

Rozelle Public School ...the journey...



Enhanced Student Achievement in a Restorative Practices School Culture

Lyn Doppler Rozelle Public School
International Conference – 'The Next Step - Developing Restorative Communities' Bethlehem Pennsylvania 2006

School Journey... ..

- Diverse mainstream primary school in the inner west of Sydney, Australia
- Restorative journey as principal with all stakeholders for 5 years
- Change in culture has occurred
- Restorative Practices embedded as a way of being, teaching and learning
- Director General's Award for Outstanding Achievement in Being & Learning Together
- Community connectedness-increased enrolments & high parent participation

A Change in Culture

Pre & Post Data from school self-evaluation process

2001

- 66% of students surveyed felt that they were encouraged to achieve & learn

2005

- 81% felt that way

- 57% of parents felt that the school almost always recognises achievements along with 76% of students and 66% of staff

- 78% of parents, 81% of students and 93% of staff felt that way

- 53% of parents felt that new membership to the school is almost always valued

- 95% of parents felt that way

- 15% of parents and 23% of students felt that they only sometimes supported the school

- 5% parents & 14% of students felt that way

Student Engagement Matrix

Link between learning & behaviour

2001

- most students were learning but only 25 % were engaged in enlightened learning
- Suspension rate up
- Majority of issues referred to office and executive

2005

- 42% of students were engaged in enlightened learning, 39% were learning, 17% were on task and 2% just got to school
- Reduction in incidents, only 1 suspension in 2006
- Staff & students handle issues at their level, repairing harm and rebuilding relationships

State-wide Literacy Assessment

Basic Skills Test Year 3 and Year 5

- 81% of students in Year 3 were in the top 3 bands compared to 74% for the state. 88% of students were in the top 3 bands for the Primary Writing Assessment compared to 83 % for the state.
- 76% of Year 5 students were in the top 2 bands compared with 50% for the state. No students were in the lower two bands. 94% of students were in the top 3 bands compared to 79 % for the state in the PWA.

Progress over time from Year 3 to Year 5

- 93.8% of Yr 5 students made growth greater than one skill band in literacy. The average growth was 9.0 compared with the state average of 6.5.

Numeracy

Basic Skills Test Year 3 and Year 5

- 86% of Year 3 students were in the top three bands compared to 76% for the state.
- 94% of Year 5 students were in the top three bands compared to 77% for the state. Rozelle had fewer students (6%) in the lower bands compared to the state (16 %).

Progress over time

- Year 5 students made gains of 8.4 points on the BST scale which was above the state average of 7.7. 82% of students made a growth greater than one skill band.

See the big picture!



What is your context?
Begin with the end in mind!

Reflecting on the Challenges

What do you do well in your school?

- How does it feel? Climate?
- What do you see, hear, feel?

What would you do differently? Is the change you want significant?

- Are you happy with how you challenge students around inappropriate behaviour and commitment to enlightened learning? Can it be a way of being?

What is the hardest part?

Starting point?

Whole School Approach-not as an 'add-on' or only for kids with problems

- Professional Development for *all staff, children and parents with (Terry O'Connell)* leading to formulation of a shared vision and foundation for the school
- **START!** Have a plan and begin!
- Be passionate-most will jump on board the train if your approach as leader is restorative!
- Work with other schools/clusters-support network
- Keep vision *in focus*



Whole School Strategies

- explicit framework and continuum for building healthy relationships and quality learning amongst all stakeholders
- collaborative planning and assessment
- classes in stages to enable curriculum reform and ensure there are no 'silos'
- peer and self-assessment
- student-led three-way conferences
- critical thinking
- circles for building relationships & trust
- Transition Initiative-build capacity at grassroots level

How do we see change?

