

BUILDING POSITIVE COMMUNITIES

Design • Implement • Embed

2017 National Conference, 17 - 18 March 2017
Ravenswood School for Girls, Henry Street, Gordon, Sydney NSW



The Program at a Glance

DAY 1

Friday 17 March 2017

PRE-CONFERENCE SEMINAR

THE LORRAINE SMITH AUDITORIUM

9.00 am - 10.30am	Pre-Conference Seminar - Positive Psychology 101	Dr Suzy Green - The Positivity Institute
9.30 am - 11.00 am	Registration - Mabel Fidler Building	Ravenswood School for Girls (Entrance Gate 1)
	Morning tea available on arrival	Assembly Hall

MAIN CONFERENCE COMMENCES

THE LORRAINE SMITH AUDITORIUM

11.00am - 11.05am	Welcome - Ravenswood School for Girls	Anne Johnstone Principal - Ravenswood School for Girls
11.05am - 11.15am	PESA - Chairman's Address	Simon Murray, Chairman - PESA & Headmaster - St Peter's College, SA
11.15am - 11.25am	Higgins Coatings - Principal Sponsor Address	John Higgins Chairman - Higgins Coatings
11.25am - 11.30am	Introduction Keynote Speaker 1	Charlotte Fouché Ravenswood - School Captain
11.30am - 12.20pm	Keynote Speaker 1	Caroline Adams Miller, MAPP USA
12.25pm - 12.45pm	PESA Annual General Meeting (All delegates are requested to attend)	PESA Board
12.45pm - 12.50pm	Introduction Keynote Speaker 2	Jacqueline Farrell Ravenswood - School Vice Captain
12.50pm - 1.40pm	Keynote Speaker 2	Michelle McQuaid, MAPP
1.40pm - 2.25pm	Lunch	Assembly Hall
2.30pm - 3.20pm	Workshop Presentations (Session 1)	Conference Presentation Rooms
3.25pm - 4.15pm	Workshop Presentations (Session 2)	Conference Presentation Rooms
4.15pm - 4.20pm	Delegates to return to the Lorraine Smith Auditorium	
4.25pm - 4.30pm	Introduction Keynote Speaker 3	Amelia Hosie Ravenswood - School Vice Captain
4.30pm - 5.20pm	Keynote Speaker 3	Professor Lea Waters, PhD The University of Melbourne
5.30pm - 7.00pm	PESA Conference Networking Drinks	Ravenswood Upper Deck

The Program at a Glance

DAY 2

Saturday 18 March 2017

MAIN CONFERENCE

THE LORRAINE SMITH AUDITORIUM

9.00am - 9.05am	Welcome to Day 2	Marita Hayes-Brown CEO - PESA
9.05am - 9.10am	Introduction Keynote Speaker 4	Charlotte Fouché Ravenswood - School Captain
9.10am - 10.00am	Keynote Speaker 4	Charlie Scudamore BA Hons, PGCE Oxon Geelong Grammar School
10.00am - 10.05am	Introduction Keynote Speaker 5	Jacqueline Farrell Ravenswood - School Vice Captain
10.05am - 10.55am	Keynote Speaker 5	Professor Felicia A. Huppert, PhD Institute for Positive Psychology and Education, ACU
10.55am - 11.25am	Morning Tea	Assembly Hall
11.30am - 12.20pm	Workshop Presentations (Session 3)	Conference Presentation Rooms
12.20pm - 12.25pm	Delegates to return to The Lorraine Smith Auditorium	
12.30pm - 12.35pm	Introduction Keynote Speaker 6	Amelia Hosie Ravenswood - School Vice Captain
12.35pm - 1.25pm	Keynote Speaker 6	Associate Professor Mathew A. White, PhD St Peter's College, Adelaide
1.25pm - 2.15pm	Lunch	Assembly Hall
1.30pm - 2.00pm	PESA Board Meeting (Directors only to attend)	Boardroom Mabel Fidler Building
2.20pm - 3.10pm	Workshop Presentations (Session 4)	Conference Presentation Rooms
3.10pm - 3.15pm	Delegates to return to the Lorraine Smith Auditorium	
3.20pm - 3.25pm	Introduction Keynote Speaker 7	Charlotte Fouché Ravenswood - School Captain
3.25pm - 4.15pm	Keynote Speaker 7	Professor Richard M. Ryan, PhD Institute for Positive Psychology and Education, ACU
4.15pm - 4.30pm	Conference Close	Simon Murray Chairman - PESA

Workshop Schedule

Workshop Number	Breakout Room	Presenters	SESSION 1 Friday 17 March 2017	2.30pm - 3.20pm
1	PRECINCT 4 F.2.07	Matt Newland Geoff Cameron	Turning Classrooms Into Positive Psychology Intervention Labs	Chinese International School Hong Kong
2	PRECINCT 3 A.2.01	Susan Su-Cheng Koh Thayalinii Selvakrishnan	Finding The Resilient Leader In You For A Thriving School Community	Da Qiao Primary School Singapore
3	PRECINCT 3 A.2.02	Marie McLeod	Strengths Based Parenting - The Third Corner Of Positive Education?	PoPsy VIC
4	PRECINCT 2 A.3.01	Justin Robinson David Bott	A Pocket Book Of Brain Breaks	Geelong Grammar School VIC
5	PRECINCT 2 A.3.02	Suzu Green Claudia Owad	Mental Toughness: An Evidence-Based Approach To Resilience And Peak Performance	The Positivity Institute NSW
6	PRECINCT 2 Reading Area 1	Kristine Sanders Danny Parker	Embedding Positive Psychology Into The Early Years	Perth College WA
7	PRECINCT 2 K-6 Library	Rhiannon McGee Karen Howarth	Developing A Positive Education Program: Using A Strengths-Based Approach	Loreto Mandeville Hall Toorak VIC
8	PRECINCT 2 Year 12 Study	Liam Casson	Christ Church Grammar School - Health And Wellbeing Journey	Christ Church Grammar School WA
9	PRECINCT 1 A.0.06	Rachel Colla	Hope Matters: Unlocking The Potential In Our Youth To Build A Thriving Future	Merakai VIC
10	PRECINCT 1 A.0.05	Lea Waters Claire Fortune	Visible Wellbeing	The University of Melbourne VIC
11	PRECINCT 1 A.0.04	Daniela Falecki	A Teacher Wellbeing Toolkit - Recharge And Regain Control	Teacher Wellbeing NSW
12	PRECINCT 1 A.0.03	Deborah Clancy Daisy Turnbull Brown	Is Positive Psychology Working? An Evidence Based Report From St Catherine's School	St Catherine's School NSW
13	PRECINCT 1 A.0.02	Chris Menage Amanda Davis	Positive Psychology In A Cross-Age, Cross Cultural Context	Peninsula Grammar VIC
14	PRECINCT 1 A.0.01	Caroline Adams Miller	Getting Grit	Caroline Adams Miller, MAPP USA

Workshop Schedule

Workshop Number	Breakout Room	Presenters	SESSION 2 Friday 17 March 2017	3.25pm - 4.15pm
1	PRECINCT 3 A.2.01	Lea Waters Lela McGregor	Positive Detective	The University of Melbourne VIC
2	PRECINCT 3 A.2.02	Jo Wiese David Bott	What Do Students Really Think? Wellbeing And Positive Education Through The Eyes Of Australian Students	Geelong Grammar School VIC
3	PRECINCT 1 A.0.01	Dana Kerford Deb Perrich	The Language Of Friendship	URSTRONG, Canada & Perth College, WA
4	PRECINCT 1 A.0.02	David Kolpak	Using Data To Inform Positive Education Program Decision Making	St Peter's College SA
5	PRECINCT 1 A.0.03	Lisa Baker	Positive Psychology, Character Strengths And Early Childhood Education - Understanding And Designing Strategies For Implementing Character Strengths And Skills Of Self-Regulation In The Early Years	Ballarat Grammar School VIC
6	PRECINCT 1 A.0.04	John Robinson	Embedding A Culture Of Staff Wellbeing	Trinity College North SA
7	PRECINCT 1 A.0.05	Anne Johnstone Kim Bence	Leading Positive Organisational Change (K-12): The Ravenswood Model of Visible Wellbeing - Igniting Potential, Inspiring Passion and Purpose.	Ravenswood School for Girls NSW
8	PRECINCT 1 A.0.06	Mick Walsh	Building Teacher Wellbeing	Learning Curve NSW
9	PRECINCT 2 A.3.01	Lorna Starrs	Implementing And Embedding Positive Education In A R-12 All Girls' Catholic School	St Mary's College SA
10	PRECINCT 2 A.3.02	Chris Barr Tracey Chitty	A Systematic Approach To Understanding, Identifying And Developing Student Relationships In A Primary School	Discovery College Hong Kong
11	PRECINCT 2 Reading Area 1	Joanne Alford Rebecca Cetrola	Empowering The Student Voice With Appreciative Inquiry	St Francis Xavier College VIC
12	PRECINCT 2 K-6 Library	Brad Papworth	Positive Education And The Significance Of Personality	The King's School NSW
13	PRECINCT 2 Year 12 Study	Julianne Nissen	Positive Education In Action Whole School Projects - The Butterfly Effect & Student Wellness Symposium	Hale School WA
14	PRECINCT 4 F.2.07	Leonie Abbott	Nurturing Self-Regulation For Academic Rigour	Berry Street VIC

Workshop Schedule

Workshop Number	Breakout Room	Presenters	SESSION 1 Saturday 18 March 2017	11.30am - 12.20pm
1	PRECINCT 3 A.2.01	Susan Ahern	Bonus Intra Melior Exi - Come In Good, Go Out Better	Townsville Grammar School QLD
2	PRECINCT 3 A.2.02	Therese Joyce	Practical Positive Education: How To Create And Embed A Positive School Culture - Practical Strategies And Hands-On Activities To Make Sustainable Positive Change	Peninsula Grammar VIC
3	PRECINCT 1 A.0.01	Peggy Kern Christine Siokou	Positive Systems Science: A Strategic, Systemic Approach To Education	The University of Melbourne VIC
4	PRECINCT 1 A.0.02	Sue Chandler	A Grassroots Approach: Laying The Foundation For Whole School Wellbeing	All Hallows' School QLD
5	PRECINCT 1 A.0.03	Srividhya Mohan Keng Wong	Staff Wellbeing: The Bedrock For Work-Life Harmony And The Catalyst For A Positive Community	Da Qiao Primary School Singapore
6	PRECINCT 1 A.0.04	Lisa Kettler	A Positive Education Video Project - Teachers Sharing And Learning Together Through A Video Library Of Real-Life Practice Examples And Interviews	Trinity College SA
7	PRECINCT 1 A.0.05	Paula Robinson John Weeks	Sustainable Positive Education: A 5 Year Evidence-Based 'How To' Journey With Interactive Lesson Plans	Positive Psychology Institute & Knox Grammar School NSW
8	PRECINCT 1 A.0.06	Saraid Doherty Adrienne Baucke	Innovation Is Integration - Building A Whole School Positive Education Program At Parkmore Primary School	Parkmore Primary School VIC
9	PRECINCT 4 F.2.07	Hayden Gyles	How To Design A Positive Psychology Program For Your School Context	Camberwell Girls Grammar School VIC
10	PRECINCT 4 F.2.08	Sean Inman	Delivering Wellbeing In Schools: Lessons Learnt From 70 Staff Teaching 8,000 Students Positive Education Since 2012	St Peter's College SA
11	PRECINCT 4 H.2.31	Nitu Nahar Jacob Stephens	Positive Education Intervention In Computer Science Courses	Chinese International School Hong Kong
12	PRECINCT 2 Year 12 Study	Shawn Kasbergen	From Psychology To Pedagogy: Applying The Science Of Wellbeing Across The Breadth Of A Contemporary Learning Community	Scotch College SA
13	PRECINCT 2 Reading Area 1	Annabelle Knight	From Strength To Strength	St Michael's Grammar School VIC
14	PRECINCT 2 K-6 Library	Toni Noble	Making It Real And Making It Last! What Are The School, School System And Program Factors That Contribute To The Implementation And Embedding Of A Positive Education Program?	Institute for Positive Psychology and Education, ACU ACT
15	PRECINCT 2 A.3.02	Andrea Downie	From Concept To Sustainable Success: Positive Education In Primary Schools	Project Thrive VIC
16	PRECINCT 2 A.3.01	Richard M. Ryan	Self-Determination Theory Workshop	Institute for Positive Psychology and Education, ACU ACT

