



Positive Education Schools Association South Australian Chapter 2017 Conference

Saturday 20 May 2017
St Peter's College – Adelaide

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FOR BOOKINGS](#)



Statement of Acknowledgement

Ngadlu Kurna miyurna tampinhi. Parna yarta mathanya puki-unangku. Ngadlu tampinhi Kurna miyurna purru purruna. Pangkarra Wama Kurna, Kurnakunti yarta.

The Positive Education Schools Association, the Association's South Australian Chapter and St Peter's College acknowledges that we are meeting on the traditional country of the Kurna people of the Adelaide plains. We recognise and respect their cultural heritage, beliefs and relationship with the land. We acknowledge that they are of continuing importance to the Kurna people living today.



About the Positive Education Schools Association



Until 2011, the early adopters of positive education in Australia worked largely in isolation or within small networks of schools in which knowledge and experiences were shared informally. Early in 2012, the Peninsula School (Victoria), St Peter's College (South Australia) and Knox Grammar School (New South Wales) met with Professor Lea Waters at the Melbourne Graduate School of Education at the University of Melbourne to explore the likely benefits of forming an association of educators who share the vision of promoting positive education in all schools across the nation. The notion of learning from each other as well as encouraging other schools to embrace the tenets of positive psychology was clearly a shared vision of these three schools. A few months later in 2012, the leaders of nine schools from across Australia came together at St Peter's College in Adelaide for an inaugural workshop at which the foundations of the association were discussed.

Membership of an interim Board was determined, together with that of a committee which would do much of the ground work towards preparing a constitution for the association.

Much work was done during in 2012 and 2013 to develop the mission, vision and core values of the new association, which was to be named the Positive Education Schools Association. This work was assisted greatly by Michelle McQuaid, using an Appreciative Inquiry approach. From the beginning, there was a strong commitment for PESA to be an association of educators and schools from all sectors, across regional and metropolitan Australia: government, independent and systemic. The founding schools of PESA provided countless hours of support and generous financial assistance to enable a formal launch of PESA at the 4th Australian Positive Psychology & Wellbeing Conference held on 8 February 2014 at the University of Melbourne. The Peninsula School is acknowledged as being a significant driver in the formation of PESA, particularly through the generous provision of the services of Phil Doll.

The Positive Education School's Association Vision

To lead and promote the science of wellbeing and positive psychology, enabling all students, schools and communities to flourish.

The Positive Education School's Association Mission

To foster the implementation and development of positive psychology and its applications in education settings.

The Positive Education School's Association Goals

- To advocate the significance of wellbeing as core to educational outcomes.
- To facilitate collaboration amongst teachers, students, researchers and practitioners of wellbeing and positive psychology across all aspects of school life.
- To equip all educators across all sectors with a deeper understanding of wellbeing, positive psychology and its applications in education.
- To establish links with other key international organisations supporting positive psychology.

About the Positive Education Schools Association

The Positive Education School's Association Board is governed by a Board elected at the Annual General Meeting aligned with the Association's constitution. The Board elects the Chair.

Chair:

Simon Murray (Headmaster, St Peters College, SA)

Board members:

Leonie Abbott (Senior Trainer Education, Berry Street Childhood Institute, VIC)

Joanne Alford (Deputy Principal of Wellbeing, St Francis Xavier College, VIC)

Roger Bayly (Deputy Principal, Christ Church Grammar School, WA)

Steven Bowers (Principal, Burgmann Anglican School, ACT)

Janis Coffey (Head of Middle School, Southern Cross Grammar, VIC)

Scott James (Deputy Principal, Knox Grammar School, NSW)

Stuart Johnston (Principal, Peninsula Grammar, VIC)

Anne Johnstone (Principal, Ravenswood School, NSW)

Charlie Scudamore (Vice Principal, Geelong Grammar School, Vic)

Warren Symonds (Principal, Mount Barker High School, SA)

Office bearers:

Chair: Simon Murray

Vice-chair and Public Officer: Anne Johnstone

Treasurer: Warren Symonds

Chief Executive Officer and Secretary: Marita Hayes-Brown

Positive Education Schools Association South Australian Chapter:

The South Australian Chapter was formally created in December 2016. However, the group has been informally collaborating since 2013. The objectives for State and Territory Chapters of PESA is aligned with the association's vision, missions and goals. Each organising committee will include a chair, Vice-chair and secretary. Each office bearer shall hold office for 12 months and renew automatically.

Chair:

Dr Mathew White, St Peter's College

Members:

Colette Bos, Salisbury North R-7 School

Mary Carmody, Catholic Education South Australia (CESA) (office ends 28 Feb 2018)

Jenni Cook, Mt Barker High School ((DECD) office ends 28 Feb 2018)

Trina Cummins, Wilderness School (office ended Feb 2017 immediate past chair)

Shawn Kasbergen, Scotch College

Dr Lisa Kettler, Trinity College

Dr Nadia Lovett, University College

Leanne Polkinghorne, Playford International College

Stuart Traeger, Lutheran Schools Association of SA, NT and WA

Sam Trotter, Playford International College

Office bearers:

Chair: Dr Mathew White, St Peter's College (office ends 28 Feb 2018)

Vice-chair: Mary Carmody, Catholic Education South Australia (CESA) (office ends 28 Feb 2018)

Secretary: Jenni Cook, Mt Barker High School(DECD) (office ends 28 Feb 2018)

Welcome



Simon Murray

Chair
Positive Education Schools Association
Headmaster, St Peter's College

It is my absolute pleasure to welcome South Australian Positive Education Schools Association Conference delegates to St Peter's College. It is widely recognised that South Australia is leading the way in the application of positive psychology in education, from the early years right up to the final years of senior schooling.

This conference is a chance to advance the science of positive psychology and its application and to genuinely consider its implementation with young people in all sorts of schools.

The conference also serves to highlight some excellent practice already in the field.

