



Online Webinar Series

Making Connections: Lessons Learned from Practice to Policy in Restorative Justice in Education

October 28 - November 18, 2024

Time Zone: Korea Standard Time (KST)

Hosted by: The Global Partnership for the Prevention of Armed Conflict (GPPAC) Peace Education Working Group; Northeast Asia Regional Peacebuilding Institute (NARPI); and The Ohio Peace and Conflict Studies Network (OPCSN), Wilmington College (USA)

Symposium Partners Include:



WEBINAR SUMMARIES + PRESENTER DETAILS

Monday, October 28	Overview of RJ Practices in Education
Monday, November 4	Classroom Practices
Monday, November 11	Whole School Approaches
Tuesday, November 12	Interactive Workshop & Storytelling
Monday, November 18	Education District and State Policy

Overview of RJ Practices in Education
Monday, October 28 7:00pm-8:30pm (Seoul/Tokyo)

This webinar offers an overview of Restorative Justice in Education (RJE), an approach that emphasizes repairing harm, building relationships, and fostering community through dialogue and accountability. Focusing on Korea, Singapore, and Australia, speakers will engage in dialogue about how RJE has developed in each context and the scope of the movement currently, sharing about key successes, innovative strategies, and the unique challenges faced by schools in each region as they integrate restorative justice principles into their educational systems. The session is ideal for educators, policy-makers, and practitioners interested in RJE's global impact and its future in diverse settings.



Eunkyung Ahn (she/her), MA is a South Korean educator and Restorative Justice Specialist. She obtained her MA in Conflict Transformation from Eastern Mennonite University in Harrisonburg, Virginia 2019. In 2022, she co-founded, “The Forest of Peace and Light,” a peacebuilding organization based in South Korea spreading the philosophies and practices of RJ in communities. She is dedicated to spreading the philosophy of Circle processes via spirituality, the body, art, and other expressive practices to transform communities into becoming more equitable and just.



Dave Vinegrad is the Director of Behaviour Matters, a business based in Melbourne, Australia dedicated to assisting schools and organisations get the best out of what they do. David believes that by improving the way people relate to each other in the workplace is vital because behaviour matters. As a recognised world leader in the development of restorative practices David is able to assist schools and organisations to be at the cutting edge in their field. David is an accredited Restorative Justice Facilitator with AARJ (Australian Association for Restorative Justice) and is a member of the AARJ Committee. David's capacity is highlighted by his work over several years with the Singapore Ministry of Education training Guidance Branch Officers and the staff of pilot schools as one of the first Restorative Practice initiatives in Singapore. He has presented workshops on Mental Wellbeing and Restorative Practice to the International Mental Health Professionals Japan and facilitated a range of Cyber Safety and Bullying workshops for international schools in the Tokyo area. After working in Brazil for several years mixing teaching and training for international schools he returned to Australia in 2011 to establish Behaviour Matters. He is a published author in the area of restorative justice in schools and has written papers on links with restorative practice and the International Baccalaureate.

Classroom Practices

Monday, November 4 7:00pm-8:30pm (Seoul/Tokyo)

This webinar explores case studies of Restorative Justice in Education (RJE) classroom practices across Vietnam, Japan, and Hong Kong. Speakers will discuss how RJ practitioners, teachers, and educators collaborate with students to repair harm, promote healing, and build stronger communities. Examples of RJE practices include circles, peer mediation, and restorative dialogue integrating principles of nonviolent communication within a restorative justice framework. This session is helpful for educators, school administrators, restorative justice practitioners working with students and youth both in and outside of traditional educational settings.



Linh Ngo, Founder & Restorative Facilitator, The Classroom Circle. Ngo Bao Linh is an education activist dedicated to educational equity in Vietnam. Over the past 7 years, she has worked with teachers and students in both formal and non-formal educational settings, gaining an understanding of the disconnection between in-school and out-of-school relationships that exacerbated educational inequities. Together with other pioneering educators, Linh has developed a pioneering educational initiative called The Classroom Circle that advocates for the application of Restorative Justice principles and practice

in transforming school culture towards addressing the institutional, systemic issue. Through a teacher training approach, the project has successfully engaged and empowered hundreds of teachers in Vietnam to use Circle to build relationships in the classroom, address minor conflicts, and apply it as a pedagogical method. Linh is also an active fellow of various regional development programs such as the Taiwan NGO Fellowship, YSEALI Network, and eMpowering Youths Across ASEAN.



