SWAP : Student Wellbeing Action Partnership

Breaking Ground :
First Steps in Restorative Practices

School Profile
Sector – Catholic
Type – Secondary (Years 7-10) / Co-educational / Part of a multi-campus school
Setting - Rural
Size – 501-750 students

Abstract

In the college context, while the vast majority of students behaved well, a tiny minority of students had a disproportionately negative impact on the college community. The existing method of managing misbehaviour seemed inefficient. Restorative practices, emphasises that misbehaviour is a violation of relationships between people and that the wrongdoer needs to make amends to those harmed. With its model of high support and high control, it offers a philosophy and strategies to deal with the underlying issues and develop social and emotional learning and growth.

This Action Research Project aimed to prepare a small group of volunteer staff members for the implementation of restorative practices on the campus in 2007. In the course of one action cycle over ten weeks, the volunteer members explored how punitive and restorative measures actually addressed the underlying causes of misbehaviour. They learned more about the philosophy, processes and skills of restorative practices and were encouraged to use the practices in dealing with students who misbehaved.

The staff volunteers concluded that the restorative practices actually worked. Listening and empathising empowered the wrongdoer and the victim to collaborate, take ownership, strengthen relationships and reduced the risk of re-offence. The staff found the process exciting. Restorative practices, as a systematic approach to the management of misbehaviour revitalized staff-student relationships. The success of the staff with the practices confirms the importance of implementing restorative practices as the preferred method of dealing with misbehaviour in the college.

Introduction

The most common type of student misbehaviour, in general terms, is some form of bullying, violence or conflict between students and between students and staff. Taking charge of Student Welfare in 2004, I observed, with some dismay, that a significant number of students were referred to me fairly quickly. I spent more and more time dealing with students on a one-to-one basis. Relatively minor incidents escalated because punitive measures had escalated confrontation between staff and students. However, research has established the link between constructive student behaviour and positive school relationships (Cuttance, 1992; Mortimore, Sammons, Ecob & Stol, 1988; Pink, 1988; Rutter, Maughan, Mortimore & Ouston, 1979; Sergiovanni, 1994) as cited by Cameron and Thorsborne (2001). One of the ways of achieving these positive school relationships was through the use of restorative practices.

The college has very clear pathways for the management of student misbehaviour in keeping with its strong Catholic ethos and Pastoral Care and Religious Education Programmes. In essence, the philosophy and ethos of the college is relational and restorative. The Administration Team (AT), including myself as Assistant Head of Campus (Student Welfare) decided to replace punitive practices with something that better fitted the college identity and culture. As a technique and a philosophy, Restorative Practice is suited to contemporary civilisation, mirroring the focus on individual worth, while emphasizing teamwork, collaboration and community building. Research suggests that this balance correlates with the best psychological and behavioural outcomes for students (Steinberg, 2001). All members of the AT trialled restorative practices individually on a case-by-case basis until the end of 2004 and recommended that all staff members be trained in restorative practices in 2007.

Initial Vision and Aims

The college leadership envisaged restorative practices training for all staff to reduce misbehaviour and develop a positive culture of nurture, learning and community. The major stakeholders for the action research cycle are the staff. The long-term vision for this project is that :

1. The Staff use a restorative approach first before resorting to punitive measures.
2. Students learn to be restorative through responding and then participating in the process.
3. Stronger, more positive staff-student relationships to develop, leading to a more positive and dynamic school ethos, beneficial to the whole college community.
4. Parents are supportive.

The short-term goals for the project were to:

1. To educate the staff in restorative practices.
2. To empower staff to use the restorative 'Dialogue for Conflict' Process with students.
3. To evaluate the efficacy of restorative practice in addressing student misbehaviour by a group of staff volunteers.

After discussing the short term goals, I obtained permission from the Principal of the college and from the Head of Campus. I planned to pilot this program from July to September.

School Context

Student enrolment numbers have been falling, largely due to high unemployment and social dislocation which have affected our students. The students range from those with a background of generational poverty to those in the upper middle class. A significant number are from one-parent or blended families. Although family ties are valued, a non-competitive, *laissez-faire* culture puts a low value on learning. Payne (1997) presents a perspective of the different driving forces of decision-making within different socio-economic classes; for the

poor, survival, relationships and entertainment; for the middle class, work and achievement are the drivers in an area of high unemployment, "poverty, particularly generational poverty impacts learning" (Orozco, 2000).

Author's role and Collaborative Group

The College has clearly defined administrative structures with a strong role culture for efficiency in the organisation (Handy, 1984, p. 68). As Assistant Head of Campus, my role is to plan and deliver student welfare programmes within my area of responsibility, particularly Pastoral Care, and to maintain discipline. I work closely with the AT and with the Homeroom Teachers to carry out my duties. My preferred working style is visionary planning, team building, communicating and collaborating.

It was decided that the pilot group should contain a cross-section of the teaching staff to better explore the effectiveness of restorative practices in dealing with student misbehaviour. In order to recruit volunteers willing to trial restorative practices, an invitation to all staff at the different campuses was sent on 1 August 2006. Eight staff members responded positively and formed the collaborative group. There were seven teachers from different faculties and one integration aide.

