

Restorative Practices Learning Continuum

Category	Level 1 - Prepping for Circles	Level 2 - Introductory Phase	Level 3 - Transitional Phase	Level 4 - Self-sustaining
	Preparation	Learning / Introduction / Safe Space	Supported adoption	Integration
Responsibility (LCCJ staff will always be available to support as needed.)	LCCJ Staff, Partners & Volunteers	LCCJ Staff and volunteers	LCCJ Volunteers, School Staff & Students	School staff members & Students
Readiness / Prep - School	P / VP have expressed interest in restorative practices and support training of staff	P / VP identify and actively support teachers and students interested in learning about RP	P / VP Introduce restorative practices to staff and members of the school community	Use of restorative practices by staff members is self-sustaining and evident.
Restorative Practices Continuum				
Affective Statements	Develop vocabulary for identifying feelings and the foundations of healthy relationships.	Introduce use of affective statements to express feelings in response to conflict and harm as opposed to assigning blame.	Expand use of affective statements to express a range of emotions as appropriate.	Independent and appropriate use of affective statements to express a range of positive and negative emotions.
Restorative Questions (Impromptu Dialogue)	Introduce restorative questions.	Practice the use of restorative questions in controlled settings - role play.	Supported, prompted use of and response to restorative questions in a variety of classroom and school settings.	Independent use of and response to restorative questions in formal and informal contexts.
Pro-active Circles	Explore the importance of speaking, listening and turn-taking in different kinds of communication including circles.	LCCJ volunteer led - Sharing and Learning Circles - Practice all phases of a pro-active circle following generic guidelines and responding to non-threatening questions.	LCCJ volunteer, teacher and student led - Sharing, Learning Circles - Themes and questions are developed collaboratively between the LCCJ volunteer, teacher and students. Teacher and students collaborate on the development of class guidelines.	Teacher and student designed and led Sharing and Learning Circles. Themes and topics are derived from academics and areas related to student and community life.
Responsive Circles	Explore the importance of speaking, listening and turn-taking in different kinds of communication including circles.	LCCJ volunteer led - Issue and Problem-solving circles. Particular emphasis on the application of affective statements and restorative questions as appropriate. Arriving at a resolution or decision.	LCCJ volunteer, teacher and student led Issue and Problem-solving circles. Topics are generated by the teacher and students who also review, revise and create circle guidelines as they deem necessary.	Teacher and student initiated and led Issue and Problem-solving circles. Themes and topics are derived from academics and areas related to student and community life.
Restorative Meetings / Conferences	Introduce the distinction between punitive and restorative responses to conflict.	LCCJ volunteer led - students and staff role play restorative resolutions to low-level conflicts. using restorative questions and affective statements.	LCCJ volunteer, teacher and student led. Role play or discussions regarding various levels of and types of conflict.	School-established protocol in place for implementing restorative justice circles in response to serious conflict or harm that is subject to suspension, expulsion and involves the formal justice system.
Other - These may be revisited at all levels				
Goal-setting	Appreciative Inquiry -			
Healthy relationships	Identify the elements - roles			
Labelling	How it helps, how it harms			
Identity				
Power				