

Kaadadjiny *Moorditjabiny* Learning & Becoming Strong

This document has been developed to support the specific, contextual behaviour needs of the students at Djidi Djidi Aboriginal School.

There is a strong focus on proactive approaches, and a dedicated commitment to trauma informed practice.

We are anchored by our Motto below:

Honouring our Past

Living in the Present

Preparing for our future

Kaadadjiny Moorditjabiny gives the school community a common language with which to discuss both positive and negative behaviours.

Our Behaviour Support programs reflect our Kaadadjiny Moorditjabiny and include explicit teaching of desired behaviour and expectations.

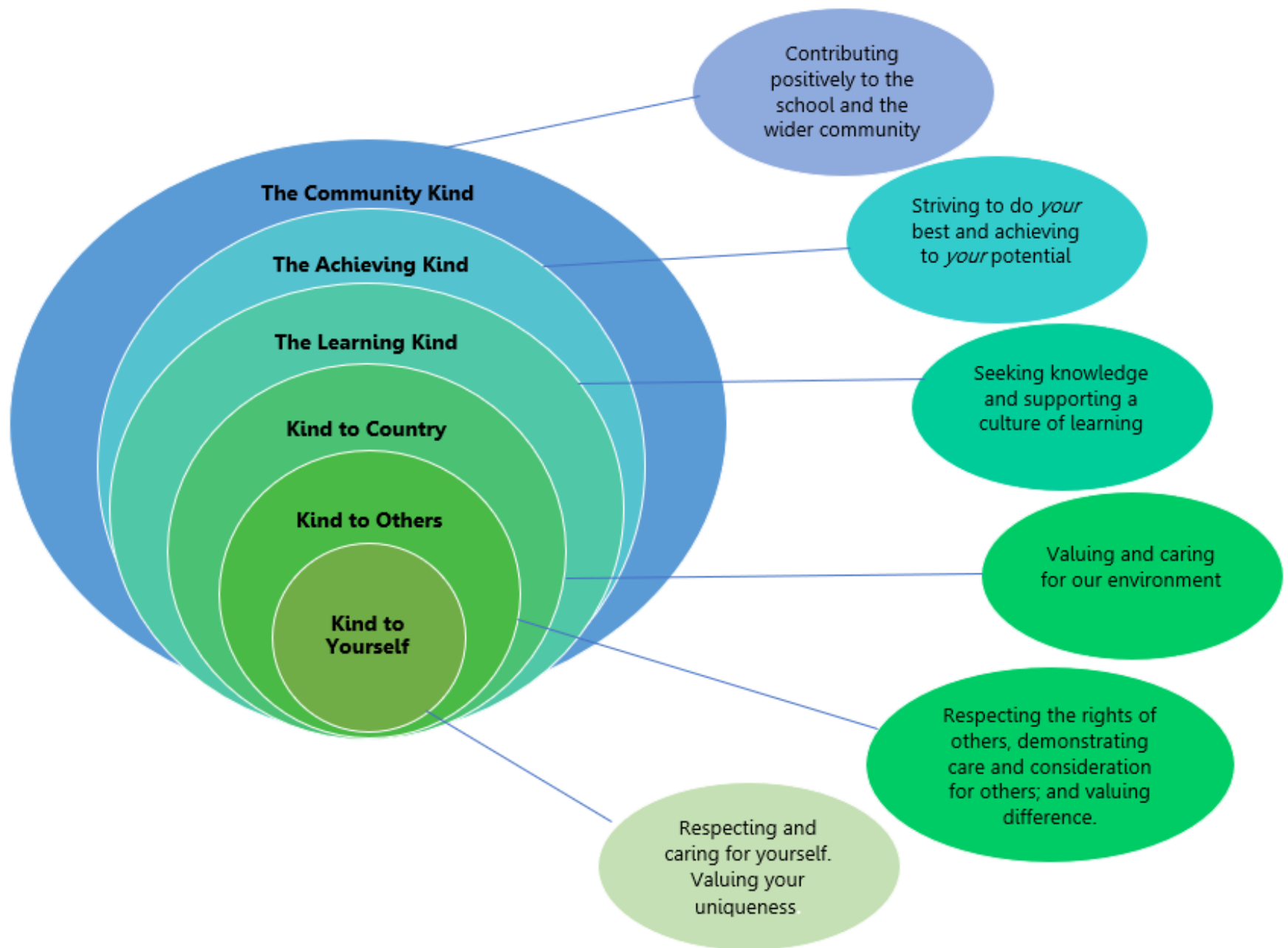
Classroom and playground behaviour will be addressed using proactive approaches and be structured around our Kaadadjiny Moorditjabiny.

