

Relationships First Quotes

Many of these were displayed on the walls during our time together. If you use them, please include the [correct reference](#). Some of these are paraphrased.

The world we have made as a result of the level of thinking we have done thus far creates problems we cannot solve at the same level at which we created them.

Einstein

The Three Goals of Discipline:

1. Keep children safe
2. Teach our children to become socially competent
3. Teach children to take responsibility for their actions

Anon

The psychological link between individuals and social groups mould who we are and how we behave

Brenda Morrison 2007

Social exclusion & rejection

= strong emotional distress as well as:

- Reduced intelligent thought
- Reduced pro social behaviour
- Increased aggressive behaviour
- Breakdowns in self regulation

Twenge, Ciaracco, Cuervo & Baumeister

Self regulation is optimised in the context of emotionally healthy relationships

Baumeister, Twenge and Nuss

Schools need to review their pastoral care and disciplinary procedures so that the current pre-occupation with punishment changes to natural consequences for misbehaviour. Boys who are punished often have revenge fantasies that interrupt true remorse for what they have done. Boys who are quickly punished by our school systems are not given the opportunity to make amends for what they have done, as punishment *clears the ledger* and allows boys to re-offend in the future without attendant feelings of guilt.

Ian Lillico

“What is lost in a punitive approach to classroom problem-solving is the opportunity to make young people accountable to each other”

Thorsborne & Vinegrad

“A key restorative principle is that people with the problems are best placed to resolve them and come up with solutions.”

Belinda Hopkins

Restorative processes require us to listen to young people and trust their capacity for resolving many of their own problems.

Belinda Hopkins

Individuals are most likely to trust and co-operate freely with systems - whether they themselves win or lose by those systems - when fair process is observed.

Kim & Mauborgne

When we hear one another's stories, relationships change, people are no longer judged in stereotypical fashion, by their names, outward appearances, or regional accents.

Harwayne

To break the 'behaviour cycle' of a student the school plays a vital role, and the strategies will only be effective if relationships between significant adults and the student are strong.

Anon

A Critical Question to ask:

Does the way we 'do discipline' at our school support relationships between students, other students and teachers or does it erode relationships?

Bill Hansberry

“It’s not rocket science, its connection.....connection.....connection

William Pollack MD

“[Many] current discipline systems are based on a psychology of distance and not closeness”

Ian Lillico

“The essence is to get engaged, eyeball to eyeball, and be definite so that children can state their case but also be made to listen to yours. This is quite the opposite of the techniques of isolation, star charts and mechanical means which fifties psychology turned up. Children do not need more remoteness; they need you to get involved.”

Steve Biddulph

Precursors to violence:

- Does not feel part of a group
- Does not have behaviours to deal with frustration
- Is *ashamed* of being *ashamed*

James Gilligan. *Violence: Reflections on a National Epidemic* (1997)

A Critical Question to ask:

How do we as a school community think about student wrongdoing?

As a violation of a relationship or a person’s rights?

Or

as a violation of a school rule?

The first way of looking at things will be facilitative to a restorative approach; the second may create a punitive / retributive approach

Bill Hansberry

The notion of accountability as punishment and deterrence is limited and abstract.

Without an intrinsic link between the act and the consequences, true accountability is hardly possible. And as long as consequences are decided *for* wrongdoers, accountability will not involve responsibility.

Thorsborne: Adapted Zehr

A good classroom is a benevolent dictatorship

Andrew Fuller

Restorative Justice works best when there is a commitment to community, where there is already mutual respect, a willingness to listen to each other, a need to belong and be included. This cannot be taken for granted in any modern community and cannot be taken for granted in a school. In order to have a community, and relationships people want to restore, we need to work to create that community in the first place, and the relatively discrete community of the school is an ideal environment to start.

Belinda Hopkins

Boys and males often react negatively or awkwardly to praise unless it is done carefully. The best type of praise for males (particularly young ones) is called **descriptive praise**. With descriptive praise you describe with appreciation what you feel and what you see; and the boy can then praise himself.