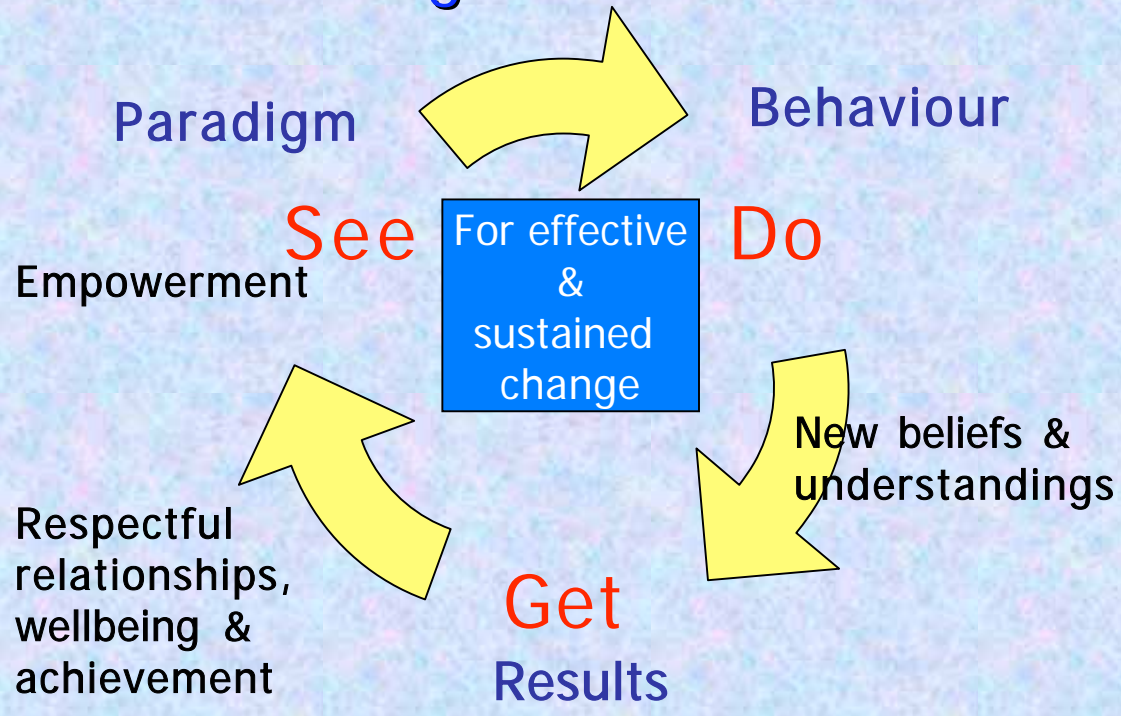
Restorative Practices

..... is..... ..



Not just another tool in the tool box... .. *BUT*

... A *different way of seeing things-*
a way of being and learning
together.....



How do we communicate?

Roadblocks

- Listening *to respond*
- Judging
- Solving the problem *for someone*
- Avoiding Feelings

Enhancers

- Listening *empathically*
- Non Judgemental
- Working *with* others who can solve their own problems
- Maximising Feelings

A Restorative Philosophy is based on the following principles

- Listening
- Skill enhancement
- Explicit framework
- Relationships
- Maximizing affect/emotions
- Accountability
- Empowerment

Restorative Questions 1

When things go wrong

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

Terry O'Connell, Real Justice Australia

Restorative Questions 11

When someone has been hurt

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Terry O'Connell, Real Justice Australia

Inclusive School Philosophy- clear expectations and framework



PEER BASED LEARNING & SUPPORT,
SRC and Leadership for all

Are we explicit ?

Acknowledge

Acknowledge

- Agendas-
in every room
- Expectations
- Scaffolds
- Feedback-
notice &
comment
all the time



