



PESA
Positive Education Schools Association

Schools Creating Flourishing Communities

Positive Education Schools Association 2016 National Conference

Friday 4 March – Saturday 5 March 2016
The Peninsula School – Mt Eliza, Victoria.

Chairman

Simon Murray

*Chairman, Positive Education
Schools Association (PESA)
Headmaster, St Peter's College, S.A.*

Patron

Dr Martin E P Seligman

*Zellerbach Family Professor of Psychology
Director of the Positive Psychology Center
University of Pennsylvania*

7 Keynote Presentations

Professor Lea Waters

*Director of the Centre for Positive
Psychology, University of Melbourne*

Associate Professor Jane Burns

*CEO Young & Well Cooperative
Research Centre*

Dr Hector Escamilla

*Rector of Tecmilenio
University in México*

Tom Brunzell

*Senior Advisor, Education
Berry Street Childhood Institute Vic.*

Dianne McGrath

Candidate for the Mars One Mission

Dr Helen Brown

*Centre for Physical Activity and Nutrition
Deakin University*

Dr Mathew White

*Director of Wellbeing & Positive Education
St Peter's College S.A.*

60+ workshops

*Featuring best practice in wellbeing
from schools across Australia.*



The Peninsula School welcomes conference delegates



Founded in 1961, The Peninsula School is situated in a park-like setting on the Mornington Peninsula, approximately 50km from the Melbourne CBD.

Welcome to The Peninsula School.

We are delighted to host this year's annual conference of the Positive Education Schools Association.

Peninsula first became interested in Positive Education in 2010. Since then, our program has blossomed through collaborating with experts in the field and working alongside other schools who share our goal of enhancing student wellbeing. Our membership of PESA has certainly been of great benefit to our staff.

It is my hope that you will benefit from all that this conference has to offer and that you will enjoy your time on our campus.

Best wishes,

Stuart Johnston
Principal & PESA Director



THE PENINSULA SCHOOL

Learn. Grow. Flourish!

Traffic and Parking

Delegates should enter the campus through Gate 2 on Wooralla Drive and follow the directions to the parking bays set aside for the PESA conference.

Please note that the campus speed limit is 10km/hr which is 'walking pace'.

Internet Connection

During the conference delegates can access our wireless network via:

Network: **conference**
Password: **pesa2016**

Twitter

If tweeting about the conference please add

#pesa2016



WELCOME FROM SIMON MURRAY

Chairman of the Positive Education Schools Association



On behalf of the Board of Directors of the Positive Education Schools Association (PESA) I am delighted to welcome you to our 2nd National Conference which is being held on the splendid campus of The Peninsula School.

PESA is now entering its 3rd year of operation with a great sense of satisfaction for what has been achieved and with great optimism for the future. Since its inception, a fundamental aim of PESA has been to build a network of educators who are keen to share their knowledge with others who have a similar passion for improving student wellbeing.

Proof of the success that we have enjoyed in this area became apparent very quickly last November when a call for Expressions of Interest for keynote and workshop presentations was circulated to members. An overwhelming response has resulted in a wonderful field of expert keynote speakers being assembled, together with 60 workshops being offered to delegates – a wonderful result and great proof of the fabulously generous nature of our members and those who work in the field of positive psychology.

I would like to express my gratitude to the many people who have made this conference possible:

Our Hosts

Over the 2 days of the conference we will get to enjoy the beautiful surrounds of The Peninsula School. The Peninsula School played an important role in the foundation of PESA and it is very fitting that the conference is being held here. My thanks go to Principal Stuart Johnston and his staff for hosting us.

The Organising Committee

The Conference Organising Committee has worked tirelessly for many months to craft the best possible experience for delegates. They have worked with the catch cry of “ideas, ideas, ideas!” in mind, wanting delegates to walk away at the end of Saturday full of new thoughts and initiatives to put to use in their schools.

Phil Doll

Chair of the Organising Committee

Catherine Brandon

Genazzano FCJ College

Georgie Cameron

Geelong Grammar School

Jack Fisher

Oakleigh Primary School

Marita Hayes-Brown

The Peninsula School

Kirsten Ross

Blackwood Foundation

PESA Sponsors

This year we have received outstanding support from the Cotton On Group and Stuart Alexander, Marketers & Distributors, who have helped us to provide for delegates.

We have also enjoyed the magnificent support of our Gold Sponsors, Higgins Coatings and Dulux, whose great generosity has helped to make this conference possible.

We hope that you will enjoy your time at the conference and that as well as gaining further inspiration for your work in your school, you will make new friends and colleagues with whom you will be able to exchange your knowledge of Positive Education in the future.

I look forward to welcoming you personally to our Schools Creating Flourishing Communities conference.

Simon Murray

Chairman, Positive Education Schools Association (PESA)

Headmaster, St Peter's College, S.A.

GOLD SPONSORS



SUPPORTING SPONSORS



ABOUT THE POSITIVE EDUCATION SCHOOLS ASSOCIATION (PESA)

A brief history of PESA

Until 2011, the early adopters of Positive Education in Australia worked largely in isolation or within small networks of schools in which knowledge and experiences were shared informally.

Early in 2012, The Peninsula School (VIC), St Peter's College (S.A.) and Knox Grammar School (NSW) met with Professor Lea Waters at the University of Melbourne's Graduate School of Education, to explore the likely benefits of forming an association of educators who shared the vision of promoting Positive Education in all schools across the nation. The notion of learning from each other, as well as encouraging other schools to embrace the tenets of positive psychology was clearly a shared vision of these three schools.

A few months later, the leaders of nine schools from across Australia came together at St Peter's College in Adelaide for an inaugural workshop at which the foundations of the association were discussed. Membership of an interim Board was determined, together with that of a committee which would do much of the ground work towards preparing a constitution for the association.

In 2014, PESA became a fully constituted Company and now, 2 years later, boasts 50+ Institutional Members and 350+ Individual Members.

Mission, Vision & Goals

Mission

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

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Vision

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

Goals

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

Patron

Professor Martin Seligman

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Julie Townsend

Headmistress
St Catherine's School, NSW

Scott Watson

Principal
Euroa Secondary College, VIC

Steve Zolezzi

Head of Wellbeing
Diocese Newcastle-Maitland, NSW

Membership

Visit us at www.pesa.edu.au to apply for Institutional Membership and Individual Membership

More information

contact@pesa.edu.au

KEYNOTE SPEAKERS DAY 1



KEY NOTE SPEAKER PRE-CONFERENCE SEMINAR

Justin Robinson

Director of the Institute of Positive Education, Geelong Grammar School

Justin leads a team dedicated to promoting the theory and practice of Positive Education through research and providing training for other educators. As a passionate leader in the field of student and staff wellbeing, Justin has been invited to write for a number of publications and speak at conferences both in Australia and around the world. His appointment at the Institute follows a successful career as a Mathematics and Physical Education teacher and school leader at both Geelong Grammar School and Trinity Grammar School. An enthusiastic sportsman, Justin has coached many school sporting teams and is a keen marathon runner. Justin is an Honorary Fellow of Melbourne Graduate School of Education, and lives with his wife Jeanette and their four children on the Corio campus of Geelong Grammar School.



Associate Professor Jane Burns

Founder and CEO of the Young and Well Cooperative Research Centre

Jane holds a Principal Research Fellowship at Orygen, The National Centre of Excellence in Youth Mental Health and an Honorary Fellowship at the Brain & Mind Research Institute. She has led the youth agenda for Beyondblue, was a Commonwealth Fund Harkness Fellow at the University of California, San Francisco, and was Director of International Partnerships at Inspire Foundation. Jane held a VicHealth fellowship from 2006–2013, an NHMRC fellowship from 1997–2000 and an NHMRC scholarship from 1994–1996. She holds a PhD in Medicine from the Faculty of Medicine (Public Health and Epidemiology) University of Adelaide.