Workshop Schedule

Workshop Number	Breakout Room	Presenters	SESSION 2 Saturday 18 March 2017	2.20pm - 3.10pm
1	PRECINCT 1 A.0.01	Jean Maxwell Leonie Abbott	Staff Accountability For Embedding Positive Education: Perspectives From Three Years Of Whole-School Wellbeing	Parkridge Primary School & Berry Street VIC
2	PRECINCT 1 A.0.02	Tan-Chyuan Chin Dianne Vella-Brodrick	A Collaborative Approach To Measuring And Understanding Youth Wellbeing In A Municipality	Centre for Positive Psychology, The University of Melbourne VIC
3	PRECINCT 1 A.0.03	Carolyn Hurd Kim Bence	Small Changes Reap Big Rewards: Mathematics Mindsets In Practice	Ravenswood School for Girls NSW
4	PRECINCT 1 A.0.04	Ashley Manuel	Growing with Gratitude - Five Steps To Change The Culture Of Your School And Classroom	Growing With Gratitude SA
5	PRECINCT 1 A.0.05	Jean Watson	Putting The HOW Into Mindfulness And Compassion Training	Mindfulness Matters Australia
6	PRECINCT 1 A.0.06	Steve Zolezzi Emma South	Embedding Positive Education In The Curriculum: 5 Examples Of Using The 5 Ways Of Wellbeing In Classrooms	Diocese of Maitland-Newcastle & San Clemente High School NSW
7	PRECINCT 2 Year 12 Study	Aaron Jarden Deb Perich	A Demonstration and Case Study Online School Community Wellbeing Of Assessing Wellbeing In Education's (AWE) Assessments	Awesome Schools, NSW & Perth College, WA
8	PRECINCT 2 K-6 Library	Susan Green	Using Student Reflection Upon Feedback To Enhance The Intellectual Wellbeing Of Our Students	Hornsby Girls' High School NSW
9	PRECINCT 2 Reading Area 1	Kerry Douglass	Embedding Positive Education Into The Curriculum - History	Mount Barker High School SA
10	PRECINCT 2 A.3.02	Kirsten Wissell	Embedding Positive Education Into The Curriculum - Maths/Science	Mount Barker High School SA
11	PRECINCT 2 A.3.01	Ash Buchanan Andrea Downie	Becoming An Everyday Leader: The Benefit Mindset	Cohere & Project Thrive VIC
12	PRECINCT 4 F.2.07	Robert Ritchie	The Keys To The Positive Classroom: A Workshop Synthesising The Research Concepts And Theories Related To Optimal Engagement And Performance	Positive Difference Educational Consultancy QLD
13	PRECINCT 4 F.2.08	Alli Williamson	A Coaching Approach To Positive Education	Cambridge & Lindisfarne North Primary Schools TAS
14	PRECINCT 3 A.2.01	Paula Robinson Scott James	A Roadmap For Positive Education: Pathways For Low Budget Schools	Postive Psychology Institute & Knox Grammar School NSW
15	PRECINCT 3 A.2.02	Sue Roffey	ASPIRE To An Emotional Climate For Learning	Western Sydney University NSW

Workshop Presenters & Abstracts

SESSION 1: Friday 17 March 2017

Presenters 1:	Matt Newland , Year Level Leader/Primary School Teacher Geoff Cameron , Primary School Teacher	Breakout Room: PRECINCT 4 F.2.07
School/Organisation:	Chinese International School, Hong Kong	
Workshop Title:	Turning Classrooms Into Positive Psychology Intervention Labs	

The number of empirically validated Positive Psychology Interventions (“PPIs”) available are limited. Current PPIs have a ‘one size fits all’ approach and do not account for age, culture, learning style or individual needs. Also, effective interventions need to be constantly applied to maintain wellbeing and, varied to prevent hedonic adaption from occurring (Frederick 1999). This creates the need for an ever-growing number of new and authentic Positive Psychology Interventions to be created and shared. For this to happen, teachers are the most valuable resource. School teachers are constantly devising authentic learning activities that involve visible thinking, catering for individual needs and learning styles, building positive relationships and creating engagement. Empowering teachers to contribute their strengths and knowledge into the field of Positive Psychology by creating authentic PPIs, is the key to sustaining Positive Education by building greater self-determination (Deci & Ryan, 2002) in the workplace. Positive Education has been implemented at the Chinese International School in Hong Kong since 2013. During our workshop, we will highlight a number of PPIs that we piloted as part of our action research. We will also show how we have turned classrooms into Intervention Labs, by measuring and testing the significance of the interventions in our goal to have them empirically validated.

Presenters 2:	Susan Su-Cheng , Senior Teacher (Special Needs) Thayalinii Selvakrishnan , Teacher	Breakout Room: PRECINCT 3 A.2.01
School/Organisation:	Da Qiao Primary School, Singapore	
Workshop Title:	Finding The Resilient Leader In You For A Thriving School Community	

To build a resilient culture in a school, one would need to begin with Teacher Leaders - the school's management and key individuals who are change agents in the organisation. These leaders should be equipped with critical competencies and practical tools so that they are able to build a positive momentum and rise to challenges. As they learn how to flourish at work through Stress Mastery, having Physical Vitality and developing a Performance Mindset, they model the way for their fellow colleagues to pursue such changes too. Having been trained to understand and live out practices of a Resilient Leader, Teacher Leaders at Da Qiao were empowered to pass it on and be change agents not only for their committees but also to drive the knowledge and practices of a Resilient Leader to their peers in training sessions redesigned and redefined to suit the needs of their staff.

This workshop will share how a training program meant for Teacher Leaders transformed the lives of those staff who began to build the momentum of positivity in the school to enable a sustainable change to a thriving community. The workshop aims to empower educators to be the change agents to create a positive community where wellbeing becomes the lingua franca of the school.

Workshop Presenters & Abstracts

SESSION 1: Friday 17 March 2017

Presenter 3:	Marie McLeod , Director	Breakout Room: PRECINCT 3 A2.02
School/Organisation:	PoPsy - Practical Positive Psychology, VIC	
Workshop Title:	Strengths Based Parenting - The Third Corner Of Positive Education?	

If you are on the Positive Education journey, you're likely to be passionate about providing evidence-based tools to help students feel more confident, engaged and resilient. You may have started with educators, encouraging them to learn and live evidence-based wellbeing practices, before teaching and embedding into the culture and curriculum.

Now, you may be wondering how best to engage the "third corner" of Positive Education - parents. Mental wellbeing for children begins at home, being caught from and taught by one's parents, family and community. Just like a child learning a language benefits from immersion, parents who model wellbeing at home, increase the immunising and bolstering effects of these important lessons. Drawing on research from Professor Lea Waters, PoPsy Strength Based Parenting offers parents tested, practical ways that they can cultivate positive qualities, positive states and positive processes in their children.

This workshop shares the program developed by Marie McLeod and Michelle McQuaid, including the "5 D model" underpinning the delivery method, the content of sessions and lessons learnt along the way.

The workshop will be interactive, fun and practical, encouraging reflection on how best to engage parents to cultivate flourishing families and communities.

Presenters 4:	Justin Robinson , Director David Bott , Associate Director	Breakout Room: PRECINCT 2 A.3.01
School/Organisation:	Institute of Positive Education, Geelong Grammar School, VIC	
Workshop Title:	A Pocket Book Of Brain Breaks	

Positive Engagement is an essential element of Positive Education. Research indicates that the effective use of Brain Breaks can enhance student concentration, focus, engagement and learning. A grab bag of diverse, effective Brain Breaks, can not only maximise the student learning environment, but can contribute to establishing and sustaining healthy classroom relationships. This hands-on workshop will introduce and describe in detail what Brain Breaks are, and ways to successfully integrate these breaks into your class and school. An overview of the research will be put forward, clearly articulating and linking the physical and psychological associated benefits. Time will be devoted for participants to engage in a range of different styles of Brain Breaks. An opportunity will be provided for participants to share their own tried and tested Brain Breaks.

Workshop Presenters & Abstracts

SESSION 1: Friday 17 March 2017

Presenters 5:	Suzy Green , Founder and CEO Claudia Owad , Senior Associate	Breakout Room: PRECINCT 2 A.3.02
School/Organisation:	The Positivity Institute	
Workshop Title:	Mental Toughness: An Evidence-Based Approach To Resilience & Peak Performances	

This workshop aims to provide an introduction to the construct of Mental Toughness (Clough & Strycharczyk 2011), and highlight its role in teaching and building resilience and in supporting peak performance. Examples of its application in educational settings will be provided. The workshop will also provide participants with an overview of 5 key mental toughness training interventions.

Presenters 6:	Kristine Sanders , Year 1 Classroom Teacher Danny Parker , Creative Director	Breakout Room: PRECINCT 2 Reading Area 1
School/Organisation:	Perth College WA	
Workshop Title:	Embedding Positive Psychology Into The Early Years	

This workshop will explore how wellbeing was placed at the heart of the curriculum at Perth College, and examples will be given about how the Perth College Positive Education program was integrated into a 'thematic unit' related to a book about friendship. Participants will hear about how we strived to build a classroom culture where teamwork and relationships were built upon, and how student learning and engagement lead to real-world application, engagement and achievement.

In this workshop we will share:

- Our experience of how collaboration between colleagues and a book about friendship (Molly and Mae) started a learning journey beyond the classroom walls and into the community, building strong networks of relationships around us with family, friends, co-workers and neighbours.
- Embedding and linking the science of Positive Psychology into learning opportunities in an Early Years classroom. This will include examples of how character strengths, emotional intelligence, growth mindset and gratitude can all be integrated into learning experiences.

Workshop Presenters & Abstracts

SESSION 1: Friday 17 March 2017

Presenters 7:	Rhiannon McGee , Director of Wellbeing and Positive Education Karen Howarth , Year 9 Coordinator	Breakout Room: PRECINCT 2 K-6 Library
School/Organisation:	Loreto Mandeville Hall Toorak, VIC	
Workshop Title:	Developing A Positive Education Program: Using A Strengths-Based Approach.	

