

## Using Restorative Practices with Students

Overall Self-Rating: ☐ Aspiring ☐ Apprentice ☐ Journey ☐ Master ☐ Wizard

Topic	Competency	Self Rating (1=aspiring7=wizard)
<b>Fair Process</b>	Understands and uses fair process appropriately to include individuals affected by decisions in the decision making process. Retains and uses authority, skillfully integrating decisive action with fair process.	1—2—3—4—5—6--7
<b>Affective Statements</b>	Uses affective statements to communicate How you and others are affected by mis-behaviour, instead of lecturing, giving advice scolding. Trusts students to learn and Appropriately change behaviours when given information through affective statements.	1—2—3—4—5—6--7
<b>Affective/Restorative Questions</b>	Can list questions that are commonly and effectively used in restorative interactions, including circles. Uses affective questions In a way that effectively helps others share and develop insight about the impacts of their actions on others. Is able to listen to responses with sincerity and openness.	1—2—3—4—5—6--7
<b>Community Building Circles</b>	Can plan and organize restorative circles in ways that help build a vibrant community in Personal sphere(s) of influence (classroom, School, district, and community). Able to Use different configurations of circles. Appropriately switches between use of a talking piece And other forms of circle discussion. Uses various forms of circles effectively. Manages Process of setting up circles in a time-efficient And orderly manner. Transfers responsibility for Circle process to students as appropriate.	1—2—3—4—5—6--7
<b>Circles in Support of Learning Curriculum</b>	Makes connections between circle activities and curriculum, and integrates circles into instruction. Uses circles to help students understand the learning objectives. Uses circles to help students understand the learning process and find ways to overcome challenges	1—2—3—4—5—6--7