Jane has just been announced a winner in the category of Social Enterprise and Not-for-profit for 2015's Australian Financial Review and Westpac Group 100 Women of Influence, and was a Victorian Finalist in the 2012 Telstra Business Women's Awards.



Dr Hector Escamilla

Rector of Tecmilenio University in México

Awareness of Positive Education is increasing in K–12 schools and in higher education in Mexico. Recent presentations by the International Positive Education Network (IPEN) have helped to raise awareness of all that the application of the principles of positive psychology has to offer any community. In higher education, Tecmilenio University (founded in 2002, serving 42,800 students over 30 campuses) is focused on providing the highest return on investment in education: high employment rates of graduates and the enhanced wellbeing and happiness of those who attend and work at the University.

The University's Well-being and Happiness Model is based on PERMA with the additions of physical well-being and mindfulness. At college level, 100% of students take a course in positive psychology. A certificate of positive psychology is required of all administrators and members of the Faculty.



Dr Helen Brown

Centre for Physical Activity and Nutrition, Deakin University.

Regular physical activity is associated with a wide range of health benefits for children, however evidence suggests that many children are not active enough to gain these benefits. Schools provide an important setting to promote physical activity and a comprehensive school health and physical education program can be effective in embedding physical activity into children's daily lives, enhancing their potential to lead a healthy lifestyle.

Helen research interest focuses on behavioural epidemiology, particularly in relation to children's physical activity. She has a focus on physical activity behaviour change and the development and refinement of intervention strategies which aim to promote increased physical activity and reduced sedentary behaviours among children. This conference will present the latest evidence of the benefits of physical activity on children's health including improved physical and mental health, well-being.

KEYNOTE SPEAKERS DAY 2



Professor Lea Waters

Director of the Centre for Positive Psychology, University of Melbourne.

Lea holds the Gerry Higgins Chair in Positive Psychology at the University of Melbourne. She was listed in the Top 100 Women of Influence in Australia by the Financial Review and Westpac Bank in 2015.

Lea holds an Affiliate position with Cambridge University's Wellbeing Institute, the Centre for Positive Organizations at the University of Michigan in the United Kingdom, is a visiting Scholar at the School of Business at Villanova University, USA and is a member on the advisory board for the South Australian Health and Medical Research Institute (SAHMRI).

Lea was named the Australian and New Zealand Academy of Management Educator of the Year in 2004, received an Australian University Individual Teaching Excellence Award from the Prime Minister in 2007 as well as team Citation for Outstanding Contributions to Student Learning from the Australian Government's Office for Teaching and Learning in 2013.



Tom Brunzell

Senior Advisor, Education Berry Street Childhood Institute, Victoria

Tom has over a decade of experience as a teacher, school leader, and education advisor in New York City and Melbourne. Tom presents internationally on topics of transforming school cultures, high expectations for differentiated instruction, trauma-informed practice, wellbeing and the application of positive psychology, and effective school leadership. He is also a PhD candidate at the University of Melbourne, Melbourne Graduate School of Education studying trauma-informed pedagogy, positive psychology, and their impacts on workplace meaning.

Tom has presented professional development for Teach for America, KIPP, the National Centre on Education and the Economy (NCEE), Teach for Australia, Foundation for Young Australians, Independent Schools Victoria, DEECD, the Centre for Strategic Education and the Victoria Curriculum and Assessment Authority; and lectured at the University of Melbourne and RMIT.



Dianne McGrath

Mars One Astronaut Candidate

Dianne began her professional career as a teacher of Mathematics. Currently, a Higher Degree by Research Master of Engineering (Environmental Engineering) student at RMIT University, Dianne has completed multiple university degrees with a more recent focus on environmental engineering, environmental management and sustainable food systems. Dianne's current research project, Watch My Waste, examines food waste in the Australian hospitality sector.

Previously, Dianne's work has included managing global vaccine portfolios, commanding Emergency Response Teams, research and the production of a benchmark, models and website for national energy consumption.

In her spare time, Dianne is very physically active with multiple marathons, half marathons and an ultra marathon under her belt. Not to mention a two-week active crew member sail across the Great Australian Bight on The Endeavour.



Dr Mathew White

Director of Wellbeing & Positive Education at St Peter's College S.A.

Mathew is a Senior Fellow at the Melbourne Graduate School of Education at the University of Melbourne and an Affiliate of the Wellbeing Institute at Cambridge University. He has presented to the South Australian Governor's Leadership Foundation, South Australian Government's Executive Services Leadership Program, and the Positive Education Summit at No. 10 Downing Street, UK.

With Simon Murray, he co-edited Evidence-based Approaches to Positive Education. He is a member of the S.A. Health and Medical Research Institute Wellbeing & Resilience Centre's Education Committee; Academic Advisory Board of the Positive Psychology Centre, Melbourne Graduate School of Education, The University of Melbourne and Academic Committee at St Mark's College. The International Positive Education Network (IPEN) appointed Mathew one of 50 representatives that represent 28 countries who help bring IPEN's mission to a global audience.

THE PROGRAM AT A GLANCE

Day 1 Friday 4 March

TIME	EVENT	VENUE
9.30 – 11am	Pre-Conference Seminar: Justin Robinson – Positive Psychology 101	RM Ansett Hall
11.30am	Main Conference	RM Ansett Hall
11.45am	Keynote: Associate Professor Jane Burns – 21st Century Health	RM Ansett Hall
12.35pm	This Worked Well for us!	RM Ansett Hall
12.50pm	Chairman's Award	RM Ansett Hall
12.55pm	Keynote: Dr Hector Escamilla – Positive Education, An International Perspective	RM Ansett Hall
1.45pm	Lunch	Lewington Room
2.25pm	Move to RJ Zammit Senior School Centre	RJ Zammit Senior School Centre
2.35 – 3.20pm	Workshop Session 1	RJ Zammit Senior School Centre
3.30 – 4.15pm	Workshop Session 2	RJ Zammit Senior School Centre
4.15pm	Walk to RM Ansett Hall	
4.25pm	Keynote: Dr Helen Brown – Linking Wellbeing, Nutrition & Exercise	RM Ansett Hall
5.00pm	PESA Annual General Meeting	RM Ansett Hall
5.20pm	Walk to HM Macdonald Pavilion	
5.25 – 6.15pm	Refreshments	HA Macdonald Pavilion

Day 2 – Saturday 5 March

TIME	EVENT	VENUE
8.55	Welcome to Day 2: Therese Joyce	RM Ansett Hall
9.00	Keynote: Professor Lea Water – Strength Based Parenting: modernising what we know about parenting	RM Ansett Hall
9.45	Keynote: Tom Brunzell – Using Positive Education to help re-engage trauma affected students with their learning	RM Ansett Hall
10.15	Morning Tea	Lewington Room
10.40	Keynote: Dianne McGrath – Shooting for the stars!	RM Ansett Hall
11.20am	Walk to RJ Zammit Senior School Centre	
11.30am – 12.15pm	Workshop Session 1	RJ Zammit Senior School Centre
12.25 – 1.10pm	Workshop Session 2	RJ Zammit Senior School Centre
1.10pm	Lunch	
1.45 – 2.30pm	Workshop Session 3	RJ Zammit Senior School Centre
2.30pm	Walk to RM Ansett Hall	
2.40pm	This Worked Well for us!	RM Ansett Hall
3.00pm	Keynote: Dr Mathew White – Where is the Education in Positive Education?	RM Ansett Hall
3.30 – 3.45pm	Conference Close	

