

Capital City Kāhui Ako: Hauora

Conflict resolution and Restorative Practices



**Whakataka te hau ki te uru
Whakataka te hau ki te
tonga
Kia mākinakina ki uta
Kia mātaratara ki tai
E hī ake ana te atakura
He tio, he huka, he hau hū
Tīhei mauri ora!**

Cease the winds from the west
Cease the winds from the south
Let the breeze blow over the land
Let the breeze blow over the
ocean
Let the red-tipped dawn come
with a sharpened air.
A touch of frost, a promise of a
glorious day.

How do students feel they are resourced to deal with conflict?

Students finding it **difficult to resolve conflict constructively**

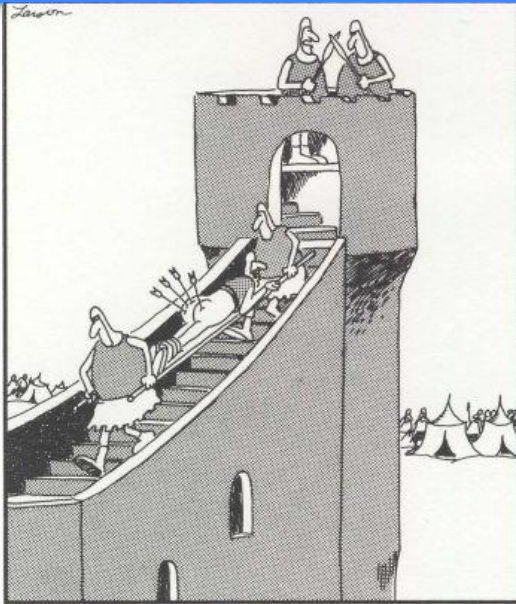
There are **limited strategies beyond getting a teacher** to help

Students ask teachers for support to deal with social issues **because they don't know how to solve the problem themselves.**

Teachers shouldn't tell students to 'go and sort it out yourself'.

Teachers/schools **need to work WITH students so they can learn** to sort it out themselves.

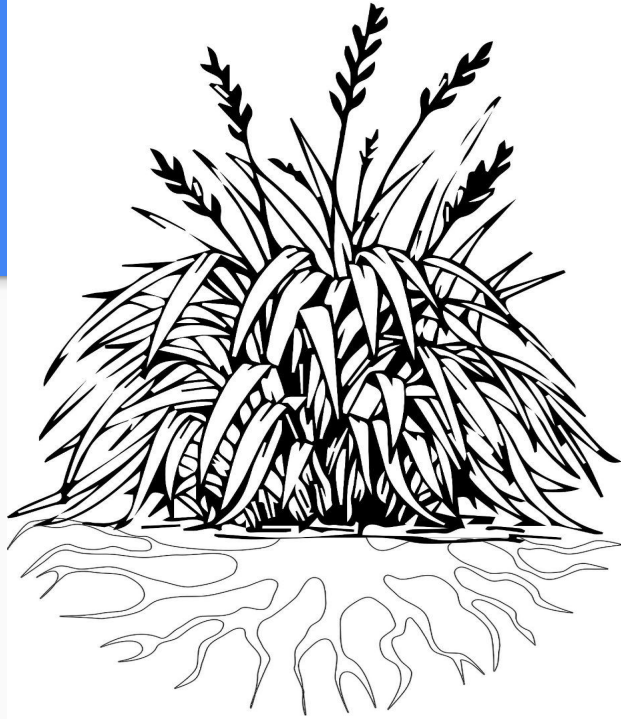
Responding to conflict



“So then I says to Borg, ‘You know, as long as we’re under seige, one of us oughta moon these Saxon dogs.’”

Conflict is inevitable,
but combat is optional

-Max Lucado



Who are the benefactors of restorative practices?
How?

What are the qualities of a good facilitator?

How are schools using Restorative Practices?

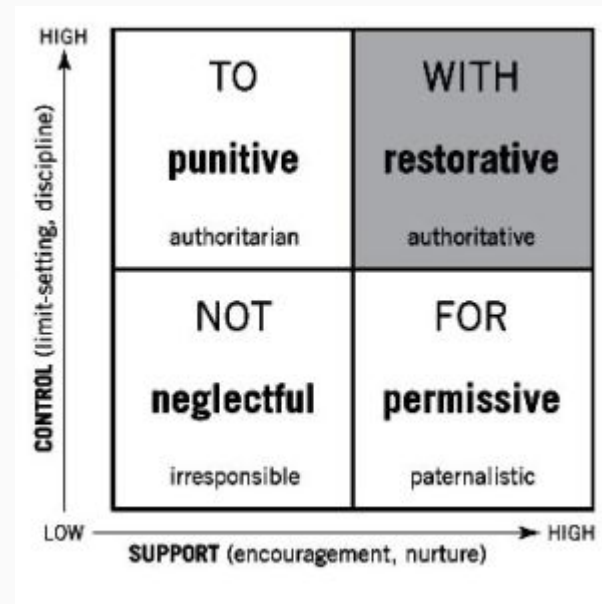
Mini-chats

Meetings

Conferences

Circles

Peer mentoring



How are schools supporting students to be better resourced in conflict situations?

Restorative Practice at Newtown School

My within school inquiry journey so far
<https://capitalcitykahuiako.weebly.com/stories.html>

Where my Inquiry started

-At the end of 2020 I noted a number of students exhibiting heightened behaviour that I believed stemmed from feeling anxious.