The Positive Education Schools Association has experienced exponential growth and capturing the attention of politicians, parents and policy makers across the country. As an association the aims of PESA are:

- To advocate the significance of wellbeing as being core to educational outcomes.
- To facilitate collaboration amongst teachers, students, researchers and practitioners.
- To equip educators across all sectors with a deeper understanding of wellbeing.
- To establish links with international organisations supporting positive psychology.

I thank the organising committee and congratulate them on this fine conference. I expect that this conference will prove stimulating and rewarding.

Welcome



Marita Hayes-Browne

Chief Executive Officer
Positive Education Schools Association

A very warm welcome to the Positive Education Schools Association South Australia Chapter Conference for 2017.

Our State and Territory Chapters support and assist our members on a local level, provide our association with insights and ideas from our members' grass-roots experiences, and run state- and territory-based professional development events, such as today's conference.

A key objective of our state chapters is to formalise, support and augment the informal networking groups of engaged and enthusiastic people that are emerging across Australia. It is wonderful to see our Chapters developing nation-wide, and it won't surprise many of you to hear that South Australia has certainly been the trailblazer state!

PESA is very grateful to the dedicated group who make up the organising committee of our SA Chapter, not only for their commitment to positive education and professional collaboration, but also for their steadfast support of our association.

Special thanks to Dr Mathew White, SA Chapter Committee Chair (Director of Wellbeing & Positive Education, St Peter's College), Mary Carmody, SA Chapter Committee Deputy Chair (Senior Education Adviser, Inclusion and Learning Team, Catholic Education South Australia) and Jenni Cook, SA Chapter Committee Secretary (Assistant Principal, Mount Barker High School), as well as those who have contributed to success of this conference.

For those of you who are unfamiliar with PESA, our core objectives are to promote positive education, to advocate the significance of wellbeing as



being core to educational outcomes, and to equip educators with a deeper knowledge of the significance of wellbeing. PESA and our members share a commitment to an evidence-based approach to student wellbeing.

I encourage you to take every opportunity today to network, collaborate and share your ideas and knowledge, and I am confident that each of you will leave this conference feeling inspired and energised about positive education and its potential to enhance student wellbeing, both within schools and beyond.

Mathew A White

Chapter Chair
Positive Education Schools Association (SA Chapter)

Great conferences are built on an open mind, an open heart and hard work. The conference committee is honoured to host another conference in South Australia focusing on the best-practice across the State. The committee set out to recruit practitioners to highlight much of the applied science within the classroom. Characteristic to this conference is the strong integration of the science within the practice of education.

The committee is committed to creating bi-partisan platforms for educators, regardless of setting or circumstance to access good quality professional learning. We have been inspired by the quality and diversity of abstract submissions and are confident this conference will be a real milestone in the growth of positive education in South Australia.

We hope you enjoy this year's conference.

The Program at a Glance

Saturday 20 May 2017

Time	Event	Place
8.30 – 8.55am	Conference Registration	Memorial Hall Foyer Building 3
8.55am	Welcome Simon Murray: Chairman of PESA	Memorial Hall Foyer Building 3
9.00 – 10.00am	Keynote Speaker #1 Dr Aaron Jarden Head of Research South Australia Health and Medical Research Institute's Wellbeing and Resilience Centre, Senior Research Fellow, Flinders University of South Australia	Memorial Hall Foyer Building 3
10.10 – 11.10am	Session One Individual Workshops	Pentreath Building Building 28
11.10 – 11.30am	Morning Tea	Pentreath Building Building 28
11.35 – 12.30pm	Session Two Individual Workshops	Pentreath Building Building 28
12.35 – 1.20pm	Session Three Individual Workshops	Pentreath Building Building 28
1.25 – 1.55pm	Lunch	Pentreath Building Building 28
2.00 – 2.50pm	Keynote Speaker #2 Dr Gavin Slemp Centre for Positive Psychology Melbourne Graduate School of Education The University of Melbourne	Memorial Hall Foyer Building 3
2.50 – 3.15pm	Closing Speaker Simon Murray: Chairman of PESA	Memorial Hall Foyer Building 3

Keynote Speakers



Dr Aaron Jarden

Keynote speaker 2.00pm – 2.50pm

Head of Research

**South Australia Health and Medical Research
Institute's Wellbeing and Resilience Centre,
Senior Research Fellow, Flinders University**

Biography

Dr Aaron Jarden is Head of Research at the South Australia Health and Medical Research Institute's Wellbeing and Resilience Centre, a Senior Research Fellow at Flinders University, and wellbeing consultant and social entrepreneur. He has multiple qualifications in philosophy, computing, education and psychology, and is a prolific author and presenter. Dr Jarden consults to many of New Zealand and Australia's top companies and both governments. He is also co-founder and co-editor of the International Journal of Wellbeing, past-president of the New Zealand Association of Positive Psychology, lead investigator for the International Wellbeing Study, co-investigator of the Sovereign New Zealand Wellbeing Index, founder of the Tuesday Program, co-founder of Heart of Wellbeing, and Senior Scientist for Work on Wellbeing, Assessing Wellbeing in Education and Plus Wellbeing.

Keynote

Essential ingredients for a successful wellbeing culture

Dr Jarden will talk about his key findings and the latest trends and important case studies. Hear how you can make your wellbeing and your schools' wellbeing journey – at whatever stage it's at – a success by getting the basics right:

- The essential ingredients to successful wellbeing and the main pitfalls.
- Key tools and models e.g. e-learning and mobile tools that work in engaging and sustaining a high level of wellbeing participation.
- How much time should participation in a successful wellbeing program take out of a person's day and when?
- How to appeal to different people with individual wellbeing needs.
- Evidence: how will you know your wellbeing initiative is working?
- How to measure and evaluate success and improve.
- The best methods to collect honest, invaluable feedback around wellbeing from your workforce.