CONFERENCE PROGRAM

Day 1 – Friday 4 March

PRE-CONFERENCE SEMINAR

TIME	EVENT	VENUE
9.30 – 11.00am	<p>Positive Psychology 101</p> <p>Justin Robinson <i>Director, Institute of Positive Education Geelong Grammar School Vic.</i></p> <p>Bringing the science of Positive Psychology to the classroom</p> <p>Based on the science and proven methods of Positive Psychology, the Positive Education movement is transforming staff and student wellbeing in schools across Australia and around the world. Could your school, staff and students also benefit for placing wellbeing at the heart of the curriculum? This pre-conference workshop gives an overview of Positive Education and its benefits in the school curriculum. Presented by Justin Robinson from Geelong Grammar School's Institute of Positive Education – which has implemented a whole-school approach to Positive Education as well as trained thousands of educators worldwide – the workshop will cover Geelong Grammar School's journey so far and the research that guides and underpins teaching practice.</p> <p>Participants will gain an understanding of:</p> <ul style="list-style-type: none">> the science of Positive Psychology> the benefits of and evidence for Positive Education programs> the key elements of wellbeing within the GGS Model for Positive Education	RM Ansett Hall
10.30 – 11.30am	<p>Registration for the Main Conference and morning tea will be available in the RM Ansett Hall Foyer</p>	RM Ansett Hall Foyer

CONFERENCE PROGRAM

Day 1 – Friday 4 March

MAIN CONFERENCE		
TIME	EVENT	VENUE
11.30 – 11.45am	Welcome Simon Murray <i>Chairman of PESA</i>	RM Ansett Hall
11.45am – 12.35pm	Keynote Associate Professor Jane Burns <i>Founder & CEO of the Young and Well Cooperative Research Centre</i> 21st Century Health This presentation will include an overview of the current status of youth mental health, and discuss the potential for new technological developments to provide support, access to information, education, and resources. Young and Well CEO Associate Professor Jane Burns will explain the changing space of youth mental health, and provide examples of websites, apps, wearables, and other technological tools that are redefining the provision of mental health services and information to young people.	RM Ansett Hall
12.35 – 12.50pm	This Worked Well for us! Quick snapshots of PosEd in schools	RM Ansett Hall
12.50 – 12.55pm	Recognition of Sponsors	
12.55 – 1.45pm	Keynote Dr Hector Escamilla <i>Universidad Tecmilenio, Mexico</i> Positive Education – An International Perspective Founded in 2002, and serving 42,800 students over 30 campuses, the University has successfully implemented their vision that embraces wellbeing for students, faculty and administrators based on the science of positive psychology. At the college level, 100% of students take a course in positive psychology. A certificate on positive psychology is required of all administrators. The Faculty is being certified as well in order to create an ecosystem that embraces positive psychology.	
1.45 – 2.25pm	Lunch	Lewington Room
2.25 – 2.35pm	Walk to the RJ Zammit Senior School Centre	

CONFERENCE PROGRAM

Day 1 – Friday 4 March

MAIN CONFERENCE		
TIME	EVENT	VENUE
2.35 – 3.20pm	Workshop Session 1	RJ Zammit Centre
3.30 – 4.15pm	Workshop Session 2	RJ Zammit Centre
4.15 – 4.25pm	Walk to RM Ansett Hall	
4.25 – 5.00pm	Keynote Dr Helen Brown <i>Centre for Physical Activity & Nutrition</i> <i>Deakin University</i> Linking Wellbeing, Nutrition & Exercise This keynote will present the latest evidence of the benefits of physical activity on children’s health including improved physical and mental health, well-being, academic achievement, social interaction and positive acute effects on selective attention, concentration and on/off task behaviour. Examples will be provided of recent programs and strategies used in schools to build physical activity into the school environment.	RM Ansett Hall
5.00 – 5.20pm	PESA 2016 AGM All PESA members are welcome to attend	RM Ansett Hall
5.20 – 6.15pm	Networking – refreshments served Please stay and mingle!	HA Macdonald Pavilion

WORKSHOPS: SESSION 1

Day 1 – Friday 4 March, 2.35 – 3.20pm

	TITLE	VENUE
1	<p>Meg Durham (nee Daniher) <i>Open Mind Education Pty Ltd</i></p> <p>Mind Fitness: Planting seeds for change.</p> <p>In this interactive and fun workshop Meg will show you how The MFit® Program is successfully equipping staff and students with the language, skills and strategies to thrive at school and flourish in life. You will walk away from this workshop buzzing with ideas and armed with plenty of practical and easy-to-use strategies that can be applied instantly to your unique learning environment.</p>	ZC117
2	<p>Carol Rowland <i>Genazzano FCJ College VIC</i></p> <p>A middle school teacher and her students embrace the flow of teaching and learning</p> <p>Evidence reveals that teachers have the greatest effect on student improvement. This presentation explains how Positive Education practices are embedded into the delivery of curriculum – creating a safe, positive classroom environment, enhancing student wellbeing and improving learning outcomes. The strengths-based action research approach explains ways of teaching effective writing skills which encourage students to “buy in” to activities, experience success, develop confidence and flourish.</p>	ZC315
3	<p>Dr Bernie Holland <i>Professional Learning Manager: Australian Council Health, Physical Education and Recreation (ACHPER) Victorian Branch</i></p> <p>Developing a School Culture of Meaningful Physical Activity Engagement</p> <p>This evidence based workshop will focus on how you can build a school culture where physical activity is valued and understood for its contribution to student engagement, wellbeing and achievement. Develop an understanding of how you can:</p> <ol style="list-style-type: none">1. Audit your school’s physical activity profile.2. Connect the relationship between physical activity and academic readiness and achievement3. Incorporate physical activity across the curriculum	ZC205
4	<p>Carla Ford MAPP <i>Mindful Edge</i></p> <p>Flourishing in Faith Schools</p> <p>When Jesus talked about the Abundant Life, could he have been referring to positive psychology? As modern science focuses on the benefits of ancient wisdom and gospel tradition, faith schools face a conundrum of how Positive Education applies within their context. This participatory workshop presents common themes within both theology and positive psychology, and begins to explore ways in which, together, they enhance the holistic wellbeing of the school community.</p>	ZC116

WORKSHOPS: SESSION 1

Day 1 – Friday 4 March, 2.35 – 3.20pm

	TITLE	VENUE
5	<p>Kate Brady <i>Ballarat Grammar School VIC</i></p> <p>Promoting the wellbeing of staff through a Professional Growth Program.</p> <p>How can we support student wellbeing and promote the science of positive psychology if staff don't live it? Christian van Nieuwerburgh (2015) stated that coaching of staff provides better staff wellbeing, student wellbeing and organisational wellbeing.</p> <p>This workshop will offer insight into:</p> <ul style="list-style-type: none">> The evolution of cognitive coaching practices within our school context.> The benefits of wellbeing goals alongside teaching and learning goals.> How shared classroom experiences help foster collegiality and build wellbeing.	ZC317
6	<p>Amanda Davis & Louise Nicholls-Easley <i>The Peninsula School VIC</i></p> <p>Positive Psychology in Early Years classrooms</p> <p>Participants will hear about a typical positive psychology-rich day in our Early Years classrooms. Topics covered will include: our Character Strengths mantra, specific positive psychology lessons including amygdala hijack, emotional continuums, character strength development, literacy skills, Self Initiated Mindful Purposeful Learning Experience (SIMPLE) time and Share (What Went Well) with directed focus.</p>	ZC114
7	<p>Matt Newland & Marcus Nagel <i>Chinese International School HK</i></p> <p>The Need For Courage</p> <p>The importance of Positive Education in increasing resilience in schools is indisputable. However, the outcomes of Positive Education are difficult to achieve. Schools are diverse both in culture and in social norms. Change takes courage. Creating mental fitness requires deliberate action and individual strategic plans. During this session, we will share our vision for building resilience through mindful awareness.</p>	ZC214
8	<p>Jack Fisher & Helen MacDonald <i>Oakleigh Primary School VIC</i></p> <p>Positive Education on a shoestring</p> <p>Oakleigh Primary School, a medium sized Government school in the south-eastern suburbs of Melbourne, is uniquely positioned to share with delegates its experiences in implementing Positive Education over the past 3 years. The success and challenges for whole-school, cultural change will be overviewed in this workshop. In particular, strategies that require little financial outlay that achieve maximum impact will be identified.</p>	ZC204

