

Assessment Tool for Restorative Practice Stages of Implementation

	Stages	Climate Descriptors	Circle Descriptors	Conference Descriptors
<p>Increasing Degrees of Integration and Embeddedness</p> <p><i>Guided Inquiry:</i></p> <p>What skills are needed to move to the next level?</p> <p>What knowledge is needed to move to the next level?</p> <p>What behaviours are needed to move to the next level?</p> <p>What opportunities need to be created to move to the next level?</p> <p>What structures need to be put into place to move to the next level?</p>	Exploratory	<input type="checkbox"/> Staff and leadership generally open to RP concepts <input type="checkbox"/> Group established to explore RP as a focus for the school <input type="checkbox"/> Expertise in successful practices sought out	<input type="checkbox"/> Reflection on current strategies used. (e.g. exploratory/ show and tell, reading circles)	<input type="checkbox"/> Explore how RP conferencing aligns with progressive discipline continuum
	Initial Implementation	<input type="checkbox"/> Leadership establishes and supports a safe environment for staff engagement, sharing, learning and experimentation <input type="checkbox"/> Implementation plan created collaboratively and shared <input type="checkbox"/> Emerging early adopters and champions supported <input type="checkbox"/> Resources and training are put into place <input type="checkbox"/> Initial training in restorative process, principles and key practices <input type="checkbox"/> Mentorship and support available <input type="checkbox"/> Staff initiate the use of the restorative questions	<input type="checkbox"/> Training is provided to staff for class circle implementation <input type="checkbox"/> Establish social and communication skills that reflect Restorative practices and principles (modelling and teaching) <input type="checkbox"/> Circle norms co-created and upheld <input type="checkbox"/> Introducing circles using low risk questions e.g. pulse check, minds on <input type="checkbox"/> Reflecting on and modifying practices <input type="checkbox"/> Circles practices are based on the use of the restorative questions <input type="checkbox"/> Affective statements used in conversations to develop social communication skills	<input type="checkbox"/> Admin and a core group of staff trained in RP conference facilitation approach <input type="checkbox"/> Training available to all school staff for using restorative questions to resolve conflict <input type="checkbox"/> Leadership provides staff with time and support for facilitation <input type="checkbox"/> Conferencing considered for use as a re-entry and re-integration process post suspension/expulsion <input type="checkbox"/> Conferences are implemented as a way to resolve conflict <input type="checkbox"/> Restorative questions are fundamental to the conference

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<p>Inclusive Respectful Safe Caring</p> <p>Increasing Degrees of Integration and Embeddedness</p>	Full Implementation	<input type="checkbox"/> Leadership advocates for and promotes RP as key approach <input type="checkbox"/> Staff take responsibility for co-creating a restorative climate <input type="checkbox"/> Processes are clear and transparent. <input type="checkbox"/> Key staff are confident in their skills, knowledge and practice of RP <input type="checkbox"/> Students understand RP approach <input type="checkbox"/> School wide consistent use of the restorative questions and affective statements	<input type="checkbox"/> Restorative questions used consistently <input type="checkbox"/> Circles used to build relational knowledge and understanding <input type="checkbox"/> Circles used for problem solving <input type="checkbox"/> Mixed circles used school wide to promote community development <input type="checkbox"/> Circles used in staff meetings <input type="checkbox"/> Higher risk (personal sharing) questions used	<input type="checkbox"/> Conferencing is embedded in Progressive Discipline and is the recognized approach for problem solving <input type="checkbox"/> Key staff are trained in restorative conferencing <input type="checkbox"/> Conferencing used as a re-entry (with all affected) for integration and support post suspension/ expulsion <input type="checkbox"/> Students and parents understand how to request a conference <input type="checkbox"/> Adherence to the use of the restorative questions
	<p><i>Guided Inquiry:</i></p> <p>What skills are needed to move to the next level?</p> <p>What knowledge is needed to move to the next level?</p>	Innovation	<input type="checkbox"/> Full school community engagement integrates restorative principles into the daily life of the school in new ways (e.g. sports, parent council meetings)	<input type="checkbox"/> Students request circles for problem solving <input type="checkbox"/> Students create their own circles <input type="checkbox"/> Circles used appropriately to cover curriculum

