

WHITE PAPER

# Caught in the Implementation

The implementation predicament facing NSW Principals  
as they seek to comply with a Restorative Practices-based  
Inclusive, Engaging and Respectful Schools Policy/Procedures

# Gap

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REAL  
SCHOOLS

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# Why Does This White Paper Exist?

**I** wrote this White Paper after a couple of Principals in the New South Wales Department Of Education brought the new Inclusive, Engaging and Respectful Schools Policy/Procedures (IER Policy) to my attention.

I really enjoyed reading these documents because the language around Restorative Practices resonated so prominently with me. I've spent almost two decades either implementing Restorative Practices in my own schools as a Principal, or in Partnership with countless Australian schools through the company I founded in 2012, Real Schools.

I haven't always done that implementation well. In my first Principalship, I ran some training for my staff myself and also brought in a consultant on a Professional Learning Day. I assumed that this would "do the trick" and that my staff would now have both the moral commitment and the skills to implement with me.

I was wrong.

My staff were confused about when to "do a restorative" and about when certain thresholds were being crossed where restorative responses might be abandoned temporarily. They didn't understand where, when or how consequences (punishments) should be deployed and they had no confidence in describing our new approach to parents.

But I was also as wrong as I was fortunate. They were a very forgiving staff and they allowed me to acknowledge the cavernous gap that exists between the intention to lead a restorative school and the embedding of restorative practices as the underpinning of the school's entire culture.

They then allowed me to learn the restorative implementation game on the run. Sometimes we got it right, sometimes we didn't. We adopted a view that is shared by contemporary sporting coaches that "We're either winning or we're learning" and our wins became artefacts of an instruction manual that I've now spent the last fifteen years editing and adding to.

I've concluded that it typically takes around three years of focused, yet constantly rewarding, attention to close this gap.

As NSW Principals commence to comply with the new IER Policy, I thought it would be valuable to share the key artefacts of that instruction manual alongside some of the implementation potholes that I've learned to avoid – both by falling into them and by sidestepping them – across the many years that I've been striving to perfect this restorative method.

That's why this White Paper exists.



PART B

# Explanation

# Good Intentions

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**I**t may sound like I'm about to quote the French Abbot Bernard of Clairvaux, who was apparently the first to say, "The road to hell is paved with good intentions", or at least the more contemporary Madonna who used the phrase in her *4 Minutes* duet with Justin Timberlake. I'm not going to.

The restorative intention within the IER Policy is unequivocally a good one. And it's certainly not, with appropriate implementation supports, leading to anything that resembles hell. In fact, I contend that this has the potential to be a watershed moment/document in the history of NSW education. It's that exciting.

Restorative Practices isn't new. Its first recorded appearance in Australian schools was in the 1990s, when Mary MacKillop Primary School in NSW adopted its judicial principles and adapted them for the school context, in what was to become known as the MacKillop model. Pioneering work was also undertaken by Marg Thorsborne in Queensland schools during this decade, and the implementation lessons from this work continue to be learned today.

It also isn't a fad and it isn't another hypothetical behaviour management program. For decades now, Australian schools have been mandated or convinced to implement such programs, born not of an intention to help but to merely be used. Far too much school resource (time, effort and budget) has been wasted on the thought bubble of a think tank, a department with an education department or an edu-business (yes, like mine) whose hypothesis was likely that schools would run our mini-lessons, paint our walls, allow us to speak at assemblies, use our workbooks and pay for our workshops if we can convince them that our program is a solution to the challenges they face around conduct, culture, relationships, wellbeing and student behaviour.

That's a commercial hypothesis.

Not one of the behaviour programs implemented in Australian schools has kept that promise and yet we find ourselves routinely embarking on another programmatic attempt every few years.

Perhaps the most insidious example of this is values education. Now, bear with me. I'm well aware that almost every Australian school espoused values that they've spent countless hours determining. I also acknowledge the lack of harm in this – if you can acknowledge the lack of impact. No student has become more respectful by making a poster about respect in a Wednesday afternoon mini-lesson and none have become more responsible because they walked past our responsibility mural.

