The Berry Street Education Model
A trauma-informed positive education approach

BODY
- Integrating body regulation into curriculum design and delivery
- Acknowledging the impacts of stress and childhood trauma on the body, on the stress response, and on learning; specifically helping students self-regulate to a heart-rate around 80 beats per minute
- Offering opportunities throughout the day for students to elect individualised time to both co-regulate and self-regulate emotions, reactivity, and impulses
- Incorporating rhythmic activities throughout the day
- Providing opportunities for mindful practice
- Working towards sensory integration and coordination of large and fine motor skills
- Rhythmic, predictable and consistent student routines

RELATIONSHIP
- Learning specific strategies to build relationships with students
- Staff/student connections built on attachment principles of unconditional positive regard
- Teaching social and emotional intelligence
- Nuturing friendship and teamwork
- Employing relational strategies to keep students on-task
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**STAMINA**
- Strategies to build emotional intelligence, personal resilience, frustration tolerance and self-regulation
- Growing the stamina for attention and on-task behaviour
- Encouraging growth mindsets for academic learning and accomplishment
- Developing passion and persistence for learning

**ENGAGEMENT**
- Understanding the pathways to complete engagement through strengthening student willingness
- Addressing the fears that students bring to the classroom
- Broadening, building, and savouring positive emotions including motivation through healthy play and fun
- Curiosity and interest through real-world application, problem-solving and investigation

**CHARACTER**
- Helping students articulate their own values
- Finding personal meaning in those values and extending that meaning to include others
- Understanding self and others in the context of culture and community
- Identifying personal strengths and practicing those strengths
- Exploring strengths through stories, narratives, metaphors, and heroes/paragons of particular strengths
- Understanding and employing character strengths for future pathways

**IMPLICIT teaching**
- Whole school approach within the Berry Street Education Model
- Relationship-based strategies
- Restorative practices
- Staff modelling wellbeing strategies
- Interactions within physical campus/classroom environment

**EXPLICIT teaching**
- Dual-purpose curriculum aims
- Morning circles
- Wellbeing/personal development curriculum units
- Small group therapeutic work
- Student debrief and reflection
- Visible cues, posters, and other visible strategy reinforcement
- Field trips, industry visits, outings