

Restorative Education

Fostering a resurgence of personal, community and global resiliency

A settler ally's inclusive, place-based approach
to decolonize and synthesize teaching practices
to help close the Aboriginal Achievement Gap

Major Project by Emily Menzies

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University of Northern British Columbia

Territorial Acknowledgement and Personal Location



Photo credit: Deblekha Guin

Who am I?

Where does my family
come from?

Where do I live, work
and play?

Who has helped me
learn and develop
Restorative Education?

Definitions of Restorative Education (RE)

RE is an **inclusive, interactive, inquiry-driven, place-based** approach to facilitating **service learning** that fosters a resurgence of personal, community and global resiliency.

RE helps heal, re-connect and empower human and non-human individuals to create more sustainable communities in an equitable manner.

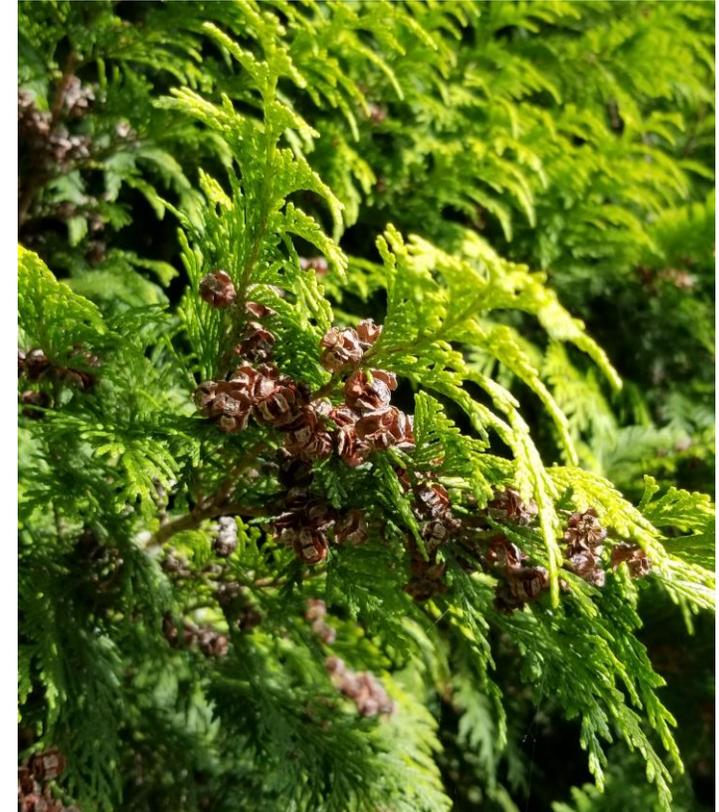


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Principles of Restorative Education

RE upholds the “4 R’s” put forward by Kirkness, V. J. and R. Barnhardt (2001) to enable the academic success of First Nations students.

Restorative Education is

Respectful

Relevant

Reciprocal

Responsible

“Educators meet learners where they are, then together – grow in resilience.”