Tomoya Mori (MA Conflict Transformation) was born in Kumamoto Prefecture and is currently an English teacher at Kumamoto Chuo High School. At his high school, he is working to foster a culture of dialogue through the training of circle keepers and the experience of the circle process by students. In March 2024, he received an MA from Kumamoto University. The title of his master's thesis was "Fostering Peer Facilitators in High Schools: Using Circle Process".



Akiko Ishihara (PhD) is an associate professor of conflict transformation and restorative justice in Kumamoto University. She studied restorative justice under Dr. Howard Zher at Eastern Mennonite University Graduate School and is working on the application of restorative justice to environmental justice issues in Japan. She is also researching and training the application of RJ to school conflicts with her graduate students who are working in educational settings.



Kristy Elliott (B.Ed, MC-APP) is an experienced international consultant and teacher, having worked for two decades with inspired schools who want to make a positive difference in the lives of the young people they work with and their communities. Kristy is founder and director of Restorative Pathways, an organisation supporting schools to create flourishing school cultures using restorative approaches to relationship and conflict management, and positive psychology practices. Kristy provides tailored professional development Restorative Practice workshops for school staff and families, runs restorative peer mediation training for students, teaches innovative circle technologies for the enhancement of relationships, provides in-class coaching for educators and supports schools in policy and document writing.

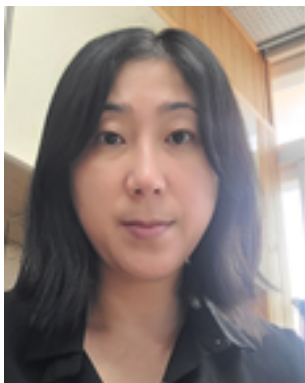
Whole School Approaches

Monday, November 11 7:00pm-8:30pm (Seoul/Tokyo)

This webinar focuses on whole school approaches to Restorative Justice in Education (RJE). A whole school approach involves embedding restorative practices across all aspects of school life, fostering a culture of respect, accountability, and community. Speakers will discuss successful implementations, challenges, and strategies for integrating RJE into school policies, staff training, student behavior, and family engagement. This session offers educators, school leaders, policymakers, and RJ practitioners insights into creating inclusive, restorative school environments that promote student well-being and conflict resolution at every level of the school community.



Kathy Evans is the co-author of *The Little Book of Restorative Justice in Education* and a professor of teacher education at Eastern Mennonite University in Harrisonburg, Virginia. While at EMU, Evans helped to develop EMU's graduate program in Restorative Justice in Education (RJE) and has collaborated with teacher education faculty to embed restorative justice throughout the EMU teacher preparation program. In addition to RJE, she teaches courses in educational psychology, differentiated instruction, and inclusive pedagogies. She is particularly interested in school and classroom climates, school discipline, and the ways in which educators participate in creating more just and equitable educational opportunities for all students, including those with disability labels and those who are marginalized for a variety of reasons, including race, ethnicity, religion, language, economics, sexual orientation, or gender identity. She holds a Ph.D. in Educational Psychology and Research from The University of Tennessee where her dissertation employed phenomenological interviews with middle school students about their experiences with in-school suspension.



Hanui Chun is a teacher at Saetbyeol Middle School in Geochang, Gyeongnam, South Korea. She is a dedicated educator specializing in restorative practices within the educational system, committed to enhancing student outcomes. She has experience with restructuring curriculum and problem-solving systems based on the principles of restorative justice to improve student engagement and success. In her work, she facilitates restorative dialogue sessions to effectively address conflicts and promote understanding among students, while also engaging with community members to foster connections and provide support for conflict resolution efforts. She also develops and researches workshop content for student council leaders to encourage active participation and self-governance in school settings.

Interactive Workshop & Storytelling

Tuesday, November 12 7:00pm-8:30pm (Seoul/Tokyo)

Becoming Aware of Our Potential as Both ‘Victim’ and ‘Perpetrator’

When harm happens, there are varying unmet needs that come up for ‘victims’, perpetrators’, and the community. Unknowingly, some of our responses to harm may in turn create more harm. We all have the potential of being both a ‘victim’ and a ‘perpetrator’. In an educational setting, it is even more important to unpack this dichotomy. Not being aware of the cycles of violence and how our actions may perpetuate harm may lead to well-intentioned individuals creating harm during the course of their interventions to respond to misbehaviour. This workshop will explore what ‘victim’ and ‘perpetrator/offender’ means, and whether the use of categorical thinking creates divisive narratives and identities that prevents communities from creating a restorative culture.



