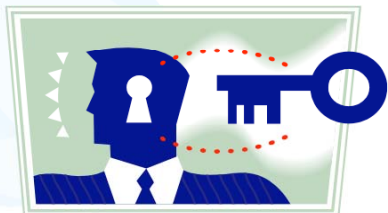
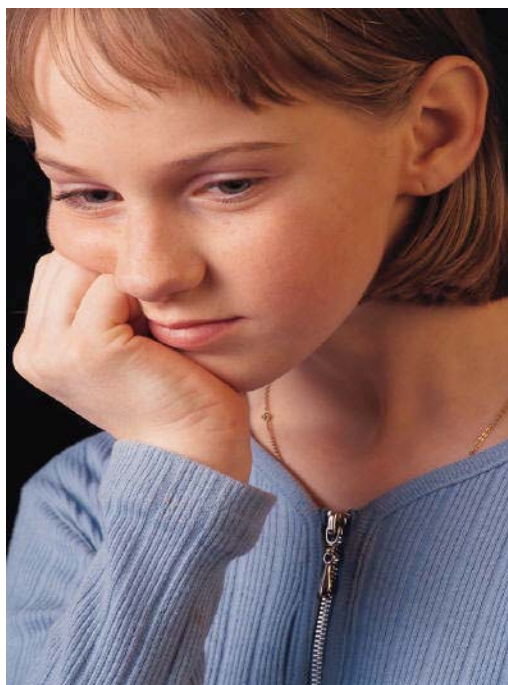


# *The Rozelle Public School Restorative Journey*

*Our DVD story of how we learnt to use restorative language and practice to relate, think & learn together.*



IIRP Conference, Toronto,  
Canada 2008

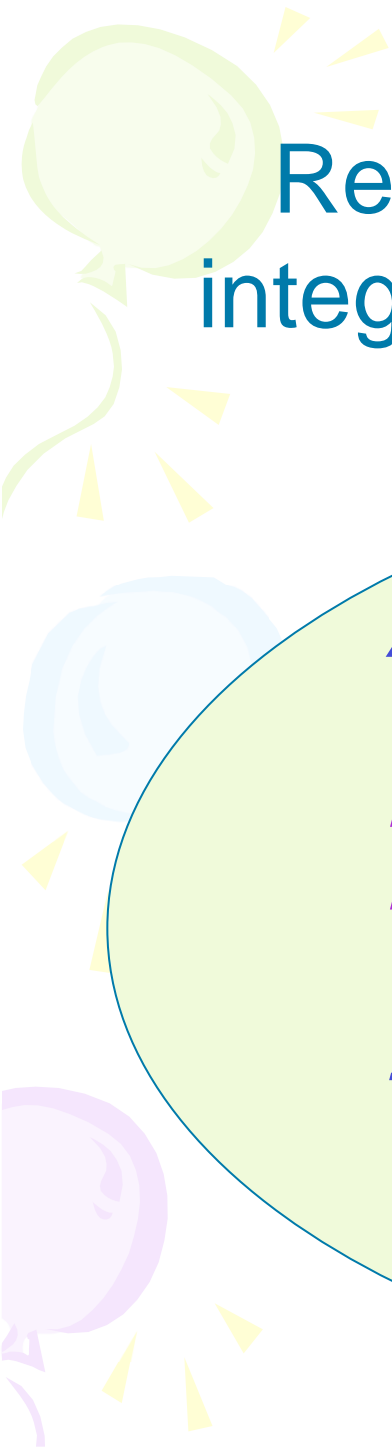


Lyn Doppler, Principal Rozelle Public School



# Rozelle Context

- Diverse mainstream primary school
- Restorative journey as principal with all stakeholders for 7 years
- Change in culture, enhanced student achievement
- Restorative Practices embedded as a way of being, teaching and learning
- Director General's Award for Outstanding Achievement in Being & Learning Together in 2006
- Community connectedness-increased enrolments & high parent participation



# Restorative Practices seen as an integrated whole school pedagogical approach

*All thinking tools link with the:  
Quality Teaching &  
Restorative Practices  
Frameworks*

- 1. Supportive environment*
- 2. Intellectual rigour*
- 3. Significance*



## **Not an 'add-on'....or only a welfare arm**

Restorative Practice is a respectful way of life sustained by culture change that may include the odd conference or informal discussion.

