



Restorative Justice in Education (RJE): More than an Alternative to School Discipline

Dr. Kathy Evans

Eastern Mennonite University

Either we remake our schools into vibrant workshops for personal, social, and global transformation, or we must own up to our complicity in perpetuating a superficial, unthinking, and unjust world.

Restorative Justice

“a process to involve, to the extent possible, those who have a stake in a specific offense and to collectively identify and address harms, needs, and obligations, in order to heal and put things as right as possible.”

Howard Zehr

Restorative Discipline in Schools

“Restorative justice promotes values and principles that use inclusive, collaborative approaches for being in community. These approaches validate the experiences and needs of everyone within the community, particularly those who have been marginalized, oppressed, or harmed. These approaches allow us to act and respond in ways that are healing rather than alienating or coercive.”

Lorraine Stutzman Amstutz and Judy Mullet

Making a Difference in Our Schools

We offer different focus options for K-12 educators, administrators or other school leaders, community leaders, and social workers or school counselors. A variety of electives allows for focused study for each of these groups. You'll learn to:

- Promote positive student behavior and increase student achievement and attendance
- Replace suspensions and expulsions with strategies that work
- Improve relationships and school climate while increasing instructional time

FREE WEBINARS
on RJE topics
MA IN EDUCATION



RJE Concentration

Students in the MA in Education program can pursue an **interdisciplinary concentration in Restorative Justice in Education (RJE)** by taking courses through the education department as well as EMU's [Center for Justice and Peacebuilding](#). Learn more about [courses in the RJE concentration](#).

RJE Graduate Certificate

Students who are not pursuing a graduate degree can earn a **15-hour graduate certificate in restorative justice in education**. Check out the [course requirements for the RJE](#)



LATEST NEWS

First master's in restorative justice graduate builds on past to share his vision of justice [More](#)

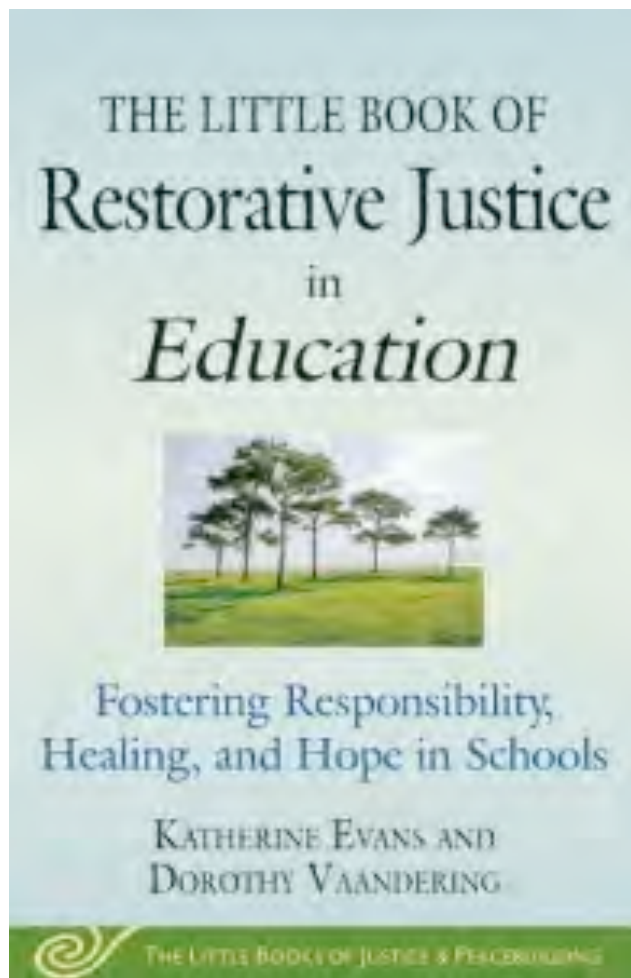
Graduate student awarded Minority Youth Program fellowship from the National Board of Certified Counselors Foundation [More](#)

Restorative Justice in Education Academy in Harrisonburg and Lancaster offer rich learning experiences to educators [More](#)

Zehr Institute of Restorative Justice hosts online course on police-community partnerships [More](#)

www.emu.edu/rje





Facilitating learning communities that nurture the capacity of people to engage with one another and their environment in a manner that supports and respects the inherent dignity and worth of all.

