

*That was then... this is now - the evolution of
Restorative Practices in education*



CRP Conference 2024

21st - 23rd November 2024

Jane Langley - Greg Jansen - Rich Matla



ko Rich Matla taku ingoa



Kia whakatōmuri te haere whakamua

‘I walk backwards into the future with my
eyes fixed on my past’





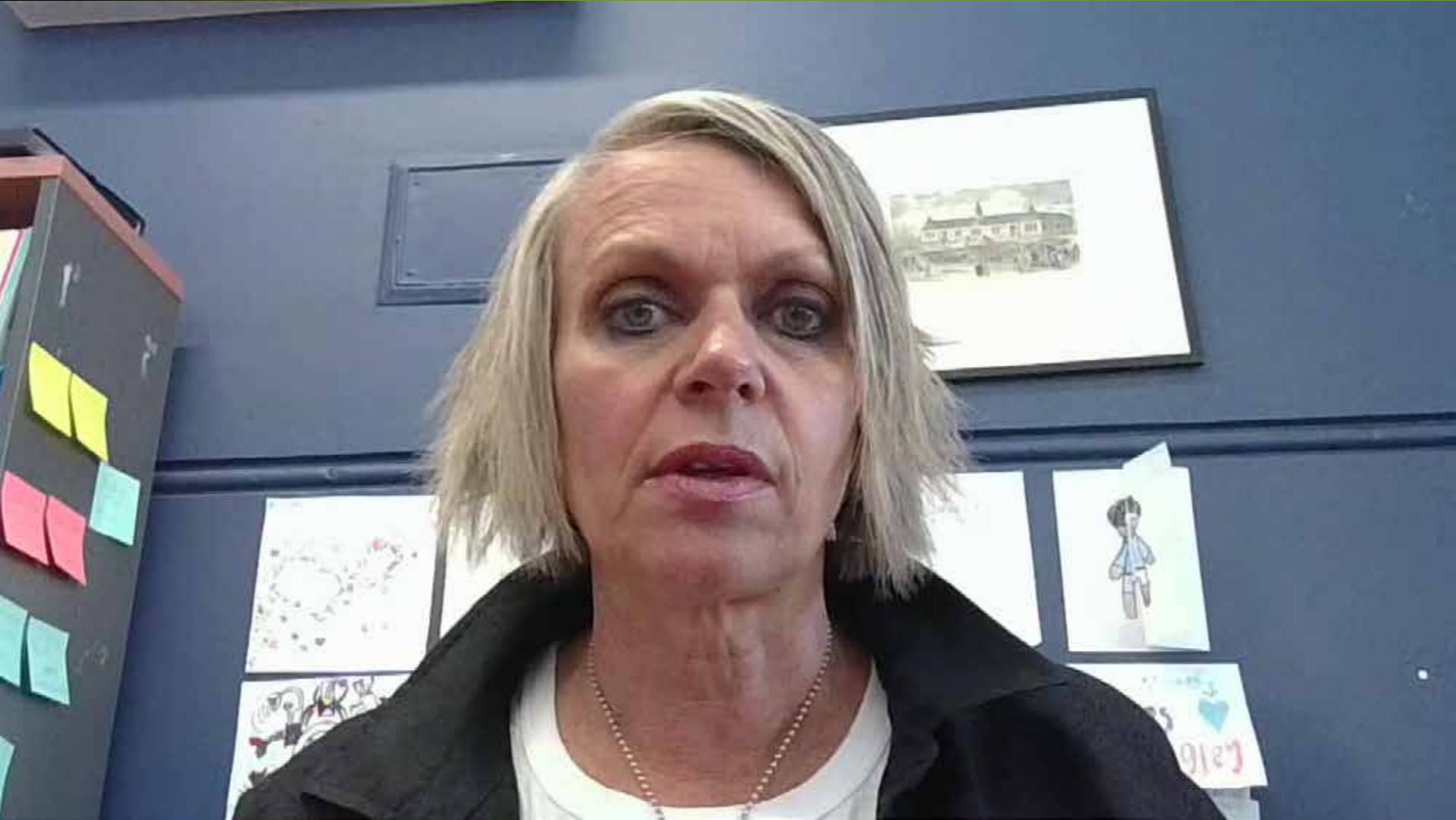
Looking back to look forward

Intro yourself to your partner

Take 60 secs to share how Restorative has changed since you first were involved in Restorative Practices

Swap - explore similarities . differences.







Pointy end stuff

The role of select staff, BOT, specialist training
Formal – structured – Multiple stakeholders

Days / weeks



Tricky stuff

The role of some staff, eg; Team leaders, Syndicate
Heads, Deans, Heads of Learning
Semi – formal

Hours / Days



Everyday stuff

The role of everyone
Informal

Minutes / seconds



Restorative Practices is about...

Building

Maintaining

Restoring

Sustaining

Learning Relationships





GREG JANSEN AND RICH MATLA - WWW.RESTORATIVESCHOOLS.ORG.NZ

Sustain
4.

Build
1.

Restore
3.

Maintain
2.

Connection before Correction



Rather than seeing Restorative Practices as a behaviour
management tool -
we need to begin to see it as a way of being -
a way of supporting the **learning culture** -
a way of developing **culturally sustaining** schools communities -
a way of learning well.

Jansen / Matla



Teaching Well-Being increases Academic Performance: Evidence From Bhutan, Mexico, and Peru

Adler and Seligman, 2016

Abstract

Can well-being be taught at a large scale, and should it be taught in schools? Does teaching well-being improve academic performance? In Study 1, 18 secondary schools ($n=8,385$ students) in Bhutan were randomly assigned to a treatment group ($k=11$) or a control group ($k=7$). The treatment schools received an intervention targeting ten non-academic well-being skills. Study 2 was a replication study at a larger scale in 70 secondary schools ($m = 68,762$ students) in Mexico. The schools were randomly assigned to a treatment group ($j = 35$) or a control group ($j = 35$). Study 3 was the last replication study at a larger scale in 694 secondary schools ($q = 694,153$ students) in Peru. The schools were randomly assigned to a treatment group ($h = 347$) or a control group ($h = 347$). In all three studies, students in the intervention schools reported significantly higher well-being and they performed significantly better on standardized national exams at the end of a 15-month intervention. In Study 1, the results for both well-being and academic performance remained significant 12 months after the intervention ended. For Studies 2 and 3, time will tell if our results endure 12 months after the end of the intervention. In all three studies, perseverance, engagement, and quality of relationships emerged as the strongest mechanisms underlying increases in well-being and enhanced academic performance. Our results suggest that, independent of social, economic, or cultural contexts, teaching well-being in schools on a large scale is both feasible and desirable.





Whakamana Tangata



Whāinga Whetū:
Whakamana Tangata

Kete One

Oranga Tamariki – Ministry for Children
November 2019



Te Tāhuhu o
te Mātauranga
Ministry of Education

Aramai He Tētēkura

Arise our Future Generations

A guide to understanding
distress and minimising the
use of physical restraint



Te Kāwanatanga
o Aotearoa
New Zealand Government

A Guide to understanding Distress & Minimising the use of Physical Restraint



**Nā tō rourou, nā taku rourou
ka ora ai te iwi.**

With your food basket and my food basket
the people will thrive.





Australia

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