Kaadadjiny Moorditjabiny will be displayed in all learning spaces and in other prominent positions around the school.

The Berry Street Education model supports the Kaadadjiny Moorditjabiny.

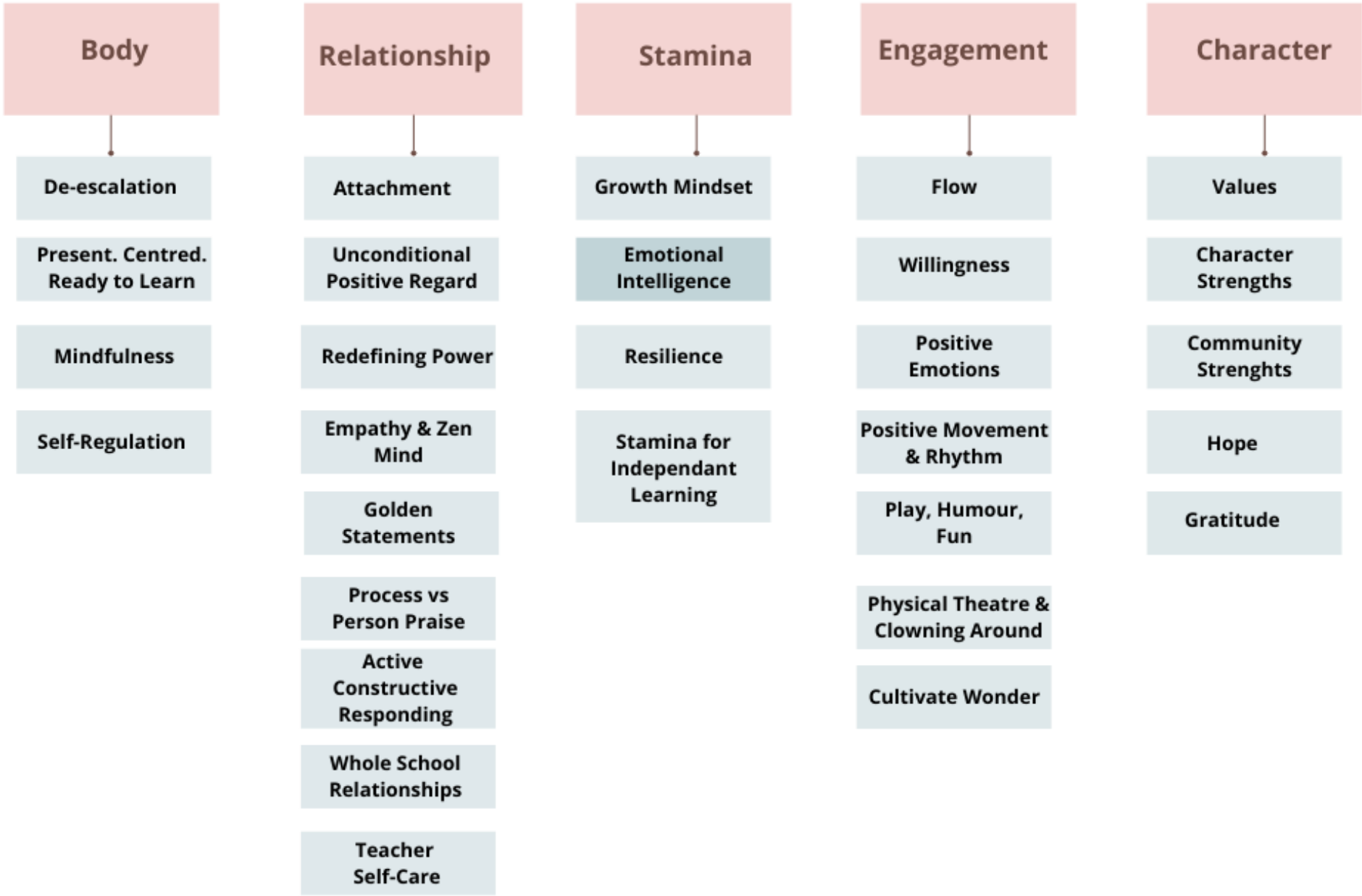
The Positive Education (PERMAH) Model supports the Kaadadjiny Moorditjabiny.