Dr Gavin Slemp

Keynote speaker 2.00pm – 2.50pm

Lecturer

**Centre for Positive Psychology
Melbourne Graduate School of Education
The University of Melbourne**

Biography

Gavin R Slemp Psy.D is a lecturer, academic, and Associate Director of Undergraduate Programs in the Centre for Positive Psychology, University of Melbourne. Here he teaches and coordinates the undergraduate breadth sequence in positive psychology – subjects which have been voted as among the most popular in the university by the students. With a Doctor of Organisational Psychology and as a registered Organisational Psychologist (AHPRA), Gavin's research interests are primarily in the areas of employee wellbeing, autonomous motivation, the effects of people becoming active crafters of their work, positive education and cross-cultural psychology. Before becoming an academic, Gavin worked in consulting in Human Resources Advisory in Australia and the Asia-Pacific. In this role his work was primarily on the leadership development of executive teams and their direct reporting lines, as well as the design and implementation of training and development programs in large organisations.

Keynote

Job crafting, autonomy support, and employee wellbeing: helping organisations to thrive

In modern workplaces, approaches to improve employee wellbeing, engagement and performance are of central importance. Job crafting, the extent to which individual employees initiate changes to the way in which they approach their work, offers a useful approach to achieving these goals. It allows individuals to inject aspects of their character, talents, and interests into their job, creating a more personalised and meaningful work experience. In this talk, Dr Gavin Slemp will introduce the topic of job crafting and discuss some of the latest research findings about how it relates with work engagement, wellbeing, and work motivation. He will argue that job crafting doesn't happen in isolation from the working environment, but is dependent on it. Accordingly, organisations need to consider the extent to which the organisational culture and leadership support employee autonomy, giving them the freedom to work in their own way. He will finish with some practical tips about how employees and organizational leaders can foster more job crafting and autonomy support in their organizations to enhance the wellbeing.

Workshop Schedule

All workshops are held in the Pentreath Building.

Workshop	Room	Workshop title	Name	School
Session 1				
1	P1	Leading well	Angela Falkenberg	Marryatville Primary School
2	P2	How can we make positive education visible? Inspiration and applicability for the general capabilities	Chris Ramsden	Mind Lab Australia and St Peter's College
3	P3	From psychology to pedagogy: Applying the science of wellbeing across the breadth of a contemporary learning community	Shawn Kasbergen	Scotch College
4	P4	Embedding positive education into the curriculum – maths/science	Kirsten Wissell	Mount Barker High School
5	P5	Turning student behaviour management into positive education for learning – focusing on the positive.	Jenni Cook	Mount Barker High School
6	P6	Integrating mindfulness into a positive coaching model	Sam Capurso	Wilderness School
7	P7	Embedding a culture of staff wellbeing	John Robinson	Trinity College North
8	P8	Positive psychology 202: building resilience: exploring the power between thoughts, feelings and behaviours	Nadia Lovett	University Senior College
9	P9	Using data to inform positive education programs	David Kolpak	St Peter's College

Session 2

10	P1	What does a positive education lesson look like?	Jenni Cook	Mount Barker High School
11	P2	Positive education in a disability unit	Celestine Penn	Mount Barker High School
12	P3	Mindfulness: the science of paying attention	Andrew Ford	
13	P4	Resilient futures program: an intentional practice approach to building resilience skills at scale	David Kelly	SAHMRI Wellbeing and Resilience Centre



Workshop	Room	Workshop title	Name	School
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Session 2

14	P5	Exploring character strengths in the primary classroom	Ben Storer	St Peter's College
15	P6	A partnership approach to positive education	Colette Bos	Salisbury North R-7
16	P7	A picture tells a thousand words	Lisa Kettler	Trinity College Gawler
17	P8	VIA strengths in action: whole person resilience	Jane Wundersitz	WunderTraining Wellbeing, Resilience and Positive Education Training provider
18	P9	Strength-based learning and teaching	Mathew White	St Peter's College

Session 3

19	P1	Teaching positively and with character	Vanessa Wadlow and Kate Carter	Marryatville Primary School
20	P2	How can we make positive education visible? Inspiration and applicability for the general capabilities	Chris Ramsden	Mind Lab Australia and St Peter's College
21	P3	The sweet taste of wellbeing	Vickie Lester	Trinity College North
22	P4	Lived experience of emotional highs in learning	Sandris Zeivots	University of Technology Sydney, School of Education
23	P5	Managing Perfectionism: Applying evidence-based positive psychology principles	Trina Cummins	Wilderness School
24	P6	Positive education and at risk students	Andy Amberg	Mount Barker High School
25	P7	Mindfulness: developing the practice in junior school classes	Craig Bonnett	Trinity College Blakeview
26	P8	Delivering wellbeing in schools: lessons learnt from five years of teaching positive education	Sean Inman	St Peter's College

Workshop Abstracts

Positive education and at risk students

Andy Amberg
Middle School Assistant Principal
Mount Barker High School

This workshop will focus on how you can use the character strengths and other elements of positive education to connect students at risk with learning. Whether it be in the classroom, on Operation Flinders or as part of the suspension process positive education can provide tools to help re-engage students.

Mindfulness: developing the practice in junior school classes

Craig Bonnett
Head of Pastoral Care EY-6
Trinity College Blakeview

Over the past four years the staff at Trinity Blakeview have begun teaching our students the life skill of mindfulness. Recent research shows that the development of mindful awareness has positive implications for student wellbeing, self-regulation, attention skills and engagement. As part of our journey in 2016, we measured changes in mindful awareness for 600 students to help us to plan the next phase of this skill development. Workshop participants will learn about the journey that has been undertaken and discuss the deeper implementation of mindfulness. Teachers will participate in brief mindfulness practices that they can do in class, watch videos they can use, look at how they can engage more students in mindfulness and embed it into their teaching practice. Mindfulness is a powerful tool in student wellbeing and the more students that we can engage in this practice the better for our classroom, school, home and community.

