



NATIONAL CONFERENCE 2018



WORKSHOPS

(Listed in Presenter Surname Alphabetical Order)

Thursday 12 April

Spotlight Workshops

(60 Minutes' Duration Each — Delegates May Choose 1 Per Session)

PLC LIGHTHOUSE: INSPIRING LIFELONG WELLBEING

Laura Allison
PLC Perth

At PLC, Perth a whole school wellbeing approach is built on the foundations of a comprehensive, developmentally appropriate PK-12 wellbeing curriculum and integration of wellbeing within teacher methods and practice through the Visible Wellbeing Partnership with Professor Lea Waters. In addition, in 2018 PLC opened the PLC Lighthouse, a custom-built facility based on the latest wellbeing research where students, staff and the community can learn, experience and practise the skills of wellbeing. In this workshop, Laura will share PLC's wellbeing journey in developing a strategic approach to wellbeing, expand on the two-year process to design and build the PLC Lighthouse and showcase how it now operates.

POSITIVE EARLY CHILDHOOD EDUCATION: EXPANDING THE REACH OF POSITIVE PSYCHOLOGY INTO EARLY CHILDHOOD

Lisa Baker, Centre for Early Education, Ballarat Grammar School
Dr Suzy Green, The Positivity Institute

This workshop will offer a practical perspective on the natural fit between the preschool learner and the science of Positive Psychology. The European Journal of Applied Positive Psychology has recently published an article discussing the links between Positive Psychology and early childhood, "Positive Early Childhood Education: Expanding the reach of Positive Psychology into Early Childhood" (Baker, Green & Falecki, 2017). Written by Australian educators and wellbeing experts, and described as a 'timely paper' that 'potentially kick starts large new domain/knowledge-base', this article highlights opportunities for the application of Positive Psychology interventions in early childhood services.

A STUDENT VOICE TO WELLBEING

Liam Casson

Christ Church Grammar School

A strong focus at CCGS is student health and wellbeing. Liam will share the approach at CCGS to genuinely empower students to be actively involved in collaborating, developing and promoting student wellbeing across the school.

MEASURING AND BUILDING STUDENT WELL-BEING IN SCHOOLS: EMERGING DATA TRENDS AND PERSPECTIVES FROM SCHOOLS

Tan-Chyuan Chin

The University of Melbourne

Measurement has traditionally been considered and used mainly for evaluative purposes. More recently, schools and councils have started using measurement to develop or refine their well-being initiatives and strategies. This workshop will firstly present emerging trends and needs from over 80 partner schools, guided by the current needs, experiences and perspectives of over 22,000 young people. Areas of concern have been identified through needs analysis of the aggregate data. This has provided schools and councils rich information to assist with allocating appropriate funding and resources for targeted interventions and support for young people in their care. An invited panel of school leaders and teachers, from three public schools, will also share their experiences and journey in measuring and building student well-being in their schools. Insights regarding planning, measurement, program implementation, lessons learnt, as well as joys and challenges with implementing well-being initiatives at their schools will also be discussed.

SENIOR ENGLISH: EMBEDDING POSITIVE EDUCATION TO IMPROVE STUDENT LEARNING OUTCOMES

Shannyn Daniel

Mount Barker High School

Research tells us that Positive Education can have a significant effect on student learning and outcomes. This workshop will look at how Positive Education can be seamlessly integrated into the Senior English Curriculum to compliment high quality units of work that ensure student learning outcomes are at the heart of what we do. Mindfulness, positive relationships, and meaning-making are the key areas of focus in this workshop and participants will have the opportunity to take part in hands-on, practical activities to experience how Positive Education can fit within a Senior School setting.

HOW TO CONNECT YOUR POSITIVE EDUCATION VISION TO REALITY

Eric B. Hamilton & Dr Mary E. Sanders

Aviva Education, South America

Come spend an hour with us to clarify your school's Positive Education vision. Rediscover and reflect on the successes you experienced during your implementation process. Envision what your school could look like in the future. Let us help you to connect the dots and design your ideal Positive Education school. We will share with you "What Worked Well" and what would be "Even Better If" in 3 separate pilot schools in South America; one small, one medium and one large district of 18 schools. Presenters, Eric B. Hamilton and Dr Mary E. Sanders are the co-founders of Aviva Education, a non-profit international organization that is dedicated to empowering teachers and educational leaders with the tools of Positive Psychology. You will walk away with strategies that can be implemented immediately.

THE LANGUAGE OF FRIENDSHIP: ENERGISING THE 'R' IN PERMA BY DEVELOPING SCHOOL-WIDE POSITIVE RELATIONSHIP STRATEGIES

Dana Kerford, URSTRONG
Dr Deb Perich, Perth College

Explicitly teaching children how to develop healthy friendships and manage conflict in a positive way is at the heart of helping them flourish. These important social skills are the key to bullying prevention, creating safe, caring learning environments, and inspiring kinder, happier children. In this workshop, Canadian Friendship Expert, Dana Kerford, will introduce educators to URSTRONG's simple system for guiding students towards healthy friendships. Educators will learn how schools around the world are using URSTRONG's unique, kid-friendly language to teach friendship skills and conflict management step-by-step. Deb Perich will share how Perth College has utilised this school-wide relationship strategy and embedded the language and skills into their wellbeing practices with kids, teachers, and parents. Using a fun, 'real life' approach, educators will leave with practical, universal relationship strategies to improve the social climate in their classrooms and in their own relationships as well.

INTEGRATED STRENGTHS BASED APPROACHES TO EARLY, JUNIOR AND MIDDLE YEAR SCHOOLING – A WHOLE SCHOOL APPROACH

David Kolpak
Ben Storer
St Peter's College, Adelaide

How can we embed character strengths into the fabric of a Junior School? How can strengths-based frameworks for the Junior Years align with the Australian Curriculum, and prevent comments such as "The curriculum is too crowded" by staff? The lexicon and framework of Peterson and Seligman's (2004) character strengths and virtues handbook introduced schools to a range of strengths-based activities. While discrete initiatives, based on this language were developed, models of whole school approaches are rare. Though educators see benefit in these initiatives, whole school adoption raises challenges. This presentation shares strategies used at St Peter's College, where strengths were a unifying factor in cultural growth in a Junior School (n = 575), focusing on knowledge transfer of the science into learning outcomes, planning procedures to unlock the 'positive core' of staff and students, evidence of students learning and examples of the adoption of language through school administration and leadership.