WORKSHOPS: SESSION 1

Day 1 – Friday 4 March, 2.35 – 3.20pm

	TITLE	VENUE
9	Dr TanChyuan Chin & Associate Professor Dianne Vella-Brodrick <i>The University of Melbourne VIC</i> Capturing a snapshot of student well-being at your school using The Well-being Profiler The Well-being Profiler, a web-based survey and reporting tool, has been developed for secondary schools. This tool provides schools with an intuitive and interactive dashboard to manage and administer a survey of indicators, protective and risk factors of youth well-being. This workshop will introduce the survey tool and the theoretical approach for measuring the key components that contribute to youth mental health and wellbeing.	ZC210
10	Sarah Steer & David Bott <i>The Institute of Positive Education, Geelong Grammar School VIC</i> Experience Year 10 Positive Education firsthand In this workshop participants will experience a Year 10 Positive Education lesson. Taking part in the lesson enables participants to immerse themselves in learning, living and discovering ways to teach Positive Education. The session is interactive and provides spaces for discussion and reflection about what is applicable within different contexts. Participants will walk away with handouts and ideas about some of the necessary knowledge and skills required to teach Positive Education.	ZC309
11	Sean Purcell <i>Cotton On Group</i> Commercial and Community Conscious Cotton On is an Australian retail chain, known for its fast-fashion clothing for men, women, teenagers and children. It has almost 1200 stores in 12 countries and employs 17,000 staff in Australia and internationally. This presentation will detail the Cotton On Foundation and its worldwide development as well as giving context around other global initiatives under the banner of Cotton On Group Community Projects. Hear about the way the Group has been expanding and the opportunities it has created for people within the many communities that it works with and in.	ZC209
12	Matt Smith <i>Brisbane Grammar School QLD</i> The Ubiquity of Positive Education: a Brisbane Grammar School approach Since the introduction of Positive Education at Brisbane Grammar School in 2013, a more implicit and integrated approach has evolved and developed. This workshop will provide examples of how the BGS Positive Education strands of character strengths, growth mindset, emotional intelligence, gratitude and mindfulness can be used in and beyond the classroom. This will include areas such as Outdoor Education, the Boarding House, academic curriculum, and the extracurricular program.	ZC316

WORKSHOPS: SESSION 2

Day 1 – Friday 4 March, 3.30 – 4.15pm

	TITLE	VENUE
1	<p>Clare Panetta <i>Educational & Developmental Psychologist, Genazzano FCJ College, VIC</i></p> <p>Unleash Your Students' Potential: A thinking skills program to enhance student wellbeing and achievement</p> <p>At Genazzano FCJ College, performance psychology skills are taught to enhance student wellbeing and achievement. This workshop will provide an overview of the action research we have conducted to explore the outcomes of explicitly teaching the cognitive skills that enhance confidence and personal wellness. Participants will walk away with empirically supported ideas, resources and lesson plans for use in guiding their own students towards positive achievement.</p>	ZC117
2	<p>Trish Hatzis <i>Sacred Heart College, Geelong VIC</i></p> <p>Embedding Positive Education in a faith-based school.</p> <p>Hear about the three stages in our journey</p> <ol style="list-style-type: none">1. Our Strategic Intent – To embed the principles of positive psychology2. Implementation – Choosing our strategic approach – Facing the dilemma: Were we at risk of replacing our underpinning faith values with another set of values? Were they at odds with each other or did they align?3. The “light bulb” moment – How we reconciled our dilemma	ZC116
3	<p>Lucinda Malgas <i>Kingswood College VIC</i></p> <p>Rethinking Education: The contradictions between Positive Education and Teaching Practices</p> <p>We need to eradicate the contradictions between our philosophies and our teaching practices. Positive Education seeks to promote engagement and positive achievement in our schools. Yet data illustrates that this is not being achieved particularly in relation to the learning outcomes in many schools throughout Australia. There is a disconnect between notions of Positive Education and traditional teaching practices. Our education system still treats students in the same year level of school as though they are more or less equally ready for the same year-level curriculum. This is clearly not the case. This workshop focusses on the work of Geoff Masters and explores how our curriculum delivery with its strong emphasis on content and traditional assessment and reporting practices are in fact undermining notions of ‘growth mindset’. We will also explore and discuss how we can challenge these practices based on discussions from the Rethinking Education Network.</p>	ZC209

WORKSHOPS: SESSION 2

Day 1 – Friday 4 March, 3.30 – 4.15pm

	TITLE	VENUE
4	<p>Kim Bence <i>Loreto Mandeville Hall Toorak VIC</i></p> <p>Implementing a whole school approach to Positive Education – Preparatory to Year 12</p> <p>Share the Positive Education journey at Loreto Toorak from completion of the Professional Certificate of Education (Positive Education – University of Melbourne) to the implementation of a whole school approach using Appreciative Inquiry as a change model. Topics presented: scope and sequence of Positive Education curriculum as a stand-alone subject (P–10), staff professional learning series, whole school events, strengths-based parenting program, Year 9 Positive Education Boarding program and tools used to measure effectiveness.</p>	ZC214
5	<p>Amberley Laverick <i>The Butterfly Foundation</i></p> <p>Nurturing body confidence in school environments</p> <p>As well as being a risk factor for Eating Disorders, body dissatisfaction can have a serious impact on other areas of mental health, wellbeing and academic engagement. This workshop will focus on the importance of developing a school culture that promotes positive body esteem amongst students, staff and parents through utilising elements of positive psychology.</p>	ZC114
6	<p>Nathan Beckett & Scott Donohoe <i>San Clemente, Newcastle NSW</i></p> <p>Five questions and five ways any school on any budget can do great Positive Education</p> <p>San Clemente is a school on a limited budget but with unlimited commitment to delivering quality wellbeing. In a short period of time it has overturned a culture of victimhood to one of proactive behaviour and positive language. This practical workshop will look at the context of preparing for positive change through purposeful questioning and the process of change through passionate relating and finally addresses the 5 ways content through balanced performance of academics, wellbeing and character.</p>	ZC210
7	<p>Dianne Summers, Sophie Lea, Tracey Glenn & Sam Lewis <i>Woodleigh School VIC</i></p> <p>Stepping Up Stepping Out: preparing students for authentic challenges beyond the classroom</p> <p>The Year 9 program at Woodleigh includes authentic and challenging learning experiences providing opportunities for independent thought and student led team work. The 8 session SUSO program was piloted in 2015 to assist students to develop the necessary intra and interpersonal skills to successfully navigate team based challenges. A selection of learning activities, key features of the program, initial student feedback and expected outcomes in Year 9 will be shared.</p>	ZC204

