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# Restorative Practice in Universities

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# WHY USE RP IN UNIVERSITIES?



## 1. Teaching and Learning

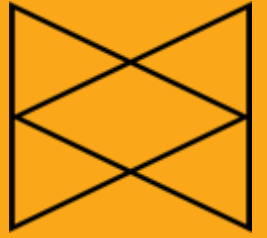
- Remove hierarchies from learning spaces
- Communication
- Relationship building
- Practical & informal learning
- Transformative education

## 2. University Processes & Practices

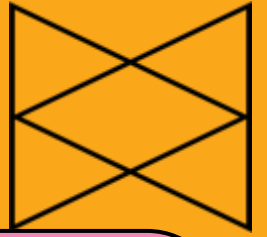
- Student academic misconduct
- Student issues or conflict
- Student attendance
- Staff approaches and relationships
- Inform university pedagogy



# RESTORATIVE PEDAGOGY



# REAL-LIFE CONTEXTUALISATION



- Videos
- Case studies
- Guest speakers
- Conference attendance

“Real world examples help bridge the gap between the conceptual and the actual”  
[Interview 8].

“It’s easy to dehumanise people a lot, you’re generalising people into boxes, and you don’t look at that person as a person anymore, it’s just a theory, it’s just number. Whereas seeing things in videos it does help putting it into context.”  
(Year 2 Student)

“I liked the flow of it [the restorative justice module] and how the teaching was, it was very different. I think the videos were really important. Because instead of looking at a piece of paper and going, well this is how it’s meant to be, when you’re seeing restorative justice in real life it makes you understand.”  
(Year 2 Student)

# COLLABORATION

- Debate
- Group working
- Discussion
- Removal of power imbalances
- Less formal class structure

"And so you know, that kind of element is really really important, and the kind of group work and the facilitating discussions and their ability to feel safe with me, but also to challenge what I'm saying... You know... and trying to facilitate that environment whereby people feel...safe."  
(Interview 2)

"I think having the different elements of it - rather than just having a three-hour lecture - it was group work and talking to people about it and I did really enjoy that style of teaching."

(Year 3 student)



# EXPERIENTIAL LEARNING

- Restorative practice
- Sharing circles
- Restorative problem-solving tasks

“We ran a problem-solving circle, and we went round the room, and everybody gave potential solutions. That sort of applied thing is not only a great experience but it's a really nice way for students to not just hear someone explain this kind of stuff. But to participate in it and understand it by being involved.”

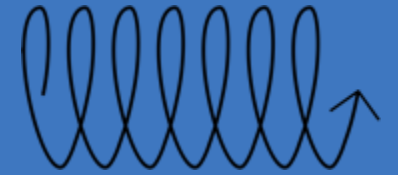
[Interview 8]

“My favourite thing was we did check-ins every week, every morning, and to start with I was petrified, I wasn't really listening to what other people were saying, I was so nervous about what I was going to say. But by the third week, we'd go round pass the ball round and say how we're feeling, I really like to see how that was applied in our lectures, so what we were learning we could see it, we could feel it a bit more.”

(Year 3 Student)



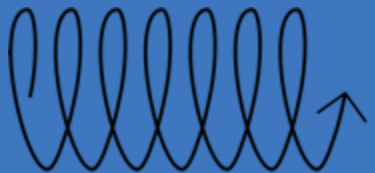
# RESTORATIVE PEDAGOGY - IMPACT



Critical thinking

Humanise concepts

Students as social actors





# CHALLENGES AND SOLUTIONS



- ⊗ Lack of awareness
- ⊗ Access to resources
- ⊗ Class size & time
- ⊗ Staff confidence
- ⊗ Unconnected approaches in department & university



- ✓ Commitment to RP
- ✓ Training and resources
- ✓ Awareness
- ✓ Recognition
- ✓ Whole university approach