A partnership approach to positive education

Colette Bos
Principal
Salisbury North R-7

Wellbeing is the right of all children. The Orion Partnership is a cluster of 14 preschools, primary and secondary schools in Northern Adelaide. Positive education is a goal in our partnership strategic plan focusing on embedding 'wellbeing for learning'. Our schools have a strong belief that "demography is not destiny" and as a partnership have developed and acted on a mission to improve not only the academic performance of our students but their wellbeing, as we shape well-rounded 21st-century citizens and future leaders. This workshop details our approach to positive education across our schools built on our belief that there is no silver bullet to fix wellbeing through a programmatic approach rather our focus is to build the capacity of our educators and support an embedded pedagogical approach.

Integrating mindfulness into a positive coaching model

Sam Capurso
Teacher
Wilderness School

The implementation of a positive coaching model (Form Connect) at Wilderness School, where goal-setting is facilitated through having intentional conversations with students, will be analysed. Mindfulness has a positive impact on productivity and can be taught as a wellbeing strategy to support students' development and attainment of goals. In this workshop, mindfulness exercises that can be practised for the classroom will be explored.



Turning student behaviour management into positive education for learning – focusing on the positive

Jenni Cook

Assistant Principal Positive Education

Mount Barker High School

Wanting to change the look of student behaviour management (SBM) to reflect positive education better? This is a 'warts and all' analysis of Mount Barker High School's journey to change the way student behaviour management operates. Using the premise that we need to teach appropriate behaviour just as we teach other skills, and wanting to remodel our SBM policy to incorporate positive education principles, we introduced positive education for learning (PEL) based on positive behaviour for learning. The journey has not always been smooth but the results are promising! This workshop will look at the processes we used, what has and hasn't worked, and the results so far.

Managing Perfectionism: Applying evidence-based positive psychology principles

Trina Cummins

Director of Wellbeing and Positive Education

Wilderness School

The movement of positive psychology in education has been growing in response to the need to shift our thinking from how people survive to how they can flourish. There is substantial evidence from well-controlled studies that skills which increase resilience, positive emotions, engagement and meaning can be taught to schoolchildren (Seligman, Ernst, Gillham, Reivich and Linkins, 2009). Wilderness School has developed and implemented a strategic approach to wellbeing because schools play an increasing important role in assisting youth to develop cognitive, social and emotional skills (Waters, 2011). In this workshop, Trina will share positive psychology principles that are important to teach students to help them manage unhealthy perfectionist thinking. Applying positive psychology principles enable students to develop a healthy pursuit of excellence in managing stress levels and high performance expectations.

This interactive workshop will share with participants the perfectionism cycle and the different wellbeing routines that can be applied so students can manage their perfectionism tendencies in a healthy way.

Leading well

Angela Falkenberg

Principal

Marryatville Primary School

In many schools, leadership is now distributed more widely with opportunities for educators to lead in an area of personal and professional strength. Leading improvement or implementing a new program such a positive education can present challenges that are better managed when leaders have high PERMA. In this workshop participants will reflect on their PERMA and explore strategies for managing the tough times that can arise in leading people and initiatives.

Mindfulness: the science of paying attention

Andrew Ford

How could mindfulness improve student and staff wellbeing, and increase attention, focus and creativity? The ability to deliberately control and focus attention is an important life-skill that has been shown to decrease stress, depression and anxiety and lead to higher levels of engagement, greater academic achievement, and overall wellbeing. This experiential workshop, based on the successful Mindfulness in Schools Project, will introduce the scientific theory of mindfulness and its evidence-based benefits, enabling participants to begin to explore the concept of mindfulness, experience different mindfulness practices, reflect on personal experiences of mindfulness and use practical 'spot mindfulness techniques' in the classroom.

Workshop Abstracts

Delivering wellbeing in schools: lessons learnt from five years of teaching positive education

Sean Inman
Head of Da Costa House
Subject Coordinator of Positive Education
St Peter's College

One of the challenges facing the growth of the positive education movement is the diversity of definitions and unclear learning and teaching objectives within school strategies. This workshop presents a case study on how to build a team focused on what we call positive education practice. Based on the learning of 70 faculty members who have taught over 8,000 students' positive education classes and the analysis of objective and subjective student data ($n = 2,179$, Years 5-12) collected from 2011-2016 at St Peter's College. The workshop defines positive education practice as an approach to teaching which describes empirically validated or interventions and programs from positive psychology that have an impact on student wellbeing. The workshop will outline the lessons and approaches which have had the greatest impact on positive education practice from the school's 'taught' and 'caught' curriculum. Workshop participants will receive a positive education practice overview to using as an audit tool within their school.

From psychology to pedagogy: applying the science of wellbeing across the breadth of a contemporary learning community

Shawn Kasbergen
Director of Student Wellbeing
Scotch College

"What are the wellbeing needs of a 21st century learner?" This central question has served to align and unite the Scotch College community as we continue to develop a holistic approach to wellbeing education. In addition to answering the guiding question above, this session will explore the collaborative process conducted between students,

staff and parents to develop five core areas of focus: creating a vision, definition and framework for wellbeing; determining the optimal curricular interventions from ELC to Year 12; creating a positive ecology throughout the community; parental engagement and involvement; and harnessing service learning opportunities. The co-created ScotchFIT and BeSCOTCH programs will be explained, providing an overarching framework for all wellbeing interventions from perfectionism, media literacy and screen time, to incorporating strengths, gratitude and kindness into our daily operations. The session will also promote the goal to develop connected and engaged learners, committed to enhancing wellbeing outcomes on a global scale. From hosting Adelaide's inaugural Student Mental Health Symposium featuring Dr Ilona Boniwell, to working with schools across the globe to enhance wellbeing through the College's Global Alliance for Innovative Learning, members of the Scotch community can enact wellbeing capabilities in a purposeful manner.

