

RESTORATIVE PRACTICES & UNIVERSAL DESIGN FOR LEARNING: WHERE ALL ARE WORTHY AND INTERCONNECTED

How can a Philosophy of Restorative Practices (Belief that all Human Beings are Worthy & Interconnected; Power WITH vs. Power OVER) Help Prepare Children & Educators for UDL?

SHERRA ROBINSON (B.A., B.Ed., M.Ed.)

Position: Programs Itinerant for Safe & Inclusive Schools

- UWO Doctoral Student - Leadership/International Ed.

15 Years in Profession:

- SIS Itinerant 2016-Present
- A.P. 2015-2016
- Dept. Head ELA - 2009-2015
- ELA/Theatre/Tech Teacher 2004-2016

Other Interests: Spending Time with Family/
Friends, Researching, Reading, Travelling, Planning
Next Trip, Daydreaming about my next beach vacation....



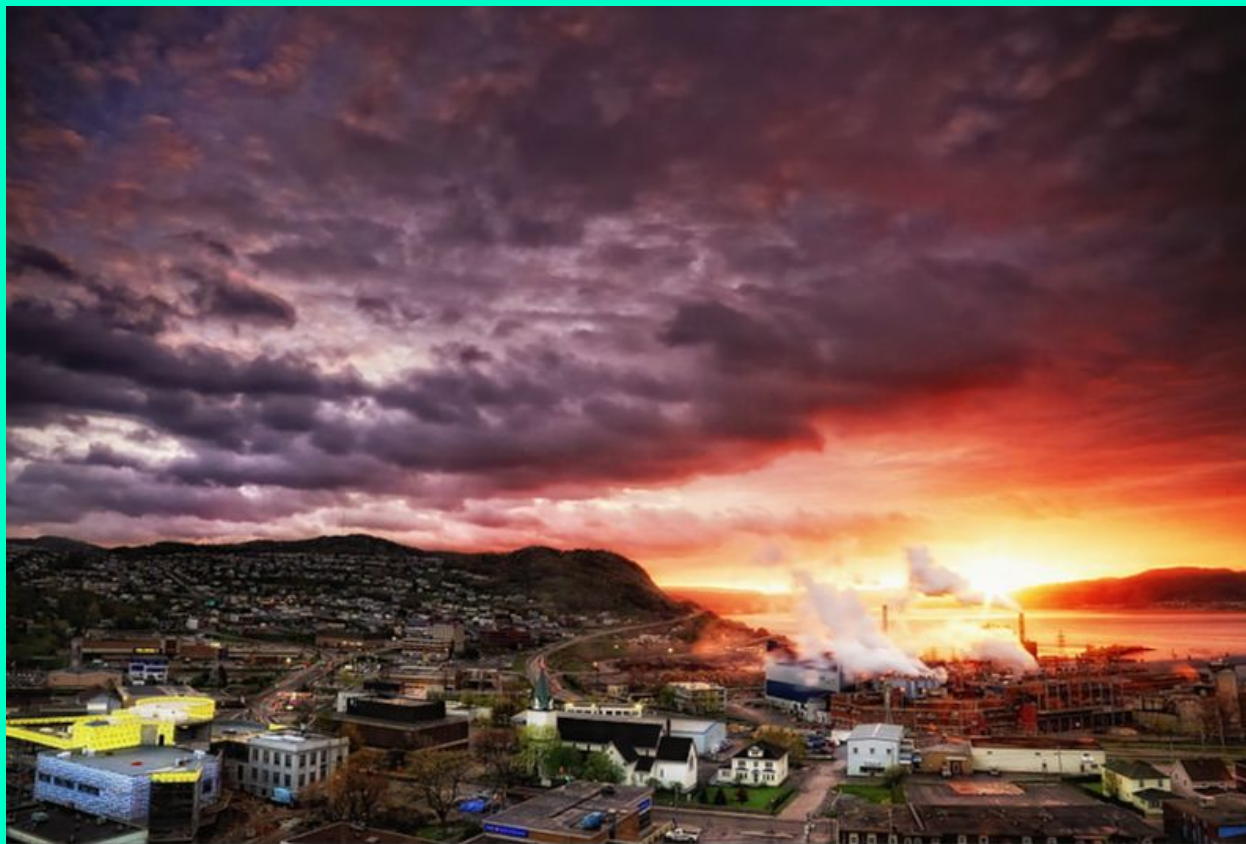
“Trust is the glue of life. It's the most essential ingredient in effective communication. It's the foundational principle that holds all relationships.”

Stephen Covey

Twitter Handle: @therobinsonread



My Hometown



“Corner Brook at Sunset” -Scott Grant

From Corner Brook, Newfoundland, Canada to Kortrijk, Belgium



And
Approximately
24 Hours
Later...

Guidelines for Our Time Together:



► Be respectful and allow this to be a place of learning and reflection

► Relax...

Collaborate &
Discuss!



Learning Knows No Bounds

Goals of Session:

- To Advocate for the Promotion of Restorative Practices in Education
- To Increase Awareness of the Principles of UDL which Allows Educators to Produce More Flexible Learning Opportunities for ALL Learners and to Address the Variability that Exists Amongst ALL Learners
- To Clearly Define Connections Between RP and UDL and their Role in Helping to Create Safe, Caring & Inclusive Learning Communities

Session Opening:

*“We are broken
within the context of relationships;
and we are also
healed within the scope of relationships.”*

Ojibway Elder: Hilda Nadjiwan (2008)

Check-In & Introduction:

- **Round 1: Name? Work title? Where you're from? Any questions that you're looking to have answered?**



Under the Surface



MY RESTORATIVE
PRACTICE JOURNEY

Evans and Vaandering (2016)

RJ is a theoretical framework that facilitates the development of learning communities, which nurture the capacity of people to engage with one another and their environment in a manner that supports a culture of respect, dignity and mutual concern for all individuals. **It is a way of thinking and being** that is not new, but comes from ancient and contemporary Indigenous cultures. It emphasizes the importance of healthy, nurturing relationships, just and equitable learning environments and transforming conflict and repairing harm.

Current Perspectives Judicial Context

Mark Yantzi (1974)

- Adversarial approach: *the more you punish the less likely they will do it again;*
- Restorative approach: *the stronger the relationship the less likely we will act inappropriately towards each other (IIRP, 2000)*

RP: The Newfoundland & Labrador Context

Safe and Caring Schools Policy (2013) states that, “building a safe, caring and inclusive school environment requires a focus on developing respectful and caring relationships throughout the school community – among students, among adults and **with** students and adults.”

