



Early Learning Initiative

National College of Ireland

Creating Restorative Communities

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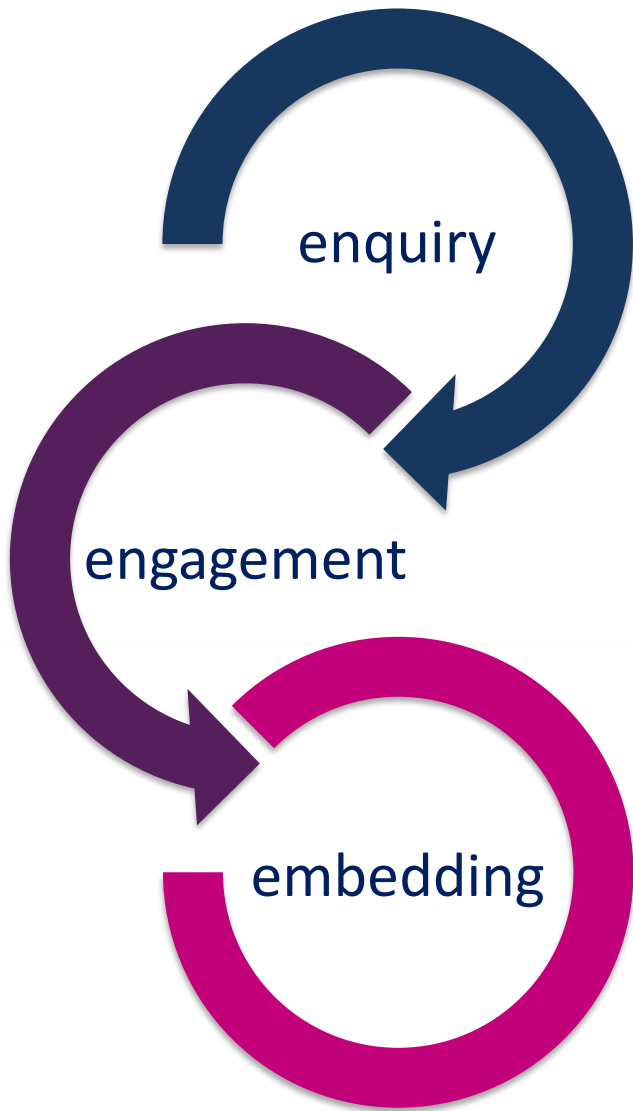
NCI RESEARCH DAY 2021

*Supporting parents, communities and schools
in the education of children*



Creating Restorative Communities

ELI's restorative practice initiative is in the vanguard of what internationally is called 'a restorative learning region' or 'a **restorative neighbourhood approach**', with the vision being that everyone should live in a genuinely restorative society.



CAR Cycle 1 (2014-16) Enquiry Stage: Area Based Childhood (ABC) Programme — Awareness Raising and Getting Started

- Seeking buy-in from service providers
- Arranging initial meetings/workshop
- Giving opportunities for community professionals to attend training.



CAR Cycle 2 (2016-17) Enquiry Stage: Incorporating the North East Inner City (NEIC) Brighter Futures Project — Experimenting, Expanding and Resourcing

- Expanding our reach of services
- Engaging children, young people and parents
- Continuing to train, upskill and support professionals.



CAR Cycle 3 (2017-19) Engagement Stage: ABC and NEIC — Building Capacity through Multiple Conversations and Opportunities

- Introducing parenting courses and self-care workshops
- Developing organisational capacity
- Structuring mentoring and support opportunities.



CAR Cycle 4 (2020-21) Embedding Stage: Emergence of Restorative Communities and Sustainability through COVID-19

- Identifying organisations embedding RP within their culture
- Pivoting to virtual delivery and engagement
- Pausing to review, plan and strategise for our next steps...



Aims of the Restorative Communities Project

- Build a strong, happy, positive and supportive community
- Improve people's ability to resolve conflict and restore relationships



Methodology

- Approximately 555 respondents (educators and professionals)
- Anonymous programme evaluation surveys
- Indicative evidence sought by looking for trends across year groups and research cycles
- 22 self-reported Organisational Reviews



Findings from Training Data

Motivations

% pps selecting their motivations for engaging with the training

Cycle	CAR 1	CAR 2	CAR 3	CAR 4
Conflict	37%	31%	32%	28%
Relationships	0%	1%	12%	18%
It sounded interesting	21%	19%	17%	19%
Specific issues	17%	21%	18%	16%
Requirement	24%	24%	14%	4%
Recommended	0%	0%	5%	14%