Resilient futures program: an intentional practice approach to building resilience skills at scale

David Kelly, Matthew Iasiello and Dr Ivan Raymond
Project Lead
SAHMRI Wellbeing and Resilience Centre

The SAHMRI Wellbeing and Resilience Centre is undertaking a large-scale wellbeing and resilience project across South Australia (titled Resilient Futures). Spanning three years, the program seeks to measure and build the wellbeing and resilience of 850 young people, aged 16-20, who are disengaged from mainstream education and live in disadvantaged areas. The content is founded upon the TechWerks Resilience Skills but with specific adaptations made concerning developmental capacity, trauma-informed principles and social exclusion determinants. The multi-site implementation has been underpinned by a growth-focused intentional practice model and founded upon positive psychology and mindfulness. This model, and supporting training program, provides teachers, youth workers, counsellors, professionals



and support workers the 'how to' knowledge to build resilience skills in young people through both explicit (e.g. direct teaching) and implicit (e.g. moment-to-moment relationship exchanges) learning. The program and intentional approach is a case study of how resilience skills can be taught at-scale (e.g. whole-of-school approach).

A picture tells a thousand words

Dr Lisa Kettler
College Psychologist and Head of Wellbeing
Trinity College Gawler

Mindfulness, building character, building skills for positive emotions and building skills for a relationship have all been shown in recent research to have a positive impact on the growth of wellbeing for children. So, what does it look like in the classroom? In this workshop, there will be an opportunity to observe positive education in practice through videotaped examples of learning and teaching practice in an EY–12 school, as well as interviews and commentary with staff, parents and students. Discuss your observations and brainstorm applications in your school.

Using data to inform positive education programs

David Kolpak
Head of Junior Years–Wellbeing & Administration
St Peter's College

A hallmark of an evidence-based positive education practice is the interpretation of data to inform decision making, professional practice and learning and teaching programs. But, what does this look like in reality? In this workshop, you will explore a case study to unpack steps to navigate from data about student wellbeing, teaching programs and professional practice. This workshop is based on seven years' practice at St Peter's College Junior School to build a culture of wellbeing.

How can we make positive education visible? Inspiration and applicability for the general capabilities

Chris Ramsden
MindLab

David Kolpak
Head of Junior School Wellbeing
St Peter's College

Chris will lead participants through an experiential games-based workshop exemplifying a research proven methodology which brings teaching based evidence of character strengths, PERMA, critical and creative and personal and social capabilities to the fore. David Kolpak, Head of Wellbeing at St Peter's College Junior School will partner in this workshop demonstrating relevance and transferences to wellbeing and positive education as experienced and demonstrated by students in his care.

The sweet taste of wellbeing

Vickie Lester
Head of Middle School
Trinity College

Martin Seligman describes, as his fourth ideal in the development of positive psychology practice in schools, the notion of embedding where practices that develop and enhance wellbeing are built routinely into the way that a school goes about its core business. This highly interactive workshop will demonstrate how an exploration of the values in action character strengths, active engagement with gratitude practices, and investigations of PERMA plus have been embedded deeply and creatively into secondary school curriculum, enhancing the delivery of the Australian curriculum and bringing depth and fun to student learning. A particular example involving home economics and food technology curriculum will be showcased, including an opportunity for hands-on participation in a novel, food-based positive education activity (no, not mindful eating!).

Workshop Abstracts

Positive psychology 202: building resilience: exploring the power of thoughts, feelings and behaviours

Nadia Lovett
Counsellor
University Senior College

This workshop focuses on some specific skills of resilience. Theoretical and applied knowledge will be discussed. Attention is given to the cyclical relationship between our thoughts, feelings and behaviours. This relationship model is based on the original approach developed by Albert Ellis that itself was adopted by Aaron Beck as the principles of cognitive behaviour therapy. Studies have identified that by altering our thinking our emotions and their subtleties also change. The consequence is an effect on our behaviours. This workshop will generate an understanding of the influence that positive thinking has on wellbeing and also include strategies to teach young people how to identify and develop more realistic and beneficial self-talk.

Positive education in a disability unit

Celestine Penn
Special Education Teacher
Mount Barker High School

This workshop will focus on the creative ways in which positive education can be delivered when working with students with significant intellectual disabilities.

Embedding a culture of staff wellbeing

John Robinson
Principal
Trinity College North

Through deliberately placing staff wellbeing as equal in importance to that of the students, John has watched his staff teams flourish over some years. As Principal, he has pursued this passion to network with schools around Australia and overseas, and now has an extensive reservoir of practical and very effective staff wellbeing initiatives that he loves to share with others.

Exploring character strengths in the primary classroom

Ben Storer
Year 6 Coordinator
St Peter's College

This workshop will provide participants with practical applications to use character strength education within their classroom.

Teaching positively and with character

Vanessa Wadlow and Kate Carter
Marryatville Primary School

In this workshop participants will learn about our practise in using the 24 character strengths to increase wellbeing and positivity in our classrooms. We know that using character strengths increasing positive relationships, health, wellbeing and happiness both for us as educators and for students. This is a hands-on workshop, providing practical ideas and lessons that teachers can implement in their classrooms, across all year levels. We will share clips of our classroom practise, resources we have created and thought-to provoke questions for group discussion.

Strength-based learning and teaching

Mathew A White
Director of Wellbeing & Positive Education
St Peter's College

Character strengths are defined by Brdar and Kashdan (2010) as pre-existing qualities that arise naturally, feel authentic and are intrinsically motivating to use. This workshop reports on an implementation strategy and early learning of strengths based education at St Peter's College where strengths are a unifying factor in enabling cultural growth in an all-boys school from ages 3-18 across Early Learning – Year 12 (n = 1,446). The workshop will: 1) report a knowledge transfer model to incorporate strengths into Australian curriculum learning and teaching 2) identify the curriculum planning process that unlocked the positive core of staff to focus on students' learning growth 3) explore evidence of student learning from ELC–Year 12.