Ian Lillico

Restorative justice is a way to move a child on. For years we've just been containing – putting the lid back on – and eventually that just explodes in your face!

Primary Deputy Head, Banbury

Good Relationships are experienced when we:

1. Share and reduce negative emotions (*best achieved by listening and acknowledging*)
2. Share and promote positive emotions (*achieved by affirming*)
3. Encouraging the venting of emotions as a way of experiencing 1 & 2.
4. Doing more of 1, 2 and 3 (*essential for building and maintaining good relationships*).

Donald Nathanson MD

- We are hardwired to connect with other people and to moral and spiritual meaning
- Meeting the human child's deep need for these related aspects of connectedness is essential to the child's health and development
- This is the task of *authoritative* communities

“Hardwired to Connect” A report to the Nation from the Commission on Children at Risk 2003

No student likes an emotionally unsafe classroom, especially those students who are most responsible for the problems.

Bill Hansberry

With the increase in technology and IT, we have lost sight of something very basic - that we are all warm blooded hairy mammals albeit with very well developed frontal lobes and lots of grey matter to be clever with, but animals all the same. Here's the thing. We are herd animals. We live in small and larger groups - families, mobs, tribes, communities defined sometimes by geography, sometimes by our work, sometimes by our faith or interest groups. We survive best when the connections between us are strong and healthy. Most of us will have had at some stage, even at school, the experience of what it feels like to live on the edge of a group, not quite fitting in, feeling isolated or abandoned or indeed pushed out. It's not a nice place, and at the very least our emotional wellbeing is at risk

Marg Thorsborne

[The 10 main Characteristics of an authoritative community](#)

1. It is a social institution that includes children and youth.
2. It treats children as ends in themselves.
3. It is warm and nurturing.
4. It establishes clear limits and expectations.
5. The core of its work is performed largely by non-specialists
6. It is multi-generational.
7. It has a long-term focus.
8. It reflects and transmits a shared understanding of what it means to be a good person.
9. It encourages spiritual and religious development.
10. It is philosophically oriented to the equal dignity of all persons and to the principle of love of neighbor.

[“Hardwired to Connect” A report to the Nation from the Commission on Children at Risk 2003](#)

For any penalty to have an educational influence it must seem worthy of the respect to the person on whom it is inflicted

Durkheim

[Studies show that the principal reason people lie is to avoid punishment](#)

Anon

[Odd spot #140 – Libra Tampons Wrapper](#)

...the crucial tension in all areas of regulation is being between punishment-oriented and problem oriented. Hence all disciplines that study [behaviour] regulation have a lot to learn from the bitter failures of criminology.

Prof. John Braithwaite

If, as has been argued, restorative justice practices require teachers to redefine their role in behaviour management to “relationship management” teachers will need time and support to grapple with questions about the impact of punishment and potential alternatives based on a restorative philosophy. These are not small shifts in thinking as we have found in our work with teachers

Marshall, Shaw & Freeman

If somebody punishes me, he punishes me because his argument is weak

William Godwyn

No one can persuade another to change. Each of us guards a gate of change that can only be opened from inside

Ferguson

Teachers ought to spend 55% - 85% of their time allowing students to process information...students who do the talking and the doing do the learning.

Jensen

Time for thoughtful discussion, focused on those issues of teaching and learning close to teacher and student experiences...this continuing dialogue is a powerful educative force. It is our primary form of staff development

Meier

The fundamental outcome of most communication is misunderstanding

Scott

The conversation is not about the relationship...the conversation is the relationship.

Scott

Relational trust turns out to be the driver in improving learning in schools

Parker Palmer

Norms build Trust. In schools with low levels of relational trust, there is a 1 in 7 chance of showing gains in student achievement. In schools with high levels of relational trust, there is a 1 in 2 chance of showing gains in student achievement.

Bryk & Schneider

We don't really learn anything from experience! We only learn from reflecting on our experience.