# Churchill Fellowship



To study the effects on student achievement  
in schools where restorative practices  
have been embedded as a way of learning  
and being together

UK, USA and Canada

Lyn Doppler  
Churchill Fellow 2006

Findings:  
Build on Strengths  
Connect Peers  
with Purpose  
Build People & Relationships.....



...not more "Programs"!!!!

Learning  
on the job,  
day after  
day is the  
work



Focus on:

1. Building Relationships

2. Quality Teaching &

Learning with support....

....not a narrow test focus

In order.....

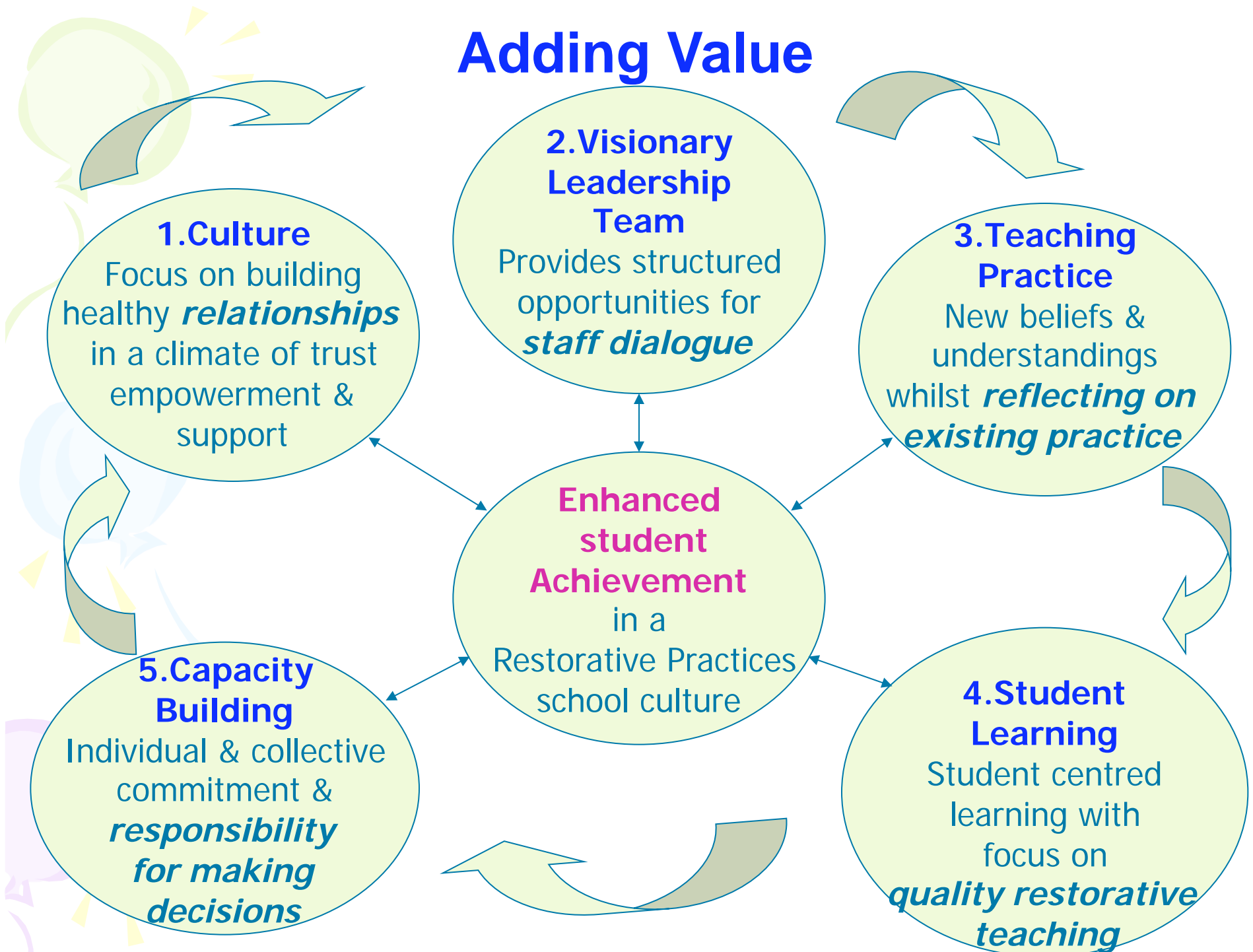


To increase and sustain student achievement



<b>Restorative Framework</b>	<b>Quality Teaching Framework</b>
Explicit framework for dialogue & reflection	Explicit framework for dialogue & reflection
Consistency of teacher judgment	Consistency of teacher judgment
Scaffolding-visuals & a range of restorative interactions along a continuum	Scaffolding-visuals & patterns on which to hang learning
Values	Values
Develop empathy	Problematic understanding
Listening, explicit thought and deep understanding	Substantive conversations, oral language skills, deep understanding
Socratic questioning	Higher order thinking
Maximises affect or emotion	Why & how-empathy
Respectful challenge, risk-taking	High expectations
Working 'with'	Negotiated curriculum and assessment; student self-direction
Respectful relationships	Social support; models respect for others
Goal oriented, personalized responses to learning	Purposeful activities, task orientation, motivation of the individual
Accountability & self governance	Student self-direction
Background knowledge	Significance
No blame approach, circles	Risk-taking approach, cooperative