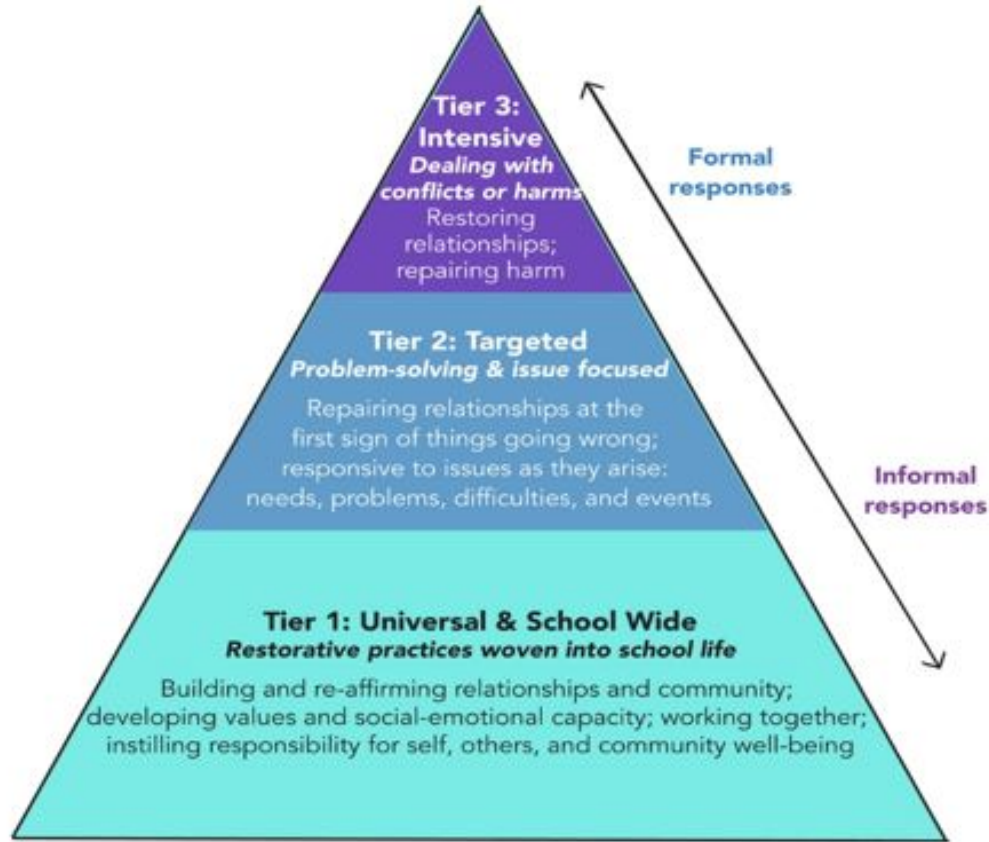


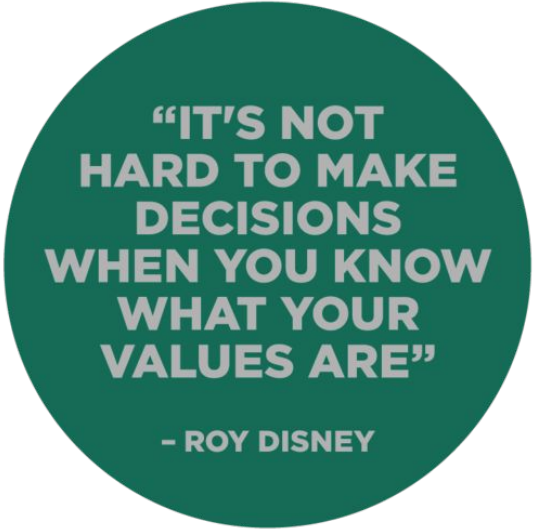
RP in NL: A Tiered Approach

A tiered approach to support the making, maintaining and repairing of relationships:

- universal instruction – focus on building and maintaining relationships;**
- targeted interventions – focus on repairing relationships through problem solving;**
- intensive interventions – focus on restoring relationships when they have been broken due to conflict/harm.**

RP in NL: A Tiered Approach



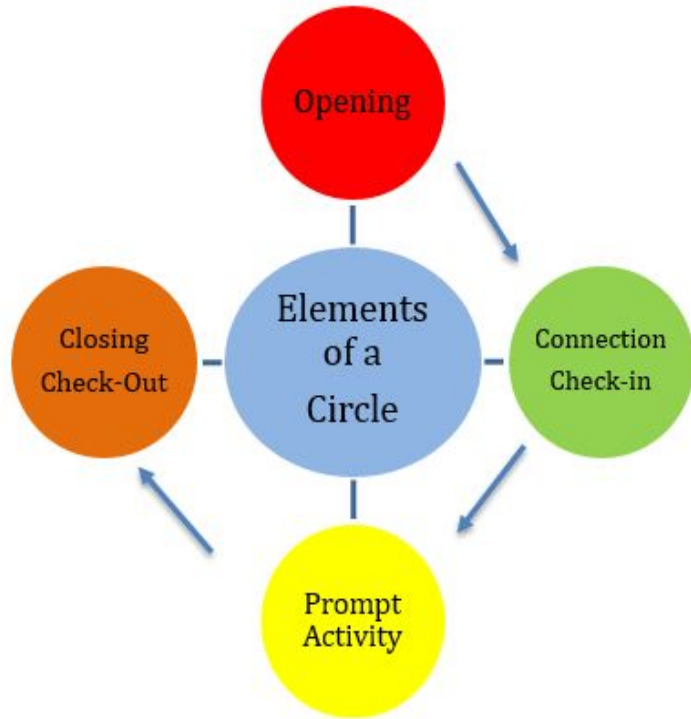


**“IT’S NOT
HARD TO MAKE
DECISIONS
WHEN YOU KNOW
WHAT YOUR
VALUES ARE”**

- ROY DISNEY

THE CIRCLE

ELEMENTS OF A CIRCLE



A versatile way to learn new concepts, share ideas and viewpoints, develop relationships or respond to conflict. The circle is an intentional practice designed to promote connection, understanding and dialogue in a group. It is a powerful tool for building relationships, establishing norms and working through differences with a healthy balance between individual and group needs (Circle Forward, 2015).

Restorative Approaches in Schools



Restorative Questions

Restorative questions such as these might be used in a responsive circle:

1. What happened?
 2. What were you thinking/feeling at the time?
 3. What has been the hardest thing for you?
 4. What are you thinking/feeling now?
 5. Who was affected? How?
 6. What do you do/need to move forward?
- **Variations used in both proactive and responsive circles/meetings**

*“Circles are a
form of
participatory
democracy.”*

Kay Pranis

Empathy: The Heart of Difficult Conversations



Restorative Classroom

- Students feel safe and supported in dealing with conflicts
- The class works together to identify and solve problems that interfere with learning
- While the teacher is still in charge, there is a shared responsibility for behavior management
- Social and emotional learning is supported

Amos Clifford

Rick Smith: “Conscious Classroom Management”

- It’s all about building relationships
- 90% is about prevention
- Assume the best, be pro-active not re-active
- Exercise the muscle of kindness
- Proximity/ Get within 3 feet of each student each day
- Make connections/ 2 x 10 rule