MEASURING STUDENT WELLBEING - EXPERIENCES AND NEXT STEPS

Anna Lewkowicz
Department for Education and Child Development, SA

There is growing recognition of the benefit of measuring student wellbeing to attend to building social-emotional and self-regulation skills required in adult life. Over the last five years, the Department for Education and Child Development, South Australia, has undertaken a journey to create a data collection system that enables the measurement of wellbeing and engagement of every middle years student in the South Australian public education system. Learnings from South Australia's experience have been applied internationally in Slovenia, Northern Ireland and Dubai, covering 1,000 schools and 250,000 students. The wellbeing data provides schools and education systems with evidence directly from students to guide, monitor and build student wellbeing. Within this session, the lead facilitator for national and international data collection will share experiences and key learnings of working with schools and school systems to explore issues in measuring wellbeing at scale in a culturally adaptive way whilst maintaining scientific rigour.

PUTTING POSITIVE EDUCATION INTO PRACTICE IN A PUBLIC SCHOOL: THE CALAMVALE COMMUNITY COLLEGE POSITIVE EDUCATION JOURNEY

Sean Loriaux & Nerieda Anderson
Calamvale Community College

One of the most daunting tasks in the implementation of Positive Education is identifying where to start. Equally daunting is trying to predict the roadblocks for change before smashing into them head-on when putting a plan into practice. Add to the mix competing educational priorities and a shoe-string budget, and effective implementation of Positive Education feels like climbing Everest. Calamvale Community College's 'Pos Ed' Team Leaders understand these challenges and will share their highs and lows during the first 18 months of implementation across a complex school of 2,100 students, ranging from Prep to Year 12. The workshop will focus on the change-management process used to inspire 160 teachers that has now laid a strong foundation for embedding Positive Education as the College's wellbeing framework for staff and students.

SAVOURING THE SUCCESS OF DOG ASSISTED LEARNING

Sarah Macdonald & Roz Rimes
Canine Comprehension

The Canine Comprehension team work alongside therapy dogs to create an evidence-based approach to education which can enhance wellbeing and lead to lasting transformational changes in students. Delegates will be given and take on the identity of de-identified students, enabling them to authentically experience elements of a Canine Comprehension program. They will observe how the dogs facilitate an increase in serotonin and oxytocin production, decrease cortisol levels, heart rate and blood pressure. The facilitators will interject periodically, addressing key neurobiological benefits and the relationship to Positive Education and the Berry Street Education Model. Recent findings from our programs (i.e. independently evaluated surveys) indicated a reduction in anxiety, increase in cognitive development, improved empathy and increased sociability. Participants will get an insight into other Animal Assisted Interventions such as Equine Therapy and the legal and ethical implications of working with animals and young people.

AT LEAST HALF OF POSITIVE PSYCHOLOGY OCCURS BELOW THE NECK!

Darren Morton
Avondale College of Higher Education

In Flourish, Seligman asserts that "at least of Positive Psychology occurs below the neck", alluding to the value of "physical" as well as "mental" strategies for improving wellbeing. Yet, physical strategies such as movement, rest, food and immersion in natural environments often do not feature in Positive Psychology. In this presentation, evidence-based strategies for improving emotional health and wellbeing from the complimentary discipline of Lifestyle Medicine will be explored.

POSITIVE EDUCATION AND THE INTERNET: WORKING TOGETHER TOWARDS CREATING WELLBEING FOR OUR YOUNG DIGITAL CITIZENS

Dr Paula Robinson, Positive Psychology Institute
Nicky Sloss, AISNSW

Almost 46% of the world's population has an internet connection. Technology especially permeates the lives of our young people (age 8–18 years) spending more time on electronic screens than they do with their parents or at school (Rideout, Foehr & Roberts, 2010). Although the internet was not designed to specifically concentrate on wellbeing improvement, current research indicates that this is not only possible but also happening now. A new partnership between Positive Psychology and technology is guiding and informing the design and systematic study of positive computing and online Positive Psychology interventions (OPPIs). In this workshop, participants will be updated on the current research; understand different digital wellbeing delivery mediums; apply this knowledge by interacting with a top ten selection of empirically grounded OPPIs, and learn how these practices and resources are currently being utilised by scholars, leaders, educators, teachers, psychologists, parents and students to encourage more positive interactions online.

NEGOTIATIONS - MEANINGFUL DIFFICULT CONVERSATIONS: CREATING A BIGGER PIE

Sarah Shepherd

This workshop will help educators from diverse backgrounds think about how they listen to other people, how they respond to other people, how they manage themselves in emotionally-charged environments, and how they use these difficult conversations to improve their practice and help their communities. Many people prefer not to negotiate in life, simply to avoid uncomfortable situations (Williams, 2007); with these skills, participants will hopefully feel confident to embrace difficult conversations and achieved a desired outcome. For example, teachers trained in negotiations can feel empowered to raise questions about work-life balance with school leaders; leaders can feel more prepared to manage parental concerns; co-workers can collaborate more authentically; all educators can communicate more effectively with students about the realities of effective effort for meaningful learning outcomes.

YEAR 7 CHARACTER STRENGTHS SHOWCASE – A CELEBRATION OF STUDENT STRENGTHS AT A PARENT EDUCATION EVENINGS

Sal Valentino

Loyola College

The presenter will share experiences of helping the Loyola College student and parent community to better understand VIA Character Strengths. This workshop will focus on creative ways to identify and present character strengths through key learning areas. We will focus on the Year 7 parent evening, featuring students explaining and performing their character strengths. A unique feature of the night is the 'Jars of Joy' activity where parents identify their children's strengths. This workshop highlights how to design a Character Strength Parent Education Evening, choose a dynamic team to facilitate student presentations and performance, best prepare students' classes for their 3 min performances, ensure parent attendance, and tap into a variety of resources such as VIA Character Strengths and the Science of Character.

POSITIVE EDUCATION: SHIFTING MINDSETS AND BUILDING WELLBEING

Mick Walsh

Learning Curve

While all staff are encouraged to consciously show a growth orientated mindset with students and colleagues, due to workloads many unconsciously slide back to their current mindsets, somewhere between fixed and growth, which Carol Dweck calls 'False mindset'. This workshop will focus on participants engaging in evidence-based mindset shifters to enable them to move themselves towards growth mindsets, including: Cultivating social-emotional resilience in students, teachers and leaders (Riech & Shatte 2002); Sharing practical research on neuroplasticity, brain networks and Brainology (Dweck 2006); Introducing them to weekly wellbeing fitness challenges which enable them to experience the full range of human emotions (Tal Ben Shahr 2007); Exploring what they want their best possible self to look like, to develop their self-efficacy (Lyubomirsky); Practising active constructive responding through three JOYs (Tribes program) & (Gable 2006); and Sharing the dispositions of Habits of Mind to assist them to think more intelligently (Costa & Kallick 2000).

