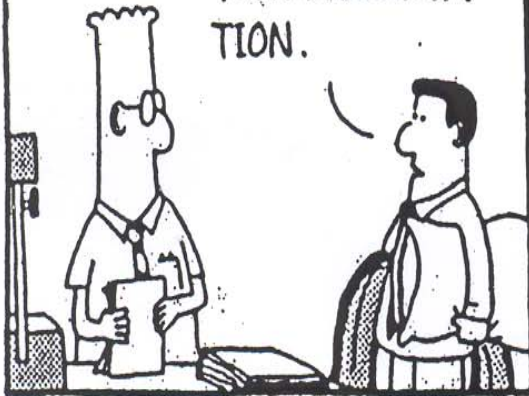


I HOPE YOU WON'T
MIND MY PILLOW
AND BLANKET AT
YOUR PRESENTA-
TION.



THE LAST TIME YOU
PRESENTED, I LOST
CONSCIOUSNESS AND
BROKE MY NOSE ON
THE TABLE.

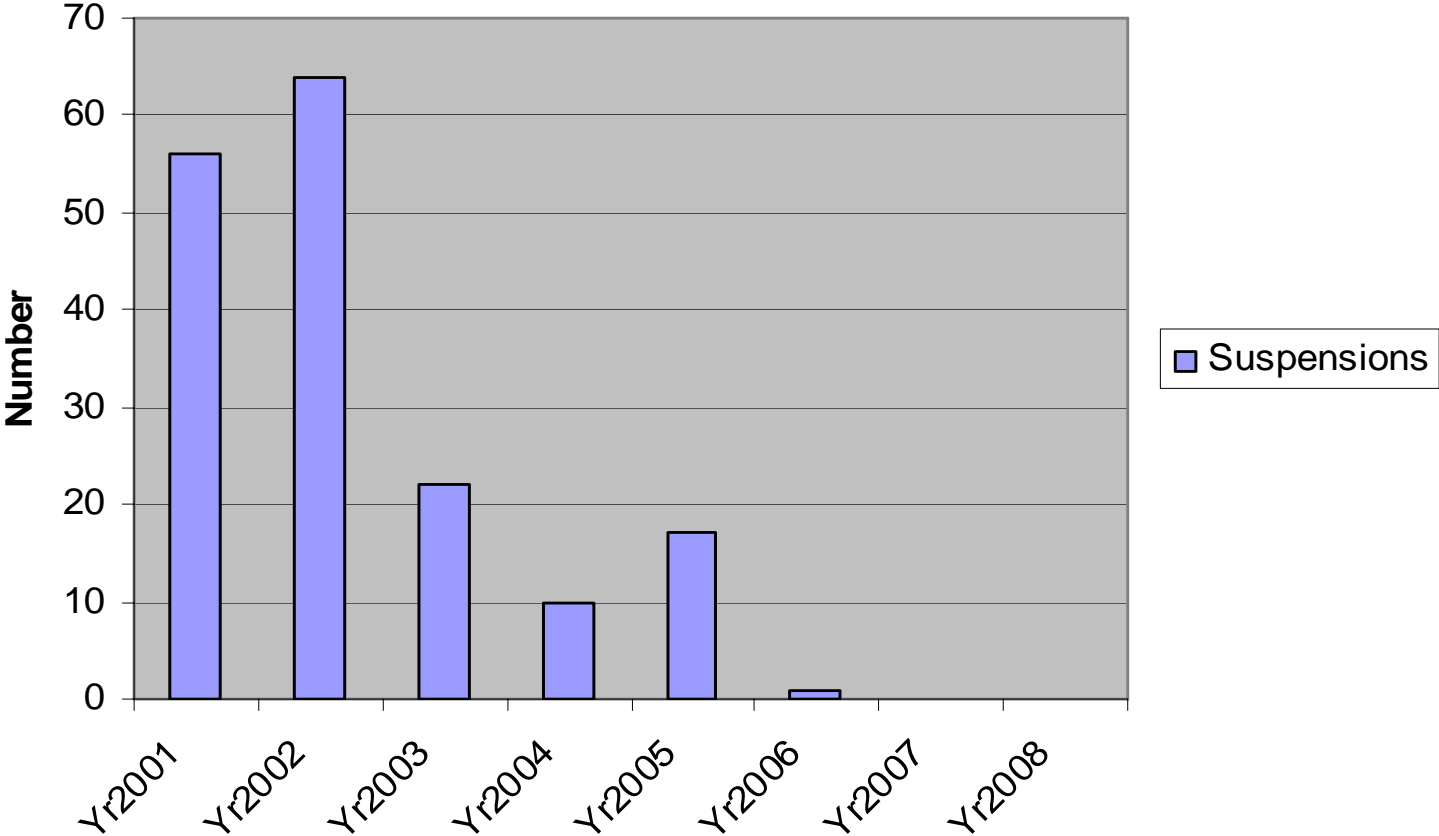


WHATEVER HAPPENED
TO GOOD MANNERS?



