



PESA

Positive Education Schools Association

Positive Education Schools Association Victoria Chapter 2017 Conference

Saturday 18 November
Camberwell Girls Grammar School
2 Torrington St, Canterbury Vic 3126



**Camberwell Girls
Grammar School**
An Anglican School



Acknowledgement of Country

The Positive Education Schools Association and Camberwell Girls Grammar School acknowledge and pay respect to the traditional owners of the land on which we meet – the Wurundjeri people. It is upon their ancestral lands that Camberwell Girls Grammar School is built. We pay our respects to their elders past and present and acknowledge all other indigenous people here today.



About the Positive Education Schools Association (PESA)

PESA is a **peak association** of schools, universities, educators, parents, researchers, charities and other community members who share an interest in an **evidence-based approach to wellbeing**, and a commitment to supporting our schools, students, and the wider community to **flourish**. We are based in Australia with a national focus, and also welcome international members.

PESA History

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, Peninsula Grammar (Victoria), St Peter's College (South Australia) and Knox Grammar School (New South Wales) met with Associate Professor Lea Waters at the University of Melbourne's Graduate School of Education, to explore the likely benefits of forming an association of educators who shared 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, 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.

Much work was done during 2012 – 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 our Association to formally launch at the 4th Australian Positive Psychology & Wellbeing Conference held at the University of Melbourne in February 2014.

PESA Vision

For the science of wellbeing and Positive Psychology to be integrated throughout the education system, enabling all students, schools, and communities to flourish.

PESA Mission

To lead, promote, and foster the implementation and development of Positive Education.



PESA Chairman's Welcome



Simon Murray
PESA Chairman

On behalf of the Board of Directors of the Positive Education Schools Association (PESA), I am delighted to extend a very warm welcome to you to our first Victoria Chapter Conference – we are confident that this will be the first of many!

Camberwell Girls Grammar School is our host today, an outstanding school committed to ensuring its students become global citizens who are lifelong passionate learners, empathetic leaders and catalysts for change in the world. I offer my sincere thanks to its principal, Debbie Dunwoody, and her wonderful staff for hosting us.

For educators, parents and members of the wider community who share a commitment to evidence-based approaches to student wellbeing, this conference will offer a marvellous range of practical tips and tools - whether you are just commencing your Positive Education journey, or are further advanced.

Today's conference is significant; it marks the continued growth of our association, and the establishment of State and Territory Chapters across Australia, to support and connect our members at a local level, has been one of PESA's key achievements over the course of 2017.

Over the course of today's conference, I encourage each of you to take full advantage of the opportunity to connect with your fellow delegates, keynote speakers and workshop presenters. We are so fortunate to be part of an inclusive, collaborative community of educators, academics, parents and others, eager to share ideas and learn from each other. This is the magic of Positive Education and our willingness to 'pay it forward' is a critical element of the growth of this field.

At this conference, you will learn from some of Australia's most renowned experts, who will share with you the latest research, data and a wealth of experience. Our 20-plus workshop presenters will provide insights and practical takeaways for whatever stage you are at in your own Positive Education journey – whether you are keen to learn about designing a Positive Education strategy, adopting a Positive Education approach in your school, or embedding and growing your current Positive Education practices. I can assure you that today's conference will provide a myriad of relevant information and tools. I would like to express my gratitude to the many people presenting keynotes and workshops today for generously sharing their knowledge and experience.

My thanks also to our Conference organising committee for the countless hours they have volunteered to bring you an exceptional professional development event.

Our presenters and committee alike have worked hard to ensure that all delegates will walk away at the end of the day brimming with exciting new ideas and practical initiatives.

I do hope that you enjoy the conference. Have fun, grow your knowledge, embrace new connections, and be inspired and energised by all that you learn today. You are part of a Positive Education 'tidal wave' – an unstoppable force committed to enabling students to flourish and communities to thrive, and I applaud each of you for your commitment to effecting positive societal change.

Conference Welcome



Marita Hayes-Brown
PESA CEO

A very warm welcome to the Positive Education Schools Association Victoria 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 and Territory 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.

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

Special thanks to our keynote and workshop presenters for generously sharing your experience and expertise, and to all of those who have contributed to the success of this conference.

I encourage each of you to take every opportunity today to network, collaborate and share your ideas and knowledge with other delegates, 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.

Positive Education is transformational – not only within schools, but also within the wider community. Let's work together to create thriving, supportive schools, at which young people can become their best selves, equipped and eager over the course of their lifetimes to contribute to more flourishing communities.



Hayden Gyles
PESA Victoria Chapter Chair

On behalf of the PESA Victoria Chapter, I'd like to welcome you to our first State Conference.

Our vision for this conference was to provide some hands-on practical examples for delegates to take away with them – many thanks to our keynote speakers and workshop presenters who will bring this vision to life!

I'm really proud of all of you here today. You are the reason Positive Education continues to go from strength to strength and you are the reason that Australia continues to be the world leader. Thanks for continuing to stoke the fire of Positive Education in your learning community, I hope you learn much from today's keynotes and workshops and that you are able to take what you learn back to your school or your organisation.

Use this opportunity to network and meet others and discuss your Positive Education journeys, we are all here to help each other and I hope this conference provides some fuel to your fire!