Background

Student misbehaviour impacts on the whole school community. Furthermore, Farrington (1993) and Rigby (1998) have also linked misbehaviour in school to subsequent delinquency and criminal behaviour, with adverse consequences for society at large. Using the Health Promoting Schools Model helps visualise the impact.
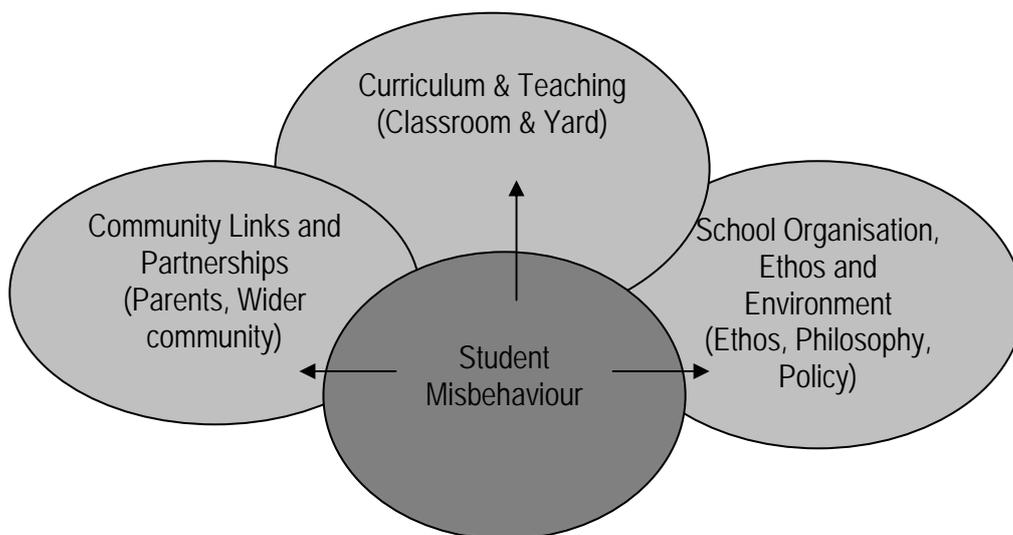

Figure 1: Health Promoting Schools Model and Impact of Student Misbehaviour

Morrison (2002) emphasizes "As a microcosm of society, schools have the potential to nurture and integrate individuals with society. However, they also have the potential to stigmatise and exclude" (p. 2). "Schools, as society's primary developmental institution, have an important agenda to take up here." (Morrison, 2002, p. 6). It is essential that schools find proactive, effective solutions to deal with misbehaviour and achieve behavioural change for the individual while keeping schools and communities safe. (Holdsworth, 1998, p.3)

Traditionally, educational disciplinary practices have relied heavily on punishment to both correct and deter wrongdoing. The wrongdoer is identified, blamed, isolated and punished with a form of exclusion like, 'Time Out', 'Detention' and 'Suspension'. This approach values and models domination and "instils a narrow, selfish way of thinking. The focus is on the individual, rather than on others" (Morrison, 2002, p. 6). More telling is the

fact that, "as the number of …excluded students grows… the validity of that approach is very much in question. (Wattle, 2004)

The mission statement of the College emphasizes the institution's relational nature. By committing "itself to nurture and encouraging the development of the whole person"; staff are encouraged to "love their students" and treat them with "simplicity, family spirit, compassion." The College states that its quality education programme lies in the bedrock of valuable relationships it fosters between staff, students, parents and the wider Community.

The staff speak of the importance of strong relationships with students as the basis for good learning. With the background MindMatters Plus programmes and with an emphasis on Pastoral Care, the staff concurs with Weissberg (2004) that, "Social and Emotional Learning is fundamental to children's social and emotional development, health, and mental well-being, ethical development, citizenship, motivation to achieve." Teachers aim to develop in the students a sense of connectedness and, "when there is wrongdoing to play an active role in addressing the wrong and making things right."

Of graver concern was the expectation that the traditional punitive exclusionary response, regardless of background or situational factors, was the sole solution to student misbehaviour. Misbehaviour seemed to be seen through quasi-judicial eyes and as a challenge to the power of the teachers.
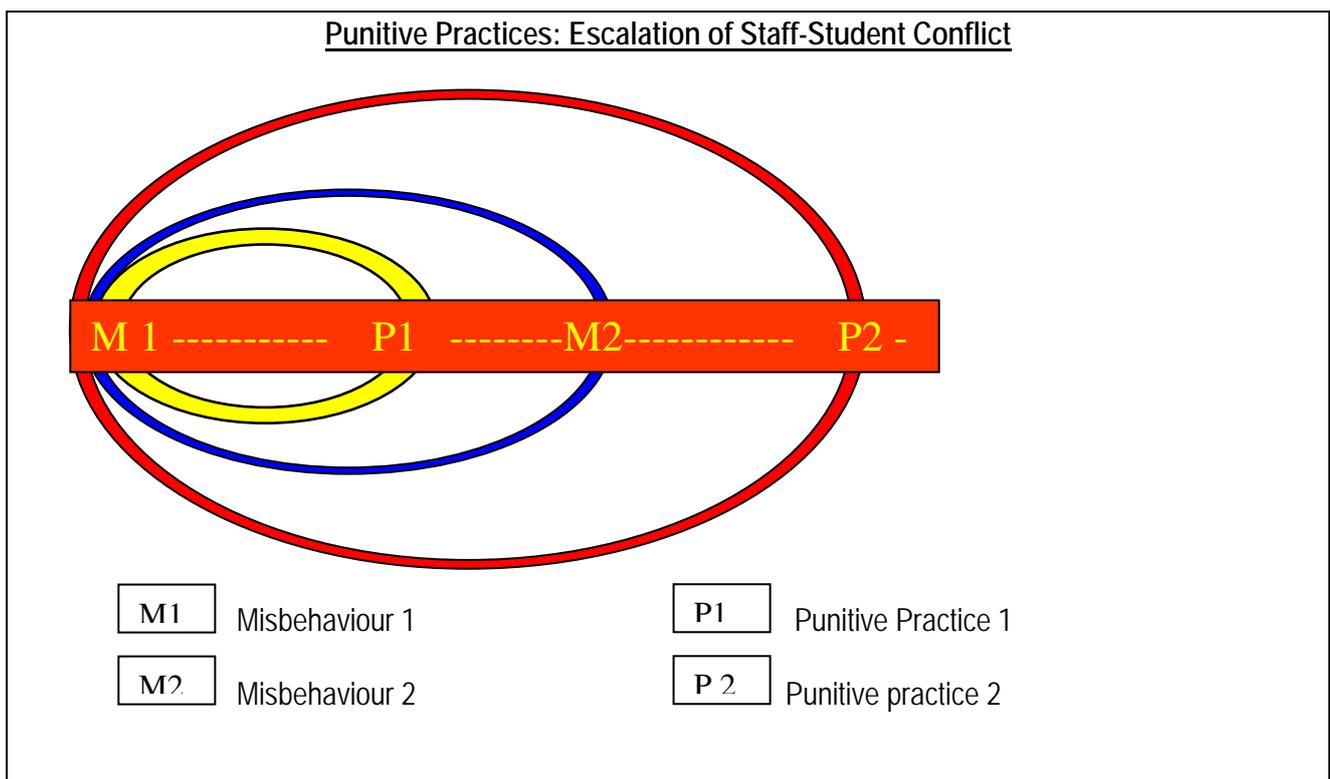

