

Restorative Practices

Middle School Restorative Practices

Reflection Sheet: Teacher

The video explores two schools' implementation of Restorative Practices. Use the following questions to reflect on the information presented and to frame your own thoughts about Restorative Practices.

- 1. Patrick Burns compares middle school to a roller coaster. He says, "This is the front car of the roller coaster! No seat belt, hands up, terrifying, and up and down and twist and turn at all times." Chart examples of each of the descriptors, and then discuss whether you think this is a good description of middle school.

Principal Burns's description	Your interpretation What does Mr. Burns mean by these words?	Your personal examples Support or refute!
This is the front car of the roller coaster!		
No seat belt		
Hands up		
Terrifying		
Up and down		
Twist and turn at all times		

2. Wuta Onda, a teacher from Lyons Community School, says that Restorative Practices are “the underlying work that allows the classroom stuff to run smoothly.” Comment on the “underlying work” you do to make your classroom run smoothly. Compare/contrast to the practices you observed in this video.

3. In the video, various students tell us how the practice of Restorative Circles in advisory have affected them. One young woman says, “We’re learning about each other but it kinda made it deeper,” and Sean Carter says, “There’s been more trust, equality and community,” later adding, “and It opened my mind more.” How do statements like this support your teaching practices?

4. What do you notice about the different items used as talking pieces in the Advisory Circles? What is the value of a talking piece?

5. Why is it important, as Khadene Salmon-Wallace says, to build bonds between students and teachers? How do they seem to do this in Advisory Circles?

6. Priscilla Prutzman, Staff Developer at MS 217, says that Peer Mediation teaches the students active listening skills, specifically, “listening for feelings.” How does this definition compare/contrast to the traditional definition of active listening most schools use? Why do you think this kind of active listening works for Peer Mediation?

7. Patrick Burns, principal of MS 217, says that in middle school, teachers are “working with students and [they’re] developing them into the citizens that we want them to be where they take responsibility for their actions and where they work to better their community—then Restorative Practices—it’s a no brainer decision.” Comment on this statement. If your school has NOT implemented Restorative Practices, how would you use this statement to build an argument to bring the RP to your school? If your school DOES implement RP, how does this statement reflect the program? What other comments did you hear in the video that would support your argument/reflection?

8. What did you notice about the students involved in the Peer Mediation process? How would you describe their demeanor? How do you see your students participating in a process such as this?

9. Taeko Onishi, principal of Lyons Community School, says, “We expect our young people to be amazing. Restorative Practices gives them the opportunity to be those things.” In what ways do we expect young people to be amazing? How do we support them in their journey to be amazing? From what you observed in the video, how do Restorative Practices give them the opportunity to be amazing?