**RE-again;
SPECT-to
look
To look
again
From the
others'
perspective.
(Barter)**

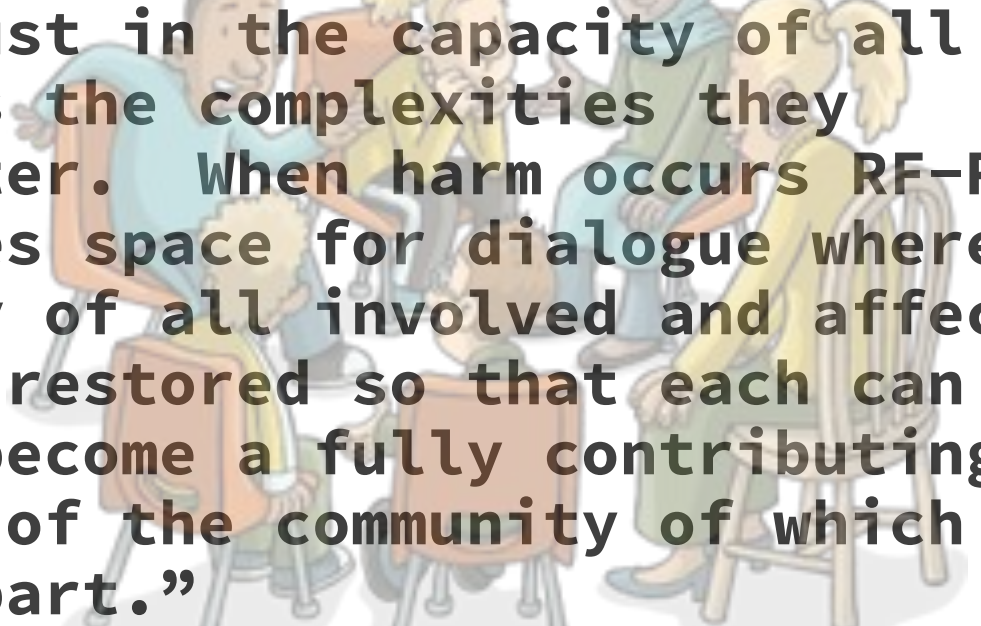


**Worth that
has no
Substitute.
(Kant)**

Reciprocal caring for one another

Dr. Dorothy Vaandering

We are Healed Through Relationship

A cartoon illustration of a diverse group of people sitting in a circle on chairs, engaged in a conversation. The group includes a man in a blue shirt, a woman with blonde hair, a woman in a green hijab, and a woman in a yellow top. They are all looking towards each other, suggesting a collaborative and respectful dialogue.

“We trust in the capacity of all to address the complexities they encounter. When harm occurs RF-RJE provides space for dialogue whereby the dignity of all involved and affected can be restored so that each can once again become a fully contributing member of the community of which they are a part.”

(Vaandering, 2011)

Rita Pierson – Relationships



What is the Influence of Teacher-Student Relationships on Learning?

- ▶ “...relationships...more powerful and less expensive way to improve student’s success.”
- ▶ “Secure teacher-student relationships predict greater knowledge, higher test scores, academic motivation and fewer retentions and special education referrals. Children who have conflicted relationships with teachers tend to like school less, are less self-directed and cooperate less in the classroom.”
- ▶ “Research overwhelmingly suggests that students of varied ages, experiences, and backgrounds who perceive their teachers to be supportive of their needs and interests are more engaged, more motivated, more self-directed, and more socially connected at school than their peers.”

“Let us put our minds together and see what life we can make for our children.”

Chief Sitting Bull



Restorative Practices in Denver Schools

Restorative Practices: Does it Really Work?

Gr. 5 Student:
After a 1.5
Hr. Diversity
Circle

*"You make me
feel good
about myself."*

High School Teacher:
*"This shit really
works!"*

**Jr. High School
Teacher:**

*"I loved the
dialogue that
was created."*

Elementary Teacher:
*"So useful! So glad
that our education
system is placing
importance on this."*

Jr. High Principal:

*"Realizing that until you teach
the heart everything else is so
much more difficult. Knowing the
students is as important to
teaching as the resources."*

Reflect:

- **Think**: if you started your school day, staff meeting, etc. with a circle, what might change?
- **Questions?**



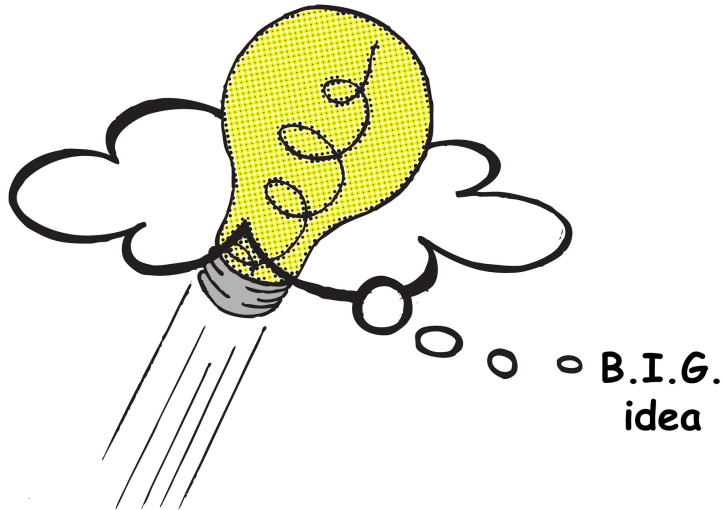
A PROFESSIONAL LEARNING COMMUNITY (PLC)



Defined as “a place in which the teachers and administrators of a school continuously seek and share learning, and act on that learning” (Astuto et al., 1993, p.2)

***"PLCs are about people, practices, and processes – they are not a program. They are fundamentally a change in culture –"
DuFour/Fullan 2013***

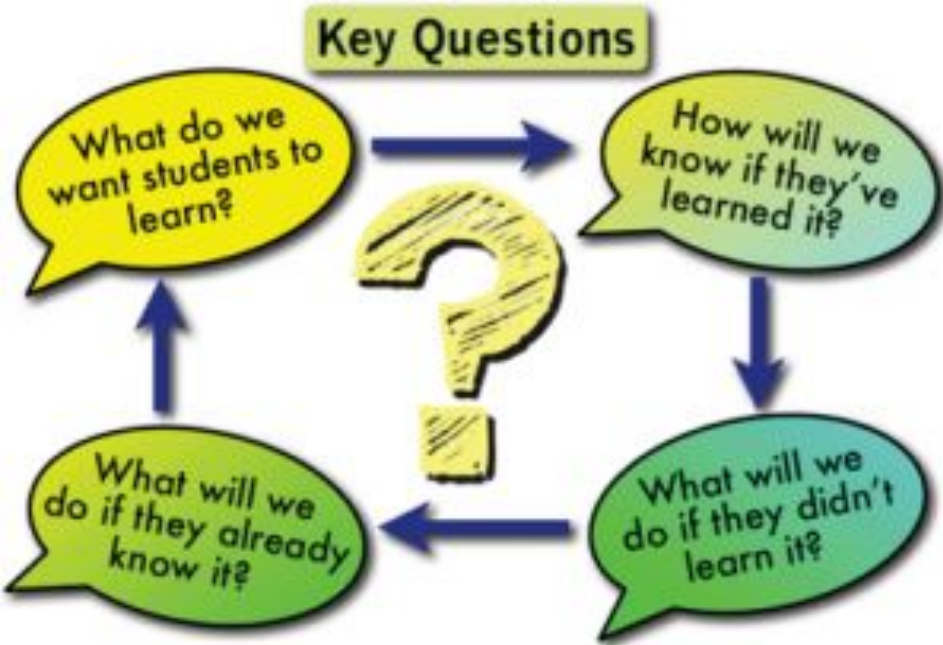
DUFOUR (2004): THREE BIG IDEAS OF A PLC



1. A focus on ensuring that students learn rather than on teaching
2. A collaborative culture where **all** work together to analyze and improve opportunities for learning
3. A focus on results where all educators hold themselves accountable for the kind of results that fuel continual improvement

