

Training, accreditation & specialist endorsement

Resources for facilitators

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Resources for facilitators

Summary for facilitators

The purpose of training and accreditation is to support consistent and effective facilitation. To guide this, the Ministry of Justice has a detailed Practice Framework and specific sets of Standards for the endorsed areas of practice.

When you apply for accreditation or endorsement (or re-accreditation/re-endorsement) your Assessor is looking for evidence that your work showcases the values and principles outlined in the Restorative Justice Practice Framework and that it meets all the required practice standards.

- **Ministry of Justice, Restorative Justice Practice Framework:** www.justice.govt.nz/assets/Restorative-Justice-Practice-Framework-August-2019.pdf
- **Ministry of Justice, Restorative Justice Standards for Family Violence:** www.justice.govt.nz/assets/Restorative-Justice-Family-Violence-Practice-Standards-August-2019.pdf
- **Ministry of Justice, Restorative Justice Practice Standards for Sexual Violence:** www.justice.govt.nz/assets/Restorative-justice-standards-for-sexual-offending-cases.pdf

The Assessor will examine a portfolio of practice that consists of:

- Peer to Peer feedback sessions
- A conference observation
- A report that you wrote for the court on the conference observed
- A professional conversation.

You do not need to show every 'standard' in every assessment item. Instead, taken together the portfolio should reflect all the principles and criteria for facilitation. When you prepare your portfolio, think about your cases and how you can put together a portfolio to showcase *how* you work.

The professional conversation is an opportunity for both you and the Assessor to talk about parts of your practice that have not already been showcased. You can prepare for the professional conversation with that in mind: come prepared with good examples (and/or some short pieces of documentary evidence) of *how* you go about your work as a facilitator.

The work of a restorative justice facilitator is not easy or straightforward: no two cases are the same, you are working with people impacted by significantly harmful events who may be traumatised and displaying a great deal of emotional distress. There is often uncertainty and 'many moving parts' in bringing a conference together. So, you do not need to showcase components of practice that were 'successful'. You may do so, but it is just as important to display how you work when things don't go to plan, did not work or even caused harm.

While you might do parts of the restorative justice work solo, you are not wholly, individually responsible for the outcomes. Assessors want to see how you work with co-facilitators and your Provider team (and Manager) to bring about safe and effective outcomes.

For this reason, Assessors will not be using long detailed 'check-lists' with the hundreds of tasks that make up your work. Instead, they will:

- Use short checklists concerned with integral parts to the complex facilitation process
- Assess your portfolio looking for evidence of thoughtful, agile people who grasp the purpose of restorative justice, understand the principles and can translate them effectively into uncertain situations.
- Have a conversation with you to hear about your strengths and challenges with a view to supporting your development as a practitioner.

The following resources are provided to support preparation for accreditation, endorsement or re-accreditation/re-endorsement. As they relate to the Practice Framework and Standards they are living documents so may be updated as required.

Pre-5-day course conversation with Trainer (entry to 5-day training)

Now that you have worked through the self-paced learning modules you could be ready to complete the 5-day training.

You will have a conversation with a Trainer to make sure this is suitable. To prepare for this conversation work through some answers to these common questions.

Tick	Am I ready?
<input type="checkbox"/>	What does being victim-centred mean and what is an example of a step you might take to ensure a clear focus on the victim?
<input type="checkbox"/>	Explain in plain language the benefits of restorative justice as if you were talking to an offender /victims
<input type="checkbox"/>	What are some indicators that an offender is not suitable for a conference?
<input type="checkbox"/>	Can I use open questions to open up conversation even on sensitive topics?
<input type="checkbox"/>	Do I feel capable of summarising what a victim/offender says about the impact of the crime(s)?
<input type="checkbox"/>	Do I have a working understanding of how to approach working with people from different cultures or that are neuro-diverse?
<input type="checkbox"/>	What is meant by being 'trauma-informed' and why is this relevant to restorative justice work?
<input type="checkbox"/>	Can I explain how restorative justice principles link to Te Ao Māori principles?
<input type="checkbox"/>	What was something I learnt from the self-guided study and why it's important

If you've been able to tick off everything on this checklist, you're in a good position to have a conversation with the Trainer.

Creating a Mentoring and supervision plan (for up to 12 months prior to accreditation)

Training completed on (date):

Name of facilitator:

Name of Provider Group:

Name of Provider Manager:

Plan for Supervision/Mentoring (for up to 12 months)

Where & when we'll meet. To be edited meeting to meeting.

