

Restorative Professional Development Schedule

2017

SEPT	9/12	Community of Practice: <i>Developing a Whole School Restorative Justice Plan</i>	NOV	11/1	Why Restorative? Webinar
	9/28	Restorative Schools Overview		11/14	Community of Practice: <i>Restorative Communication for School Staff</i>
OCT	10/17	Community of Practice: <i>Meeting the Social, Cultural, and Linguistic Needs of Our School</i>	DEC	11/17	Circle Facilitation**
				12/1	Restorative Schools Overview
				12/12	Community of Practice: <i>Trauma Awareness, Mindfulness, and Self-Care</i>

2018

JAN	1/9	Community of Practice: <i>Building Support with Parents and Staff</i>	APR	4/10	Community of Practice: <i>Special Education and Restorative Practices</i>
	1/11	Circle Facilitation**		4/19	Restorative Practices and Special Education**
	1/25	Restorative Practices for Younger Learners & Drama and Games for Social Emotional Learning	MAY	5/4	Trauma Awareness and Resilience
FEB	2/8-	Responsive Circle		5/15	Community of Practice: <i>Grieving and Celebrating</i>
	2/9	Facilitation (Two Day)**		5/17	Why Restorative? Webinar
	2/13	Community of Practice: <i>Promoting Youth Leadership</i>			
	2/21	Why Restorative? Webinar			
MAR	3/5-	Restorative			
	3/6	Communication (Two Day)			
	3/13	Community of Practice: <i>Creating a Positive School Culture</i>			

****Offerings marked with
asterisks have prerequisites.
See descriptions for details.**

Restorative Professional Development Schedule

2017-2018 School Year

Dates
Offered

PLUs are available by request for each offering

Restorative Schools Overview

This **one-day** experiential workshop will introduce teachers, administrators, school staff, students and all those who support them to restorative concepts and practices. Participants will explore the continuum of restorative practices, experiencing pro-active circles for strengthening relationships and social-emotional skills. More fundamentally, participants will come to see restorative approaches as a means of shifting school culture and climate, as well as addressing systems of power and oppression. After a day of learning about school-based restorative practices, this overview will conclude with a planning session and information on how to receive additional support. Absent additional training, this workshop alone is not intended to equip participants to facilitate any particular restorative process. *This workshop can serve as a prerequisite to Circle Facilitation training offered in November and January.*

9/28/17

12/1/17

Why Restorative? Webinar

Restorative Practices are based on philosophies and approaches to building community and responding to harm with roots in indigenous traditions. They are increasingly applied in schools around the country to create inclusive, socially connected, and supportive learning environments. This **one-hour** webinar will serve as a basic introduction to restorative practices and will provide will first-hand experiences about how important restorative work is impacting DC school communities. This webinar will also serve as a basic introduction to restorative practices. *This webinar can serve as a prerequisite to Circle Facilitation training offered in November and January.*

11/1/17

2/21/18

5/17/18

Circle Facilitation

This **one-day** skills workshop is for teachers, youth workers, youth, and other professionals who wish to incorporate peacemaking circles to build community at their school/organization/agency. Participants will learn the underlying assumptions, primary features, and basic process of Peacemaking Circles through direct experience and reflection. Participants will then have the opportunity to practice designing and facilitating circles, receiving feedback on their skills and an informal assessment of their readiness to apply circles to their work. Participants will receive a book and other reference materials to guide in implementation. On the basis of this and the assessment, it is anticipated that most participants will be ready to facilitate basic community building circles as an outcome of the workshop, but not more advanced responsive circles.

11/17/17

1/11/18

Prerequisites: *The Restorative Schools Overview, Why Restorative? webinar or similar introductory training is a prerequisite to attending this workshop. If you have questions, please contact us.*

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Restorative Practices for Younger Learners & Drama and Games for Social Emotional Learning

Morning Session: In order for restorative practices to be effective for young learners, restorative practitioners must consider the developmental range of children in grades K-8, and must accommodate a young learner's attention span, energy level, learning style, and expressive and receptive language capacity. This experiential workshop for teachers, administrators, school staff, and early education workers will translate restorative practices to the primary school classroom by adapting proactive and responsive approaches to the developmental stages of K-8 students.

Afternoon session: Social and emotional development through drama and games provides a living laboratory for your restorative circles that enables participants to practice engaging in creative ways to build community, approach problems, express feelings and clarify values. It mirrors relevant social and personal issues that young people face on a day-to-day basis and explores various ways to achieving positive lifestyle changes. Through our dramatic engagers, participants are provided the opportunity for creative awareness-building and social and emotional skills development. In turn, they learn to make wiser decisions as well as the necessary changes to lead healthy and productive lives.