BIG IDEA 1: ENSURING STUDENTS LEARN

(DuFour, 2004)



- **Shift**: focus on teaching to a focus on learning for all
- A Move Away from the “Myth of the Average” (Rose, 2013)
- 4 Questions drive the work of the members of the PLC
- Students Reflecting

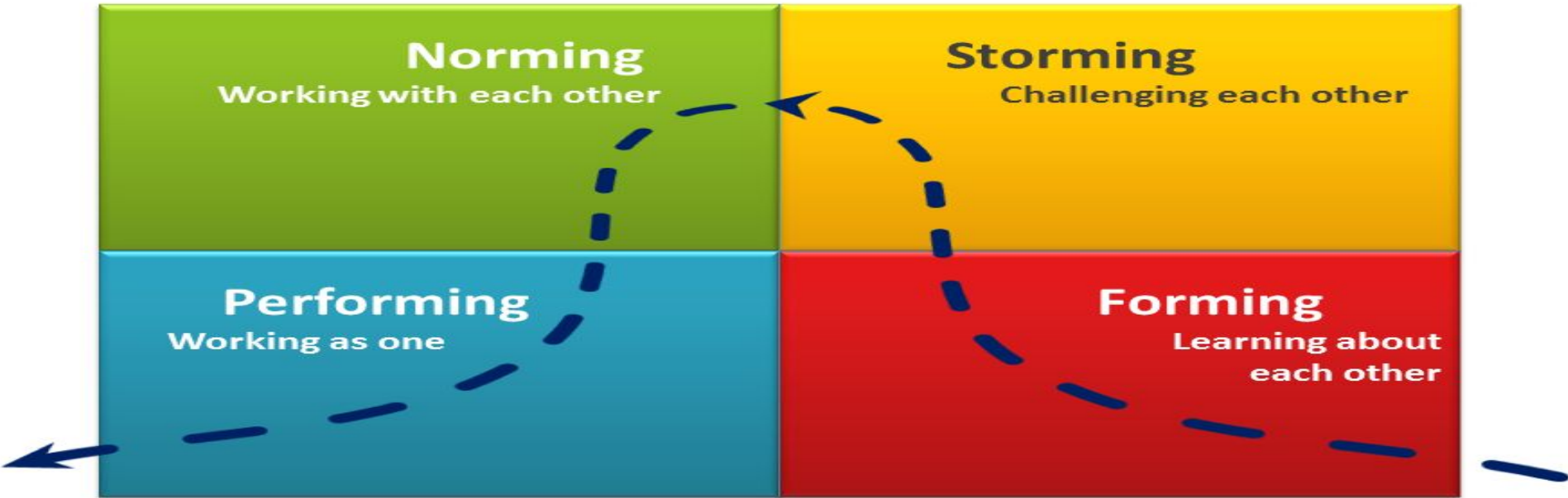
BIG IDEA 2: A CULTURE OF COLLABORATION

(DuFour, 2004)



Collaboration can be defined as teams of teachers who work interdependently to achieve common goals – goals linked to the purpose of learning for all – for which members are held mutually accountable — (DuFour, 2004).

CULTURE OF COLLABORATION



(Graham & Ferriter, 2010)

CULTURE OF COLLABORATION



BIG IDEA 3: A FOCUS ON RESULTS

(DuFour, 2004)



"Numbers have an important story to tell. They rely on you to give them a clear and convincing voice."

Stephen Few

- Ultimate measure of success is student achievement
- Careful of DRIP Syndrome: Data Rich/Information Poor
- Results-Oriented PLC "turns data into useful & relevant information for staff"
(DuFour, 2004)
- Data = 's catalyst for improved teacher practice
- Common Formative Assessments
- Need to put a face to the data (Fullan, 2018)
- No Longer "My Kids" - "Our Kids"

“Educators must begin to embrace data as a useful indicator of progress. They must stop disregarding or excusing unfavorable data and honestly confront the sometimes-brutal facts. They must stop using averages to analyze student performance and begin to focus on the success of each student”

(DuFour, 2004)

ROLE OF PRINCIPAL/LEADER



- Co-Learner
- Principals who are most effective participate as learners with teachers and students
- Use the group to change the group

(Fullan, 2015)

Michael Fullan (2018): *Deep Learning*

- Promotes powerful conversations
- “New role for students goes beyond the notions of student voice and student agency to combine both internal development and external connections to the world” (p. 62)
- Students take responsibility for their learning (p. 62)
- “For students to become equal partners, teachers’ roles must also change toward becoming activators, coaches, and catalysts.” (p. 66)

