



THE ROLE OF IMPLEMENTATION TEAM MEMBERS IN RESTORATIVE SCHOOLS

The restorative practices implementation team members are the first to be trained in a range of restorative practices, and, therefore, lead the way in implementing restorative practices in accordance with their role at school.

The team meets regularly (recommended minimum twice a month) in order to:

- Reflect on their own experiences with restorative practices in their varied roles in the school environment.
- Practice and refine skills with each other including sitting in circle, affective language use, restorative dialogue, etc.
- Support each other with specific issues that come up through question and answer, positive solutions generating, and role-playing.
- Plan next steps for further implementation.

Implementation team members also regularly communicate with the rest of the school staff about:

- Information regarding the definition of restorative practices
- Updates on the progress of implementation at the school
- Responses to concerns or questions
- Upcoming educational training opportunities
- Celebrations and successes

Eventually, with enough training and experience, they can help to guide and mentor other school staff in implementing restorative practices, as it becomes an embedded practice among all school staff.