The evolution of Restorative Justice programs - Victoria

DHS increased funding and expanded YJGC across the metropolitan area

Evaluation by KPMG found the program to be effective and efficient in terms of diversion, recidivism, cost benefit and positive stakeholder feedback.

Legislative amendments made to include referrals for young people who are facing custodial sentences.

YDPP was brought into Youth Justice and renamed the Children's Court Youth Diversion (CCYD) service and expanded across state

R. Bonnett thesis completed - Swinburne University (now peer reviewed and published 2024)

2006   2011   2015   2019   2024

2003   2010   2015   2017   2022

Review and legislative provisions made in the Children, Youth and Families Act 2005.

Government announced recurrent funding and expansion of YJGC (increase targets)

Jesuit Social Services set up the Youth Diversion Pilot Program (YDPP)

Jesuit Social Services piloted group conference processes within diversion.

Youth Justice Bill passed. Expanded restorative options.

Jesuit Social Services - Learning system

- A robust learning system (apprenticeship)

- Program Managers - Stewards of programs & practice

- Restorative Practice mindset and skillset

- Maintaining good data and records – Do & Influence

- Working 'with' – Community agency perspective

Jesuit
Social Services
Building a Just Society

Restorative practice – other applications and opportunities

POST-SENTENCE HEALING: people affected by a crime meet to "make sense" of their experience together, so that they are then better able to "get on with their lives";

PRE-RELEASE PLANNING: a person serving a custodial sentence meets with members of the community to which they will be returning once their sentence is complete.

AVITH - RESTORE: addressed the needs of both the young person and their family, and assist families who wish to stay together, to address the violence. A family group conference can assist families to make sense of complex issues and dynamics, address concerns about safety, and put in place practical, tailored strategies that reset right relations.
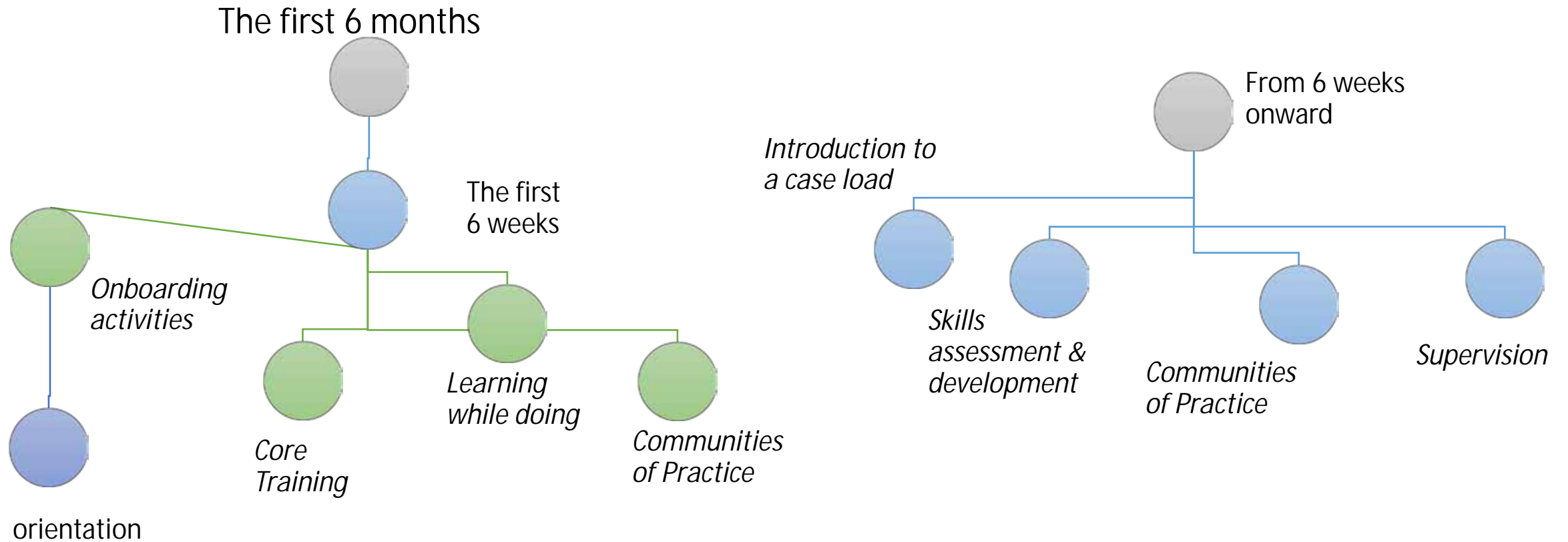
ENGAGE: School Based restorative project that worked with students, school staff, peers and family/carers to address conflict and support approaches to relationship management

