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

1. Culture
Focus on building healthy *relationships* in a climate of trust, empowerment, and support.

2. Visionary Leadership Team
Provides structured opportunities for *staff dialogue*.

3. Teaching Practice
New beliefs and understandings whilst *reflecting on existing practice*.

4. Student Learning
Student-centered learning with focus on *quality restorative teaching*.

5. Capacity Building
Individual and collective commitment and *responsibility for making decisions*.

Enhanced student achievement in a Restorative Practices school culture.
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?
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
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
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