WORKSHOPS: SESSION 2

Day 1 – Friday 4 March, 3.30 – 4.15pm

	TITLE	VENUE
8	<p>Marshall Radcliff and Justin Robinson <i>The Institute of Positive Education, Geelong Grammar School VIC</i></p> <p>Pos Ed in Phys Ed: The Mind-body Connection</p> <p>Much of Positive Education has focused on ‘Neck Up’ interventions rather than ‘Neck Down’ interventions, however this workshop will explore the contribution Physical Education can make to Positive Education. Experience hands-on activities and share practical examples. Explore the science underpinning the mind-body connection, and how this knowledge can be used within teaching and learning. Activities involve tuning into the mind and body to prepare students for optimal learning.</p>	ZC215
9	<p>Geoff Carlisle & Georgiana Cameron <i>The Institute of Positive Education, Geelong Grammar School VIC</i></p> <p>Developing Positive Education lessons to suit your students</p> <p>Participants will leave this workshop with practical ideas about how to develop engaging Positive Education lessons for upper primary school students. Participants will be led through the process of how to design a lesson which is responsive to students’ needs and developmental level. The workshop involves sharing practical tips, stories and activities. Participants are given time to reflect on how these ideas apply to their own setting.</p>	ZC309
10	<p>Dr Arne Rubinstein <i>Founder of the Pathways Foundation</i> <i>Founder of Uplifting Australia</i> <i>Dr Rubinstein is a GP specialising in adolescent health, and preventative and emergency medicine.</i></p> <p>Rites of Passage in School</p> <p>Our boys and girls need a Rite of Passage to support their transition to becoming inspired and resilient young adults. If we don’t create formal Rites of Passage they will continue to create their own through events like Schoolies, drugs, alcohol and risk taking behaviours. Schools have a perfect opportunity to address this transition in a healthy way. Dr Rubinstein will explain the elements of a Rite of Passage and how these can be incorporated into classrooms and school camps with enormous impact.</p>	ZC205
11	<p>Mick Walsh <i>Learning Curve Positive Education</i></p> <p>Practical Evidence Based Positive Education Activities</p> <p>Participants will explore the program’s short and to the point social-emotional resilience building activities informed by evidence based research on laptops and hard copy. All activities require students to self-assess on things they have done well to feel positive emotions. They stop, connect with themselves, watch their thoughts coming and going, journal their thoughts and finally they set self-expectations (growth mindsets), to lift their efforts. Frequency is the key. (This session will be repeated on Day 2)</p>	ZC315

WORKSHOPS: SESSION 2

Day 1 – Friday 4 March, 3.30 – 4.15pm

	TITLE	VENUE
12	<p>Robert Ritchie & Susan Presto <i>The Southport School QLD</i></p> <p>What Really Matters for Student Wellbeing</p> <p>Despite all the good work being done in schools, especially through the current focus on Positive Psychology, schools persist with structures and teachings which threaten the wellbeing of many students.</p> <p>This workshop synthesises the latest research findings in education and Positive Psychology to present the seven most important things school leaders and teachers must teach their students (and parents) to make a real positive difference to their wellbeing.</p> <p>Then, drawing on the experience of innovation at The Southport School (TSS), some new ideas will be presented, including the School's use of Myers Briggs Personality Profiling.</p>	ZC316

CONFERENCE PROGRAM

Day 2 – Saturday 5 March

MAIN CONFERENCE		
TIME	EVENT	VENUE
8.55 – 9.00am	Welcome Therese Joyce <i>Director of Positive Education, The Peninsula School</i>	RM Ansett Hall
9.00am – 9.45pm	Keynote Professor Lea Waters <i>Director, Centre for Positive Psychology Melbourne Graduate School of Education, University of Melbourne</i> Strength-based parenting: modernising what we know about parenting Strength-based parenting is defined as a style of parenting that seeks to deliberately identify and cultivate positive states, positive processes and positive qualities in one's children (Waters, 2015). This Keynote will share the new research program of Professor Lea Waters exploring the outcomes of strength-based parenting on children, teenagers and parents. Lea will share her findings, make suggestions for future research and give practical tips for becoming a strength-based parent.	RM Ansett Hall
9.45 – 10.15am	Keynote Tom Brunzell <i>Senior Advisor, Education Berry Street Childhood Institute VIC</i> Using Positive Education to help re-engage trauma affected students with their learning Positive Education holds particular relevance for struggling students and those with complex needs as a result of chronic stress, trauma, abuse or neglect. The Berry Street Education Model is based on classroom strategies informed by Berry Street Victoria's approaches to trauma-informed learning and the science of wellbeing. Our research and practice model aims to strengthen teacher practice in reinforcing and sustaining cognitive and behavioural change, thereby re-engaging the young person with their learning.	RM Ansett Hall
10.15 – 10.40am	Morning Tea	Lewington Room

CONFERENCE PROGRAM

Day 2 – Saturday 5 March

MAIN CONFERENCE		
TIME	EVENT	VENUE
10.40 – 11.20am	Keynote Dianne McGrath Mars One Candidate Shooting for the stars! The strengths needed on a planet far, far away.... What is Mars One? Mars One seeks to establish the first permanent human settlement on Mars. In 2013 Mars One started its search for humans to live on Mars. The on-line application for this one-way ticket attracted 202,586 candidates world-wide. By March 2016 only 100 Astronaut candidates remain. Dianne is honoured and excited to be one of the two remaining Australian candidates on the list. In the selection process, Mars One is looking for candidates who possess the five key character strengths of an astronaut: Resilience, Adaptability, Curiosity, Ability to Trust, Creativity/Resourcefulness. These are strengths that Dianne displays over and over in her everyday life.	RM Ansett Hall
11.20 – 11.30am	Walk to the RJ Zammit Centre	
11.30am – 12.15pm	Workshop Session 1	RJ Zammit Centre
12.25 – 1.10pm	Workshop Session 2	RJ Zammit Centre
1.10 – 1.45pm	Lunch	RJ Zammit Commons
1.45 – 2.30pm	Workshop Session 3	RJ Zammit Centre
2.30 – 2.40pm	Walk to the RM Ansett Hall	RM Ansett Hall
2.40 – 3.00pm	This Worked Well for us! Quick snapshots of PosEd in schools	RM Ansett Hall

CONFERENCE PROGRAM

Day 2 – Saturday 5 March

MAIN CONFERENCE

TIME	EVENT	VENUE
3.00-3.30pm	<p>Keynote</p> <p>Dr Matthew White <i>Director of Positive Education, St Peter's College S.A.</i></p> <p>Where is the Education in Positive Education?</p> <p>Where is the education in positive education? Over the past seven years, a rapidly growing movement in wellbeing has emerged, influenced by positive psychology called positive education (Seligman, 2009). Positive Education describes scientifically validated programs from positive psychology that have an impact on student wellbeing (White & Murray, 2015). Critics characterise it, as an approach that lacks rigor, less demanding, and intellectually stimulating. One or two believe that helping students to 'feel good' and 'function well' is a misuse of precious academic time. Rigorous positive education programs are a blend of evidence-based learning from the science of positive psychology and best practices in learning and teaching. They consider not only the pedagogy but also the teacher's role within a school's culture. This keynote outlines advances in findings on the relationships between wellbeing and academic accomplishment at St Peter's College – Adelaide (n = 730, boys from Years 5–12). Over the past four years, St Peter's College has proactively worked to support and build student wellbeing. This data will illustrate significant correlations for:</p> <ul style="list-style-type: none">> wellbeing and academic measures> wellbeing and character strength profiles for A, B, and C grade students> academic measures and other psychosocial constructs> wellbeing and Teacher Rated Classroom Behaviour <p>This keynote focuses on the measurement and evaluation of student wellbeing at the School. The relationship between St Peter's College wellbeing survey, character strengths, and academic performance data will be outlined. Notably, evidence suggests that at risk students are learning and benefiting from the positive education lessons. In addition, this data were linked to objective and teacher-rated academic records. Engagement, perseverance, overall wellbeing, grit, and a sense of meaning/purpose were significantly related to higher Grade Point Averages (GPA), suggesting that wellbeing and academic achievement are complementary outcomes that are supported through Positive Education.</p>	RM Ansett Hall
3.30-3.45pm	<p>Conference Close</p> <p>Simon Murray</p>	

