

## When teachers create a proactive, pre-emptive, strengths-based classroom, students learn better.

The Berry Street Education Model is a progressive training course that enables teachers to increase engagement with challenging students and successfully improve all students' self-regulation, growth and academic achievement.

Our Model is an initiative of the Berry Street Childhood Institute and originates from Berry Street's 140 year history of supporting vulnerable and disadvantaged children to thrive. It is based on proven positive education, trauma-informed and wellbeing practices to enable students' academic and personal growth, and has been successfully applied in both mainstream and specialist schools.

*"The Berry Street Education Model gave our school relevant strategies that were immediately successful in building student willingness to learn. All our students, even the most engaged kids, found them useful."*

This unique approach equips schools with strategies to facilitate students' cognitive and behavioural change, thereby increasing student engagement to significantly progress their academic achievement.

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

*"Our students have achieved more than two years learning in one academic year. "*

## Proven outcomes of increased engagement and academic success

In 2016, nearly 5000 Australian school teachers from more than 500 schools undertook the Berry Street Education Model program. Alumni of the program consistently report that students' connection, engagement and learning are all significantly improved once BSEM strategies are applied in their classrooms.



*"Very practical and relevant. Lots of strategies that can be used across all year levels."*

Formal evaluation of the pilot program by the University of Melbourne affirms the positive impact of the program on student wellbeing, behaviour and engagement. AUSVELS data indicated this also translated into significant academic growth across reading, writing and number.

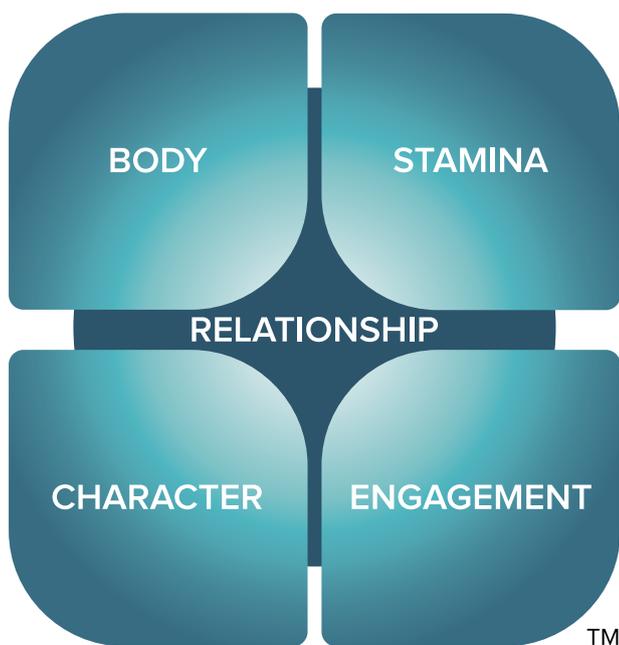


In addition, the Berry Street Education Model has made possible significant academic growth in some of Victoria's most vulnerable students. The Model is used by teachers at the Berry Street School, where students average 1.8 years' learning in one academic year.

**Every student should have opportunities to develop a regulated body and meet their own needs in healthy ways.**

**Five building blocks to achieve academic and personal growth**

The five domains of the Berry Street Education Model correspond with the 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 first on building their capacity to engage and then nurturing their willingness to engage.



**Body** – Building students’ capacity by increasing physical regulation of the stress response, de-escalation and focus.



**Relationship** – Nurturing on-task learning through relational classroom management strategies.



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



**Engagement** – Motivating students with strategies that increase their willingness to learn.



**Character** – Harnessing a values and character strengths approach to instil students’ self-knowledge for future pathways.

*“It was brilliant. All of our training days were positive, engaging and full of strategies I can start using tomorrow.”*

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