Figure 2. Punitive Measures: Escalation of Staff-Student Conflict

It appeared obvious to the AT that punitive practices used by staff actually caused an escalation in conflict between staff and the small, but significant, number of students. For example, as demonstrated in Figure 4, a boy throwing paper in the classroom (M1) is sent to timeout (P1). Invariably his reply to my question, "Why?" is, "I dunno. I didn't do anything wrong." This indicates that another problem with the punitive approach is that the teacher dominates, uses the power of the system to inflict hurt, while the student feels powerless, victimised and resentful towards the authority figure. With this sense of injustice, the relationship sours. In the

next class, the boy will clash with the teacher (M2) who will punish him (P2). The cycle will not be broken by punishment; what is required is behavioural education.

Dissatisfied with the punitive approach at the college, the AT decided to adopt restorative practices. As a philosophy and process that "contain greater potential for redirecting youthful misconduct rather than simply punishing its manifestations," (Stinchcomb and Bazemore, 2006, p. 128) restorative practices appears to be a fitting alternative to the current model of punitive repercussions. Johnson & Johnson (1995) have found that relational programs give students important skills to reduce harmful behaviour in schools. Interestingly, restorative practices affirm those things that insightful teachers have always done so it has resonated with the staff at the college. However, the current approach has collected, named, formulated and structured the practices into an easy to follow system.

The first attempts at restorative practices developed in the late 1970s in the Criminal Justice Systems in Canada and the USA. The second major model to develop was the Family Group Conferencing in New Zealand in 1990 that reformed that country's youth justice system. 'Restorative Conferencing' in England and Wales built on the New Zealand Model and incorporated with criminological theory (Braithwaite, 1989). Today, restorative practices have grown in range and breadth in a variety of professional fields.

Restorative practices is being increasingly used in Victorian Schools to manage bullying and other wrongdoing. Thorsborne & Vinegrad, (2002), Morrison (2001), Wachtel (2003), Hopkins (2004), Thorsborne & Armstrong (2005) confirm this as an international trend; schools are going through a "fundamental rethinking of school justice/discipline systems." Agencies such as the police and welfare services are concerned that the school system may be "contributing to an increase in crime with the use of …sanctions, rather than building a sense of community and citizenship."

From the aspect of justice there is also an inequitable distribution of time and energy spent on unruly students. It is estimated that less than 10% of the students became the main focus of the teacher because they misbehave and absorb a significant amount of the teachers' time, attention and energy. The other 90% of well-behaved students interested in learning received less attention, time and energy than they deserved. This adversely affects the quality of learning and increases staff and student stress.

The punitive approach has been attractive; it is clear, simple, legalistic, quick, easy, administratively efficient, neat and gives power to the staff. Nevertheless, from a student's viewpoint there is a "fundamental lack of fairness…when a one-size-fits-all approach to punishment is employed with no excuses consistency." Therefore, the risk of re-offending remained high. Furthermore, this adversarial approach increased stress, poor staff-student relationships, and a 'them and us' perception. This approach was self-defeating. Zero tolerance policies have "come into question, especially because they do not address the causal factors".

Restorative practices fits the ethos and policies of the College. "Restorative justice emphasizes emotionally intelligent justice." Its most critical function is to restore and build relationships and social capital. By allowing "victims, offenders…and friends to come together to explore how everyone had been affected by an offence, and when possible, to decide how to repair the harm and meet their own needs." This approach requires all practitioners in schools to examine their beliefs and practices. It calls for a shift from punitive models to restorative models.