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Opotiki College Suspensions 2001-2008



The Press Was Bad!

Opotiki College suspension rate 10 times the average

*Definition
21/5/02*

CHRISTINE LANGDON

OPOTIKI COLLEGE has been named New Zealand's most punitive school after it suspended 11 per cent of its pupils last year.

The college blames high drug use in Bay of Plenty for its suspension rate, more than 10 times the national average.

Suspensions throughout New Zealand averaged less than 1 per cent of the national roll. But the college, with 490 pupils, had 57 suspensions last year, Education Ministry figures, issued to ACT NZ MP Donna Awatere Huata, show.

Its policy of automatic suspension for drug use meant 53 of the suspensions were drug-related, principal Andrew Taylor said yesterday.

In 21 other cases, not involving drugs, pupils were stood down from classes but not suspended.

"We did have a lot of suspensions last year," Mr Taylor said yesterday. "We are not proud about that ... but we are not ashamed of it. We feel that we are running a successful school here."

Other schools in eastern Bay of Plenty were in the same boat because of the region's suitability for growing cannabis, he said.

Mrs Huata's list of the seven most punitive schools included two others from the bay area — Edgecumbe College, which had 46 suspensions from a roll of 487, and Kawerau College, which had 27 from a roll of 311.

Edgecumbe College deputy principal Eileen Drabble said many pupils had used canna-

bis since they were nine or 10 years old.

Mrs Huata blamed zoning, poor teacher training standards and Government budget-setting for over-burdening "ghetto schools", but principals disagreed.

"The reasons are far more complicated than that," Ms Drabble said. Edgecumbe College was doing random drug-testing and using an academic support programme to remove children from normal classes before they needed to be stood down or suspended.

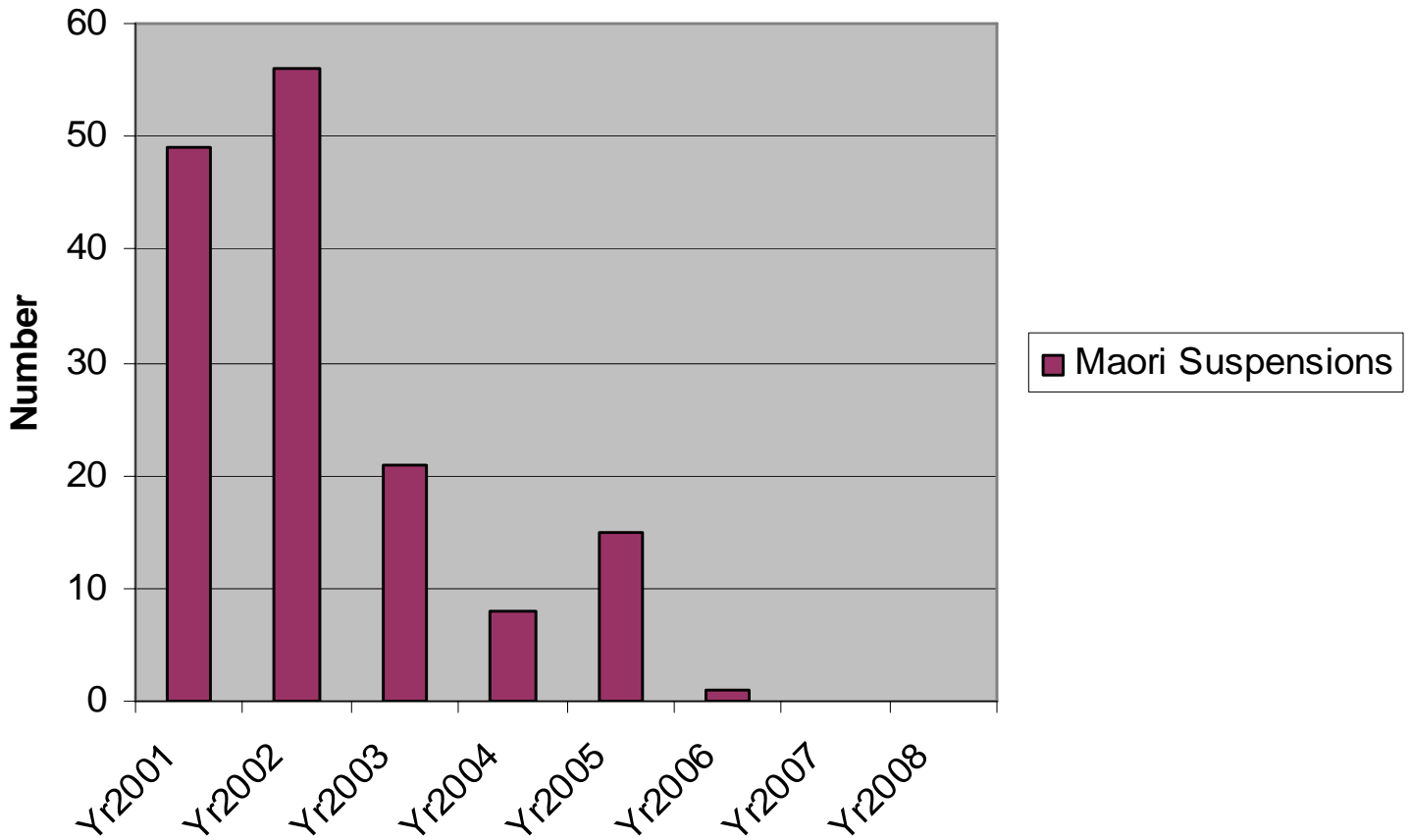
Mr Taylor said schools had to overcome problems that were often beyond their control. Many of the children had access to drugs before starting secondary school and might have had access at home.

