

The Berry Street Education Model Evidence-Informed Student Engagement and Wellbeing Program

The world can be a difficult place for our young people. Challenges include ongoing stress, emotional disorders such as anxiety and depression, inadequate family support or a specific traumatic event. As a result, teachers are challenged to manage increasingly complex student behaviours on a day to day basis, whilst delivering targets for academic growth, wellbeing and success. Despite best efforts to develop resilience in students, teachers often feel ill-equipped to address the social and emotional needs of their students. To address students' needs for healing and growth towards achievement requires specialised strategies and training to understand the impact a traumatic event can have on student behaviour, emotional wellbeing and learning.

The Berry Street Education Model (BSEM) provides educators and schools with practical pedagogical strategies to engage all students. It has been shown to be particularly effective with disadvantaged and struggling learners. BSEM integrates the last 25 years of wellbeing research and has been proven to make significant improvements to students' resilience, self-regulation, growth and academic achievement. This has been achieved by giving teachers practical strategies based upon trauma-informed positive education and wellbeing practices that engage students and build their willingness to learn at school. Young people are then able to sustain engagement in their learning and relationships, resulting in happier and calmer classrooms, which in turn lead to improved academic achievement.

Over 35,000 classroom teachers, classroom assistants, school leaders and specialist school support staff across 3,500 schools have participated in the BSEM. An **independent evaluation** carried out by the University of Melbourne has shown that when the strategies are used by classroom teachers, they can contribute to more than **two years academic growth in one year**.^{*} All types of schools including Mainstream, Special, Academy and Grammar schools have used this approach because it provides teachers with:

- **Practical strategies** for dealing with circumstances which are disruptive to individual and whole class learning.
- **Pedagogical strategies** to engage and benefit all students, which have been shown to be particularly effective with disadvantaged learners.
- The ongoing development of **strategies that reinforce cognitive and behavioural change**, and can be assimilated into expected classroom practices and lessons
- **Strategies** to improve **teacher awareness of self-care and wellbeing**.

Developed in Australia, the Berry Street Education Model consists of five modules and over 100 practical strategies that correspond with the child-development capacities that each student must build to be 'ready to learn' in any context. We focus first on building student capacity to engage and then nurturing their willingness to participate in learning.



BERRY STREET EDUCATION MODEL

Curriculum and Classroom Strategies

The modules are:

Body - Teaching students how to self-regulate, building an understanding of the stress response and developing strategies for de-escalation and an improved focus on learning. **Teachers will understand and use classroom strategies that help trauma affected students de-escalate.**

Relationship - Nurturing on-task learning through relational classroom management strategies. **Teachers will further develop skills to build relationships with all students, especially those with complex behaviours, through micro-moments of classroom management.**

Stamina - Creating a culture of academic persistence by developing resilience, emotional intelligence and a growth mindset. **Engagement** - Motivating students with strategies that increase their willingness to learn. **Teachers will learn to use classroom strategies that build stamina and resilience for learning and life.**

Character – Exploring the values that motivate individuals while learning how a strengths approach can build student self-awareness, self-worth and provide students and educators with powerful language for improvement. **Teachers will understand how values and using a strengths-based lens with students can be transformative**

Each domain is accompanied by a workbook which contains strategies that teachers can use and adapt to meet the needs of their students. These materials are not curriculum dependent and can be used alongside or incorporated into other teaching materials and curricula.

BSEM aims to achieve the following outcomes:

- Improved student attendance, academic growth, social and emotional wellbeing
- Improved self-esteem in students and their capacity to build healthy relationships with others
- Improved student behaviour, fewer school incident reports and suspensions
- Teachers gain confidence in dealing with children with complex behaviours in the classroom.
- Improved Year 12 completion and participation in post-school training, education and employment.

BSEM provides schools with the ability to support individual students with specific behavioural and mental health needs and the need to create a culture that fosters emotional wellbeing and resilience within schools.

BSEM online delivered over 12 x 90-minute Zoom sessions - 8am to 9.30am on the following dates

- Day 1: May 11, 12 & 17
- Day 2: May 18, 25 & 26
- Day 3: September 14,15 & 21
- Day 4: September 22, 28 & 29

We invite you to assess the suitability of the Model by sending a school leader and 2 classroom teachers to the training.