

Positive 
Behaviour
for Learning

RESTORATIVE
PRACTICE

A Strategic Tool for Sustainable Restorative Practice

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MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

We'd like to begin by acknowledging the traditional owners of the land on which we meet today, the Ngunnawal, Ngambri and Ngarigu people.

We pay our respects to the people of these lands past and present.



Karakia

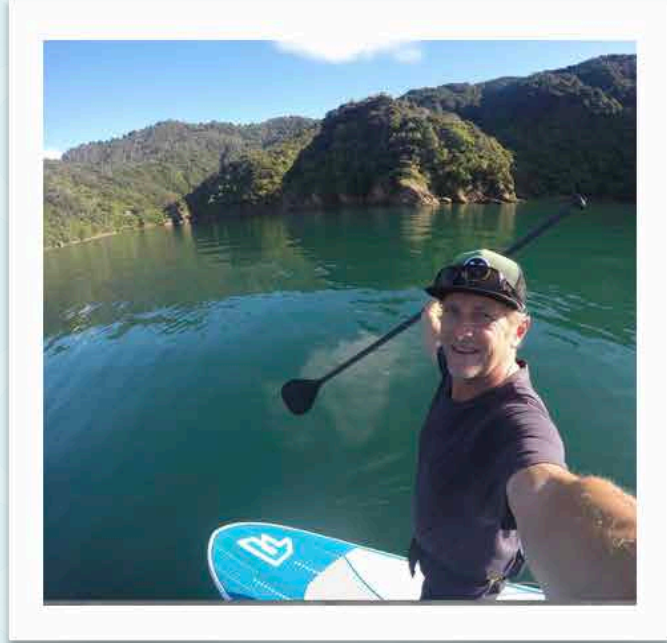
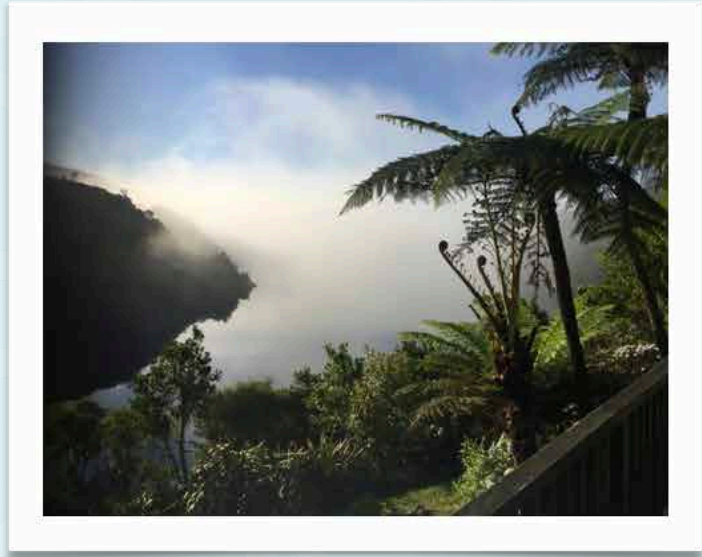
**Ngā mihi o te rā
Ki te whānau e huihui nei
Kia tau te rangimārie
Kia whakatapua tātou
me ngā mea
E whakaponono ana tātou
Haumi e... hui e...
Tāiki e!**



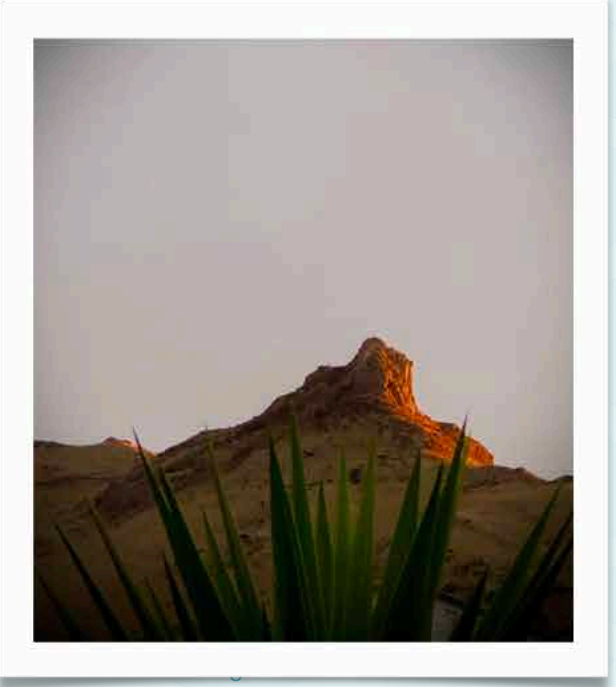
*Greetings of the day
to our family gathered here
Let peace be with us
And may we respect each other
and what we believe
Let us begin*



Ko Leane Carlson tōku ingoa



Ko Rich Matla toku ingoa



Ko Paula Skelton tōku ingoa



Ko Kilimanjaro te maunga

Tauranga Moana e noho nei ahau





Nō Malawi ahau

6



480 Restorative Practice Schools in Aotearoa New Zealand

-  Pre 2022 Schools
-  2022 - 2025 Schools





What could be 2 or 3 indicators that suggest your organisation is working restoratively?

