

Understanding the Experiences of Teachers in Implementing Restorative Justice Practices in their Classrooms: A Phenomenological Research

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Abstract

This study investigated the live experiences of teachers, who have implemented restorative justice practices in their classrooms. Restorative justice practices have gained prominence as alternatives to punitive discipline policies in educational settings, with a focus on repairing harm and rebuilding relationships. However, their successful implementation remains challenging. Employing qualitative phenomenological research design, nine teachers with experience in implementing restorative justice practices were interviewed. Purposive sampling ensured diverse participant pool. Data were collected through semi-structured interviews, audio-recorded, and transcribed. Thematic analysis identified participants and themes in teachers' experiences. Findings revealed the challenges face, including time constraints, resource limitations, and the need for continuous professional development. However, they also highlighted the benefits of improved relationships, a more inclusive learning environment, and enhanced conflict resolution skills. Teachers emphasized the importance of empathy, clear communication, and setting firm boundaries. The study's results highlight the need for comprehensive support and training for teachers, a shift in school culture towards collaboration and relational discipline, and ongoing evaluation of the practices' impact on marginalized students. The implications extend to the stakeholder, each with their respective roles in promoting effective restorative justice practices in the Philippine schools.

Keywords; Restorative justice, educational practices, teacher experiences, qualitative research, Philippines, inclusive learning environment

Purpose of the Study

The purpose of this phenomenological research study is to explore the lived experiences of teachers in implementing restorative justice practices in their classrooms. Specifically, this study aims to understand the challenges and opportunities that teachers encounter when implementing restorative justice practices in Philippine schools, particularly in Davao City. By examining the subjective experiences of teachers who have

implemented these practices, this study seeks to provide insights into the ways in which restorative justice practices can be effectively implemented in Philippine schools. Recent research has highlighted the potential benefits of restorative justice practices in promoting positive relationships and reducing disciplinary disparities in schools (Gregory et al., 2016; Mayer, 2015). However, there is a need for further research to understand the factors that facilitate or impede the successful implementation of restorative justice practices in educational settings, particularly in the context of Philippine schools. By adopting a phenomenological research design, this study aims to uncover the essence of teachers' experiences and provide a rich, detailed understanding of the 4 challenges and opportunities they face in implementing restorative justice practices in their classrooms. The findings of this study exploring the experiences of teachers in implementing restorative justice practices in their classrooms could benefit the following: Department of Education. The Department of Education could benefit from the findings of this study by gaining insights into the challenges and opportunities in implementing restorative justice practices in Philippine schools. This information could inform the development of policies and programs aimed at promoting the effective adoption of restorative justice practices in schools. School Heads. School heads could benefit from the findings of this study by gaining a deeper understanding of the experiences of teachers who have implemented restorative justice practices in their classrooms. This information could help school heads to provide more effective support to teachers in implementing restorative justice practices in their schools. Teachers. Teachers could benefit from the findings of this study by gaining insights into the challenges and opportunities they may encounter when implementing restorative justice practices in their classrooms. This information could help teachers to develop more effective strategies for implementing restorative justice practices in their classrooms. Students. Students could benefit from the findings of this study by experiencing more positive relationships and a more inclusive learning environment as a result of the implementation of effective restorative justice 5 practices in their schools. Future Researchers. Researchers could benefit from the findings of this study by adding to the body of knowledge on restorative justice practices in educational settings, particularly in the context of Philippine schools. This information could inform further research and contribute to the development of effective restorative justice policies and practices in schools.

1.1 Structure

1.1 This study focuses on understanding the experiences of teachers in implementing restorative justice practices in their classrooms aims to answer the following research objectives: . To explore the lived experiences of teachers in implementing restorative justice practices in their classrooms; . To understand how teachers cope with the challenges of implementing restorative justice practices in their classrooms; and . To draw out from the teacher insights the potential strategies for supporting teachers in implementing restorative justice practices effectively. These research objectives can guide the study to collect in-depth data from teachers about their experiences in implementing restorative justice practices in their classrooms. By exploring these objectives, the study can provide a comprehensive understanding of the challenges and opportunities 6 associated with implementing restorative justice practices in the classroom from the perspective of teachers.