One of the important aspects of restorative practices is that it does things _**with**_ students and not _**to**_ them. When those in positions of authority do things with rather than for people, human beings make positive changes in behaviour. The Social Discipline Window demonstrates these different approaches.
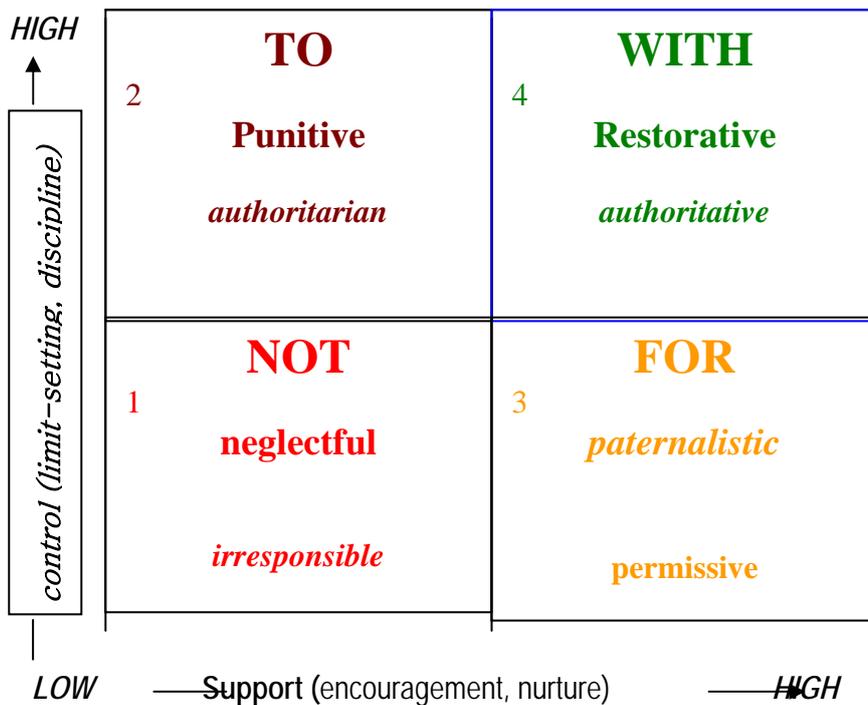
2 **TO** Punitive *authoritarian*	**4** **WITH** Restorative *authoritative*
1 **NOT** neglectful *irresponsible*	**3** **FOR** *paternalistic* permissive

Figure 3. Social Discipline Window

In Figure 3, the Restorative Window, the teacher provides high control and high support. The student learns appropriate social discipline, not to be irresponsible, authoritarian or permissive but to be authoritative.

The Administration Team were satisfied that restorative practices would bring about a strengthening of relationships between students-staff-parents, lessen stress, create a more inclusive and safe school and build a strong college culture and community.

Action Cycle 1
Planning

"Action Research is a powerful tool for change and improvement at the local level." It is precisely this that I found useful in my project. The action researcher is to carry out the activities collaboratively. I used Lewin's spiral model of Action Research, from Kemmis and McTaggart (1982).

I planned to conduct one action cycle from 1st July 2006 to 14 September 2006. For this cycle the short-term goal was to educate staff in restorative practices in preparation for the restorative practices training. To achieve this short-term goal mentioned in the Introduction, I planned the following action steps:
1. Staff members evaluate how restorative or punitive their practices were.
2. Demonstrate to the members of the volunteer group that punitive practices exist, that they are inefficient and that restorative practices are more efficient.
3. Inform the volunteer group about what restorative practices are, and how they fit with the college ethos.
4. Educate the volunteer group on how to use the Dialogue for Conflict.
5. Reflect with each staff volunteer on his or her experience of using the Dialogue for Conflict.

The indicators that would be used to assess whether the plan was successful were:
1. The volunteer group responded positively to the idea of restorative practices.
2. The volunteer group welcomed their introduction to restorative practices.
3. The volunteer group wanted to learn more about restorative practices.
4. Group members were confident enough to use the Dialogue for Conflict themselves.

Action

I used a variety of strategies to achieve the short-term goals.

I entered information on the Student Welfare Action Project (SWAP) website, first submitting on 15 July. Subsequently, the project narrowed to become more achievable. "Start small." The supervisor's feedback was extremely helpful in the areas of planning, data collection and ethics.

For the volunteer group the strategies included meetings, brainstorming, information sharing and email communication. At one group session handouts and the Dialogue for Conflict were given out and discussed. Informal discussions, interviews, surveys and role plays continued through the project period.

After that I looked for archival data that provided information on bullying, time out, detentions and suspensions. In addition, my personal notebooks contained my records of discussions with students and staff in dealing with misbehaviour from 2004. Together they established existing patterns of misbehaviour.

The Staff completed 'Retributive or Restorative: What are your current views?" a self-administered questionnaire created by Hopkins (2004). It measured how punitive or restorative each staff member was on a 5 point continuum from Very Strongly Retributive to Very Strongly Restorative. It provided basic information on the existing attitudes and practice of staff.

Observations: Monitoring and Evaluation

Referring to the three short-term goals and the four indicators, in the earlier Initial Aims and First Cycle sections of the study, the project has accomplished what it set out to do; to prepare staff for training in restorative practices.

