

## How RESTORATIVE is your school?

What does JUSTICE look like in your school when...

- A student puts his head down in class every day, refusing to engage
- Two teenage males get into a fist fight in the cafeteria
- A student swears & makes vulgar remarks to a peer
- A student is caught vaping in the lavatory
- Two teenage girls have a loud verbal fight in the hallway, carrying on a dispute that began on social media over the weekend
- A student with a disability threatens to bring a gun to school
- The star of the football team is caught cheating on a test

For each situation above, mark an "x" on the continuum below for the most likely response in your school.

←-----→

1      2      3      4      5      6      7      8      9      10

Punitive Restorative

<p>Loss of eligibility for sports, etc.</p> <p>Detention afterschool</p> <p>In school suspension</p> <p>Out of School Suspension</p> <p>Legal Charges</p> <p><b>Consequence imposed by authority</b></p>	<p>Student takes responsibility for behavior</p> <p>Brings together all those affected</p> <p>Student hears directly from others affected</p> <p>Student is given chance to make things right</p> <p>Student repairs harm caused to relationships</p> <p><b>Those affected &amp; student decide what can be done to repair the harm</b></p>
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**Reflection:** How RESTORATIVE is your school community in these situations?

## Culture of Care Observation Tool (quantitative)<sup>1</sup>

This document is an observation tool designed to measure how well teachers/mentors are implementing a Culture of Care in their classrooms. This observation tool will assist those researchers who observe teachers by having an evidence-based tool for making those observations. This observation tool allows educators to track changes in teacher/mentor practices over time so that changes in those practices are data driven.

Observers are asked to rate the teacher being observed across 7 dimensions using a Likert scale of 1 to 4. Those items rated 4 and 5 are in line with the Culture of Care, and those items rated 1 and 2 are not.

Name of rater: \_\_\_\_\_ Date: \_\_\_\_\_

Time: \_\_\_\_\_ am/pm to \_\_\_\_\_ am/pm

Teacher's name \_\_\_\_\_

Rate each element of the Observation Tool by circling the number of the rating (1-4) that most closely applies to what was observed.

1. The teacher/mentor treated the students like:

### **Passive Receptors or Co-Creators**

1=All the time 2=Most of the time | 3=Most of the time 4=All the time

2. The focus in this setting is on:

### **Rules & Regulations or Relationships & Interactions**

1=All the time 2=Most of the time | 3=Most of the time 4=All the time

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<sup>1</sup> This Observation Tool is based on the following peer-reviewed journal article: Cavanagh, T. (2007). Creating a new discourse of peace in schools: Restorative justice in education. *Journal for Peace & Justice Studies*, 18(1&2), pp. 62-85.

3. In this setting:

**Teacher/mentor was in control or Power was shared**

1=All the time 2=Most of the time | 3=Most of the time 4=All the time

4. In this setting:

**Teacher/mentor was solely responsible or Responsibility was shared**

1=All the time 2=Most of the time | 3=Most of the time 4=All the time

5. In this setting:

**Misbehavior was viewed as disruption to learning or Wrongdoing and conflict were viewed as learning opportunities**

1=All the time 2=Most of the time | 3=Most of the time 4=All the time

6. When discipline problems occurred:

**Consequences were determined by someone other than teacher or Capacity of students & teacher built to solve problems nonviolently**

1=All the time 2=Most of the time | 3=Most of the time 4=All the time

7. In this setting:

**Punishment and retribution were viewed as deterrents or Healing the harm to relationships was the focus**

1=All the time 2=Most of the time | 3=Most of the time 4=All the time

## **Culture of Care Observation Tool (qualitative)<sup>2</sup>**

This document is an observation tool designed to measure how well teachers are implementing a Culture of Care in their classrooms. This observation tool will assist those persons who observe teachers by having an evidence-based tool for making the observations. This observation tool allows educators to track changes in teacher practices over time so that changes in those practices are data driven.

Observers are asked to observe each teacher being across 7 dimensions and write comments in the following areas: (a) descriptive - exactly what you see and hear in the classroom, (b) interpretive – your own concurrent thoughts and reflections about what is being observed, and (c) feedback – the content of the feedback given to the person being observed and their response.

After making the observation, observers are asked to share the results of the observation with the teacher being observed within 48 hours in order to make a plan for changing classroom practices to be more in line with the Culture of Care.

**Name of rater:**

**Date:**

**Time:**

**Teacher identification:**

**Setting:**

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<sup>2</sup> This Observation Tool is based on the following peer-reviewed journal article: Cavanagh, T. (2007). Creating a new discourse of peace in schools: Restorative justice in education. *Journal for Peace & Justice Studies*, 18(1&2), pp. 62-85.