Thanks to our 2017 Victoria Chapter Committee:

Chair: Hayden Gyles, Camberwell Girls Grammar School

Vice Chair: Jessica Taylor, Geelong Grammar School

Secretary: Brendan Bailey, Berry Street Education Model

Treasurer: Sarah Roney, Langwarrin Network, DEET

Therese Joyce, Peninsula Grammar

Amanda Francis, Alia College

Mark Roberts, Templestowe Park Primary

Lucinda Malgas, Kingswood College

Graham Ruffles, Camberwell Grammar School

Lisa Baker, Ballarat Grammar

Annabelle Knight, St Michael's

Fiona May, Auburn South Primary

Sarah Dempster, Epping Secondary College

PESA CEO: Marita Hayes-Brown

Program at a Glance

Saturday 18 November

Time	Event	Place
8.45 - 10.10am	Conference Registration	Fig Tree Cafe
9 - 9.10am	Welcome Hayden Gyles PESA Victoria Chapter Chair; Deputy Head of Senior School, Camberwell Girls Grammar School	Library
9.10 - 10am	Pre-Conference Presentation: Introduction to Positive Education Therese Joyce Director of Positive Education, Peninsula Grammar; Senior Associate, Positivity Institute	Library
10.10 - 10.15am	Welcome Debbie Dunwoody Principal, Camberwell Girls Grammar School	Library
10.15 - 10.20am	Welcome Marita Hayes-Brown PESA CEO Hayden Gyles PESA Victoria Chapter Chair	Library
10.20 - 11.15am	Keynote <i>Harnessing our Character Strengths: A Playful Experience and Meaningful Insight into What's Right with Us!</i> Justin Robinson Director, Institute of Positive Education, Geelong Grammar School	Library
11.20 - 12.05pm	Workshops – Session 1	AFB and Quadrangle Rooms
12.05 - 1.00pm	LUNCH Sponsored by Berry Street Education Model	Fig Tree Cafe
1.00 – 1.45pm	Workshops – Session 2	AFB and Quadrangle Rooms
1.50 – 2.50pm	Q&A Panel – Hosted by Hayden Gyles, PESA Victoria Chapter Chair Lisa Baker – Ballarat Grammar Centre for Early Education Joanne Alford – St Francis Xavier College Tom Brunzell – Berry Street Education Model Mark Roberts – Templestowe Park Primary School Russel Dyer – Epping Secondary College Kate Sturzaker – Camberwell Girls Grammar School (Student)	Library
3-3.15pm	Closing Address Marita Hayes-Brown & Hayden Gyles	Library

Keynote Presenters



Therese Joyce

Therese is the Director of Positive Education at Peninsula Grammar, Senior Associate at the Positivity Institute, and a consultant to schools and organisations.

She has worked with Early Childhood, Primary, Secondary and Tertiary Institutions including Government, Catholic and Independent schools. Her areas of expertise include Positive Education, Resilience, Mindfulness and Social and Emotional Learning.

Therese spent two years as Associate Director of the Centre for Positive Psychology at The University of Melbourne, has a MSc. Applied Positive Psychology, has studied at the London International School of Performing Arts, and appeared on CBC News Canada, Bupa Blueroom, the Positive Psychology Podcast, and ABC Radio National as an expert on playfulness.

Pre-Conference Session: An Introduction to Positive Education

What is positive education? Why is it important? And, above all, how do we 'do' it? This introduction to the science and application of positive education will present a range of practical resources and relevant real-life applications. Participants will be encouraged to reflect on how these might best be implemented within their own specific context.

Suitable for absolute beginners to positive education, as well as those wanting to discover the latest resources, or simply get back to basics, delegates will gain a broad overview of theories within positive education, as well as pragmatic tips, ideas and tools available for schools, regardless of budget.

In this interactive presentation, Therese will share examples of tiny wins and magnificent fails, all part of the journey to embedding positive psychology within education.



Justin Robinson

Justin is the Director of the Geelong Grammar School Institute of Positive Education.

He is passionate about supporting student and staff wellbeing and loves his job. Justin has been at GGS now for 12 years. He was a Head of House for 5 years, the Head of the Positive Education Department for 4 years and has now been guiding the Institute for the past 3 years.

Justin has been a dedicated Secondary Mathematics and Physical Education teacher for over 20 years.

Keynote: Harnessing our Character Strengths: A Playful Experience and Meaningful Insight in to What's Right with Us!

Introducing a common language of the VIA Character Strengths into a school community can powerfully enhance culture and improve individual and community wellbeing. During this interactive keynote, Justin Robinson will share his passion for harnessing a language of what is right with us, and explore how such a language can increase the 4Cs of 21st Century Learning and Innovation – Critical thinking, Communication, Collaboration and Creativity.

A wide range of practical examples will be shared with delegates for them to tailor and then embed into their schools. An overview of the key concepts involved with VIA Character Strengths will be shared along with the latest research into Signature strengths and the most recent developments from the VIA Institute.

Justin will share his favourite examples of teaching and harnessing character strengths in students and teachers. Each delegate will also receive a personal Character Strengths wheel which will be spun and used throughout the presentation.

Workshop Schedule

Session 1

11.20am - 12.05pm

AFB – Anne Feehan Building 20x (Level 2), 30x (Level 3), Q – Quadrangle 30x (Level 3)

Workshop No	Room	Title	Presenter	School/ Organisation
1	AFB201	Harnessing Hope: Helping Staff and Students Overcome the Hidden Obstacles to Achieving their Goals	Leonie Abbott & Tom Brunzell	Berry Street Education Model
2	AFB202	PERMA Gold – Short, Targeted Wellbeing Interventions to Prime Meeting and Classroom Environments	Kate Brady	Ballarat Grammar School
3	AFB204	Creating a Benefit Mindset in Students - A Practical Approach	Sue Barlow	Peninsula Grammar
4	AFB205	Appraisal Using a Strengths Lens	Chris Daicos	Christine Daicos & Associates
5	AFB301	Physical Activity Benefits the School, Teacher and, Most Importantly, the Child!	Dr Bernie Holland	ACHPER Victoria
6	AFB303	Act Now: 25 Evidence Based Interventions to Enhance Well-being – for Students AND Staff	Cass Middleton & Elicia Bethell	Peninsula Grammar
7	AFB305	Positive Engagement for Whole School Staff	Peter Robson & Virginia Ruff	Carey Baptist Grammar School
8	AFB306	Savouring your way to wellbeing – exploring pathways	Roz Rimes	Live with Zest
9	Q201	From Surviving to Thriving- Integrating Positive Education with Existing Schools' Process and Practices	Sarah Roney	Langwarrin Positive Education Network
10	Q302	Whole Child Teaching, Learning, Wellbeing – Looking at the Whole Picture	Christine Shaw	Ballarat Grammar
11	Q303	Year 7 Character Strengths Showcase – A Celebration of Student Strengths at A Parent Education Evening	Sal Valentino & Deb Anthony-Harvey-Beavis	Loyola College Watsonia
12	Q304	Hope Matters: Unlocking Potential in our Young People to Build a Thriving Future	Rachel Colla	Merakai