The workshop will demonstrate the impact a strengths-based program has on student behaviour and their relationship with other members of the school community.

Embedding positive education into the curriculum – maths/science

Kirsten Wissell
STEM Co-ordinator
Mount Barker High School

In 2013 Mount Barker High School staff were given a challenge: how can positive education be embedded into the curriculum in a way that is not artificial but sits naturally? This workshop focuses on the creative ways in which the maths and science teams answered the challenge. It covers how to incorporate positive education into the Australian curriculum in maths and science in ways that enhance the curriculum and develop resilience and persistence in students.

VIA strengths in action: whole person resilience

Jane Wundersitz
Master Trainer VIA Institute on Character and Authentic Strengths Advantage–Speaker–Workshop Facilitator – Founder

There are four key areas of our lives that require constant attention and balance – our mind, body, heart and spirit. In this workshop discover how to support students to connect their strengths to their preferred recharge activities and increase their motivation exponentially. We know the more we connect our signature strengths to activities, the more positive emotions we experience and the more likely it is that you will enjoy and continue the positive behaviour. This activity-based workshop draws on ASA (authentic strengths advantage) activity-based practises in building resilient youth and teens, the science of positive psychology and VIA character strengths research into how different strengths can promote resilience in distinctive ways.

Lived experience of emotional highs in learning

Sandris Zeivots
Research Associate
School of Education
University of Technology Sydney

For decades emotions have been viewed as an obstacle in the learning environment. Only recently scholars and practitioners have started understanding the crucial role of emotions that affects the way we think, our motivation and beliefs, our attitudes and values. Meyer & Turner (2002) claim that learning is not likely to happen in the absence of emotions. Lately, positive emotions have begun to be considered as essential experiences for learning. Recent studies illuminate the essential benefits of positive emotions for learning, including broadening a learner's thinking and attention, enhancing optimal human functioning and providing the seed for personal development. In this workshop, we will focus on strong positive emotions or emotional highs and their role in learning based on a recent paper by Zeivots (2016). We will reflect on how emotional highs are lived in different learning environments and reconsider some invisible features that may exist behind these experiences.

Workshop Leader Biographies

Andy Amberg is in charge of the Middle School at Mount Barker High School. A veteran of 50 Operation Flinders hikes, he has worked with students at risk in a range of roles, including interagency student behaviour management and school counsellor. At Mount Barker High School he has been actively involved in the development of a middle school Positive Education program.

Craig Bonnett is the Head of Pastoral Care Foundation to Year 6 at Trinity College Blakeview. He has taught for 17 years, both in Adelaide and Melbourne, with a focus in Years 3-6. His teaching role expanded in 2016 to incorporate the teaching of positive education approaches, within the health curriculum, across the breadth of the Junior School classes (F-6). Craig, over the past four years, developed the pastoral care program to upskill and support all staff and students' learning in the adoption of school-based positive education approaches. In 2016, the school engaged in a large survey (600 students) to give a snapshot of mindfulness at Trinity Blakeview and to formulate future directions for staff and students.

Colette Bos is the Principal of Salisbury North R-7 School and was instrumental in leading and implementing positive education throughout Mark Oliphant B-12 College. Colette is passionate about embedding positive education throughout all curriculum areas and ensuring it is not seen as an add-on. Colette has previous experience as a School Counsellor R-12 and a Youth Development Coordinator across the Northern Adelaide Region where she focused on a strengths-based approach and the importance of the student voice. In 2016 Colette worked in DECD's Student Engagement and Wellbeing Unit to focus on pedagogy and wellbeing and the balance between wellbeing for learning and learning for wellbeing.

Sam Capurso is a teacher of mathematics and a pastoral care group at Wilderness School. His qualifications include a Bachelor of Economics, Graduate Diploma of Education and Certificate IV in Training and Assessment. He is currently studying a Diploma of Counselling to further develop his skills in supporting students' wellbeing.

Jenni Cook is Assistant Principal for Positive Education and Teaching Practice at Mount Barker High School. She has led the school's implementation of positive education since 2013, working with Professor Martin Seligman and the Adelaide Thinkers in Residence program. She has undertaken the Penn Resiliency Training, Techwerks Train the Trainer and Geelong Grammar School's Discovering Positive Education. She regularly presents workshops on positive education for schools and the broader community.

Trina Cummins is the inaugural Director of Wellbeing & Positive Education at Wilderness School where she is a member of the Senior Leadership team and oversees positive education across the school (ELC-12). Trina has worked as a behaviour specialist, school counsellor, teacher and learning specialist. Over a 20-year career, she has experience in managing the day to day planning and operations of programs across different school sectors in America and Australia. Trina was elected founding Chair of the South Australian Chapter of the Positive Education Schools Association (2016). She is a member of the Community Advisory Committee to assist the South Australian Mental Health Commission to write a strategic plan for South Australian Mental Health (2017).

Angela Falkenberg is Principal of Marryatville Primary School. She has implemented positive education programs in two diverse sites over the past six years. Her leadership journey has included sites in DECD and NT education as well as Health SA. Positive education has provided a rich resource to developing positive school cultures and at a personal level provides a tool for reflection and planning. She is also a rational optimist as she can't see the point in being anything else.



Andrew Ford is the founder of Mindful Edge a training and coaching business which empowers individuals, schools and organisations to create positive sustainable in wellbeing and performance. He has designed and delivered professional development for over 600 staff across 40 schools within South Australia. Andrew is currently studying a Masters of Applied Positive Psychology and Coaching Psychology with the University of East London. He is a certified R2 Strengths Profiler Practitioner accredited by the UK Centre for Applied Positive Psychology (CAPP). He is also a certified .b (dot b) trainer with the Mindfulness in Schools Project and has qualifications in youth work and pastoral care. He draws on twenty years' experience of working with clients in education, the community and private sector organisations, in areas such as professional development, leadership, coaching and mentoring.

