



2012-2013 AESN Inquiry Case Study

School Name: École Roosevelt Park Community School

District: #52 Prince Rupert

Inquiry Team Members:

Stephanie Coates, Della Gibson, Susan Kobza, France Powell

Question/Focus:

If we implement the philosophy of restitution, a practice which is embraced by First Nations communities, will students' social responsibility improve as evaluated by the B.C. performance standards?

Scanning

Some of our learners lacked empathy for others. We noticed that some of the students were engaging in acts of bullying and teasing. The team agreed that we needed to use a program to teach students about themselves and their needs in order to be helpful and kind towards others.

Focus

The key area of learning was social responsibility for our students. Students learned about what restitution means and how to practice this philosophy in their everyday lives. We believe it matters as it teaches children how to be accountable for their own behaviors and to become aware of how their behavior can impact others in a positive or negative way.

Hunch

Social Responsibility is an integral component of the B.C. curriculum. Our students need to learn how to become self-regulated, responsible citizens in today's complex world. It is our job as educators to teach students how to be accountable for their own behavior by exercising their democratic rights and responsibilities and solve problems peacefully. We believe these are lifelong skills our student need in order to be successful adults in society.

New professional learning

Our school embraced the philosophy of Restitution in the year 2010. In February, 2013, Diane Gossen and Judy Anderson came to Prince Rupert and offered level 1 and 11 training in School District 52. École Roosevelt School network team attending the training sessions and learned further and developed an even deeper understanding of the philosophy of Restitution. The needs lessons taught from the Restitution kit allowed the learners to begin learning self-discipline and responsibility for their own behavior. Students were beginning to understand and manage their own behavior in ways that were helpful rather than hurtful. Delving into the Restitution kit and teaching the lessons was new learning for all of the team members.

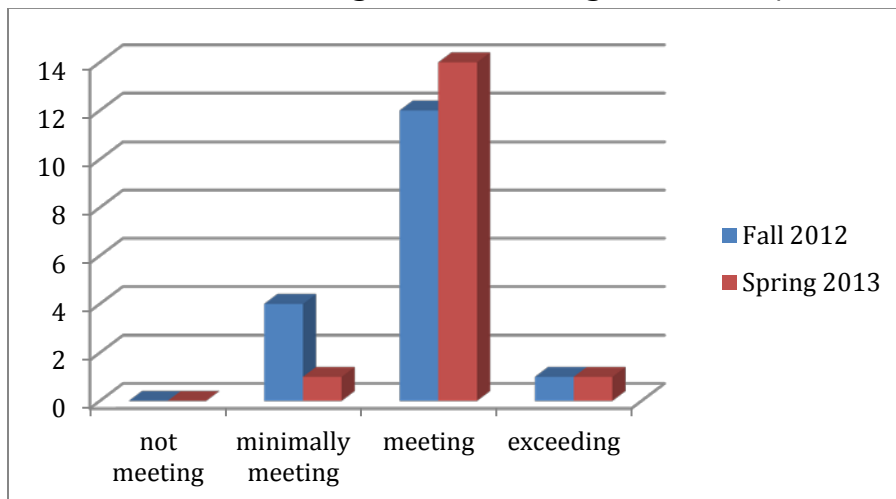
Taking action

Two classroom teachers supported lessons while the principal taught the needs unit from the restitution kit for approximately eight weeks. The lessons were a success and the students and classroom teachers were highly engaged and receptive to learning the new material.

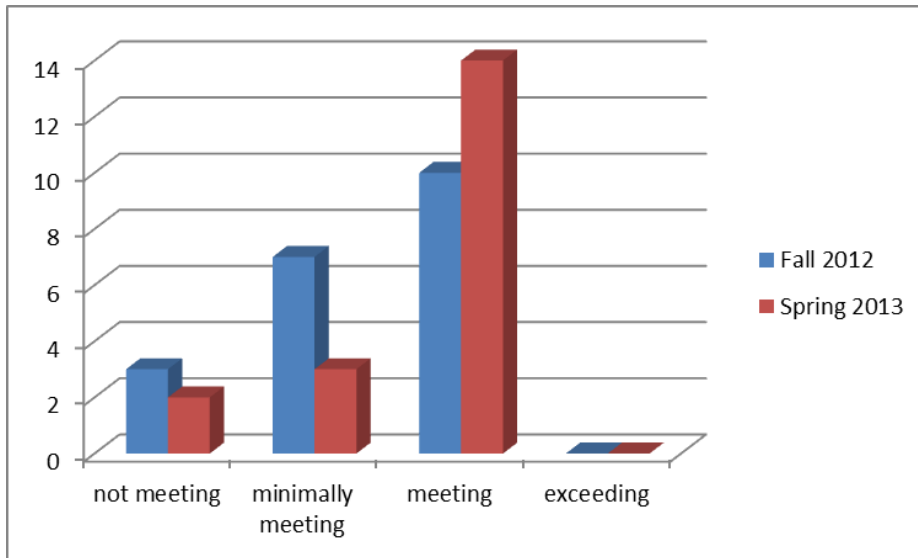
Checking

Both classroom teachers involved with the project reported growth from their class in terms of students meeting expectations in the area of social responsibility. Students were really able to articulate their needs and how to meet their needs in positive ways. Our team created a video of this inquiry project which included testimonials from both teachers and some of their students.

France Powell- Exercising Democratic Rights and Responsibilities



Della Gibson –Solving Problems in Peaceful Ways



Reflections/Advice

We learned that the philosophy of restitution is an effective way to teach students to be socially responsible for their own behavior. We learned that teaching the philosophy of restitution takes a long time to internalize, especially with younger students. Next year, we plan to continue teaching units from the restitution kit to further our understanding of this valuable program which is embraced by First Nations communities. We encourage other schools to implement the philosophy of restitution to teach students and staff a better way of "being" towards one another.

EVERY learner crossing the stage with dignity, purpose and options.