Most readers of this White Paper are respectful and responsible School Leaders despite not even being educated in schools who felt the need to brag their values to the world. In fact, the very first organisations to strategically espouse their virtues were *Big Tobacco* and *Big Oil*. Why did they do it? It was marketing – a commercial hypothesis. Their intention was to convince us that they were good people without changing their behaviour.

If the measure is marketing, it worked a treat. If the measure is the fulfillment of a deep moral conviction to those values, it's a deathly disaster.

What excites me about the NSW IER Policy is that it reflects that it's wise to the con of the marketing slogans. It's an awakening to the work of school systems across the world in Ireland, Canada, Scandinavia (it's always Scandinavia, isn't it?!) the US and Asia who have been leveraging restorative cultures for improved student learning and wellbeing outcomes, albeit in pockets, for years now.

What excites me further is the potential for brain science to take a lead in how we make our workplaces more rewarding and productive for our teachers, above the vague promises of programs. And this is the reason that I've advocated so strongly for Restorative Practices in schools for so long.

It's genuinely thrilling that your Student Behaviour Policy and IER Policy Procedures now reflect the science (developed initially as *Affect Theory* by Sylvan Tompkins and advanced by researchers such as Donald Nathanson in the US and by Thorsborne and Peta Blood in Australia) of how we learn to socialise and not a blurred vision of a false Utopia.

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However, the NSW DoE isn't the first to see this possibility. Globally, several jurisdictions have seen the same potential – and failed. Typically, this failure results in a return to program-based systems of explicit teaching of character traits that can't be taught explicitly and systems of control that exhaust teachers and encourage students to seek the gaps in our rules.

For this reason, the next steps for the NSW DoE are high-risk and high-reward. There's a lot at stake in this policy.

And that will depend on the next commitment we make – to closing that implementation gap.

Do that, and we may just position ourselves as enablers of a generation of young people who will thrive as future citizens while we simultaneously position NSW schools as pioneers of the learning and moral purpose that so underpins Australian social and economic prosperity.

That sounds like something worth working for to me.



# Limited Knowledge

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**I**n Chapter Four of this White Paper, I'll speak more to some of the risks associated with poor implementation of Restorative Practices. But in this chapter, I'm quarantining one particular risk on its own. That risk is that we really don't know what we mean when we speak about Restorative Practices.

Most School Leaders have heard of Restorative Practices. Perhaps they even attended a keynote presentation on it at a conference or sent a staff member to a training program on it before absorbing a secondhand account of it.

As a result, we have countless Australian schools claiming theirs as restorative schools when in fact they only grab a question card and rattle through the prompts when students mess up. Perhaps they run a formal conference when the mess up is bad enough. Either way, this isn't a restorative school, but a confused school operating multiple cultural models with stakeholders who are increasingly befuddled about which model will be in play on any given day.

As San Francisco schools found when they assumed that a basic knowledge of restorative practice could save time by merely training their teachers in that knowledge, rather than committing to implementation, the result is what they're referring to as "[disciplinary limbo](#)".

Instead of falling into that pothole, let's assume the position that you've never known or even heard of Restorative Practices. Then we can set about installing a version of it that matches your work, your school's ambitions and that respects the functionality of a contemporary New South Wales school.

Restorative Practices is an approach to culture building. It's an explicit practice methodology that can be learned easily and rapidly by a staff of educators, perhaps chiefly because it so neatly reflects the moral purpose of those who commence to learn it.

Culture is best defined as a collective noun – for behaviours. In all cultures there are behaviours we encourage and behaviours we tolerate. Restorative Practices is the method we use to approach any tolerated behaviours we're experiencing so that we can efficiently and effectively make them encourageable behaviours.