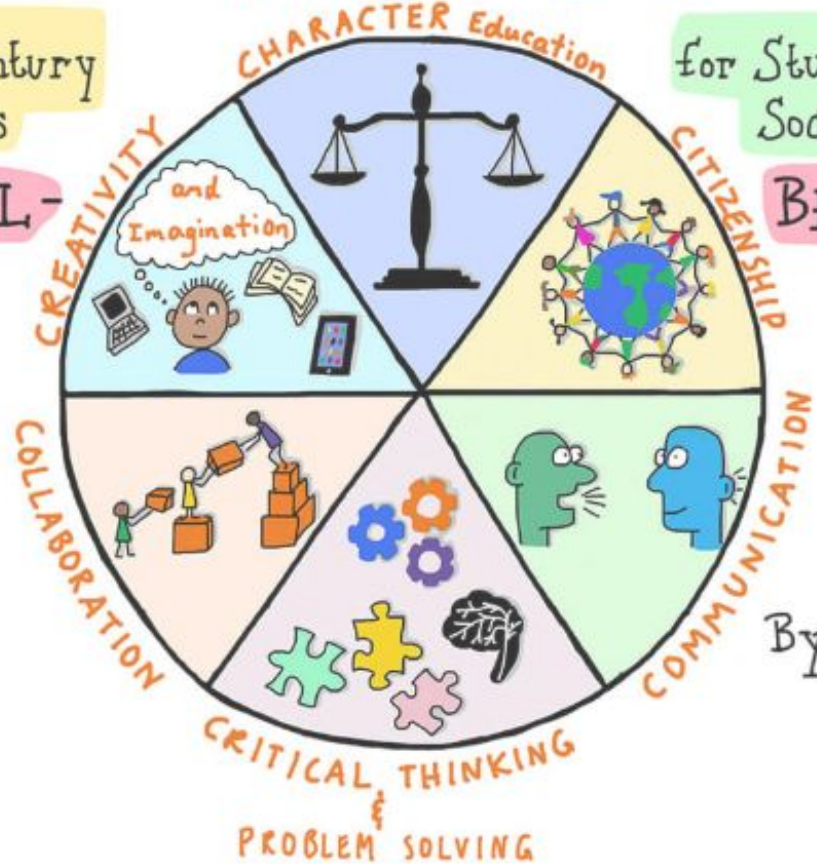
THE 6 C's of Education

for Student and Society

21st Century skills

WELL-

BEING



@sylvia.duckworth

By Michael Fullan

“When a flower
doesn't bloom
you fix the
environment
in which it grows,
not the flower.”



Alexander Den Heijer



International Flower Foundation

www.internationalflowerfoundation.org

UNIVERSAL DESIGN
FOR LEARNING

A Shift in How We Think About Students and Learning



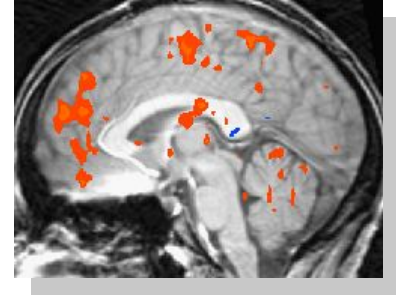
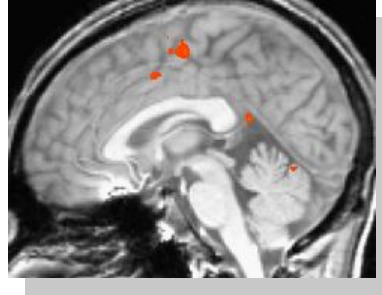
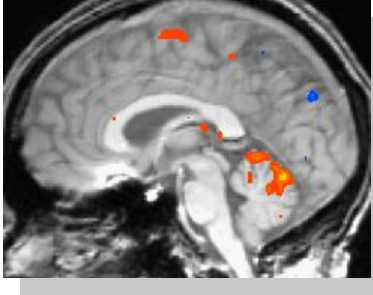
It's about removing the barriers to learning instead of trying to “fix” the student so that they can fit the “mould” of the “average learner”

Todd Rose: Variability Matters



UDL Implementation

Learner Variability



These three functional magnetic resonance images (fMRI) show brain activity patterns of three different people performing the same simple, finger tapping task. The level of brain activity during performance of this task is designated using color. Blue indicates a low to moderate level of activity, red indicates a high level of activity, and yellow indicates an extremely high level of activity.

Brain Networks

Universal Design for Learning

Affective networks:

THE **WHY** OF LEARNING



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



Stimulate interest and motivation for learning

Recognition networks:

THE **WHAT** OF LEARNING



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.



Present information and content in different ways

Strategic networks:

THE **HOW** OF LEARNING



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.



Differentiate the ways that students can express what they know



RJ/RP is a Philosophy

UDL is a Framework

“UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.” CAST

UDL

It's About Removing the Barriers to Learning

Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.

