

TRANSFORMATIVE JUSTICE IN UC DAVIS EDUCATION CENTER

What We Do

- Provide an intellectual home for classroom teachers and/or restorative justice practitioners who are seeking ways to create and sustain a restorative culture in their teaching and learning communities;



- Train teacher educators and pre-service teachers across content areas in restorative justice practices—or what we refer to as a Restorative Justice Teacher Education (RJTE)—which includes circle keeper facilitation and developing Restorative Justice Discourses (RJDs) that support conversations about race, class, gender, and privilege;
- Support undergraduate and graduate student researchers who are committed to humanizing research methodologies and approaches that seek to disrupt inequities in education;
- Provide technical assistance to universities that are committed to implementing and sustaining restorative justice practices on campus.

Our Mission

To serve practitioners and researchers committed to disrupting racial inequities and social injustices in education by creating restorative, humanizing, justice-seeking teaching and learning communities.

Our Vision

To become a model of excellence for research and practice where communities and universities work together creating and sustaining humanizing learning spaces and opportunities for all students.

Justice for All

Transformative justice goes beyond one type of justice to challenge inequities. Instead transformative justice seeks to address the harms and obligations inherent in social, economic, and political systems. Central to TJE's transformative justice model are restorative practices and humanizing research. TJE believes that when we are in relationship, build community, and respect each other there will be justice for all.

The United States Department of Education Office for Civil Rights released data on school discipline that show that Black children in U.S. public schools experienced the highest rates of suspensions and expulsions during the 2011–2012 academic year beginning as early as preschool (U.S. Department of Education Office for Civil Rights, 2014).

There is an urgent need for the leading educational research institutions to assert its voice through rigorous studies that not only document the overuse of punitive responses in public schools—especially against youth of color—but also find activity systems that disrupt this two-tiered system of citizenship that exacerbates the education debt we owe these children. Research institutions must also collaborate with teachers, practitioners, students, parents, schools, and non-profits to develop practices and effective methods to ensure that marginalized students have access to a quality education and the opportunity to learn in critical and engaging spaces.

01
Disrupt the crisis of school discipline and punishment in K-12 classrooms

02
Improve K-12 teaching to be inclusive, engaging, and restoring

Why TJE?

04
Bridge between research and practice

03
Support Community Building and Restorative Justice on College/University Campuses

Since 2000 there has been a demographic shift in California's in K-12 public schools. Although Latinx, African Americans, and Asian students make up the majority of the student population, teaching and curriculum focused on white-middle class values have persisted. There also continues to be a focus on "teaching to the test."

In a campus report, UC Davis students demanded that campus administration invest in the training and implementing of restorative justice to help students address harm—especially with the increase of sexual assaults, racial incidents, and conflicts/misunderstandings between students. Similar requests have been happening on college campuses across the US. There is also a need for Restorative Teacher Education within college classrooms. Students have stated that the university should not only increase the number of culturally relevant courses offered, but also that professors need to be more engaging and understanding of the growing diverse student body.