trainer, this is not the only provider and there are NZ alternatives. Experienced practitioners in NZ schools are now delivering training to new schools getting on board with RJ.
- Communication throughout the internal and external school community needs to be regular to reinforce the goals and record the successes.
- Review of the plan and programme should occur each year – possibly as a part of school planning and reporting.
- The change process will take a number of years to embed and will require continuous rethinking in terms of consultation, training and implementation.

Conclusion

Schools considering introducing restorative practices need to carefully plan their strategies. There are a number of schools in NZ now up to eight years down the restorative pathway. I found these all willing to share their experiences because they believe in the positive effects on their school culture and climate, which allows better relationships and higher levels of student engagement and learning. There is also a growing amount of current literature and research available which has a NZ and Australian context.

For IHS, the issue of RJ was first raised in 2006 by the Board after a disciplinary hearing. It was from this conversation that I made my application for a sabbatical in 2007. Since then, some members of the Board have changed but it remains in support of the principles. We have a new strategic plan from the beginning of 2007 which easily incorporates a move to introducing restorative practices. Indeed, there are processes we currently use which have restorative aspects. In term 4, I talked with the senior leadership team and guidance counsellor about RJ. I provided written resources for these people and all deans and discussed training for 2008. In term 4 we welcomed an expert from GSE to address the staff on managing escalating behaviour. This incorporated aspects of restorative philosophy. In HOD meetings I have begun using a circle process for information sharing. The GC and year 9 dean have read the book on circle processes and we intend introducing this practice for all year 9 classes from the beginning of 2008, identifying it as a relationship-building tool for easing transition into secondary school. We certainly have only just begun our work in this area, but believe we are working from a considered and planned perspective which will continue to develop in the years ahead.

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