Workshop Schedule

Session 2

1.00 – 1.45pm

Workshop No	Room	Title	Presenter	School/ Organisation
1	AFB201	Positive Education on a Shoestring	Brendan Bailey	Berry Street Education Model (previously, Buckley Park College)
2	AFB202	Positive Functional Communication for Collaborative Understanding	Craig Becker	Collaborative Strengths
3	AFB204	Character Strengths in Early Childhood – A Toolkit of Kindness, Teamwork, Patience, Persistence, Gratitude, Courage (and More!)	Lisa Baker	Centre for Early Education, Ballarat Grammar School
4	AFB205	Powerhouse Strategies for Powerhouse Classrooms	Michelle Falzon	Catholic Regional College
5		<i>Workshop now moved to Session 1</i>	<i>Rachel Colla</i>	<i>Merakai</i>
6	AFB303	Strengths Based Learning in Early Childhood	Ariadne Lack	Human Endeavours
7	AFB305	Applying Positive Psychology with People and Populations Experiencing Vulnerability	Marie McLeod	PoPsy
8	AFB306	My Courageous Self	Dina Pozzo	Insium
9	Q201	Dream Big for Student Engagement	Mariane Power & Jenna Mynott	The Posify Group
10	Q302	Cultivating Collaboration: Building High-Quality Connections... Fast!	Marcia Ryan	Wellbeing Works
11	Q303	Capturing thoughts and reflections - using journaling as a tool for learning	Caroline Siassos	SEED
12	Q304	Language of Relationships: A 'How-To' in Classroom Management	Sandra Surace	St Catherine's Moorabbin



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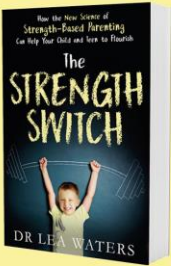
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The Centre for Positive Psychology



Discover

Realise

Transform

Workshop Abstracts – Session 1

Listed alphabetically by presenter name.

Harnessing Hope: Helping Staff and Students Overcome the Hidden Obstacles to Achieving their Goals

Leonie Abbott & Tom Brunzell

Berry Street Education Model

Implementing whole-school Positive Education starts from setting realistic goals. Learn how to uncover the pre-conscious reasons why both students and teachers struggle to achieve their wellbeing goals; and experience a series of evidenced-based strategies yourself in order to apply these strategies within your school community to increase their goal attainment.

Come ready to focus on both your own big hairy audacious goals—and the daily bite-sized goals that drive students' motivation.

PERMA Gold – Short, Targeted Wellbeing Interventions to Prime Meeting and Classroom Environments

Kate Brady

Ballarat Grammar School

Why is it important to habitualise these practices in our schools? Brad Olsen (2008) acknowledges the complexity of our role as educators: "Educational research reminds us that teaching is not merely a cognitive or technical procedure but a complex, personal, social, often elusive, set of embedded processes and practices that concern the whole person."

It is the fostering of both positive relationships and environments across the school setting that has motivated the development of booklet of strategies that Ballarat Grammar staff have used in a range of contexts. This workshop will showcase a number of short, practical, tried and tested positive primers that have been used in both primary and secondary settings as well in our staff meetings.

Creating a Benefit Mindset in Students - A Practical Approach

Sue Barlow

Peninsula Grammar

Creating a Benefit Mindset - developing strengths and meaningfully contributing to a future of greater possibility. This workshop aims to give practical and low-cost tried and tested ideas which can be used in a secondary school environment to help others through service learning and local community projects. Activities will be presented that can be used as part of the curriculum, as well as opportunities for extra-curricular projects. These activities aim to work towards creating a benefit mindset in students by reflecting on their own privileges and reaching out to those less fortunate than themselves.

Appraisal Using a Strengths Lens

Chris Daicos

Christine Daicos & Associates

The performance appraisal is a critical process within a business that is meant to engage, motivate, and increase performance of employees. However, the current and typical format, structure, and application of performance appraisals do not lead to these desired outcomes. This is because the performance appraisal is structured in way that emphasizes the need to fix performance issues and dissolve weaknesses. Positive Psychology studies optimal human functioning and finds that it is equally important, if not more important to focus on discovering, using, and developing strengths in order to flourish, than it is to diminish weaknesses. Therefore, Positive Psychology should be used to strategically increase the effectiveness and value of the performance appraisal process within an organization. By using Positive Psychology research on strengths, engagement, goal-setting, motivation, meaning in work, and leadership, the performance appraisal can be structured and facilitated in a way that leads to high engagement and motivation for the employee, ultimately enhancing their performance and creating organizational success

Workshop Abstracts – Session 1, cont.

Listed alphabetically by presenter name.

Physical Activity Benefits the School, Teacher and, Most Importantly, the Child! **Dr Bernie Holland**

ACHPER Victoria

The evidence is clear – increasing planned and incidental physical activity provides multiple benefits for your students. These include improved self-esteem, reduced stress, improved concentration, enhanced memory, mental awareness and social skills such as cooperation and teamwork. Plus, of course, a healthier body.

This evidence-based workshop will highlight how you can build this missing ingredient for success into your teaching and your school, and provide you with easy to implement practical ideas to take back to your school to get your students more active.

Savouring your way to wellbeing-exploring pathways

Roz Rimes

Live with Zest

What is Savouring? Many Positive Education researchers such as: Lea Waters, Tom Brunzell, Lindsay Oades and Ilona Boniwell are referring to it! Come & explore your best pathways to Wellbeing through Savouring. Roz will guide you on a humorous journey touching on: wine, chocolate, family, friends & pets to help you nurture your capacity to savour. Warning! This workshop is likely to include fun & frivolity!

Act Now: 25 Evidence Based Interventions to Enhance Well-being – for Students AND Staff.

Cass Middleton & Elicia Bethell

Peninsula Grammar

Drawing on research from the New Economics Federation (NEF), participants will be introduced (or re-introduced) to the 'Five Ways to Well-being:' (1) Connect, (2) Notice, (3) Be active, (4) Keep learning, and (5) Give. Findings from the research indicated that these five actions play a significant role in the development and maintenance of well-being in individuals, families, and communities.