RJE DEFINED

FOUNDATIONS OF RJ

At the core of Restorative Justice is a simple emphasis on respect, love, reconciliation, and community (Pranis, 2007).

There is an “interconnection and interdependence” at the core of all human relationships; restorative justice is grounded on that belief. When those relationships are disrupted, conflict generally arises (Sullivan & Tifft, 2005).



RESTORATIVE JUSTICE IN EDUCATION

RESPECT

DIGNITY

Build and maintain healthy relationships

People are worthy and relational

Repair harm and transform conflict

Create just & equitable learning environments

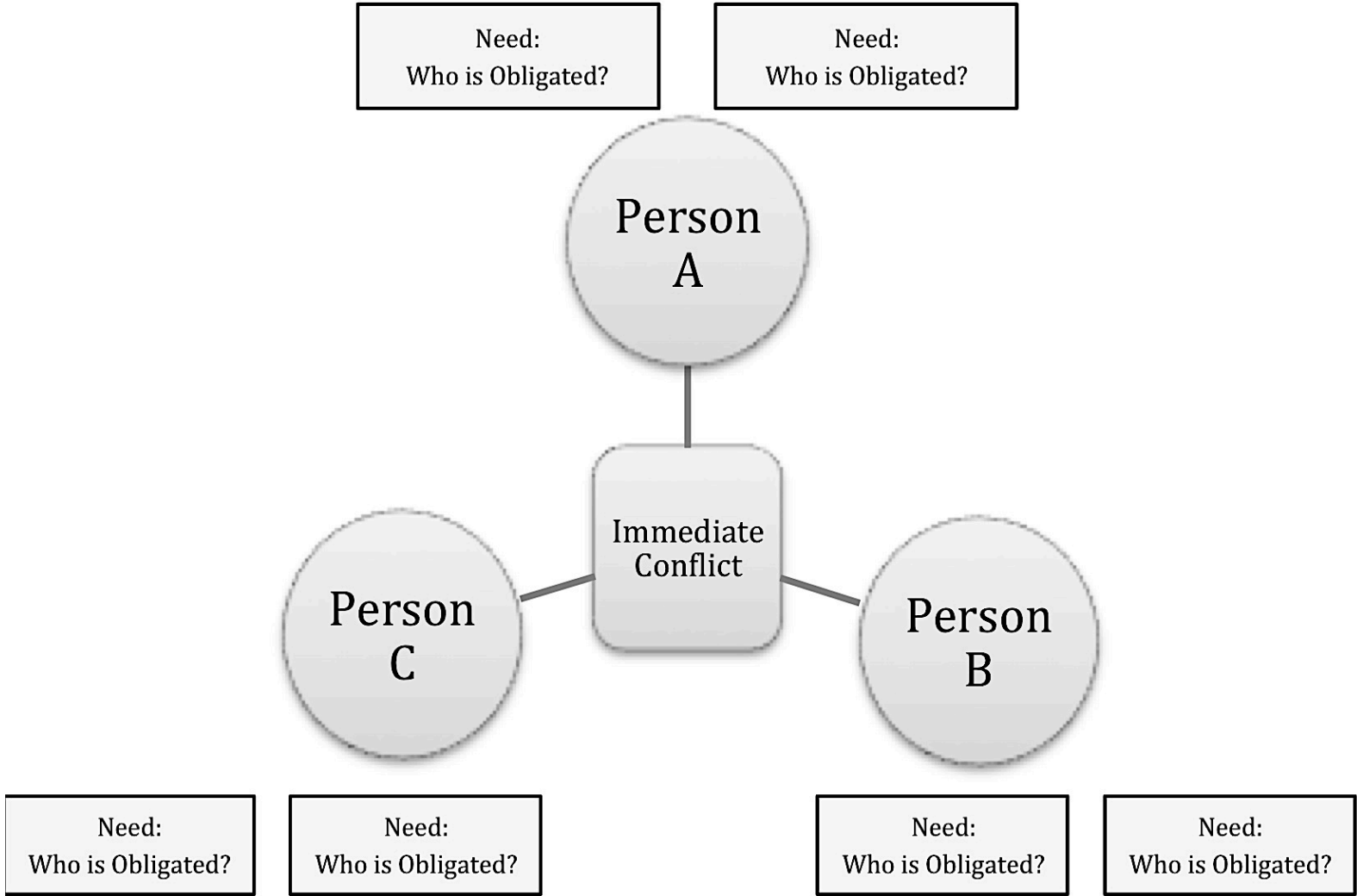
MUTUAL CONCERN



REPAIR HARM AND TRANSFORM CONFLICT

- Conflict viewed as transformative, providing opportunities to learn and grow.
- More than taking responsibility *for* personal actions; accountability *to* those with whom they have relationships.
- Accountability with support
- RJE is about addressing problems *with* people, not *for* them or *to* them. When we fix problems for others, we co-opt their opportunity to grow. Think: Vygotsky, Piaget, and Dewey.





Discuss at your tables:

What types of harm and/or conflict do people experience at school? What do people need in the midst of conflict or when they have been harmed? How can schools begin to address those needs?

Be concrete and write your ideas as you share them.

Examples:

- Resources in place for addressing harm, frustration, or anger
- Trauma-sensitive approaches
- Implementation of peer mediation, counseling, circles of support and accountability, and conflict resolution processes
- A different set of priorities

REPAIR HARM AND TRANSFORM CONFLICT



BUILD AND MAINTAIN HEALTHY RELATIONSHIPS

- Within RJE, all are considered worthy of respect and dignity.
- When relationships are broken, the focus is on restoring those relationships, not on getting even.
- Political-economy:
 - relative value or worth that leads to “hierarchical classification or ranking systems whereby we situate some people as more worthy and others as less worthy; some people of more, and others of less, value.”
(Sullivan and Tift, 2004, 103)



high



Expectation (for being human)