POSITIVE PSYCHOLOGY AND SCHOOL LEADER WELLBEING

Marcus Wicher

Auburn South Primary School

Instructional leader, human resource manager, financial planner, strategic advisor, counsellor, staff and parent-mediator, mentor, coach and keynote speaker - the role of a school leader is as challenging and emotionally demanding as it is rewarding. The Australian Catholic University's 2016 Australian Principal Occupational Health, Safety and Wellbeing Survey found that, when compared to the general population, school principals experience more stress, have higher levels of burn-out, lower levels of wellbeing and experience much greater levels of physical and verbal abuse (Riley, 2016). Having spent the last four years studying and exploring the ways in which the principles of Positive Psychology can be effectively implemented into all facets of my life, I am convinced that Positive Psychology needs to be part of the solution to what is a very serious health and wellbeing issue for school leaders and principals. This interactive workshop explores the Positive Psychology research, theory and practice that has the capacity to transform the ways in which we think about school leader health, wellbeing and effectiveness.

INTRODUCING THE NEW SMILING MIND MINDFULNESS CURRICULUM

Addie Wootten & Anna Lam
Smiling Mind

Smiling Mind's goal is to have mindfulness included on the National Australian Curriculum. We truly believe that mindfulness skills are essential for young people to learn early in life – we want to help every mind thrive. We recognise that educators are busy, overloaded and often struggle to find room in an already overcrowded curriculum. We also recognise that educators are agents for change and that success is more than academic achievement – it's students who are engaged with learning, happy and healthy and who have developed resilience to manage life's challenges. We have developed a new mindfulness curriculum designed to deliver the learning outcomes of the SEL curriculum. It's practical, flexible and easy to implement across the full school year. Developed for each primary school year level across twenty different topics we hope this new mindfulness curriculum will help support all schools across Australia to bring mindfulness into their classrooms.

CONNECT WORKSHOPS

Collaborative Group Presentations (60 Minutes per Group)

POSITIVE EDUCATION – INTERNATIONAL PERSPECTIVES

- **Intan Hashimah Mohd Hashim, Universiti Sains Malaysia** – *Title To be Confirmed.*
- **Ardene Mandziy**: *Positive Education at the Australian International School Singapore*
- **Yeow-Ling NG, Westwood Primary School, Singapore**: *Positive Education at Westwood Primary School Singapore*
- **Rezia Rahumathullah, Da Qiao Primary School, Singapore** - *Positive Education at Da Qiao Primary School Singapore*

STORIES FROM THE COALFACE: IMPLEMENTATION AND SUSTAINING A CULTURE OF POSITIVE EDUCATION

- **Joanna Bell**: *A Proposal For The Inclusion Of A Professional Teaching Standard Based On Teacher Wellbeing As Part Of A Larger School Wellbeing Ecological System.*
- **Daisy Turnbull-Brown, St Catherine's School, NSW**: *Staff Wellbeing: An Initiative To Promote Staff Fitness, Manage Stress Levels And Workloads, And Promote Flexibility In The Workplace.*
- **Laura Higgins, Elisabeth Murdoch College, Vic** – *Encouraging Positive Behaviours In The Classroom*
- **Katherine Russell-Smith, Methodist Ladies College (Perth)** – *The MLC "Thrival Curriculum": An Embedded, Whole School Community Approach.*

BEST PRACTICE: EMBEDDING POSITIVE EDUCATION WITHIN PEDAGOGY AND CURRICULUM

- **Cheng Chiau Chui, Universiti Sains Malaysia:** *Character Strengths and Positive Outcomes - The implication and potential of applying Positive Education using character strengths in Malaysia.*
- **Gabriela Maldonado, Kristin School, NZ** – *Embedding concepts, principles and practices of Positive Education in a subject-specific academic curriculum; A wholistic student-centred approach.*
- **Stephanie Raike, Langwarrin Positive Education Network** – *From Surviving to Thriving: Overcome reactive wellbeing responses in schools with best-practice approaches for acute mental health concerns, supporting the implementation of Positive Education.*
- **Sarah Roney, Langwarrin Positive Education Network** – *From Surviving to Thriving: A practical framework to incorporate the science of Positive Psychology into your school's existing practice with a whole-school and community approach*

Friday 13 April

Spotlight Workshops

(60 Minutes' Duration Each – Delegates May Choose 1 Per Session)

MOVING FORWARD FROM PROGRAMS TO PRACTICE: THE FUTURE OF LEARNING AND WELLBEING IN SCHOOLS AND THE FOURTH INDUSTRIAL REVOLUTION

Kim Bence & Anne Johnstone
Ravenswood School for Girls

Explore the importance of positive organisational change when designing, implementing and sustaining an authentic whole-school (K-12) approach to learning and wellbeing. Ravenswood's model is an evidenced-based Visible Wellbeing approach, grounded in positive organisational scholarship, underpinned by positive organisational leadership and complemented by practical applications from educational neuroscience. Visible Wellbeing incorporates ideas from three evidence-based education movements: Positive Education (University of Pennsylvania), Visible Thinking (Harvard Graduate School of Education) and Visible Learning (Melbourne Graduate School of Education). Partnering with Lea Waters PhD, has enabled Ravenswood to courageously transform our wellbeing approach from a subjective, internal experience delivered through curriculum to a tangible phenomenon, visible within our culture, embedded within teaching and learning pedagogy and engrained across school structures, processes and policies. Experience a "behind the scenes" look at our strategic direction for learning and wellbeing incorporating underlying principles, decision-making processes and measurement practices. Data shared, and practical applications presented, will highlight that when the very act of teaching and learning occurs in a way that builds the wellbeing of all, positive education reaches its full potential.

BUILDING STUDENT VOICE AND AGENCY IN A PRIMARY SCHOOL POSITIVE EDUCATION PROGRAM

Saraid Doherty & Adrienne Baucke
Parkmore PS

Student voice and agency are recognised as key drivers to strengthening student learning outcomes. In 2017, the positive education team focussed on providing more authentic opportunities for students to have a voice and role in shaping and growing the whole school positive education program. We will share our experiences, discoveries and wonderings and invite participants to consider their own educational contexts to nurture positive student voice.

