

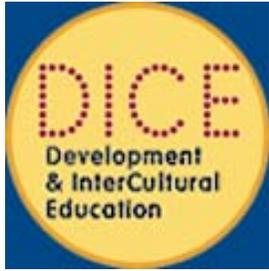
Restorative Practice: modelling key skills for peace

TEESNet Conference

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DICE Project

The DICE Project is a national education initiative, which promotes the integration of development education and intercultural education in Initial Teacher Education at primary level in Ireland.

DICE works to support teacher educators and student teachers of the four project partner institutions to integrate global and intercultural perspectives and themes into their teaching practice.

Funded by Irish Aid

DICE Partner Institutions

Froebel College of Education,
Maynooth University

Marino Institute of Education, Dublin

Mary Immaculate College, Limerick

DCU Institute of Education, Dublin

Themes in Development Education

Is the lesson based on a Rights rather than a Charity approach?

Are the children invited to imagine and empathise with the lives of people in different contexts?



Human Rights

Care for the Environment

Fairtrade

Diversity

Food Security

Anti-Racism

Sustainability

Equality

Climate Justice

Are the children encouraged to take action?

Is critical thinking facilitated?

Gender

Interdependence

Global Citizenship

Restorative Practice is...

both a philosophy and a set of skills that have the core aim of building strong relationships and transforming conflict in a simple and emotionally healthy manner.'

(TWCDI 2016)

Evidence of impact

‘Some school staff were initially resistant to RP, viewing it as yet another pressure in an already heavy workload. However, seeing the positive changes and what one participant identified as ‘the spectacular results which have taken place due to restorative practice’, they now feel that RP is not only beneficial to the children, but it can make the teacher’s job easier.’ Fives et al (2013:44)

Impact of RP in schools

*‘there was found to be little impact on some outcome measures such as exclusion and no significant improvement in pupil attitudes **except in the small number of schools where a whole school approach had been adopted**’*

McCluskey et al 2008:3

Lynch and Baker: Equality in Education

Equality of condition:

- Equality of respect and recognition
- Equality of power
- Equality of love, care and solidarity

Lynch and Baker 2005

Restorative language and processes

Non-reactive language

Affective statements and questions

Restorative questions

Circles

Fair process

Meetings

Conferences

Skills

Listen actively

Develop empathy

Recognise and express emotions appropriately

Respect perspectives other than one's own

Live with complexity

Be accountable

Join in collaborative decision-making

‘Peace education is a set of activities and not a set of abstract ideas – activities in the world and not ideas in the head’

Zembylas and Bekerman 2013

Traditional and Restorative approaches

Focus on the past

Establishing guilt and blame

Assigning punishment

Focus on the future

Defining needs and obligations

Accepting accountability

Reparation of harm

CDI Evaluation

‘A restorative approach within the school should not simply focus on behaviour management and see restorative practice as some form of alternative sanction. A whole system approach focuses on changing the culture and relationships in a school to improve the overall academic and social learning processes and outcomes.’ P37

References

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