Participants will engage in an activity from each of the five categories and will have the opportunity to share their own strategies with others and learn from the group. Individuals will walk away with at least 25 ideas of how to integrate well-being promoting actions into their daily lives. This workshop will be highly interactive and good fun, as well as practical and evidence-based.

A Positive Engagement For Whole School Staff

Peter Robson & Virginia Ruff

Carey Baptist Grammar School

How do you keep all staff aware of the value of evidence-based positive interventions? A staff conference is a valuable reminder, and even those one-off speakers can provide an instant boost, but how can a systemic program be instituted that provides staff with ongoing input?

At Carey, through the weekly staff professional development program, a series of workshops have been offered. These run each fortnight throughout the year. The workshops are built around Positive Education principles, and all workshops have a foundation in brain-based education. We will look at one of the workshops, "What is a good life?" as part of this workshop.

From Surviving to Thriving- Integrating Positive Education with Existing Schools' Process and Practices

Sarah Roney

Langwarrin Positive Education Network

This workshop will show how primary and secondary schools can incorporate the science of Positive Education into their existing practice to create a whole school and community approach to wellbeing.

The workshop will cover how Positive Education fits with the Victorian Curriculum and how it can complement wellbeing initiatives such as KidsMatter, MindMatters, Respectful Relationships or other wellbeing programs you may already have in your school. You will gain a catalogue of free and practical resources that any school can utilise to allow all staff, students and members of your school community to thrive.

Whole Child Teaching, Learning, Wellbeing - Looking at the Whole Picture

Christine Shaw

Ballarat Grammar

Many schools succeed in the development of their Positive Education programs through the explicit teaching of Positive Psychology in Pastoral Care. Being authentic with whole school strategic intent seems a somewhat more challenging goal for schools. Only when there is authenticity in the cultural shift towards a focus on wellbeing at the core, can schools really progress. This session will follow a model of practical strategic intent where planning for every aspect of the School is underpinned by wellbeing. It is this that allows us to be authentically 'whole-child' focused. We will map out a successful journey of building capacity in areas such as; a common language of learning, coaching models for staff, professional growth programs, targeted student interventions and data informed growth models all informed by wellbeing theory. This session will highlight practical approaches to embedding a culture of wellbeing that permeates every aspect of the School. Working from the point of first contact a family has with the organisation to life's next stages beyond the School's gates, we'll highlight how to build a culture within the organisation around wellbeing ensuring that not only the child thrives but the community around it flourishes!

Year 7 Character Strengths Showcase - A Celebration of Student Strengths at A Parent Education Evening

Sal Valentino & Deb Anthony-Harvey-Beavis

Loyola College Watsonia

This workshop will share our experiences of helping our student and parent communities to better understand the VIA Character Strengths. It will focus on creative ways to identify and present Character Strengths through key learning areas.

We will focus on the Year 7 parent evening, featuring students explaining and performing their Character Strengths. A unique feature of the night is the 'Jars of Joy' activity where parents identify and celebrate their children's strengths. This workshop highlights how to:

- Design a Character Strength Parent Education Evening
- Choose a dynamic team to facilitate student presentations and performance
- Best prepare classes for their 3 minute performances
- Ensure parent attendance
- Tap into a variety of resources including VIA Character Strengths & the Science of Character



Workshop Abstracts – Session 2

Listed alphabetically by presenter name.

Positive Education on a Shoestring.

Brendan Bailey

Berry Street Education Model (previously, Buckley Park College)

This workshop will outline the Positive Education journey of Buckley Park College, a public secondary school in Essendon. The school is only one year into this journey, and as such provides a model for other schools hoping to take those first few steps (especially those operating on limited budgets!). This workshop will describe our triumphs and our woes, our successes and our failures, the good, the bad and the ugly.

Overall, as well as sharing our roadmap, we will share our enthusiastic commitment to Positive Education, because we wholeheartedly believe that it is the best possible way to help our students.

Powerhouse Strategies for Powerhouse Classrooms

Michelle Falzon

Catholic Regional College

This workshop will primarily focus on how mindfulness based practices and teaching strategies positively enhance a secondary based classroom environment. We will look at the fundamentals of brain development from infancy through to adolescents, and the positive physiological impact and changes of mindfulness from a neurological perspective will be discussed and explored. This will be followed by statistical evidence based research relating to the benefits of mindfulness in education. Elaborating on and discussing in further detail aspects of techniques for meeting and navigating intense emotions, practices that cultivate positive states of mind like gratitude, kindness, joy & compassion, the role mindfulness plays in communication and interaction, and support for developing a daily sitting practice. Examples of classroom-based mindfulness activities will also be provided.

Positive Functional Communication for Collaborative Understanding

Craig Becker

Collaborative Strengths

In this workshop participants will undertake 3 hands-on activities that showcase 3 different common communication scenarios that, when mastered, can lead to effective collaborative function, shared understanding, improved professional relationships and practical ways to leverage the diversity that surrounds us.

Participants will learn proactive strategies that focus on both the communicator and the listener, as well as how to effectively uncover and include previously untapped and underutilised thoughts and opinions.

Character Strengths in Early Childhood - A Toolkit of Kindness, Teamwork, Patience, Persistence, Gratitude, Courage (and More!)