Matthew Iasiello is the project coordinator for the Resilient Futures project. He has a background in lab-based research, having completed his honours year in Breast Cancer research and working with the SAHMRI Mind and Brain theme in antidepressant research.

Sean Inman is Head of Da Costa House, Subject Coordinator for Positive Education (Years 7,8 & 10) and a teacher of Health & PE and Positive Education at St Peter's College. Sean was formerly the Assistant Head of 6th form and the Head of Physical Education and Sport at Lady Lumley's School, a specialist sports college in North Yorkshire, England. While in the UK, Sean also played and coached semi-professional soccer, having represented England schoolboys and completed two years of a soccer scholarship in the USA. After migrating to Australia, Sean initially held the role of the Director of Co-curricular at St Peter's College, and after having completed a Masters in Educational Leadership and Management (2014), Sean has focused upon his new role as Subject Coordinator of Positive Education. Sean recently presented his summary of an academic paper on the role of positive psychology in the future of Health and PE at the International ACHPER Conference in Melbourne and at the ACHPER SA Conferences

in Adelaide. He has also presented at a Positive Education Schools Association (PESA) Conferences in Adelaide and Sydney and to staff at the Norwood Morialta High School.

Shawn Kasbergen is the Director of Student Wellbeing at Scotch College. Having held a range of positions, including Head of Middle School at St John's Grammar School, he currently teaches wellbeing, French and entrepreneurship, while having broad experience teaching health and physical education. He has presented nationally and internationally on the topics of wellbeing, creativity and innovation and is a passionate advocate for positive educational outcomes for students from early learning to Year 12. Shawn is a keen cyclist, AFL and NBA fan, a proud father and has just welcomed his second child to the world in April 2017.

David Kelly leads the ageing, community and youth projects at the SAHMRI Wellbeing and Resilience Centre. With a degree in social work, he is an experienced strategist and community researcher with a 30-year commitment to working with disempowered communities.

Dr Lisa Kettler leads Positive Education and Wellbeing Development at Trinity College Gawler, a role she has held for the past four years. Lisa is a clinical and research psychologist with 25 years of clinical experience in child and adolescent mental health, and 15 years of research experience in motivation, child development, optimism, hope, educational resilience, coping and positive education interventions. She is a member of the Committee of the SA Chapter of PESA and a Committee member of the LAP Association.

Workshop Leader Biographies

David Kolpak is Assistant Head of St Peter's College Junior School, and is responsible for student wellbeing and overseeing the delivery of positive education programs from ELC – Year 6. In 2012, David participated in the University of Pennsylvania Positive Education Training Conference. In 2013 attended the International Positive Psychology Association World Congress as a workshop leader and participant. David has co-created the scope and sequence of the four positive education programs that are taught in the Junior School and works with teachers to create their links with the Australian Curriculum. David has presented at three Positive Education Schools Association (PESA) Conferences in Adelaide, Melbourne and Sydney. He also presented a workshop at the 4th Australian Wellbeing & Positive Psychology Conference in Melbourne.

Vickie Lester is the Head of Middle School for Trinity North School, a position she has held for five years and is also Head of Faculty for Home Economics & Food Technologies, with responsibility for curriculum development for years 7-12. Vickie has been a teacher for 20 years and is passionate about student engagement, hands-on learning and putting student wellbeing at the heart of learning. She has been instrumental in leading the engagement of Trinity North in Positive Education Development. Vickie is a director on the Board of Make-A-Wish® Australia and has been a local volunteer for 15 years. Vickie believes firmly in the healing power of a wish. In affording the special children that she is privileged to serve the opportunity to think big, the organisation and community enable them to regain some control, reignite their sense of hope and give them strength to battle their illness.

Dr Nadia Lovett is the school counsellor at University Senior College and has been at the college since 2005. She has more than 30 years' experience in working in educational settings as a teacher, school counsellor and university lecturer. She has taught students from five years of age to adults in Australia and overseas. In 2009 Nadia completed her doctorate in counselling at the University of South Australia. Her thesis explored the help-seeking behaviours of adolescent girls using digital storytelling as a data gathering tool.

Celestine Penn is a special education teacher in the Mount Barker High School Disability Unit, working with students who have significant intellectual disabilities. She completed the Geelong Grammar School'd Discovering Positive Education course at Mount Baker in 2014 and has since been coming up with innovative ways to embed positive education into her work.

Dr Ivan Raymond is a psychologist and Founder of the Life Buoyancy Institute. He has developed a growth-focused model of intentional practice that brings focus to the delivery of safe and higher impact outcomes through program design and supporting adult relationships (applied across education, youth justice and child protection).

John Robinson is Principal of Trinity College North (R-10) in Adelaide. Formerly a Junior School Head, John is very experienced in incorporating positive education into teacher induction, parent education, sports coaching and behaviour management and has now extended his expertise to secondary programs. He has also written very successful WAVE programs, is an accredited resilience trainer, and is skilled in the areas of mindfulness and storytelling, the latter inspired by the works of Jenny Fox Eades. Staff wellbeing is a particular passion of John's, with an emphasis on improving the work-life balance of teachers, as well as lifting the status of this vital profession. John has networked throughout Australia and overseas and has developed an extensive collection of ideas that he loves to share.



Ben Storer is the Year 6 Coordinator at St Peter's College. He has been part of the St Peter's positive education journey over the past five years. Ben completed the University of Pennsylvania training and has a Professional Certificate in Education (Positive Education) from the University of Melbourne.

Vanessa Wadlow is an experienced educator, having worked in a range of country and metro schools in SA and WA. **Kate Carter** is a passionate early career teacher who works collaboratively at Marryatville Primary School to implement positive education, value adding to learning. Within the school content, these teachers have team taught, sharing resources and ideas, reflexing on how Positive Education can frame and inform teaching.

