



BRITE

Building Resilience in Teacher Education

BRITE Modules Quick Reference Guide

Module B: Building resilience

Topics	Sub-topics	Learning activities	Embedded Resources	Links to APST, ACARA & EYLF
Building resilience	<p>What is resilience?</p> <p>Why does it matter?</p> <p>How is resilience defined?</p> <p>Resilience in schools</p> <p>Resilience for teachers</p> <p>What makes a resilient teacher?</p> <p>The resilience process</p> <p>Why BRITE?</p>	<p>Reflection: What do you know about resilience?</p> <p>True/False resilience myths with feedback and informed by the literature.</p> <p>Interactive conceptual framework regarding aspects of resilience.</p> <p>Add to your toolkit: <i>How do you define resilience? How would you describe a resilient teacher?</i></p>	<p>Factsheets</p> <p>Resilience (ResponseAbility, 2014)</p> <p>Videos</p> <p>Developing Resilience (MindMatters Australia, 2015)</p> <p>Building your child's resilience (School A to Z, 2011)Module B: Building</p>	<p>APST</p> <p>Standard 4. Create and maintain supportive and safe learning environments</p> <p>Standard 6. Engage in professional learning</p> <p>ACARA</p> <p>General Capabilities: self-awareness, self-management and social management</p> <p>EYLF</p> <p>Principle 5. Ongoing learning and reflective practice</p>

Module R: Relationships

Topics	Sub-topics	Learning activities	Embedded Resources	Links to APST, ACARA & EYLF
Maintaining support networks	<p>Module Introduction</p> <p>Friends and family</p> <p>University colleagues</p> <p>Support networks and social media</p>	<p>What are your current resources? (Self-quiz leading to personal plan for module progress)</p> <p>Strategies for maintaining support networks</p> <p>What would you do? <i>I have friends I haven't seen for weeks.</i></p> <p><i>Add to your toolkit: What are your top 3 strategies for maintaining support networks? How will you implement these?</i></p>	<p>Factsheets</p> <p><i>"Brighter futures: Engaging with Aboriginal Children and Families"</i>. (NSW Department of Community Services, 2008)</p> <p>Videos</p> <ul style="list-style-type: none"> • <i>"Connecting, networking, learning"</i>: How has social media influenced your professional practice (Teacher Feature, AITSL, 2012) • <i>"Up-skilling while I'm still learning how to teach"</i>: How do your colleagues impact on your teaching? (Teacher Feature, AITSL, 2012) • <i>"Helping you become a better teacher"</i>: What's the most important advice you could give to a beginning teacher? (Teacher Feature, AITSL, 2012) • <i>"Professional conversation makes all the difference"</i>: How do your colleagues impact on your teaching? (Teacher Feature, AITSL, 2012) • Building relationships (KidsMatter, 2014) • <i>"Two-way communication"</i>: Illustration of Practice (AITSL, 2012) • <i>"Open and honest communication: The Yarn meeting"</i> Illustration of Practice (AITSL, 2012) • <i>"Responding to parent and carer questions – the S-I-B model"</i> (KidsMatter, 2014) • <i>"Sharing concerns with parents"</i> (MindMatters Australia, 2015) • <i>"Build that relationship right from the start"</i>: Teacher Feature (AITSL, 2013) • <i>"The best thing is that sense of community"</i>: Teacher Feature (AITSL, 2013) 	<p>APST</p> <p>Standard 7.3 Engage with parents/carers</p> <p>Standard 7.4 Engage with professional teaching networks and broader communities</p> <p>Standard 3.7 Engage parents/careers in the educative process</p> <p>ACARA</p> <p>General Capabilities: self-awareness, self-management and social management</p> <p>EYLF</p> <p>Principle 1. Secure, respectful and reciprocal relationships</p> <p>Principle 2. Partnerships</p>
Building new relationships	<p>Relationships with new colleagues</p> <p>Working your mentor teachers</p> <p>And when you are qualified ...</p> <p>Getting along with others - teamwork</p> <p>Relationships with parents</p> <p>Positive communication with parents</p> <p>Being in a new community</p>	<p>Strategies for building relationships in new environments</p> <p>What would you do? <i>Put your best foot forward ...</i></p> <p>Add to your toolkit: <i>Thinking about the next time you are in a new school environment, what do you think are some useful strategies for building new relationships? What actions will you need to take to implement these</i></p>	<p>• Building relationships (KidsMatter, 2014)</p> <p>• <i>"Two-way communication"</i>: Illustration of Practice (AITSL, 2012)</p> <p>• <i>"Open and honest communication: The Yarn meeting"</i> Illustration of Practice (AITSL, 2012)</p> <p>• <i>"Responding to parent and carer questions – the S-I-B model"</i> (KidsMatter, 2014)</p> <p>• <i>"Sharing concerns with parents"</i> (MindMatters Australia, 2015)</p> <p>• <i>"Build that relationship right from the start"</i>: Teacher Feature (AITSL, 2013)</p> <p>• <i>"The best thing is that sense of community"</i>: Teacher Feature (AITSL, 2013)</p>	<p>EYLF</p> <p>Principle 1. Secure, respectful and reciprocal relationships</p> <p>Principle 2. Partnerships</p>