Lisa Baker

Centre for Early Education, Ballarat Grammar School

Early Childhood education services are fertile ground for the design, implementation and embedding of Positive Education, particularly through the application of Positive Psychology and Character Strength research. The language of Character Strengths is one practical and effective method to apply this research. The workshop will identify, connect and discuss:

- Immediate and practical ways to introduce and utilise the language of Character Strengths in early childhood classrooms
- Strategies for enhancing young children's wellbeing and self-regulatory behaviour through the language and real-world application of Character Strengths
- How applied Positive Psychology interventions can influence young children's wellbeing literacy, academic capacity and achievement
- Connections between Positive Psychology, early childhood development and the early years learning frameworks
- Teacher, child and parent perspectives and outcomes from an early childhood curriculum that embed Character Strengths and Virtues into daily practice, interaction and documentation
- A toolkit of takeaways for Kindness, Teamwork, Patience, Persistence, Gratitude, Courage (and more!) with young learners and their families

Hope Matters: Unlocking Potential in our Young People to Build a Thriving Future

Rachel Colla – [WORKSHOP NOW IN SESSION 1](#)

Merakai

We spend significant time in education preparing our young people for ‘what’ they want to do; but how much time is dedicated to discerning ‘who’ they want to be? Discovering what matters to students allows them to develop a strong sense of identity and purpose, which can spark them to take hopeful action (Lopez, 2013). Unfortunately, less than half of students surveyed in Australia’s 2016 Gallup Poll could be classified as ‘hopeful’ – meaning they had abundant ideas and energy for the future. While we’ve developed many strategies to improve students’ self-control and will power to succeed, have we missed a key opportunity to unlock the motivating energy of hope? Hope works because it broadens thinking and fuels persistence (Snyder, 2002). This workshop will outline a range of evidence-based strategies that schools can implement to facilitate students’ development of purpose and self-efficacy to contribute to their community. The strategies are built around the central thesis that integrating advances in hope and self-determination theories, together with an eco-system approach, can create a unique opportunity for positive identity development - one that enables students’ commitment and efforts to soar and build a brighter future for them and for our communities.

Strengths Based Learning in Early Childhood

Ariadne Lack

Human Endeavours

Strengths Based Learning (SBL) focuses on identifying and understanding what children are naturally good at and what they do when they thrive — before we focus on their weaknesses. As early childhood educators you already have finely tuned strengths antennas. There is now extensive evidence that identifying, using and growing children’s strengths is associated with greater wellbeing, improved academic performance, positive behaviours and decreased psychological distress. Building on educators existing strengths focus, SBL helps educators name and explain children’s strengths, cultivate opportunities for children to grow their strengths and use them to overcome challenges. SBL also provides educators with the latest language and tools to foster a growth mindset in children. Finally, SBL provides educators with practical strengths based activities which they can take back to the classroom right now.

Applying Positive Psychology with People and Populations Experiencing Vulnerability

Marie McLeod

PoPsy

Vulnerability can occur for any of us. It can arise from a situational state where adversity overwhelms us, a long-term barrier such as illness or disability, or a generational experience such as poverty. Over the long term it may create barriers to inclusion, reduce our psychological and social capital and impact our mindsets, leading to a life of surviving, not thriving. This workshop will examine the definition of poverty offered by Dr Ruby Payne, the experience of vulnerability and the evidence based tools from Positive Psychology most likely to create upward shifts. In addition to “what” tools, we will explore “how” these tools may need to be applied differently. In an engaging and transformative session, you will discover:

- The resources we all need to do well in life and what happens when we don’t have them
- Why relationships matter even when we’re vulnerable
- How strengths can be scary when you’re not used to them
- How you can use Hope to empower

My Courageous Self

Dina Pozzo

Insium

The demonstration of courage provides a number of individual and workplace benefits, including the creation of positive energy and improved motivation, increased accountability, conscientiousness and empathy, increased resourcefulness and goal attainment, increased self-confidence, increased willingness to learn from mistakes, increased healthy relationships and inclusiveness, and increased inspiration to act courageously. This key aim of this highly practical workshop is to heighten self-awareness of own courage. Participants will join an appreciative discussion designed to build meta-knowledge of own past courageous acts, and develop a plan to access this knowledge in future when needed. Through sharing stories, participants will broaden their own perspectives on courage. This workshop will also provide experience with a process that may be used by the participants in their teaching. Imagine the positive impact of your courageous self for you, for the students you teach, for the colleagues with whom you work.

Workshop Abstracts – Session 2, cont.

Listed alphabetically by presenter name.

Dream Big for Student Engagement

Mariane Power & Jenna Mynott

The Posify Group

Disengagement is a significant issue in Australian classrooms. According to the Grattan Institute's latest report, up to 40% of Australian school students are tuned out in the classroom, with consequential reduced productivity and general disruption for both the disengaged students and the class as a whole. The Solution? Purpose-driven learning. In this workshop, we propose purpose-driven learning as a key to unlocking student engagement, examining scientific theories exploring the benefits of optimising your students' big dreams. Become a spark that ignites adolescent purpose, and gain insight into research about the impact of an Australian regional wellbeing youth conference that aims to foster big ideas: The Luminosity Youth Summit. We'll then take a practical look at how teachers can help young people explore and identify their own big dreams and use them as motivation to engage in the classroom. Participants will be guided through purpose-building activities and walk away with practical strategies to manipulate content, without re-programming, to create purpose-driven learning environments in their classrooms and schools.

Cultivating Collaboration: Building High-Quality Connections... Fast!

Marcia Ryan

Wellbeing Works

The ability to work well with others is a key contributor to individual, team and organisational success and leaders need to quickly build aligned, cohesive and collaborative groups to achieve desired outcomes. How can organisations build the capability in leaders to rapidly connect and form strong, supportive connections that are the foundation of collaboration? The number one attribute that makes a team effective is the need for psychological safety – for team members to feel safe to take risks and work in a team climate characterized by interpersonal trust and mutual respect. The Cultivating Collaboration workshop presents practical strategies for learning professionals to support collaboration through the rapid building of positive connections. This session draws on findings from the field of Positive Organisational Scholarship and research into what leads to positive outcomes and extraordinary individual and organisational performance. Introducing a collaboration framework, learn five ways to make brief interactions count, and feel more energised to act. The session will follow an experiential learning format.

Capturing thoughts and reflections - using journaling as a tool for learning

Caroline Siassos

SEED

Your students don't have to be great writers to keep a journal. This form of expressive writing provides an opportunity for them to better understand themselves and the world around them, enabling them to capture their past, enrich their present and build a future by documenting ideas, inspiration, observations and reflections. Journaling enables your students to organise thoughts by getting them out of their heads and into a place where they can mix together and possibly grow into something more. They can then look back at what they have written to see how their thoughts have evolved and recognise things they want to change. Help your students see stress through new eyes. The physical reaction to stress depends on how they emotionally process things. By writing about thoughts and feelings they can work through them and create perspective. This practical workshop includes ways to integrate journaling into your teaching by setting clear expectations, forming new habits, using journal prompts, creating accountability and sharing content.