This workshop will provide guidance as to how to design, implement and evaluate a Positive Education program, using Appreciative Inquiry (AI) as a strengths-based change approach. The workshop will explore the following AI stages, which can be applied to any small or large-scale Positive Education initiative:

Discover - Auditing current programs and practices: what are the strengths of our current approach?

Dream - Envisaging the best possible program for your school: what is your vision for a flourishing school community?

Design - Designing a Positive Education Program for your school: what tools, strategies and resources do you need to make this happen?

Destiny - Implementing and evaluating your program: how can you ensure its efficacy and sustainability?

This workshop will be interactive. Those who attend will have the opportunity to share their own experiences, as well as learn from Loreto Toorak's own recent journey in developing, implementing and evaluating a whole-school Positive Education Program. Attendees will be provided with readings, resources and opportunities for further collaboration as their own Positive Education journey unfolds.

Presenter 8:	Liam Casson , Director of The Wynne Centre for Boys' Health and Wellbeing	Breakout Room: PRECINCT 2 Year 12 Study
School/Organisation:	Christ Church Grammar School, WA	
Workshop Title:	Christ Church Grammar School - Health And Wellbeing Journey	

As part of the school's strategic plan, Christ Church Grammar School will continue to take a holistic perspective, and focus on influencing and inspiring a new generation of boys and young men to make informed decisions regarding their physical, mental, emotional and spiritual health. During this workshop, we will outline our journey, sharing what has gone well and explore what we have learnt along the way. Information will be provided about the Personal and Spiritual Development Program which is run across the School, as part of a Positive Education approach.

Workshop Presenters & Abstracts

SESSION 1: Friday 17 March 2017

Presenter 9:	Rachel Colla , Director	Breakout Room: PRECINCT 1 A.O.06
School/Organisation:	Merakai Pty Ltd, VIC	
Workshop Title:	Hope Matters: Unlocking The Potential In Our Youth To Build A Thriving Future	

We spend significant time in life discovering and preparing for what we want to do, but how much time is dedicated to learning about who we want to be? Discovering what matters most to you allows you to develop a strong sense of identity and purpose, which can spark you to take hopeful action. Hope is a powerful predictor of five of life's most desired behaviours and outcomes (wellbeing, presenteeism, productivity, health and longevity) and can also lead to improved academic performance. Unfortunately, less than half (48%) of students surveyed in Australia's 2016 Gallup Poll could be classified as being 'hopeful' (meaning they had abundant ideas and energy for the future).

This has significant implications not only for these students, but for the future of Australia. While we have developed many strategies to improve students' self-control and will-power to succeed, have we missed a key opportunity to unlock the uplifting and motivating energy of hope? Hope works because it broadens our thinking and fuels our persistence. This workshop will explore the opportunity to tap into a reservoir of energy and creativity that enables students' commitment and efforts to soar and build a brighter future for them and for our communities.

Presenters 10:	Lea Waters , Centre for Positive Psychology, University of Melbourne President Elect - IPPA, PESA Ambassador Claire Fortune , Project Manager & Facilitator	Breakout Room: PRECINCT 1 A.O.05
School/Organisation:	University of Melbourne, VIC	
Workshop Title:	Visible Wellbeing	

This interactive workshop will introduce teachers to the key tenets of Visible Wellbeing (VWB), a new Positive Education initiative that focuses upon the link between teacher practice and student wellbeing. Visible Wellbeing has been designed based upon three evidence-based education movements: Positive Education, Visible Thinking and Visible Learning. VWB is not a program or a set curriculum about wellbeing. Instead it is a flexible approach for integrating student wellbeing into the learning process. Teachers can be trained to apply this approach in all contexts (early learning, primary and secondary) and in any subject matter.

Workshop Presenters & Abstracts

SESSION 1: Friday 17 March 2017

Presenter 11:	Daniela Falecki , Director	Breakout Room: PRECINCT 1 A.O.04
School/Organisation:	Teacher Wellbeing	
Workshop Title:	A Teacher Wellbeing Toolkit - Recharge And Regain Control	

I don't need to tell you that teaching is stressful, in fact teachers are the most stressed profession in the world (Stoeber, 2008). From administration to parents, meetings, accountability and students who lack motivation, teachers often feel alone. While research informs practice when it comes to student wellbeing, what about teacher wellbeing? Schools want to prioritise teacher wellbeing but are not sure how.

Through a Positive Psychology lens, we use Seligman's PERMA model as a scaffold for planning evidence-based teacher wellbeing initiatives. These go beyond the weekly morning teas and one-off staff dinner to begin forming healthy routines grounded in theories of mindset and positive emotion. The result is staff feeling more valued, having a deeper appreciation of each other strengths, and are given opportunities to celebrate their busyness as an achievement instead of a burden. Participants will leave this session with a greater understanding of how to support teacher wellbeing, as well as taking away some simple initiatives to begin using immediately.

Presenters 12:	Deborah Clancy , Head of Boarding & Academic Care Daisy Turnbull Brown , Director of Positive Psychology	Breakout Room: PRECINCT 1 A.O.03
School/Organisation:	St Catherine's School, NSW	
Workshop Title:	Is Positive Psychology Working? An Evidence Based Report From St Catherine's School	

St Catherine's School has been practicing Positive Psychology in its academic care program for seven years. For the last three years we have been undertaking ACER's Social, Emotional, Wellbeing testing (SEW testing) as well. By using the results from these tests we have analysed whether or not Positive Psychology is contributing to students' wellbeing. This presentation will focus on areas of happiness, resilience, school and family life, as well as our areas for growth.

Workshop Presenters & Abstracts

SESSION 1: Friday 17 March 2017

Presenters 13:	Chris Menagé , Head of Boys' Boarding Amanda Davis , Leading Teacher	Breakout Room: PRECINCT 1 A.O.02
School/Organisation:	Peninsula Grammar, VIC	
Workshop Title:	Positive Psychology In A Cross-Age, Cross-Cultural Context	

Each and every day, schools around the world contribute to a better future by helping instil in our students a sense of place, a sense of belonging, and a willingness to contribute. This social cohesion and the ability to implement divergent thinking in practice, targets something much greater than just pure academic outcomes that are so often the primary focus of schools. This is our rationale for a cross-cultural, cross-year-group project that was implemented as a team teacher effort at Peninsula Grammar. This project supported the argument that students' experience enhanced engagement when participating in activities beyond the classroom while interacting with each other in order to learn.

We wanted to provide students with a framework within which to develop collaborative, communication and interpersonal skills. Over the past 2 years, several of these sessions were held involving the Year 1s in our Early Childhood Centre and our male boarders in Years 7 - 11. The Year 1 demographic at Peninsula Grammar is relatively racially homogeneous and so it was recognised that the students would benefit from interacting with each other to broaden their world view. Our boarders originate from China, Vietnam, Thailand, Japan, Malaysia, Indonesia, Russia and Australia (we have several Indigenous Australians). During these sessions the two groups interacted and learned together in what can only be described as an experience that enables them to "see with new eyes".

Presenter 14:	Caroline Adams Miller	Breakout Room: PRECINCT 1 A.O.01
School/Organisation:	MAPP USA	
Workshop Title:	Getting Grit: How To Embed Passion, Persistence & Awe In Your School	

Grit is the word of the year and has been called "the secret to success." People with high grit have been found to succeed in such varied settings as marriage, school and military special forces, but many people don't know what character strengths underpin grit, or how to develop the habits and mindsets that distinguish high performers.

In this workshop, Caroline will explain why developing grit could be one of the most important tasks facing our youth, and how to distinguish "good" grit, also called authentic grit, from the "bad" kinds, like selfie grit, faux grit and stupid grit. Participants will learn how schools have tackled the grit deficit facing youth around the world and what can happen when grit is celebrated and embedded in communities.

Workshop Presenters & Abstracts

SESSION 2: Friday 17 March 2017

Presenters 1:	Lea Waters , Centre for Positive Psychology, University of Melbourne President Elect - IPPA, PESA Ambassador Lela McGregor , Co-Director - Positive Detective, Director - Splendour Labs	Breakout Room: PRECINCT 3 A.2.01
School/Organisation:	University of Melbourne, VIC, Positive Detective and Splendour Labs	
Workshop Title:	Positive Detective	

The Positive Detective Program is a new, evidence-based, Positive Education program that encourages students and teachers to see strengths in themselves and others and to share positive stories to increase their own happiness and the happiness of others in their network. The program, designed by Lela McGregor MAPP and Lea Waters Ph.D, is based on the meta-analysis of Rusk and Waters (2015) showing five domains of positive functioning (attention, emotion, coping, goals and relationships-strengths) and on research from the field of social networks. The science is applied in a five-lesson curriculum to help students share good news and positive stories across the school community. Positive Detective is being used by schools and education systems in United States, United Kingdom, Canada, Mexico, China, Hong Kong, Indonesia, Singapore, Ghana, Australia, New Zealand and Finland. This applied workshop will guide the participants through the design and implementation of the Positive Detective Program in four contexts: Early Learning, Elementary School, Secondary School and Teacher Staff rooms. The participants will experience the interactive exercises that students and teachers undertake as part of the Positive Detective Program.

Presenters 2:	Jo Wiese , Associate Trainer David Bott , Associate Director	Breakout Room: PRECINCT 3 A.2.02
School/Organisation:	Institute of Positive Education, Geelong Grammar School, VIC	
Workshop Title:	What Do Students Really Think? Wellbeing And Positive Education Through The Eyes Of Australian Students.	

As many schools travel along their Positive Education journey, it's critical to ask: What works to inspire and educate our students about wellbeing? Are our students learning the skills that they feel are important in their lives right now? Are they being inspired to learn the scientifically proven skills that enable them to flourish? Do they feel their voice is being heard? While there is a wealth of knowledge and expert opinion on effective ways to improve student wellbeing through Positive Education, we often fail to fully harness feedback and opinion from the key stakeholders themselves - our students.

Participants in this workshop will preview a brand new mini-documentary featuring Australian students (including Geelong Grammar students) talking about their own wellbeing and Positive Education through their own eyes, and focusing on:

- what wellbeing skills they feel are important to be learning as young people in Australia;
- what strategies their schools have used that they are grateful for and feel have contributed to them learning the skills of wellbeing; and
- what advice they have for teachers and schools that would assist them to be inspired to learn the scientifically proven skills of wellbeing.

The video also features expert commentary and advice from Dr Helen Street and Professor Tal Ben-Shahar.

Workshop Presenters & Abstracts

SESSION 2: Friday 17 March 2017

Presenters 3:	Dana Kerford , Founder & Friendship Expert Deb Perrich , Director of Wellbeing	Breakout Room: PRECINCT 1 A.O.01
School/Organisation:	URSTRONG, Canada & Perth College, WA	
Workshop Title:	The Language Of Friendship	

URSTRONG (formerly GirlPower & GoodGuys) is an internationally-recognised friendship program that empowers students in Years 1 to 6 with the skills, language, and self-confidence to be better friends and to develop healthier relationships. Using kid-friendly language and visuals, URSTRONG's practical, step-by-step approach teaches children how to strengthen their interpersonal skills and easily manage common social situations. Educators will learn the core elements of URSTRONG's skills-based programming including:

- The 4 Friendship Facts (helps children understand what's normal in a friendship)
- The Friend-o-meter (helps children understand the difference between healthy and unhealthy friendships)
- The Friend-o-cycle (helps children understand the normal cycle in a healthy friendship)
- How to put out Friendship Fires® (walks children through effective conflict resolution)
- How to combat Mean-on-Purpose behaviour like a Ninja (teaches children how to stand up to intentionally mean behaviour to guide children towards kindness and prevent bullying)

URSTRONG's approach to social-emotional wellbeing has improved the social climate in hundreds of schools globally, teaching kids a common language for confidently managing conflict and creating a culture rooted in respect and kindness.