Acknowledge

Acknowledge

The Importance of Language

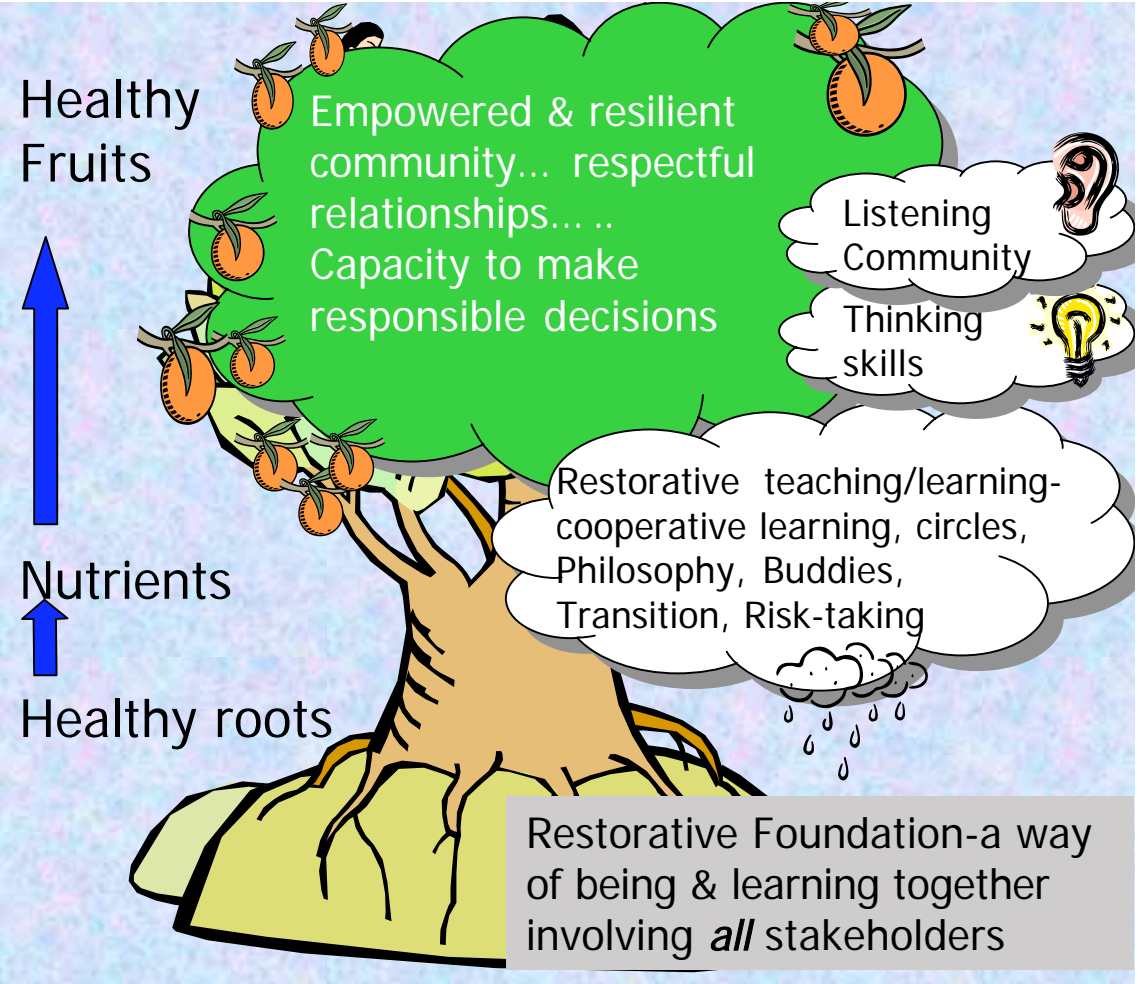
Praise vs Acknowledgement

- | | |
|-------------------------|--|
| ■ Rivalry | ■ Cooperation |
| ■ Extrinsic motivation | ■ Intrinsic |
| ■ Product & Performance | ■ Effort, Enjoyment, Life-love of learning |
| ■ Selfishness | ■ Self-reflection |
| ■ Fear of Failure | ■ Risk-taking |
| ■ Quitters | ■ Participants |
| ■ Dependence | ■ Independence → Interdependence |

What will we see in the Restorative Practices classroom?

- Happy learners who own their behaviour & learning
- Circles
- Risk-takers, trust
- Problem-solvers
- Socratic questions
- Cooperation
- Feelings
- Reflection
- Movement from the past to the present to the future in academic & social area





Implementation Dip

- Expect difference of opinion, clarification, some *CHAOS... (calculated chaos)...*
- If it's very smooth-indicator not much is changing!
- Apply certain pressures of accountability but... .. **ASSIST WITH CAPACITY-BUILDING and PROBLEM-SOLVING OPPORTUNITIES**
- Culture change first → ... Academic gains follow - may be inconsistent before steadily rising-staff training to assist them to not only 'be' but 'teach' restoratively



