

## **BSEM Trauma Aware School Learning Teacher Expectations**

Term 1, 2020

**We have been nominated as demonstration school for the Trauma Aware Schools initiative has been successful.**

The **Trauma Aware Schools initiative** supports learning environments that are inclusive and responsive to the needs of students experiencing trauma. The initiative aims to build the capacity of educators and help staff to understand and support the diverse learning needs of all students.

The key elements of the initiative are:

- leadership led commitment to implementing trauma-informed practice
- whole-of-school approach to trauma-informed practice
- on-site delivery of professional development and capacity building programs.
- resources in the school community. The model and outcomes will be evaluated throughout the process and shared with other schools.

### **Berry Street Education Model**

The Berry Street Education Model enables teachers to both increase engagement with challenging students and improve all students' self-regulation, growth and academic achievement.

In today's changing and complex world, many primary and secondary school students encounter daily challenges that can impact their success at school. These can range from ongoing stress and a lack of family support to a specific traumatic event. Despite best efforts and intentions, schools often require specialised strategies to address student needs for healing, growth, and achievement.

The Berry Street Education Model provides schools with the training, curriculum and strategies to engage even the most challenging students. This education initiative is different because it is based on proven positive education, trauma-informed and wellbeing practices that enable students' academic and personal growth. The model is unique because it educates schools and their leaders to reinforce and sustain cognitive and behavioural change, thereby re-engaging young people in learning and progressing their academic achievement.

### **The 5 Domains of BSEM**

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'. We focus first on building their capacity to engage and then nurturing their willingness to engage.

#### **Body**

Building school-wide rhythms and body-regulation through a focus on physical and emotional regulation of the stress response, de-escalation in school and classroom contexts, and mindfulness opportunities throughout the school day.

#### **Relationship**

Increasing relational capacities in staff and students through attachment and atonement principles with specific relationship strategies with difficult to engage young people.

#### **Stamina**

Creating a strong culture of independence for academic tasks by nurturing resilience, emotional intelligence and a growth mindset.

#### **Engagement**

Employing engagement strategies that build willingness in struggling students.

#### **Character**

Harnessing a values and character strengths approach to enable successful student self-knowledge which leads to empowered future pathways.

Professional Development	
When	What
<b>Week 0</b> - <b>Whole Day</b>	PD focussed on the 'Relationship' domain
<b>Week 0</b> - <b>30-minute session</b>	In this session we will revisit the Body & Relationship Domains and provide an overview of the expectations for Quality Start
Expectations	
When	What
<b>Quality Start</b>	<p><b>Body domain</b></p> <ul style="list-style-type: none"> <li>• Stress lessons – pages 15 – 20</li> <li>• Escalation map activity – pages 21 – 23</li> <li>• Self- regulation and ready to learn scale – pages 75-77</li> <li>• Mindfulness – pages 56-58</li> <li>• Ready to Learn Plan – page 27</li> </ul> <p><b>Relationship domain</b></p> <ul style="list-style-type: none"> <li>• Golden Statements – page 25</li> <li>• Active Constructive Responding – pages 28-30</li> </ul>
<b>Term 1</b>	<ul style="list-style-type: none"> <li>• All classes will participate in a '<b>Welcome Circle</b>' each day across R-12.</li> <li>• '<b>Ready to Learn</b>' <b>scales</b> will be implemented in all classrooms. The layout of the scale will be consistent in all R-12 classes – left to right ('not ready' on left to 'ready' on right and provide explicit teaching of.</li> </ul>