

Self-Check Tools for the Schools Before Getting Started

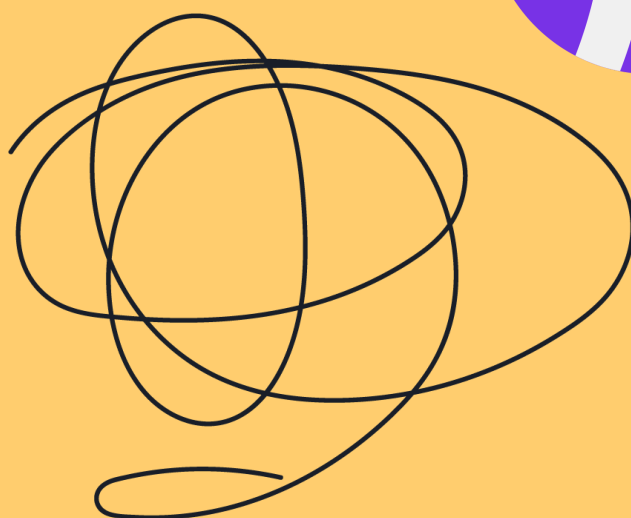


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Intention

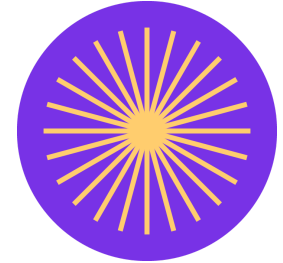
Self-Check in Tools for the School Before Getting Started consist of the description of criteria on which the school can evaluate their readiness for the implementation of the Caring School Model and practical tools to help answer important questions related to the model.

Working with those tools is done in cooperation with the school consultant and the results are used as a road map to determine the schools strengths, areas of improvement, aspirations and challenges and eventually design the 3-year implementation process.

Criteria for the School

- the school wants to improve the psychosocial environment, prevent and reduce inappropriate behaviour
- the school wants to promote students' social skills, empathy, courage, tolerance and self-regulation
- the school management supports the goals, values and activities of the Caring School Model and is ready to actively participate in the process and make it a strategic priority
- there is interest and support among employees
- there is interest and support among parents
- the school is ready to contribute time and other resources to the implementation of the Caring School Model, engage in reflection and self-evaluation, participate in trainings and impact assessment - (specified in [Tools for monitoring the implementation and impact of the model](#) and [Guidelines for implementing restorative practices in schools](#))
- the school is ready to cooperate openly with the school consultant and the leading organization
- the school is ready to focus on implementation of change for at least 3 years

Self-Evaluation Process



STEP 1

The first stage of self-evaluation takes place at a preliminary meeting with members of the school management and core team. The purpose of the preparation meeting is to help the school to analyse its readiness to join the Caring School Model implementation process.

Under the guidance of a school consultant, the main questions that form the basis of the conversation are:

- Are there signs that imply that change in the school is necessary? On what basis and when/why do you think so? How many people are aware of this need for a change? How many need the change?
- What benefit is seen in this process if change can be triggered? What happens if this change cannot be triggered?
- Is at least 75% of the management ready to support the process if this change? Are you willing to commit actively 3 years (people, finance, time) to it?
- What are the current social/emotional competencies of the team and management (i.e. self-awareness, empathy, self-regulation and emotion management, influencing motivation, communication skills)?
- What kind of emotional climate prevails in the school? Have you collected feedback on what is actually happening in the school? Based on the feedback- what suggests that change in the school culture is needed? What do you see as the main obstacles to change?
- Do you have enough people who pick up new practices quickly and are willing to test them and share their experience? Is the team used to sharing their practices?

In addition, it is important to discuss the following questions:

- Is there a mandate to implement the change (within the school, council, local government, ministry, etc.)? Who gave it? What legal force does it have? Who else should the merger be negotiated with?
- When did the internal evaluation take place and what results can be attributed to this model?
- Does the school currently have an emotionally harmonious or challenging environment (e.g., high staff turnover or a constant decline in student numbers due to poor reputation or low academic performance)?
- Is there an implementation team or at least a starting point?
- Is the team used to sharing and reflecting on their experiences?
- How effective has the engagement of families been so far, how much do families want to come to school, cooperate with teachers and participate in school life?

STEP 2

After the core team participates in the kick-off seminar and the implementation team is formed, the members of the implementation team will answer the following questionnaire.

The results of the questionnaire will be summarised at the next meeting with the implementation team, and under the guidance of the consultant, the answers will be integrated into the Strengths, Improvement Areas, Aspirations, Challenges worksheet (see the next chapter) and entered into the school-wide approach [implementation plan of the model](#).

SELF-ASSESSMENT QUESTIONNAIRE FOR THE IMPLEMENTATION TEAM

Dear member of the implementation team,

Please evaluate the following questions on a scale of 1-10 (0 - not at all/very bad; 10 - maximum importance/very well) in two categories:

How important do you think this topic is in general?

How is the situation with this topic in your school right now?

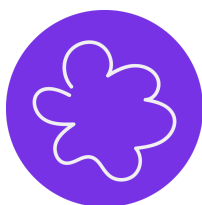
We encourage you to boldly also choose "very well", "not at all", because mastery is worth being recognized, and the lack of something deserves to be recognized and developed.

You can download and print the questionnaire [HERE](#).

Strengths- Improvement Areas-Aspirations- Challenges

Based on the results of the self-assessment questionnaire, the implementation team together with the school consultant, formulates answers in four categories:

STRENGTHS - IMPROVEMENTS AREAS - ASPIRATIONS - CHALLENGES.



The main points identified may later be transferred to the [whole-school approach implementation template](#) under the respective headings.

In order to support the evaluation of the current situation, the school consultant may refer to the questions below to stimulate reflection and discussion among the members of the school team.

I STRENGTHS

Our current strengths (2-3 main areas in which the school is already doing well based on the high checklist scores in the evidence category)

1. What do we do best in terms of restorative approaches?
2. What restorative knowledge, talent, or resources do we already have?
3. What do other people say we do well restoratively?
4. What resources are available for us to support the incorporation of restorative practices?

II IMPROVEMENT AREAS

Our current improvement areas (2-3 main areas the school sees as important, but currently not evident, based on the low checklist scores in the evidence category)

1. What could we do better restoratively?
2. What restorative knowledge, talent, skills and/or resources are we lacking?
3. What is our weakest point in terms of restorative practices?
4. What do other people say we don't do well restoratively?
5. In what specific areas do we need more training?

<p>III ASPIRATIONS</p> <p><i>Our current aspiration areas (2-3 main areas the school sees as important priorities based on high checklist scores in the importance category)</i></p> <ol style="list-style-type: none"> 1. What do we care deeply about? 2. What would we like to see in our (restorative) school? 3. What are our priorities in terms of restorative approaches? 4. What do we want others to say about our school? 	<p>IV CHALLENGES</p> <p><i>Our current areas of challenge (reflection on 2-3 main areas with the lowest checklist scores in both categories - importance and evidence)</i></p> <ol style="list-style-type: none"> 1. What obstacles do we face? 2. Who and/or what might cause us problems in the future regarding restorative practices? How? 3. What could hinder our progress in implementing restorative practices? 4. What kind of support do we need?
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Reference:

Thorsborne, M., & Blood, P. (2013). *Implementing restorative practices in schools: A practical guide to transforming school communities*. London: Jessica Kingsley Publishers.