RESTORE
Canterbury Restorative Schools Network


NAU MAI  HAERE MAI
Welcome to the first edition of the Canterbury Restorative Schools Network Newsletter. We aim to distribute this on a quarterly basis to encourage, support and sustain Restorative Practices in Schools in our region.

Hi everyone, welcome back to 2009. We hope that the wonderful summer is not too distant a memory as we head into another autumn season.

We are extremely excited by the year ahead and looking forward to working with many of you as together we continue to grow our Restorative Network group and encourage one another in Restorative work in our schools and work places. We aim to distribute this newsletter early in each term with news, reviews, dates of events, articles etc, and contributions from you, our colleagues, around current innovations, developments and practices. We really welcome contributions and input as we plan the quarterly Network meetings to follow the newsletter.

The Network Group went from strength to strength in 2008 and we aim to continue to provide a range of workshops and presenters from Primary, Secondary and RTLB groups and proved a great encouragement, particularly to those who operated as ‘lone voices’ in their work places.

This first edition includes a timetable of meetings, courses and events, some key strategies around Cooperative Classroom Management, a great thought provoking article called ‘The Horse Listener,’ some details of the Restorative Conference in Vancouver, among other contacts and information.

We invite you all to attend the network meeting on the 8th of April, where we will be getting an idea of the ‘Big Restorative Picture’, listening to guest speakers, making connections with where our schools are at and sharing an interactive practical workshop.

Welcome to the Network everyone,
regards
Richard and Greg

Greg Jansen and Richard Matla
from Kaiapoi High School have both gained study awards for 2009 during which they intend to further research Restorative practices as part of their Post grad. University courses.

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“The definition of oppression is having nowhere to tell your story”
Rollo Brown
TERM ONE 2009

March 11th
AUT Restorative Justice Block courses begin

April 8th (Wednesday)
Network Group meeting - Wheki 302
1pm-4pm
College of Education, UC
“Building Connections”
- Overview of 2009
- ‘The Big Picture’
- Guest speakers including: Carey Ewing- Pathways Trust
- ‘Who’s the adult here?’- Practical workshop exploring Transactional analysis in Action

Ideas for workshops this year include: Classroom conferencing, When to/not to conference, Circle time in secondary context, Next steps in implementation, What does current research tell us?, Culturally appropriate approaches, Strategic approaches, Contracts, Paperwork, data collection and flowcharts

TERM 2
May 4th-6th
Conference facilitator training
Marg Thorsborne
North Canterbury
(Joss O’Connor)
funnyfarm4@xtra.co.nz
Open for places

May 31st - June 3rd
RPI Conference
Vancouver, Canada

June-23rd*
Network Group Meeting
Wheki 302
1pm-4pm
College of Ed. UC

* Please note we aim to work as closely to these dates as possible but they may change due to guest speakers and workshop availability

TERM 3
July 21st-24th
Conference facilitator training + P’s workshop
Marg Thorsborne
MOE, Christchurch
(Alison Locke)
alison.locke@minedu.govt.nz
SEI schools

August - 4th*
Network Group Meeting
Wheki 302
1pm-4pm
College of Ed. UC

TERM 4
October 28th-30th
Restorative Training
Marg Thorsborne
(Jenny Fraser)
jenny@freeville.school.nz
Open for places

November -17th*
Network Group Meeting
Wheki 302
1pm-4pm
College of Ed. UC

Working Restoratively with Younger Children
Younger children, (and even some of our older students) often have trouble coming up with ideas for how they can ‘fix things,’ or verbalising how they felt when they were harmed. They need consistent modelling and practice to develop and learn these skills. The Early Years Script has been extremely helpful for us when having a restorative chat with our students. We have been able to support children through the restorative conversation with statements like;

“How did you make __________ feel when you __________?”

For a copy of the Early Years Script please contact
jenny@freeville.school.nz

COMPLETE THE GRADUATE DIPLOMA OR MASTERS PAPERS IN RESTORATIVE JUSTICE IN 2009 WITH THE TEAM AT AUT
For further details contact: Gwen Ferguson 09 921 9999 ext. 8306
gwen.ferguson@aut.ac.nz
Shirley Julich ext.5864
shirley.julich@aut.ac.nz

Graduate Diploma
Seminars 1-2: Restorative Justice Applied 107001
Level 7

Semester 2: Victims and Restorative Justice 107002  Level 7

Masters Paper for 2009
Semester 1: Critical Issues in Restorative Justice 109201
Level 9

Semester 2: Restorative Justice in Aotearoa 108200  Level 9
Cooperative Classroom Management
Kaiapoi/Oxford RTLB Cluster

Seating arrangements are the heart of a classroom's social ecology and are often overlooked.