Education of Volunteer Group

Firstly, the volunteer group was educated in restorative practices (Goal 1). They understood the philosophy and the attitudes of Restorative Practice. They have conducted the Dialogue for Conflict with students who misbehaved. They brainstormed three questions and their responses were set in an iceberg motif. Their responses clearly indicated that restorative practices addressed the underlying causes of misbehaviour and so had a better chance of changing behaviour. They have responded with enthusiasm and energy. According to them, the process is structured, easy to learn and apply

Secondly, the volunteer staff felt empowered and confident enough to use the Dialogue for Conflict (Goal 2). All the members of the volunteer group used the Dialogue for Conflict to address student misbehaviour and are happy with the outcomes. Two whole class restorative conferences were held to address issues of peer conflict and worsening staff-student relationships. The group reached a consensus on the rules and norms for behaviour in class. Another volunteer conducted a dialogue with student. She was cautiously pleased with the session. "It wasn't great," she said "but we listened and he agreed it was good to be on time, and I agreed to give him a bit of space." Weeks later, he is more punctual and less rude. An integration aide used the dialogue with two students after an incident of bullying. The aide is still pleased with the outcome of the session, though she felt mentally exhausted when she finished. I used the dialogue with three girls who had been in a verbal and physical fight. The girls listened to each other and laughed at how silly they had been to fight over rumours. They resolved the conflict. Two other teachers, not part of the volunteer team, have used the dialogue and are satisfied with it.

Thirdly, the restorative practices sessions were discussed and evaluated and found to be successful by the volunteer group (Goal 3). In the discussions, formal and informal, the four indicators were met. The group members were animated about restorative practices with their eyes lighting up and their tone of voice excited

(Indicator 1). They welcomed learning about restorative practices and wanted to learn more (Indicators 2 & 3). They were each confident in using the Dialogue for Conflict (Indicator 4). The project has achieved its goals.

At the debriefing, the team thought the project had worked well. Some other members of staff showed increasing interest in the restorative practices. The students did not have much to do with the practices so far (except respond) but they seemed satisfied that they were heard.

Archival Data

The archival data supported the findings of the team; restorative practices work. According to my personal records, in 2004, only 22 students (3.44% of the student body) were involved in 5 or more incidents of serious misbehaviour. These 22 students accounted for 153 incidents; more than half the total number and therefore showed a tendency to pose continual behavioural problems. The records showed a decline in the incidents over the past two and a half years and a decline from 22 re-offending students to just 9 to June 2006.
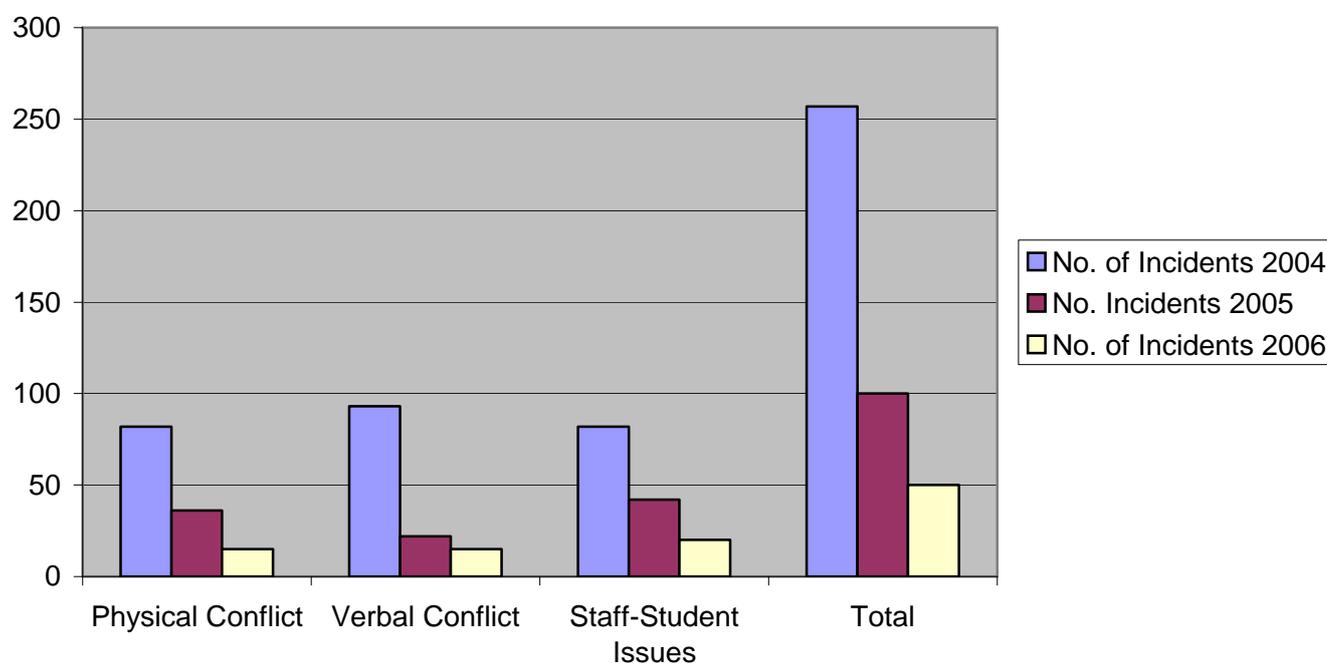
Record of Student Misbehaviour 2004-June 2006

Figure 4: Record of Student Misbehaviour: January 2004-June 2006

The Questionnaire: Retributive or Restorative: What are your current views?