Presenter 4:	David Kolpak , Head of Junior Years - Wellbeing and Administration	Breakout Room: PRECINCT 1 A.O.02
School/Organisation:	St Peter's College, SA	
Workshop Title:	Using Data To Inform Positive Education Program Decision Making	

Effective Positive Education will use wellbeing data to inform decision-making about the goals, objectives and measures of success for the efficacy of educational programs. In this workshop, participants will explore how data links with decisions on a wellbeing framework, lessons taught in the classroom, and how this can be supported in co-curricular programs.

Using examples of objective and subjective group data collected from St Peter's College, Adelaide, from 2011-2016 this workshop will focus on Positive Education strategy and programs for Years 4-7 (n = 375). Participants will have the opportunity to explore challenges, discuss a decision-making process, reflect on data and discussion program developments. The objective is to help workshop participants become critical readers of Positive Education programs and consider how these link to existing school strategies.

Workshop Presenters & Abstracts

SESSION 2: Friday 17 March 2017

Presenter 5:	Lisa Baker , Head of Department - Reception Programs	Breakout Room: PRECINCT 1 A.O.03
School/Organisation:	Ballarat Grammar School, Centre for Early Education, VIC	
Workshop Title:	Positive Psychology, Character Strengths And Early Childhood Education - Understanding And Designing Strategies For Implementing Character Strengths And Skills Of Self-Regulation In The Early Years	

Early Childhood education services are fertile grounds for the design, implementation and embedding of Positive Education and positive communities. The science of Positive Psychology can be meaningfully applied in the formative years before school, and developmentally appropriate and successful strategies can be devised and integrated.

The workshop will:

- identify and discuss connections and between Positive Psychology, early childhood development and the early years learning frameworks;
- compare and contrast strategies for enhancing young children's wellbeing through the language and practical application of character strengths and self-regulatory behaviour, and how these applied Positive Psychology interventions can influence academic capacity and achievement; and
- analyse teacher, child and parent perspectives and outcomes from an early childhood curriculum that currently embeds Character Strengths and Virtues into daily practice, interaction and documentation.

Participants in the workshop will be given the opportunity and inspiration to develop skills such as:

- identifying practical ways of incorporating gratitude into programs with young children;
- including the language of character strengths in conversation with children and professional documentation;
- changing routines and curriculum to enhance relationships, such as 'no-mark marking'; and
- promoting young children's self-regulatory behaviour through 'bucket filling' and controlling their 'engine'.

Participants will be invited to engage in Q&A and group discussion as a method of experiential learning.

Presenter 6:	John Robinson , Principal	Breakout Room: PRECINCT 1 A.O.04
School/Organisation:	Trinity College North, SA	
Workshop Title:	Embedding A Wellbeing Culture	

Through deliberately placing staff wellbeing as equal in importance to that of the students, John has watched his staff teams flourish over a number of 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. Focusing on embedding an authentic wellbeing culture, and acknowledging just how hard teachers work, is key. Consequently, many of John's ideas aim to improve the work/life balance of staff. An integral part of this has been the provision of pathways and mentoring for emerging leaders, and lifting the profile of staff within the school community. John is also known for successfully embedding walking meetings into busy school schedules, to ensure that fitness is not neglected when staff are devoting long hours to this vitally important profession.

Workshop Presenters & Abstracts

SESSION 2: Friday 17 March 2017

Presenters 7:	Anne Johnstone , Principal Kim Bence , Director of Positive Education & Wellbeing	Breakout Room: PRECINCT 1 A.O.05
School/Organisation:	Ravenswood School for Girls, NSW	
Workshop Title:	Leading Positive Organisational Change K To 12: The Ravenswood Model Of Visible Wellbeing <i>Igniting Potential, Inspiring Passion And Purpose</i>	

Educators are well aware that the implementation of any change process comes with its challenges and even the implementation of such a scientifically validated approach as promising as Positive Education is no exception. This workshop will explore the importance of understanding positive organisational change when designing, developing, implementing and sustaining an authentic whole-school approach to Positive Education. The Ravenswood model is underpinned by an authentic, Visible Wellbeing approach and is grounded in positive organisational leadership. Share our journey as we courageously transform our approach to wellbeing from a subjective, internal experience delivered through structured Positive Education curriculum to a tangible phenomenon that is clearly visible within our culture and across our learning structures and processes. At Ravenswood, our school community recognises and understands that Positive Education must extend beyond classroom-based wellbeing programs to ensure wellbeing is visible through our day to day practice. Our Visible Wellbeing Partnership with Lea Waters PhD provides our school community with a wellbeing framework that truly brings Positive Education to life.

This presentation will canvas:

- The importance of an organisation's identity as the foundational mode for nurturing wellbeing
- Using Appreciative Inquiry as a leverage tool for lasting change
- The scope and sequence of our Positive Education curriculum, taught to students from Kindergarten to Year 12
- The identification of core pillars for strategic execution of our visible wellbeing approach
- Avenues for embedding visible wellbeing across the broader curriculum
- An overview of our Staff Professional Learning Series
- An overview of our Staff Wellbeing Program
- Engaging our parent community via a Strengths-based Parenting Program
- Measuring program efficacy and obtaining student feedback
- Measurement of staff and student wellbeing

Presenter 8:	Mick Walsh , Author, Educator and Coach	Breakout Room: PRECINCT 1 A.O.06
School/Organisation:	Learning Curve, NSW	
Workshop Title:	Building Teacher Wellbeings	

The state of teacher wellbeing is quite unhealthy nationally with high numbers on stress leave and staff absences soaring. While there has been little research into the influence of teacher wellbeing on student wellbeing, anecdotally in schools there seems to be a strong correlation. This is supported by the neuroscience findings on mirror neurons that would suggest that people imitate the expressions and moods of others around them. This workshop will address the issue of building teacher wellbeing on a daily basis in schools by conducting practical hands-on wellbeing seminars, which enable teachers to experience positive emotions through immersing themselves in evidence based activities. Participants will join in mindful strengths-based processes which combine their students' and their own signature character strengths, practise mindfulness activities to broaden and build classroom engagement, and develop growth mindsets to believe and accept that by lifting their own efforts to learn they apply new approaches to grow their brains' abilities in all areas of their lives. Essentially, it's about encouraging teachers to believe that learning is a process of improving, rather than maintaining and proving, and providing them with the tools to do so.

Workshop Presenters & Abstracts

SESSION 2: Friday 17 March 2017

Presenter 9:	Lorna Starrs , Deputy Principal: Student Wellbeing	Breakout Room: PRECINCT 2 A.3.01
School/Organisation:	St Mary's College, SA	
Workshop Title:	Implementing And Embedding Positive Education In An R - 12 All Girls' Catholic School	

St Mary's College is an R - 12 Catholic school situated in the heart of Adelaide, with students coming from all over Adelaide to attend. Workshop participants will hear about the St Mary's journey of embedding and implementing Positive Education - what led the College to decide to implement it, the professional development staff undertook, how Positive Education is embedded, along with the ongoing implementation plans. This workshop will explore questions such as: How do you get staff on board? What works and what doesn't work? What are the short term and long term effects on school culture of Positive Education? What exactly is 'Purple Day' and how do you get the whole staff involved (in a video clip to Justin Timberlake's 'Can't stop this feeling')?

Presenters 10:	Chris Barr , Head of Primary Tracey Chitty , School Counsellor	Breakout Room: PRECINCT 2 A.3.02
School/Organisation:	Discovery College, Hong Kong	
Workshop Title:	A Systematic Approach To Understanding, Identifying And Developing Student Relationships In A Primary School.	

Children's friendships are meaningful, powerful, necessary and at times incredibly confusing!

This workshop explores the research of Michael Thompson from 'Best Friends Worst Enemies - Understanding The Social Lives Of Children'. Thompson provides fascinating insights into the nature, structure and importance of school aged friendships. Drawing on Thompson's work and Positive Psychology research, Discovery College has sought to implement a systematic approach to identifying and exploring the nature of student friendships. As a school we see the importance of being able to better support students as they develop and deepen these most important relationships. With a transient expatriate community and a student population encompassing over 50 nationalities; building, maintaining and supporting positive relationships is an integral part of developing a flourishing community in Discovery College, Hong Kong.

Participants will have an opportunity to reflect upon and share their own practice, as well as discuss and identifying processes that might support and strengthen positive relationships between students within their school context.

Workshop Presenters & Abstracts

SESSION 2: Friday 17 March 2017

Presenters 11:	Joanne Alford , Deputy Principal - Wellbeing Rebecca Cetrola , Head of Campus	Breakout Room: PRECINCT 2 Reading Area 1
School/Organisation:	St Francis Xavier College, VIC	
Workshop Title:	Empowering Student Voice With Appreciative Inquiry	

Student leadership bodies are often charged with looking at what is not going well in a school with a view to fixing it, often during their year of appointment. This model often leaves student leaders frustrated by what they cannot achieve in such a short time. This workshop will demonstrate how using character strengths and the process of Appreciative Inquiry can develop the student voice at either a primary or secondary level. Appreciative Inquiry is about discovering what is right and asks questions that strengthen and amplify potential. It engages students' imaginations and challenges them to be innovative as they discover, dream and design their way to developing their vision and action plan for student voice. The process energises students into action and ownership. Participants will be taken through the process in a creative and fun way. We will begin with developing an understanding of a strengths lens using character strengths, followed by a hands-on Appreciative Inquiry process in an educational setting that is fun and creative. We will share our recent experience at a middle school campus. The workshop will discuss how to create a climate where the student leadership voice is heard, valued and acted upon.

Presenter 12:	Brad Papworth , Teacher	Breakout Room: PRECINCT 2 K-6 Library
School/Organisation:	The King's School, NSW	
Workshop Title:	Positive Education And The Significance Of Personality	

It is well understood that the socio-cultural baggage that students bring with them to school has a significant impact on student learning and development. Importantly, a range of factors have been found to have a salient effect on student wellbeing and thriving. One such, under-studied factor is personality. This workshop will share findings of the presenter's own research as well as other contemporary research of the significance of personality in people's lives, with a focus on students' positive development at school. Participants will complete a short online survey to assess their own traits based on the Big 5 measure of personality (OCEAN) and use this knowledge to better understand the impact of personality on students' daily lives.

Workshop Presenters & Abstracts

SESSION 2: Friday 17 March 2017

Presenter 13:	Julianne Nissen , Head of Middle School Pastoral Care	Breakout Room: PRECINCT 2 Year 12 Study
School/Organisation:	Hale School, WA	
Workshop Title:	Positive Education In Action Whole School Projects - The Butterfly Effect And Student Wellness Symposium	

Positive Education in Action: Designing signature events aimed at capturing the principles of Positive Education for the whole school is not as difficult as it may sound. In this implementation workshop, Julianne will explore 2 of the projects she has designed for Hale Middle School. Taking you through the process required to create your own Positive Education experiences, this workshop will ensure you create an event that will leave a positive impact on your school community.