Suspensions gave schools the opportunity to convene meetings with families, develop relationships with parents and make pupils face up to their bad behaviour, he said.

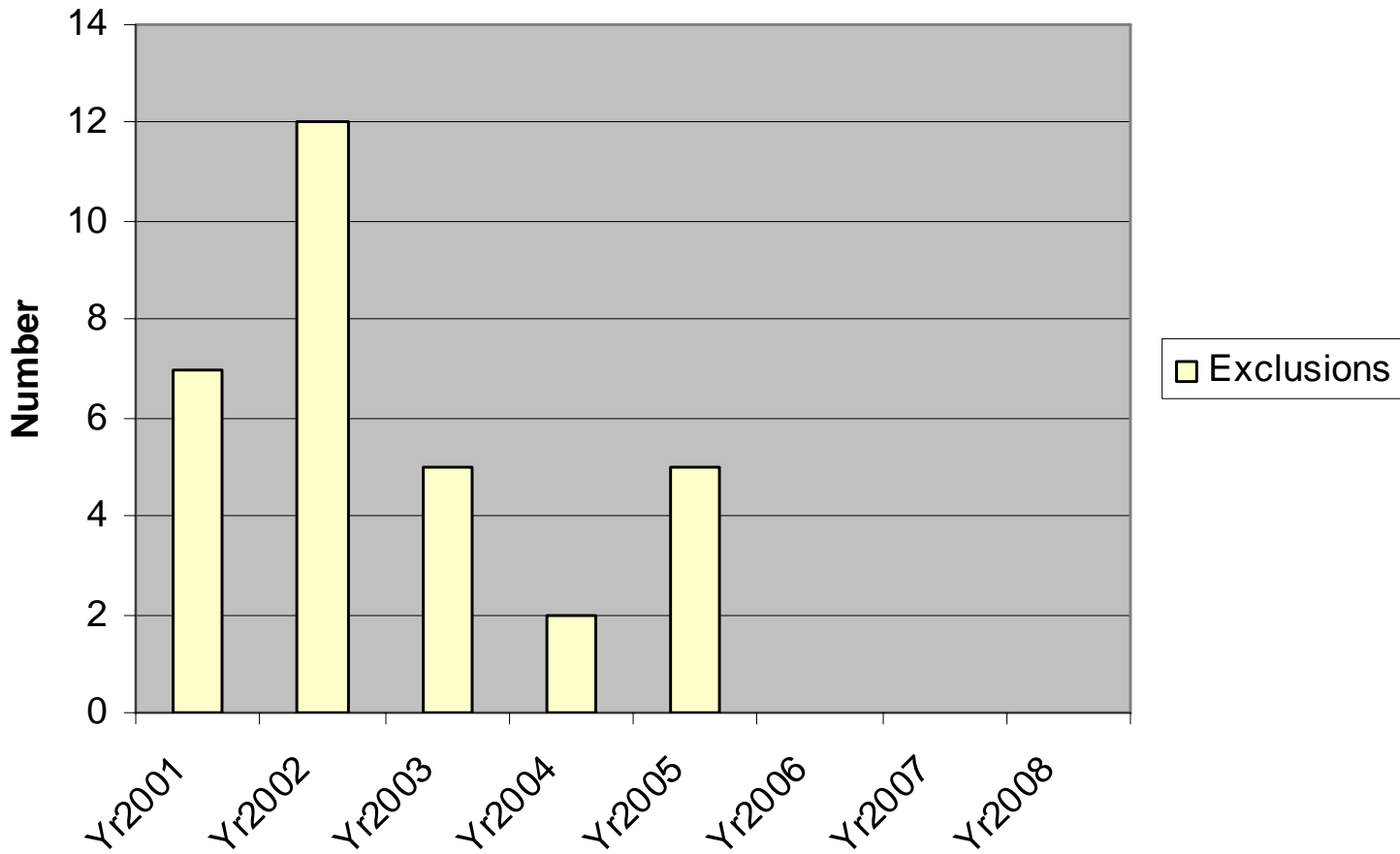
"There are a lot of good things that come out of it."