The Restorative Principal, thereby, is the cultural chief whose key purpose is to help the staff of the school master that methodology. That's the simplicity of the task at hand:

- Step One – know what Restorative Practices really is.
- Step Two – help your people get really, really good at it.

The upside of establishing a sound relational culture is that the output is that people and programs thrive. From a program perspective, this presents an opportunity for NSW schools who have been implementing programmatic responses – such as PBL, SWPB, Respectful Relationships, You Can Do It, Tribes or The Resilience Project - to be enhanced or reinvigorated in a more sustainable way.

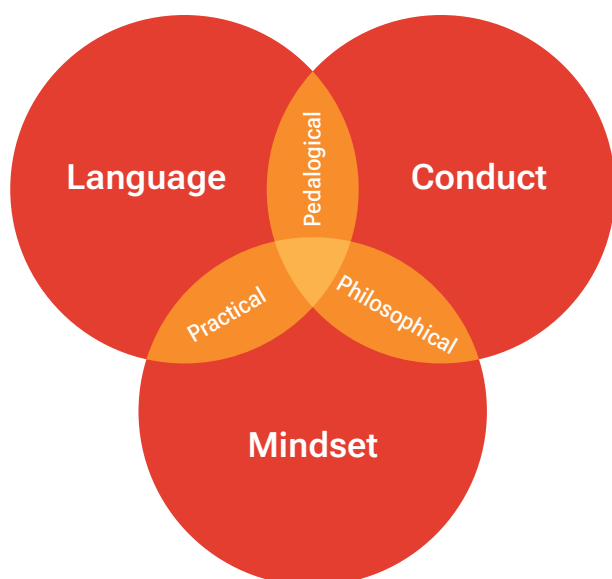
Contrary to the beliefs of some who've not acquired the full body of knowledge about what Restorative Practices are or do, working restoratively is not an alternative to the programs we've implemented in our efforts to support positive student engagement and conduct. The reverse is, in fact, true. A restorative culture provides a greater opportunity for the shelf life of programs to be extended and for their impact to be richer.

# Implementation

**I**n 2020 I published a book to help educators see the potential of working restoratively called *Restoring Teaching*. I'm supposed to talk my book up a little more than this, but it's really just a detailed unpacking of that framework.

I sought to take the principles that I'd discovered in the Restorative Justice world, and that I'd spent gradually honing and adapting for the school context and make them accessible through a model that respects both the business and the busy-ness of a contemporary Australian school. This adaptation is critically important, because so many of the previous attempts to embed Restorative Practices in Australian schools have been stymied by trying to shove judicial principles (Restorative Justice) through the round hole of a school, which is clearly not a judicial system.

Schools are learning systems. As such, any attempt to overlay the more formal judicial aspects of Restorative Justice in the past has been found wanting due to the model being unfit for its purpose. These attempts have been neglectful of concepts like pedagogy, philosophy and teacher practice – and that's not good enough. We need a new model for schools to use when seeking to practice restoratively and so I developed:



The key intention of this model is to provide informal shifts in practice that are of a low investment nature (in that they require little or no additional input of time or energy from the educators using them) with the potential for high return.

From a Language perspective, we teach practitioners how to use:

1. Affective Language – this is a fundamental of the restorative intention as it enacts empathy as a primary driver of self-regulation. Given the Student Behaviour In Public Schools Policy/Procedures determination that Principals will lead schools where students “develop empathy for others and understand relationships” (Section – Build a School Community Culture of Positive Behaviour), this is effectively a requirement. There is no other discernible way to develop empathy than in a culture whose language has ritualised the reminding of young people that their actions, both positive and negative, have a myriad of impacts on others..
2. Stored Responses – examining practice areas where we provide useless or destructive language responses in our teaching/leading and pre-preparing time efficient responses to establish consistency of linguistic practice.
3. Positive Priming – instituting the habitualising of language that speaks to the behaviours we'd like to see, as opposed to “don't”-laden language that reminds of the opposite.
4. Stakeholder Protection – language that provides psychological safety for all stakeholders who can be confident that negative labels, slurs and personal attacks are not a feature of the school's culture.



