

Restorative Leadership – Integrating Restorative Practice, Teaching and Learning.

- Date:** Thursday 3rd December 2009 **Times:** 8.30am to 3.30pm
- Venue:** Tradies Gymea [57 Manchester Road, Gymea NSW 2227]
- Cost:** \$130 [Training materials, handbook, morning tea & buffet lunch.]
- Registration:** Terry O'Connell Via Email: terryoconnell@realjustice.org
Contact: 02 47544577; 0411349675

Note: Schools will be sent a tax invoice following the training.

Training Description

This training is designed for principals and leadership groups who are looking for practical ways to integrate Restorative Practice, teaching and learning. The training explores the linkages between Restorative Practice and the NSW Quality Teaching Framework. Our research has shown that without sound leadership Restorative Practice [or indeed any practice] is unlikely to be embedded in a school's culture.

What is Restorative leadership? It is a style of leadership that draws on its modeling from an explicit Restorative Practice framework, one that challenges and engages teachers in Socratic ways. This simply means knowing how to consistently ask the right questions. It builds on the premise that teachers need to experience 'being' restorative, to be effective at using Restorative Practice with students and parents.

Strong collegiality is built around sound [staff] relationships where reflection, debate and critique on practice are strong features. The training will focus on:

- The importance of a sound restorative practice framework.
- Ways of developing explicit practice.
- Effective engagement through restorative dialogue.
- Facilitation and capacity building.
- Dealing with staff issues: conflicts, tensions and performance.

This training will provide a sound foundation to begin the 2010 school year, one that offers some simple strategies to effectively engage your staff in conversations about what is working and how Restorative Practice can become integral to teaching and learning.

You can expect to leave with:

- Greater clarity and confidence about your own leadership style.
 - An explicit practice framework to guide your practice.
 - Capacity to facilitate processes capable of fostering healthy relationships.
 - Common language and practice that you can encourage teachers to share with students and their families.
 - Opportunity to build a stronger teaching and learning culture.
-