Scaffolds, participatory	Quality learning environment
Empowerment	Responsibility, engagement, leadership for all
Telling one's story	Narrative and the use of story
Knowledge integration & generalisation	Transference, connectedness
Inclusivity	Inclusivity

# Adding Value





# Learning on the Job

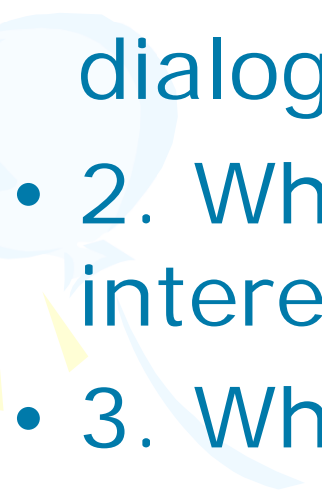

'The problem is that there is almost no opportunity for teachers to engage in continuous and substantial learning about their practice in the setting in which they actually work, observing and being observed by their colleagues in their own classrooms and classrooms of other teachers in other schools confronting similar problems of practice'

Richard Elmore in Fullan's 'The Six Secrets of Change' 2008



## Watching of DVD 'Walking the Talk'-the Rozelle experience

### Questions to ponder:

- 
- 1. what did you notice about the dialogue throughout the DVD?
  - 2. What did you find most interesting?
  - 3. What surprised you?
  - 4. What are some of the implications of the DVD for your practice?
- 

# HOPE

Not the same thing as optimism

It's not the conviction

that something will turn out well,  
but the certainty that something  
makes sense, regardless, of how  
it turns out. It is hope, above all,  
that gives us strength to live and  
to continually try new things,  
even in conditions that seem  
hopeless



*Be flexible and responsive in timetabling, groupings, innovation and spend time on the **important things**.....develop that heart & soul in your school and*

**CELEBRATE,  
CELEBRATE,  
CELEBRATE!!**

*DVD 'Walking the Talk 'is available at a nominal charge*

*c/- Lyn Doppler*

*Principal*

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