Language of Relationships: A 'How-To' in Classroom Management

Sandra Surace

St Catherine's Moorabbin

'It takes a village to raise a child' but have we ever examined the elements that underpin this when it comes to building relationships within the classroom that support classroom management? The school can certainly be viewed as the village, which, when we examine positive school systems, is paramount to flourishing individuals. In smaller pockets of the schooling system, we, as teachers and educators, need to explore our everyday role in helping our students to not only develop academically but to grow in their own emotional and social development. Our own classrooms can become a jungle of stress and disengagement if the delicate balance of how to manage is not addressed. This workshop explores classroom management through a lens strategically built on the principles of Positive Psychology to model, teach and engage students to grow into their best possible selves. The current research from Fredrickson, Dutton, Baumeister, Kabat-Zinn and others will be translated into simple everyday classroom actions and strategies that can be taken away and applied immediately to create a village atmosphere in the classroom - a place where connections, learning and personal growth coexist.

Workshop Presenter Biographies

Listed alphabetically by presenter name.

Leonie Abbott & Tom Brunzell

Leonie Abbott is a Senior Trainer, co-author and editor of the Berry Street Education Model. She currently supports a diverse range of schools with Trauma Informed Positive Education training, curriculum and strategies to enable school leaders to embed and sustain the science of wellbeing across a whole-school approach. Leonie is a foundation graduate of the Master of Applied Positive Psychology from the University of Melbourne, has over 20 years of education leadership experience and was recently elected as Director onto the board of PESA (Positive Education Schools Association). She integrates trauma-informed pedagogy and the science of wellbeing in her interactions with communities and believes Positive Psychology is a powerful road map for continuous growth. **Tom Brunzell** has experience as a teacher, school leader, and education advisor in New York City and Melbourne. Currently he is the Senior Advisor, Education and the leader of the Berry Street Education Model at the Berry Street Childhood Institute, Victoria. Tom presents internationally on topics of transforming school cultures, high expectations for differentiated instruction, trauma informed practice, wellbeing and the application of positive psychology, and effective school leadership. He is also a PhD candidate at the University of Melbourne, Melbourne Graduate School of Education studying trauma-informed pedagogy, positive psychology, and their impacts on workplace meaning.

Brendan Bailey

Brendan Bailey is a student in the Masters of Positive Psychology program at the University of Melbourne's Centre for Positive Psychology, and was, until very recently, Positive Education Leader at Buckley Park College. He now works as a Senior Trainer in the Berry Street Education Model.

Lisa Baker

Lisa Baker is a flourishing teacher and learner in early childhood education. She holds a Bachelor of Education, specialising in Early Childhood, has over two decades of professional erudition, action research and practitioner enquiry and is currently undertaking the MAPP at Melbourne University. Lisa has a depth and breadth of knowledge and experience and is an engaging speaker. Lisa believes early childhood is a critical for growth and learning – in cognitive, social, emotional, neurological, physical, mental domains. She advocates that wellbeing and meaningful relationships are integral to positive education environments and that respect for children's competencies be prioritised in order that they thrive.

Sue Barlow

Head of Pre-Senior School at Peninsula Grammar in Mount Eliza, a prestigious private school and a former Deputy Principal of a challenging inner city public school in England. Sue has seen the contrast of privilege and poverty and has developed a curriculum in Year 9 at Peninsula Grammar to create a benefit mindset in students by helping others in the local community and beyond.

Craig Becker

Craig Becker is a Specialist Education Consultant with 24 years' in educational leadership. Craig's career has spans leading schools in Melbourne as well as innovative international schools in Singapore, Jakarta, Kyoto and Osaka. Craig is passionate about effective and supportive collaborative work, the utilisation of diversity and strengths whilst maximising opportunities for shared success and satisfaction. Craig has dual M.Ed. qualifications (administration and curriculum) and is a certified specialist in StrengthsFinder 2.0. His top 5 strengths are; Analytical, Achiever, Communication, Individualisation and Responsibility. These strengths are fully utilised in Craig's presentations

Kate Brady

A teacher of English and History, Kate Brady currently works in the Senior School of Ballarat Grammar, a co-educational K-12, boarding school. For the past three years she has been the Positive Education Coordinator.

Rachel Colla

Rachel has been teaching the science of positive psychology in education, business and sporting contexts for over a decade. Prior to her work in organisational settings, Rachel worked as a psychologist in the education sector, promoting flourishing for individuals managing psychological distress and mental illness. Rachel is also part of the teaching team for the Centre of Positive Psychology at the University of Melbourne in both the undergraduate and postgraduate programs. Her current research focuses on hope theory, purpose and innovation of systems. She is passionate about creating hope for our young people to thrive.

Workshop Presenter Biographies, cont.

Listed alphabetically by presenter name.

Mariane Power & Jenna Mynott

Mariane Power believes emotional agility, grit and effective communication are essential skills that can and should be taught to the next generation of thought-leaders. Committed to empowering individuals and communities with evidence-based psychological skills and strategies, she is currently completing her Masters in Clinical Psychology at The University of Newcastle. With longstanding involvement in Positive Psychology, Mariane is excited about her current research project, investigating the wellbeing effects of The Luminosity Youth Summit. Having committed almost a decade to supporting young people, families and communities through counselling, she continues to be curious about the human condition and motivated to inspire positive change. **Jenna Mynott** thrives on creativity, curiosity and play, and the positive impact these have on wellbeing and academic success. With over a decade of experience as a facilitator and coach in the corporate world, Jenna has more recently pursued her passion for working with young people as a qualified K-12 educator. She loves finding new ways of connecting individuals with knowledge and guiding them to discover their purpose. In addition to her role at The Posify Group, Jenna is currently contracted as an English and Drama teacher and admits to being a life-long learner motivated by a desire to make a difference.