36 out of 50 staff members (72%) responded to the questionnaire. I coded the responses and recorded them in four groups; leadership (AT); teaching staff (Teachers), integration aides (Teaching Aides); administrative staff (Admin) to explore where people in different role areas were on the Retributive – Restorative continuum.
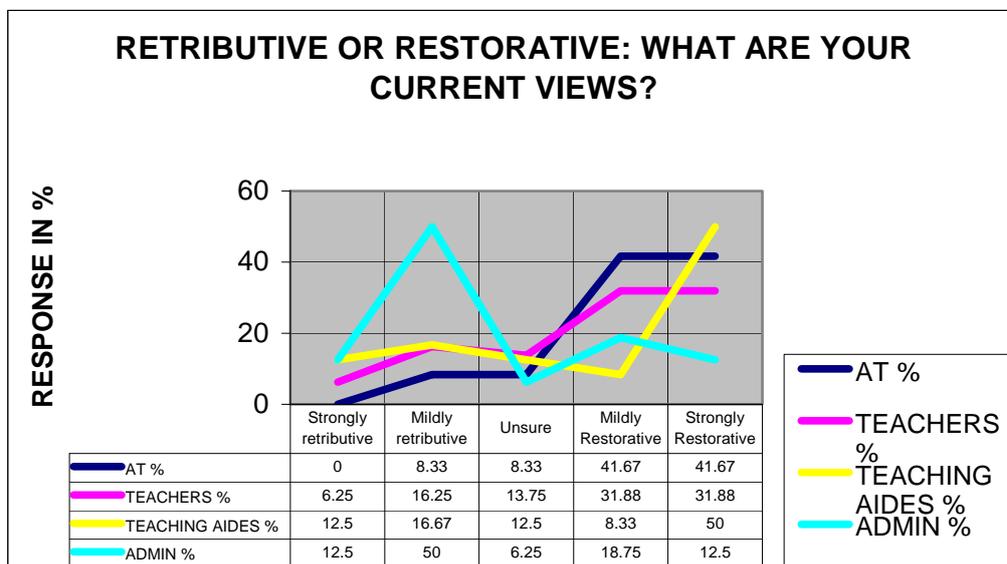
RETRIBUTIVE OR RESTORATIVE: WHAT ARE YOUR CURRENT VIEWS?

	Strongly retributive	Mildly retributive	Unsure	Mildly Restorative	Strongly Restorative
AT %	0	8.33	8.33	41.67	41.67
TEACHERS %	6.25	16.25	13.75	31.88	31.88
TEACHING AIDES %	12.5	16.67	12.5	8.33	50
ADMIN %	12.5	50	6.25	18.75	12.5

Figure 5: Retributive or Restorative: what are your current views?

The scores were calculated for the eight questions. Scores from 1-16, 17-24 and 25-40 placed people in the retributive, unsure or restorative attitudes.

Reflection on the Data and Observation: Indicators
Education of Volunteer Group

The group wanted to be more skilled in restorative practices. "I wish I could do it better," (Teacher D). The observation sheets showed they needed more skilling, though they found the process easy to implement. Discussions with the volunteers showed not only how excited they were about the practices, but also how they had learned to work better with each other. They know the value of restorative practices because they have seen it work.

The students also seem to have benefited from the process. They were open in their discussions, listened actively, were empathetic, ready to accept responsibility and keen to make amends and move forward. The instances of re-offence with the students they dealt with are zero. In the two whole class restorative conferencing, the students discussed the issues openly and designed and adopted some resolutions, with built-in rewards and consequences. The students have made themselves accountable for their actions, which is a positive step. Though the chances of students adhering to the resolutions are better than before, the teacher will need to get them to evaluate their performance and modify the resolutions, if necessary.

In addition, the general staff seem to want to know more about restorative practices. This implies an awakening of interest in restorative practices because of the changing perception that restorative practices work more efficiently than punitive practices. I can confidently say that the campus is ready for restorative practices and staff training is the key step.

Archival Data

Though there has been a recent rise in the number of 'time outs', there have been few referrals to me. The implication is that the staff in general is confident enough to try to deal with misbehaviour themselves. In addition, there are no re-offences from the cases the volunteers dealt with. The implication is that the staff and students are managing misbehaviour better.

The Questionnaire: Retributive or Restorative: What are your current views?

The questionnaire was an indicator of the current attitudes to misbehaviour; information that is useful for the planning and future implementation of restorative practices. There seems to be a direct correlation between knowledge of restorative practices, the nature of interaction with students and the adoption of the restorative paradigm and practice. Those with most knowledge are most restorative. Those with least contact with the student body are least restorative. The implication is that with increased knowledge staff will become more restorative in their practice. The implication is that administrative staff, for example, need increased contact with the student body in a variety of contexts.

Reflection on Process

Looking back, much has been achieved personally and by the volunteer group in this Action Research Cycle.

The most significant finding was that restorative practices are easy to understand, work with and that they work. I had planned to educate the volunteer group in restorative practices, and support them in their use of the 'Dialogue'. They achieved this. Moreover, their perceptions of the process and the results were very positive. The group agreed it had a better understanding of restorative practices, responded positively, practised the skills in at least one conflict situation and had an interest in learning more about restorative practices 'because they work' (Integration Aide J). When training commences in 2007, they will welcome the opportunity.

What was surprising was to see how well the volunteer group worked with the Dialogue for Conflict. The most gratifying aspect of the project for me was to see the volunteers speak about their successes.

The most challenging aspects of the project were to refine it to achievable dimensions. Initially I was overambitious in the scope of the action research project and refining took more time and effort than I had anticipated. Also challenging was keeping to time schedules and getting a group of people together despite their busy schedules. The challenge was not about ability, but organisation and priorities, and my priorities were not always the same priorities as others.