Student Wellness Symposium: This symposium gave students the opportunity to explore the notion of personal wellness and happiness. The day involved a range of experiences that encouraged connection with the concept of happiness. Keynote speakers, breakout sessions, recreational activities and a targeted introductory program enabled the students to discover ways in which they can access wellness in their own lives.

The Butterfly Effect Day: The Butterfly Effect derives from the science of chaos theory. We recognise that when it comes to the impact we, as individuals, have on others, small gestures can make significant ripples. Every Middle School student participated in planning and implementing their Butterfly Effect Community Service Day. By providing a simple gesture of kindness, this day helped them discover that they can make a difference in the lives of others.

Presenter 14:	Leonie Abbott , Senior Trainer	Breakout Room: PRECINCT 4 F.2.07
School/Organisation:	Berry Street, VIC	
Workshop Title:	Nurturing Self-Regulation For Academic Rigour	

Learning depends on a solid foundation of wellbeing and a well-regulated body (Brunzell, Stokes & Waters, 2016). We know that the best Positive Education strategy is the execution of pro-active, pre-emptive, strengths-based classrooms, consistently across an entire school. Learn how to implement self-regulation strategies that focus on integrating body/brain connections. Build students' academic capacity with Positive Education techniques to enhance stamina for learning. This workshop will give a snapshot of our comprehensive pedagogical model arising from the design of the Berry Street Education Model in schools across the country.

Workshop Presenters & Abstracts

SESSION 1: Saturday 18 March 2017

Presenter 1:	Susan Ahern , Head of Senior School and Positive Education	Breakout Room: PRECINCT 3 A.2.01
School/Organisation:	Townsville Grammar School, QLD	
Workshop Title:	<i>Bonus Intra Melior Exi</i> - Come In Good Go Out Better	

Townsville Grammar School is a co-educational, non-denominational (day and boarding) three campus school from Early Education through to Year 12. *Bonus Intra Melior Exi* is a guiding philosophy in our approach to the character development of all young Grammarians. Positive Education is the framework that supports our school's pastoral care program. The framework aims to produce well-rounded and resilient individuals who are capable of thriving personally, academically and professionally and who are well-equipped to contribute to society in a satisfying and meaningful way. All students, staff and parents in the school have a developed appreciation of six Educational Domains (Positive Psychology virtues) and 24 Character Strengths that are the essence of our strength-based approach. We endeavour to promote a shared understanding of the language and psychological benefits of our wellbeing framework and encourage all members of our community to live a grateful and purposeful life. Our Junior School campuses explore and develop a deep, personal Character Strength awareness while our Middle and Senior School drill down into each Educational Domain (virtue) to enhance recognition of personal strengths and identify areas for growth. All students and staff participate in Positive Education on a weekly basis.

Presenter 2:	Therese Joyce , Director of Positive Education	Breakout Room: PRECINCT 3 A.2.02
School/Organisation:	Peninsula Grammar, VIC	
Workshop Title:	Practical Positive Education: How To Create And Embed A Positive School Culture - Practical Strategies And Hands-On Activities To Make Sustainable Positive Change	

This workshop is intended for school leaders, practitioners, principals, education department employees, and teachers, working with schools who are a few years into their Positive Education journey. The session will explore practical strategies to weave findings from Positive Psychology into the structure of a school, and to develop a constructive, collaborative workplace. For Positive Education to succeed, it needs to be embedded within the fabric of a school. Our daily interactions, professional development, our sense of purpose and relationships on staff should reflect the values and lessons outlined within a Positive Education curriculum.

How do we get buy-in from cynical staff? How can we work constructively with performance issues? This workshop will briefly introduce the importance of staff wellbeing, communication and culture within a school, and provide a range of tools available for measurement, and concepts such as Organisational Virtuousness, Appreciative Inquiry, Strengths, High Quality Connections, and New Economics Foundation's (NEF) Five Ways.

Participants will experience a mini Appreciative Inquiry and the important and immediate sense of positive discovery (fast paced interactive activity), examples of how to increase High Quality Connections in the workplace (interactive paired work), and an overview of NEF's Five Ways to Wellbeing, with relevant applications for staff.

Workshop Presenters & Abstracts

SESSION 1: Saturday 18 March 2017

Presenters 3:	Peggy Kern , Senior Lecturer Christine Siokou , Research Fellow	Breakout Room: PRECINCT 1 A.O.01
School/Organisation:	University of Melbourne, VIC	
Workshop Title:	Positive Systems Science: A Strategic, Systemic Approach To Education	

Positive Education brings together the science of Positive Psychology with best practices in education to support both the wellbeing and academic performance of learners. It is a proactive approach that helps young people to be resilient. Yet educational systems are complex. Simple Positive Psychology interventions sometimes work and sometimes do not. Sceptical teachers, unsupportive leadership, competing interests, curriculum demands, and ever-evolving policies undermine Positive Education efforts.

Systems science is an interdisciplinary field that acknowledges the complexity of life, engages people across the community, identifies effective places to intervene, and maps out potential unintended consequences of actions. It has been used throughout public policy, health sciences, community development, and other areas to solve complex problems.

Positive Systems Science (PSS) is a new area that brings together the strengths of Positive Psychology and systems science to enable strategic, systemic change across a school community. This workshop will introduce participants to PSS. Concepts will be brought to life using the movie "Inside Out", and practical applications of PSS will be explored. Participants will walk away with ideas around how to incorporate a positive systems perspective into the design and implementation of Positive Education, within their unique educational context.

Presenter 4:	Sue Chandler , Head of Wellbeing	Breakout Room: PRECINCT 1 A.O.02
School/Organisation:	All Hallows' School, QLD	
Workshop Title:	A Grassroots Approach: Laying The Foundation For Whole School Visible Wellbeing	

The All Hallows' journey towards our ambitious goal to become of one Queensland's leading Positive Education schools began 18 months ago, following the 2015 Practising Positive Education conference at Knox Grammar. Little by little we have discovered how to lay a foundation for future success as a Positive Education school, while respecting and cherishing our rich Mercy history. This presentation will explore this process of discovering why an embedded Positive Education approach was the best strategic move for our school.

As a Catholic School in the Mercy tradition, we explored the relationship between Positive Psychology and faith-based schooling. Senior members of staff undertook visits to successful early adopter schools, while other staff attended Positive Education conferences. Despite industrial action, over 70 staff joined a voluntary Positive Psychology Interest Group. We are delighted to have established an energised team of 'Champions' who are ready to be part of our Positive Education journey.

During this discovery phase, our staff were also involved in the creation of our new 3-year strategic plan and for the first time in our school's history, two explicit strategic focus areas have been dedicated to wellbeing - that of students and staff. We are also in the final stages of negotiating a joint research/training partnership with ACU IPPE and Dr Suzy Green from The Positivity Institute.

Workshop Presenters & Abstracts

SESSION 1: Saturday 18 March 2017

Presenters 5:	Srividhya Mohan , Teacher Keng Wong , Teacher	Breakout Room: PRECINCT 1 A.0.03
School/Organisation:	Da Qiao Primary School, Singapore	
Workshop Title:	Staff Wellbeing: The Bedrock For Work-Life Harmony And The Catalyst For A Positive Community	

Positive Education plays a vital role to intrinsically motivate staff to contribute to the school's culture and promote optimal development in a school setting. Strengthening mental wellbeing within a school, for both teaching and non-teaching staff, is crucial to ensure a more effective staff engagement. Thus, the Staff Wellbeing Committee has a strong position in any school organisation.

This workshop will engage participants to show how work/life harmony is attained through embedding effective staff wellbeing practices into daily routines at Da Qiao Primary School. These cover different domains of work/life harmony, mainly Work, Home, Community and Self, and highlight how the school embraces a four-way win (being an integration of these 4 domains) to enhance performance and transform the school's culture. The session will also shed light on how these practices have impacted students to create a positive school community. This hands-on workshop will allow participants to learn and experience the multiple pathways to foster wellbeing and promote engagement in their own school or organisation.

Presenter 6:	Lisa Kettler , College Psychologist & Wellbeing Coordinator	Breakout Room: PRECINCT 1 A.0.04
School/Organisation:	Trinity College, SA	
Workshop Title:	A Positive Education Video Project: Teachers Sharing And Learning Together Through A Video Library Of Real-Life Practice Examples And Interviews	

Trinity College has been on a Positive Education and Wellbeing journey since 2013. Staff, student and community wellbeing are a significant focus within our strategic plan. However, even with the highest level of commitment to the embedding of Positive Education practices, the size and diversity of our schools make it an authentic challenge for staff to learn together, to share practice examples and to keep moving along the same path, in the same direction, without unmanageable drift or double-up. Other large and busy schools may experience similar challenges. One way in which we are addressing this challenge is to invite each other, via a growing library of digitally recorded video of real life classroom examples and interviews, into each other's classrooms, learning spaces and thoughts, to support one another in our shared journey.

In this workshop, examples of the video material we are collecting and sharing will be shown (courtesy of some of our brave staff!), information will be provided about how we have gone about this process, and time will be provided for an active Q&A session about the logistics and challenges of capturing, sharing, integrating and interrogating material of this kind to build positive practices.

Workshop Presenters & Abstracts

SESSION 1: Saturday 18 March 2017

Presenters 7:	Paula Robinson , Managing Director - Positive Psychology Institute John Weeks , Headmaster - Knox Grammar School	Breakout Room: PRECINCT 1 A.0.05
School/Organisation:	Positive Psychology Institute & Knox Grammar School	
Workshop Title:	Sustainable Positive Education - A 5 Year Evidence-Based 'How To' Journey With Interactive Lesson Plans.	

Sustaining positive change is challenging for educational institutions. Gardner (2006) suggests the educational sector is conservative and change is often slow. O'Brien (2012) suggests Positive Psychologists and educators should consider the United Nations' recommendations for developing sustainability in Positive Education (PE) in its seminal paper on Education for Sustainable Development (UNESCO, 2005). Knox Grammar School (KGS) in Australia is a rare example of a sustainably developed PE program (Robinson, 2016). The KGS PE program has been scientifically evaluated longitudinally across multiple indices for staff, students and parents over five years with encouraging results (Oades, 2015; Robinson & Zolezzi, 2014). Notably, results show significant improvements in wellbeing for students within and between academic performance and several other wellbeing indicators. This workshop is for anyone interested in PE, and offers participants the KGS strategic model, process, measurement matrix, and interactive student lesson plan interventions on foundational PE topics.

Following this workshop participants will understand:

- the design of a sustainable and measurable, long term PE initiative;
- how to create their own PE model; and
- how to apply PE intentional activities into engaging lessons for students and the wider school environment (including parents and the local community).

Presenters 8:	Saraid Doherty , Principal Adrienne Baucke , Positive Education Lead	Breakout Room: PRECINCT 1 A.0.06
School/Organisation:	Parkmore Primary School, VIC	
Workshop Title:	Innovation Is Integration' - Building A Whole School Positive Education Program At Parkmore Primary School	

Beginning with the challenge of "*Creating the best possible schools that bring out the best in others, by bringing out the best in ourselves*", Parkmore Primary School, a government school in metropolitan Melbourne, is leading the way for schools to implement school-wide Positive Education programs. Parkmore's innovation is the integration of positive interventions and approaches across the whole curriculum as well as into agreed pedagogical practices for all the school's teachers.