Photo credit: Lorna Menzies

Practices of Restorative Education

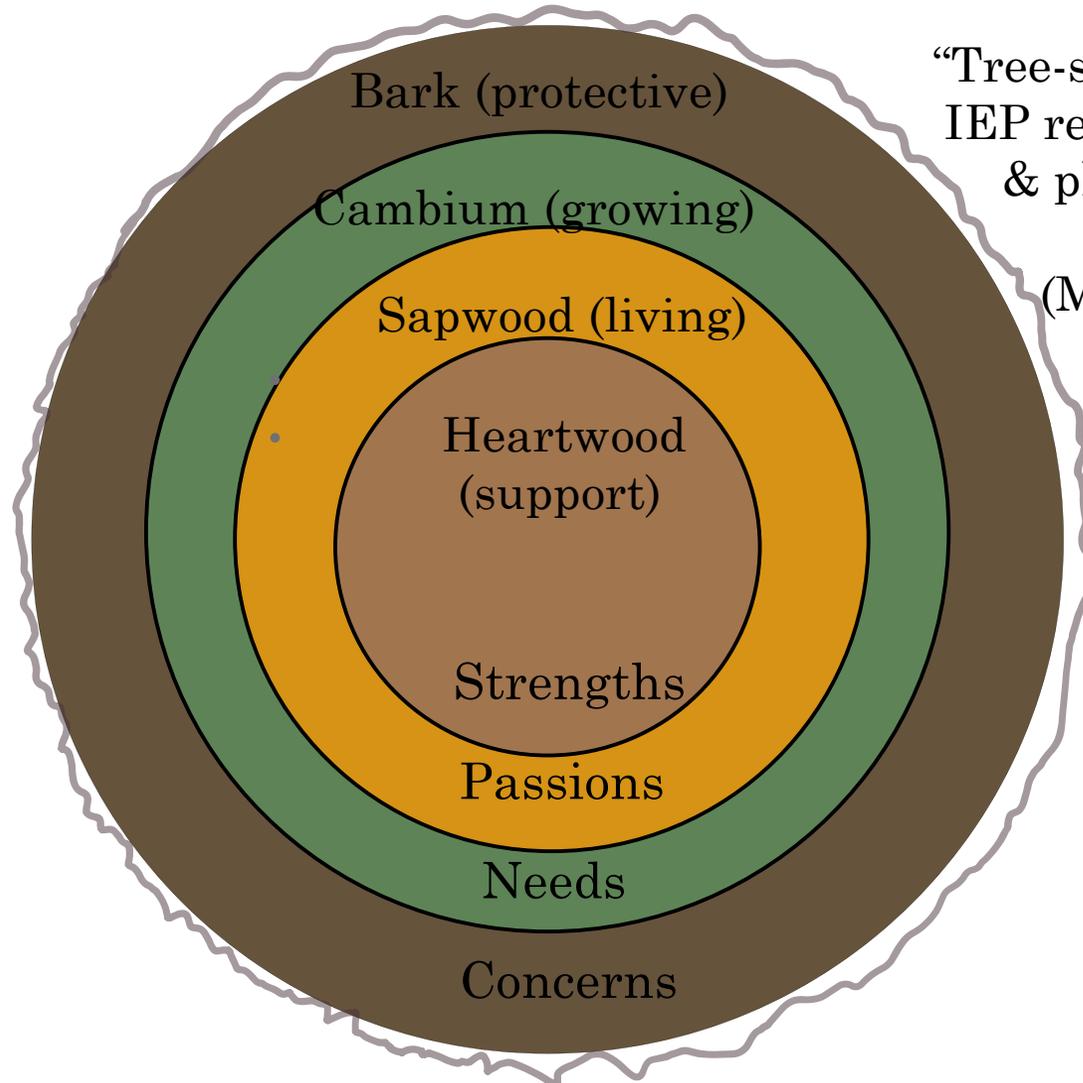
RE is:

- inclusive,
- interactive,
- inquiry-driven,
- place-based,
- service learning



Restorative Education is Inclusive

- Universal Designs for Learning (UDL)
- Relationship-based & Responsive learning (RTI)
- Learner-centered, Strengths-based & Child-honouring
- Trauma & FASD informed lenses



“Tree-silence”
IEP reflection
& planning
model
(Menzies,
2019)

Universal Designs for Learning

UDL inspires structuring indoor and outdoor classrooms to meet the physical, emotional and academic needs of every learner in your group. For example:

- ensure students have notice and comfortable access to outdoor activities (mobility aids, appropriate footwear, supervision ratios etc.)
- provide energizers and alternative seating
- clearly designate space and self-paced assignments for students who need or are ready for independent work
- teach and use sign language with all students for basic requests and participation (bathroom etc.)
- provide normalized options for students who need support to regulate their emotions or behaviour (breaks, colouring, music)

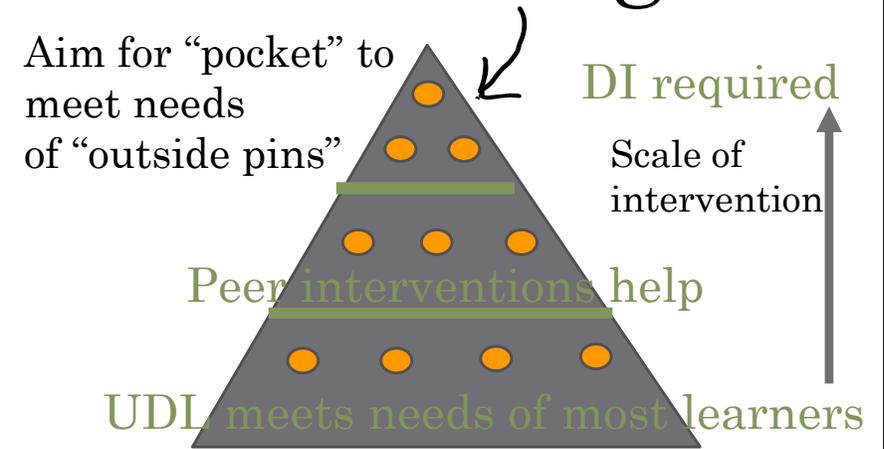


CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!

Relationship-based & Responsive Learning

Use the Response to Intervention (RTI) model to assess and provide increasing amounts of support to students who require it, regardless of whether or not they have special needs designations or an IEP.

This model requires that educators develop a relationship with each learner, which is also an incredibly important pre-condition for learning in many Indigenous pedagogies.