low

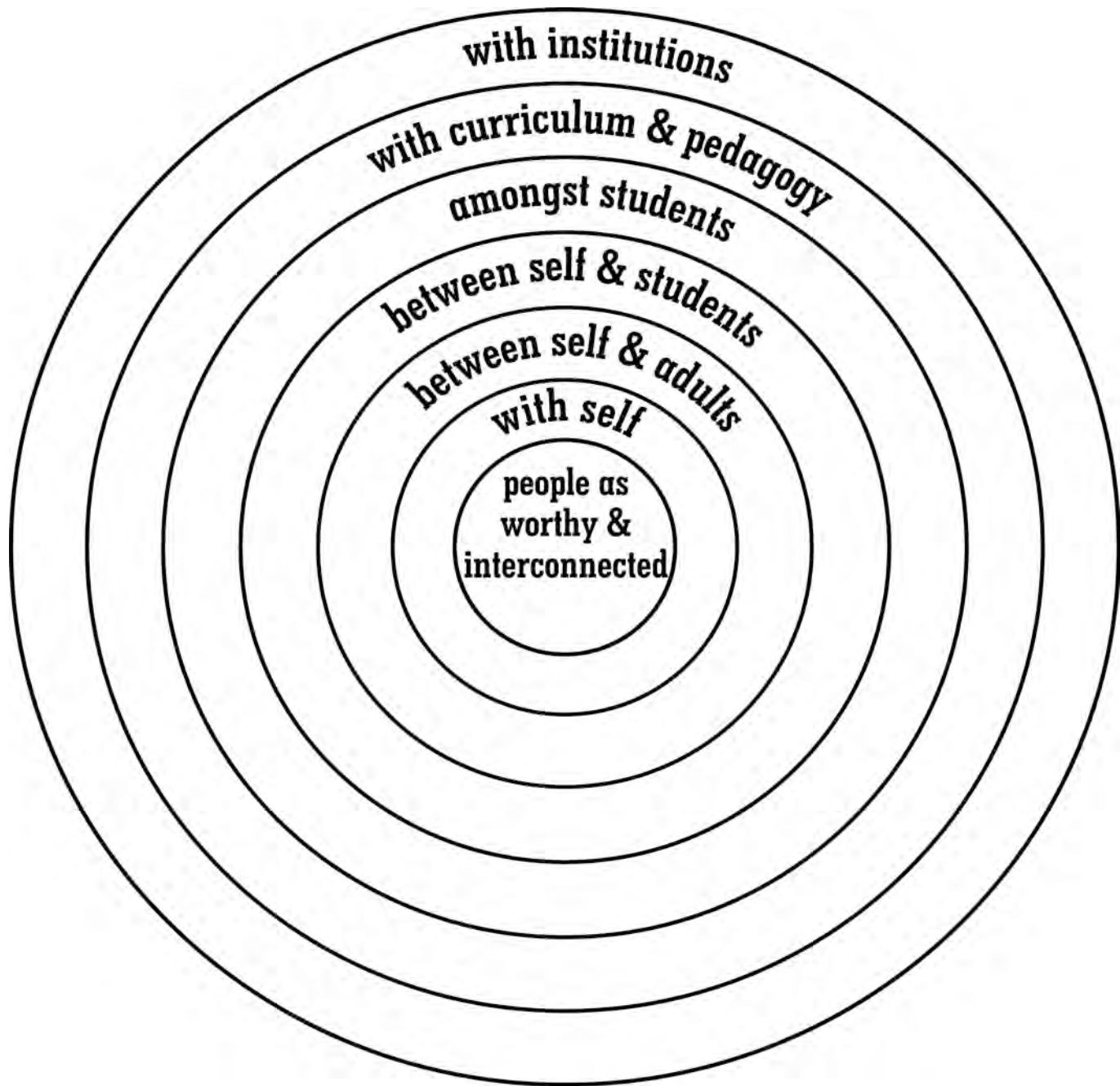
<p>TO</p> <p>People as objects to be managed</p> <p><i>conditional acceptance</i></p> <p>*power over</p>	<p>WITH</p> <p>People as subjects to be honored</p> <p><i>unconditional acceptance</i></p> <p>*power with</p>
<p>NOT</p> <p>People as objects to be ignored</p> <p><i>neglect & rejection</i></p> <p>*power over</p>	<p>FOR</p> <p>People as objects of need</p> <p><i>conditional acceptance</i></p> <p>*power over</p>

Support (for being human)

high

RELATIONSHIP WINDOW





Discuss at your tables:

Schools already do a lot of things to focus on Building and Maintaining Healthy Relationships – What have you observed or what is your school already doing?

Write your ideas as you share them.

Examples:

- Respect for and among all members of the community: students, caregivers, staff, faculty, and administration
- Social and emotional learning, cultural awareness, and effective communication
- Conflict resolution skills are modeled, taught, and practiced
- Circle processes for building healthy community, celebrating diversity, and addressing conflict

BUILD AND MAINTAIN HEALTHY RELATIONSHIPS



CREATE JUST AND EQUITABLE LEARNING ENVIRONMENTS

- Justice is defined as people actually getting what they need in order to thrive.
- RJE addresses issues of oppression, marginalization, the 'isms, and other forms of injustice.
- Attempts to control others' behavior may end up exacerbating the problem by taking from them the very control that they are working so diligently to obtain.