Where a student sits affects all of their social interactions and their ability to learn.

Strategic seating is simple and easy to implement.

Students are organised into core or base groups of two to carry out learning tasks and provide social support. Each pair is seated with another pair in a cluster of four desks or if preferred, eight desks.

Teachers poll student preferences and interests and use this information to match the pairs taking into account heterogeneity of gender, culture and academic ability.

It is helpful to begin group planning by first carefully placing students representing management and learning challenges.

Facilitate team-building activities to develop group cohesion. Use strategies like Think-Pair-Share often.

Cooperative Classroom Management accomplishes the following goals:

- It teaches students the basic interpersonal skills for cooperative learning.
- It establishes a positive classroom climate that dramatically reduces management and behaviour problems.
- It ensures all students have access to scaffolded learning and peer support.
- It reduces the need for direct teacher intervention to clarify instructions or answer questions - “Ask three before me” C3B4ME.
- Teacher planning and control in the selection of groups eliminates the exclusion that often occurs with student choice. It enables all students to feel supported and included and increases opportunities for friendships to develop.
- It communicates to students in a consultative way the value of working together (Meyer & Bevan-Brown, 2000).

Effective teachers who are proactive in their teaching and create a positive and cooperative teaching environment have fewer management and behaviour problems than more traditional classrooms
(Meyer & Henry, 1993)

Basic Needs
Students learn more effectively in environments that meet their basic needs

Students need:
- To experience positive relationships and a feeling that they belong
- To achieve and feel supported in their learning
- To feel empowered and responsible
- To have fun and enjoyment from learning (Glasser)

Building and maintaining relationships
"There are no strangers here only friends we haven't met."

It is important for students to find out about each other’s interests, hobbies, families and culture.

The model the teacher provides is vital.

When a teacher models acceptance and friendly behaviour towards all students, including those with special needs, other students will imitate. (Thorburn, 1999)

The language teachers’ use carries powerful messages about belonging and cooperation.

"In this class we can and we will work with everyone" (Brown & Thomson, 2000).
The Horse Listener
Steve Waldon          April 2, 2007

Just north of Melbourne, a horse trainer is achieving astonishing results with abused and reluctant animals. His techniques are amazing and his legend is spreading. No saddle, no bit, no bridle, no stirrups: Carlos Tabernaberri takes five-year-old Sai, an Appaloosa cross, through a session at his property, Whispering Acres. Sai might not like the experience - particularly the whip being cracked within a metre of his head - but he seems to trust Tabernaberri. "He knows I mean no harm."

A rider once complained to Carlos Tabernaberri that he could only get his horse to do what he wanted it to do by raising a stick, defensively adding: "But I never hit it." Tell me, Tabernaberri asked, does your wife cook for you? Yes, the man said. And she would cook for you if you waved a stick at her? Well, certainly. So your wife would cook for you because she felt she had to - you would get your meal, but would you and your wife be enjoying the relationship? This is what is happening with you and your horse, Tabernaberri explained quietly. It is doing your bidding only because it feels intimidated. What sort of partnership is that for the horse?

Tabernaberri grew up in Argentina, immersed in the country’s horse culture. He witnessed frightened and frustrated horses being controlled by wranglers who would hit them across the head if they reared up. What struck him was the absence of kindness or sympathy in the relationship between man and beast. For some reason that he attributes to a higher source, young Tabernaberri didn’t become just another gaucho. Even though the horses were often nervous and wary, he was unafraid. He would walk into the pen and wander among them, patting, reassuring. He thought that all horses would view men very poorly and wanted them to know that there was one human, at least, who wanted a different relationship. He remembers being repeatedly surprised that powerful animals treated with such little empathy did not simply trample their minders and run back to the bush.

Young Tabernaberri began looking into the eyes of the horses, then through them. In 1980, his father brought his family to Australia, believing there were no prospects under the military junta. Tabernaberri was 14. He found the horse culture in Australia less brutal, but mired in traditional training methods. Tabernaberri is careful not to disdain other trainers, but he hopes others eventually see the benefit of modifying their behaviour.

"Resisting change is like holding your breath - if you succeed, you are dead," he says.
There have been no barked commands, no whips. And, to Tabernaberri’s way of thinking, no magic.