## **1. In this classroom students were treated like:**

### **Passive Receptors**

Traditionally students are expected to be passive recipients of learning and discipline policies. Rarely do they have a voice in developing such policies. They are not given the opportunity to express their needs without the risk of repercussions.

or

### **Co-Creators**

Rather than promoting passivity, teachers need to encourage self-advocacy, self-control, and individual dignity based on beliefs and worldviews – who and what I am. The new discourse of peace calls for teachers and students to co-create policies regarding the learning and responses to wrongdoing and conflict. In particular students are given space to voice their needs and challenge the status quo in a safe environment.

**Descriptive:**

**Interpretive:**

**Feedback:**

## **2. The focus in this classroom is on:**

### **Rules & Regulations**

Traditionally schools have relied on rules and regulations to create norms of behavior. When students do not follow these rules and regulations, they are punished. In this way, it is believed students will behave appropriately in the future or

### **Relationships & Interactions**

Relationships and interactions between teachers and students and among students are fundamental to this new discourse (ways of thinking, talking, and acting). From our interviews, we know that relationships with teachers are important to students, and relationships with their friends are the prime motivator for why they attend school. Therefore, it makes sense that educators would want to help students learn how to build and maintain healthy relationships.

**Descriptive:**

**Interpretive:**

**Feedback:**

### **3. In this classroom:**

#### **Teacher was in control**

Generally classrooms are structured so teachers and administrators are in control, and students have little or no power or agency. Teachers are expected to maintain control of their classrooms without any outside help/ They are left isolated in their classroom, without opportunities for coaching or mentoring.

#### **Power was shared**

A discourse of peace calls for teachers and students to share power. In this way students' need for self-determination is recognized and honored. Their human dignity is respected.

**Descriptive:**

**Interpretive:**

**Feedback:**

### **4. In this classroom:**

#### **Teacher was solely responsible**

Typically teachers are solely responsible for what happens in their classroom. The burden of sole responsibility for the learning and classroom behavior is more than some teachers are capable of handling, particularly when they have students with special needs in the classroom.

or

#### **Responsibility was shared**

The new discourse of peace is based on the idea of shared responsibility for what happens in the classroom. In that way, teachers and students take responsibility for the learning and wrongdoing and conflict. With shared responsibility teachers and students recognize that all people in the classroom are affected by the harm resulting from wrongdoing and conflict, and they need to have a voice in how to heal this harm.

**Descriptive:**

**Interpretive:**

**Feedback:**

**5. In this classroom:**

**Misbehavior was viewed as a disruption to learning**

In the current climate of standards and accountability, curriculum has become the focus of educators' attention. As a result, student misbehavior is viewed as disruptive to learning. Students causing problems in classrooms are removed so that the learning can continue.

**or Wrongdoing and conflict were viewed as learning opportunities**

Wrongdoing and conflict are viewed as learning opportunities in this discourse. By actively participating in the response to these problem behaviors, both students and teachers learn how to make good choices when wrongdoing and conflict occur. They learn how to make peaceful and nonviolent choices.

**Descriptive:**

**Interpretive:**

**Feedback:**

**6. When discipline problems occur:**

**Consequences were determined by someone other than teacher**

As a result of this response to misbehavior, students are excluded from classrooms to be disciplined by an administrative expert. Persons harmed by the misbehavior are not included in the process. They have no voice. In the end, when the student is returned to the classroom, relationships remain broken and the chances for successful reintegration of the misbehaving student in the classroom are lessened considerably.

**or Capacity of students & teachers was built to solve problems nonviolently**

Building the capacity of students and teachers to solve problems non-violently is a key result of viewing wrongdoing and conflict as learning opportunities. In this way, our classrooms become more peaceful, and our children grow up more likely to confront problems as adults non-violently.

**Descriptive:**

**Interpretive**

**Feedback:**

7. In this classroom:

**Punishment and retribution were viewed as deterrents**

Schools have followed a medical model in adopting discipline policies. When a student misbehaves, the teacher diagnoses the problem by determining whether the behavior needs further attention or not. If the teacher determines the behavior deserves further attention, the student is sent out of the classroom, generally to an administrator who is specifically charged with overseeing discipline. This administrator administers the treatment in the form of punishment.

or

**Healing the harm to relationships was the focus**

Healing the harm to relationships is fundamental to maintaining healthy relationships. Because students tell us that relationships with friends are important to them, we would best put our efforts in helping them learn how to heal these relationships when they are broken by harm resulting from wrongdoing and conflict. This effort will help our children stay in school and succeed.

**Descriptive:**

**Interpretive:**

**Feedback:**