Community Conferencing is a non-legislated approach using restorative practice that seeks to repair relationships that have been damaged between individuals, families, groups and communities in a range of settings

Lotjpadhan (Talking Together): integrates restorative practices with Aboriginal ways of "*knowing, doing and being. The* program uses the process of group conferencing to help young people, families, and their supporters to better understand people's motivations, the impact of behaviours, and how they can improve relationships.
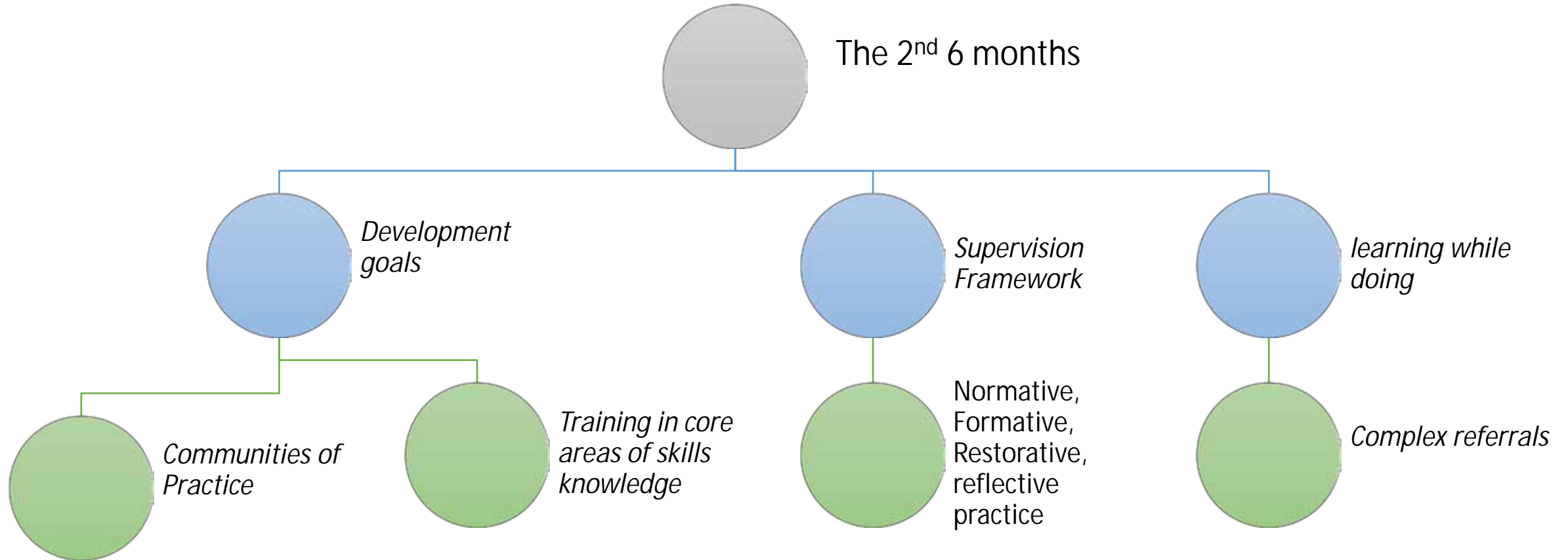
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RJU's Learning System
The first 12 months