We work to model and practise these values every day.



Behaviour Education

- The Berry Street Education Model (BSEM) is a trauma informed positive education approach to behaviour expectation.
- It is expected that students will be explicitly taught the 5 BSEM domains.
- The BSEM texts provide clear guidance around how to teach the curriculum.

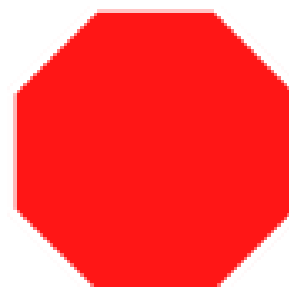
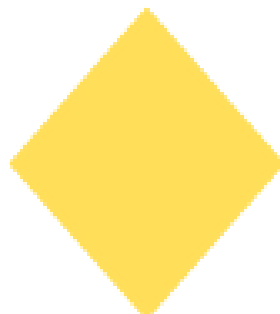
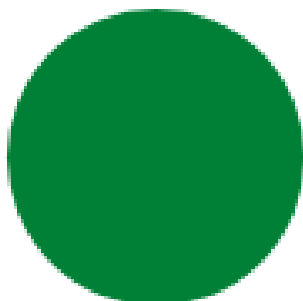
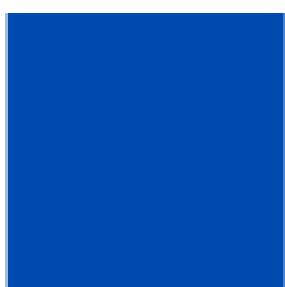


BSEM Fundamentals

BODY: Ready to Learn Scale & Zones of Regulation

The RTLS/ Zones of Regulation develop self-regulation by allowing students to track their emotions and identify where they 'sit' on a continuum. The RTLS/Zones should be used interchangeably and be highly visible in all classrooms. Consistency is key across all classrooms. All scales must follow the same directional order for their RTLS. Similarly, if using a numeric rating, ensure that everyone uses 1 as 'not ready'.

Students can then use individualised Ready to Learn Plans (RTLTP) to support them to stay in optimal learning zones. Be proactive with the RTLTP. Staff and students should co-create the plans before escalation has become an issue. Staff must be well aware of 'placing the body' as the focus of classroom interventions and care.



BSEM Fundamentals

BODY: Ready to Learn Scales (linked with Zones)



Nope! I am not ready to learn.

If I am escalated in any way I need to move to the 'doing something about it' phase



I am ok to learn



I am pumped about learning



BSEM Fundamentals

BODY: Ready to Learn Plans

RTLTP are an individualised plan co-created with students who need additional support to regulate their emotions. All staff who are involved with the student must have access to a copy of the RTLTP. The school has many sensory supports available

Ready to Learn Plan	
This Ready to Learn Plan will assist (name) to become present, centred and ready to learn.	
I get angry, frustrated, or anxious when this happens:	
When I get angry, frustrated, or anxious, my behaviour can look like:	
My physical response is often:	
Some things I can help myself do to de-escalate are:	
	Take a deep breath or mindful breathing
	Go for a walk
	Ask to reset in the office
	Visit the class Zen Den
Some things an adult can do to help me de-escalate are:	
	Ask me how I'm doing
	Suggest I take some time out
	Take a walk with me
I know that I am calm when I look like this:	
and I feel like this:	
We will review this Ready to Learn Plan on:	

BSEM Fundamentals

RELATIONSHIP

We know that if teachers employ the strategies below every day with all students, especially students who struggle the most, relational interactions will get stronger every day.