Dina Pozzo

Dina's purpose is to open doors; she invites you to step through these doorways with her and soak up the other side. Dina is a highly skilled facilitator and coach who creates a shared learning journey of curiosity and discovery, challenge and encouragement. Her aim is to broaden minds and build capability and confidence, empowering individuals to implement plans of action for sustainability and positive impact. Dina completed a Master of Applied Positive Psychology from the University of Melbourne and has recently returned from presenting insium's "Leading with Courage" program at the 5th World Congress of Positive Psychology in Montreal.

Roz Rimes

Roz Rimes is the founder of Live with Zest. She's a graduate of the University of Melbourne Master of Applied Positive Psychology & Master of Educational Policy (International) She specialises in Savouring and Animal Assisted Education. Roz is an active member of MAPPsaa & volunteers at the Royal Melbourne Hospital & a Berry Street Education Model school with her highly trained Labradoodle.

Peter Robson & Virginia Ruff

One of Carey's 5 strategic priorities is Positive Education and Wellbeing and **Peter Robson** leads the initiatives in this area for students, staff and parents across the whole school. Peter has been a member of the School's Senior Management Team for 15 years, and prior to this Peter was head of Senior School at Caulfield Grammar. The wellbeing of the school community has always been a passion. **Virginia Ruff** has spent many years in positions leading administrative teams, and in 2012 the opportunity arose to be a facilitator at Carey's whole school positive education induction. Since then she has continued to develop pathways in this area, and has recently been appointed to a position that manages the materials presented to the whole school community.

Marcia Ryan

Marcia Ryan is a learning consultant with extensive experience working with leaders in a range of organisations, including the education sector, to design and deliver evidence based solutions to build positive relationships within organisations that contribute to improved business performance. She holds a Master of Applied Positive Psychology from the University of Melbourne and specialises in the application of positive psychology in the workplace to improve team collaboration. As Founder of Wellbeing Works, she provides practical strategies for organisations to improve employee engagement, build resiliency skills to manage change and enhance teamwork and collaboration.

Christine Shaw

Deputy Head of Ballarat Grammar, Christine's role has largely centred around the development of Wellbeing and Positive Psychology implementation, from pastoral care to classroom practice. Over 20 years of experience has supported extensive involvement in adolescent wellbeing through pastoral care programs and the development sustainable positive education in the School.

Christine Siassos

Christine taught as a secondary teacher for a number of years prior to starting a graphic design business. Through her work with start-ups and small businesses and by attending numerous conferences and workshops for small businesses, she recognised a need for support and resources to assist develop the capabilities in young people so they feel better equipped to make choices that will affect their future and the world around them. This led to her founding SEED (Supporting Entrepreneurial Education and Development). She is currently writing a series of guided journals for secondary students to help capture and develop ideas.

Sandra Surace

Sandra has over 20 years' experience in schools and is currently working in Education as a Wellbeing Leader and classroom teacher. She is leading a whole school approach to developing wellbeing through everyday actions as well as explicit teaching practices. Her previous work has also included independent consultancy to Principals, Team Leaders, Managers and Coordinators on the applications of Positive Psychology in their workplace to support developing team cohesion and maintaining wellbeing in our fast-paced world. Sandra is a mother of four and applies her knowledge to every day interactions both at home and at work. Her passion is in empowering others with the skills to navigate their own life challenges.

Sal Valentino & Deb Anthony-Harvey-Beavis

With over 25 years' experience in education **Sal Valentino** has worked tirelessly in pursuit of helping school communities to Flourish. Currently Sal is a Co-Chair of 'Positively Ignatian' a Positive Education Committee with an Ignatian Lens, at Loyola College. In this role Sal is helping to steer a team of 25 staff to explicitly and implicitly identify and embed Positive Education within the framework and culture of his current school. Sal has worked as a Head of House, Head of Junior school and has a Masters in Student Wellbeing. After 17 years working in forensic environments, **Deb Anthony-Harvey-Beavis** is a psychologist now working at Loyola College in Melbourne. The move from working with offending populations to students and whole-school communities was driven by a knowledge and experience of maladaptive and dysfunctional adult lives start in in childhood and adolescence are best prevented during this phase of life; rather than attempting to repair and recover in adulthood. An important aspect of achieving this goal that is Deb is co-chair of Positively Ignatian: Positive Education through an Ignatian Lens at Loyola College.



Conference General Information

Registration

Registration will take place in the Fig Tree Café.
Enter via Torrington St gate.

Cost

PESA members	\$125
PESA non-members	\$175 (includes an annual PESA individual membership)

The price includes:

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

Online Registration

<https://www.trybooking.com/SDTF>

Dietary and Access Requirements

Please email Hayden Gyles at gylesh@cggs.vic.edu.au at least two weeks prior to the conference detailing your dietary and access requirements.

How to Connect to CGGS

Guest WiFi

Guest WiFi is available
Connect to Network CGGSGuest

Dress Code

Smart casual

Program

PESA reserves the right to make alterations to the program if deemed necessary.

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Live and learn Positive Education through our multi-day Discovering Positive Education immersions, providing an in-depth exploration of student and staff wellbeing. This course is being delivered in Adelaide, Alice Springs, Geelong, Hong Kong, Perth, along with Dubai, New Zealand and Singapore.

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- | | |
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| • Mindfulness | • Values-based stress management |
| • How to change a culture | • Implementing Positive Education |

Our Discovering More Positive Education multi-day immersion, our one-day introductory workshops and school visits to Geelong Grammar School to see Positive Education in Action are also available.



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Conference 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 Camberwell Girls Grammar School 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 off or 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 Camberwell Girls Grammar School. All presenters are required to bring their own technology. Laptops or other devices will not be provided for workshop presenters.

