

The Berry Street Education Model provides strategies to increase student engagement and learning. Our trauma-informed positive education approach provides effective strategies to support students with complex behavioural and learning needs—and proactively bolsters all students through a whole-school approach.

We add dates regularly to meet participant demand, and there are some opportunities coming up in the next few months.

## Webinar series

You can learn more about our approach through bite sized learning opportunities. Our webinar series is ongoing, and we have timed some of these to specifically support educators in alternate time zones.

**View our upcoming webinars**

## Berry Street Education Model course online

Interested in comprehensively learning our strategies and engagement approach? We have a course starting on Tuesday 12 January at 8am (GMT, UTC+0) conveniently spaced out across three months so you can start implementing strategies after every one of the 12 sessions.

The entire dates for this course are:

Domain One - 12, 13 & 14 January (8am – 9.30am GMT)

Domain Two - 9, 10 & 11 February (8am – 9.30am GMT)

Domain Three & Four - 16, 17 & 18 March (8am – 9.30am GMT)

Domain Five - 23, 24 & 26 March (8am – 9.30am GMT)

**Register for the course**



## Learn more about the Berry Street Education Model

Want to learn more about the Berry Street Education Model and how it can help you and your school? Read on in this brochure and join us at a free Frequently Asked Questions and Answers session on Tuesday 17 November at 8am (GMT).

**Register for the free session**



# Trauma-aware positive education Approach & Strategies

# Berry Street Education Model

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 incorporate evidence-based trauma-aware teaching, positive education, and wellbeing practices.



3,000  
schools



27,000  
staff

More than 27,000 Australian teaching staff across 3,000 schools have already experienced our four day foundation training.

The Berry Street Education Model is offered as a suite of structured professional development, consultation and mentoring programs for school leaders and teachers. The delivery of the BSEM course employs a blended learning methodology based on instructor expertise, peer-collaboration and opportunities for participants to pilot learned strategies in their schools. Facilitators provide support between sessions, including the option for individual conferencing or other consultation.

Our Model originates from Berry Street's 140-year history of supporting vulnerable and disadvantaged children to thrive. Over the past 15 years, our range of services has expanded to include providing alternative education for young people who are affected by experiencing or witnessing trauma.

Many schools have taken part in BSEM training to address common concerns:

- Mainstream teaching approaches and pedagogies were failing to meet the needs of significant numbers of students
- Students were confronting diverse and complex challenges
- Teachers were facing significant professional and personal challenges in dealing with the diversity of student needs.

BSEM's unique approach is informed by the last 25 years of trauma and positive psychology research.

It equips both mainstream and specialist schools with strategies to facilitate students' cognitive and behavioural change, thereby increasing student engagement to significantly progress their academic achievement.

## Learning options

Attend one of our Four Day Courses offered in various cities. Register at [bsem.org.au](http://bsem.org.au)

Contact us about hosting a training course at your site for your school community. Call **(03) 9429 9266** or email [bsem@berrystreet.org.au](mailto:bsem@berrystreet.org.au) to discuss your tailored program.



# Five building blocks to achieve academic and personal growth

The five domains of the Berry Street Education Model correspond with child-development capacities that each student must build in order to be 'ready to learn'. When considering how to best meet the needs of students, we focus on building self-regulatory ability, relational capacity and then nurture willingness to engage in learning.

The Berry Street training team provides participants with intensive and ongoing professional development. Training is supplemented with a resource book complete with lesson plan ideas. The BSEM curriculum contains over 100 classroom strategies and recommendations, allowing teachers to adapt the components to their own classroom context.

Working together, BSEM helps schools strengthen their **whole of school approach** to build consistency and predictability across all classrooms throughout the school.



100+  
classroom  
strategies

## About Berry Street

We believe that children, young people and families should be safe, thriving and hopeful. As one of Australia's largest independent family service organisations, this belief is the heartbeat of our organisation.

It defines our purpose, reflects our 140-year history and guides our future.

### Domain 1 Body

Building students' capacity by increasing physical regulation of the stress response, de-escalation and focus.



### Domain 2 Relationship

Nurturing on-task learning through relational classroom management strategies.



### Domain 3 Stamina

Creating a culture of academic persistence by nurturing resilience, emotional intelligence and a growth mindset.



### Domain 4 Engagement

Motivating students with strategies that increase their willingness to learn.



### Domain 5 Character

Harnessing a values and character strengths approach to instil students' self-knowledge for future pathways.



"I've loved going to training and feeling reinforced by it... There's always more you can do — and that's what makes me an excellent teacher."

– Teacher

## Research backed

Berry Street Education Model has been the focus of research by University of Melbourne across mainstream schools. The different studies investigated student behaviours, achievement, engagement and wellbeing using a range of methodologies. Quantitative and qualitative sources were gathered including literacy and numeracy achievement data, critical incidents, suspension and attendance data, along with student and staff surveys, interviews and focus groups. Studies range from one year pre and post implementation as well as three year longitudinal studies. These independent studies were assessing the improvement to student learning, staff practice and whole school culture.

Alumni of the program consistently report that students' connection, engagement and learning are all significantly improved once BSEM strategies are applied in their classrooms.