1.2 Review of Significant Literature's The implementation of restorative justice practices in school settings has gained increasing attention in recent years as a way to create safe and inclusive learning environments that promote positive relationships, reduce disciplinary disparities, and prevent future harm. Teachers play a crucial role in implementing restorative justice practices in their classrooms, and their experiences and perspectives are essential to understanding the challenges and opportunities associated with their implementation. In this review of related literature, we will examine recent research on teachers' practices

and training in restorative justice, and their implications for promoting positive school cultures. We will also explore relevant theories that can provide a useful framework for understanding the experiences of teachers in implementing restorative justice practices in the classroom. The review will conclude with a discussion of the implications of the research findings for promoting positive school cultures and supporting effective implementation of restorative justice practices in schools.

1.3 Restorative Justice Defined Restorative justice is an approach to justice that prioritizes repairing harm and rebuilding relationships between individuals or communities affected by conflict or wrongdoing, rather than solely punishing wrongdoing. Restorative justice practices can be applied in a variety of settings, including schools, criminal justice systems, and workplaces, among others. The goal of restorative justice is to promote healing, accountability, and community building, and to prevent future harm (Braithwaite, 2017). Recent research has highlighted the potential benefits of restorative justice practices in promoting positive relationships and reducing disciplinary disparities in schools (Gregory et al., 2016; Mayer, 2015). In the criminal justice system, restorative justice practices have been associated with decreased recidivism rates and increased victim satisfaction (Strang et al., 2013). Restorative justice practices have also been used in workplace settings to address conflicts and promote positive relationships among colleagues (Jensen et al., 2016). Restorative justice practices typically involve a facilitated process in which individuals affected by conflict or wrongdoing come together to discuss the harm that has been caused, and to explore ways to repair that harm and prevent future harm (Wachtel & McCold, 2019). Restorative justice practices may include approaches such as restorative conversations, circles, or conferences, and may involve the participation of victims, offenders, and community members, as well as trained facilitators (Purkey & Strahan, 2017). Restorative justice is an approach to justice that prioritizes repairing harm and rebuilding relationships between individuals or communities affected by conflict or wrongdoing. Recent research has highlighted the potential benefits of restorative justice practices in a variety of settings, including schools, criminal justice systems, and workplaces. Restorative justice practices typically involve a facilitated process in which individuals affected by conflict or wrongdoing come together to discuss the harm that has been caused and explore ways to repair that harm and prevent future harm. Restorative justice practices have gained increasing attention in educational settings as a way to promote positive relationships, resolve conflicts, and create safe and inclusive learning environments. Rather than focusing solely on punishment, restorative justice practices aim to repair harm and rebuild relationships between individuals or communities affected by conflict or wrongdoing. In this review, I will examine recent literature on the use of restorative justice practices in school settings and the potential benefits and challenges associated with their implementation.

1.4 Benefits of Restorative Justice Practices Research has shown that restorative justice practices in schools have the potential to reduce disciplinary disparities, promote positive relationships between students and teachers, and increase student engagement and academic achievement (Gregory et al., 2016; Mayer, 2015). Restorative justice practices can also provide a more effective response to harmful behavior, by addressing the underlying causes of the behavior and repairing the harm caused individuals or communities (Purkey & Strahan, 2017). *Challenges of Restorative Justice Practices* Despite their potential benefits, restorative justice practices can be challenging to implement in school settings. One challenge is the need for extensive training and support for teachers and staff, as restorative justice practices require a shift in mindset and approach (Morrison et al., 2017). Another challenge is the need for strong school leadership and support, as restorative justice practices may encounter resistance or lack of understanding from some members of the school community (Gregory et al., 2016).

1.5 Implementation of Restorative Justice Practices in the Philippines In the Philippines, the Department of Education has adopted a restorative justice approach in its Alternative Learning System to provide out-of-school youth and adults with second-chance opportunities (DepEd, 2020). However, restorative justice practices are still not widely implemented in Philippine schools, particularly in rural areas (Molano, 2020). There is a need for further research to explore the factors that facilitate or impede the successful implementation of restorative justice practices in Philippine schools. Restorative justice practices have the potential to promote positive relationships, resolve conflicts, and create safe and inclusive learning environments in schools. However, their implementation can be challenging and requires extensive training and support for teachers and staff. The adoption of restorative justice practices in Philippine schools is still in its early stages, and further research is needed to explore the challenges and opportunities associated with their implementation. Restorative justice practices have gained increasing attention in 10 educational settings as a way to promote positive relationships, resolve conflicts, and create safe and inclusive learning environments. Teachers play a crucial role in implementing restorative justice practices in their classrooms, and their experiences and perspectives are key to understanding the challenges and opportunities associated with their implementation. In this review, I will examine recent literature on teachers' practices of restorative justice in the classroom and their implications for creating positive school cultures.