Note: You may register for one or both parts of this one-day, two-part workshop. The morning will be most relevant for those working with children grades K-8. The afternoon will be a drama and games workshop for social-emotional learning for all ages.

Responsive Circle Facilitation (Two-Day)

This **two-day** skills workshop is for school staff who aim to incorporate responsive peacemaking circles into their school. The training will first outline the range of formal and informal interventions available as alternatives to traditional punitive discipline, before focusing on responsive circles and then more structured intervention for serious and complex incidents of harm. Participants will practice drills and facilitating mock circles using disciplinary scenarios drawn from the participants' real life experience and receiving feedback on their skills. Participants will also learn how these restorative practices can be institutionalized and made to interface with DCPS Chapter 25 and their school's existing suspension policies. Following the two-day workshop, participants will be asked to convene and facilitate live responsive circles in coordination with a designated coach who will assess their skills and offer feedback. Participants will also be asked to take part in a regular, monthly one-hour peer support conference call for sharing, learning, and accountability.

Prerequisites: *Restorative Schools Overview (or similar introductory training), and Circle Facilitation. Participation is required for both days of the workshop as well as the post-workshop observation/assessment. It is anticipated that most participants will be ready to hold basic responsive circles including preparation and agreement making.*

1/25/18

2/8/18-
2/9/18

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Restorative Communication (Two-Day)

While restorative practices are primarily associated with the formal circles and conferences that may be implemented a few times per week, Restorative Communication can be used on a daily basis to build relationship and work with conflict. As such, it is a foundation to building a restorative culture of care and respect. This **two-day workshop** will help educators and youth workers identify ways that language used during difficult or disciplinary conversations may undermine intended outcomes, contradict our own values, and create disconnection with youth, peers, and colleagues. Aligned with the Positive Youth Development model, this training will present an empathy- and growth-mindset that fosters deeper understanding, cooperation, and working relationships. Participants will experience communication in a new way, trying out new ideas and techniques in situations that are relevant. They will also receive follow-up resources. This workshop will draw heavily from the model of Nonviolent Communication, which has been used throughout the world from schools to prisons, war zones to board rooms to transform conflicts and discipline issues, increase collaboration and empower individuals and groups to find successful solutions.

3/5/18-
3/6/18

Restorative Practices and Special Education

Restorative Justice is a philosophy and approach to building community and responding to harm with roots in indigenous traditions. It is increasingly applied in schools all around the country to manage classrooms and create inclusive, socially connected, and supportive learning environments. We are committed to educating youth regardless of their social, emotional, physical, or intellectual abilities. Indeed, students with special needs and trauma make a significant part of our school population and are disproportionately represented in school discipline cases. Even where there is no formal diagnosis, students have different capacities for sustained attention, social awareness, intellectual cognition, emotional regulation, memory, and expressive and receptive language. This **one-day** experiential workshop will help teachers, administrators, and special education staff identify and accommodate these differences as an essential part of preparing for, facilitating, and following up on responsive interventions such as responsive circles.

4/19/18

Prerequisites: *Restorative Schools Overview (or other introductory training), Circle Facilitation, and Responsive Circle Facilitation. Most participants should be ready to hold basic responsive circles; including preparation and agreement making for students with a variety of special needs.*

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Trauma Awareness and Resilience

For schools serving marginalized communities, trauma is the elephant in the classroom. It fundamentally affects the way students and educators learn or behave, yet remains largely unseen. Based on the Strategies for Trauma Awareness and Resilience (STAR) model from Eastern Mennonite University, this one-day interactive and self-reflective workshop will equip educators, youth, and youth workers with a lens to recognize and understand trauma, including its behavioral manifestations and underlying neurobiology. Based on this, participants will discover ways they can make their schools more supportive and safer for those touched by trauma, and will be provided with follow-up resources. The aim of this **one-day** workshop is to create a safe and supportive space for participants to share how trauma has touched their lives, explore sources of resilience, and experience techniques for stress relief. As a result of the workshop, it is anticipated that participants will be able to share and apply a basic understanding of trauma and a few simple stress-relieving techniques, but will not be prepared to address severe trauma absent clinical training.

5/4/18

Community of Practice

Community of Practice gatherings create a dynamic space for representatives of schools and agencies, seasoned practitioners, and advocates to share their experiences and explore topics related to restorative school change. Each one runs approximately 2.5 hours.

Developing a Whole School Restorative Implementation Plan

9/12/17

Meeting the Social, Cultural, and Linguistic Needs of Our School

10/17/17

Restorative Communication for School Staff

11/14/17

Trauma Awareness, Mindfulness, and Self-Care

12/12/17

Building Support with Parents and Staff

1/9/18

Promoting Youth Leadership

2/13/18

Creating a Positive School Culture

3/13/18

Restorative Practices and Special Education

4/10/18

Grieving and Celebrating

5/15/18