IF THE SYSTEM IS NOT RIGHT, IT'S REALLY HARD TO THRIVE: WHEN POSITIVE PSYCHOLOGY INTERVENTIONS ARE NOT ENOUGH

Andrea Downie, Project Thrive and The University of Melbourne
Rachel Colla, Merakai and University of Melbourne

Schools have a unique opportunity to provide a primary prevention approach to community wellbeing. However, despite greater understanding and promotion of wellbeing than ever before, why is the mental health crisis for our young people continuing to escalate? We are complex beings living in increasingly complex systems and must consider the environment that impacts our students' wellbeing. The bottom line is that not all positive psychology interventions work for everyone all of the time. While we may understand that we need to design our programming with a consideration of both personal and environmental factors, do we have the resources, knowledge and power to influence the greater system that we know impacts our efforts? This workshop will explore curriculum design and pedagogical practices using systems thinking, challenging your thinking about how we currently educate, sharing learnings from an outstanding school that are already leading the way in this approach.

DIFFERENT NOT DISORDERED: HOW TO USE EDUCATIONAL ASSESSMENTS TO PRIME STUDENTS FOR GROWTH

Sharon Garro

Red Rock Christian College and Visible Wellbeing Facilitator

As an educational psychologist, Sharon is often asked to find out what is wrong with a child and why they “aren’t performing to their potential”. Experience has shown that traditionally the information from educational assessments can leave a student and teacher feeling stuck and viewing the student through a deficit lens. Taking the Positive Education mandate of schools being “enabling institutions”, Sharon intentionally uses educational assessments to enhance students’ and teachers’ understanding of the best way a student learns. Reports become a vehicle for teachers to see the potential and leverage points in students and help them develop the character strengths and attributes to become more confident learners, owning their unique identities. Sharon will share her experience over the past 15 years in developing ways that educational assessments and the information contained within them; can be used to encourage growth, flourishing and a positive identity.

ENGAGING ACADEMICS: LOOKING AT POSITIVE EDUCATION THROUGH THE LENS OF VIEWPOINT DIVERSITY

Erin McLaughlin Griffin

Wyoming Seminary

Chris Peterson offered a famous elucidation of positive psychology in just three simple words: other people matter. But in this time of increasing global affective polarization, when us-versus-them ideology is fuelling a fire that rages out of control, how can we approach education more positively to foster intellectual inquiry, humility, and discourse? This workshop introduces a resource that just might help to make things better. It’s an academic framework for positive education built on fostering respect for viewpoint diversity. The goal of viewpoint diversity is not to promote a particular value system, but to teach students skills that will allow them to evaluate, consider, and understand the values and opinions of others while forming and enriching their own. The goal is to make students much more critically aware that because other people matter, their views and values must matter, too.

EUDAIMONIC WELLBEING

Bill Hallam

Deakin University

Eudaimonic wellbeing (EWB) is a concept gaining increasing precedence in wellbeing science. In recent wellbeing models, EWB is viewed as underpinning the flourishing model of wellbeing. However, there is much debate concerning the nature of eudaimonia and how eudaimonic wellbeing can be attained or encouraged in contemporary school rooms and other places. One arm of this debate is presented in this workshop where contemporary models of flourishing are challenged and extended. In this presentation, eudaimonia is viewed as the good life that is morally good, rather than the good life that is emotionally rewarding. The moral good life is viewed through the lens of commitment to the Aristotelian moral virtues where wellbeing is characterised by character development and caring beyond hedonic self-interest to the intrinsic care of self, others and the wider world. Flourishing, in this model, is an unsolicited by product of the good life rather than the goal of such a life.

FOUNDATIONS OF POS ED THROUGH PLAY

Stephen Heart

Playworks Oz

Strengths Mindset and Mindfulness are the key foundations of Positive Education. Each have endured thorough rigorous testing. Each has been scrutinised by researchers and academics and the joy has been all but sucked out of them. Playworks® Oz extends your experience of these giant foundations in a seriously playful way. Through the tangible elements of Lego® Serious Play®+Positive Psychology Concepts, workshop participants will engage in a powerful alchemy of team awareness, strategic planning and risk recognition featuring aspects of Appreciative Inquiry, Mindfulness and Strength based stories.

HOW TO ENSURE STUDENT BUY-IN WHEN EMBEDDING POSITIVE EDUCATION IN A SENIOR SCHOOL: LESSONS LEARNT AFTER 7 YEARS OF POSITIVE EDUCATION AT ST. PETER'S COLLEGE.

Sean Inman

St. Peters College, Adelaide SA

How to ensure student buy-in, when embedding Positive Education in a Senior school? This workshop will share with participants the myriad lessons learnt after 7 years of Positive Education at St. Peter's College.

RESILIENT FUTURES: AN INDIVIDUAL AND SYSTEM-LEVEL APPROACH TO EMBEDDING WELLBEING AND RESILIENCE IN FLEXIBLE LEARNING OPTIONS (FLO) SETTINGS.

David Kelly & Matthew Iasiello

SAHMRI Wellbeing and Resilience Centre

The SAHMRI Wellbeing and Resilience Centre has partnered with several youth agencies and alternative education schools to deliver a large-scale, multi-site project aimed to improve the wellbeing and resilience of over 1,000 young people (aged 16-20) who have disengaged from mainstream education. This project, titled Resilient Futures, is being delivered at FLO schools in the most disadvantaged areas of metropolitan Adelaide. This workshop will provide practical insights into delivering resilience skills to young people in complex settings in unique contexts. Resilient Futures involves upskilling local teachers, case-managers, and mentors in the 'how to' knowledge of building resilience skills in young people through both explicit (e.g. direct training) and implicit (e.g. moment-to-moment relationship exchanges) learning. The project content is founded on the TechWerks Resilience Skills with specific adaptations made concerning developmental capacity, trauma-informed principles, and social exclusion determinants, and delivery of the skills has been underpinned by a growth-focused intentional model.