1.6 Teachers' Practices of Restorative Justice Teachers who implement restorative justice practices in their classrooms use a variety of strategies to promote positive relationships and resolve conflicts (Gavrielides & Artinopoulou, 2017). These strategies include proactive approaches such as building a positive classroom culture, and reactive approaches such as facilitating restorative conversations and implementing consequences that repair harm (Morrison et al., 2017). Teachers who use these strategies report a range of benefits, including improved relationships with students, increased student engagement, and reduced disciplinary referrals (Gavrielides & Artinopoulou, 2017). Despite their potential benefits, teachers may face a variety of challenges in implementing restorative justice practices in their classrooms. These challenges include lack of training and support, resistance from other members of the school community, and limited time and resources (Morrison et al., 2017). Teachers may also encounter difficulties in navigating power dynamics in restorative justice practices, particularly in situations where there is a significant 11 power imbalance between students and teachers (Gavrielides & Artinopoulou, 2017). Teachers' practices of restorative justice have implications for creating positive school cultures that promote student well-being and academic achievement. By promoting positive relationships and resolving conflicts in a way that repairs harm, restorative justice practices can create a more supportive and inclusive learning environment (Mayer, 2015). However, to fully realize these benefits, teachers need support and training in implementing restorative justice practices effectively (Morrison et al., 2017).

1.7 School leaders and policymakers can play a key role in providing this support and creating a culture that values restorative justice practices as a way to promote positive relationships and student success. Teachers' practices of restorative justice are essential to creating positive school cultures that promote student well-being and academic achievement. By using a variety of proactive and reactive strategies, teachers can promote positive relationships and resolve conflicts in a way that repairs harm and creates a more supportive and inclusive learning environment. However, to fully realize the benefits of restorative justice practices, teachers need support and training, and school leaders and policymakers need to value and promote the implementation of these practices. Teachers Training in Restorative Justice in the Classroom Restorative justice practices have gained increasing attention in educational settings as a way to promote positive relationships, resolve conflicts, 12 and create safe and inclusive learning environments. Teachers play a crucial role in implementing restorative justice practices in their classrooms, and training is essential for

teachers to effectively implement these practices. In this review, I will examine recent literature on teachers' training in restorative justice and its implications for promoting the effective implementation of these practices in schools. Teachers who receive training in restorative justice practices are more likely to effectively implement these practices in their classrooms (Morrison et al., 2017). Training programs may include a variety of components, such as instruction on the principles and practices of restorative justice, experiential learning opportunities, and ongoing support and coaching (Wachtel & McCold, 2019). Teachers who receive this type of training report increased confidence and competence in implementing restorative justice practices, and improved relationships with students and colleagues (Morrison et al., 2017). Despite the potential benefits of training in restorative justice practices, teachers may face a variety of challenges in accessing and implementing this training. These challenges include lack of funding and resources, limited access to training opportunities, and resistance from other members of the school community (Wachtel & McCold, 2019). In addition, some teachers may struggle to apply what they have learned in training to their classroom practice, particularly in situations where there is a significant power imbalance between students and teachers (Gavrielides & Artinopoulou, 2017).

1.8 Teachers' training in restorative justice is essential for promoting the effective implementation of these practices in schools. By providing teachers with the knowledge and skills they need to effectively implement restorative justice practices, training can promote positive relationships, reduce disciplinary disparities, and create a more supportive and inclusive learning environment (Mayer, 2015). However, to fully realize these benefits, training must be accessible, ongoing, and responsive to the needs of individual teachers and school communities (Wachtel & McCold, 2019).

1.9 Teachers' training in restorative justice is essential for promoting the effective implementation of these practices in schools. By providing teachers with the knowledge and skills they need to effectively implement restorative justice practices, training can promote positive relationships, reduce disciplinary disparities, and create a more supportive and inclusive learning environment. However, to fully realize these benefits, training must be accessible, ongoing, and responsive to the needs of individual teachers and school communities. School leaders and policymakers can play a key role in providing this training and creating a culture that values restorative justice practices as a way to promote positive relationships and student success. Synthesis The implementation of restorative justice practices in school settings has gained increasing attention in recent years due to its potential to promote positive relationships, reduce disciplinary disparities, and prevent future harm. Teachers play a vital role in implementing these practices in their classrooms, 14 and recent literature highlights the importance of training and ongoing support in promoting effective implementation. Social Learning Theory (SLT) and Transformational Leadership Theory (TLT) can provide a useful framework for understanding the experiences of teachers in implementing restorative justice practices in their classrooms.