John Dewey

If we want to grow in our practice, we have two primary places to go: the inner ground from which good teaching comes and to the community of fellow teachers from whom we can learn more about ourselves and our craft...Good talk about good teaching is what we need – to enhance both our professional practice and the selfhood from which it comes

Parker Palmer

Dependent:

People need others to get what they want

Independent:

People can get what they want through their own effort

Interdependent:

People combine their own efforts with the efforts of others to achieve their greatest success

Covey

The **Connectivity** theory of learning:

The idea of people as self contained, individual thinking 'subjects' is giving way to a focus on relationships, synergies and connectedness, and on language's role in constructing, rather than simply representing meaning.

The new knowledge comes not out of the minds of individual group members, but from the relationships between them

Jane Gilbert

Your content is not nearly as important as (learner's) interaction with the content

Garmston

Learning is a social animal

Bill Hansberry

“They should try to bond more with their students...Talk to them...It doesn't have to be about anything. Just have some kind of relationship with them”

Luke Woodham: Killed his mother and two students in 1997 – his response when asked by the Secret Service if he had any advice for adults.

Strong and healthy relationships are a protective factor against violence. Weak and fractured relationships are a risk factor for violence.

Brenda Morrison PhD.

Shame comes to the fore when we behave inappropriately in respect to an important community of support, for example, our family or school. Through taking responsibility for the wrongdoing and making amends, shame is acknowledged and discharged. Through this process, feelings of connectedness with others in our community remain intact and our social relationships are not damaged.

Brenda Morrison PhD

When individuals and administrators [in schools] are in distress but need to look responsive, they will find all sorts of creative, often ineffective, ways to deflect the emotional impact, potentially causing further harm.

Brenda Morrison PhD

As Gilligan (2001, p 118) concludes: “we will need to renounce our own urge to engage in violence – that is, to punishment – and decide that we want to engage instead, so as to facilitate maturation, development, and healing.” The challenge to get beyond band aids, zero tolerance, and the underlying assumption that punishment (and rewards) works, is an important challenge for schools to embrace. Restorative Justice and responsive regulation give us the tools and framework to take up that challenge

Brenda Morrison PhD

Cowardice asks the question: is it safe? Expediency asks the question: is it politic? Vanity asks the question: is it popular? But conscience asks the question: is it right? And there comes a time when one must take a position that is neither safe, nor politic, nor popular – but one must take it because it's right.

Martin Luther King

Schools can be either “conflict negative” – schools that manage conflict destructively or “conflict positive” – schools that manage conflict constructively. Most schools today are “conflict negative, where conflict is dealt with through denial, suppression or avoidance. We advocate a change to conflict positive schools where conflict is addressed openly.

Johnson & Johnson 1995

One study found that in schools where staff and students had no formal training in conflict resolution, 90% of conflicts resulted in one or both parties being injured physically or psychologically.

Johnson & Johnson 1995

Constructive conflict resolution restores social bonds and fosters responsible citizenship; in contrast, destructive conflict resolution breaks down the social bonds and leaves those affected feeling estranged from the communities in which they live

Brenda Morrison PhD

Restorative justice is about creating safe spaces and opportunities to listen and respond to stories of harm. Through this discursive practice that emphasises restoring relationships, individuals are involved in their own action learning process

Brenda Morrison PhD

Schools are directed to have policies on everything from bullying to drugs. Sometimes this can cause knee-jerk reactions or climates that can become too formalised. Restorative justice and responsive regulation offers an approach to address the needs of the individual students, school personnel and the school community as a whole and to build a culture of emotional resilience and responsible citizenship.

Brenda Morrison PhD

We must recreate the safe spaces where epiphanies and revelations can be experienced... by young people. Our safe spaces have receded as parents and communities fear for the safety of their children. The many community eyes that once supported children and held them accountable and thus kept communities safe, have now become downcast in the name of privacy. These spaces must not only be created to address harmful behaviour; they must be created to celebrate our joys and rites of passage

Brenda Morrison PhD