

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

"A very inspirational day with many useful strategies to use in the classroom." (teacher feedback, Nov 2019).

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 as they challenged to manage 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) provides educators and schools with practical pedagogical strategies to engage all students and has been shown to be particularly effective with disadvantaged and struggling learners. The Model integrates the last 25 years of wellbeing research and has made proven and 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 27,000 classroom teachers, classroom assistants, school leaders and specialist school support staff across 3000 Australian schools have participated in the BSEM and 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, that 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 their/school 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-has a strong track record of achieving the following outcomes:

- Improved student attendance, academic growth, social and emotional wellbeing
- Improved self-esteem of students and their capacity to build healthy relationships with others
- Improved student behaviour, fewer school incident reports and suspensions
- Improved teacher welfare and 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 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 resilience within schools.

“Very well presented. I understood the effects trauma has on children, but it was great to know about the different range of strategies that can be implemented to reduce the impact of trauma and enhance learning outcomes for students” (teacher feedback Nov 2019).

We are very pleased to be bringing our 4-day training to London for the first time (Day 1 & 2: 20-21 October & Day 3 & 4: 24-25 February) and invite you to assess the suitability of Model by sending a school leader(s) and classroom teacher(s) to the training. To find out more, visit <https://learning.berrystreet.org.au/training-development/events/bsem-4-day-course-london-starting-october-2020> or email 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.*