The 2nd 6 months

Development goals

Supervision Framework

learning while doing

Communities of Practice

Training in core areas of skills knowledge

Normative, Formative, Restorative, reflective practice
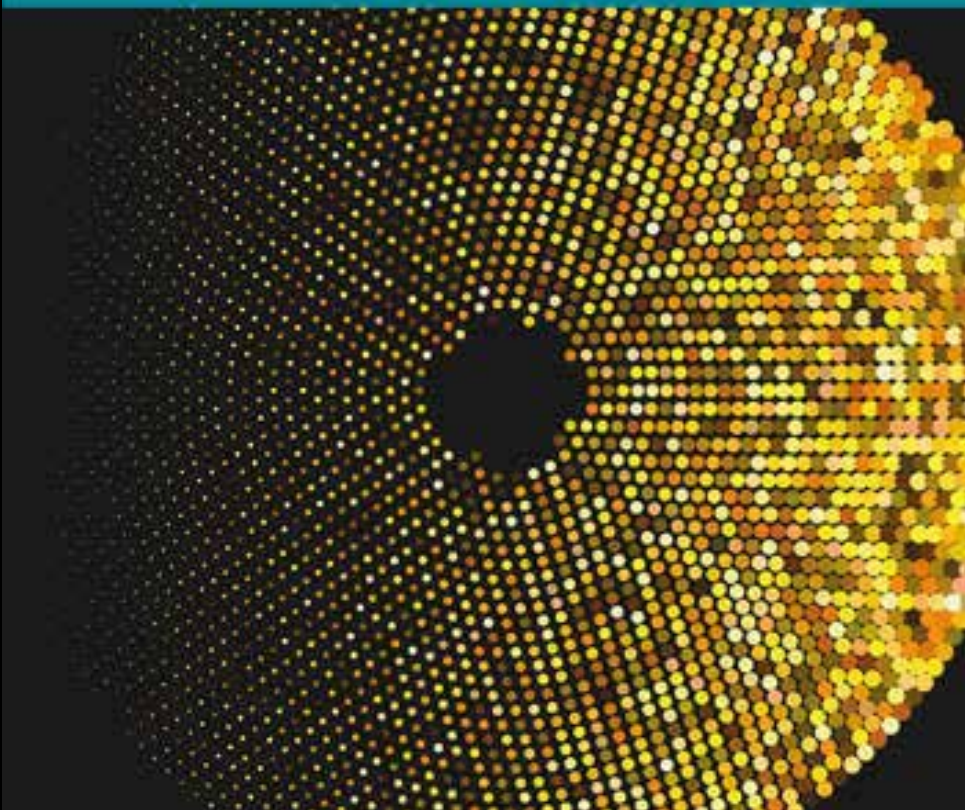
Complex referrals

Setting Relations Right in Restorative Practice

Broadening Mindsets and Skill Sets

David B. Moore and Alikki Vernon

A *system* for **learning-on-the-job**

Learning requires **reflecting**

on how we apply **general principles**

Some unit / group needs

to **coordinate** *this learning system*

F Distinguish *principles,* from *programs,* from *processes!*

F Distinguish *administration* from *facilitation!*

Key distinction

ADMINISTRATION
follows
standard
specific actions
required
in *every case*

FACILITATION
applies
general principles
to guide the
variation required
to *set relations right*
in *each* case

Learning-on-the-job & continuous improvement

- COMMON **FOUNDATIONAL TRAINING**

    for **facilitators, administrators** *and* **evaluators**

- Practitioners then *observe* more experienced colleagues 'on-the-job'

- **LEARNING-ON-THE-JOB** continues with facilitating in *less complex cases*,

    then gradually developing *competence & confidence* to

    [i] *facilitate* in *more **complex cases**, &

    [ii] ***coach-&-mentor*** less experienced facilitators as they learn-on-the-job

- *COLLEGIAL* **REFLECTIVE PRACTICE**

    Facilitators follow standard **templates** as they *reflect* with a colleague after a case