WORKSHOPS: SESSION 1

Day 2 – Saturday 5 March, 11.30am – 12.15pm

	TITLE	VENUE
1	<p>Dr. Peggy L. Kern <i>Centre for Positive Psychology, The University of Melbourne</i></p> <p>The Language of Positive Education: Influencing and Tracking Small Positive Shifts Through Words</p> <p>Language is powerful. Simple shifts in language can help shift a school's culture from welfare to wellbeing. Tools from computer science provide methods for analysing verbal and written language from students and staff. This workshop will explore the power of language within Positive Education, demonstrate how text samples can be used to unobtrusively assess the socio-emotional culture of the school and provide guidance for educators moving forward.</p>	ZC204
2	<p>Muriel Bakker <i>The Peninsula School VIC</i></p> <p>Explicit teaching of Positive Psychology in the Middle Years</p> <p>The explicit teaching of positive psychology is an integral part of our Middle Years program for all students from Year 5 to Year 9.</p> <p>The program is delivered by classroom Mentors and includes the teaching of some of the neuroscience that underpins the science behind Positive Education. This session explores how this program has been developed over the last four years.</p>	ZC309
3	<p>Colette Bos <i>Mark Oliphant B-12 College S.A.</i></p> <p>From drip feeding to immersion: From dabbling with PERMA interventions to a B-12 curriculum based on Character Strengths</p> <p>Mark Oliphant B-12 College is the largest B-12 school in Adelaide's Northern suburbs with approximately 1600 students. We began our journey by dabbling in Seligman's PERMA interventions and creating a consistent Positive Education lexicon across our college. Now, we have a curriculum R-12 based on Character Strengths, Senior Years integrated subjects based on Positive Education and students writing about the concept of flow in their SACE investigations. This workshop shares our journey in immersing Positive Education in all that we do to ensure our students are on their path to flourishing.</p>	ZC316
4	<p>Peggy Jaspersen <i>Positive Education Group</i></p> <p>Gallup Student Poll Australian 2015 Results: Measuring what matters most. The Hope, Engagement and Wellbeing of Australia's students.</p> <p>Highlighting the March 2015 results of the Australian Gallup Student Poll (GSP) on behalf of Gallup, participants will learn about the impact hope, engagement and wellbeing have on academic outcomes. Participants will walk away with practical tips about these constructs that can be used at their schools. The presentation will also demonstrate the impact of focusing more heavily on students' strengths, fostering entrepreneurial spirit and creating an environment that makes students excited about the future.</p>	ZC205

WORKSHOPS: SESSION 1

Day 2 – Saturday 5 March, 11.30am – 12.15pm

	TITLE	VENUE
5	Andrew James <i>Oakleigh Primary School VIC</i> The Positive Design Project The Positive Design Project is a unit of work which poses the question “Can we deliberately design objects, activities or spaces that increase the wellbeing of individuals and/or communities?” The project features a series of learning tasks incorporating creative and critical thinking, sketching and graphic design, ICT, as well as written and speaking/presentation skills, all leading towards a showcase presentation event. The PERMA model of wellbeing stands central within the project.	ZC116
6	Simon Roberts-Thomson PhD <i>St Peter's College S.A.</i> Beyond Seligman: Theories of Wellbeing in the Classroom – Aristotle and the Stoics Positive Education assumes a conception of wellbeing; for most of us this is linked to Martin Seligman’s PERMA model of flourishing. This workshop will discuss the relationship between PERMA and wellbeing. It will then compare PERMA with two alternative ancient conceptions of wellbeing, namely those of Aristotle and the Stoics. Workshop participants will explore these ideas through practical examples and explore their application to the classroom. Participants will be given materials for future application.	ZC114
7	Andrew Dunn <i>Mount Barker High School S.A.</i> Navlife – Teaching an explicit Positive Education subject at Year 12 level This workshop will provide an example of how a Year 12 accredited subject can be developed to explicitly teach the skills of Positive Education to young people. The Navlife program was offered for the first time in 2015 and the workshop will include what worked well, what will be improved and some feedback from the students themselves.	ZC209
8	Dr. Suzy Green & Claudia Owad <i>The Positivity Institute NSW</i> Mental Toughness as an Applied Positive Psychology in Education This workshop aims to provide an introduction to the construct of Mental Toughness (Clough & Strycharczyk 2011), highlight its role as an applied Positive Psychology and provide examples of its potential application in educational settings. The workshop will also provide participants with an overview of 5 key mental toughness training interventions.	ZC210
9	Keith Pimblett <i>Hallam Senior College VIC</i> Applying Positive Education in a Disadvantaged Environment. At Hallam we have been integrating elements of Positive Education into the broader curriculum in the VCAL Programme. The students come from disadvantaged backgrounds in many cases and have a history of being disengaged and not embracing challenges. The programme has achieved significant positive outcomes for our students.	ZC214

WORKSHOPS: SESSION 1

Day 2 – Saturday 5 March, 11.30am – 12.15pm

	TITLE	VENUE
10	Kathryn Lovewell <i>The Teacher Sanctuary</i> Positively Mindful, Actively Kindful! This fun and practical workshop is for you if: <ul style="list-style-type: none">> You want to explore the secret of creating positive relationships inside & outside school> You want to create 'kindful' classrooms> You want to tame the negative wolf inside your head! For some top tips to live joyfully join Kathryn Lovewell, author of <i>Every Teacher Matters</i> , inspiring wellbeing through mindfulness.	ZC314
11	Dr Helen Stokes, Dr Malcolm Turnbull, Tom Brunzell, Leonie Abbott <i>Berry St Childhood Institute VIC</i> Pilot Study Research and Evaluation: Berry Street Education Model 2015 was the pilot year for the Berry Street Education Model and the outcomes are compelling. As researched by the University of Melbourne Centre for Positive Psychology and the Youth Research Centre, two Victorian Government schools (primary and secondary) implemented this trauma-informed Positive Education approach. Our quantitative and qualitative data shows improvements in school achievement indicators, student and teacher wellbeing, and new understandings of building strong relationships within classrooms for the service of learning.	ZC215
12	Hayden Gyles <i>Camberwell Girls Grammar School VIC</i> Where do I start? A Positive School's Journey Hayden is the Deputy Head of Senior School at Camberwell Girls Grammar. This workshop will outline CGGS's journey in Positive Education. The following questions will be answered. <ul style="list-style-type: none">> What is the first step?> How do I get Positive Education up and running at my school?> How do I engage the school community?> What sort of initiatives should I try?> How do I review Pastoral Care Policies?	ZC315
13	Helen Avery, Luisa Tersigni & Jessica Vuckovic <i>Perth College WA</i> Embedding Positive Education into Humanities and Social Sciences in a Senior School Setting Perth College, an Anglican School for Girls, began its Positive Education Journey in 2012. In this presentation we will share some of the PosEd@PC interventions embedded into the HASS programs in the Senior School, including how Visible Learning and Positive Education became one project under the PERMAH umbrella.	ZC117

WORKSHOPS: SESSION 2

Day 2 – Saturday 5 March, 12.25 – 1.10pm

	TITLE	VENUE
1	<p>Lisa Baker <i>Centre for Early Education Ballarat Grammar VIC</i></p> <p>Embracing Positive Psychology in the Early Years</p> <p>There is a natural fit between the preschool learner and the science of positive psychology: flow, mindfulness and the development of virtue and character can be meaningfully supported in these formative early years.</p> <p>This workshop will aim to explore:</p> <ul style="list-style-type: none">> Connections between the EYLF, key principles of Reggio Emilia and Positive Psychology> How PERMA thrives in Early Childhood Education> Practical examples of character strengths in early childhood curriculum, documentation and reporting	ZC209
2	<p>Kerry Skujins <i>St Peter's College S.A.</i></p> <p>Meaning and Wellbeing: A workshop focusing on the outcomes of service learning.</p> <p>How do we educate young people to believe safety, service and integrity are fundamental parts of their lives? It is claimed, “the best way to find your meaning is to lose yourself in the service of others”. In this workshop, participants will explore the impact service learning has across individual, group and community wellbeing. Participants will explore their understanding of service and its links with their own schools’ vision and mission. Participants will test the role meaning plays within Seligman’s PERMA model of wellbeing. Using the case study method participants will examine the impact serving the poorest people of Cambodia has had on 34 students’ perspective of meaning from the St Peter’s College.</p>	ZC116
3	<p>Robyne Clyne <i>Genazzano FCJ College VIC</i></p> <p>Positive Engagement in Mathematics</p> <p>Promoting positive emotions and engagement in Mathematics can be a challenge for teachers if students have only chosen the subject as a prerequisite for a tertiary course or to increase their ATAR. Negative feelings can create a fixed mindset where students avoid trying, or become disengaged. This presentation will share insights based on research to support teachers to stimulate the love of learning Mathematics and engagement by making Maths applicable, promoting positive emotions, intellectual curiosity and passion.</p>	ZC114
4	<p>Lyn Bylart & Sarah Roney <i>The Peninsula School VIC</i></p> <p>Positive Parenting: Supporting families to incorporate Positive Psychology in their everyday lives.</p> <p>Lyn is the Head of Wellbeing and Sarah is the School Counsellor at Peninsula.</p> <p>Childhood is a crucial time for nurturing a healthy mind; essential for learning and wellbeing throughout life. At The Peninsula School we are committed to partnering with parents to ensure every student has the opportunity to Learn. Grow. Flourish! This workshop will present ideas and facilitate a discussion around how to engage parents to raise happy and resilient children.</p>	ZC204