ADDRESSING NEEDS, NOT SIMPLY BEHAVIOR

- Maslow's Hierarchy of Needs
- Choice Theory: control, community, competence, and fun (Glasser, 1988)
- Self-Determination Theory: autonomy, competence, and a sense of relatedness (Deci & Ryan, 1991)
- Howard Zehr, in *The Little Book of Restorative Justice*, named three pillars of human need:
 - **Autonomy** (sense of control)
 - **Order** (things are as they should be)
 - **Relatedness** (belonging)



Discuss at your tables:

Consider how the word justice is defined.
Consider how the word equity is defined. What types of injustices and inequities do we see in schools? How might we address those?

Write your ideas as you share them.

Examples:

- Provide sufficient academic support for students' diverse needs (ELL, IEP, SEL, etc.)
- Consider which holidays and traditions are honored and observed
- Host intentional conversations about justice and equity among all members of the community
- Curricular focus on human rights
- Representation

CREATE JUST AND EQUITABLE LEARNING ENVIRONMENTS



Restorative Justice emphasizes social engagement rather than social control. This means that our starting point in 'how we are when we are together' will be relationships rather than rules, people rather than policies, honoring rather than evaluating, meaning rather than knowledge, asking instead of telling, and well-being rather than success. This does not imply that rules, policies, evaluation, telling, and success are irrelevant; it simply means that these serve the needs of people living within community, and not the other way around.

Evans and Vaandering (2016)

Restorative Justice Emphasizes:

Social engagement	Social control
Relationships	Rules
People	Policies
Honoring	Evaluation
Meaning	Knowledge
Asking	Telling
Well-being	Success



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MUTUAL CONCERN



THE LITTLE BOOK OF
**Restorative
Justice**



A bestselling book by one
of the founders of the movement

HOWARD ZEHR



THE LITTLE BOOKS OF JUSTICE & PEACEBUILDING

THE LITTLE BOOK OF
**Restorative
Discipline for Schools**



Teaching responsibility;
creating caring climates

**LORRAINE STUTZMAN AMSTUTZ
AND JUDY H. MULLET**



THE LITTLE BOOKS OF JUSTICE & PEACEBUILDING

THE LITTLE BOOK OF
**Circle
Processes**



A New/Old Approach
to Peacemaking

KAY PRANIS



THE LITTLE BOOKS OF JUSTICE & PEACEBUILDING



EDRJ 601: *Facilitating Circle Processes* *In Educational Contexts*

July 17-21, 8:00am – 4:30pm

Facilitator: Kathy Evans

This course explores the use of Circle Processes to build and sustain healthy learning environments in schools or other educational settings. In addition to the theoretical foundations, core assumptions, and guiding principles of Circles, participants will learn and practice various ways circles can be utilized to build community, resolve conflict, create productive learning spaces, and promote social and emotional competency.

Costs: For credit (3 sem. hours): \$1,320; Audit: \$450

To register: contact Yvonne Martin at yvonne.martin@emu.edu

For more information: contact Kathy Evans at kathy.evans@emu.edu



Conference Presenters

Johonna Turner, PhD, Assistant Professor of Restorative Justice; EMU

Kathy Evans, PhD, Assistant Professor of Education; Restorative Justice in Education; EMU

Bob Garrity, MEd, MA, Facilitator, Trainer, Consultant in Restorative Practices; Adjunct Faculty EMU

Judy Mullet, PhD, Professor of Psychology and Master of Arts in Education, EMU

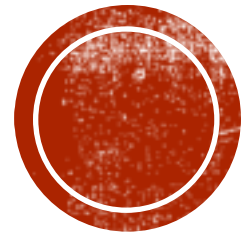


**RESORATIVE
JUSTICE IN
EDUCATION (RJE)
ACADEMY**

JUNE 26-27, 2017

**Eastern Mennonite
University
Harrisonburg,
Virginia**





QUESTIONS

kathy.evans@emu.edu