Mathew A White is Director of Wellbeing & Positive Education and a member of the Senior Leadership Team at St Peter's College. He is the Chair of the South Australian Chapter Committee of the Positive Education Schools Association. In addition, he is a Principal Fellow at the Melbourne Graduate School of Education with the title of Associate Professor at the University of Melbourne and an Affiliate of the Wellbeing Institute at Cambridge University. Mathew has presented his research in the science of positive psychology and its evidence-based practice internationally. He is Editor-in-chief of the 'International Journal of Applied Positive Psychology' and a guest editor of an edition of the 'Journal of Moral Education'. His books include 'Evidence-based Approaches to Positive Education in Schools: Implementing a Strategic Framework for Well-being in Schools', 'Future Directions in Wellbeing: Education, Organizations and Policy' and 'Flourishing in Faith: Theology Encountering Positive Psychology'. Mathew was awarded Fellowship in the Australian College of Educators (2016) and an Australian Council for Educational Leaders (ACEL-SA) South Australian Leadership Medal (2017).

Kirtsen Wissell is the STEM Coordinator at Mount Barker High School. She was keen to embed positive education into the curriculum from the start but initially found it difficult to find ways to do so in maths and science that were not artificial. As she undertook more training and research, she was able to lead her team to develop units of work that incorporated positive education without being forced.

Jane Wundersitz is recognised as a global pioneer in bringing positive psychology into her training practices since 2004. She is the Australian Master Trainer for VIA Institute on Character and ASA Authentic Strengths Advantage and is an accredited positive psychology and wellbeing practitioner. Jane is the founder of WunderTraining which is a partner of SAHMRI Wellbeing and Resilience centre. She has actively supported 8,000+ people to discover their VIA strengths and delivered positive psychology workshops to over 400 organisations nationally. Varied clients include schools, universities, corporate and national retailers, banking and finance, parliamentary and national government departments, health and research and not-for-profit groups. Jane has worked internationally in learning and development roles with a consistent focus on bringing out the best in people and a focus on positive culture. She has a Bachelor Degree in Visual Arts and is known for her creative edge. Her energy and practical insight have led her to be consistently ranked in the top five motivational speakers for Entertainment Oz.

Conference details

Registration

Registration will take place in the foyer of the Memorial Hall (building 3 on the map), St Peter's College.

All workshops will be in the Pentreath Building (building 28 on the map).

Cost

\$125 for PESA members

\$175 for non-PESA members which includes and annual PESA membership

The price includes:

- Attendance at all keynote addresses
- Choice of three of the workshops on offer
- Coffee and tea upon arrival, morning tea and lunch
- Conference collateral

Register online

www.trybooking.com/276904

Car parking

Please enter via the main entrance on Hackney Road

All car parking is available in the Hackney Road carp park (point 26 on the map). Delegates will need to walk to Memorial Hall (building 3).

Dress code

Smart casual

Dietary and access requirements

Please email mkoop@stpeters.sa.edu.au at least two weeks before the conference detailing your dietary and access requirements.

Policies

Cancellation:

Delegates may cancel their registration without penalty until 14 days before the conference. Cancellations received less than 14 days before the conference will incur a 30% administration fee. Cancellations received the day before, the day of, or any time after the conference will not be eligible for a refund.

Please note the conference schedule, keynote speakers and workshop presenters are subject to change. The organisers reserve the right to alter or delete items from the program if need be.

Privacy:

Delegates' and presenters' personal information will be treated in accordance with applicable privacy legislation.

Smoking:

Smoking is prohibited in all areas of the St Peter's College campus and within 20 metres of the campus perimeter.

Admission:

Conference name badges are required for access to all sessions at the conference. These will be distributed at registration.

Mobile devices:

Please ensure that your phone, iPad or other device is switched to silent while attending all presentations.

Photography and recording:

Any photography, video or audio-taping, or other recording in any medium (other than the taking of handwritten notes or notes typed into a laptop or iPad) during any presentation or workshop without the express prior written consent of PESA is strictly prohibited. Any person failing to comply with this prohibition may be requested to leave the conference.

Presenter assistance:

IT assistance will be provided by staff of St Peter's College. All presenters are required to bring their own technology. St Peter's College will not provide laptops or devices for workshop presenters.

It is advised that all presenters ensure that their presentation is saved to a USB device in the event of technological difficulties arising with the use of personal devices.

Certificate of attendance:

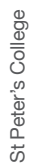
A personalised certificate of attendance will be available upon request to contact@pesa.edu.au. These will be posted after the conference.

Enquiries

For further information, please visit www.pesa.edu.au or direct your enquiry to mkoop@stpeters.sa.edu.au



170 YEARS
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| 1. | Oval House (visitors and enquiries) | 9. | Art and Technology | 18. | Uniform Shop | 27. | Nitschke Pavilion |
| 2. | Old School House / Headmaster's Office (Senior School administration) | 10. | Drama | 19. | Old Palm House (Early Learning Centre) | 28. | Pentreath Building (Middle Years) |
| 3. | Memorial Hall | 11. | Maintenance and Grounds Workshops | 20. | Junior School Hall | 29. | Gordon Building |
| 4. | Chapel | 12. | Brookman Pavilion | 21. | Shinkfield Building | 30. | Big Quad |
| 5. | Big School Room | 13. | Health Centre | 22. | Birchnall Sports Centre | 31. | Information Technology |
| 6. | Miller Library | 14. | Tuck Shop | 23. | New Palm House | 32. | Senior School Changerooms |
| 7. | De Costa Dining Hall and Kitchen | 15. | Boarding House | 24. | Bickersteth (Junior School administration) | 33. | College House |
| 8. | Florey Science | 16. | Athelney House | 25. | Junior School Pool | 34. | Allen House |
| | | 17. | Hill Wing | 26. | Goat Paddock Shed | | |