Attachment



Unconditional
Positive Regard



Redefining Power



Empathy + Zen



Golden Statements



Process vs.
Person Praise

Not ready to
Learn



Active
Constructive
Responding



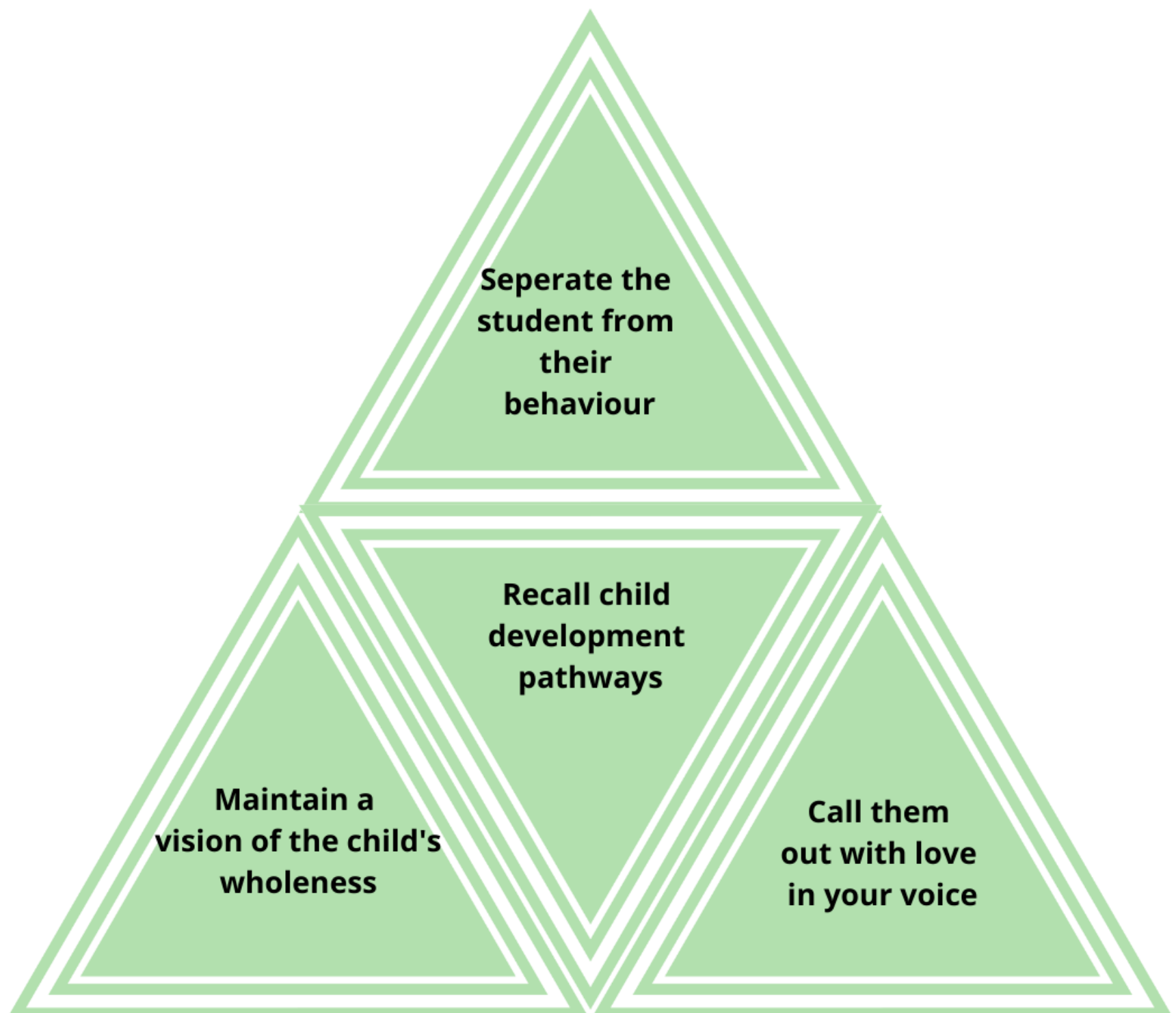
Whole School
Relationship

BSEM Fundamentals

RELATIONSHIP: Unconditional Positive Regard

Unconditional positive regard is the ***basic acceptance and support of a person regardless of what the person says or does.***

Four steps to help staff stay in a relational space with a defiant or struggling child:



BSEM Fundamentals

RELATIONSHIP: Empathy & Zen Mind

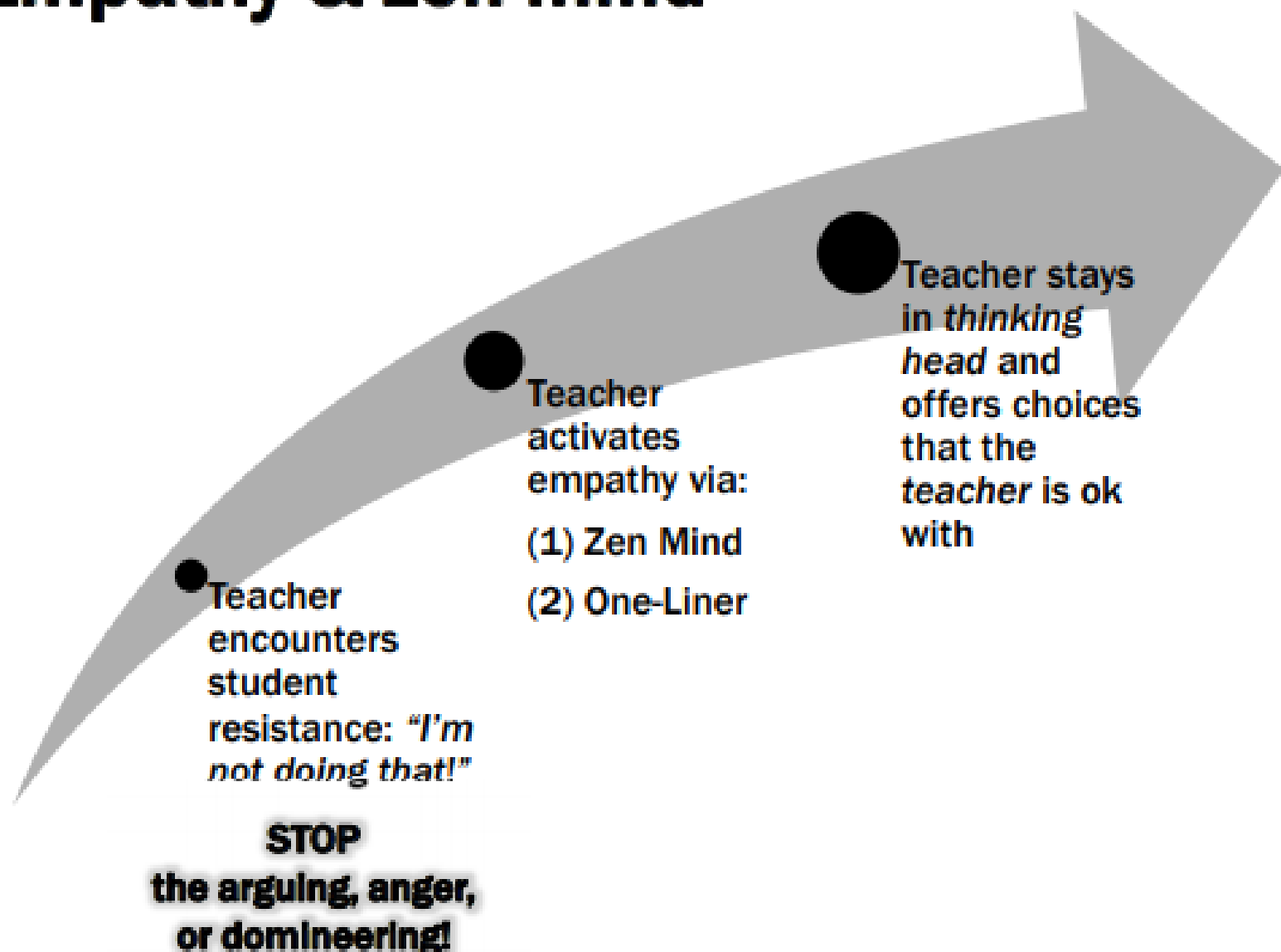
Trauma informed practitioners practice maintaining zen at all times. This means adults remain in their thinking brain and demonstrate a calm demeanour regardless of circumstances.

Great teachers know how to use empathy to keep students in their 'thinking brain' and assist them to solve their on problems.

Empathy builds connection. There are four qualities to empathy:

1. Empathy is perspective taking - taking the perspective of another and seeing the world as they see it, or recognising their perspective as their truth.
2. Staying out of judgement
3. Understanding the emotions and feelings of others
4. Communicating that understanding with people

Empathy & zen mind



BSEM Fundamentals

STAMINA

Stamina involves sustained effort, perseverance and resilience. Nurturing stamina is building the muscles of learning, one repetition and one day at a time! As our students build the self-regulatory skills for learning, a focus on stamina acknowledges that students need scaffolded opportunities to build their stamina minute by minute.