STRENGTH IN DIVERSITY – CREATING POSITIVE SCHOOL EXPERIENCES AND FUTURES FOR LGBTI YOUNG PEOPLE

Jordi Kerr

GASP Project (City of Greater Geelong)

The latest research continues to show that the majority of LGBTI young people experience issues when trying to be their authentic selves at school, and that this has significant negative impacts on their mental health and wellbeing. This workshop will share the experiences of LGBTI young people, and focus on ways every staff member can easily adapt their existing practice to create a more inclusive and positive educational environment. As well as featuring hands-on activities that build empathy and highlight resilience which can be replicated in the classroom, this session will equip participants with an understanding of the different communities that comprise 'LGBTI', and of the ever-changing terminology that LGBTI young people use to articulate their identities.

FOSTERING STRENGTHS BASED LEARNING (SBL) IN EARLY CHILDHOOD SETTINGS AS A WAY TO ENHANCE THE LEARNING, IDENTITY AND WELLBEING OUTCOMES OF YOUNG CHILDREN.

Ariadne Lack

Human Endeavours

As early childhood educators, you already have finely-tuned strengths antennas. You know the positive impact that focusing on children's abilities and strengths has on their confidence, identity and behaviour. You know this strength focus helps bring out the best in them and you as an educator. There is now extensive evidence that identifying, growing and using strengths is associated with greater wellbeing, academic performance, positive behaviours and decreased psychological distress. Strengths Based Learning (SBL) provides early childhood educators with the latest language and tools to help name and explain children's strengths, strategies to help children use and grow their strengths (even in the face of challenges and frustrations), activities to prime children for optimal learning experiences and resources to cultivate resilient learners via fostering a growth mindset. This playful, practical and interactive workshop will leave participants with activities they can take back and use in their classrooms right now.

FLOWING IN THE CLASSROOM: FOCUS, LOVE, OPTIMISM, WILL

Emma Lau & Jenny Lau
Good Hope School, Hong Kong

Recent research has shown that the concentration span of human beings, especially teenagers, has decreased in the last few years due to digital technology. Students are easily distracted by the internet, smartphones and social media which can affect their learning. This workshop aims to focus on what 'flow' is and why high-flow activities are so important. The teacher presenters will then share tips on how to foster 'flow' in the classroom and create 'flow' experiences so as to help boost student engagement in learning, especially in a large class or a class with diverse needs. Participants will try out some 'flow' activities that they can use in their classrooms too.

GROWTH-FOCUSED COACHING; PROMOTING PLAYER WELLBEING AND INTRINSIC MOTIVATION

Lara Mossman, La Trobe University
Gavin Slemm, University of Melbourne

This workshop looks at different types of motivation in sport settings, such as physical education, and identifies which ones are associated with higher wellbeing in young athletes. It explores the important role of fun in sporting environments, demonstrating that fun matters, even at the highest elite levels. It looks at the role coaches play in facilitating sporting environments that foster more intrinsic and autonomous forms of player motivation. Delegates will learn about which coaching behaviours to dial up, and which to dial down to increase player flourishing. They will also examine player mindsets and how to give feedback that promotes growth in player development. The theory and science behind this workshop also apply to enhancing positive motivation across other contexts that contain hierarchical relationships, such as the relationships between teachers and students within classrooms, or the relationships between leaders and subordinates in workplaces.

BUILDING RESILIENCE THROUGH NATURE CONNECTEDNESS

Moya O'Brien, ICEP Europe

We underestimate the importance of connecting with nature in developing and maintaining our wellbeing and boosting our resilience. Increasing urbanisation and the digital colonisation of our daily lives has cut us off from this essential source of wellbeing. The positive impact of nature on resilience has been well documented (Wall, 2003). This workshop will examine the relationship of resilience and nature connectedness in everyday life. The key psychological ingredients of resilience and the factors that foster resilience in nature will be outlined from the literature. Participants will reflect on their own connection to nature and the psychological impact on nature on their wellbeing. Embedded strategies and tools using nature inside and nature outside the classroom will be explored. Participants will take away practises and techniques that will enhance their own skills in supporting and building resilience in young people they work with.

MAKING POSITIVE EDUCATION 'STICK': TRANSFORMATION OF A SCHOOL CULTURE THROUGH A SUSTAINABLE ECOSYSTEM

Rezia Rahumathullah & Jaslina Mokhsin
Da Qiao Primary School, Singapore

Positive Education began to take its form at Da Qiao Primary School in 2012 with the aim of strengthening Teacher-Student Relationships so that enhancements could be made to the school culture. The power and influence of Positive Education soon transformed not only the way students learn but also the way teachers teach. The concept of wellbeing became clear and its importance brought wellbeing to the core of Teaching and Learning. From the school leadership, practices for staff and student wellbeing to the involvement of the school community, Da Qiao's Pos Ed practices brought the school together and created an ecosystem that enabled everyone to flourish. The workshop is an opportunity for participants to learn key factors that enabled the creation of this ecosystem through interactive hands-on activities. The session will also help them to understand how wellbeing practices in school transcend beyond the goal of strengthening teacher-student relation and leading to the creation of a sustainable system where the school community shared and practised one language of wellbeing.

FEEL GOOD FRIDAYS – A PRACTICAL WAY TO IMPLEMENT POSITIVE EDUCATION AT WHOLE SCHOOL LEVEL

Matt Seddon & Kirsty Whitwood
Kellett School, The British School in Hong Kong

Feel Good Fridays are a joint student and staff initiative which developed organically at Kellett School in Hong Kong. Designed to send students into the weekend feeling great, they have had a tremendous impact on our students already. Easily accessible by all – and once established, easily managed from a staffing perspective, Feel Good Fridays allow the many facets of Positive Education to be accessed at either a surface, or a deeper level. We would look forward to sharing with you some of our ideas, successes and practical solutions, as well as some of the problems that we have faced, whilst implementing Positive Education in this simple and engaging way.

INCORPORATING THE PERSONAL AND SOCIAL CAPABILITIES ACROSS THE CURRICULUM AND WELLBEING

Nicky Sloss
Association of Independent School of NSW

Social and emotional learning is a key component of any school wellbeing scope and sequence. Whole-school curriculum documents also offer an opportunity to focus on these capabilities across key learning areas - making all teachers, teachers of wellbeing. This workshop will unpack the capabilities and provide practical examples for participants to discuss and utilise.

