

Classroom Management and Restorative Justice

Target Audience: K-12 educators

Are you creating a classroom climate for learning and justice?

Why is classroom management and restorative justice important?

Student discipline and motivation are perhaps the greatest concern for secondary classroom teachers. Too often teachers feel that there are “putting out a series of fires” or reacting to behavioral problems and not able to teach and support student learning.

Too often educators have only learned to administer punitive forms of discipline. Punitive forms of discipline do not reduce misbehavior but instead tend to breed resentment and further misbehavior. Restorative justice focuses on relationships and the needs of the victims. It includes the victim, the offender, and the community. And, it recognizes the harm done to the community and focuses on restoring relationships (e.g. social, emotional and civic learning).

How can this program help my school?

Restorative justice classroom discipline models effectively reduce misbehavior and promote core social, emotional and civic learning. Restorative justice efforts promote the following processes and learning:

- Cooperative and supportive community building, culture of mutual respect;
- Focus is on the behavior as a bad choice, not the student as a bad person;
- Restorative measures used as primary intervention model with traditional/punitive still available as last resort;
- The students see how their actions affect others; and,
- Reduces the amount of time spent on disciplinary action because the root of the problem is dealt with.

This two-day workshop and follow-up support provides an entry point for faculty to develop a set of shared practices that will reduce student-teacher conflicts, reduce disciplinary referrals, and teach being able to promote social, emotional and civic as well as intellectual learning.

What do I get with the *Restorative justice classroom discipline* program?

The *Restorative justice classroom discipline* program begins with a two-day training. It emphasizes clear expectations, a prevention and problem solving orientation, development of more effective “teacher talk,” and concrete strategies that improve individual student motivation, self-discipline, group cooperation, and participation in the classroom. Through interactive experiences, case studies, dialogue and reflection, participants in our two-day training will learn and practice:

- 1) Review the concept of world view and practice three-part listening. Listening provides the foundation for knowing ourselves, our students and our school community. How we listen to ourselves and others shapes how we teach, our authority, how we define boundaries and responses to conflict, our ability to recognize the needs of students and the social norms that shape learning, teaching and school climate.
- 2) Develop an enhanced awareness of the advantages and limitations of various model of discipline and the impact of punitive discipline practices on students.
- 3) Increase our understanding of the concepts of restorative justice and its application to school- wide disciplinary strategies. Sometimes prevention work and restorative justice approaches to misbehavior are not enough. What are our options then?
- 4) Increase our knowledge of resources for establishing a positive school culture and restorative disciplinary practices. For example, teachers need to balance the needs of individual students and the needs of the group. What do you do to provide the kinds of differentiated support that will help all of your students increase their internal motivation and develop greater personal efficacy? What do you do to maintain positive group cooperation and participation throughout the year?

Each participant will receive resources and guidelines to support your infusing restorative justice into your classroom and school. By the end of the training, participants will develop a weekly discipline and student support plan that answers this question: If I set aside three hours every week, what will I do in that three hours that will help me establish and maintain effective classroom discipline and support students' self-discipline and positive motivation and behavior?

Who will benefit?

This workshop is especially helpful for new and untenured teachers; mentor teachers who work with new and untenured teachers; veteran faculty who are struggling to teach a more diverse population of students effectively; teachers who teach mixed ability student groups; faculty who are developing a set of common practices and protocols for small schools and small learning communities; and teachers involved in alternative learning programs for reluctant and resistant learners.

To find out how this *program* can serve your school or district, call us at (212) 707-8799 or write to us at info@csee.net to learn more about our Professional Services.