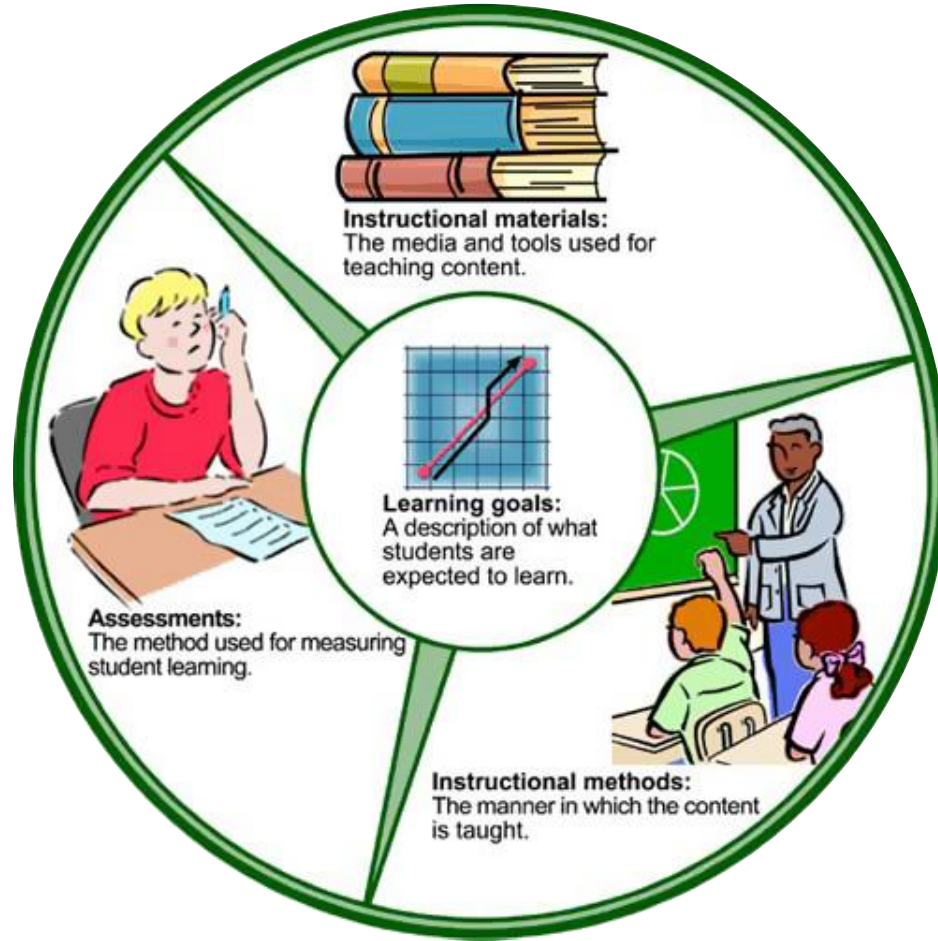
The Three Principles of UDL



CAST, 2010

<https://www.youtube.com/watch?v=bDvKnY0g6>

The Four Curricular Pillars of UDL



TOOLBELT THEORY
DEVELOP A "TOOLBELT" THAT
HOUSES TOOLS NEEDED

<https://www.udlresource.com/toolbelt-theory.html>

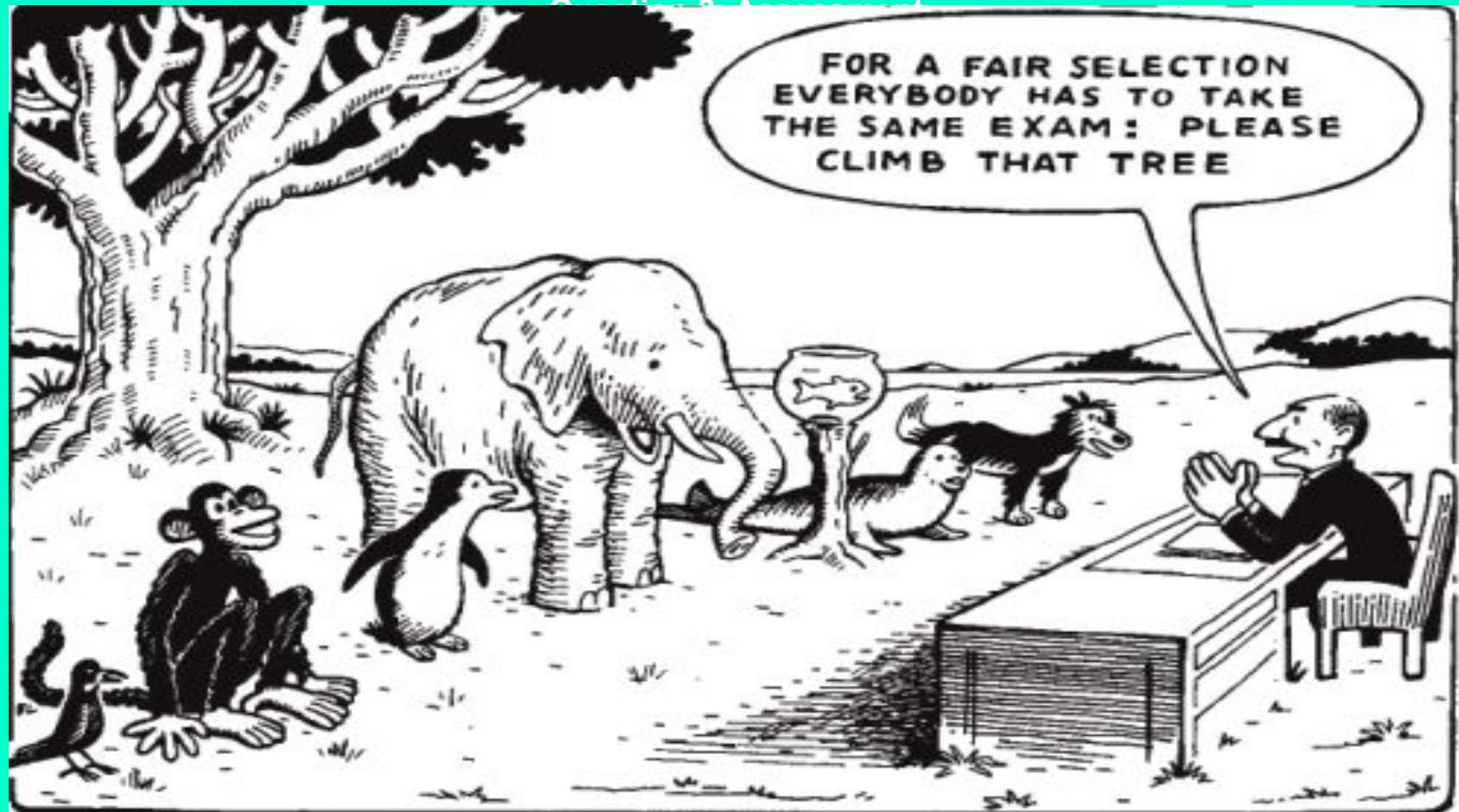


Each individual needs to
assemble a set of
learning tools to meet their
unique learning needs

Humans are tool users and
we need the freedom to
choose the tools that best
meet our immediate needs
based on TEST:

1. The **Task** at Hand
2. The **Environment**
3. The **Skill Set** of the
Individual (tool
chooser)
4. The **Tools** Available

Ira Socol, 2009



Universal Design for Learning Guidelines



Provide Multiple Means of Engagement

Purposeful, motivated learners

Provide options for self-regulation

- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster collaboration and community
- + Increase mastery-oriented feedback

Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions



Provide Multiple Means of Representation

Resourceful, knowledgeable learners

Provide options for comprehension

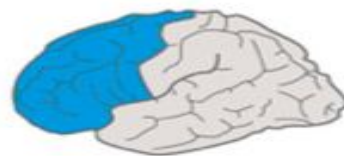
- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding of text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



Provide Multiple Means of Action & Expression

Strategic, goal-directed learners

Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

Provide options for expression and communication

- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Build fluencies with graduated levels of support for practice and performance

Provide options for physical action

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies

TEACHING TO
DIVERSITY: THE
THREE BLOCK MODEL
OF UDL

JENNIFER KATZ

And thus we begin our journey to discover the “three-block model” of “universal design for learning” (UDL), a model based on accessibility and choice, on discovering students’ talents and needs, and on linking them explicitly to key curriculum goals.

Katz, 2012, Foreward

Backbone of Katz's 3 Block UDL Model

SEL

- Importance of Knowing & Respecting Self First
- Resilient Learners
- Embraces an Inclusive Environment
- Values Diversity
- Build Community

(Connections to RJ
Practices)



“SEL is not one more thing on the plate. **It is the plate.**”

– Lisa Xagas, Naperville 203 School District, Illinois

1. SOCIAL & EMOTIONAL LEARNING: DEVELOPING COMPASSIONATE CLASSROOMS

- **Respecting Diversity Program (RD)**
 - **Developing Self-Concept**
 - **Valuing Diversity**
 - **Democratic Classroom Management**
-

2. INSTRUCTIONAL PRACTICE

- Integrated Curriculum
- Student Choice
- Flexible Groupings/Co-operative learning
- DI
- DA
- Discipline Based Inquiry

- Assessment of Learning/Class Profiles/Strategic Teaching
- Meta-Cognition-Assessment as learning
- Understanding by Design/Essential Understandings
- Social & Academic Inclusion of ALL S's
- Tech