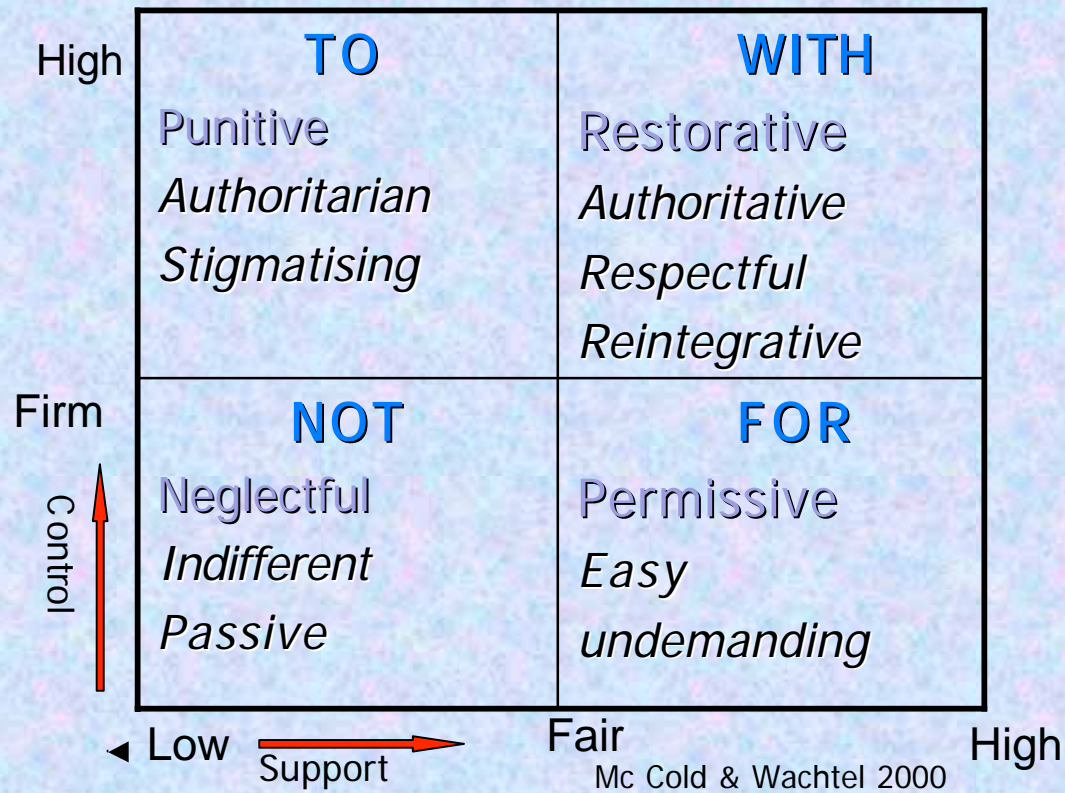
Distributed Leadership

- GOAL:
ALL TEACHERS
ALL CHILDREN
to be LEADERS



- What are the benefits?
- Why is Leadership crucial?
- Difference between charismatic & sustainable leaders?
- Restorative teaching & learning builds on the *strengths* of individuals & groups working together
- Results: Quality in relationships & learning

Social Control Window



Teaching styles that match the 4 quadrants of the Social Control Window

Terry O'Connell 2005

1. Authoritarian: 'T O'

Cold/high expectations

- *-notices inappropriate behaviour more than appropriate*
- *-often angry*
- *-uses loud voice*
- *-often gets immediate compliance and results for short term*
- *-has high standards*

2. Permissive 'FOR'

Warm/low expectations

Terry O'Connell 2005

- *-warm and supportive*
- *-don't set limits*
- *-focus on effort, busy work not quality*
- *-inappropriate behaviour handled through ignoring or with weak demands or pleading*
- *-avoid conflict at all costs*

3. Detached-neglectful 'NOT' *cold/low expectations*

Terry O'Connell 2005

- *-teacher remains at desk*
- *-students do not feel cared for*
- *-teacher does not appear concerned about quality work*
- *-may result from burn-out, stress*
- *-may be lack of skill in how to be warm and still set boundaries*

4. Authoritative, restorative 'WITH'

Warm/high expectations

Terry O'Connell 2005

- *-positive, kind and supportive relationship with students*
- *-effective discipline plan*
- *-orderly classroom*
- *-sense of hope and optimism*
- *-students feel sense of safety and competence*
- *-view mistakes as opportunities for insight*
- *-high level of quality work/job satisfaction/negotiated learning*

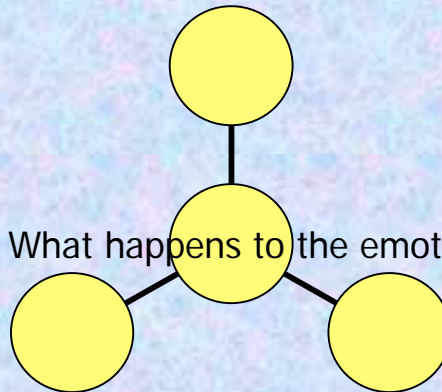
Default Strategies

What are they?

