

Lutheran Identity

Pastoral and Restorative
Practice

A Framework



Building Strong Relationships

Pastoral and Restorative Practice in Lutheran Schools

A FRAMEWORK

BUILDING STRONG RELATIONSHIPS

Contents

Lutheran Theology: Underpinning Ethos	Page 4
<ul style="list-style-type: none"> • Our charter (Growing Deep) • Values (A Vision for Learners and Learning) • Life-long qualities (A Vision for Learners and Learning) 	
Academic Research: Enhancing Practice	Page 5
<ul style="list-style-type: none"> • Ethos and values are foundational • Relationships matter • Learning and well-being is enhanced • Personal and community responsibility is fostered 	
Definitions and Principles	Page 6
Therefore, in Lutheran Schools We See	Page 7
<ul style="list-style-type: none"> • A culture • Learners and learning • Policies and procedures • Professional learning and resourcing 	
A Model of Pastoral and Restorative Practice for Lutheran Schools	Page 8
Outcomes of Effective Pastoral and Restorative Practice	Page 8
Appendix 1: To Support This Focus in Lutheran Schools	Page 9
<ul style="list-style-type: none"> • Resources and diagrams • Mentors • Networks • Think-Tank leaders 	
Appendix 2: Special Conditions - The Use of Restorative Practices	Page 10
Appendix 3: Key Education Documents	Page 11
Appendix 4: Building Lifelong Qualities (A Diagram)	Page 12
References	Page 13

AUTHORS: *Dr Meg Noack* (Lutheran Education Queensland), *Mark Blackwell* (Concordia Lutheran College), *Nicole Gregory* (Grace Lutheran College), *Jonathan Kotzur* (St John's Lutheran School) and *Darron Skinner-Martin* (Faith Lutheran College, Plainland)

COVER PHOTO: Bethania Lutheran Primary School

Lutheran Theology: Underpinning Ethos

Lutheran theology underpins Lutheran Education thinking about Pastoral and Restorative Practice

- God is the creator of all people. All people are called to care for one another as God has loved and cared for us.

Gen 1; Gen 2; Ps 139:13-16; 1 John 4:10-11; Rom 13:8-10; AC I

- Brokenness and conflict has entered our world. We live in and are part of a flawed community. Blame and pain, shame and guilt are barriers to forgiveness, restoration and healing.

Gen 3; Ps 51:5; Rom 5:12-21; AC II

- A compassionate community is where God's forgiveness, grace and love is experienced, received and shared.

Col 3:12-14; Eph 4:31 – 5:2; Eph 2:8-10; 1 John 4:10-11; John 13:1-17; John 3:16-17; Rom 5:8; Rom 12:9-21; AC IV; AC V; AC VI

- As a Christian community, we are called to see everyone through the eyes of Jesus. Reconciliation is the process through which we receive and seek restoration and healing.

Col 3:12-14; 1 John 4:10-11; Rom 12:18; John 15:9-17; Rom 3:21-26; AC III; AC IV

OUR CHARTER *What we value as core*

As a Lutheran learning community, we value learning and teaching where:

- *We grow our understanding of God and God's work in our world*
- *Learners are valued for who they are and Whose they are*
- *Grace is visible every day*
- *Learning goes beyond the academic and develops God-given gifts to make a difference*
- *We respond to the needs of the world and our neighbours*
- *Relationships are built on human dignity and reconciliation*
- *Partnerships are nurtured within and beyond the school community*
- *Hope empowers us to embrace the future with confidence.*

Growing Deep: Our Foundation [Adapted] p. 7

Values:

*Whilst living and working in community, all reflect the characteristics of God through core values: **love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation.***

*A Vision for Learners and Learning:
Cover-Fold*

Learners' lifelong qualities: *All contribute to the community by being*

- *Self-directed, insightful investigators and learners*
- *Discerning, resourceful problem solvers and implementers*
- *Adept, creative producers and contributors*
- *Open, responsive communicators and facilitators*
- *Principled, resilient leaders and collaborators*
- *Caring, steadfast supporters and advocates*

A Vision for Learners and Learning: Cover-Fold

Academic Research: Enhancing Practice

Ethos and values are foundational

- Ethos and values affirm purpose and clarify vision.