- Facilitation components that are easy for me:
- Facilitation components that are difficult for me:
- What I'd like to focus on in the next month:
- A case that's useful for mentoring is...
- Who will support me:
- What went well?
- What went less well?
- One small component I'm going to focus on
- Overall learning from this case:

Taking part in a professional conversation around eligibility for RPL (family/or sexual violence)

The Practice Framework standards for family and sexual violence outline 12 ‘competencies’ for restorative justice practitioners working in this area.

These are competencies that support safe and effective practice in these specialised areas. To be eligible for ‘Recognised Prior Learning’ (RPL) (and therefore able to begin practice immediately with supervision) you will need to show how you meet these competencies, submit documentation and have a conversation with your Provider Manager and Simply Resolution.

Tick	Am I ready to begin work as a restorative justice facilitator
<input type="checkbox"/>	Can I explain in plain language the dynamics and effects of <i>family violence</i> ?
<input type="checkbox"/>	Can I explain in plain language the dynamics and effects of <i>sexual violence</i> ?
<input type="checkbox"/>	Would I be able to showcase a good understanding of words and concepts often used in the family and sexual violence space?
<input type="checkbox"/>	What kinds of ‘minimisations’ are typical from those responsible for family/sexual violence?
<input type="checkbox"/>	Can I explain the impacts of family violence on children?
<input type="checkbox"/>	Can I explain easily the broader social and cultural contexts of violence?
<input type="checkbox"/>	Can I name some specialist local services that can support victim-survivors, offenders and family members?
<input type="checkbox"/>	Can I give examples of conducting family violence risk assessments?
<input type="checkbox"/>	Can I give examples of creating safety plans for those affected by family violence?
<input type="checkbox"/>	How would I go about checking readiness for conference for offender, victims and supports? What indicators would I use?
<input type="checkbox"/>	Do I feel able to work with a more experienced and endorsed family/sexual violence restorative justice facilitator?
<input type="checkbox"/>	Do I understand the purpose of restorative justice and am I willing and motivated to learn more? Do I have serious concerns about its use that would make practice hard?
<input type="checkbox"/>	Am I comfortable working in a team within the Provider Group to make decisions collaboratively for safe and effective conferences?
<input type="checkbox"/>	Am I up to speed on current child protection legislation?

<input type="checkbox"/>	Am I comfortable working with children and young people?
<input type="checkbox"/>	Do I have in place good supports including a plan for regular supervision?

If you've been able to tick off everything on this checklist, you're in a good position to have a conversation with the Trainer.

Am I ready to apply for accreditation or endorsement?

If you've completed your training and done some restorative justice facilitation, you could be ready to apply to be assessed for accreditation.

Ask yourself the following questions to check your readiness.

Tick	Am I ready?
<input type="checkbox"/>	Have you been working towards the goals in your Mentoring Plan?
<input type="checkbox"/>	Has most of the peer feedback you've received been positive about your capabilities?
<input type="checkbox"/>	Have you provided peer feedback to someone else?
<input type="checkbox"/>	Have you co-written or written a conference report, or helped someone else write one?
<input type="checkbox"/>	Do you feel quietly confident about leading the facilitation of a conference?
<input type="checkbox"/>	Does your manager think you are ready?

If you've been able to tick off everything on this checklist, you're in a good position to apply for accreditation.

Appendix 1

Preparing 3 Peer to Peer Feedback reports

You need to submit three examples of Peer-to-Peer feedback. This model is taught in Module 5 of the training.

- two of these should relate to your cases (so the feedback model was used on your practice)
- one can be an example of feedback you have provided to a colleague.
- provide a short summary of the case as an introduction
- provide a short reflective statement on what you did differently after the feedback session (for your own cases)

The Assessor will be looking for examples of how you have showcased the values, principles and standards of practice, whether you have identified what worked well and less well, and indicators that you have used the experience to inform future safe and effective practice. You can use the guide to help document the cases.

Peer feedback Guide

Standard	Notes
Briefly summarise the case & any particular features that showcase a standard of practice	
What worked well?	
	<u>Peer feedback</u> based on <i>observable performance</i> with specific examples of what made it positive. (Could include reflection on strategies to support engagement, or how risk was managed, any of the standards)
	<u>Facilitator</u> reflection based on <i>observable performance</i> with specific examples of what made it positive.
What worked less well?	
	<u>Peer feedback</u> based on <i>observable performance</i> with specific examples of what made it positive. (Could include reflection on the co-facilitation team)

Facilitator reflection based on *observable performance* with specific examples of what made it positive.

Appendix 2

Preparing for the conference via observation

Preparing for the conference observation. There are additional standards of practice for family and sexual violence. Two observation guides are presented overleaf.