### Outcomes

BSEM application in schools achieved the following short-term outcomes for students:

- Improved academic growth and social/emotional wellbeing
- Greater ability to maintain relationships
- Increased school attendance
- Decreased incident reports and suspensions
- Increased teacher knowledge and capacity to work with them.

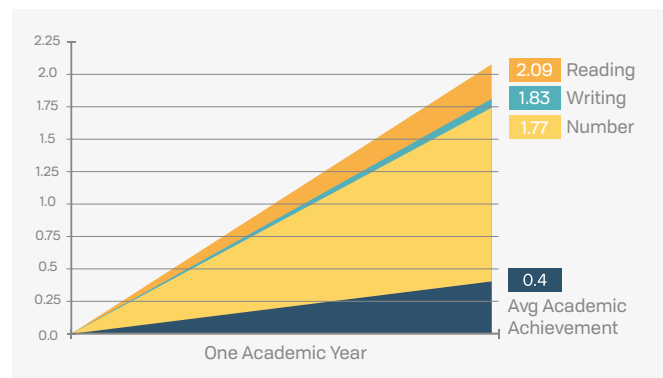
“... compelling evidence of BSEM's capacity to impact on achievement, engagement, wellbeing and behaviour.”

BSEM application in schools achieved the following long-term outcomes for students:

- Improved self-esteem and capacity for healthy relationships
- Less anti-social behaviours for future success
- Improved high school completion and participation in post-school training, education and employment.

### Student learning attainments

University of Melbourne research (2015) suggested that BSEM has contributed to more than two years learning in one academic year.



*“There's a more supportive environment among the children. They're using de-escalating language, they're better able to communicate with their teachers.”*  
Deputy Head – Wellbeing

*“The way we talk to kids has changed their ability to talk to us. Emotional intelligence has changed too – staff and students can now articulate their feelings ... We talk to kids about where the anger sits in them”* Assistant Principal

\* University of Melbourne research and evaluation reports listed on overleaf, links can be found at [www.bsem.org.au](http://www.bsem.org.au)

## Staff practice

The Model helps staff by developing their capacity to take strategies back to their schools and classes, leading to whole school changes in school culture and teacher practice.

*"I think staff [now see it as they] have a role to play in ensuring that these kids aren't just misbehaving, that there are true indicators and that there are things that we can do to ensure the kids are safe here at school and learning"* BSEM Leader

*"We (need to) understand ourselves... We have to understand our own triggers and emotions for us, and then for our kids"* Assistant Principal

*"The training was a breath of fresh air... Every teacher in the school has one of those kids that the professional development was talking about. And I think everyone sat there and said 'I know who that is' and now I know how I can help them succeed."* Teacher



## Whole school culture

The whole school approach, involving all school staff, not just teachers, is essential to the success of BSEM in schools. The use of shared language provided by BSEM is also helpful.

*"The shared language is probably the most powerful and significant difference ... amongst staff and the kids"* Principal

*Note: Per ethics agreements with the University of Melbourne participants quoted in the research papers remain confidential.*

# Getting started with the course

## Recommendations

For schools to get the most out of BSEM, University of Melbourne (2018) research suggests that:

- School-wide implementation is optimal (i.e. rather than sectional, or year level)
- Engagement of all staff (including non-teaching personnel) in BSEM training is helpful in mobilising school culture
- Schools need to allow sufficient time to implement and embed the BSEM learning into classroom and whole of school practice

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## Alumni benefits and ongoing professional learning

Everyone who completes our Four Day Course is invited to join our online Alumni community. This gives you access to tools and resources to assist you with the implementation of the Model, as well as priority access to our Masterclasses.

“We integrate it into everything that we do.  
It’s a set of tools and strategies and ways of  
thinking that’s the foundation of what we do.”

– Principal

“A lot of us did a 360 spin as to how we  
should be working with our kids, to  
understand where they were coming from”

– Assistant Principal

“Students realise that even if they don’t use  
the strategies now, they’re strategies for  
life. This isn’t about school, it’s about life”

– Wellbeing leader

## Research and Evaluation Reports

Farrelly, A., Stokes, H. and Forster, R. (2019). Evaluation of the Berry Street Education Model (BSEM): Darebin Schools Program Learning For All. Melbourne: University of Melbourne Graduate School of Education, Youth Research Centre.

Stokes, H., Kern, M. L., Turnbull, M., Farrelly, A. and Forster, R. (2019). Trauma informed positive education: Research and evaluation of the Berry Street Education Model (BSEM) as a whole-school approach to student engagement and wellbeing (2016-2018). Melbourne: University of Melbourne Graduate School of Education.

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

Stokes, H., Turnbull, M., Forster, R. and Farrelly, A. (2019) Young People’s Voices, Young People’s Lives: A Berry Street Education Model (BSEM) Project. Melbourne: University of Melbourne Graduate School of Education, Youth Research Centre.

Turnbull, M. (2018). The Collingwood College BSEM Pilot: A Report for the City of Yarra. Melbourne: University of Melbourne Graduate School of Education, Youth Research Centre.