New Zealand's seven most punitive schools last year were: Opotiki College, 57 suspensions, 11.6 per cent of roll of 490; Makoura College (Masterton), 36 suspensions, 9.8 per cent of a roll of 365; Wanganui City College, 49 suspensions, 9.6 per cent of a roll of 509; Taipa Area School (Northland), 55 suspensions, 9.6 per cent of roll of 573; Edgecumbe College, 46 suspensions, 9.4 per cent of roll of 487; Kawerau College, 27 suspensions, 8.6 per cent of roll of 311; Huntly College, 34 suspensions, 8.4 per cent of roll of 402.

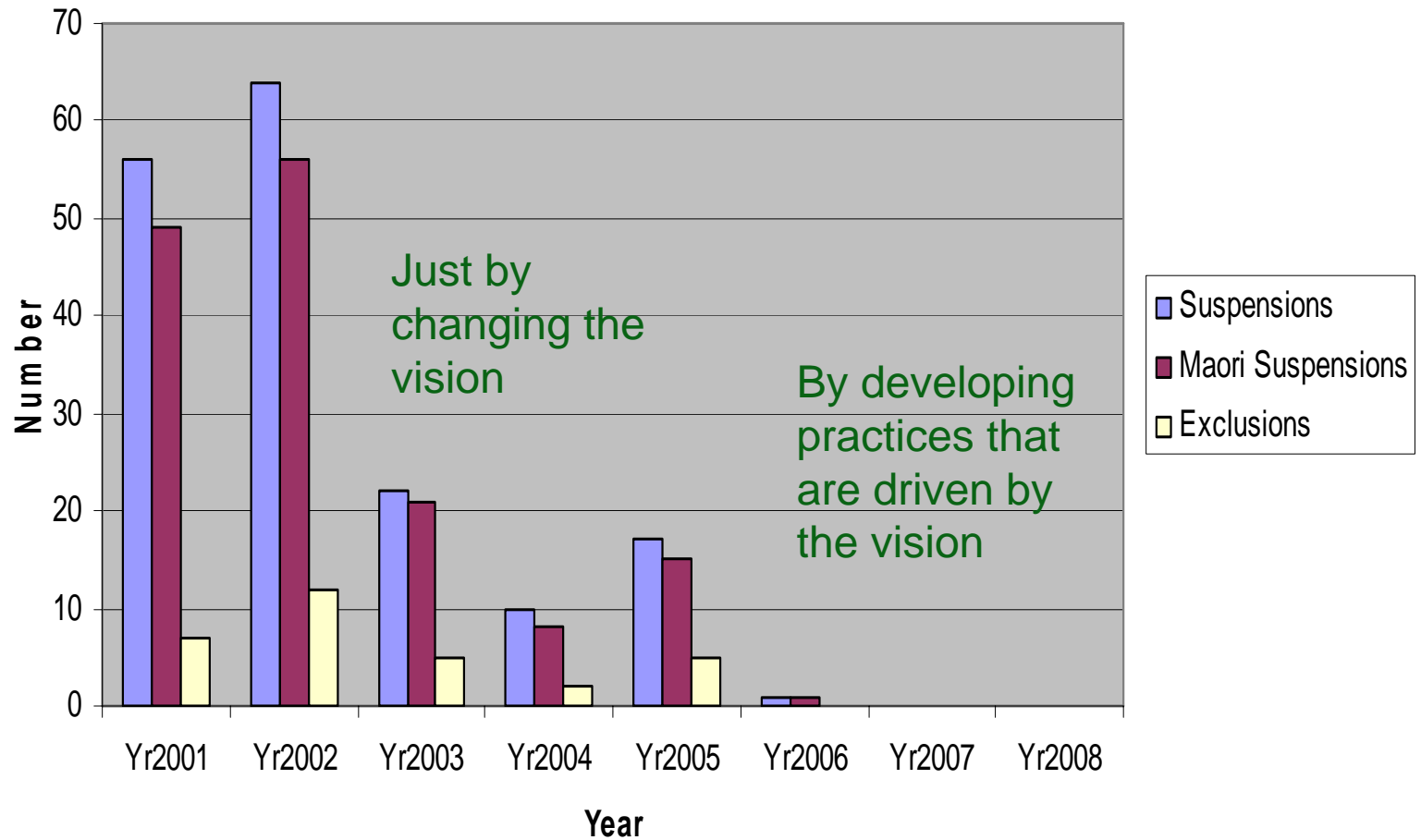
Maori Suspensions 2001-2008



Exclusions 2001-2008



Opotiki College Suspensions 2001-2008



The Formula

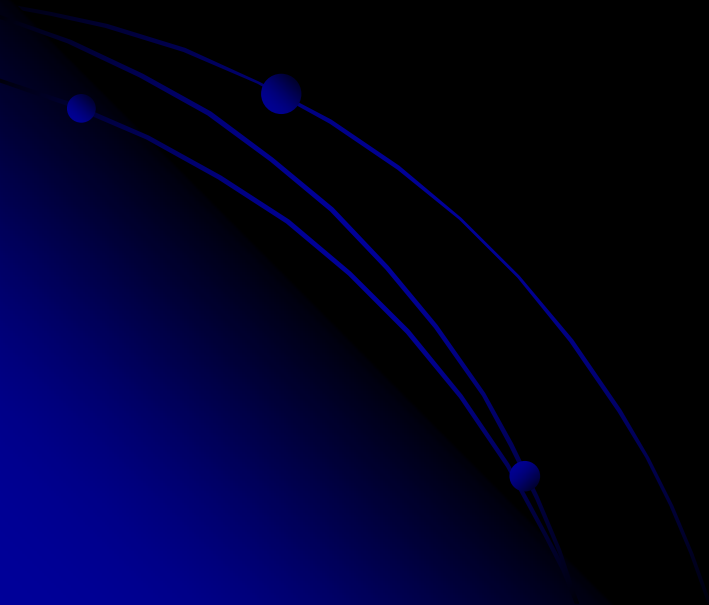
VISION

+

PRACTICE

=

CHANGE



Moving Towards A Restorative School



Restorative Principles

- Focus is on the need to:
 - Build relationships
 - Build respect
 - Encourage behaviour awareness