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From a Conduct perspective:

1. Conflict – approaching conflict and/or wrongdoing with an intention to move the conversation from past to present and to future alongside the goal of having the students take personal responsibility for any relational harm they've caused. This is diametrically opposed to the blame-based or authoritarian approaches of the past which have required lengthy past-based investigations, concluding with an authority figure determining penalties based on an assessment of the blame split.
2. Classroom Architecture – embracing the potentials of simple, nimble circle architecture opportunities to activate students in their learning, in their social development and in the thrill of collective progress. Critical to this is relieving teachers from performative functions at the front of the room which seek to control student behaviour, thus overworking teachers and setting them up to fail.

From a Mindset perspective:

1. Abandoning the adversarial model of working in preference for win-win scenarios.
2. Abandoning our attachment to outcomes and instead incessantly reflecting on processes.
3. Choosing authoritative practices over authoritarian ways of working.
4. Deploying punishments appropriately within the restorative model, thereby dismantling the myth that Restorative Practices means the absence of consequences.
5. Choosing a context-based approach to deterrence as opposed to a control-based system.

Of course, there's more to all of the above and this is the very reason that I contend that a three-year estimate for implementation is appropriate.

It's true that implementation of any new approach requires effort and that some of the labour will require:

- The resourcing of your staff for ongoing learning of the model through professional readings, scenarios, artefacts and practice-oriented dialogue.
- A broadcasting plan for your parent/carer community, for whom this approach is likely unfamiliar.
- A scaffold or action plan for the elements of the Restorative Practices framework that will be embedded in turn, so as not to overwhelm staff members.
- Leadership supports and the linking of your restorative intentions to key school strategic objectives.
- Public declarations of your restorative intentions and processes to instill confidence in all stakeholders.

However, the master model—which we at Real Schools have come to call *RP2.0*—is really all you need to know and do to claim that your school is a restorative one.

If you can know it—and then ensure that your people know it—then the only real ambition is to get good at it.

CHAPTER FOUR

# Risks

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**T**his chapter isn't meant as a threat or a scare tactic. That would be rather unrestorative of me. So, perhaps we can look at it as more of a pre-mortem. I've long been a fan of this thinking when commencing a project or implementing something new. I think it's particularly apt when it comes to embedding Restorative Practices as your approach to culture building.

The more commonly used term is, of course, the post-mortem. A post-mortem is conducted once the person (or project) has already died, meaning that it invariably arrives a little too late to save the patient. I prefer to run a pre-mortem and ask myself "How could I kill this thing? What mistakes would I need to make in order to guarantee death? What blind spots should I completely ignore while I change direction in heavy traffic?". Then I can know what care I need to take and how to avoid those risks.

And amidst the genuinely good intentions of the Student Behaviour Policy and the IER Policy, there are risks. In my risk assessment of both the policy and the broader moral imperative you have for what comes next in your school, I see two types of risks – Compliance Risks and Mission Risks.

## Compliance Risks

A compliance risk can be viewed as an imperative within policy, to which Principals are specifically accountable, that require change or shifts in order to achieve compliance and professional safety in your school.

Let's start by taking a look at the IER Policy and where Restorative Practices are specifically referenced:

## IER Policy Statement

## IER Compliance Risk

**“Restorative practices are an effective approach to managing and resolving conflict in schools, which focus on repairing harm, building relationships, and creating a safe and supportive learning environment.” (p. 11)**

Where common references such as conflict, relationship and safety are logged as school-based descriptors of incidents or circumstances, it can reasonably be deduced by any stakeholder or observer that restorative processes will be offered by skilled and available facilitators.