Thorsborne and Blood, 2013; Hearn, Campbell-Pope, House and Cross, 2006; Bartsch, 2013

Relationships matter

- Strong relationships build strong communities and impact positively upon one's sense of belonging

Cantle, 2007

- Cultivating healthy relationships enhances collective responsibility. A relational focus on repairing harm builds social responsibility, communal cohesion and personal well-being

Adams, 2017; Rossouw, 2017; Wachtel, 1999; Thorsborne and Blood, 2013

Learning and well-being is enhanced

- There is a strong, positive connection between student well-being and personal mental health and learning optimally

Hearn, Campbell-Pope, House and Cross, 2006

- Building individual social and emotional competence
 - positively impacts brain performance
 - fosters individuals' ability to handle challenges and adversity, adapt and thrive

Adams, 2017; Henson and Rossouw, 2013; Benard, 1996; Burns, 1996; Fuller, 1998; Johnson, 2008; Cross, date unknown.

Personal and community responsibility is fostered

- Responsibility for actions and restoration opportunities enhances students' successful re-entry into the classroom.

Zehr, 2002

Definitions and Principles

Pastoral and Restorative Practice is an overarching approach to relationship building that reflects Christ-centred love, grace, forgiveness and reconciliation. Our understanding is drawn from current research and Lutheran theology.

Pastoral and Restorative Practice	
Definition	<p>Pastoral and Restorative Practice in a Lutheran schools encompasses 4 elements:</p> <ul style="list-style-type: none"> • Strong links to learning (including structured curriculum time) build social and emotional competence and develop life-long learners who are self-aware, resilient and empathetic. • Explicit community-building organisation develops responsibility and a sense of belonging for all (i.e. for students, staff, families, the Christian Church and the wider community) • Care and emotional support is offered through vibrant, diverse networks of care. • When harm happens, restorative processes build an ethos of respect, accountability and inclusion
Principles	<ul style="list-style-type: none"> • The culture of the school demonstrates a supportive and safe environment that honours human dignity, self-worth and nurtures a sense of belonging in community. An ethos of respect, accountability and a commitment to positive relationships is evident. • Learning and pedagogy: Curriculum and co-curricular programs for students (and families) build social skills, character and resilience. All learn to respond appropriately to repair harm. Skills include team-building, ethical thinking, reflection, respectful dialogue and circle time to develop positive relationships based on trust, honesty and diplomacy. • Policies and procedures: are based on our Christian beliefs and values. Effective, positive codes of conduct and anti-bullying for all are included. Pastoral and restorative processes are recorded school-wide, as is the responsibilities of staff and leaders. • Cycles of review: All policies, procedures and practices are cyclically audited and reviewed to ensure alignment with Lutheran Ethos and Government legislation. Academic research enhances site-based practices. Restorative practices enable an educative approach when harm happens. • Networks of care and repair: Pastoral and Restorative Practice leaders, staff and affiliated agencies provide diverse services and routines to build strong relationships and repair harm within and beyond the school community. • Professional learning and resourcing: All Lutheran Schools are committed to providing professional learning and resources for the ongoing training for school community members in order to understand and enact Pastoral and Restorative practices. • All experience relationship-building within a nurturing Christian community. All have responsibilities to be pastoral carers. All have responsibilities to repair and rebuild when harm happens. All can experience the giving and receiving of forgiveness and restoration.

* Text in bold indicates a Restorative Practice focus.

Therefore, in Lutheran Schools We See:

A culture

- **Positive behaviour** and personal accountability (including when harm happens) are visible across the school. **Restorative practices, forgiveness and grace are promoted.**
- All members of the community care for one another in a safe, respectful and supportive Christian environment. **Networks of care** are mapped and are active across the school.
- Pastoral leaders, staff and affiliated agencies provide diverse services to build strong relationships within the community. **Efficient and effective classroom and playground routines maximise positive relationships and learning.**

Learners and Learning

- An array of **curricular and co-curricular** experiences foster **ethical thinking, strong relationships, character and resilience.**
- High **behavioural expectations** at all year levels **allow individuals and the community to flourish.** A **common restorative language** is used across the school.
- **All are encouraged to acknowledge and learn from their mistakes, reconcile and resolve problems** (whilst learning to manage underlying causes of behaviour).
- **Targeted, research-based programs** are devised and implemented to meet site-specific needs.
- Various **reflective practices** (including opportunities to experience stillness such as class devotion time, chapel, reflective learning time) will be evident.

Policies and Procedures

- All **legislative requirements** are documented and enacted including a student code of conduct and anti-bullying education. Processes demonstrate underpinning care and welfare. **Clear, restorative processes for repair and re-entry are documented.** Staff and leaders' responsibilities are clearly mapped.
- All **policies, procedures and practices** are cyclically audited and adjusted (against legislative requirements, site-based data and research-based practices).

