

TRANSFORMING JUSTICE. TRANSFORMING TEACHER EDUCATION.

MAISHA T. WINN, SUSAN J. CELLER DISTINGUISHED
CHAIR OF ENGLISH EDUCATION, UW MADISON
TEACHINGWORKS, UNIVERSITY OF MICHIGAN
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WHAT IS A RESTORATIVE TEACHER EDUCATION?

A Restorative Teacher Education is a method to prepare teachers to create and sustain opportunities for intellectual engagement for all children while fostering an inclusive classroom ethos. In a Restorative Teacher Education, teacher educators create opportunities for aspiring teachers to develop a sociocritical literacy or a “historicizing literacy” (Gutierrez, 2009) in which they confront race, class, privilege, and oppression in their personal narratives and begin the ongoing work of understanding how these narratives impact their teaching philosophies, practices and—most importantly—their relationships with students.

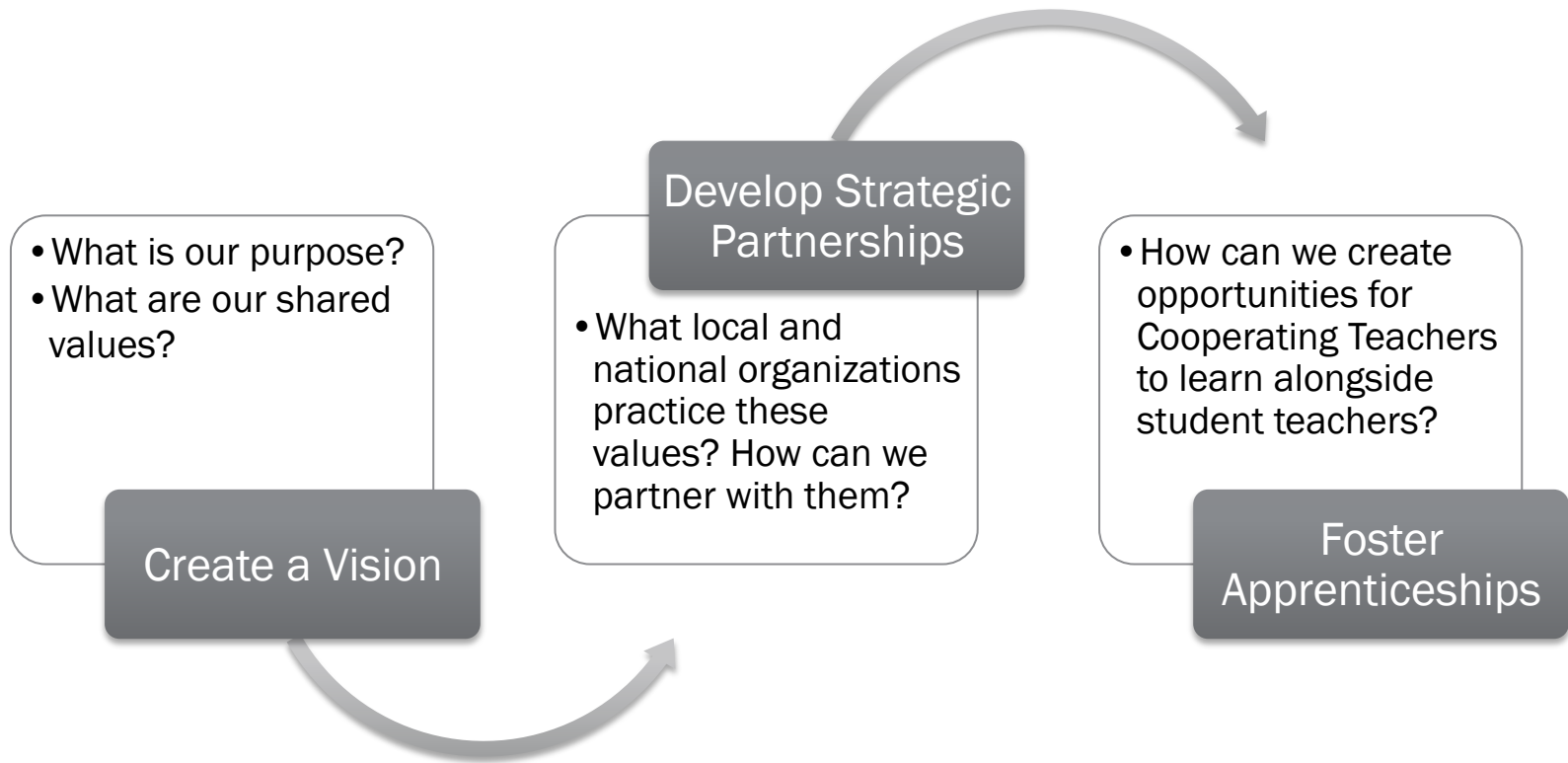
A “TRANSFORMATIVE” CONCEPTION OF RESTORATIVE JUSTICE

Using a transformative conception, restorative justice is “conceived as a way of life we should lead...among the key elements of this way of life is a rejection of the assumption that we exist in some sort of hierarchical order with other people...it rejects the very idea that we are ontologically separate from other people or even from our physical environment...this has implications in the way we use language, the way we treat other people and the environment, and the way in which we allocate resources...” (Johnstone & VanNess, 2013, p. 19-20)

WHY MOSQUITOES BUZZ IN PEOPLE'S EARS



RESTORATIVE TEACHER EDUCATION: THREE PHASES OF IMPLEMENTATION



CREATING A VISION-COMMON READING

Alexander, M. (2010). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press.

Coates, T. (October 2015). The Black Family in the Age of Mass Incarceration. *The Atlantic*. 60-84.

Coates, T. (2015). *Between the World and Me*. New York: Spiegel & Grau.