WORKSHOPS: SESSION 2

Day 2 – Saturday 5 March, 12.25 – 1.10pm

	TITLE	VENUE
5	<p>Sheryn Mitrevics <i>Department of Education and Training, South Western Victorian Region</i> <i>Secondary School Nursing</i></p> <p>3:1 Positive Connections</p> <p>The '3:1 Positive Connections' DVD program, developed by three schools in the Melton Shire aims to build a thinking of 'we' instead of 'me' within the school community.</p> <p>From the '3:1 positivity ratio' model developed by Dr Barbara Fredrickson, students developed a music DVD that depicts how students can look out for each other using the 3:1 model.</p> <p>It is accompanied by an educator guide.</p> <p>The program was chosen for the DET Bullystoppers launch in March 2014.</p>	ZC205
6	<p>Anthony Klarica <i>Elite Performance</i></p> <p>Six Star School Profile</p> <p>This workshop will present a new multidimensional, universal screening tool for students and schools that combines positive psychology and mental health – the Six Star Student Profile. The instrument sub-categories are mood, resilience, school engagement, communication, relaxation, and positivity. The workshop will discuss the properties of the tool, the importance and benefits of screening and report on findings of students from around Australia who have completed the tool to date. Intervention options will also be discussed.</p>	ZC315
7	<p>Laura Allison <i>Presbyterian Ladies College, Perth WA</i></p> <p>Staff Wellbeing in Education</p> <p>A targeted priority within education should be to enhance the wellbeing of staff by equipping them with the skills and resources to flourish personally and professionally while also creating a culture that supports this. Laura will present on approaches to staff wellbeing both in her role as Director of Wellbeing at Sacred Heart College and more recently as the Director of Wellbeing at Presbyterian Ladies College and the outcomes achieved.</p>	ZC314
8	<p>Sam Burrows <i>Avondale Grammar School, Singapore</i></p> <p>Developing a whole school curriculum content map for Positive Education (Preschool to Year 8)</p> <p>Avondale Grammar school has been implementing Positive Education for the last 18 months through Health lessons, but wanted to develop opportunities for cross curriculum learning so that the school's values based approach could come to fruition.</p> <p>The workshop will cover the timeline of what has occurred, why there was the need to develop a content map, the process of developing a content map and the implementation of the curriculum content so far.</p>	ZC309

WORKSHOPS: SESSION 2

Day 2 – Saturday 5 March, 12.25 – 1.10pm

	TITLE	VENUE
9	Leonie Abbott, Michele Sampson, Catherine McLennan <i>Berry St Childhood Institute VIC</i> Berry Street Education Model—Strategies in Action: Are You ‘Ready to Learn’? Within Positive Education classrooms, teachers work with students who are physically present, and yet we know we can do even more to increase their readiness to learn. A unique element of the Berry Street Education Model, a whole school Positive Education intervention, is to first focus on integrating body/ brain connections. Additionally, you will gain insight into how escalated students can be assisted to meet their own needs. This workshop will give a snapshot of strategies arising from our research that you can use to help students transition to class and be ‘ready to learn’.	ZC215
10	Stephen Pearce & Charlie Scudamore <i>The Institute of Positive Education, Geelong Grammar School VIC</i> Threading Positive Education through Outdoor Education Participants will explore how Positive Education can be integrated with existing Outdoor Education programmes. We will discuss how to make concepts like resilience real and relevant for students through different and complementary approaches to learning. Research into the efficacy of our Outdoor Education programmes, in relation to improving young people’s wellbeing, will be presented. Participants will be asked to reflect on key learnings and consider how insights can be transferred to their own school setting.	ZC214
11	Mick Walsh <i>Learning Curve Positive Education</i> Practical Evidence Based Positive Education Activities Participants will explore the program’s short and to the point social-emotional resilience building activities informed by evidence based research on laptops and hard copy. All activities require students to self-assess on things they have done well to feel positive emotions. They stop, connect with themselves, watch their thoughts coming and going, journal their thoughts and finally they set self-expectations (growth mindsets), to lift their efforts. Frequency is the key.	ZC210
12	Stewart McGaffin <i>Alberton Primary School S.A.</i> The Alberton Primary School Story This workshop will look at how a western suburbs school in South Australia that has already broken the mould of traditional schooling is working towards using Positive Education to create a rigorous and measurable approach to building wellbeing. The Presenter will share strategies Alberton Primary has used to map out this journey and provide participants with practical ideas and approaches to building wellbeing.	ZC316

WORKSHOPS: SESSION 3

Day 2 – Saturday 5 March, 1.45 – 2.30pm

	TITLE	VENUE
1	Michael Brown; Emily Probst; Russell Pollock <i>The Gap State High School QLD</i> Gap Outdoor Adventure and Leadership Studies – GOALS The Gap State High School in Brisbane uses health, adventure and outdoor education to explicitly teach wellbeing to students. The GOALS program is a school-based, core program of study, for Years 7 to 11. GOALS aims to develop students' social intelligence capacities and leadership skills including their character, values, beliefs and attitudes, as well as enhancing their wellbeing.	ZC209
2	Trina Cummins <i>Director of Wellbeing & Positive Education</i> <i>Wilderness School S.A.</i> Implementing a Wellbeing Curriculum The successful implementation of Positive Education across a school will depend upon several variables including having an evidenced-based wellbeing curriculum. Resources will be shared for a wellbeing curriculum that has been implemented across the whole school (ELC – Year 12) (e.g. mindfulness, gratitude, emotional & social learning, character strengths, and resilience). Curriculum ideas will be shared for application into classrooms.	ZC210
3	Eloise Hicks MREd, MAPP <i>S.P.A.C.E</i> “Where is the ‘M’ in the curriculum?” – Creating Connection and Meaning in the Classroom. Is it possible to discuss Eudaimonia in a crowded curriculum space? Can we find room for senior students to explore existential questions? This workshop will explore ways to add meaning and value to several curriculum areas using positive psychology, theology and philosophy. Participants will develop ways to map positive psychology frameworks against their current content and learn ways to enrich and deepen the connection to meaning for their students.	ZC314
4	Cath Tainsh <i>The Peninsula School VIC</i> Positive Psychology in the English classroom with a focus on the novel ‘Runner’ (Robert Newton) Martin Seligman's PERMA, Character Strengths, Carol Dweck's Growth Mindset and other leading positive psychology concepts will be explored in context of the Middle School English class room. Specific strategies that students can use to promote optimism and resilience will be brainstormed. Participants will receive a teaching unit of work for 'Runner' at Middle School level. These teaching strategies should be transferable to other units of work.	ZC315