Professional Learning and Resourcing

- A **program of learning and resourcing** (in the fields of Pastoral and Restorative Practice) is documented and enacted to up-skill individuals and grow expert pastoral and restorative teams.
- **School partners' skills and resources** are mapped and engaged according to need.

* Text in bold indicates a Restorative Practice focus.

A Model of Pastoral and Restorative Practice for Lutheran Schools

At the heart of Lutheran Education, we focus on learning, teaching AND ‘the becoming of a person’ (Christenson, 2006). Christian ethos and values are central. Relationships and relationship-building bonds us together as a community. Together we grow and form caring and connected communities which, in turn, enhance learning, nurture individual well-being and contribute to a wider cohesive society.

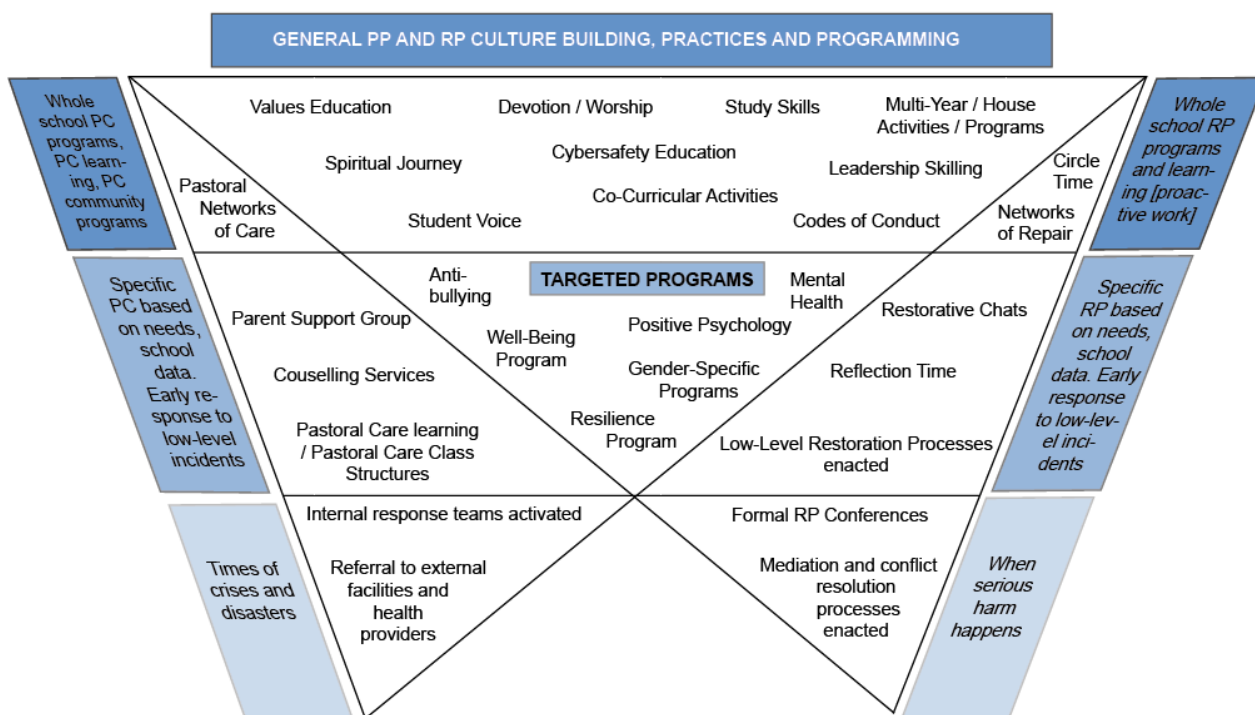


Diagram 1 – Viewing the work of pastoral and restorative practice relationally.

Outcomes of Effective Pastoral and Restorative Practice

- **Strong relationships** are built
- One’s **belonging-to-community** is evident
 - **Well-being** flourishes

Appendix 1

To support this focus in Lutheran Schools

Resources and models have been developed

- **Pastoral and Restorative Practice LEQ OneNote** (including school exemplars of restorative diagrams from each LEQ school, resources for staff learning, etc.)