Key indicators

- 5 key themes broken down into these 12 key indicators
- used to guide shift and change
- a tool to measure and stimulate discussion

The image shows the cover and content page of the 'Ngā Tohu Matua - Key Indicators' document. The cover page features a blue background with a traditional Māori pattern and the title 'Restorative Practice Ngā Tohu Matua - Key Indicators'. Logos for 'Positive Behaviour for Learning', 'Te Whāriki Institute of Professional Learning', 'THE UNIVERSITY OF WAIKATO', and 'THE MINISTER OF EDUCATION' are visible. The content page is a table with five columns representing different levels of practice: Level 1: Foundational, Level 2: Developing, Level 3: Proficiency, Level 4: Embedded, and Level 5: Sustainable. The first row of the table is partially visible, showing the text 'Te Tiriti a' and 'We have considered what it is to be a Te Tiriti partner and what this means when we work restoratively. For us this looks like... We are working towards... In five years, we would hope that...'. The second row of the table is also partially visible, showing the text 'School values and expectations are embedded across the school community. Restorative practices are embedded in the school values, and evident in the school's policies and charter.'

Leading Restorative Practice

	Level 1 FOUNDATIONAL	Level 1B DEVELOPING	Level 2 PROGRESSING	Level 2B EMBEDDING	Level 3 SUSTAINING
2.1 Leading Restorative Practice	<p>Tumuaki and SLT have a growing awareness of restorative practice.</p> <p>Communication with colleagues, students, whānau and the community uses deficit language.</p> <p>School leaders are inconsistent in the way they relate to others, using a managerial approach.</p>	<p>Tumuaki and SLT are beginning to use restorative practices.</p> <p>There are attempts to be more aspirational in communication with colleagues, students, whānau and the community.</p> <p>Leaders are introducing restorative practices across the school.</p>	<p>Tumuaki and SLT are using restorative practices.</p> <p>Leaders increasingly use strength-based language when communicating with colleagues, students, whānau and the community.</p> <p>Restorative Practice has been introduced and is being woven in with other initiatives.</p>	<p>Tumuaki and SLT model restorative practices.</p> <p>Strength-based, relational language is used when communicating with colleagues, students, whānau and the community.</p> <p>Restorative Practice is part of the strategic plan and resourced accordingly by the BOT and SLT.</p>	<p>Tumuaki and SLT consistently model restorative practices.</p> <p>Leaders communicate effectively with colleagues, students, whānau and community. They consistently demonstrate strength-based, relational language.</p> <p>SLT lead change collaboratively to sustain Restorative Practice with the full support of the BOT.</p>

Year 1

Year 2

Whakataukī

Tē tōia, tē
haumatia

Nothing can be
achieved without a
plan, workforce and
a way of doing things



Rich Staff hauora 3.3

3. Staff engagement, capability and wellbeing

	Level 1 FOUNDATIONAL	Level 1B DEVELOPING	Level 2 PROGRESSING	Level 2B EMBEDDING	Level 3 SUSTAINING
3.3 Restorative Practice impact on staff hauora and wellbeing.	There is a perception amongst staff that Restorative Practice is only about fixing challenging ākonga behaviour. Staff have little awareness /understanding of the connection between RP and staff hauora and wellbeing.	There is a developing awareness amongst some staff of Restorative Practice and how this impacts staff hauora and wellbeing.	Many teaching staff have an understanding of Restorative Practice and are making links with their impact on their own hauora and wellbeing.	Most staff have a clear understanding of Restorative Practice, make links, and take action to enhance restorative practices' impact on their own hauora and wellbeing of ākonga and staff.	All staff practice is deeply informed by a clear understanding of Restorative Practice and its impact on their own hauora and wellbeing and those of their colleagues. As a result, all school environments are safe, inclusive, bully and discrimination free.

Hauora – health, vigour



**‘I feel you may have just saved me from chucking in the towel with this job as the students behaviour is so very challenging here ...
Over night I had a shift in how I handled things and it has immediately made a positive difference’**