Stamina

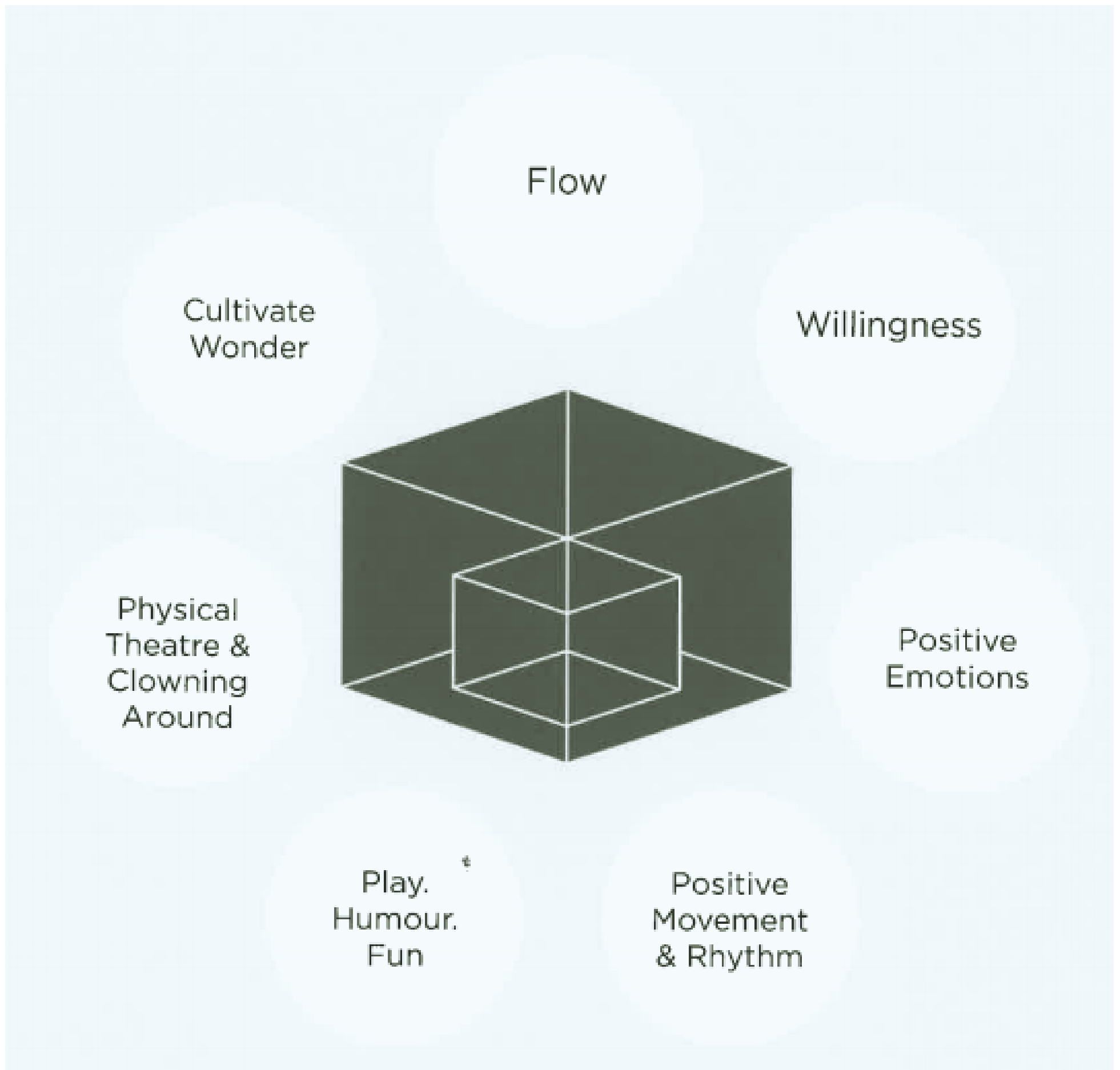
Creating a culture of academic persistence by nurturing resilience, emotional intelligence and a growth mindset.

BSEM Fundamentals

Engagement

The BSEM defines engagement as the intersection of flow, willingness, positive emotions and cultivation of wonder (see graphic below).