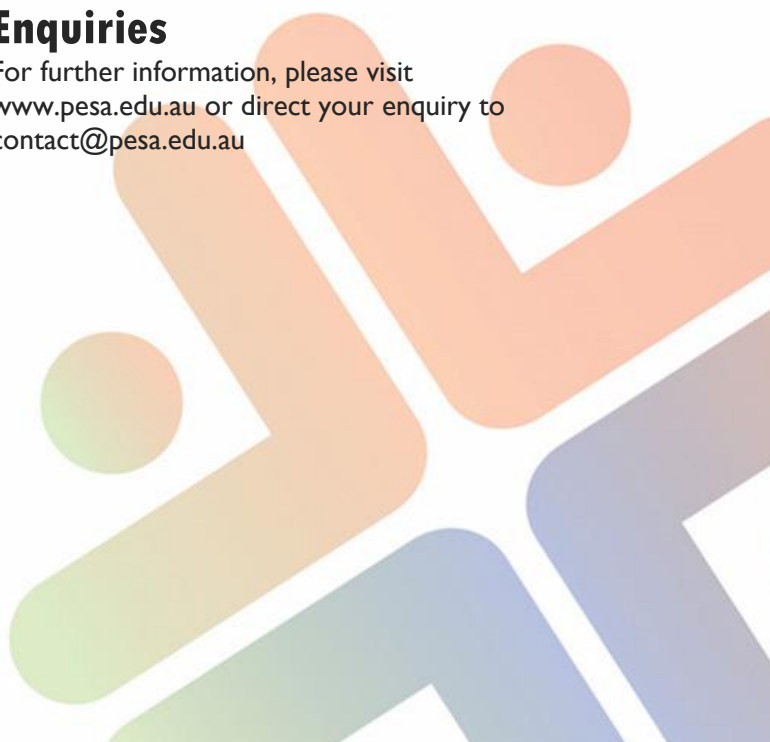
All presenters should ensure that their presentations are saved to a USB device in the event of technological difficulties arising with the use of personal devices.

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 contact@pesa.edu.au



What went well for you today?

Write your reflections here...

New members – Welcome!

If you purchased a non-member ticket for today's Conference, your ticket includes an annual individual PESA membership – so welcome to our association! Please ensure that when you register, you provide your full name, organisation details and email address to enable us to process your membership.

Why not connect with your fellow members via our Facebook groups in your home state or territory? To join a group, please click on the relevant link below and click the "Join" button.

- [Australian Capital Territory](#)
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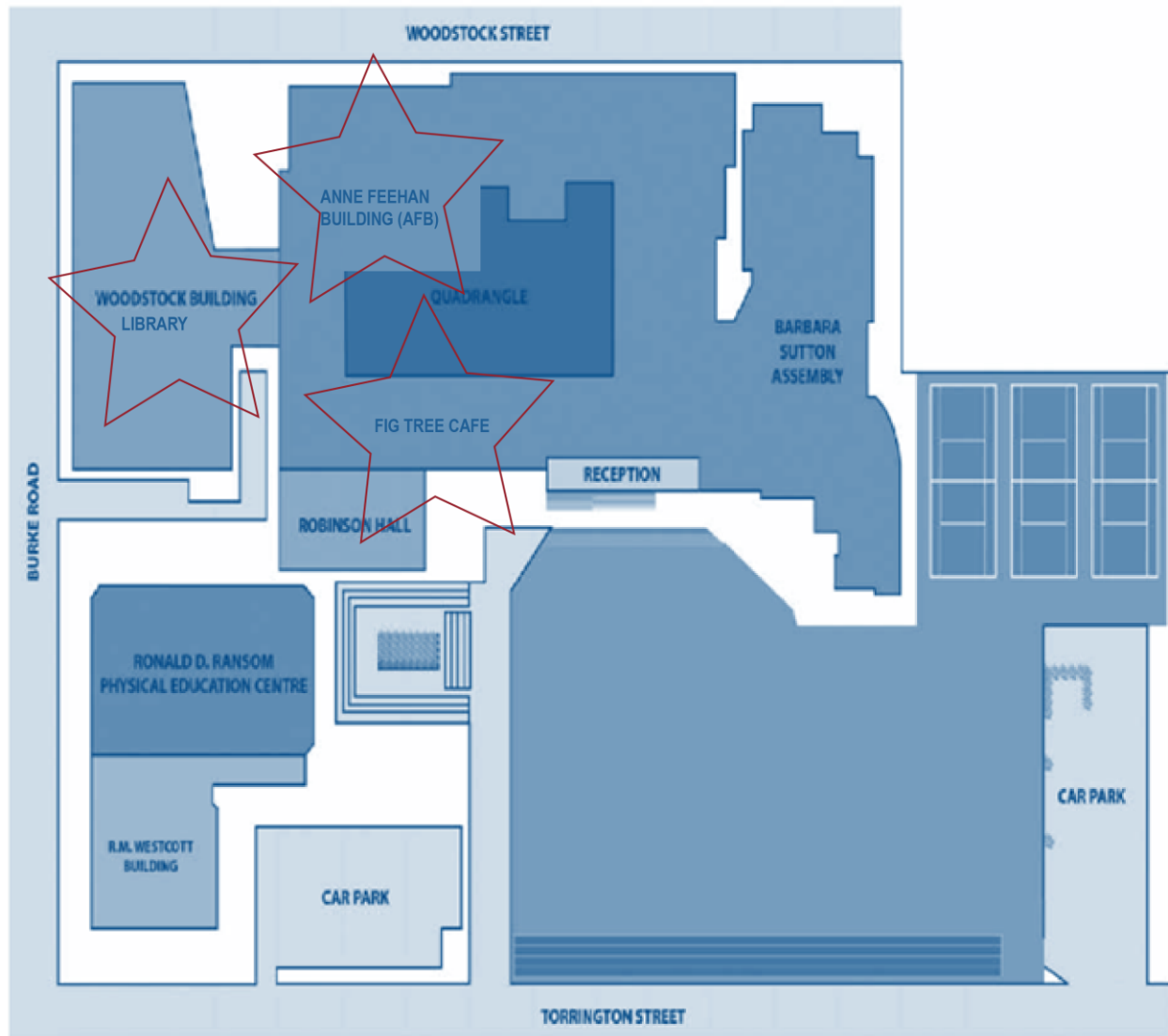
GEELONG GRAMMAR SCHOOL



Professor Lea Waters Ph.D.



CGGS Campus Map



**Parking is available in Torrington St and surrounding streets.
Kindly do not park on campus.**

Enter via Torrington St Gate.

Please be mindful of neighbours and do not park across driveways.