- *COLLECTIVE* **REFLECTIVE PRACTICE**

    A group of colleagues further consolidate their practical knowledge
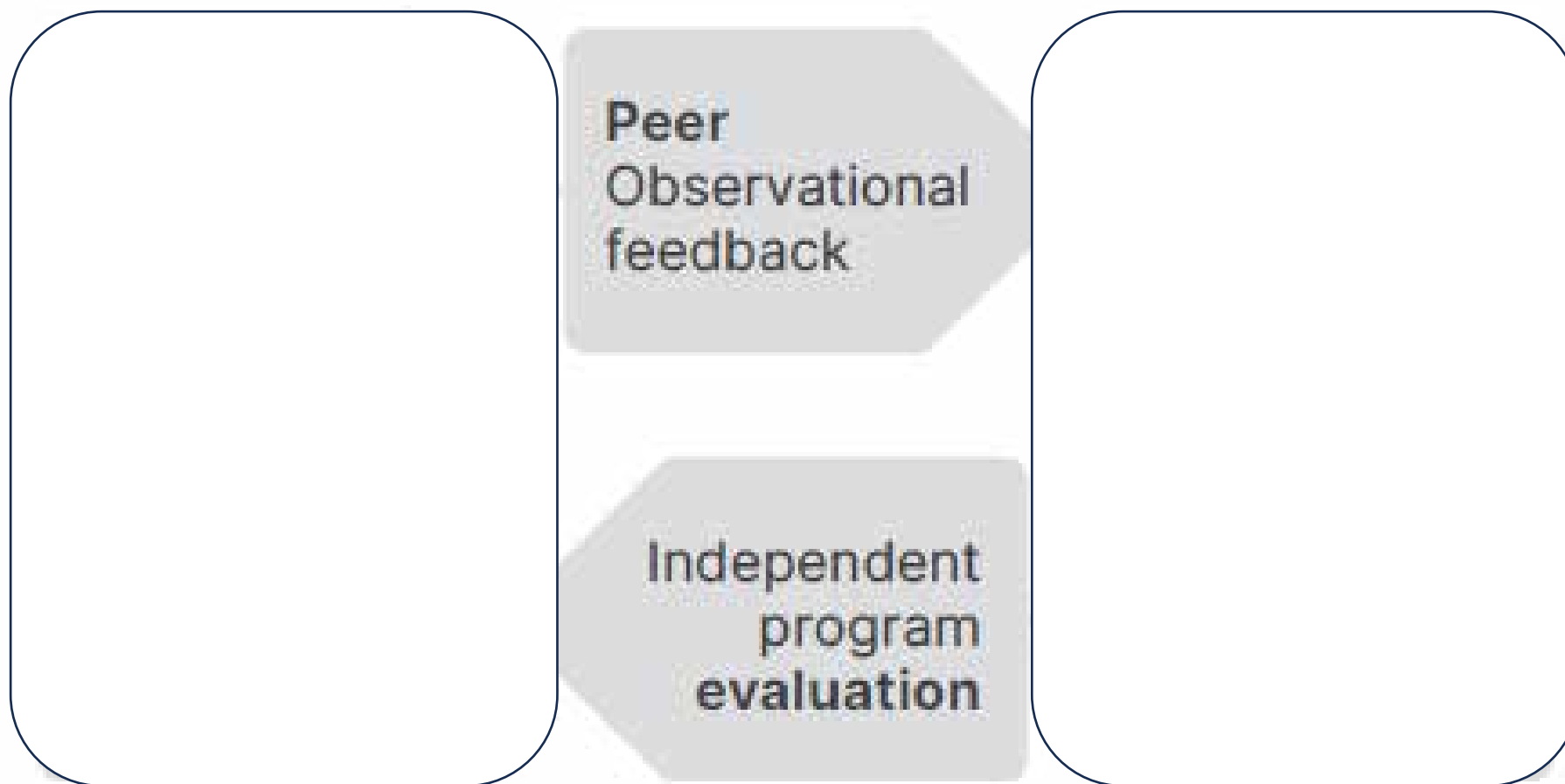   in sessions reflecting on one or more *detailed **case studies***

- **LESSONS FROM REFLECTIVE PRACTICE**

    used to *review* and fine-tune *facilitator **guidelines*** and the *program **framework***

A system for learning restorative practice

COMMENCES with: **foundational training**

CONTINUES with: a *system* for **on-the-job learning**:

Peer Observational feedback

Independent program evaluation

A system for learning restorative practice
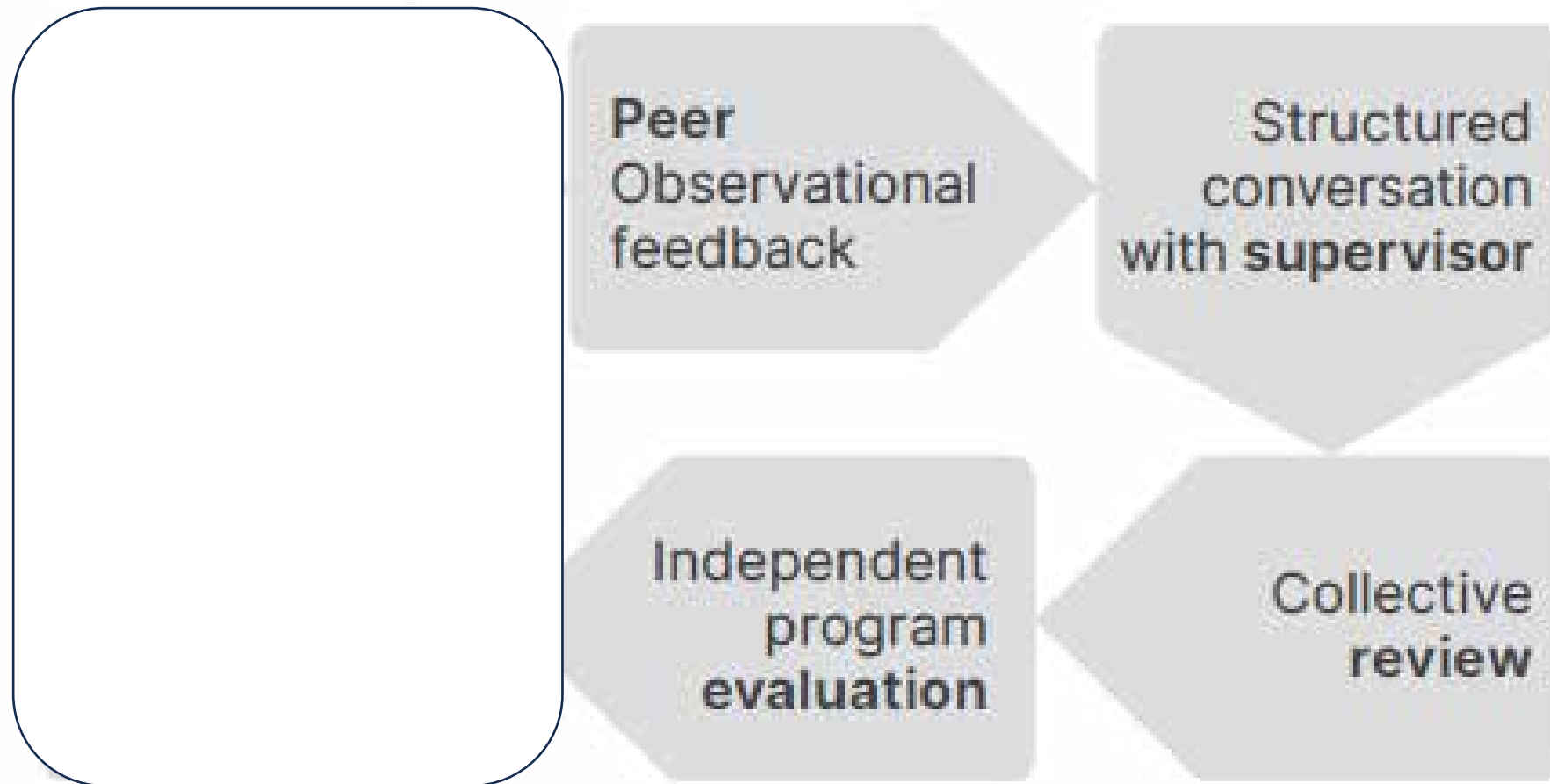
COMMENCES with: **foundational training**

CONTINUES with: a system of **on-the-job learning:**

A system for learning restorative practice

COMMENCES with: **foundational training**

CONTINUES with: a system of **on-the-job learning:**

Convenor Self-reflection → **Peer** Observational feedback → Structured conversation with **supervisor** → Collective **review** → Independent **program evaluation** → **Improvements** to theory, practice and training