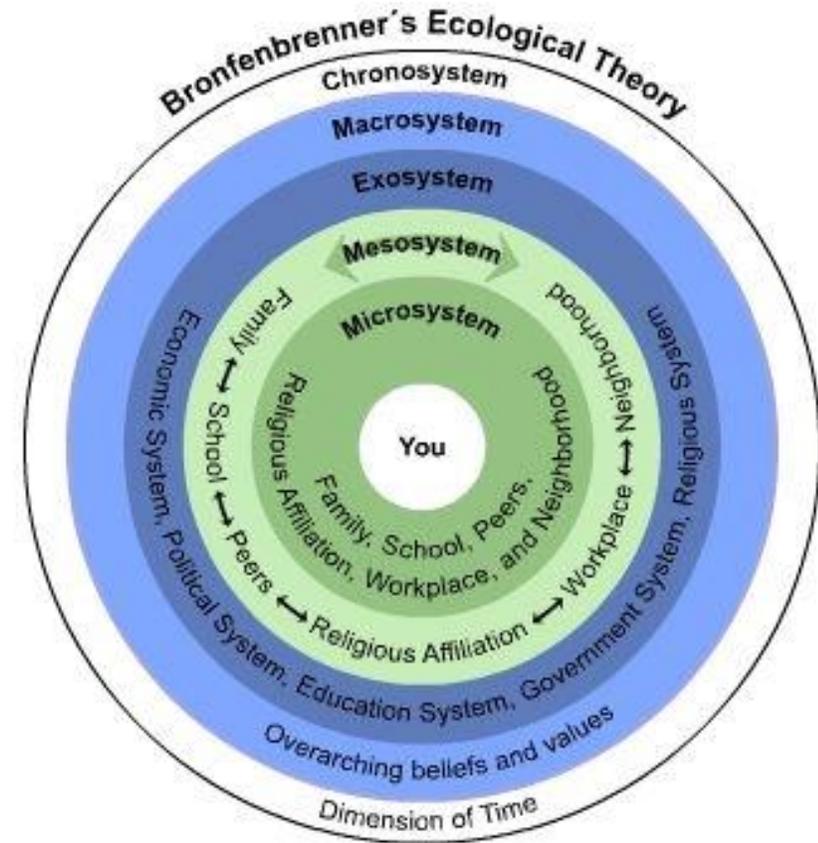
G.H. Smith (2000) and L.T. Smith’s (1999) Indigenous Theory is based on the following six principles:

- self-determination,
- validating and legitimating cultural aspirations and identity,
- incorporating culturally preferred pedagogy,
- mediating socioeconomic difficulties,
- incorporating cultural structures that emphasize the collective rather than the individual, and
- shared and collective vision.” (cited in Saunders & Hill, 2007)

Learner-centered & Child-honouring

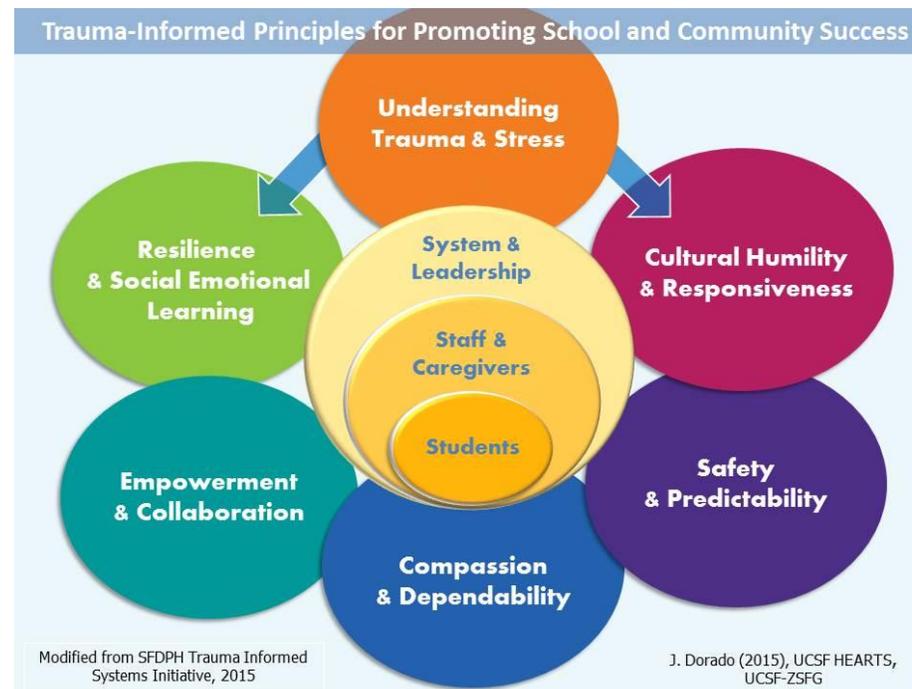
Many practices and pedagogies insist it is worth the effort to get to know each learner, strive to understand their reality and support their self-determination in their own learning journey.

