



# BERRY STREET EDUCATION MODEL

Curriculum and Classroom Strategies

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

The world can be an increasingly difficult one for our young people. Challenges include ongoing stress, emotional disorders such as anxiety and depression, inadequate family support or a specific traumatic event. The current impact of Covid-19 on student's families and lives only adds to the levels of stress that children and young people must deal with prior to entering the classroom. Teachers experience this on a day to day basis in their school environments facing the challenge of managing increasingly complex student behaviours 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. Understanding the impact, a traumatic event has on student behaviour, emotional wellbeing and learning, requires specialised strategies and training to address their needs for healing and growth towards achievement.

**The Berry Street Education Model (BSEM)** is a practical approach to teaching and learning that enables teachers to increase engagement with students with complex, unmet learning needs and successfully improve all students' self-regulation, growth and academic achievement. The pedagogical strategies integrate the last 25 years of trauma informed practices and positive psychology research. Over 27,000 educators across 3000 schools have participated in the BSEM and an independent evaluation carried out by the University of Melbourne has shown that the adoption of BSEM contributed to more than two years academic growth in one year.\* BSEM has been designed by teachers/education leaders for whole school staff and we know that school leaders need strategies that are consistent across an entire school. Throughout our training, we provide a robust toolkit of strategies that:

- a) Teachers can practice and implement with students; and
- b) Ensures school leaders can provide a consistent approach to implementation, teacher feedback and support.

All types of schools including Mainstream, Special, Community, Foundation, Academy and Grammar schools in Australia have used this approach because:

- It is beneficial for all students, not just the ones with chronic stress and trauma.
- It is evidenced-informed and independently evaluated.
- It consists of practical strategies that provide a consistent approach for a whole school.
- It is easy for teachers and support staff to implement and adapt.
- It is practiced in the classroom and can enhance or validate existing classroom management and pedagogical practice.

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.

Developed in Australia, the five modules of the BSEM 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.



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- **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 their school values and using a strengths-based lens with students can be transformative**

BSEM aims to achieve the following short-term outcomes for students:

- Improved academic growth, social and emotional wellbeing
- Greater ability to maintain relationships
- Improved school attendance
- Fewer incident reports and suspensions
- Increased teacher knowledge and capacity to work with all staff across the whole school.

BSEM also aims to achieve the following long-term outcomes for students:

- Improved self-esteem and capacity to build healthy relationships with others
- Less anti-social behaviours, leading to future successes
- Improved Year 12 completion and participation in post-school training, education and employment

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

Traditionally held across 4 days, we will now be offering each 'day' over 12 x 90-min sessions to combat Zoom fatigue. We always strive to model best practice teaching pedagogy. This will still be the case, just online! If you would like any further information or clarification, visit [www.bsem.org.au](http://www.bsem.org.au) or call Orville Gardener on +44 7958 565764 or email [ogardener@berrystreet.org.au](mailto:ogardener@berrystreet.org.au)

*\*Stokes, H., & Turnbull, M. (2016). Evaluation of the Berry Street Education Model: trauma informed positive education enacted in mainstream schools. Melbourne, VIC: University of Melbourne Graduate School of Education, Youth Research Centre.*