Parkmore Primary has recently been recognised for its Positive Education program and is a recipient of the 2016 Innovative Schools Award. This workshop will adopt an applied approach as the facilitators share their problems of practice, and the resources they have applied and developed to support the school's program.

Workshop Presenters & Abstracts

SESSION 1: Saturday 18 March 2017

Presenter 9:	Hayden Gyles , Deputy Head of Senior School	Breakout Room: PRECINCT 4 F.2.07
School/Organisation:	Camberwell Girls Grammar School, VIC	
Workshop Title:	How To design A Positive Education Program For Your School Context	

This workshop will provide an outline of how to use your school's values, motto and strategic plan to design a Positive Education curriculum to best suit your school setting.

In 2014, Camberwell Girls Grammar School implemented a trial Positive Education program at Year 7. In 2015, explicit Positive Education lessons were taught to Years 7-12. In 2016, a redeveloped and differentiated program was introduced. This workshop will outline the steps taken to get there and how Camberwell Girls used their existing values and motto to shape the program, as well as the sharing of resources for a Positive Education curriculum that has been implemented across the whole school. Curriculum ideas will also be shared for application in the classroom.

This workshop will explore timelines, aligning school values and mottos, strategic plans, school contexts, securing staff buy in, support networks, community engagement and more!

Presenter 10:	Sean Inman , Subject Coordinator for Positive Education	Breakout Room: PRECINCT 4 F.2.08
School/Organisation:	St Peter's College, SA	
Workshop Title:	Delivering Wellbeing In Schools: Lessons Learnt From 70 Staff Teaching 8,000 Students Positive Education Since 2012	

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 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, Adelaide. This workshop defines Positive Education practice as an approach to teaching which describes empirically validated 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.

Workshop Presenters & Abstracts

SESSION 1: Saturday 18 March 2017

Presenters 11:	Nitu Nahar , Teacher Jacob Stephens , Teacher	Breakout Room: PRECINCT 4 H.2.31
School/Organisation:	Chinese International School, Hong Kong	
Workshop Title:	Positive Education Intervention In Computer Science Courses	

Schools are creating courses around Positive Education to help students develop character traits and skills. While there is value in these, in the Computer Science classes at Chinese International School we are embedding these ideas into our courses. We want to share why we decided to do this, how we approached the ideas/process we use, and what it looks like in our classroom. The ideas we are incorporating existed in our classes due to the large overlap between these traits and the mindset needed to learn programming. Sometimes students recognised the interventions, but we wanted to be more intentional and create a common language among students. Now it is easier for them to recognise the interventions, and for us to connect these traits to our content. We started with TED talks and articles we shared with students, and identified common themes we valued. We could see how these traits were demonstrated in the process of learning to program. Our decisions were informed by Lea Waters' workshop held locally and various readings. We will detail how we introduced the ideas into the class, explain what this looks like on a typical day, and then show some student testimonials.

Presenter 12:	Shawn Kasbergen , Director of Student Wellbeing	Breakout Room: PRECINCT 2 Year 12 Study
School/Organisation:	Scotch College Adelaide, SA	
Workshop Title:	From Psychology To Pedagogy: Applying The Science Of Wellbeing Across The Breadth Of A Contemporary Learning Community	

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, namely:

- 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
- Parent engagement and involvement
- 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.

Workshop Presenters & Abstracts

SESSION 1: Saturday 18 March 2017

Presenter 13:	Annabelle Knight , Associate Head (Innovation and Learning)	Breakout Room: PRECINCT 2 Reading Area 1
School/Organisation:	St Michael's Grammar School, VIC	
Workshop Title:	From Strength To Strength	

There is nothing ordinary about Character Strengths. They are extraordinary because they have the capacity to enable us to be happier, healthier, more energised and satisfied with life. Strengths coaching brings out the best in students. It is a positive experience for all because it explores what's right, what they do well and what energises them. Strengths conversations have the capacity to create a mindful pause, making visible the coach's belief in a student's potential. Through burgeoning positive emotion it is possible to broaden thought-action repertoires (Fredrikson 2001), enabling students to think and act in new ways, seeing mistakes as opportunities to learn.

During this workshop a range of techniques to bring out the best in others will be shared. The dynamic nature of Character Strengths and ways to enable students to become more aware and confident to explore, apply, and embed a strengths mindset into life at school and home will be explored. Nurturing strengths and recognising their over-use and under-use will be investigated through individual coaching sessions, coaching circles, Strengths Circles and Ladders. Hope, autonomy and mastery as explicit outcomes from strengths coaching will be evidenced through authentic case studies.

Presenter 14:	Toni Noble , Adjunct Professor	Breakout Room: PRECINCT 2 K-6 Library
School/Organisation:	Institute for Positive Psychology and Education, ACU, ACT	
Workshop Title:	Making It Real And Making It Last! What Are the School, School System And Program Factors That Contribute To The Implementation And Embedding Of A Positive Education Program?	

Whole school student wellbeing programs, when properly developed, implemented and embedded enhance children's social-emotional wellbeing, behaviour and academic performance (Durlak et al. 2011; Diekstra 2008). Yet many large scale program evaluations draw only on American short-term research funded implementation. Much less attention has been given to the 'real-world' school, system and program attributes that contribute to a student wellbeing program being sustained over years in a school when there is no research funding to support the school's program implementation.

This practical interactive workshop draws on lessons learned from interviews with ten schools, including Ravenswood, who have implemented the award-winning Bounce Back Wellbeing and Resilience program for five years or more. Bounce Back is the world's first Positive Education program and it is widely used in UK and Australia. The school factors that led to its long term implementation included leadership support that prioritised student wellbeing and 'made it easy' for teachers to teach the program. Program attributes included teachers' evaluation of the program in terms of its acceptability, whether it made a difference, its feasibility with minimal resources and its flexibility. These 'real world' factors help us to understand how to sustain Positive Education initiatives to benefit all children.

Workshop Presenters & Abstracts

SESSION 1: Saturday 18 March 2017

Presenter 15:	Andrea Downie , Consultant	Breakout Room: PRECINCT 2 A.3.02
School/Organisation:	Project Thrive	
Workshop Title:	From Concept To Sustainable Success: Positive Education In Primary Schools	

The prevalence of mental illness increases from 14% to 25% between primary and secondary school. What can we do as educators to reduce this alarming statistic? We can prevent depression of our youth but we just don't. In this workshop we describe why Positive Education should and must start in primary schools and share lessons from working with primary schools to embed positive psychology, from design to implementation. Whilst acknowledging the ever-increasing workloads and pressures facing schools, we describe how to implement sustainable positive change, ensuring it doesn't become a passing fad and without adding further burden. We explore the role of frameworks, programs and resources and how these compliment or hinder Positive Education best practice. In the best schools, the mission and the ethos of the school is deeply embedded within the curriculum and brought to life.

Participants will walk away with detailed steps to help their schools have optimal success and achievable visions with realistic goals. The more resilient people are, the more likely that they can manage hardship or trauma without developing a mental illness. This workshop will explore how by designing, implementing and maintaining a Positive Education strategy in our schools, we help students navigate life's challenges, reduce the prevalence of mental illness and promote thriving school communities.

Presenter 16:	Richard M Ryan , PhD	Breakout Room: PRECINCT 2 A.3.01
School/Organisation:	Institute for Positive Psychology and Education, ACU, ACT	
Workshop Title:	Self-Determination Theory	

An expanding body of research shows that students' quality of engagement, performance, and wellbeing are strongly affected by how autonomous or volitional their motives for behaving are, and the basic psychological need satisfactions they experience in the classroom. Self-Determination Theory (SDT) details how the styles and strategies of motivators such as teachers, coaches and parents can promote or undermine experiences of autonomy, competence and relatedness in school, and the positive motivational and learning consequences that follow from these satisfactions.

In this workshop, Professor Ryan will provide an overview of the SDT approach, with special emphasis on both students' and teachers' academic motivation, persistence, and wellbeing, among other topics. In addition, he will emphasise the practical issues in implementing strategies that catalyse high-quality motivation in the classroom.

Workshop Presenters & Abstracts

SESSION 2: Saturday 18 March 2017

Presenters 1:	Jean Maxwell , Assistant Principal - Parkridge Primary School, VIC Leonie Abbott , Senior Trainer - Berry Street, VIC	Breakout Room: PRECINCT 1 A.O.01
School/Organisation:	Parkridge Primary School, VIC & Berry Street, VIC	
Workshop Title:	Staff Accountability For Embedding Positive Education: Perspectives From Three Years Of Whole-School Wellbeing	

Embedding Positive Education is a multi-year process which requires clear strategies for teacher accountability. One successful mechanism has been the integration of Positive Education into teacher planners and curriculum documents. Learn how Parkridge Primary School, in Melbourne's outer eastern suburbs, began with Professor Lea Waters and continues to work with the Berry Street Education Model. Understand how Positive Education was successfully embedded across the entire school's teaching and learning through curricular planning, non-negotiables, and developmentally-appropriate adaptations.

Presenters 2:	Tan-Chyuan Chin , Research Fellow Dianne Vella-Brodrick , Deputy Director (Research) Centre for Positive Psychology	Breakout Room: PRECINCT 1 A.O.02
School/Organisation:	University of Melbourne, VIC	
Workshop Title:	A Collaborative Approach To Measuring And Understanding Youth Well-Being In A Municipality	

The Well-being Profiler is a web-based survey and reporting tool developed for secondary schools to measure the wellbeing of young people. This workshop will introduce the integrative theoretical approach of The Well-being Profiler to measure key indicators - protective and risk factors - of youth wellbeing. This workshop will also share insights of how The Centre for Positive Psychology at The University of Melbourne is working collaboratively with the local government, Maroondah City Council, to measure youth wellbeing using The Well-being Profiler. An overview of the needs analysis study conducted in the Maroondah network of 19 schools in Victoria, Australia, will be presented and discussed. A sample of 4,777 young people (Mage: 13.73 years; SDage: 2.11) between the ages of 10 and 20, from Years 5 to 12 have completed the survey. The survey results have highlighted young people's strengths and areas of concern, and will be able to inform further policy planning and resource allocation. Broad implications of research findings and recommendations for schools and community youth services will also be discussed.

Workshop Presenters & Abstracts

SESSION 2: Saturday 18 March 2017

Presenters 3:	Carolyn Hurd , Mathematics Coordinator Kim Bence , Director of Positive Education and Wellbeing	Breakout Room: PRECINCT 1 A.O.03
School/Organisation:	Ravenswood School for Girls, NSW	
Workshop Title:	Small Changes Reap Big Rewards: Mathematics Mindsets in Practice	

The Ravenswood model of Positive Education is underpinned by positive organisational leadership clearly demonstrating the significance of a wellbeing approach that is authentic and visible. Share our journey as we courageously transform our approach to wellbeing from a subjective, internal experience delivered through structured positive education curriculum to a tangible phenomenon that is clearly visible within our school culture and across our learning structures and processes. At Ravenswood, all educators acknowledge their responsibility to truly make wellbeing visible through their day to day professional practice. The decline of student Maths performances at a national level coupled with the associated increases in Maths anxiety have resulted in fixed mindset stereotypes reinforced in Australian Mathematics classrooms.

This workshop will demonstrate how a visible wellbeing approach that incorporates positive norms and the cultivation of a growth mindset classroom culture can significantly improve confidence, understanding, grit and achievement, resulting in a reduction in the levels of Maths anxiety of your students.