- Ecological systems theory illustrates the many concentric levels of community that support (or hinder) each individual's growth, development and learning (Bronfenbrenner & Morris, 1998)
- Children's singer Raffi challenges educators to enact, sign and post the 9 principles of the Child Honouring Pledge in their classrooms at www.raffifoundation.org
- Frank Deer posits that student-centered learning, relevant to each learner's strengths, needs and goals is key to closing the Aboriginal Achievement Gap (2009)
- Differentiated Instruction (DI) enables teachers to work within the UDL and RTI framework to implement individualized learning plans.



Trauma & FASD informed lenses

The six key principles of a trauma-informed approach include safety; trustworthiness and transparency; peer support; collaboration and mutuality; empowerment, voice and choice; and cultural, historical and gender issues (SAMHSA, 2014).



Kristen Wiens illustrated Deb Evenson and Jan Lutke’s Eight Magic Keys to planning for students with FASD (1997) for POPFASD in 2016, highlighting “Trusting Relationship” as the “Master Key”

Restorative Education is Interactive

- Hands-on, activity-based, including Field Trips and Multi-day overnight programs
- Exercise Interventions, Physical/kinetic learning
- Game or play-based, including digital games
- Arts-based learning, including media production



Hands-on Learning & Field Trips

- Hands-on “interactivities” offer concrete and real-world opportunities for learning that engages most learners – especially those who struggle in the classroom
- Numerous activities can be incorporated into Field Trips and Multi-day overnight programs. For example:
 - Leadership Initiative For Earth (LIFE)
 - The Sierra Youth Coalition (SYC)
 - The Galiano Conservancy’s Millard Learning Centre (GCA)



photo credit: Nigel Boeur

Exercise and Kinetic Learning

- Exercise (ECE) is an evidence-based practice that not only improves physical fitness but it can also increase preferred behaviors and decrease problematic behaviours for learners with ASD and other executive function-related exceptionalities. www.afirm.fpg.unc.edu provides Autism Focused Intervention Resources and Modules
- Physical education such as Shoreline's Rugby Academy can be used as a break, incentive, reward, opportunity for positive role modelling, and teaching tool for social-emotional learning.
- Game or play-based activities and tableaux, dramatizations or re-enactments create physical metaphors that can help kinetic learners
- Trust games that break the touch barrier in a safe way help build positive group dynamics and a safe and fun learning community



Photo credit: Nigel Boeur

Game or Play-based Learning

- Wide games: Can you survive the Zombie Apocalypse!?
- “Interactivities” that simulate real-world interactions
- Card & board games such as Native Northwest Bingo
- Digital games: Games For Change (G4C) and Coyote Science / Coyote Quest



Arts-based Learning & Media Production

- Theatre of the Oppressed
- Music therapy
- Nature art
- Memes



THROWING ALL
YOUR LUNCH
WASTE IN THE GARBAGE

RECYCLING
YOUR JUICE
BOX CONTAINER

RECYCLING YOUR
JUICE BOX AND
YOGURT CONTAINER

SORTING
EVERYTHING SO THAT YOU
HAVE ZERO GARBAGE
AND ONLY RECYCLING

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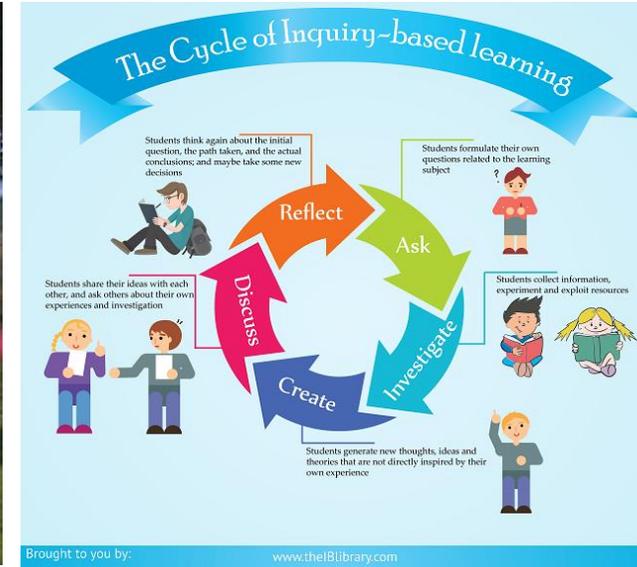


Photo credits: Nigel Boeur

Restorative Education is Inquiry-driven

- Observational Learning and Modelling
- Cycle of Inquiry
- Case-based learning
- Project-based Learning