CREATING THE VILLAGE: USING POSITIVE PSYCHOLOGY STRATEGIES FOR CLASSROOM MANAGEMENT

Sandra Surace
St Catherine's Primary Moorabbin

'It takes a village to raise a child' but have we ever examined the elements that underpin this when it comes to building relationships within the classroom that support classroom management? As teachers, we need to explore our everyday role in helping our students to grow academically, but also in their own emotional and social development. Our own classrooms can become a jungle of stress and disengagement if the delicate balance of how to manage is not addressed. This workshop explores classroom management through a different lens - one that is strategically built on the principles of positive psychology to model, teach and engage students to grow into their best possible selves. Current research will be translated into simple everyday classroom actions and strategies that can be taken away and applied immediately to create a village atmosphere in the classroom - a place where connections, learning and personal growth coexist.

CONNECT WORKSHOPS

Collaborative Group Presentations (60 Minutes per Group)

POSITIVE EDUCATION IN A DIGITAL AGE

- **Leonie Abbott, Berry Street Educational Model & PESA Director** - *Technology and Positive Education: Making Informed Technology Choices and Teaching Healthy Technology-Related Habits To Your Students.*
- **Dr Anupama Anaparti PhD, Osmania University, India:** *Cog-Learning by Digital Kids:* Certainly, this is the age of digital populace with optimum usage by its younger generation. Children today are born into media-rich families and in India, only certain sections of children have access to digital tools like smart phones and desktops. A research study was conducted on the need for children to learn beyond the classroom curricula, precisely about their own behaviour. Creating awareness about one's own cognitions called 'Metacognition' was explored and a computer-assisted

tutorial with learning modules on basic cognitive processes- perception, learning, and memory were designed (ADDIE's design model). 73 middle school children participated, and their learning process was measured (Bloom's taxonomy). This presentation will focus on the major observations of the study: children were highly excited and curious to learn about processes underlying their behaviour and could relate to those beyond the classroom. Positively, this personalized, interactive and self-paced software tutorial helped them to maximize their learning from remembering to applying.

- **Andrea Downie, Project Thrive** - Technology and Positive Education: *Making Informed Technology Choices and Teaching healthy technology-related habits to your students.*
- **Rhiannon McGee, Geelong Grammar School** – *Technology and Positive Education: Making Informed Technology Choices and Teaching healthy technology-related habits to your students.*

POSITIVE EDUCATION ON A SHOESTRING

- **James Cummins, The Positivity Project:** *Positive Education On A Shoestring: Just Add A Water Bottle, Harmonica, And Ukulele!*
- **Meg Durham, Open Mind Education:** *The Power Of Shared Language - How Small Positive Shifts In Language Can Have A Large Positive Impact On School Culture*
- **Lisa Faye, Macleay College** – *Embedding Positive Education In A Tertiary Context At Macleay College Sydney And Melbourne; Building Student Engagement And Evolving This Critical Practice For Student Retention And Well-Being.*
- **Kim Waters, Uladullah High School:** *How Public High Schools Can Create Whole School Model For Positive Education That Integrates Elements Of Outdoor Education/Nature Based Therapy On A Shoestring.*

PASTORAL CARE & POSITIVE EDUCATION IN DIVERSE COMMUNITIES

- **Warren Bull & Nicola Pepper, Elisabeth Murdoch College & Langwarrin Primary School:** *Chief Happiness Officers and Therapy Dogs: A Novel Approach To Supporting Wellbeing*
- **Ian Smith, Tiwi College** – *Positive Education in an Indigenous Community*
- **Angela Sole, New England Girls' School** – *Title TBA*

Saturday 14 April

Spotlight Workshops

(60 Minutes' Duration Each — Delegates May Choose 1 Per Session)

CREATING A CULTURE OF CONNECTION. WELLBEING AND CATHOLIC IDENTITY SUPPORTING A HOLISTIC EDUCATION

Joanne Alford & Michelle Pereira
Saint Francis Xavier College

Catholic schools nurture the whole person, guided by scripture and a commitment to the spiritual, moral, social and academic development of each child. In this workshop, we will share our journey of developing Positive Education in a Catholic school. We connect scripture, mindfulness practice and VIA character strengths in the development of the whole child. We have created a connection with the VIA character strengths and the gifts of the spirit - each member of our community is called to be the best we can be. It is possible to create a flourishing community through embedding the science of wellbeing (positive education) together with a rich faith tradition.

WINDOWS, MIRRORS AND PATHWAYS.

Fiona Birkin
Mount Scopus Memorial College

Through an inquiry of the visual media technics and word play in picture books, we are given an opportunity to reflect upon and explore the elements of positive psychology within the context of the narrative and real world personal connection. It is through the dynamic interplay between illustration and text in a picture book that we can view ourselves in mirrors, are witness to the lives and actions of others through windows, and can explore ways to reinforce and create positive neural pathways.

HOPE IN A VUCA WORLD – PREPARING OUR YOUNG PEOPLE TO THRIVE BEYOND SCHOOL

Rachel Colla
Merakai, University of Melbourne

Our students today face many challenges as they prepare to leave school and transition to further study or work. Unfortunately, this creates significant stress for many students, resulting in elevated drop-out rates at university and unemployment. We, as educators, have a key role to play in helping our young people to prepare for this transition. While we've developed many strategies to improve students' will power to succeed, have we missed a key opportunity to unlock the motivating energy of hope? Hope works because it broadens thinking and fuels persistence (Synder, 2002). Additionally, there is evidence that it is important in predicting resilience, particularly in response to uncertainty. This makes hope a critical construct to explore as we prepare our youth for a VUCA (volatility, uncertainty, complexity and ambiguity) world. This workshop will incite us to think creatively about the role we can play in addressing this key issue; inspiring our imagination of a systems-based approach to thriving.

ENHANCING CREATIVITY: FAILURE, FLOW AND FLEXIBILITY

Kirsten Cottone
kirstencottone.com

In a system which increasingly recognises the value of the Arts in education (e.g. STEAM), Creative Transformation uses practical, arts-based activities to enhance the creative potential and well-being of all students. This workshop asks you to consider what blocks and what promotes creativity, both in yourself and your students. You will be exposed to theories and ideas on failure, flow and cognitive flexibility. You will also have the exciting opportunity to experience your own creative process in action, through drama, singing and visual arts activities. Beware: This workshop is **interactive and fun** (but safe), while also being grounded in theory. Finally, these guided experiences will be used to precipitate discussion regarding practical applications in the modern classroom and beyond.

