Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Fall 2022

Course Code: SDS435R
Course Title: Restorative Justice in Education (Restorative Education)

Class Times/Location: Tuesdays, 11:30 a.m.-2:20 p.m., REN0402

Professor: Dr. Crystena Parker-Shandal, (OCT, Ph.D.)
Drop-in Hours: 10-11 am; Before or After Class, by appointment
Email: crystena.parker-shandal@uwaterloo.ca

Course Description
This course aims to develop understandings and skills in restorative approaches to education through dialogue, communication, and relational pedagogy. Through examining the current state of schools and communities engaging with restorative approaches for children and youth, this course will explore transformative options for promoting sustainable equity and inclusion.1

Course Objectives and Learning Outcomes

Upon completion of this course, students should be able to:

• Develop a strong theoretical and practical repertoire for restorative approaches to education
• Build and practice restorative facilitation skills for diverse contexts and communities
• Collaboratively work together to learn and engage with relational pedagogy
• Practice proactive ways to manage and respond to social justice issues through inclusive, democratic processes, such as restorative justice and peacemaking circles

• Deepen mentorship, leadership, and activism in community-based contexts, such as schools and youth programs

Required Texts


3. Additional individual readings are available online; download via LEARN

Recommended Texts


Course Requirements and Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation (if known)</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>1. Attendance and Participation</td>
<td>Ongoing</td>
<td>10%</td>
</tr>
<tr>
<td>2. Circle Facilitation</td>
<td>Weeks 4-11</td>
<td>25%</td>
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<tr>
<td>3. Journals (Practicum/Readings)</td>
<td>Weeks 4-10</td>
<td>30%</td>
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<tr>
<td>4. Final Case Study Analysis</td>
<td>Week 12</td>
<td>35%</td>
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<tr>
<td>Total</td>
<td></td>
<td>100%</td>
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Information on course requirements and assessments:

1. **Attendance and Participation (10%)**
10% of each student’s course grade is based on demonstration of professionalism and evidence of constructive engagement. This mark is based on adherence to class interaction agreements (help to create a constructive learning environment by listening actively and respecting the views and rights of others), attendance, and collaboration with colleagues, and active class participation. Participation is essential to the course; students who attend consistently will be
in a better position to learn and do well in the course. You are expected to complete the assigned readings before each class, and to come to class prepared to ask questions and participate in discussions. Your participation grade will be based on your reasoned, thoughtful, informed and mutually respectful contributions to this course. Attendance towards your participation grade will only be taken on circle facilitation days. Students who miss any class are responsible to get notes from two other students, and to make up missed work.

2. Circle Facilitation (20%)
Working with assigned peers you will co-lead a Circle (one as a lead keeper and others as co-keepers). Your circle will include an opening and closing and will focus on a discussion of the weekly topic. Expect your circle to last at least 30 minutes.

The instructor will place students in circle facilitations teams. Working in groups of two to three, each team will collaboratively plan and facilitate a circle, drawing on skills and knowledge from the course material.

Community Building:
On the day of your assigned circle facilitation your group will also be responsible for intentionally building community within our classroom. With your team, you will develop and implement a plan to help make our learning environment safe, supportive and healthy. Strategies will vary from group to group, but may include: the physical presentation of the room, music before class, meditative practice, snacks, greeting fellow students as they arrive, team-building activities, use of name tags, etc. During the circle debrief all class members should be prepared to discuss how these choices reflect relational pedagogy and contribute to creating a healthy, safe and supportive learning environment.

Critical Reflection & Dialogue:
Your circle will address the assigned readings in addition to one reading/media item that you select and facilitate a discussion on. You will need to post your reading to the class at least one week before your presentation. Your assigned reading could be an academic article, online source, or media clip. You are expected to facilitate dialogue through reflective questions that encourage critical analysis and reflection on how individual and collective identities and values shape restorative approaches to education. Your circle should allow your peers to learn and engage with unique perspectives and will contribute to putting theory into practice by demonstrating and exploring restorative approaches to education through the circle process.

Evaluation criteria:
Each circle will be approximately 30 minutes + 5-10 minute debrief and receive one grade per group. It is the responsibility of each group to coordinate its group members contribution in a
fair and equitable manner where each team member has a role and is represented in the scenario

The grade will be calculated as follows:
10% will be determined through class peer evaluation where fellow teams (based on your circle groupings) will provide one mark per circle. This is an evaluation of the content of the presentation based on the above objectives.

15% will be determined through team-peer evaluation where each individual will confidentially evaluate their team mates (download and submit form on LEARN). This is an evaluation of the process leading up to the presentation.