Photo credit: Deblekha Guin



Observational Learning and Modelling

- Learning through observation has been well-documented by foundational figures in educational theory, yet we often demand (written!) evidence of learning for assessment purposes
- Having positive adult and peer role models are key features of successful education programs
- Eg: Leadership Initiative For Earth's Youth Mentors and Elders on LIFEboat Flotillas

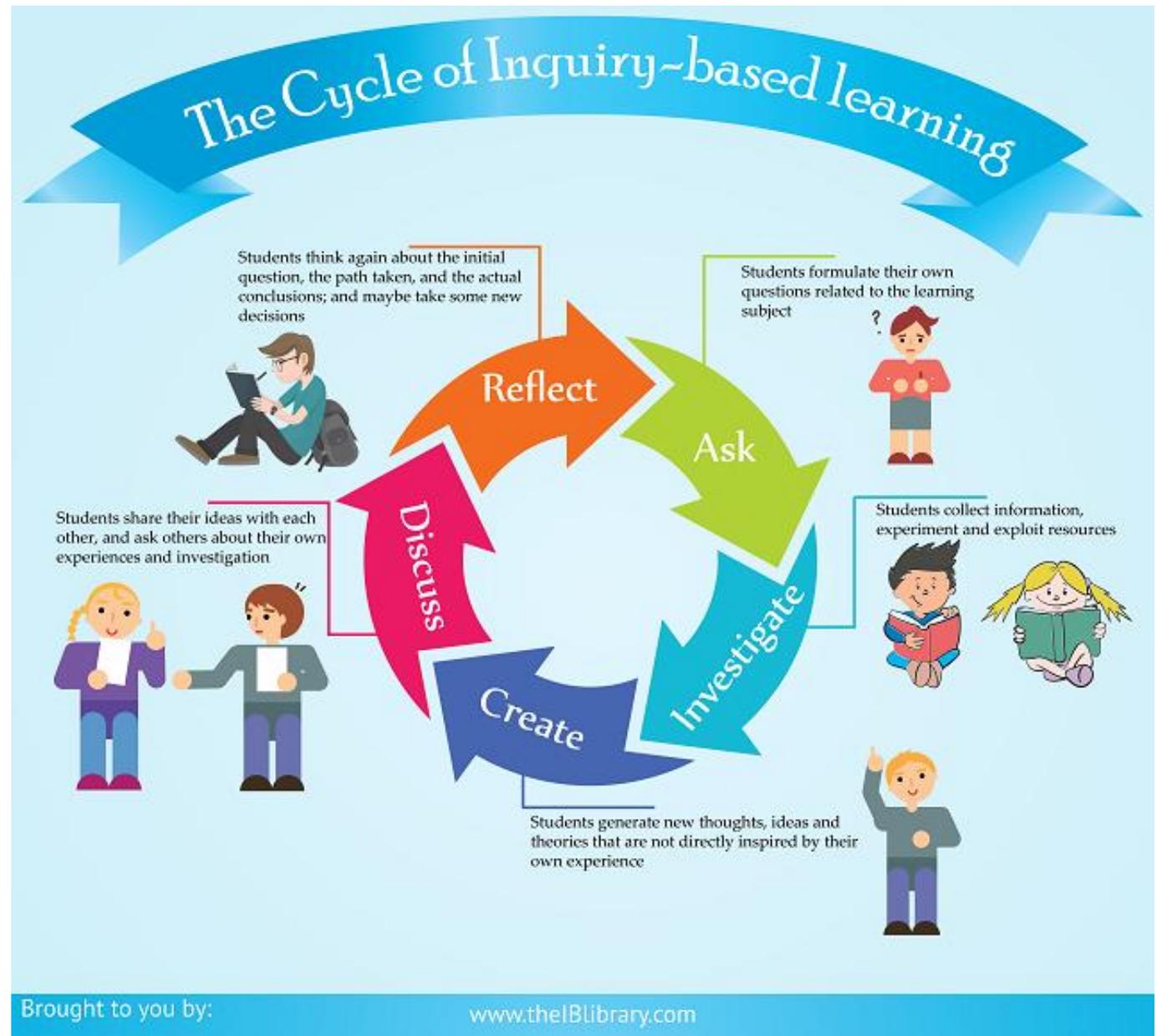


Educator Levi Wilson modeling a Territorial Welcome

Cycle of Inquiry

International Baccalaureate uses the Cycle of Inquiry-based learning in all subjects at all age levels. The cycle includes:

- Reflect
- Ask
- Investigate
- Create
- Discuss



Retrieved on August 12, 2019 from: <https://visual.ly/community/infographic/education/5-phases-inquiry-based-learning-cycle>

Case-based Learning

Popular Education (Pop Ed) often relies on case-based learning activities that provoke critical thinking and problem solving through role play. Both form and content specifically address the strengths, needs and lived realities of the “popular” classes.