1.10 Challenges to implementation include a lack of funding and resources, limited access to training opportunities, and resistance from other members of the school community. Effective implementation of restorative justice practices can have multiple benefits for students, teachers, and the broader school community, including improved relationships and a more supportive and inclusive learning environment. The implications of the research findings suggest that ongoing support and leadership are critical for promoting positive school cultures and supporting effective implementation of restorative justice practices in schools. Theoretical Lens The study exploring the experiences of teachers in implementing restorative justice practices in their classrooms are anchored on two relevant theories: Social Learning Theory. Social Learning Theory (SLT) postulates that individuals learn by observing others, imitating their behaviors, and experiencing the

consequences of those behaviors (Bandura, 1977). In the context of restorative justice practices in schools, this theory suggests that teachers may learn and adopt these practices by observing and modeling the behaviors of their colleagues who are successfully implementing them. The theory also suggests that teacher training and professional development could be structured to incorporate opportunities for observation and modeling of effective restorative justice practices. The SLT can be applied to investigate how teachers learn about restorative justice practices and how they are influenced by the behaviors of their colleagues, training, and professional development opportunities. This theory suggests that teachers may be more likely to implement restorative justice practices effectively if they have opportunities to observe and model the behaviors of colleagues who are successful in implementing these practices. Thus, the SLT can help explore how restorative justice practices are learned, adopted, and implemented by teachers. Transformational Leadership Theory.

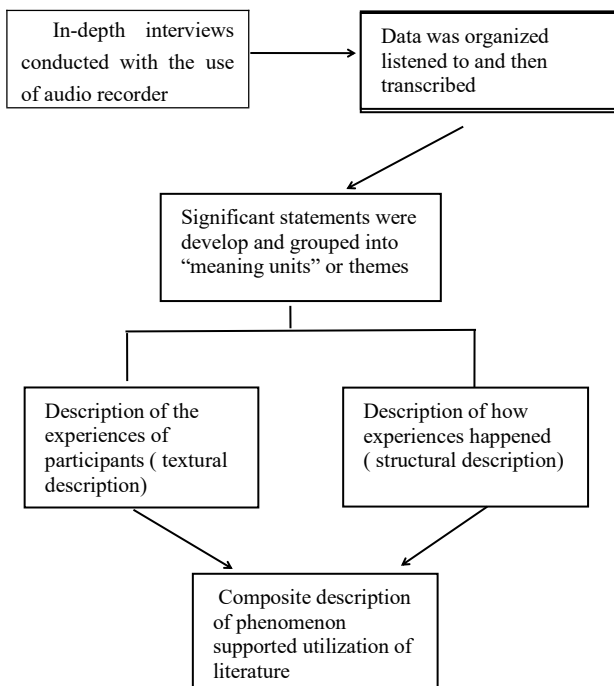
1.11 Transformational Leadership Theory (TLT) posits that leaders who inspire and motivate their followers to achieve a shared vision can create positive change and improve organizational outcomes (Bass & Riggio, 2006). In the context of restorative justice practices in schools, TLT suggests that school leaders who adopt a transformational leadership approach can create a culture that values and supports the effective implementation of restorative justice practices. By modeling restorative justice practices and providing training and resources to teachers, transformational leaders can promote positive relationships, reduce disciplinary disparities, and create a more supportive and inclusive learning environment. 16 TLT can be used to explore the role of school leaders in promoting and supporting the effective implementation of restorative justice practices. This theory suggests that transformational leaders who inspire and motivate their followers to achieve a shared vision can create positive change and improve organizational outcomes. In the context of restorative justice practices in schools, TLT suggests that school leaders who adopt a transformational leadership approach can create a culture that values and supports the effective implementation of restorative justice practices. By modeling restorative justice practices and providing training and resources to teachers, transformational leaders can promote positive relationships, reduce disciplinary disparities, and create a more supportive and inclusive learning environment. Therefore, by using the SLT and TLT as theoretical frameworks, the study can investigate the factors that facilitate or impede the effective implementation of restorative justice practices in the classroom. The SLT can help identify how teachers learn about restorative justice practices, while TLT can explore the role of school leaders in promoting and supporting these practices. By using these theories, the study can provide a comprehensive understanding of the experiences of teachers in implementing restorative justice practices in their classrooms and identify potential strategies for supporting effective implementation. 17 Lived experiences of teachers in implementing restorative justice practices in their classrooms Coping strategies of teachers with the challenges of implementing restorative justice practices in their classrooms Insights Of Teachers On the Potential Strategies For Supporting Teachers In Implementing Restorative Justice Practices Effectively.