**“Restorative practices aim to restore and strengthen relationships, rather than simply punishing wrong behaviour. This approach can lead to better outcomes for all involved, including those who have been harmed and those who have caused harm.” (p. 11)**

Where better or preferred outcomes are seen as desirable (as they would be for most participants) schools who don't deploy Restorative Practices effectively and with contextual respect will be seen as not achieving these outcomes for their staff, students and parents/carers.

**“Restorative practices can be used to manage a range of issues, including bullying, harassment, conflict, and discipline. Schools can develop restorative approaches to these issues, based on their individual needs and context.” (p. 11)**

*Bullying, discipline and harassment* remain as “hot button” issues for schools and their leaders. The media are also alert to social media posts that reference a poor experience of these in schools. Schools who cannot provide restorative processes and articulate the rationale for their practices in each of these circumstances could be viewed to be at professional risk.

**“Restorative practices require a whole-school approach, including training for staff, support for students, and ongoing evaluation. (p. 12)**

The specific requirement here is for Principals to ensure that their restorative approach is whole of school. Is it in your school? This is a clear imperative for Restorative Practices to no longer be an alternative, a tool or a choice. Risks around training, support, resourcing, leadership and change management are among just a few of those that NSW Principals will be required to navigate.

**“Principals play a critical role in leading the development and implementation of restorative practices in schools. They can provide strategic direction, promote a culture of respect and support, and ensure that staff are trained and supported to use restorative practices effectively.” (p. 12)**

That first principle of a fair process, engagement, is fundamental to the elevation of student voice and agency. It requires all staff to ask questions and hear the student/family story as a matter of process. Further, circle architecture is seen in a restorative model as being central to the elevation of student learning in the classroom, thus the reference to pedagogy in our master RP2.0 model.

And the risks aren't quarantined to the IER Policy either. In examining complimentary policy commitments

in NSW, we see a restorative and cultural legislative commitment building across the entire state:

Policy	Commitment
NSW Behaviour Code Of Conduct	<p>The Behaviour Code of Conduct for NSW schools emphasizes the importance of promoting positive behaviours and preventing challenging behaviours. Restorative practices are referenced as a strategy for addressing challenging behaviours in a way that is constructive and respectful:</p> <p><b>“Restorative practices seek to repair harm, restore relationships and promote understanding. They are an effective approach to addressing challenging behaviour in a way that is respectful and constructive.”</b> (p. 10)</p>
Mental Health Framework for NSW Schools	<p>The Mental Health Framework for NSW schools recognizes the impact of mental health on students' wellbeing and academic performance. Restorative practices are strongly suggested as a way of promoting mental health and wellbeing by building positive relationships:</p> <p><b>“Restorative practices are a proactive approach to building positive relationships, resolving conflicts and promoting mental health and wellbeing. They can help students feel heard, understood and supported.”</b> (p. 23)</p>
NSW School Excellence Framework	<p>The School Excellence Framework is a tool for schools to assess and improve their performance across a range of domains, including student wellbeing. Restorative practices are specifically referenced as a strategy for improving student wellbeing by promoting positive relationships and reducing negative behaviours:</p> <p><b>“Restorative practices can be used to improve student wellbeing by building positive relationships and reducing negative behaviours. Schools can embed restorative practices into their culture and practice to create a safe and supportive learning environment.”</b> (p. 25)</p> <p>And further in reference to Principal responsibilities:</p> <p><b>“Principals have a critical role to play in creating a positive school culture that promotes respectful relationships and manages conflict in constructive ways. This can be achieved through the use of restorative practices, which aim to repair harm, build understanding, and promote reconciliation.”</b> (p. 25)</p>
NSW Wellbeing Framework for Schools	<p>In this driving document, Principals are also purposefully referred to as the custodians of their school's restorative future via positioning Restorative Practices as its cultural foundation:</p> <p><b>“Principals play a key role in creating a safe and inclusive school environment, where restorative practices can be used to promote positive relationships and resolve conflicts in a constructive way. They can provide leadership, support and guidance to ensure that restorative practices are embedded into the school culture and practice.”</b> (p. 24)</p>

Complying with the growing number of policies espousing unambiguous restorative commitments is part of the challenge facing NSW Principals. I'd argue that there'll be sustained and exhaustive effort in mere compliance against these statements that can be more easily met by:

- Discarding processes and practice frameworks that are not restorative in philosophy to remove choice and labour for staff.
- Making the singular commitment to whole school approach, thus increasing your own personal confidence that staff and fellow leaders will be deploying Restorative Practices as a new default.
- Making the implementation of Restorative Practices your next moral mission for your school – which presents a new set of risks and that connect to something far deeper than any need to comply.