WITH restorative

problem-solving
respectful
collaborative
taking responsibility

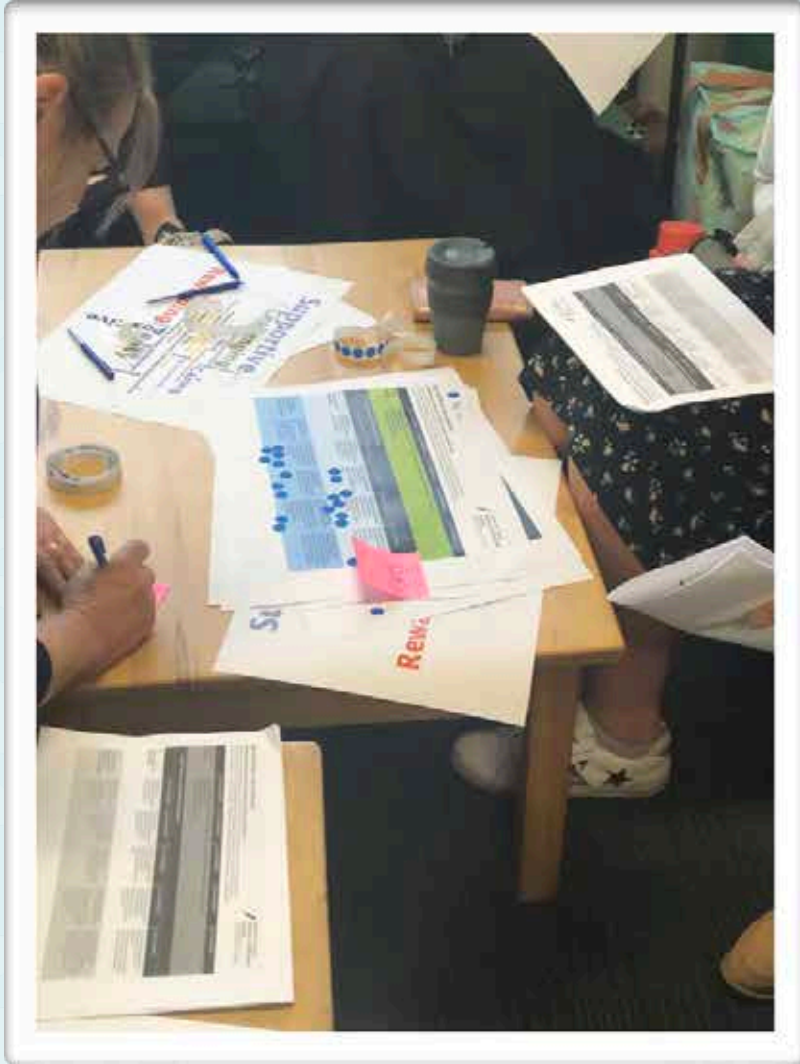
4. Student engagement in learning, voice and wellbeing

	Level 1 FOUNDATIONAL	Level 1B DEVELOPING	Level 2 PROGRESSING	Level 2B EMBEDDING	Level 3 SUSTAINING
4.3 Ākonga understanding, application and voice in Restorative Practice	Ākonga are unaware of what Restorative Practice is about, they may have heard it mentioned but have little or no experience of it.	Some ākonga are aware of Restorative Practice because they have been involved in a restorative conversation or conference.	Most ākonga have been made aware of the restorative process and how it works. Views of ākonga involved in the process are considered.	Ākonga expect that a restorative approach will be used in their interactions with staff and other ākonga, and they are actively involved in the process. Ākonga feedback is sought.	Ākonga across the school are increasingly relational and demonstrate problem-solving skills within the restorative process. Ākonga are engaging in restorative relationships with fellow ākonga. Ākonga voice is sought and informs the restorative process.



'We like that restorative stuff because we feel heard, and we get a chance to fix up the mistakes we make.'

Students aged 10 and 11
2024



Year 1-4

Ngā Tohu Matua - Key Indicators
Sustainable Restorative Practice in Schools and Schools

Identify the programme or school that best reflects the key indicators across a range of areas using the Key Indicator table. Use the indicators to inform your strategic planning and to inform your Sustainable Restorative Practice. This resource is not intended to be used as a checklist.

	Level 1 (Emerging)	Level 2 (Developing)	Level 3 (Established)	Level 4 (Advanced)
To What a Whānau?	We have a whānau that is... We are working together... to be a better whānau.			
1. School values, expectations and systems				
1.1 School values and expectations	School values and expectations are... and are... with a... approach.	School values and expectations are... and are... with a... approach.	School values and expectations are... and are... with a... approach.	School values and expectations are... and are... with a... approach.
1.2 School systems, processes and the effectiveness of restorative practice	Restorative Practice... is... used... to... address... issues... and... to... improve... the... school... environment.	Restorative Practice... is... used... to... address... issues... and... to... improve... the... school... environment.	Restorative Practice... is... used... to... address... issues... and... to... improve... the... school... environment.	Restorative Practice... is... used... to... address... issues... and... to... improve... the... school... environment.



Take care of our children.
Take care of what they hear,
Take care of what they see,
Take care of what they feel.

For how the children grow,
So will be the shape of Aotearoa

Dame Whina Cooper

Photo Michael Tubberty



Ngā pātai?

Any questions?

Karakia

**Kua mutu ā mātou mahi
Mō tēnei wā
Manaakitia mai mātou
katoa
Ō mātou hoa
Ō mātou whānau
Āio ki te Aorangi**



*Our work has finished
For the time being
Protect us all
Our friends
Our family
Peace to the universe*



Te aroha
Te whakapono
Me te rangimarie
Tatou tatou e

Love, hope, peace, for us all

Ngā mihi nui

Thank you