Perceived Difference

% pps selecting their perception on how the training will impact their practice

Cycle	CAR 1	CAR 2	CAR 3	CAR 4
Conflict	29%	31%	27%	24%
Relationships	0%	27%	18%	26%
Skill Development	27%	0%	25%	7%
Communication	23%	0%	12%	14%
Community	0%	25%	11%	5%
Empowerment of Young People	0%	16%	3%	5%

Findings from Training Data

Participants' Ability to Manage Conflict

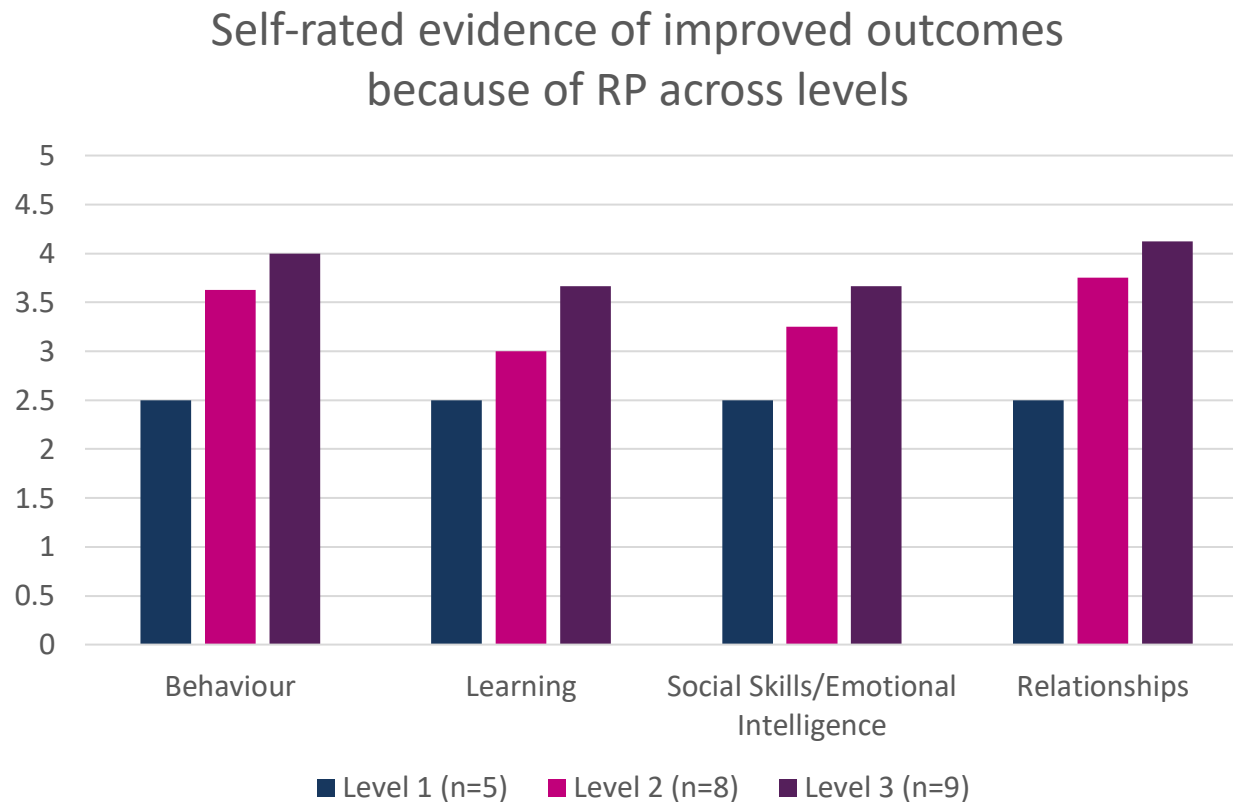


% rating themselves poorly decreased by approx. 30%



% rating themselves highly increased by approx. 13%

Preliminary Findings from Organisational Reviews



What has been the impact of Restorative Practices in the community?

*"Restorative Practice has supported our Youth Club to bring about **cultural change** within the organization by **restoring relationships** and **managing conflict**."*

*"Every time we have a successful restorative conversation it **improves connection** to the school for pupil. Many of the children trust the process."*



What are the Challenges to Implementing Restorative Practices?

Staff training
Embedding Time
Staff turnover
Staff reluctance
Behaviours

space
'Unknown' Consistency
lack of engagement
Top down
counter cultural

Thank you!

“(RP) allows people to see that they are powerful, they can make a difference and everyone is in charge of their own actions.”

“Restorative culture needs to be nurtured in the community, and valued as an approach, and seen as a proactive way of working together to manage and deal with situations.”

*If you have any questions, please contact us on
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