I was initially disappointed with not being able to work with the homeroom teachers as the collaborative group. In hindsight, I should have anticipated their schedules and responded earlier than July. Though I was pleased with the way the volunteer group performed (especially since two of the volunteers work part-time, and one works on other campuses) it became difficult to meet together as an entire group.

The major constraints for everyone were time and energy. With nine different busy schedules, there were few times convenient for all of us to meet. It was impossible for the administration to accommodate nine of us with changes in classroom scheduling. Part-time teachers, and cross-campus teachers compounded this. We had to make time.

The major factor for success was that I was dealing with professional teachers who had volunteered and who were committed. They were motivated to improve their practice and so sacrificed some of their personal time to work with the restorative practices, which are time consuming. Also aiding motivation and commitment was the taste of success.

The long-term campus plan for restorative practices training in 2007 continued beside the Action Research plan. It was easy to confuse one with the other. I had to be conscious of the differences between two similar initiatives.

My role required me to provide information, to stimulate, to motivate, to coach and to debrief. I noticed a sense of anxiousness at the time of brainstorming and when preparing material because of the shortage of time. Instead of meeting as a group once a week, I had to negotiate on a weekly basis and meet whoever I could. It meant a lot of extra effort.

Getting responses back from staff needed perseverance. Staff are busy and the surveys and handouts are not part of their daily routine, and so has a low priority. I enjoyed analysing the data because the data began to confirm a story I had suspected.

One of the challenges here was that every staff member is busy with his or her own professional lives that consist of teaching, planning lessons, marking, dealing with students, meetings, reporting. This project and their involvement in it was seen as something 'extra' to be dealt with when there was time. Their involvement was not consistent or highly committed, but positive when time allowed. However, they filled in questionnaires, discussed the handout in the staff room at lunchtime and recess time and sent in reports of using the restorative practices.

However, I was surprisingly pleased with the way the staff in general, and the volunteer group in particular, responded positively. I was also satisfied with the way the volunteer group tried out the restorative practices at least once. In addition, the staff in completing the survey, and the volunteer group in brainstorming and giving feedback, was very supportive and patient.
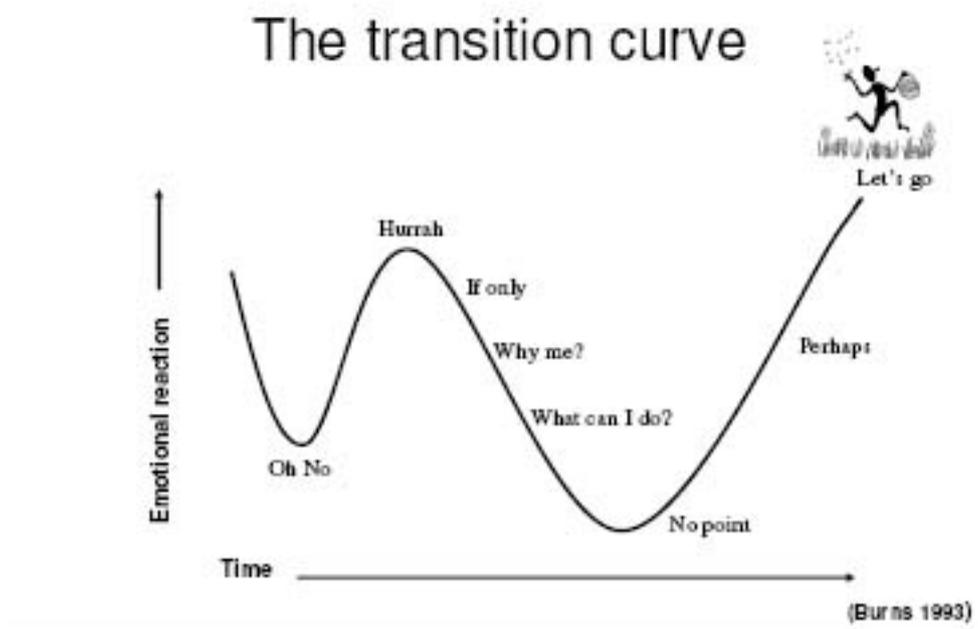

Figure 6.The transition curve: emotions in a time of change: Roberts, P, 2006; Webraft

Currently the volunteer group and I are on the minor peak, after having gone through the minor trough in early days of the Project when time was difficult to find, when the future was unclear, when things seemed difficult to work out and plenty of calm and patience was required. Since then we have tasted the success of restorative practices at work.

At times I asked the questions in the diagram; 'Why me?… What can I do?…If only I had ….'. Sometimes the feeling was quite overwhelming. However, looking forward to restorative practices being introduced to the whole staff is exhilarating.

Conclusion and future directions

The data reveals that restorative practices may be the way forward for the college. While not suggesting that restorative practices was the sole factor for the change, if a few practitioners could make a significant difference, it is exciting to think of the difference many more trained practitioners could make.

The volunteer group clearly found the process and the learning beneficial although challenging at times. Anecdotal evidence suggests that they were clearly able to handle the Dialogue for Conflict well. They found that the students benefited from the process. They also commented on a better relationship with students.

While it is difficult to measure the impact this project has on the campus, it has raised the profile of restorative practices among the staff. Every single staff member knows something about restorative practices now. Being conscious of a restorative approach it is likely that punitive measures will be used less instinctively.

