



Checklist

A Restorative Classroom

This checklist is taken from the RPI Quality Framework, the complete version of which is available at <https://www.restorativepracticesireland.ie/wp-content/uploads/2021/11/CDI-RPI-QA-Framework-web-2-1.pdf>. The checklist is one of a series of RPI checklists.

In a classroom that aspires to be restorative, quality would include the following, as identified by Hopkins (2011)*:

- Everybody has their own unique and equally valued perspective – everybody matters and everybody's ideas are valued.
- Recognising that thoughts influence emotions and emotions influence actions, the class tries to make what is invisible visible by talking about and listening out for thoughts and feelings.
- Empathy and consideration – the class recognises that what they say or do has an effect on everybody else and because they care about each other, they think before they speak or act.
- Needs and unmet needs – the class knows that each member needs to give of their best and consider everybody else's needs as much as possible as they work together.
- Collective responsibility for problem-solving and decision-making – the class recognises that they are all connected and that it is up to all of them to make the class function well, so they will plan together, make decisions together, solve problems together and help each other out if things go wrong.

A checklist from a teacher's perspective would relate to the quality attributes by including some of the following (adapted from Hopkins, 2011):

- Did I model restorative practice values and principles?
- Did I give everyone the opportunity to participate and respect their ideas?
- Did I give appropriate attention to everyone (including the quiet/well behaved students)?
- Did I create ways in which students could feel emotionally safe?
- Did I encourage students to explore more deeply around feelings and needs? Did I challenge them?
- Did I manage any difficulties that arose appropriately, without negative comments or actions? Did I demonstrate empathy and understanding? Was I non-judgemental? To what extent did I escalate or de-escalate incidents?
- Did I facilitate the class in identifying its own solutions?
- Was I consciously aware of the dynamic in the room, its impact on me and my subsequent emotions?
- How did my teaching behaviour affect my goals of creating and maintaining a restorative classroom?

* Hopkins, B., (2011), *The Restorative Classroom*, London: Speechmark Publishing