Sai allows Tabernaberri to lie on him as though he is a bodyboard. Then Tabernaberri walks around Sai, cracking a whip within a metre or so of the horse’s body and head. Sai stands impassively, as though this was the most normal thing in the world.

What is going on here?

The horse might not like the experience, but it trusts me completely, Tabernaberri says, because it knows I will not hurt it.

He jumps back on the horse, then stands. The horse gives him a quick look but does not budge.

Again, Tabernaberri says, the horse doesn’t really want him standing on his back, “and he knows he can buck and send me on my arse, but he doesn’t. He chooses to tolerate me because he knows I mean no harm.”

In 2004, Melbourne rider Marty Schiel turned to Tabernaberri in a last-ditch attempt to save her horse. Ruby had undergone basic training but her development had been hampered by a couple of bad experiences with people.

Looking for something more holistic, she typed “natural horse training” into Google. Of the three trainers in Australia, only Tabernaberri was in Victoria.

Schiel emailed him and he responded promptly, asking her to outline the problems with Ruby. Tabernaberri took Ruby (and Marty) on.

“I was so gobsmacked by what he achieved with her in such a short time, I said he had to write his methods down,” she says.

She offered to help, and the book Through the Eyes of the Horse, was published last year.

In his neat shed, Tabernaberri says he feels blessed to wake every day, pull on his boots and get to work improving a horse’s existence.

On a wall is a photo of Tabernaberri with a horse that was brought to him, even though the owner believed that, at 14, it would be too set in its ways to relearn.

“You and I know the horse is 14,” he told her. “But the horse doesn’t. The trick is to make the horse feel four.”

He says time is a human limitation we place on horses. The horse doesn’t. The trick is to make the horse feel four.

“Add the occasional slap, jerk of the rope, kick in the ribs, spearing of the spur or sting of the whip, and you’ve just reinforced your horse’s instincts that you are as intimidating, inconsistent and untrustworthy as you look.”

When a horse leaves Tabernaberri’s property, he wants it to be proud and confident - “relaxed, but with its chin up”. He shows the owners what he has done and hopes they can duplicate it so that the horserider relationship is mutually happy and satisfying.

If the human can abandon his or her ego, the horse will respond, he says.

Now in his early 40s, Tabernaberri has three decades of horsemanship behind him. He doesn’t believe in “natural” horsemanship, only good horsemanship.

“I hope when I’m 90 and walking past leaning on a stick, I will see people working with horses the way I am now,” he says.

Perhaps his children - Jesse, 13, and Paris, 9 - will inherit his intuitive style.

As word of his extraordinary gift spreads, there are more demands on his time. His monthly clinics are booked out positively to consistency, which is a hallmark of his methodology.

His equation is: CCKL = TOR. Confidence, consistency, kindness and leadership result in trust, obedience and respect.

For instance, those who find horses hard to catch probably have not earned the animal’s trust. "The horse doesn’t know whether he will get a carrot or a stick," he says. "Much as our horses may follow us and enjoy our company, humans still look like predators - not like another horse or prey animal. Our eyes face front and our ears are pinned to our heads. That can look pretty aggressive to a horse."

“Resisting change is like holding your breath, if you succeed, you are dead”

Carlos Tabernaberri
2nd Restorative Practices International Conference

If the Inaugural 2007 Conference was anything to go by this second Restorative Practices Conference will be fantastic. The sheer force of the camaraderie and wealth of experience and knowledge that was shared with other delegates made this an unforgettable experience. The theme of the coming Conference is Widening our Lens and Connecting our Practice and seeks to connect as many practitioners as possible and encourage the broadening of restorative work across sectors.

The conference and post conference programme look excellent, with a series of practical workshops being offered in the days following the conference. With a maximum number of 400 delegates places are filling fast so if your Professional development budget is up to it or you are a great arm-twister we would recommend getting to this great event. The conference is based in downtown Vancouver at the Coast Plaza Hotel, with costings and further programme information on the Restorative Practices International website.

rpinternational@optusnet.com.au

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The Network Planning group is made up of Richard and Greg, Alison Locke, MOE, Jenny Fraser, Freeville Primary, Sarah Maindonald, Hillmorton High, Margaret Flanagan, Aranui High and Joss O’Conner, RTLB, Kaiapoi-Oxford cluster. We welcome input and contributions to the next newsletters, whether it be interesting articles, workshop ideas, important dates of events, or any relevant Restorative developments or experiences from your schools and workplaces. Please contact Richard or Greg with your contributions/ideas at the email addresses below. Thanks.

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