MINDFUL ART FROM THE HEART- SELF-AWARENESS AND CALMING STRATEGIES THROUGH ART, POETRY AND MUSIC

**Jane Elms
Mind Rewind**

This workshop offers participants the opportunity to engage with one another in a non-judgemental and safe environment whilst learning and practicing the tools of mindfulness. It helps improve and boost productivity by giving practical strategies to help alleviate stress and anxiety and empower confidence and self-worth. This workshop provides the opportunity for self-expression through creative drawing to enable you to look within yourself, nurture yourself and find a gentle space to be you. A wide range of carefully selected readings and pieces of music complement and enhance the creative learning experience.

GROWING MENTALLY TOUGH TEENS: AN EVIDENCE-BASED APPROACH TO BUILDING RESILIENCE, ACHIEVEMENT AND WELLBEING FOR 14-16 YEAR OLDS

**Daniela Falecki, Teacher Wellbeing
Dr Suzy Green, The Positivity Institute**

We have all heard of Carol Dweck's work on growth mindsets, but how can we teach these concepts in practical and relevant activities to 14-16 year-olds? This workshop explores the 4C's of Mental Toughness and how they not only encourage students to better understand growth mindset, but how to better self-regulate their emotions as well as strive towards goals. The activities in this program offer participants an easy model to follow that is supported with ICT resources, games, worksheets and teacher notes.

CHANGE & TRANSITION: SUCCESSFULLY NURTURING ADOLESCENCE THROUGH SECONDARY EDUCATION

**Michelle Falzon
Catholic Regional College North Keilor**

This workshop will explore the concept of Change & Transition, with a particular focus on the experiences of students and their parents in a secondary school environment. A young person's journey through secondary education is a big transition. It can be a time full of fun, excitement and new experiences, but it can also create a ground swell of emotions for many children and their families. Participants will engage in conversation about the dynamic nature of change and transition through the lens of young people. The world of young people continues to evolve. It's shaped by the complexities of social, physical and economic environments that have helped enhance and hinder individual personal growth. Young people themselves are changing too. The development stages of adolescents can be challenging, confronting and open vulnerabilities that once were not there. Adolescent transitions, culture transitions and referral pathways have a significant impact on student wellbeing. We need awareness and understand of the range of school transition that young people face. This workshop aims to provide participants with a useful framework that acknowledges critical stages of transition when young people experience change in their lives. Participants will walk away with reflective experiences through exploring the framework in light of two student examples.

USING THE 5 WAYS TO WELLBEING TO EMBED POSITIVE PSYCHOLOGY IN YOUR SCHOOL: THE WHAT AND THE HOW

**Ray Francis
Cut Through Coaching & Consulting**

This workshop will assist those seeking practical strategies to either commence or build upon their approaches to Positive Education. Ray Francis will unpack with participants how he and his PE department completely re-designed the manner in which Personal Development, Health and Physical Education was delivered and in turn, how it impacted other areas of the school, from staff wellbeing through to careers advice. Using the New Economic Foundations 5 Ways to Wellbeing as a guide, participants will consider how aspects of Positive Psychology (signature strengths, mindfulness, relationships, service learning etc.) can be incorporated into existing health and physical education programs, explore how to embed approaches to Positive Psychology and Positive Education across a school community, and be encouraged to consider how school-wide systems might change to support wellbeing of students. All participants will receive access to an online resource with further self-directed learning materials.

POS ED'S LIKE A BELLY BUTTON, YOU'RE EITHER IN OR OUT! HOW TO GET IN AND BUILD A CULTURE OF POSITIVE EDUCATION

Bree Harris

Macleod P-12 College

Macleod College is a P-12 government school with a low socioeconomic demographic, and funding challenges. We started our Positive Education journey in 2015 and have since established a Prep to Year 12 Positive Education program within the curriculum, and are steadily integrating it into other key learning areas and aspects of school life. Our school vision is to build healthy communities within and beyond the college, and thus we are passionate about collaborating with teachers and schools to achieve this vision through Positive Education. In this workshop we will share our current scope and sequence from Prep to Year 12 including links to VELS Capabilities (Critical and Creative Thinking, Ethical, Intercultural, Personal and Social), examples of how we're integrating Positive Education through cross curricular activities and policy, examples of primary and secondary Positive Education lessons and ideas for approaching assessment and reporting while maintaining the spirit of Positive Education.

PAST, PRESENT, FUTURE: THE JOURNEY OF POSITIVE EDUCATION AT OAKLEIGH PRIMARY SCHOOL

Helen MacDonald, Oakleigh Primary School

Kristy Elliott, Restorative Pathways

Oakleigh Primary School, a medium-sized government school in the south-eastern suburbs of Melbourne, is uniquely positioned to share with you our experiences in developing and embedding Positive Education. This staff-led initiative has enabled growth of an authentic, sustainable culture of wellbeing and flourishing throughout the school community since 2013. This workshop aims to provide participants with an overview of the successes and challenges for whole-school cultural change. Drawing on ongoing data collection, reflection and analysis, the lessons learnt and strategies to involve all stakeholders will be explained. Finally, a summary of the Appreciative Inquiry process used to evaluate progress and shape future directions will be outlined. This workshop content would be of interest to primary school educators and leaders seeking to implement cost-effective positive education practices and embed a pervasive school culture which promotes student, staff and community wellbeing.

PEACEFUL STAFF, PEACEFUL KIDS

Georgina Manning

Wellbeing for Kids

Starting from the 'inside out' and from a lived experience is the most effective way to teach children mindfulness, otherwise it stays as just knowledge and the delivery can remain on a surface level. Students pick up on a teacher's experience of mindfulness and the value they place on mindfulness very quickly. This impacts hugely on the success of mindfulness in the classroom. Managing anxiety through mindfulness and positive psychology interventions can make a huge difference to staff in schools and therefore on the students' experience of learning mindfulness. Learning from a personal perspective and through hands-on activities and practices, workshop participants will learn evidence-based techniques to lessen anxiety and stress not only in themselves but also for their students.

STUDENTS AS PEER COACHES

Chris Munro

Growth Coaching International

As schools adopt coaching with their staff, we are seeing an increasing desire to apply these techniques with students and between students. This 'ripple effect' of coaching in schools may be a positive consequence of staff experiencing the empowering effects of good coaching conversations. Research into the effects of training and deploying students as coaches is in its infancy but the signs are positive. Student coach benefits include improved attitude to learning (van Nieuwerburgh & Tong, 2013) and increased academic performance and self-esteem (Suggett, 2012). van Nieuwerburgh and Passmore (2012) reported positive effects of becoming a student coach on thought processes, study skills, emotional intelligence, relationships and communication skills. This workshop

will provide the opportunity to explore what student-student coaching conversations might sound like, and to consider some practicalities of implementation. Participants will leave with greater clarity around student coaching and next steps to take forward in their context.

