



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Let's Talk: Integrating Restorative Practices to Strengthen Relationships

Course Description: Restorative practice is an emerging social-emotional science that studies how to strengthen relationships between individuals and develop social connections within the self, peers, families, brave classrooms, and communities. Understanding and implementing these practices will further develop affirmation and awareness of self through many reflection activities and communicative practices among diverse and marginalized social groups. Restorative practices help to create a trusting and brave environment by giving both students and adults an opportunity to make positive choices, create and affirm self-identity, reflect, and interact respectfully in the home, school and classroom community.

In this course, participants will learn about the many benefits of restorative practices for all participants and stakeholders in the school community and how it will help diverse, marginalized and BIPOC students develop a stronger sense of identity in the brave learning space. Restorative practices along with social-emotional strategies help students and staff to build an identity that is developed from experiences, perspectives, individual needs and considering and reflecting upon how behaviors, personal implicit biases and interactions may affect others. All participants will learn how to proactively build healthy relationships and implement strategies that help to develop the brave learning community by using affective language, empathic listening, nonverbal affirmations, talking circles, conflict resolution among peers and family members, problem-solving skills, and reintegration circles to name a few. Participants will also examine how to build and nurture the brave learning environment, reflect on implicit biases and equity in education while implementing effective restorative practices. Critical thinking and gender protocols will also be part of the restorative practice in learning how to best understand others' perspectives and social-emotional needs to bring success. Participants and students alike will learn to reflect upon behaviors and decisions that will affect overall success and relationships among all diverse groups in the classroom, school and family community.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

Objectives	<ul style="list-style-type: none"> • Personal introduction to the course • Learn and understand restorative practices and its benefits to diverse, marginalized students groups and educators and facilitators • Consider diverse learning populations and needs and allow for affirming identity and value within the brave learning space • Discuss how restorative practices specifically benefit stakeholders as individuals and respecting values and perspectives • Reflection and implementation of critical thinking skills and protocols, communication strategies in order to strengthen and foster peer and participant relationships • Help students and families to integrate and understand restorative practices within the home; thus, creating a stronger home to school connection • Creating various ways for diverse family units to participate in restorative and communicative practices that will strengthen the family unit and the home to school partnership • Create a brave learning space that is open, flexible, encourages greater respect and rapport for all to feel valued and heard • Educators and students alike need to embody compass thinking protocols and implicit biases that allow us to consider topics from various perspectives before forming an opinion.
Topics	<p>Personal Introductions</p> <ul style="list-style-type: none"> • Creating and understanding brave learning spaces • Understanding restorative practices and its benefits to all populations including marginalized, underserved and BIPOC populations • Support students in build self-identity through perspectives, experiences and critical thinking protocols • Shifting perspectives in recognizing student voice, cultural perspectives and needs, identities, and self-reflection practices. <ul style="list-style-type: none"> • Help to foster and create a strong home to school partnership by teaching students and families how they can integrate restorative practices within the home <p>Building family and home to school relationships through restorative practices</p>
Application to Instruction & Student Learning	<ul style="list-style-type: none"> - Define restorative practices - Reflect on benefits to themselves as building rapport and relationships with students and families - Reflection on building positive rapport and how restorative practices help the brave learning community - Help students to foster and build strong peer relationships. - Learn how to engage families in these practices and connect benefits to student success in the classroom - Create benefits of restorative practices for underserved, marginalized and BIPOC populations through a variety of resources <p style="text-align: center;">Create stronger family partnerships through reflection and restorative practices.</p>

Session II

Objectives	<ul style="list-style-type: none"> • Understand the major assignments for course; midterm and final
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	<ul style="list-style-type: none"> ● Examine how SEL practices and restorative practices combined are used to build equitable learning environments. ● Find the roots of inequity for students and how to shift to positive restorative practices ● Analyze and formulate actions to implement and connect SEL and restorative practices into student personal lives, classroom community, etc. ● Examine the learning community and the influence restorative practices and forming healthy relationships. ● Recognize and identify common characteristics among SEL and RP and how they help to build relationships among students and staff and student to student. ● Reflect on personal experiences and individual student needs and how it may shape underserved or marginalized student populations and their ability to participate in restorative practices. ● Examine personal implicit biases and how it may impact students in your classroom and RP ● Model and facilitate responsive practices and proactive practices that help in resolving conflict and restoring harm to relationships and various communities ● Consider how affective language and empathetic listening can benefit students' and educator's proactive conversations while considering personal implicit biases that may impede communication ● Discuss how aligned goals and outcomes of SEL and RP will improve classroom and school climate and bring success to all students <p>Think about direct impact of communication and self-awareness and identity.</p>
Topics	<ul style="list-style-type: none"> ● Review major assignments ● Discussion of SEL and responsive practices and their similarities to help foster the brave learning community ● Creating self/social awareness and promote effective communication and empathetic listening through various strategies ● Align goals and objectives of SEL and RP to help students to understand their own personal needs and experiences that have shaped this trend ● Implementations of responsive and practices that benefit SEL and help to foster strong relationships among students, peers, staff and home. ● Facilitating and modeling affective language, proactive practices, and building healthy relationships ● Awareness of how restorative practices and classroom implementation may differ among underserved, marginalized or LGBTQYA students because of personal experiences and roots of inequity ● Help all diverse populations to resolve conflict and consider how implicit biases may impact how stakeholders interact and communicate
Application to Instruction & Student Learning	<p>Participants will learn about the deep connections between SEL and responsive practices. These two combined have a positive affect on the culture of the learning environment and to build healthy relationships – this includes student-student, staff to staff and student-staff. Participants will learn to integrate goals and objects that will support both SEL and RP in order to bring overall success to a diverse learning population. Participants will learn how to guide and model important skills such as self and social awareness, affective language, empathetic listening, and responsible decision making. Educators will provide opportunities for students to reflect upon positive impact of these both academically and socially and how it helps to build healthy relationships.</p>