Davis, F. (2014). This Country Needs a Truth and Reconciliation Process on Violence Against African Americans—Right Now. *Yes! Magazine*.

Ross, R. (2015). *Girls in Justice*. The Image of Justice.

Ross, R. (2012). *Juvenile In Justice*. Richard Ross Photography.



DEVELOPING PARTNERSHIPS: CASE STUDY IN NORTHERN CALIFORNIA

Impact Justice <https://impactjustice.wordpress.com/>

Restorative Justice for Oakland Youth (RJOY)

<http://rjoyoakland.org/>

Community Works West

<http://communityworkswest.org/>

CircleUp Ed <http://www.circleuped.org/>

Oakland Unified School District

<http://www.ousd.org/restorativejustice>



FOSTERING APPRENTICESHIPS: CASE STUDIES OF CLASSROOMS/SCHOOLS

Bintliff, A. V. (2011). *Re-engaging Disconnected Youth: Transformative Learning Through Restorative and Social Justice*. New York: Peter Lang.


Boyes-Watson, C. (2008). *Peacemaking Circles and Urban Youth: Bringing Justice Home*. St. Paul, Minnesota, Living Justice Press.

Claassen, R. & Claassen, R. (2008). *Discipline that Restores: Strategies to Create Respect, Cooperation, and Responsibility in the Classroom*. South Carolina: BookSurge Publishing.

Hopkins, B. (2004). *Just Schools: A Whole School Approach to Restorative Justice*. London and Philadelphia: Jessica Kingsley Publishers.

Morrison, B. (2007). *Restoring Safe School Communities: A Whole School Response to Bullying, Violence and Alienation*. Sydney, New South Wales, The Federation Press.

Riestenberg, N. (2012). *Circle in the Square: Building Community and Repairing Harm in School*. St. Paul, Minnesota: Living Justice Press.



TOWARD A RESTORATIVE TEACHER EDUCATION



THANK YOU!!!

Maisha T. Winn

Susan J. Cellmer Distinguished Chair in English Education

Professor of Language and Literacy

Department of Curriculum and Instruction

University of Wisconsin, Madison

maisha.winn@wisc.edu

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