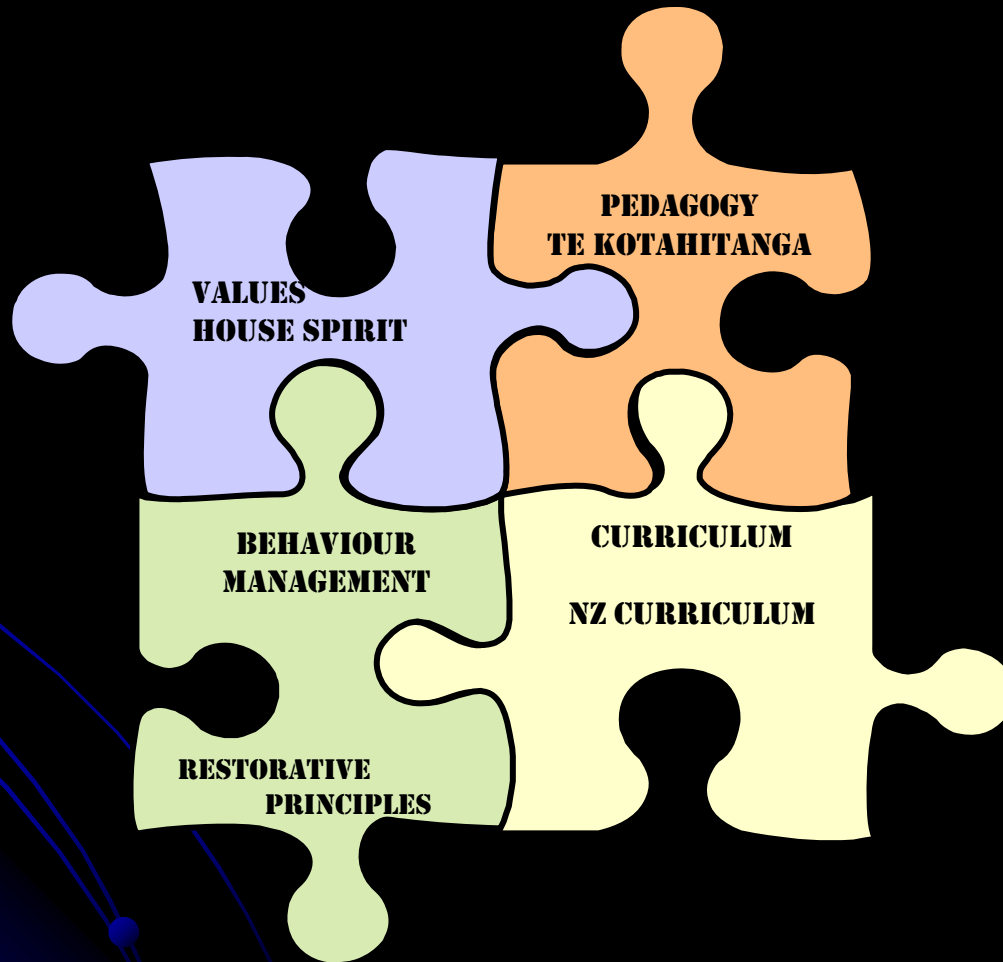
Vision

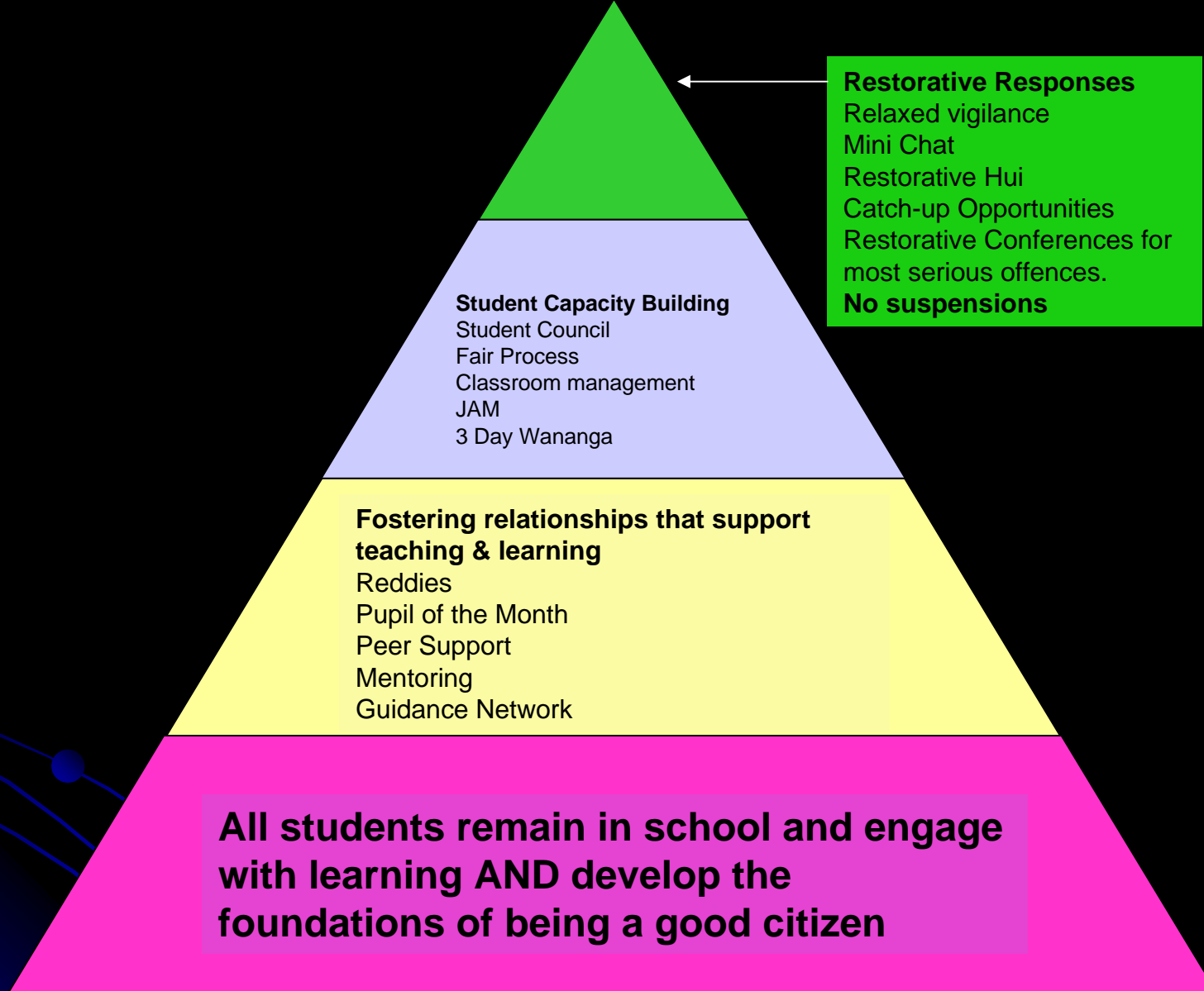
- Opotiki College aims to be an inclusive school where students achieve to their highest level because they feel safe, because there are strong, positive relationships between students and teachers based on mutual respect and high expectations of each other, and because a relevant curriculum is delivered by effective teaching.