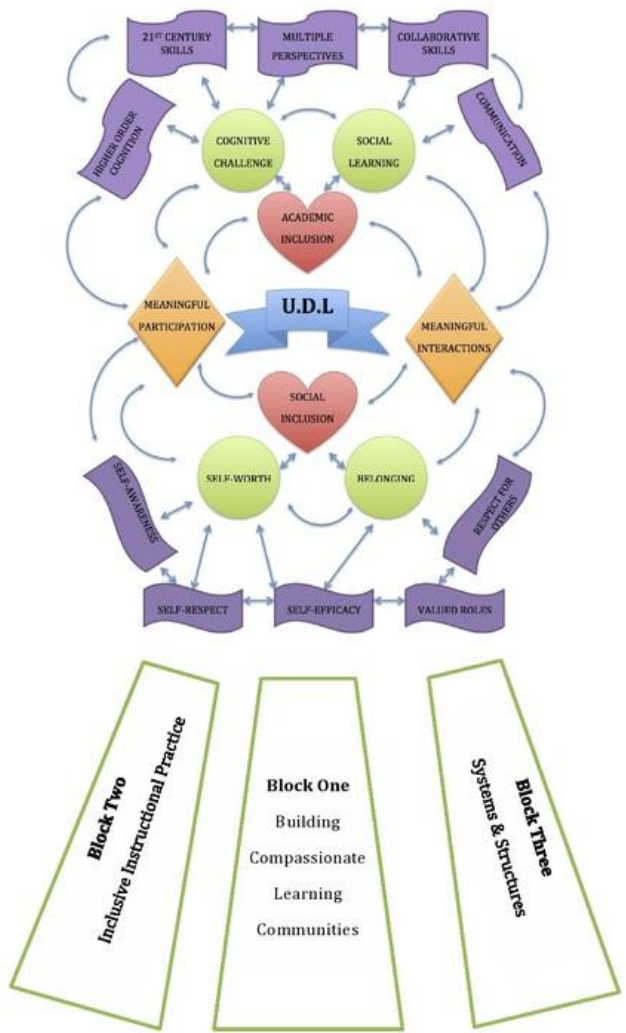
3. SYSTEMS & STRUCTURES

**Inclusive Policy--
No Exceptions!**

- **Admin with Expertise/Vision**
 - **Distributed Leadership**
 - **Professional Development**
 - **Staffing for Collaborative Practice**
 - **No Segregated Practices/Funding Allocations Re. Budgets**
-

DR. JENNIFER KATZ (2013)

**A Graphic Representation
of the Philosophical
Vision Connecting All of
the Elements of the Three
Block Model of UDL**



Universal Design for Learning

Multiple Means of Representation



Multiple Means of Expression

Multiple Means of Engagement

“Attacking inequity with excellence, combined with community investments, can lift people out of endless cycles of failure” (Fullan, Quinn & McEachen, 2018)