Evaluation/feedback forms will be provided.

3. Practical Reflection Journal OR Reader Response Journals (30%)
You are required to write three reflective reader response journals that relate to the required readings AND/OR your practical placement that you organize for yourself (in a school, community-based setting).

Option 1 – Journals on Practice-based Placement in the Community:

The intent of this assignment is to provide the opportunity to study and analyse how a restorative justice approach to education is practically implemented in various school and community contexts.

You will spend 10 hours in a field placement that you personally select; it could be a school or organization, or community-based setting. Your chosen place for your placement will engage with a restorative justice approach to education. For each classroom/organization visit, write a reflection to something you noted in your visit (minimum of 3 journal entries). You are encouraged to include questions that we will explore in class. Be prepared to discuss your experience in class. Prepare to begin your field placement by Week 4 of the course, and should plan to complete your hours by Week 10. If you need assistance with finding a placement, speak to your instructor.

Here are some questions to guide your field experience journals:
a. What restorative justice approaches did you observe which you would incorporate into your own education repertoire?
   • Cite three examples
• Describe the practice
• Explain why you felt it was effective
• How might you expand on each practice to adjust it more closely to what you believe aligns with your understanding of restorative approaches to education?

b. What restorative justice procedures and routines did you observe which contribute to building inclusion, equity, and safety within the class/community?
• Cite three examples
• Describe the practice
• Explain why you felt it was effective

c. What do you believe to be a significant challenge for implementing and creating a restorative justice school/community culture?
• Describe the challenge
• What is required to address this challenge?

d. Your field placement is meant to give you a sense of what it will be like to implement restorative justice approaches. What preconceived notions did you have about restorative justice in schools/communities prior to this experience?
• Cite three examples
• For each notion, describe your new view.

Option 2 – Journals on Readings:
The journals will be approximately one page long (double-spaced) and should be formatted using APA citation guidelines. Each journal must be timely, substantial, thoughtful, and relevant to the theme and readings for the weeks that each journal corresponds to. Reader response journals are not meant to be a summary of readings or a personal reflection, but rather a clear demonstration that you have a firm interpretation of the main arguments contained in the readings. This could include personal connections and self-reflexive analysis.

Reader response journals should address the following: golden lines, head scratchers, and/or guiding questions.
• Write down ‘golden lines’ from the readings and explain why these quotes were significant. Golden Lines are quotes or ideas that resonate with your thinking.
• Reflect on ‘head scratcher’ ideas from the readings and describe why these concepts were thought provoking. Head scratchers are quotes or ideas that cause you to wonder, question, and possibly disagree.
• With direct reference to the readings, what questions do you still have and how might you answer those questions.

You will complete 3 reader response journals for 30% of your total grade (10% each).

Practice/Journal Reflections DUE: Weeks 4, 6, 8, or 10 (3 entries only)

4. Final Case Study Analysis (40%)
This paper builds on your learning and experiences developed through the course and extends to your developing sense of inquiry and reflective practice.

The objective of this case study analysis is to apply the material learned in this course in order to critically reflect on restorative approaches to education by researching a relevant course related topic that interests you.

(a.) Apply your own conceptual/philosophical perspective, as well as other theoretical orientations discussed in class, to an examination of your case study analysis and literature review.

(b.) In light of your research generate a series of critical practice-oriented reflective questions (as part of your methodology and discussion), which you might like to explore further as a source of your own practitioner research in the field of restorative approaches in schools and/or community-based contexts.

Guidelines:
Choose a topic/program/community-based initiative relevant to the course theme that intrigues you and which you have not researched before such as (but not limited to):
• Neutrality, power, and reflective practice in RJ
• Victim Offender Conferencing / Mediation
• Conflict Transformation Practices and Cultural Differences (race, gender, abilities)
• Restorative Justice and The Arts
• Mediation in Schools
• Issues of power and power balancing in RJ or other third party roles
• Mindfulness practices
• Peacemaking Circles and Restorative Justice
• Listening and Dialogue
• Community Social Justice Initiatives
• Intergroup Dialogue
• Gender-based violence and RJ

Paper Format:
• Your paper should include the following components:
  (1) Introduction that includes a discussion of why you chose this particular topic/program/organization and the hypothesis or research question that motivated your research/case study.
  (2) Literature Review that summarizes and synthesizes the more significant literature about your topic, including at least eight significant scholarly (peer-reviewed) sources in addition to course material (4 from course material; 4 external sources).
  (3) Brief discussion of the Method you used to research your topic. Options would include surveying the literature, informally interviewing practitioners, and documenting your own experience.
  (4) Discussion of the Results of your research. Identify the most significant findings about the topic. Critically reflect on the ‘so what’ and the implications of your findings.
  (5) Conclusion that summarizes all of the previous points, but also indicates where more research or alternatives to practice might be needed. Briefly discuss the strengths and limitations of your research.

