

<p>The Institutionalization of Restorative Justice in Schools: A Critical Sensemaking Account</p> <p>Scott Russell and Diane Crocker</p>	<p>For more information contact Diane Crocker, Professor, Sociology and Criminology Saint Mary's University, Halifax, NS Diane.crocker@smu.ca</p>
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Case study of the implementation of RJ at a school in Halifax, NS

Application or **organization change theory**: Critical Sensemaking¹

How do we make sense of change?

Seven social-psychological properties of sensemaking:

1. Grounded in identity construction
2. Retrospective
3. Enactive of sensible environments
4. Social
5. Ongoing
6. Focused on and by extracted cues
7. Driven by plausibility rather than accuracy

Critical sensemaking adds a sociological angle:

Look at context, power, and organizational rules.

The Case Study: The Transformation of St. Catherine's School

Context

- NS never officially adopted zero tolerance
- RJ not a new idea in NS
- New Principal

The change was grounded in teachers' identity as educators not their identity as disciplinarians

The change was made plausible by focus on values and modelling by administration

Conclusion

Use sensemaking properties to do an "audit" to identify domains that will help teachers make sense and those that may create barriers. Use this to leverage the properties that will facilitate the change.

¹ Helms Mills, Jean, Thurlow, Amy, and Mills, Albert J. (2010) Making Sense of Sense Making: The Critical Sensemaking Approach, *Qualitative Research in Organizations and Management*, 5(2): 182-195; Weick, K. (1995). *Sensemaking in Organizations*. Thousand Oaks, CA: SAGE Publications.