Table 1. An example of a table

An example of a column heading	Column A (t)	Column B (T)
And an entry	3	2
And another entry	3	4
And another entry	5	5

1.1. General guidelines for the preparation of your text

As a researcher, I used in-depth interviews as the primary data gathering procedure to explore the experiences of teachers in implementing restorative justice practices in their classrooms. In-depth interviews are a valuable method for collecting rich and detailed data from participants, as they allow for the exploration of complex experiences and perspectives in a one-on-one setting (Seidman, 2013). In this study, in-depth interviews were conducted with teachers who have experience implementing restorative justice practices in their classrooms, with the aim of gaining insight into their motivations, challenges, and perceived benefits of these practices. The in-depth interviews were conducted in a semi-structured format, using an interview guide that includes open-ended questions designed to elicit detailed and nuanced responses from participants. The interviews were conducted in person, over the phone, or via video conferencing, depending on the preference of the participant and availability of the participant. The interviews were audio recorded and transcribed for analysis, ensuring that the data is accurately captured and documented. Using in-depth interviews as the primary data gathering procedure provides several advantages in this study. First, it allows for a detailed exploration of the experiences and perspectives of teachers, providing a rich source of data that can support the development of a comprehensive understanding of restorative justice practices in the classroom. Second, it allows for a one-on-one interaction between the researcher and participant, facilitating the development of rapport and trust that can enhance the quality of the data collected (Seidman, 2013). Finally, the use of in-depth interviews can provide valuable insights into the nuances and complexities of implementing restorative justice practices, which may not be captured through other data gathering procedures. *Subion.pdf*



1.1. Footnotes

Restorative justice is an approach to justice that prioritizes repairing harm and rebuilding relationships between individuals or communities affected by conflict or wrongdoing, rather than solely punishing wrongdoing. Restorative 7 justice practices can be applied in a variety of settings, including schools, criminal justice systems, and workplaces, among others. The goal of restorative justice is to promote healing, accountability, and community building, and to prevent future harm (Braithwaite, 2017)

Recent research has highlighted the potential benefits of restorative justice practices in promoting positive relationships and reducing disciplinary disparities in schools (Gregory et al., 2016; Mayer, 2015). In the criminal justice system, restorative justice practices have been associated with decreased recidivism rates and increased victim satisfaction (Strang et al., 2013). Restorative justice practices have also been used in workplace settings to address conflicts and promote positive relationships among colleagues (Jensen et al., 2016).

Restorative justice practices typically involve a facilitated process in which individuals affected by conflict or wrongdoing come together to discuss the harm that has been caused, and to explore ways to repair that harm and prevent future harm (Wachtel & McCold, 2019). Restorative justice practices may include approaches such as restorative conversations, circles, or conferences, and may involve the participation of victims, offenders, and community members, as well as trained facilitators (Purkey & Strahan, 2017)

2. Author Artwork



Trustworthiness of the Study I took several steps to achieve credibility, dependability, confirmability, and transferability in a qualitative study. Credibility refers to the degree to which the 1. 1.findings accurately represent the experiences and perspectives of the participants (Lincoln & Guba, 1985). To achieve credibility in this study, I used a variety of methods to ensure that the data collected accurately reflects the experiences and perspectives of the participants. These methods may include member checking, peer debriefing, and using a reflexive journal to document my own biases and assumptions. Dependability refers to the consistency and stability of the data and the analysis over time (Lincoln & Guba, 1985). To achieve dependability in this study, I will use consistent methods for data collection and analysis, and ensure that 27 the study procedures are clearly documented and adhered to throughout the study. I also maintained an audit trail of the data and analysis procedures, which will allow for independent verification of the findings.

2.Confirmability refers to the degree to which the data and findings are objective and unbiased (Lincoln & Guba, 1985). To achieve confirmability in this study, I used a variety of methods to ensure that the analysis is transparent, and the findings are well-supported by the data. These methods may include triangulation of data sources, independent analysis by multiple researchers, and keeping a detailed research journal to document the decisions made during the analysis process.

3.Transferability refers to the degree to which the findings can be applied to other contexts or settings (Lincoln & Guba, 1985). To achieve transferability in this study, I provided a detailed description of the study context, participants, and data collection and analysis procedures, which will allow for other researchers to evaluate the transferability of the findings to their own contexts. I also provided detailed explanations of the study findings and the implications for practice, which will support the transferability of the findings to other settings. (1)

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