Such vision has the following consequences:

- Minimisation of suspensions, exclusions, early exemptions and referrals to AE.
- Less reliance on a centralised punitive behaviour management system.
- Constant reminders to question and change teaching practice.
- Questioning of what we teach and how that is structured.
- Expectation of participation in and modelling of the cornerstone values.

Making Sense of The Puzzle





**A Foundation for a Culture of Restorative Practices at
Opotiki College – Building Relationships**

Full
Restorative
Conference

Classroom
Hui
(DPs or
Deans)

Restorative Hui
(Deans or DPs)

The Mini Chat

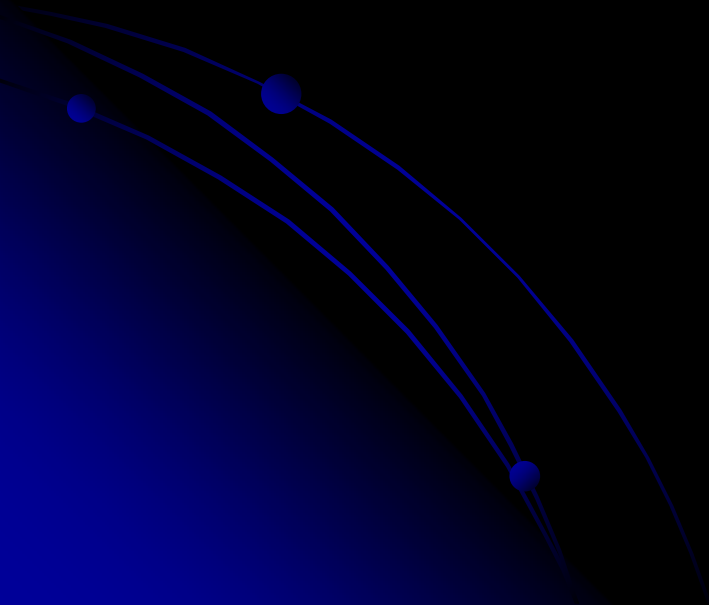
Relevance, Relationships and Rigour

An effective pedagogy at Opotiki College requires teachers to motivate students to learn without creating conflict (**Relationships = Restorative Practices and Te Kotahitanga**) by providing personalised/differentiated learning around real life issues (**Relevance**) with close monitoring and effective and regular feed back of progress towards known targets (**Rigour**).

The Opotiki College Pyramid of Restorative Practices

Behaviour Management Tips For Classrooms

- Be an expert with “relaxed vigilance”.
- Be an even better expert with “slightly less relaxed vigilance”.
- Be the best there can be with “mini chats”.



Relaxed Vigilance

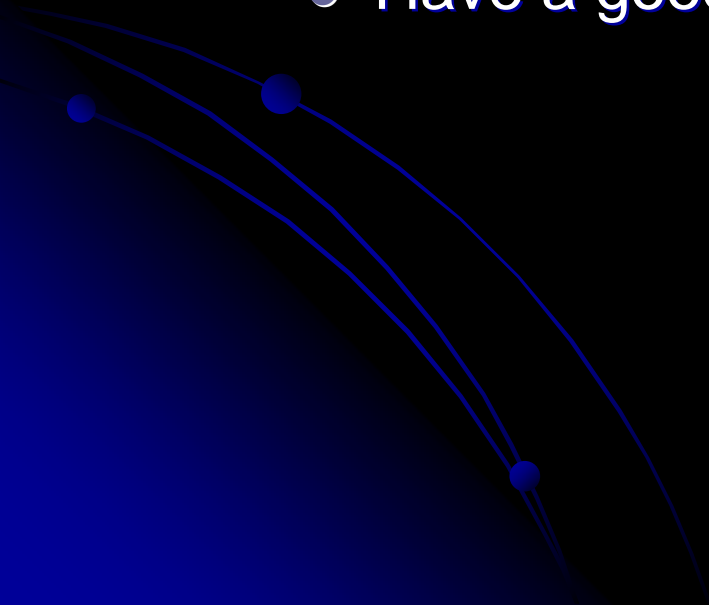
- Relaxed vigilance strategies are those that are delivered low key and virtually unnoticed by other students. They are brief, subtle reminders of expectations. Many of the most effective are non-verbal.
 - Eye contact
 - Move near
 - Facial expression
 - Gesture
 - Student name

Slightly Less Relaxed Vigilance

- These strategies are used to give assertive verbal messages when unacceptable behaviour persists and should follow these guidelines:
 - Appropriately supported by non-verbal actions (held up open hand) and keep 1 metre away.
 - Calm, clear, matter-of-fact tone.
 - If possible deliver the message privately (a quiet voice can achieve this)
 - Keep your focus on the primary behaviour and do not allow the student to move you onto side issues or to get into a public argument.

