

Welcome to More Restore than Before

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What are Restorative Practices?



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Why Restorative Practices?

- “[When] Students are held responsible for justifying their reasoning, [they are] therefore increasing their mathematical knowledge and understanding (Rawding and Wills 2012)”.
- Circles give people an opportunity to speak and listen to one another in an atmosphere of safety, decorum and equality.” (IIRP 2017)
- There is a simple way to tell how trust is developing: observe the level of participation in the circle (Clifford)

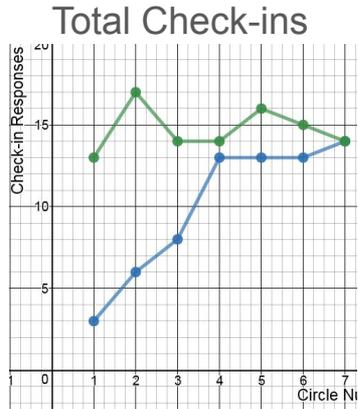
Clifford, A. (n.d.) Teaching Restorative Practices Using Classroom Circles.

<http://www.healthiersf.org/RestorativePractices/Resources/documents/RP%20Curriculum%20and%20Scripts%20and%20PowerPoints/Classroom%20Curriculum/Teaching%20Restorative%20Practices%20in%20the%20Classroom%207%20lesson%20Curriculum.pdf>

Rawding, M. R., & Wills, T. (2012). Discourse: Simple moves that work. *Mathematics Teaching in the Middle School* 18, 46–51.

Staff, I. (n.d.). Home. Retrieved January 2017, from <http://www.iirp.edu/what-we-do/what-is-restorative-practices/defining-restorative/21-5-2-circles>

Why Restorative Practices?



Class 1(Algebra Sem 2): 3 check-ins in 2 minutes to 14 check-ins in 2 minutes.

Class 2(Algebra Sem 2): 13 check-ins in 10 minutes to 14 check-ins in 2 minutes.

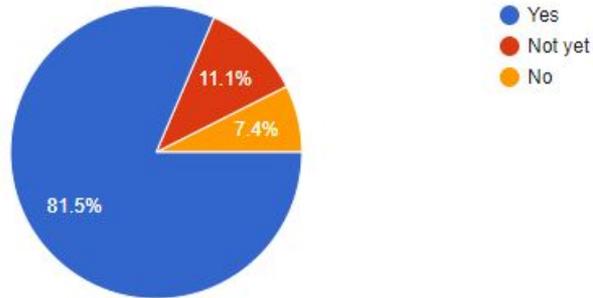
Highlights:

- Student went from “ We should go back to original seating” to “I like them ☺ ”
- Student went from “Boring” to “I feel respected”
- When asked who was at a "1 (low)" on the math, 4 students raised their hand.
- Day after circle students were saying "We are going to Harvard“

Why Restorative Practices?

Do you feel like you belong in our math community?

27 responses



Highlights:

- "I like (circle) because it let's me know I'm not the only one struggling. It also lets me know more about my classmates."
- Students used a circle agreement "speak with respect" outside of circle.



Workshop Circle

- Opening
- Purpose
- Check-in
- Overview
- Values/Establishing Norms Circle
- Content Circle
- Question/Answer

Opening

Cleo Wade's

what to do with what we learn

what to do with what we learn

I did not come
into this room
to see the world
through your eyes
I cannot do that
I came here
to listen
not
merely
with my ears
but with
my heart
tell me your
story
and may
I leave
loving more
and knowing better
may I leave here
carrying you in my spirit
as I walk out of
this room
and into
another

Purpose

- Use Restorative Practices to deepen trust and community to increase math discourse
- Foster positive math identities

Check-in

Choose a talking piece to pass and share:

- Your name
- Your school and position
- In one sentence share why are you in the role you are currently in?

Activity

How familiar are you with Restorative Practices?

