

Restorative Skills - Course Descriptor

It is important to read the following information before booking a place on this course.

There are six pages.

Is Restorative Skills For Me?

Our experience is that most people can become competent restorative practitioners - what varies is the time and effort they need to put into learning restorative skills, and the degree of change they need to make in their style of interaction with other people. If you are used to working with people in another capacity, such as counselling, advice, guidance, or housing this will help, but it is not necessary.

If you can answer yes to the following questions, you are likely to enjoy and learn from restorative skills training:

- Do you enjoy meeting people who are different from you and may hold very different views?
- Are you interested in how other people see you, and how you come across to them?
- Do you enjoy working co-operatively rather than competitively?
- Are you interested in what motivates other people?
- Do you enjoy opportunities to discover more about yourself?

What Will Be Expected Of Me?

We aim to provide a safe and enjoyable atmosphere for learning. Our style is highly interactive and we use a lot of small group work, group discussion and role-play, as well as some written exercises. You will be assessed on whether you have successfully contributed to the course, but it is important to put this in context. We are looking for evidence of your ability to learn and use basic restorative skills and theory - we do not expect you to be skilled practitioners!

What we look for from you is the following:

- To attend, and be on time for all five training days.
- To participate and be open-minded.
- To think about and discuss your own ways of dealing with harm.
- To read the pre-course materials and complete the written exercises.
- To participate appropriately in the role-play exercises.

Course Objectives

The learning outcomes of the course are to understand:

- your own and others' responses to harm and offending
- the main different approaches to dealing with harm and offending
- the ethics informing restorative practice
- the legal context in which restorative practice operates
- how current legislation affects restorative practice
- the role of the practitioner in different stages of the restorative process



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The Programme

Day 1 Handling Conflict Constructively

Welcome, introductions and course overview

Conflict - what is it and where does it come from

Responding To Conflict - conflict management styles

Key skills- engaging, listening, questioning and summarising

Day 2 Re-visiting listening and what stops us listening

Responding to similarity and difference

Responding to conflict - defence mechanisms

Positions and interests

Using the skills to handle conflict constructively - consolidation of learning

Feedback and evaluation of short course

Home Learning Package for Restorative practitioners - to be completed before day 3

Knowledge unit with multiple choice questions on key subjects informing restorative practice.

Day 3 Restorative Skills

Course aims and methods of assessment

Feedback on knowledge unit

The role of the restorative practitioner:

Explaining restorative practice

Getting The Story

Being Impartial,

Maintaining Confidentiality



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Agreeing to restorative meeting and questioning motivation

Day 4 Introducing a meeting - introductions and opening statements

The practitioner's role during the meeting - engaging with the speakers

Building agreements, exploring options

Writing action plans

Practise - a restorative meeting with 2 clients

*Reflective questions to be handed in on day 5

Day 5 Assessed restorative meetings - consolidating your learning with a complete run through with 2 clients

Next steps in restorative practice

Evaluation and closing

If you have any special needs, please let the trainers know so that we can try to accommodate you.



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Course Structure

Days 1 and 2 can be undertaken as a separate unit by anyone wanting to understand their own and others' responses to conflict and how and when to use conflict handling skills to defuse and re-direct conflict.

The trainers are there to help you and the course is designed to produce opportunities for you to learn from

- Written information: pre-course information, the workbook and the exercise
- Discussion: in pair work, small groups and large group discussions
- Practical exercises taking through each stage of the restorative process
- Written work: the opportunity to reflect on key aspects of restorative practice
- Role-play: taking on the role of client, observer and restorative practitioner allows you to appreciate the input of all the parties
- Participants are required to attend and complete the whole course.

Assessment Procedure

This course is continually assessed by experienced trainers.

Assessment is based on the following:

- I. an individual's participation throughout the course
- II. a personal reflective statement
- III. submission from exercises carried out on home learning day
- IV. an assessed role-play of a restorative meeting on Day Five.

Participants are expected to demonstrate the qualities required to be an effective restorative practitioner.

You will need to be able to:

- listen and attend to what is being said
- check out your understanding and others' understanding of what is said/heard
- ask appropriate open/closed questions at an appropriate time and in an appropriate manner
- summarise facts and feelings
- rephrase and re-frame statements
- explore statements and meanings
- identify and deal with potential risks of re-traumatisation
- challenge inappropriate statements and behaviour
- identify positions and explore underlying interests
- identify and reflect common ground
- discuss and agree ways forward
- ensure the process is centred on the person harmed
- manage power imbalances
- draft a sustainable reparation agreement
- reflect on your own and others' performance
- provide feedback demonstrating self-awareness of what worked and what could/should have been done differently