(There are several scripted formula that teachers can practice together such as those developed by Bill Rogers. Practicing by observing in classes and role playing with staff is essential)

The Mini Chat

- This occurs after relaxed vigilance has been tried but is unsuccessful.
 - A private conversation with no audience
 - Part on good terms.
 - “Have a good day!”
- 

Mini Chat

- Tell me what happened. →
 - What were you thinking? →
 - Who did this affect? →
 - What do you think about it now? →
 - What do you need to do about it? →
 - How can we make sure this doesn't happen again? →
 - Great, have a nice day!
- And then what happened? How did you get involved? Tell me what was happening before you were asked to leave.
 - What made you decide to do that? What were you wanting to happen?
 - Who else? How? What about ...? How might ... be feeling now?
 - Was it really your intention to be so that ...feels so? Was it fair?
 - How can you make this right? What will you be apologising for?
 - How can I help?

Principal Support of These Tips

- The Principal must observe in each teacher's class at least once a fortnight and provide feedback on this set of strategies.
- To do this effectively the Principal must be **THE EXPERT** on relaxed and slightly-less-relaxed vigilance and mini-chats.

Three Key Priorities For Policy

Increased Resourcing

- Innovations Pool *&**#!!!?
- SBAE

Expansion of Te Kotahitanga (fully resourced across all schools).

- A professional practice model that shows how to strengthen the quality of teacher-learner relationships

Non-punitive timeout mechanism

- Section 27

Three Actions For Action Plan

The Vision, Principles and Values of NZC should be evident in ALL schools' Vision Statement and practices.

- Actively involved, inclusion, equity, integrity

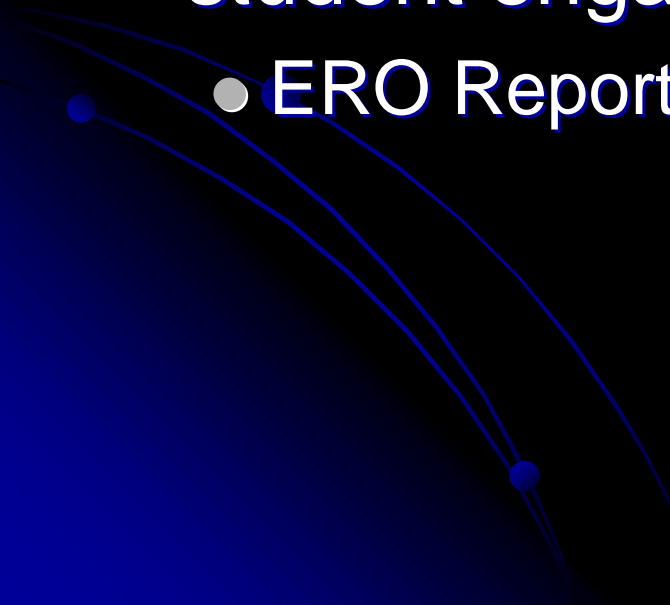
Building on the research (Hattie) there must be a strengthened focus on how to develop strong teacher-learner relationships.

- RP must be taught to training teachers and be part of graduation requirements.

What Have We Achieved?

- “The school promotes a culture of inclusiveness. Respect for the individual and an expectation that each member of the school community takes responsibility for their actions form the basis of the school’s vision. Restorative justice practices support this vision and positively influence the school tone.”
 - ERO Report July 2007.

What Have We Achieved?

- “Strong emphasis is placed on building quality relationships throughout the school community. This positive, inclusive culture is strongly supporting the high levels of student engagement.”
 - ERO Report July 2007.
- 

What Have We Achieved?

- “Restorative justice strategies that emphasise finding positive negotiated solutions provide staff and students with the opportunity to reflect on, and take responsibility for, their behaviour. This approach to behaviour management is contributing to a settled school climate that supports teaching and learning.”
 - ERO Report July 2007.

Finally

- Kids still misbehave, but
- Stress levels amongst staff and students have dropped markedly.