- David Diamond's www.theatreforliving.com is an inspiring local take on **Theatre of the Oppressed** created by Augusto Boal, based on Paulo Freire's **Pedagogy of the Oppressed**
- Check Your Head's “Town Hall” role play
- SHS assessments and “interactivities” such as Oxfam Canada's “Trade Game”



Project-based Learning

Ensuring learners understand that processes such as visioning, planning, and mapping help make sure the “doing” of projects are successful and worthwhile.

Dev Aujla’s NGO, www.dreamnow.org is a very inspiring and helpful resource



Restorative Education is Place-based

- Nature-based
- Inter-disciplinary and Holistic
- Community-based
- Digital Foraging



Bottom Photo credit: Deblekha Guin

Nature-based Education

Environmental Education has many benefits but its historical focus on western science to justify preservationism has classist and racist implications for real life. Even the word “nature” implies that humans are separate from the web of life.

However outdoor, adventure-based programs such as Rediscovery, Outward Bound, LIFEtrain, SYC’s YAGs, Galiano Conservancy’s Millard Centre have helped so many youth relax, grow, and thrive.



Interdisciplinary & Holistic Education

Place-based education lends itself to inter-disciplinary lessons that combine physical education with creativity, critical thinking, and socio-emotional development through sharing and problem-solving about food, weather, transportation, energy, music, shelter etc.



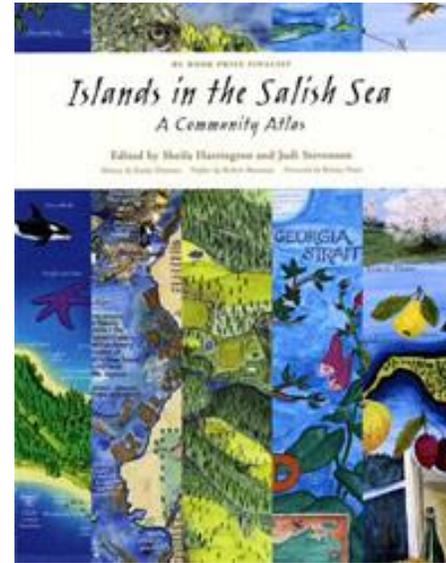
Holistic learning balances the intellectual focus of indoor colonial education classrooms by giving equal time and space for physical, emotional and spiritual development. When western educators shy away from discussing religion, we ignore and normalize how the school calendar is organized squarely around Judeo-Christian holidays and annual agricultural systems, instead of Bighouse season and salmon.

Community-based Education

The impact of bringing guest speakers from the community into the classroom can be enhanced by bringing the class into the community.



Some Elders who are survivors of Residential Schools may feel more comfortable sharing their knowledge with students in spaces that are vital to their community. Ask where they would prefer to teach!



“Barefoot Mapping” is a great way to engage learners in developing and sharing their understanding of community geography.

Digital Foraging

Giving youth opportunities to use digital technology to identify, document and share what they learn about outdoor places is a meaningful way to engage them in a wide variety of learning activities at the higher levels of Bloom's taxonomy.

Students can make significant contributions to citizen science and digital field guide projects such as Inaturalist.com and biogaliano.org

Plant and animal identification apps such as "Seek" and geocaching enable digital scavenger hunts as well!



Digital foraging is a key part of Access to Media Education Society (AMES) programs. Youth and Elders can work together to produce and share knowledge (www.salishharvest.com)

Photo credit: Deblekha Guin

Restorative Education is Service Learning

- Ecological restoration (eg: Galiano Conservancy, GOERT, Cheryl Rice camas keeper)
- Action-Planning (eg: Dreamseed & the Campbell Bay Music Festival)
- Community-building (eg: Reynolds High, Eco-sense, Wildwood, Galiano)
- Fundraising, volunteering, and fostering awareness (eg: Me to We)



Left Photo credit: Keith Erickson

Ecological Restoration

- Galiano Conservancy forage forest, food forest, tree pulling
- Cheryl Rice camas keeper
- Reynolds High rain garden
- Wildwood eco forestry
- Shoreline camas meadow
- Garry Oak Ecological Restoration Trust (GOERT)

Top left photo credit: Keith Erickson



Action Projects

Youth-initiated projects can have ever-expanding and life long positive impacts on learners and their communities.

Eg: Dreamseed, an event “action- planned” at Making Waves 2005 led to 11 years of extremely successful music festivals and the financial sustainability of all the youth involved - as musicians! For more info, see:

www.campbellbaymusicfest.com



The Sierra Youth Coalition invites you to come and enjoy

Arts and Culture Jam
★ Awareness & Action Workshops ★
Community Info Fair and Action Planning
Sustainable Schools Symposium

Dreamseed

★ Community Action Gathering ★

a youth-organized event for all ages
building sustainable and just communities in Victoria



★ Register Now!
www.dreamseed.info
★ April 1-2 9am-6pm
Victoria Highschool 1260 Grant
★ Kick-off Party March 31, 7pm @ Solstice Cafe
529 Pandora Ave.

