BRiTE
Building Resilience in Teacher Education

BRiTE Learning Modules Implementation Guidelines

The module provides some great strategies for pre-service teachers to learn to cope with the stressors of the profession, and hopefully these strategies will be carried forward well into their careers. The importance of this cannot be underestimated.

[Teacher Educator]

What is BRiTE?

The BRiTE project aims to help pre-service teachers build awareness of the skills and practices that will help facilitate resilience in their teaching career. Building on our previous work through the Keeping Cool project (www.keepingcool.edu.au), the BRiTE project provides an online resource and professional learning experience targeted at pre-service and early career teachers.

BRiTE contains 5 online interactive learning modules:

Building resilience;

Relationships;

Wellbe**i**ng;

Taking initiative; and

Emotions.

Throughout each module participants can take self-quizzes, learn about skills and strategies, view videos, apply skills to realistic situations, learn about what experts in the field have found and build their own personal toolkit. Each module is connected to the Australian Professional Standards for Teachers (www.aitsl.edu.au). The modules are freely available via the BRiTE website (www.brite.edu.au).

As well as being specifically targeted to the needs of pre-service and early career teachers, the BRiTE modules have also been developed as a resource for teacher educators and may be integrated into initial teacher education programs in a number of ways. This document provides a rationale and overview of the modules and includes guidelines for implementation in teacher education programs.

A good balance of theory, videos of personal experiences and practical advice. It is easy to navigate and the tips and advice is given in a supportive non-judgemental way.

[Teacher Educator]

www.brite.edu.au

Murdoch UNIVERSITY   Curtin University   UNIVERSITY OF WOLLONGONG AUSTRALIA

I thought this module was extremely helpful in making me think of ways of how to deal with stress. I would definitely use the strategies mentioned in this module.

[Pre-service Teacher]

AAP Image/Neda Vanovac

Content of the BRiTE modules

Module 1: B: Building resilience
This module describes the conceptual underpinnings of teacher resilience that inform the BRiTE modules.

Module 2: R: Relationships
Module "R" explores how relationships are a critical part of the resilience process. Two key ideas are addressed: maintaining support networks (with friends and family, university colleagues, and social media networks) and building new relationships (with colleagues, mentor teacher, parents, working in teams and being in a new community).

Module 3: I: Wellbeing
The wellbeing module addresses the topic of self-care and the benefits of being mindful of and managing personal wellbeing effectively in and out of the classroom. The module offers tips and strategies for effectively managing personal wellbeing and maintaining career motivation. Three topics are covered in the module: personal wellbeing; work-life balance; and strategies for maintaining motivation.

Module 4: T: Taking Initiative
This module addresses the professional responsibility of teachers to develop autonomy and the ability to take initiative in their daily practice for effective classroom management and teaching, as well as taking long-term responsibility for their own professional development and effective interpersonal relationships with students, colleagues, peers, parents, and the wider community. Three topics are covered: problem solving; ongoing professional learning; and communicating effectively.

Module 5: E: Emotions
The emotions module continues the theme of effective self-management, with strategies and skills to assist in the development of emotion management. The module is organised into three topics: emotion awareness; managing emotions; and optimism.

What are the module design principles?

In developing the BRiTE modules, it was important to ensure they would be interoperable across different learning management systems. This has been achieved by hosting the modules in a secure, independent website environment, allowing teacher educators to embed the link via a widget to the modules within their existing course learning management system. Furthermore, each module is designed with the following principles.

Personalised
- Self-quiz
- Personalised skill building plan
- Create their own plan, 'pin' items for later reference
- Personalised tool kit

Interactive
- Reflection activities requiring user input
- Scenarios (what would you do?) where users can demonstrate their learning
- Offers feedback based on responses selected

Grounded in the literature
- Quotes from previous empirical research
- 'What do the experts say?' (connecting to recent research relevant to the particular skill)
- Further resources

Connected to the teaching profession
- Explicit links to teaching standards and a range of professional resources
- Video links
- Further resources

It reminded me to take care of myself as well as the students … [and] helped me with ways to think about how I would manage stress and problem solving skills in the classroom.

[Pre-service Teacher]

Have the modules been trialled?

In 2014 a pilot implementation was conducted with the aim of evaluating the content and online design of the modules.

Pre-service teachers (n=144), teacher educators and international experts (n=37) trialled the modules. The feedback from the pilot was positive from both cohorts and illustrative quotes appear throughout this document.

The modules are excellent... engaging, clear and very informative.
[Teacher Educator]

How might a teacher educator use the modules with pre-service teachers?