Mentors can be accessed by our schools

- Janette Salmi (contactable through LEQ office)
- Graham George (Villanova College) <http://www.rpforschools.net/pres.html>
- Marg Thorsbourne <http://www.thorsborne.com.au>

Networks have been established

- **LEQ Pastoral and Restorative School leaders** (Heads of Sub-schools, Deputies, Chaplains and School Pastors, Student Services Coordinators, Year Level Coordinators, Student Leaders' Coordinators)

LEQ's Pastoral and Restorative Practice Think-Tank leaders are

- Darron Skinner-Martin (Faith Lutheran College, Plainland)
- Jonathon Kotzur (St John's Lutheran School, Kingaroy)
- Nicole Gregory (Grace Lutheran College, Rothwell)
- Mark Blackwell (Concordia Lutheran College, Toowoomba)
- Meg Noack (Lutheran Education Queensland)

Appendix 2

Special Conditions - The Use of Restorative Practices

It is important to understand that there may be circumstances where Restorative Practices is either not permitted or recommended. These are listed below.

The use of Restorative Practices is NOT PERMITTED under the following circumstances (but RP may be used to conclude a matter on the advice of legal personnel):

- Where mandatory reporting is required e.g. alleged child sexual abuse. Advice of Police or Department of Child Safety to be followed.
- Where an adult wishes to make a complaint through the Safe Place Process. Advice of Safe Place Committee to be followed.
- Where a matter involves unlawful behaviour and it is deemed necessary to report it to the Police. Advice of Police or Department of Child Safety to be followed.
- Where a parent expressly forbids the use of RP with a child under the age of 18.
- Where a staff member, after discussion with the Complaints Contact Officer, chooses to follow another path to achieve resolution of a complaint.

The use of Restorative Practices MAY NOT BE RECOMMENDED

- Where the matter is a very sensitive one (e.g. sexual harassment), or involves particularly sensitive students or staff members.
- Where there is a significant disparity of power or status between parties to the conflict.
- Where considerable time has elapsed since the dispute and parties have clearly 'moved on'.
- Where one party has initiated legal proceedings.
- Where students have particular special needs.

The use of Restorative Practices WILL GENERALLY BE REQUIRED by the School

- Where a student or staff member has admitted to wrongdoing or harmful behaviour (intentionally or unintentionally)
- Where the School requires Restorative Practices to be used as part of disciplinary proceedings in response to alleged harmful behaviour by a student or staff member.

Appendix 3

Key Education Documents

The components of this document are based on the same components contained on the cover-fold of *A Vision for Learners and Learning in Lutheran Schools*, which describes an overarching framework for Lutheran schools. The Charter (boxed p. 1) is based on *Growing Deep; Our Foundation*.

In Lutheran Education Australia's *A Vision for Learners and Learning in Lutheran Schools*, (2010) the importance of community and relationships is affirmed. Key values such as forgiveness and hope, justice and love are experienced and expressed when living in community. Aspirational lifelong qualities for learners who attend Lutheran schools include treating themselves and others with consideration as well as fostering 'a respectful, inclusive atmosphere in which people can communicate confidently and with trust' (p. 7)

In *Growing Deep* (2016) Relationships in Lutheran schools "are built upon support, collaboration, trust and reconciliation" (p. 8, 9) and are featured in *Vocational Practices - Strengthening Lutheran Identity*. Additional reference is noted in *Growing Deep; Our Foundation* where it states: As communities of hope, nurtured by the promises of God's word, love and forgiveness empower staff and students to embrace the future with confidence' (p. 7). Finally in *Growing Deep; Our Culture* both service and relationships are noted as significant

Additional Lutheran Education publications

- *6 Challenges, 6 Mysteries* also refer to this <http://www.lutheran.edu.au/publications-policies/six-challenges-six-mysteries/> Challenge 5: With a Heart
- **The Christian Studies Curriculum Framework:** See page Christian Beliefs: the centrality of Jesus (p. 18 and 19; Theological Notes for an explanation of Sin and Grace (p. 33 - 35). Human Beings are created for Relationship (p. 73,74). <https://vps.lca-ict.org.au/~devlea/elibrary/>
- **Pathways Theological:** Encounter: Caring Relationships <http://www.lutheran.edu.au/school-professionals-2/accreditation/pathways/pathways-theological-focus/pathways-theological-focus-encounters/caring-relationships-encounter/>

The Melbourne Declaration on Educational Goals for Young Australians (2008) not only encourages the development of successful learners, but also highlights the importance students who are able to manage their emotional, mental, spiritual and physical well-being who develop respect and empathy for others and who accept responsibility for their own actions. The importance of healthy relationships is also emphasised.

In addition, the Australian Curriculum (especially the General Capabilities) features the importance of ethical behaviour and personal and social competence. These capabilities are to be developed throughout students' years at school.