THE POWER OF THE PICTURE BOOK IN POSITIVE EDUCATION

Danny Parker & Kristine Sanders

Perth College

Are Picture Books written for children or adults...or those in between? This workshop will challenge your thinking and you will walk away realizing not only the power of picture books in developing wellbeing literacy at all ages, but how they can be used to connect many stakeholders within an educational institution and be a platform to launch positive psychology projects. Picture books hold a secret space, a special somewhere that exists between the words and the images. We can use them to explore the science of Positive Psychology in exciting, meaningful and engaging ways.

APPLYING 'INTENTIONAL PRACTICE' TO DESIGN, IMPLEMENT AND EMBED A GRASS ROOTS POSITIVE EDUCATION INTERVENTION

Ivan Raymond

Life Buoyancy Institute

The 'stickability' of positive education interventions is an area of particular interest for schools, program developers and researchers. A design and implementation method to support this endeavour is 'intentional practice' (Raymond, 2018). It offers utility to strengthen the implementation of locally designed and embedded approaches to deliver wellbeing, learning and positive education outcomes (through logic modelling). It is a method to strengthen both implicit and explicit learning approaches, and moment-to-moment teaching or caregiving relationships. The workshop will introduce intentional practice and its application across positive education, including multi-site implementation (SAHMRI Resilient Futures Program; Raymond, I., Iasiello, M., Jarden, A., & Kelly, D., submitted), individual and collective schools, and for children and young people with complex needs (e.g., trauma). Participants will be coached to develop a logic model that operationalises a positive education intervention to their local site, and identify intentional methods to support its translation through systems, organisational culture and moment-to-moment teaching relationships.

IGNITING AND SUSTAINING POSITIVE CHANGE THROUGH APPRECIATIVE INQUIRY: 3 SCHOOL EXAMPLES OF AI IN ACTION

Dr Paula Robinson

Positive Psychology Institute

Appreciative Inquiry (AI) is a powerful strengths-based catalyst for positive change, and a simple and easy to understand process drawn from Social and Positive Psychology, Neuroscience, Organisational Studies and Sociology (James, 2016). AI has been applied in schools to create positive and sustainable wellbeing initiatives (Waters and White, 2015), however, lack of time, resources and the high cost of AI facilitators has limited schools in utilising AI to its full capacity. This workshop will introduce the AI process and how it can be leveraged to ignite and sustain positive education. Three unique case studies will be presented, providing participants with simple and cost-effective examples on how to utilise the AI process across various school contexts including; school systems, structures and practices for positive leadership, pastoral care and whole-school change. Workshop participants will leave with a handout detailing 3 quick, easy and cost-effective versions of AI for implementation immediately back in their own school environment.

DUSK TILL DAWN:

CONSTRUCTING COMPLEXITY IN OUR YOUNG PEOPLE THROUGH POSITIVE EDUCATION

Marnie Thomas

Newcastle Grammar School

Our world is often built on seemingly simplistic binaries, without an appreciation of the process or relationship which connects them, such as full and empty, hot and cold and of course good and bad. Indeed, our lives are structured around night and day. But what about those fleeting micro-moments of dawn and dusk that are

barely distinguishable from each other? Those moments of twilight that embrace the sunrise and entice the sunset. These are the nuanced and complex moments we need to nurture, and this is exactly what Positive Education offers our young people. We have a responsibility to create contexts that assist our students on their journey to flourish while also constructing complexity. Marnie Thomas explores the Newcastle Grammar School Positive Education Framework and how the creation of a PosEd magazine forged authentic connections and allowed students to savour the moments of dawn and dusk in their lives.

FLOURISHING AT SCHOOL - LESSONS FROM ONE OF AUSTRALIA'S LARGEST STUDENT WELLBEING STUDIES. THE IMPORTANCE OF STRENGTHS, PURPOSE & SLEEP

Jason van Schie
People Diagnostix

In 2016, more than 7,500 students from 15 Australian secondary schools participated in the “Flourishing at School” study. Participants completed a survey aligned with positive education theory, plus outcome scales including life satisfaction, subjective happiness and depression, anxiety and stress. The purpose of this study was to validate a measure of “wellbeing pillars” that have been theoretically aligned with positive mental health outcomes. Out of 14 pillars measured, three were demonstrated to be arguably the most important for both improving positive mental health outcomes, as well as protecting against poor mental health. This talk will discuss the main findings of this large research piece and highlight the importance of strengths identification, purpose, and sleep to help adolescents flourish at school and beyond.

INTEGRATING CHARACTER STRENGTHS INTO MATHS AND SCIENCE: WHERE? HOW? WHY?

Aimee Woodward

University of Tasmania/Mt Carmel College

This session will share tested examples of activities designed to embed character strength education into the Australian National Curriculum for Mathematics and Science. With a focus on Year 7-10, this session will address curriculum linkages, including content, proficiency strands and overarching capabilities, as well as their assessment, and draw on the presenter’s current PhD research in this area. Participants will engage in selected, hands-on activities during the session, and will be exposed to other activities through the sharing and examination of student samples. Participants will also be provided with all planning materials at the end of the session.

CONNECT WORKSHOPS

Collaborative Group Presentations (60 Minutes per Group)

POSITIVE EDUCATION IN A SPIRITUAL OR FAITH-BASED CONTEXT

- **Madonna Ahern, Mt St Michael’s College, Qld** – *Embedding Positive Education Within a Catholic School Context*
- **Duncan Reid, Camberwell Girls’ Grammar School:** *Positive Education and The Importance Of Effective Leadership In A Christian School Context* - We are currently witnessing a crisis of confidence in leadership in all sorts of public institutions. As educationalists we are uniquely placed to question the reasons for this crisis, and to propose new understandings and new practices of leadership. The aim of this workshop is to explore the possibility of a new paradigm in educational leadership, and the education of future leaders, based on the conscious exercise of personal character strengths and with reference to the wisdom inherent in religious traditions. The hope is that this may become a foundation for greater self-awareness on the part of leaders, and therefore more effective leadership.
- **Jen Willis, Daylesford Dharma School:** *Positive Education Drawing from The Methods And Wisdom Of Buddhist Teachings*