Evaluation of the case study analysis paper:
• Makes clear and precise connections between course material and concepts to support critical analysis;
• Demonstrates understanding of course content through appropriate use of researched material to support critical analysis;
• Integrative, coherent and well-organised writing;
• Provides specific examples and detailed descriptions of learning experiences that were important for you through this research process
• Double-spaced, have 2.54 cm margins, and use a common (Times New Roman) 12-point font;
• Papers should have an APA title page that includes your name, the instructor’s name, assignment title and date, and should be submitted in a Microsoft Word document (.doc/x);
• All sources should be cited and consistently follow a single standard APA academic citation format and must include an APA formatted title page and reference page.
* Include at least eight significant scholarly (peer-reviewed) sources in addition to course material (4 from course material; 4 external sources).

Final Paper DUE: Week 12
# Course Outline

<table>
<thead>
<tr>
<th>SESSION</th>
<th>Weekly Schedule, Topics, and Required Readings</th>
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<tbody>
<tr>
<td>Week 1, Sept. 8</td>
<td><em>What is a restorative approach to education? What is relational pedagogy? — Where does inclusion fit in all of this?</em></td>
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<td><strong>Readings:</strong></td>
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<tr>
<td>Week 2, Sept. 15</td>
<td><em>Contextualizing restorative education — Perspectivism and questioning assumptions</em></td>
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<tr>
<td></td>
<td>• Pranis, Stuart, and Wedge. (2003). Peacemaking Circles: from crime to community. (Chapter 1), Living Justice Press.</td>
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<tr>
<td>Week 3, Sept. 22</td>
<td><em>Equity and relationality in restorative education — asking questions and creating options</em></td>
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<td><strong>Readings:</strong></td>
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<td>Week</td>
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<tr>
<td><strong>Week 4, Sept. 29</strong>&lt;br&gt;<strong>Reader Response 1</strong>&lt;br&gt;(weeks 1-3)</td>
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<td><strong>Week 5, Oct. 6</strong>&lt;br&gt;<strong>Circle Teams 1 &amp; 2</strong></td>
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<td><strong>October 10-14: Reading Week, No class</strong></td>
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<td><strong>Week 6, Oct. 20</strong>&lt;br&gt;<strong>Reader Response 2</strong></td>
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<td><strong>Week 8, Nov. 3</strong>&lt;br&gt;<strong>Reader Response 3</strong></td>
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<td>Week, Nov. 10</td>
<td><strong>Dialogue: Making Things Right—Listening and suspending judgment</strong></td>
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<tr>
<td><strong>Circle Team 5 &amp; 6</strong></td>
<td><strong>Readings:</strong></td>
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<tr>
<td></td>
<td>• Additional Resource (shared by Circle Team)</td>
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| Week, Nov. 17 | **Practice session**
|               | **Option to Submit Journal or Reader Response 4 to the dropbox on LEARN (three required)** |
|               | +
| **Reader Response 4** | Non-practicum people: *Post and respond on Practical Resource Board Discussion Forum Post* |

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<tr>
<th>Week, Nov. 24</th>
<th><strong>Models &amp; Applications for Restorative Pedagogy and assessing relational ecology</strong></th>
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<tbody>
<tr>
<td><strong>Circle Team 5</strong></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td></td>
<td>• Balasco, Lauren Marie (2013). The Transitions of Transitional Justice: Mapping The Waves From Promise to Practice</td>
</tr>
<tr>
<td></td>
<td>• Additional Resource (shared by Circle Team)</td>
</tr>
</tbody>
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<tr>
<th>Week, Dec. 1</th>
<th><strong>Review and Reflect: What does it mean to be a Restorative Practitioner? What are the characteristics of a restorative approach to education? How can we create caring spaces for justice and power?</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>FINAL PAPER DUE</strong></td>
<td>Final Case Study Analysis Due.</td>
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Late Work  
Due dates are firm. You are responsible for informing the instructor in advance if you are unable to complete an assignment by the scheduled date. Missed due dates are only acceptable in the case of medical problems (with a medical note), for serious compassionate reasons, or as a pre-arranged accommodation for students with disabilities. Late submissions, without advance permission, will be given a 10% reduction in the total possible grade for each 24 hours after the due date. No assignments will be accepted if submitted more than one week after the deadline. In some cases, it may be necessary to complete alternate assignments for deadlines that are missed. 
Difficulty with assignments is not a sufficient reason for an extension. Any student who finds himself/herself struggling with an assignment during the term is encouraged to meet with the instructor as soon as possible to discuss strategies for success. It is important to begin assignments well in advance of the due date in case of problems.