Module i: Wellbeing

Topics	Sub-topics	Learning activities	Embedded Resources	Links to APST, ACARA & EYLF
	Module Introduction	What are your current resources? (Self-quiz leading to personal plan for module progress)	Factsheets Mental health and mental ill-health (ResponseAbility, 2014)	APST Standard 6.1 Identify and plan professional learning needs Standard 4.2 Manage classroom activities ACARA General Capabilities: self awareness, self-management and social management EYLF Principle 3. High expectations and equity
Personal wellbeing	Personal wellbeing and mental health Responding to stress Healthy living	Strategies for supporting and maintaining personal wellbeing. What would you do? <i>I am feeling so stressed out.</i> Add to your toolkit: <i>What are your top 3 strategies for maintaining your personal wellbeing now? How will you implement these?</i>	Wellbeing and self-care (ResponseAbility, 2014) Looking after yourself and others (ResponseAbility, 2014) Videos “What is mental health” (Kidsmatter, 2014)	
Work-life balance	Maintaining other interests Time management	Strategies for maintaining work life balance What would you do? <i>All I ever seem to do is work.</i> Add to your toolkit: <i>What do you think are some useful strategies for managing your time and keeping a balance between your work and non-work life?</i>	“Why is mental health important?” (Kidsmatter, 2014) “You need to look after your health and wellbeing”: Teacher Feature (AITSL, 2012)	
Maintaining motivation	Reasons for becoming a teacher Optimistic thinking Persistence and self-efficacy	Optimistic thinking activity. <i>What would you do?</i> <i>How will I make it to the end of term?</i> Strategies for maintaining motivation. Add to your toolkit: <i>What are your top 3 ways for maintaining your motivation for teaching? How will you implement these?</i>		

Module T: Taking Initiative

Topics	Sub-topics	Learning activities	Embedded Resources	Links to APST, ACARA & EYLF
	Module Introduction	What are your current resources? (Self-quiz leading to personal plan for module progress)	Videos <i>“Teaching is not about perfection, it’s about reflection”</i> : Teacher Feature (AITSL, 2012)	APST Standard 6. Engage in professional learning
Problem solving	Thinking on your feet	Strategies for problem solving	<i>“In the beginning I questioned my ability...”</i> : Teacher Feature (AITSL, 2012) <i>“Teachers Make a Difference”</i> : (NSW Teachers Federation, 2014) <i>“A professional learning focused school”</i> : St Paul’s School (AITSL, 2012) <i>“One step at a time”</i> (CartooningGenius, 2013) <i>“Learn as much as I can”</i> : Teacher Feature (AITSL, 2012) <i>“Hawa’s Story”</i> (Adnewsaustr, 2014) <i>“The Graduate”</i> (CBAustralia, 2014)	Standard 7. Engage professionally with colleagues, parents/carers and the community
	Problem solving processes	What would you do? <i>Not quite picture-perfect ...</i>		Standard 3.5. Use effective classroom communication
	Help seeking	Add to your toolkit: <i>What are your top 3 strategies for problem solving? How will you implement these?</i>		Standard 3.6. Evaluate and improve teaching programs
Ongoing professional learning	On a professional journey ...	Strategies for ongoing professional learning	<i>“Learn as much as I can”</i> : Teacher Feature (AITSL, 2012) <i>“Hawa’s Story”</i> (Adnewsaustr, 2014) <i>“The Graduate”</i> (CBAustralia, 2014)	Standard 3.7. Engage parents/ carers in the educative process
	Connecting with the profession	SMART goals		ACARA General Capabilities: self-awareness, self-management and social management
	Goal setting	Goal setting activity What would you do? <i>My best friends, the APST</i> Add to your toolkit: <i>Which skills do you think are most important in developing your own professional learning goals? Which strategies will you use?</i>		EYLF Principle 2. Partnerships
Communicating effectively	Effective listening	Communication skills for teachers.		Principle 5. Ongoing learning and reflective practice
	Communicating assertively	Effective listening skills, Communication styles activity.		
	Getting involved and setting boundaries	What would you do? <i>I thought this was my room ...</i> Add to your toolkit: <i>Which communication skills do you think are going to be most important for you when you are in a new school environment?</i>		

Module E: Emotions

Topics	Sub-topics	Learning activities	Embedded Resources	Links to APST, ACARA & EYLF
	What is an emotionally competent teacher	<p>Why discuss emotion in teaching?</p> <p>Reflection: Visualisation of own experience as a student What are some characteristics of emotionally competent teachers?</p> <p>Self-quiz: Your current resources</p>	<p>Videos</p> <p><i>“Dr Seligman’s definition of optimism”</i> (Happier.com video library, 2009)</p>	<p>APST Standard 4. Create and maintain supportive and safe learning environments</p>
Developing optimism	Optimism Humour	<p>Interactive activity: Optimistic and pessimistic responses to situations</p> <p>Using the RADAR acronym for developing optimism</p> <p>Add to your toolkit: <i>How can optimism help you in your teaching career?</i></p>	<p><i>Social-Emotional Learning: Developing Student and Teacher Resiliency</i> (The New Teacher Centre, 2012)</p>	<p>ACARA General Capabilities: self-awareness, self-management and social management</p> <p>EYLF Principle 1. Secure, respectful and reciprocal relationships</p>
Enhancing emotional awareness	Enhancing emotional awareness Responding to emotions	<p>Case study: Alfie’s morning</p> <p>Reflection: What has happened here with regard to emotions?</p> <p>Interactive activities:</p> <ul style="list-style-type: none"> • Placing Alfie’s teacher on the Emotion • Awareness Gradient • True/False with feedback <p>Reflection: How could Alfie’s teacher’s behaviour have resulted in better outcomes for all concerned? What might he have done?</p> <p>Add to your toolkit: <i>What have you learnt from this section that will be particularly relevant to you in the classroom?</i></p>		
Managing emotions	Practical ways to manage emotions Managing emotions The classroom emotional climate Don’t take it personally ...	<p>Using A-C-T (Awareness, Check thoughts, Try alternatives) to manage emotions</p> <p>Managing emotions interactive activity</p> <p>The classroom emotional climate interactive activity</p> <p>Add to your toolkit: <i>Knowing what you do about yourself, what are your top 3 strategies for managing your emotions when you feel your emotions becoming heightened?</i></p>		