The recommendations for the future for the campus are that:
- Entire staff is trained in restorative practices, including the maintenance crew, administration, canteen, Parents and Friends and cleaning staff. .
- Staff use some restorative practices (e.g. Circles) in their classrooms.
- Various stakeholders review college practice and policy in the light of restorative philosophy and practice.
- The college design and articulate a policy in restorative terms involving all the stakeholders in its framing.

"Change is what living things do," (Brown & Eisenhardt 1998; Resource Book 4, Readings 7.3). Armed with the lessons from the Action Research Project, skills as a change agent require some ideas about the theory of change, facilitators, barriers and strategies to implement change successfully. The prospect of changing to a restorative culture seems brighter. I agree with educator and restorative practices advocate Margaret Armstrong (2005) who concluded that "despite the fact that restorative practices in schools is still emerging as a worthwhile initiative, there is overwhelming evidence to indicate that the broad use of restorative practices in schools has an impact on safety."

References

Armstrong, M. & Thorsborne, M. (2005) Restorative responses to bullying. In McGrath, H. & Noble, T. (Eds.) *Bullying Solutions: Evidence-based approaches to bullying in Australian School.* Sydney: Pearson Education.

Cameron, L. and Thorsborne, M., (2001). Restorative Justice and School discipline: Mutually Exclusive? A practitioner's view of the impact of Community Conferencing in Queensland schools. In Strang, H. & Braithwaite, J. (Eds.), *Restorative justice and civil society* (pp.180-194). Cambridge: Cambridge University Press.

Drewery, W., Winslade, J. (2003). *Developing Restorative Practices in Schools: Flavour of the month or saviour of the system.* Paper presented at the AARE/NZARE Conference, Auckland. NZ.

Goleman, D. (2000). *Leadership that Gets Results.* Retrieved on 10 October, 2006 from http://www.itstime.com/mar2003.htm

Harney, P. (2005). Restorative justice. *Professional Educator, 4(3),* 14-17.

Hersey, P and Blanchard, K. (1982). *Management of Organization Behaviour: Utilizing Human Resources* (4th Edition.). Eaglewood Cliffs, NJ: Prentice Hall.

Holdsworth, R. (1998). *Schools that create real roles of value for young people.* Paper presented at the 4th UNESCO- ACEID International Conference, Bangkok, Thailand.

Hopkins, B. (2004). *Just Schools: A whole School Approach to Restorative Justice.* London: Jessica Kingsley Publishers.

McCold, P. & Wachtel, T. (2003). *In pursuit of paradigm: A theory of Restorative Justice.* Paper presented at the 13th World Congress of Criminology, Rio de Janeiro, Brazil. Retrieved 5 August, 2006 from http//www.restorativepractices.org/library/paradigm.html

Johnson, D.W. & Johnson, R.T. (1995). Why violence prevention programs don't work – and what does? *Educational Leadership, 52(5),* p.63-68.

Lafayette County Restorative Justice Program. Retrieved 28 July, 2006 from www.uwex.edu/ces/cty/lafayette/

Morrison, B.E. (2001) The school system:developing its capacity in the regulation of a civil society. In J. Braithwaite and H. Strang (Eds.), *Restorative Justice and Civil Society* (pp.195-210). Cambridge: Cambridge University Press.

Morrison, B.E. (2002). Bullying and Victimisation in Schools: A Restorative Justice approach, *Trends and Issues in Crime and Criminal Justice*, #219 (February), Canberra: Criminal Research Institute.

Morrison, B.E. (2005) R*estorative Justice in Schools: International Perspective*. Paper presented at Persistently Safe Schools 2005: The National Conference of the Hamilton Fish Institute on School and Community Violence.

Orozco, L. (2000). *Sharpening the view of Diversity: Five Leadership Imperatives.* Online Lecture Series. Retrieved 22 September, 2006 from http://www.hdcs.fullerton.edu/faculty/orozco/lecturediversityWD.html

Payne, R. (1997). Working with students and adults from poverty. *Instructional Leader, 6, 244-248*

Resource Book. (2006) *Action Research: Readings*. Melbourne: University of Melbourne.

Riestenberg, N. (2002) *Restorative measures in schools: Evaluation results.* Paper presented at the 3rd International Conferencing on Conferencing Circles and other Restorative Practices, Minneapolis, MN.

Sherman, L. (2003) *Reason for emotion: Reinventing justice with theories, innovations, and research.* In *Criminology, vol 41, issue 1(February),* Blackwell Publishing, Ohio, p.1.

Stinchcomb, J.B., Bazemore, G. & Riestenberg, N. (2006) Beyond Zero Tolerance: Restoring Justice in Schools*. Youth, Violence and Juvenile Justice, 4 (2)*, 123-146.

Thorsbrne, M. & Vinegrad, D. (2002). *Restorative Practices in Schools: Rethinking Behaviour Management.* Unpublished Manuscript. University of Melbourne, Queensland. Australia.

Wachtel, T. (2004). *From Restorative Justice to Restorative Practices: Expanding the Paradigm*. Paper presented at the 5th International Conference on Conferencing & Circles, Pennsylvania, USA.

Weissberg, R. P. (2004). *Statement to the Subcommittee on Substance Abuse and Mental Health Services*. United States Senate Committee on health, education, labor, and pensions Hearing on providing substance abuse prevention and treatment services to sdolescents,Washington, D.C.

Wiseman, P. (2004). Implementing Restorative practices in the most challenging of educational settings. *Restorative Justice newsletter* (6th ed.). Retrieved16 June, 2006 from http://www.maristyc.com.au/download/rjnews6.pdf.