## Mission Risks

1. Confusion. Your staff are unlikely to change, transform or adjust their practices if:
  - The reason for change is not communicated clearly, including a reason beyond policy compliance. Your staff will need to know what's in it for them. This is a reasonable request, and the answer is "plenty".
  - They are unclear of the full gamut of restorative potentials.
  - Previous policy/practice gaps in the school have not been addressed.
  - They are unaware of the reflective models and habits of a restorative school.
  - The restorative intention isn't made a key work priority.
  - Consequences are deployed inconsistently with the restorative intention.
2. Reputation. Not only could your school's reputation be damaged by a poorly or unsupported approach to its entire relational commitment to the community, but you also damage the reputation of Restorative Practices when it's allowed to wither on the vine of a weak commitment. Other schools also need your restorative future to be a bright one.

3. Stress. Teachers are increasingly telling us that "I quit because I discovered that what I'm required to do in schools has nothing to do with the reason I got into teaching in the first place." With student behaviour still ranking as the highest stressor of both teachers and school leaders, it's an imperative that we quickly address the phenomena of teachers heading home stressed about another unfulfilling workday. This speaks directly to the current teacher shortage crisis engulfing our schools, specifically our government schools.
4. Unrealised Benefits. The potential for reducing suspensions, reducing behaviour reports/infractions, improving student attendance, improving stakeholder perception data and also improving student learning is now clear and research proven.

So, there's your pre-mortem. It reveals the risks and that's why it can make unsavoury reading. And perhaps that's why we rarely conduct pre-mortems in schools – they're just a little too unpleasant for us. Pre-mortems do have that function I've spoken to about allowing us to clearly see ways that we can sabotage the mission. But I also contend that a pre-mortem spotlights the cost of not taking decisive action.

What's cost or risk of not adopting a restorative culture for your school?

# The Promised Land

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**H**ave you ever watched a game of Australian Rules Football? It's complicated, dynamic, fast and difficult to make much sense of. In this way, perhaps it's not dissimilar from your playground at lunchtime?

When Aussie Rules was first invented by Tom Wills and his friends in the 1850s, they couldn't have envisaged what's played in stadiums around Australia now. Theirs was a far simpler game. In fact, it was so simple that it was a self-regulating system. What I mean by that is that there was no controlling body – an umpire. The captains umpired the game. After all, there were only ten rules, and with the cooperation of a little sportsmanship, it mostly ran smoothly.

But as competitive systems tend to do, the players got smarter and sought to bend the rules or break them without getting noticed for competitive advantage. More rules were added, and then more again. These days, the AFL's rulebook is as thick as a pre-internet volume of the Yellow Pages.

And of course, a system that's complicated, rule-laden and competitive will need a regulating body to sustain. These days, ten umpires show up to a top-flight match. That's how many man/woman hours are involved in sustaining that level of control. A competitive system like this will never again be self-regulating.

But your school needn't be a football match. While the yard at lunchtime may still bear similarities, there's a key systemic distinction between sports and schools. One is a competitive system, and the other is a collaborative system. Collaborative systems have within them the opportunity and capacity to self-regulate.

This is your restorative opportunity.