Policy on Plagiarism  
“Policy 71’s glossary defines plagiarism, in part, as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one’s own in any work submitted whether or not for grading purposes”...

The Vice-President Academic and Dean has the authority to assess instances of plagiarism and the resultant penalties that are raised by an instructor. An instructor can propose a grade penalty to the Vice-President Academic and Dean, who will decide whether to accept the penalty or initiate a formal inquiry.”

For additional information on how plagiarism is dealt with at Renison, review the policy from where the above text is copied: Policy 71 - Student Discipline.

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available at uwaterloo.ca/copyright-guidelines/fair-dealing-advisory. Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

Information on Plagiarism Detection  
Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and
alternatives for the use of Turnitin in this course. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

Electronic Device Policy
Please note that you are permitted to use computers/notebooks during class solely for the purposes of taking notes of course material and completing course assignments. Any other use (e.g. social media) is a distraction to your fellow students and may result in you being asked to step outside of the classroom.

Attendance Policy
Students are expected to attend class regularly and to be prepared for discussion. The criteria for evaluating class participation is based on a student’s understanding of material, the ability to foster discussion, demonstration of an understanding of others, and, most importantly, willingness to participate in group seminar presentations. Please note that attendance does not equate to participation. You do, however, need to be in attendance to participate.

Communication Policy
Email, using the uWaterloo provided email address, is the approved method of communication for Renison. The Office 365 email that you use to login using your WatIAM login and password is secure and confidential. Take caution when forwarding your WatIAM email to an external email service as confidential information forwarded to a third-party provider could be a data security breach and violation of FIPPA (Freedom of Information and Protection of Privacy Act) under which all students, staff, and faculty are bound by law.

Final Examination Policy
For Fall 2022, the established examination period is December 9-23. The schedule is available now. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time. See the Final Examination Schedule at uwaterloo.ca/registrar/final-examinations

Accommodation for Illness or Unforeseen Circumstances
The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See www.registrar.uwaterloo.ca/students/accom_illness.html

Academic Integrity, Grievance, Discipline, Appeals and Note for Students with Disabilities
Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. See the UWaterloo Academic Integrity webpage at uwaterloo.ca/academic-
integrity and the Arts Academic Integrity webpage at uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour for more information.

Renison University College is committed to the view that when a problem or disagreement arises between a faculty member and a student every effort should be made to resolve the problem through mutual and respectful negotiation. Most issues are resolved by a student/faculty meeting to discuss differences of opinion. It is only after this stage, when a common understanding or agreement is not obtained that further actions listed below could be taken.

**Discipline:** Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the Office of Academic Integrity website at uwaterloo.ca/academic-integrity for more information.]

A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor or academic advisor. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check the Guidelines for the Assessment of Penalties.

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the Department’s administrative assistant, or Academic Advisor, who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to Policy 72, Student Appeals.

**Academic Integrity Office (uWaterloo):** The website can be found at uwaterloo.ca/academic-integrity/

**Accommodation for Students with Disabilities**

AccessAbility Services is located in Needles Hall, Room 1401, and collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Students are encouraged to register with AccessAbility Services (AAS) at the start of each term if they require accommodations due to a disability. However, some students not connected to AAS may require accommodations later in the term. In that case, you should immediately consult with your instructor and/or your Academic Advisor.
**Intellectual Property**

Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

**Mental Health Support**

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

**On Campus**

- **Counselling Services**: counselling.services@uwaterloo.ca / 519-888-4096
- **MATES**: one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- **Health Services** – Student Medical Clinic: located across the creek from Student Life Centre

**Off Campus, 24/7**

- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- **Empower Me**: Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
- Grand River Hospital: Emergency care for mental health crisis. Phone: 844-437-3247
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Email: ok2bme@kwcounselling.com Phone: 519-884-0000
Full details can be found online at the Faculty of ARTS [website](#).

Download [UWaterloo and regional mental health resources (PDF)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information.

**A Respectful Living and Learning Environment for All**

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.

If you feel that you are experiencing the above from any member of the Renison community (students, staff, or faculty), you may contact Melissa Knox, Renison’s external anti-harassment and anti-discrimination officer, by email ([mnknox@uwaterloo.ca](mailto:mnknox@uwaterloo.ca)) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experiences in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

For additional information see Renison’s [Harassment, Discrimination, and Abuse](#) policy.