Deborah Wan is currently a principal counsellor/facilitator at Lutheran Community Care Services in Singapore where they work to drive a restorative movement to break the cycle of hurt and build connected communities of empowered individuals. Deborah is interested in integrating expressive therapies in her practice to explore and understand non-violent ways of communicating and addressing conflict. She is currently exploring trauma-informed and creative dialogic processes to transform conflict, particularly addressing harm that has occurred in familial relationships. Deborah had obtained a Master of Arts in Counselling Psychology from Boston College, USA and a Bachelor of Social Science (Hons) in Psychology from the National University of Singapore. Deborah is

also trained in restorative practices by the International Institute for Restorative Practices (IIRP), Systemic Thinking and Approaches by Counselling and Care Centre (Singapore), and Expressive Therapies, Sandplay Therapy and Symbol Work by Expressive Therapies Australia.



deting lu is a small piece of peace in progress, driven by a passion for healing trauma and restoring relationships. Since 2019, she has actively engaged in peace/trauma work and has embraced nonviolence as a guiding philosophy in her daily life. In September 2023, she completed her Ph.D. program in Peace and Conflict Studies in Japan, focusing her research on the potential for restoring and healing grassroots relationships between Chinese and Japanese by revisiting the historical trauma of Nanjing (and Hiroshima). She is currently a lecturer at Weifang University, a Steering Committee member and facilitator at the Northeast Asia Regional Peacebuilding Institute (NARPI), a certified trainer in Level One

Kingian Nonviolence, a member of the Peace Studies Association of Japan (PSAJ), and a research fellow at the UNESCO Chair on Peace Studies, Nanjing University.

Breaking Intergenerational Trauma

In this case storytelling, two levels of interventions using a restorative justice paradigm will be presented for healing childhood wounds through counselling at a juvenile detention center and through NVC training for parents as self-care and the prevention of intergenerational trauma.



Akemi Suzuki, Licensed Psychologist, Head of Therapy Room Children since 2008. She has twelve years of experience in Gestalt therapy, and SEP (Somatic Experiencing® Practitioner) since November 2023. Using the body-psychotherapy therapies such as Nagomi Te-ate Yoga (Japanese yoga) and NLP, she supports families with various difficulties. Her main activities are group work for families whose children refuse to attend school, counseling for long-term Hikikomori (social withdrawal) at an NPO, counseling for juvenile's reformatory, and creating a space for local women.



Fumiko Iseki, is an NVC (Nonviolent Communication) Trainer with twenty years of experience in international humanitarian and development assistance, mainly in conflict affected countries in Africa. She has Master of Arts in Law and Diplomacy from Fletcher School at Tufts University and experience from field to the policy level with Japanese Peace Corp (Japan Overseas Cooperation Volunteers), United Nations, international development consultant, and as Executive Director of a Japanese NGO. After working in 30 countries, she believes "World peace comes from the heart of each individual." While taking care of her elderly parents with disabilities, she currently shares NVC to mothers of children as self-care and a way to break intergenerational trauma.

Education District and State Policy
Monday, November 18 7:00pm-9:00pm (Seoul/Tokyo)

This webinar examines policy development and scaling up Restorative Justice in Education (RJE) at district and state levels in Korea and the US. Expanding RJE from individual schools to broader systems requires embedding restorative practices into educational policy frameworks. Speakers will discuss the challenges and successes of implementing RJE policies, including government support, training programs, and evaluation methods. This session supports policymakers, district leaders, school administrators, and RJ advocates interested in advancing restorative practices on a larger scale to transform school cultures and promote student well-being across entire regions.



Junglan Kim, Supervisor of the Gangwon Provincial Office of Education School Violence Prevention Division. After graduating from Chuncheon National University of Education and its graduate school, she worked at elementary schools in Gangwon Province for 20 years. While working at the school, she was in charge of school violence-related tasks for over seven years, which led her to develop a continued interest in the issue of school violence. She has now been working on school violence prevention at the Gangwon Provincial Office of Education for four years. In particular, she is striving to address school violence issues based on restorative justice practices, with a focus on fostering a restorative school culture.



Nancy Riestenberg has over forty years of experience in the fields of violence prevention education, child sexual abuse prevention, and restorative measures in schools. She has worked with school districts in Minnesota and thirty other states, from the Cass Lake-Bena School District in Minnesota to Los Angeles Unified School District. She is the author of *Circle in the Square: Building Community and Repairing Harm in Schools*.