A self-regulating culture or system in your school is both possible and evident when:

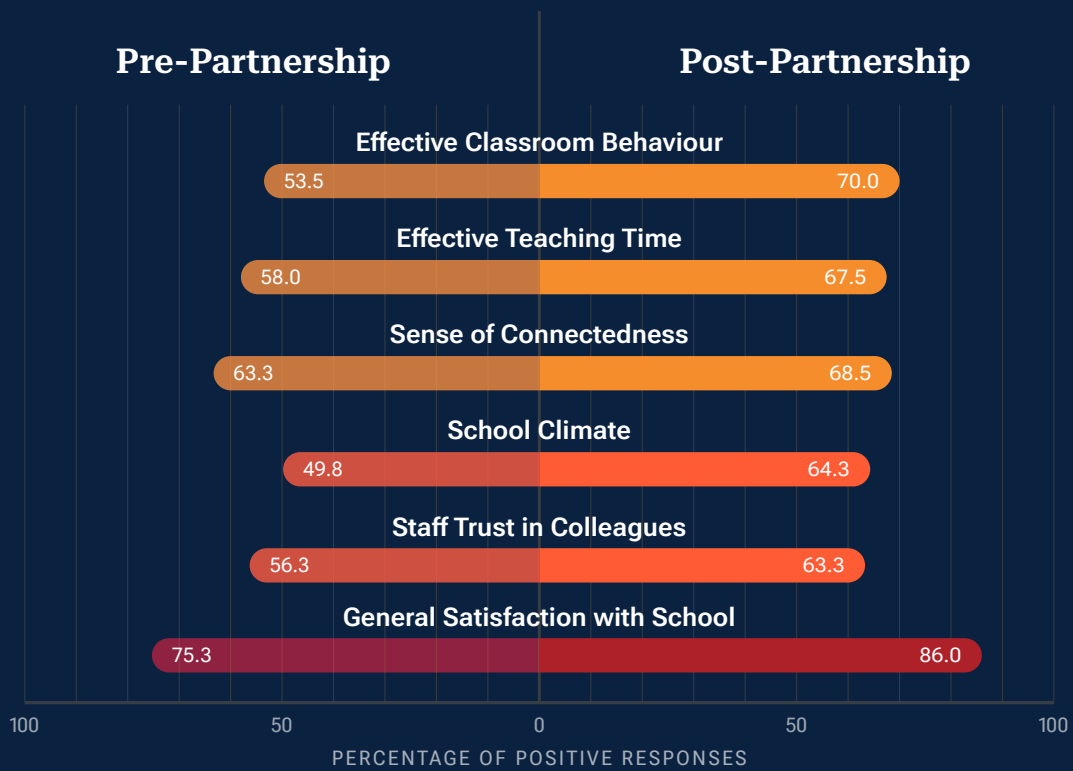
- Students are equipped with the requisite empathy to make mostly good decisions for themselves about how to successfully navigate your myriad of social interactions. These are students for whom dodging
- a penalty or being extrinsically rewarded is not the primary motivator to perform.
- Students who can predict the impact of their conduct on others in a variety of contexts and know what to do when that impact is negative.
- Students who are motivated by the joy of social and academic achievement and responsive positively to the shame of falling short of erring.
- Staff who are ready for tolerated behaviours to occur, unflustered by them and skilled to respond with the intention for teaching young people personal responsibility at every opportunity.
- Staff who are afforded more time to teach and are equipped with the skills and tools to know that their work is effective.
- Staff whose instructional model and pedagogy is supported by sound brain theory and cognitive science.
- Staff who are united in practice as the primary driver of their collective wellbeing.
- Staff who trust each other, are confident in the ways that their colleagues will approach students when times are tough.
- Parents who also trust your expertise around the two key reasons schools exist – for learning and to build the citizens of tomorrow.
- Parents who are supportive of your restorative culture, willing participants and eager to learn the potentials of a restorative home.
- A school of and for your community. A school that does more than reflect the levels of your socio-educational advantage. A school that positively and upwardly influences your community and your state.



That's the promised land. And you'll notice that I'm calling it a promise, not a wish, a hope or a pipedream. This can happen – I promise you.