Session III

Objectives	<ul style="list-style-type: none"> ● Implementation of restorative practices such as self-reflections and talking circles ● Consider various perspectives through talking circles while building trust and mutual respect and additional tenants of equity in education ● How students can use restorative practices to further knowledge of self and others ● Preserving identity and sense of self especially with marginalized students ● How talking circles resolve conflicts and its benefits to educators and facilitators. ● Create an atmosphere of open speech, shared emotions and space through modeling vulnerability and being courageous in sharing within the talking circles approach ● Students providing ideas, resources and feedback for integration of talking circles and reflections for the classroom ● Reflection of benefits for students utilizing talking circles in the brave learning space and beyond through peer comments and course discussion <p>Learn how talking circles support all stakeholders in being “brave” and being able to share among various groups and resolving conflict within identities that differ in experiences, culture, race, home life, etc.</p>
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Topics	<ul style="list-style-type: none"> ● Implementing talking circles to raise self-awareness and contribute to the brave learning space ● Integrating student's ideas and perspectives to integrate talking circles and other restorative practices ● Changing perspective of complex identities to be nurtured through restorative practices and then reflected back into your own teaching environment ● Benefits to the educator and classroom environment of RP ● Engaging personalized complexities and why specific activities will be effective based on student population ● How can student feedback and suggestions guide talking circles ● Discussion of how all participants demonstrate "bravery" in the classroom and endure courageous conversations ● Transitions of strategies learned through RP and its positive affects with family involvement and the home to school connection
Application to Instruction & Student Learning	Participants will learn how to model, guide, and implement talking circles and other restorative practices that contribute to the brave learning community while building stronger family relationships. Participants will learn the various types of circles that can be implemented and their specific benefits to students' academic and social-emotional success. Participants will share and provide feedback on specific integration activities and how it can be fit the needs of all learning environments. Participants and students will also learn how these practices can increase family involvement and foster stronger relationships.

Session IV

Objectives	<p>Educators will:</p> <ul style="list-style-type: none"> ● Understand equity in the classroom and how it will look in restorative practices and impact talking circles ● Understand the students place within the brave learning community and facilitate dialogue for open and courageous conversations ● Understand student culture circles that affirm student voice and identity and how a student's own complex identity and experiences may shape the talking circle ● Share space with students as stakeholders in their own academic and SEL improvement and success ● Impact of restorative practices and talking circles on the community and how it can shift the mindset in building mutual respect to resolve conflicts and understand diverse perspectives ● Guide students to question their own institutional beliefs and biases and how it may impact their participation in restorative practices such as talking circles ● Reflection - growth and understanding and how you will make changes to your practice, interactions with students, and continuous improvements to the brave learning space, equitable practices , question students and your own complex identity institutional beliefs and implicit biases. <p>Reflection of positive effects of restorative practices and talking circles that support student identity, the brave learning space and create shared responsibilities in the classroom, family and community and all stakeholders</p>
Topics	<ul style="list-style-type: none"> ● Facilitating student dialogue and tough conversations in the classroom <ul style="list-style-type: none"> ● Guide students to question institutional beliefs , identity, and experiences and its impact on participation within restorative practices ● Using talking circles to further engage family and the community ● Strengthen restorative behaviors in order to build equitable and culturally responsive practices on the brave learning environment ● Reflection on how students feedback, ideas, and needs have shaped the implementation and need of restorative practices ● Final Reflection: How Have You Grown? ● Extension of Course
Application to Instruction & Student Learning	Participants will learn how to provide numerous opportunities for student dialogue in order to ensure all students are valued, heard, and respected. Educators will learn how to effectively facilitate and monitor students having difficult conversations and conflict resolution. Participants will review the impact restorative practices and talking circles have on the family and community alike. There will be a focus on increasing restorative behaviors and responses from students and staff in order to fully engage and benefit from the mindset of restorative practices.

	Participants will thoroughly reflect upon how their role has changed throughout these implementations and the benefits to both students and teachers and finally reflecting upon and sharing personal growth throughout the course and positive changes to the classroom community, family life, and community.
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