The positive norms outlined in this workshop are based on research by Professor Jo Boaler and Professor Carol Dweck: mistakes are valuable, questions are important, Maths is about making sense, Maths is about communicating and connections, Maths is about learning not performing and Maths is about depth not speed.

The implementation of these positive norms in the classroom has not required significant changes to current teaching practices in Mathematics. This workshop will share the ideas and resources used to develop and enhance a change in the mindsets of your students.

Presenter 4:	Ashley Manuel , Creator/Founder	Breakout Room: PRECINCT 1 A.O.04
School/Organisation:	Growing With Gratitude, SA	
Workshop Title:	Growing With Gratitude - 5 Steps To Change The Culture Of Your School And Classroom	

Mental health and wellbeing are becoming a major focus for many schools, but the question continues to arise: How do we teach it? Children, teachers and families in 45 countries have experienced our fun, innovative and highly effective scientifically tested approach whole school approach. We have teamed with the University of South Australia to provide an evidence based approach. Our latest research involved 600 primary school aged students, teachers and parents from Australia and Hong Kong. You will discover the 5 Steps to Change the Culture of Your School and Classroom (without taking up a lot of time or re-writing your entire curriculum). This interactive session will show you how to teach children positive habits based on gratitude, kindness, optimism, empathy, mindfulness and serving others, resulting in building resilience happiness. Our approach is fun, innovative and easy to implement. Research shows children and adults that are grateful and positive also tend to cope better with stress and trauma, have more friends and social support, be more productive and creative at work, are in less trouble, have better physical health and be less depressed and anxious.

Workshop Presenters & Abstracts

SESSION 2: Saturday 18 March 2017

Presenter 5:	Jean Watson , Director and Founder of Mindfulness Matters Australia	Breakout Room: PRECINCT 1 A.O.05
School/Organisation:	Mindfulness Matters Australia	
Workshop Title:	Putting the HOW into Mindfulness and Compassion Training	

Jean is an internationally trained and accredited mindfulness and compassion teacher and Australian trained secondary school teacher, fully qualified and accredited to teach mindfulness training courses to Early Years, Primary and Secondary teachers and students. Jean maintains her own daily mindfulness practice.

Part of the UK team training the teachers in the Oxford University research project on mindfulness training in schools, Jean is managing the introduction of all the Mindfulness in Schools Project courses into Australia. She has developed Australian Mindfulness training courses, based on the same principles, with direct links to the Australian School Curriculum: 3-Year Early Years Mindfulness Course for 4-7 Year Olds.

A firm believer in mindfulness training being foundational to teacher and student wellbeing, Jean works with school leaders and classroom teachers helping develop a whole school approach to the introduction of mindfulness training into the curriculum. She has worked with many schools, across four different states, including Geelong Grammar School, Brisbane Girls' Grammar School, Hopetown PSS, and Broulee PS.

This workshop will enable participants to consider and discuss potential mindfulness pathways they could develop at their schools, and will be an opportunity to look at and sample some mindfulness programs for Early Years, Primary and Secondary Schools.

Presenters 6:	Steve Zolezzi , Educational Psychologist Emma South , Positive Education Coordinator	Breakout Room: PRECINCT 1 A.O.06
School/Organisation:	Diocese of Maitland-Newcastle, NSW & San Clemente High School, NSW	
Workshop Title:	Embedding Positive Education In The Curriculum; 5 Examples Of Using The 5 Ways Of Wellbeing In Classrooms	

San Clemente High School in Newcastle designed a Positive Educational approach over the last 3 years using the 5 Ways of Wellbeing (Felicia Huppert; 2009). The School has implemented the 5 Ways into a Mentor Program and are currently embedding their unique approach into classrooms. This workshop will introduce 5 creative ways the school has embedded the principles and practices of 5 ways of wellbeing across 5 areas;

- BE ACTIVE - a call to action in English
- KEEP LEARNING - rethinking language in programming to embed Positive education concepts
- TAKE NOTICE - mindful learning/walking in Visual Arts
- GIVE - fundraising for charity in Commerce
- CONNECT - looking to other faiths, to make new connections and develop fresh understandings

As a participant in this workshop, you will come to a greater understanding of the San Clemente Positive Education journey. You will be provided with the opportunity to consider how concepts of positive psychology can play a part in every area of your school life, in practical and meaningful ways.

Workshop Presenters & Abstracts

SESSION 2: Saturday 18 March 2017

Presenters 7:	Aaron Jarden , Senior Wellbeing Scientist - Awesome Schools, NSW Deb Perich , Inside Out Director - Perth College, WA	Breakout Room: PRECINCT 2 Year 12 Study
School/Organisation:	Awesome Schools, NSW & Perth College, WA	
Workshop Title:	A Demonstration And Case Study Online School Community Wellbeing Of Assessing Wellbeing In Education's (AWE) Assessments	

The development of Positive Education programs is excellent but how do we know how effective they are? Assessing Wellbeing in Education (AWE) will be joined by Deb Perich from Perth College for a demonstration and case study of www.awesomeschools.com, a purpose built online wellbeing assessment tool designed to easily track the wellbeing of students and staff to measure the effectiveness of wellbeing programs and more. Assessments are short, empirically validated, confidential, and customisable, with reports going to both schools and individuals. This presentation will explain the various benefits to schools and Deb will share the Perth College journey with AWE over the last two years.

Presenter 8:	Susan Green , Relieving Deputy Principal	Breakout Room: PRECINCT 2 K-6 Library
School/Organisation:	Hornsby Girls' High School, NSW	
Workshop Title:	Using Student Reflection Upon Feedback To Enhance The Intellectual Wellbeing Of Our Students	

This presentation focuses on the role of assessment feedback, and student reflection upon feedback, in promoting a self-regulated approach to student learning in Stage 6. By designing and implementing an online approach to assessment feedback that embeds evaluative practice in the learning process, students gain a greater sense of understanding and control over their learning. This fosters an enhanced sense of intellectual wellbeing. The Student Voice is captured in the process and can be used to build teachers' better understanding of the factors that affect student learning in their classrooms, thereby enabling teaching to be explicitly targeted and more responsive to student needs. This is a practical application of the principles of Positive Psychology. John Hattie believes that in response to student feedback, teachers will gain new perspectives and make improvements as a result. This paper explores a strategic approach to creating Positive Education through promoting self-regulation and a culture of evaluative student/teacher practice.

Presenter 9:	Kerry Douglas , HAAS Coordinator	Breakout Room: PRECINCT 2 Reading Area 1
School/Organisation:	Mount Barker High School, SA	
Workshop Title:	Embedding Positive Education Into The Curriculum - History	

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? Since then, each learning area has developed its curriculum to include relevant elements of Positive Education. Every course in every semester now includes an element of Positive Education, which is identified on teachers' learning and assessment plans. This workshop focuses on practical ways in which Positive Education can be incorporated into teaching History, whilst working with the Australian Curriculum. The Humanities and Social Sciences (HASS) team initially found it challenging to find logical aspects of Positive Education to put into their curriculum, but as they worked together they came up with some inspired ideas to develop and use, which will be shared in this workshop.

Workshop Presenters & Abstracts

SESSION 2: Saturday 18 March 2017

Presenter 10:	Kirsten Wissell , STEM Coordinator	Breakout Room: PRECINCT 2 A.3.02
School/Organisation:	Mt Barker High School, SA	
Workshop Title:	Embedding Positive Education Into The Curriculum - Maths/Science	

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? Since then, each learning area has developed its curriculum to include relevant elements of positive education. Every course in every semester now includes an element of Positive Education, which is identified on teachers' learning and assessment plans. 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.

Presenters 11:	Ash Buchanan , MAPP & Co-Founder - Cohere, VIC Andrea Downie , Director - Project Thrive, VIC	Breakout Room: PRECINCT 2 A.3.01
School/Organisation:	Cohere, VIC & Project Thrive, VIC	
Workshop Title:	Becoming An Everyday Leader: The Benefit Mindset	

This workshop explores the significance of our mindset in shaping a future of greater possibility. The importance of having a Growth Mindset, rather than a Fixed Mindset, is well established in the Positive Psychology and Positive Education literature. One's mindset reflects personally distinguishable attitudes, beliefs, and values, which influences one's ability to learn and grow. This session will introduce a third mindset—the Benefit Mindset—as a complementary evolution of the Fixed and Growth Mindset, symbolised by people who promote wellbeing on both an individual and collective level. Workshop participants will be asked to envision how they can use a Benefit Mindset to be a force for good in their everyday lives. This session will be interactive, playful and thought provoking—encouraging participant-led visions of how we can come together to make a meaningful difference.

Presenter 12:	Robert Ritchie , Master Trainer	Breakout Room: PRECINCT 4 F.2.07
School/Organisation:	Positive Difference Educational Consultancy, QLD	
Workshop Title:	The Keys to the Positive Classroom: A Workshop Synthesising the Research Concepts and Theories Related to Optimal Engagement and Performance.	

This workshop synthesises the research that underlies our current understanding of how to optimise student engagement and performance in the classroom. Specifically, it unpacks Self-Determination Theory derived by Edward Deci and Richard Ryan to identify the basic psychological foundations of intrinsically motivated effort. It compares these foundations with the four basic needs of students, as identified in William Glasser's Choice Theory. Add to this the growing body of research on relational learning and the author's own classroom-based action research, and you will discover the keys to effective learning in a positive classroom. This workshop provides teachers with the evidence-based research underpinning their own good work, and points the way to improved classroom practice. In this workshop, you will learn many hot tips you can immediately implement in your classroom. This is Positive Psychology in action!

Workshop Presenters & Abstracts

SESSION 2: Saturday 18 March 2017

Presenter 13:	Alli Williamson , Coach & Positive Education Facilitator, Department of Education	Breakout Room: PRECINCT 4 F.2.08
School/Organisation:	Cambridge & Lindisfarne North Primary Schools, TAS	
Workshop Title:	A Coaching Approach To Positive Education	

This workshop is designed for those at the beginning of their Positive Education journey; however, schools with more established Positive Education programs in place that have an interest in learning about coaching would also benefit. Alli will give you a brief overview of her coaching style along with some practical activities and tools to use with staff and students at your school. She will explain from a brain perspective why taking a coaching approach is both a respectful and effective way to bring about positive change in your school. Alli will share her experiences of using a coaching approach to introduce the concepts of Positive Education to a variety of government and non-government schools across Tasmania.

Presenters 14:	Paula Robinson , Managing Director John Weeks , Headmaster	Breakout Room: PRECINCT 3 A.2.01
School/Organisation:	Positive Psychology Institute, NSW & Knox Grammar School, NSW	
Workshop Title:	A Roadmap For Positive Education: Pathways For Low Budget Schools	

Sustaining positive change is challenging for educational institutions. Gardner (2006) suggests, the educational sector are conservative and change is often slow. O'Brien (2012) suggests positive psychologists and educators should consider the United Nation's recommendations for developing sustainability in positive education (PE) in their seminal paper on Education for Sustainable Development (UNESCO, 2005). Knox Grammar School (KGS) in Australia is a rare example of a sustainably developed PE program (Robinson, 2016). The KGS PE program has been scientifically evaluated longitudinally across multiple indices for staff, students and parents over five years with encouraging results (Oades, 2015; Robinson & Zolezzi, 2014). Notably, results show significant improvements in wellbeing for students' within and between academic performance and several other wellbeing indicators. This workshop is for anyone interested in PE, it offers participants the KGS strategic model, process, measurement matrix, and interactive student lesson plan interventions on foundational PE topics. Following this workshop participants will (a) understand the design of a sustainable and measurable, long term PE initiative, (b) how to create their own PE model, and (c) how to apply PE intentional activities into engaging lessons for students and the wider school environment (including parents and the local community).