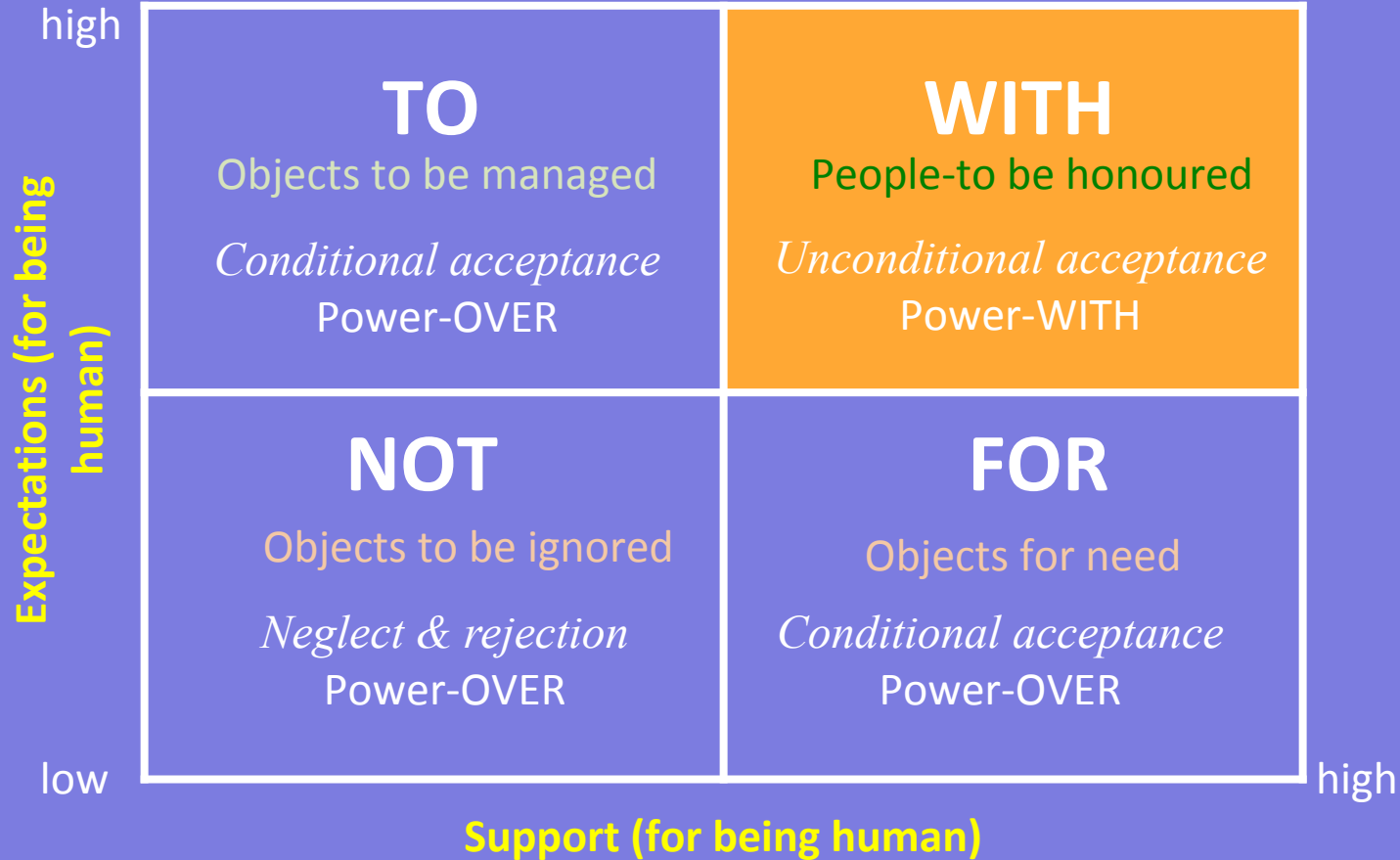
RESTORATIVE PRACTICES & UNIVERSAL DESIGN FOR LEARNING

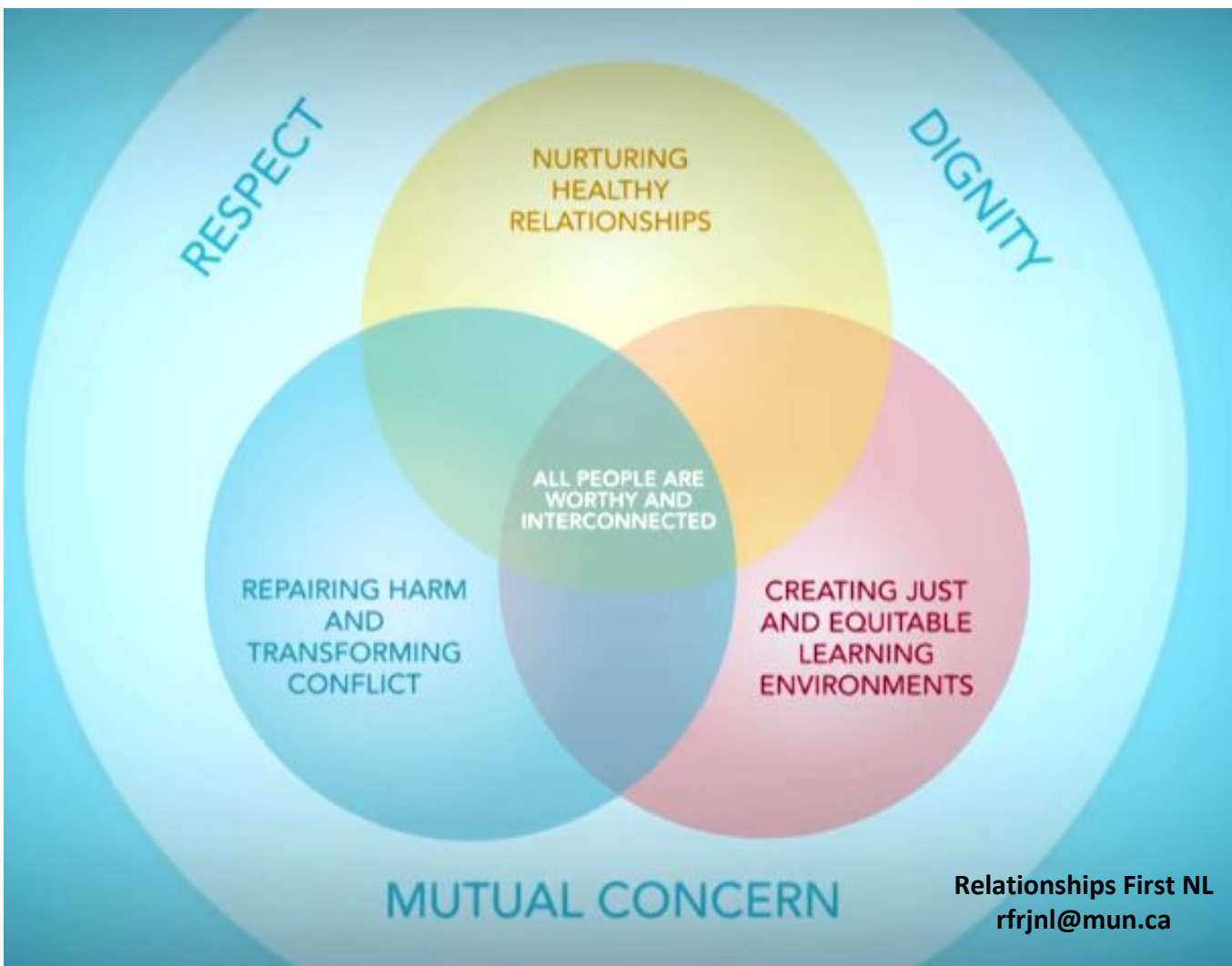
ALL Worthy
ALL Capable
ALL Connected



Relationship Matrix

Power-over; Power-with
(Oostrik, Ruigrok, 2010)





RESPECT

DIGNITY

NURTURING
HEALTHY
RELATIONSHIPS

ALL PEOPLE ARE
WORTHY AND
INTERCONNECTED

REPAIRING HARM
AND
TRANSFORMING
CONFLICT

CREATING JUST
AND EQUITABLE
LEARNING
ENVIRONMENTS

MUTUAL CONCERN

Relationships First NL
rfrjnl@mun.ca



**“We cannot rely on individual teachers to turn the tide one by one, but rather need an approach that mobilizes whole schools, districts, and systems”
(Fullan, Quinn & McEachen, 2018)**

“Expert teachers are always consolidating what they know to be effective, testing it, and continuously adding to it. It’s not just the evidence, but what you do with it, how you evaluate it here and now, and how you connect it to other evidence, including the evidence of your own collective experience, that matters.”

(Hargreaves & Fullan, 2012)



"We have built our education systems on the model of fast food. There are two models of quality assurance in catering - one is fast food where everything is standardized, the other are things like Zagat & Michelin restaurants where everything is not standardized, they're customized to local circumstances...

We have sold ourselves into a fast food model of education & it's impoverishing our spirits & our energies as much as fast food is depleting our physical bodies."

(Sir Ken Robinson, 2010)

MY COLLABORATIVE INQUIRY QUESTION AROUND RESTORATIVE PRACTICES & UDL

How can Philosophy of Restorative Practices (Belief that all Human Beings are Worthy & Interconnected; Power WITH vs. Power OVER) Help Prepare Children & Educators for UDL?

"All Worthy -- All Capable -- All Connected" By Sherra Robinson

High Expectations and High Support

I learn; we all learn...

Power WITH

Engaging Our Own Way!

Not Power OVER!

There is no "average" learner

Where All are Worthy...

And It is Not a Competition

& All are Capable

No Need for **A's** or **F's**

Each Deserving of Dignity & Respect

Multiple Means of
Representation

Flexible & Equitable Learning
Environments

& Multiple Ways of Expression

Where Access to Learning is a Right!

Where it's all about choices

It's ALL about Connections...

Choices!!!

& Building Relationships...

& Relationships



Power WITH



Check-Out Round & Closing:

- Round 1: Final Thoughts/Suggestions?



Please feel free to contact me via email or my twitter handle if you have any questions about my work or would like to stay connected.

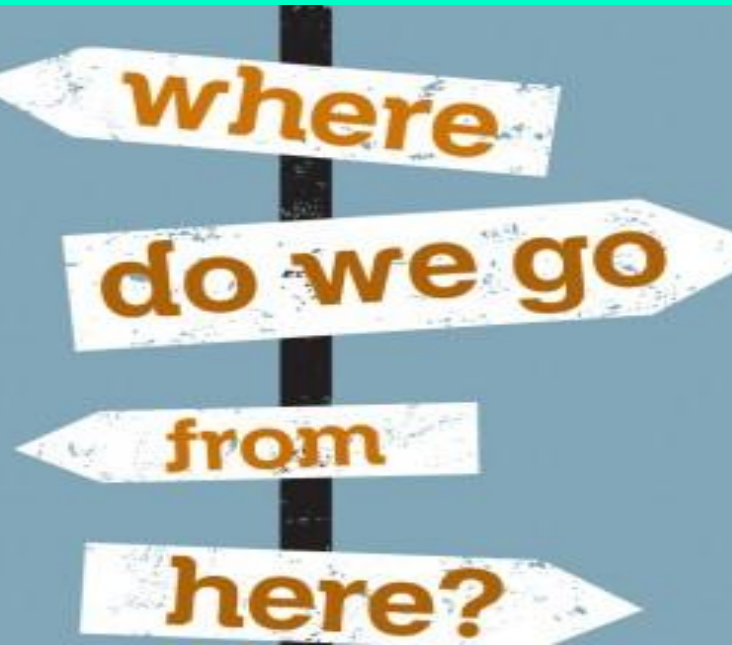


THANK YOU FOR COMING!

Sherra Robinson

**sherraleerobinson@nlesd.ca or [Twitter](#)
Handle: @therobinsonread**

What's Next?



Be the change that you
wish to see in the world.

Mahatma Gandhi