Guide to conference observation (sexual violence focus)

Additional sexual violence competencies (including working with children)		Tick	Notes
Steps A - F	Complete all process steps	<input type="checkbox"/>	
Competencies	knowledge of the dynamics and effects of family violence	<input type="checkbox"/>	
	knowledge of the dynamics and effects of sexual violence	<input type="checkbox"/>	
	knowledge of the impacts on children of family violence	<input type="checkbox"/>	
	knowledge of the social and cultural context of violence	<input type="checkbox"/>	
	knowledge of the range of specialist services and agencies available to support victims, survivors and offenders in family and sexual violence cases, and commitment to utilising those services to support the victim/survivor and offender as part of the restorative justice process	<input type="checkbox"/>	
	ability to undertake a family violence risk assessment of offenders, victim, and survivors	<input type="checkbox"/>	
	ability to formulate a safety plan for the conference participants and provide remedial action and support to reduce actual or potential harm as above	<input type="checkbox"/>	
	ability to minimise risks of re-victimisation or threats of violence at the conference and following the conference by working collaboratively with sexual offending violence specialists	<input type="checkbox"/>	
	ability to assess offender ability and readiness to engage safely and respectfully in restorative justice process	<input type="checkbox"/>	

	prior knowledge and experience working with sexual violence; this may be from prior employment or experience, or gained by co-working with an (approved) restorative justice provider experienced in working with sexual offending cases	<input type="checkbox"/>
	use of regular professional supervision to manage personal and professional issues relating to working with sexual offending	<input type="checkbox"/>
	ability to work in a team of specialists and formulate appropriate case management plans.	<input type="checkbox"/>
Working with Children Competencies	working knowledge of current relevant child protection legislation	<input type="checkbox"/>
	knowledge of the impacts that sexual or family violence can have on children	<input type="checkbox"/>
	knowledge of the social and cultural context of violence	<input type="checkbox"/>
	ability to engage effectively with children	<input type="checkbox"/>

Guide to conference observation (family violence focus)

Additional family violence competencies (including working with children)		Tick	Notes
Standard 1 Assess the referral	reviewing the offender's criminal history provided by the court	<input type="checkbox"/>	
	where the primary victim is a child or young person, input from relevant child specialists is required.	<input type="checkbox"/>	
	Demonstrate that it has established links with local community family violence specialist agencies.	<input type="checkbox"/>	
	Demonstrate a process for allocating referrals to accredited and family-violence endorsed facilitators.		
Standard 2 Participants informed of the process	getting informed consent to proceed will also include the provider being assured that the victim's willingness to attend is given free from the power and control tactics of the offender	<input type="checkbox"/>	
	being assured that the victim, including a child or young person who is the primary victim, understands they have the right to veto any participants.	<input type="checkbox"/>	
	arranging pre-conference meetings will also include the provider explaining to participants that the presence of suitable support people is a requirement for family violence cases going through the restorative justice process. Children or young people under the age of 18 must never be used as support people	<input type="checkbox"/>	
Standard 3	completing the conference risk assessment and documenting a risk management plan will include documenting a risk assessment with the victim which seeks to determine the likelihood they will experience future violence from the offender	<input type="checkbox"/>	

Conference suitability is assessed

documenting a risk assessment with the offender which seeks to determine the likelihood of their abusive behaviour recurring

a lethality/dangerousness assessment that looks for indicators that the offender is more likely to kill or severely injure the victim or any children

prioritizing the views of victims as being best placed to identify risk

formulating and documenting separate safety plans for both parties and any support people (if appropriate), including remedial actions and support to reduce actual or potential harm (where safety plans have been recently carried out by specialist providers, facilitators should review the plan and update it as required)

where the provider believes the safety of children may be at risk, the referral must be deferred until all safety and risk issues are addressed

linking participants to other family violence specialist services to minimise the risk of re-victimisation or threats of violence

screening potential support people to ensure the safety of all participants

all documented conference risk management plans, risk assessments, lethality assessments and safety plans and any links made to other agencies should be kept on file

a decision to go to conference is made only when:

- support is sufficient, screened as suitable, and accepted by both parties.
- the victim is free from the offender's coercive and controlling behaviors.
- the offender is engaged or engaging in specific programmes/actions.
- the risks of going to conference can be managed.

Guide to conference observation (standard cases)

Conference process followed	✓ or ✗	Notes
1. Introduction		
Open the meeting as agreed, and welcome everyone		
Make introductions		
Cover housekeeping matters		
Recap the purpose of the conference		
Recap and agree to the ground rules		
Recap what the meeting will cover: <ul style="list-style-type: none">• Facts and impacts• Outcomes		
Recap how the outcomes will feed into the Court process and sentencing		
Check that everyone understands the information above and resolve questions		

2. Facts and impacts

Read and **confirm** the Summary of Facts

Offender story, including the lead-up, offence, period after and consequences.