-I chose a group to observe and interview

-Through videos and conversations that light bulb moment for me was this:

These kids were seeking the support of their peers first - not the adults around them

What this lead me to

-This suggested two things to me:

1. We need to better support our students in how to help one another
2. We need to be upskill ourselves in our adult response to these behaviours

How this tied into our PD

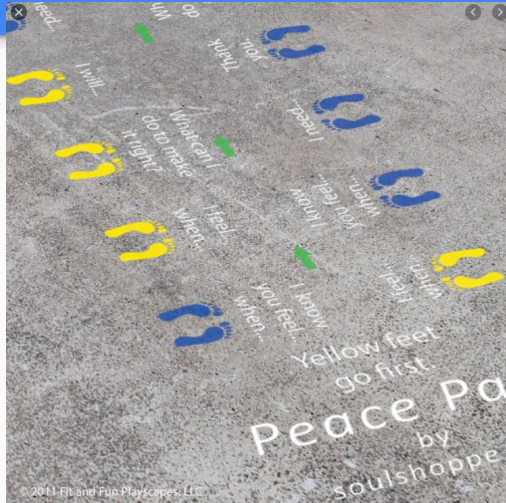
-Earlier this year the whole staff at PD around leading restorative conversations lead by Catherine Forster and Jo Chamberlain



























-This came at the perfect time and connected the two things that were on my mind and my inquiry question was finally clear to me

How can we empower our students to lead restorative conversations with each other?

Where my research led me to

- In my journey of trying to find successful models of student to student restorative conversations I came across Dora Moore - a school in Denver trying to embed restorative practice instead of suspensions and punitive practice.
- The support they used is called a Peace Path with sentence frames to support their learners through these conversations.



 <p>Shake hands and leave in peace.</p> 		
 <p>From now on, I will...</p>		<p>From now on, I will...</p> 
 <p>I will...</p>		<p>Thank you.</p> 
 <p>What can I do to make it right?</p>		<p>I need...</p> 
 <p>Thank you.</p>		<p>I will...</p> 
 <p>I need...</p>		<p>What can I do to make it right?</p> 
 <p>I hear that you feel ___ when...</p>		<p>I feel _____ when...</p> 
 <p>I feel _____ when...</p>		<p>I hear that you feel ___ when...</p> 
 <p>What happened for me was...</p>		<p>What happened for me was...</p> 
<h2>Peace Path</h2> <p>**Yellow feet go first in each step.**</p>		

What I have been trying this year

I have set up a trial Peace Crew in our year 3-4 whānau. These 5 students started with the undercover job of noticing the types of in class problems they could see. We met once a week to share these problems and discuss how a conversation could support them to solve them.

We then launched the crew to the whānau with the view of students being able to approach these students when they needed to.

Alongside this we continued to meet each week and hold role plays to practice these conversations. We used a flowchart to guide conversations

To support the rest of the whānau I designed some Circle Time lessons around identifying the size of our problems and naming our big feelings. I also provided a flowchart to support students in identifying which problems needed which support.

I need help!

Is this an emergency? Is someone acting unsafe or badly hurt?

Yes

Get adult support.

No

“Are you feeling calm?”
Does the person seem heightened, very upset or angry?

Yes

Try some calming techniques - going for a walk, breathing exercises, having a drink.

No

“Tell me what happened.”
Listen to their story. Give them time. If needed ask “then what happened?”
Is there someone they need to make things right with?
“How can we fix this?”

Yes

“Let’s go and talk to that person.”
Support the person to say Sorry or to tell the other person how they felt e.g. “I didn’t like how you poked your tongue at me.”
Get adult support if you need it.

No

“What would make you feel better?”
When should we check in again?
Make a time to touch base.



How big is my problem?

“I have a problem!”



Is this an emergency? Is someone acting unsafe or badly hurt?

Yes

Get adult support.



No



Are you calm?

No

Try some breathing exercises, having a drink or sitting in a quiet space.



Yes

Do you need to have a conversation with the person you have a problem with?

No

Take some time to get yourself back in the green zone.



Yes

No

Go back to your learning.



Go and see if you can have a conversation. Use someone from the Peace Crew to help you if you need to.



What's next

This term I will be trialing the Peace Crew in our year 5-6 whānau

Next I will try the Peace Path model in our junior whānau

Time, time, time practicing student and teacher led restorative conversations - this is still a mindset shift!

Wonderings

How can I continue to build buy in from all students and staff?

How does this look in a bi cultural/multicultural environment?

How are schools using Restorative Practices?

Having rated your school out of 10 for Restorative Practices:

What is your school currently doing in the Restorative Practice Space to support your score?

What initiatives are currently being actioned to improve it?

What still needs to happen to strengthen it further?

Support needed?

Emotional Self-Regulation

- strategies for learners and teachers

- How can emotional self-regulation skills support students to manage themselves in conflict situations?
- What are schools doing to support emotional literacy in students?
- Pause Breathe Smile facilitator expertise

- How can emotional self-regulation skills support students in their learning?

Thursday 9 September 3.30pm-5pm @ Houghton Valley School, Houghton Bay Rd

Ka whakairia te tapu
Kia watea ai te ara
Kia tūruki whakataha ai
Kia tūruki whakataha ai
Hui e, tāiki e.

Restrictions are
moved aside
So the pathway is
clear
To return to everyday
activities

To develop rapport throughout the Restorative process

Connect - to how you are feeling and the other person

Accept - the situation and what you are hearing - someone's reality

Listen actively - allow the other person to know they've been heard

Move it forward - maintain a solution focussed direction