WELCOME!

How to make Restorative Practice stick: Implementation of RP across the school community

A conversation with
Margaret Thorsborne
GREETINGS FROM AUSTRALIA

Acknowledgement of Country

Margaret Thorsborne & Associates, 2020
BUILDING SOCIAL CAPITAL

Blood, 2004 Adapted from Wachtel, T 1999.
CONSIDERATIONS BEFORE LAUNCHING

- Is there an understanding about Restorative Practice (tools or culture)?
- Is there a conducive environment/climate/vision?
- Is there alignment with other initiatives?
- Is there a willingness for staff to engage in change?
- Is there an understanding of the commitment required?
- Is there a need? What’s your school’s WHY?

Margaret Thorsborne & Associates, 2020
TRANSFORMATION IN EDUCATION

Kotter, 2019
Above the Line: What has to be done – System
Infrastructure

Below the Line: How it has to be done – Human
Infrastructure
COMMUNICATION AND INFORMATION

- Access to information
- Open and honest communication
- Briefing, explanation, asking, feedback
- Transparency
- Minimising rumour and gossip

“Information is like oxygen”

Zulieback, 2012
IDENTITY AND BELIEFS

Our actions are driven by our values and beliefs about who we are.

The school has to decide who it wants to be, what it wants to be known for (vision).

The school has to decide what is important to model and teach, what it stands for (values).
Development of trust
- Relationship at the core of school culture
- This value modeled first with staff
- Leadership must be, and model, “relational”
- Not just between two people, but between faculties, teams, connecting all parts of the system, horizontal and vertical
TRANSFORMATION IN EDUCATION

Kotter, 2019
DIFFUSION OF INNOVATION

Rogers, 95
BEHAVIOUR CHANGE

Links between strategy and individual goals

Performance development: coaching and support

Accountability