Victim story, including the lead-up, offence and period after.

Victim and whānau impacts

Offender response to victim and whānau impacts

Check for final comments before moving on

3. Outcomes

Invite each party (including supporters) to speak about:

- what the offender offers
 - what the victim wants.
-

Question for clarity and agreement

Check all agreements are SMART (specific, measurable, agreed by both parties, realistic and time-bound)

Agree on supervision and monitoring of agreements

4. Close

Read back and confirm key statements, outcomes and agreements

Explain what will happen from here

Close the conference as agreed, and manage participants leaving the venue

5. Debrief

Follow the debriefing process

Comply with peer feedback rules

Facilitation techniques

Met?

Notes

Did the facilitator:

✓ or ✗

Encourage the victim and offender to talk directly to one another?

Give everyone an opportunity to contribute?

Refrain from giving opinions or suggestions?

Keep the discussion on track?

Call the offender to account if they make excuses, blame others, etc.?

Ensure participant safety, for example by reinforcing agreed ground rules?

Active listening skills

Met?

Notes

Did the facilitator:

✓ or ✗

Ask open, non-leading questions?

Identify unclear statements and probe or explore them for clarity?

Summarise key points and agreements?

Giving information and instructions

Met?

Notes

Did the facilitator:

✓ or ✗

Give clear, specific information?

Appendix 3

Preparing for the report

The Assessor will review the report you write based on the conference that they observe. The report format can be found in Training Module 4 (pg 26-51).

The Assessor understands that not all facilitators are responsible for report writing and/or in some Provider groups there are dedicated report writers. This will be taken into consideration. In this assessment the focus is on checking that reports are fit for purpose, that is, would it likely provide a Judge with easy access to the information they need to make their determination. The components of are:

- whether the necessary components of a Report were included
- the report was communicated logically, clearly and succinctly

Guide to assessment of the Report

Report section	Detail	Met? ✓ or x	Comments
Facts	<p>Did the report capture the offender's story -what led up to the offence, the offence itself and what happened afterwards?</p> <p>Did the report capture the victim's story: what was happening before the offence, the offence itself and what happened afterwards</p> <p>Was the facilitator selective in what was presented, mainly presenting what mattered to the participants and what was relevant for a judge in their decision?</p> <p>Did the facilitator stick to facts rather than opinions?</p>		
Impacts	<p>Did the report capture the impacts of the offence: the impact on the victim and their whānau or family (or the community) and the impact on the offender's whānau</p> <p>Did the report capture the offender's response to everything they heard from the victim</p>		

Did the facilitator stick to what conference participants said?

Did the report avoid minimising the offence and its impacts?

Outcomes **Did the report capture:**

What the offender, their whānau or family offers

What the victim wants

Whether the offers appear genuine

Were the outcomes safe?

Were the outcomes “SMART”?

Did the report have a logical flow, not necessarily sticking to a chronological order but presenting the narrative clearly?

Was the report written clearly, in an accessible way for a Judge to make use of?

Appendix 4

Preparing for the Professional Conversation

The final part of the accreditation process is a professional conversation. It is an opportunity for you to provide the assessor with evidence that you meet all the standards (and therefore criteria for accreditation). The conversation can be done face to face, by telephone or online. It will take up to 1 hour.

A professional conversation is structured to cover:

- some discussion of the 3 cases presented using the Peer Feedback model
- some discussion of the conference that was observed.
- any criteria not yet demonstrated; here you will provide examples of how you meet those criteria in practice.

The Assessor will ask questions that encourage you to think of examples to showcase principles and standards. The best way to prepare is to re-read the Practice Framework and Standards so that the values, principles and criteria are top of mind.

Questions will be framed along these lines:

- tell me how you decided on...
- I noticed (example) could you tell me about (that)
- Tell me about a case that has not gone well
- You said in (case x) that the offender was not suitable. What indicators did you use?
- Tell me about a case where it was difficult to get a SMART agreement
- I noticed you were not able to check in with a Child Inclusive specialist before the family violence case. What led to that decision, and would you do this again?
- What did you learn from (example)
- You said in (case x) that the risk assessment was difficult. What steps did you take to make a decision to proceed? Would you do anything differently next time?
- I noticed in (case x) that you had participants from different cultures and English was a new language for one of the families. Tell me about the communication strategies with the participants?

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