Power, manipulation.....
force, ignore, play off, make deals,
kill the messenger, give in too
soon... ..

Fullan

Do they work? What happens to the emotional 'bank-balance'?



Getting Beyond the Wall

How do we keep moving in the change cycle?

- 1. Listen, MODEL restorative interactions everywhere-corridor, playground, teaching..
- 2. Maintain clear focus
- 3. Embrace resistance
- 4. Respect those devil's advocates
- 5. Relax!!!!
- 6. Join with the resistance
- 7. Acknowledge small gains

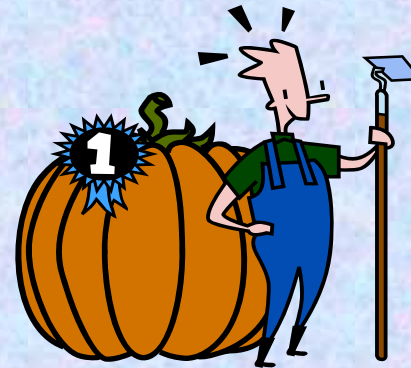


Consider strategies that use all/most of these points..... Critical mass

FEAR motivates resisters

... .. Some teachers would prefer to appear competent in something they know than incompetent in something they know is beneficial and.....

Once they take the risk the gains are limitless!



What they say.....
What's the best thing about being
at Rozelle?

'There's a lovely calm welcoming feeling,
happy feeling in this school-people are
having fun and learning'-parent

'I feel liberated teaching this way-not so
lonely, working with colleagues and
sharing is the best'-teacher

'We care for each other, there's no put-
downs, there's lots of friends'-child

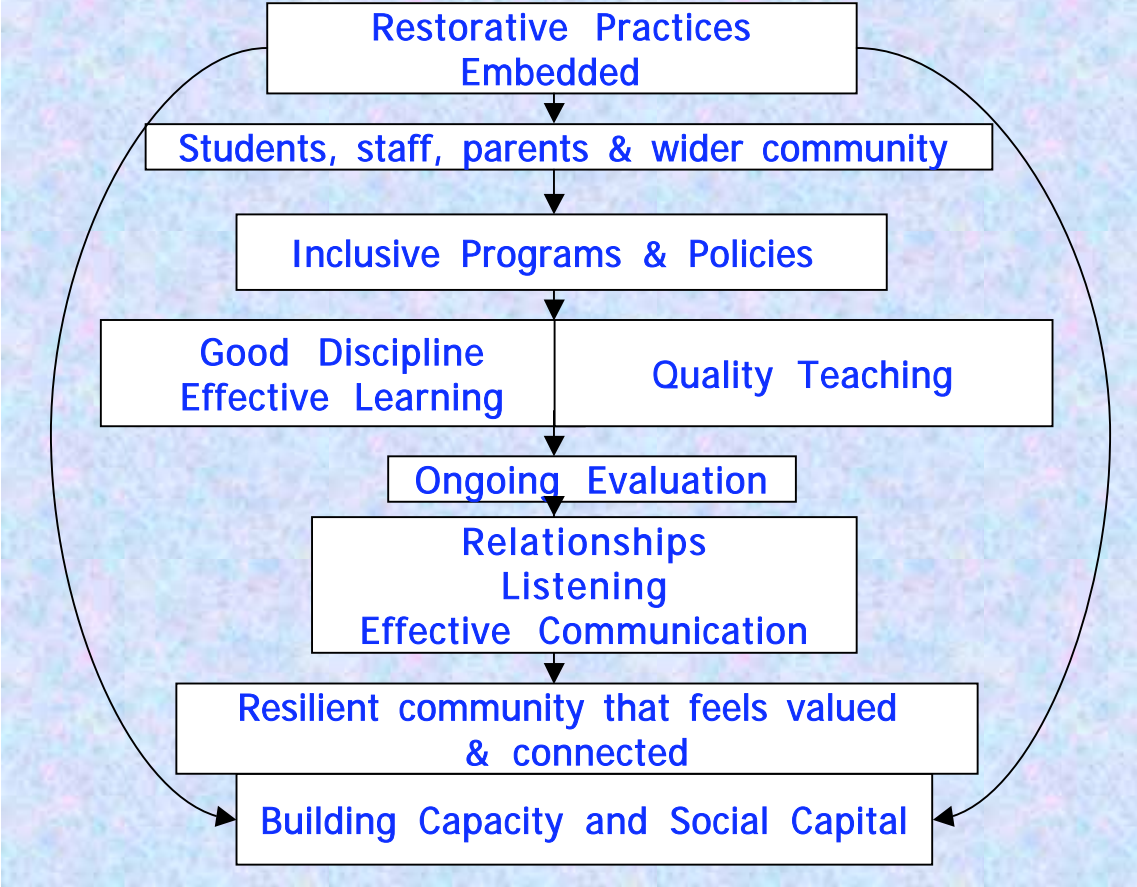
Looking after staff.....