It has the capacity to be expanded... so if you were going to use it in a unit, you could add in 'research', and 'further discussion' questions as well.
[Teacher Educator]

Raising awareness (Appetizers)
- Introduce pre-service teachers to the modules within your class or your online resources.
- Provide the web address to the modules.
- Encourage students to participate as an optional learning experience

Blended Learning (Dine in or takeaway)
- Ask students to BYOD or schedule a classroom with designated computers.
- Provide an integrated learning experience by designing your learning activity, tutorial or workshop to connect the online modules to your collaborative learning activities in the classroom.
- Personalise the student experience by leveraging the personal skill building plan within the modules.

Click on this icon to read Little Wisdoms throughout the modules.

Pick and Mix (Buffet)
- Select one or more modules for inclusion in your course. Eg. Preparation for professional experience, Health & PE, integrating technology/ICT.
- Select a specific topic within a module that might complement a learning experience in one week of your course.

Holistic Approach (Banquet)
- Embed the modules into your learning management system and structure as a compulsory component of your course.
- Students work through personalised plan within or outside of classes.
- Printed tool kit can be used to bring to class for peer to peer discussions.
- Responses to scenarios in the modules can form the basis of a learning activity and encourage the creation of more scenarios.

How does BRiTE link to Professional Standards and Frameworks?

Each module is connected to the Australian Professional Standards for Teachers, the Australian Curriculum and the Early Years Learning Framework (see over).

It allowed me to reflect on my own teaching practice, I will definitely be using this during my next Professional Experience placement and also in my future teaching career.
[Pre-service teacher]

While the modules have been developed primarily for the use of pre-service teachers, the content is highly recommended for professional learning opportunities with graduate, early career or inservice teachers.

This might be offered through an online stand alone experience, blended into another professional learning program stand alone experience, or blended either in a face to face or online experience.

How BRiTE links to the Australian Professional Standards for Teachers (APST), Australian Curriculum, Assessment and Reporting Authority (ACARA), and the Early Years Learning Framework (EYLF)

Module B – Building resilience

Topics	Examples
What do you know about resilience?	Common myths, misconceptions and questions about resilience
Resilience in schools	Building resilience in your students
What makes a resilient teacher?	Quotes from graduating and early career teachers
The resilience process	Conceptual model underpinning BRiTE
Bouncing back / bouncing forward	Resilience is more than surviving / coping
Why BRiTE?	Overview of modules and connection to research

APST
Standard 4. Create and maintain supportive and safe learning environments
Standard 6. Engage in professional learning
ACARA
General Capabilities: self-awareness, self-management and social management
EYLF
Principle 5. Ongoing learning and reflective practice

Module R – Relationships

Topics	Examples
Maintaining support networks	Friends and family; University colleagues; Support networks and social media
Building relationships in new environments	Relationships with new colleagues; Working with mentor teachers; Building relationships with students' parents

APST
Standard 7.3 Engage with parents/carers
Standard 7.4 Engage with professional teaching networks and broader communities
Standard 3.7 Engage parents/careers in the educative process
ACARA
General Capabilities: self-awareness, self-management and social management
EYLF
Principle 1. Secure, respectful and reciprocal relationships
Principle 2. Partnerships

Module i - Wellbeing

Topics	Examples
Personal wellbeing	Mental health; Responding to (dis)stress; Healthy living
Work-life balance	Maintaining other interests; Time management
Maintaining motivation	Reasons for becoming teaching; Optimistic thinking; Persistence and self-efficacy

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

Module T – Taking initiative

Topics	Examples
Problem solving	"Thinking on your feet"; Problem solving process; Help-seeking
Ongoing professional learning	A professional journey; Connecting with the profession; Goal setting
Communicating effectively	Effective listening; Communicating assertively; Setting boundaries

APST
Standard 6. Engage in professional learning
Standard 7. Engage professionally with colleagues, parents/carers and the community
Standard 3.5. Use effective classroom communication
Standard 3.6. Evaluate and improve teaching programs
Standard 3.7. Engage parents/carers in the educative process
ACARA
General Capabilities: self-awareness, self-management and social management
EYLF
Principle 2. Partnerships
Principle 5. Ongoing learning and reflective practice

Module E – Emotions

Topics	Examples
Developing optimism	Seligman and the RADAR acronym; Humour
Managing emotions	Managing emotions; Classroom emotional climate; Don't take it personally
Enhancing emotional awareness	Recognising emotions; Responding to emotions

APST
Standard 4. Create and maintain supportive and safe learning environments
ACARA
General Capabilities: self-awareness, self-management and social management
EYLF
Principle 1. Secure, respectful and reciprocal relationships