WORKSHOPS: SESSION 3

Day 2 – Saturday 5 March, 1.45 – 2.30pm

	TITLE	VENUE
5	<p>Mike Oliver PhD <i>St Peter's College S.A.</i></p> <p>The Lost Hour – The problem of adolescent sleep and the opportunity for schools to act</p> <p>For over a century experts have been saying that young people do not get enough sleep. Yet over the same period, the average amount of sleep per night for young people has decreased by over an hour. Research has demonstrated the clear importance of sleep to adolescent health, safety, learning and emotional wellbeing. Now, with over half of teenagers believing that they don't get enough sleep, scientists, schools and policymakers are asking "What can we do to improve sleep outcomes for Australian children?" This presentation will disseminate the latest research in the field of paediatric sleep, and discuss the role for schools to play in promoting healthy sleep outcomes for their students. Issues addressed will include: the place of sleep education in the school curriculum, the effects of screen time, the prevalence and treatment of common childhood sleep disorders, and policy affecting childhood sleep.</p>	ZC316
6	<p>Theo D. McCall PhD <i>St Peter's College S.A.</i></p> <p>Being Called: Moments of transcendence experienced in the ordinary</p> <p>Have you felt pulled into the future? This workshop will explore an emerging field in positive psychology and theology, which considers "prospection" the exploration of possible futures. It will be of particular interest to faith-based schools. Sometimes in the middle of a moment of total ordinariness, something extraordinary and transcendent can be glimpsed, if we have the eyes to see it. If we are alert to such things, these moments can draw us into the future, in spirit if not literally in time, and inspire us to embrace a process of self-transcendence. Participants will be invited to consider that God as the Absolute Future is drawing us to the divine, to the transcendent. We receive glimpses of these future visions, if you like, when the beauty of a moment catches our breath and we glimpse the eternal. Participants will receive critical readings as part of this workshop based on the recently published book edited by David Yaden, Theo McCall and Harold Ellens "Being Called: Scientific, Secular, and Sacred Perspectives".</p>	ZC114
7	<p>Michelle Sboro <i>Mount Barker High School S.A.</i></p> <p>Teaching Positive Education to Special Needs Students</p> <p>This workshop will provide examples of teaching Positive Education to students in a Special Needs unit, with levels of disability ranging from mild to moderate intellectual disability to students who are non-verbal with complex disabilities.</p>	ZC309
8	<p>Scott Watson <i>Euroa Secondary College VIC</i></p> <p>Positive Education in rural government secondary schools – What does it look like?</p> <p>Scott will share the Euroa Secondary College journey to date with some practical tips and tricks in order to implement a Positive Education program, but also how best to sustain it – all on a limited budget and with the challenges of issues such as regular staff turn-over and professional development demands.</p>	ZC214

WORKSHOPS: SESSION 3

Day 2 – Saturday 5 March, 1.45 – 2.30pm

	TITLE	VENUE
9	Andrew Ford <i>Mindful Edge</i> Flawed and Flourishing: Using Positive Psychology with Perfectionism Perfectionism, the setting of unrealistically high standards and attaching personal worth to achievement, is detrimental to a student's learning, development, and wellbeing. Using the science of positive psychology, this workshop will equip educators to recognise the traits of perfectionism and its maladaptive thinking and behaviour, harness the benefits (yes, there are some) and create learning environments that foster healthy attitudes to achievement.	ZC117
10	Gavin Slemp (Psy.D) & Rob Baker (MAPP) <i>University of Melbourne VIC</i> Job Crafting for Work Engagement, Meaning & Wellbeing Workshop participants will be taken through the concept of 'Job Crafting' – i.e., how employees make proactive changes to their job to increase their work enjoyment, meaning, and engagement. This will include relevant background to job crafting, some of the empirical research findings, and some practical examples of job crafting in action. Participants will then be presented with a practical exercise where they develop a plan to apply job crafting to reshape their own work roles.	ZC116
11	Paula Robinson (PHD) & Nicky Sloss <i>Positive Psychology Institute Association Of Independent Schools NSW</i> A 5-Step Plan For Building And Embedding A Positive Education Program Across Multiple School Contexts This practical workshop outlines a 5-step process for schools to easily and effectively embed Positive Education research and practices across multiple school domains. Specific examples of how this process can be successfully applied in contexts such as leadership, the classroom, curriculum, sports, pastoral care, parent information/involvement and special education are highlighted for immediate implementation back at school. Both junior and senior school applications are featured.	ZC205
12	Dr Peggy Kern, Dr Helen Stokes, Michele Sampson, Catherine McLennan <i>Berry St Childhood Institute VIC</i> Future directions and methodologies for studying whole school change The Berry Street Childhood Institute in collaboration with the Centre for Positive Psychology and the Youth Research Centre at Melbourne Graduate School of Education is embarking on a four-year longitudinal evaluation to study Positive Education in the context of child development and whole school change. The Berry Street Education Model provides the framework and strategies to engage vulnerable students in a trauma informed Positive Education (TIPE) paradigm. Come and learn about emerging research strategies to track the whole-of-school approach and longitudinal intervention sustainability as we build on our existing research.	ZC204

CONFERENCE INFORMATION

Registration

Registration will take place in the foyer of the RM Ansett Hall.

Registration includes:

- > 12 months membership for current non PESA members
- > Attendance at all Keynotes
- > Choice of 5 of the workshops on offer
- > Morning tea & lunch on both days
- > Refreshments at the Day 1 networking session
- > Conference collateral

Dress Code

Dress for the conference is smart casual.

Dietary requirements

Most dietary requirements can be catered for. Please notify contact@pesa.edu.au well in advance and make yourself known to the catering staff during the conference.

Transport

The Peninsula School is situated in Mt Eliza, Victoria, approximately 50km from the Melbourne CBD and 84km from Tullamarine Airport.

Transport to the airport will be provided for delegates at the conclusion of the Conference, leaving the School at 4pm from outside the Ansett Hall. For those delegates wishing to spend time in Melbourne after the conference, this coach will first stop in Melbourne CBD. We suggest you book your flights no earlier than 7.30pm.

Bookings must be made before 26 February 2016 via contact@pesa.edu.au

Accommodation

Accommodation closest to The Peninsula School includes:

- > Quest Frankston on the Bay
- > Quest Frankston
- > Best Western Frankston
- > Norwood House Mt Eliza
- > Royal Hotel Mornington

A complimentary mini bus will run to and from the above venues ONLY at the commencement and conclusion of each day.

Please contact us to reserve your place on this shuttle prior to 26 February 2016.

Cancellation Policy

As outlined on the PESA website www.pesa.edu.au

Please note the event schedule and guest speakers are subject to change. The organisers reserve the right to alter or delete items from the program if need be.

Privacy Act

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

Smoking Policy

Smoking is prohibited in all areas of the campus.

Admission

Conference name badges are required for access to all sessions at the conference. These will be provided upon registration on the day.

Mobile Phones

Please ensure that your phone is switched to silent while attending the presentations

Photography & Recording

Any photography or other recording in any medium during any presentation or workshop without the express written consent of PESA is strictly prohibited.

Speaker Assistance

I.T. assistance will be provided by staff of The Peninsula School. Presenters are required to bring their own laptop.

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

Please direct all enquiries to contact@pesa.edu.au.

Internet Connection

During the conference delegates can access our wireless network via:

Network: **conference**
Password: **pesa2016**

INFORMATION FOR KEYNOTE SPEAKERS AND WORKSHOP PRESENTERS

It is impossible to meet the unique needs of 60+ speakers and presenters. The following options are offered to facilitate connection to the projection systems at The Peninsula School

It is recommended that any video clips to be used in power point presentations should be embedded directly into a power point slide. Connection to the internet will be possible during presentations.

Option 1

Use the windows laptop which will be provided

A windows laptop will be provided at the main lectern and in each of the workshop rooms for the use of all keynote speakers and presenters – simply bring your presentation on a USB.

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.

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.

Please refer any questions or concerns before the conference to our A.V. Coordinator, Simon Moody

Contact: smoody@tps.vic.edu.au

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