★ organized by the
Dreamseed Collective ★



Community Building

The best RE projects not only address a particular curriculum objective or an important environmental issue, but foster a sense of community and build the capacity of that community to nurture itself both now and in the future. For example:

- Wildwood's Living Legends event built enough community to later save the ecoforest from subdivision
- Galiano Food Program's Soup for Seniors fosters food security and youth and elder relationships
- Reynolds High's courtyard bench and book award keep Emily Morin's memory alive
- Gord and Ann Baird of eco-sense.ca are training and forming a network of people interested in building and living sustainably



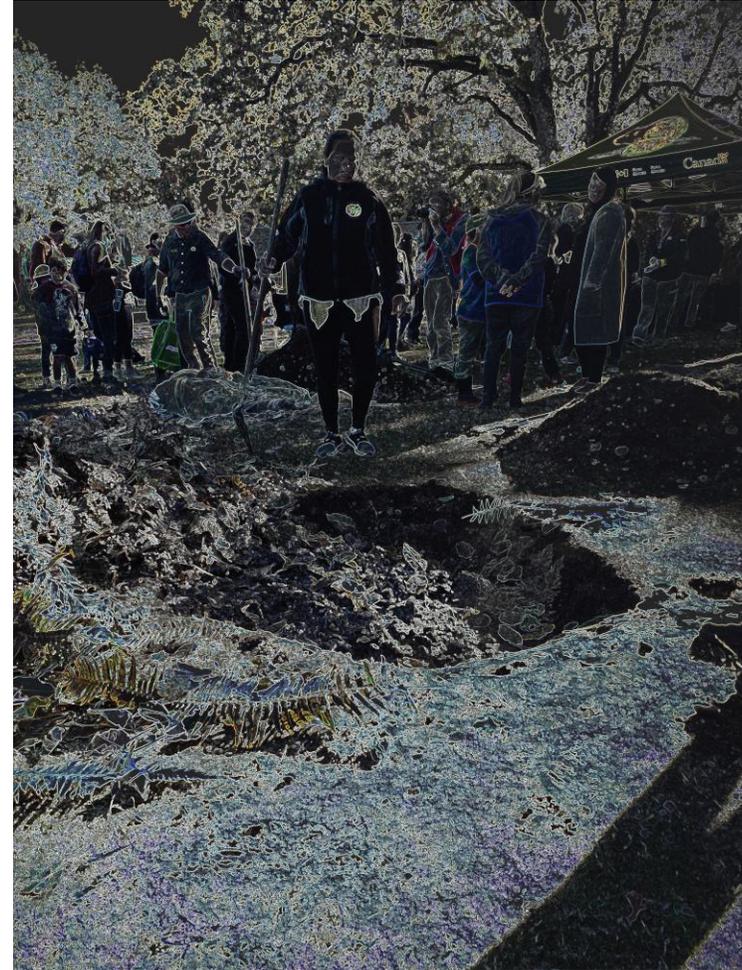
Fundraising & Volunteering

- Fundraising can be a way many students with access to financial resources can contribute to already existing and valuable projects while developing important communication and numeracy skills (eg: Me to We)
- Volunteering for organizations that address their concerns is more inclusive as even students who don't have disposable cash can contribute time – but many have serious responsibilities in the home, helping to clean and care for siblings. (eg: Food banks etc)
- Fostering awareness of issues that are important to learners may actually benefit learners themselves while they also help others in their community (eg: access to childcare subsidies)



Curricula of Restorative Education

- Local Indigenous teachings: ethnobiology, seasonal round, languages, storywork
- Sustainability, food security, climate change, pollution, ecological restoration
- Social justice, critical theory, multicultural and anti-oppression education
- Leadership and social-emotional development, Action planning, career exploration
- Consensus based decision-making, facilitation training, (self) advocacy skills
- Media literacy, technological literacy, consumer vs. producer identity



Community Camas Pitcook

Evidence in support of the need for RE

Literature which supports key restorative education practices

- Access to nature benefits all people physically, mentally, emotionally and intellectually (Sandifer et al., 2015).
- Being in nature restores fatigued cognitive capacity as it engages students' "soft" attention instead of demanding directed attention (Hartig, 2012), improving their concentration in school (Faber Taylor & Kuo, 2009).
- Children take more healthy risks and challenges in natural settings, building competence, self-esteem and personal resilience (Collado & Staats, 2016).
- Holistic education that includes physical activity helps to improve working memory (Kamijo et al., 2011), increase attention and planning skills (Davis et al., 2011), and close the achievement gap for marginalized children (Diamond & Lee, 2011).