At Real Schools we have been watching it happen in our Partner Schools for some time now. The impact across our restorative schools is undeniable:

## THE DIFFERENCE OUR School Culture Partnerships MAKE



**8.7**  
DAYS

Average decrease in total student suspensions each year

**3.1**  
DAYS

Average decrease in absenteeism per student each year

**10.5**  
%

Average growth of Partner Schools measured against the Six Education State Domains

And the impact within each of these schools is perhaps best felt in the case studies of these existing NSW DoE schools, than read from a graph:

### Mount View High School



### Ferncourt Public School



### Swansea Public School



### Orange Grove Public School



The NSW DoE decision to walk a different direction at the student behaviour fork in the road is the wise one. But it's not the easy one. The Student Behaviour Policy and the IER Policy is a path to a better future for NSW schools if we can only get the implementation right this time. It really is a path to the promised land. We just have to walk it.

# Totally Lacking in Subtlety

**I** wrote this White Paper in an abandoned church in a small country town called Fryerstown. It's in country Victoria's goldfields region, not far from Castlemaine.

For the 110 years from 1861 through until 1971 it was the All Saints Church. These days, it's a one-bedroom Airbnb option. The space is still very "churchy" and even the pulpit is still in place. I could imagine the villagers of this tiny hamlet meandering in on a Sunday morning for their weekly dose of fire and brimstone.



It was perfect for a little writing retreat, largely because the television didn't work, the internet was lousy, and the phone reception close to non-existent. Yep, perfect.

I'm guessing that somebody saw an opportunity not to bulldoze the church but to repurpose it instead. Its history is validated and preserved in its current form and it's still useful and beautiful. Perfect again.

The chance to repurpose your school as a restorative school shares that ambition with All Saints. You can respect everything it's done and everything you've done – and still find a new way for the building to meet its current need. The truth is that your school building has never been needed more than it is now.

But your students need a new kind of school. The schools we've been building and the ways we've functioned inside them are no longer fit for purpose.

I began writing this White Paper with a clear audience in mind but found two. The first is the Principal who uses this book to walk the path chosen by NSW DoE when they wrote the Student Behaviour Policy and the IER Policy. I hope you walk that journey successfully.

My second audience is those Principals who'd like some company on that journey from the fork in the road to the promised land.

I won't bother being subtle, we'd be honoured to walk that journey with you through one of our Real Schools Culture Partnerships. Across a three-year journey, we'll place an experienced and successful former Principal as your critical friend and expert facilitator to walk each step with you. That's how seriously we take this concept.

At Real Schools, we have an ambition to transform school education in Australia. We take a view, with full respect to the NSW DoE authors who penned the Student Behaviour Policy and the IER Policy, that education departments alone cannot achieve that. .

It's a one-school-at-a-time ambition. Every one of the hundreds of Partner Schools we've worked with accepts an invitation to help us with that. And it's working.

If you're interested in being the next school to accept that invitation, then we should talk. Contact us at [info@realschools.com.au](mailto:info@realschools.com.au) or call 1300 789 422.

Yours in the gap-closing pursuit,

Adam Voigt







# Ready to take the next step?

Real Schools is on a mission to transform education in Australia.

Founded in 2012 by Adam Voigt, CEO, Real Schools places an experienced former Principal as an Expert Facilitator with schools across a three-year partnership.

We use an approach called Restorative Practices to help these schools build safe, strong, and productive cultures where kids, parents and educators can all thrive.



**The impact of a Real Schools Partnership on the teachers and leaders in your school will be profound and leave them feeling more effective and less stressed.**

**If you want to transform and enhance your school's culture, get in touch today to see what your school can achieve through our partnership.**

**Book a meeting with Adam**

**Learn about our Partnerships**

[bit.ly/2023AV](https://bit.ly/2023AV)

[realschools.com.au/partnerships](https://realschools.com.au/partnerships)