Presenter 15:	Sue Roffey , Associate Professor	Breakout Room: PRECINCT 3 A.2.02
School/Organisation:	Western Sydney University, NSW	
Workshop Title:	ASPIRE To An Emotional Climate For Learning	

Often the focus in schools is on content rather than process - the 'what' rather than the 'how'. The ASPIRE principles have developed from many sources including Dr Sue Roffey's edited book Positive Relationships: Evidence-based practice across the world (Springer 2012) and her cross-cultural work in social and emotional learning e.g. Circle Solutions for Student Wellbeing (Sage, 2014) and Respect for Culture (Dobia & Roffey, in press). ASPIRE stands for Agency, Safety, Positivity, Inclusion, Respect and Equality. In this interactive workshop, Sue will give examples of what these principles mean in practice and opportunities for participants to apply them to their own contexts.

Information for Speakers & Presenters

It is always challenging to meet the requirements of 60+ speakers and presenters. Ravenswood School for Girls will provide AV and IT Technicians who will be available for Keynote Speakers and Workshop Presenters prior to and throughout your presentations.

Keynote Speakers will be briefed by our AV and IT Technicians in the Main Dressing Room located to the rear of the Lorraine Smith Auditorium, 30 minutes prior to their scheduled presentation.

It is recommended that Workshop Presenters meet our IT Technicians at their allocated venues 15 minutes prior to their scheduled workshop presentation to prevent difficulties with connection and to ensure the smooth running of presentations.

Please ensure that any video clips to be used in Powerpoint presentations are embedded directly into a Powerpoint slide. Connection to the WiFi will be possible during presentations.

The following options are offered to facilitate connection to the projection systems at Ravenswood School for Girls.

OPTION 1

Use the Windows laptop which will be provided in all venues. A Windows laptop will be provided at the main lectern for keynote Speakers and in each of the workshop presentation rooms. Simply bring your presentation on your own USB. MS Office 2013 (PowerPoint 2013) is the current version available on the Windows laptops.

OPTION 2

Bring your own Windows laptop. Your own Windows laptop may be used provided it has a HDMI port through which to connect to the school systems. If not, and you do not wish to use one of the School's Windows laptops, please ensure you bring a VGA to HDMI converter (Dongle) and 3.5m audio cable if your presentation includes audio.

OPTION 3

Mac and iPad users

You will need to bring your own HDMI Output Converter (Dongle) through which to connect to the school systems.

INTERNET CONNECTION

During the Conference all delegates can access our wireless network via:

Network: RavoEvent
Password: pesa2017

QUESTIONS

Should you have any questions regarding AV or IT requirements prior to the Conference, please contact our Director of IT:

Elizabeth Westley

Contact: ewestley@ravenswood.nsw.edu.

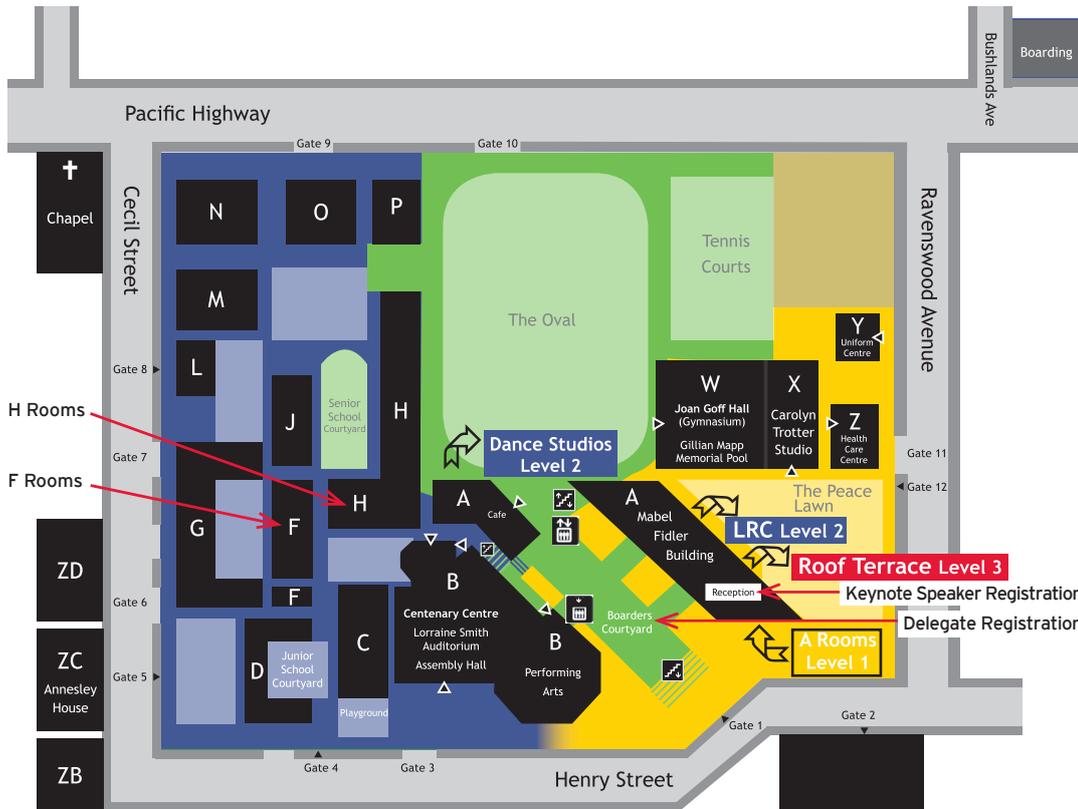
Should you have any questions regarding the conference generally, please contact our Director of Positive Education and Wellbeing:

Kim Bence

Contact: kbence@ravenswood.nsw.edu.au

Mobile: 0401 582 134

Ravenswood School for Girls



- A** Mabel Fidler Building - Reception
- B** Centenary Centre & Lorraine Smith Auditorium
- C** Junior School
- D** Junior School
- F** Classrooms
- G** SciTech Centre/Senior Staff Centre
- H** Classrooms
- J** Classrooms
- L** Student Wellbeing and Year Coordinators
- M** Classrooms and Learning Studio
- N** Senior Languages Centre
- O** Property Services Workshop
- P** Property Services Office & Deliveries
- W** Joan Goff Hall (Gym)
Gillian Mapp Memorial Pool
- X** Carolyn Trotter Studio
- Y** Development Office/
Uniform Centre
- Z** Health Care Centre
- ZA** Staff Car park
- ZC** Annesley House
After School Care
- ZD** Enrolments/Marketing/
Archives

BUILDING A - MABEL FIDLER BUILDING
On entering the school all visitors should report to Reception in the Mabel Fidler Building

Level 3 (not shown) Roof Terrace	Level 2 Learning Resources Centre Access to: Centenary Centre Lorraine Smith Auditorium Assembly Hall	Level 1 Reception Cafe Access to: The Oval Gymnasium (Joan Goff Hall) Gillian Mapp Memorial Pool	Level 0 Classrooms Access to: Carolyn Trotter Studio Health Care Centre Uniform Centre
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Accessible entrances to the Gillian Mapp Memorial Pool and Carolyn Trotter Studio are located on Level 0 via Gates 11 and 12

WORKSHOP PRESENTATION ROOMS

Precinct 1: A Rooms

- A.0.01
- A.0.02
- A.0.03
- A.0.04
- A.0.05
- A.0.06

Precinct 2: LRC (Learning Resources Centre)

- A.3.01 - Teaching Area 1
- A.3.02 - Teaching Area 2
- Reading Area 1
- K-6 Library
- Year 12 Study

Precinct 3: Dance Studios

- A.2.01
- A.2.02

Precinct 4: F and H Rooms

- F.2.07
- F.2.08
- H.2.31

Networking Drinks

- Roof Terrace

Registration and Transport

REGISTRATION

Registration will take place outside the Mabel Fidler Building. Please enter via Gate 1.

Your Conference ticket includes:

- Attendance at all keynote presentations
- Choice of 4 of the workshops on offer
- Morning tea and lunch on both days
- Networking drinks at the conclusion of Day 1
- Conference collateral

DRESS CODE

Dress for the conference is smart casual.

DIETARY REQUIREMENTS

We will endeavour to meet any dietary requirements. Please notify contact@pesa.edu.au at least 2 weeks prior to the conference, and make yourself known to the catering staff during the conference.

WHAT'S ON IN SYDNEY

If you have time to explore our wonderful harbour city before or after the conference, the following websites provide many helpful tips for things to do, places to see, popular shopping destinations, and dining options.

- www.sydney.com
- www.broadsheet.com.au/sydney

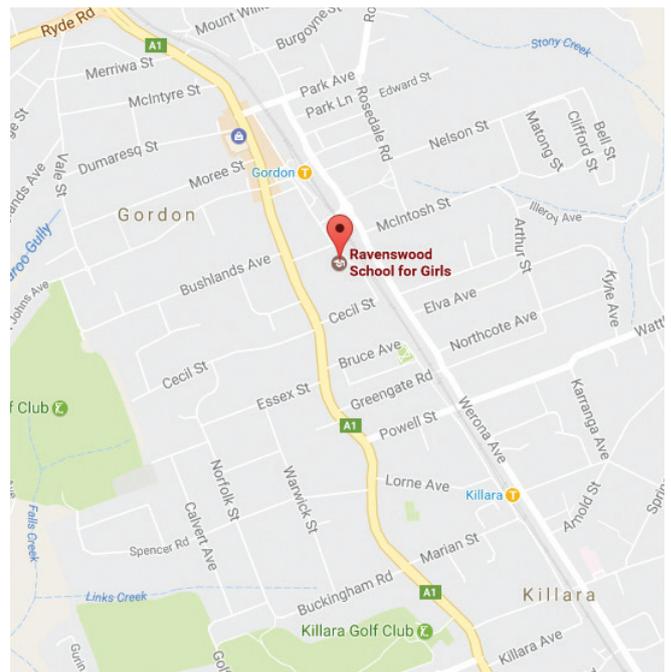
TRANSPORT

Ravenswood School for Girls is situated in the Sydney suburb of Gordon, approximately 18km from the Sydney CBD and 36km from Sydney Airport and can be reached by train from both the CBD and Airport (domestic and international terminals).

Ravenswood is located approximately 500 metres from Gordon Station on the North Shore Line, a comfortable 5 minutes' walk from the station.

If travelling by train, you will need to purchase an Opal Card. Opal cards can be used on Sydney trains, buses and some ferries.

- www.sydneytrains.info



Conference Policy

Cancellation

Delegates may cancel their registration without penalty up until 14 days prior to 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 Ravenswood 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 on the morning of the conference.

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 Ravenswood. Presenters are required to provide information on their technology requirements at least 10 days prior to the conference, and must bring their own laptop, iPad or other device. 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 go to www.pesa.edu.au or direct your enquiry to contact@pesa.edu.au.



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