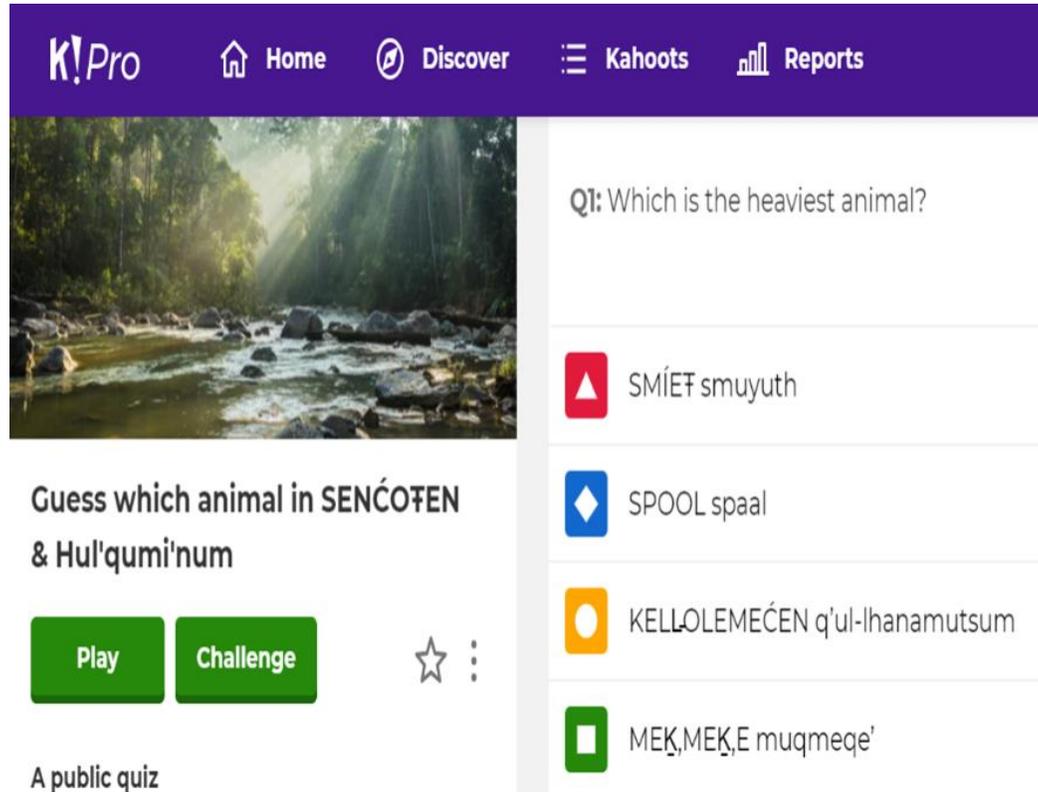
Evidence in support of the need for RE

Literature which reveals problems with colonial, exclusionary practices

- People with exceptionalities are regularly and routinely excluded from nature and nature-based education (Liddicoat et al., 2006).
- Even teachers who hope to benefit Indigenous students discriminate against them, limiting their academic success (Riley & Ungerleider, 2012).
- Eurocentric curricular content and pedagogical practices are responsible for lower Aboriginal academic achievement, along with other neo-colonial impacts (Battiste, 2013; Deer, 2009).
- Education level is correlated with employment, income, and health so the Aboriginal Educational Achievement Gap may be causing ongoing cycles of lifelong and intergenerational inequality (Saunders & Hill, 2007).

Tools for Teachers: Handouts!

- Helpful “Hooks” and hands-on projects: Videos, tech, games, art, toys, tools etc, such as Kahoot!
- A chart of how Restorative Education embodies the new B.C. curricula
- Sample Lesson plans with brief origin narrative about each lesson
- Suggestions for Classroom set-up, resources & supplies to have on hand
- Tips (advice to ensure best practices) and Traps (problematic default practices)



The screenshot displays the Kahoot! Pro interface. At the top, there is a purple navigation bar with the 'K! Pro' logo and menu items for Home, Discover, Kahoots, and Reports. Below the navigation bar is a large image of a river flowing through a lush forest. To the right of the image, a quiz question is displayed: 'Q1: Which is the heaviest animal?'. Below the question, there are four answer options, each with a colored icon and text: a red triangle for 'SMÍET smuyuth', a blue diamond for 'SPOOL spaal', an orange circle for 'KELLOLEMEĆEN q'ul-lhanamutsum', and a green square for 'MEK,MEK,E muqmeqe''. At the bottom of the image area, there are two green buttons labeled 'Play' and 'Challenge', followed by a star icon and a vertical ellipsis. Below the buttons, it says 'A public quiz'.

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