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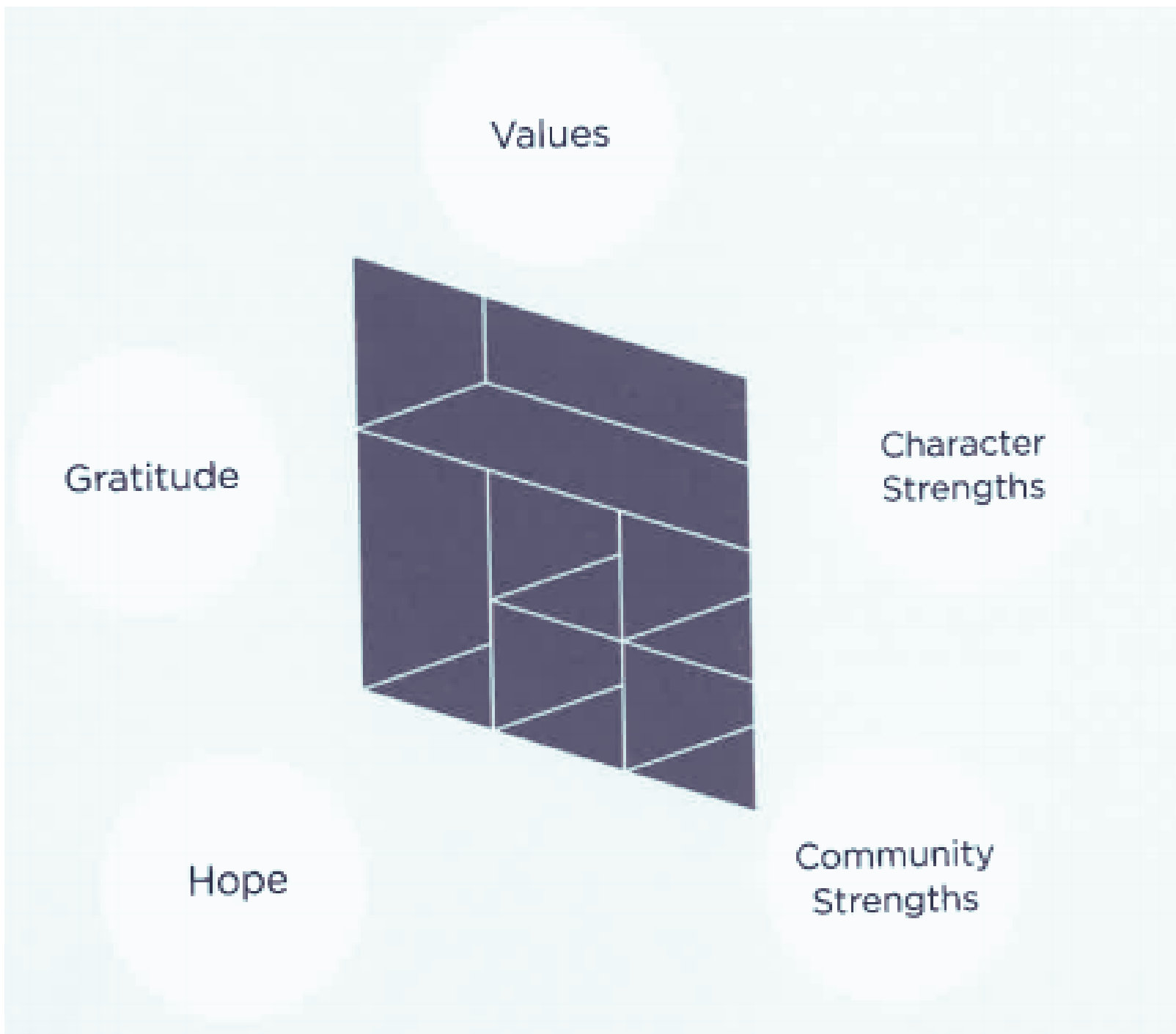


BSEM Fundamentals

CHARACTER

The goal of the Character Domain is for every student to have the opportunity to articulate, develop, and employ their signature strengths now and into the future. Our goal is to explore with students the strengths that form their character.

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VALUES

Struggling students need structured opportunities to clarify and articulate their own values. Often students have not been given a safe place to explore the values that they hold and live by when confronting life's struggles and successes. BSEM teachers seek to clarify values with students to assist them when making life choices, solving problems and considering future goals.