- Line up from beginning to advanced

Circle Environment Essentials

Agreements:

- guidelines for discussion, in and out of circle
- created by keeper or circle itself
- referenced at start, kept at center

*Additional considerations:
SmartBoard or display on
outside edge for math work*

Center:

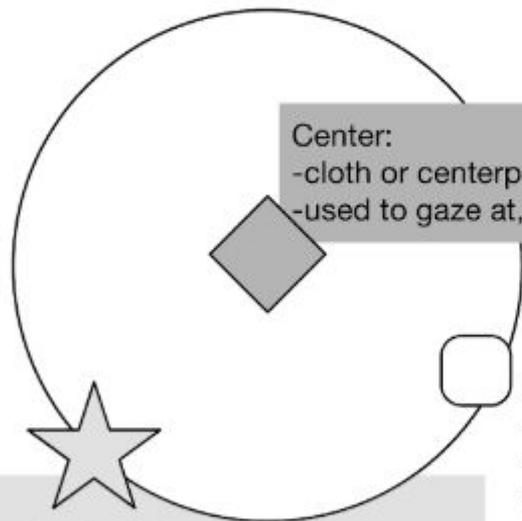
- cloth or centerpiece
- used to gaze at, recommended & helpful

Seating:

- chairs or desks in circle
- minimize barriers between students
- clipboards & whiteboards work well in math
- standing circles & other configurations possible

Talking piece:

- picked by keeper or brought by circle
- regulates discussion, provides opportunities to contribute
- only person with piece should be talking
- can pass without talking
- can be kept at center



Possible Circle Components- * indicates essential components

- ***Purpose** Each circle needs to have a purpose. Purpose of the circle is explicitly considered at each stage of a circle.
- ***Opening** Circle agreements reviewed, purpose of circle given and circle opened. Possible openings: quotes, things to consider during circle, mantra.
- ***Scaled check-in on current state** (day, week, semester, etc.) Using a 1-5 scale, assess (and reset if necessary) the community and build trust as community members to get to know each other better. Encourage comments on why that number, with a reasonable limitation to length (e.g., one sentence, one word).
- ***Community building question(s)** A strong community building question has the potential to increase the trust level in the community without placing community members at a unnecessary place of vulnerability, including the circle keeper. Different questions may be sensitive for different communities.
- **Content Check-in** Using a 1-5 scale, have students self-assess their current understanding of a topic.
- **Content** Could include boardwork (placing whiteboard or projector at the edge of the circle), discussion of problems/scenarios, engaging in a cognitively demanding task, examining student work, launching a lesson, video, etc.
- **Check-out** Use a scale or a response-limiting method (one sentence, one word) to reflect on the content of the circle.
- ***Closing** Marks the end of the circle process. Examples: passing a high five or "I appreciate you" around, quote, reflection on purpose of circle, story link-up (one student starts a story, other students link up to continue and then finish story)

Balance in the Process



Miner, K. (2010, April 18). Stages of a Talking Circle. Retrieved November 2, 2017, from <http://www.circle-space.org/2010/04/18/restorative-justice-training-for-circle-facilitators-requires-4-elements> of when referencing Restorative there are practices to use daily and content circles that can be used to build trust and community

Values/Establishing Agreements Circle

Definition of a value: a person's principles or standards of behavior; one's judgement of what is important in life.

Debrief

How could you use this Circle in your practice?
If any, what changes would you make?

Content Circle

How far was your travel to here?

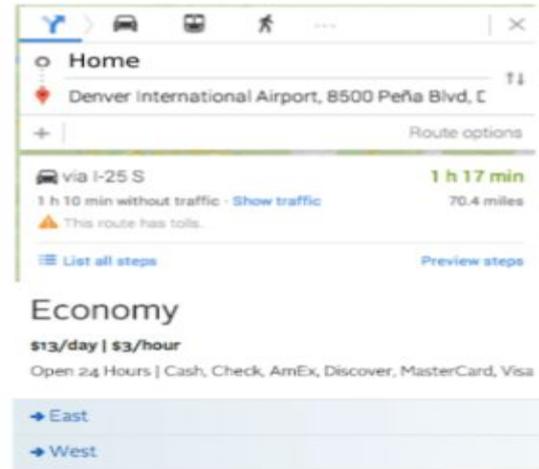
Would You Rather....

Pay for a shuttle to
and from the airport...



OR

... drive yourself?



Which would YOU rather?

Include any considerations or assumptions you made in deciding

Debrief

How could you adapt this Circle in your practice?

Check-Out



How does this connect to the math identity you want to create in your classroom?

Check out

Cleo Wade's

what to do with what we learn

what to do with what we learn

I did not come
into this room
to see the world
through your eyes
I cannot do that
I came here
to listen
not
merely
with my ears
but with
my heart
tell me your
story
and may
I leave
loving more
and knowing better
may I leave here
carrying you in my spirit
as I walk out of
this room
and into
another

Closing

What is one takeaway from this Circle today?

Question/Answer

share a small bag of chips with 1 friend
OR
share a large bag of chips with 7 friends?



1.5 oz (42.5 g)



7 oz (198.4 g)