Appendix 4

Building Lifelong Qualities (A Diagram)

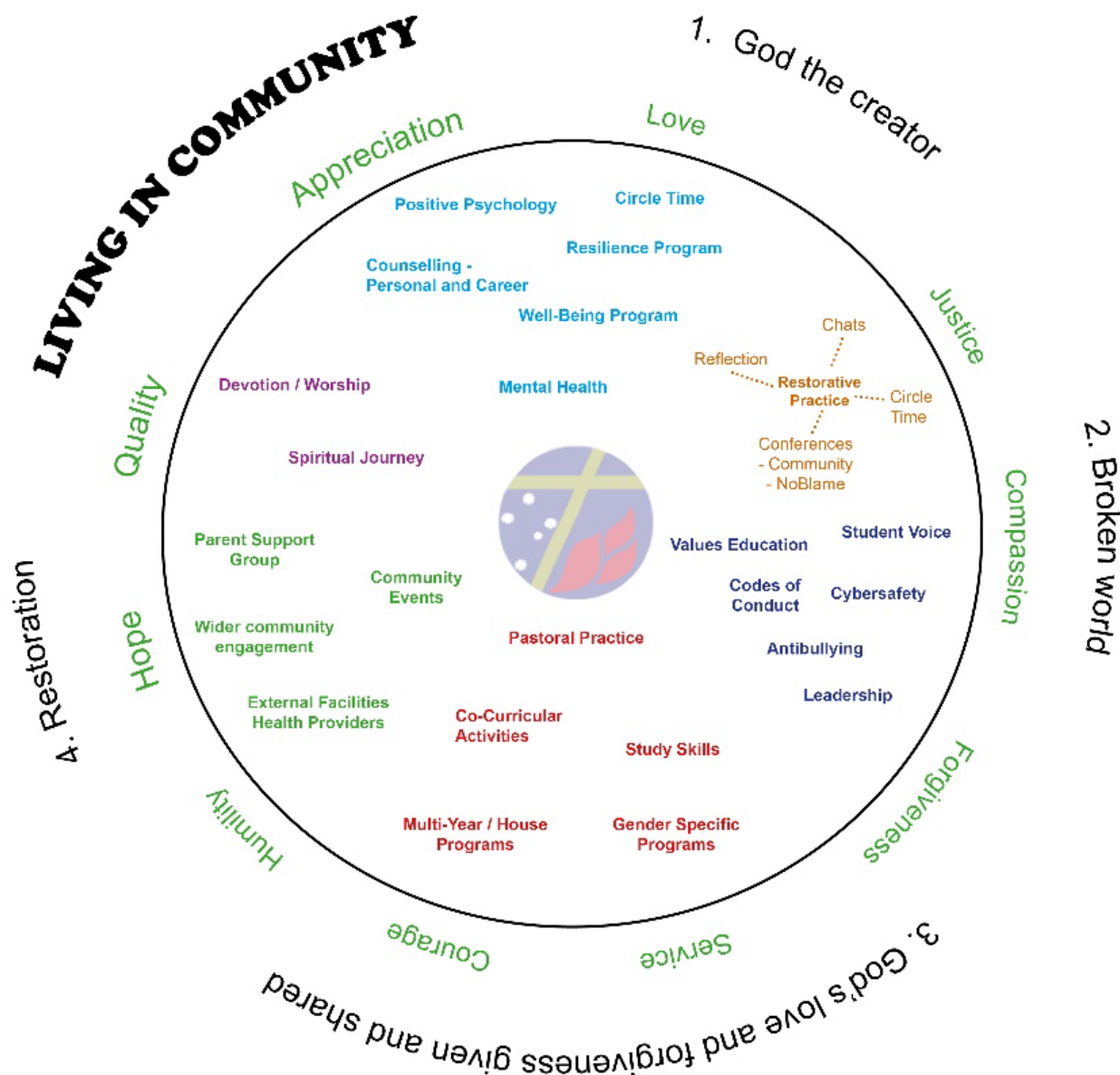


Diagram 2 – Viewing the work of pastoral and restorative practice in relation to Lifelong Qualities for Learners and community building practices.

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Additional readings, literature reviews and documents from different education systems around Australia can be found on LEQ's Pastoral and Restorative Practice OneNote which can be located at:

https://leq-my.sharepoint.com/personal/meg_noack_leq_onmicrosoft_com/_layouts/15/guestaccess.aspx?folderid=119edf2299a6e439e83dcbb4e03732ac8&authkey=AcCi0MWQmpLVtonz9vWWx9Q