BSEM Fundamentals

CHARACTER STRENGTHS

CREATIVITY

WISDOM

CURIOSITY

WISDOM

JUDGEMENT

WISDOM

LOVE OF LEARNING

WISDOM

PERSPECTIVE

WISDOM

BRAVERY

COURAGE

PERSEVERANCE

COURAGE

HONESTY

COURAGE

ZEST

COURAGE



LOVE

HUMANITY

KINDNESS

HUMANITY

SOCIAL INTELLIGENCE

HUMANITY

CHARACTER STRENGTHS

TEAMWORK

JUSTICE

FAIRNESS

JUSTICE

LEADERSHIP

JUSTICE

FORGIVENESS

TEMPERANCE

HUMILITY

TEMPERANCE

PRUDENCE

TEMPERANCE

SELF-REGULATION

TEMPERANCE

APPRECIATION of BEAUTY and EXCELLENCE

TRANSCENDANCE

GRATITUDE

TRANSCENDANCE

HOPE

TRANSCENDANCE

HUMOUR

TRANSCENDANCE

SPIRITUALITY

TRANSCENDANCE

Kaadadjiny

Moordijabiny

CHARACTER STRENGTHS SCOPE AND SEQUENCE

	TERM 1	TERM 2	TERM 3	TERM 4
Weeks 1-3	Teamwork	Kindness	Zest	Curiosity
	Teamwork	Kindness	Zest	Curiosity
	Teamwork	Kindness	Zest	Curiosity
Weeks 4-6	Gratitude	Perseverance	Leadership	Forgiveness
	Gratitude	Perseverance	Leadership	Forgiveness
	Gratitude	Perseverance	Leadership	Forgiveness
Weeks 7-9	Hope	Honesty	Perspective	Creativity
	Hope	Honesty	Perspective	Creativity
	Hope	Honesty	Perspective	Creativity

BSEM Fundamentals

Proactive Behaviour Strategies

Morning and Afternoon Yarning Circle Time

Some children have minimal positive interactions outside of school. Morning and afternoon Yarning Circles allow for students to be acknowledged by name as well as creating predictable and positive start and end to the day. At Djidi Djidi we use the following as a guide:

Morning Yarn

Positive Primer
Greeting in Language
Chant our Kaadadjiny Moorditjabiny
Today's expectations
Which/how will you demonstrate Kaadadjiny
Moorditjabiny today?
Announcements

Everyone is involved
Track the speaker

Afternoon Yarn

What went well (WWW) today?
Today's expectations
How did you demonstrate Kaadadjiny
Moorditjabiny today?
Positive Primer
Goodbye in Language

Everyone is involved
Track the speaker

Communicate Calmness

- It is important that the adults remain calm and give the appearance of being in control of emotions.
- Your temperament has a strong impact on students behaviour and wellbeing.

Micro-moments

- Staff learn individual students' micro-moments - subtle changes in behaviour which indicate escalating emotions. **Intervening at this point can prevent behaviours from escalating to 'peak'**

Visuals

- Ready to Learn Plans in place for those who need it.
- Explicit teaching of how to use plans to self-regulate.

Routines

- Have an explicit and structured routine for predictability.
- Visual timetables are accessible at desk level if needed

One Liners

- One liners express empathy to the student and can help to de-escalate situations. One liners need to be said in a calm, sincere way. This communicates to the student that you are attuned to them and have high expectations in the classroom.

BSEM Fundamentals

Proactive Behaviour Strategies cont...

Provide clear, explicit instructions and reminders

- Explicit practice of class routines such as walking from one space to another, putting hand up for help. Staff must be consistent with classroom and playground expectations.

Sensory Strategies

- Many students will have a RTLP that addresses their sensory needs. Use it and make sure that DOTT providers etc. are aware of it.
- Zen Den's should be accessible in each class/learning block for students to access and co-regulate with a trusted adult. The Zen Den in Admin is available when students may be on the cusp of further escalation.
- Sensory aids can be borrowed from Admin.
- Relaxation/Mindfulness.
- Ensure that positive primers used after break times are de-escalating in nature. We need to get the DOSE right.

De-escalation

Protocol

Student is not in their thinking brain.

Ready to Learn Plan has NOT worked

Co-regulate with the student

Simplify your language

Slow down your actions

Position yourself in a non-threatening way

Remain calm

Use empathetic language and tone of voice

Distract the child away from unsafe situations

Patterned Repetitive Activities

Big or small movements to mimic heartbeat/rhythm

CRISIS - FOCUS ON SAFETY

**Minimal words, use gestures, tone of voice
and safe proximity**

Co-regulate with the student

Patterned Repetitive Activities

Mindfulness and Belly Breathing

Process Praise

Triage Conversation

Triage

Conversations

Student is fully de-escalated

Student is in their thinking brain

I know you're really good at....I know you value.....

What happened today?

*You had a wobbly moment today.....Which part of the
Kaadadjiny Moorditjabiny was missing?*

How were you feeling? How do you think they felt?

How can you/we fix this?

Your have missed some learning time.

Are you ready to learn now?

or

Learning is sacred at Djidi Djidi.

How will you make up the learning that you missed?

Thank you for having this conversation with me today.