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<p>What behaviours are needed to move to the next level?</p> <p>What opportunities need to be created to move to the next level?</p> <p>What structures need to be put into place to move to the next level?</p> <p>Inclusive Respectful Safe Caring</p>	<p>Sustainability</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Policies, mission and vision statements clearly reflect RP values <input type="checkbox"/> RP is promoted as a key initiative within the board's strategic plan <input type="checkbox"/> Administration plays a key role in advocating for and promoting RP <input type="checkbox"/> Resources are allocated to support RP <input type="checkbox"/> More student leadership and empowerment in restorative processes <input type="checkbox"/> New staff, students, parents understand the RP initiative in the school (and their rights and responsibilities associated with it) <input type="checkbox"/> Decision making practices align with restorative principles 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff are mentored as needed with circle facilitation <input type="checkbox"/> Classroom and school wide circles are embedded as regular practice <input type="checkbox"/> Circle process information is widely distributed and understood by all community members <input type="checkbox"/> Curriculum circle ideas are shared and supported <input type="checkbox"/> All new staff are trained and supported with circle facilitation <input type="checkbox"/> Time is allotted in school day for community circles <input type="checkbox"/> Students are able to facilitate class circles 	<ul style="list-style-type: none"> <input type="checkbox"/> Conferencing is understood throughout the community as the preferred way of resolving conflict <input type="checkbox"/> Admin and Staff develop processes to support one another in actively facilitating conferences as needed <input type="checkbox"/> Students are able to assist with conference facilitation

My Notes:

The Assessment Tool for Restorative Practice Stages of Implementation is designed to provide an initial overview of how Restorative your school is.

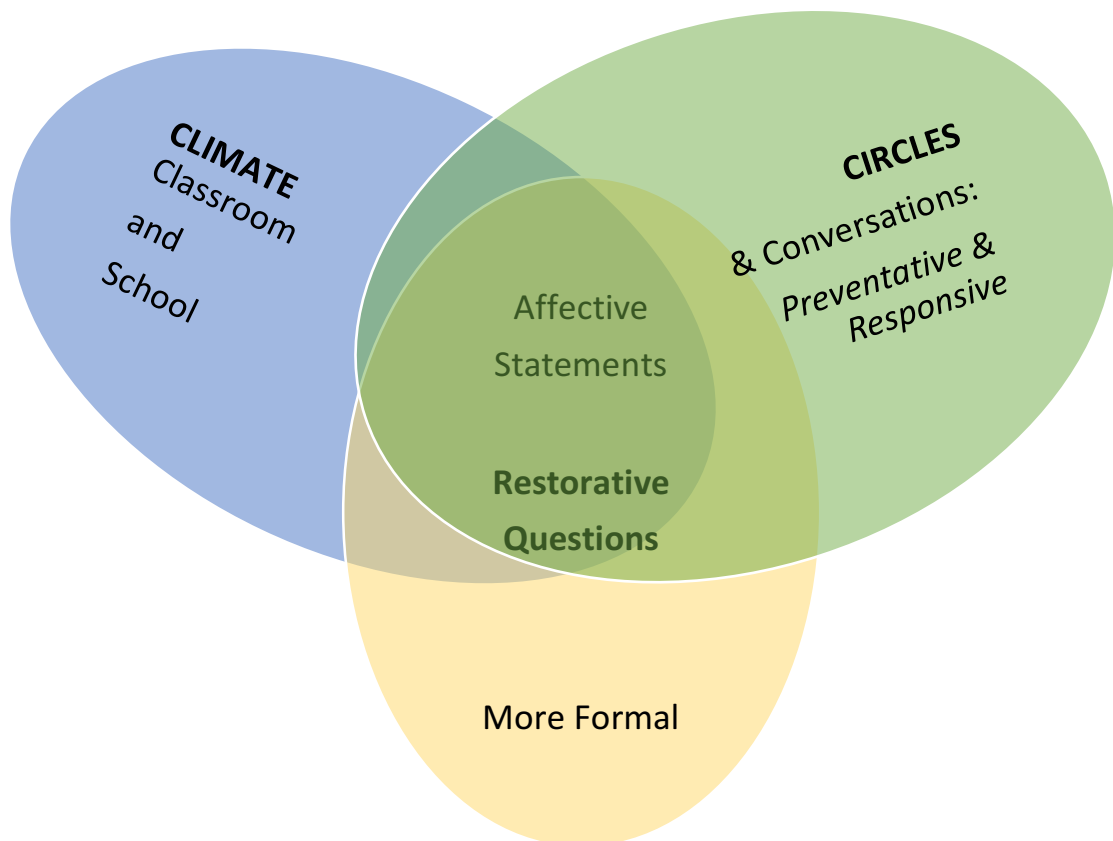
This can be used as:

- A preliminary assessment tool (checklist)
- A baseline to track progress
- A basis for group discussion in a staff meeting
- A planning tool when considering program development
- A precursor to the comprehensive Self- Assessment Tool*

*The Self- Assessment Tool provides a more detailed assessment approach for all school levels: Board-wide, school wide, classroom focused, parent and student focused.

CLIMATE / CIRCLE / CONFERENCE CONNECTIONS

Restorative Practice provides a supportive framework to prevent, respond to, and repair harm through a continuum of practices



Adapted from Hull Centre for Restorative Practice, UK