- Looking after the goose that lays the golden eggs
- How do we maintain, preserve and enhance the resources that produce the desired results ?

Covey



VISION



Create and Live by a Personal Mission Statement

*Model, model,
model..... .*

- Provides focus
- Guides your day-to-day decisions
- Gives you a greater sense of meaning and purpose
- Ensures a consistent message-filters through
- Live and breathe what you believe
- Moral Imperative of leadership (Fullan)

Model, model, model.....

- Walk the talk
- Become a transition person
- Move people from the past to the present to the future socially & academically
- Look at mistakes as opportunities for reflection and insight
- Build from grass roots-effective transition program
- Build social capital and capacity
- *Be brave, don't give up*



Flexible and responsive to the
changing needs of all stakeholders



Moving from self discipline to building deep, lasting
and highly *effective relationships* with other
people, from the inside out.....

What drives us ?

The compass or clock ?

Covey



Mission

Direction

Values



*Appointments, schedules
and busy activities*

Strong Foundations based on Restorative Practices

Are the
foundations
in good
shape ?



Does everything else cement this foundation?

Quality Teaching Model

- Intellectual Quality
- Quality Learning Environment
- Significance



Lingard, Mills, Hayes & Christie 2005. Teachers & Schools Making a Difference: Productive Pedagogies & Productive Performance

Philosophy with Kids

Philosophers' Tea Party

Choose a table,
take your seat
and join the
discussion.....

**Thinking skills
promote critical
and independent
reflection...
teaching
restoratively!!!!**



Build on Strengths
Build capacity
Build an Inclusive Learning
Community

- *Teams/clusters*
- *Use expertise of parents*
- *Funds*
- *Open & transparent practices*



Building Trust

... with staff, children and parents... .. How can we promote collegiality as opposed to congeniality ?



Initiatives that enhance our Restorative Foundation

- *Buddies*
- *Leadership opportunities for all*
- *Peer Learning*
- *Philosophy*
- *Bounce Back*
- *HIP*
- *Seasons for Growth*
- *Tribes*
- *Transition Programs*



Sharing Circles

How can we use them to build trust and connectedness and enhance wellbeing & learning?



Challenges

- Embed restorative teaching as a critical thinking tool that fits with:
Bloom's, Multiple Intelligences, Habits of Mind, de Bono's Hats, Philosophy etc.
- A way of being & learning that challenges students to move from the past to the present to the future in academia as well- to tell their story!

Eg What were you thinking when you did the Maths problem that way? What are you thinking now? What will you do next time you are faced with this kind of problem?

Challenges continued



- Big rocks first
- Scaffolds-check direction when at times of stress some can slip back to previous ways of behaving
- Acknowledgement
- Empowerment of individuals & teams
- Systemic Change, Undergraduate exposure

Linking Theory to Practice



Do initiatives that are proactive and sustainable take longer..... **QUALITY** (with) than reactive and quick-fix 'interventions' **MEDIOCRITY** (to, for)?

Heading in the right direction?



Danger in *assuming* our version of change is right-how can we look for transformation, continual exchange of ideas with others?

Where to from here?

It's hard... new levels of collective commitment...

- 1. Making a difference as individuals ↓
- 2. Making a difference in the school ↓
- 3. Making a difference beyond the school ↓
- 4. Making a difference in Society..... the world???



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

Havel, 1990

Celebrating the
Journey.....

